



SEXUAL VIOLENCE CAMPUS CLIMATE REPORT SPRING 2018

University of Wisconsin-Platteville

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EXECUTIVE SUMMARY

In Spring 2018, UW-Platteville participated in a sexual violence campus climate survey through the Education Advisory Board (EAB) as a follow up to the administration of the same survey in Spring 2015. Both surveys addressed student sexual violence experiences, attitudes, and behaviors.

In response to the results of the 2015 administration, UW-Platteville enacted several new policies and initiatives to combat the campus's culture of harassment. Data from the 2018 survey will indicate how students' perceptions and actions have changed and dictate the next steps necessary to continue improving the UW-Platteville campus.

KEY FINDINGS

- 1 Sexual Harassment remains a pervasive issue on UW-Platteville's main campus:** Sixty-five percent (65%) of respondents from the 2018 survey experienced at least one form of harassment. It continues to impact women more with 73% of female students reported experiencing some form of harassment
- 2 UW-Platteville has a higher rate of sexual violence occurrence when compared to other schools:** At UW-Platteville, 13% of respondents had experienced at least one experience of sexual violence since the beginning of the school year. This metric was higher than the EAB Aggregate at 7%.
- 3 Three most common informal responses received by victims were supportive/positive in nature:** This is different than the experiences that were reported in the 2015 survey which had two out of the top three reporting responses being negative.
- 4 Perception of sexual violence as a problem at UW-Platteville is gendered:** At UW-Platteville, 45% of men respondents believed sexual violence was not a problem at school. This was an increase from 2015.
- 5 Misperceptions surrounding sexual violence and alcohol need to be addressed:** The most believed rape myth for men and women continued to be the statement "Rape and sexual violence can happen unintentionally, especially if alcohol is involved." ACHA-NCHA results also supports this finding.
- 6 Prior to college sexual violence experiences have increased:** 1/3 of female-identified respondents had experienced unwanted sexual contact before attending UW-Platteville. This data continues to emphasize the importance of having resources immediately available to students and promoting them early to incoming students

Since this assessment was administered in Spring 2018, several recommendations have been identified. Please see page 23 for a full list of recommendations based on the results of this study.

SURVEY BACKGROUND

In Spring 2018, UW-Platteville participated in the EAB Campus Climate survey through the Education Advisory Board. This was the second time UW-Platteville had participated in the survey, with the first in Spring 2015. The survey assessed student sexual violence experiences, attitudes, and behaviors. Climate surveys are deemed a best practice for sexual violence prevention as they give a better picture of the concerns specific to a campus, provide data to drive improvement of services and education, and help gauge progress over time.¹ The EAB survey also provided UW-Platteville with national comparison data to see how the campus .

SURVEY QUICK FACTS

- Platteville Main Campus
 - 458 respondents (17% response rate)
 - Administration Timeline: 2/26/2019-3/19/2018
 - Overall Confidence Level: 95% +/-4.4%
- National Cohort
 - Forty-two (42) institutions in the United States of America and Canada participated in the spring 2018 cohort for the EAB Campus Climate Survey.
 - The average response rate across all cohort institutions was 17%

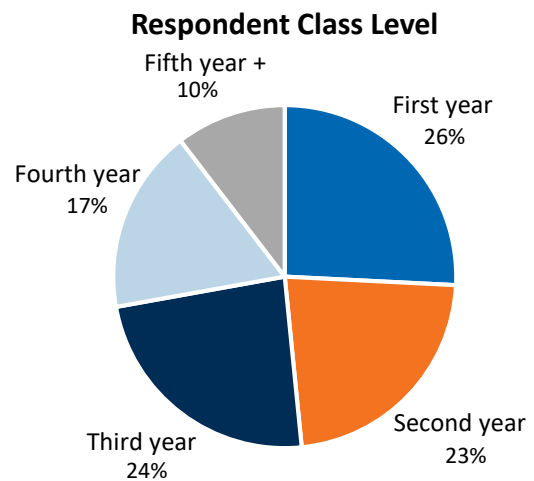


Figure 1: EAB-Sexual Violence Campus Climate Survey, 2018 (n=440)

The survey was composed of several sections. For the purposes of this report, the results have been reorganized into the following sections.

Recommendations for each area can be found on page 22.

Some sections have changed from the previous Spring 2015 report.

1. Prevention Training
2. Campus Climate and Community Attitudes
3. Sexual Harassment Experiences
4. Sexual Violence Experiences
5. Reporting an Incident
6. Community Behavior

UW-Platteville Respondent Demographic Snapshot	
White	85%
Women	50%
Heterosexual	87%

¹ <https://www.justice.gov/archives/ovw/page/file/910426/download>

1. PREVENTION TRAINING

Universities are required by federal law to provide training and information to students regarding sexual violence prevention.² At the time the survey was administered, UW-Platteville provided all new, incoming students with a mandatory online education course, along with other educational opportunities for continuing students. In-person trainings are provided by request and are available to students and staff. Topics include; healthy relationships, bystander intervention, sexual violence awareness, sexual health, and consent.

PREVENTION TRAINING RATE

Over half (55%) of all respondents recalled receiving prevention training or information since the beginning of the school year (Fall 2017). This was a 14% increase from the last climate survey results (see Figure 2). Seventy-four percent (74%) of first year respondents reported receiving information or training. This could have been the result of them not recalling the training or having chosen not to participate.

While mandatory, there are currently no enforcement mechanisms for students who ignore the repeated reminders. Additional follow up should be completed to determine if alternative measures need to be considered to ensure high completion rates of the mandatory online course provided to new students. For instance, other institutions within the UW-System enforce penalties for students who do not complete the mandatory education programs they offer.

RECOMMENDED NEXT STEPS

- Implement an account hold for students who do not complete the mandatory education.

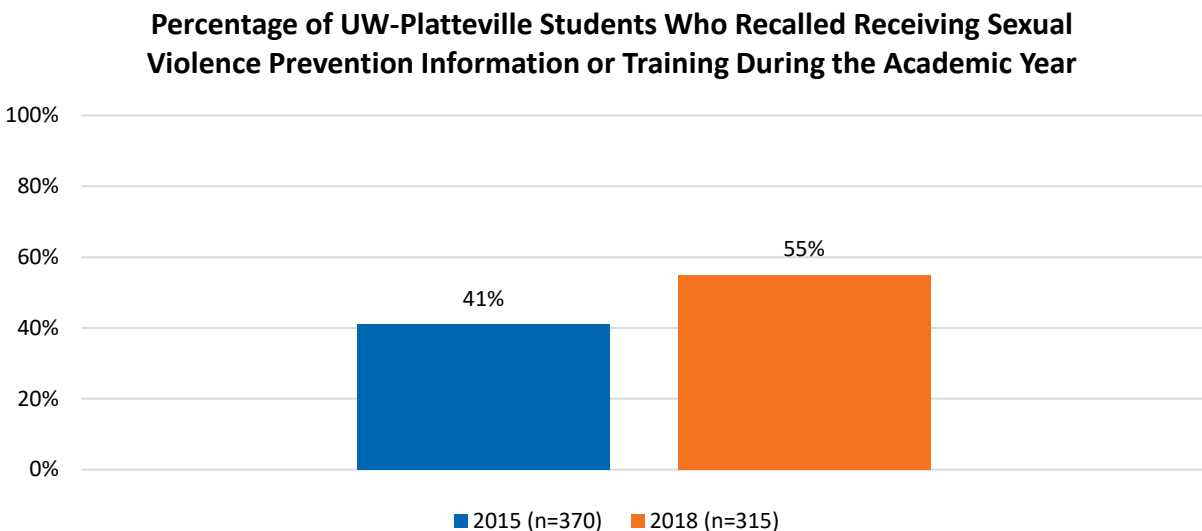


Figure 2: EAB-Sexual Violence Campus Climate Survey

Since the beginning of the academic year, the percentage of first year respondents who received information/training from the university was the highest compared to all other academic levels. As students progress through college the percentage who reported receiving information/training

² Clery Center: VAWA Amendments Checklist. (2017). Retrieved from <https://clerycenter.org/policy-resources/the-clery-act/>

decreased. This was to be expected given the push to provide this information to new students as part of their incoming experience, a recommendation from the 2015 EAB report.

STUDENT KNOWLEDGE

A majority of respondents who recalled receiving training indicated that the trainings increased their knowledge of topics related to sexual violence prevention. The learning outcomes that students felt most knowledgeable about changed slightly from 2015 to 2018. Notably, “Reporting an incident of sexual violence” moved from the fourth to first position. This may be explained by the university’s push to explain the reporting process and resources after the first EAB survey was released. This was accomplished with new advertising images explaining confidential and reporting resources created by the Sexual Assault Awareness Council³ in 2015, a recommendation from the 2015 EAB report. Overall though, improvements were seen in all areas except for Sexual Violence Prevention Strategies, dropping to 79% in 2018, from 82% in 2015. This represents a great success for the campus.

RECOMMENDED NEXT STEPS

- Make a greater effort to market specific programs to target populations that include an older demographic of students

Percentage of UW-Platteville Students Who Agreed that Training Increased Their Knowledge

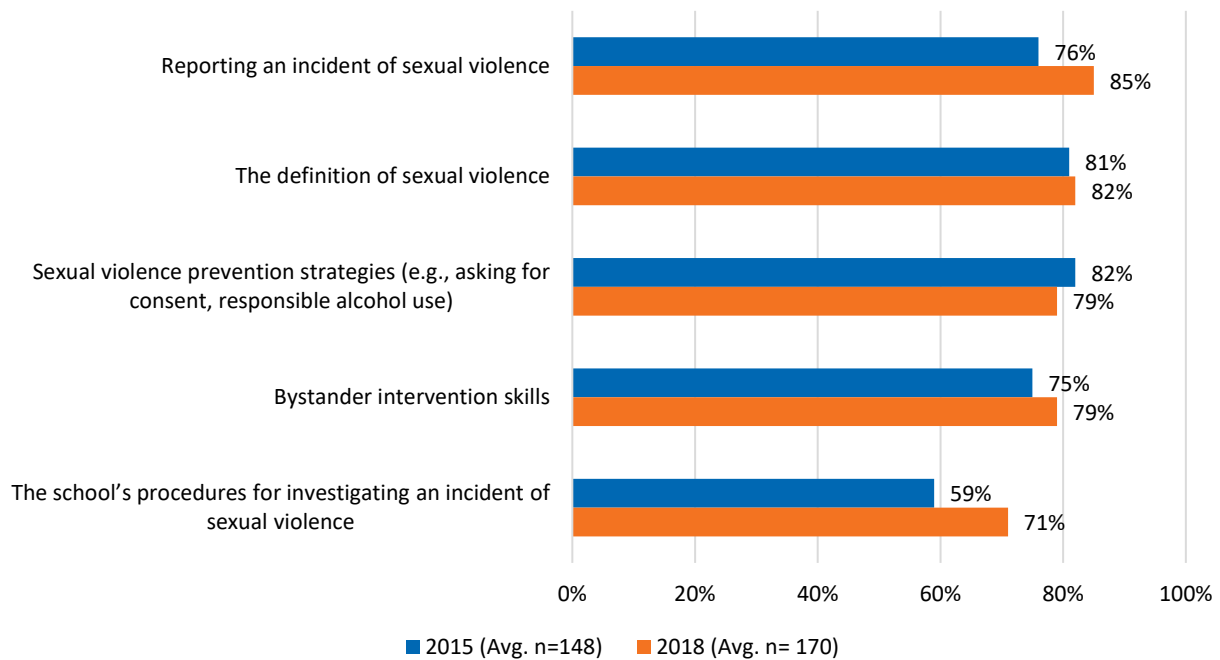


Figure 3: EAB-Sexual Violence Campus Climate Survey

Overall, men and women both reported similar rates of usefulness for a variety of training topics. However, women tended to agree more than men that the training was helpful in increasing their knowledge of bystander intervention skills. At the time the survey was administered, UW- Platteville used a bystander intervention training method that did not recognize a need in utilizing different

³ Name changed in 2018 to the Sexual Violence Awareness Committee, no longer a Provost committee

training tactics for genders. Other institutions and organizations have created gendered bystander intervention programs that separate male and female populations. Examples of Gendered Bystander Intervention trainings include Dr. John Foubert’s Men’s Program, Men’s Workshop, and A Call to Men. Further research may need to be conducted to determine the benefits and barriers of a gender-specific program at UW-Platteville or if new methods need to be incorporated into current trainings.

RECOMMENDED NEXT STEPS

- Research benefits and barriers of a gender-specific program at UW-Platteville or if new methods need to be

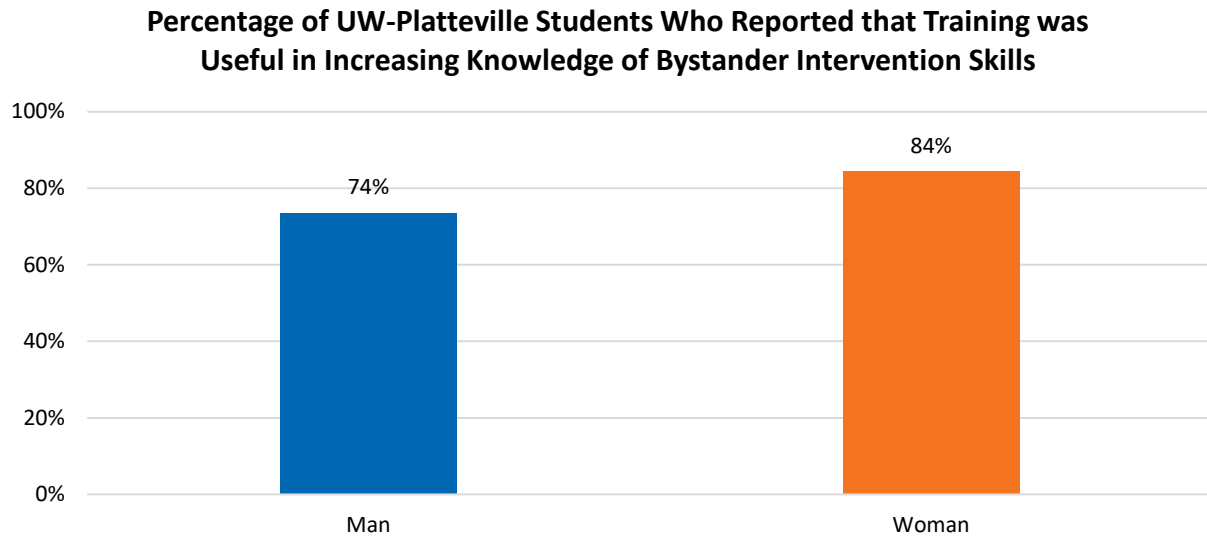


Figure 4: EAB-Sexual Violence Campus Climate Survey, 2018 (n=164)

There was an increase in knowledge and confidence in some areas from 2015 to 2018. Improvements in students’ understanding of school procedures and confidential resources show that recommendations from the 2015 report like “improve communication of school’s formal procedures to address complaints of sexual violence,” have been addressed since the last campus climate survey. The school has improved their communication regarding the formal process through the creation of a Sexual Misconduct webpage, resource posters, brochures, and resource folders for different areas of sexual violence.

Percentage of UW-Platteville Students Agreeing with Statements About Reporting

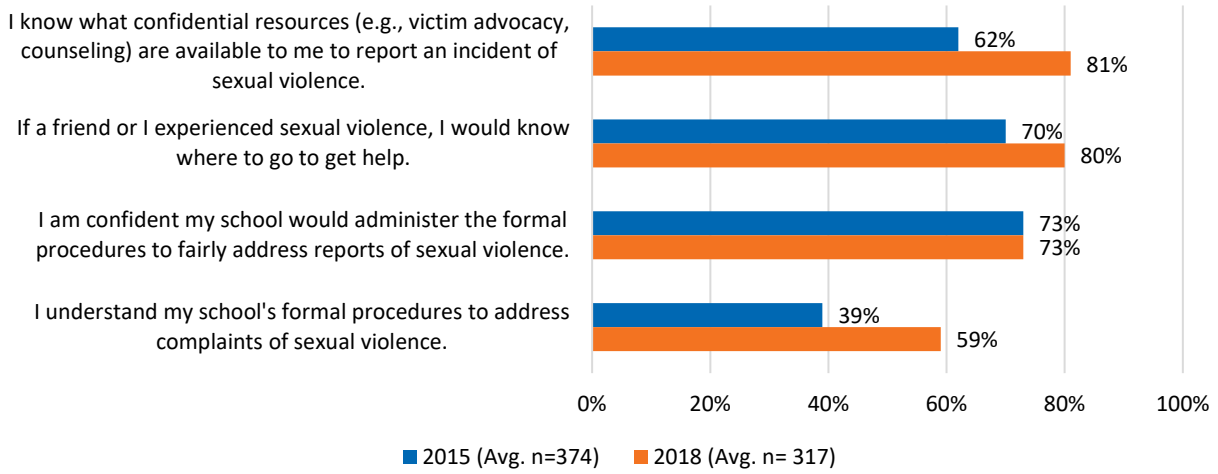


Figure 5: EAB-Sexual Violence Campus Climate Survey

A second analysis compared students who reported receiving information/training to students who reported not receiving information/training or did not recall receiving training. Students who received information/training were more likely to agree/strongly agree with all of the above statements. The differences between informed or trained students and uninformed or students that did not recall training ranged from 20% to 39% between categories of training. Students who did not receive information/participate in trainings were either less likely to be exposed to this knowledge in other ways and/or failed to integrate the knowledge, given less exposure to the topic. These findings suggest that the information and training provided at UW-Platteville may have increased student knowledge in critical areas related to sexual violence education and prevention.

Percentage of UW-Platteville Students Agreeing with Statements About Prevention Training

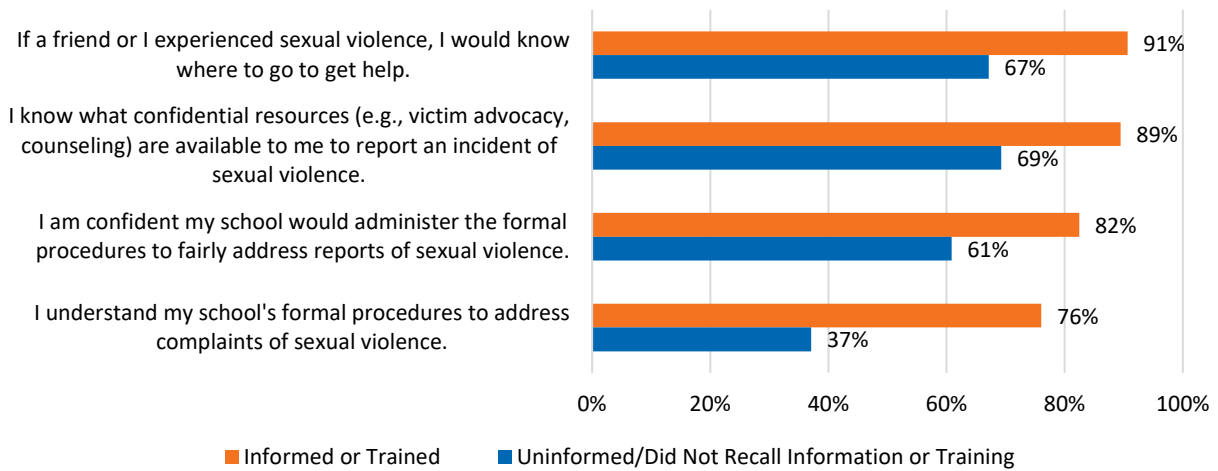


Figure 6: EAB-Sexual Violence Campus Climate Survey, 2018 (n=314)

2. CAMPUS CLIMATE AND COMMUNITY ATTITUDES

FEELINGS OF SAFETY

The majority of students (96%) agreed/strongly agreed with the statement, “I feel safe at this school.” However, levels of feeling safe at the university changed when looking at different disaggregate groups. For instance, LGBTQ+ identified respondents felt less safe overall than heterosexual identified students, by a 12% difference (see Figure 6). This finding enforces the need for training directly related to diversity and campus climate. Overall, disaggregated groups reported high levels (>85%) of feeling safe at UW-Platteville.

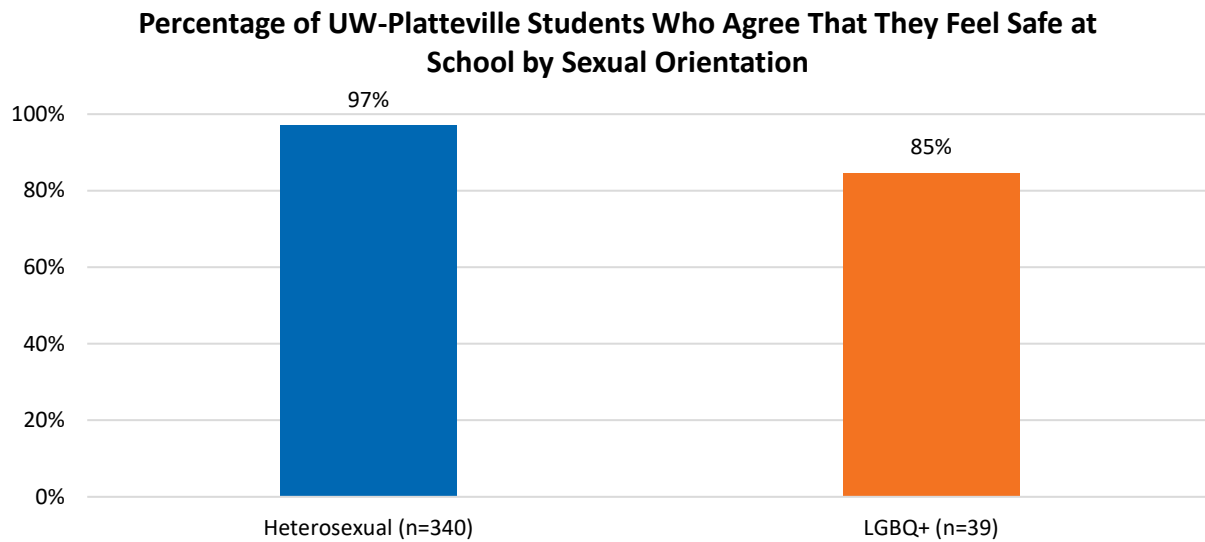


Figure 7: EAB-Sexual Violence Campus Climate Survey, 2018

Though the EAB survey did not collect data specific to when and where people felt safe, this data was collected by the American College Health Association’s National College Health Assessment, conducted on Platteville’s campus during the same semester as the EAB. Though both identified genders from the ACHA-NCHA data felt less safe at night, the difference between genders was drastic. Women compared to men do not feel “Very Safe” on campus during the night. Notably, women did feel safe on campus, but only during the day. It could be beneficial to research opportunities for creating a safer environment for women.

RECOMMENDED NEXT STEPS

- Reviewing current and future strategies that can help female students feel safer on campus incorporated into current trainings

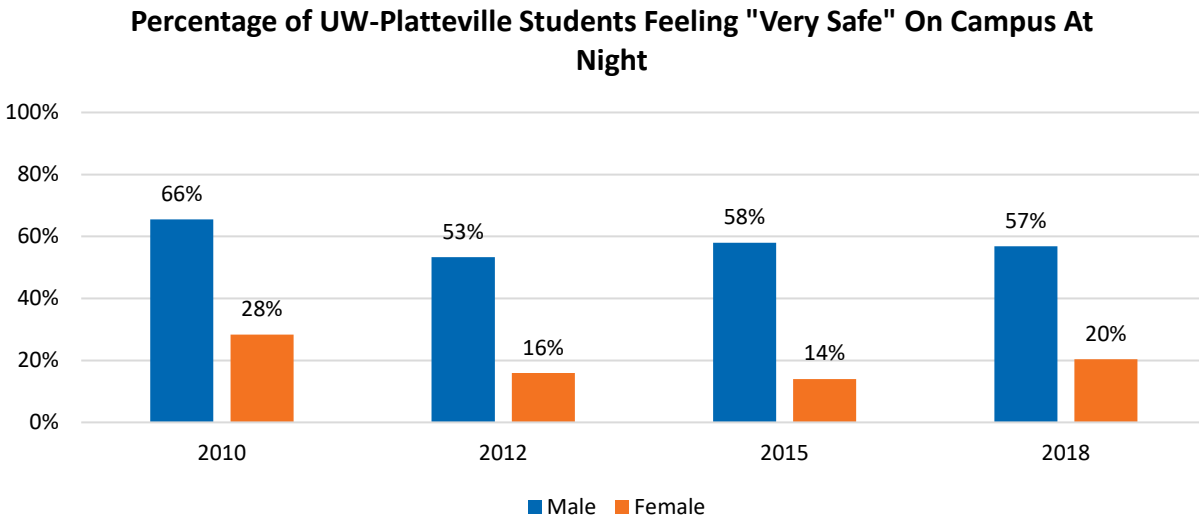


Figure 8: National College Health Assessment, 2018 (n=238)

High levels of feeling safe on campus, at least during the day, may be attributed to the trust students have in professionals on campus. Eighty-four percent (84%) of respondents believed that faculty were genuinely concerned about their welfare. Seventy percent (70%) believed administrators were genuinely concerned about their welfare.⁴ Students having trust in professionals stresses the importance of university faculty and staff participating in trainings regarding bystander intervention and resource awareness.

SEXUAL VIOLENCE

Though most respondents did identify as feeling safe at UW-Platteville, 43% of respondents felt that sexual violence was definitely or somewhat a problem at UW-Platteville. This was slightly higher but comparable to the 2018 national cohort at 40%.

Respondents seemed to find sexual violence to be more of a problem at University of Wisconsin-Platteville the longer they stayed, with 62% of fourth-year respondents identifying sexual violence as either definitely or somewhat of a problem. Only 30% of first-year students identified sexual violence in the same terms. This gap in academic level may be due to personal experience with the issue, either firsthand or with friends.

⁴ How respondents defined "faculty" and "administrator" is unclear, which may affect the validity of these findings.

Percentage of UW-Platteville Students Who Reported that Sexual Violence Is Definitely or Somewhat a Problem at School

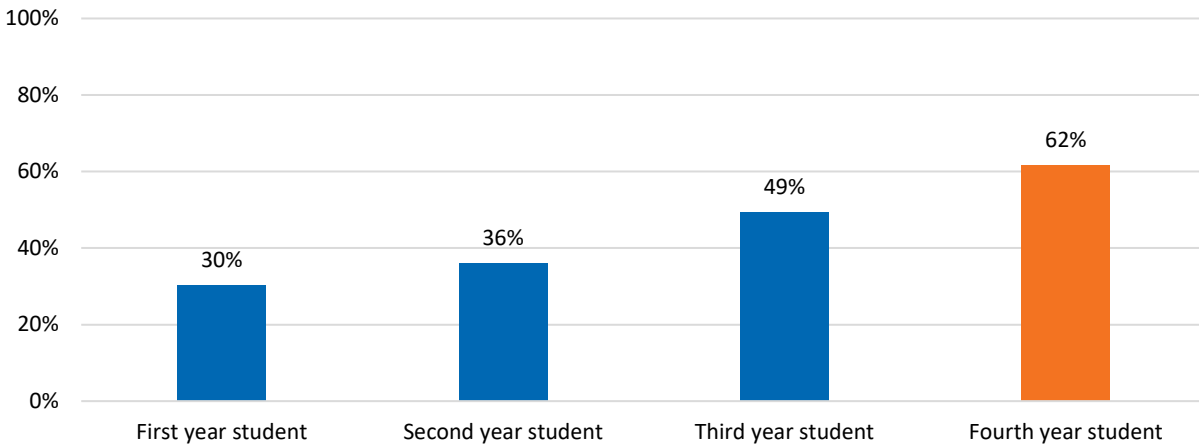


Figure 9: EAB-Sexual Violence Campus Climate Survey, 2018 (n=282)

There was a wide gender gap of 30% when students reported that sexual violence was definitely or somewhat a problem at UW-Platteville. Fifty-six percent (56%) of women respondents believed sexual violence was a problem at UW-Platteville, which is consistent with earlier data related to perceptions of sexual violence on campus. However, this is a 13% difference compared to the national cohort. It is important to note that there was an overall increase in students who thought sexual violence was definitely a problem at UW-Platteville since 2015 (see Figure 10). This could possibly be related to the increase in discussion around the topic since the advent of the Prevention and Education position and the occurrence of cultural movements including #MeToo and the Women’s March.

Percentage of UW-Platteville Students Who Reported that Sexual Violence Is Definitely or Somewhat a Problem at School by Gender

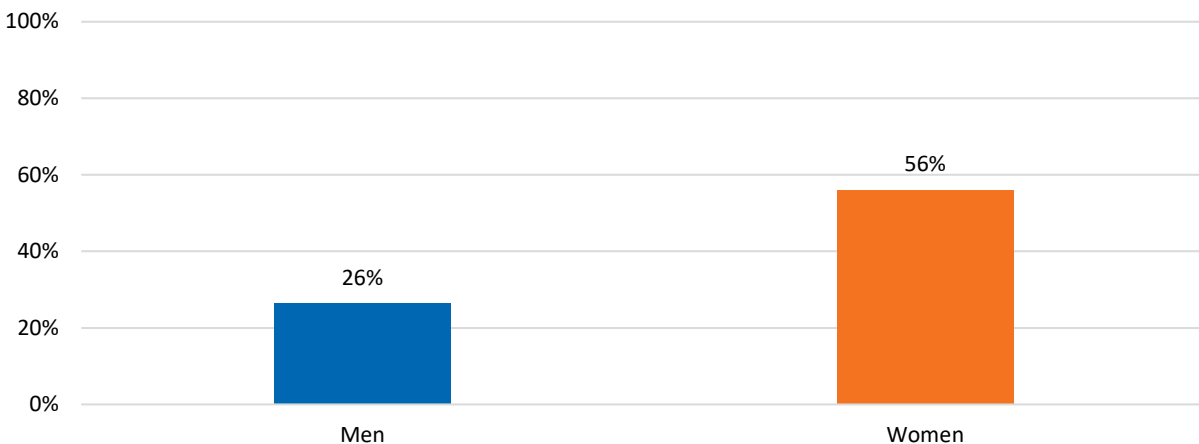


Figure 10: EAB-Sexual Violence Campus Climate Survey, 2018 (n=285)

In spite of the overall increase in the belief that sexual violence was a problem at UW-Platteville, 45% of men respondents believed sexual violence was not a problem at school. This was an increase from 2015.

If such a large percentage of men respondents believe sexual violence is not an issue, further research may need to be conducted to see if this could impact how male students respond to trainings, their likeliness to attend trainings, and their takeaways from trainings.

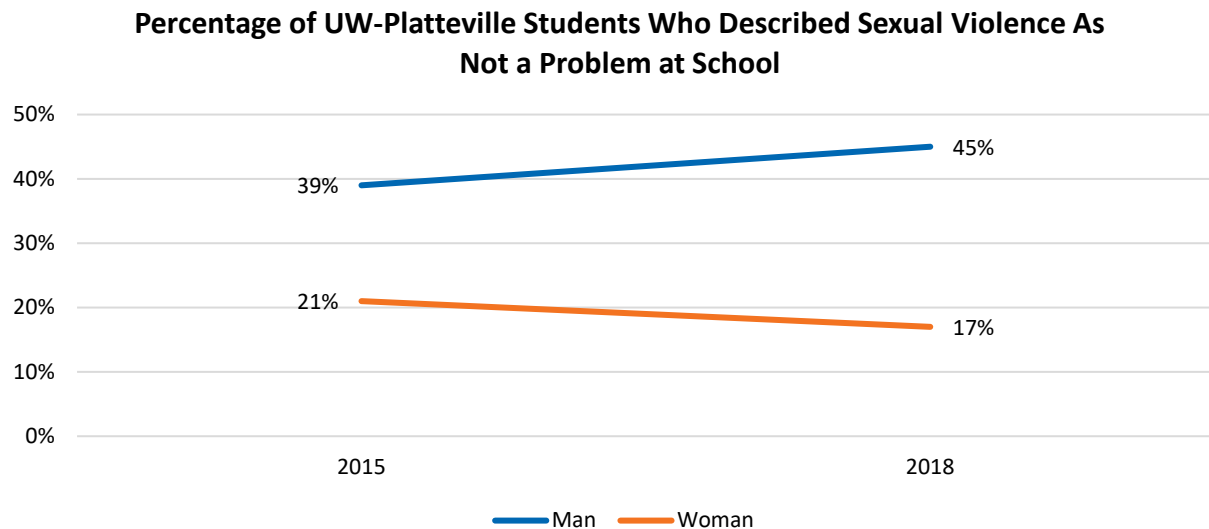


Figure 11: EAB-Sexual Violence Campus Climate Survey, 2018 (n=285)

Students who lived off campus were more likely than students who lived on campus to agree that sexual violence was a problem. However, this difference could also be because older students were more likely to live off campus and as seen in Figure 12, older students tended to believe sexual violence was a problem at UW-Platteville. Nevertheless, the university administration needs to ensure that trainings and resources are reaching the off-campus population of students. This might be easiest by reaching target groups. That could require providing trainings to populations of students who often live off campus. It is important to research this data and to not make assumptions of the populations (Greek Life, Athletics, Etc.).

Percentage of UW-Platteville Students Who Reported that Sexual Violence Is Definitely or Somewhat a Problem at School by Living Environment

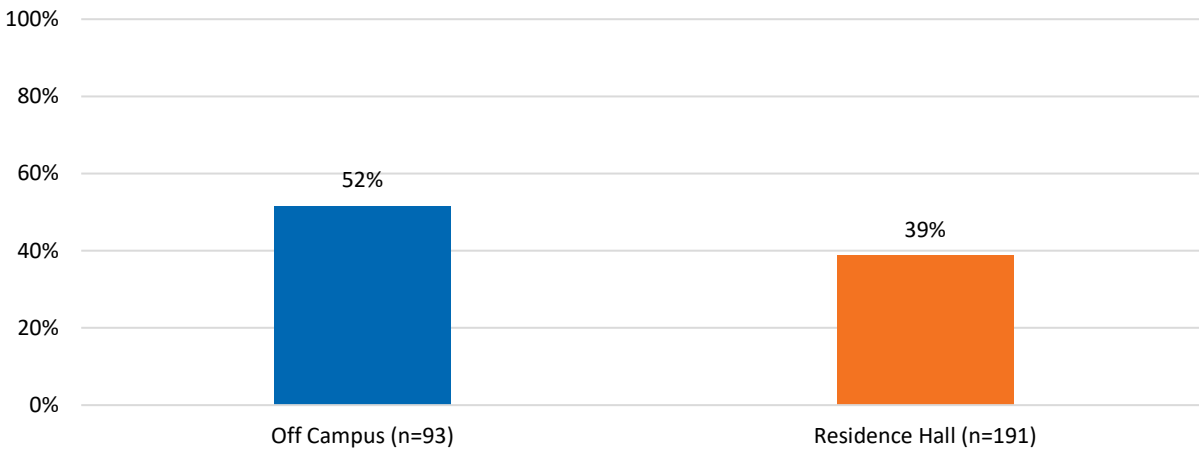


Figure 12: EAB-Sexual Violence Campus Climate Survey, 2018

Interestingly, there were less respondents who didn't know whether sexual violence was a problem on campus in 2018 compared to 2015. This may mean that students are more likely to have a specific feeling about the topic. This is possibly due to the increase percent of students who have received training on the topic. With more information, they be able to have a more concrete opinion on the issue.

RAPE MYTH ACCEPTANCE

The most believed rape myth for men and women continued to be the statement "Rape and sexual violence can happen unintentionally, especially if alcohol is involved." Alcohol-Facilitated Sexual Assault and Incapacitated Sexual Assault⁵ continues to be an issue in the United States and at UW- Platteville. Due to relatively high agreement with this rape myth, misperceptions surrounding sexual violence and alcohol need to be addressed in educational settings. The university had almost double the rates of drinking and nonconsensual sexual experiences as national and UW-System results from the last time the ACHA-NCHA survey was

RECOMMENDED NEXT STEPS

Provide programming and resources that directly addresses the topic of alcohol-facilitated sexual violence.

⁵ Alcohol and Drug Facilitated Sexual Assault [PDF]. (2017). Madison: WISCONSIN COALITION AGAINST SEXUAL ASSAULT.

conducted in the spring of 2018.⁶ This data further solidifies the university's need to discuss the connection between alcohol and consent.

UW-Platteville Students' Agreement with Rape Myths by Gender

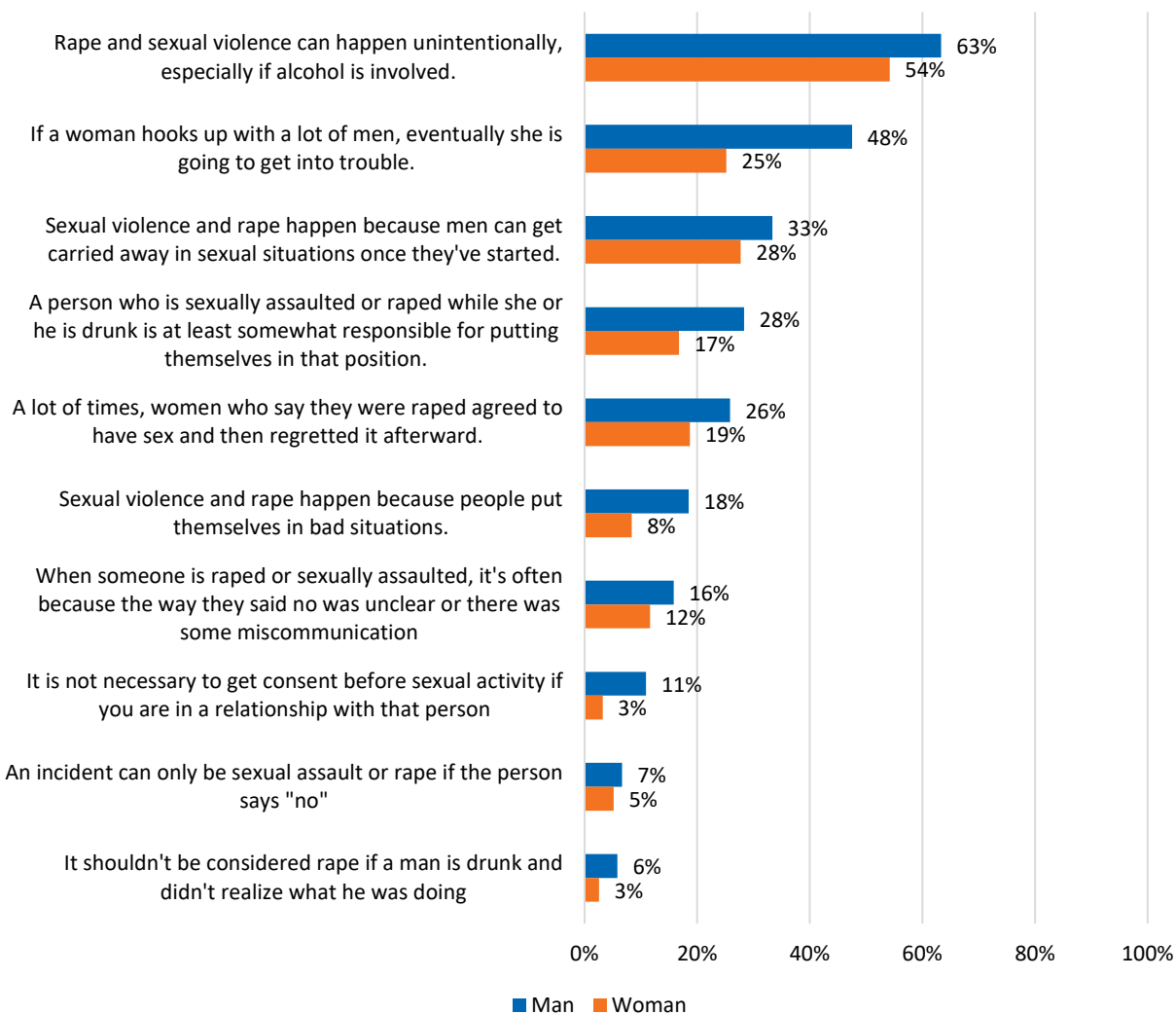


Figure 13: EAB-Sexual Violence Campus Climate Survey, 2018 (Avg. n=284)

Male respondents agreed with rape myths more than female respondents. However, the data suggests that all genders would benefit from education that addresses rape myths and victim-blaming that works to avoid further perpetuating said myths and misperceptions. Some research has shown that simple myth versus fact education can backfire and reinforce some beliefs in misperceptions.⁷

RECOMMENDED NEXT STEPS

Provide consent programming for the Student Academic Success Presentation series. Providing a skill-based program rather than just awareness building.

⁶ Results from National College Health Assessment: Alcohol and Other Drugs [PDF]. (2019, February 22). Platteville: University of Wisconsin-Platteville, Dean of Students Office.

⁷ Schwarz, Norbert & Newman, Eryn & Leach, William. (2016). Making The Truth Stick and The Myths Fade: Lessons from Cognitive Psychology. Behavioral Science and Policy. 2. 10.1353/bsp.2016.0009.

When comparing the 2015 to 2018 findings, overall agreement with most rape myths declined. The only myth that did see an increase from 2015 to 2018 was, “When someone is raped or sexually assaulted, it’s often because the way they said no was unclear or there was some miscommunication.” The increased belief of this myth stresses the importance of consent training and involving communication skills in holistic sexual health education.

UW-Platteville Students' Agreement with Rape Myths

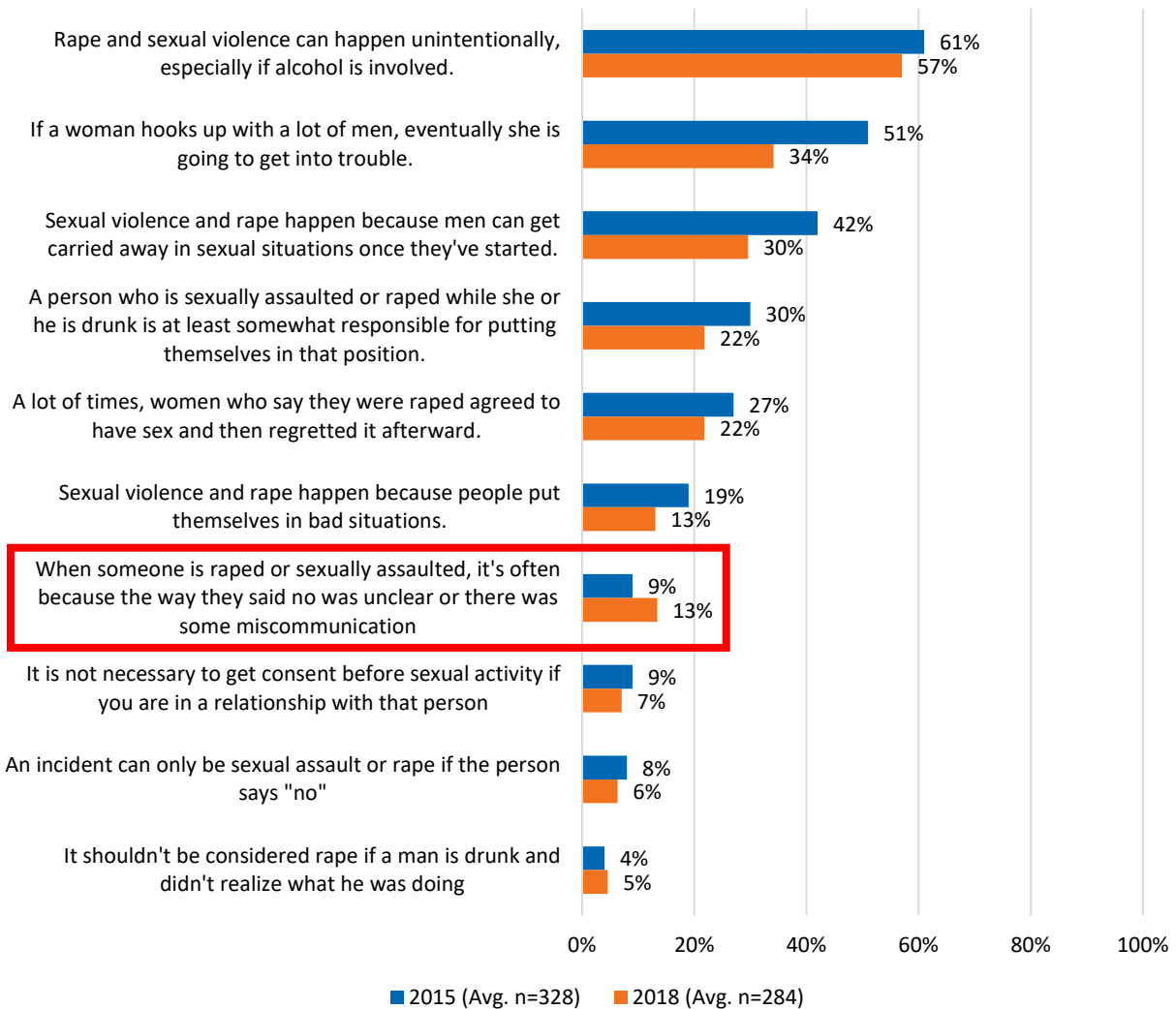


Figure 14: EAB-Sexual Violence Campus Climate Survey

Myth misperception can also play a negative role in people’s abilities to be active bystanders. Forty-eight percent (48%) of men respondents believed that, “If a women hooks up with a lot of men, eventually she is going to get into trouble.” Intervention likelihood can be impacted by a victim’s perceived worthiness.⁸ If respondents feel that the victim is already sexually promiscuous, respondents

⁸ Burn, S. M. (2008). A Situational Model of Sexual Assault Prevention through Bystander Intervention. *Sex Roles*, 60(11-12), 779-792. doi:10.1007/s11199-008-9581-5

may be less likely to intervene or notice that a risky situation is occurring. This reinforces the need to include not just how to intervene in situations of bystander intervention training, but also how to identify potential situations and decrease agreement with rape myths.

Percentage of UW-Platteville Students Who Agreed/Strongly Agreed With the Following Statements:

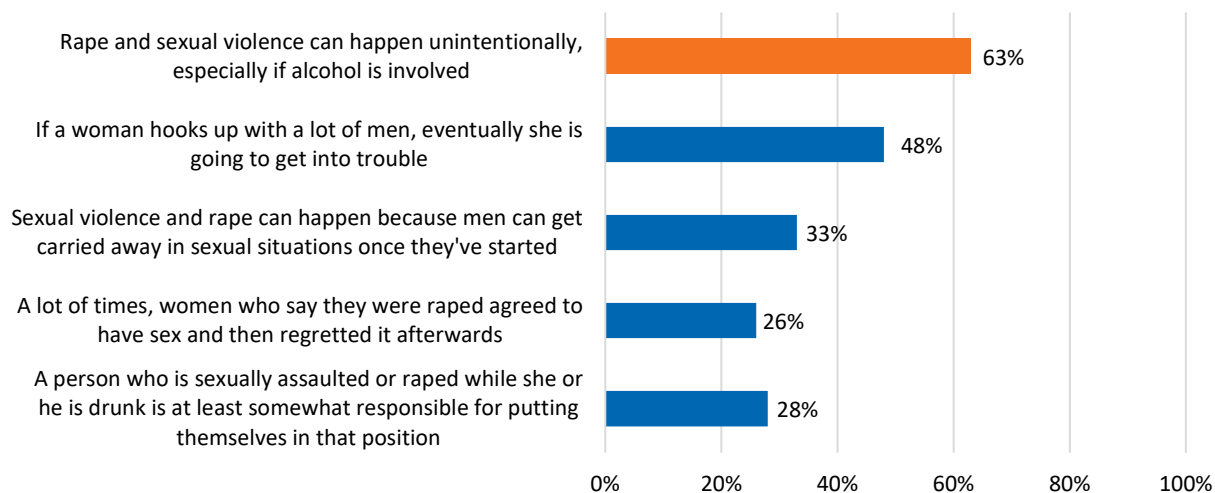


Figure 15: EAB-Sexual Violence Campus Climate Survey, 2018 (Avg. n=284)

3. SEXUAL HARASSMENT EXPERIENCES

The following section summarizes students’ self-reported experiences with sexual harassment. Acts of sexual harassment represent a hardship for a UW-Platteville student. In 2015’s Campus Climate report it was determined that UW-Platteville students experienced acts of sexual harassment at a higher rate than the EAB aggregate. This finding possibly implies an established climate of harassment on the UW-Platteville Main Campus, particularly in social settings at school (See Figure 17).

Sexual harassment is defined by the UW-Platteville Sexual Violence and Sexual Harassment Policy as: “Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or educational experience; (2) submission to or rejection of such conduct by an individuals is used as the basis for employment or academic decisions affecting such individuals; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or learning environment.” [Adapted from 29 C.F.R. s. 1604.11 [1980].]⁹

⁹ (1990). Policy guidance on current issues of sexual harassment. [Washington, D.C.] :U.S. Equal Employment Opportunity Commission

Percentage of UW-Platteville Students Who Reported Experiencing Harassment

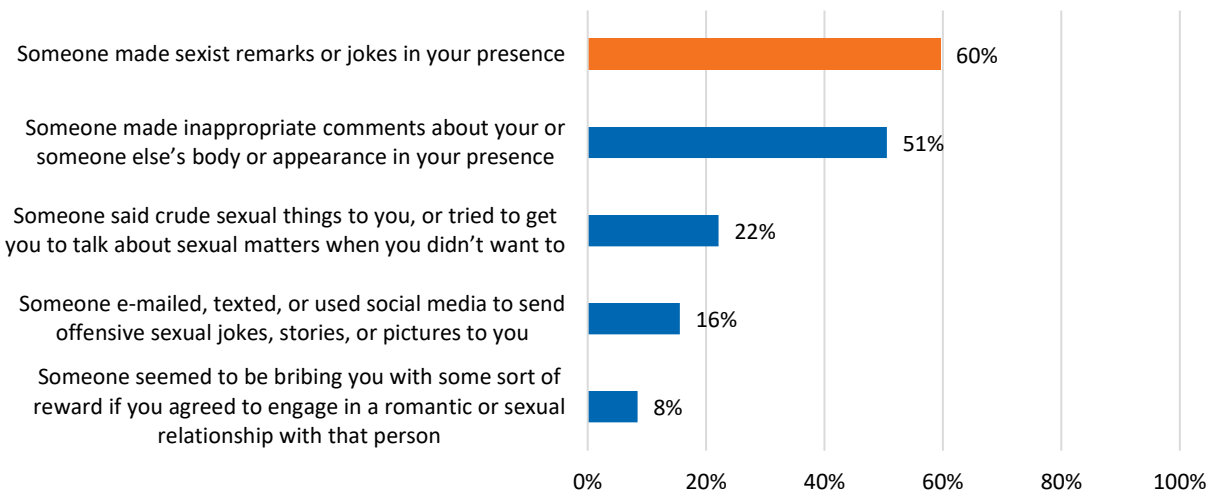


Figure 16: EAB-Sexual Violence Campus Climate Survey, 2018 (Avg. n=306)

During the 2014-15 academic year, 79% of UW-Platteville respondents reported experiencing at least one form of harassment. Sixty-five percent (65%) of respondents from the 2018 survey experienced at least one form of harassment. Harassment decreased on Platteville's campus but it remains a pervasive issue as over half of the population still experienced at least one form of harassment during the 2017-18 academic year. Sexist remarks or jokes and inappropriate comments about body or appearance

remained the top two forms of harassment experienced at UW-Platteville from the 2015 results. Although those forms of harassment were the most common for respondents to experience, the overall prevalence decreased. This suggests that continued education needs to be implemented to educate students about what constitutes harassment and how to respond to it when they see it occurring. There are several potential reasons why harassment may have decreased including increased attention of this issue in the national media (#MeToo Movement) and increased education around this topic on campus.

RECOMMENDED NEXT STEPS

Provide bystander intervention training targeted towards faculty and staff members who can address issues in classroom settings and may have student disclosures.

It is important to note the locations of where harassment most commonly occurs and question what can be done to make those areas safer and if they are places that allow for active bystander engagement. The most common setting for the occurrence of acts of harassment was "Social Setting at School." Social Setting at School was not defined further in the survey. It could be regarded by students as a number of locations, including but not limited to, the student center, residence hall common areas, and food-service areas where students often congregate. The next place harassment most commonly occurred was within a classroom setting. This further stresses a need for faculty and staff to also be trained in bystander intervention methods, as they can serve as a role model for that behavior in

RECOMMENDED NEXT STEPS

Gather more information about the social situations where harassment occurs on campus

classroom settings. Further research could also be conducted to learn more about the locations students experience harassment.

Percentage of UW-Platteville Students Who Experienced Sexist Remarks/Jokes in a School Setting by Gender

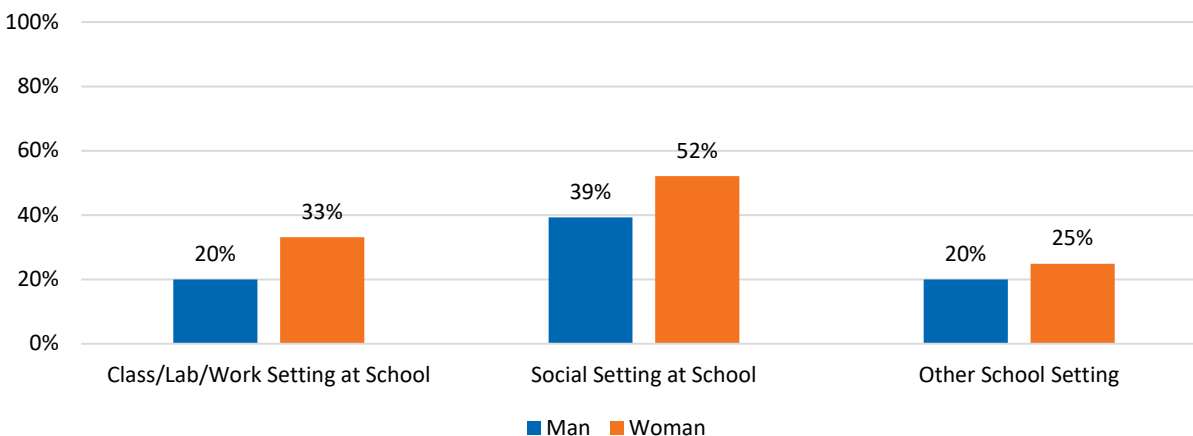


Figure 17: EAB-Sexual Violence Campus Climate Survey, 2018 (Avg. n=329)

Women continued to be impacted by this issue more so than men. Sixty-six percent (66%) of people who experienced classroom harassment, in the form of sexist remarks/jokes, identified as women. Female-identified and LGBTQ+ identified students in 2015 experienced harassment at uniquely high rates compared to other disaggregate groups. Note that those identified as LGBTQ+ is related to sexual orientation and not gender identity, excluding individuals who identify as trans* or non-binary. While women and LGBTQ+ identified individuals are at higher risk for experiencing harassment on the UW-Platteville campus, the community has seen improvements in this area. Seventy-three percent (73%) of female students reported experiencing some form of harassment, which is lower than the 81% of female students in 2015. Additionally, 70% of LGBT+ students reported experiencing some form of harassment in 2018, which is also lower in comparison to 89% in 2015.

4. SEXUAL VIOLENCE EXPERIENCES

PRIOR TO COLLEGE

Experiences with sexual violence prior to college had an increase for both UW-Platteville and the EAB Aggregate. It is important to note that 1/3 of female-identified respondents had experienced unwanted sexual contact before attending UW-Platteville. This data continues to emphasize the importance of having resources immediately available to students and promoting them early to incoming students. It also stresses the importance of ensuring that staff and faculty be trained in the areas of support and resources for our population of incoming victims and survivors (See Section 2).

RECOMMENDED NEXT STEPS

- Create resource sheet for faculty and staff to remind them of resources for students and how to respond to disclosures

Percentage of UW-Platteville Students Who Had Experienced Unwanted Sexual Contact or an Attempt Prior to Attending College

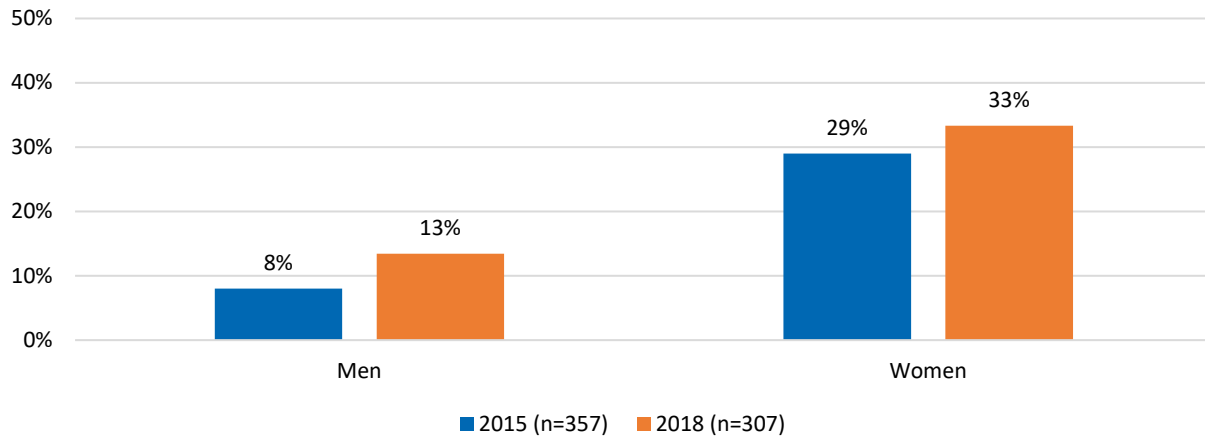


Figure 18: EAB-Sexual Violence Campus Climate Survey

BEGINNING OF CURRENT SCHOOL YEAR

The following data only includes respondents who were ready/willing to identify their experience as violence or to identify as a victim of violence. Some experiences of sexual violence may therefore be missing from this estimate. At UW-Platteville, 13% of respondents had experienced at least one experience of sexual violence as defined in the EAB survey since the beginning of the school year. This metric was higher than the EAB Aggregate at 7%. This data is reinforced by the information provided in the NCHA 2018 results that Platteville students, particularly women, experience sexual violence at a higher rate than the national average.¹⁰ Overall, acts of sexual violence were reported at a higher rate in 2018.

The most common type sexual violence experience reported was being fondled or kissed, rubbed against private areas, or removal of some clothes. Based on the way the questions were phrased, it is unclear if the respondents were reporting acts of violence that occurred all within the same incident, or if these acts of violence were experienced as separate occurrences.

¹⁰ Preliminary Data from 2018 ACHA-NCHA Report

RELATIONSHIPS AND LOCATION

Prevention efforts need to consider the relationships and interactions sexual violence victims have with perpetrators. National findings report that acquaintances or peers are more likely to be perpetrators than strangers.¹¹ When considering all relationship categories, perpetrators are often acquaintances, peers, or current romantic partners of victims/survivors. However, UW-Platteville respondents reported that they most often had no prior relationship with the perpetrator. This may impact discussions and trainings the university provides regarding communication with partners and events that require bystander intervention.

Top 3 Most Common Relationships to Perpetrator
1. No prior relationship (40%)
2. Acquaintance or peer (33%)
3. Current romantic partner or spouse (19%)

The location of scenarios used in bystander intervention trainings may need to be changed as well. The most common locations of sexual violence incidents occurred off-campus. It is important to note that this does not mean that incidents only occurred to respondents who lived off-campus. This information stresses the importance of making sure students are aware of both off- and on-campus resources available to them immediately after an act of sexual violence and later on. It continues to highlight that bystander intervention trainings need to provide students with not just the tools of intervention but the knowledge of when to intervene and knowing when they are responsible to intervene. This is particularly important considering that campus first-responders like resident assistants would not be around.

Top 3 Most Common Locations of Sexual Violence
1. Off-Campus Residence (37%)
2. On-Campus Residence (27%)
3. Bar, night club, dance club (17%)

5. REPORTING AN INCIDENT

The EAB-Sexual Violence Campus Climate Survey inquired about acts of informal and formal reporting. This is important because many sexual violence victims never formally report what happened to them. The way peers and professionals respond to disclosures of sexual violence is of equal importance and impacts tertiary prevention training of sexual violence.

INFORMAL REPORTING RESPONSE

Most respondents who had experienced sexual violence during the 2017-18 academic year did not submit a formal report through the school. If they chose to disclose their experience, it was most commonly to a peer. Fifty-three percent (53%) of respondents told a roommate, friend, or classmate about the incident. Fortunately, most respondents who chose to disclose their experiences were met with responses that made them feel supported.¹² This is

Top 3 Most Common Reporting Responses Received By Victims
1. Responded in a way that made you feel supported (71%)
2. Validated and believed your experience (54%)
3. Listened sympathetically without criticizing or blaming you (50%)

¹¹ Smith, S.G., Chen, J., Basile, K.C., Gilbert, L.K., Merrick, M.T., Patel, N., Walling, M., & Jain, A. (2017). The National Intimate Partner and Sexual Violence Survey (NISVS): 2010-2012 State Report. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

¹² Respondents could select more than one option of responses they received.

different than the experiences that were reported in the 2015 survey administration which had two out of the top three reporting responses being negative (told the survey respondent to not talk about the incident and blamed the survey respondent for the assault). However, some respondents did experience dismissive and/or victim-blaming comments. Eighty-eight percent (88%) of respondents did not receive help gathering information or finding resources or services. This seems incongruent with students' knowledge of resources. These findings may suggest that further education on resources or services should be directed towards peers and friends of survivors since they tend to be a key support for survivors.

RECOMMENDED NEXT STEPS

Teach people the process of accessing resources in trainings, immediately after an assault and later on

FORMAL REPORTING

The majority of respondents who had experienced sexual violence during the past school year did not formally report the incident. This is notable, considering over half believed the school would take the report seriously. Women believed in the formal process slightly less than men and were more aware of possible negative outcomes. This may be related to personal experiences of retaliation.

6. COMMUNITY BEHAVIORS

Respondents were asked about their own bystander behavior, as well as the perceived behavior of their peers. Respondents rated themselves as more likely than their peers to engage in all of the active bystander behaviors. This is a common result because of the human tendency to overinflate our own capacities. In addition, respondents may have felt as though they had to choose the socially acceptable behavior, whereas when confronted with a similar situation, the decision to act may be more difficult for

Percentage of UW-Platteville Students' Agreement with Statements about Reporting

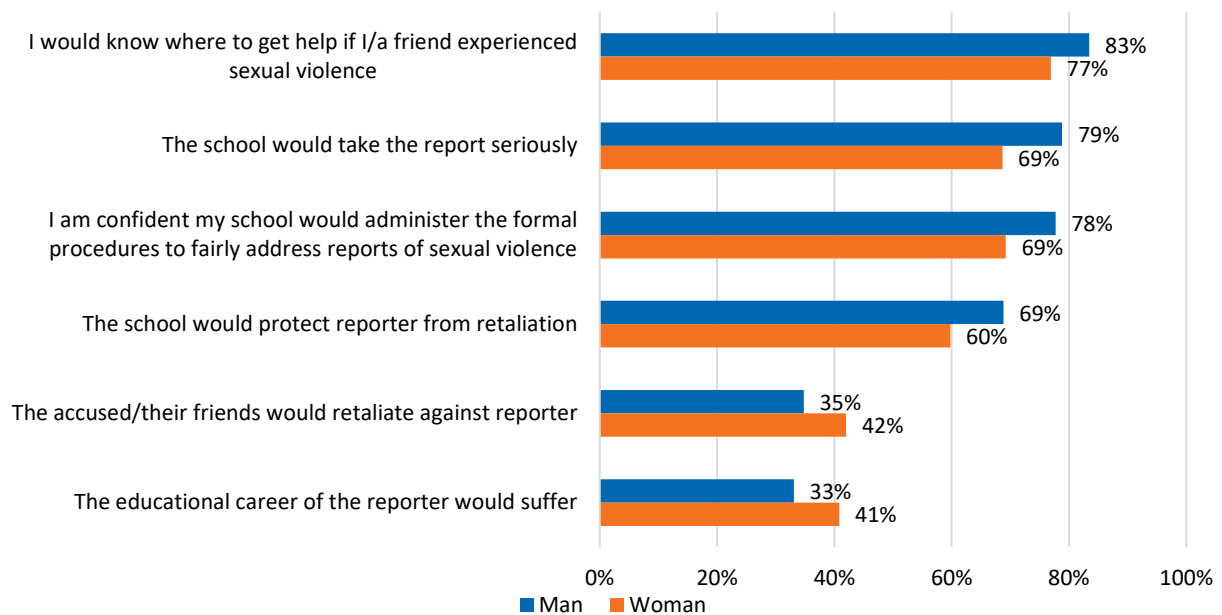


Figure 19: EAB-Sexual Violence Campus Climate Survey, 2018 (Avg. n=318)

them to make. This concept is reinforced when looking at the bystander behaviors respondents actively participated in being much lower in percentage compared to the hypothetical situations. Peer influence is a strong indicator for one’s willingness to become an active bystander in real situations. Respondents’ perception of their peer’s ability to notice an event or take action may in fact impact their ability to intervene in real situations. Of these behaviors, the situation where respondents were least likely to take action was to express discomfort at inappropriate jokes or comments. This may be one factor that has allowed a culture of harassment to develop at UW-Platteville and directly corresponds to the sexual harassment reported earlier (page 17).

Percentage of UW-Platteville Students that Rated Themselves and Their Peers as Likely/Very Likely to Engage in the Following Behaviors:

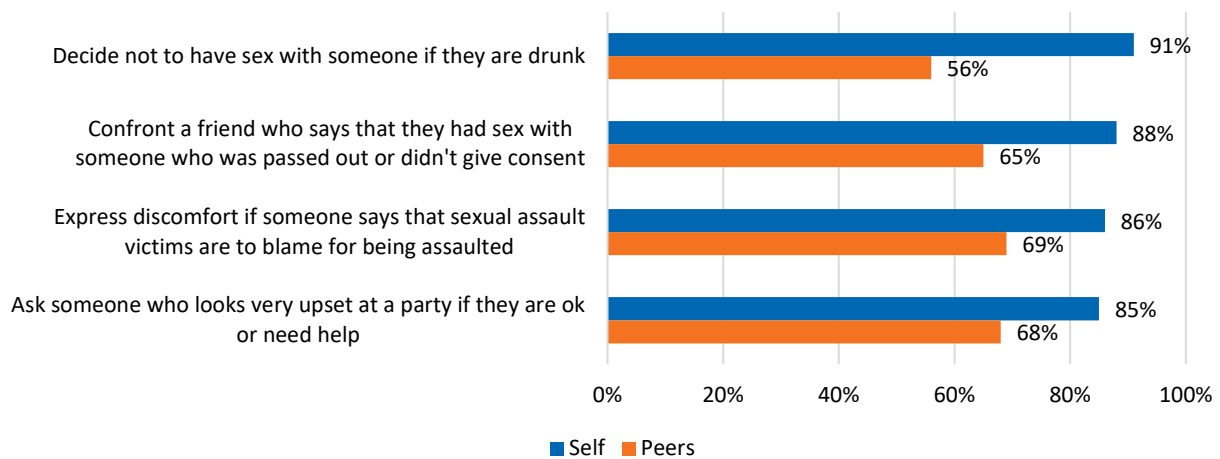


Figure 20: EAB-Sexual Violence Campus Climate Survey, 2018 (Avg. n=291)

Overall, 16% of respondents have observed a situation that they believed was, or could have led to, a sexual assault. This was an increase compared to the 2015 data (12%) and comparing with the 2018 EAB aggregate. In response to the situation, respondents most commonly asked the person who appeared to be at risk if they needed help. A poster campaign highlighting the multiple options students have to intervene may help to increase the number of bystander intervention respondents. Other bystander intervention approaches, beyond a direct approach, include distract, delegate, and delay.¹³

RECOMMENDED NEXT STEPS

- Create an informative poster campaign about different intervention styles that reminds students there are multiple ways they can feel comfortable intervening

¹³ Coker, A. L., Fisher, B. S., Bush, H. M., Swan, S. C., Williams, C. M., Clear, E. R., & DeGue, S. (2015). Evaluation of the Green Dot Bystander Intervention to Reduce Interpersonal Violence Among College Students Across Three Campuses. *Violence Against Women*, 21(12), 1507–1527. <https://doi.org/10.1177/1077801214545284>

RECOMMENDATIONS

NEXT STEPS

- Bystander Intervention
 - Create an informative poster campaign about different intervention styles that reminds students there are multiple ways they can feel comfortable intervening
 - Provide bystander intervention training targeted towards faculty and staff members who can address issues in classroom settings and may have student disclosures.
- Update resources
 - Update the resources that were created as a recommendation from the 2015 EAB report
 - Update the resources, created as a result of 2015 survey, to reflect some language changes. Example “will lead to investigation” changed to “may lead to investigation...”
 - Create other smaller versions of signage for Faculty doors.
 - Create resource sheet for faculty and staff to remind them of resources for students and how to respond to disclosures
 - Teach people the process of accessing resources in trainings, immediately after an assault and later on
 - Work with Web Development to make sure the sexual misconduct page is the first thing that shows up when searching
- Improve marketing of the online education course required by all new, incoming students
- Provide comprehensive sexual health education that addresses the importance of consent and basic communication skills
- Update current trainings and provide new trainings that more clearly address the connection between alcohol and sexual violence

AREAS OF FURTHER STUDY

- Bystander Intervention
 - Research the benefits and barriers of recruiting male-identified trainers to address particular aspects of bystander intervention and stressing the need for training
 - Research benefits and barriers of a gender-specific program at UW-Platteville or if new methods need to be incorporated into current trainings
- Reviewing current and future strategies that can help female students feel safer on campus
- Conduct qualitative research to further determine the impact of male students’ perception of sexual violence
- Gathering more information about the social situations where harassment occurs on campus

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