



# 2018 Student Experiences Survey

# 2018 Student Experiences Survey

This report discusses sexual assault and other forms of sexual misconduct. Some of the questions in the survey and some of the sections of this report use sexually explicit language. Reading this report might remind you of experiences that you or others you know have gone through. If you would like to talk with someone about questions or concerns regarding sexual misconduct, please contact one of the following resources:

#### **CONFIDENTIAL RESOURCES FOR STUDENTS ON CAMPUS**

- Office of Gender Violence Prevention and Intervention, Women's Center, 919-684-3897 (after hours or on weekends: 919-970-2108), WCHelp@duke.edu
- Counseling and Psychological Services, 919-660-1000
- Ombudsperson, 919-660-2444, ada.gregory@duke.edu.
- Student Health, 919-681-9355, Option #2 (after hours: 919-966-3820)

#### **CONFIDENTIAL RESOURCES FOR FACULTY AND STAFF**

- Personal Assistance Service, 919-416-1727

#### **NON-CONFIDENTIAL RESOURCES AND REPORTING**

- Office of Student Conduct, 919-684-6938, conduct@duke.edu
- DukeReach, 919-681-2455, dukereach@duke.edu
- Office for Institutional Equity, 919-684-8222
- Duke University Police Department, 919-684-2444

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# Executive Summary<sup>1</sup>

Summary of 2018 survey results, overview of key insights, and comparisons with the 2016 research

Duke University conducted the first Duke Student Experiences Survey in the spring of 2016. The goal was to improve Duke's understanding of the extent and nature of sexual misconduct involving Duke students and to gather students' views of campus climate in relation to sexual misconduct. The confidential survey asked questions about students' individual experiences with sexual misconduct, with a particular focus on sexual assault, battery, rape, and sexual harassment.

The survey defined sexual assault to include both sexual battery and rape, and provided data for each of these separately as well as combined.

- **Sexual assault** includes any unwanted, nonconsensual sexual contact. It includes both sexual battery and rape. It does NOT include sexual harassment or coerced sexual contact.
  - » **Sexual battery** is defined as any unwanted, nonconsensual sexual contact that involved forced kissing, touching, grabbing, or fondling of sexual body parts.
  - » **Rape** is defined as any unwanted, nonconsensual sexual contact that involved a penetrative act, including oral sex, anal sex, sexual intercourse, or sexual penetration with a finger or object.
- **Sexual harassment** includes any of the following behaviors (which could have happened in person or by phone, text message, e-mail, or social media): someone making sexual advances, gestures, comments, or jokes that were unwelcome to the student; someone flashing or exposing themselves to the student without their consent; someone showing or sending the student sexual pictures, photos, or videos that he/she did not want to see; someone showing or sending sexual photos/videos of the student or spreading sexual rumors about the student that he/she did not want shared; or someone watching or taking photos/videos of the student when he/she was nude or having sex, without their consent.

The survey explores students' views of the extent, nature, and climate of sexual misconduct on campus

The 2016 survey also asked general questions about perceptions of safety and respect in the campus community. Results showed that students at all levels reported feeling safe on campus and had high levels of awareness of the nature of sexual misconduct, its causes, the role of alcohol, and Duke's procedures, although with generally higher rates for undergraduates than for graduate and professional students. It also showed that the nature of the sexual misconduct experienced by graduate and professional students often differed than that reported by undergraduates.

The 2016 survey also revealed that many students, particularly female undergraduates, had a low regard for Duke's procedures for responding to sexual misconduct. In response, for the last three years we have published annual reports showing how many students contacted the Office for Gender Violence Prevention and Intervention and the Office of Student Conduct and how those contacts were handled (<https://studentaffairs.duke.edu/sexual-misconduct-prevention-and-response/get-educated>).

After the 2016 survey, we modified and increased our training efforts during orientation and afterwards (e.g., development of the Five Key Norms program and requiring incoming graduate and professional students to take training) and began to explore the use of behavioral science strategies to prevent sexual misconduct - those efforts are continuing.

Duke conducted the survey again in the spring of 2018 to identify any changes or trends and to help assess the effectiveness of Duke's efforts since the 2016 survey was taken.

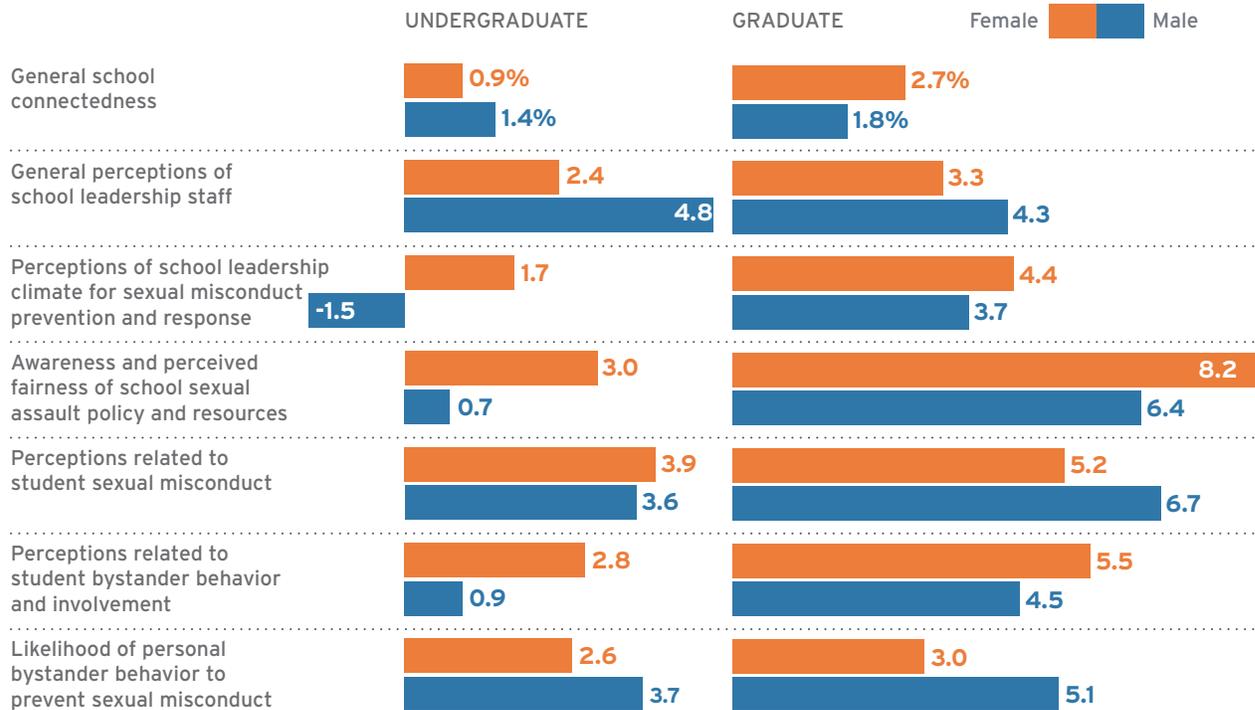
### **About the Survey**

All Duke undergraduate, graduate, and professional students who were 18 years of age or older were invited to participate in the 2018 survey, with a response rate of 40% (as compared to a 47% response rate in 2016). On average, female students responded to both surveys at higher rates than male students and male graduate and professional students responded to both surveys at higher rates than male undergraduate students; however, while female graduate and professional students responded to the 2016 survey at higher rates than female undergraduate students, the reverse was true in 2018. Responses to the 2018 survey included incidents or experiences during specific time frames (before enrolling at Duke, during the 2017-2018 academic year, and while enrolled at Duke) but were not limited by geography (e.g., they were not limited to experiences on the Duke campus or in Durham only).

## PERCEPTIONS OF CAMPUS CLIMATE, RESOURCES, AND PROCESSES

Perceptions of nearly all aspects of campus climate improved from 2016 to 2018

FIGURE ES1. CHANGE IN AVERAGE CLIMATE SCORES FROM 2016 TO 2018 (PERCENTAGE)



At both the undergraduate and graduate levels, and among both men and women, students' positive perceptions of almost all factors related to campus climate showed statistically significant increases from the 2016 survey to the 2018 survey. Students demonstrated improved perceptions of Duke's leadership, awareness of the sexual assault policy, and bystander behavior. The only measure that decreased slightly, was men's perception of school leadership for sexual misconduct prevention and response; women's perceptions of this issue, however, did improve between 2016 and 2018.<sup>2</sup>

## The majority of students feel safe on campus but want Duke to improve sexual assault prevention

FIGURE ES2A. PERCEPTIONS OF SAFETY (PERCENTAGE, UNDERGRADUATE STUDENTS)

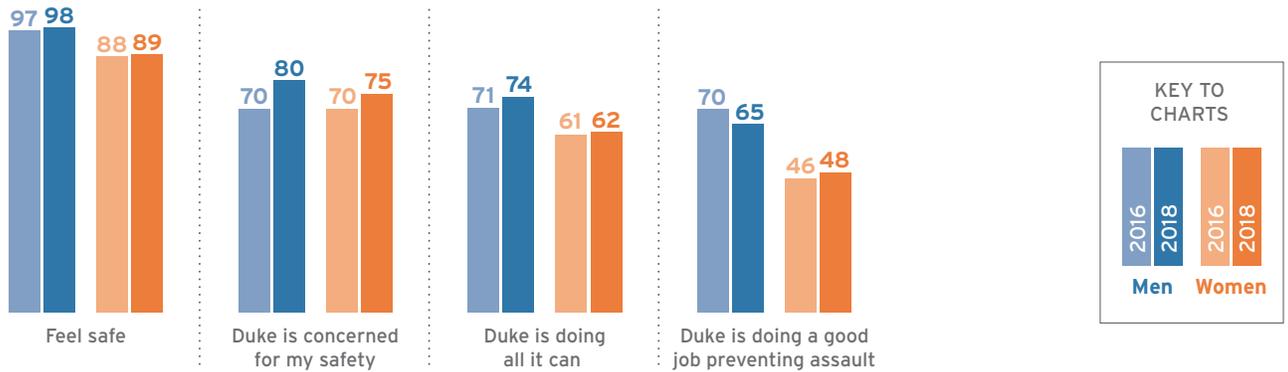
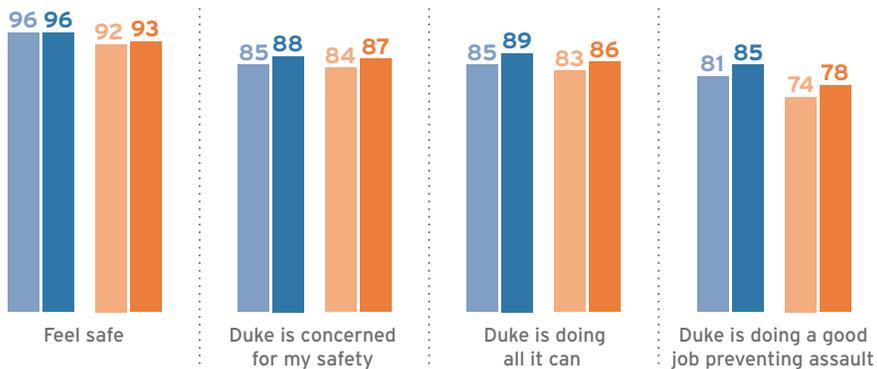


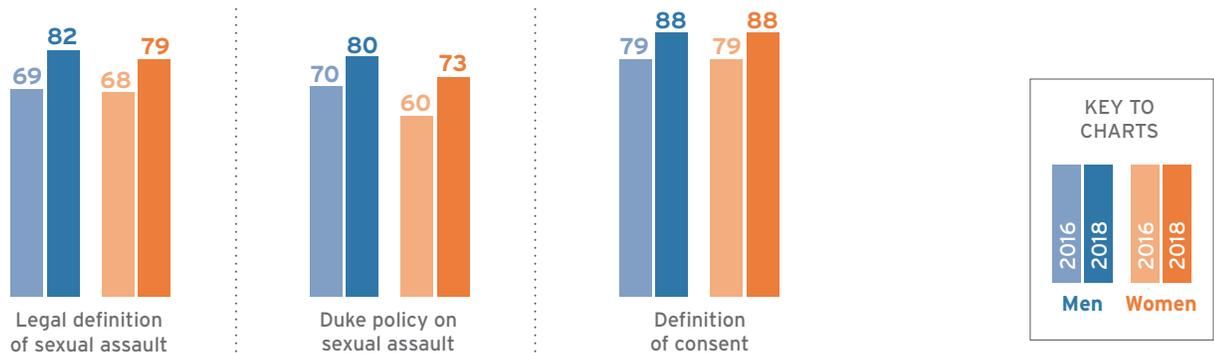
FIGURE ES2B. PERCEPTIONS OF SAFETY (PERCENTAGE, GRADUATE STUDENTS)



In both the 2016 and 2018 surveys, a clear majority of students at all levels reported feeling safe on campus, believing that Duke tries to keep students safe, and that the Duke University Police Department is concerned for and trying to protect students. Students at all levels generally regarded faculty and university leadership as concerned about student safety, but a sizable percentage of undergraduate women in particular continue to feel that university leadership could be doing more to protect the safety of students generally, and more than half of undergraduate women continue to feel that Duke is not doing a good job of preventing sexual assault in particular.

### Most undergraduates have participated in training; they understand key definitions and Duke policy

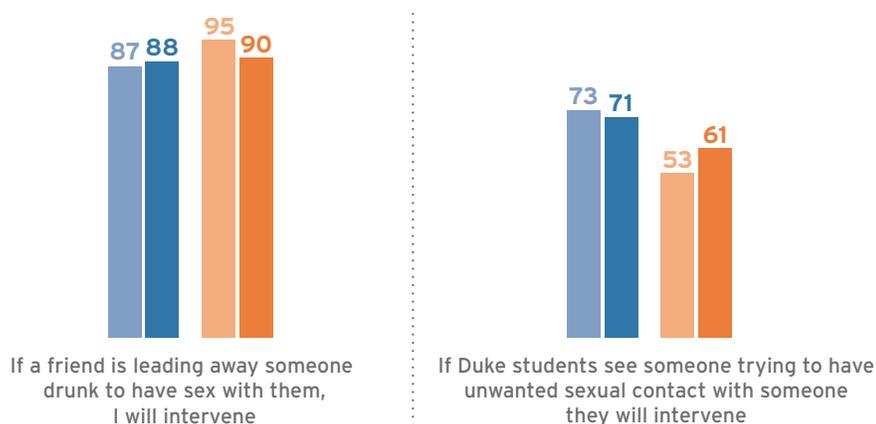
FIGURE ES3. EDUCATION AND COMPREHENSION (PERCENTAGE, UNDERGRADUATE STUDENTS)



As in the 2016 survey, most undergraduate students (male and female) reported in the 2018 survey that they had taken training that covered the definition of sexual assault and consent and were aware of Duke’s policy and prevention strategies. While less than half of graduate/professional students reported this in the 2016 survey, well over half reported doing so in the 2018 survey (likely as a result of required training for all incoming students implemented after the 2016 survey).

### The majority of undergraduate students perceive bystander intervention positively

FIGURE ES4. BYSTANDER INTERVENTION (PERCENTAGE, UNDERGRADUATE STUDENTS)



In both the 2016 and 2018 surveys, a majority of students at all levels expressed positive perceptions about bystander intervention (at least where they knew at least one of the individuals involved), although they tended to have higher perceptions about their own willingness to intervene than the willingness of other students; this was particularly true for female undergraduates.

### Duke needs to improve victim services

FIGURE ES5A. PERCEPTIONS ON VICTIM SERVICES (PERCENTAGE, UNDERGRADUATE STUDENTS)

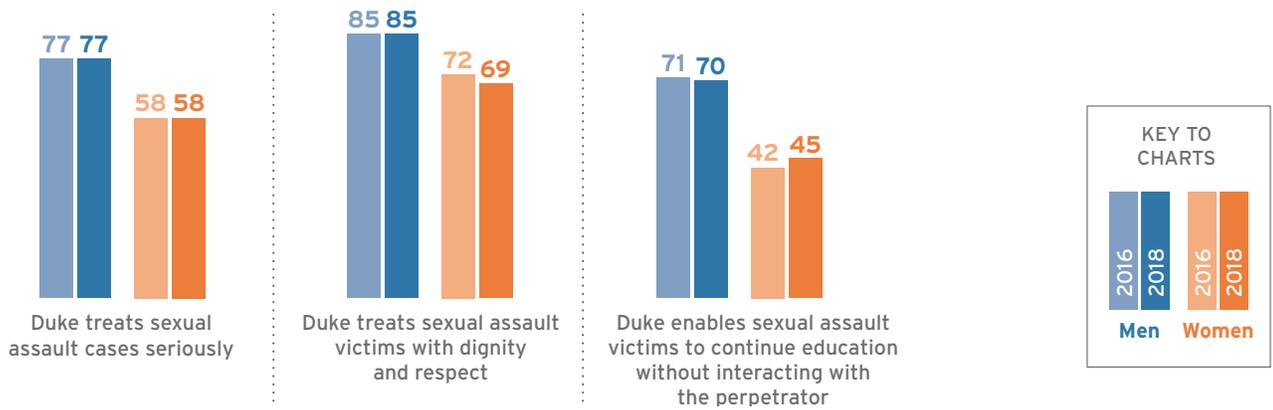
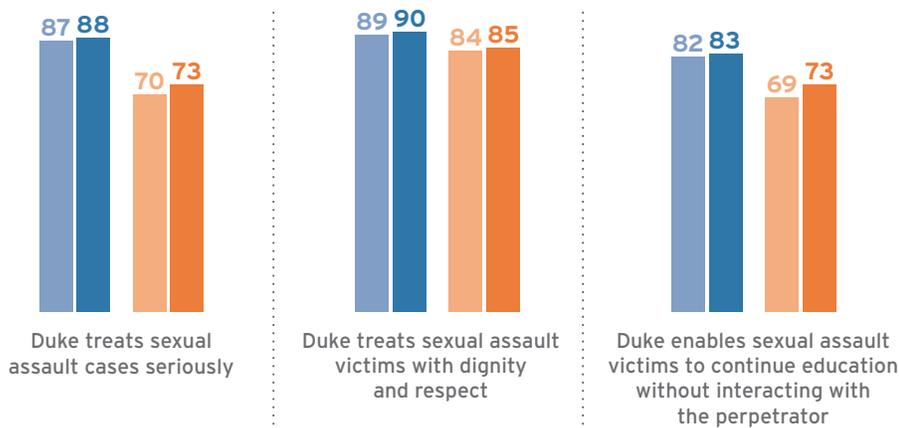


FIGURE ES5B. PERCEPTIONS ON VICTIM SERVICES (PERCENTAGE, GRADUATE STUDENTS)



As with a number of other survey questions, undergraduate female students tended to have less favorable perceptions in both the 2016 and 2018 surveys of how well Duke is doing in providing services to victims of sexual assault, taking reported incidents seriously, treating victims well, and helping them to continue their education without interacting with the perpetrator.

In both the 2016 and 2018 surveys, very few undergraduate and graduate/professional women who were sexually assaulted reported the incident to police or university officials; they were more likely to report it to roommates, friends, or families. However, those women (and particularly undergraduate women) who did report found the response to be helpful. Survey participants as a whole (male and female, undergraduate and graduate/professional) indicated that they were more likely to report sexual assault than victims actually did, with

the highest percentages indicating a likelihood of reporting to faculty, then to administrators, then to Duke Police, and then to crisis center/ hospital/student health.

Male undergraduates and both male and female graduate/professional students tended to have a positive perception of Duke's investigation and adjudication of sexual assault reports; as with a number of other areas, a lower percentage of undergraduate women shared these perceptions.

## SEXUAL HARASSMENT

In both the 2016 and 2018 surveys, undergraduate women represented the largest population of students experiencing sexual harassment.

- Students in most educational levels and demographic groups reported higher rates of sexual harassment in the 2018 survey for the 2017-2018 academic year than in the 2016 survey for the 2015-2016 academic year. However, there was a decrease for both male and female gay, lesbian, and bisexual (GLB) students. Nevertheless, in both surveys, GLB students at all levels generally reported the highest rates of sexual harassment.
- In the 2016 survey, Black/African-American and Hispanic undergraduate women reported the highest percentages of sexual harassment by race/ethnicity; in the 2018 survey, the percentages for White, Black/African-American, and Hispanic women were roughly the same. For graduate/professional women, White students reported slightly higher rates in 2016 and Hispanic students the highest rate in 2018.
- In both surveys, most reported experiences of sexual harassment included being the recipient of unwanted sexual advances, sexual comments, and sexual jokes.

## PREVALENCE OF SEXUAL ASSAULT

In evaluating this information, it is important to remember that, while changes from one administration of the survey to the next may be important, trends demonstrated over multiple administrations are the most significant.

That said, the 2018 survey results generally showed increases in the percentages of students at all levels reporting sexual assault and sexual harassment for the periods measured over the 2016 survey. These increases are certainly of concern, and raise the question of whether they reflect more incidents of assault or harassment, or an increase in awareness and/or willingness

to report, due in part to the amount of national attention focused on sexual misconduct since the 2016 survey. This is at least suggested by the significant increases in the percentages for sexual assault prior to enrolling at Duke, as seen in figures ES6, ES7, and ES8.

**FIGURE ES6. REPORTED EXPERIENCES OF SEXUAL BATTERY (PERCENTAGE)**

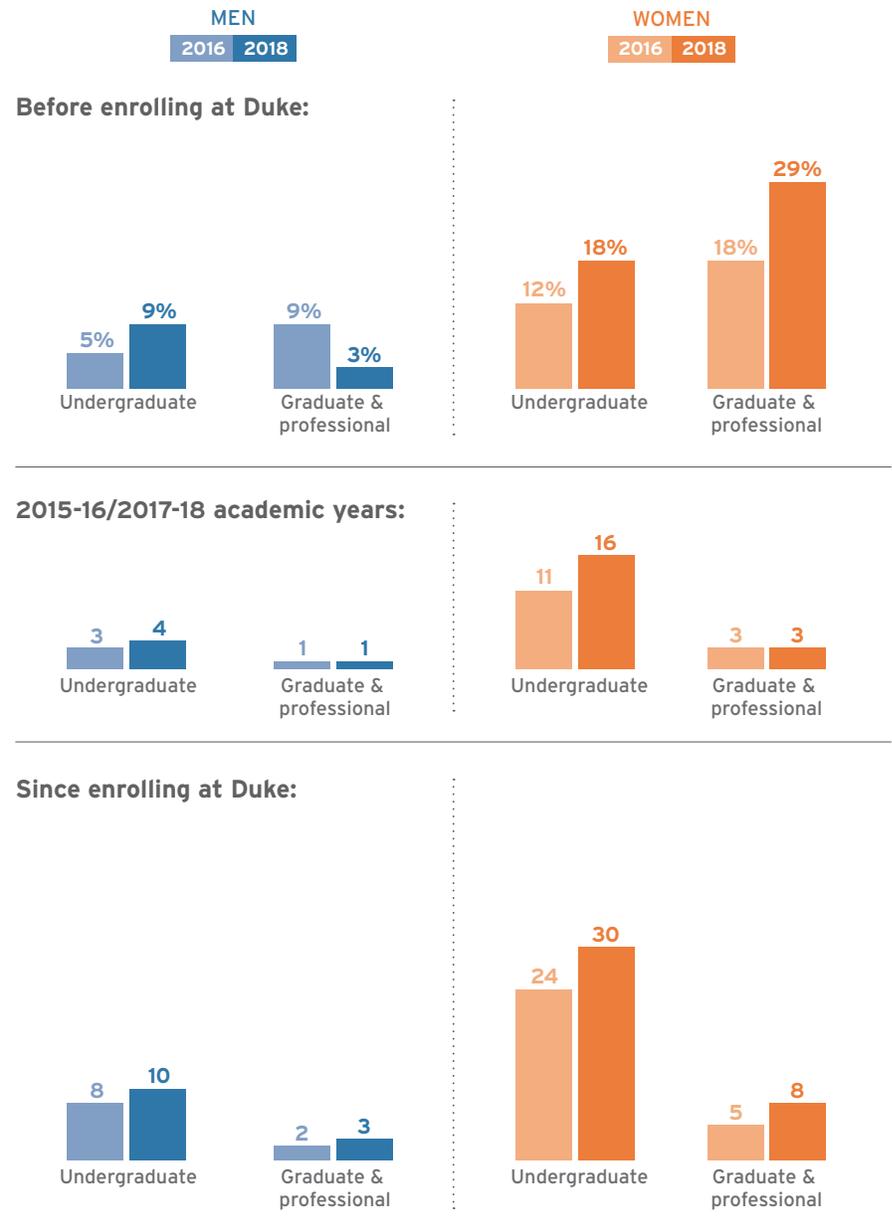


FIGURE ES7. REPORTED EXPERIENCES OF RAPE (PERCENTAGE)

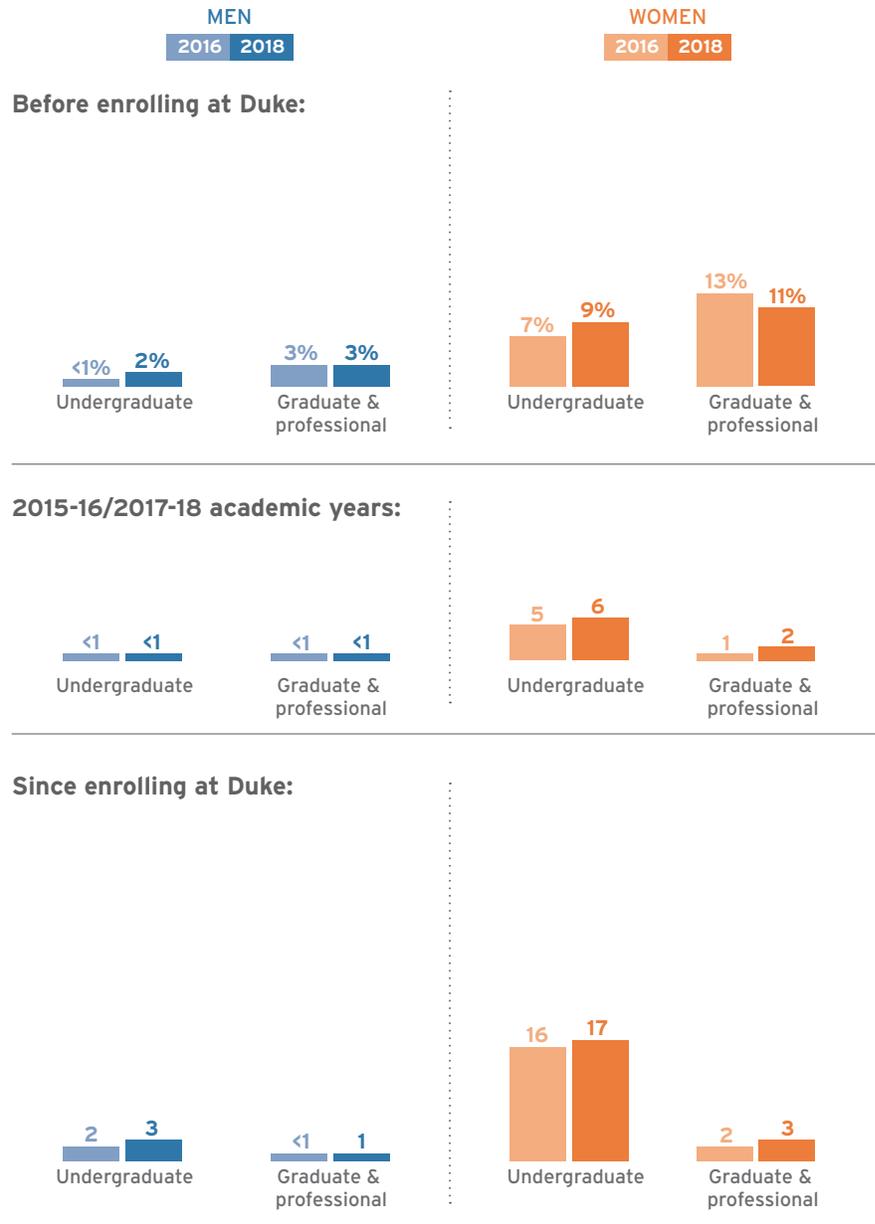
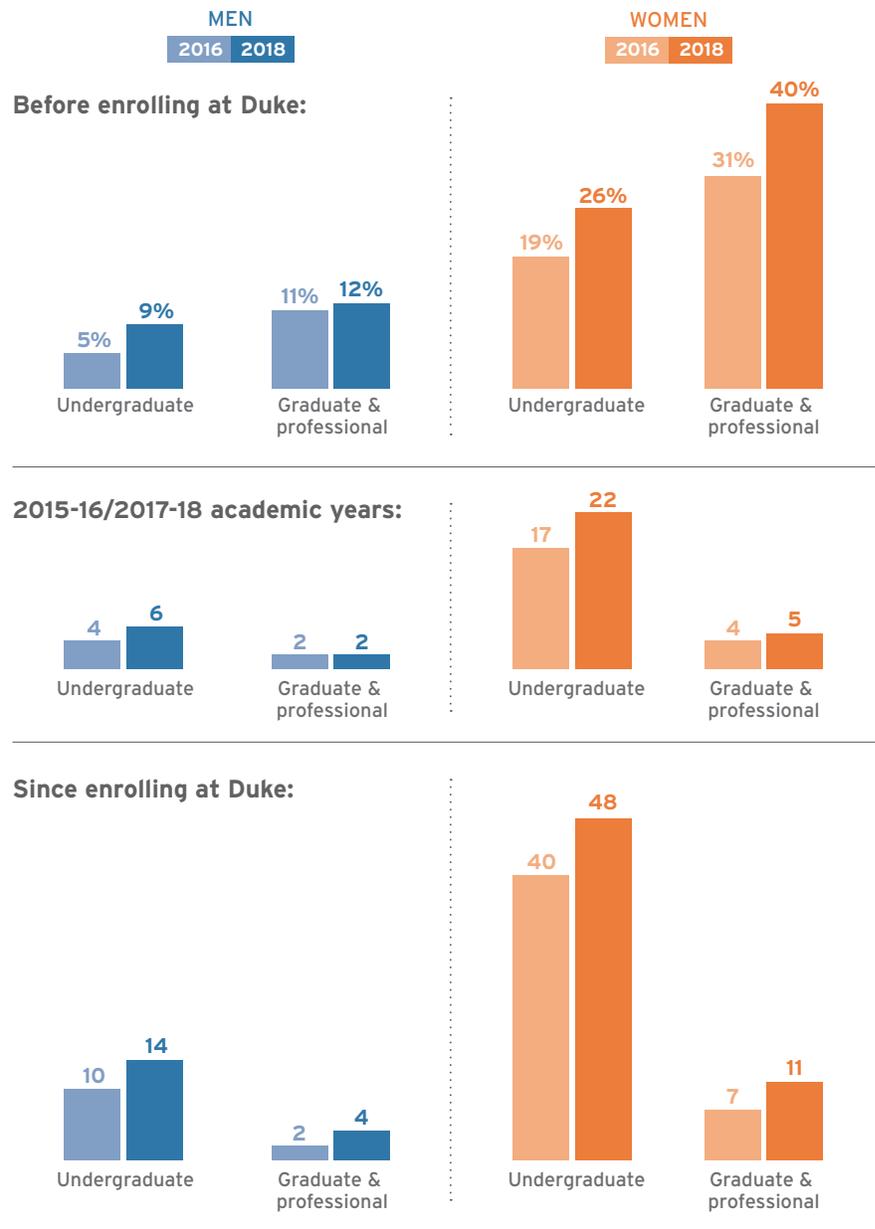


FIGURE ES8. REPORTED EXPERIENCES OF SEXUAL ASSAULT (PERCENTAGE)



When comparing 2016 and 2018 data, note that the 2016 survey focused on sexual assault, with data on sexual battery and rape included primarily in the appendices. For 2018, we have provided the data for sexual battery, rape, and sexual assault in the report itself; again, rape and sexual battery are mutually exclusive and together constitute sexual assault. In addition, other schools have conducted similar surveys, which variously included information on sexual battery, rape, non-consensual contact or touching, and other categories that differ from the categories used in Duke's survey. Different surveys may define sexual assault in different ways. Thus, comparisons of Duke's results to those of other schools should be made with caution.

## CHARACTERISTICS OF SEXUAL ASSAULT

### Impairment

As in the 2016 survey, both undergraduate and graduate/professional students reported a high level of alcohol or drug use by victims and perpetrators for sexual assault taking place during the 2017-2018 academic year.

### Location

In the 2016 survey, both undergraduate and graduate/professional students reported a higher percentage of sexual assaults taking place off campus than on campus. This continued to be the case in the 2018 survey for undergraduate female students and for graduate/professional students. However, undergraduate male students reported a slightly higher percentage of sexual assaults taking place on campus than off campus.

### Timing

As in the 2016 survey, female undergraduate and graduate/professional students reported in the 2018 survey that most incidents of sexual assault took place in the first three months of the academic year (August through November), with another spike for female graduate/professional students later in the year (in February in the 2016 survey and in March in the 2018 survey).

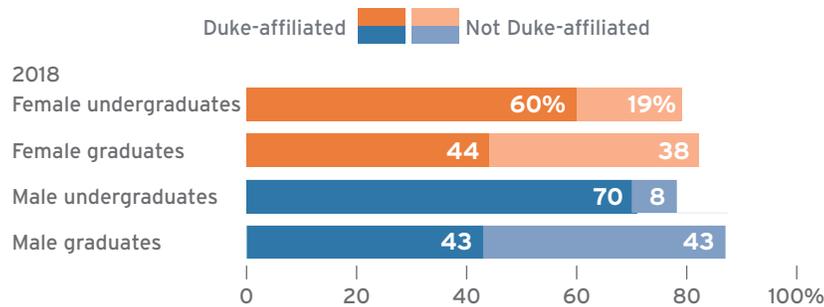
In both surveys, first year female undergraduates reported higher numbers of sexual assaults than students in the 2nd through 4th years, with the most occurring in September.

In the 2016 survey, male undergraduate students reported that most incidents of sexual assault took place in September, November, and March; male graduate/professional students reported that September had the most incidents. In the 2018 survey, male undergraduates reported the most incidents in October and January; male graduate/professional students reported the most incidents in March.

### Characteristics of and relationship to the perpetrator

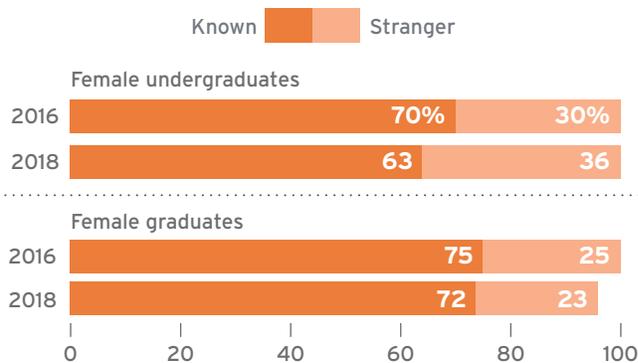
In both the 2016 and 2018 surveys, the majority of both female undergraduate and male and female graduate/professional victims reported that their perpetrators were male. In the 2016 survey, male undergraduate victims reported an equal percentage of their perpetrators as male and female, while in the 2018 survey very few reported their perpetrator as female.

**FIGURE ES9. PERPETRATOR BY AFFILIATION (PERCENTAGE)**



In the 2018 survey, the majority of undergraduate victims reported that their perpetrator was affiliated with Duke, with 8% of male undergraduates and 19% of female undergraduates reporting that the perpetrator was not affiliated with Duke; 43% of male graduate/professional students reported that their perpetrator was affiliated with Duke and 43% that the perpetrator wasn't, while 44% of female graduate/professional students reported the perpetrator as affiliated with Duke and 38% as not. In the 2016 survey, the majority of undergraduate victims and the majority of male graduate/professional victims reported that their perpetrators were Duke students; 45% of female graduate/professional students reported that their perpetrators were Duke students.

**FIGURE ES10. PERPETRATOR BY RELATIONSHIP (PERCENTAGE)**



In the 2018 survey, 36% of female undergraduates and 23% of female graduate/professional students reported that their perpetrator was a stranger. In the 2016 survey, 30% of female undergraduates and 25% of female graduate/professional students reported that their perpetrator was a stranger.

## NOTE ON DISABILITY AND SEXUAL MISCONDUCT

The 2018 survey asked for information based on disability; this was not asked in the 2016 survey. For example, the 2018 survey shows that 40% of undergraduate women with disabilities reported being sexually assaulted before enrolling at Duke, 22% during the 2017-2018 academic year, and 56% since enrolling at Duke. These are equivalent to the rates for female GLB undergraduates and are generally higher than for the other groups measured. These rates are consistent with national figures showing a higher prevalence of sexual assault for college students with disabilities than for other students.<sup>3</sup>

## NEXT STEPS

Duke is committed to promoting a culture of equality, responsibility, and support where all students have an opportunity to thrive. To this end, we offer a wide range of education and prevention programs and are developing more. We have also increased resources for responding to incidents of sexual misconduct over the past several years. But the results of this survey show that considerable work remains to reduce the number of incidents of sexual misconduct and to encourage students to report when it occurs. To that end, this report will be presented to Duke's Sexual Misconduct Task Force for further analysis. The Task Force – consisting of students, faculty, and staff – will be asked to develop both short-term and long-term recommendations for Duke's senior leadership to enhance the university's prevention and response efforts. Again, the survey will be administered periodically, with the data from the first two administrations used as a benchmark to determine if there has been improvement and to guide further improvements to and modifications of our initiatives and activities.

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<sup>1</sup>To better ensure that the students participating in the survey understood the nature of the questions, the survey used such terms such as victim and perpetrator. However, in all other Duke policies, trainings, and communications, Duke uses neutral terms such as reporting party, complainant, accused, and respondent.

<sup>2</sup>Seven climate scales were developed (based on the same survey items) in both 2016 and 2018, with each scale scored based on students' responses to individual items that comprise the scale and with higher values indicating more positive climate ratings.

<sup>3</sup>[Not on the Radar: Sexual Assault of College Students with Disabilities, National Council on Disability \(2018\).](#)

# Use of Findings and Next Steps

## Building a culture of safety, respect, and equality

Duke is committed to promoting a culture of equality, responsibility, and support where all students have an opportunity to thrive. To this end, we offer a wide range of education and prevention programs and are developing more. These include:

- Required training for incoming undergraduate, graduate, and professional students
- Developing educational programming for subsequent years
- Required training for all University and Health System employees
- Voluntary training opportunities
- PACT bystander intervention training, recently revised to include a “PACTivist” component with strategies and requirements for continued student engagement
- Five Key Norms
- Let’s Talk Consent
- 50 Shades of...an Unhealthy Relationship
- Alcohol EDU
- Party Monitor
- It’s Your Move
- Participation in a grant sponsored by the U.S. Department of Justice on situational/environmental prevention efforts specifically focused on undergraduate female students of color.

- A website dedicated to connecting students with resources for immediate and long term support, reporting misconduct, and education on intervention and prevention (<https://studentaffairs.duke.edu/sexual-misconduct-prevention-and-response>)
- Coordinating the various efforts by the university and by students into a systematic and consistent prevention and education strategy, including ongoing educational programming beyond orientation (designed, in particular, to reach students who are not already predisposed to take one of the voluntary offerings listed above)
- Support for the prevention and awareness efforts of student groups, including those participating in the Duke Students Against Gender Violence coalition

## INCREASED RESOURCES

We have also added resources for responding to incidents of sexual misconduct:

- Increased the number of staff involved with the adjudication process
- Published annual reports on responses to incidents of sexual misconduct committed by students at <https://studentaffairs.duke.edu/sexual-misconduct-prevention-and-response/get-educated>
- Recruitment and training of additional students, faculty, and staff to serve as hearing panelists.

## CONSIDERABLE WORK REMAINS

But the results of this survey show that considerable work remains to reduce the number of incidents of sexual misconduct and encourage students to report when it occurs. To that end, this report will be presented to Duke's Sexual Misconduct Task Force for further analysis. The Task Force – consisting of students, faculty, and staff – will be asked to develop both short-term and long-term recommendations for Duke's senior leadership to enhance the university's prevention and response efforts. The survey will be administered periodically, with the data from the first administration in 2016 and from this survey used as a benchmark to determine if there has been improvement.

The university, including the Division of Student Affairs and Office for Institutional Equity, among other university offices, will work with the Task Force to identify issues for which additional information and opinions should be obtained through, e.g., community forums, focus groups, and targeted surveys. Such issues could include:

- A clear majority of students in all respondent categories reported feeling safe on campus. It may be useful to compare this with the reported prevalence rates for both sexual assault and sexual harassment.
- Students reported high levels of awareness/knowledge about sexual assault. Again, it may be useful to compare this with reported prevalence rates. Do students have incorrect information about, e.g., the definition of consent under Duke's policies? Or, do they have a correct understanding, but are not applying that knowledge? Similarly, results from Haven (now called Sexual Harassment Prevention for Undergraduates) and PACT show they change attitudes and knowledge, but don't measure whether there are subsequent changes in behavior that lead to a reduction in prevalence.
  - » Given the lack of research-based prevention strategies applicable to higher education, how do we best invest our resources for education and awareness to reduce the number of incidents of sexual misconduct?
  - » Can we make our current training (e.g., PACT, Haven/now called Sexual Harassment Prevention for Undergraduates, Haven Plus/now called Sexual Harassment Prevention for Graduates) more effective by, e.g., improving marketing to increase the number of participants? Can we revise the training to make it more about changing behavior instead of imparting knowledge?
  - » This includes reducing the number of incidents of sexual assault during the first few months of the academic year, particularly for entering first year women.
- As in the 2016 survey, many students who reported being sexually assaulted did not perceive the misconduct as upsetting. Is this to be expected and accepted as a general response to sexual assault, or does it indicate a need for broadly disseminated programming on the impact of sexual misconduct?
- More specific information about the location of sexual assault taking place on campus and on ways to prevent sexual misconduct in specific locations.
- A significant number of undergraduate female students continue to believe that Duke is not doing a good job of trying to prevent sexual assault or of investigating and adjudicating reported cases. How much of this is based on objective information, or does this perception reflect a lack of awareness of what Duke is actually doing? Are students aware of the annual reports on responses to incidents of sexual misconduct at <https://studentaffairs.duke.edu/sexual-misconduct-prevention-and-response/get-educated>? What else can be done to address these issues?

- Similarly, and related, there are low reporting numbers for all groups of students, including to the Office of Gender Violence Prevention and Intervention in the Women's Center and other confidential resources.
  - » There are many reasons why students may not report sexual misconduct, including that they are still dealing with the impact of the trauma, have concerns about privacy, do not know how to report, are concerned about what will happen if they do report, and do not trust the process.
  - » The initial concern for those who work with sexual misconduct is that students who are sexually assaulted get the medical help, counseling, and accommodations they need to deal with the impact of the misconduct and, hopefully, be able to continue their education. Of course, Duke wants to hold respondents accountable when there is sufficient information to establish responsibility, and encourage students to report to the university and/or the police, but we recognize that many students may choose to not report.
  - » Thus, Duke wants to make sure that students have an accurate understanding of the services that are available and of what to expect in the adjudication process. While there may be other obstacles to reporting - obstacles we want to identify and address, if possible - we don't want lack of information to prevent students from getting help.
- Further exploration of the role of alcohol and drugs in sexual misconduct, including strategies to address it.
- There was a significant increase in the number of students who would report an incident if a friend told them that they had sexual contact with someone who had passed out. This suggests the importance of a personal connection with the victim, but could raise an issue about concern for the greater Duke community.
- The 2018 survey showed an increase in awareness of sexual misconduct by graduate/professional students. It also showed that sexual harassment is a more frequent occurrence for them than sexual assault. Using the information in the survey, as well as information received during a separate survey done by the Provost's Office in 2018, how can we better serve graduate/professional students by continuing to improve awareness of sexual misconduct, the services available and how to complain, and by increasing participation in bystander intervention training?
- The 2018 survey results showed continued high rates for GLB students. The results also showed an increase in prevalence for female Hispanic undergraduates. They also showed that students with disabilities were particularly likely to experience sexual misconduct. How can we better serve these groups (and students of color generally), both as to prevention and any unique obstacles to reporting?

- How to address the relatively high percentage of assault by strangers as compared to national figures.
- Given high student regard for faculty, can we better use faculty in efforts to address sexual misconduct, particularly regarding prevention and awareness?
- The Office for Civil Rights of the U.S. Department of Education issued a Notice of Proposed Regulations in late 2018. While it is too soon to predict what the final regulations will say, or when they will be issued, the proposed regulations have a number of provisions that could discourage students from reporting sexual misconduct, and particularly from going through an investigation and hearing. In anticipation of these changes, Duke may wish to have in place alternative resolution approaches such as restorative justice and mediation, approaches that are already being explored by Student Affairs for use for all forms of student misconduct.

# Detailed Findings

## Details of the 2018 Duke University Student Experiences Survey findings

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All appendices can be found online at

<https://studentaffairs.duke.edu/sexual-misconduct-prevention-and-response/get-educated>

# Study Overview and Methods

Duke University contracted with RTI International to conduct the 2018 Duke Student Experiences Survey. RTI is a nonprofit research organization with extensive experience conducting student surveys on sexual assault victimization and campus climate related to sexual misconduct. This report briefly summarizes the methodology used to administer the survey to female and male undergraduate, graduate, and professional students at Duke University, and includes a number of detailed tables showing all estimates generated from the survey data.

## SURVEY ADMINISTRATION

The survey that was administered was based on the Campus Climate Survey Validation Study (CCSVS) instrument, which was validated by RTI in a 2015 study sponsored by the Bureau of Justice Statistics (BJS) and the Office on Violence Against Women (OVW). The same survey was also used in a 2016 survey of Duke students, allowing for change over the two-year period to be assessed. A small number of additional questions were added to yield a better understanding of participation in Duke-specific training programs. The survey instrument is included in Appendix A and included the following sections:

- Demographic characteristics
- General climate (school connectedness and perceptions about campus administrators)
- Sexual harassment and experiences with coerced sexual contact
- Sexual assault victimization gate questions
- Incident-specific follow-up (contextual details about the incident, reporting/non-reporting experiences, perceived impact, etc.)
- Intimate partner violence
- Stalking
- Perceptions about school climate related to sexual misconduct
- Participation in sexual assault prevention efforts
- Perceptions of university procedures regarding sexual assault reports

- Awareness of university procedures and resources for sexual assault
- Perceived tolerance for sexual harassment and sexual assault among the campus community
- Bystander behaviors

The survey was fielded from March 27, 2018 until May 18, 2018. All undergraduate, graduate, and professional students who were 18 years of age or older were invited to complete the confidential, web-based survey. Students were initially notified about the survey by an email from Larry Moneta, Ed.D, Vice President for Student Affairs, with several emailed reminders throughout the survey period. In order to protect students' privacy, Duke contracted with RTI International to administer the survey and perform data analysis. Participation in the survey was voluntary. To encourage participation, 90 students who completed the survey were randomly selected to win a \$100 Amazon.com gift card. The survey displayed links to local and national support services related to sexual violence.

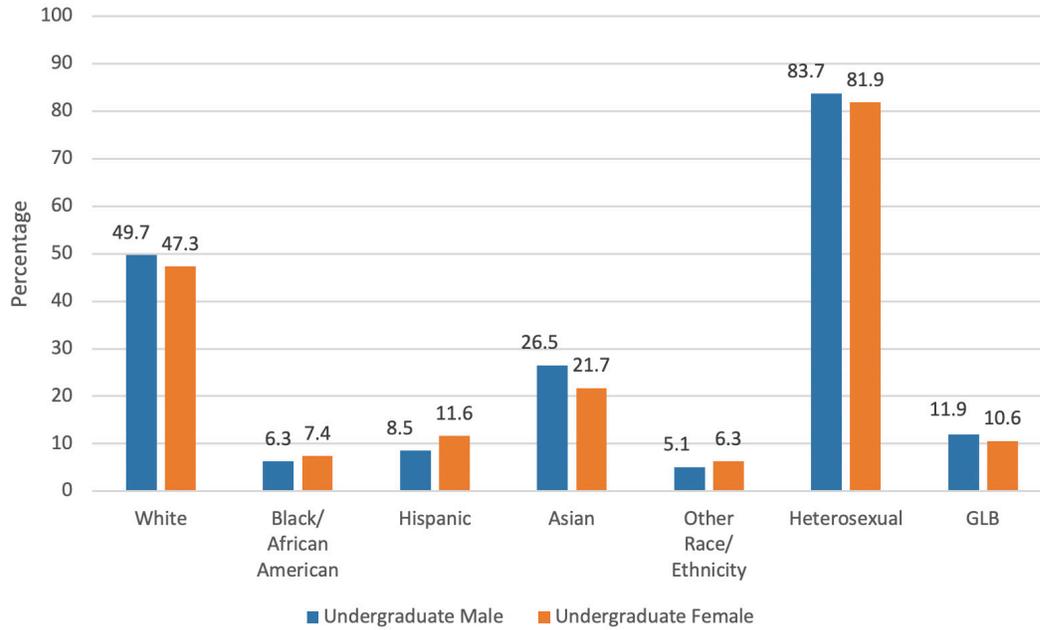
**A note on terminology:** *The data reflected in this report represents the information reported by the survey respondents. There is much discussion amongst those who work in the sexual violence field as to the appropriate terminology – victim or survivor, perpetrator or accused, reported or alleged, reporting party and responding party, etc. In its own policies and procedures, Duke uses the terms complainant and respondent. However, because RTI used the term victim and perpetrator in their data tables, those terms have been used in this report.*

## RESPONSE RATES AND RESPONDENT CHARACTERISTICS

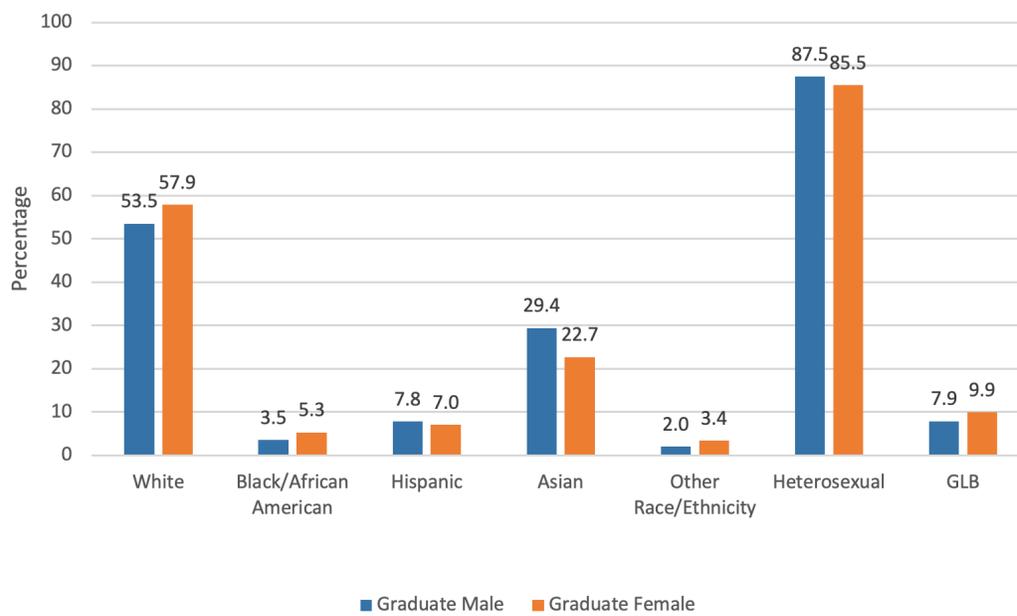
The survey was completed by a total of 6,782 Duke students in the Spring of 2018. The response rates varied by student group, with female students responding to the survey at higher rates than male students and, among men, graduate/professional students responding at a higher rate than undergraduates. Specifically, 48% of undergraduate women, 31% of undergraduate men, 42% of female graduate/professional students, and 39% of male graduate/professional students participated.

Respondent characteristics are shown in Figures 1a and 1b, with additional characteristics such as year of study, length of enrollment, age, school, international status, disability status, and gender identity shown in Appendix B, Tables 2a (undergraduate students) and 2b (graduate/professional students).

**FIGURE 1A. CHARACTERISTICS OF UNDERGRADUATE RESPONDENTS (APPENDIX B, TABLE 2)**



**FIGURE 1B. CHARACTERISTICS OF GRADUATE AND PROFESSIONAL STUDENT RESPONDENTS (APPENDIX B, TABLE 2)**



A nonresponse bias analysis (which compared students who participated in the survey with those who were invited to but did not participate) was conducted by RTI using detailed student roster data. Minimal bias was detected (for example, among undergraduate students, those with lower SAT/ACT scores, lower GPAs, older students, and upperclassmen were slightly less likely to participate; among graduate/professional students, nonwhite students were slightly less likely to participate), but the survey data were adjusted or weighted to compensate accordingly. The results of the nonresponse bias analysis are shown in Appendix C.

## DEFINITIONS

The survey asked questions about a variety of types of sexual misconduct. Brief descriptions of each type of misconduct are provided below, as defined in the survey using behaviorally-specific language. The current report focuses on sexual assault and sexual harassment, but all estimates are included in the RTI data tables (see Appendix B).

- **Sexual harassment** includes any of the following behaviors (which could have happened in person or by phone, text message, e-mail, or social media): someone making sexual advances, gestures, comments, or jokes that were unwelcome to the student; someone flashing or exposing themselves to the student without their consent; someone showing or sending the student sexual pictures, photos, or videos that he/she did not want to see; someone showing or sending sexual photos/videos of the student or spreading sexual rumors about the student that he/she did not want shared; or someone watching or taking photos/videos of the student when he/she was nude or having sex, without their consent.
- **Coerced sexual contact** includes situations where someone had sexual contact (touching of a sexual nature, oral sex, anal sex, sexual intercourse, or other sexual penetration) with the student by threatening to tell lies, end their relationship, or spread rumors about him/her; making promises the student knew or discovered were untrue; or continually verbally pressuring the student after he/she said he/she did not want to.
- **Intimate partner violence** includes physical violence and threats by an intimate partner (boyfriend, girlfriend, spouse, or anyone the student was in an intimate relationship with or hooked up with, including exes and current partners). Specifically, it includes threats to hurt the student where they thought they might really get hurt; pushing, grabbing, or shaking; and hitting, kicking, slapping, or beating up the student.
- **Emotional abuse/coercive control by an intimate partner** includes the following behaviors: an intimate partner insulting, humiliating, or making fun of the student in front of others or attempting to control the student.

- **Stalking** includes a number of experiences that caused the student emotional distress or made them afraid for their personal safety. Students were classified if they experienced one of the following AND indicated that the same person did any of them more than once:
  - » following you around, watching you, showing up, riding by, or waiting for you at home, work, school, or any other place when you didn't want them to; sneaking into your home, car, or any place else and doing unwanted things to let you know they had been there; giving or leaving you unwanted items, cards, letters, presents, flowers, or any other unwanted items; harassing or repeatedly asking your friends or family for information about you or your whereabouts;
  - » (contacts or behaviors using various technologies, such as your phone, the Internet, or social media apps): making unwanted phone calls to you, leaving voice messages, sending text messages, or using the phone excessively to contact you; spying on you, tracking your whereabouts, or monitoring your activities using technologies, such as a listening device, camera, GPS, computer or cell phone monitoring software, or social media apps like Instagram, Twitter, Facebook, Snapchat, or Tinder; posting or threatening to post inappropriate, unwanted, or personal information about you on the Internet? This might include private photographs, videos, or spreading rumors; sending unwanted e-mails or messages using the Internet, for example, using social media apps or websites like Instagram, Twitter, Facebook, Snapchat, or Tinder.
- **Sexual assault** includes any unwanted, nonconsensual sexual contact ("sexual contact that you did not consent to and that you did not want to happen"). It includes both sexual battery and rape. It does NOT include sexual harassment or coerced sexual contact.
  - » **Sexual battery** is defined as any unwanted, nonconsensual sexual contact that involved forced touching of a sexual nature, not involving penetration. This could include forced kissing, touching, grabbing, or fondling of sexual body parts.
  - » **Rape** is defined as any unwanted, nonconsensual sexual contact that involved a penetrative act, including oral sex, anal sex, sexual intercourse, or sexual penetration with a finger or object. Sexual battery and rape are mutually exclusive categories (e.g., a victim or a sexual victimization incident would be counted as one or the other, but not both).

**Note** that this report generally only includes information when the estimates were considered reliable. As a general matter, an estimate was considered not reliable when it either has less than 10 persons endorsing it or there is a relative standard error greater than 50%. In some cases, this report includes some estimates that violate these rules, but only when the lower bound of the confidence interval does not include 0 (see Appendix D). For this reason, information on some groups (e.g., transgender students and certain ethnic groups) does not appear in the report - the numbers of students participating were too small to include without raising the possibility of identification. In addition, the percentages reflected in some of the figures may not seem to sum correctly (e.g., do not sum to 100%); this is often due to the way some of the survey questions were asked (whether there were follow-up questions and whether the respondent answered them), multiple types or incidents of misconduct occurring during the same interaction, reporting to more than one resource, etc. Appendix B contains all the tables and figures generated by RTI, which contain additional information.

# Key Findings for Undergraduate Students

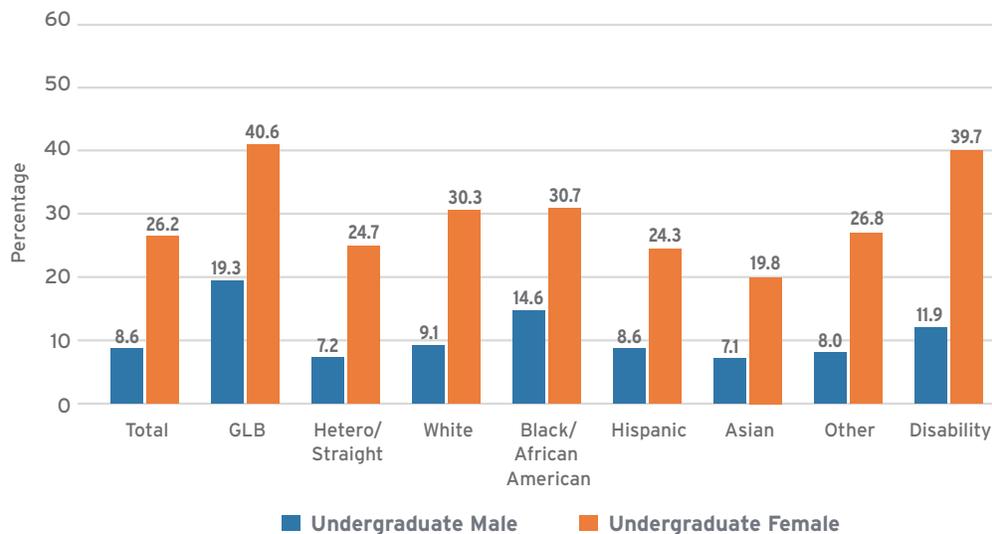
## ESTIMATED PREVALENCE RATES AND INCIDENT CHARACTERISTICS

### Sexual Assault

#### Before Enrolling at Duke

The percentage of undergraduate men and women (including all students as well as specific student subgroups) that reported experiencing sexual assault before enrolling at Duke is shown in Table 1 and Figures 2a and 2b below. (The findings correspond to Appendix B, Tables 5a and 5b, which contain additional detail.) Overall, more than a quarter (26.2%) of female undergraduates reported experiencing sexual assault before enrolling at Duke. Nearly 18% had experienced sexual battery and 8.5% had experienced rape (see Appendix B, Table 5a). Among male undergraduates, 8.6% reported experiencing sexual assault before enrolling at Duke (6.4% had experienced sexual battery and 2.2% had experienced rape, see Appendix B, Table 5b).

**FIGURE 2. PREVALENCE OF SEXUAL ASSAULT BEFORE ENROLLING AT DUKE, UNDERGRADUATES (APPENDIX B, TABLES 5A AND 5B)**



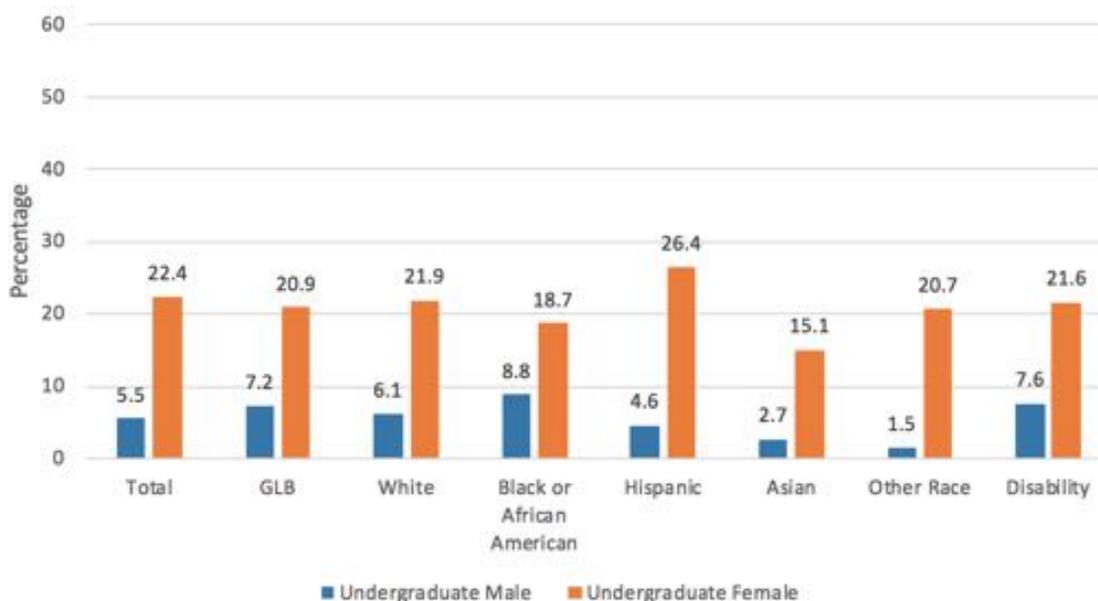
For both male and female undergraduates, students who identified as gay, lesbian, or bisexual (referred to in this report as GLB) were more likely to have experienced sexual assault before enrolling at Duke than heterosexual/straight students; data for transgender students for all reference periods are included in Tables 4A-D and 5A-D in Appendix B, but the estimates were not considered reliable. The data also show that students with a disability registered with Duke’s Student Disability Access Office were more likely to have experienced sexual assault before enrolling at Duke than those without a registered disability. No clear pattern was evident with regard to race or ethnicity except that Asian students were less likely to have experienced sexual assault before enrolling at Duke than other groups.

When considering the findings for student subgroups in this Figure and throughout the report, attention should be paid to the actual numbers of individuals in the particular subgroup (which can be found in Appendix B, Table 2a), which may be quite small. For example, the estimate that 40.6% of female GLB undergraduate students experienced sexual assault before enrolling at Duke (compared to 24.7% of heterosexual/straight students) is based on the 180 GLB undergraduate women participating in the survey (see Appendix B, Table 2a).

### Current Academic Year

The percentage of undergraduate students who reported experiencing sexual assault in the 2017-2018 academic year is shown in Figure 3.

**FIGURE 3. PREVALENCE OF SEXUAL ASSAULT IN 2017-2018 ACADEMIC YEAR, UNDERGRADUATES (APPENDIX B, TABLES 4A AND 4B)**



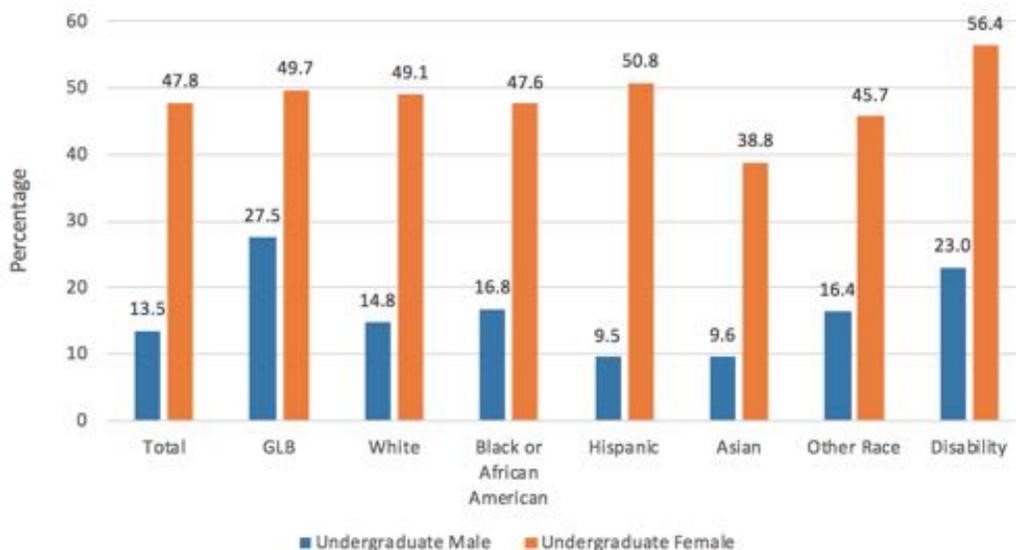
As shown in the figure, 22.4% of undergraduate women experienced sexual assault during the 2017-2018 academic year. The prevalence of sexual battery was 15.7% for women and the prevalence of rape was 5.9% (see Appendix B, Table 4a). Among undergraduate men, 5.5% experienced sexual assault during the 2017-2018 academic year; the prevalence of sexual battery was 3.8% (the estimate for rape was statistically imprecise; for additional detail, see Appendix B, Table 4b).

Among women, Hispanic students had the highest rates, whereas they had the lowest rates before coming to Duke. Also, though not reflected in Figure 3, the age group with the highest sexual assault prevalence among female undergraduates was 18 year-olds (26.4%) (see Appendix B, Table 4a). Finally, in the 2016 survey the prevalence rate for GLB women was higher than for heterosexual women; however, in the 2018 survey, their rate (20.9%) was similar to that of heterosexual/straight women (20.0%), the rate for bisexual women was higher, at 24% (see Appendix B, Table 4a). Among men, African American/Black students (8.8%), those with a registered disability (7.6%), and GLB men (7.2%) had the highest rates.

### Since Enrolling at Duke

The percentage of students who reported experiencing sexual assault since enrolling at Duke is shown in Figure 4. Overall, nearly half of undergraduate women (47.8%) reported experiencing sexual assault since enrolling at Duke, with 30.3% experiencing sexual battery, and 16.5% experiencing rape (see Appendix B, Table 5a). Among men, 13.5% reported experiencing sexual assault since enrolling at Duke, with 9.5% experiencing sexual battery and 3.1% experiencing rape during this time period (see Appendix B, Table 5b).

**FIGURE 4. PREVALENCE OF SEXUAL ASSAULT SINCE ENROLLING AT DUKE, UNDERGRADUATES (APPENDIX B, TABLES 5A AND 5B)**



The rates for White, Black/African American, and Hispanic females are roughly the same, whereas in the 2016 survey the rate for Hispanic females was considerably higher than for the other two. Among both male and female undergraduates, students with a registered disability and who identify as GLB had the highest rates. Specifically,

- Among women, 56.4% of students with a registered disability experienced sexual assault since enrolling at Duke (compared to 45.7% of women without a disability) and 49.7% of GLB women (compared to 45.6% of heterosexual/straight women) experienced sexual assault during this time period (see Appendix B, Table 5a).
- Among men, 23.0% of those with a disability experienced sexual assault since enrolling at Duke (compared to 12.5% of men without a disability) and 27.5% of GLB men (compared to 11.0% of heterosexual/straight men) experienced sexual assault.

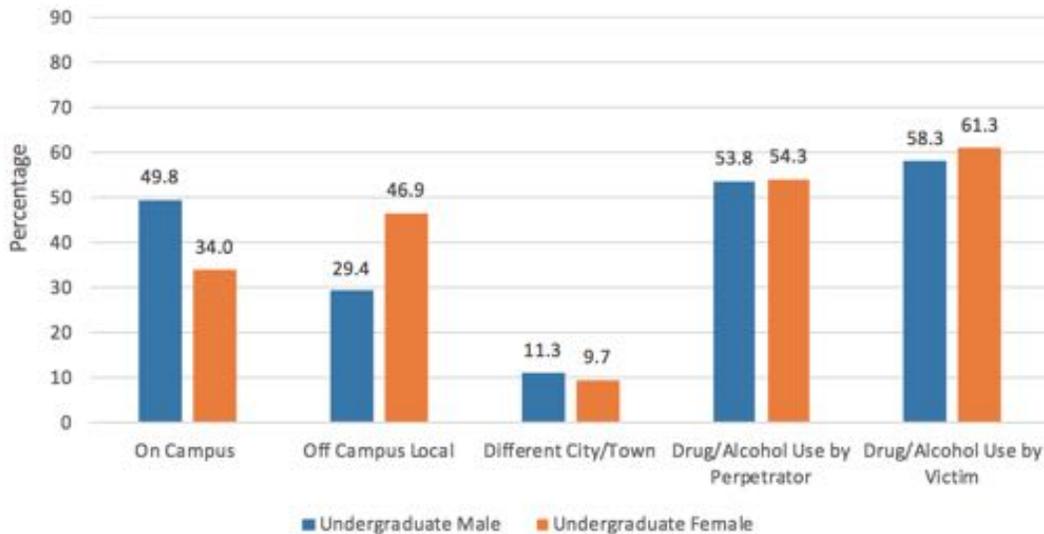
### **Sexual Assault Incident Characteristics**

Students who experienced sexual assault during the 2017-2018 academic year were asked a series of questions about each incident they experienced (up to three incidents). Key findings from these data are shown in Figures 5-12, with additional details included in Appendix B, Tables 7a-7c.

**Incident location and the Role of Alcohol and Drugs.** Among the sexual assault incidents experienced by undergraduate women, a higher percentage took place off campus but in the local area (46.9%) than on campus (34.0%; see Figure 5).<sup>1</sup> For men, the reverse was true, with about half of incidents (49.8%) taking place on campus and 29.4% happening off campus. While the questions about location were different from those asked in the 2016 survey, use of a standardization approach for the 2016 results show that the percentage of incidents taking place on campus remained about the same, the percentage of incidents taking place off campus but nearby increased by about 11 percentage points, and the percentage of incidents taking place off campus in a different city or town decreased by that same amount.

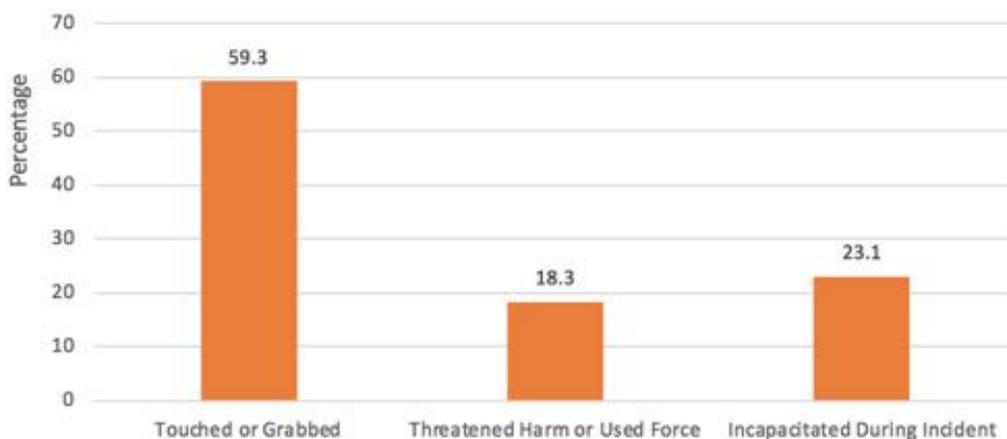
For both male and female victims, well over half of sexual assault incidents involved drug or alcohol use on the part of the perpetrator and/or the victim. Among incidents experienced by women, 61.3% involved drug/alcohol use by the victim (similar to the 2016 survey) and 54.3% involved drug/alcohol use by the perpetrator (down from 49%). Similarly high rates were evident for incidents experienced by men; 58.3% of incidents involved drug/alcohol use by the victim (down from 67%) and 53.8% involved drug/alcohol use by the perpetrator (an increase from 49%).

**FIGURE 5. INCIDENT LOCATION AND ALCOHOL/DRUG USE, UNDERGRADUATES (APPENDIX B, TABLE 7A)**



**Tactic Used During the Incident.** As shown in Figure 6, among incidents experienced by undergraduate women, the most common tactic used during the incident was the perpetrator touching or grabbing the victim, which occurred in 59.3% of incidents. About 18% of incidents involved force or threats to harm the victim, and 23% involved the victim being incapacitated and unable to provide consent (these percentages were roughly the same in the 2016 survey). Thus, although many incidents involved alcohol or drug use (Figure 5), far fewer rose to the level of victim incapacitation.

**FIGURE 6. SEXUAL ASSAULT TACTICS USED, FEMALE UNDERGRADUATES (APPENDIX B, TABLE 7A)**

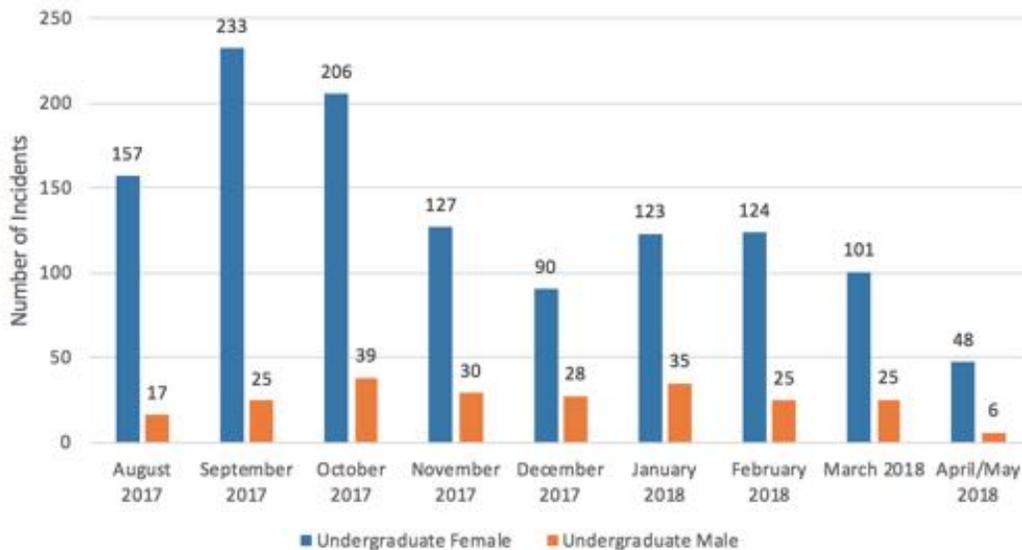


<sup>1</sup>In the incident characteristics figures (Figures 5-12), the percentages often do not sum to 100% because for many questions, students could select more than one answer. In addition, the data show the percent of incidents with certain characteristics and students who experienced more than one incident answered the questions for each incident (up to three).

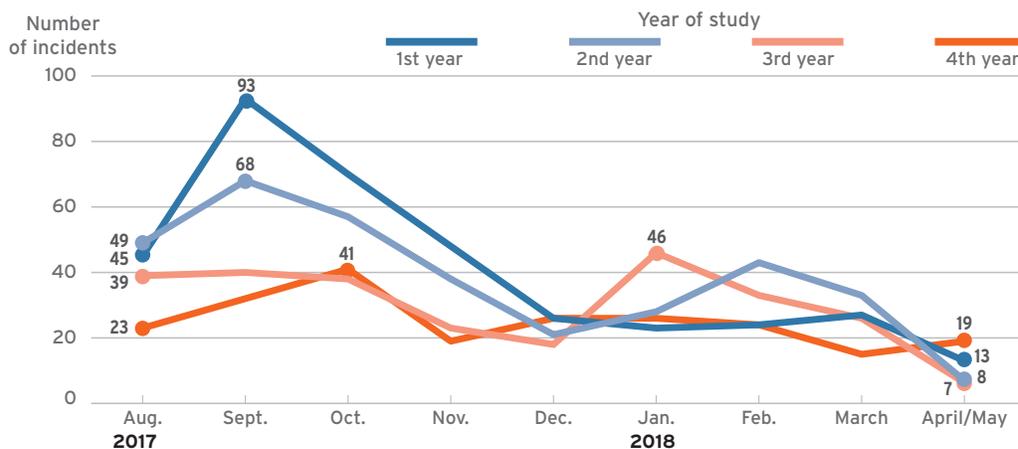
**Month of Incidents.** The number of sexual assault incidents, by month, that were experienced during the 2017-2018 academic year by undergraduate males and females are shown in Figure 7. Not surprisingly, given the higher prevalence of sexual assault experienced by women, the number of incidents is higher for women than men throughout all months. When looking at the number of incidents experienced by undergraduate women, the largest number took place during the first three months of the academic year (August through October). This was also true in the 2016 survey.

When looking at the distribution of incidents by month separately by year of study among undergraduate women (Figure 8), first year students experienced the largest number of incidents in September and October in both the 2016 and 2018 surveys.

**FIGURE 7. NUMBER OF SEXUAL ASSAULT INCIDENTS EXPERIENCED BY MONTH, UNDERGRADUATES**



**FIGURE 8. NUMBER OF SEXUAL ASSAULT INCIDENTS EXPERIENCED BY YEAR OF STUDY AND MONTH, FEMALE UNDERGRADUATES**



**Perpetrator Characteristics.** Data on perpetrator gender and affiliation with Duke are shown in Figure 9. The majority (88.8%) of sexual assault incidents experienced by undergraduate women involved a male perpetrator (as reported by the victim), similar to the 2016 survey. For incidents experienced by men, one-third (33.0%) involved a male perpetrator and 52.6% involved a female perpetrator, a change from 2016 when the percentages were 44% for both. For the majority of incidents experienced by both women (60.1%) and men (71.4%), the perpetrator was affiliated with Duke; in 2016, the percentages were 69% for women and 78% for men. At least part of the decline appears to be due to an increase in the percentages for perpetrators not affiliated with Duke - from 16% to 19.6% for women and from statistically unmeasurable in 2016 to 9% for men.

**FIGURE 9. CHARACTERISTICS OF SEXUAL ASSAULT PERPETRATOR, UNDERGRADUATES (APPENDIX B, TABLE 7A)**

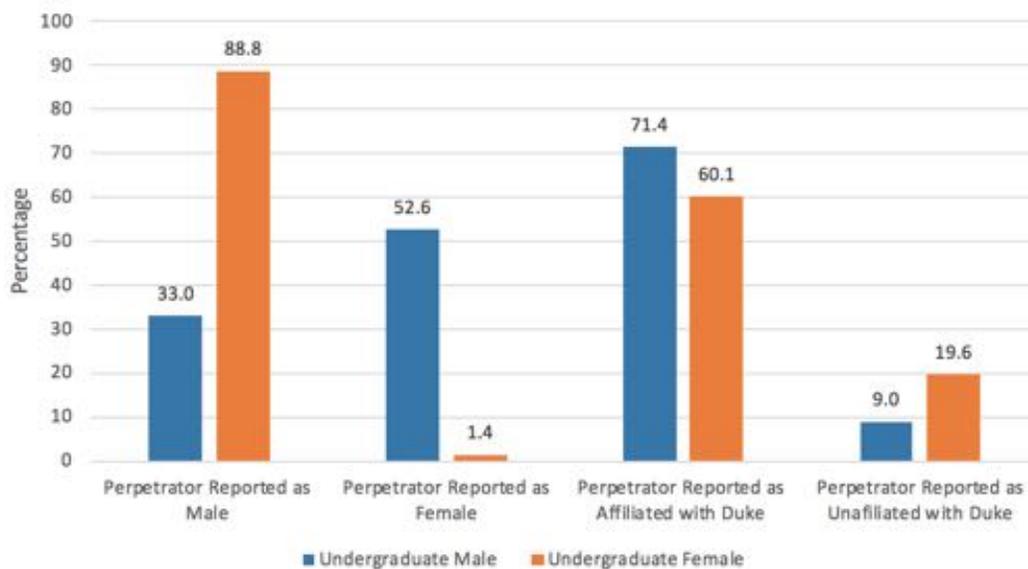
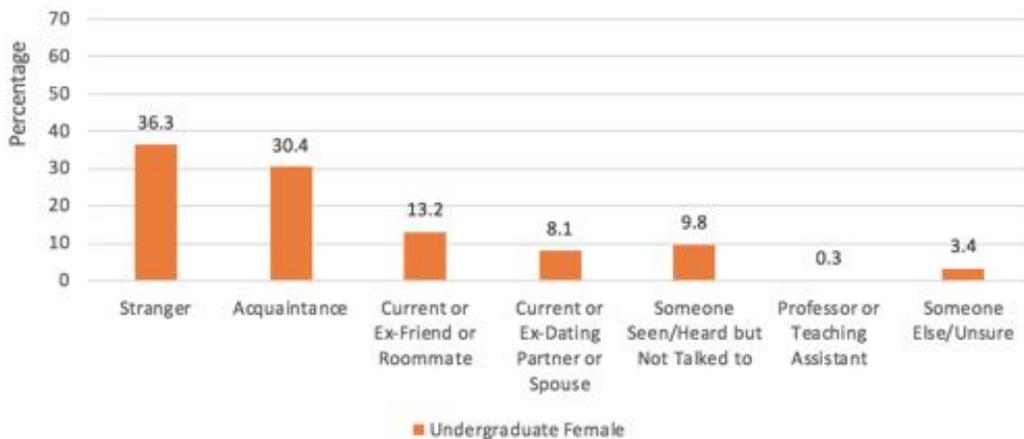


Figure 10 shows additional information about the student’s relationship to the perpetrator for incidents experienced by undergraduate women. For 36.3% of sexual assault incidents experienced by undergraduate females, the perpetrator was a stranger, even more than in 2016 (33%). In an additional 9.8% of incidents, the perpetrator was someone the victim had seen or heard but not talked to (an increase from 6% in 2016). This percentage of incidents perpetrated by someone unknown to the victim is fairly high compared to previous national studies (see, e.g., Cullen, Fisher, & Turner, 2000, p. 17, indicating that approximately 90% of sexual assault victims know their reported perpetrator). However, in the Appendix B tables that break down incident characteristics for rape incidents and sexual battery incidents (see Appendix B, Tables 7b and 7c), it is evident that strangers were much more likely to be involved in sexual battery incidents (45.9%) than rape incidents (19.5%).

FIGURE 10. RELATIONSHIP TO PERPETRATOR, UNDERGRADUATE FEMALES



**Incident Impact.** Figure 11 shows female victims’ assessment of how upsetting the incident was. As in 2016, in half (50.1%) of sexual assault incidents experienced by undergraduate women, the victim perceived the assault to be “very upsetting” or “upsetting.” However, when looking separately at rape incidents (Appendix B, Table 7c), a much higher percentage (82.9%, down from 86.9% in 2016) were perceived in this manner. In contrast, 49% off sexual battery incidents were perceived as “very upsetting” or “upsetting,” an increase from 41.1% in 2016 (see Appendix B, Table 7b).

FIGURE 11. PERCEPTION OF INCIDENT, UNDERGRADUATE FEMALES (APPENDIX B, TABLE 7A)

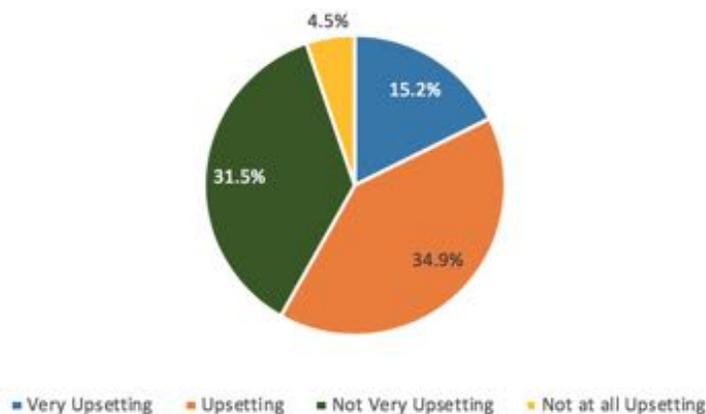
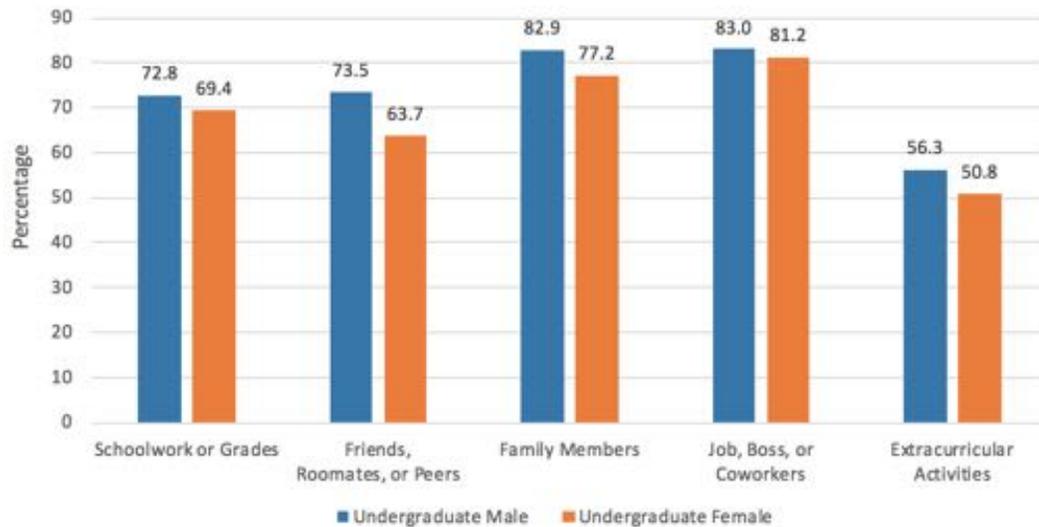


Figure 12 shows male and female sexual assault victims’ assessments of how much the incident impacted various aspects of their lives. Specifically, the figure shows the percent of incidents in which the victim indicated that the incident did **not** lead to problems in these areas.

**FIGURE 12. IMPACT OF INCIDENT (PERCENT REPORTING NO IMPACT), UNDERGRADUATES (APPENDIX B, TABLE 7A)**



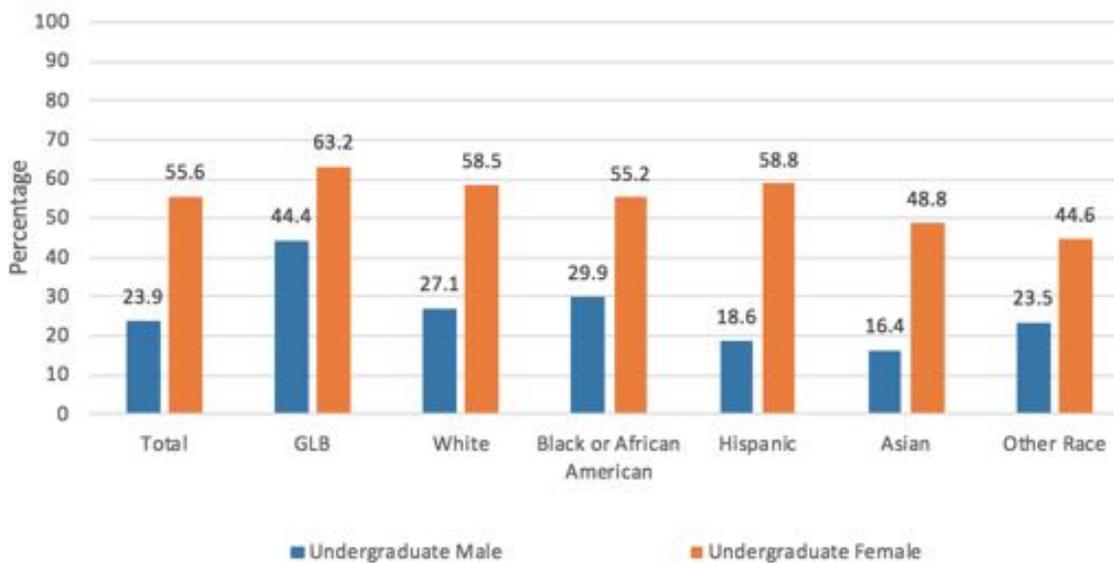
For the majority of sexual assault incidents experienced by both male and female undergraduates, the victim indicated that the incident **did not** negatively impact or interfere with their schoolwork, extracurricular activities, or relationships with people they knew or worked with; this was also true in 2016, although the percentages of students indicating that the incident **did** negatively impact them in these areas increased from 2016 to 2018. However, when looking separately at the impact of rape and sexual battery incidents, rape incidents were more likely to be perceived as negatively impacting these areas of the victim's life. For example, although 83% of sexual battery incidents were perceived to **not** have led to problems with the students' schoolwork or grades, only 46.8% of rape incidents were assessed similarly. In other words, for over half of rape incidents experienced by undergraduate women (52.3%, an increase from 45.3% in 2016), the victims indicated that the incident **did** lead to problems with her schoolwork or grades.

When victims were asked whether, as a result of the incident, they made (or considered making) changes to their lifestyle in three categories (residence, class schedule, and attendance), a similar pattern emerged. The majority of incidents did not result in the student making (or considering) specific changes to their lifestyle in these areas. However, rape incidents were more likely to lead the victim to consider such changes. For example, for 28.9% of rape incidents, the victim considered taking some time off from school, transferring, or dropping out, compared to only 4.1% of sexual battery incidents (see Appendix B, Tables 7b and 7c).

## Sexual Harassment

The percentage of male and female undergraduate students who reported experiencing sexual harassment in the 2017-2018 academic year is shown in Figure 13. Overall, 55.6% of undergraduate women and 23.9% of undergraduate men reported experiencing sexual harassment in the 2018 survey, as compared to 45% and 16% respectively, in the 2016 survey.

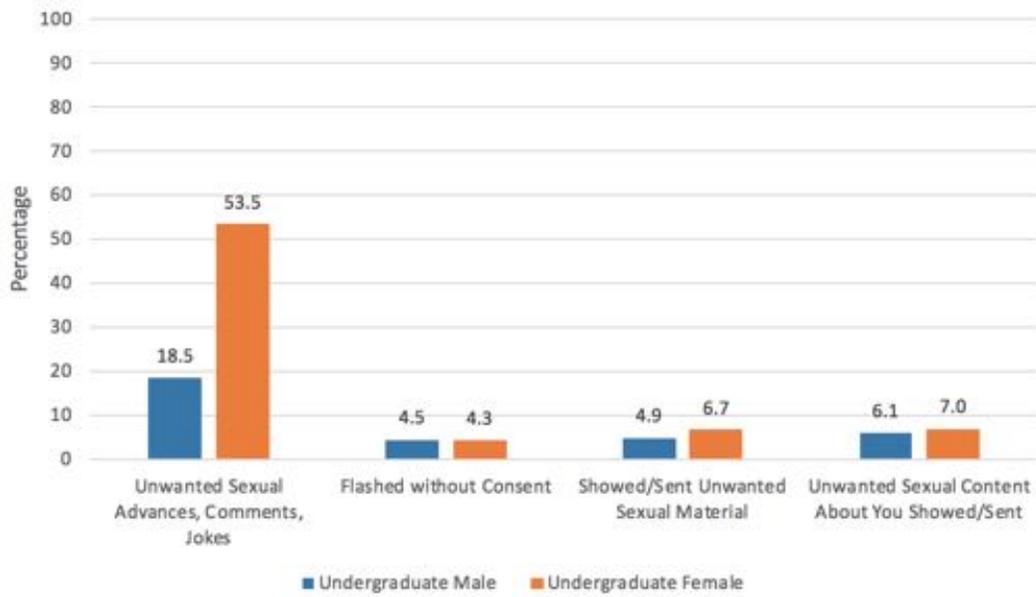
**FIGURE 13. PREVALENCE OF SEXUAL HARASSMENT IN 2017-2018 ACADEMIC YEAR, UNDERGRADUATES (APPENDIX B, TABLES 4A AND 4B)**



As with sexual assault, students identifying as GLB reported higher rates of sexual harassment than heterosexual/straight students. This was the case for both men and women. In 2016, Black/African American men reported the highest percentage of sexual harassment as compared to men of other races/ethnicities, but in 2018 the percentage was roughly similar to that for White males. Hispanic women reported the highest percentage of sexual harassment as compared to women of other races/ethnicities in 2016, but in 2018 the percentage was similar to those for White and Black/African American females.

When looking at the specific type of sexual harassment experienced (Figure 14), students most commonly experienced unwanted sexual advances, sexual comments, and sexual jokes. This was also true in 2016, but the percentages then were all considerably higher (e.g., in 2016, 83% of undergraduate women reported unwanted sexual advances, comments, and jokes as compared to 53.5% in 2018).

FIGURE 14. PREVALENCE OF SPECIFIC TYPES OF SEXUAL HARASSMENT, 2017-2018 ACADEMIC YEAR, UNDERGRADUATES (APPENDIX B, TABLE 9A)



## PERCEPTIONS OF CAMPUS CLIMATE, RESOURCES, AND PROCESSES

The survey assessed students' perceptions of numerous aspects of the campus climate, with key findings summarized here.

### Perceptions of Duke Administration and Student Norms

Student perceptions of their safety on campus and the extent to which certain student behaviors are problematic are shown in Figure 15. Specifically, the figure shows the percent of undergraduate men and women who "agreed" or "strongly agreed" with these statements. A clear majority of both male and female students reported feeling safe on campus and agreed that Duke tries to make sure that all students are safe. However, a sizeable minority of undergraduate women provided negative responses in these areas. For example, 11.3% of undergraduate women "disagreed" or "strongly disagreed" that they feel safe when they are on Duke's campus (similar to 2016) and 26% "disagreed" or "strongly disagreed" that Duke is trying hard to make sure that all students are safe (compared to 24% in 2016).

Although most undergraduates felt that there was a clear sense of appropriate and inappropriate behavior among Duke students, over 42.3% of undergraduate women (and 26.6% of men) did not.

As to perceptions about alcohol abuse, 71.6% of undergraduate women and 64.4% of undergraduate men "agreed" or "strongly agreed" that alcohol abuse was a problem at Duke. These numbers are interesting, first because they show an increase for both women and men since 2016 (when the percentages were 66% and 48%, respectively), and second in light of the findings from Figure 5, in which over half of sexual assault incidents involved alcohol or drug use on the part of the victim and/or perpetrator, and Figure 6, in which 23% of incidents were achieved by incapacitation on the part of the victim.

**FIGURE 15. CLIMATE RELATED TO SAFETY AND STUDENT BEHAVIOR, UNDERGRADUATES  
(APPENDIX B, TABLES 11A AND 11B)**

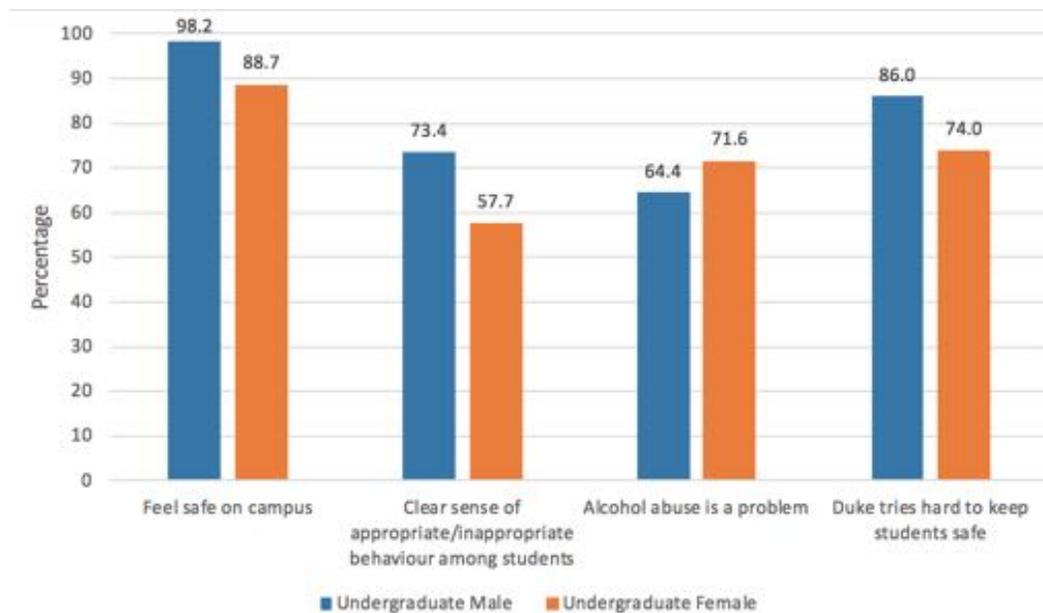
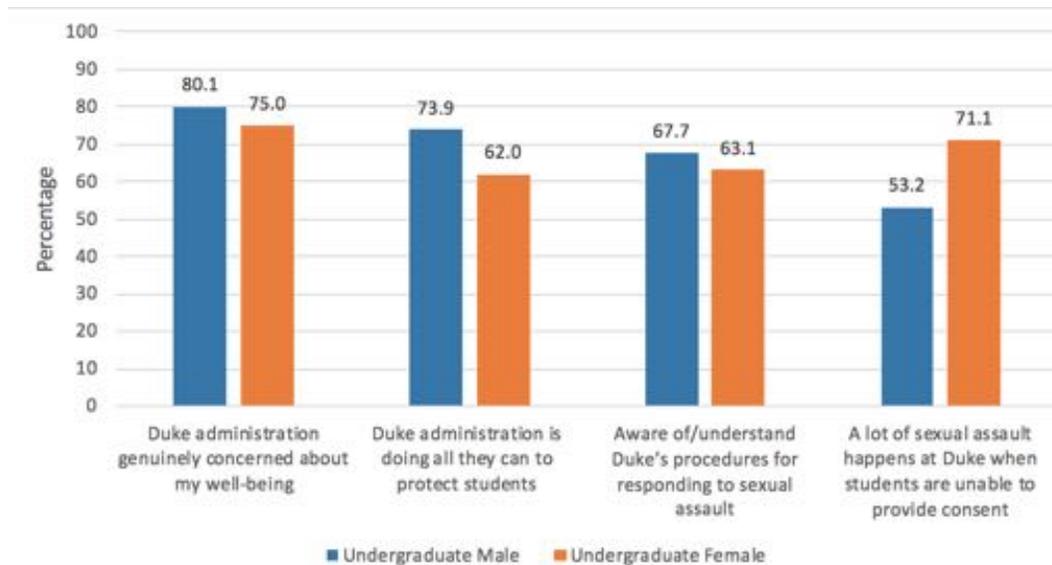


Figure 16 shows students' perceptions about Duke administration, awareness of Duke's procedures for responding to sexual assault, and perceptions about how commonly sexual assault happens when students are incapacitated and unable to provide consent. Both male and female undergraduates generally regarded university leadership highly, in terms of administration's concern for their well-being (with an increase from 70% to 80% for men and from 70% to 75% for women) and attempts to protect students from harm (with an increase from 71% to 74% for men and from 61% to 62% for women). However, fewer women than men felt positively about the administration in these areas.

The percentage of students who indicated they were aware of Duke's procedures for responding to sexual assault remained fairly high (67.7% of undergraduate men in 2018 compared to 72% in 2016, and 63.1% of undergraduate women in 2018 compared to 54% in 2016), these estimates also indicate that around a third of students are not.

When examining student perceptions of how commonly sexual assault happens at Duke when students are incapacitated and unable to provide consent, a large gender difference was evident. Just over half (53.2%) of undergraduate men "agreed" or "strongly agreed" that a lot of sexual assault happens at Duke when students are unable to consent (an increase from 39% in 2016), whereas 71.1% of women felt this way (an increase from 62% in 2016). This seems to suggest a continuing (but improving) low awareness among undergraduate men regarding the prevalence of sexual assault incidents that involved incapacitation of the victim (Figure 6).

**FIGURE 16. CLIMATE RELATED TO ADMINISTRATION AND SEXUAL ASSAULT POLICIES, UNDERGRADUATES (APPENDIX B, TABLES 11A AND 11B)**



### Student Participation in Sexual Misconduct Training

Figure 17 shows the percent of students who reported receiving various training programs on sexual misconduct while at Duke, as well as training on specific topics related to sexual misconduct. The vast majority of both male and female undergraduates reported participating in Haven training<sup>2</sup> (about 85% of both men and women, as compared to 44% in the 2016 survey). Smaller proportions reported participating in the voluntary PACT training (with more men reporting taking it than women, 35% vs. 24% in 2018, as compared to 24% and 20%, respectively, in 2016) or training offered by the Wellness Center (25% of men and 18% of women).

Most students—around three-quarters or more of men and women—also reported that they had attended a training that covered the definition of sexual assault, Duke's policy on sexual assault, the definition of consent, how to report sexual assault, what services are available for survivors of sexual assault, how to intervene as a bystander to protect others from sexual assault, and other strategies for preventing sexual assault. In many of these areas, there was a considerable increase over the percentages in 2016. However, although most students have been trained on sexual assault and various prevention strategies, many other findings presented in this report suggest that improvement is needed on translating this knowledge into behavioral change and increased reporting.

**FIGURE 17. PARTICIPATION IN SEXUAL ASSAULT TRAINING, UNDERGRADUATES (APPENDIX B, TABLE 10)**

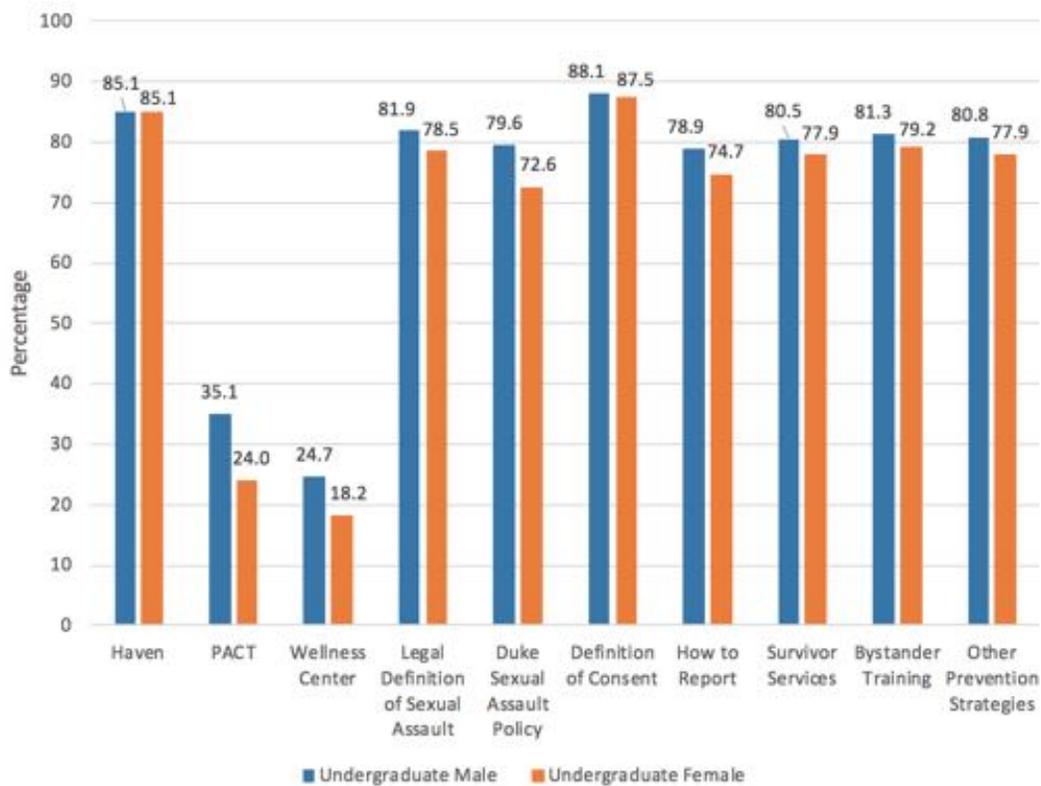


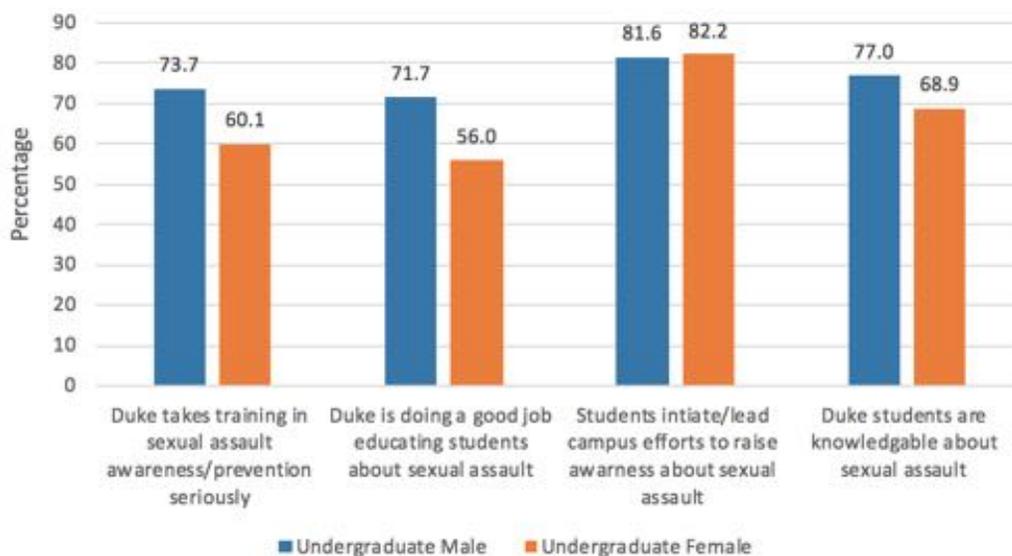
Figure 18 shows student perceptions of Duke’s education and awareness raising efforts. The majority of students expressed positive perceptions of the University’s and of student-led education and awareness activities. However, undergraduate women generally had a less positive perception than undergraduate men.

- 60% of female and 74% of male undergraduate students “agreed” or “strongly agreed” that Duke takes training in sexual assault prevention seriously, as compared to 61% and 83% in 2016.
- 56% of female and 72% of male undergraduate students “agreed” or “strongly agreed” that Duke was doing a good job educating students about the issue, as compared to 57% and 76% in 2016.
- Roughly 82% of both men and women felt that students were taking a lead role in raising awareness about sexual assault (“Many students at this school initiate or lead campus efforts to raise awareness about sexual assault”), as compared to 78% of women and 80% of men in 2016).

- Over two-thirds of women (68.9%) and over three-quarters of men (77%) felt that Duke students are knowledgeable about sexual assault (e.g., how it is defined, how often it occurs, how it affects students, and what the disciplinary consequences are, as compared to 65% and 76% in 2016).

Comparing the results for Figure 17 and 18 as between 2016 and 2018, we see that considerably more students have participated in training of various sorts, but the positive impression of that training dropped somewhat for undergraduate men. Nevertheless, the university’s investments in trainings and education/prevention efforts are acknowledged by students and perceived as producing a student body that is knowledgeable about sexual assault. The extent to which such efforts are producing a reduction in the prevalence of sexual assault, however, is unclear.

**FIGURE 18. CLIMATE RELATED TO EDUCATION AND AWARENESS, UNDERGRADUATES (APPENDIX B, TABLES 11A AND 11B)**



### Prevention and Bystander Behavior

Next, Figure 19 shows student perceptions of the university’s prevention efforts, the likelihood that they would intervene to prevent sexual assault in various circumstances, and their perceptions of the likelihood of other students’ intervening. Most male undergraduates (64.6%) believed that Duke is doing a good job of trying to prevent sexual assault; however, this is a drop from 70% in 2016. Just under half of female undergraduates (48%) felt this way, as compared to 46% in 2016. The majority of both male and female undergraduates felt that Duke students would generally intervene to prevent sexual assault (with a higher

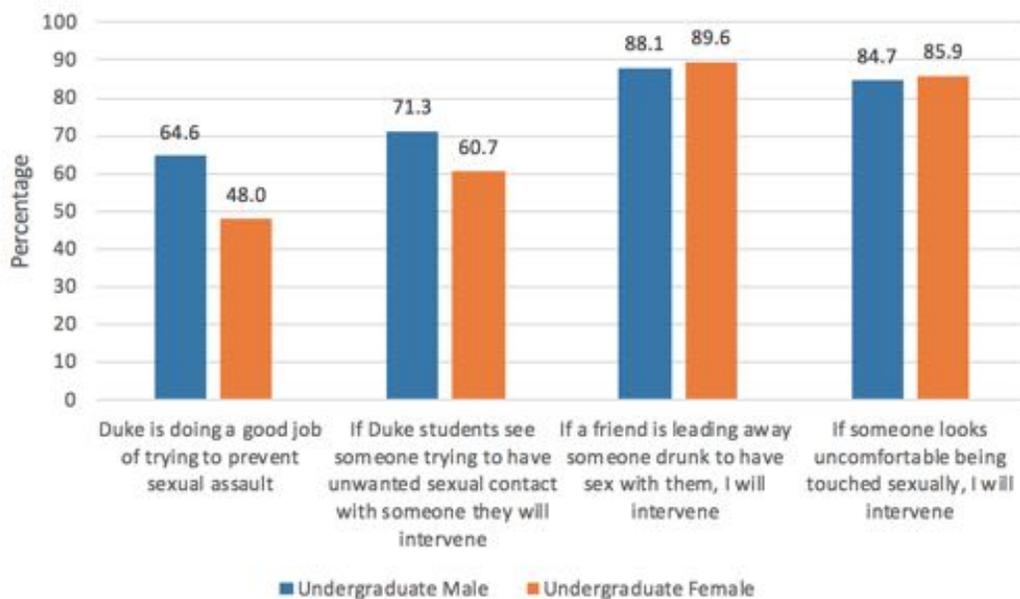
<sup>2</sup>Now called Prevention of Sexual Assault for Undergraduates.

percentage of men feeling this way, 71% vs. 61%); this compares to 73% for men and 53% for women in 2018.

Students generally had higher perceptions about their own willingness to intervene than the willingness of other students. The vast majority (85-90%) of both men and women felt that it was “likely” or “very likely” they would intervene as a bystander in the situations described (a friend is leading someone who is obviously drunk away to have sex with them; someone they don’t know looks uncomfortable and is being touched, grabbed, or pinched in a sexual way) - similar results to 2016.

- The fairly high percentage of undergraduate women who felt that Duke was not doing a good job of trying to prevent sexual assault is interesting, given that the vast majority of students felt safe on campus and agreed that Duke was trying hard to keep all students safe.
- The fact that many undergraduate women were uncertain that other students would intervene as bystanders may be related to the relatively low participation rates in PACT training (Figure 17). However, a high percentage of students—both men and women—felt confident that they, personally, would intervene as a bystander.

**FIGURE 19. CLIMATE RELATED TO PREVENTION AND BYSTANDER BEHAVIOR, UNDERGRADUATES (APPENDIX B, TABLES 11A-B AND 12A-B)**

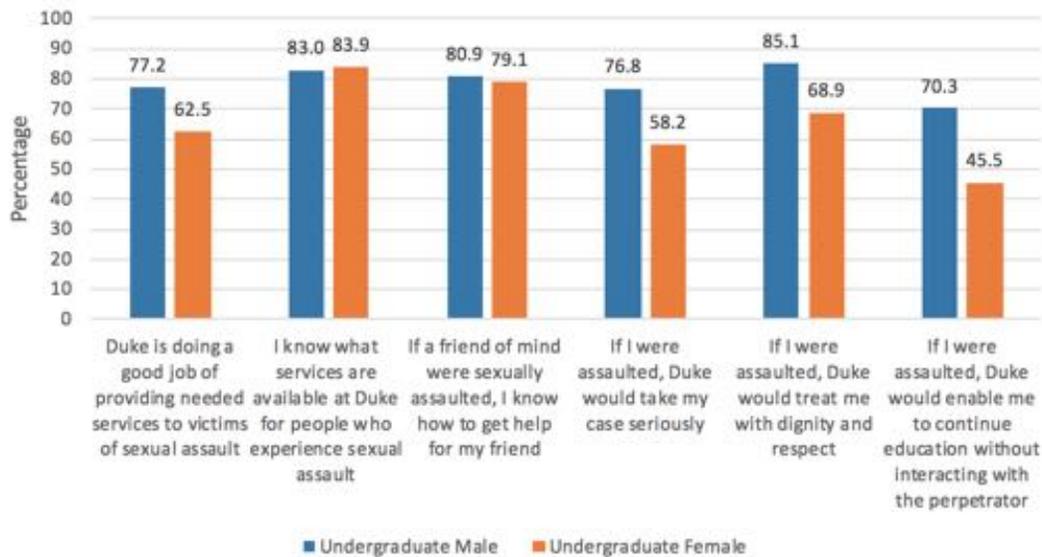


### Survivor Supports

Student perceptions of the support services available to survivors on campus and the manner in which the student thinks Duke would respond if the student him/herself were to be assaulted are shown in Figure 20. The vast majority of both men and women were knowledgeable about services for students who experience sexual assault and felt they would know how to get help for a friend, although at slightly lower percentages than in 2016. In addition, the fact that 20% of students would not know how to get help for a friend is a potential area of concern. While there has been an increase in the participation in training since 2016, these data suggest that the training might need to focus more specifically on Duke’s resources.

When looking at students’ perceptions of the school’s response if they were to experience sexual assault themselves, a clear gender difference is evident. Undergraduate female students had less favorable perceptions than men regarding how seriously their case would be treated, whether they would be treated with dignity and respect, and whether Duke would enable them to continue their education without interacting with the perpetrator. Such perceptions are an area of concern when looking at the actual reporting rates among victims, discussed next.

**FIGURE 20. CLIMATE FOR SURVIVOR RESOURCES AND UNIVERSITY RESPONSE, UNDERGRADUATES (APPENDIX B, TABLES 11A AND 11B)**



### Reporting of Sexual Assault (Among Undergraduate Female Victims)

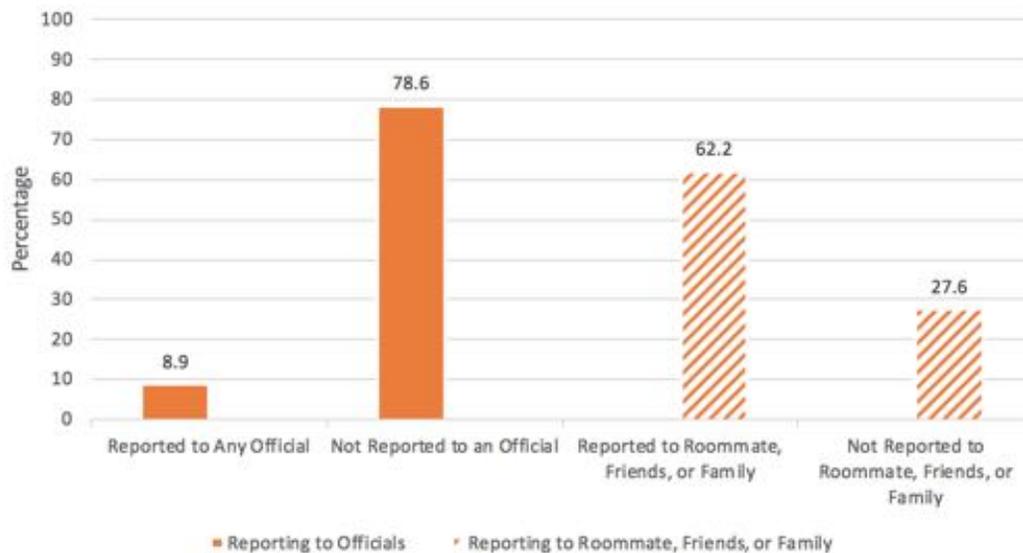
Figure 21 shows the percentage of sexual assault incidents experienced by undergraduate women in 2017-2018 that were reported to various sources. As is evident from the figure, very few sexual assault incidents experienced by undergraduate women during the 2017-2018 academic year were reported to any official, including police or university officials. Incidents were far more likely to be reported to roommates, friends, or families. Specifically, of the sexual assault incidents experienced by undergraduate women in 2017-2018:

- 8.9% were reported to any official (compared to 8% in 2016), which could include university administrators, faculty, staff of other officials; DUPD or local law enforcement; the Women's Center (or any crisis center, helpline, or hospital or health care center on campus) or a local rape crisis center.
- 62.2% of incidents were disclosed to roommates, friends, or family (compared to 65% in 2016).

Additional details about reporting to official sources at Duke among undergraduate women are included in Figure 22. As shown, only 7.9% of sexual assault incidents were reported to any school official, which could include school administrators, faculty, staff, or other officials; the DUPD; or the Women's Center/CAPS (or any crisis center, helpline, hospital or health care center at Duke). This is consistent with information from the National Sexual Violence Research Center that the percentage of incidents of sexual assault that go unreported on college campuses is more than 90% (Cullen et al., 2000). Among the incidents experienced by undergraduate women that were reported to any school official, an equal percentage were reported to school administrators (4.8%) and the Women's Center/CAPS (5%). Only 1.2% of incidents were reported to DUPD—an estimate that is considered statistically unreliable. Given the small number of incidents that were actually reported to an official, many of the estimates produced are considered not reliable from a statistical perspective. It is evident that reporting is even lower for male victims, although 55.3% of sexual assault incidents experienced by men were disclosed to a roommate, friend, or family member. Other information about reporting can be found in Appendix B, Tables 7a-7c.

Victims' perceptions of the response they got from the group to whom they reported are also included in Appendix B, Tables 7a-7c. Although most estimates are considered statistically unreliable (given the very low rates of reporting), for 83% of the incidents experienced by undergraduate women that were reported to any official, the victim indicated that the official was helpful. This was also the case for incidents reported to school officials. For 79% of these incidents, the victim perceived the response as helpful. Corresponding estimates for incidents experienced by undergraduate men were considered statistically imprecise.

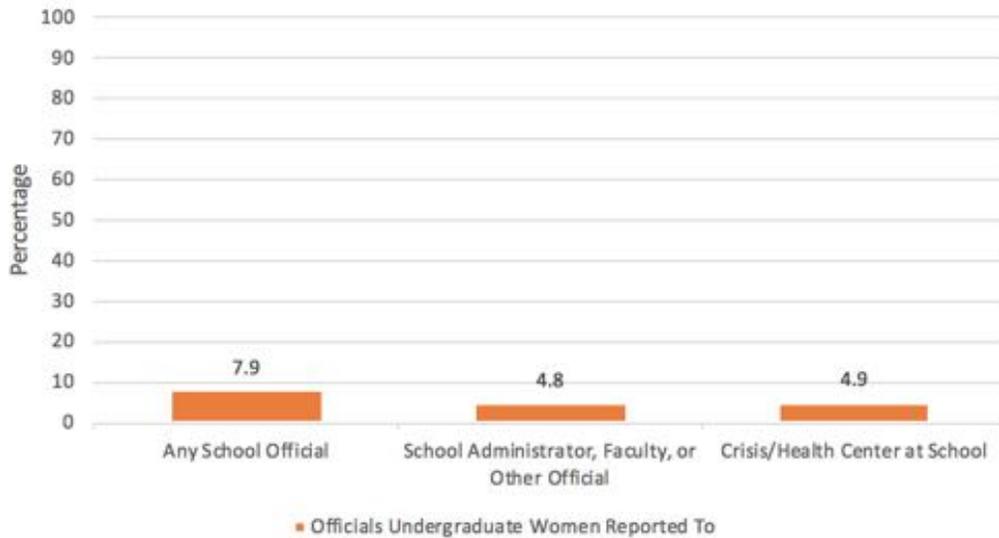
**FIGURE 21. REPORTING OF SEXUAL ASSAULT, FEMALE UNDERGRADUATE VICTIMS  
(APPENDIX B, TABLE 7A)**



Additional details about reporting to official sources at Duke among undergraduate women are included in Figure 22. As shown, only 7.9% of sexual assault incidents (the same percentage as in 2016) were reported to any school official, which could include school administrators, faculty, staff, or other officials; the DUPD; or the Women's Center/CAPS (or any crisis center, helpline, hospital or health care center at Duke). This is consistent with information from the National Sexual Violence Research Center that the percentage of incidents of sexual assault that go unreported on college campuses is more than 90% (Cullen et al., 2000). Among the incidents experienced by undergraduate women that were reported to any school official, an equal percentage were reported to school administrators (4.8%) and the Women's Center/CAPS (5%) (again, the same percentages as in 2016). Only 1.2% of incidents were reported to DUPD—an estimate that is considered statistically unreliable. Given the small number of incidents that were actually reported to an official, many of the estimates produced are considered not reliable from a statistical perspective. It is evident that reporting is even lower for male victims, although 55.3% of sexual assault incidents experienced by men were disclosed to a roommate, friend, or family member. Other information about reporting can be found in Appendix B, Tables 7a-7c.

Victims' perceptions of the response they got from the group to whom they reported are also included in Appendix B, Tables 7a-7c. Although most estimates are considered statistically unreliable (given the very low rates of reporting), for 83% of the incidents experienced by undergraduate women that were reported to any official, the victim indicated that the official was helpful. This was also the case for incidents reported to school officials. For 79% of these incidents, the victim perceived the response as helpful. Corresponding estimates for incidents experienced by undergraduate men were considered statistically imprecise.

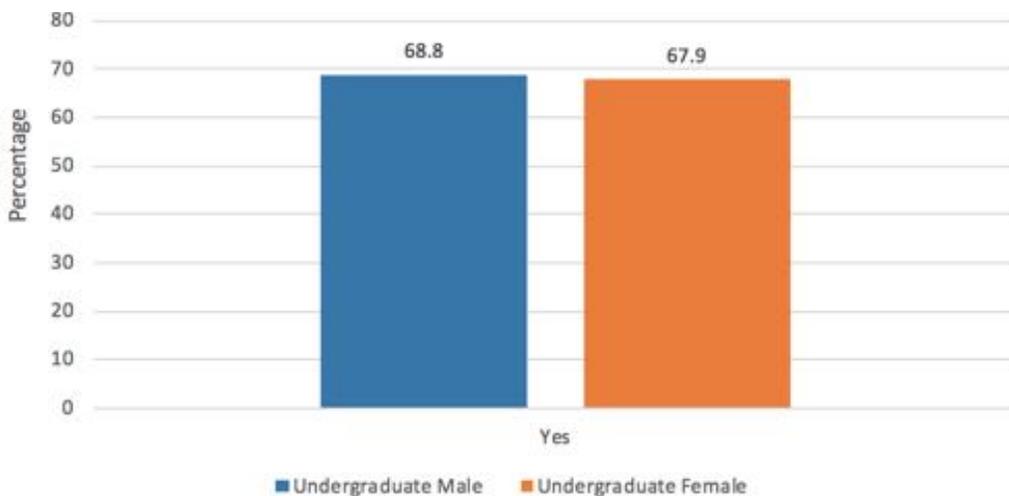
**FIGURE 22. REPORTING OF SEXUAL ASSAULT TO SCHOOL OFFICIALS, FEMALE UNDERGRADUATE VICTIMS (APPENDIX B, TABLE 7A)**



**Likelihood of Reporting as a Bystander**

Another dimension of reporting that was measured in the survey was students' perceptions of the likelihood that they would report a situation (to a campus administrator or police) in which someone told them that they had sex with someone who was passed out. As is evident from Figure 23, about two-thirds of both male and female undergraduate students indicated that they were likely or very likely to report the incident to a campus administrator or police, representing marked increases from 2016 when the rates were 61% for men and 58% for women.

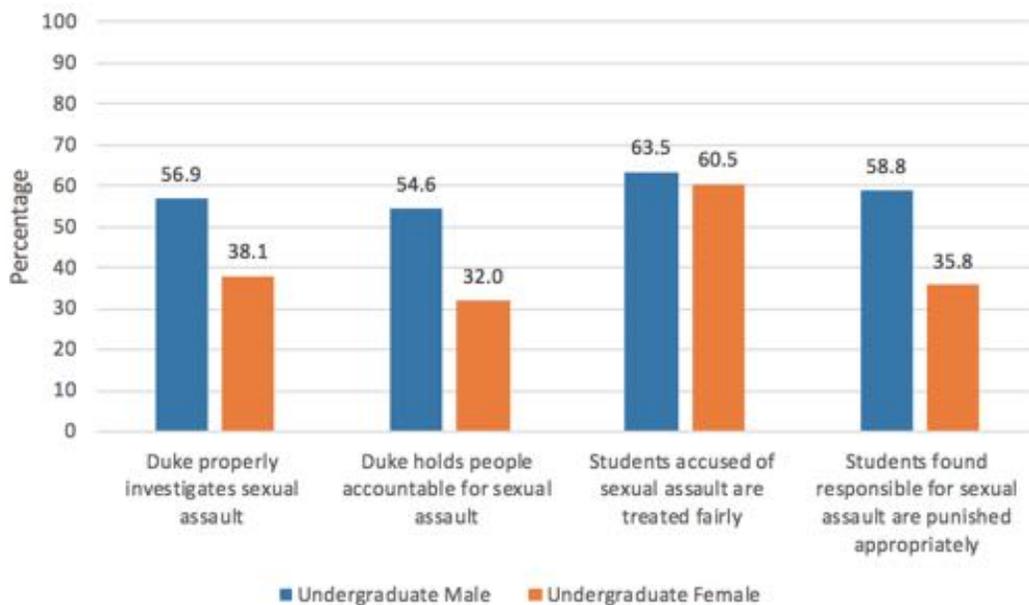
**FIGURE 23. LIKELY REPORTING AS A BYSTANDER, UNDERGRADUATES (APPENDIX B, TABLES 12A AND 12B)**



### Perceptions of Duke's Adjudication Process

Figure 24 shows students' perceptions of Duke's adjudication process. The majority of male undergraduates felt that Duke investigated and adjudicated reports of sexual assault properly, including the manner in which accused individuals are treated. However, as with other dimensions of campus climate, a lower percentage of undergraduate women shared these perceptions. Although 60.5% of women felt that students accused of perpetrating a sexual assault are treated fairly (an increase from 55% in 2016), much lower percentages agreed or strongly agreed that Duke is doing a good job of investigating incidents of sexual assault (38%, an increase from 35% in 2016), holding people accountable for committing sexual assault (32%, an increase from 30% in 2016), or that when it is determined that sexual assault has happened, the perpetrator gets punished appropriately (36%, an increase from 34% in 2016). The percentage of undergraduate men who felt that: Duke properly investigates sexual assault was 58% in 2016 and 57% in 2018; Duke holds people accountable was 60% in 2016 and 55% in 2018; students accused of sexual assault are treated fairly was 60% in 2016 and 64% in 2018; and students found responsible are punished appropriately was 63% in 2016 and 59% in 2018.

**FIGURE 24. CLIMATE RELATED TO ADJUDICATION, UNDERGRADUATES (APPENDIX B, TABLES 11A AND 11B)**



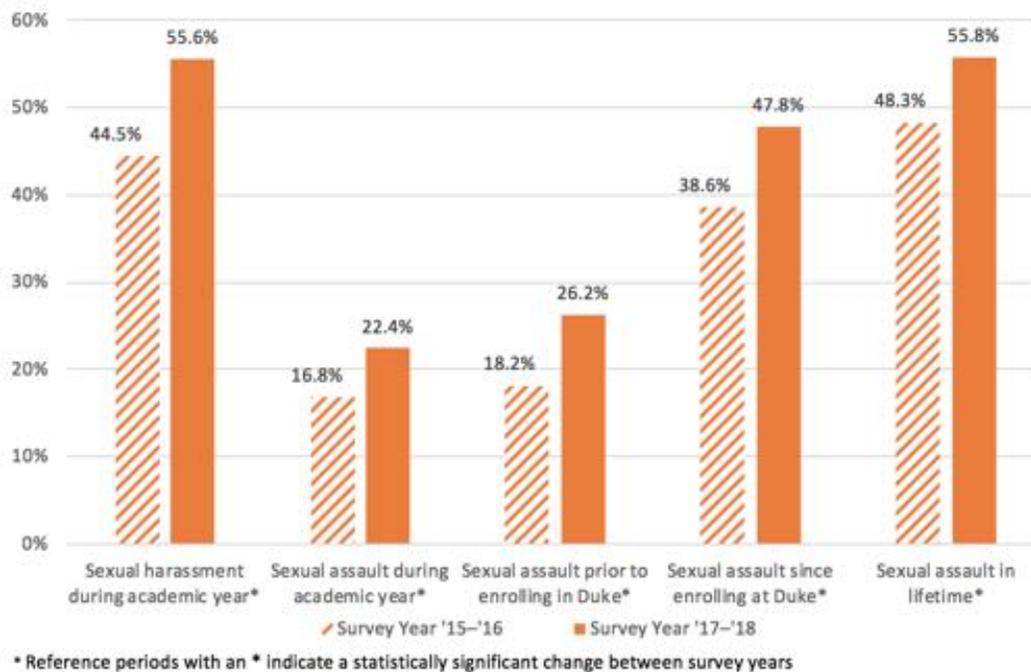
## CHANGE IN PREVALENCE AND CLIMATE FROM 2015-2016 TO 2017-2018

Because the survey administered in 2018 was based on a 2016 climate survey administered to Duke students using the same methodology and question wording for key constructs, comparisons between the two surveys can be made to credibly assess change over time in key prevalence estimates and campus climate scales.

### Prevalence Estimates

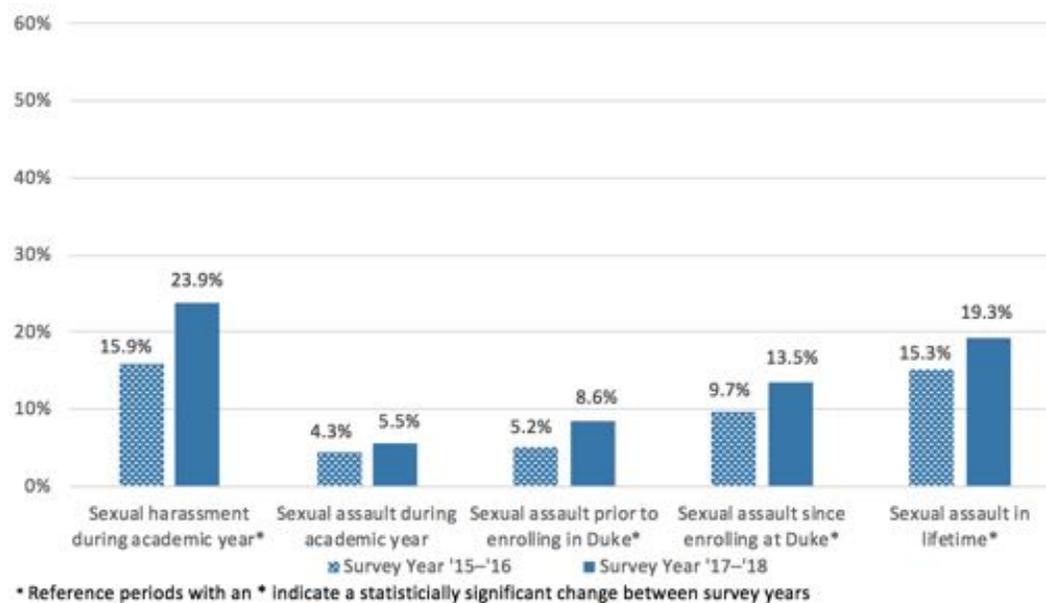
Figure 25 shows the percentage of undergraduate women who experienced sexual harassment and sexual assault (based on several reference periods), as reported in the 2016 and 2018 surveys. As is evident in the figure, a larger percentage of students experienced both sexual harassment and sexual assault during the 2017-2018 academic year than the 2015-2016 academic year. For example, the percent of undergraduate women who experienced sexual harassment during the academic year increased from 44.5% in 2016 to 55.6% in 2018. Interestingly, an increase (over the two-year period) in the percentage of students who had experienced sexual assault prior to enrolling in Duke, since enrolling at Duke, and in their lifetimes was also evident.

**FIGURE 25. PREVALENCE ESTIMATES FOR SEXUAL HARASSMENT AND SEXUAL ASSAULT FROM 2016 AND 2018 SURVEYS, FEMALE UNDERGRADUATES (APPENDIX B, TABLE 13)**



For undergraduate men (Figure 26), an increase over the two-year period was also evident for most estimates, including sexual harassment during the current academic year (which increased from 16% to 24%), sexual assault prior to enrolling at Duke, sexual assault since enrolling at Duke, and sexual assault in their lifetimes. The changes observed for undergraduate women and men could reflect increased awareness among students due to the amount of national attention focused on sexual misconduct since the 2016 survey.

**FIGURE 26. PREVALENCE ESTIMATES FOR SEXUAL HARASSMENT AND SEXUAL ASSAULT FROM 2016 AND 2018 SURVEYS, MALE UNDERGRADUATES (APPENDIX B, TABLE 13)**

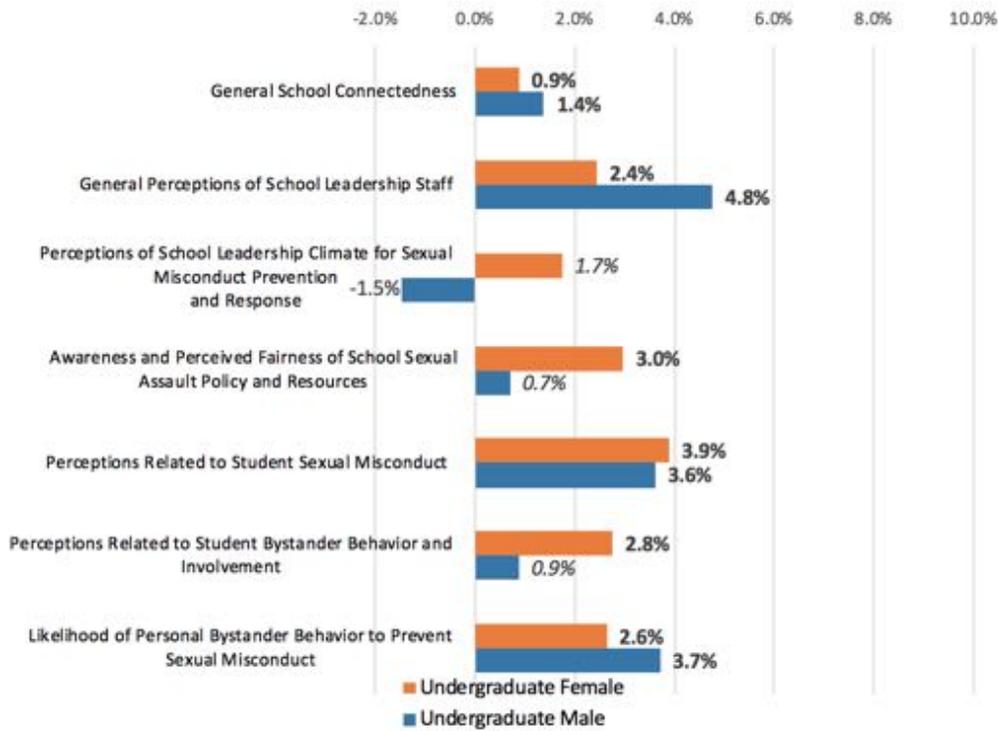


### Climate Scales

Students' ratings of various aspects of the campus climate related to sexual misconduct were also compared between 2016 and 2018. Seven climate scales were developed (based on the same survey items) in both 2016 and 2018, with each scale scored based on students' responses to individual items that comprise the scale and with higher values indicating more positive climate ratings.

Figure 27 shows the percent change from 2015-2016 to 2017-2018 for each climate scale, for undergraduate men and women. The results show that students' ratings of school climate were significantly more positive in 2017-2018 than in 2015-2016. This improvement was found for all climate scales except "Perceptions of School Leadership Climate for Sexual Misconduct Prevention and Response" and "Awareness and Perceived Fairness of School Sexual Assault Policy and Resources."

FIGURE 27. PERCENT CHANGE IN AVERAGE CLIMATE SCORES FROM 2016 TO 2018 SURVEYS, UNDERGRADUATE STUDENTS (APPENDIX B, TABLE 14)\*



\* Bars with percentages in **bold** indicate a statistically significant

# Key Findings for Graduate and Professional Students

## ESTIMATED PREVALENCE RATES AND INCIDENT CHARACTERISTICS

### Sexual Assault

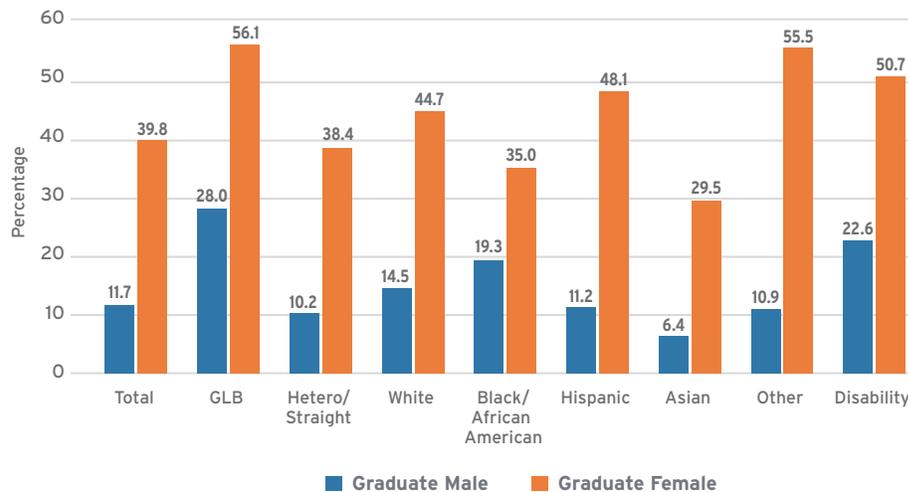
#### Before Enrolling at Duke

The percentage of male and female graduate/professional students that reported experiencing sexual assault before enrolling at Duke is shown in Table 2 and Figures 28a and 28b. Estimates are shown for all graduate/professional students, as well as specific student subgroups. Overall, nearly 40% of female graduate/professional students reported experiencing sexual assault before enrolling at Duke. Twenty-nine percent had experienced sexual battery and 11% had experienced rape (see Appendix B, Table 5c).

Among male graduate/professional students, 11.7% reported experiencing sexual assault before enrolling at Duke (8.9% had experienced sexual battery and 2.8% had experienced rape, see Appendix B, Table 5d).

As with undergraduates, these percentages are generally higher (in some cases, considerably higher) than those reported in 2016.

**FIGURES 28A AND B. PREVALENCE OF SEXUAL ASSAULT BEFORE ENROLLING AT DUKE, GRADUATE/PROFESSIONAL STUDENTS (APPENDIX B, TABLES 5C AND 5D)**



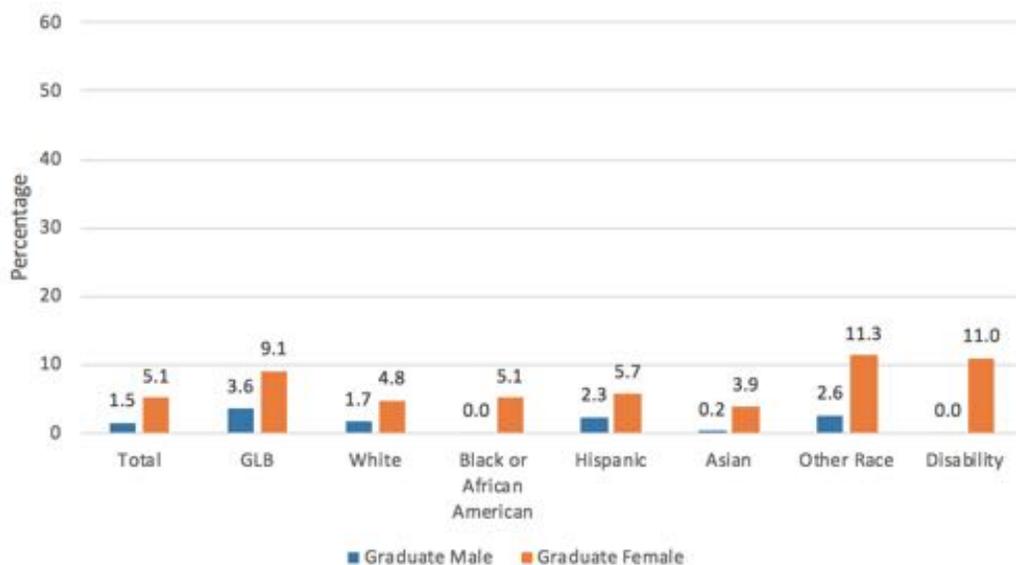
The data show that, as with undergraduate students, GLB graduate/professional students were more likely to have experienced sexual assault before enrolling at Duke than heterosexual/straight students and that graduate/professional students with a registered disability were more likely to have experienced sexual assault before enrolling at Duke than those without a disability. As with undergraduates, data for transgender students for all reference periods are included in Tables 4A-D and 5A-D in Appendix B, but the estimates were not considered reliable. Among women, Hispanic students had the highest rates of any racial/ethnic group (in 2016, White students had the highest rate) whereas among men, African American/Black students had the highest rate (in 2016, the rates reported for most of the male groups was too small to provide meaningful results).

As with the undergraduate data, when considering the findings for student subgroups in this figure and throughout the report, attention should be paid to the actual numbers of individuals in the particular subgroup (see Appendix B, Table 2b), which may be quite small. For example, the estimate that 56.1% of female GLB graduate/professional students experienced sexual assault before enrolling at Duke (compared to 38.3% of heterosexual/straight students) is based on the 220 GLB graduate/professional students participating in the survey (see Appendix B, Table 2b).

### Current Academic Year

Figure 29 shows the percentage of graduate/professional students who reported experiencing sexual assault in the 2017-2018 academic year.

**FIGURE 29. PREVALENCE OF SEXUAL ASSAULT IN 2017-2018 ACADEMIC YEAR, GRADUATE/PROFESSIONAL STUDENTS (APPENDIX B, TABLES 4C AND 4D)**



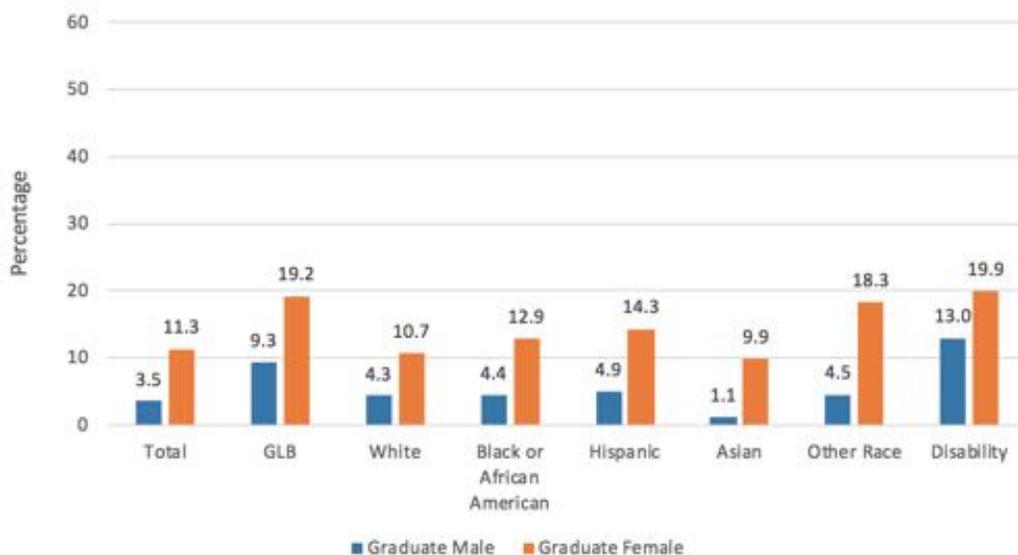
As shown in the figure, 5% of female and 1.5% of male graduate/professional students experienced sexual assault during the 2017-2018 academic year - roughly the same as reported in 2016. The prevalence of sexual battery was 3.2% for women and the prevalence of rape was 1.5% (see Appendix B, Table 4c).

For both men and women, GLB students had higher rates than heterosexual students. For example, among women, 9.1% of GLB students experienced sexual assault in the 2017-2018 academic year compared to 4.2% of heterosexual/straight students (see Appendix B, Table 4c). Among men, 3.6% of GLB students experienced sexual assault in the 2017-2018 academic year (down from 9% in 2016). compared to 1% of heterosexual/straight students (see Appendix B, Table 4d). Most other comparisons are difficult to make because of the small number of students in particular subgroups, which caused the estimate to be statistically imprecise.

### Since Enrolling at Duke

The percentage of graduate/professional students who reported experiencing sexual assault since enrolling at Duke is shown in Figure 30. Overall, 11.3% of female graduate/professional students experienced sexual assault since enrolling at Duke (7% in 2016), with 7.8% experiencing sexual battery and 3.2% experiencing rape (see Appendix B, Table 5c). Among men, 3.5% reported experiencing sexual assault since enrolling at Duke (2% in 2016), with 2.6% experiencing sexual battery and less than 1% (0.6%) experiencing rape (see Appendix B, Table 5d).

**FIGURE 30. PREVALENCE OF SEXUAL ASSAULT SINCE ENROLLING AT DUKE, GRADUATE/PROFESSIONAL STUDENTS (APPENDIX B, TABLES 5C AND 5D)**



Among both men and women, GLB students and students with a registered disability had disproportionately high rates. For example, among women, 19.9% of students with a registered disability experienced sexual assault since enrolling at Duke (compared to 10.9% of students without a registered disability) and 19.2% of GLB students (compared to 9.9% of heterosexual/straight women) experienced sexual assault during this time period (see Appendix B, Table 5c); in 2016, the rate for female GLB students was 13%. Regarding race/ethnicity, among women, students who were classified as “other” (which includes students who selected two or more races or those who are American Indian, Alaska Native, or Native Hawaiian or Other Pacific Islander) had the highest rates (18.3%), followed by Hispanic students (14.3%) and African American/Black students (12.9%). Among men, most of the subgroup estimates were statistically imprecise. Note that, in the 2016 report, the rates for several of these subgroups were not included as the numbers were too small to provide reliable results.

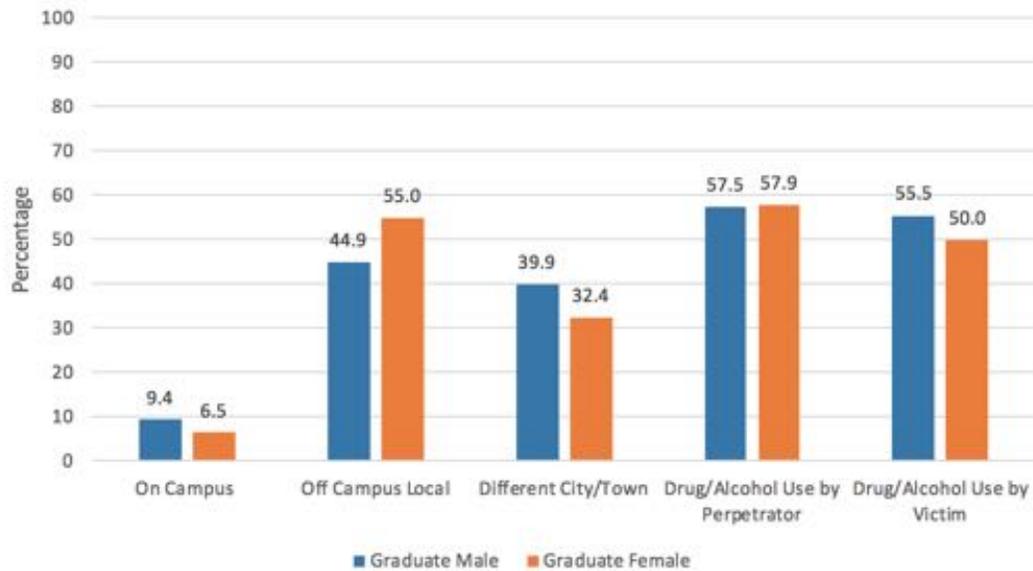
### **Sexual Assault Incident Characteristics**

Descriptive information about the sexual assault incidents experienced by graduate/professional students during the 2017-2018 academic year is shown in Figures 31-37, with additional details included in Appendix B, Tables 7a-7c.

**Incident Location and the Role of Drugs and Alcohol.** Among the incidents experienced by graduate students (both male and female), the most common location was off campus (but in the local area). However, a sizeable percentage of incidents (32.4% of the incidents experienced by women and 40% of the incidents experienced by men) took place in a different city or town. It is difficult to compare these results to those from 2016 as the questions were worded differently. Perhaps not surprisingly, a much smaller percentage of the incidents reported by graduate/professional students than by undergraduates occurred on campus, with a larger percentage occurring in a different city or town.

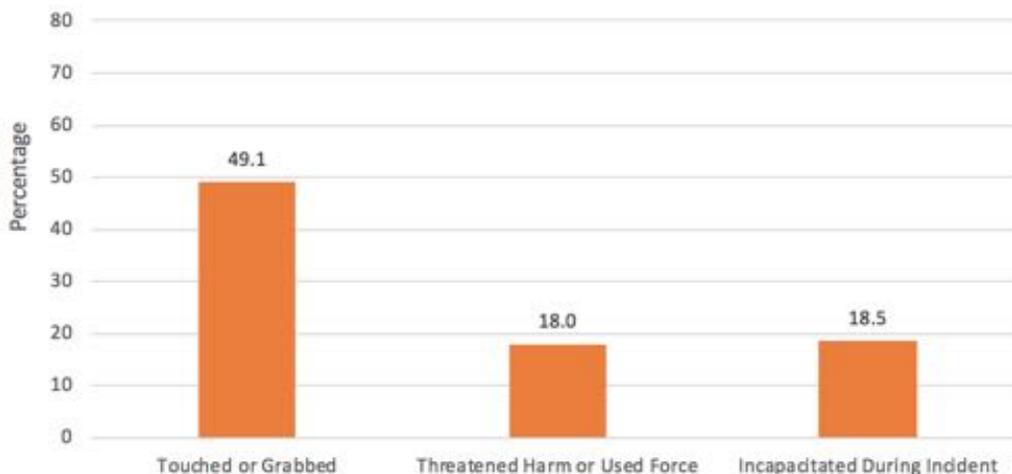
For both male and female victims, at least half of the incidents involved drug or alcohol use on the part of the perpetrator and/or victim. Although alcohol or drug use on the part of the victim was slightly less common for female graduate/professional students (50%, a drop from 52% in 2016) than male graduate/professional students (55.5%, a drop from 68% in 2016), equal percentages (58%) indicated that the perpetrator had been using drugs or consuming alcohol in the hours prior to the incident (a drop from 72% for male students and an increase for female students from 47% in 2016). The rates for drug/alcohol use by perpetrators and by victims were similar to those for undergraduates.

**FIGURE 31. INCIDENT LOCATION AND ALCOHOL/DRUG USE, GRADUATE/PROFESSIONAL STUDENTS (APPENDIX B, TABLE 7A)**



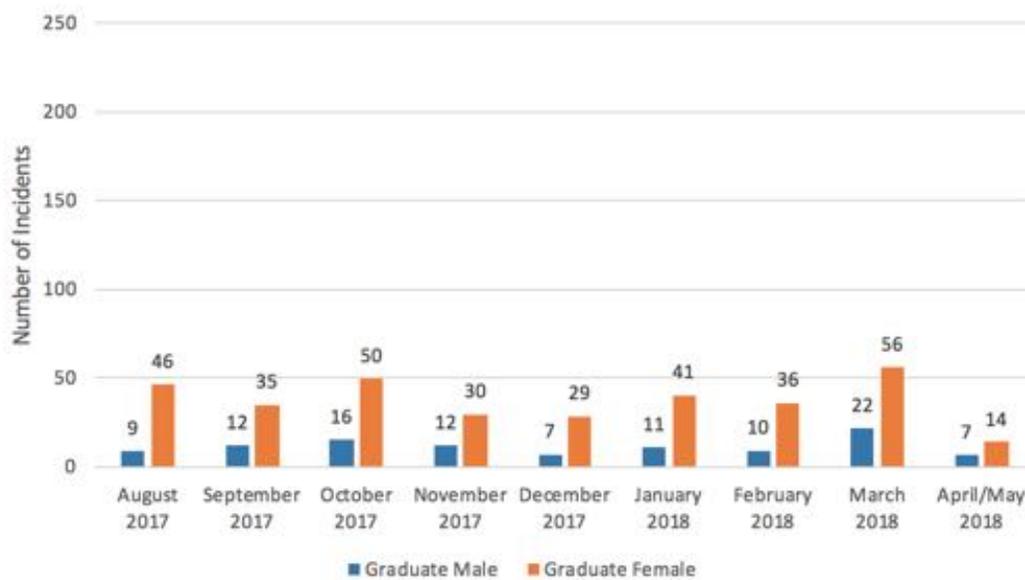
**Tactic Used During the Incident.** Among incidents experienced by female graduate/professional students, the most common tactic used during the incident was the perpetrator touching or grabbing the victim, which occurred in nearly half (49.1%, a drop from 65% in 2016; the rate for undergraduates in 2018 was 59%) of incidents (see Figure 32). About 18% of incidents involved force or threats to harm the victim, the same as in 2016. Although, as noted above (Figure 32), half of victims had been using drugs or alcohol prior to the incident, only 18.5% of incidents involved the victim being incapacitated and unable to provide consent, the same as in 2016 and slightly lower than the 23% rate for undergraduates.

**FIGURE 32. SEXUAL ASSAULT TACTICS USED ON VICTIM, FEMALE GRADUATE/PROFESSIONAL STUDENTS (APPENDIX B, TABLE 7A)**



**Month of Incidents.** The number of sexual assault incidents, by month, experienced by graduate/professional students during the 2017-2018 academic year is shown in Figure 33. The number of incidents is higher for women than men in each month, reflecting the higher prevalence of sexual assault victimization among women. When looking at patterns by month, the largest number of incidents experienced by both men and women took place in March, followed by October. In 2016, the largest number of incidents for women occurred in October.

**FIGURE 33: SEXUAL ASSAULT INCIDENTS EXPERIENCED BY MONTH, GRADUATE/ PROFESSIONAL STUDENTS**



**PERPETRATOR CHARACTERISTICS.** Data on perpetrator gender and affiliation with Duke are shown in Figure 34, and additional details about the student’s relationship to the perpetrator are included in Figure 35. As with the pattern observed among incidents experienced by undergraduates, the majority of incidents experienced by female students involved a male perpetrator (87%, as compared to 92% in 2016). For incidents experienced by men, just under a third (32%) involved a male perpetrator (53% in 2016) and 62.2% involved a female perpetrator (35% in 2016). Perpetrator affiliation with Duke was much less common for graduate and professional students than for undergraduates. Among incidents experienced by graduate/professional students, 44-45% of perpetrators were affiliated with Duke, a considerable increase over 2016.

**FIGURE 34. CHARACTERISTICS OF SEXUAL ASSAULT PERPETRATOR, GRADUATE/ PROFESSIONAL STUDENTS (APPENDIX B, TABLE 7A)**

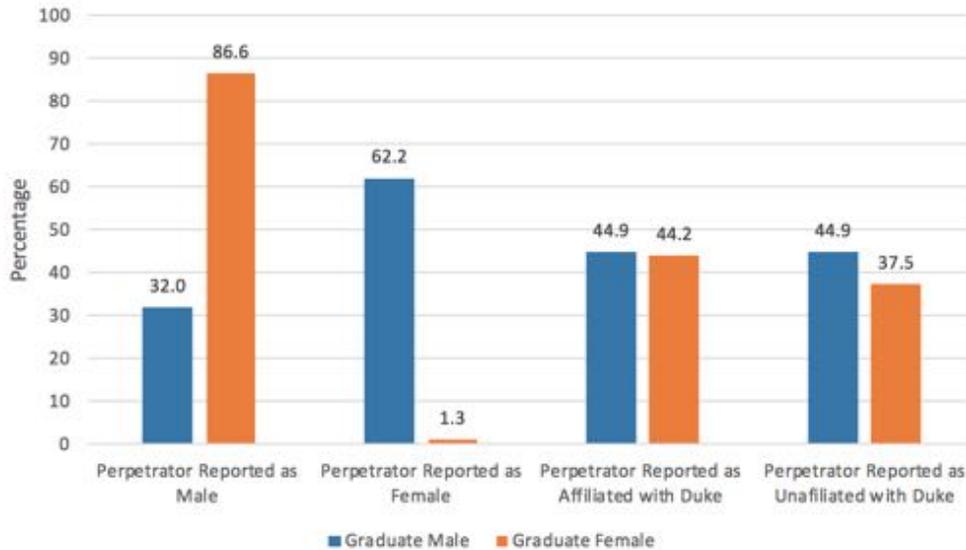
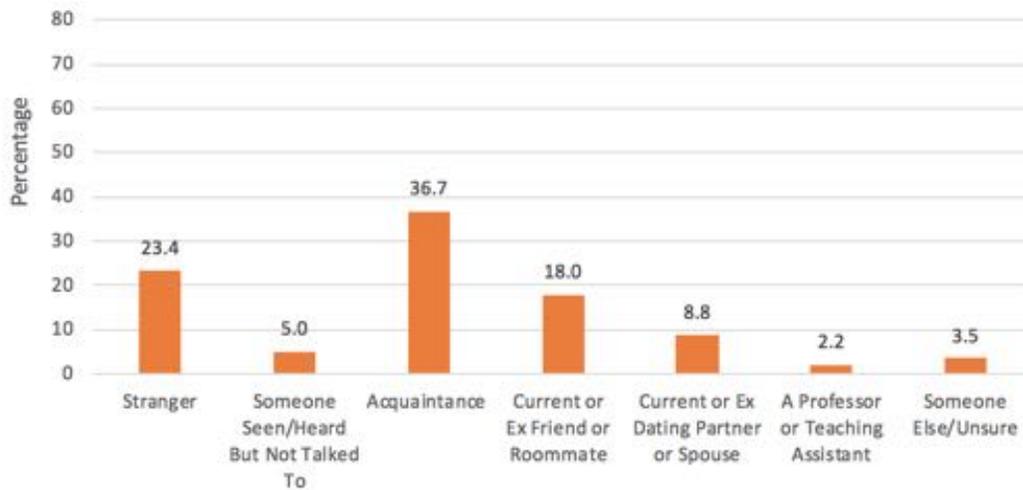


Figure 35 shows that the most common relationship between the victim and perpetrator was an acquaintance (as compared to 31% for graduate/professional students in 2016). The perpetrator was a stranger in 23.4% of incidents (25% in 2016). For female undergraduates in 2018, the perpetrator was an acquaintance in 30.4% of incidents and a stranger in 36.3% of incidents. The percentage of female graduate/professional students reporting sexual assault by a professor or teaching assistant was 2.2%.

**FIGURE 35. VICTIM RELATIONSHIP TO SEXUAL ASSAULT PERPETRATOR, FEMALE GRADUATE/PROFESSIONAL STUDENTS (APPENDIX B, TABLE 7A)**



**Incident Impact.** Female victims' assessments of how upsetting the incident was are shown in Figure 36. Over half of incidents (58.7%) were perceived by the victim as being "very upsetting" or "upsetting" (close to the 62% rate in 2016). As observed with undergraduate women, when looking separately at rape incidents (Appendix B, Table 7c), a much higher percentage (87.5%) were perceived in this manner (similar to the 88% rate in 2016). In contrast, 58.6% of sexual battery incidents were perceived as "very upsetting" or "upsetting" (see Appendix B, Table 7b) (similar to the 57% in 2016).

**FIGURE 36. PERCEPTION OF INCIDENT, FEMALE GRADUATE/PROFESSIONAL STUDENTS (APPENDIX B, TABLE 7A)**

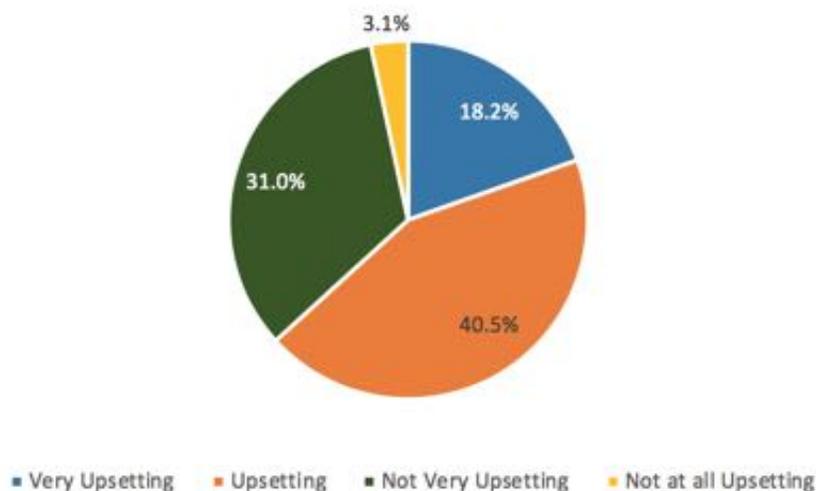


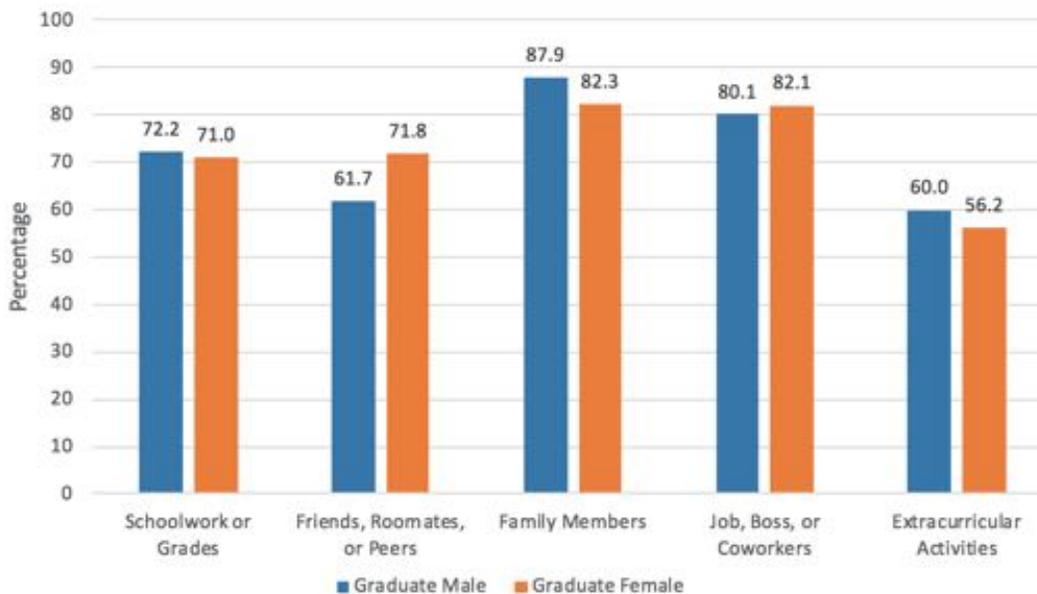
Figure 37 show male and female sexual assault victims' assessments of how much the incident impacted various aspects of their lives. Specifically, the figure shows the percent of incidents in which the victim indicated that the incident did not lead to problems in these areas.

As with undergraduate experiences, for the majority of sexual assault incidents experienced by graduate/professional students, the victim indicated that the incident did not negatively impact or interfere with their schoolwork, extracurricular activities, or relationships with people they knew or worked with. About 80% of both male and female graduate/professional students indicated in 2016 that the assault didn't impact their schoolwork or grades, as compared to the roughly 70% rate in 2016. At the same time, 74% of male graduate/professional students indicated that the assault didn't impact their family members as compared to 87.9% in 2018, while 87% of female students indicated that the assault didn't impact their family members in 2016 as compared to 82.3% in 2018.

However, when looking separately at the impact of rape and sexual battery incidents, rape incidents were more likely to be perceived as negatively impacting these areas of the victim’s life. For example, although 84.7% of sexual battery incidents were perceived not to have led to problems with the students’ schoolwork or grades, only 43% of rape incidents were assessed similarly. In other words, for over half of rape incidents experienced by female graduate/professional students (57%), the victim indicated that the incident led to problems with her schoolwork or grades. This is different than what was reported for 2016, when about 12% of female graduate/professional students who reported rape said it led to problems with schoolwork or grades, the same as for sexual assault.

When victims were asked whether, as a result of the incident, they made (or considered making) changes to their lifestyle in three categories (residence, class schedule, and attendance), a similar pattern emerged. The majority of incidents did not result in the student making (or considering) specific changes to their lifestyle in these areas. However, rape incidents were more likely to lead the victim to consider such changes. For example, for 28.6% of rape incidents experienced by female graduate/professional students, the victim considered taking some time off from school, transferring, or dropping out, compared to only 6.2% of sexual battery incidents (see Appendix B, Tables 7b and 7c).

**FIGURE 37. IMPACT OF INCIDENT (PERCENT REPORTING NO IMPACT), GRADUATE/ PROFESSIONAL STUDENTS (APPENDIX B, TABLE 7A)**

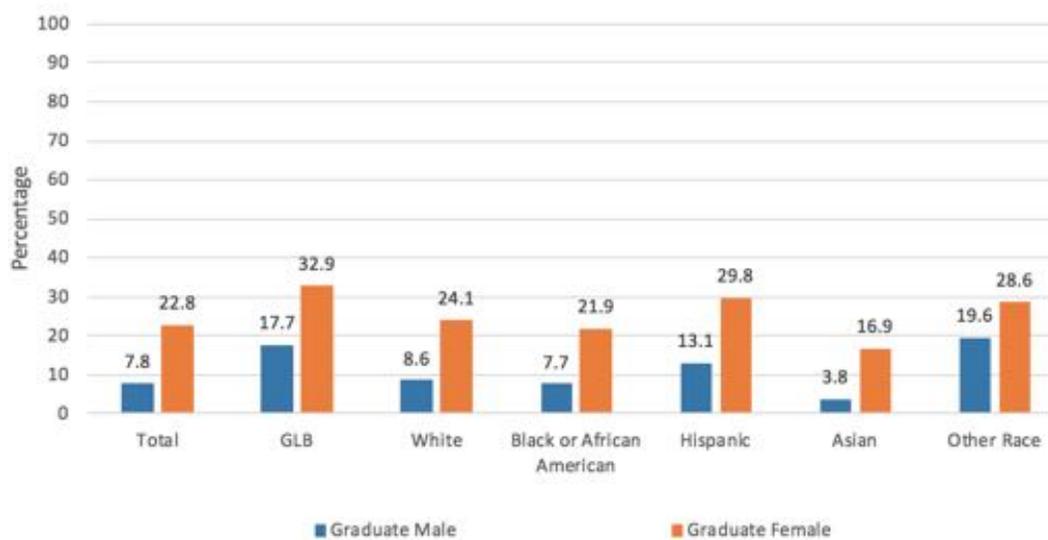


## Sexual Harassment

The percentage of male and female graduate/professional students who reported experiencing sexual harassment in the 2017-2018 academic year is shown in Figure 38. Overall, 22.8% of female and 7.8% of male graduate/professional students experienced sexual harassment as compared to 19% and 6%, respectively in 2016.

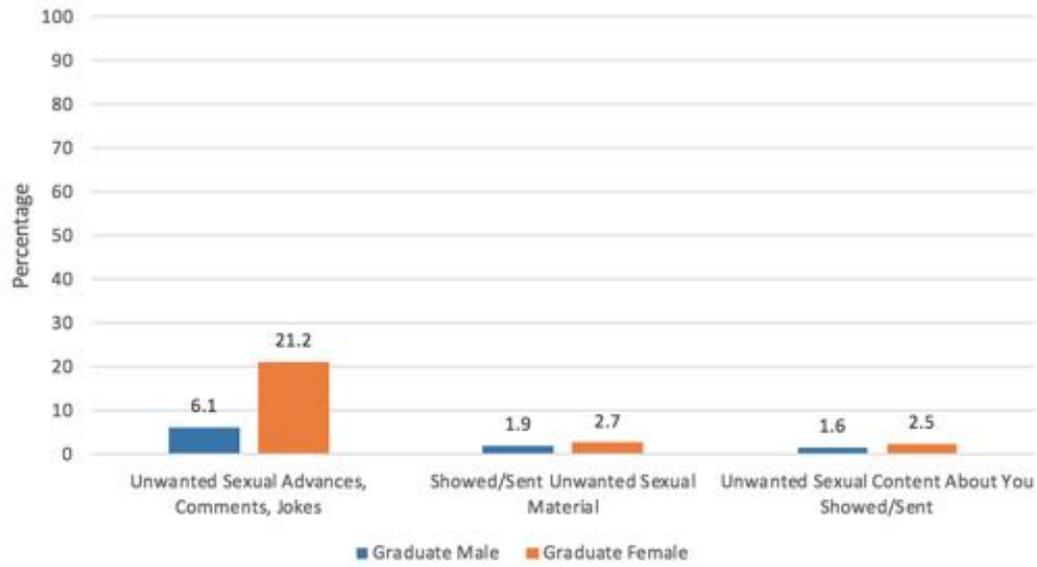
As with sexual assault, students identifying as GLB continued to report higher rates of sexual harassment than heterosexual/straight students, although at lower rates than in 2016. This was true for both male and female graduate/professional students. Regarding race/ethnicity, Hispanic students and those who classified as “other” (which includes students who selected two or more races or those who are American Indian, Alaska Native, or Native Hawaiian or Other Pacific Islander) had the highest rates of sexual harassment, with the rate for Hispanic female students increasing from 18% in 2016 to 29.8% in 2018.

**FIGURE 38. PREVALENCE OF SEXUAL HARASSMENT IN 2017-2018 ACADEMIC YEAR, GRADUATE/PROFESSIONAL STUDENTS (APPENDIX B, TABLES 4C AND 4D)**



When looking at the specific type of sexual harassment experienced (Figure 39), as in 2016, the most common types were experiencing unwanted sexual advances, sexual comments, and sexual jokes. However, the rates were dramatically lower than in 2016; e.g., 6.1% of men and 21.2% of women reported this as the most common type in 2018, as compared to 70% or more for both men and women in 2016. Similarly, the rate for graduate/professional women for “unwanted sexual material” dropped from 16% to 2.7% and for “unwanted sexual content about you” from 15% to 2.5%.

FIGURE 39. PREVALENCE OF SPECIFIC TYPES OF SEXUAL HARASSMENT IN 2017-2018 ACADEMIC YEAR, GRADUATE/PROFESSIONAL STUDENTS (APPENDIX B, TABLE 9B)



## PERCEPTIONS OF CAMPUS CLIMATE, RESOURCES, AND PROCESSES

### Perceptions of Duke Administration and Student Norms

The percent of male and female graduate/professional students who “agreed” or “strongly agreed” with various statements about their safety on campus and student norms regarding appropriate behavior and alcohol use is shown in Figure 40. As in 2016, the vast majority of students (over 90%) felt safe on campus and felt that Duke is trying hard to make sure that all students are safe. Graduate/professional students were much less likely to feel that alcohol abuse was a problem at Duke than undergraduates. Specifically, only 30-32% (unchanged since 2016) of graduate students felt this way compared to 65-72% of undergraduates (Figure 15). Graduate/professional students also felt that there was a clear sense of appropriate and inappropriate behavior among students at Duke, with 83% of women (79% in 2016) and 88% of men (83% in 2016) feeling this way (compared to only 58% of undergraduate women and 73% of undergraduate men). 30%-32% of graduate and professional students, both women and men, believe that alcohol is a problems, unchanged since 2016 (less than half the percentages for undergraduate students), although 50%-60% of reported incidents of sexual assault involved drug/alcohol use by the perpetrator or the victim (Figure 31).

**FIGURE 40. CLIMATE RELATED TO SAFETY AND STUDENT BEHAVIOR, GRADUATE/ PROFESSIONAL STUDENTS (APPENDIX B, TABLES 11C AND 11D)**

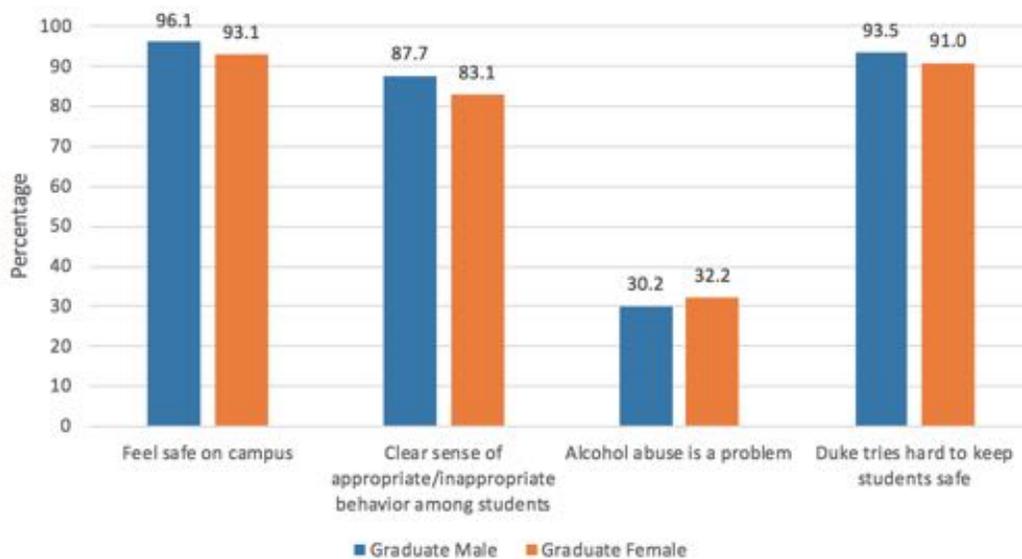
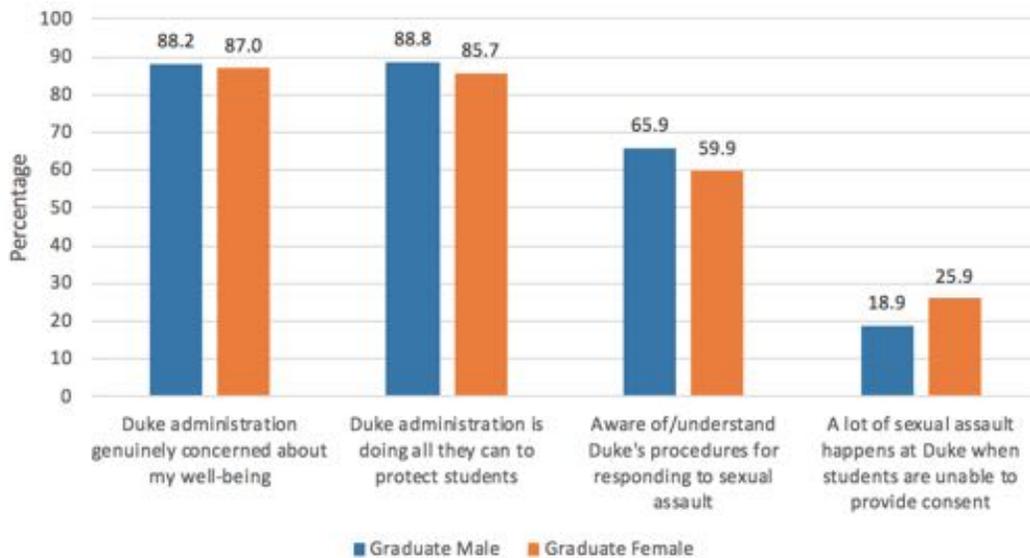


Figure 41 shows graduate/professional students’ perceptions about Duke administration, awareness of Duke’s procedures for responding to sexual assault, and perceptions about how commonly sexual assault happens when students are incapacitated and unable to provide consent. The vast majority (over 85%) of graduate/professional students regarded university

leadership highly, in terms of administration’s concern for their well-being and attempts to protect students from harm (in each case showing an increase of about 3 percentage points over 2016). Men and women were similarly positive in their perceptions of university leadership.

The percentage of graduate/professional students who were aware of and understand Duke’s procedures for responding to sexual assault was slightly lower compared to undergraduates (Figure 16). Among graduate/professional students, 60% of women and 66% of men agreed or strongly agreed that they were aware of and understand Duke’s procedures for responding to sexual assault, meaning that 34-40% are not fully aware of the school’s policies and procedures; however, this represents an increase from 48% for women and 59% for men in 2016.

**FIGURE 41. CLIMATE RELATED TO ADMINISTRATION AND SEXUAL ASSAULT POLICIES, GRADUATE/PROFESSIONAL STUDENTS (APPENDIX B, TABLES 11C AND 11D)**



Graduate/professional students’ perceptions of the extent to which sexual assault happens at Duke when students are incapacitated and unable to provide consent were quite different from those of undergraduates. Only 26% of female graduate/professional students (and 19% of males) “agreed” or “strongly agreed” that a lot of sexual assault happens at Duke when students are unable to provide consent (an increase from 21% in 2016 for women; the percentage for men remained the same), compared to 71% of undergraduate women and 53% of undergraduate men.

### Student Participation in Sexual Misconduct Training

Student participation in various training programs on sexual misconduct while at Duke is shown in Figure 42. Small percentages of graduate/professional students reported participating in a formal training, such as Haven Plus, now called Prevention of Sexual Assault for Graduates (which less than a quarter of students received, given that the requirement that incoming students take it was only implemented recently), or CampOut (which less than 10% received). Getting training on sexual misconduct from their school or department was more common, with 36% of women and 42% of men receiving such training. Training on specific topics, such as the definition of sexual assault, Duke’s policy on sexual assault, the definition of consent, how to report sexual assault, what services are available for survivors of sexual assault, how to intervene as a bystander to protect others from sexual assault, or other strategies for preventing sexual assault was less common for graduate/professional students than undergraduates.

For most topics, only about half of graduate/professional students had received any training (again, with the requirement for Haven Plus only recently implemented). While these data suggest room for improvement with regard to graduate/professional student training on sexual misconduct, the percentages for almost all the categories listed in Figure 42 increased by 15-25 percentage points since 2016.

**FIGURE 42. PARTICIPATION IN SEXUAL ASSAULT TRAINING, GRADUATE/PROFESSIONAL STUDENTS (APPENDIX B, TABLE 10)**

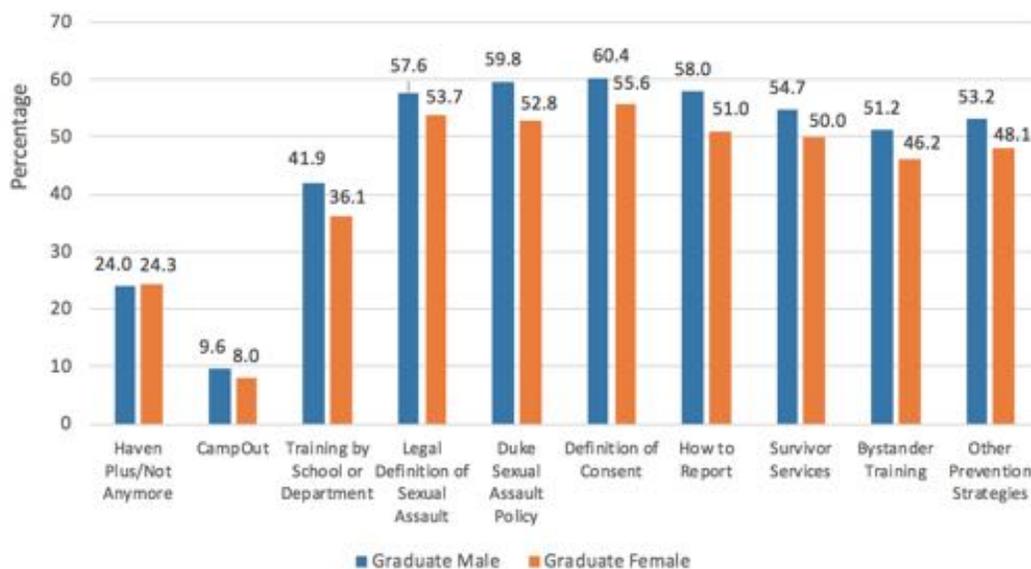
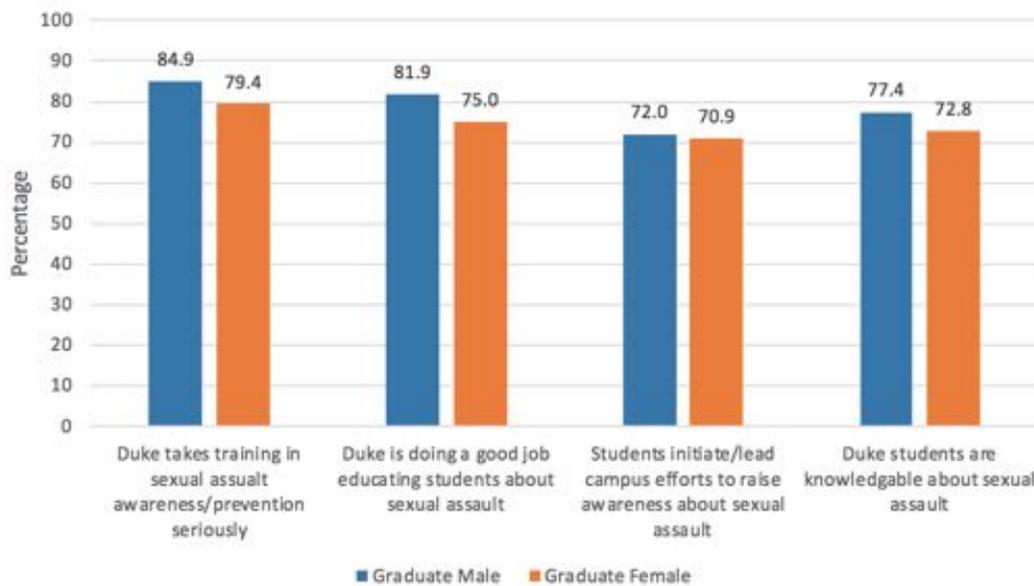


Figure 43 shows graduate/professional students' perceptions of Duke's education and awareness raising efforts. The majority of students (73-85%) expressed positive perceptions of University- and student-led education and awareness activities and the extent to which Duke students are knowledgeable about sexual assault, with all areas showing an increase over the percentages in 2016. However, graduate/professional students were less positive than undergraduates with regard to student-led awareness-raising activities. Specifically, 71 and 72% of graduate/professional female and male students, respectively, felt that students were taking a lead role in raising awareness about sexual assault ("Many students at this school initiate or lead campus efforts to raise awareness about sexual assault"), compared to 82% of undergraduates.

**FIGURE 43. CLIMATE RELATED TO EDUCATION AND AWARENESS, GRADUATE/ PROFESSIONAL STUDENTS (APPENDIX B, TABLES 11C AND 11D)**

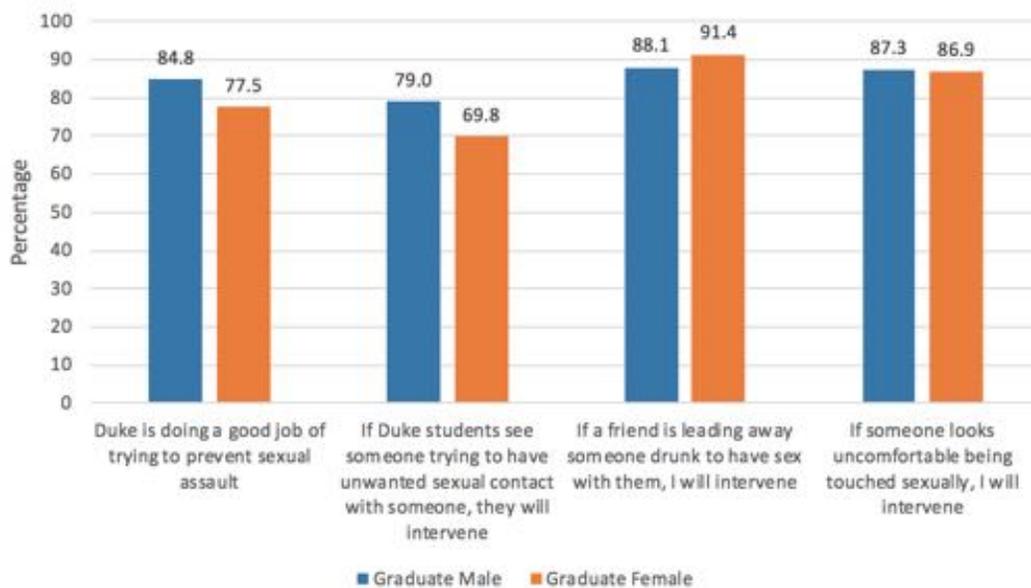


### Prevention and Bystander Behavior

Graduate/professional students' perceptions of the university's prevention efforts, as well as their likelihood of intervening to prevent sexual assault in various circumstances and their perceptions of other students' likelihood of intervening are shown in Figure 44. The majority of both male (85%) and female (78%) graduate/professional students believed that Duke is doing a good job of trying to prevent sexual assault (increases from the 2016 percentages of 81% and 74%, respectively). Most graduate/professional students also felt that Duke students would generally intervene to prevent sexual assault (with a higher percentage of men feeling this way than women, 79% vs. 70%, with increases from 72% and 64%, respectively). As with undergraduates, graduate/professional students generally had higher perceptions about

their own willingness to intervene than the willingness of other students. The vast majority (87-91%) of both men and women felt that it was “likely” or “very likely” they would intervene as a bystander in the situations described (a friend is leading someone who is obviously drunk away to have sex with them; someone they don’t know looks uncomfortable and is being touched, grabbed, or pinched in a sexual way), with a notable increase from 83% in 2016 to 88% in 2018 for men for intervening when a friend is leading someone away.

**FIGURE 44. CLIMATE RELATED TO PREVENTION AND BYSTANDER BEHAVIOR, GRADUATE/PROFESSIONAL STUDENTS (APPENDIX B, TABLES 11C-D AND 12C-D)**



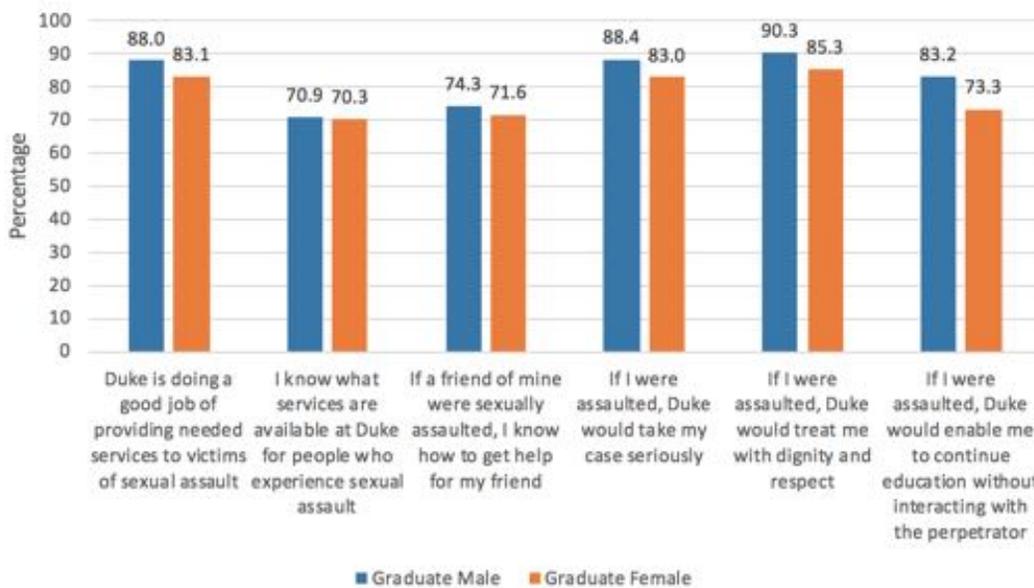
### Survivor Supports

Graduate/professional student perceptions of the support services available to survivors on campus and the manner in which Duke would respond if the student him/herself were to be assaulted are shown in Figure 45. The majority of men and women were knowledgeable about services for students who experience sexual assault, with slightly lower percentages feeling that they would know how to get help for a friend. 25%-30% of graduate/professional students would not know how to get help for a friend. The percentages increased in every one of these categories since 2016, for some as much as 10-13 percentage points (e.g., female graduate/professional students knowing what services are available).

When looking at students’ perceptions of the school’s response if they were to experience sexual assault, graduate/professional students were generally more confident in the administration’s response than undergraduates, with a less pronounced gender difference evident. For example, 83% of female graduate/professional students (and 88.4% of male graduate/professional students) “agreed” or “strongly agreed” that if they were to be sexually

assaulted, Duke would take their case seriously, compared to only 58% of undergraduate women (and 77% of undergraduate men). A higher percentage of graduate/professional students than undergraduates felt that Duke would enable them to continue their education without interacting with the perpetrator if they were to be sexually assaulted than the other university responses that were covered.

**FIGURE 45. CLIMATE FOR SURVIVOR RESOURCES AND UNIVERSITY RESPONSE, GRADUATE/PROFESSIONAL STUDENTS (APPENDIX B, TABLES 11C AND 11D)**



**Reporting of Sexual Assault (Among Female Graduate/Professional Student Victims)**

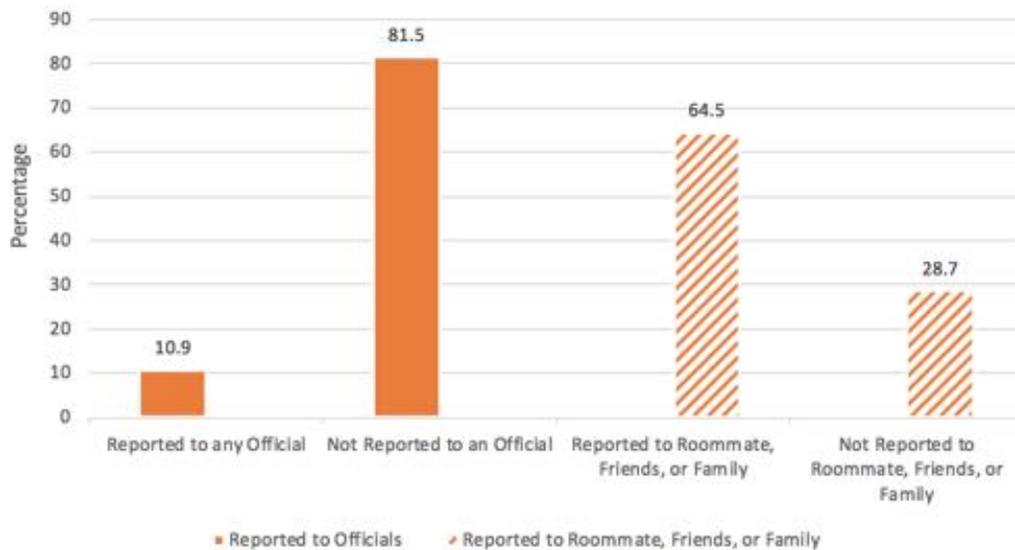
Figure 46 shows the percentage of sexual assault incidents experienced by female graduate/professional students that were reported to various sources. Very few sexual assault incidents were reported to any official, including police or university officials. However, this percentage was slightly higher than that among undergraduate women.

- 10.9% of sexual assault incidents experienced by female graduate/professional students were reported to any official (a drop from 16% in 2016), which could include university administrators, faculty, staff, or other officials; DUPD or local law enforcement; the Women’s Center (or other crisis, helpline, hospital, or healthcare center on campus) or a local rape crisis center or healthcare facility.
- 64.5% of incidents were disclosed to roommates, friends, or family (an increase from 61% in 2016).

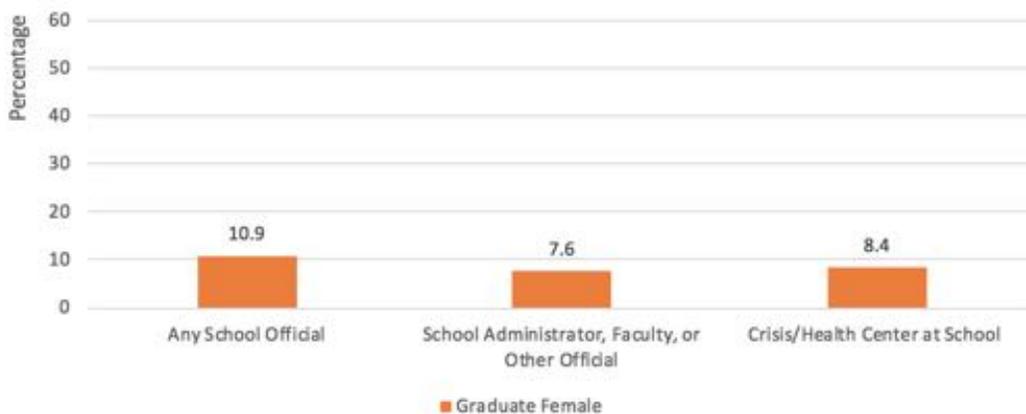
Figure 47 includes additional information about the school officials to whom graduate/professional students who experienced sexual assault reported. Only 10.9% of incidents

experienced by women were reported to any Duke official, including administrators, faculty, staff, or other officials; DUPD; or the Women’s Center (or other crisis, helpline, hospital, or healthcare center on campus). Slightly more incidents (8.4%) were reported a crisis or health care center (including the Women’s Center) at Duke than to administrators, faculty, staff, or other officials (7.6%). These percentages in 2016 were not considered reliable. Additional details about reporting among male and female graduate/professional students who experienced a sexual assault incident can be found in Appendix B, Tables 7a-7c. However, many of the estimates, particularly for men, are considered statistically imprecise.

**FIGURE 46. REPORTING OF SEXUAL ASSAULT, FEMALE GRADUATE/PROFESSIONAL STUDENT VICTIMS (APPENDIX B, TABLE 7A)**



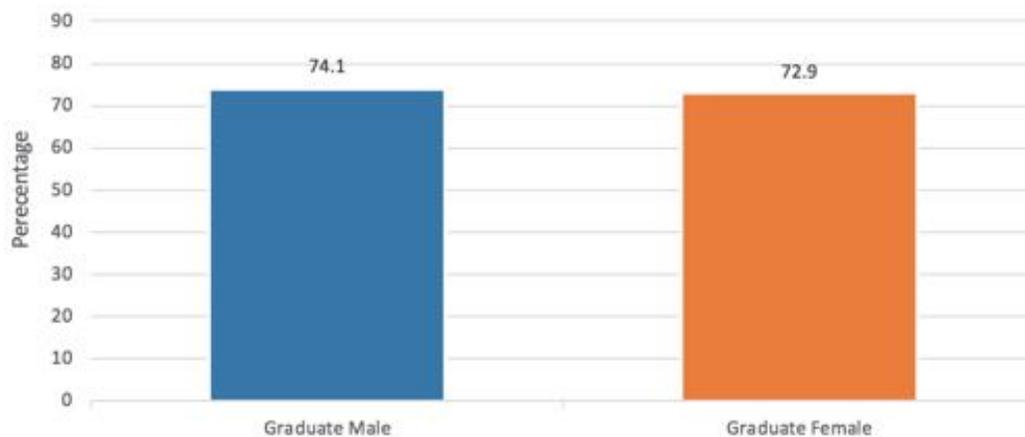
**FIGURE 47. REPORTING OF SEXUAL ASSAULT TO SCHOOL OFFICIALS, FEMALE GRADUATE/PROFESSIONAL STUDENT VICTIMS (APPENDIX B, TABLE 7A)**



### Likelihood of Reporting as a Bystander

When considering graduate/professional students' perceptions of whether they would report a situation (to a campus administrator or police) in which someone told them that they had sex with someone who was passed out (Figure 48), nearly three-quarters of men and women felt that it was likely or very likely that they would report (as compared to two-thirds in 2016).

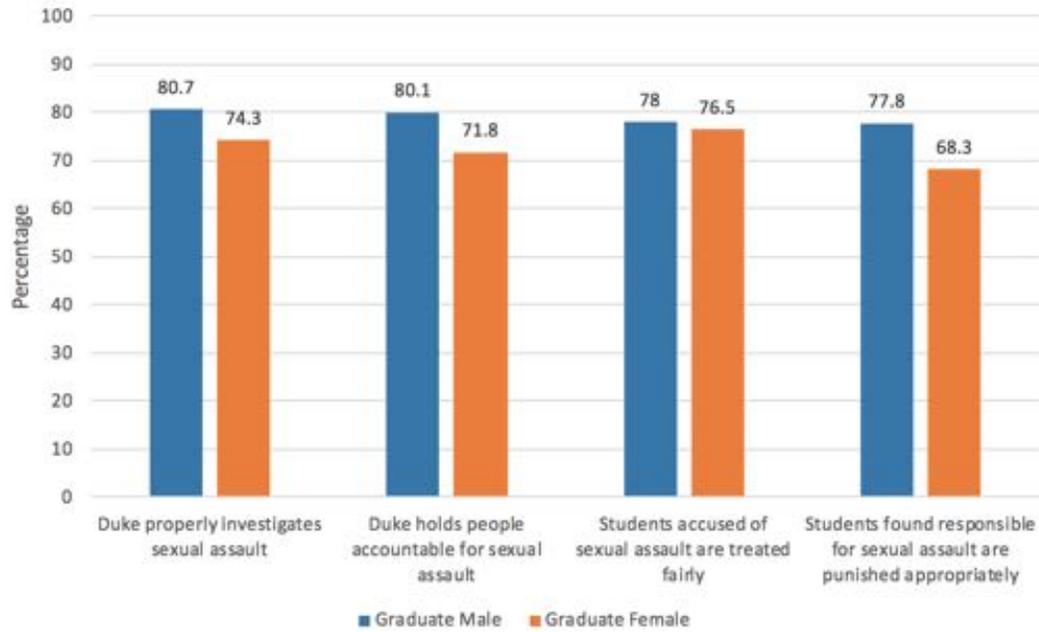
**FIGURE 48. LIKELY REPORTING AS A BYSTANDER, GRADUATE/PROFESSIONAL STUDENTS (APPENDIX B, TABLES 12C AND 12D)**



### Perceptions of Duke's Adjudication Process

Graduate/professional students' perceptions of Duke's adjudication process are shown in Figure 49. Among both men and women, the majority felt that Duke investigated and adjudicated reports of sexual assault properly, including the manner in which accused individuals are treated. Each item showed an increase from the percentages reported in 2016, from three to 8 percentage points. For each item, graduate/professional students gave much more positive ratings than undergraduate students. In addition, the gender difference in perceptions related to adjudication was much less pronounced among graduate/professional students. The largest difference was with regard to the punishment of students found responsible for sexual assault, for which 68% of women and 78% of men agreed or strongly agreed that appropriate punishments were given (compared to 36% of undergraduate women and 59% of undergraduate men).

FIGURE 49. CLIMATE RELATED TO ADJUDICATION, GRADUATE/PROFESSIONAL STUDENTS (APPENDIX B, TABLES 11C AND 11D)

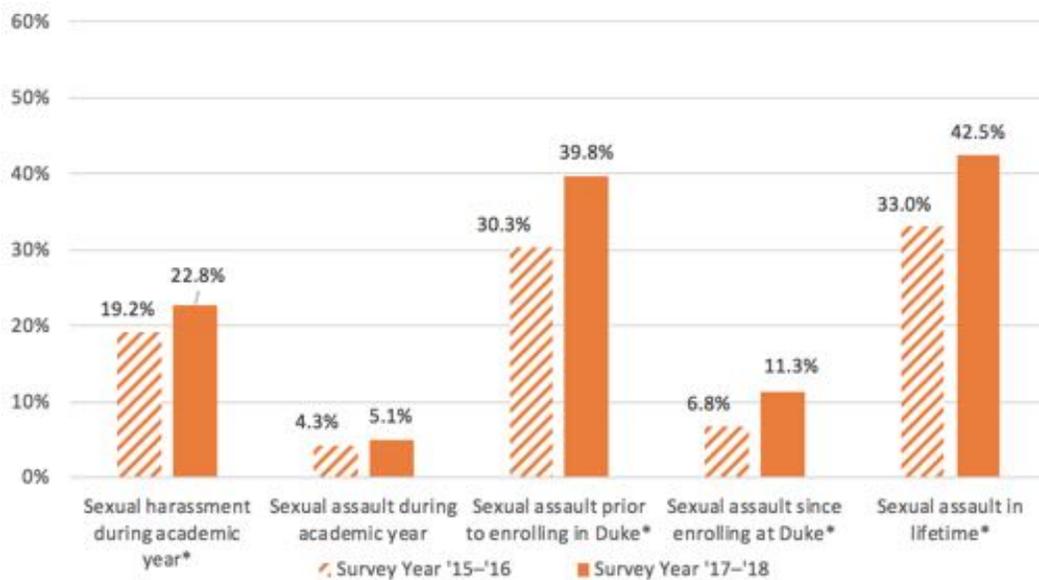


## CHANGE IN PREVALENCE AND CLIMATE FROM 2015-2016 TO 2017-2018

### Prevalence Estimates

Changes in sexual assault and sexual harassment prevalence from the 2015-2016 academic year are shown in Figures 50 (female graduate/professional students) and 51 (male graduate/professional students). Among women, a larger percentage of students experienced sexual harassment and during the 2017-2018 academic year (23%) than the 2015-2016 academic year (19%). As with undergraduate women, an increase (over the two-year period) in the percentage of female graduate/professional students who had experienced sexual assault prior to enrolling in Duke, since enrolling at Duke, and in their lifetimes was also evident. However, no statistically significant change in the percentage of female graduate/professional students experiencing sexual assault in the current academic year was detected.

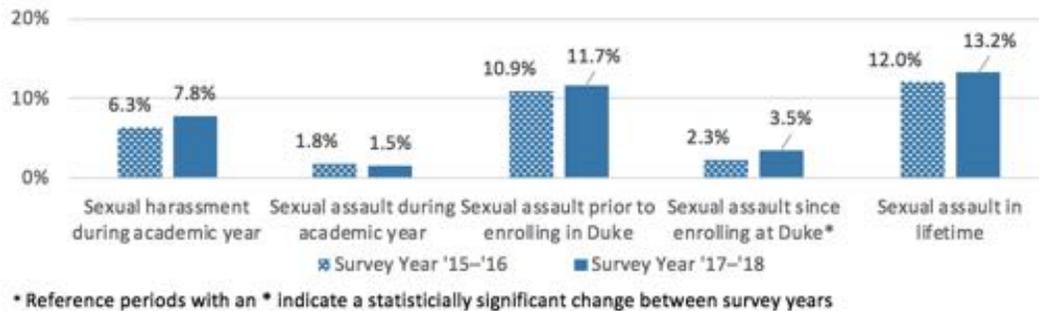
**FIGURE 50. PREVALENCE ESTIMATES FOR FEMALE GRADUATE/PROFESSIONAL STUDENTS FROM 2016 AND 2018 SURVEYS**



\* Reference periods with an \* indicate a statistically significant change between survey years

For men, the only difference that was statistically significant is the percentage of men experiencing sexual assault since enrolling at Duke, which was higher in the 2018 survey than the 2016 survey.

**FIGURE 51. PREVALENCE ESTIMATES FOR MALE GRADUATE/PROFESSIONAL STUDENTS FROM 2016 AND 2018 SURVEYS**

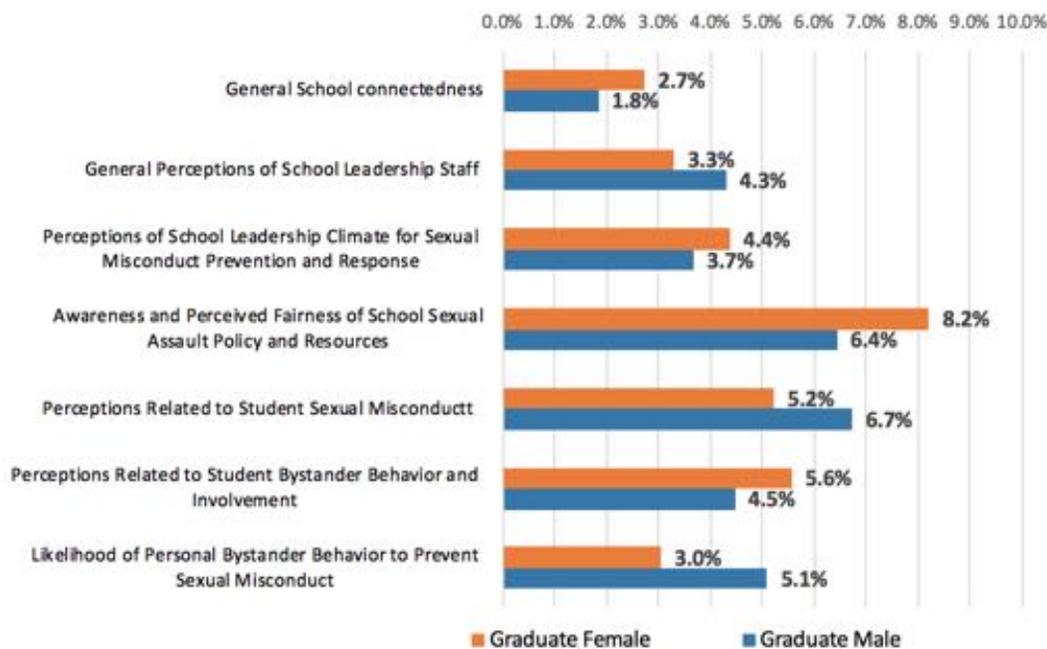


### Climate Scales

Changes in students' ratings of various aspects of the campus climate related to sexual misconduct are shown in Figure 52. As described previously, seven climate scales were developed (based on the same survey items) in both 2016 and 2018, with each scale scored based on students' responses to individual items that comprise the scale and with higher values indicating more positive climate ratings.

In looking at the percent change from 2015-2016 to 2017-2018 for each climate scale, it is evident that students' ratings of school climate were significantly more positive in 2017-2018 than in 2015-2016. This pattern was found for all climate scales and for both men and women.

**FIGURE 52. PERCENT CHANGE IN AVERAGE CLIMATE SCORES FROM 2016 TO 2018 SURVEY, GRADUATE/PROFESSIONAL STUDENTS**



## REFERENCES

Cullen, F., Fisher, B., & Turner, M. (2000, December). The sexual victimization of college women (NCJ 182369). Washington, DC: U.S. Department of Justice, Office of Justice Programs, National Institute of Justice. Retrieved from <https://www.ncjrs.gov/pdffiles1/nij/182369.pdf>