

**REPORT OF THE  
STATE COUNCIL OF HIGHER EDUCATION AND  
THE TASK FORCE ON CAMPUS RAPE ON**

**Sexual Assault  
on Virginia's Campuses**

**TO THE GOVERNOR AND  
THE GENERAL ASSEMBLY OF VIRGINIA**



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## **PREFACE**

House Joint Resolution 194 requested the Council of Higher Education to study sexual assault and rape on Virginia's college and university campuses. This report, in response to the resolution, consists of four parts: the results of a survey administered to 5,000 students, a description of programs and services on Virginia's campuses, guidance to institutions in revising or developing sexual assault prevention and treatment programs, and a description of the work the task force feels still needs to be accomplished.

### **Task Force on Campus Rape**

Judy Bradford, Director  
Center for Public Services  
Virginia Commonwealth University

Randolph Canterbury, Director  
Institute for Substance Abuse Studies  
University of Virginia

Kathleen M. Giles  
Licensed Professional Counselor  
Virginians Aligned Against Sexual Assault

Jayson Jackson  
Student  
Virginia State University

Jay W. Malcan  
Criminal Justice Program Analyst  
Department of Criminal Justice Services

Jennifer Rabold  
Student  
University of Richmond

Robert L. Scott  
Vice President for Student Affairs  
James Madison University

Elizabeth Warren  
Student  
University of Virginia

Joann Wrightson  
Rape Awareness Services, YWCA

Ronald E. Cambell  
Director, Housing and Residential Life  
George Mason University

Dan Dean  
Director of Campus Police  
Virginia Commonwealth University

R. Claire Guthrie  
Deputy Attorney General  
Office of the Attorney General

Kathryn Malbon  
Criminal Justice Program Analyst  
Department of Criminal Justice Services

Mandie Patterson, Chief  
Victimis Services Section  
Department of Criminal Justice Services

Anne Schroer-Lamont  
Associate Dean of Students  
Washington & Lee University

Diane Scully, Professor  
Department of Sociology and Anthropology  
Virginia Commonwealth University

Harold Wright, Director  
Virginia Crime Prevention  
Association

### **Council Staff**

J. Michael Mullen  
Deputy Director

Vicki Mistr  
Staff Assistant

Margaret A. Miller  
Associate Director for  
Academic Affairs

Marigail Sexton  
Substance Abuse Prevention Specialist

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## Executive Summary

### FIRST REPORT ON SEXUAL ASSAULT AND RAPE ON VIRGINIA'S CAMPUSES

In response to SJR 194, the Council of Higher Education submits to the Governor and General Assembly the appended document. It consists of four parts: the results of a survey administered to over 5,000 students, a description of programs and services on Virginia's campuses, guidance to institutions in revising or developing sexual-assault prevention and treatment programs, and a description of the work yet to be done.

In brief, the conclusions of the report are as follows:

#### I. The Student Survey

o The great majority of men and women students in Virginia exhibit attitudes and behaviors that bode well for responsible relationships. But there remains a need for educational programs designed to deal with sexual violence.

o Women in the sample reported that 15 percent of them had given in to unwanted sexual activity because of emotional pressure, seven percent had experienced sexual assault, five percent had been the victims of attempted rape, and two percent had experienced a rape. Most of their assaulters were men whom they knew. Alcohol was a factor in most of these incidents.

o Very few of these women reported their experiences to anyone in authority.

o Women and men have different perceptions about the frequency of the various forms of sexual assault, suggesting important differences in perception and definition that should be addressed in educational programs and further studies.

#### II. Programs and Services

o Statistics kept by law-enforcement officials and counseling centers do not accurately reflect the numbers of sexual assaults and rapes on campus. Students need to be encouraged and informed how to report such incidents, and on- and off-campus agencies need to cooperate in recording and reporting incidence data.

o Specific policies and procedures dealing with sexual assault and rape are not as pervasive on Virginia's campuses as they should be. Most campuses are addressing this problem through the creation of sexual-assault task forces.



o The most common educational programs are those offered at new-student orientation and resident-assistant training. Various groups on campus and among campuses need to be better aware of each other's educational activities. The effectiveness of programs should be monitored.

o The professionals who deal with sexual assault victims, while well credentialed, are often not specifically trained in sexual-assault counseling. The general strain on professional psychological counseling staff is acute, with only 249 full-time counselors to serve 350,000 students. This situation can only be aggravated by the current fiscal situation of colleges and universities.

o Consequently, many campuses look to the local communities for help in providing services. Such cooperation is essential, but care is needed to avoid putting undue strain on community resources.

o Security on campus consists primarily of safety lighting, security offices, and, on residential campuses, controlled access to dormitories. Other services -- like night security, escort services, emergency telephones and hotlines -- are currently available at some institutions.

### III. Program Guidance

Campuses are offered the following recommendations for improving their programs and services:

#### o Recommendations about policies and procedures

By September 1992, all colleges and universities should have completed their review of existing policies on sexual assault and rape. If necessary, a separate policy should be adopted and widely distributed. All students, faculty, and staff should receive a copy of the policy each academic year.

By September 1992, each campus should designate a single office or individual employee as the "sexual assault coordinator" for the campus. This individual should draw upon campus and community resources for program delivery and services.

#### o Recommendations about physical security

By September 1992, all campuses should incorporate crime prevention through environment design into the campus master plan and architectural design of new facilities and planned renovations. Campuses should incorporate such concepts into facilities currently being planned.

Each campus should examine services currently being provided

by other campuses and those already implemented to determine if new or changed services could be provided in a cost-effective manner.

All residential facilities should provide necessary entry, security systems, internal and external lighting, and routine security coverage to establish a safe environment for students and their guests. Institutions should have maximum flexibility in determining how to pay for such systems.

o Recommendation about information

By fall 1993 each campus should provide information to each student annually on campus policies, procedures, and services available on and off the campus. Informational posters and other materials should be used immediately to maintain awareness of the potential risk of sexual assault.

o Recommendation about reporting

Each campus should implement appropriate data collection procedures and systems for incidents of sexual assault and rape on campus, in conjunction with the annual crime and student right-to-know reporting requirements. Provisions should be made to protect confidentiality of accused and accusers.

o Recommendation about judicial systems

By September 1992, each campus should have examined its judicial system to be sure that it addresses sexual assault and rape in the ways suggested in this section.

o Recommendation about educational programs

By fall 1993, each campus should develop a plan for campus educational programs related to sexual assault that reflects the institutional mission and includes specific goals and measurable objectives for each major component of the program. The plan should include an evaluation component.

o Recommendations about treatment and support

All colleges should have plans for providing treatment and support services to victims of sexual assault or rape who are students, employees of the institution, or guests on campus. Institutions should decide if these services should be provided by institutional staff, volunteers, community-based organizations or groups, or through a combination of providers.

#### IV. Next Steps

In the remainder of the study year, the task force working with the Council staff proposes to

o Further refine the student survey information by conducting a series of focus groups on campuses, and

o Hold a conference in the spring to present the results of the student and program surveys and to discuss elements of good programming.

If funded to do so, the Council will

o Continue the study in 1992-93 by working with campuses as they develop their programs.

o Work with the Department of Education in an effort to ensure that the problem of sexual violence is addressed throughout the curriculum.

o Coordinate training and information-sharing among institutions to use institutional resources most effectively.

o Report to the Governor and 1993 General Assembly on the further analysis of the student survey, coordination among institutions, and what campuses are doing to strengthen their programs.

## Introduction

### FIRST REPORT TO THE GOVERNOR AND GENERAL ASSEMBLY ON SEXUAL ASSAULT AND RAPE ON VIRGINIA'S CAMPUSES

Although I do not. . . believe that the human condition will ever advance to such a state of perfection as that there shall no longer be pain or vice in the world, yet I believe it susceptible of much improvement. . . and that the diffusion of knowledge among the people is to be the instrument by which it is to be effected.

Thomas Jefferson

Senate Joint Resolution 194, passed by the 1991 General Assembly, charged the State Council of Higher Education to study sexual assault and rape on the campuses of Virginia. Specifically, it asked the Council to examine

(i) ways in which to encourage the reporting of rape and sexual assault by student victims, (ii) methods of providing education on rape awareness to both female and male students, (iii) measures to better provide security against rape on campuses, and (iv) other issues which the joint subcommittee considers are related to the issue of rape on Virginia's campuses.

The legislature's concern echoed similar interest on the federal level, as evidenced in the Student Right-To-Know and Campus Security Act, which requires colleges and universities whose students receive federal student aid to make available certain crime statistics and campus security policies, as well as permitting them to disclose information regarding the outcome of disciplinary hearings to the victims of violent crimes. Institutions are required to begin compiling their statistics as of September 1, 1991, for initial reporting in 1992.

Although nothing in the federal legislation prescribes the content of the required campus security policies, it does not prevent states from describing the characteristics of exemplary programs that campuses could adopt or adapt to their own purposes. Thus the federal regulations are compatible with the General Assembly's charge to the Council to examine state-wide approaches to the reporting on, education about, and protection against sexual assault and rape on campus.

Within Virginia, political leaders seem very much in agreement about the saliency of this issue. One of the first requests Governor Wilder made of higher education institutions after taking office was that they develop plans to improve civility on campus. Those reports, submitted in November 1990, addressed, among other things, increasing the physical safety of students. The Governor has continued to reiterate that as "high-risk" communities, colleges and universities have a particular responsibility to protect students from threats to their physical and emotional well-being. In fact, as the study below suggests, Virginia's campuses are just about as safe as campuses everywhere -- that is, women students in Virginia and in the nation are not living in a protected environment, but instead in one that contains many of the social problems that exist outside the campus boundaries.

As part of his commitment to trying to make campuses better and safer places in which to live and learn, the Governor established a task force to address issues of substance abuse and sexual assault on campus. The Governor's task force and the one established by the Council to address the legislature's charge have proceeded in full cooperation, with as little duplication of effort as possible.

Of all the crimes covered by the federal legislation, rape is perhaps the most difficult for campuses to deal with. First, there is strong suspicion that it is seriously underreported. One study by Mary P. Koss, for instance, reports that of the college women surveyed, 15% had, since the age of 14, been raped "according to strict legal standards" for the crime (Smith, 120). Yet in Virginia, with almost 160,000 women students, only 15 rapes were reported to the Department of Criminal Justice Services in 1990 and 229 rapes or sexual assaults to campus counseling centers in 1990-91.

Second, while aggravated assault is a crime that most people have no trouble identifying, rape is one where often it is clear neither to the perpetrator nor to the victim that a crime has been committed, even in the face of considerable physical and mental harm. Thus, education programs are critical and must begin with the development of an awareness that non-consensual sexual intercourse is a form of assault. And issues such as male/female communication and substance abuse must be a part of any education program that will be effective.

Finally, protection against a crime which is not only perpetrated by strangers but often by "friends" poses certain special challenges when institutions try to develop physical safety programs. Good lighting on campus may help prevent stranger rape but will do nothing to prevent date rape.

The Department of Criminal Justice Services awarded the Council a grant to do the legislatively mandated study as thorough-

ly as possible. With the help of the resources provided by this federal grant, the Council

- 1) Established a state-wide task force comprised of educators and scholars, social-service personnel, college student-affairs administrators, students, lawyers, crime-prevention specialists, substance-abuse specialists, and police officers (see Appendix 1 for a list of members).
- 2) Surveyed over 5,000 students in the Virginia system of higher education to determine their attitudes towards sexual behavior; their experiences with sexual assault and rape while college students in Virginia; and their opinions about campus services designed to educate about, prevent, and deal with the survivors of sexual assault. This survey provided information about the extent of the problem on Virginia's campuses; it and the student-attitude information will be useful in designing rape-prevention programs.
- 3) Surveyed public and private institutions of higher education to determine what kinds of sexual-assault education, prevention, and treatment services are now available on Virginia's campuses.
- 4) Studied the results of the two surveys and relevant literature in order to develop a description of the characteristics of good sexual assault and rape policies and procedures, as well as security, information, reporting, judicial, education, and treatment programs.

In completing this study, the task force had the full cooperation of all the public institutions of higher education and many of the private ones, who completed surveys and compiled mailing lists for the student survey. The Council wishes to thank the staffs of those institutions for all the work that they have done.

Thomas Jefferson, with his customary realism, was probably right to acknowledge the persistence of pain and vice in the world. But we can only hope that he was also right that these can be diminished by what colleges and universities do best, the "diffusion of knowledge." Sexual violence is so explosive because it involves issues very close to the nerves: power, violence, sex, and communication. But if it is possible anywhere to dismantle that bomb, colleges and universities ought to be able to do so, given all the intellectual and educative tools at their command.

The results of the two surveys and guidance to the institutions in establishing comprehensive sexual assault programs are given below.

## PART I: THE STUDENT SURVEY

### PURPOSE AND SCOPE

The purpose of the student survey was threefold: to learn about 1) student attitudes and beliefs concerning sexual behavior and sexual assault; 2) student perceptions concerning current campus sexual-assault programs and services, as well as those that are needed; and 3) incidents of and student reactions to sexual violence at Virginia's colleges and universities.

There were four different versions of the student survey questionnaire. One was addressed to a random sample of first-year women students at all the public and a sample of private Virginia institutions; a second, only slightly different, to other undergraduate and graduate and professional-school women; a third to first-year men; and a final survey to other undergraduate and graduate and professional-school men.<sup>1</sup> The women's surveys sought to determine 1) how many women had experienced sexual violence during their entire time as students in Virginia's colleges and 2) how many such incidents could be estimated to have occurred during one 12-month period, from August 1, 1990 through July 31, 1991.

First, women students were asked if they had had experiences described in such a way as to conform to Virginia legal definitions of sexual assault, attempted rape, or rape, as well as experiences of sexual coercion, while attending college in Virginia. Then, women who were enrolled during the period from August 1990 to July 1991 were asked how many times they had experienced sexual coercion or assault during that time. First-year women were asked how many incidents they had experienced during the first six to eight weeks of the fall 1991 semester, prior to receiving the questionnaires. And men students were asked parallel questions about how many times they had perpetrated coercion, assault, attempted rape, or rape.

It is important to note that this survey, unlike others, did not seek sexual-assault data about the student's experience over a lifetime. Rather, because the Council of Higher Education was charged with developing policy related to sexual experiences on campus, the survey was designed to estimate the incidence of sexual assaults committed against women students in Virginia colleges and universities by asking them to report on experiences during one specific 12-month period (August 1, 1990 - July 31, 1991). No other survey of which the task force is aware has attempted to measure the incidence of sexual assault with such stringent restrictions on student status and time. But this period reflects the time when the institutions had responsibility for the students and their behavior.

Of those other studies, the one by Mary Koss and colleagues (Koss, Gidycz, & Wisniewski, 1987) is perhaps the best known. Koss

and her associates asked ten sexual-victimization questions to a nationwide sample of 3,187 women college students at 32 colleges and universities selected to represent the higher-education community in the United States. Fifteen percent of women respondents indicated that they had had experiences corresponding to legal definitions of rape and an additional 12 percent corresponding to attempted rape since the age of 14 (hence with much looser restrictions than the Council survey on both student status and time). Koss estimates that in any 12-month period, roughly 5% of college women will experience one or more attempted or completed rapes, defined according to the strict Uniform Crime Reports definition.

Several other studies have been done of students on one or several campuses. The slight differences in the figures generated by the different studies can be attributed to differences in question wording, populations surveyed, survey timing, and sampling techniques. But all reinforce the findings of the Council survey (discussed below) that, considering the number of people represented by these percentages, sexual assault and rape by acquaintances are a significant problem on campuses in Virginia, to about the same degree as they are elsewhere in the country.

Moreover, students come to college with experiences of and attitudes about sexual violence. One college reported that of the 13.7 percent of women who answered "Yes" to the question "Have you ever been physically forced by a dating partner to have sexual intercourse," one-third said the most recent incident had occurred in college, one-third in high school and one-third in junior high. These data suggest that education about sexual violence should not begin during the college years but instead much earlier. They also suggest that colleges may have to provide support not only to those who have these experiences while in college but to those who are struggling to come to terms with their pain and confusion about earlier experiences.

In addition to seeking incidence data and information about specific experiences, the task force wanted to know how students view campus educational programs and student services concerning sexual assault. The survey listed possible campus resources and asked the respondent if they were available on campus, if they were important to have, if the student had used the resources, and if they had been helpful. This information has been compared with similar information requested in the institutional survey and used in developing guidance to the institutions about services they should provide.

The other major area the survey addressed concerned student attitudes and beliefs about sexual assault. Students were asked to strongly agree, agree, disagree, or strongly disagree with several statements about sexual behavior, from "These days there is too much peer pressure on college students to have sex" to "A woman who



goes to a man's dorm room or apartment on their first date implies that she's willing to have sex" to "Many men secretly want to rape a woman." The data gathered from these questions inform the guidance given to the institutions in the third part of this report and will shape the questions pursued when the task force meets with student focus groups in the winter.

## FINDINGS

### Attitudes

Survey respondents were asked to indicate their level of agreement with a list of 25 statements about rape and sexual assault, by assigning each statement a score of from 1 (strongly agree) to 4 (strongly disagree). Most statements evoked strong consensus responses among the students -- a large majority either agreed or disagreed (see Table 1). Reassuringly, for example, about 95 percent of both men and women agreed that "For most women, rape is a very upsetting experience" and "A man's being drunk is no excuse for raping a woman." Similar consensus was found on questions like "Women should expect to pay a man back with sex if he spends a lot of money on a date," or "If a woman knows she is going to be raped, she might as well relax and enjoy it," with which only one or two percent of both the men and women agreed.

Other statements did not evoke consensus. Indeed, differences between the responses of women and men were statistically significant on all but five of the statements. For seven key statements, divergence of opinion was very substantial. For instance, more women feel pressure to have sex than men: while a majority of respondents agreed that "these days there is too much peer pressure on college students to have sex," nearly two-thirds of women agreed, compared to slightly fewer than half of the men. Interestingly, men were more apt than women to assign men responsibility for preventing rape: nearly half the men agreed with the statement, "The responsibility for preventing rape lies with men," while only 39 percent of women agreed.

Two other statements also evoked widely discrepant reactions among men and women:

"Many women cause their own rape by the way they act and the clothes they wear around men" (with which 15 percent of women and 35 percent of men agreed), and  
"Women often use the charge of rape vindictively" (15 percent of women, 32 percent of men agreed).

Overall an unsettling 22 percent and 24 percent of all respondents agreed with these two statements. The differences between men's and women's agreement with the following statements was less

dramatic but quite substantial:

"In order to protect men, judicial procedures should make it very difficult for a woman to prove she was raped" (four percent of women agreed, and 15 percent of men);

"If a man doesn't have sex with a woman when she wants to, his masculinity may be questioned" (13 percent of women, 30 percent of men); and

"A woman will pretend she does not want sex because she doesn't want to seem loose, but she hopes men will insist" (12 percent of women, 20 percent of men).

These divergent responses of men and women to these statements underscore the need for on-going education of students about some beliefs that may promote sexual violence, particularly attitudes about implied consent, masculinity, and male and female sexuality.

TABLE 1

## ATTITUDES TOWARD SEXUAL ASSAULT

(Average Score and Percentage Who Agree)

	Average Score <sup>1</sup>	All Students	Women	Men
For most women, rape is a very upsetting experience	1.23	96%	95%	96%
A man's being drunk is no excuse for raping a woman	1.35	95%	95%	94%
Men who rape women are probably emotionally sick	2.02	72%	73%	72%
These days there is too much peer pressure on college students to have sex *	2.32	58%	66%	48%
The responsibility for preventing rape lies with men *	2.62	43%	39%	47%
Many men secretly want to rape a woman*	2.98	23%	22%	26%
Women often use the charge of rape vindictively *	3.00	22%	15%	32%
Many women cause their own rape by the way they act and the clothes they wear around men *	3.12	24%	15%	35%
If a woman drinks to the point of helplessness and has sex, it isn't rape *	3.21	22%	17%	28%
A woman will pretend she does not want sex because she doesn't want to seem loose, but she hopes men will insist *	3.22	16%	12%	20%
If a man doesn't have sex with a woman who wants to, his masculinity may be questioned *	3.23	20%	13%	30%
A woman who initiates a sexual encounter will probably have sex with anybody*	3.31	10%	9%	13%
A woman going to a man's dorm room or apartment on the first date implies she's willing to have sex*	3.35	10%	12%	9%
Most men accused of rape are really innocent*	3.35	3%	2%	5%
In order to protect men, judicial procedures should make it very difficult for a woman to prove she was raped *	3.42	9%	4%	15%
If a woman engages in necking and she lets it get out of hand, it's her fault if her partner forces sex on her *	3.44	11%	8%	13%
When a woman says she has been raped by a man she knows, it is probably because she changed her mind afterwards *	3.51	4%	2%	8%
When a woman says 'no' to sex, if a man goes ahead she usually changes her mind later and enjoys it *	3.54	5%	3%	8%
Women who get raped while hitchhiking get what they deserve	3.53	6%	6%	7%
A man can't be guilty of rape if he has previously had uncoerced sex with her	3.55	6%	6%	6%
Many women secretly want to be raped*	3.61	4%	3%	7%
A raped woman is at least partially responsible if she is raped *	3.68	5%	2%	8%
A woman can't be raped if she doesn't want to be*	3.71	3%	2%	4%
Women should expect to pay a man back with sex if he spends a lot of money on a date*	3.78	1%	0%	2%
If a woman knows she is going to be raped, she might as well relax and enjoy it*	3.79	2%	2%	3%

\* Statistically significant difference between attitudes of women and men. Probability of difference between men and women being due to sampling error is less than 5 in 100 ( $p < .05$ )

<sup>1</sup> Average score is based on a range from 1 = Strongly Agree to 4 = Strongly Disagree.

## Availability and importance of campus resources

Survey respondents were asked a series of questions about various resources to educate students about sexual assault and to provide support to students who experience assault or rape. Six resources were reported by approximately half or more of students to be available on their campuses -- campus security offices (by 74 percent), college rules or guidelines (63 percent), emergency telephone numbers (60 percent), escort services (51 percent), and campus judicial processes (49 percent). A third or more reported that medical treatment (45 percent), speakers on sexual assault (41 percent), hotlines (41 percent), and support groups (35 percent) were available on their campuses. Perceived available by less than a third of respondents were peer advocates (by 29 percent), campus rape-crisis counselors (28 percent), community rape-crisis centers (25 percent), and class presentations on sexual aggression (19 percent).

Educational programs at new student orientation and educational programs in dorms were thought to be available by 49 and 32 percent of students respectively, but of course these services would not be accessible to many students at certain types of campuses -- for instance where transfer students constituted a large percentage of the student body or where there were no residence halls. Yet to be done is an analysis which brings together, by institutional type, information about what students think is available and what institutional officers say is available.

Whether or not they were thought to exist, all listed resources were considered important by approximately two-thirds or more of respondents, regardless of gender. Dramatic discrepancies were found between the importance and perceived availability of campus support services such as support groups, peer advocates, campus rape-crisis counselors, and sexual-assault advocates. None of these services was believed to be available by more than 36 percent of students, yet all of them were believed to be important by at least 63 percent. Similarly, educational programs in dorms and class presentations on sexual aggression were believed to be important by 71 percent and 65 percent of women and men students respectively, yet they were perceived to be available by 33 percent (educational programs in dorms) and only 19 percent (class presentations on sexual aggression).

Both male and female students want campuses to have clear policies or guidelines about sexual assault and rape. There was a strong consensus about the importance of educational activities, both during orientation and later in dormitories and classes, as well as about the importance of security measures, such as campus security offices, escort services, and emergency telephone numbers. Men and women also wanted help to be accessible to students who experience assault and rape.

### Use and helpfulness of campus resources

Relatively small proportions of students had actually made use of campus resources, with women more likely to have used them than men (see Table 2). Most resources which had been used were rated as helpful by two-thirds or more of those who used them. An exception was the campus judiciary process, used by 28 individuals in the sample (fewer than one percent) and found helpful by 16 individuals (57 percent of those who had used it). Most likely to have been used by students were educational programs at new-student orientation (by 14 percent of women, 11 percent of men), college rules or guidelines (by 10 percent of women and 7 percent of men), educational programs in dorms (by 10 percent of women, 6 percent of men), and escort services (by 10 percent of women, fewer than one percent of men). Small percentages of men and women were equally likely to have made use of emergency telephone numbers, the campus security office, and class presentations on sexual assault.

TABLE 2

## AVAILABILITY AND IMPORTANCE OF CAMPUS RESOURCES

SEXUAL ASSAULT RESOURCES	AVAILABLE	IMPORTANT	USED (W. M)	HELPFUL?
Campus security office	74%	66%	5% . 4%	76%
College rules or guidelines	63%	71%	10% . 7%	75%
Emergency telephone numbers	60%	75%	2% . 2%	81%
Escort services	51%	73%	10% . 1%	82%
Educational programs at new-student orientation	49%	73%	14% . 11%	68%
Campus judiciary process	49%	67%	1% . 1%	57%
Medical treatment	45%	76%	4% . 2%	75%
Speakers on sexual assault	41%	70%	9% . 6%	77%
Hotlines	41%	74%	1% . *	80%
Support groups	35%	75%	1% . 1%	65%
Educational programs in dorms	32%	71%	10% . 5%	74%
Peer advocates	29%	67%	2% . 1%	75%
Campus rape crisis counselor	28%	77%	* . *	77%
Community rape crisis center	27%	76%	1% . 1%	67%
Sexual assault advocates	25%	63%	1% . 1%	69%
Class presentations on sexual aggression	19%	65%	4% . 3%	71%

\* Less than one percent.

### Family-life education

Nearly three-fourths (70 percent) of all student respondents thought it was important to have family-life education classes in high school, with females somewhat more likely than males to rate these as important (73 percent of females, 66 percent of males). A higher proportion of graduate students than undergraduates believed family-life education to be important. A slightly larger proportion of respondents had actually had these classes -- 74 percent of all students, 65 percent of men compared with 78 percent of women. The Lieutenant Governor's Task Force on Sexual Assault may recommend the evaluation of these programs, a recommendation with which this task force would agree.

### Perceived safety of campuses

Ten percent of all student respondents (8 percent of men and 11 percent of women) reported personal knowledge of a student who had been raped on campus during the previous year. Approximately a third (36 percent) of these students believed the raped student had reported this to someone on campus; 45 percent believed the rape had not been reported, and 19 percent did not know. Three percent of the men and five percent of the women (4 percent overall) reported personal knowledge of a male student who had raped a woman on campus during the previous year.

On a scale of 1 to 10 (from not safe at all to very safe), Virginia students rated their campuses at an average of 6.1. Males rated campuses as safer than females -- 6.6 as opposed to 5.8. For both men and women, the perceived safety of campuses was associated with length of the college experience. Freshmen perceived campuses to be safer than did other undergraduates; graduate students were most concerned. Students at coeducational colleges and universities felt less safe than those at single-sex schools. Students also felt safer at two-year colleges (doctoral institutions were rated least safe), non-urban locations, and smaller colleges (schools with enrollments under 3,000 were considered safest.)

Asked what one thing they would change to improve how their college or university deals with rape and sexual assault, students most frequently identified improved security (29 percent) and education (21 percent). The emphasis on security suggests that students do not realize that the greatest danger of sexual assault comes from acquaintances, not strangers. Seven percent suggested educating women about prevention. These three changes were most frequently mentioned by both male and female students, although women recommended all three slightly more highly.

## Occurrence of sexual assault and rape

### **One-year numbers of sexual assaults and rapes**

The women's questionnaires were designed to elicit information that could be used to estimate the overall numbers of sexual assaults and rapes on campuses in two ways. A series of four scenarios was presented. The first involved a woman's giving in to sex because of emotional pressure brought to bear by the man; the second, corresponding to legal definitions of sexual assault, described a situation in which the woman felt physically intimidated or threatened into sex play; the third, again keyed to Virginia Code, described an attempted or completed rape; and the last, a gang rape.

To estimate the number of incidents of these experiences occurring to Virginia women students, upperclass and graduate and professional-school women were first asked about any experiences corresponding to the various scenarios that they had had during the 12 months from August 1, 1990, through July 31, 1991. The Survey Research Laboratory extrapolated from the percentages of the respondents who reported them an estimate of the number of women in the study population who would have reported such incidents had they all been surveyed.<sup>2</sup> In surveys using a random sample of the population under investigation, in this case college students in Virginia, it is statistically responsible to generalize from the responses received to the general population. Some sampling error is always introduced by the procedure, however, the range of which is indicated in Table 3.

That table shows that 15% of women respondents (234 individuals) reported incidents of unwanted sexual activity as a result of emotional pressure brought to bear on them during their college careers in Virginia. Using these reports and correcting for sampling error, the Research Laboratory estimates that last year's women college students in Virginia would have had a conservative estimated total of about 18,461 such incidents.

The experiences of upperclass women and graduate students were used to estimate last year's occurrences. Fifteen percent (117) of those women reported such an experience during their Virginia college career. Of these, 76 percent reported at least one such experience during the 12 months used to estimate annual incidence (August 1990 through July 1991). Half of those who reported an experience during the period reported one incident, 23 percent reported two incidents, and 13 percent reported three. The remaining 13 percent reported four or more. Again, extrapolating from the percentages of respondents who reported these incidents and the reported number of incidents per woman, last year's women students would have had about 8,148 experiences of sexual assault (7%), 1,467 attempted rapes (5%), and 1,395 completed rapes (2%).



These figures are very much in line with Mary Koss's estimate that in any given year, about five percent of college women in America experience one or more attempted or completed rapes. Moreover, the results correspond to those of a study of working women in Ohio, which found that 2.8% of these women reported having been raped during a 12-month period (Women and Violence, pages 36-38). In other words, sexual assault on Virginia's campuses is typical of the nation as a whole.<sup>3</sup>

Since first-year women were not on campus 1990-91, the survey only picked up those incidents which had happened to them during the first six to eight weeks of the fall 1991 semester. Again, extrapolating from the percentages of first-year women respondents who reported such incidents, about 6,524 first-year women on Virginia campuses would have reported giving in to sex play or intercourse as a result of a man's emotional pressure during that time. About 1,729 first-year women would have felt physically intimidated into sex play, and about 1,314 would have considered themselves the targets of attempted rape. First-year women seem particularly at risk during the first few months of their college experience even though, ironically, they perceive the campus as being safer than do older students.

#### **Experiences while a student on a Virginia campus**

The women's questionnaires also elicited descriptive information from students about the most recent experiences they had had while they were students in Virginia. Thus, the information cannot be generalized to all incidents reported by respondents. The descriptive information provides a snapshot of the recent experiences rather than a full picture of sexual violence as it has been experienced by Virginia's women students.

Results of each of the scenarios follow. Overall, many more women students believe that they were sexually coerced or assaulted by male students than can be explained by the reports of male student respondents. This discrepancy suggests differences in perception or definition that will be pursued in the focus groups that are the next phase in this project. These differences must also form the basis of any educational program that hopes to deal successfully with these forms of violence.

TABLE 3

OCCURRENCE OF SEXUAL ASSAULT AND RAPE

Among Women Students in Virginia Colleges and Universities

	% (N) WOMEN IN SAMPLE WHO HAVE ...	% (N) SAMPLED FRESHMEN WHO HAVE ...	% (N) SAMPLED UPPERCLASS- WOMEN WHO HAVE ...	% (N) SAMPLED GRADUATE STUDENTS WHO HAVE ...	ESTIMATED OCCURRENCES AMONG FRESHMEN FALL 1991	ESTIMATED OCCURRENCES TO OTHER WOMEN STUDENTS 1990-1991
... given in to unwanted sex play or intercourse because of man's emotional pressure	15% (234)	14% (57)	15% (117)	16% (60)	6,524 (± 1,697)	18.461 (± 3,154)
... given in to sex play because of physical threat or inability to resist	7% (98)	4% (16)	8% (60)	6% (22)	1,729 (± 931)	8.148 (± 2,143)
... had a man attempt to have sexual intercourse by intimidation or when she was unable to resist	5% (67)	3% (11)	5% (36)	6% (20)	1,314 (± 812)	1.467 (± 670)
... had a man complete intercourse by using intimidation or when she was unable to resist	2% (30)	1% (4)	2% (18)	2% (8)	number too small to calculate sampling error	1.395 (± 720)
... had a group of men attempt to have sexual intercourse with her against her will, when at least one man completed intercourse	* (3)	*	* (3)	*	number too small to calculate sampling error	number too small to calculate sampling error

## **Emotionally coerced sex**

Emotionally coerced sex is not a crime. The line between coercion and force, however, is blurred. Coercion is also an experience which can be extremely upsetting to the individuals involved and to some degree impinges on individual autonomy in arguably unethical ways. Hence it is behavior that campuses may want to discourage in students as they define inappropriate behaviors in their sexual assault policies. It may also be an appropriate subject for campus educational programs. If, as seems to be the case from the differing responses of men and women students to the scenarios, some men and women differ in their perceptions of physical threat or intimidation, even more are likely to do so in their perceptions of emotional coercion. Frank discussion of these attitudes should be part of any educational program that addresses sexual violence. These perceptual differences will also be one of the topics pursued in the focus groups that are the next phase of this study.

Fifteen percent of women in the sample (a total of 234) reported having given in to unwanted sex play or intercourse as a result of a man's emotional pressure while they were students in Virginia colleges and universities. Fourteen percent of first-year women in the sample (57 individuals) had this experience during their first six to eight weeks on campus in fall 1991.

Most incidents reported by women occurred at parties, on individual dates, or in the context of casual interaction, and they tended to occur during the first two months of the fall semester (September and October). Most women students felt emotionally coerced by students from their own colleges or universities (60 percent or 142 individuals) or from another institution (21 percent, 45 women). Emotional coercion by faculty and staff members was reported by four women in the sample; in two of these cases, the man who coerced them was a current instructor or supervisor. Most of the women had felt emotionally coerced by an acquaintance (31 percent, 73 women) or a friend (27 percent, 47 women). Twenty-two percent (47 individuals) had been coerced by a boyfriend. Only six percent (15) of the women had had emotionally coerced sex with a stranger.

The women reported that 16 percent (26 of the men described) of those who coerced them were members of a college athletic team, 33 percent (59 men) were members of a fraternity, and seven percent (11 men) were members of a campus military organization. Some of the men belonged to more than one of these organizations. Overall, among male students reported to have coerced these women, 45 percent were thought to be members of a fraternity, athletic team, or a campus military organization.

Reported incidents of emotional coercion were most likely to have happened in the man's residence (26 percent in his private

residence and 18 percent in his dorm room or apartment). However, many incidents occurred in the woman's dorm room or apartment (13 percent) or in her private residence (15 percent). Nine percent took place in a fraternity house. Eight percent occurred outside: in a car (5 percent), in a parking lot (2 percent), or walking on campus (1 percent). Overall, 41 percent of these incidents (a total of 98) took place on a campus or other campus-controlled property.

The use of alcohol and other drugs was reported in two-thirds of these incidents of emotionally coerced sex -- a total of 133 of the 208 experiences for which this information was provided. Fifty-three percent of these women reported that the men who coerced them had been drinking, five percent that the men had been drinking and using other drugs. Nearly as many reported having used drugs themselves -- 51 percent of the women had been drinking before the incident, and two percent had been drinking and using other drugs.

Women who reported emotionally coerced sex were about evenly divided in their opinions about whether they were personally responsible or not. On a scale of 1 to 5, where 1 means not at all responsible and 5 very responsible, over a third of the women (37 percent) rated themselves as 3. Thirty-six percent rated themselves as 1 or 2 -- not at all or not very responsible. Twenty-six percent rated themselves as 4 or 5, moderately or very responsible. Overall, these women placed more of the responsibility for what happened upon the men who coerced them. Only 5 percent rated the men's responsibility as 1 or 2; most (82 percent) rated the men's degree of responsibility as 4 or 5.

Overall, 74 percent of women who had been emotionally coerced had discussed the incident with at least one other person. They were most likely to have discussed it with their friends (69 percent had done so); 84 percent of those who had talked with friends felt this had been helpful. Very few had discussed the experience with anyone else. Only six percent had talked with family about what happened; of those who did, the great majority (81 percent) found them helpful. Three percent had discussed what happened with a doctor or someone at a medical clinic or in a women's group; two percent with someone in student affairs or on the counseling staff; two percent with an off-campus therapist; and one percent each with a campus rape-crisis counselor, a peer assistant, campus police, or local police. Generally, respondents reported that discussing the incidents with these resource individuals had been helpful.

Men have a different perception. Only twenty-six male students (3 percent of the sample) reported engaging in sex play with a woman by emotionally coercing her, approximately two-thirds within the previous year. A majority of these men had coerced women more than once, 29 percent five times or more. All of the men who admitted coercion assigned equal or almost equal responsibility for

what happened to themselves and to the women. Although none of the men reported feeling proud about what they had done, they reported little remorse.

Interestingly, a number of men in the sample -- 13 percent of freshmen (20 men), 18 percent of upperclassmen (68 men), and 17 percent of graduate students (37 men), for a total of 17 percent (125 men) -- reported having engaged in sex play or intercourse because they thought it would be inappropriate to refuse. Clearly a substantial number of men as well as women feel under indirect and direct pressure to have sex when they do not want to.

### **Sexual assault**

Seven percent of women students (98 individuals) reported having given in to sex play because a man physically forced them to do so or when they were unable to resist -- the definition of sexual assault. Freshmen women were somewhat less likely than others to report this experience: four percent of first-time freshmen (16 women in the sample) reported having had this experience during the first six to eight weeks of the fall 1991 semester, while eight percent of the "other undergraduate" sample (60 individuals) and six percent of the graduate-student sample (22 individuals) had experienced this while they were students in Virginia. Most of these incidents occurred during casual interaction or at parties, and most occurred during the fall months.

A large majority of the women had been physically forced or intimidated by other students, from their own college (58 percent) or another college (18 percent). Thirty-seven percent of the aggressors were reported to be members of a college athletic team, a fraternity, and/or a campus military organization. Twenty-nine percent were fraternity members. Seven women in the sample had been physically threatened or intimidated by a member of the faculty or staff at their schools, two by their current instructors.

Women who had had this experience usually knew the men who had assaulted them. Thirty-four percent of the men had been acquaintances, 27 percent friends, 16 percent boyfriends, and five percent lovers. Only 13 percent of the women reported that the men who assaulted them were strangers. Thirty-seven percent of the most recent incidents were reported to have occurred in college-controlled buildings, 12 percent in fraternity houses.

Substance use was a factor in two-thirds (65 percent) of the reported incidents. More than half the women (59 percent) were forced by men who had been drinking and/or using other drugs. Fifty-one percent of the women were drinking and/or using drugs themselves. Half of these women (54 percent) thought their use of alcohol and drugs had left them unable to resist the advances made to them.

Overall, these women assigned most of the responsibility for what happened to the men rather than to themselves. Fifteen percent of the women felt they were at least moderately responsible; most felt they were only slightly, if at all, responsible. Only five percent felt the men were no more than slightly responsible for what happened; 86 percent felt the men were moderately or very responsible.

Most women (83 percent, or 81 individuals) who had experienced physical coercion had talked with someone about what had happened. A very large proportion of the women (81 percent, or 79 individuals) had discussed it with friends. Most (83 percent of those who had talked with friends, or 66 individuals) had found this helpful. Sixteen percent had discussed the experience with family. Six percent had discussed the incident with off-campus therapists, five percent with a woman's group or residence-hall assistant, and four percent with a peer assistant. These individuals had been helpful in virtually all situations.

Among the 98 women who had been physically coerced, only two reported what happened to someone in authority. Reasons given by those who did not report their experiences included thinking it would do no good (39 percent); not wanting family to know (36 percent); being ashamed and not wanting anyone to know (35 percent); or feeling confused (33 percent), guilty (31 percent), or scared (19 percent). Thirty percent did not realize what happened was sexual assault, 22 percent thought they would be blamed or get into trouble, and 21 percent were concerned about confidentiality. Twenty-one percent didn't report the incident because they felt they had not communicated clearly. Seven percent had not known where to go.

Two women did report the incidents to someone in authority. One of the women was advised about legal options open to her and as a result an action was brought in court. However, the student dropped the charges because she was advised to do so by college administrators, who didn't think she could win the case. This student didn't want anyone else to know what had happened and felt she would be blamed if others found out. The second incident happened to a freshman and was handled within the college. The man was found innocent, which was not considered to be an appropriate outcome by the woman.

Again, men have a different perception. Only three of the 752 men in the sample reported using physical threat or intimidation to engage a woman in sex play while they were students in a Virginia college or university, two of them repeatedly. This small number of reports is perhaps not surprising, since men were being asked to report on illegal behavior. But this discrepancy may also reveal a deep disagreement in male and female definitions of intimidation or in interpretation of fact. Indeed, though they report being intimidated, many women do not think of these behaviors as

assaults. This suggests need for the education of both men and women students. It suggests as well questions that should be pursued in the focus-group interviews.

### **Attempted or completed rape**

It is in the category of attempted or completed rapes that men and women are in strongest disagreement. Only one man in the sample acknowledged an attempted rape, whereas five percent of women in the sample (67 individuals) reported having men attempt to have sexual intercourse with them through intimidation or when the women were unable to resist (47 percent by students at the same college). Three percent of the freshmen sample (11 women) reported this experience during the first six to eight weeks of the fall 1991 semester. Five percent of other undergraduates (36 women) and 6 percent of graduate students (20 women) in the sample reported such an experience while they were students in Virginia colleges or universities. The women reported that thirty-six percent of attempted rapes were completed, for a total of 30 reported rapes.

Approximately a third of attempted or completed rapes (34 percent) described by these 67 women took place at parties; about a fifth each occurred during casual interaction and on dates. Most occurred during April or the fall. Assailants in the reported attempted or completed rapes were primarily students -- 47 percent from the same college as the woman, 14 percent from a different college. Half of the student assailants (47 percent, or 20 men) were reportedly members of an athletic team, a fraternity, and/or a campus military organization. Forty-one percent (15 individuals) were reported to be fraternity members. Non-student assailants were reported by 23 percent of the women. Most assailants were known to the women they assaulted -- 26 percent were acquaintances, 23 percent were friends, and 19 percent were boyfriends. Strangers were responsible for fewer than one in five (16 percent) of the attempted or completed rapes.

Ten percent of women (seven individuals) who experienced attempted or completed rape reported that weapons were used or they were threatened by them. Eighteen percent of those who experienced attempted rape and 39 percent of those against whom the rape was completed said they sustained physical injuries apart from the rape itself during the assault. Alcohol and drugs were involved in 69 percent of attempted or completed rapes. Men who attempted to rape these women were reported to be drinking, using drugs, or both in 53 percent of the incidents. Fifty-six percent of the women (36 individuals) had been using substances themselves; half of these (18 women) thought their substance use had rendered them unable to resist the assault. A full two thirds of those against whom the rape was completed considered themselves unable to resist.

Thirty-four percent of reported attempted or completed rapes

(22 incidents) took place in college-controlled areas -- 20 percent in dorm rooms or apartments (13 percent in the man's campus residence, 7 percent in the woman's), 11 percent in fraternity houses, and two percent in another college building. A large majority of these women (70 percent) considered themselves to be only minimally if at all responsible for what had happened. Most considered the man to be very responsible (83 percent) or moderately responsible (10 percent).

Over three-fourths of the women (78 percent, or 53 individuals) discussed what happened with others. Eighty-two percent had talked with their friends, and almost all had found this to be helpful. Twenty-three percent had talked with their families, with similar results. Only one or two of the women had discussed what happened with anyone else.

Only 13 percent (three women) of those who had experienced attempted rape and ten percent of those who were raped (another three) had reported the incidents to someone in authority. Reasons given for not reporting included believing it would not do any good (by 54 percent); feeling ashamed and not wanting anyone to know (42 percent); not wanting family to know (48 percent); or feeling guilty (41 percent), confused (41 percent), or scared (21 percent). Nearly a third of the women (32 percent) had not realized this was sexual assault, and 17 percent didn't know where to go to report what happened. Eighteen percent (25 percent of victims of attempted rape) did not want to get the man in trouble; 20 percent were afraid the men would hurt them if they told.

Of the women who reported the incident to someone in authority, most were advised by college officials about the legal options open to them; none went to court. Only one of the incidents was handled within the campus judiciary process. The man was found guilty, which was considered appropriate by the woman, although she gave no information about the penalty he incurred.

### **Group-forced intercourse**

Incidents of gang rape are mercifully rare on Virginia's campuses, although any such incidents are too many. Three undergraduate women reported experiences in which a group of men had attempted to force them to have intercourse, and three men reported that they had been with a group of men who had forced a woman to have intercourse with at least one of them. All but one of the incidents took place at private or fraternity parties. Despite the physical injuries beyond the rape sustained by two of the three women, they all assigned themselves equal or near-equal blame for the incident, which was one of the reasons -- along with shame; confusion; and fear of blame, retaliation, and their families' knowing -- that they did not report the incidents to anyone in authority. All but one of the men also blamed the woman



or the other men for what had happened. Alcohol was a common element in these incidents.

### **Same-gender coercion**

Three women in the sample reported having had unwanted sex with another woman because they were forced or were unable to resist. Six men had been forced by another man. Only two men acknowledged having forced another man.

### **The effect of age**

Younger students were more likely to have given in to emotionally coerced sex play than were older students. Twenty-one percent of students 16-22 years old had done so, compared with 13 percent of students 23-30, 10 percent of those who were 31-40, and two percent of students over 40 years old. A similar pattern was reported with sex play which resulted from being physically threatened. This pattern did not hold for attempted and completed rape. Although the number of cases reported was too low to permit reliable inferences, students who reported these experiences represented all age groups in the sample.

## PART II: PROGRAMS AND SERVICES

In October 1991 the Council surveyed public and private institutions of higher education to determine the scope of sexual assault education, prevention, and treatment services presently offered on campuses. A questionnaire was sent to chief student-affairs officers, seeking input as well from counseling center directors, chief academic affairs officers, deans of students, security chiefs, and residence-life directors.

Response to the survey was good, with all of the state-supported senior and two-year institutions replying and over 60 percent of the independent schools, colleges, and universities.

### THE REPORTING OF INCIDENTS

The Uniform Crime Report section of the State Police reports just 15 forcible rapes on Virginia's campuses in 1990. But there is evidence that this is only a small part of the problem. According to the student survey, only 2-3 percent of victims report to anyone in authority; even fewer cases reach the campus or local judicial system. Of the students who do report what has happened to them, more seem willing to talk to a campus counselor than to report to the police: counseling centers reported serving 229 sexual-assault cases during the 1990-91 year. More yet may go off campus for help. The great majority of the sexual assault victims at the University of Virginia who seek help, for instance, do so at the local rape-crisis center. Because of the underreporting and the overlap in the statistics kept by various agencies, the number of actual incidents is virtually impossible to determine on the basis of official crime statistics. Greater coordination among on- and off-campus counseling centers and campus and local police in recording incidents is clearly called for and will be required by the new federal campus-crime reporting mandate.

Students need to both have and be informed about their options in reporting these incidents. Three-quarters of the colleges and universities in Virginia use student handbooks as one way to inform students about whom to contact if they have been assaulted or raped. Also popular are independent booklets or brochures, used by about half. Over half of the institutions surveyed have assault-reporting protocols.

### POLICY

Only a little over a third of the institutions reported having written policies on sexual assault and articulating education and prevention goals, including only five of the 23 community colleges.

In fact, written policies on sexual harassment are in place in twice as many institutions as sexual-assault policies, perhaps because this issue has been receiving attention longer. Progress toward clear and specific definitions of sexual assault has been made at only 13 institutions, with the others including sexual assault in a general policy about appropriate student behavior. No senior institution without a written assault policy lacks a broader behavior policy, and only two surveyed institutions reported having neither an assault nor a broader policy. In contrast, all the institutions surveyed have written policies on alcohol and other substance abuse, almost certainly as a result of federal pressure to do so. The Student Right To Know legislation may have a similar effect on the articulation of sexual assault policies on campus.

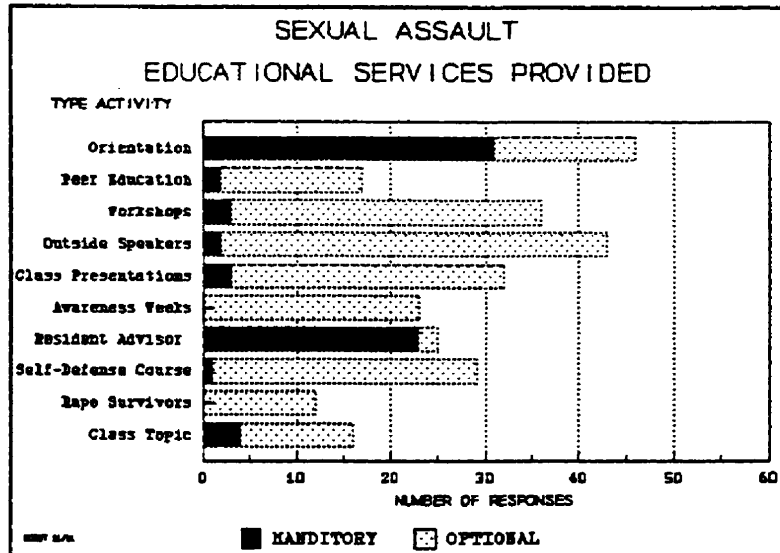
Of the institutions with written assault policies, almost all reported that they publish them in student handbooks. Over half also publish them as part of a code of conduct document, while about a third also use employee handbooks, independent booklets, and newspaper articles.

Most campuses have groups studying the issue of sexual assault. Seventeen institutions have established a sexual-assault task force, while 8 more have a combined task force on sexual assault and substance abuse. They are comprised mostly of faculty, students, and administrators, with fewer reporting staff, student health personnel, and campus police among their members.

## EDUCATION

Widely established educational programs include those at orientation and resident-assistant training. Three-quarters of the institutions schedule some sexual-assault education during orientation, although the effectiveness and inclusiveness of these programs has not been assessed, and only 14 percent of women and 11 percent of men respondents to the student survey said that they had made use of such programs. About three-quarters of the residential institutions also had either mandated or optional sexual-assault training for residence assistants.

Few other educational program offerings are uniformly required or presented across campuses. In decreasing order of popularity, outside speakers, workshops, class presentations, self-defense classes, and awareness-week events are each sponsored by at least a third of the institutions.



Institutions have difficulty providing information about the numbers of students involved in sexual-assault education or prevention activities. And often other segments of the college community have little knowledge of what activities the student-affairs staff plans or would like to offer. There seems to be a need for better coordination and sharing of sexual-assault information across institutional divisions and boundaries. In addition, campuses could learn from each other. The survey itself alerted some respondents to service possibilities that they had not considered, like the "last-resort" taxi program.

## TREATMENT AND COUNSELING

Campus rape-crisis counselors and sexual-assault hotlines exist at only 17 and 9 institutions respectively, although respondents to the student survey indicated that these services are very important to them. Rape survivors' groups exist on 12 campuses.

More than half of the institutions specify student-health service staff as resources or contacts for students, and 17 list

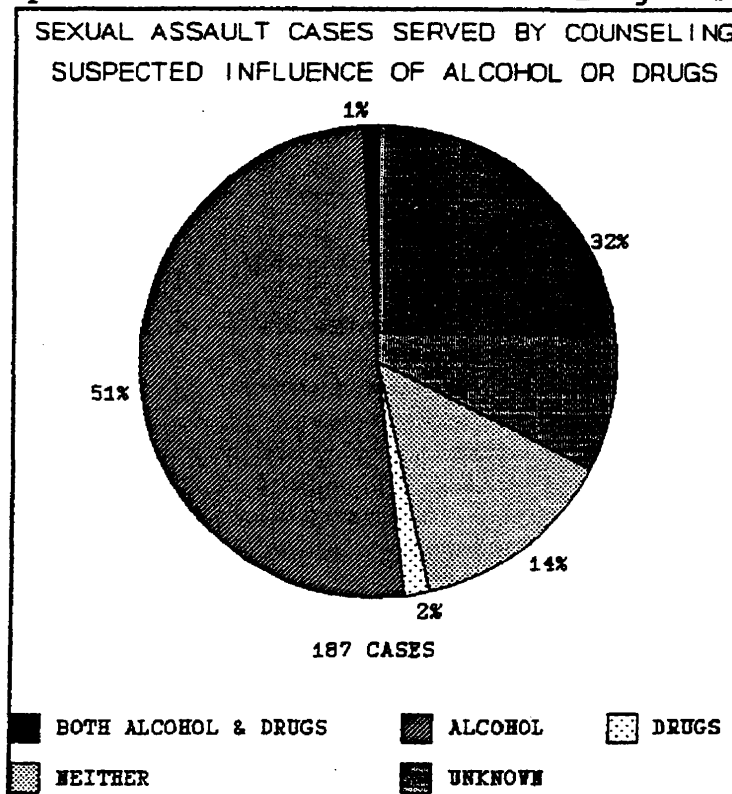
faculty. Yet less than a third train student-health professionals, and even fewer train faculty, in issues related to sexual assault. In fact only about half the institutions require sexual-assault training for counseling staff, resident assistants, campus police, and student affairs staff, who are most likely to be the contact persons for victims. Such persons should also be knowledgeable about substance abuse.

Of the sexual-assault and rape cases reported to counseling centers, more than half involved the use of alcohol by the victim, assailant, or both. Few involved drugs alone, while about 15 percent involved neither drugs nor alcohol. (No information about drug or alcohol influence was available in a third of the reported cases.)

While the scarcity of counselors specifically trained in assault counseling is particularly acute at community colleges, over half of all institutions identified no counseling staff with such training. Statewide only 46 counseling professionals have received specific training in sexual-assault counseling, with many clustered on larger campuses and almost none in the community colleges. This is not to say that these staff are not generally well credentialed. Almost all have degrees in either psychology or counseling education, 81 with doctoral degrees in these areas and 142 with master's credentials. Seven psychiatrists are retained on contract or on a part-time basis.

About 70 percent of Virginia institutions have on-campus counseling centers for psychological services and counseling that offer crisis services. All public senior institutions except Clinch Valley College and Virginia Military Institute, all but three of the private institutions, and about half the community colleges have them. But the staffs at these centers are presently seriously strained. As the enrollment in Virginia's colleges and universities reaches 350,000, only 227 FTE staff (249 people, including paid interns and residents) are responsible for counseling about sexual violence.

Counseling center staff had an unusually wide range of



estimates about what percentage of student clients sought help because they either had been sexually assaulted in college or affected by sexual abuse when younger. Estimates of the former ran from zero to a high of 12 percent, while the latter problem brought percentages from zero to a stunning 40 percent. When the results of the student survey are considered, the possibility of increasing future demands on the system are sobering. The Council's student survey indicates that up to 11 percent of Virginia women students have experienced sexual assault or rape during their college career, and other studies suggest that many more enter college with such experiences in their backgrounds. As sexual assault services become more known on campuses and the stigma of reporting sexual assault lessens, the potential demand for counseling and treatment could grow dramatically.

This is particularly troubling at a time when student support services are being radically pruned at many institutions as a result of the budget reductions. In fact, The Chronicle of Higher Education predicts that if budget shortfalls persist, "A wide range of activities and services traditionally associated with higher education, such as psychological counseling and health services for students, will be cut back sharply or even eliminated" (Chronicle, A35).

While most campuses coordinate their sexual-assault services through a student-affairs office or counseling center, eight institutions have sexual-assault offices. The two largest institutions, the University of Virginia and Virginia Tech, have full-time coordinators. By contrast, 22 institutions have substance-abuse offices, ten of which are staffed by full-time coordinators.

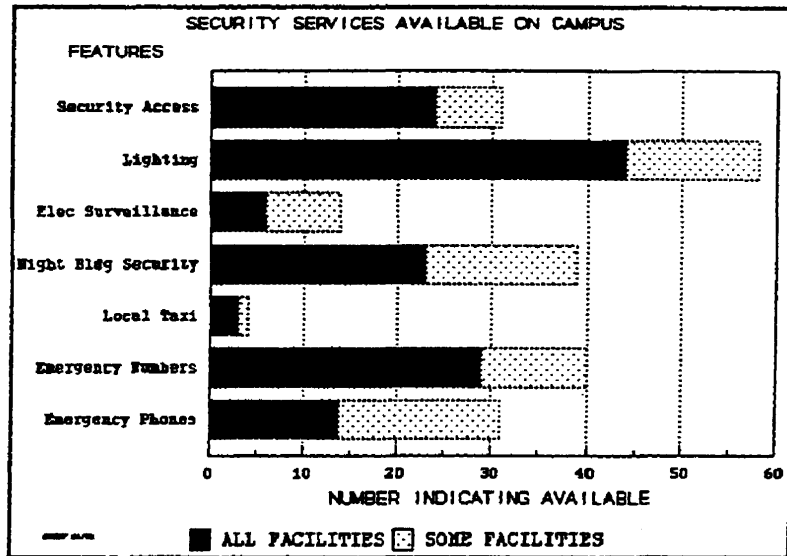
One solution to the problem of providing services in a time of diminishing resources, chosen by a quarter of the institutions, is to refer students for psychological services and counseling under formal contracts with community service providers. Almost all of the remaining institutions (with and without their own counseling centers) reported that they also refer students but have no formal contracts with community resources. Across the state, on-campus centers made over 1,400 referrals to a variety of community service providers for a variety of services. The largest number (450) were sent to private providers of psychological services and counseling. Another 300 were referred to mental health or community services boards, while 350 more went to self-help groups like Alcoholics and Narcotics Anonymous and Adult Children of Alcoholics.

Specifically related to the issue of sexual assault were the 177 referrals made to community sexual-assault centers, the 18 sent to victim/witness assistance programs, and at least 70 students who were referred to battered women's shelters. Community rape-crisis centers are used by about a third of all institutions. Colleges set in communities as diverse as Farmville, Danville, Lexington,

and Buena Vista reported having community rape-crisis centers, in addition to the more urban localities like Fairfax, Norfolk, and Richmond. Colleges may or may not compensate local agencies for these services and may at some point have to help them deal with the strain on their resources created by an increasing student reliance on their services.

## SECURITY

Virginia college students feel only moderately safe on their campuses. When asked what should be done to combat sexual assault, students most commonly responded, "Improve security." To some degree this results from a misperception about the danger: students reported on the survey questionnaire that only six percent of the men who coerced them, 13 percent of the men who assaulted them, and 16 percent of the men who attempted to or succeeded in raping them were strangers, and a minority of incidents occur on campus-controlled property. But failing to make the campus a safe physical environment is one of the ways an institution can put itself at risk of liability.



There are many security measures in place at Virginia institutions, although they may not cover all areas or facilities on campus. The most frequently available security measures include safety lighting (found at almost all locations), controlled residence access at four-fifths of the residential campuses, and a security office at three-quarters of the institutions.

Security in buildings with night classes was less uniform, with at least five each of private and public institutions apparently having no facilities covered by security during night classes. Several services that students think are important and useful are unevenly available. Only half the institutions report having escort services, while safety shuttle services operate on only 11 campuses. There is uneven emergency telephone coverage, with call boxes or emergency phones found on only half of the campuses. Four of the senior residential colleges did not have call boxes, nor did either of the public non-residential campuses. Relatively low-cost prevention strategies such as local taxi

arrangements, where the institution pays the fare and is reimbursed later, exist at just four institutions: the University of Virginia, Virginia Wesleyan, Sweetbriar, and Tidewater Community College. Also little used are high-technology security devices such as electronic surveillance.



### PART III: PROGRAM GUIDELINES

Sexual assault is a pervasive social problem for which colleges and universities are not to blame. The attitudes and experiences that students bring with them are formed in the family and in early years of education and socialization. Nevertheless, as educational communities, colleges and universities need to deal, within the limits of their resources, with the consequences of those attitudes and behaviors. And particularly to the degree that they are residential, institutions have a responsibility to provide a safe environment and establish behavioral standards for students. Institutions should make available programs to educate students about sexual violence, take measures to prevent it, and have in place procedures to deal with those incidents that occur.

Some elements of programs on sexual assault should be provided by colleges and universities for all students and others should be made available either by the institution directly or in cooperation with the local community. This section of the report contains program or policy recommendations that apply to both state-supported and private colleges and universities, as well as commuter institutions such as the community colleges. This guidance is intended as preliminary, since the educational community will discuss these issues at a conference in spring 1992 preparatory to a final report to the legislature in December 1992.

#### CAMPUS AND COMMUNITY RESPONSIBILITY

The distribution of responsibility between the campus and the local community for protecting students from rape and sexual assault varies depending upon the mission and nature of the college or university, including the types of students it serves and the resources of both the campus and the local community.

For instance, all institutions should have clear and well publicized policies and procedures for dealing with sexual assault and rape, the campus should be as safe a place for students as it can reasonably be made, and every institution should have a system of keeping track of incidents of rape and sexual assault. In addition, most institutions would agree that they have further responsibilities for the safety and well-being of students living in university housing, including education, treatment, and support services.

But there are few, if any, institutions that serve only full-time residential students, and many provide residential facilities for only a small proportion of their students. Full-time students, especially those living in university housing, tend to look to the institution for all services. Part-time students, especially older

students living in the local community, tend to rely on the community for services. In this case it is the college's responsibility to provide information about the campus's and community's available services and to work cooperatively with the community service providers to ensure that students' needs are met and that full and complete records are kept of all incidents.

#### CAMPUS PROGRAM ELEMENTS

Accordingly, the college's responsibilities can be grouped by those it should provide to all students and those it may provide to some or all of its students through cooperative agreements with community-based organizations. Those that fall into the first category are

- o policies on sexual assault and rape,
- o physical security,
- o information,
- o reporting of incidents, and
- o judicial procedures.

Those that fall into the second group are

- o educational programs and
- o treatment and support.

#### Campus Policies and Procedures

Each private and state-supported college and university should review its existing policies and procedures to be sure it has a separate policy statement on sexual assault and rape. The campus policy should clearly indicate that these are criminal behaviors that may be dealt with through the criminal and civil courts, as well as through the campus judiciary system. That policy should include an explanation of any legal terms and behavioral definitions of terms like "sexual assault"; "rape," including "acquaintance rape"; and "consent." The policy should describe the campus judicial procedures designed to deal with rape and sexual assault and describe the penalties for those behaviors. This explicit statement on sexual assault might be modelled on those for alcohol and drug abuse. All students, faculty, and staff should be informed about the policy.

In 1991-92 about one-half of the institutions had a specific policy on sexual assault; most others included sexual assault in a broader conduct policy. Such general policies neither provide sufficient visibility to the issue, signal its seriousness, nor, in many cases, clearly define the prohibited behavior. The policy should also be separate from policies on sexual harassment, which

generally are focused on employment situations or student-faculty relationships. Within campus policy documents, the sexual assault policy should be clearly labeled and set off in a separate section for ease of access.

In addition to the policy, each college should establish and widely distribute written protocols or procedures for dealing with sexual assault cases, which should include the following elements:

- o information regarding the specific personnel to notify;
- o specific reporting requirements and procedures for the college, city or county, and state;
- o treatment and other services available, both on and off campus;
- o information about how the case will be managed and reported;
- o immediate steps that the victim should take to ensure that all options remain available for pursuing the incident through the criminal justice system, civil judicial procedures, or the campus judicial system; and
- o procedures for protecting confidentiality for both the accuser and the accused.

On many campuses it is unclear which administrative unit is responsible for policies and procedures relating to sexual assault or rape. Only eight institutions have a designated sexual assault office or coordinator. Testimony to the Governor's Task Force on Substance Abuse and Sexual Assault indicated that having someone in charge gives coherence to campus activities and facilitates interaction between the university and community-based organizations. The individual designated to coordinate all campus activities should not be expected to provide all services and resources but rather to develop a coordinated program and provide information on available services and resources within the campus or in the local community.

This designation should be made by the institution as a formal assignment and widely publicized among students, faculty, and staff. Whether it is a part-time or full-time responsibility will depend upon the size, resources, and mission of the institution, as well as the proportion of students who are residential. But whoever has this responsibility should have appropriate training in all aspects of sexual assault. Part of this training may be provided by local or state agencies, many of whom have approved curricula. The person should also have enough authority to carry out her or his duties effectively.

This individual should also be charged with the annual evaluation of the campus programs, policies, and procedures and with developing recommendations, in consultation with a campus-wide advisory committee, on future program direction and policies. Student surveys, such as that being conducted by the Council of Higher Education, should be repeated periodically, as budget

constraints permit and size and mission make appropriate, on each campus. Studies of the use and effectiveness of campus and off-campus programs should complement student and faculty advisory committee recommendations.

### **Recommendations about policies and procedures**

*By September 1992, all colleges and universities should have completed their review of existing policies on sexual assault and rape. If necessary, a separate policy should be adopted. It should be widely distributed. All students should receive a copy of the policy when registering for the first time each academic year. Faculty and staff should receive a copy at the beginning of each academic year or when hired.*

*By September 1992, each campus should designate a single office or individual employee as the "sexual assault coordinator" for the campus. This individual should have appropriate authority and training and should draw upon campus and community resources for program delivery and services.*

### **Physical Security Provisions**

Although students identify improved security as the most important thing institutions can do to make campuses safer, most of the incidents of sexual coercion or assault reported by undergraduate and graduate women occur between acquaintances. Only six percent of the emotional coercion incidents reported, 13 percent of sexual assaults, and 16 percent of attempted and completed rapes were perpetrated by strangers. And most do not occur in college-controlled buildings: only 41 percent of the incidents of emotional coercion reported, 37 percent of the sexual assaults, 34 percent of the attempted and completed rapes happen in areas for which the college has responsibility. Nevertheless, every campus should be made as safe a physical environment for students as possible, given the ethical and legal liabilities involved.

Each college or university should assume responsibility for architectural and programmatic activities that improve the physical safety of the campus. All areas of the campus should be well lighted, especially parking lots; the areas around instructional buildings, library, student unions, and residential facilities; and pathways. Architectural designs for new or renovated facilities should be examined to incorporate safety and crime-prevention features.

The Department of Criminal Services' Crime Prevention Through Environmental Design (CPTED) program provides guidance to campus planners and plant maintenance staffs about how slight changes to architectural design features can facilitate monitoring of working areas and parking lots. The design and entrance systems of

residential facilities and instructional facilities used by students or staff in evening or weekend hours are particularly important.

Other campuses might also provide models of how to improve the safety of students. Where appropriate and feasible, institutions should consider implementing new services that students have found helpful at other campuses. These might include escort services from campus locations to residential facilities or parking areas, shuttle services to parking areas or off-campus locations, call boxes, area crime-watch cooperatives, electronic surveillance systems, local taxi services, and high visibility patrol programs, including bike coverage and special event staffing.

### **Recommendations about physical security**

*By September 1992, all campuses should incorporate crime prevention through environmental design into the campus master plan and architectural design of new facilities and planned renovations. Campuses should incorporate such concepts into facilities currently being planned.*

*Each campus should examine services currently being provided by other campuses and those already implemented to determine if new or changed services could be provided in a cost-effective manner.*

*All residential facilities should provide necessary entry security systems, internal and external lighting, and routine security coverage to establish a safe environment for students and their guests. Institutions should have maximum flexibility in determining how to pay for such systems.*

### **Information**

Information about campus policies, procedures, services available on the campus, services available off-campus, and where to go for additional information, resources, or services needs to be available to all students, faculty, and staff. In 1991-92 information related to sexual assault and campus rape was not as well developed or as widely disseminated as that related to substance abuse, especially alcohol.

Most campuses have effective and economical means of providing all students with information on substance-abuse policies and services. Each student and all new faculty and staff should be provided similarly with the following information about sexual assault and rape -- which should also be included in the student handbook, calendar or other campus publications -- at the time of initial registration each year, as part of the faculty and staff orientation at the beginning of each academic year, or, in the case

of employees hired during the year, at the time of hiring:

- o campus policies and procedures,
- o telephone numbers for campus contacts and offices providing services or identified in the campus policies and procedures,
- o information about campus services for victims and those available in the community. Details on how to use the community-based services should include information on costs and campus cooperation agreements, and
- o telephone numbers for rape hotline and victim's advocates.

In addition to providing this information directly to each student, each campus should develop an informational program of campus posters, awareness displays, and other non-traditional promotional materials to increase awareness of students, employees, and guests to the campus about means of preventing sexual assault. These informational materials are most effective in areas of high student traffic and residential facilities. Current activities of George Mason University, Lord Fairfax Community College, and Washington and Lee University were identified as effective and economical approaches to informing students by non-traditional means.

#### **Recommendation about information**

*By fall 1993 each campus should provide information to each student and employee annually on campus policies, procedures, and services available on and off the campus. Informational posters and other materials should be used immediately to maintain awareness of the potential risk of sexual assault.*

#### **Reporting Requirements**

New federal regulations will expand college and university requirements for reporting crimes to students and prospective students. Virginia's colleges and universities are working with the Department of Criminal Justice Services and the State Council of Higher Education to develop guidelines and computer software to provide some of the required information. All institutions with certified police departments already provide information on crimes reported within their jurisdiction. This information is published annually by the Uniform Crime Reporting Section of the Department of State Police.

But both the campus police departments and those of the cities and counties can report only the crimes that are reported to them. Studies, including this one, indicate that sexual assault and rape are not reported by many victims. And current statewide crime statistics are limited to events that are reported specifically to

the criminal justice system. Campuses need to collect information on all sexual assaults on campus and the disposition of each incident.

#### **Recommendation about reporting**

*Each campus should implement appropriate data collection procedures and systems for incidents of sexual assault and rape on campus, in conjunction with the annual crime and student right-to-know reporting requirements. Provisions should be made to protect confidentiality of accused and accusers.*

#### **Judicial Procedures**

The primary mission of colleges and universities is to educate students. It is not obvious to everyone that they should adjudicate complaints of sexual assault or rape, which are, after all, crimes that are the responsibility of the criminal-justice system.

There are, however, a number of reasons that it is in the interest of college communities to adjudicate such issues. First, they are communities. As such they -- unlike shopping centers, for instance -- are coherent and self regulating. And they are organized around the need to educate students. In order to do so, they must create an environment in which education is possible -- that is, where students feel secure. Then too, how that environment is organized and run is in itself an educational tool. And finally, as communities that are sometimes larger than the towns in which they are situated, they will periodically have to deal with the failures, as well as the successes, of education.

And the criminal-justice system frequently does not deal effectively with the problem of sexual assault and rape among acquaintances. That system has the capacity to deprive offenders of their liberty. Thus its procedures are designed to offer the fullest possible protection to the accused, including the most stringent standard of evidence: juries must unanimously conclude that the case has been proved beyond a reasonable doubt. Crimes such as acquaintance rape -- most often lacking substantiating evidence or witnesses -- are difficult or impossible to prove to this degree of certitude, and consequently they are often not prosecuted. When they are, only a small percentage of the cases result in guilty verdicts. On the other hand, the evidentiary standard in campus judicial proceedings is clear and convincing evidence or a preponderance of the evidence, as it is in civil matters generally. Thus, just as the case would be if a sexual-assault victim sued an accused attacker civilly for damages, the burden of proof would be lower in a campus proceeding and a finding of responsibility or liability on the evidence presented more likely.

There are other examples in law of two processes designed to deal with the same behavior but with different standards of evidence. For instance, a person responsible for causing injury in an automobile accident may be prosecuted in a criminal court where, because a guilty verdict may result in a loss of liberty, the standard of evidence is "beyond a reasonable doubt." That same accident may then be the subject of civil litigation, where only a preponderance of evidence is necessary to hold the person legally responsible for paying monetary damages. In a civil suit the worst a defendant can lose is money; in a campus procedure, the worst is the loss of the privilege of attending the institution.

A campus disciplinary proceeding is not a trial to determine whether a felony has been committed; it is a hearing to determine whether a campus policy has been violated. The concept of double jeopardy is therefore not applicable. And since colleges may not dismiss students without some kind of hearing, a campus process is necessary in any case. Moreover, campus hearings may take place previous to court action and indeed probably must if the college is to act decisively enough to make the members of the community feel safe. A campus procedure that waited upon the results of legal proceedings would offer no protection to the victim or other members of the community during the long period of time that court cases typically take. And by the time the college imposed sanctions, they might well be rendered moot by the graduation of the perpetrator.

But the overlap between campus and criminal proceedings raises legal complexities. Where criminal charges are pending, therefore, the institution should encourage the accused to seek the advice of a lawyer. If the accused student's testimony is voluntary (that is, a student is not forced to decide between expulsion or testifying), then it is admissible in any later criminal proceedings; if it is not voluntary, it is not admissible. The former may cause problems for the accused; the latter scenario could adversely affect the prosecution. So campuses will have to make a policy decision about whether they will infer guilt from an accused student's refusal to testify because of pending criminal action.

All victims of sexual assault and rape who report the event should be advised by campus officials of their option to pursue the matter in the courts. They should also, however, have the option to pursue the matter only through the campus judiciary. Some victims might prefer the campus option because of the historically low rate of conviction in acquaintance rape cases in the courts; the likelihood that in the adversarial atmosphere of the courts they might well come under a second, judicial attack by the defense; the time the proceedings will take; and the severity of the sanctions in the legal system. Many victims of acquaintance rape do not want to see their attackers jailed; they simply want the person to know that such behavior is not tolerated in the community, and they want to feel safe.



A campus judiciary procedure will be perceived as a reasonable option if and only if such a procedure can be designed to be fair, not excessively litigious, and speedy, and that it will result in appropriate penalties. The task force offers the following suggestions to colleges and universities in creating such judicial procedures:

o Since the purpose of the campus judiciary is not to prosecute a felony but to determine whether a campus policy has been violated, the nature of the policy violation should be spelled out in behavioral terms in an explicit sexual assault policy. The behaviors described may mirror those in criminal statute or go beyond it, as long as they reflect a genuine public consensus about what is not tolerable in the campus community. The framers of the policy should therefore solicit advice from a wide variety of campus groups, most importantly students, in determining the kinds of behavior covered (e.g., watching or aiding an assault as well as committing one), defining what is meant by each term (e.g., "consent"), and specifying who is covered (e.g., visitors to campus who are assaulted by students, as well as other students). The location of the event might pose some difficulty, but the task force suggests that the framers of the policy look to other campus policies for guidance on this: if it is an honor violation for a student to cheat while off campus, the same principle should apply to sexual assault.

o The sexual assault policy should be designed to encourage reporting and at the same time ensure that the hearing is fair and impartial. It should therefore describe the judicial procedures that are in place to handle sexual assault cases, along with the protections afforded both the accuser and the accused. Those procedures should not mimic trial procedures. They should be fair and timely. They should use a hearing panel that has been trained in the emotional and legal complexities of sexual assault; if the present student judiciary is not designed well for this purpose, a special panel should be established. The procedures should respect the rights of both the accuser and the accused to know the names of witnesses ahead of time, to be present throughout the hearings, to be heard, to offer and to see and hear all evidence, and to appeal the decision. The task force recommends that the institution permit students to be represented by helpers other than lawyers; the latter may accompany and advise students at any hearings but should not represent them. Campuses will have to make a policy decision as to whether the hearings should be open or closed and whether to allow both the accuser and the accused to cross-examine witnesses, neither of which are legally mandated. Accused students should have their Constitutional (i.e., Miranda and fourth amendment) rights respected during any "custodial interrogation" or collection of evidence by campus police, be presented with a written statement of the charges, be given full opportunity to refute them and to bring witnesses on their behalf, and receive written notice of the findings and any penalties. The task force

recommends that as a matter of policy, the accuser should be protected from irrelevant testimony about previous sexual history, have the right to make a victim-impact statement before any penalties are decided upon, be told what penalties were imposed, and be held harmless on other violations committed during the event (i.e., underage drinking).

o The policy should spell out the possible consequences of the behavior, including penalties that must be imposed if the student is found to be in violation of the policy. Those penalties should not leave the community with the impression that sexual violence is taken less seriously than violations like plagiarism.

At the spring conference on sexual assault, the task force will have further guidance to offer campuses in this area, including descriptions of existing judiciary processes and discussion of the legal issues involved.

#### **Recommendation about judicial systems**

*By September 1992, each campus should have examined its judicial system to be sure that it addresses sexual assault and rape in the ways suggested above. If the existing campus judicial system cannot accommodate these recommendations, a special panel should be created to deal specifically with cases of alleged sexual assault and rape.*

#### **Educational Programs.**

Current educational programs about sexual assault vary greatly among the colleges and universities. Most institutions include mandatory sessions on sexual assault and rape in their orientation programs. However, only new freshmen and transfer students are required to attend orientation on most campuses. Most residential campuses require that residential staff and student advisors participate in training programs and special sessions dealing with sexual assault.

Each campus should examine its educational programs and select those that effectively serve various groups of students. Programs should be addressed to both female and male students and employees. Certain groups, such as fraternal organizations and athletic teams, should receive special attention. National fraternal organizations and the NCAA have programs that can be used directly or adapted for local use. Participation of coaches, athletes, and panhellenic representatives in planning such programs would be valuable.

Educational programs for residents of campus facilities should be considered part of the institution's residential life operation and budgeted accordingly. Educational programs for the general student body, such as orientation or components of courses, should

be part of the instructional budget.

Annually a representative group on each campus should examine the effectiveness of educational programs. The composition of this group will vary by institution, but the following would normally be included: student-life staff, residential advisors, campus health staff, fraternity and sorority representatives, athletes, undergraduate and graduate student representatives, faculty, women's center or group representatives, and representatives of community-based organizations or groups. Sufficient data about participation and expenditures should be maintained to facilitate this review of activities and resources.

Personal integrity and the uses and misuses of power are, of course, recurring themes in Western culture. The ways in which these themes are played out in sexual violence could inform curricula in history, literature, science, and the social sciences.

#### **Recommendation about educational programs**

*By fall 1993, each campus should develop a plan for campus educational programs related to sexual assault that reflects the institutional mission and includes specific goals and measurable objectives for each major component of the program. The plan should include an evaluation component.*

#### **Treatment and Support**

While emphasis should be placed on strategies and actions that prevent sexual assault and rape through information and education, institutions must be prepared to deal with victims. Medical and psychological treatment services -- including counseling, medical treatment, and victim advocacy -- should be immediately accessible. Support groups should be made available to individuals close to the victim. Depending upon the resources in the local community, each campus should either organize to provide the services on the campus or to facilitate immediate victim access to community services. Institutions that permit offenders to return to campus are encouraged to require them to have treatment before readmission.

Student victims should also be told that the Division of Crime Victims' Compensation reimburses eligible victims for medical and counseling expenses. The Code of Virginia also allows for the payment of medical fees associated with the collection of evidence. The institution should make victims aware of the procedures involved in the collection of physical evidence (by means of the Physical Evidence Recovery Kit, or PERK) and inform victims that the collected physical evidence could have great corroborative value in a criminal prosecution. Most hospital staffs have received training in the collection of this evidence and should be able to further explain the procedure.

Ideally, adequate training would be provided for all institutional personnel whom victims are apt to contact -- faculty, for instance. It is essential that training at least be provided for all those identified as contact persons in the campus procedures and, on residential campuses, student and full-time personnel employed as residential advisors or supervisors. Few campuses have adequate training programs for faculty, staff, and student employees. Where services are provided jointly with community-based organizations, joint training programs might be considered.

On most campuses the campus or local police have responsibility for investigating sexual assaults or rapes. In 1990, there were few female officers in the campus police units and only slightly more in the local departments. Colleges and local communities should examine the composition of their police departments with an eye to increasing the number of female officers. The investigative unit might also be complemented with campus or community counseling staff.

#### **Recommendations about treatment and support**

*All colleges should have plans for providing treatment and support services to victims of sexual assault or rape who are students, employees of the institution, or guests on campus. Institutions should decide if these services should be provided by institutional staff, volunteers, community-based organizations or groups, or through a combination of providers.*

*All colleges should plan for adequate training for all staff, students, and volunteers who are identified in the campus procedures as providing treatment or support services.*

*Treatment services should be provided at no charge to the victim. Medical services should be provided as part of the investigation to encourage victims to pursue legal recourse. Counseling and support services should be provided to victims who reside in university housing as part of the residential life package. Commuting students should have the option of relying on institutional or community services. Victims electing to use private services may have to bear the financial cost of those services, although they should be alerted to state resources for medical and counseling expenses, as well as those associated with the collection of physical evidence.*

#### **STATE-WIDE PROGRAM COMPONENTS**

There are some program components that should be implemented through one or more central agencies for all institutions because of implicit efficiencies or economies and to provide a coherent core of policy and activities, with the caveat that given recent

budget reductions, these services can be provided if and only if outside resources can be found to support them. Many of these program components are modeled after the successful substance-abuse programs implemented in recent years. They include

- o adequate training programs, which are critical to effective campus programs. They are needed for campus police, counseling center staff, residential staff (including student advisors), student service personnel, health center staff, and crisis or support center staff and volunteers. This responsibility might be shared among several central agencies and coordinated with the programs for substance abuse.
- o regional consortia, which should be funded and coordinated by a central agency. The substance-abuse consortia are effective models for sexual-assault consortia.
- o periodic conferences and newsletters, a good means of sharing information and focusing attention on specific issues or effective solutions. Campus staff may not have sufficient resources to maintain awareness of research findings and new approaches to educational programs on sexual assault. How to modify the campus judicial system to deal effectively with sexual assault cases is a current topic of general interest.
- o information on institutional programs and activities. This agency should be funded to acquire rights to publications for all institutions and to negotiate bulk purchases of other program materials.
- o coordination with other agencies, particularly the Department of Education. If the problem of sexual abuse exists at all levels of the educational system, as students say it does, greater coordination among the segments of education are necessary to ensure coherent programs that begin in the early grades. The Lieutenant Governor's Task Force of Sexual Assault will be making recommendations on educational programs aimed at children, including an evaluation of the Family-Life Education curriculum, which should be part of the discussion.

#### PART IV: NEXT STEPS

This report is described as preliminary, because the work of the task force is not done. It should continue to analyze and refine the survey results. It needs to communicate with Virginia's colleges and universities about what it has learned respecting what the campuses are doing and about good practice. And it should report to the Governor and General Assembly about the development of sexual-assault prevention and treatment programs on Virginia's campuses.

Consequently, the task force will spend the rest of the study year in the following activities:

o It will hold focus groups on college and university campuses to collect information from and take the recommendations of campus groups and individuals about campus programs. It will pursue questions raised or left unanswered by the student survey, and it will elicit suggestions from students and campus personnel on how to increase reporting of sexual assaults to campus or off-campus officials.

o And it will hold a state-wide conference on campus sexual assault and rape in spring 1992, at which the survey results will be shared, the characteristics of exemplary programs described, speakers and panels give presentations on the major issues, and participants -- primarily student-services personnel, students, community-service providers, interested faculty, and law-enforcement personnel -- meet in small sessions to discuss how to develop programs appropriate for the needs of their campuses. Some of the issues that will need to be addressed are campus judicial systems, campus and community cooperation, campus security through architectural and environmental design, training for campus personnel, and campus services for part-time and commuter students. Those who attend the conference may also have suggestions about the future agenda for state-level activities to address sexual assault and rape on campus.

The study grant will terminate at the end of June, 1992. If further funded to do so, the Council of Higher Education will ask each campus to submit a description of the rape reporting, education, and prevention program in place or under development at that institution, thereby ensuring the on-going impact of the task force's work. There should be evidence that in developing or revising its program, each institution has attended to the characteristics of good programs as described in the report to the General Assembly. Each campus should also develop links with community organizations that address the problem of rape, to share resources and information in reducing risk in the entire community.

The task force might well be reconstituted as an on-going

committee that could provide information, policy guidance, and consultation to campuses. And the Council staff would also work with agencies such as the Department of Education to ensure that the problem of sexual violence is addressed throughout the curriculum by expanded educational programs at all levels, beginning in the grades where the problems of sexual violence itself starts.

Those reports and the results of the committee's further work will then be summarized in a report to the Governor and General Assembly in December, 1992.

## Citations

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- Smith, Michael Clay. Coping With Crime on Campus. New York: ACE/Macmillan, 1988.
- United States. Senate. Committee on the Judiciary. Women and Violence. 101 Cong., 2nd sess. Part 2. Serial No. J-101-80. Washington: GPO, 1990.



## Footnotes

<sup>1</sup> A total of 2,207 students returned completed questionnaires, for an overall response rate of 47 percent. Included among these respondents were 753 men (response rate of 40 percent) and 1,455 women (response rate of 51 percent). Reflecting the distribution of students across the state, respondents were most likely to be enrolled in doctoral universities (44 percent) or two-year colleges (36 percent) and in schools with 10,000 or more students (64 percent). About two-thirds of the sample were attending four-year institutions. Thirty-nine percent attended schools where a large majority of students (80 - 100 percent) were fulltime; 30 percent attended schools where fewer than a third of students (19 - 29 percent) were part time. Three-fourths (77 percent) were attending colleges and universities located in non-urban areas. Ninety-eight percent were attending coeducational colleges.

Two-thirds of student respondents were single, 25 percent married, and 5 percent separated or divorced. The remainder were engaged (4 percent), or living together (2 percent). Most (83 percent) were white, non-Hispanic. Nine percent were African-American, 5 percent were Asian-American, and 2 percent were Hispanic. Nine Native American students responded.

<sup>2</sup> The sample data on the proportion of the respondents who had ever experienced various types of sexual assault, weighted to reflect the distribution of the study population by class and type of institution, was used to estimate the number of women in the study population of selected Virginia colleges and universities who would report such experiences had they all been surveyed. Correcting for the possibility of sampling error, there is a 95 percent chance that the actual number of women in the study population who would report each type of experience falls within the ranges presented in Table 3. (As in any survey, nonsampling errors may make the sample unrepresentative of the study population.)

Counts were also made (and again, weighted) of the number of respondents who had each type of experience during 1990-1991 and the cumulative number of experiences reported. Estimates of the incidence of each type of experience within the time period were produced by first calculating an average frequency per woman of each type of experience. The sampling error range estimates for the number of women reporting each experience were then multiplied by the appropriate per capita frequency per woman to produce estimates of the incidence of each experience. There is a 95 percent chance that the actual number of reported incidents in the study population would fall within the ranges presented in Table 3.

Students who attended Virginia colleges and universities in the study population sometime during the August 1, 1990 - July 31,

1991, period, but who are no longer in attendance, could not be surveyed yet would have reported some incidents during that period. Incidence estimates on the basis of survey responses thus underestimate the number of assaults that would have been reported by students in attendance during this period.

<sup>3</sup> Comparisons between Koss's figures and the Virginia ones are complicated by several factors. First, she is estimating numbers of women students who have experienced attempted or completed rapes, not the number of incidents they experienced, as the Virginia survey does. The latter figure is higher. Second, she adjusts for forward telescoping -- the tendency for respondents to incorrectly place an experience at a certain point in time. Her raw figure was 7.6 percent of college women reporting attempted or completed rape during a 12-month period. The Ohio working-women figure is not adjusted for forward telescoping and does not include attempted rapes. But given all these differences, it is still safe to say that the Virginia figures are roughly comparable to those of other studies.

1991 SESSION

LD9203139

SENATE JOINT RESOLUTION NO. 194  
AMENDMENT IN THE NATURE OF A SUBSTITUTE  
(Proposed by the Senate Committee on Rules  
on February 1, 1991)

(Patron Prior to Substitute—Senator Y. B. Miller)

Requesting the State Council of Higher Education to study campus rape.

WHEREAS, the Crime Awareness and Campus Security Act of 1990 was enacted by Congress last fall requiring all colleges and universities to publish and distribute annual crime reports; and

WHEREAS, according to one recent report, eighty percent of all campus crime is committed by students; and

WHEREAS, national statistics show that one in four college women will be raped or sexually assaulted during her college years; and

WHEREAS, it is estimated that half of those rapes are perpetrated by acquaintances or dates, not by strangers; and

WHEREAS, even though federal law will now require annual crime reports, rape and sexual assault are historically the least reported crimes in all segments of our society; now, therefore, be it

RESOLVED by the Senate, the House of Delegates concurring, That the State Council of Higher Education be requested to study campus rape. The State Council should examine (i) ways in which to encourage the reporting of rape and sexual assault by student victims, (ii) methods of providing education on rape awareness to both female and male students, (iii) measures to better provide security against rape on campuses, and (iv) other issues which the joint subcommittee considers are related to the issue of rape on Virginia's campuses.

The State Council shall complete its work in time to submit its findings and recommendations to the Governor and the 1992 Session of the General Assembly as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

Official Use By Clerks

Agreed to By The Senate

- without amendment
- with amendment
- substitute
- substitute w/amdt

Agreed to By The House of Delegates

- without amendment
- with amendment
- substitute
- substitute w/amdt

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Clerk of the Senate

Clerk of the House of Delegates

## APPENDIX II

### SCHEV SEXUAL BEHAVIOR ON CAMPUS SURVEY

#### METHODS

##### Sampling

SCHEV coordinated the communications with state-supported and private colleges and universities regarding the survey sample. As wide a participation base as possible was sought. All state-supported schools participated; participation was optional for private schools.

SCHEV provided their most current statistics on enrollment at all state schools, by pertinent categories of students. Gender was an important category in determining the sampling plan, since males and females received different questionnaires. Class standing was another category used in the sampling and weighting processes, because it was thought that experiences with sexual situations of the sort described in the questionnaire could differ in type or frequency for different classes.

The SCHEV enrollment statistics were entered into a sampling spreadsheet. The general scope of the project allowed for a sample size of 5,000. Schools participating were separated from schools that declined to participate. Six sampling categories were defined by a two-by-three matrix: two genders (male and female) by three class standing categories (freshmen, graduate students, and undergraduate upperclass). Disproportionate samples were drawn by gender and class to allow sufficient numbers of cases for detailed analyses of each of the six sampling categories. The late addition of Virginia Union University to the spreadsheet brought the requested sample to 5,023.

Several problems developed with the sampling frame that was received which lowered the sample size somewhat. Samples were not obtained for Shenandoah University (n=23), Southern Seminary College (n=5), and Virginia Union University (n=22). Mary Baldwin College was asked for one male student but could not comply due to registration problems. There were an additional 13 cases deleted from the sample due to improperly coded gender (11 females coded as males and 2 males coded as females). This brought the actual sample size down to 4,959.

One other problem with the sample did not affect the total sample size. George Mason University was requested to supply 195 undergraduate upperclass students and 204 graduate students. Instead, they supplied 204 undergraduate upperclass students and

195 graduate students.

### Data Collection and Data Entry Procedures

The four questionnaire forms were mailed between October 7 and October 10 to 2,995 women and 1,419 men as follows:

- 795 freshman women
- 2,200 upperclass/graduate women
  
- 545 freshman men
- 1,419 upperclass/graduate men

The mailing packets included a cover letter, copy of the questionnaire, business reply return envelope for return of the questionnaire, and business reply postcard stamped with an identification number. This process was designed to ensure the respondents' anonymity. Sample members were directed to return the questionnaire and postcard separately. The initial mailing was followed on October 16 with a reminder postcard. A second mailing to students who had not returned their identification number postcards contained a second cover letter, another copy of the questionnaire, and a business reply envelope for return of the questionnaire. The second mailing was conducted from October 28-30. Returned questionnaires were entered into a data set using the CASES software system.

The data set for this analysis was closed on November 22. As of that date, returns had been received from 1,455 women (387 freshmen and 1,068 upperclass/graduate) and 752 men (159 freshmen and 593 upperclass/graduate). Discounting postcards returned as bad addresses from those considered eligible to respond, response rates were as follows:

- Women (50.95%)
  - Freshmen (50.13%)
  - Upperclass/Graduate (50.95%)
  
- Men (40.11%)
  - Freshmen (29.67%)
  - Upperclass/Graduate (44.29%)

### Weighting

Because some groups in the population were sampled at different rates than others (e.g., more women than men were sampled), and because response rates differed among groups, the final data set of respondents did not represent the proper proportions of subgroups within the student population. To correct

for this, the data have been weighted according to the known parameters of the population. The weighting process simply gives more weight to respondents who were underrepresented in the sample and less weight to those who were overrepresented.

The data were weighted on three characteristics: gender, class, and type of institution. As noted above, disproportionate sampling occurred based on gender and class. In addition, response rates varied considerably by type of institution. To accomplish the weighting, a 22-cell matrix was used to classify respondents. The original 6-cell sampling scheme (gender by class) was used, in addition to institutional type. Four institutional types were used (doctoral, comprehensive, private, and two-year). Two possible cells in this matrix -- graduate men and graduate women at two-year schools -- were considered to be logically impossible and so were excluded from the weighting scheme.

The weights compare the proportion of respondents in each of the 22 weighting categories to the corresponding category's proportion for the sampling frame as a whole. The weights are the quotient of the sampling frame proportion divided by the survey proportion.

In the spreadsheet utilized for the final weights, enrollment numbers for Southern Seminary College, Shenandoah University, and Virginia Union University were deleted because no samples were received from these three institutions, and the total numbers of students at participating universities were part of the weighting calculations.

These weights create a pooled dataset, results from which are generalizable to the student population at participating universities. The weights correct for the differential sampling rates across the six sampling categories, and for the different rates of response across institutional types. Weights for each of the categories are as follows:

Women	Weight
Freshmen	
Private	0.763247
Doctoral	0.641243
Comprehensive	0.871530
2-year	1.033884
Upperclass	
Private	0.924930
Doctoral	0.875109
Comprehensive	0.992055
2-year	1.691978
Graduate	
Private	0.329048
Doctoral	0.331490
Comprehensive	0.288925

**Men**

**Freshmen**

Private	1.608678
Doctoral	1.193379
Comprehensive	1.568521
2-year	2.087290

**Upperclass**

Private	2.138991
Doctoral	1.275087
Comprehensive	1.363047
2-year	1.691978

**Graduate**

Private	0.481884
Doctoral	0.496308
Comprehensive	0.781564

APPENDIX III  
Survey Sample Tables

Sample	TOTALS			freshmen			other un dergrads etc			graduate and 1st prof'l		
	men	women	total	men	women	total	men	women	total	men	women	total
TOTAL: Private	82	180	262	22	53	75	44	99	143	16	28	44
TOTAL: Doctoral	967	1227	2194	135	157	292	419	560	979	413	510	923
TOTAL: Comprehensive	277	499	776	79	119	198	177	319	496	21	61	82
TOTAL: Community Colleges	666	1085	1751	308	466	774	358	619	977	0	0	0
TOTAL: Two-year colleges	7	11	18	5	7	12	2	4	6	0	0	0
GRAND TOTALS	1999	3002	5001	549	802	1351	1000	1601	2601	450	599	1049
PRIVATE INSTITUTIONS												
Commonwealth Coll-Hampton	2	6	8	1	2	3	1	4	5	0	0	0
Commonwealth Coll-Norfolk	1	8	9	1	6	7	0	2	2	0	0	0
Commonwealth Coll-Richmond	3	10	13	2	8	10	1	2	3	0	0	0
Hollins College	1	21	22	0	4	4	0	10	10	1	7	8
Lynchburg College	16	32	48	3	5	8	9	17	26	4	10	14
Mary Baldwin College	1	17	18	0	5	5	1	12	13	0	0	0
Randolph-Macon College	7	11	18	2	3	5	5	8	13	0	0	0
Roanoke College	10	17	27	4	5	9	6	12	18	0	0	0
Saint Paul's College	3	6	9	1	2	3	2	4	6	0	0	0
Shenandoah University	8	15	23	2	3	5	3	8	11	3	4	7
Southern Seminary College	0	5	5	0	3	3	0	2	2	0	0	0
Virginia Wesleyan College	8	15	23	3	4	7	5	11	16	0	0	0
Washington and Lee Univ.	22	17	39	3	3	6	11	7	18	8	7	15
PRIVATE TOTAL	82	180	262	22	53	75	44	99	143	16	28	44
DOCTORAL INSTITUTIONS												
George Mason University	177	264	441	18	24	42	75	120	195	84	120	204
Old Dominion University	120	167	287	18	23	41	70	90	160	32	54	86
University of Virginia	199	223	422	26	31	57	58	71	129	115	121	236
Virginia Commonwealth U.	158	270	428	17	25	42	79	144	223	62	101	163
VPI&SU	249	207	456	48	41	89	110	94	204	91	72	163
William and Mary	64	96	160	8	13	21	27	41	68	29	42	71
DOCTORAL TOTAL	967	1227	2194	135	157	292	419	560	979	413	510	923
COMPREHENSIVE INSTITUTIONS												
Christopher Newport Coll	26	51	77	5	9	14	21	42	63	0	0	0
Clinch Valley College	8	11	19	3	3	6	5	8	13	0	0	0
James Madison University	75	117	192	17	23	40	48	76	124	10	18	28
Longwood College	14	40	54	4	9	13	10	27	37	0	4	4
Mary Washington College	18	44	62	5	10	15	13	32	45	0	2	2
Norfolk State University	43	89	132	18	28	46	22	48	70	3	13	16
Radford University	51	104	155	12	22	34	33	65	98	6	17	23
VMI	19	0	19	6	0	6	13	0	13	0	0	0
Virginia State University	23	43	66	9	15	24	12	21	33	2	7	9
COMPREHENSIVE TOTAL	277	499	776	79	119	198	177	319	496	21	61	82



APPENDIX III  
Survey Sample Tables

Sample (continued)

	TOTALS			freshmen			Other undergrads			graduate and 1st prof'l		
	men	women	total	men	women	total	men	women	total	men	women	total
<b>COMMUNITY COLLEGES</b>												
Blue Ridge Comm Coll	12	24	36	5	9	14	7	15	22	0	0	0
Central Virginia Comm Coll	23	34	57	8	11	19	15	23	38	0	0	0
Dabney S. Lancaster CC	6	12	18	2	4	6	4	8	12	0	0	0
Danville CC	15	26	41	5	7	12	10	19	29	0	0	0
Eastern Shore CC	3	7	10	1	2	3	2	5	7	0	0	0
Germanna CC	8	18	26	4	8	12	4	10	14	0	0	0
J. Sargeant Reynolds CC	53	98	151	8	16	24	45	82	127	0	0	0
John Tyler CC	22	39	61	6	9	15	16	30	46	0	0	0
Lord Fairfax CC	12	24	36	5	10	15	7	14	21	0	0	0
Mountain Empire CC	16	20	36	7	14	21	9	6	15	0	0	0
New River CC	19	29	48	10	15	25	9	14	23	0	0	0
Northern Virginia CC	219	312	531	111	149	260	108	163	271	0	0	0
Patrick Henry CC	10	20	30	6	10	16	4	10	14	0	0	0
Paul D. Camp CC	5	15	20	3	9	12	2	6	8	0	0	0
Piedmont Virginia CC	19	35	54	9	14	23	10	21	31	0	0	0
Rappahannock CC	5	13	18	3	8	11	2	5	7	0	0	0
Southside Virginia CC	9	19	28	3	10	13	6	9	15	0	0	0
Southwest Virginia CC	19	26	45	11	15	26	8	11	19	0	0	0
thomas Nelson CC	41	65	106	24	38	62	17	27	44	0	0	0
Tidewater CC	92	147	239	47	63	110	45	84	129	0	0	0
Virginia Highlands CC	12	22	34	6	11	17	6	11	17	0	0	0
Virginia Western CC	38	63	101	22	28	50	16	35	51	0	0	0
Wytheville CC	8	17	25	2	6	8	6	11	17	0	0	0
<b>TOTAL COMMUNITY COLLEGES</b>	<b>666</b>	<b>1085</b>	<b>1751</b>	<b>308</b>	<b>466</b>	<b>774</b>	<b>358</b>	<b>619</b>	<b>977</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TWO-YEAR COLLEGE</b>												
Richard Bland College	7	11	18	5	7	12	2	4	6	0	0	0
<b>TOTAL TWO-YEAR COLLEGE</b>	<b>7</b>	<b>11</b>	<b>18</b>	<b>5</b>	<b>7</b>	<b>12</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>

Totals

	Totals	Prop	N	If prop	Forced N	Sampling proportion
Men total	122723			0.01630		
Freshmen	36083	0.294	588		550	0.0152
Other UG	72798	0.593	1186		1000	0.0137
Grad	13842	0.113	226		450	0.0325
Women total	152874			0.01962		
Freshmen	46443	0.304	911		800	0.0172
Other UG	92537	0.605	1816		1600	0.0173
Grad	13894	0.091	273		600	0.0432

APPENDIX III  
Survey Sample Tables

Entire population

	TOTALS			freshmen			Other undergrads			graduate and 1st prof'l		
	men	women	total	men	women	total	men	women	total	men	women	total
TOTAL: Private	5154	9325	14479	1448	2986	4434	3213	5696	8909	493	643	1136
TOTAL: Doctoral	51984	53304	105288	8794	9094	17888	30493	32365	62858	12697	11845	24542
TOTAL: Comprehensive	18773	26796	45569	5234	6907	12141	12887	18483	31370	652	1406	2058
TOTAL: Community Colleges	46357	62805	109162	20292	27058	47350	26065	35747	61812	0	0	0
TOTAL: Two-year colleges	455	644	1099	315	398	713	140	246	386	0	0	0
GRAND TOTALS	122723	152874	275597	36083	46443	82526	72798	92537	165335	13842	13894	27736
PRIVATE INSTITUTIONS												
Commonwealth Coll-Hampton	123	337	460	41	117	158	82	220	302	0	0	0
Commonwealth Coll-Worfolk	121	455	576	98	337	435	23	118	141	0	0	0
Commonwealth Coll-Richmond	140	582	722	103	463	566	37	119	156	0	0	0
Hollins College	46	982	1028	0	230	230	3	580	583	43	172	215
Lynchburg College	950	1489	2439	169	274	443	655	991	1646	126	224	350
Mary Baldwin College	65	993	1058	15	275	290	50	718	768	0	0	0
Randolph-Macon College	523	616	1139	151	172	323	372	444	816	0	0	0
Roanoke College	707	961	1668	253	267	520	454	694	1148	0	0	0
Saint Paul's College	233	341	574	96	126	222	137	215	352	0	0	0
Shenandoah University	436	722	1158	106	178	284	239	450	689	91	94	185
Southern Seminary College	0	257	257	0	155	155	0	102	102	0	0	0
Virginia Wesleyan College	529	861	1390	189	233	422	340	628	968	0	0	0
Washington and Lee Univ.	1281	729	2010	227	159	386	821	417	1238	233	153	386
PRIVATE TOTAL	5154	9325	14479	1448	2986	4434	3213	5696	8909	493	643	1136
DOCTORAL INSTITUTIONS												
George Mason University	9174	11134	20308	1152	1388	2540	5427	6962	12389	2595	2784	5379
Old Dominion University	7236	7788	15024	1166	1316	2482	5088	5219	10307	982	1253	2235
University of Virginia	9467	8670	18137	1684	1776	3460	4236	4083	8319	3547	2811	6358
Virginia Commonwealth U.	8808	12135	20943	1125	1480	2605	5786	8305	14091	1897	2350	4247
VPI&SU	13897	9468	23365	3126	2377	5503	7983	5415	13398	2788	1676	4464
William and Mary	3402	4109	7511	541	757	1298	1973	2381	4354	888	971	1859
DOCTORAL TOTAL	51984	53304	105288	8794	9094	17888	30493	32365	62858	12697	11845	24542
COMPREHENSIVE INSTITUTIONS												
Christopher Newport Coll	1919	2923	4842	359	522	881	1560	2401	3961	0	0	0
Clinch Valley College	559	689	1248	203	201	404	356	488	844	0	0	0
James Madison University	4888	6123	11011	1125	1314	2439	3469	4390	7859	294	419	713
Longwood College	988	2185	3173	239	535	774	737	1560	2297	12	90	102
Mary Washington College	1234	2510	3744	299	591	890	921	1878	2799	14	41	55
Norfolk State University	2871	4692	7563	1191	1601	2792	1597	2794	4391	83	297	380
Radford University	3413	5450	8863	813	1269	2082	2422	3778	6200	178	403	581
VMI	1350	0	1350	407	0	407	943	0	943	0	0	0
Virginia State University	1551	2224	3775	598	874	1472	882	1194	2076	71	156	227
COMPREHENSIVE TOTAL	18773	26796	45569	5234	6907	12141	12887	18483	31370	652	1406	2058

APPENDIX III  
Survey Sample Tables

Entire population (continued)

	TOTALS			freshmen			Other undergrads			graduate and 1st prof'l		
	men	women	total	men	women	total	men	women	total	men	women	total
<b>COMMUNITY COLLEGES</b>												
Blue Ridge Comm Coll	826	1354	2180	334	506	840	492	848	1340	0	0	0
Central Virginia Comm Coll	1594	1950	3544	495	629	1124	1099	1321	2420	0	0	0
Dabney S. Lancaster CC	406	709	1115	125	257	382	281	452	733	0	0	0
Danville CC	1098	1547	2645	348	430	778	750	1117	1867	0	0	0
Eastern Shore CC	174	371	545	62	106	168	112	265	377	0	0	0
Germanna CC	550	1036	1586	286	439	725	264	597	861	0	0	0
J. Sargeant Reynolds CC	3768	5667	9435	509	903	1412	3259	4764	8023	0	0	0
John Tyler CC	1511	2245	3756	381	528	909	1130	1717	2847	0	0	0
Lord Fairfax CC	850	1425	2275	349	598	947	501	827	1328	0	0	0
Mountain Empire CC	1130	1171	2301	459	820	1279	671	351	1022	0	0	0
New River CC	1352	1657	3009	673	876	1549	679	781	1460	0	0	0
Northern Virginia CC	15126	18111	33237	7297	8670	15967	7829	9441	17270	0	0	0
Patrick Henry CC	745	1170	1915	426	608	1034	319	562	881	0	0	0
Paul D. Camp CC	396	851	1247	216	497	713	180	354	534	0	0	0
Piedmont Virginia CC	1321	2016	3337	565	824	1389	756	1192	1948	0	0	0
Rappahannock CC	347	758	1105	184	449	633	163	309	472	0	0	0
Southside Virginia CC	680	1069	1749	229	566	795	451	503	954	0	0	0
Southwest Virginia CC	1329	1509	2838	746	875	1621	583	634	1217	0	0	0
thomas Nelson CC	2852	3759	6611	1580	2206	3786	1272	1553	2825	0	0	0
Tidewater CC	6364	8550	14914	3082	3666	6748	3282	4884	8166	0	0	0
Virginia Highlands CC	818	1232	2050	400	624	1024	418	608	1026	0	0	0
Virginia Western CC	2582	3652	6234	1421	1639	3060	1161	2013	3174	0	0	0
Wytheville CC	538	996	1534	125	342	467	413	654	1067	0	0	0
TOTAL COMMUNITY COLLEGES	46357	62805	109162	20292	27058	47350	26065	35747	61812	0	0	0
<b>TWO-YEAR COLLEGE</b>												
Richard Bland College	455	644	1099	315	398	713	140	246	386	0	0	0
TOTAL TWO-YEAR COLLEGE	455	644	1099	315	398	713	140	246	386	0	0	0