

Campus Survey Report: Safety Perception and Experiences of Violence

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Executive Summary

Project Goals

The goal of this project was to establish baseline data about campus safety perceptions and violence experienced by the campus community. Therefore, students, staff, and faculty were invited to complete a survey during Fall 2000 and Spring 2001 semesters that measured:

- Perceptions of safety on campus,
- Knowledge about crime prevention and related services that are already in place on campus,
- Any previous contacts with the University's Department of Public Safety and evaluation of those contacts,
- Attitudes toward the range of types violence against women,
- Incidents of violence on campus whether or not officially reported previously and,
- Suggestions for improving safety and related services on campus.

Procedure

Approval for administration of survey to students, faculty and staff was sought from UofL 's Human Studies Committee. A preamble was used for the purpose of informed consent on all surveys. Faculty teaching selected classes were contacted prior to survey administration for permission to administer the survey during class time. Students in the classes sampled were invited to complete the survey during class or related professional meetings. Research assistants distributed and collected all surveys from students in unmarked envelopes.

Faculty and staff received and returned surveys via departmental mail.

All participants -students, faculty, and staff- were given a debriefing statement to keep which included telephone numbers of the investigators and contact information for relevant services on campus and in the community.

Participants

A stratified random sample of all students, faculty, and staff of the University of Louisville were invited to complete the survey.

A total of 1,310 undergraduate, graduate, and professional students completed the survey. Overall, the student participants were enrolled as full-time students (79%), were Caucasian (83%), and slightly more females (56%) than males completed the survey. This sample is representative of the student body enrolled during that time period based on available University Fall 2000 enrollment and demographic data (See Table 1). Surveys were offered to students in classroom settings and more emphasis was placed on not creating a coercive atmosphere than collecting detailed information on rate of survey completion. Our best estimate is that approximately 80% of all invited students chose to participate.

Table 1. Summary of Student Sample Demographics

	Fall 2000 (n = 619)	Spring 2001 (n = 691)
Sex	54.8% female 45.2% male	57.5% female 42.5% male
Age	Mean = 25.5 Range 17 -58	Mean = 24.4 Range = 17 - 80
Ethnicity	82.3% white	83.8% white
	9.3% African-American	7.2% African-American
	2% Asian-American	3.1% Asian-American
	1.4% Hispanic	0.7% Hispanic
Sexual orientation	1.6% gay or lesbian	1.7% gay or lesbian
	1.6% bisexual	1.0% bisexual
Respondents by classification	15.1% freshmen	14.6% freshmen
	11.2% sophomores	14.8% sophomores
	16.3% juniors	23.8% juniors
	18.4% seniors	25.0% seniors
	21.1% Arts & Sciences graduate students	13.6% Arts & Sciences graduate students
	2.2% medical students	0.2% medical students
	3.4% dental students	1.0% dental students
	12.2% post grad students	4.7% post grad students
Any disabilities?	3.9% responded "yes"	2.0% responded "yes"
Live on campus?	13.5%, mostly Belknap Campus	12.6%, mostly Belknap Campus

Five hundred surveys were sent out each semester and a total 282 faculty and staff completed the survey (150 during Fall 2000 semester; 132 during Spring 2001 semester). Thus, the rate of return was a rather unsatisfactory 28.2%. In the Fall, a Short Version was used in addition to the Full Version of the survey to encourage response. The Short Version form was not used in the spring since response rates were virtually the same for the long and short versions. On the whole, the respondents were primarily full-time employees, Caucasian, female, married, protestant, and moderate in their political orientation. Respondents had worked at UofL from 1 month to 37 years at the time they completed the survey.

Key Findings

The University community is not immune from experiencing relationship violence. Not only students at the University, but faculty and staff as well, reported experiencing violence at some time in their lives. A total of sixty-nine female students indicated they had experienced physical, sexual, and/or emotional abuse at some time in their lives. Eleven percent of female students ($n = 72$) indicated that they had ever experienced rape. Women students indicated that they had experienced a substantial number (1,036) of incidents including a wide range of intimate partner violence, such as, threats of violence or actual violence (being beaten up, strangled, had a gun or knife used on them). Of these incidents, forty-four occurred on campus.

Faculty and staff also reported experiencing various forms of relationship violence. The highest rates of reported violence include physical threats and acts, such as, “*threw, smashed, kicked something*” (31.8% Fall; 30.4% Spring), “*threatened to hit you or throw something at you*” (30.3% Fall; 24.8% Spring), and “*been pushed, grabbed, shoved*” (25.8% Fall; 24% Spring); emotional abuse (26.5% Fall; 24.4% Spring) and having “*someone misinterpret the level of sexual intimacy you desired*” (45.5% Fall; 38.7% Spring).

Gay, lesbian, and bisexual students were found to have higher incidents of ever being victimized by relationship violence. A higher percentage of women who identified themselves as lesbian or bisexual rather than heterosexual report ever experiencing rape regardless of the manner in which the question was asked. A higher percentage of men who identified themselves as gay or bisexual rather than heterosexual report ever experiencing rape regardless of the manner in which the question was asked.

Male and female students were found to significantly differ in beliefs that promote the victimization of women. Male students endorsed adversarial sexual beliefs and endorsed rape myths more than female students. Male students estimated percentages of reported rapes that are fabricated (either for spiteful reasons by women or in an effort to protect women’s reputations) were higher than estimates given by female students.

Female students feel significantly less safe than males on campus. Female students feel significantly less safe than men on campus whether it is walking alone, waiting for public transportation, walking alone in parking lots or garages, working in the library, or spending time in the student activity center.

Areas on both Belknap and Health Sciences Campuses were identified as “unsafe”, especially in the evening and at night. The areas mentioned were parking lots and garages; in and around certain campus buildings; walkways; and paths taken from class back to the respondent’s car.

Students, faculty, and staff want more visible presence of those in charge of campus safety, especially in the evening and at night. Respondents to the survey commented that they rarely noticed campus security, especially after dark, and would like a more visible presence on campus.

Students, faculty, and staff do turn to university resources in relation to safety needs and concerns. Students listed campus health services, police, and faculty as most often utilized resources on campus.

Students, faculty, and staff have specific suggestions for making Belknap and Health Sciences campuses safer places. These suggestions included more or better lighting at night in parking lots and garages; in and around buildings; and on walkways and paths on Belknap, Shelby, and Health Sciences campuses. Suggestions also included seminars on sex education, more convenient parking, more help phones (blue light phones) around campus to use in case of emergencies, safety stickers on campus telephones with safety department phone number, and more police on foot/horses around campus.

Students, faculty and staff need to have a greater definitional awareness of relationship violence and preventative efforts ongoing through PEACC programs and activities.

A number of findings in the survey strongly support the need for ongoing programming focused on increasing awareness and timely preventative efforts.

First, women students reported more incidents of ever experiencing sexual coercion and rape in the Fall 2000 survey than in the Spring 2001 survey. This finding is consistent with previous reports that college students are most vulnerable to rape during the first few weeks of the freshman and sophomore years with the *first few days of the freshman year* being the riskiest (Fisher, et al., 2000; Ostrander & Schwartz, 1994). Our findings suggest that possibly women students are already dealing with these issues when they come to the University or experience these events soon after. In either case, this highlights the need for resources available through violence prevention programs.

Next, few students stated that they attended new student orientation; few students, faculty, and staff reported attending any of the programs sponsored by the PEACC project. The existing preventive efforts need to be expanded to capture the attention of a greater portion of the campus community.

Finally, as stated above, this survey found male students were more likely to endorse beliefs that promote victimization of women. This finding suggests a need for ongoing programming that focuses on education and awareness leading to the eradication of actions that victimize women.

Campus Survey: Safety Perception and Experiences of Violence

Introduction

Background

Although University campuses form their own sort of communities, they mirror the larger society of which they are a part. Foubert and McEwen (1998) estimated that only 12% of sexual assaults were reported to the police in 1995, based on a comparison of the U. S. Department of Justice National Crime Victimization Survey and FBI Uniform Crime Reports for that year. Similar to the larger community, some research suggests that incidences of violence on campus also go unreported. Although the University of Louisville campuses have a low reported rate of violent crimes against women, the University has taken a *proactive approach* to the issues of violence against women on campus. An application was submitted to and subsequently funded by the Department of Justice, Violence against Women on Campus Program to support the creation of a comprehensive program on campus designed to address violence against women issues. A coalition of campus community members, many representing campus groups or departments that have been involved in sexual assault prevention for almost twenty years, took part in the grant application process and the initial design of the PEACC Project (Prevention, Education, Advocacy on Campus and in the Community).

Goals of the PEACC Project

The goals of the PEACC Project include: create an environment of trust, safety, and understanding for female students and victims of violent crimes; develop a multi-disciplinary coordinated university response to identify and better respond to violent crimes against women; heighten university and community awareness about these crimes; establish and/or increase university-based victim services; facilitate training and education programs about the issues at all levels of the University; and enhance of accountability of offenders within the University and community.

By working in collaboration with internal departments/offices, community organizations, and governmental agencies, the PEACC Project hopes to facilitate the establishment of a multi-faceted, multi-tiered approach to prevention and intervention concerning incidents of violence against women on campus. Some of the on-campus partners involved with this comprehensive plan include: the Provost's Office, the Department of Justice Administration, the Women's Center, the Kent School of Social Work, the Department of Public Safety, and the Office of Student Life. Partnerships with community organizations include: The Center for Women and Families, the Jefferson County Government Office for Women, the Jefferson County Police Department,

the Louisville Division of Police, the County Attorney, and the Commonwealth Attorney's Office.

Brief Description of the PEACC Project

The PEACC Project has provided violence against women programming for the faculty, staff, and students at the University. The Project began with four main initiatives: public awareness, improved training for professionals, coordinated efforts in advocacy for victims, and review of related University policies and procedures. The PEACC Program staff have provided speakers on a number of topics, including, "Who is a Victim, Who is a Perpetrator?"; "Domestic Violence in the Workplace"; and "Stalking - When Does Attention Become a Crime?"

At the beginning of the PEACC Project, staff included a full time program director, a full time project coordinator, a part time Health Science Campus liaison, and a part time administrative assistant. The staffing pattern has since changed due to reductions in funding levels. Currently, there is a full time program director, a part time project coordinator, and a part time administrative assistant. The program director and project coordinator provide direct assistance and referrals to victims in addition to their other activities related to campus awareness and programming.

Prevalence of Violence against Women

Intimate partner violence is primarily a crime against women. In 1998, females were the victims in 72% of murders that took place as the result of intimate partner violence and were the victims of about 85% of all nonlethal relationship violence. Women age 16 to 24 experienced the highest per capita rates of intimate partner violence at 19.6 victimizations per 1,000 women (Department of Justice, Bureau of Justice Statistics).

Locally, domestic violence has been the largest crime-related call for service for local police, representing over 36,000 calls for service each year. One out of three women will be abused at some point in their lives. A person is murdered in the state of Kentucky once every four days in a domestic violence related incident.

Rape continues to be a major type of violence perpetrated against women of all ages with a 1 in 4 risk estimate for college age women (this estimate is 1 in 5 if attempted rape is not included). Koss (www.vawprevention.org, viewed 7-30-02) reports that life time prevalence rates of above 15% have been supported. Tjaden and Thoennes (1998) found that 17.6% of women reported having been raped and that 76% of those women raped and/or physically assaulted after age 18 were attacked by current or former husband, a cohabiting partner or a date. In a national sample of 3,472 college students, 8.3% of the women reported

being raped in the previous 6 to 9 months, with 4% occurring off campus (Fisher, Cullen, & Lu, 1998).

Effects of Violence

Domestic violence has a serious, negative impact on many aspects of women's lives, including physical health, mental health, and economic well-being. There is general agreement that battered women represent a significant proportion of all emergency department patients (Kurz, 1987, 1990; McLeer & Anwar, 1989; Ochs, Neuenschwander, & Dodson, 1996; Rand, 1997; Stark & Flitcraft, 1979, 1996). Up to half of all battered women are abused during pregnancy, with physical abuse often beginning or escalating in pregnancy (Helton, McFarlane, & Anderson, 1987) and sometimes resulting in increased morbidity in both mothers and infants (Martin, English, Clark, Cilenti & Kupper, 1996; Parker, McFarlane, & Soeken, 1994). Plichta (1996) reported that battered women were significantly more likely to define their health as fair or poor; were more likely to have been diagnosed with sexually transmitted diseases and other gynecologic problems; and to say they had not received needed medical care.

Axelrod, Myers, Durvasula, Wyatt, and Cheng (1999) found that women who had experienced relationship violence reported significantly more depression and anxiety than non abused women, and that 58% of a community sample of battered women ($N = 415$) evidenced significant PTSD symptoms. It has also been found that symptoms of depression and anxiety increase as the severity of physical attacks escalate (Cascardi & O'Leary, 1992; Orava, McLeod, & Sharpe, 1996). Straus and Gelles (1990) have reported that seriously assaulted women experience twice the number of headaches, four times the rate of depression, and five and one-half times more suicide attempts than women who are not experiencing violence in their lives.

The *National Women's Study* (Kilpatrick, 2002) examined the impact of rape on mental health and found that rape victims were 6.2 times more likely to experience PTSD than women who were not victims of violent crime (31% vs 5%). Thirty percent of all rape victims had experienced at least one episode of major depression.

Shepard and Pence (1988) found that many of the battered women in their study were employed but work performance and absenteeism were affected by the abuse experienced. In a survey conducted by the U.S. Conference of Mayors, 44% of cities surveyed identified domestic violence as the primary cause of homelessness (Waxman & Reny, 1997).

College women who have been raped are more likely to drop out especially if it was an acquaintance rape and the attacker is also on campus (Sampson, www.cops.usdoj.gov, viewed 8-1-02). Consequences of sexual harassment and

other types of victimization include school-work related problems, such as, decreased morale, increased absenteeism, lower grades, decreased satisfaction with career goals, and damage to interpersonal relationships on campus (Paludi, 1996). In one study, 29% of female graduate students reported a loss of academic or professional opportunities and 14% reported lowered grades or financial support as the result of sexual harassment on campus (Schneider, 1987).

Other Surveys of College Campuses and College Age Women

Various efforts have been made in the past to conduct surveys of the college student population regarding both experiences and commission of sexual assault and other types of violence. For example, Koss, Gidycz, and Wisniewski (1987) conducted a survey that sampled 6,159 students (3,187 women and 2,972 men) enrolled in 32 colleges and universities across the United States. The methodology Koss et al. employed was similar to that used in our campus survey. Target classes were randomly selected from the course catalogue, and the survey was administered in classroom settings by graduate students. The graduate students were trained to use a script for survey administration and to deal with any students who might be upset by the survey. Koss et al. found that 15.4% of the women reported experiencing an act that met the legal definition of rape, and 4.4% of the men reported having committed such an act since age 14. Twenty-five percent of the men reported perpetrating some level of sexual assault. Since almost none of these respondents had been involved in the criminal justice system, most of these incidents of sexual violence had gone unreported.

In order to further study the possible links between alcohol consumption and sexual assault, Abbey, McAuslan, and Ross (1998) used an anonymous survey that was completed by 814 men undergraduates at a large commuter university. Enrollment data at that university were used to recruit undergraduates from classes in proportion to overall enrollment data by college and major. As in our survey, faculty were contacted prior to the survey for permission to administer the survey during class time. The Sexual Experiences Survey (Koss & Oros, 1982) and portions of Burt's Rape Myth Acceptance Scale (1980) made up part of the survey instrument. Abbey et al. found that 26% of the sample of 814 men reported perpetrating some form of sexual assault: 14% of the men reported sexual coercion, 2% reported forced sexual contact, 1% attempted rape, and 9% committed an act that meeting the standard legal definition of rape.

Purpose Of Current Research

An important component of the PEACC Project is an awareness campaign that began Fall, 2000. In order to establish baseline data faculty, staff, and students were invited to complete a survey during Fall 2000 and Spring 2001 semesters that measured:

- perceptions of safety on campus,
- knowledge about crime prevention and related services that are already in place on campus,
- any previous contacts with the University's Department of Public Safety and evaluation of those contacts,
- attitudes toward the range of types violence against women,
- incidents of violence on campus whether or not officially reported previously,
- suggestions for improving safety and related services on campus.

In any large survey effort such as this, many decisions must be made concerning what types and how much information to seek from whom. Since our University is primarily a commuter campus, we decided whenever possible to include questions about whether an incident occurred on or off campus. It is important to note here that violence experienced off campus has all the previously described deleterious effects and these effects come with the victims onto campus whether the victims are faculty, staff, or students. In that respect, it is irrelevant where the violence occurred. Due to concerns about the length of the survey, we did not attempt to bracket reports of violence in a specific time period (i.e., a semester or academic year). *Therefore, conclusions about how many violence incidents occur on campus in an academic year cannot be drawn from our results.*

As the survey was planned, a decision was made to include faculty and staff as well as students. This approach is consistent with the overall aims of the PEACC Project. Obviously, faculty and staff are critical members of the campus community and have many influences on campus life. Often at this University staff have dual roles in that they are also students on campus. Of course, faculty and staff may be dealing with domestic violence issues in their own lives, and we wanted to explore what types of direct services they might need. We also felt it was important to learn whether faculty and staff were seen as potential resources by students dealing with violence related issues as well as how able and comfortable University employees were in dealing with requests by students for help or referrals.

The content of the survey was very similar for faculty/staff (Full Version) and students. These two surveys differ only in the types of demographic information requested, questions about campus culture classes, and faculty/staff questions about requests from students for assistance dealing with violence related issues.

An additional Short Version for faculty/staff was used in the Fall semester in order to encourage response. This short form was not used in the Spring since response rates were virtually the same for the long and short versions.

After discussing the methodology used and describing the survey content in detail, the results of the student survey will be presented followed by the results of the faculty/staff survey.

Method

Participants

Participants were students, faculty, and staff of the University of Louisville. In order to survey a representative sample of all students, a stratified random sample of classes was created from all undergraduate, graduate, and professional classes offered at the University based on enrollment data. In the Fall 2000 semester, 619 students completed the survey and in the Spring 2001 semester 691 students completed the survey. See Table 1 below for a summary of the demographics of the resultant sample of students responding to the survey.

Surveys were offered to students in classroom settings and more emphasis was placed on not creating a coercive atmosphere than collecting detailed information on rate of survey completion. Our best estimate is that approximately 80% of all invited students chose to participate.

A stratified random sample of faculty and staff was created based on the number of faculty and staff in the various schools and departments. See Table 2 below for a summary of the demographics of faculty and staff who completed the survey.

Five hundred surveys were sent through campus mail each semester and a total 282 faculty and staff completed the survey (150 during Fall 2000 semester; 132 during Spring 2001 semester). Thus, the return rate was a rather unsatisfactory 28.2%. In the Fall, a Short Version was used in addition to the Full Version of the survey to encourage response. The Short Version form was not used in the spring since response rates were virtually the same for the long and short versions. In both semesters, a one week reminder note was sent in an attempt to increase response rates.

Table 1. Summary of Student Sample Demographics

	Fall 2000 (n = 619)	Spring 2001 (n = 691)
Sex	54.8% female 45.2% male	57.5% female 42.5% male
Age	Mean = 25.5 Range 17 -58	Mean = 24.4 Range = 17 - 80
Ethnicity	82.3% white	83.8% white
	9.3% African-American	7.2% African-American
	2% Asian-American	3.1% Asian-American
	1.4% Hispanic	0.7% Hispanic
Sexual orientation	1.6% gay or lesbian	1.7% gay or lesbian
	1.6% bisexual	1.0% bisexual
Respondents by classification	15.1% freshmen	14.6% freshmen
	11.2% sophomores	14.8% sophomores
	16.3% juniors	23.8% juniors
	18.4% seniors	25.0% seniors
	21.1% Arts & Sciences graduate students	13.6% Arts & Sciences graduate students
	2.2% medical students	0.2% medical students
	3.4% dental students	1.0% dental students
	12.2% post grad students	4.7% post grad students
Any disabilities?	3.9% responded "yes"	2.0% responded "yes"
Live on campus?	13.5%, mostly Belknap Campus	12.6%, mostly Belknap Campus

Table 2. Summary of Faculty/Staff Sample Demographics

	Fall 2000 (n = 150)	Spring 2001 (n = 132)
Sex	74.8% female 25.2% male	73.6% female 26.4% male
Age	Mean = 43.9 Range = 21 -71	Mean = 44.6 Range = 19 - 64
Ethnicity	85.1% white 7.8% African-American 1.4% Asian-American 0.7% Hispanic	84.0% white 9.6% African-American 0.8% Asian-American 1.6% Hispanic
Sexual orientation	2.8% gay or lesbian 1.4% bisexual	2.3% gay or lesbian 3.1% bisexual
Respondents by classification	20.8% faculty 2% lecturer/instructor 10.1% exec/administrative 35.6% professional staff 19.5% secretarial/clerical 6.0% technical 2.0% skilled crafts staff 0% service-maintenance	20.3% faculty 5.5% lecturer/instructor 5.5% exec/administrative 34.4% professional staff 18.8% secretarial/clerical 7.8% technical 1.6% skilled crafts staff 0.8% service-maintenance
Full or part-time?	94% full-time	93.1 full-time
Years of service	Mean = 8.7 years Range = 1 month - 32 yrs	Mean = 10.0 years Range = 1 month - 37 yrs
Any disabilities?	2.7% responded "yes"	3.0% responded "yes"

Procedure

Student Survey

Students in the classes sampled were invited to complete the survey during class or related professional class meetings. Faculty were contacted prior to survey administration for permission to administer the survey during class time and to make any necessary arrangements. Research assistants distributed and collected all surveys from students. At no time did faculty who taught these classes have access to the students' completed surveys. No classes taught by the researchers on this project were invited to participate.

At least two research assistants administered the surveys in each class. Students were informed that the survey contains questions about intimate experiences, including consensual and forced sexual experiences. Students were also reminded that participation was voluntary and they were free to refuse to answer any and all questions. Surveys were provided to students in unmarked envelopes and were returned in the same. Either a box or large envelope was placed at the front of the room for students to place surveys when completed.

Faculty and Staff Survey

Faculty and staff received and returned surveys via departmental mail. In the Fall semester, randomly half of the faculty and staff received the Full Version of the survey and half received the Short Version. Since no difference in response rates between the two versions were found in fall, only the Full Version of the survey was offered in the spring.

A preamble was used for the purpose of informed consent on all surveys. All responses were anonymous. Respondents were not asked for name, social security number or other identifying information. All participants were given a debriefing statement to keep which included telephone numbers of the investigators and contact information for relevant services on campus and in the community.

Survey Content

The student and faculty/staff versions of the survey were very similar and consisted of six sections and four scales described in detail below. Differences between student and faculty/staff versions as well as differences between the versions used each semester are included in the following description.

Student version.

The student version (see Appendix A for a copy of survey) of the survey began with three questions concerning perceptions and concerns about safety on campus. First, students were asked to rate how safe they felt in five different situations on campus (walking alone, waiting for public transportation, walking

alone in parking lots or garages, working in the library, and spending time in the student activity center) both during the day and at night using a 1 (*very unsafe*) to 5 (*very safe*) scale. The above safety items were modeled after similar questions developed by DeKeseredy and Schwartz (1998) for the *Canadian National Survey on Woman Abuse on Campus*. Then, they were asked to list any specific areas on campus or times that they did not feel safe. The last question in the section asked, “*Do you have any special needs related to safety on campus?*”

In the next section, students were asked, “*Have you ever used services related to safety issues, sexual harassment, or sexual assault that are provided on campus by the following?*” A list of fifteen campus based services was given and students were asked to indicate whether or not they had used any of these services (*Yes or No*) and if so, they were asked to rate these services on a rating scale from 1 (*very dissatisfied*) to 5 (*very satisfied*).

Next, students were asked if they had ever taken the Campus Culture class and whether topics, such as, crime on campus, sexual harassment, stalking, and relationship violence had been discussed.

The next set of questions concerned use of campus police services and attitudes toward campus police. Students were asked if they had ever reported an incident to campus police and to indicate the reasons if they had not had any contact from a list provided (i.e., never observed anything that needed to be reported, campus police would be inefficient, private or personal matter). Then, they were asked to describe their contact with campus police, if any, by selecting one of six options (casual conversation, gave information about a crime, reported a crime, asked for information or advice, traffic violation or accident, no contact) or by describing any other type of contact they may have had.

The next section focused on any experience of physical, sexual, or emotional abuse. After being asked if they had ever experienced any of these types of abuse, they were asked to indicate whether or not any of these incidents occurred during the time they were a student at the University regardless of where the incident(s) took place. Then, they were asked whether they had sought out any of a list of eighteen possible resources, including formal and informal sources of support (i.e., friend, Center for Women and Families) and campus based and community resources (i.e., Campus Women’s Center, city or county police).

Students were asked if they had attended any type of student orientation conducted by the University during the summer or fall, 2000 and if so, were asked to rate how much information they were given on violence against women issues on a 1 (*none*) to 5 (*a lot*) scale.

The next sections of the survey included sets of questions based on the Adversarial Sexual Beliefs Scale (Burt, 1980), Rape Myth Acceptance Scale (Burt, 1980), Conflict Tactics Scale (CTS, Gelles & Straus, 1979; Straus, 1979), and the Sexual Experiences Scale (SES, Koss & Oros, 1982). The questions derived from the CTS and SES were each presented twice with one version containing language for victims and one version containing language for perpetrators. Another scale under development by the authors (Domestic Violence Control Scale) was also included in two versions - one with perpetrator language and the other with victim language.

Adversarial Sexual Beliefs Scale (Burt, 1980). The Adversarial Sexual Beliefs Scale (ASB) consists of nine items developed by Burt to measure the expectation that sexual relationships are fundamentally exploitative and each party is manipulative and not to be trusted. Burt suggested that to a person who strongly endorses this point of view, rape might seem more like the extreme on an exploitative continuum than the unexpected act of violence it is. In that case, rape might not be seen as an event that generates much sympathy or support for the victim. Burt developed the nine item ASB scale from a large item pool that was pretested and used item analyses to help determine which items would be retained in the final version of the scale. During scale development, a random sample of 598 adults (60% women) were interviewed with the scale and the resulting Cronbach's alpha was .802 (Burt, 1980). It is expected that scores on this scale will vary directly with scores on the Rape Myth Acceptance Scale (Burt, 1980).

The following five items based on the Adversarial Sexual Beliefs Scale were used as part of the campus survey: 1) *A man's got to show the woman who's boss right from the start.* 2) *Women are usually sweet until they've caught a man, but then they let their true self show.* 3) *In a dating relationship a woman is largely out to take advantage of a man.* 4) *Men are out for only one thing.* 5) *A lot of women seem to get pleasure from putting a man down.* Students were asked to respond to each item on a 1 (*Strongly Disagree*) to 5 (*Strongly Agree*) scale.

Rape Myth Acceptance Scale (Burt, 1980). Rape myths are defined as prejudicial, stereotyped, or false beliefs about rape, rape victims, and rapists and contribute to creating a hostile climate for rape victims (Burt, 1980). Burt's scale has been widely used in the past and is a reliable scale with predictive value. A number of previous studies have found that men who committed sexual assault had higher scores on the Rape Myth Acceptance Scale as well as the Adversarial Sexual Beliefs Scale as compared to men who had not committed sexual assault (Demare, Lips, & Briere, 1993; Koss, Leonard, Beezley, & Oros, 1985; Malamuth, 1986; Malamuth, Sockloskie, Koss, & Tanaka, 1991; Malamuth, Linz, Heavey, Barnes, & Acker, 1995; Muehlenhard & Linton, 1987; Rapaport & Burkhart, 1984).

The Rape Myth Acceptance scale was developed in a similar manner as the Adversarial Sexual Beliefs Scale described above and had a Cronbach's alpha of .875.

The following seven items were based on Burt's Rape Myth Acceptance scale:

1) *A woman who goes to the home or apartment of a man on their first date implies that she is willing to have sex.* 2) *Any female can get raped.* 3) *Any healthy woman can successfully resist a rapist if she really wants to.* 4) *Many women have an unconscious wish to be raped, and may then unconsciously set up a situation in which they are likely to be attacked.* 5) *If a woman gets drunk at a party and has intercourse with a man she's just met there, she should be considered "fair game" to other males at the party who also want to have sex with her whether she wants to or not.* 6) *What percentage of women who report a rape would you say are lying because they are angry and want to get back at the man they accuse?* 7) *What percentage of reported rapes would you guess were merely invented by women who discovered they were pregnant and wanted to protect their own reputation?* On the first five of these questions, students were asked to respond to each item on a 1 (*Strongly Disagree*) to 5 (*Strongly Agree*) scale. On the final two items, they were asked to fill in a blank with their estimated percentages.

Conflict Tactics Scale (CTS, Gelles & Straus, 1979; Straus, 1979). Even though the CTS has been criticized for not taking the context of the violence and severity of injuries to women into account, ten items adapted from the CTS were included in the campus survey. See Brush, (1993); Dobash, Dobash, Wilson, and Daly, (1992) for examples of criticisms of CTS. DeKeseredy and Schwarz (chapter 3, 1998) provide a particularly clear discussion of the issues involved. Also, Straus (1990) has provided an extensive review of criticisms of the CTS and his responses to them.

The CTS continues to be one of, if not the most widely used, measures of relationship violence and it was felt that for comparison reasons it was important to include as one indicator. Approximately 400 studies have been published using data collected with the CTS (see Straus, 1995). Reported alpha coefficient reliabilities for physical aggression items range from .82 to .88 (Straus, 1990).

Conflict theory, which assumes that conflict is inevitable in all relationships but violence as a tactic is not, is the theoretical basis of the CTS (Straus, Hamby, Boney-McCoy, & Sugarman, 1996). The CTS attempts to measure specific tactics, not attitudes about conflict or violence or causes and consequences of violence. In fact, one of the criticisms of the CTS is that it focuses only on conflict-instigated violence and does not include control-instigated violence which is believed to be used far more often by men than women (DeKeseredy & Schwarz, 1998).

The CTS (Straus, Hamby, Boney-McCoy, & Sugarman, 1996) can be used to measure the extent to which relationship partners engage in psychological as well as physical attacks on each other and their use of reasoning to deal with conflict. However, the CTS has been most frequently used to measure only physical assaults and that is the manner in which it was used as part of the campus survey. Consistent with the original version of the CTS, the items described below were presented in hierarchical order of social desirability, with the least acceptable behaviors listed last. The scale authors' reasoning on this approach was that it would encourage self-disclosure of violence acts by allowing the respondent to first show that they had tried everything else.

The following ten items adapted from the Conflict Tactics Scale were presented with these response options: "Ever experienced?" (Yes or No); "*Did it happen on or off UofL campus?*" (On or Off); and "*Gender of partner(s)?*" (Male, Female, Both): 1) *accused you of having affairs or flirting with others*; 2) *threatened to hit you or throw something at you*; 3) *threw, smashed, or kicked something*; 4) *threw something at you*; 5) *pushed, grabbed, or shoved you*; 6) *kicked, bit, or hit you with a fist*; 7) *beat you up*; 8) *choked you*; 9) *threatened you with a gun or knife*; 10) *used a gun or knife on you*. All items were presented in two formats one with victim wording, i.e., "*Has anyone accused you of having affairs or flirting with others?*" and the other version with perpetrator wording, i.e., "*Have you ever accused a partner of having affairs or flirting with others?*" The response options were the same on both formats.

Sexual Experiences Survey (SES; Koss & Oros, 1982). Koss and Oros developed the SES in order to detect unreported cases of rape and in an effort to document a dimensional view of sexual aggression and sexual victimization. The original version consisted of male and female parallel versions. It was 12 items long for men and included one additional question, "Have you ever been raped?", for women. A Yes or No response format was used. In a study in which a representative sample of 3,862 university students completed the survey, Koss and Oros (1982) found that the instrument consisted of one factor that accounted for 67.3% of the variance. Seventy-five percent of the women and 81% of the men responding indicated they had experienced consensual sexual intercourse; 6% of the women indicated they had been raped.

Koss and Gidycz (1985) reported similar results when men made self-reports of their aggression on the SES as compared to levels of aggression reported to an interviewer ($r = .61$, $p < .001$). The SES also has good test-retest reliability for men (93%) as reported by Koss and Gidycz (1985).

For the campus survey, eight items were adapted from the SES and presented in gender neutral terms (i.e., "Have you had sexual intercourse with *your partner* even though you didn't really want to because *your partner* threatened to end

your relationship otherwise?”). All items except *“Ever had someone misinterpret the level of sexual intimacy you desired?”* and *“Have you ever been raped?”* were presented with wording for both victimization and perpetration of the acts involved.

The following eight items were adapted from the SES for use in the survey:

1) *Ever had someone misinterpret the level of sexual intimacy you desired?*

Have you been in a situation where.....

2) *your partner used some degree of physical force (twisting your arm, holding you down, etc.) to try to make you engage in kissing or petting when you didn't want to?* 3) *your partner tried to have sexual intercourse with you when you didn't want to by threatening to use physical force (twisting your arm, holding you down, etc.) if you didn't cooperate, but for various reasons sexual intercourse did not occur?* 4) *your partner used some degree of physical force (twisting your arm, holding you down, etc.) to try to get you to have sexual intercourse when you didn't want to, but for various reasons sexual intercourse did not occur?*

Have you had sexual intercourse with your partner.....

5) *even though you didn't really want to because your partner threatened to end your relationship otherwise?* 6) *when you didn't want to because your partner threatened to use physical force (twisting your arm, holding you down, etc.) if you didn't cooperate?* 7) *when you didn't want to because your partner used some degree of physical force (twisting your arm, holding you down, etc.)?* 8) *Have you ever been raped?*

Respondents were asked to indicate whether they had ever experienced each of the eight items above (Yes or No), whether it happened on campus or not (Yes or No), and gender of partner(s) (*Male, Female, Both*).

Demographic section

The final section of the survey included demographic questions (i.e., gender, ethnicity, age), questions about student status (i.e., year in school, transfer student, athlete, live on campus), and questions about relationship status (whether or not in a relationship, what type, length).

Any additional comments

Lastly, students were given an opportunity to write in any additional comments in response to, *“Is there anything that we haven't asked you about that you would like to share with us now?”*

Differences in Spring Student Survey.

The spring survey had the following additional questions. Students were asked if they had completed the fall campus survey. They were asked if they knew of any specific prevention programs on campus dealing with violence against women

issues; how many locations on campus could they access these services; who (or what campus office) would they contact to report sexual assault, stalking, or relationship violence; is the PEACC Project located on campus (Prevention, Education, and Advocacy on Campus and in the Community); what is the main purpose of the PEACC Project; and have you signed the “Pledge of PEACC”. The PEACC Program developed the “Pledge of PEACC” and students, staff, and faculty were invited to read the pledge and sign their names if they agreed to the nonviolent concepts. See Appendix D for the text of the “Pledge of Peace”.

They were also asked if they had attended the Freshman Healthy Lifestyles for Athletes, received a flyer about the PEACC Project, and if they had ever contacted PEACC Project staff and for which services was the contact made.

Students were asked to indicate if they had heard about or attended a list of activities presented by PEACC, including, kick off event, website, various special topics lectures and conferences.

Faculty/Staff Surveys

There were two versions of the fall faculty/staff survey. A short version was developed in an effort to increase response rate (See Appendix B). No difference in response rates was found and in the spring only the long version of the survey was offered to the faculty (See Appendix C for the long version).

The long version of the faculty survey was very similar to the student survey described in detail above. Faculty/staff surveys did not include questions specific to student status, such as, questions about the Campus Culture class and which student oriented PEACC Project activities were attended. In addition, the faculty/staff survey included questions specific to faculty/staff status, such as, have students approached you asking for assistance in dealing with violence related issues; approximately how often a semester does this occur; what types of problems are involved; what was your response; how likely would you be to participate in training on violence against women issues if made available on campus; and how much time could you make available for this training. Demographic questions differed in that they included employment classification (faculty, instructor, administrative, maintenance staff, etc.) and length of employment. In all other ways, the long version of the faculty/staff survey was identical to the student survey.

The short version of the faculty/staff survey (used in the fall only) omitted the CTS, SES, and the Domestic Violence Control Scale.

Results

Student Surveys

Demographics of enrolled students. The total enrollment at the University in Fall 2000 was 20,768, with 65% enrolled on a full time basis. Women students were in the majority, representing 54% of all students. The average age was 27 years. Minority students represented 16% of the University's total enrollment. The University is in an urban setting with 10% of all students living in university housing.

Demographics of students completing survey. In examining the sample demographics displayed in Table 1 above, it appears the student sample completing the surveys in the fall and spring were representative of the student body enrolled during that time period. Table 3 below provides information about the relationship status of those students completing the survey.

Enrollment status. Seventy-nine percent of students completing the survey were enrolled on a full time basis and 29% indicated they had transferred to University of Louisville. Just under four percent of students indicated that they were enrolled in the newly formed UPS Metropolitan College which is a partnership among Jefferson Technical College, Jefferson Community and Technical Colleges, the University of Louisville and UPS. Qualified students must be employed at the UPS Next Day Air Operation and be admitted to one of the participating educational institutions.

Other descriptors. When asked to describe themselves as conservative, moderate, or liberal, 31.7% of the students endorsed conservative, 47% indicated moderate, and 21.3% said they were liberal. The largest religious affiliation claimed was Catholic (32%) followed by Protestant (26.5%), and no affiliation (13.9%). Jewish, Islamic, and Hindu each accounted for approximately 1% of the students indicating a religious preference. Ten percent of all students indicated they are members of a sorority or fraternity. Thirteen percent of students were involved in athletics on campus with thirty-seven of these students participating in a NCAA Division 1 sport.

Relationship status. Table 3 below displays the types of relationship involvement students reported. There was a great deal of variation in lengths of time spent in these relationships (from none to 49 years). The mean length was 4.6 years and the mode was 2 years.

Table 3. Relationship Status of All Students Completing Survey

	Fall	Spring	Combined
Not in relationship now	226 (40.1%)	227 (38.3%)	453 (39.2%)
Married	136 (24.2%)	132 (22.3%)	268 (23.2%)
Casual Dating	104 (18.5%)	112 (18.9%)	216 (18.7%)
Not married, Living together	41 (7.3%)	106 (17.9%)	147 (12.7%)
Divorced	21 (3.7%)	15 (2.5%)	36 (3.1%)
Widowed	3 (0.5%)	1 (0.2%)	4 (0.3%)

Violence Experienced or Committed (Students)

In order to get a general sense of what types of abuse students might ever have experienced, they were asked to indicate whether or not they had ever experienced any of the following: physical abuse, sexual abuse, and/or emotional abuse. Then, they were asked to indicate whether or not any of these incidents occurred during the time they were a student at the University. They were not asked if any of these events took place on campus. What follows is a summary of the students' responses organized by gender and semester.

Female students' reports of physical, sexual, and emotional abuse (Fall). Of the 318 female students who responded to this set of questions on the Fall survey, 36 indicated that they had ever experienced physical abuse, 41 had experienced sexual abuse, and 66 had experienced emotional abuse. Thirty-five women reported that at least one of these incidences occurred to them while they were a student at UofL. They were not asked whether these incidents occurred on campus.

Female students' reports of physical, sexual, and emotional abuse (Spring). Of the 347 female students who responded to this set of questions on the Spring survey, 35 indicated that they had ever experienced physical abuse, 28 had experienced sexual abuse, and 66 had experienced emotional abuse. Thirty-four women reported that at least one of these incidences occurred to them while they were a student at UofL. Again, they were not asked if these incidents had occurred on campus.

Male students' reports of physical, sexual, and emotional abuse (Fall). Of the 262 male students who responded to this set of questions on the Fall survey, 6 indicated that they had ever experienced physical abuse, 5 had experienced sexual abuse, and 19 had experienced emotional abuse. Fourteen men reported that at least one of these incidences occurred to them while they were a student at UofL. They were not asked whether these incidents occurred on campus.

Male students' reports of physical, sexual, and emotional abuse (Spring). Of the 262 male students who responded to this set of questions on the Spring survey, 6 indicated that they had ever experienced physical abuse, 5 had experienced sexual abuse, and 15 had experienced emotional abuse. Thirteen men reported that at least one of these incidences occurred to them while they were a student at UofL. Again, they were not asked if these incidents had occurred on campus.

Reports of rape

All students were asked about rape in more than one manner for several reasons. First, it is generally accepted that rape is an under reported crime (U.S. Department of Justice, 1995). Secondly, wording of questions about sexual victimization has previously been shown to effect response rates. Fisher, Cullen, and Turner (2000) found that women reported experiencing a completed rape at rates 11 times higher when behaviorally specific, graphically worded questions were used. Therefore, it is not expected that respondents will be consistent in reporting rape across all rape related questions used on this survey.

First, as part of the SES (Sexual Experiences Survey), which uses behaviorally specific wording, students were asked if they had ever experienced sexual intercourse when they did not want to as a result of their partner's threats to end the relationship (psychological coercion), as a result of threats of physical force (physical coercion), and/or as a result of use of physical force (physical force). It is important to note that the wording of these three SES questions is consistent with the definition used by *National Crime Victimization Survey* for rape, "Rape is forced sexual intercourse, including both psychological coercion and physical force. ... Also, are included are ... male and female victims, and heterosexual and homosexual rape" (Rennison & Welchans, 2000, p. 9).

Next, they were asked, "*Have you ever been raped?*" (direct). The first set of questions about rape (SES) provide a specific definition for rape for the respondent, but do not name the behaviors as rape. The direct question names the act as rape, but leaves the definition to the respondent.

What follows is a detailed description of responses to the SES questions about rape and the direct rape question. In order to get a sense of prevalence across groups, the data is discussed by gender and by sexual orientation. In an attempt to avoid counting the same incident report by an individual twice, responses to the SES questions and the direct rape question are looked at separately for non-overlapping reports.

Total number of rapes reported by women. Among women who self-identified as heterosexual ($n = 636$), 41 (6.4%) indicated they had ever had sexual intercourse as a result of psychological coercion, physical coercion, and/or use

of physical force. All of these 41 women responded “No” when asked directly, “*Have you ever been raped?*” An additional 31 women (4.9%) who did not report any of the above incidents (psychological coercion, physical coercion, or physical force) said they had been raped when asked directly for a total of 72 heterosexual women (11.3%) who reported at least one incident of rape. All of these women indicated that the perpetrator was male except for one woman who said she had experienced rape as the result of physical force by both a male and a female perpetrator. No rapes were reported as taking place on campus.

Among women who identified themselves as lesbian or bisexual ($n = 19$), 5 (26.3%) indicated that they had ever had sexual intercourse with a partner as a result of psychological coercion, physical coercion, and/or use of physical force. Two of these women indicated that the perpetrator was male and three reported a female perpetrator. All five of these women answered “Yes” when asked directly “*Have you ever been raped?*”. One additional woman (5.2%) said “Yes” to “*Have you ever been raped?*” but did not endorse any of the above SES questions. This woman indicated the perpetrator had been male. In sum, six women self-identifying as lesbian or bisexual (31.5%) reported at least one incident of rape. No rapes were reported as taking place on campus.

One comparison for incidence of rape among college women is *The National College Women Sexual Victimization Study* (Fisher, Cullen, & Turner; 2000) which found that 2.8% of a national, randomly selected sample of 4,446 college women had experienced either a completed rape (1.7%) or an attempted rape (1.1%) during *one academic year* (1996 -1997). The results of our campus survey are higher but not directly comparable since our questions asked if students had *ever* been raped. However, the *National Women’s Study* found that approximately 13% of all women had been victims of a completed rape during their lifetime (Kilpatrick, Edmunds, & Seymour, 1992).

As can be seen by the responses to our survey, a higher percentage of women who identified themselves as lesbian or bisexual than heterosexual women report ever experiencing rape regardless of the manner in which the question was stated. Caution should be exerted in interpreting this difference due to the very small number of women identifying themselves as lesbian or bisexual.

Total number of rapes reported by men. Among men who self-identified as heterosexual ($n = 495$), fourteen (2.8%) indicated they had ever had sexual intercourse with partner as a result of psychological coercion, physical coercion, and/or use of physical force. Thirteen of these men indicated that the perpetrator was female when the rape was the result of psychological coercion. Two men indicated that they had been raped by a woman as the result of threat or use of physical force. Four incidents occurred on campus. All of these 14 men said “No” when asked directly, “*Have you ever been raped?*” One additional man (0.2%) who did not respond affirmatively to the SES questions said he had been raped

when asked directly. He indicated he had been raped off campus by a male. A total 15 men (3%) who identified themselves as heterosexual reported at least one incident of rape.

Among men who identified themselves as gay or bisexual ($n = 16$), three (18.8%) indicated that they had ever had sexual intercourse with partner as a result of psychological coercion, physical coercion, and/or use of physical force. One of these men indicated he had been raped by a woman as the result of the use of physical force. All three men answered “No” when asked directly “*Have you ever been raped?*”. One additional man (6.3%) said “Yes” to “*Have you ever been raped?*” but did not endorse any of the SES questions. He indicated the perpetrator was male. A total of four men who identified themselves as gay or bisexual (25%) reported at least one incident of rape. No rapes were reported to have taken place on campus.

Again, a higher percentage of men, who had identified themselves as gay or bisexual rather than heterosexual, reported experiencing rape regardless of the manner in which the question was stated. The same caution regarding interpretation of the data as stated above applies here due to the very small number of men identifying themselves as gay or bisexual.

Summary of Responses to Conflict Tactics Scale

As detailed above, ten items based on the Conflict Tactics Scale (CTS, Gelles & Straus, 1979; Straus, 1979) were included as part of the survey. Students were asked if they had *ever experienced* any of these types of violence and if it occurred on or off campus. Then, they were asked if they had *ever committed* any of these types of violence and if this occurred on or off campus. What follows is a summary of responses categorized by victimization or perpetration of violence and gender (see Table 4 and Table 5 below).

Data are reported below relating to women’s experiences of victimization and men’s experiences of committing violence. The lack of information about male victims or female perpetrators should *not* be interpreted to mean that men are never victims and women are never perpetrators of violence within intimate relationships. However, the overarching purposes of the campus survey relate to violence against women issues and reliable national statistics characterize victims of domestic violence as primarily women. For example, according to the estimates from the National Crime Victimization Survey for 1998, 85% of all intimate partner violence was committed against women (Rennison & Welchans, 2000). In fact according to this same report, intimate partner violence accounted for 22% of all violent crime against women for the years 1993 to 1998 and only 3% of the violence against men for the same time period.

As expected, perpetrators reported a lower frequency of violent incidents than did victims. It should also be noted these surveys were completed anonymously by individual students and no effort was made to match data on the basis of couples.

Data for fall and spring were combined in Table 4 below since in all but two categories, significant differences between semesters were not found.

Table 4. Conflict Tactics Scale - Victimization Ever Experienced

Women Students (Fall and Spring combined)

<u>Conflict Tactics Scale</u>	<u>Experienced?</u>	<u>On Campus?</u>
Accused you of having affairs of flirting with others	341 (54%)	34 (9.9%)
Threatened to hit you or throw something at you	186 (29.5%)	10 (5.4%)
Threw, smashed, or kicked something	273 (43.3%)	17 (6.2%)
Threw something at you	130 (20.7%)	2 (1.5%)
Pushed, grabbed, shoved you	233 (37.1%)	14 (6%)
Kicked, bit, or hit you with a fist	86 (13.7%)	0
Beat you up ¹	34 (5.4%)	0
Choked you	51 (8.1%)	0
Threatened you w/ a gun or knife	36 (5.7%)	1 (2.8%)
Used a gun or knife on you ²	7 (1.1%)	0
Total	1,377	78

Notes. ¹ Significantly fewer incidents occurred in the Spring semester (24 vs 10); Chi-Square(1) = 7.56, $p < .05$. ² Significantly fewer incidents occurred in the Spring semester (6 vs 1); Chi-Square(1) = 4.12, $p < .05$.

Again, data in Table 5 below for fall and spring were combined since in all but two categories, significant differences between semesters were not found. As with the victimization data report above, the wording of these questions did not specify an academic year, but instead as if the student had *ever* committed any of these types of violence.

Table 5. Conflict Tactics Scale - Commission of Violent Acts (Ever)**Male Students (Fall and Spring combined)**

Conflict Tactics Scale	Ever done?	On Campus?
Accused partner of affair or flirting	169 (37.1%)	15 (8.9%)
Threatened to hit or throw something at partner	24 (5.3%)	0
Threw, smashed, or kicked something ¹	104 (22.8%)	6 (5.8%)
Threw something at partner	18 (3.9%)	0
Pushed, grabbed, shoved ²	52 (11.4%)	0
Kicked, bit, or hit with a fist	9 (2.0%)	1 (11%)
Beat partner up	3 (0.7%)	0
Choked partner	5 (1.1%)	0
Threatened w/ a gun or knife	3 (0.7%)	0
Used a gun or knife on partner	0	0
Total	387	22

Notes. ¹ Significantly fewer incidents occurred in the Fall semester (44 vs 60); Chi-Square(1) = 4.82, $p < .05$. ² Significantly fewer incidents occurred in the Fall semester (20 vs 32); Chi-Square(1) = 4.15, $p < .05$.

Summary of Responses to Sexual Experiences Survey (Koss & Oros, 1982)

Female Students' Responses by Semester. Women responding to the survey in the fall reported experiencing more incidents of sexual coercion and rape in as compared to those women who responded to the spring semester survey. Based on the results of chi-squares, these differences were significantly higher in the fall semester for all but one item (*Have you had sexual intercourse with your partner even though you didn't really want to because your partner threatened to end your relationship otherwise?*). This finding is consistent with previous reported information that college students are most vulnerable to rape during the first few weeks of the freshman and sophomore years with the first few days of the freshman years being the riskiest (Fisher, Cullen, & Turner, 2000; Ostrander & Schwartz, 1994). *It is important to note no conclusions can be made based on our campus survey as to when the reported rapes actually occurred.*

In Table 6 SES items are listed with incidents reported each semester and number of incidents occurring on campus in parentheses. Next, results of chi-squares comparing number of incidents by semester are given. These results are followed by the *total number of incidents* reported by women first listing those incidents reported as occurring on campus and then off campus incidents with the percentage of all women reporting in parentheses.

Note that the last three items reported on this table describe rape as the result of psychological coercion, physical coercion, or use of physical force and as such were included in the section entitled *Reports of rape* above in a somewhat different format.

Table 6. Sexual Experiences Survey Female Students by Semester

	Ever experienced (on campus)?				
	Fall	Spring	χ^2	Both Semesters (% of all women)	
				On Campus	Off Campus
Had someone misinterpret the level of sexual intimacy you desired?	124(8)	107 (9)	5.55*	231(38.8%)	17 (7.4%)
Have you been in a situation where.....					
your partner used some degree of physical force (twisting your arm, holding you down, etc.) to try to make you engage in kissing or petting when you didn't want to?	58 (3)	36 (1)	8.79*	94 (14.9%)	4(4.3%)
your partner tried to have sexual intercourse with you when you didn't want to by threatening to use physical force (twisting your arm, holding you down, etc.) if you didn't cooperate, but for various reasons sexual intercourse did not occur?	30 (1)	11(1)	11.72*	41 (6.5%)	2 (5.0%)
your partner used some degree of physical force (twisting your arm, holding you down, etc.) to try to get you to have sexual intercourse when you didn't want to, but for various reasons sexual intercourse did not occur?	30 (2)	15 (1)	7.25*	45 (7.2%)	3 (6.6%)
Have you had sexual intercourse with your partner.....					
even though you didn't really want to because your partner threatened to end your relationship otherwise?	29 (1)	22 (0)	3.04 ^a	51(8.1%)	1 (2.0%)
when you didn't want to because your partner threatened to use physical force (twisting your arm, holding you down, etc.) if you didn't cooperate?	18 (0)	9 (0)	4.25*	27 (4.3%)	0
when you didn't want to because your partner used some degree of physical force (twisting your arm, holding you down, etc.)?	25 (0)	14 (0)	4.77*	39 (6.2%)	0

Notes: * χ^2 significant at $p < .05$. ^a NS.

Male Students' Responses to SES (Fall and Spring)

Responses by male students to the SES were combined across semesters since there were no significant differences in numbers of incidents reported by men on the SES by semester.

Table 7. Sexual Experiences Survey Male Students Fall and Spring Combined

Have you been in a situation where you

used some degree of physical force (twisting arm, holding down, etc.) to try to make your partner engage in kissing or petting when partner didn't want to?

<i>Ever done?</i>	<i>On Campus?</i>
5 (1.1%)	0

tried to have sexual intercourse with your partner when partner didn't want to by threatening to use physical force (twisting arm, holding down, etc.) if partner didn't cooperate, but for various reasons *sexual intercourse did not occur*?

<i>Ever done?</i>	<i>On Campus?</i>
1 (0.2%)	0

you used some degree of physical force (twisting arm, holding down, etc.) to try to get partner to have sexual intercourse when partner didn't want to, but for various reasons *sexual intercourse did not occur*?

<i>Ever done?</i>	<i>On Campus?</i>
1 (0.2%)	0

Have you had sexual intercourse with your partner.....

even though partner didn't really want to because you threatened to end relationship otherwise?

<i>Ever done?</i>	<i>On Campus?</i>
2 (0.4%)	0

when partner didn't want to because you threatened to use physical force (twisting arm, holding down, etc.) if partner didn't cooperate?

<i>Ever done?</i>	<i>On Campus?</i>
0	0

when partner didn't want to because you used some degree of physical force (twisting arm, holding down, etc.)?

<i>Ever done?</i>	<i>On Campus?</i>
1 (0.2%)	0

Same-Sex Relationship Violence among Students

Research regarding same-sex relationship violence has raised concerns specific to this population. According to Vickers (1996), barriers to disclosure of violence by gay or lesbian victims exist both within the lesbian and gay community and in the larger community. Examples of these barriers that are related to heterosexism and homophobia include: fears of being 'outed' by the abusive partner, fear of being 'outed' in the process of seeking help, fear of betraying the LGBT community by reporting the violence, and feeling that there is no where to turn for help because of homophobia (Vickers, 1996).

It is difficult to obtain accurate comparison data for the domestic violence incidence rate among the lesbian, gay, bisexual and transgendered (LGBT) community due to many factors. The *National Coalition of Anti-Violence Programs* (NCAVP), a coalition of more than twenty LGBT victim advocacy programs that track such data, reported 4,048 domestic violence cases in 2000 among LGBT individuals (NCAVP, 2001). It is not possible to generate national incidence rates from this data since not all areas of the country are included in this reporting process. Renzetti (1992) reported that 47% of lesbian couples she studied had experienced relationship violence. Researchers in the LGBT community generally agree that the incidence of domestic violence is comparable to that found in heterosexual relationships (Island & Letellier, 1990; Szymanski, 1991; Renzetti, 1989).

One hundred (7.8%) of the 1289 students completing the survey in the Fall or Spring did not complete the question asking about gender. Of those who did provide this information, 524 (44.1%) were male and 665 (55.9%) were female. Students were also asked, "How do you identify yourself?" with the following response options given; 1 *Heterosexual*, 2 *Homosexual*, or 3 *Bisexual*. One hundred nineteen students (9.2%) chose not to complete this question. Of those students who responded to this question, 1135 (97%) indicated they identified themselves as heterosexual, 19 (1.6%) as homosexual, and 16 (1.4%) as bisexual. Table 8 below displays the distribution of sexual orientations among men and women.

Table 8. Distribution of Sexual Orientations among Men and Women Students

	<u>How do you identify yourself?</u>		
	<u>Heterosexual</u>	<u>Homosexual</u>	<u>Bisexual</u>
Male	495 (96.9%)	9 (1.8%)	7 (1.4%)
Female	636 (97.1%)	10 (1.5%)	9 (1.4%)

Table 9 below provides information on victimization reported on the Conflict Tactics Scale by women students who identified themselves as lesbian or bisexual.

Table 9. Conflict Tactics Scale - Victimization

**Women Students who Self-Identify as Lesbian or Bisexual
(Fall and Spring combined)**

	<u>Lesbian</u>		<u>Bisexual</u>	
	<u>Experienced?</u>	<u>On Campus?</u>	<u>Experienced?</u>	<u>On Campus?</u>
Accused you of having affairs of flirting with others	5 (62.5%)	1 (20%)	6 (66.7%)	1 (16.7%)
Threatened to hit you or throw something at you	3 (37.5%)	0	4 (44.4%)	0
Threw, smashed, or kicked something	3 (37.5%)	0	6 (66.7%)	0
Threw something at you	2 (25%)	0	6 (55.6%)	0
Pushed, grabbed, shoved you	3 (37.5%)	0	5 (55.6%)	0
Kicked, bit, or hit you with a fist	1 (12.5%)	0	2 (22.2%)	0
Beat you up	0 (0%)	0	2 (22.2%)	0
Choked you	0 (0%)	0	3 (33.3%)	0
Threatened you w/ a gun or knife	0 (0%)	0	2 (22.2%)	0
Used a gun or knife on you	0 (0%)	0	1 (11.1%)	0
Total	17	1	37	1

Table 10 below summarizes responses of female students who self-identify as lesbian or bisexual to the Sexual Experiences Survey. Responses are organized under the categories of lesbian and bisexual and within those categories the number of women (percent in parentheses) who have ever experienced the specific incident, the number of incidences that took place on campus, and the percentages of all reported incidents that were with female partners are listed.

Table 10. Sexual Experiences Survey: Lesbian and Bisexual Female Students

	<u>Ever experienced (%) On campus? % Female Partners</u>			
	<u>Lesbian</u>		<u>Bisexual</u>	
Had someone misinterpret the level of sexual intimacy you desired? 25%	2 (25%)	2 50%	4 (44.4%)	0
Have you been in a situation where.....				
your partner used some degree of physical force (twisting your arm, holding you down, etc.) to try to make you engage in kissing or petting when you didn't want to? 50%	2 (25%)	0 50%	2 (22.2%)	0
your partner tried to have sexual intercourse with you when you didn't want to by threatening to use physical force (twisting your arm, holding you down, etc.) if you didn't cooperate, but for various reasons sexual intercourse did not occur? 100%	1 (12.5%)	0 0%	1 (11.1%)	0
your partner used some degree of physical force (twisting your arm, holding you down, etc.) to try to get you to have sexual intercourse when you didn't want to, but for various reasons sexual intercourse did not occur?	1 (12.5%)	0 0%	0	
Have you had sexual intercourse with your partner.....				
even though you didn't really want to because your partner threatened to end your relationship otherwise? 50%	0		2 (22.2%)	0
when you didn't want to because your partner threatened to use physical force (twisting your arm, holding you down, etc.) if you didn't cooperate?	0		1 (11.1%)	0 100%
when you didn't want to because your partner used some degree of physical force (twisting your arm, holding you down, etc.)?	2 (25%)	0 50%	0	
Total	8		10	

Table 11 below summaries the reports of victimization by male students who self-identified as gay or bisexual based on the Conflict Tactics Scale.

Table 11. Conflict Tactics Scale - Victimization

**Male Students who Self-Identify as Gay or Bisexual
(Fall and Spring combined)**

<u>Conflict Tactics Scale</u>	<u>Gay</u>		<u>Bisexual</u>	
	<u>Experienced?</u>	<u>On Campus?</u>	<u>Experienced?</u>	<u>On Campus?</u>
Accused you of having affairs of flirting with others	5 (62.5%)	0	5 (100%)	2 (40%)
Threatened to hit you or throw something at you	1 (12.5%)	0	3 (60%)	0
Threw, smashed, or kicked something	0	0	3 (60%)	0
Threw something at you	0	0	2 (40)	0
Pushed, grabbed, shoved you	2 (25%)	0	3 (60%)	0
Kicked, bit, or hit you with a fist	1 (12.5%)	0	2 (40%)	0
Beat you up	1 (12.5%)	0	0	0
Choked you	0 (0%)	0	1 (20%)	0
Threatened you w/ a gun or knife	0 (0%)	0	0	0
Used a gun or knife on you	0 (0%)	0	0	0
Total	10		19	

Table 12 below summarizes responses of male students who self-identify as gay or bisexual to the Sexual Experiences Survey. Responses are organized under the categories of gay and bisexual and within those categories the number of men (percent in parentheses) who have ever experienced the specific incident, the number of incidences that took place on campus, and the percentages of all reported incidents that were with male partners are listed.

Table 12. Sexual Experiences Survey Gay and Bisexual Male Students

	<u>Ever experienced (%)</u>		<u>On campus?</u>	<u>% Male Partners</u>	
	<u>Gay</u>			<u>Bisexual</u>	
Had someone misinterpret the level of sexual intimacy you desired?	3 (37.5%)	0	100%	4 (80%)	0 75%
Have you been in a situation where.....					
your partner used some degree of physical force (twisting your arm, holding you down, etc.) to try to make you engage in kissing or petting when you didn't want to?	0			0	
your partner tried to have sexual intercourse with you when you didn't want to by threatening to use physical force (twisting your arm, holding you down, etc.) if you didn't cooperate, but for various reasons sexual intercourse did not occur?	1 (14.3%)	0	100%	0	
your partner used some degree of physical force (twisting your arm, holding you down, etc.) to try to get you to have sexual intercourse when you didn't want to, but for various reasons sexual intercourse did not occur?	2 (28.6%)	0	100%	0	
Have you had sexual intercourse with your partner.....					
even though you didn't really want to because your partner threatened to end your relationship otherwise?	2 (25%)	0	100%	0	
when you didn't want to because your partner threatened to use physical force (twisting your arm, holding you down, etc.) if you didn't cooperate?	0			0	
when you didn't want to because your partner used some degree of physical force (twisting your arm, holding you down, etc.)?	0			1 (20%)	0 both

Attitudinal Measures (Students)

Adversarial Sexual Beliefs. In order to gauge students' attitudes toward women and also toward sexual violence, five items from Burt's (1980) Adversarial Sexual Beliefs Scale and seven items from the Rape Myth Acceptance Scale were included as part of the survey. See scale descriptions presented above for more detail.

Table 13 below provides a summary of all students responses to the Adversarial Sexual Beliefs Scale, including total number responding, range of responses, mean, and standard deviation. The full range of responses from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*) were used on all questions. The item "*A man's got to show the woman who's boss right from the start*" received the most support (2.93) on average, but still not quite reach the midpoint of the scale.

Table 13. Summary of Responses by All Students to Adversarial Sexual Beliefs Scale Items

	N	Minimum	Maximum	Mean	Std. Deviation
A man's got to show the women who's boss right from the start.	1274	1	5	2.93	1.81
Women are usually sweet until they have caught man, but then they let their true self show.	1268	1	5	1.71	1.00
In a dating relationship a women is largely out to take advantage of man.	1269	1	5	1.38	.82
Men are out for only one thing.	1268	1	5	1.96	1.08
A lot of women seem to get pleasure from putting a man down.	1270	1	5	1.70	.97
Valid N	1254				

A Gender by Item MANOVA was conducted in order to compare responses by men and women students overall and on individual items of the scale. The overall MANOVA (Pillai's Trace $F_{(5, 1161)} = 31.98$, $p < .001$) was significant. On average, men ($n = 512$, Mean = 10.68) endorsed adversarial beliefs more than women ($n = 655$, Mean = 8.87). Differences in rates of endorsement were significantly different on all items except "*A man's got to show the woman who's boss right from the start*" with men indicating more agreement on all other items than women.

Rape Myth Acceptance Scale. Table 14 below provides a summary of all students responses to the Rape Myth Acceptance Scale, including total number responding, range of responses, mean, and standard deviation. The full range of responses from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*) were used on all questions. The item “*Any female can get raped*” received the most support (2.91) on average, but again still not quite reach the midpoint of the scale.

Table 14. Summary of Responses by All Students to Rape Myth Acceptance Scale Items

	N	Minimum	Maximum	Mean	Std. Deviation
A women who goes to the home or apartment of a man on their first date implies that she is willing to have sex.	1272	1	5	1.79	1.01
Any female can get raped.	1267	1	5	2.91	1.65
Any healthy women can successfully resis a rapist if she really wants to.	1269	1	5	1.67	1.03
Many women have an unconscious wish to be raped....	1267	1	5	1.31	.77
If a women gets drunk at a party and has intercourse with a man she's just met there, she should be considered "fair game"	1270	1	5	1.20	.69
Valid N	1249				

Again, in order to better understand patterns of responses to this scale, a Gender by Item MANOVA was conducted comparing men's and women's endorsement of rape myths as measured by this scale. The overall MANOVA (Pillai's Trace $E_{(5, 1152)} = 11.14$, $p < .001$) was significant. On average, men ($\underline{n} = 511$, Mean = 9.23) endorsed rape myths more than women ($\underline{n} = 647$, Mean = 8.53). The was no significant difference in men and women's acceptance of “*A woman who goes to the home or apartment of a man on their first date implies that she is willing to have sex*” with a mean response of 1.77 for both men and women, indicating little acceptance of this belief. Also, there was no significant difference in responses by gender to “*Any female can get raped*” with both means (men, Mean = 2.86 and women, Mean = 2.90) being very close to the midpoint of the scale indicating that both somewhat agree with the statement.

Differences in rates of endorsement were significantly different on the remaining three items with men indicating more agreement than women. However, none of these means reached the midpoint of the scale.

The final two items on the Rape Myth Acceptance Scale ask respondents to provide an estimate of what percentage of *“women who report a rape are lying because they are angry and want to get back at the man they accuse”* and what percentage of *“reported rapes were merely invented by women who discovered they were pregnant and wanted to protect their own reputation”*.

Responses to the first item, *“women who report a rape are lying because they are angry and want to get back at the man they accuse”*, ranged from 0% to 95% for men and 0% to 90% for women. Estimates for the second item, *“reported rapes were merely invented by women who discovered they were pregnant and wanted to protect their own reputation”*, ranged from 0% to 100% for men and 0% to 90% for women. Table 15 below provides descriptive information for responses to these two items.

Table 15. Means, Standard Deviations, Median, and Modal Responses by Men and Women Students to Rape Myth Acceptance Scale Items (All responses are in estimated percentages)

		women who report a rape are lying ... to get back at the man they accuse				invented by women who discovered they were pregnant ... to protect reputation			
	N	Mean	(SD)	Median	Mode	Mean	(SD)	Median	Mode
Men	479	16.13	(17.45)	10	10	12.46	(16.66)	5	5
Women	595	9.37	(11.73)	5	5	8.35	(12.12)	5	1
Combined	1074	12.39	(14.94)	7	5	10.18	(14.47)	5	5

A Gender by Item MANOVA was conducted in order to compare men's and women's estimates of what percentage of reported rapes are fabricated either for spiteful reasons by women or in an effort to protect their reputations. The results of the overall MANOVA were significant (Pillai's Trace $F_{(2, 1071)} = 29.12$, $p < .001$). On average, men's estimated percentages of how many women are lying when they report rape were statistically significantly higher than women's estimates on both items (see Table 10 above for means and standard deviations). However, effect sizes were small on both items ($\eta^2 = .051$ and $.02$ respectively).

Relationship of Adversarial Beliefs and Acceptance of Rape Myths. As expected there was a strong positive correlation between the total scores on both scales

($r_{(1231)} = .49$, $p < .01$, 2-tailed). This finding is consistent with past reports (Burt, 1980) and supports the concurrent validity of the scales.

Campus Safety Perceptions and Concerns

Survey respondents were asked to rate how safe they felt in five different situations on campus (walking alone, waiting for public transportation, walking alone in parking lots or garages, working in the library, and spending time in the student activity center) both during the day and at night using a 1 (*very unsafe*) to 5 (*very safe*) scale.

Comparisons by gender. Women students felt significantly less safe than men on all items. (Overall $F_{(10, 1122)} = 41.65$, $p < .001$, using Pillai's Trace criterion). In order to compare the association between gender and feeling of safety on each item effect sizes (η^2) were examined. Effect sizes on these items ranged from small (i.e., $\eta^2 = .017$ for waiting for public transportation during the day) to moderate (i.e., $\eta^2 = .228$ for walking alone on campus after dark and $\eta^2 = .212$ for walking alone in parking lots or garages on campus after dark). Women felt the most safe walking alone on campus during the daylight hours ($M = 4.22$) and least safe waiting alone on campus for public transportation after dark ($M = 1.10$).

Comparisons by sexual orientation. Among female students, those women who identified themselves as "homosexual" had the highest mean safety ratings, followed by "heterosexual" women, and then "bisexual" women for all items except working in the library stacks late at night (heterosexual women had lowest rating) and student activity center at night (heterosexual women gave the highest safety ratings, followed by homosexual women, and then bisexual women). Although examining this overall pattern of responses may provide some information, caution must be used in interpreting these results. There are very many fewer women who do not identify themselves as heterosexual (only 19) and this makes any sort of significance testing impossible. However, it is interesting to notice that on all but one item bisexual women indicated feeling the least safe of any group of women.

A consistent pattern of safety ratings did not emerge among the male students. The mean safety ratings for all males regardless of sexual orientation were generally much more alike than those of the women's. On four of the items, men who identified themselves as "heterosexual" had the highest mean safety ratings, followed by "homosexual" men, and then "bisexual" men. However, on two items (waiting alone on campus for public transportation and student activity center during the day) heterosexual men gave the lowest safety ratings. The caveat stated above about interpreting results with such unequal group sizes again applies here (only 16 men identified themselves as non-heterosexual) and among the men the mean safety ratings were much more alike.

Comparisons by campus. Most students indicated they spent most of their time on the Belknap Campus (82.6%), followed by the Health Science Campus (15.9%), and finally the Shelby Campus (1.5%). Mean safety ratings were lower for students who indicated they spent most of their time on the Health Science Campus as compared to either Belknap or Shelby Campus on all items except waiting alone on campus for public transportation during the daylight hours, working in the library stacks at night, and while alone in classrooms. Students who spent most of their time on Shelby Campus indicated the lowest mean ratings on these three items.

Over 80% of all students indicated they are usually on campus between the hours of 8:00 AM to 5:00 PM on weekdays. A significantly higher percentage of students who primarily attended Belknap Campus (41.1%) indicated that they spent time on campus after 5:00 PM on week days (Chi-Square (1) = 52.9, $p < .001$).

Service Utilization

Survey respondents were asked, *“Have you ever used services related to safety issues, sexual harassment, or sexual assault that are provided on campus by the following?”* A list of fifteen campus based services was given and students were asked to indicate whether or not they had used any of these services (Yes or No) and if Yes, they were asked to rate these services on a rating scale from 1 (*very dissatisfied*) 5 (*very satisfied*). Services available to students on campus, such as, campus police, Women’s Center, Affirmative Action Office, and residence hall staff were listed.

Students’ requests for on campus services. Among all students responding to the survey either in the fall or spring, 26.3% requested at least one of these fifteen services available on campus. In examining all data for both fall and spring semesters and men and women combined, the most frequently used on campus service was campus police with approximately 10% of all students indicating contacting the campus police.

In general, female students requested somewhat more services than males (29.5% of all females requested at least one service vs 22.2% of male students) and there were other differences by gender in the pattern of services requested. For male students, the second most commonly contacted resource was a faculty member (8.4%) and for female students campus health services were the second most used service (14.5%). Faculty members were contacted by 7.4% of all female students making this the third most commonly used resource for women. Residence hall staff services were used by both male (8%) and female students (5.5%). Table 16 below summarizes the five most common student service requests by gender and includes the mean satisfaction rating for each.

Table 16 . Most Commonly Requested Campus Based Services by Students

Service	Number and Percentage of Students Requesting				
	Male (%) rank		Female (%) rank	Satisfaction Rating	
				Mean (SD)	
Health services	38 (4.0)	3 rd	91 (14.5)	1 st	3.56 (1.21)
Campus police	46 (9.1)	1 st	72 (11.3)	2 nd	3.43 (1.35)
Faculty member	42 (8.0)	2 nd	47 (7.4)	3 rd	3.83 (1.19)
Residence hall staff	39 (8.0)	2 nd	35 (5.5)	4 th	3.59 (1.24)
Escort service (after dark)	11 (2.2)	5 th	32 (5.0)	5 th	3.52 (1.40)
Campus ministry	19 (3.8)	4 th	16 (2.5)	6 th	3.77 (1.25)

Students's Use of Off Campus Services. Among the non-campus based resources, friends (53.2%) were the resource most commonly turned to by students, and generally they were quite satisfied with the help they received (Mean = 4.09; SD = 1.11; on a 5 point scale with 1 being *very dissatisfied* and 5 being *very satisfied*). Next, students turned to their families (35.9%) and again they were satisfied with the results (Mean = 4.14, SD = 1.12). The next most commonly used off-campus resource was a medical professional (9.8%) with a somewhat lower satisfaction level (Mean = 3.47, SD = 1.36). Eight percent of students turned to local police and were less satisfied with this (Mean = 2.56, SD = 1.17). Students (2.7%) sometimes turned to The Center for Women and Families and were somewhat satisfied with those services (Mean = 3.89, SD = 1.43).

Campus Culture Class and Orientation

Campus Culture Class. This course is required of all beginning freshman and transfer students with fewer than 24 semester hours entering the University and must be taken prior to the completion of 18 hours. It is designed to be an introduction to the multiple dimensions of university life, administration, faculty, the learning resources, support services, and extra-curricular activities. The Campus Culture course carries one credit hour and is graded on a Pass/Fail basis.

Forty-nine percent of all students indicated that they had taken the required campus culture class. Table 17 below lists the percentages of students who indicated each topic was discussed for at least part of one session.

Table 17. Amount of Time Spent on Various Topics in Campus Culture Class

<u>Topic</u>	<u>Percentage of students indicating</u>	
	<u>At least part of one class</u>	<u>Never</u>
Campus police services	46.0%	31.5%
Counseling services	41.1%	21.5%
Services for crime victims	40.8%	42.5%
Women's Center	38.6%	44.0%
Crime on campus	38.5%	41.2%
Office of Student Life programs	38.3%	28.2%
Sexual harassment	37.1%	42.0%
Hate crimes	32.2%	54.9%
Date rape	31.1%	55.9%
Stalking	30.4%	58.0%
Courtship violence	29.5%	59.1%
Spouse abuse	21.4%	69.5%

Students were able to write in any other topics that were discussed in the Campus Culture class but not included on the list provided. One student each listed the following topics: "ten habits of highly effective people", "academic help", "general information", "general campus scene", "health services", and two students listed "library".

Student Orientation. Only 26.4% of all students responding to the survey indicated that they had attended student orientation. If they had attended orientation, they were then asked to indicate on a 5-point scale (from 1 *None* to 5 *A Lot*) how much information on violence against women issues they received. Two and a half percent of orientation attendees indicated that they had received "A Lot" of information on violence against women issues; seventeen percent indicated they had received "Some" information, and another seventeen percent said they had received "None".

Attitude toward Campus Police

In an effort to better understand students perceptions of and utilization of campus police, a series of questions were asked. Ten percent of all students indicated that they had ever reported an incident to the campus police since becoming a student at the University. There was not a significant difference between the number of female students (10.2%) and male students (9%) ever making a report to the campus police based on results of chi-square.

Students who indicated they had never made any reports to campus police were asked to indicate reasons they had not. The most common response to this question was that they had never observed anything that needed to be reported (83.5%). Four percent of students thought that what they had observed or experienced was a private or personal matter and took care of it themselves. Another 3.5% of students thought the incident was minor or unsuccessful and thus did not need to be reported. Also, 3.2% of students were not sure if the incident was a crime or if harm was intended. Two percent of all students thought the campus police would be inefficient if contacted. Another 1.5% of students believed that the campus police would not think the incident to be important enough for attention and 1.2% of students thought the campus police would be biased.

When asked to describe the contact that they had had with campus police, if any, 65.7% indicated not ever having any contact, 12.1% said that contact was related to a traffic violation or accident, 12.0% said they had had a casual conversation with campus police, 8.0% indicated they had asked the campus police for information or advice, and 7.2% had given campus police information about a crime or other incident.

Students' Awareness of PEACC Project and Other Violence Against Women Resources On Campus

The spring survey had additional questions relating to students' awareness of activities and/or resources on campus related to violence against women issues.

General awareness of campus resources. When students were asked if they knew of any specific prevention programs on campus dealing with violence against women issues, 77.8% of students indicated they did not. Twenty-one percent of student were aware of at least one location on campus where could they access these services.

Who students would contact, if needed. When asked who (or what campus office) would they contact to report sexual assault, stalking, or relationship violence, 11.8% said they didn't know and 21.5% left the response blank. Thirty-six percent indicated that they would contact campus police; four students each

listed campus police along with either the Louisville Police Department or the Women's Center (0.6% each). Two students indicated they would contact faculty and campus police (0.3%). An additional two students indicated they would contact the counseling center and the campus police. One student each (0.1%) said they would contact the campus police and either housing or student life. Seventeen percent of students said they would "call the police" not specifying campus or city police. Twelve students listed the Louisville Police Department (1.7%). Two of these students made additional statements that they would not contact anyone on campus.

Twelve students listed the Women's Center only (1.7%). Faculty were listed by 0.8% of the students (sometimes a specific faculty member was listed); the counseling center or the Deans Office were each listed by 0.5% of students. Student health services were listed by two student (0.2%). One student each listed the following: residence hall director, student services, student affairs office at the dental school, affirmative action office, athletic department, campus minister, Campus Crusade, and the PEACC Project.

Awareness of PEACC Project, contacts with Project, and attendance at events.

As one measure of students' awareness of the PEACC Project (Prevention, Education, and Advocacy on Campus and in the Community), they were asked if the PEACC Project is located on campus. Ninety-three percent of students indicated they did not know, 5.3% said it wasn't on campus, and 1.3% correctly indicated that it was located on campus. Four percent of students had signed the "Pledge of PEACC". Along the same lines, students were asked to list the main purpose of the PEACC Project. Ninety-three percent of students either said they didn't know or left the item blank. There 37 responses (5.3%) that included one or more statements that were consistent with the purposes of the PEACC Project (i.e., "prevent violence against women", "Prevention, education, advocacy on campus and in the community", and "to make the campus more safe"). One student indicated that she had gone to the project for help dealing with a stalker.

Students were also asked if they had attended the Freshman Healthy Lifestyles for Athletes, a program sponsored by the University Wellness and Staff Development Program and the PEACC Project. Sixty-four percent of students indicated that this training did not apply to them and 3.7% said they had attended. Three percent of students who said they lived on campus remembered receiving a flyer about the PEACC Project (79.4% of respondents indicated they did not live on campus).

Table 18 below displays students' responses when they were asked about any contacts they may have had with the PEACC program staff.

Table 18. Students Reports of Contacts with PEACC Program Staff

Have you contacted the PEACC program staff....	<u>YES</u>	<u>NO</u>	<u>NO RESPONSE</u>
	<u>N (%)</u>	<u>N (%)</u>	<u>N (%)</u>
for information?	4 (0.6)	620 (89.7)	67 (9.7)
for referrals?	1 (0.1)	618 (89.4)	72 (10.4)
for services?	3 (0.4)	617 (89.3)	71 (10.3)
consultation for additional training or class materials?	1 (0.1)	596 (86.3)	94 (13.6)

When asked, "Have you contacted the PEACC Program staff for any other reason?", one additional student indicated contacting the PEACC Program for "self-defense."

Students were asked to read a list of activities, classes, and events sponsored by the PEACC Project and indicate if they had heard about the event and/or attended it. Table 19 below details the response of students completing the survey.

Table 19. Students' Reports of Either Hearing About and/or Attending Activities, Class, and Events Sponsored by PEACC Project

	<u>Heard about?</u>	<u>Attended?</u>
	<u>N (%)</u>	<u>N (%)</u>
PEACC Program Day on October 4, 2000?	39 (6.2)	4 (1.1)
any of PEACC Program kick off events October 4 - 5, 2000 on any of UofL's campuses?	23 (3.7)	2 (0.6)
visited the "Have a Heart Week" quiz on the web?	16 (2.6)	2 (0.6)
ever visited the PEACC website?	14 (2.3)	2 (0.6)
any self defense training classes offered on UofL campuses?	133 (21.5)	13 (3.4)
presentation "Kristen's Story" on Nov.1, 2000?	29 (4.7)	10 (2.9)
"A Culture of Violence: Attacks on women in Central Park", Oct. 4, 2000 (Part of the Women's Studies lecture series)?	33 (5.4)	1 (0.3)
either of the lectures by Michael Kimmel: "Mar and Venus or Earthlings? Issues for Men and Women on Campus in the New Millennium" or "Meanings of Masculinity"?	42 (6.1)	3 (0.9)
"Crimes against Women and Children Conference" sponsored by the U.S. Attorney and others?	35 (5.7)	0 (0)

When asked, "Have you attended any other lectures or training offered by the PEACC Program?", one student listed self-defense training, one student listed residence hall assistant training, and one student said, "We don't hear about them at Health Science Campus."

Qualitative Analyses of Open-Ended Questions

A qualitative approach was taken in describing and analyzing the responses to the open-ended questions included on the campus survey.

The first open-ended question was as follows:

Are there any specific areas on campus where you do not feel safe?

Each of the student's responses were read and then classified into one of three areas: statements about generally feeling unsafe, specific places where they feel unsafe, and suggested changes to enhance feelings of safety.

Statements about *generally feeling unsafe* covered a wide range of statements, such as, "at night if I am alone I often feel unsafe regardless of where I am", "evenings all campus paths and parking lots and garages", "HSC at night", and "main campus everywhere". Responses in this category conveyed a sense of general uneasiness regarding feeling unsafe about both Belknap and Health Sciences Campus without mentioning specific areas on either campus.

A second category the responses were reflective of was *specific places where respondents felt unsafe* in the evening and at night. The specific places mentioned were (1) parking lots and garages, (2) in and around buildings, (3) walkways, and (4) paths taken from class back to the respondent's car. The parking lots specifically mentioned were the 4th Street lot, garage at Muhammad Ali and Hancock, green parking lot behind Brown Cancer Center, parking lot next to (across the soccer field) Papa John's Pizza, parking garage on Floyd Street, J. B. Speed Museum side parking lot, green lots on Health Sciences Campus, parking lots by McDonald's, parking area near Business School, blue parking lots by Clarksdale Apartments, parking area off Warnock Ave, parking facilities at the nursing school, parking lots on Brook street, and the parking lot at Reynolds building.

The buildings and the areas around them mentioned were the Library, Humanities Building (male bathrooms), near the Planetarium, behind the Art Museum, the open field in front of the Thinker, area by the Speed Museum, outside the Student Activity Center at night, around the Natural Sciences Building, elevators, the quadrangle bordered by the library, Biology building restrooms, 3rd floor in Humanities Building, Davidson Hall, Urban Studies Institute, Threkeld and Stevenson Hall, behind HPES building, Strickler Hall, Miller Hall dorm, Betty Johnson Hall dorm, music building practice room, and the K building on the medical campus.

The walkways specifically mentioned were the alleyway by the museum parking area, walkway under train tracks, the tunnel running under Eastern Parkway, walkway around the Natural Sciences Building, paths along the railroad tracks,

walking under the overpass towards the Chemistry building, walking beside overpass by ball field (Eastern parkway), walkway underneath Eastern parkway, and the cave at Preston Street. The paths mentioned are walking from the library to the 4th Street parking lot, from downtown campus to green parking lot behind Brown Cancer Center, walking to the parking garage, walking down Eastern Parkway and 3rd Street at night to get to the parking on the other side of the railroad tracks, walking under the train tracks, walking to far off parking lots on the main campus, walking from parking garage to the dorms alone, leaving SPI & Brigman Hall at night, walking near Eastern parkway to get to the campus, walking from library to parking lot behind the music/business schools, and walking from Law School to bus stop on 4th Street.

A third category of responses are about *suggested changes to enhance feelings of safety*. The suggestions made were:

- More/better lighting at night in parking lots and garages, in and around buildings, and walkways and paths on Belknap, Shelby, and Health Sciences campuses
- Seminars on sex education
- More convenient parking; parking closer to campus buildings/classes
- More help phones (blue light phones) around campus to use in case of emergencies
- Telephones on campus should have a sticker with safety department phone number
- Availability of escorts to walk females to cars after dark
- Surveillance for parking lots
- Trolley to transport students from campus to student apartments
- More emergency push buttons
- More police on foot/horses

Seventy three students provided comments in response to the final question, *“Is there anything that we haven’t asked you about that you would like to share with us now?”* Please refer to Appendix E for the full text of all responses analyzed here.

A thematic approach was used in analyzing the data and the first step was reading all the responses several times to get a general sense of the content. Then, the comments were placed in categories. After all statements were assigned, initially twelve categories emerged: 1) Concerns expressed about safety; 2) Specific suggestions about how to increase safety on campus; 3) Specific incidents; 4) International and/or racial concerns; 5) Negative statements about campus police; 6) Mentions gun as protection or as part of an incident; 7) Complaints about the University not related to violence against women; 8) Positive comments about the survey; 9) Negative comments about the survey; 10) Student seems to be trying to either elaborate on or explain other

responses on survey; 11) Student is reporting a disability; and 12) Could not determine meaning of the statements and not very informational.

After examining these categories, “reporting a disability” was eliminated from further analyses since only one student made such a comment (“I am bipolar manic depressive and have ADD”). I also combined all comments about safety concerns with specific suggestions for improving safety on campus. Finally, all comments about the survey content and process were combined which left nine categories. These nine categories seem to fall along two continua (See Figure 1 below.) First, as you read the comments, some categories, such as, “Specific incidents,” “Safety concerns and suggestions,” and “International and/or racial concerns” are more directly and specifically related to issues of violence against women on campus. On the other hand, the “Non-informational” category contained such comments, such as, “I love ‘That 70’s Show’” which are not directly informative about the issues covered by the survey. In examining the degree of relatedness to the topic of the survey, two additional organizing themes emerge. One is that of expressed anger and the other is that many students felt the need to explain their responses on the survey.

Comments more related to violence against women and safety issues

Specific incidents. Two female students and one male student described specific incidents that they had either experienced or witnessed on campus. A female student talked about being followed to her car and harassed in front of the Fourth Street parking lot before 8:00 p. m. A male student reported witnessing “...sexual harassments on campus recently but did not report it because didn’t have time and no one was hurt....Guy in a car was master bating [sic] on a public street while students were going to class.” Another female student said, “I wish there was some kind of surveillance for parking lots. I seen a man with a gun in front of the green lot behind the brown cancer center (did not harm anybody).” Although the seriousness of these incidents is evident, it is important to note that apparently none of these incidents were reported to campus police. It is hard to speculate or make general conclusions as to why that is so, but one student notes that lack of time to make a report and that “...no one was hurt.” There is a general theme of minimization mixed in with concern in all three comments. There are many theories and studies reported in the literature related to the use of minimizing and denial as ways of distancing ourselves from real dangers in the world that we either have no control over or perceive that we have little control over.

Safety concerns and suggestions. Concerns about parking were expressed in most of these comments. Students want to be able to park closer to classroom buildings at night and express other concerns about walking on campus at night. One student also spoke about curtailing her activities on campus as a result of safety concerns, “I think that there should be something done about the security

for females walking on campus at night. I am scared to death to go to the library at night because I could be attacked.” The desire for increased lighting and more visible presence of campus police were often noted. One student complained about the lack of consistent security procedures in the Johnson Hall dormitory and said that the security lock was broken for four weeks at one point. Another student made a suggestion that seems useful and fairly easy to implement, place a sticker on all telephones on campus with the campus police telephone number.

International and/or racial concerns. One student said, “About racial discrimination”. Presumably, this student was indicating the need for more attention to racial issues on campus. Two students commented on the need for more attention to issues related to international students (“I think you need to do more research about International students, how are they treated by professors and peers. Whether they are being victims of harassment and discrimination. Usually the perpetrators would be University administrators and professors.”)

Complaints: Campus police and about the University more generally. One might expect that complaints about campus police would be more directly related to the topics of the survey. However, of the five complaints by students, only one seems related to issues of personal safety on campus (“I have never even seen the campus police on the campus. I attend daily (Health Science) - if something were to happen I would not even know how to locate them except for pushing the emergency button on the poles in front of a few buildings. I do feel very unsafe in the parking lots at times.”). The other complaints talked about the need to do more about preventing thefts in general as well as bike thefts and other complaints regarding traffic tickets.

The six complaints about the university were somewhat more general in nature and ranged from “The C curve should be changed” to “Improve services like advising and tuition bills.”

“Gun” is part of response. This category is small but troubling. Although the initial analysis plan intended for statements to be placed in only one category, the only statement that was placed in two categories appears here, “I wish there was some kind of surveillance for parking lots. I seen a man with a gun in front of the green lot behind the brown cancer center (did not harm anybody)”. This seemed necessary because the seriousness of the incident and the fact that any mention of weapons seemed to merit its own category. One student said, “Parking for graduate students not good. Parking so far away and walking alone in dark does not feel good. Would carry a gun if I had a small one.” Another student complained about the restrictions against carrying weapons on campus, “I believe if you have a Kentucky deadly weapons permit, you should be allowed to carry and protect yourself on campus.” Finally, another student said, “You didn’t ask about my gun.” The implication of this last statement is that the student does carry a firearm on campus.

Comments less directly related to issues surveyed: Anger and Explanation

Anger. The degree of anger expressed by some students provides another meta-organizing theme for the data. Please refer to Figure 1 below for an ordering of five categories that contained expressions of anger by the students. These categories are arranged based on both the degree of anger expressed in individual statements and the number of angry statements in the category. Interestingly, the survey content itself was often commented on by students and seemed to generate anger in some students. All but one of the angry comments about the survey were made by males. One example of an angry statement in this group is the following made by a 24 year old male: "I think that this survey is a waste of tuition dollars. It has accomplished nothing. Survey is geared towards women". The implication of this statement is that a survey that is "geared toward women" is a waste of effort which displays antipathy toward women and women's issues. This student has concluded by the end of the survey that "it has accomplished nothing". A twenty-five year old male student said, "You ask too much crap" and a twenty-nine year old male student complained, "You are wasting class time".

Still other students commented on what they perceived as the innate bias of the survey and expected that the results would be used to "show what you want" ("Any group of statistical data can be made to show what you want it to if manipulated properly", comment by twenty year old male and "Your questions are designed to achieve a predetermined result. Some degree of fairness should be sought," comment from 34 year old male). Some students offered comments on the survey that were negative but not particularly angry (i.e., "I do not like this survey", "It's too long").

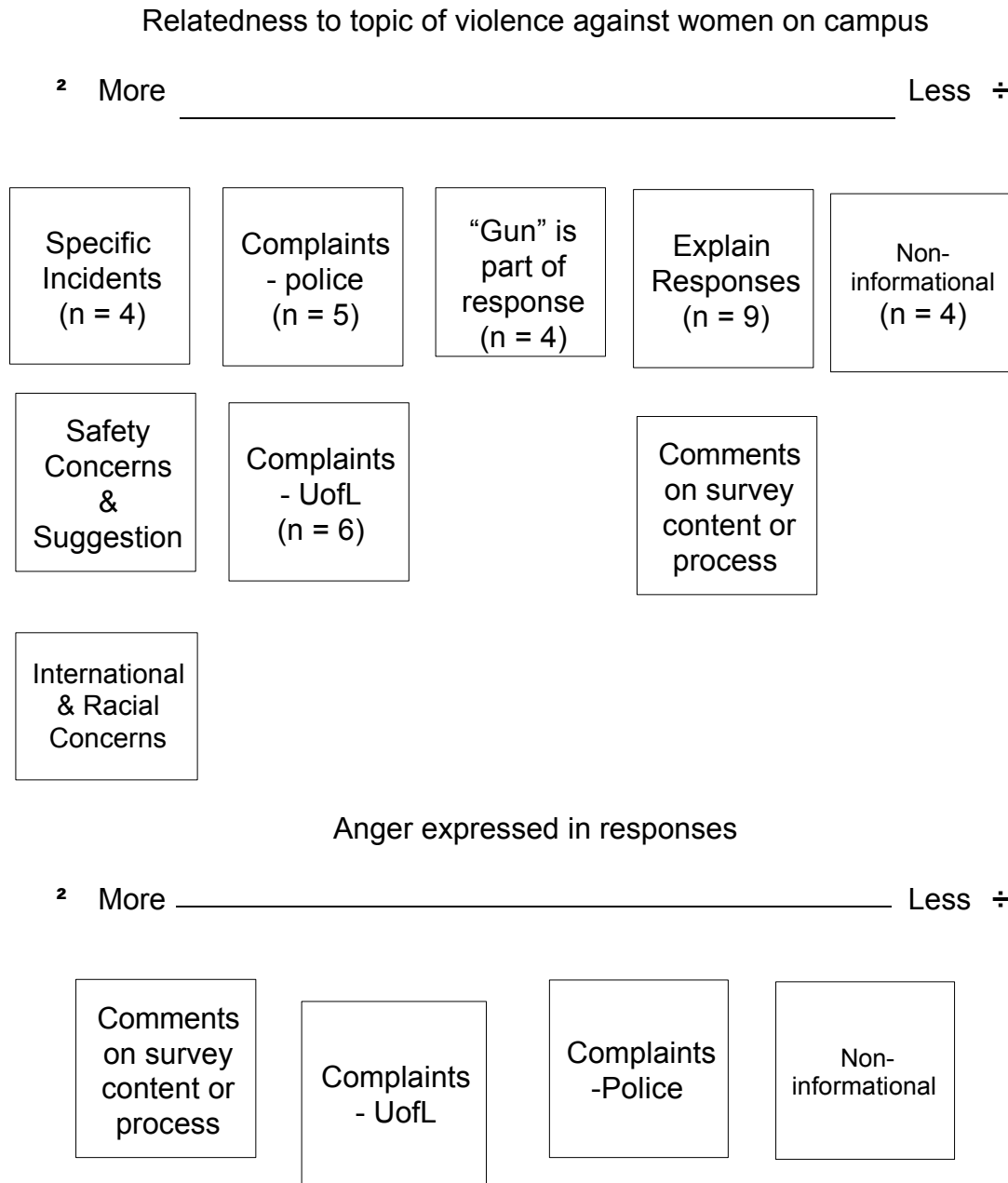
It should be noted that some students made comments indicating appreciation for the survey effort (i.e., "I hope this information is used in a positive way to help people"; "I appreciate your concern about the students on campus"; "Thanks for the voice." These comments seemed to be more general in nature and acknowledged the need for continued attention to the issue of violence against women. Two of these comments were made by female students, five by male students, and one by a student who left the gender question on the survey blank.

Explanation. The comments that make up the "Explain responses" category represent interesting sub-themes and display a different gender pattern than the "Angry" statements. All but one comment in this category were made by women. Four of the nine respondents want to make it clear that their responses on the main part of the survey are in no way reflective of their current relationship. These comments read as if the researcher might misjudge their current relationship partner even though the survey was anonymous. For example,

“...My move here was to escape my ex-husband who was mentally, physically, and emotionally abusive. My current relationship is safe and emotionally healthy.”

Another respondent draws a strong contrast between current and past relationships, “ Previous relationships were abusive, present marriage is perfect, free of all abuses.” Other students want to explain their perceived lack of knowledge about the campus, “...did not go to undergraduate school at UofL” and “ Sorry but I do not go on campus. I go to class and get in my car and go home”.

Figure 1. Thematic Analysis of Comments by Students



Faculty and Staff

What follows is a summary of the faculty and staff responses to the Fall 2000 and Spring 2001 campus surveys. As explained previously, the content of the survey was very similar for faculty/staff (Full Version) and students. The faculty/staff survey content differs in the types of demographic information requested, questions about campus culture classes are not included, and the faculty/staff survey included questions about requests from students for assistance dealing with violence related issues. An additional Short Version for faculty/staff was used in the Fall semester in order to encourage response. This short form was not used in the Spring since response rates were virtually the same for the long and short versions.

A stratified random sample of faculty and staff was created based on the number of faculty and staff in the various schools and departments. Surveys were sent and returned via campus mail. All participants received a brief reminder one week after receiving the original survey. Five hundred surveys were sent out each semester and a total 282 faculty and staff completed the survey (150 during Fall 2000 semester; 132 during Spring 2001 semester). Thus, the rate of return was a rather unsatisfactory 28.2%.

Demographics of faculty and staff completing survey

Table 2 above summarizes the relevant characteristics of those faculty and staff responding to the Fall 2000 ($n=150$) and Spring 2001 ($n=132$) surveys. On the whole, the respondents to both surveys were primarily full-time employees, Caucasian, female, married, protestant and moderate in their political orientation. The Fall 2000 participants were on average a bit younger (average age 43.89 years) than in the Spring 2001 (average age 44.58 years). More staff (3 to 1) than faculty responded to the survey. Respondents had worked at UofL on average 8.71 years (from 1 month to 32 years; Fall survey respondents) and 9.97 years (from 1 month to 37 years; Spring survey respondents) at the time they completed the survey.

Types of violence ever experienced by faculty and staff

Faculty and staff who completed the survey included persons victimized by violence, such as, threats and acts of physical abuse, sexual and emotional abuse, and rape. The percentages are similar for the Fall 2000 and Spring 2001 semesters for each type of violence reported (see Table 20 below). Of note, highest rates of reported violence include physical threats and acts, such as, *"threw, smashed, kicked something"* (31.8% Fall; 30.4% Spring), *"threatened to hit you or throw something at you"* (30.3% Fall; 24.8% Spring), and *"been pushed, grabbed, shoved"* (25.8% Fall; 24% Spring); emotional abuse (26.5% Fall; 24.4% Spring) and having *"someone misinterpret the level of sexual intimacy you desired"* (45.5% Fall; 38.7% Spring).

Table 20. Types of Violence Ever Experienced by Faculty and Staff (** Number responding differs because not all participants received all questions. Half of fall participants received ShortVersion.)

Ever Experienced	Fall 2000			Spring 2001		
	Total Number responding**	Number reporting that they had ever experienced	% Of total	Total Number responding	Number reporting that they had ever experienced	% Of total
Been choked	66	5	7.6	125	5	4.0
Been threatened with gun and/or knife	66	7	10.6	125	4	3.2
Been kicked, bit, hit with fist	66	7	10.6	125	17	13.6
Been pushed, grabbed, shoved	66	17	25.8	125	30	24.0
Threw, smashed kicked object	66	21	31.8	125	38	30.4
Threw object at you	66	11	16.7	126	18	14.3
Threatened to hit you or throw something at you	66	20	30.3	125	31	24.8
Sexual abuse	147	17	11.6	127	13	10.2
Emotional abuse	147	39	26.5	127	31	24.4
Physical abuse	147	23	15.6	127	15	11.8
Rape	65	6	9.2	125	14	11.2
Someone misinterpreted level of sexual intimacy desired	66	30	45.5	124	48	38.7
Beaten up	66	4	6.1	126	5	4.0
Partner used some degree of physical force to engage in kissing	66	8	12.1	124	11	8.9
Partner threatened to have sexual intercourse with you by force	66	3	4.5	125	5	4.0
Partner used physical force to have sex	66	4	6.1	125	5	4.0
Had sexual intercourse - partner threatened to end relationship	66	3	4.5	126	6	4.8
Partner used physical force to have sexual intercourse	66	4	6.1	124	7	5.6
Had sexual intercourse – partner threatened physical force	66	3	4.5	125	3	2.4

Perception of safety on campus

As part of both the Fall 2000 and Spring 2001 surveys, faculty and staff were asked to rate how safe they felt in and around Belknap and Health Sciences campuses by indicating their level of safety (very unsafe, somewhat unsafe, neither safe or unsafe, reasonably safe, and very safe). Table 21 below displays the responses to “*somewhat unsafe*” and “*very unsafe*” categories only. Examining these responses from both surveys indicate similar findings: walking alone on campus after dark, waiting alone on campus for public transportation after dark, and walking alone in parking lots or garages on campus after dark were identified most frequently as either “somewhat unsafe” or “very unsafe”.

Table 21. Faculty and Staff Perception of Safety on Campus
(somewhat unsafe and very unsafe categories only)

Campus area	Fall 2000 (<i>n</i> =150)				Spring 2001 (<i>n</i> =132)			
	Somewhat Unsafe		Very Unsafe		Somewhat Unsafe		Very Unsafe	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Waiting alone on campus for public transportation during daylight hours	3	2.0	3	2.0	4	3.0	1	.8
Walking alone on campus during daylight hours	4	2.7	3	2.0	2	1.5	---	---
Walking alone in parking lots or garages on campus during daylight	14	9.3	2	1.4	10	7.6	1	.8
Walking alone on campus after dark	55	36.7	19	12.7	40	30.3	20	15.2
Waiting alone on campus for public transportation after dark	27	18.0	14	9.3	27	20.5	17	12.9
Walking alone in parking lots or garages on campus after dark	50	33.3	18	18.7	38	28.8	27	20.5
Working in the library stacks late at night	17	11.3	4	2.7	10	7.6	5	3.8
While alone in the classroom	15	10.0	2	1.3	10	7.6	3	2.3
Student activity center during the day	---	---	3	2.0	2	1.5	---	---
Student activity center at night	11	7.3	2	1.3	6	4.5	4	3.0

Specific areas on campus where faculty and staff do not feel safe

Faculty and staff were asked an open-ended question “*Are there specific areas on campus where you do not feel safe?*” Fifty-seven responses were received on the Fall 2000 survey and 55 responses were received on the spring survey. Similar responses were provided in both surveys. They ranged from all areas being safe to no areas being safe. On the Health Sciences campus, areas identified as not safe were the garages and parking lots on Brook Street, Preston Street, Chestnut Street, Jackson Street, and Muhammad Ali Boulevard. Additionally, stairwells in buildings and tunnels were specifically mentioned.

On Belknap campus, respondents expressed safety concerns about garages and parking lots on Floyd Street, near the Planetarium, behind Speed school, Parkway field, and 4th Street. Additionally, walkways and pedestrian tunnels such as the one under Eastern Parkway, stairwells in Strickler Hall, elevators at the Student Activity Center, restrooms at night, waiting for the bus at night were specifically mentioned as well as walking paths from one’s office to the particular parking areas. On the whole, areas mentioned were identified as more unsafe during evening hours and at night.

Some of the responses also included reasons for areas being unsafe and changes needed to make areas safe. Examples of suggestions and reasons for concern were the need for better lighting at night and lack of visibility of campus security.

Requests for assistance from students to faculty and staff

Faculty and staff were asked, “*Have students approached you asking for assistance in dealing with violence related issues, such as, dating violence or stalking?*” If they answered in the affirmative, they were then asked approximately how often per semester this happened, what types of problems students presented, and what were their responses to the students.

Fourteen of 147 (9.5%) faculty and staff in the Fall 2000 sample and 19 of 129 (14.7%) faculty and staff in the Spring 2001 reported that students had approached them with violence related concerns. See Table 22 below for a summary of types of concerns or requests for assistance from students as reported by faculty and staff.

Very few faculty and staff from the Fall 2000 and Spring 2001 sample indicate that they are aware of violence related problems encountered by students. On the whole, students tended to ask faculty and staff for assistance more often in the spring semester than in the fall. As would be expected, faculty and staff responses indicate greater knowledge of on-campus incidents than off-campus incidents.

Table 22. Students' Requests to Faculty and Staff

Notes. * Number of persons responding to question. ** Question not asked.

Problem	Fall 2000 (N=118)*				Spring 2001 (N=17)*			
	On Campus		Off Campus		On Campus		Off Campus	
	n	%	n	%	n	%	n	%
Sexual harassment	5	4.2	4	3.4	12	70.6	2	11.8
Stalking	2	1.7	1	.8	5	29.4	3	17.6
Dating violence	5	4.2	**	**	3	2.3	**	**
Verbal threats of violence	3	2.5	1	.8	5	29.4	3	17.6
Physical violence	2	1.7	2	1.7	1	5.9	0	0.0
Sexual assault	1	.8	1	.8	2	11.8	1	5.9
Rape	1	.8	2	1.7	1	5.9	4	23.5

Knowledge and utilization of PEACC programs and services

The Spring 2001 survey asked about knowledge and utilization of PEACC programs and services. When asked "*Is the PEACC project on campus?*" only 21.4% (n=28) of the 131 persons responding said "YES", one (.8%) said "NO" and 77.9% (n=102) did not know the answer. Responses to other questions are displayed in Table 23. The activities faculty and staff were most aware of were self defense training classes (40.7%, n=50), the Kimmel lecture (17.5%, n=21), the PEACC program day (15%, n=18), and the crimes against women and children's conference (11.7%, n=14). On the whole, more faculty and staff have heard about particular PEACC programs and activities than have participated in those activities.

Table 23. Knowledge and Utilization of PEACC Programs and Services

PEACC Program and Services	Spring 2001		
	Total number responding to question	Number responding YES	
		n	% of total
Heard about crimes against women and children's conference	120	14	11.7
Attended crimes against women and children's conference	68	1	1.5
Attended any other lecture/training offered by the PEACC program	122	1	.8
Heard about presentation of Kristen's story	122	3	2.5
Attended presentation of Kristen's story	132	0	0.0
Heard about culture of violence lecture	122	11	9.0
Attended culture of violence lecture	63	2	3.2
Heard about Michael Kimmel	120	21	17.5
Attended Kimmel lecture	66	3	4.5
Heard of PEACC website	122	11	9.0
Gone to PEACC website	57	5	8.8
Heard about self-defense training classes	123	50	40.7
Attended any self-defense training classes	84	9	10.7
Heard about PEACC program day October 4, 2000	120	18	15.0
Attended PEACC program day October 4, 2000	66	3	4.5
Attended PEACC program kickoff events	62	2	3.2
Heard about <i>Have a heart week quiz</i> on the web	122	11	9.0
Tried <i>Have a heart week quiz</i> on the web	61	5	8.2
Contacted PEACC staff for referrals	132	1	.8
Contacted PEACC staff for services	132	2	1.5
Contacted PEACC staff for training/class materials	132	2	1.5
Contacted PEACC staff for information	132	4	3.0
Signed the PEACC pledge	122	5	4.1

Interest in attending training related to violence against women issues

The survey asked, “*If training on violence against women issues and campus resources was made available to you, how likely would you be to attend?*” with response options from 1 Very Unlikely to 5 Very Likely. Of the 133 responding to this question in the Fall 2000, 27.1% ($n=36$) stated they were *very unlikely* to attend, 28.6% ($n=38$) stated they were *somewhat unlikely* to attend, 12.0% ($n=16$) stated *neither likely or unlikely*, 17.3% ($n=23$) stated *somewhat likely*, and 15.0% ($n=20$) stated *very likely*.

Of those responding to this question in the Spring 2001 sample, 18.6% ($n=24$) stated they were *very unlikely* to attend, 17.8% ($n=23$) stated *somewhat unlikely* to attend, 10.1% ($n=13$) stated *neither likely or unlikely*, 37.2% ($n=48$) stated *somewhat likely*, and 16.3% ($n=21$) stated they were *very likely* to attend. It appears that faculty and staff responding to the survey in the spring was more likely to attend training related to violence against women issues. In both samples, however, most faculty and staff stated they could make between 1 and 2 hours available for attending training.

Comments on the survey

The Fall 2000 and Spring 2001 sample were asked “*Is there anything else that we haven’t asked you about that you would like to share with us now?*” The 23 responses on the Fall 2000 survey and the 26 responses on the Spring 2001 survey expressed concern over need for greater campus safety, reasons for their responses on the survey, past experience of being victimized by violence, and suggestions for ways the survey could be modified and changed to address violence issues on campus.

Summary

What follows is a description of the participants who completed the surveys and then a brief summary of the results of the survey with the main findings highlighted.

A total of 1,310 students completed the survey. The demographics of the student sample completing the survey are similar to the demographics of all students based on University enrollment data for the relevant semesters. Somewhat over half of the students were female (54.8%, Fall; 57.5%, Spring); the average age was approximately 25 years; 83% were White, 9% African American, 2% Asian American and 1.4% were Hispanic. All student classifications from freshman through post graduate were represented. Approximately 13% of students lived on campus, primarily Belknap.

A total of 282 faculty and staff completed surveys.

One hundred and fifty responses were received in the Fall and 132 were received in the spring from faculty and staff. On the whole, the respondents to both surveys were primarily full-time employees, Caucasian, female, married, protestant and moderate in their political orientation. The Fall 2000 participants were on average a bit younger (average age 43.89 years) than in the Spring 2001 (average age 44.58 years). More staff (3 to 1) than faculty responded to the survey. Respondents had worked at UofL on average 8.71 years (from 1 month to 32 years; Fall survey respondents) and 9.97 years (from 1 month to 37 years; Spring survey respondents) at the time they completed the survey.

Not only students at the University but faculty and staff as well report ever experiencing violence in their lives. A total of sixty-nine female students indicated they had experienced physical, sexual, and/or emotional abuse at some time in their lives. Eleven percent of female students ($n = 72$) indicated that they had ever experienced rape. Women students indicated that they had experienced a substantial number (1,036) of incidents including a wide range of intimate partner violence, such as, threats of violence or actual violence (being beaten up, strangled, had a gun or knife used on them). Of these incidents, forty-four occurred on campus.

Faculty and staff also reported experiencing relationship violence. The highest rates of reported violence include physical threats and acts, such as, *“threw, smashed, kicked something”* (31.8% Fall; 30.4% Spring), *“threatened to hit you or throw something at you”* (30.3% Fall; 24.8% Spring), and *“been pushed, grabbed, shoved”* (25.8% Fall; 24% Spring); emotional abuse (26.5% Fall; 24.4% Spring) and having *“someone misinterpret the level of sexual intimacy you desired”* (45.5% Fall; 38.7% Spring).

Most violent crimes take place off campus. Nationally, most sexual victimization of college age women takes place off campus (33.7% completed rapes on campus vs 66.3% off campus; Fisher et al.; 2000); and at University of Louisville this trend is even more pronounced reflecting the large percentage of commuter students. It is also the case that many students live in apartments surrounding the campus which contributes the greater likelihood that most acts of violence will occur off campus.

Timing of awareness and prevention efforts to students is important. Women students responding to the fall survey reported more incidents of sexual coercion and rape compared to those responding to the spring semester survey. This finding is consistent with previous reports that college students are most vulnerable to rape during the first few weeks of the freshman and sophomore years with the *first few days of the freshman year* being the riskiest (Fisher, et al., 2000; Ostrander & Schwartz, 1994). *No conclusions can be made based on our campus survey as to when the reported rapes actually occurred.*

Students listed campus health services, police, and faculty as most often utilized resources on campus. This finding underscores the importance of: continued accessibility to campus health service; up-to-date training, procedures, and adequate resources for campus police; and increased faculty awareness of intimate partner violence, sexual assault, and resources available for students. However, on the spring survey only 21.4% (n=28) of the 131 faculty and staff responding indicated that they knew what the PEACC Project was.

As expected, the campus community is more concerned about safety on campus at night. Students, faculty, and staff generally agreed as to the activities or areas where they felt least safe: walking alone on campus after dark, waiting alone on campus for public transportation after dark, and walking alone in parking lots or garages on campus after dark. A number of respondents to the survey commented that they rarely noticed campus security, especially after dark, and would like a more visible presence on campus. Not surprisingly, women students indicated they felt less safe on campus than the men.

Parking lot safety and lighting issues were prominent in comments provided by students. Concerns about parking were expressed in most of these comments. Students want to be able to park closer to classroom buildings at night and express other concerns about walking on campus at night. One student also spoke about curtailing her activities on campus as a result of safety concerns. The desire for increased lighting and more visible presence of campus police were often noted. One student complained about the lack of consistent security procedures in the Johnson Hall dormitory and said that the security lock was broken for four weeks at one point. Another student made a suggestion that seems useful and fairly easy to implement – place a sticker on all telephones on campus with the campus police telephone number.

Discussion

It is generally accepted based on past research that relationship violence, sexual assault, and other violent crimes can have a lasting detrimental effect on victims. This is true regardless of student or faculty status and whether or not the incidents took place on campus. It is important for the health and productivity of our campus community that we continue to work toward increased awareness of this violence and the need for appropriate intervention.

Once consequence of lack of awareness can be under reporting. Under reporting of all types of violence crimes, although not unique at the University, continues to be a major concern and has many associated costs. Under reporting can have significant detrimental effects both on the individual level and the community level. Findings from a national sample of women indicate that a rape victim was nine times more likely to receive medical care if she reported the rape to police or other authorities than if the assault went unreported (Resnick et al., 2000). As noted earlier, victims of violent crime typically experience a decrease in school performance and are more likely to drop out of school than non victims. The University of Louisville and the surrounding community have excellent resources available to assist these victims if the victims are willing to make themselves known in some manner.

Recommendations

The following recommendations are offered based on the information contained in the completed surveys.

- The University needs to be cognizant of and take appropriate preventive measures to deal with the fact that previous reports indicate that more incidents of sexual coercion and rape occur in the fall semester as compared to the spring semester and that the *first few days of the freshman year* are the riskiest. Freshman orientation may not be addressing this issue since only 26.4% of all students responding to the survey indicated that they had attended student orientation.
- Initiate a new public awareness campaign on campus that specifically focuses on misperceptions concerning what constitutes relationship violence, sexual assault, and rape. To be effective, in addition to definitional information, this awareness campaign needs to include a strong message that something can be done to address these issues. One example of a successful implementation of this model is the alcohol awareness campaign used at University of Arizona.
- Compare the information from surveys about specific safety concerns on Belknap and Health Science Campuses to the findings of the Crime Prevention Through Environmental Design (CPTED) report that was completed as part of the PEACC Project. CPTED is a comprehensive evaluation of physical plant factors that might adversely affect safety (i.e., inadequate lighting). Do the areas of concern identified by survey respondents (i.e., parking lots, buildings at night, and lack of adequate lighting) match the CPTED report? Have any of these safety concerns related to the physical plant been addressed? Provide feedback to the campus community in a broadly available format so that members of the campus community can see that their voices are being heard.
- Consider a comprehensive effort by PEACC staff to attend Deans meetings, departmental faculty meetings, departmental assemblies, faculty and staff senate meetings in order to provide brief, informational presentations.
- Consider implementing one student's suggestion that every campus telephone have a sticker with campus security telephone number on it.
- Patterned on The Center for Women and Families' efforts, place stickers in every women's restroom on campus with PEACC contact information.

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Appendix A: Student Survey

Campus Perception Survey

The following questions are about how safe you feel or don't feel on campus. For each situation please tell us if you feel: very safe, reasonably safe, neither safe nor unsafe, somewhat unsafe, very unsafe, or if this situation does not apply to you. (Please circle the number that best represents your answer or **NA** if the situation does not apply to you.)

How safe do you feel...

	Very Unsafe	Somewhat Unsafe	Neither Safe Nor Unsafe	Reasonable Safe	Very Safe	
walking alone on campus during daylight hours?	1	2	3	4	5	NA
waiting alone on campus for public transportation during daylight hours?	1	2	3	4	5	NA
walking alone in parking lots or garages on campus during daylight hours?	1	2	3	4	5	NA
walking alone on campus after dark?	1	2	3	4	5	NA
waiting alone on campus for public transportation after dark?	1	2	3	4	5	NA
walking alone in parking lots or garages on campus after dark?	1	2	3	4	5	NA
working in the library stacks late at night?	1	2	3	4	5	NA
while alone in classrooms?	1	2	3	4	5	NA
Student Activity Center during the day?	1	2	3	4	5	NA
Student Activity Center at night?	1	2	3	4	5	NA

Are there any specific areas on campus where you do not feel safe? Please specify which areas, which campus, and when; for example, evenings only or any time. _____

Do you have any special needs related to safety on campus? _____

Have you ever used services related to safety issues, sexual harassment, or sexual assault that are provided on campus by the following?

How satisfied were you with help from this source?

			Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied Nor Dissatisfied	Somewhat Satisfied	Very Satisfied
Campus Police	YES	NO	1	2	3	4	5
Women's Center	YES	NO	1	2	3	4	5
Campus ministry	YES	NO	1	2	3	4	5
Campus counseling (Belknap)	YES	NO	1	2	3	4	5
Student Health Services (Belknap)	YES	NO	1	2	3	4	5
Campus counseling (Health Science)	YES	NO	1	2	3	4	5
Student Health Services (Health Science)	YES	NO	1	2	3	4	5
Psychological Services Ctr (Psychology Clinic)	YES	NO	1	2	3	4	5
Affirmative Action Office	YES	NO	1	2	3	4	5
Security escort services after dark	YES	NO	1	2	3	4	5
Residence Hall staff	YES	NO	1	2	3	4	5
Office of Student Life	YES	NO	1	2	3	4	5
Disability Resource Center	YES	NO	1	2	3	4	5
Access Center	YES	NO	1	2	3	4	5
Faculty member	YES	NO	1	2	3	4	5
Other _____	YES	NO	1	2	3	4	5

(Please specify.)

Have you taken a Campus Culture (Gen 101) class at UofL? (Please circle your answer.)

YES NO (If NO, skip next question.)

If YES, please indicate the approximate amount of time any of the following topics were addressed by your instructor during your Campus Culture class, if any. (Please circle your answer.)

Frequency of Discussion

Topic	Never	Part of one class	One class session	Multiple class sessions
Crime on campus	1	2	3	4
Sexual harassment	1	2	3	4
Stalking	1	2	3	4
Date rape	1	2	3	4
Courtship violence	1	2	3	4
Spouse abuse	1	2	3	4
Hate crimes	1	2	3	4
Counseling services	1	2	3	4
Services for crime victims	1	2	3	4
Campus police services	1	2	3	4
Women's Center	1	2	3	4
Office of Student Life programs	1	2	3	4
Other _____ (Please specify.)	1	2	3	4

Since you have been attending UofL, have you ever reported any incident to the campus police?

YES NO (Please circle your answer.)

(If YES, skip next question.)

If you answered NO to the above question, why didn't you report the incident to the campus police? (Please circle the number(s) of all that apply.)

- 1 REPORTED TO ANOTHER SCHOOL OFFICIAL
- 2 PRIVATE OR PERSONAL MATTER - TOOK CARE OF IT MYSELF
- 3 MINOR OR UNSUCCESSFUL INCIDENT
- 4 NOT SURE IF IT WAS A CRIME OR THAT HARM WAS INTENDED
- 5 COULD NOT IDENTIFY OFFENDER; LACK OF PROOF
- 6 CAMPUS POLICE WOULD NOT THINK IT WAS IMPORTANT ENOUGH
- 7 CAMPUS POLICE WOULD BE INEFFICIENT (THEY'D ARRIVE LATE; NOT DO A GOOD JOB, ETC.)
- 8 CAMPUS POLICE WOULD BE BIASED; WOULD HARASS OR INSULT ME
- 9 DID NOT WANT TO GET THE PEOPLE INVOLVED IN TROUBLE WITH THE LAW
- 10 AFRAID OF REVENGE BY PEOPLE INVOLVED OR OTHERS
- 11 DID NOT WANT TO OR COULD NOT TAKE THE TIME - TOO INCONVENIENT
- 12 NEVER OBSERVED ANY THING THAT NEEDED TO BE REPORTED

How would you describe your contact with the campus police?

(Please circle the number(s) of all that apply.)

- 1 CASUAL CONVERSATION WITH A CAMPUS POLICE OFFICER
- 2 GAVE INFORMATION TO POLICE ABOUT A CRIME OR INCIDENT
- 3 REPORTED A CRIME TO CAMPUS POLICE
- 4 ASKED CAMPUS POLICE OFFICER FOR INFORMATION OR ADVICE
- 5 TRAFFIC VIOLATIONS OR TRAFFIC ACCIDENT
- 6 NO CONTACT
- 7 OTHER _____

(Please specify.)

Please indicate whether you have ever experienced any of the following:

(Circle the number(s) of *all* that apply.)

- 1 PHYSICAL ABUSE
- 2 SEXUAL ABUSE
- 3 EMOTIONAL ABUSE
- 4 DON'T KNOW
- 5 I HAVE NOT BEEN PHYSICALLY, SEXUALLY, OR EMOTIONALLY ABUSED. (Go to Page 4.)

Even though the incident(s) may have not happened on campus, did any of the above occur during the time you have been a student at UofL? (Please circle the number of your answer.)

- 1 YES
- 2 NO

How satisfied were you with help from this source?

Did you turn to any of the following

			Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied Nor Dissatisfied	Somewhat Satisfied	Very Satisfied
Friend	YES	NO	1	2	3	4	5
Center for Women & Families	YES	NO	1	2	3	4	5
Seven Counties Services	YES	NO	1	2	3	4	5
Local police (not campus police)	YES	NO	1	2	3	4	5
Family member	YES	NO	1	2	3	4	5
Clergy	YES	NO	1	2	3	4	5
Student Health Services	YES	NO	1	2	3	4	5
Other medical professional	YES	NO	1	2	3	4	5
Campus counseling	YES	NO	1	2	3	4	5
Campus Women's Center	YES	NO	1	2	3	4	5
Campus Police/Security	YES	NO	1	2	3	4	5
Affirmative Action Office	YES	NO	1	2	3	4	5
Residence Hall staff	YES	NO	1	2	3	4	5
Office of Student Life	YES	NO	1	2	3	4	5
Disability Resource Center	YES	NO	1	2	3	4	5
Access Center	YES	NO	1	2	3	4	5
Campus Administration	YES	NO	1	2	3	4	5
Faculty member	YES	NO	1	2	3	4	5
Other _____	YES	NO	1	2	3	4	5

(Please specify.)

Campus Survey 78

The following are some beliefs that may be held about the role of women and men in today's society. There are no right or wrong answers. (Please circle the response that best describes your opinion.)

	Strongly Disagree		Somewhat Agree		Strongly Agree
A man's got to show the woman who's boss right from the start.	1	2	3	4	5
Women are usually sweet until they've caught a man, but then they let their true self show.	1	2	3	4	5
In a dating relationship a woman is largely out to take advantage of a man.	1	2	3	4	5
Men are out for only one thing.	1	2	3	4	5
A lot of women seem to get pleasure from putting a man down.	1	2	3	4	5
A woman who goes to the home or apartment of a man on their first date implies that she is willing to have sex.	1	2	3	4	5
Any female can get raped.	1	2	3	4	5
Any healthy woman can successfully resist a rapist if she really wants to.	1	2	3	4	5
Many women have an unconscious wish to be raped, and may then unconsciously set up a situation in which they are likely to be attacked.	1	2	3	4	5
If a woman gets drunk at a party and has intercourse with a man she's just met there, she should be considered "fair game" to other males at the party who also want to have sex with her whether she wants to or not.	1	2	3	4	5

What **percentage of women** who report a rape would you say are lying because they are angry and want to get back at the man they accuse? _____%

What **percentage of reported rapes** would you guess were merely invented by women who discovered they were pregnant and wanted to protect their own reputation? _____%

Did you attend any type of student orientation conducted by University of Louisville during Summer 2000 or at the beginning of this term? (Please circle your answer). **YESNO**

If your answer was "No, I did not attend orientation", please continue on next page.

At the orientation you attended, how much information about violence against women issues did you receive? (Please circle your answer). **None Some A Lot**
1 2 3 4 5

If you have never been in a dating or marital relationship, please go to PAGE 9.

We are particularly interested in learning more about your dating or marriage experiences. No matter how well a couple gets along, there are times when they disagree, get annoyed with the other person, or just have spats or fights because they are in a bad mood or tired or for some other reason. Below is a list of some things that you might have experienced in these circumstances. **Use the following key for your responses: M = Male; F = Female; Y = Yes; N = No.**

Has anyone:	Ever Experienced?	Did it happen on or off U of L campus?	Gender of partner(s)?
Accused you of having affairs of flirting with others	Y N	ON OFF	M F BOTH
Threatened to hit you or throw something at you	Y N	ON OFF	M F BOTH
Threw, smashed, or kicked something	Y N	ON OFF	M F BOTH
Threw something at you	Y N	ON OFF	M F BOTH
Pushed, grabbed, or shoved you	Y N	ON OFF	M F BOTH
Kicked, bit, or hit you with a fist	Y N	ON OFF	M F BOTH
Beat you up	Y N	ON OFF	M F BOTH
Choked you	Y N	ON OFF	M F BOTH
Threatened you with a gun or knife	Y N	ON OFF	M F BOTH
Used a gun or knife on you	Y N	ON OFF	M F BOTH
Had someone misinterpret the level of sexual intimacy you desired?	Y N	ON OFF	M F BOTH
Have you been in a situation where.....			
your partner used some degree of physical force (twisting your arm, holding you down, etc.) to try to make you engage in kissing or petting when you didn't want to?	Y N	ON OFF	M F BOTH
your partner tried to have sexual intercourse with you when you didn't want to by threatening to use physical force (twisting your arm, holding you down, etc.) if you didn't cooperate, but for various reasons sexual intercourse did not occur?	Y N	ON OFF	M F BOTH
your partner used some degree of physical force (twisting your arm, holding you down, etc.) to try to get you to have sexual intercourse when you didn't want to, but for various reasons sexual intercourse did not occur?	Y N	ON OFF	M F BOTH
Have you had sexual intercourse with your partner.....			
even though you didn't really want to because your partner threatened to end your relationship otherwise?	Y N	ON OFF	M F BOTH
when you didn't want to because your partner threatened to use physical force (twisting your arm, holding you down, etc.) if you didn't cooperate?	Y N	ON OFF	M F BOTH
when you didn't want to because your partner used some degree of physical force (twisting your arm, holding you down, etc.)?	Y N	ON OFF	M F BOTH
Have you ever been raped?	Y N	ON OFF	M F BOTH

Campus Survey 80

In the next set of questions, please indicate how often you have experienced these sorts of things in your present or any previous relationship(s). (Please circle the number of your answer.)

	Never	Rarely	Sometimes	Often	Very Often
Does your partner prevent you from...					
engaging in activities with your friends?	1	2	3	4	5
engaging in activities with family members?	1	2	3	4	5
using the car?	1	2	3	4	5
Does your partner...					
allow you a say in how the money is spent?	1	2	3	4	5
threaten to leave you if you don't agree with him or her?	1	2	3	4	5
humiliate or embarrass you in front of other people?	1	2	3	4	5
use your children to get you to go along with him or her?	1	2	3	4	5
always keep track of your whereabouts?	1	2	3	4	5
keep you from using the phone?	1	2	3	4	5
in some way monitor your phone calls?	1	2	3	4	5
in some way monitor your email?	1	2	3	4	5
Has your partner prevented you from keeping a job by either making you quit or somehow getting you fired?	1	2	3	4	5
Do you have to ask your partner for money?	1	2	3	4	5
Do you feel that your partner controls every minute and every detail of your day?	1	2	3	4	5

Now, we would like to ask you some additional questions about your dating or marriage relationships. Please indicate if YOU HAVE EVER used the following methods to settle disputes with your partner(s). Please indicate whether you have ever experienced each situation, whether it happened on campus or not, and the gender of the partner(s) involved.

Use the following key for your responses: M = Male; F = Female; Y = Yes; N = No.

Have you ever.....

	Ever Experienced?	Did it happen on or off U of L campus?	Gender of partner(s)?
	Y N	ON OFF	M F BOTH
Accused partner of having affairs of flirting with others	Y N	ON OFF	M F BOTH
Threatened to hit or throw something at partner	Y N	ON OFF	M F BOTH
Threw, smashed, or kicked something	Y N	ON OFF	M F BOTH
Threw something at partner	Y N	ON OFF	M F BOTH
Pushed, grabbed, or shoved partner	Y N	ON OFF	M F BOTH
Kicked, bit, or hit partner with a fist	Y N	ON OFF	M F BOTH
Beat partner up	Y N	ON OFF	M F BOTH
Choked partner	Y N	ON OFF	M F BOTH
Threatened partner with a gun or knife	Y N	ON OFF	M F BOTH
Used a gun or knife on partner	Y N	ON OFF	M F BOTH
Been in a situation where.....			
you used some degree of physical force (twisting an arm, holding the other person down, etc.) to try to make your partner engage in kissing or petting when he or she didn't want to?	Y N	ON OFF	M F BOTH
you tried to get sexual intercourse with your partner when he or she you didn't want to by threatening to use physical force (twisting an arm, holding the other person down, etc.) if he or she didn't cooperate, but for various reasons sexual intercourse did not occur?	Y N	ON OFF	M F BOTH
you used some degree of physical force (twisting an arm, holding the other person down, etc.) to try to get your partner to have sexual intercourse with you when he or she didn't want to, but for various reasons sexual intercourse did not occur?	Y N	ON OFF	M F BOTH
Had sexual intercourse with your partner.....			
even though your partner didn't really want to because you threatened to end your relationship otherwise?	Y N	ON OFF	M F BOTH
when he or she didn't want to because you threatened to use physical force (twisting an arm, holding the other person down, etc.) if he or she didn't cooperate?	Y N	ON OFF	M F BOTH
when he or she didn't want to because you used some degree of physical force (twisting an arm, holding the other person down, etc.)?	Y N	ON OFF	M F BOTH

Campus Survey 82

In the next set of questions, please indicate how often you have experienced these sorts of things in your present or any previous relationship(s). (Please circle the number of your answer.)

	Never	Rarely	Sometimes	Often	Very Often
I wish I had more say over...					
who my partner's friends are.	1	2	3	4	5
the kinds of things my partner does with his or her friends.	1	2	3	4	5
I wish my partner would...					
not spend time talking or visiting with his or her family members.	1	2	3	4	5
just go along with decisions about the everyday kinds of things.	1	2	3	4	5
I wish I could...					
get my partner to quit his or her job or get fired.	1	2	3	4	5
keep my partner from using the car without my permission.	1	2	3	4	5
always keep track of my partner's whereabouts.	1	2	3	4	5
keep my partner from using the phone.	1	2	3	4	5
in some way monitor my partner's phone calls.	1	2	3	4	5
in some way monitor my partner's email.	1	2	3	4	5
I wish my partner...					
didn't have so much say about how the money is spent.	1	2	3	4	5
would quit complaining about having to ask me for money.	1	2	3	4	5
I wish...					
I had more control of how my partner spends his or her day.	1	2	3	4	5
I didn't have to threaten to leave sometimes to get my partner to listen to me.	1	2	3	4	5
sometimes that I could take the children away from my partner to get him or her to go along with things.	1	2	3	4	5
Sometimes I say things in front of other people to embarrass my partner so that he or she will go along with things.	1	2	3	4	5

Are you currently enrolled (Please circle one.)

- 1 PART TIME
- 2 FULL TIME

What semester and year did you initially enroll at UofL? _____

Are you a transfer student?

- 1 YES
- 2 NO

Are you enrolled in the Metropolitan College Program (UPS)?

- 1 YES
- 2 NO

What is your classification? (Please circle one.)

- 1 FRESHMAN
- 2 SOPHOMORE
- 3 JUNIOR
- 4 SENIOR
- 5 GRADUATE STUDENT ARTS AND SCIENCES
- 6 MEDICAL STUDENT
- 7 DENTAL STUDENT
- 8 POST-GRADUATE

Do you live on campus? (Please circle one.)

- 1 BELKNAP
- 2 HEALTH SCIENCE
- 3 DON'T LIVE ON CAMPUS

Which campus do you spend most of your time on? (Please circle one.)

- 1 BELKNAP
- 2 HEALTH SCIENCE
- 3 SHELBY
- 4 UPS CLASSROOMS

When are you usually on campus? (Please circle *all* that apply.)

- 1 8 AM TO 5 PM WEEKDAYS
- 2 AFTER 5 PM WEEKDAYS
- 3 8 AM TO 5 PM WEEKENDS
- 4 AFTER 5 PM ON WEEKENDS

Do you have any physical or mental disabilities?

- 1 YES
- 2 NO

How old are you? _____

Are you... (Please circle one.)

- 1 MALE
- 2 FEMALE

How do you identify yourself?

- 1 HETEROSEXUAL
- 2 HOMOSEXUAL
- 3 BISEXUAL

Which ethnic or cultural group do you identify with? (Please circle the number that best represents your answer.)

- 1 WHITE
- 2 AFRICAN-AMERICAN
- 3 ASIAN-AMERICAN
- 4 NATIVE AMERICAN
- 5 HISPANIC
- 6 OTHER (Please specify.) _____

How would you describe yourself? (Please circle one.)

- 1 CONSERVATIVE
- 2 MODERATE
- 3 LIBERAL

What is your religious affiliation? (Please circle one.)

- 1 PROTESTANT
- 2 CATHOLIC
- 3 JEWISH
- 4 ISLAMIC
- 5 HINDU
- 6 OTHER (Please specify.) _____
- 7 NONE

How would you describe your current relationship status ? (Please circle one.)

- 1 MARRIED
- 2 DIVORCED
- 3 WIDOWED
- 4 SINGLE
- 5 NOT MARRIED
- 6 NOT MARRIED, LIVING TOGETHER
- 7 CASUAL DATING
- 8 NOT IN A RELATIONSHIP RIGHT NOW
- 9 OTHER (Please specify.) _____

How long have been in this relationship? _____

Are you currently a member of a sorority or fraternity? (Please circle one.)

- 1 YES
- 2 NO

Are you involved in athletics on campus?

- 1 YES

If YES, are you involved in

- 1 DIVISION 1 (i.e., varsity sports)
- 2 INTERMURAL

- 2 NO

Is there anything that we haven't asked you about that you would like to share with us now?

APPENDIX B: Faculty-Staff Survey Short Version

How safe do you feel...

Are there any specific areas on campus where you do not feel safe? Please specify which areas, which campus, and when; for example, evenings only or any time.

Do you have any special needs related to safety on campus?

How satisfied were you with help from this source?

			Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied Nor Dissatisfied	Somewhat Satisfied	Very Satisfied
Campus Police	YES	NO	1	2	3	4	5
Women's Center	YES	NO	1	2	3	4	5
Affirmative Action Office	YES	NO	1	2	3	4	5
Security escort services after dark	YES	NO	1	2	3	4	5
Residence Hall staff	YES	NO	1	2	3	4	5
Office of Student Life	YES	NO	1	2	3	4	5
Disability Resource Center	YES	NO	1	2	3	4	5
Access Center	YES	NO	1	2	3	4	5
Other _____ (Please specify.)	YES	NO	1	2	3	4	5

Have students approached you asking for assistance in dealing with violence related issues, such as, dating violence or stalking?

(Please circle your answer.)

- 1 YES
2 NO (If NO, skip next question.)

If YES,

Approximately how often per semester does this occur? _____

What types of problems are involved? (Please circle all that apply.)

- 1 SEXUAL HARASSMENT ON CAMPUS
- 2 SEXUAL HARASSMENT NOT ON CAMPUS
- 3 STALKING ON CAMPUS
- 4 STALKING NOT ON CAMPUS
- 5 DATING VIOLENCE
- 6 VERBAL THREATS OF VIOLENCE ON CAMPUS
- 7 VERBAL THREATS OF VIOLENCE NOT ON CAMPUS
- 8 PHYSICAL VIOLENCE ON CAMPUS
- 9 PHYSICAL VIOLENCE NOT ON CAMPUS
- 10 SEXUAL ASSAULT ON CAMPUS
- 11 SEXUAL ASSAULT NOT ON CAMPUS
- 12 RAPE ON CAMPUS
- 13 RAPE NOT ON CAMPUS

What was your response to the student(s)? (Please circle all that apply.)

- 1 CONTACTED CAMPUS POLICE
- 2 CONTACTED POLICE OFF CAMPUS
- 3 SUGGESTED THAT STUDENT CONTACT CAMPUS POLICE
- 4 SUGGESTED THAT STUDENT CONTACT POLICE OFF CAMPUS
- 5 REFERRED STUDENT TO OUTPATIENT HEALTH CARE SERVICES
- 6 REFERRED STUDENT TO HOSPITAL
- 7 CONSULTED WITH MY SUPERVISOR OR DEPARTMENT CHAIR
- 8 REFERRED STUDENT TO COUNSELING AVAILABLE ON CAMPUS
- 9 REFERRED STUDENT TO COUNSELING AVAILABLE OFF CAMPUS
- 10 REFERRED STUDENT TO WOMEN'S CENTER ON CAMPUS
- 11 REFERRED STUDENT TO CENTER FOR WOMEN AND FAMILIES
- 12 REFERRED STUDENT TO ANOTHER COLLEAGUE ON CAMPUS
- 13 REFERRED STUDENT TO CAMPUS MINISTRY
- 14 WAS UNSURE WHAT SERVICES AVAILABLE - MADE NO REFERRALS
- 15 TOOK NO ACTION
- 16 OTHER RESPONSE _____

(Please describe.)

If training on violence against women issues and campus resources was made available to you, how likely would you be to attend? (Please circle one answer.)

- 1 VERY UNLIKELY
- 2 SOMEWHAT LIKELY
- 3 NEITHER LIKELY OR UNLIKELY
- 4 SOMEWHAT LIKELY
- 5 VERY LIKELY

How much time could you make available in your schedule to attend this training? _____ hours

Since you have been employed at UofL, have you ever reported any incident to the campus police?

YES NO (Please circle your answer.)

(If YES, skip next question.)

If you answered NO to the above question, why didn't you report the incident to the campus police?
(Please circle the number(s) of all that apply.)

- 1 REPORTED TO ANOTHER SCHOOL OFFICIAL
- 2 PRIVATE OR PERSONAL MATTER - TOOK CARE OF IT MYSELF
- 3 MINOR OR UNSUCCESSFUL INCIDENT
- 4 NOT SURE IF IT WAS A CRIME OR THAT HARM WAS INTENDED
- 5 COULD NOT IDENTIFY OFFENDER; LACK OF PROOF
- 6 CAMPUS POLICE WOULD NOT THINK IT WAS IMPORTANT ENOUGH
- 7 CAMPUS POLICE WOULD BE INEFFICIENT (THEY'D ARRIVE LATE; NOT DO A GOOD JOB, ETC.)
- 8 CAMPUS POLICE WOULD BE BIASED; WOULD HARASS OR INSULT ME
- 9 DID NOT WANT TO GET THE PEOPLE INVOLVED IN TROUBLE WITH THE LAW
- 10 AFRAID OF REVENGE BY PEOPLE INVOLVED OR OTHERS
- 11 DID NOT WANT TO OR COULD NOT TAKE THE TIME - TOO INCONVENIENT
- 12 NEVER OBSERVED ANY THING THAT NEEDED TO BE REPORTED

How would you describe your contact with the campus police? (Please circle the number(s) of all that apply.)

- 1 CASUAL CONVERSATION WITH A CAMPUS POLICE OFFICER
- 2 GAVE INFORMATION TO POLICE ABOUT A CRIME OR INCIDENT
- 3 REPORTED A CRIME TO CAMPUS POLICE
- 4 ASKED CAMPUS POLICE OFFICER FOR INFORMATION OR ADVICE
- 5 TRAFFIC VIOLATIONS OR TRAFFIC ACCIDENT
- 6 NO CONTACT
- 7 OTHER _____
(Please specify.)

Please indicate whether you have ever experienced any of the following: (Circle the number(s) of *all* that apply.)

- 1 PHYSICAL ABUSE
- 2 SEXUAL ABUSE
- 3 EMOTIONAL ABUSE
- 4 DON'T KNOW
- 5 I HAVE NOT BEEN PHYSICALLY, SEXUALLY, OR EMOTIONALLY ABUSED. (Skip the next question.)

Even though the incident may have not happened on campus, did any of the above occur during the time you have been employed at UofL? (Please circle the number of your answer.)

- 1 YES
- 2 NO

How satisfied were you with help for this source?

Did you turn to any of the following

			Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied Nor Dissatisfied	Somewhat Satisfied	Very Satisfied
Friend	YES	NO	1	2	3	4	5
Center for Women & Families	YES	NO	1	2	3	4	5
Seven Counties Services	YES	NO	1	2	3	4	5
Local police (not campus police)	YES	NO	1	2	3	4	5
Family member	YES	NO	1	2	3	4	5
Clergy	YES	NO	1	2	3	4	5
Medical professional	YES	NO	1	2	3	4	5
Campus Women's Center	YES	NO	1	2	3	4	5
Campus Police/Security	YES	NO	1	2	3	4	5
Affirmative Action Office	YES	NO	1	2	3	4	5
Campus Administration	YES	NO	1	2	3	4	5
Faculty member	YES	NO	1	2	3	4	5
Other _____ (Please specify.)	YES	NO	1	2	3	4	5

Campus Survey 89

The following are some beliefs that may be held about the role of women and men in today's society. There are no right or wrong answers. (Please circle the response that best describes your opinion.)

	Strongly Disagree	2	Somewhat Agree	4	Strongly Agree
	1	2	3	4	5
A man's got to show the woman who's boss right from the start.					
Women are usually sweet until they've caught a man, but then they let their true self show.	1	2	3	4	5
In a dating relationship a woman is largely out to take advantage of a man.	1	2	3	4	5
Men are out for only one thing.	1	2	3	4	5
A lot of women seem to get pleasure from putting a man down.	1	2	3	4	5
A woman who goes to the home or apartment of a man on their first date implies that she is willing to have sex.	1	2	3	4	5
Any female can get raped.	1	2	3	4	5
Any healthy woman can successfully resist a rapist if she really wants to.	1	2	3	4	5
Many women have an unconscious wish to be raped, and may then unconsciously set up a situation in which they are likely to be attacked.	1	2	3	4	5
If a woman gets drunk at a party and has intercourse with a man she's just met there, she should be considered "fair game" to other males at the party who want to have sex with her too, whether she wants to or not.	1	2	3	4	5
What percentage of women who report a rape would you say are lying because they are angry and want to get back at the man they accuse?	_____ %				
What percentage of reported rapes would you guess were merely invented by women who discovered they were pregnant and wanted to protect their own reputation?	_____ %				

Are you (Please circle one.)

- 1 FULL TIME
- 2 PART TIME

Are you (Please circle one.)

- 1 FACULTY
- 2 INSTRUCTOR
- 3 LECTURER
- 4 EXECUTIVE-ADMINISTRATIVE-MANAGERIAL STAFF
- 5 PROFESSIONAL NON-FACULTY STAFF
- 6 SECRETARIAL-CLERICAL STAFF
- 7 TECHNICAL-PARAPROFESSIONAL STAFF
- 8 SKILLED CRAFTS STAFF
- 9 SERVICE-MAINTENANCE STAFF
- 10 OTHER _____

(Please specify.)

Which College or School are you employed by? (Please circle one.)

- 1 ALLIED HEALTH SCIENCES
- 2 ARTS AND SCIENCES
- 3 BRANDEIS LAW SCHOOL
- 4 BUSINESS AND PUBLIC ADMINISTRATION
- 5 CONTINUING STUDIES
- 6 DENTISTRY
- 7 EDUCATION
- 8 GRADUATE INTERDISCIPLINARY PROGRAMS
- 9 KENT SCHOOL OF SOCIAL WORK
- 10 MEDICINE
- 11 MUSIC
- 12 NURSING
- 13 SPEED SCIENTIFIC SCHOOL
- 14 DON'T KNOW
- 15 OTHER _____
(Please specify.)

Have you ever taught Campus Culture (GEN 101)?

- 1 YES Approximately how many times? _____
- 2 NO
- 3 DOES NOT APPLY

How many years have you been employed by UofL? _____

Which campus do you spend most of your time on? (Please circle one.)

- 1 BELKNAP
- 2 HEALTH SCIENCE
- 3 SHELBY
- 4 UPS CLASSROOMS

When are you usually on campus? (Please circle *all* that apply.)

- 1 8 AM TO 5 PM WEEKDAYS
- 2 AFTER 5 PM WEEKDAYS
- 3 8 AM TO 5 PM WEEKENDS
- 4 AFTER 5 PM WEEKENDS

Do you have any physical or mental disabilities?

- 1 YES
- 2 NO

How old are you? _____

Are you... (Please circle one.)

- 1 MALE
- 2 FEMALE

How do you identify yourself?

- 1 HETEROSEXUAL
- 2 HOMOSEXUAL
3. BISEXUAL

Which ethnic or cultural group do you identify with? (Please circle the number that best represents your answer.)

- 1 WHITE
- 2 AFRICAN-AMERICAN
- 3 ASIAN-AMERICAN
- 4 NATIVE AMERICAN
- 5 HISPANIC
- 6 OTHER (Please specify.) _____

How would you describe yourself? (Please circle one.)

- 1 CONSERVATIVE
- 2 MODERATE
- 3 LIBERAL

What is your religious affiliation? (Please circle one.)

- 1 PROTESTANT
- 2 CATHOLIC
- 3 JEWISH
- 4 ISLAMIC
- 5 HINDU
- 6 OTHER (Please specify.) _____
- 7 NONE

What is your current marital status? (Please circle one.)

- 1 MARRIED
- 2 DIVORCED
- 3 WIDOWED
- 4 SINGLE
- 5 NOT MARRIED
- 6 NOT MARRIED, LIVING TOGETHER
- 7 CASUAL DATING
- 8 NOT IN A RELATIONSHIP RIGHT NOW
- 9 OTHER (Please specify.) _____

How long have been in this relationship? _____

Did you attend any type of faculty or staff orientation conducted by University of Louisville during Summer 2000 or at the beginning of this term? (Please circle your answer). **YES NO**

If your answer was "No, I did not attend orientation", please continue on next page.

At the orientation you attended, how much information about violence against women issues did you receive? (Please circle your answer). **None Some A Lot**
1 2 3 4 5

Is there anything that we haven't asked you about that you would like to share with us now?

APPENDIX C: Faculty-Staff Survey Long Version

How safe do you feel...

Are there any specific areas on campus where you do not feel safe? Please specify which areas, which campus, and when; for example, evenings only or any time.

Do you have any special needs related to safety on campus?

How satisfied were you with help from this source?

			Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied Nor Dissatisfied	Somewhat Satisfied	Very Satisfied
Campus Police	YES	NO	1	2	3	4	5
Women's Center	YES	NO	1	2	3	4	5
Affirmative Action Office	YES	NO	1	2	3	4	5
Security escort services after dark	YES	NO	1	2	3	4	5
Residence Hall staff	YES	NO	1	2	3	4	5
Office of Student Life	YES	NO	1	2	3	4	5
Disability Resource Center	YES	NO	1	2	3	4	5
Access Center	YES	NO	1	2	3	4	5
Faculty member	YES	NO	1	2	3	4	5
Other _____ (Please specify.)	YES	NO	1	2	3	4	5

Have students approached you asking for assistance in dealing with violence related issues, such as, dating violence or stalking?

(Please circle your answer.)

- 1 YES
2 NO (If NO, skip next question.)

If YES,

Approximately how often per semester does this occur? _____

What types of problems are involved? (Please circle all that apply.)

- 1 SEXUAL HARASSMENT ON CAMPUS
2 SEXUAL HARASSMENT NOT ON CAMPUS
3 STALKING ON CAMPUS
4 STALKING NOT ON CAMPUS
5 DATING VIOLENCE
6 VERBAL THREATS OF VIOLENCE ON CAMPUS
7 VERBAL THREATS OF VIOLENCE NOT ON CAMPUS
8 PHYSICAL VIOLENCE ON CAMPUS
9 PHYSICAL VIOLENCE NOT ON CAMPUS
10 SEXUAL ASSAULT ON CAMPUS
11 SEXUAL ASSAULT NOT ON CAMPUS
12 RAPE ON CAMPUS
13 RAPE NOT ON CAMPUS

What was your response to the student(s)? (Please circle all that apply.)

- 1 CONTACTED CAMPUS POLICE
2 CONTACTED POLICE OFF CAMPUS
3 SUGGESTED THAT STUDENT CONTACT CAMPUS POLICE
4 SUGGESTED THAT STUDENT CONTACT POLICE OFF CAMPUS
5 REFERRED STUDENT TO OUTPATIENT HEALTH CARE SERVICES
6 REFERRED STUDENT TO HOSPITAL
7 CONSULTED WITH MY SUPERVISOR OR DEPARTMENT CHAIR
8 REFERRED STUDENT TO COUNSELING AVAILABLE ON CAMPUS
9 REFERRED STUDENT TO COUNSELING AVAILABLE OFF CAMPUS
10 REFERRED STUDENT TO WOMEN'S CENTER ON CAMPUS
11 REFERRED STUDENT TO CENTER FOR WOMEN AND FAMILIES
12 REFERRED STUDENT TO ANOTHER COLLEAGUE ON CAMPUS
13 REFERRED STUDENT TO CAMPUS MINISTRY
14 WAS UNSURE WHAT SERVICES AVAILABLE - MADE NO REFERRALS
15 TOOK NO ACTION
16 OTHER RESPONSE _____

(Please describe.)

If training on violence against women issues and campus resources was made available to you, how likely would you be to attend? (Please circle one answer.)

- 1 VERY UNLIKELY
2 SOMEWHAT LIKELY
3 NEITHER LIKELY OR UNLIKELY
4 SOMEWHAT LIKELY
5 VERY LIKELY

How much time could you make available in your schedule to attend this training? _____ hours

Since you have been employed at UofL, have you ever reported any incident to the campus police?

YES NO (Please circle your answer.)

(If YES, skip next question.)

If you answered NO to the above question, why didn't you report the incident to the campus police?
(Please circle the number(s) of all that apply.)

- 1 REPORTED TO ANOTHER SCHOOL OFFICIAL
- 2 PRIVATE OR PERSONAL MATTER - TOOK CARE OF IT MYSELF
- 3 MINOR OR UNSUCCESSFUL INCIDENT
- 4 NOT SURE IF IT WAS A CRIME OR THAT HARM WAS INTENDED
- 5 COULD NOT IDENTIFY OFFENDER; LACK OF PROOF
- 6 CAMPUS POLICE WOULD NOT THINK IT WAS IMPORTANT ENOUGH
- 7 CAMPUS POLICE WOULD BE INEFFICIENT (THEY'D ARRIVE LATE; NOT DO A GOOD JOB, ETC.)
- 8 CAMPUS POLICE WOULD BE BIASED; WOULD HARASS OR INSULT ME
- 9 DID NOT WANT TO GET THE PEOPLE INVOLVED IN TROUBLE WITH THE LAW
- 10 AFRAID OF REVENGE BY PEOPLE INVOLVED OR OTHERS
- 11 DID NOT WANT TO OR COULD NOT TAKE THE TIME - TOO INCONVENIENT
- 12 NEVER OBSERVED ANY THING THAT NEEDED TO BE REPORTED

How would you describe your contact with the campus police? (Please circle the number(s) of all that apply.)

- 1 CASUAL CONVERSATION WITH A CAMPUS POLICE OFFICER
- 2 GAVE INFORMATION TO POLICE ABOUT A CRIME OR INCIDENT
- 3 REPORTED A CRIME TO CAMPUS POLICE
- 4 ASKED CAMPUS POLICE OFFICER FOR INFORMATION OR ADVICE
- 5 TRAFFIC VIOLATIONS OR TRAFFIC ACCIDENT
- 6 NO CONTACT
- 7 OTHER _____
(Please specify.)

Please indicate whether you have ever experienced any of the following: (Circle the number(s) of *all* that apply.)

- 1 PHYSICAL ABUSE
- 2 SEXUAL ABUSE
- 3 EMOTIONAL ABUSE
- 4 DON'T KNOW
- 5 I HAVE NOT BEEN PHYSICALLY, SEXUALLY, OR EMOTIONALLY ABUSED. (Skip the next question.)

Even though the incident may have not happened on campus, did any of the above occur during the time you have been employed at UofL? (Please circle the number of your answer.)

- 1 YES
- 2 NO

How satisfied were you with help for this source?

Did you turn to any of the following

			Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied Nor Dissatisfied	Somewhat Satisfied	Very Satisfied
Friend	YES	NO	1	2	3	4	5
Center for Women & Families	YES	NO	1	2	3	4	5
Seven Counties Services	YES	NO	1	2	3	4	5
Local police (not campus police)	YES	NO	1	2	3	4	5
Family member	YES	NO	1	2	3	4	5
Clergy	YES	NO	1	2	3	4	5
Medical professional	YES	NO	1	2	3	4	5
Campus Women's Center	YES	NO	1	2	3	4	5
Campus Police/Security	YES	NO	1	2	3	4	5
Affirmative Action Office	YES	NO	1	2	3	4	5
Campus Administration	YES	NO	1	2	3	4	5
Faculty member	YES	NO	1	2	3	4	5
Other _____	YES	NO	1	2	3	4	5
(Please specify.)							

The following are some beliefs that may be held about the role of women and men in today's society. There are no right or wrong answers. (Please circle the response that best describes your opinion.)

	Strongly Disagree			Somewhat Agree		Strongly Agree
A man's got to show the woman who's boss right from the start.	1		2	3	4	5
Women are usually sweet until they've caught a man, but then they let their true self show.	1		2	3	4	5
In a dating relationship a woman is largely out to take advantage of a man.	1		2	3	4	5
Men are out for only one thing.	1		2	3	4	5
A lot of women seem to get pleasure from putting a man down.	1		2	3	4	5
A woman who goes to the home or apartment of a man on their first date implies that she is willing to have sex.	1		2	3	4	5
Any female can get raped.	1		2	3	4	5
Any healthy woman can successfully resist a rapist if she really wants to.	1		2	3	4	5
Many women have an unconscious wish to be raped, and may then unconsciously set up a situation in which they are likely to be attacked.	1		2	3	4	5
If a woman gets drunk at a party and has intercourse with a man she's just met there, she should be considered "fair game" to other males at the party who want to have sex with her too, whether she wants to or not.	1		2	3	4	5

What **percentage of women** who report a rape would you say are lying because they are angry and want to get back at the man they accuse? _____%

What **percentage of reported rapes** would you guess were merely invented by women who discovered they were pregnant and wanted to protect their own reputation? _____%

Did you attend any type of faculty or staff orientation conducted by University of Louisville during Summer 2000 or at the beginning of this term? (Please circle your answer). **YES NO**

If your answer was "No, I did not attend orientation", please continue on next page.

At the orientation you attended, how much information about violence against women issues did you receive? (Please circle your answer). **None** **Some** **A Lot**
1 2 3 4 5

If you have never been in a dating or marital relationship, please go to PAGE 9.

We are particularly interested in learning more about your dating or marriage experiences. No matter how well a couple gets along, there are times when they disagree, get annoyed with the other person, or just have spats or fights because they are in a bad mood or tired or for some other reason. Below is a list of some things that you might have experienced in these circumstances. **Use the following key for your responses: M = Male; F = Female; Y = Yes; N = No.**

Has anyone:	Ever Experienced?	Did it happen on or off U of L campus?	Gender of partner(s)?
Accused you of having affairs of flirting with others	Y N	ON OFF	M F BOTH
Threatened to hit you or throw something at you	Y N	ON OFF	M F BOTH
Threw, smashed, or kicked something	Y N	ON OFF	M F BOTH
Threw something at you	Y N	ON OFF	M F BOTH
Pushed, grabbed, or shoved you	Y N	ON OFF	M F BOTH
Kicked, bit, or hit you with a fist	Y N	ON OFF	M F BOTH
Beat you up	Y N	ON OFF	M F BOTH
Choked you	Y N	ON OFF	M F BOTH
Threatened you with a gun or knife	Y N	ON OFF	M F BOTH
Used a gun or knife on you	Y N	ON OFF	M F BOTH
Had someone misinterpret the level of sexual intimacy you desired?	Y N	ON OFF	M F BOTH
Have you been in a situation where.....			
your partner used some degree of physical force (twisting your arm, holding you down, etc.) to try to make you engage in kissing or petting when you didn't want to?	Y N	ON OFF	M F BOTH
your partner tried to have sexual intercourse with you when you didn't want to by threatening to use physical force (twisting your arm, holding you down, etc.) if you didn't cooperate, but for various reasons sexual intercourse did not occur?	Y N	ON OFF	M F BOTH
your partner used some degree of physical force (twisting your arm, holding you down, etc.) to try to get you to have sexual intercourse when you didn't want to, but for various reasons sexual intercourse did not occur?	Y N	ON OFF	M F BOTH
Have you had sexual intercourse with your partner.....			
even though you didn't really want to because your partner threatened to end your relationship otherwise?	Y N	ON OFF	M F BOTH
when you didn't want to because your partner threatened to use physical force (twisting your arm, holding you down, etc.) if you didn't cooperate?	Y N	ON OFF	M F BOTH
when you didn't want to because your partner used some degree of physical force (twisting your arm, holding you down, etc.)?	Y N	ON OFF	M F BOTH
Have you ever been raped?	Y N	ON OFF	M F BOTH

Campus Survey 98

In the next set of questions, please indicate how often you have experienced these sorts of things in your present or any previous relationship(s). (Please circle the number of your answer.)

	Never	Rarely	Sometimes	Often	Very Often
Does your partner prevent you from...					
engaging in activities with your friends?	1	2	3	4	5
engaging in activities with family members?	1	2	3	4	5
using the car?	1	2	3	4	5
Does your partner...					
allow you a say in how the money is spent?	1	2	3	4	5
threaten to leave you if you don't agree with him or her?	1	2	3	4	5
humiliate or embarrass you in front of other people?	1	2	3	4	5
use your children to get you to go along with him or her?	1	2	3	4	5
always keep track of your whereabouts?	1	2	3	4	5
keep you from using the phone?	1	2	3	4	5
in some way monitor your phone calls?	1	2	3	4	5
in some way monitor your email?	1	2	3	4	5
Has your partner prevented you from keeping a job by either making you quit or somehow getting you fired?	1	2	3	4	5
Do you have to ask your partner for money?	1	2	3	4	5
Do you feel that your partner controls every minute and every detail of your day?	1	2	3	4	5

Now, we would like to ask you some additional questions about your dating or marriage relationships. Please indicate if YOU HAVE EVER used the following methods to settle disputes with your partner(s). Please indicate whether you have ever experienced each situation, whether it happened on campus or not, and the gender of the partner(s) involved.

Use the following key for your responses: M = Male; F = Female; Y = Yes; N = No.

Have you ever.....

	Ever Experienced?	Did it happen on or off U of L campus?	Gender of partner(s)?
Accused partner of having affairs of flirting with others	Y N	ON OFF	M F BOTH
Threatened to hit or throw something at partner	Y N	ON OFF	M F BOTH
Threw, smashed, or kicked something	Y N	ON OFF	M F BOTH
Threw something at partner	Y N	ON OFF	M F BOTH
Pushed, grabbed, or shoved partner	Y N	ON OFF	M F BOTH
Kicked, bit, or hit partner with a fist	Y N	ON OFF	M F BOTH
Beat partner up	Y N	ON OFF	M F BOTH
Choked partner	Y N	ON OFF	M F BOTH
Threatened partner with a gun or knife	Y N	ON OFF	M F BOTH
Used a gun or knife on partner	Y N	ON OFF	M F BOTH
Been in a situation where.....			
you used some degree of physical force (twisting an arm, holding the other person down, etc.) to try to make your partner engage in kissing or petting when he or she didn't want to?	Y N	ON OFF	M F BOTH
you tried to get sexual intercourse with your partner when he or she you didn't want to by threatening to use physical force (twisting an arm, holding the other person down, etc.) if he or she didn't cooperate, but for various reasons sexual intercourse did not occur?	Y N	ON OFF	M F BOTH
you used some degree of physical force (twisting an arm, holding the other person down, etc.) to try to get your partner to have sexual intercourse with you when he or she didn't want to, but for various reasons sexual intercourse did not occur?	Y N	ON OFF	M F BOTH
Had sexual intercourse with your partner.....			
even though your partner didn't really want to because you threatened to end your relationship otherwise?	Y N	ON OFF	M F BOTH
when he or she didn't want to because you threatened to use physical force (twisting an arm, holding the other person down, etc.) if he or she didn't cooperate?	Y N	ON OFF	M F BOTH
when he or she didn't want to because you used some degree of physical force (twisting an arm, holding the other person down, etc.)?	Y N	ON OFF	M F BOTH

Campus Survey 100

In the next set of questions, please indicate how often you have experienced these sorts of things in your present or any previous relationship(s). (Please circle the number of your answer.)

	Never	Rarely	Sometimes	Often	Very Often
I wish I had more say over...					
who my partner's friends are.	1	2	3	4	5
the kinds of things my partner does with his or her friends.	1	2	3	4	5
I wish my partner would...					
not spend time talking or visiting with his or her family members.	1	2	3	4	5
just go along with decisions about the everyday kinds of things.	1	2	3	4	5
I wish I could...					
get my partner to quit his or her job or get fired.	1	2	3	4	5
keep my partner from using the car without my permission.	1	2	3	4	5
always keep track of my partner's whereabouts.	1	2	3	4	5
keep my partner from using the phone.	1	2	3	4	5
in some way monitor my partner's phone calls.	1	2	3	4	5
in some way monitor my partner's email.	1	2	3	4	5
I wish my partner...					
didn't have so much say about how the money is spent.	1	2	3	4	5
would quit complaining about having to ask me for money.	1	2	3	4	5
I wish...					
I had more control of how my partner spends his or her day.	1	2	3	4	5
I didn't have to threaten to leave sometimes to get my partner to listen to me.	1	2	3	4	5
sometimes that I could take the children away from my partner to get him or her to go along with things.	1	2	3	4	5
Sometimes I say things in front of other people to embarrass my partner so that he or she will go along with things.	1	2	3	4	5

Are you (Please circle one.)

- 1 FULL TIME
- 2 PART TIME

Are you (Please circle one.)

- 1 FACULTY
- 2 INSTRUCTOR
- 3 LECTURER
- 4 EXECUTIVE-ADMINISTRATIVE-MANAGERIAL STAFF
- 5 PROFESSIONAL NON-FACULTY STAFF
- 6 SECRETARIAL-CLERICAL STAFF
- 7 TECHNICAL-PARAPROFESSIONAL STAFF
- 8 SKILLED CRAFTS STAFF
- 9 SERVICE-MAINTENANCE STAFF
- 10 OTHER _____

(Please specify.)

Which College or School are you employed by? (Please circle one.)

- 1 ALLIED HEALTH SCIENCES
- 2 ARTS AND SCIENCES
- 3 BRANDEIS LAW SCHOOL
- 4 BUSINESS AND PUBLIC ADMINISTRATION
- 5 CONTINUING STUDIES
- 6 DENTISTRY
- 7 EDUCATION
- 8 GRADUATE INTERDISCIPLINARY PROGRAMS
- 9 KENT SCHOOL OF SOCIAL WORK
- 10 MEDICINE
- 11 MUSIC
- 12 NURSING
- 13 SPEED SCIENTIFIC SCHOOL
- 14 DON'T KNOW
- 15 OTHER _____

(Please specify.)

Have you ever taught Campus Culture (GEN 101)?

- 1 YES Approximately how many times? _____
- 2 NO
- 3 DOES NOT APPLY

How many years have you been employed by UofL? _____

Which campus do you spend most of your time on? (Please circle one.)

- 1 BELKNAP
- 2 HEALTH SCIENCE
- 3 SHELBY
- 4 UPS CLASSROOMS

When are you usually on campus? (Please circle *all* that apply.)

- 1 8 AM TO 5 PM WEEKDAYS
- 2 AFTER 5 PM WEEKDAYS
- 3 8 AM TO 5 PM WEEKENDS
- 4 AFTER 5 PM WEEKENDS

Do you have any physical or mental disabilities?

- 1 YES
- 2 NO

How old are you? _____

Are you... (Please circle one.)
 1 MALE
 2 FEMALE

How do you identify yourself?
 1 HETEROSEXUAL
 2 HOMOSEXUAL
 3 BISEXUAL

Which ethnic or cultural group do you identify with? (Please circle the number that best represents your answer.)
 1 WHITE
 2 AFRICAN-AMERICAN
 3 ASIAN-AMERICAN
 4 NATIVE AMERICAN
 5 HISPANIC
 6 OTHER (Please specify.) _____

How would you describe yourself? (Please circle one.)
 1 CONSERVATIVE
 2 MODERATE
 3 LIBERAL

What is your religious affiliation? (Please circle one.)
 1 PROTESTANT
 2 CATHOLIC
 3 JEWISH
 4 ISLAMIC
 5 HINDU
 6 OTHER (Please specify.) _____
 7 NONE

What is your current marital status? (Please circle one.)
 1 MARRIED
 2 DIVORCED
 3 WIDOWED
 4 SINGLE
 5 NOT MARRIED
 6 NOT MARRIED, LIVING TOGETHER
 7 CASUAL DATING
 8 NOT IN A RELATIONSHIP RIGHT NOW
 9 OTHER (Please specify.) _____

How long have been in this relationship? _____

Is there anything that we haven't asked you about that you would like to share with us now?

Appendix D: Text of “Pledge of PEACC”

Pledge of PEACC

I pledge to:

Speak out against violence directed towards women;
Challenge the images of violence against women in advertising;
Support men and women working to end rape, relationship abuse, and stalking;
Never blame the victims for the violence perpetrated against them;
Accept my responsibility to assist in making this a safer world for all people.

Appendix E: List of all Students' Comments by Category

Question: Is there anything that we haven't asked you about that you would like to share with us now?

Responses by category

Specific incidents.

The rape was non violent. I think of as more of a fast action in which I felt I would be abandoned w/o help if I did not give sex.

Witnessed sexual harassments on campus recently but did not report it b/c didn't have time and no one was hurt. Suspect would have fled before campus cops arrived. Guy in a car was master bating on public street while students were going to class. Early morning and middle of the hour so class in the business bldg was in session already. Not heavy traffic but enough!!!

I have been followed to my car and harassed in front of the 4th Street parking lot, & there was no duty anywhere, not even in the emergency booth. It was only 8 pm!

I wish there were some kind of surveillance for parking lots. I seen a man with a gun in front of the green lot behind the brown cancer center (did not harm anybody).

Concerns expressed about safety.

I think that there should be something done about the security for females walking on campus at night. I am scared to death to go to the library at night because I could be attacked.

The Medical Campus needs most hour. More night security!

The parking- If there was more convenient, like parking where permit not required (Shelby Campus-shouldn't need permit) then I wouldn't have to park on street and be afraid at all. You will find in the long run that you will earn more in enrollment fees if you stopped charging for parking.

I like that we are able to park closer to the buildings for evening classes. It makes me feel safer leaving the building at night.

Yes, It would be safe to open up the Speed parking garage for parking with a small fee for the people at night. Close to campus than having to walk all the way to the lots.

Would like to see more lighting in areas between classroom buildings and parking lots (between 3rd & 4th Street).

As a boyfriend I feel like I have a certain responsibility to ensure that my girlfriend always remains safe & away from potential harm. It is scary loving someone so much, yet knowing what could/can happen to them.

We need more lighting, campus police and security apparatus at night to prevent rapes, attacks, violence. There is a growing concern about women raping women which seriously needs to be aggressively addressed. It just happened recently on campus.

Specific suggestions.

Dorms should be more consistent in their desk staff monitors. Esp in Johnson Hall. Anybody can walk in with out being asked if they live there. Even when the security lock was broken for 4 weeks nothing done. Also I don't think it's very sanitary.

I think that telephones on campus should have a sticker with safety dept phone #.

More education seminars on sex education.

I feel pretty safe on campus. Maybe more info about resources would help.

Graduate MBA students are not in the U of L. Communication loop unless it comes via, graduate advisor.

International / racial concerns.

About racial discrimination.

I think you need to do more research about International students, how are they treated by professors and peers. Whether they are being victims of harassment and discrimination. Usually the perpetrators would be university administrators and professors.

I've heard from my seniors who are international students, there is racial discrimination in "career center". And about the safety, I hear people saying that Belknap Campus is becoming unsafe to walk in the night, especially under the Thinking Man Statue Building, My friends told me about it, but I don't know where to report.

Complaints about campus police.

There were a recent string of thefts & crime on the med campus. It is very upsetting that AFTER they happened the police took preventive effects. These should have been implemented from the get go. The police needs to be more visible on campus & regularly monitor the med campus.

DPS is a group of fat stupid pigs. I only trust them to harass me, and sleep in their cars or smoke cigars and clock people. Please do something about them.

The police department at U of L sucks. The one thing they are on top of is making sure that everyone gets a parking ticket. Why don't they try and focus on something productive.

I have never ever seen the campus police on the campus. I attend daily (Health Science)- if something were to happen I would not even know how to locate them except for pushing the emergency button on the poles in front of a few buildings. I do feel very unsafe in the parking lots at times.

Police on campus don't do enough to prevent BIKE (bicycle) theft. I have two friends who have had their bikes stolen in the middle of the day. The crime reports in the paper are filled w/bike theft reports. This also decreases how safe I feel on campus.

Other complaints about University.

Why does the University care since they got rid of our program?

Law school professor should be more lenient w/ their students. The law school administration inadequately prepares students for the rigors of law school. The C curve should be changed. UofL football is wonderful. John L. Smith for Law School Dean.

U of L sucks, don't worry about fixing it.

We are wondering why you are concerned what we think, if we are getting kicked off campus.

Improve faculty. Improve services like advising and tuition bills.

Student life dept. is a disgrace to this campus.

Mentions gun as protection or as part of an incident.

I wish there were some kind of surveillance for parking lots. I seen a man with a gun in front of the green lot behind the brown cancer center (did not harm anybody).

You didn't ask about my gun.

Parking for graduate students not good. Parking so far away and walking alone in dark does not feel good. Would carry a gun if I had a small one.

I believe if you have a Kentucky deadly weapons permit, you should be allowed to carry and protect yourself on campus.

Student seems to be trying to either elaborate on or explain other responses.

I consider myself a normal healthy male who's been in bad relationships.

The abuse I experienced was in a prior relationship before I was married. I do not want confusion about abuse occurring in my marriage b/c it does not. I was much younger & less in control of my life then.

I am a divorced female, new (<1 yr) to Louisville. My move here was to escape my ex-husband who was mentally, physically, and emotionally abusive. My current relationship is safe and emotionally healthy.

Previous relationships were abusive, present marriage is perfect, free of all abuses.

Responses to page 5 refer to a previous relationship (marriage).

The partner Qs don't apply.

I am a law/MBA student who did not go to undergraduate school at U of L.

A lot of answers would have been different if I had been given this survey when I lived on campus 10+ years ago. The issues discussed here were definitely more prevalent in my life at that time. There was a lot of sexual abuse and harassment that occurred during my three years of dorm life on this campus (among students).

Sorry but I do not go on campus. I go to class & get in my car & go home.

I don't believe in the dating culture because it promotes sex outside of marriage. If parental involvement in the courtship ritual was reintroduced, the majority of problems mentioned in your survey would eventually disappear.

Positive comments about survey.

No. But I just want to say that safety on this campus needs to be addressed!

I hope this information is used in a positive way to help people.

Lot really, good luck with this job!

I'd like to see the results.

No, but I appreciate your concern about the students on campus.

Thanks for the voice.

Good luck with you survey! You've made my marriage look great.

Negative comments about the survey.

I think that this survey is a waste of tuition dollars. It has accomplished nothing. Survey is geared towards women.

Survey too long. Lost interest long time ago.

No, but I think this survey went in too many directions. It was explained as a safety survey. There really is no real reference to safety and relationships other than bad relationships may have preconceptions about safety. In reality though, this campus is unsafe, with no regards to the great relationship I'm in. Please spend your time, and mine, more wisely by putting together a better survey. You guys are graduate students, your work should show it.

You ask too much crap.

A real waste of my con law class. Hard to read. Print too small. Too many leading questions. How do you expect to get a realistic view of public opinion when you ask such unrealistic/biased, otherwise loaded questions.

Can this form be automated.

Very long survey.

It's too long.

A lot of questions are loaded, especially the last question on page 2.

You are wasting class time.

Too many questions, in my opinion were too personal and had nothing to do with campus.

Any group of statistical data can be made to show what you want it to if manipulated properly.

I do not like this survey.

No- but your questions are designed to achieve a predetermined result. Some degree of fairness should be sought.

Pretty graphic to start a class off. Might want to think doing at end of class in case people had bad emotions towards questions.

pg 4: These questions are too general and the answers are largely dependent on the people involved.

This is not the campus depicted on the movie "Higher Learning." Our campus is both safe and comfortable. We don't have campus violence and little mis-treatment of women. This survey, for the most part, is not relevant to campus life here at UofL.

I think that's enough.

Nope. You asked plenty.

pg 5: Too private and confidential for me to complete. This should not be filled out by students. Maybe with a counselor. pg 7: Too personal for time to fill out! This should be done in the presence of a counselor. pg: 9 I refuse to answer.

Non-informational.

you are always a member of your sor /frat after college.

I went to the dentist today and I can't feel my face.

I love "That 70's Show"

I have rid myself of all prejudices, I hate everyone equally.

Student is telling about a disability.

I am bipolar manic depressive and have ADD.