



Results of the Rutgers University - New Brunswick

#iSPEAK

Campus Climate Assessment: Results by race/ethnicity

Julia O'Connor, MSW, MPH

Rita C. Seabrook, PhD

Julia Cusano, MSW

Sarah McMahon, PhD, *Principal Investigator*

APRIL 2019

VAWC@SSW.RUTGERS.EDU | 848-932-4390

In 2018 all Rutgers University–New Brunswick students were invited to participate in a campus climate survey to assess the prevalence of sexual and dating violence among students, as well as students’ perceptions of the university, knowledge of resources related to sexual and dating violence, and disclosure (or non-disclosure) of incidents of sexual and dating violence.¹ The following report presents results by race/ethnicity (e.g., White, Black/African-American, Asian/Asian-American, Latinx², or another race/ethnicity).^{3,4}

Who is in the sample?

The analysis in this report is based on responses from 5,911 students. Less than half the sample identified as White. The race/ethnicity of the sample is similar to that of the university student population. Breakdowns of specific racial/ethnic identities for the sample and the university student population are provided in Figure 1.

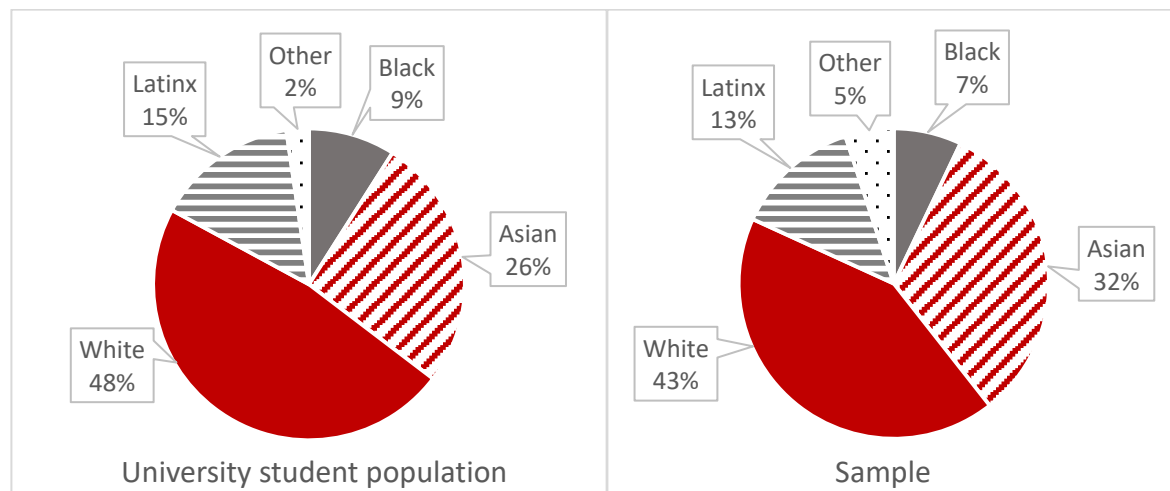


Figure 1. Race/ethnicity of the university student population and students who took the survey.

1 The survey tool is based on the Not Alone toolkit from The White House Task Force to Protect Students From Sexual Assault (2014). Retrieved from <https://www.justice.gov/ovw/protecting-students-sexual-assault>

2 The university uses the term ‘Hispanic’ but we are using Latinx in this report.

3 A full report of the methodology and the responses to all survey questions as well as other reports on specific populations/topics are available on the Center on Violence Against Women and Children (VAWC) website.

4 More specific racial/ethnic categories were collapsed into these broad labels for the purpose of analysis.

1. Rates of sexual violence vary by race/ethnicity.

Rates of sexual violence *before* coming to Rutgers University-New Brunswick were highest among Latinx students⁵ and lowest among Asian/Asian-American students. Rates of sexual violence before coming to Rutgers University-New Brunswick by racial/ethnic identity are presented in Figure 2.

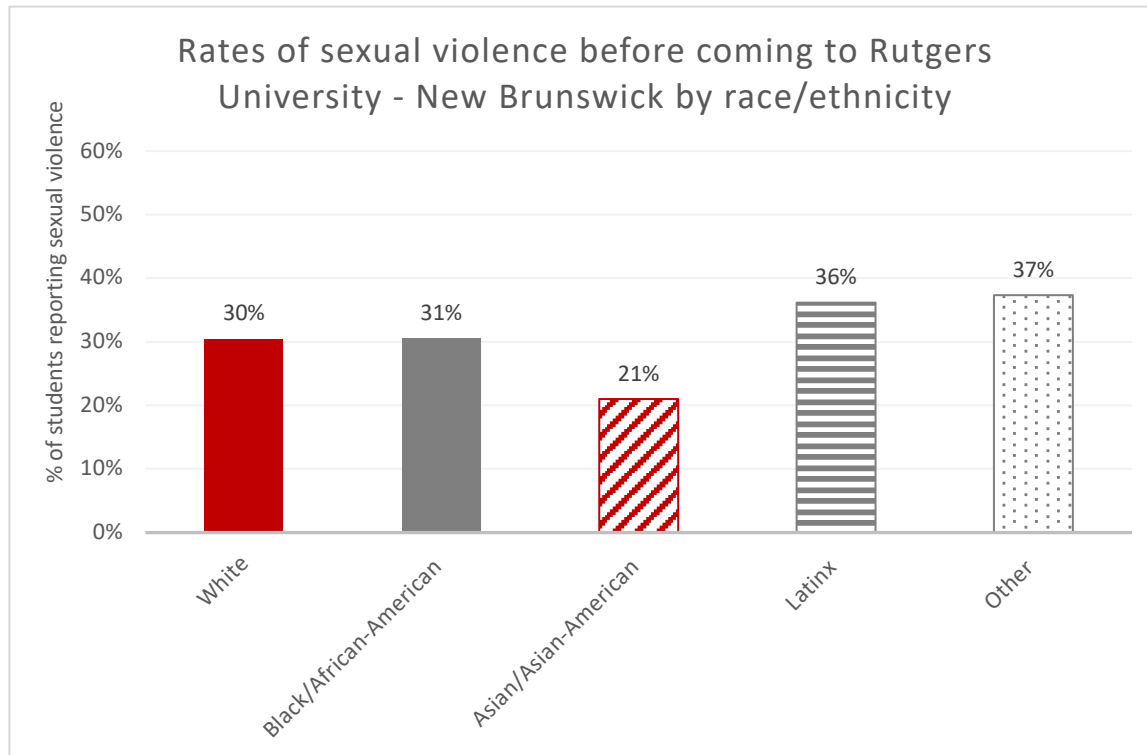


Figure 2. Percentage of students who experienced at least one incident of sexual violence before coming to Rutgers University–New Brunswick by race/ethnicity.⁶

Note. The difference by race/ethnicity is significant, $\chi^2(4) = 45.27, p < .001$.

⁵ Students who were of another racial or ethnic group also had high rates of sexual violence before coming to Rutgers, but the size of that group is too small to draw conclusions.

⁶ For these analyses, Native American students are included in the “other” group due to small sample size.

Since coming to Rutgers University-New Brunswick, Asian/Asian-American and Black/African-American students were less likely to experience sexual violence compared to White students (odds ratios ranged from .56 to .63; see Figure 3).

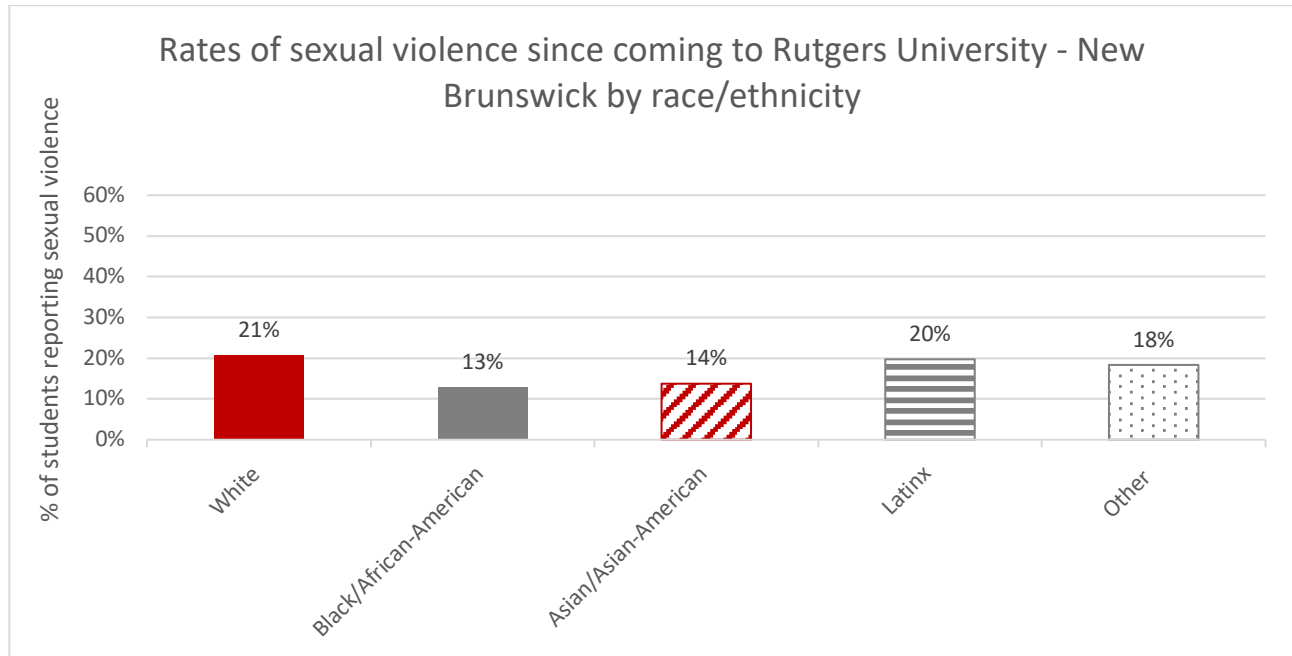


Figure 3. *Percentage of students who experienced at least one incident of sexual violence since coming to Rutgers University–New Brunswick by race/ethnicity.*

Note. The difference by race/ethnicity is significant, $\chi^2(4) = 23.08, p < .001$.

2. Black/African-American students are at increased risk for most types of dating violence.

Students were asked about four different types of dating violence: physical (e.g., “pushed, shoved, or grabbed me”), psychological (e.g., “said things to hurt my feelings on purpose”), digital (e.g., “pressured me to respond quickly to calls, texts, or other messages”), and financial (e.g., “did things to keep me from going to my job or classes”). Rates of dating violence by race/ethnicity are presented in Figure 4.

Since coming to Rutgers University-New Brunswick, Black/African-American students were more likely to experience physical, psychological, and digital dating violence compared to White students (odds ratios ranged from 1.5 to 2.1; see Figure 4).

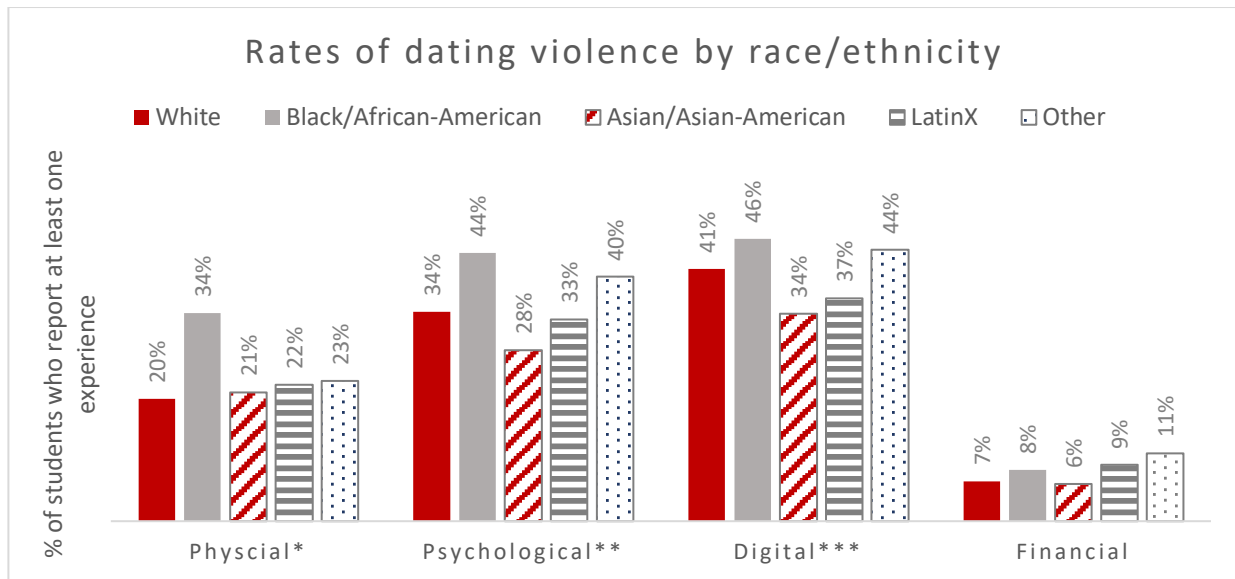


Figure 4. Rates of dating violence by race/ethnicity.

*The difference is significant, $\chi^2(4) = 13.76, p < .05$; ** the difference is significant, $\chi^2(4) = 15.58, p < .005$; *** the difference is significant, $\chi^2(4) = 12.41, p = .02$.

3. Racial/ethnic minorities were less likely than White students to disclose an incident or intimate partner violence.

Asian/Asian-American students were less likely to tell someone else about an incident of sexual violence compared to White students (see Figure 5; odds ratio = 1.8). For dating violence, Latinx students were less likely to tell someone about an incident compared to White students (odds ratio = 1.4).

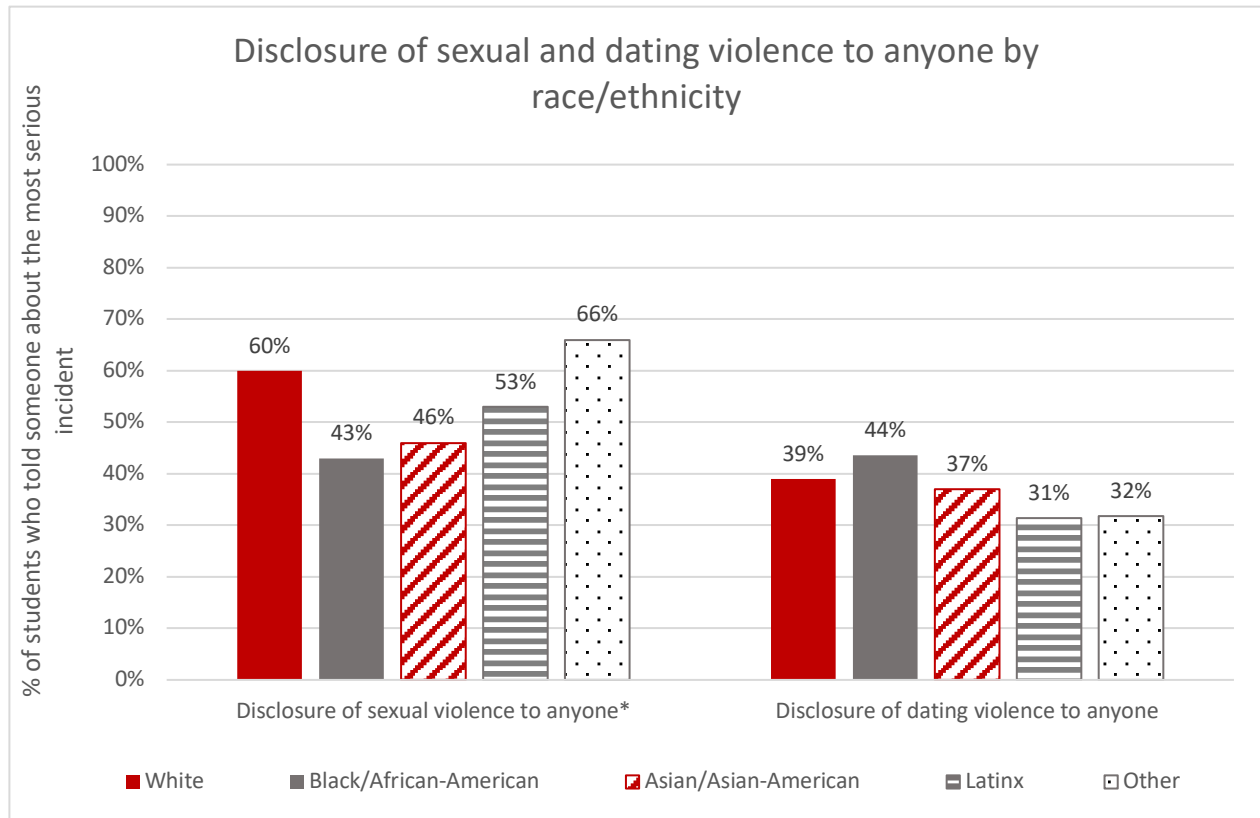


Figure 5. Percentage of students who disclosed sexual violence to anyone by race/ethnicity.

*The difference is significant, $p = .02$; ** The difference is significant, $p = 0.05$.

For sexual violence, Black/African-American and Latinx students were more likely to tell VPVA than Asian/Asian-American and White students. Also, a greater percentage of Black/African-American students told a healthcare provider outside of Rutgers compared to White students. All other disclosure sources for sexual violence were similar across racial/ethnic groups.

For dating violence, students generally had the same rates of disclosure to both on-campus and off-campus supports, regardless of race/ethnicity. The only disclosure source for dating violence that differed by racial/ethnic group was a therapist/counselor not at Rutgers: Asian/Asian-American students were less likely to tell a non-Rutgers therapist about an incident of dating violence compared to students of all other races or ethnicities (odds ratios from 3.6 to 11.4). All other disclosure sources for dating violence were similar across racial/ethnic groups.

4. The most common reasons for not disclosing the most serious incident of sexual and dating violence were the same across race/ethnicity.

The three most common reasons for not disclosing the most serious incident of sexual or dating violence were: “It is a private matter, I wanted to deal with it on my own,” “I didn’t think it was serious enough to talk about,” and “I had other things to focus on” (see Figures 6 and 7).

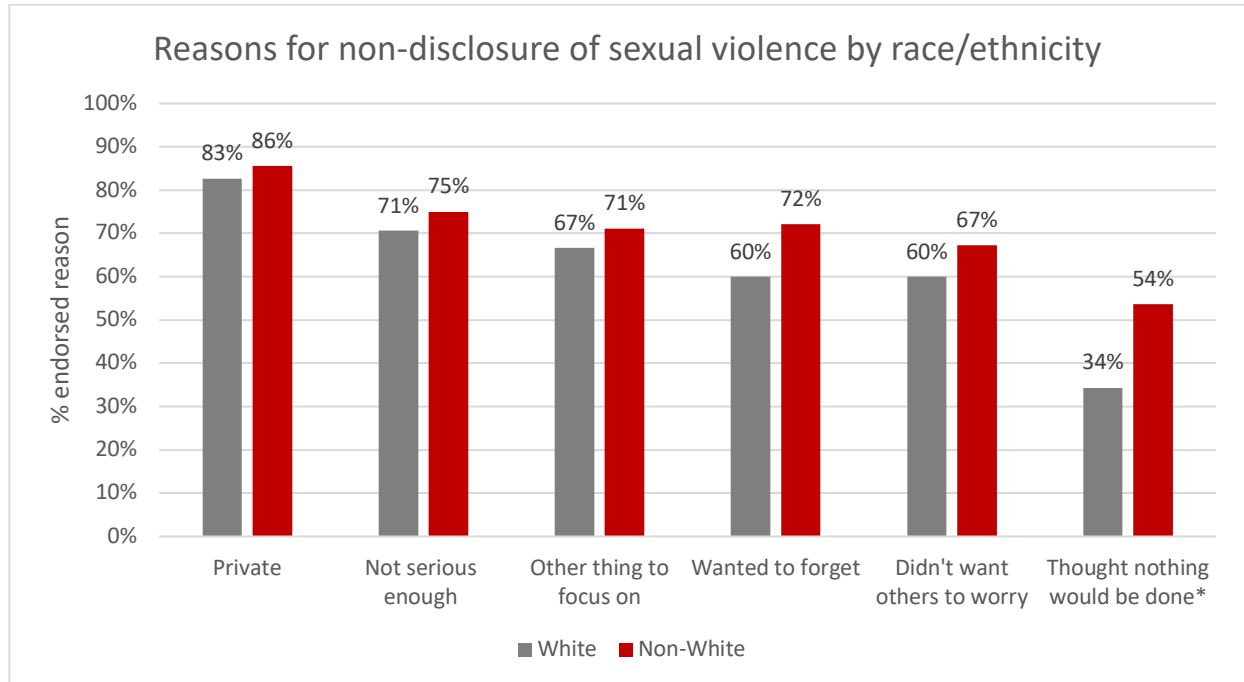


Figure 6. Percentage of students who cited reasons for nondisclosure of sexual violence by race/ethnicity.

*The difference is significant, $X^2(1) = 5.93, p = .02$.

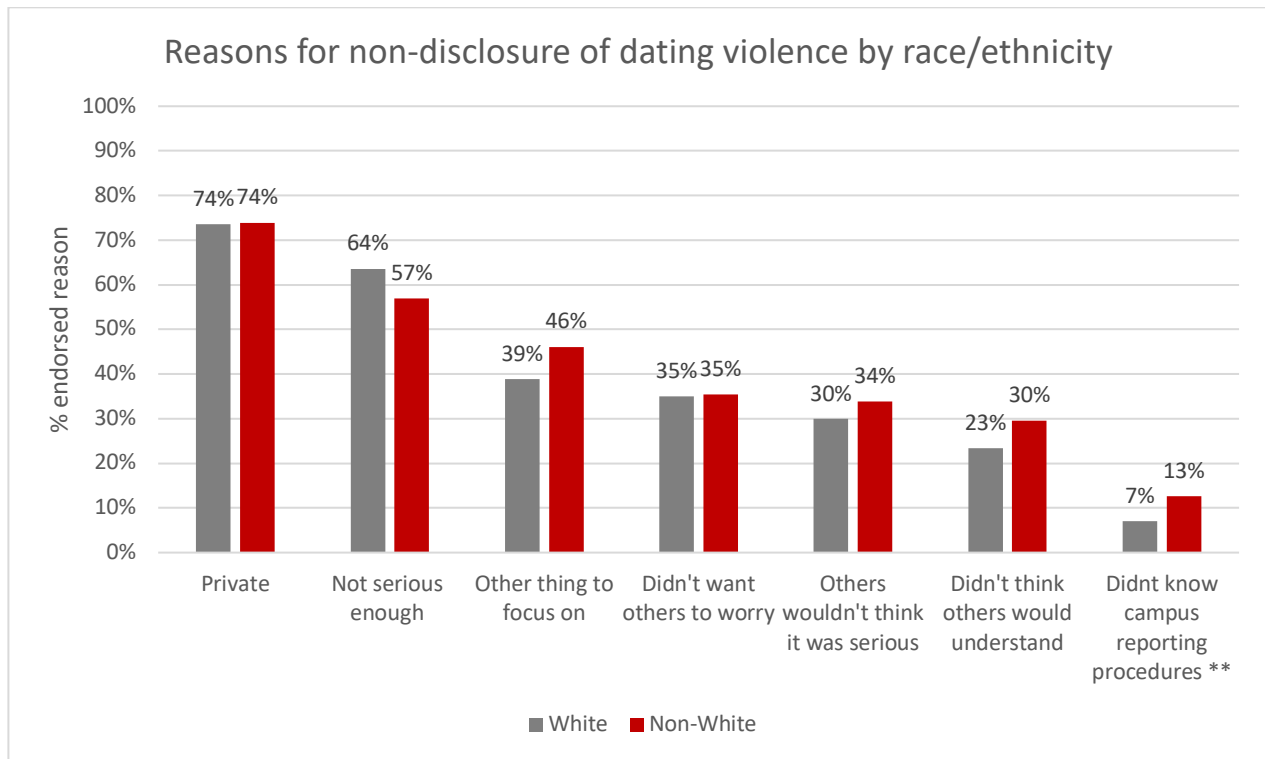


Figure 7. Percentage of students who cited reasons for nondisclosure of dating violence by race/ethnicity.

* **The difference is significant, $X^2(1) = 5.20, p = .02$.

5. Racial/ethnic minority students, particularly Asian/Asian-American students, did not disclose because they had concerns about their racial/ethnic community.

For both dating and sexual violence, racial/ethnic minority students were more likely to cite concerns about their racial group as a reason for not telling another person about the incident (see Figures 8 and 9). For sexual violence, compared to White students, Asian/Asian-American students were more likely to state that they were afraid their racial/ethnic group would not support them (odds ratio = 4.4). Additionally, Black/African-American, Asian/Asian-American students and those who identified as another race/ethnicity were all more likely to state “I was afraid it would reflect badly on my racial/ethnic community” as a reason for non-disclosure of sexual violence (odds ratios ranged from 6.5 to 10.8).

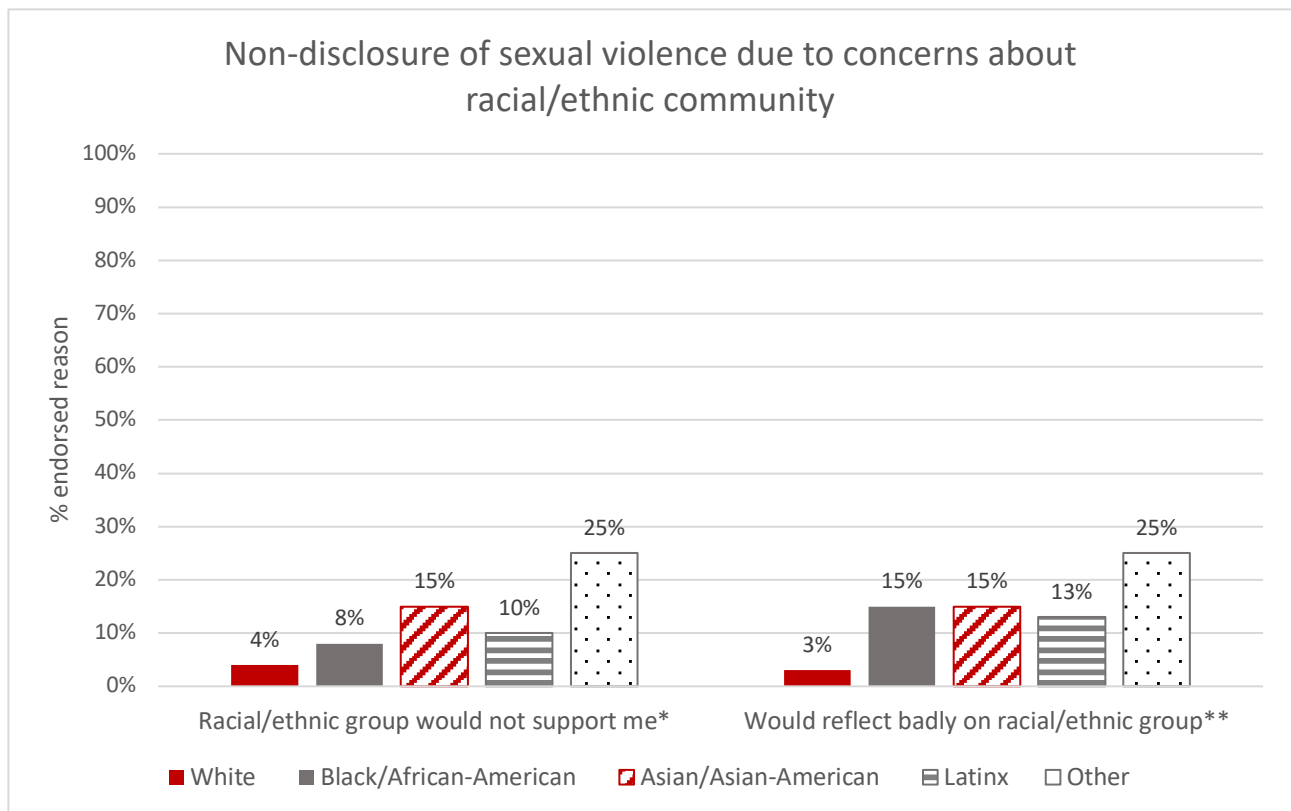


Figure 8. Percentage of students who cited reasons for nondisclosure of sexual violence due to concerns about race/ethnicity.

*The difference is significant, $p = .04$; ** the difference is significant, $p < .05$.

For dating violence disclosures, Asian/Asian-American students, when compared to White students, were more likely to state both “I was concerned that members of my racial/ethnic community would not support me” (odds ratio = 4.5) and “I was afraid it would reflect badly on my racial/ethnic community” (odds ratio = 3.6) as reasons for not disclosing dating violence.

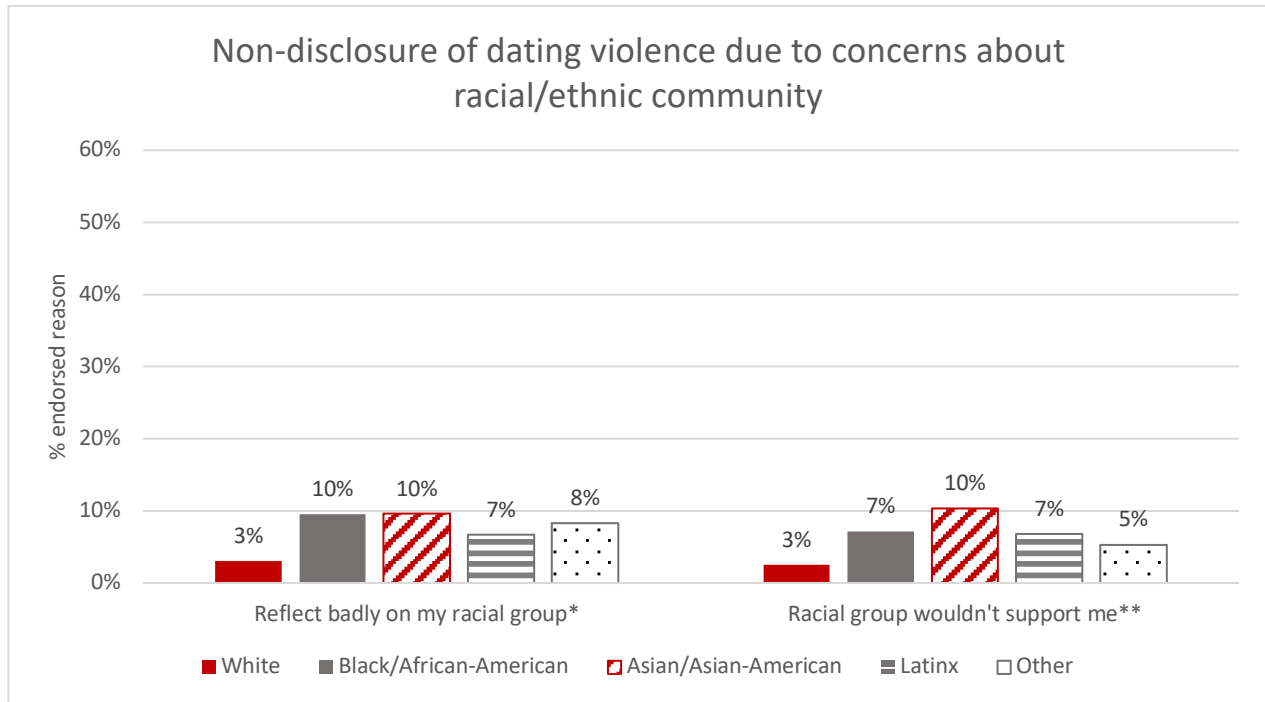


Figure 9. Percentage of students who cited reasons for nondisclosure of dating violence due to concerns about race/ethnicity.

*The difference is significant, $X^2(4) = 9.23, p = .05$; **the difference is significant, $X^2(4) = 11.48, p = .02$

6. Students of all racial/ethnic groups perceive the university similarly but racial/ethnic minorities view their fellow students less positively than White students.

Students were asked seven questions to assess their perceptions of how the university would handle a report of sexual violence or dating violence. Students were also asked three questions to assess their perceptions of how fellow students would handle a report of sexual violence or dating violence. Scores ranged from 1 to 5, with higher scores indicating more positive perceptions of the university/fellow students.

All students, regardless of race/ethnicity, had positive perceptions of the university as demonstrated by their relatively high overall scores (nearly 4 on a 1 to 5 scale for both sexual and dating violence; see Figure 10).

Students' views of their fellow students' reactions to incidents of sexual and dating violence were less positive (less than 3.5 on a 1 to 5 scale for both sexual and dating violence; see Figure 11). Additionally, for incidents of sexual violence, Asian/Asian-American, Latinx students and students of another racial/ethnic identity had less positive perceptions of their peers compared to White students (see Figure 11). On perception of peers' responses to dating violence, Asian/Asian-American students had less positive views of their peers compared to White students.

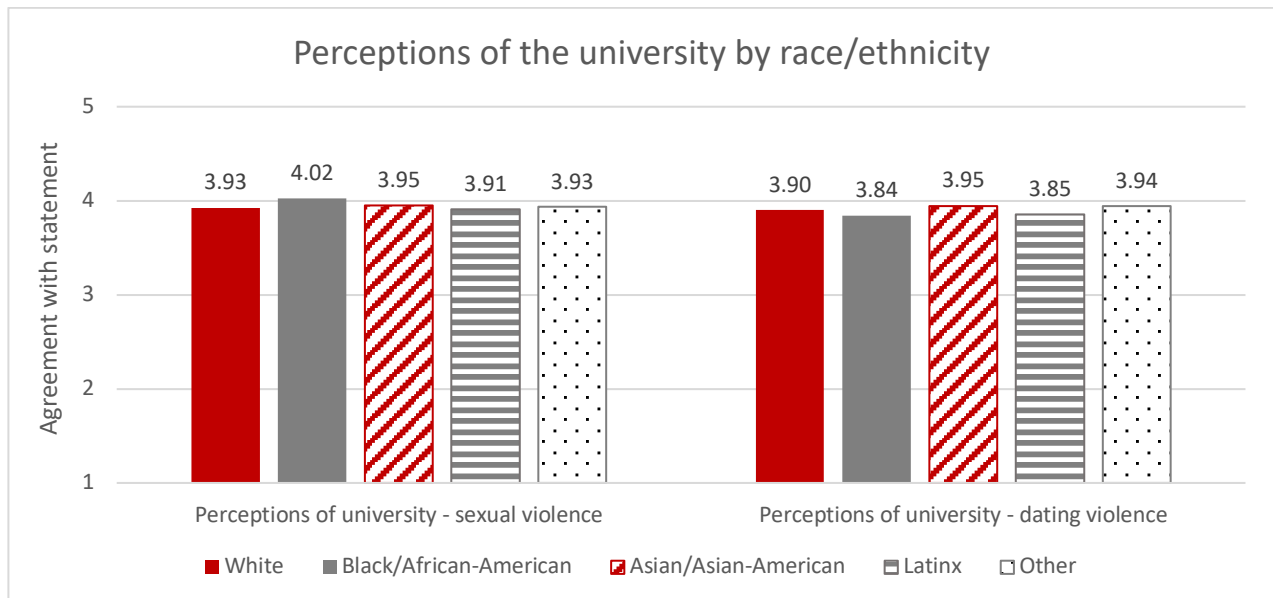


Figure 10. *Perceptions of how the university would handle a report of sexual violence and dating violence by race/ethnicity.*

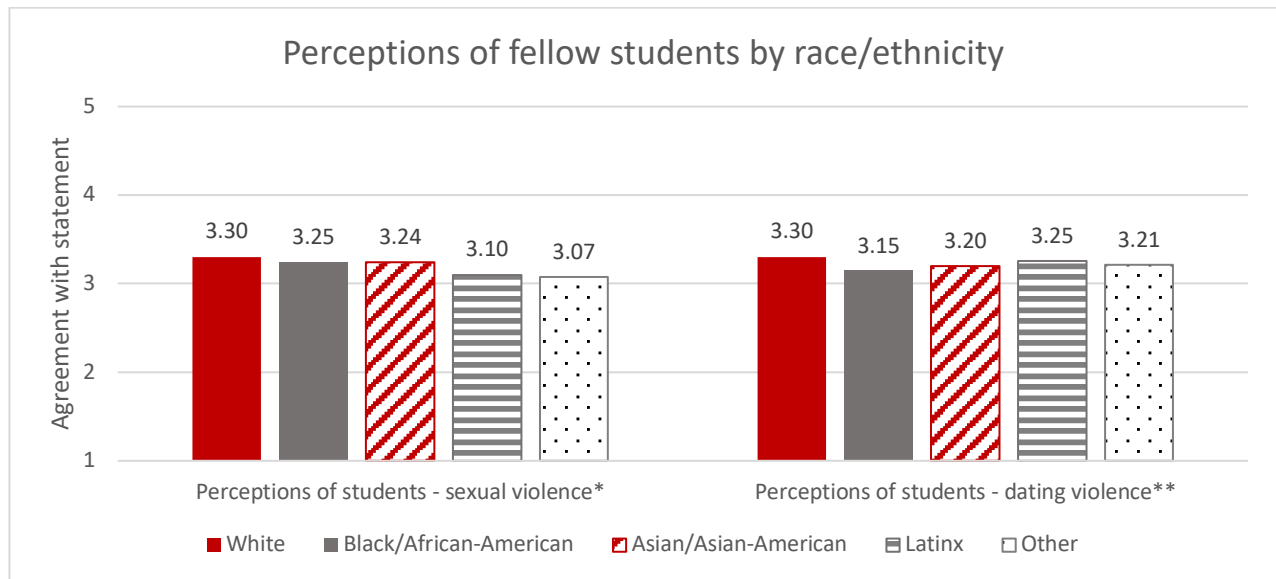


Figure 11. *Perceptions of how fellow students would respond to sexual violence and dating violence by race/ethnicity.*

*The difference is significant after controlling for victimization, $F(5, 2751) = 15.93, p = .001$; ** The difference is significant after controlling for victimization, $F(8, 1878) = 4.71, p = 0.001$.

7. Students of different race/ethnicities differ on their knowledge of resources.

Students were asked whether they know where to get help on campus if they or a friend were to experience unwanted sexual contact or dating violence. Students rated their knowledge on a 1 to 5 scale, with higher scores indicating more knowledge.

All students, regardless of race/ethnicity, were moderately knowledgeable about where to get help for sexual and dating violence, as demonstrated by their overall scores (about 3.5 on a 1 to 5 scale). Asian/Asian-American students were more knowledgeable, compared to White and Latinx students, in knowing where to get help for dating violence (see Figure 12).

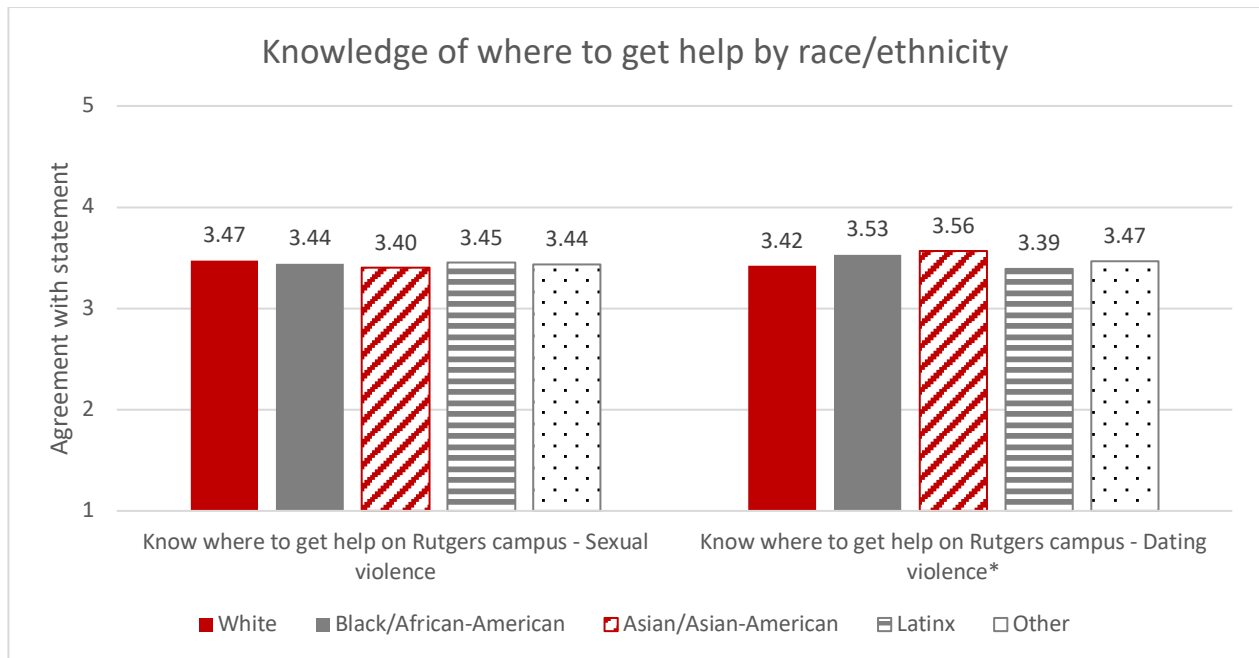


Figure 12. *Knowledge of where to get help on campus by race/ethnicity.*

*The difference is significant after controlling for victimization, $F(8, 1851) = 1.65, p = 0.11$.

Students were also asked to rate their awareness of 11 different resources on campus as they relate to sexual and dating violence (e.g., Violence Prevention and Victim Assistance [VPVA], Students Affairs Compliance & Title IX, etc.).

Figure 13 shows resources that differ in awareness by race/ethnicity. Black/African-American students were more likely to be aware of the Office of Employment Equity (odds ratio = 1.8) and the Division of Student Affairs (odds ratio = 1.7), compared to White students. Asian/Asian-American students were less likely than White students to be aware of Title IX (odds ratio = .67) and CAPS (odds ratio = .77). Students of different race/ethnicities did not differ in their awareness of VPVA.

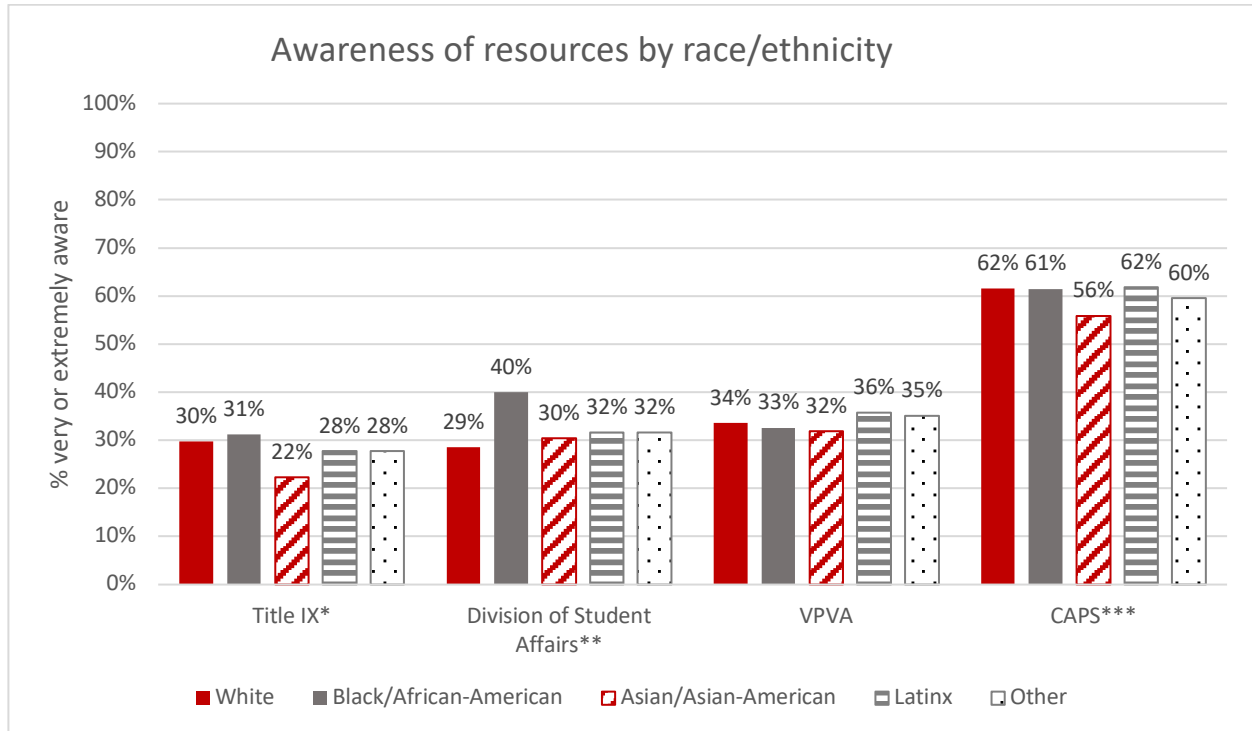


Figure 13. Percentage of student 'very aware' or 'extremely aware' of resources on campus by individual race/ethnicity.

*The difference is significant, $\chi^2(4) = 36.18, p = .001$; **The difference is significant, $\chi^2(4) = 20.63, p = 0.001$; ***The difference is significant, $\chi^2(4) = 15.04, p = .01$.

Conclusion

The results of the 2018 iSPEAK survey revealed that rates of sexual and dating violence differ by race/ethnicity. While at Rutgers-New Brunswick, Black/African-American and Asian/Asian-American students were less likely to experience sexual violence compared to White students. However, Black/African-American students were more likely to experience physical, psychological, and digital dating violence compared to White students while at Rutgers-New Brunswick.

Overall, Non-White students, particularly Asian/Asian-American students, were less likely to disclose an incident of sexual violence to someone else (including non-Rutgers service providers). White and Non-White students cited similar main reason for not disclosing incidents of sexual or dating violence. However, racial groups differed on some reasons, such as on concerns about support from their racial group and fears of the incident reflecting badly on their racial group for both sexual and dating violence. Notably, for dating violence, Asian/Asian-American students were more likely than White students to cite concerns regarding their racial/ethnic group as a reason for nondisclosure.

White and Non-White students had similar views on the university in regards to dating and sexual violence, but Non-White students, particularly Latinx and Asian/Asian-American student, perceived their fellow students less positively on these matters compared to White students. Finally, Non-White and White students differed in their level of awareness of resources related to interpersonal violence, such as Title IX, the Division of Student Affairs, and CAPS.

ACKNOWLEDGEMENTS

The research team thanks the many members of the Rutgers University–New Brunswick community who contributed to the campus climate assessment project. This report and the project as a whole are the result of the enthusiastic support and participation of administrators, faculty, staff, and students across Rutgers. This report is dedicated to all those who are survivors of sexual and dating violence. We hope our efforts can help contribute to creating campus communities that are free of all forms of violence.

We would especially like to thank the following members of the Rutgers community who provided support to the project:

Deba Dutta, PhD, Distinguished Professor, Department of Engineering

Felicia McGinty, EdD, Executive Vice Chancellor for Administration and Planning

Cathryn Potter, PhD, Dean, School of Social Work

Additional thanks goes to the following Rutgers organizations, groups, and individuals:

2017-2018 CAMPUS CLIMATE ADVISORY BOARD

Loren Linscott, MS, Director, Office for Violence Prevention and Victim Assistance

Felicia McGinty, EdD, Executive Vice Chancellor for Administration and Planning

Sarah McMahon, MSW, PhD, Director, Center on Violence Against Women and Children;
Associate Professor, School of Social Work

Jackie Moran, JD, Director, Office of Student Affairs Compliance & Title IX

Judy Postmus, PhD, Associate Director, Center on Violence Against Women and Children; Associate
Dean for Faculty Development and Strategic Initiatives, School of Social Work

Rita C. Seabrook, PhD, Assistant Research Professor, School of Social Work

Kaleigh Sosa, MA, former Training Coordinator, Office of Student Affairs Compliance & Title IX

Dayna Weintraub, PhD, Director of Research and Assessment

Julia Cusano, MSW, Graduate Student, School of Social Work

Julia O'Connor, MPH, MSW, Graduate Student, School of Social Work

RUTGERS UNIVERSITY–NEW BRUNSWICK COMMUNITY MEMBERS AND ORGANIZATIONS

The Arts and Sciences Institutional Review Board – New Brunswick

The Center on Violence Against Women and Children, School of Social Work, New Brunswick

Victoria Porterfield & Jessica Brand, Office of Institutional Research and Academic Planning

RESEARCH SUPPORT

Jessica Burnham, Mariel Didato, Lydia Gracey, Simone Snyder, and all the students and staff who provided assistance