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Running Head: MALE PERPETRATION OF SEXUAL ASSAULT

**ATTITUDES AND SOCIAL FACTORS AS PREDICTORS OF
MALE PERPETRATION OF SEXUAL ASSAULT**

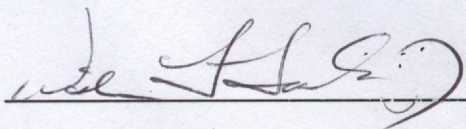
by

Andrea A. Massa

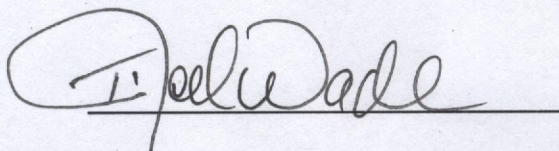
A Thesis Submitted to the Honors Council
For Honors in Psychology at Bucknell University

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Approved by:



William F. Flack, Jr., Ph.D. (Advisor)



T. Joel Wade, Ph.D. (Department Chairperson)

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Abstract

Previous research has demonstrated a significant association between sexual assault perpetration and hooking up, male peer support for woman abuse, alcohol consumption, and rape myth acceptance (Burt, 1980; Flack, Daubman, Caron, Asadorian, D'Aureli, Gigliotti & Stine, 2007; Schwartz & DeKeseredy, 1997). In the present study, we tested these relationships on the collegiate level by asking male students to indicate levels of male peer support for woman abuse (MPS), acceptance of rape myths (RMA), alcohol consumption, and history of hooking up and sexual assault perpetration during their undergraduate experience. Participants in this study were 200 male Bucknell students (sophomores - seniors) who completed an online survey concerning these issues. The overall prevalence rate for some type of sexual assault perpetration was 10.5%. Specific prevalence rates for non-invasive contact, completed rape, and attempted rape were 5.5%, 2.0%, and 5.0%, respectively. Sexual assault perpetration was positively correlated with MPS and alcohol consumption but not with RMA. Sexual assault was perpetrated most frequently during acquaintance hook ups. These findings demonstrate direct, significant relationships between sexual assault perpetration, alcohol abuse, different types of hooking up, and rape-supportive attitudes, and an association between perpetration and MPS that requires further elaboration.

Introduction

Sexual Assault Defined

The Federal Bureau of Investigation's legal definition of rape that was in effect from 1927 to 2011 was vague and in need of reformation, as it included only nonspecific forceful "carnal knowledge" of a woman without her consent. This definition of rape was changed in January 2012 to "penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim" to take into account the multifaceted characteristic of rape (Federal Bureau of Investigation, 2012). The definition now encompasses rape of and by a person of any gender and under any circumstances in which consent cannot be given or received, including alcohol or drug intoxication, verbal threats or abuse, and physical force.

According to the Department of Justice, which also accepts this new definition of rape, "sexual assault is any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Falling under the definition of sexual assault are sexual activities as forced sexual intercourse, forcible sodomy, child molestation, incest, fondling, and attempted rape" (2012). With these new definitions, a larger number of sexual assault cases will be brought to light and will be recognized as the serious crimes that they are.

The language used when asking about victimization or perpetration of sexual assault varies widely across research studies from being as broad as asking if the participant has ever been assaulted to as narrow as asking behaviorally specific questions that graphically describe rather than label the event. The variability in questioning methodology is one explanation for the inconsistencies in victimization and perpetration

rates collected across different studies. Researchers who include language such as “rape” or “sexual assault” when asking about instances of sexual victimization or perpetration often obtain much lower rates of sexual assault than researchers, such as Mary Koss in her 1987 survey, who use behaviorally specific language (Koss, Gidycz, & Winiewski, 1987). This disparity may be due to the denial of many victims or perpetrators that their experiences constitute rape or sexual assault. Since they do not identify with the language used in these types of questions, they do not report having had these experiences. To support this idea that victims and perpetrators do not identify with their experiences, following the behaviorally specific questions in Koss’ Sexual Experiences Survey is a final question that explicitly asks the respondent if he or she has ever been a victim (victim version) or perpetrator (perpetrator version) of rape. A lower rate of endorsement of this item than of the behaviorally specific items could reflect a lack of identification with the term “rape” or a lack of understanding what really constitutes rape (Koss et al., 2007).

Sexual Assault Victimization of College Women

The earliest study of sexual assault of college women revealed that 55.7% of the 291 participants had experienced one or more forms of sexual assault during that academic year, with 20.9% of participants experiencing forceful attempted rape (Kirkpatrick & Kanin, 1957). Several attempts were made to replicate these findings, but there was not a uniform way to ask about unwanted sexual experiences until Mary Koss’ development of the Sexual Experiences Survey (SES) in 1987. As a result of the success of the SES in producing reliable prevalence rates of assault, Koss’ campus study is still

cited today, and the SES is still used as one of the main measures of gathering data on sexual assault. The SES consists of questions that use behaviorally specific language to describe unwanted sexual experiences. As mentioned previously, the questions do not include any words such as “rape” or “sexual assault” because many victims do not identify with these terms. Results from Koss’ nationwide study suggest that 27.5% of college women had experienced attempted or completed rape since the age of 14 (Koss, Gidycz, & Winiewski, 1987). Several other studies have replicated similar prevalence rates of sexual assault (Larimer, Lydum, Anderson, & Turner, 1999; Benson, 2007).

Additional large-scale findings have produced similar findings. The Campus Sexual Assault (CSA) Study was conducted at two large public universities in the United States and used an online survey that included screen questions about sexual assault victimization and detailed follow-up questions to obtain more information about the assault(s) that occurred. According to the CSA, 19% of college women reported experiencing one or more forms of sexual assault during their undergraduate college career (Krebs, Lindquist, Warner, Fisher, & Martin, 2007).

The National College Women Sexual Victimization Study (NCWSV) was a large-scale study that used a different questioning technique. Of the 4,446 college women who were contacted, 84.6% participated in the study. The study involved obtaining sexual assault prevalence rates through a phone interview that included both behaviorally specific screen questions and an incident report used to classify each assault that was reported in the screen questions. Results from this study showed that 2.8% of participants

experienced rape or attempted rape since the beginning of that academic year (Fisher, Cullen, & Turner, 2000).

At least two methodological differences may be responsible for the large difference between the prevalence rates collected using Fisher's method versus using Koss' method: the questioning technique and the reference period. Fisher's NCWSV used screen questions and incident reports and asked about incidences that had occurred since the beginning of the academic year, a reference period averaging 6.91 months. When analyzing the results of the study, Fisher and colleagues discovered that both the screening questions and the incident report on their own were not accurate, as some respondents endorsed screening questions that failed to match the incident report that followed them. Rather, the combination was necessary to obtain more complete data (Fisher, Daigle, & Cullen, 2010). Koss's SES used behaviorally specific questions, but no follow-up questions, and asked about incidences that had occurred over the previous twelve months (Koss et al., 2007). Since the reference period of the NCWSV was only just over half as long as the reference period of the SES, this could account for some difference in assault prevalence rates. However, even when doubled, the rate that the NCWSV yielded does not come close to that of the SES. This has led to some debate about which method is superior.

Sexual Assault Perpetration by College Men

While a great deal of research has been conducted on female victimization of sexual assault, only a limited amount of data has been collected on male perpetration. However, several college campus studies have shown high reported rates of male-

perpetrated sexual assault. Koss, Gidycz, and Winiewski's (1987) national study of thirty-two college campuses found that since the age of fourteen, 25.1% of men reported committing some form of sexual aggression, which included rape, attempted rape, sexual coercion, or sexual contact, while 4.4% of men reported committing rape. Abbey, McAuslan, and Ross (1998) found similar results in a single-campus study: 26% of men reported committing some form of sexual aggression, with 9% of men committing rape. In a five-year longitudinal study of male perpetration, 34.5% of men reported committing at least one form of sexual assault perpetration during adolescence or across the four years of college, with 9.7% of those men committing rape (White & Smith, 2004). These findings have been replicated in several other studies (Gidycz, Warkentin & Orchowski, 2007; Abbey & McAuslan, 2004; Rapaport & Burkhart, 1984). A more recent investigation, however, yielded lower rates of perpetration, with 7.29% of men reporting perpetration of attempted or completed rape and 5.95% of men reporting perpetration of some other form of sexual assault. The researchers used an extended version of the SES to assess a sample of 521 male psychology students' perpetration since the age of 17. The authors did not report any reason for such a low perpetration rate except for the possibility that social desirability prevented some perpetrators from reporting their experiences (Voller & Long, 2010).

Hooking Up

One possible risk factor for sexual assault is hooking up, commonly defined as "single, casual encounters sometimes involving sexual intercourse but with no expectation of future commitment." In a campus study that characterized demographic

correlates of hooking up, researchers asked college students how frequently they had hooked up in the past 12 months. Men and women reported similar hooking up habits, but students of ethnic or racial minorities reported hooking up less often than did Caucasian students. Higher levels of alcohol consumption, more favorable attitudes towards hooking up, and higher parental income were associated with an increased likelihood of having hooked up at least one time in the past year (Owen & Finchman, 2010).

When examining the differences between the benefits of hooking up for college males and females, it was found that women described their worst hook ups as experiences that often constituted the legal definition of rape, such as forced sexual intercourse (Paul & Hayes, 2002). In a recent campus study, of 36 instances of unwanted sex (oral, anal, and/or vaginal) reported by 29 women, 28 (77.8%) took place during a hookup (Flack, Daubman, Caron, Asadorian, D'Aureli, Gigliotti, & Stine, 2007). Risks of hooking up for men included hooking up with a partner who was interested in the hookup evolving into a more committed relationship (Bradshaw, Kahn, & Saville, 2010). This supports the idea that hooking up presents a higher risk of sexual assault victimization for women than it does for men.

While it is important to note that hooking up in general may present a high risk of sexual assault, it is even more meaningful to look at which type of hooking up is the most dangerous. It was found in one investigation of sexual assault perpetration that of the assaults that occurred outside of a dating relationship, 84% involved acquaintances as victims (Gidycz, Warkentin, & Orchowski, 2007). It was not explicitly stated these

incidences occurred within a hookup context, but the fact that such a high percentage of victims were acquaintances could be a hint that sexual assault perpetration during hookups is a necessary area to research.

Male Peer Support for Woman Abuse

Peer support for woman abuse among males may help contribute to the high rates of sexual assault on college campuses. Schwartz, DeKeseredy, Tait, and Alvi (2001) found that men who received informational support about how to facilitate sex with a woman from male peers were significantly more likely to commit sexual assault than were men who did not receive such support. They also found that men who drank at least twice a week and who received male peer support for woman abuse were more than nine times as likely to report perpetrating sexual assault as those who did not report either of these experiences. There have been other studies that have examined fraternity and athletic team membership as major male peer support groups on college campuses and how this membership is related to sexual assault perpetration. These examinations have shown that some all-male groups on campuses, such as those that consume more alcohol and other drugs, share greater peer support for woman abuse, commit more sexual aggression, and hold more hostility toward women, may present greater risk to women than others, and that women are especially at risk when they are with males whom they do not know (Boswell & Spade, 1996; Boeringer, 1996; Humphrey & Kahn, 2000; Koss & Gaines, 1993). Perhaps a reason for the greater likelihood of perpetration by fraternity members is that they hold more rape supportive attitudes and engage in more groupthink than do non-fraternity members, possibly as a result of high alcohol consumption among

fraternity members (Bleecker & Murnen, 2005; Boswell & Spade, 1996). As a result of groupthink, it is possible that even men who do not initially agree with negative attitudes toward women are drawn into thinking in this way because of the influence of their peers who do. The pressure to agree with one's peers maintains this cycle and leads to an increasing number of men supporting these attitudes and beliefs.

Other studies of college men found that there was no relationship between fraternity or athletic team membership and sexual assault perpetration (Boeringer, 1996; Gidycz, Warkentin, & Orchowski, 2007). This suggests that membership in an all-male group alone does not necessarily predict the presence of male peer support for woman abuse. Male peer support for woman abuse may only have an effect on a member of the group if he strongly identifies with that group (Humphrey & Kahn, 2000). According to Schwartz and Nogrady (1996), fraternity members did not differ from non-members on measures of male peer support, although perpetrators scored more highly than non-perpetrators. Since not all members of all-male groups are perpetrators, perhaps not all members of these groups are susceptible to influence from peer support.

Alcohol Abuse

Several studies have supported the notion that excessive alcohol consumption seems to be related to sexual assault victimization and perpetration. Both male and female victims reported higher levels of alcohol consumption than did non-victims (Larimer, Lydum, Anderson & Turner, 1999). In an analysis of sexual experiences among college males and females, the most frequently cited reason for unwanted sexual intercourse and unwanted sexual touching was alcohol intoxication (Flack et al., 2007).

In another campus investigation, 78.7% of all sexual assault victims reported that they were using alcohol at the time of the victimization (Benson, 2007).

Despite the consistent differences in alcohol consumption between victims and non-victims, there are mixed findings on the difference between perpetrators and non-perpetrators, with some concluding that there is no difference and others concluding that perpetrators consume significantly more alcohol than do non-perpetrators (Gidycz, Warkentin, & Orchowski, 2007; Koss & Gaines, 1993; Palmer et al., 2010). In a study of perpetration by male college students, 47% of assaults occurred when either the male perpetrator or female victim had consumed alcohol, with the majority of these instances involving alcohol consumption by both parties (Abbey, McAuslan, & Ross, 1998). It was found in another sample that 12% of men deliberately used alcohol in order to facilitate sex with a female. Another 35% of men reported having friends that approve of this behavior (Carr & VanDeusen, 2004). This ties back in the idea of male peer support, as men with rape supportive friends may be encouraged, directly or indirectly, to perpetrate rape themselves.

Acceptance of Rape Myths

The study of the acceptance of rape myths, or incorrect stereotypical beliefs about rape victims and perpetrators, as a contributing factor to sexual assault began in the late 20th century with the development of the Rape Myth Acceptance (RMA) Scale (Burt, 1980). Rape myth acceptance has been associated with increased levels of sexual assault perpetration and with attributing less blame to the rapist and more to the victim (Carr &

VanDeusen, 2004; Gray, 2006; Mason, Riger, & Foley, 2004; Thompson & Koss, 2010; Workman & Freeburg, 1999).

The Current Study

Sexual assault is a serious issue on college campuses. Many preventative interventions have been undertaken to attempt to reduce this problem, but most have focused on females as victims, ignoring what is perhaps the more critical aspect to study: men who perpetrate. It is necessary to understand what drives these men to sexually assault their victims in order to develop methods of intervention. This project was designed to measure the extent of male perpetrated heterosexual sexual assault at Bucknell University and the possible risk factors for perpetration in order to learn more about sexual assault on college campuses in general. We examined the demographic characteristics and attitudes (i.e., rape myth acceptance) of male perpetrators compared to non-perpetrators, and the social context (i.e., male peer support, alcohol consumption, hook up type) in which the assaults occurred. We sought to gain a better understanding of the relationships between these variables in order to determine their influences on sexual assault perpetration.

Hypotheses

1. Perpetrators will have higher scores on MPS than non-perpetrators.
2. Sexual assault perpetration will occur most often in acquaintance hookups, rather than in hookups with a stranger, friend, or previous romantic partner.
3. Male perpetrators will possess more rape myth acceptance than will non-perpetrators.

Method

Participants

A complete breakdown of the demographics of the sample is listed in Table 1. The survey used in this study was completed by 200 male undergraduate students from the sophomore (26%), junior (34%), and senior (40%) classes. A minority of participants was affiliated with a Greek organization (44%) and with a Varsity athletic team (17.5%). Combined parental income ranged from \$0-250,000+ (\$0-49,999 = 11.7%; \$50,000-99,999 = 19.4%; \$100,000-149,999 = 37.2%; \$200,000-249,999 = 9.7%; \$250,000+ = 21.9%). Consistent with the population demographics, a majority of participants was Caucasian (86.8%), with a minority being Asian/Asian-American (7.6%), Hispanic (2%), Other (2%), and African American (1.5%). 89% of the participants indicated that they were attracted to women only, while 9% indicated attraction to men only and 2% indicated attracted to both men and women. Religiosity was assessed by asking participants how religious they were, their frequency of prayer, and their frequency of attending worship services ($M = 3.65$, $SD = 3.36$, on a 15-point scale).

Measures

Demographics. One section of the survey (see Appendix A) asked for demographic information of participants' class year, age, Greek affiliation, varsity athletic team affiliation, combined parental income, race/ethnicity, sexual orientation, religiosity, and social group. In addition, information was collected about the importance of one's membership in a fraternity or athletic team, as well as the importance of "working hard" and "playing hard," two phrases commonly used to describe a typical

Bucknell student. Response options for these questions ranged from “not at all important” to “extremely important” on a 5-point scale.

Social Desirability. The degree to which participants responded to questions in a socially desirable manner was measured by the Balanced Inventory of Desirable Responding (*BIDR Version 6-Form 40*; Paulhus, 1984). This scale consists of forty propositions, with response options ranging from 1 (“Not True”) to 7 (“Very True”). Every other question is reverse-scored. The BIDR has two subscales, the impression management scale (IM) and the self-deception scale (SDE), each with potential scores ranging from 0-20. The BIDR correlates highly with the Marlowe-Crowne social desirability scale ($r=.71$), a short version of which has been used in previous years’ versions of this survey. The internal consistency of the IM subscale in the present sample was $\alpha = .78$, while the internal consistency of the SDE subscale was $\alpha = .70$. The internal consistency of the measure as a whole was $\alpha = .81$.

Alcohol Consumption. The Alcohol Use Disorders Identification Test (*AUDIT*; Babor, Higgins-Biddle, Saunders & Monteiro, 2007) was used to measure the participants’ levels of alcohol intake (three items), alcohol dependence (three items), and negative consequences of alcohol consumption (four items). To score this measure, the researcher computes a sum score of all of the responses to each of the ten questions (each question has response options ranging from 0-4). The internal consistency of this measure in the present sample was $\alpha = .84$.

Hooking Up. “Hooking up” is defined as a sexual encounter between two people that can range from kissing to sexual intercourse with or without the potential for future

commitment. Hooking up was measured by the Hook Up Participation Survey (*HUPS*; Flack, Campbell, Hopper, Bryant, Lang, Massa, & Whalen, 2010), a 9-item scale that measures the frequency with which the participants hook up with a stranger (on one occasion only), an acquaintance (on one or multiple occasions), a friend (on multiple occasions) and a previous romantic partner (on one or multiple occasions). It also measures the frequency with which participants hook up with someone with the intention of future commitment, hook up with someone other than the person with whom they are in an exclusive relationship, and “rebound,” or hook up with someone when they have just ended an exclusive relationship in order to spite an ex or to feel good about themselves. The internal consistency of this measure in the present sample was $\alpha = .86$.

Male Peer Support. Male peer support for woman abuse, or the degree to which men receive encouragement or pressure from male peers to engage in behaviors that increase their likelihood of assaulting women, was measured by an extended version of the Male Facilitation Survey (*MPS*; Schwartz & DeKeseredy, 1997). Eighteen additional items were added to the original eight from the MPS, in order to assess the following characteristics of this construct: alcohol and drug abuse, hooking up, college parties, and sexist language. Schwartz and DeKeseredy’s original eight-item scale consisted of two subscales: one measuring physical violence (items 1-4), and the other measuring verbal or emotional violence (items 5-8). The internal consistency of Schwartz and DeKeseredy’s original 8-item measure for this sample was $\alpha = .50$. The internal consistency of the revised measure used in this study was $\alpha = .91$.

Sexual Assault Perpetration. The frequency with which participants sexually assaulted their female peers at Bucknell was measured by an adapted version of the Sexual Experiences Survey Short Form Perpetration (*SES-SFP*; Koss et al., 2007). The types of sexual assault measured by this scale include non-consensual sexual contact; completed oral, vaginal, and anal rape; and attempted oral, vaginal, and anal rape. The SES-SFP uses behaviorally explicit language in order to ask questions about behaviors that describe a consistent definition of each type of sexual assault, without using the words “assault” or “rape” anywhere in the questions themselves. It also includes detailed reasons that the rape could have occurred, ranging from the participant, or potential perpetrator, telling lies or showing displeasure to using physical force. For each type of assault, there were 5 subquestions describing each of the different potential reasons for the occurrence of the assault. In order for the respondent to indicate the exact number of times he experienced the event, the response options for each subquestion ranged from 0 to 2, followed by a blank space in which the participant could write in a number higher than 2. If a participant answered a question with anything other than a 0, he was prompted with several follow-up questions asking about the number of separate occasions on which the events had occurred, the context, the hookup context, and the people whom he disclosed the event to, if anyone. The internal consistency of this measure in the present sample was $\alpha = .82$.

Rape Myth Acceptance. The degree to which participants agreed with certain rape myths was measured by the Rape Myth Acceptance Scale (*RMA*; Burt, 1980). The response options of the first 12 questions of this 19-item measure ranged from 1

(“Strongly Disagree”) to 7 (“Strongly Agree”), while those of the next 2 questions consisted of a certain percentage. Each of these questions asked about a particular rape myth. The last question, composed of 6 sub-questions, ranged from “Always” to “Never,” and asked the participants how likely they would be to believe a rape cry from different people. The internal consistency of this measure in the present sample was $\alpha = .70$.

Procedure

Recruitment emails were sent to 900 males (300 from each of the Sophomore, Junior, and Senior classes randomly selected by the Bucknell Registrar) inviting them to take part in a survey investigating Bucknell men’s social behaviors and attitudes. This initial email included the link to the survey (see Appendix A), as well as information about the time the survey should take to complete (20 to 40 minutes), potential compensation (ten \$50 prizes drawn at random), and the confidentiality of the survey responses. The first recruitment email was sent on Sunday, October 30th, followed by reminders at weekly intervals to the students who received the initial recruitment email but who had not yet completed the survey. If a participant decided to complete the survey, he would click the link in the email and would automatically be sent to the informed consent page at the beginning of the survey. Upon completion of the survey, he would be sent to a debriefing page and a space to enter his email address for the raffle drawing. Survey data and email addresses were sent to separate files in different orders in order to maintain the anonymity of the participants.

Data Analysis

All analyses were completed using SPSS 19.0. All alpha levels were set at .05 for significance testing. All statistical tests for our a priori hypotheses were one-tailed and included: Pearson correlations and independent sample *t*-tests. As a result of the small number of perpetrators, a matching sample of non-perpetrators was created so that statistical analyses of group differences would not violate important assumptions underlying the use of those analyses. To create this matching sample, the 21 perpetrators were each matched with one non-perpetrator on the demographic variables of class year, Greek affiliation, Varsity affiliation, parental income, race/ethnicity, and sexual orientation. An online random number generator was used to determine the order in which the non-perpetrators were manually compared to perpetrators, as the random number generated corresponded to participant number in the dataset. The first non-perpetrator to match each perpetrator was selected for the matching sample. All analyses involving perpetration as a dichotomous variable were conducted using this matching sample.

Results

Social Desirability

The measure of socially desirable responding used in this survey (BIDR) was significantly negatively correlated with the male peer support scale (MPS-R), $r = -.307, p < .01$. The BIDR was not significantly correlated with the rape myth acceptance scale (RMA), $r = -.112, p = .159$. There was also no significant relationship between perpetration (SES-P) and social desirability, $t(33.28) = 1.92, p = .064$.

Sexual Assault Perpetration

10.5% (n = 21) of participants reported committing at least one form of sexual assault. 5.5% (n = 11) of participants reported committing at least one act of fondling, or unwanted touching, while 5% (n = 10) reported committing attempted rape and 2% (n = 4) reported committing completed rape. For further breakdown by type of rape, see Table 2. Broken down by class year, 9.5% (n = 2) of the perpetrators were sophomores, 14.3% (n = 3) were juniors, and 76.2% (n = 16) were seniors. 42.9% (n = 9) perpetrators were Greek, and 19.0% (n = 4) were Varsity athletes. None of the participants endorsed the question at the end of the SES “Have you ever raped anyone here at Bucknell?”

Characteristics of Sexual Assault Perpetrators

Independent samples t-tests were used to test for differences between perpetrators and non-perpetrators. Consistent with a priori hypotheses, perpetrators reported receiving higher levels of male peer support (MPS) for woman abuse than did non-perpetrators, $t(38) = 5.23; p < .01$. Perpetrators also reported consuming significantly more alcohol (AUDIT) than did non-perpetrators, $t(39) = 4.62; p < .01$. Inconsistent with a priori hypotheses, perpetrators and non-perpetrators' reports of their acceptance of rape myths (RMA) were not significantly different, $t(37) = 1.29; p = .10$.

Bucknell students are commonly described as both “working and playing hard.” While perpetrators and non-perpetrators did not differ in their mean ratings of the importance of working hard, $t(40) = .66; p = .51$, perpetrators did report a greater endorsement of playing hard, $t(40) = 3.23; p < .01$, and of both working and playing hard, $t(39) = 2.15; p < .05$, a result that may be solely attributable to the playing hard difference.

Fraternity and Varsity Team Affiliation

Greek students reported consuming significantly more alcohol (AUDIT) than do non-Greeks, $t(185) = 3.71; p < .01$. There was no difference in rape myth acceptance (RMA) or male peer support (MPS) reception between Greeks and non-Greeks. Varsity athletes are more accepting of rape myths than are non-Varsity athletes, $t(176) = 2.08; p < .05$. Varsity athletes and non-Varsity students did not differ on alcohol consumption (AUDIT) or male peer support (MPS) reception.

Male Peer Support for Woman Abuse Correlates

Pearson correlations were used to determine the relationships between several continuous variables. The revised measure of male peer support (MPS-R) for woman abuse was significantly correlated with higher levels of rape myth acceptance (RMA; $r = .24, p < .01$) and alcohol consumption (AUDIT; $r = .62, p < .01$).

Hooking Up and Sexual Assault Perpetration

Consistent with our expectations, sexual assault perpetration was reported to have occurred most frequently in acquaintance hookups ($f = 8$). Sexual assault perpetration occurred an equal number of times in hookups with a friend and with a stranger ($f = 4$). No perpetration was reported as having occurred in a hookup with a former romantic partner. (See Table 3 for further breakdown by type of assault).

Discussion

The purpose of this study was to contribute to the literature on sexual assault perpetration by male college students as well as to characterize college male perpetrators

in terms of their attitudes and social influences. The results from this study were largely consistent with initial expectations.

Prevalence of Sexual Assault Perpetration

The prevalence rates of sexual assault perpetration collected from this study replicate rates collected from Bucknell men in previous years. The overall prevalence rate of sexual assault committed by Bucknell men in 2011 was 10.7%, while the rates from two previous years were 6.3% and 11.7% (Kanga, 2007; Rutter, 2009). All three rates were collected from surveys that employed the same revised version of Koss' SES (2007), making them directly comparable. Perpetration rates over this period of time appear to have been relatively stable.

This study revealed that the highest amount of perpetration was reported by members of the senior class. This makes sense as the survey asks about any act of perpetration across the participant's entire time at Bucknell, and seniors have been on campus for the longest period of time, having more opportunity to perpetrate. However, it also shows that most sexual assault perpetration may not occur during one's first or second years of college. Rather, the increase between the junior and senior classes shows that perpetration may most often occur between the fall of junior year and the fall of senior year, since the data were collected in the fall. No data were obtained in this study that measured perpetration during the spring semester of participants' senior year.

Characteristics of Male Perpetrators

The characteristics that have been shown in this study to be correlated with perpetration may shed light on aspects of the collegiate culture that perpetuate sexual

assault. As hypothesized, these characteristics include high levels of male peer support for woman abuse and high alcohol consumption. The alcohol consumption of perpetrators was in fact double that of non-perpetrators. According to the authors of the AUDIT, a score of 8, which was about the average score of the non-perpetrators, should yield recommendations for reduction of hazardous drinking. A score of 16, which was about the average score of the perpetrators, should lead to recommendations for counseling and long-term monitoring. A score of 20, only four points above that of the perpetrators, represents a high risk for alcohol dependence (Babor et al., 2001).

Male Peer Support

A great deal of research has focused on fraternity members and athletes as main targets of male peer support for woman abuse. While it is reasonable to believe that men who are members of such tight-knit, single-sexed communities engage in more peer-supported anti-woman behaviors, the support for this has actually been shown to be inconsistent. In this study, there was no relationship between fraternity or Varsity team affiliation and male peer support for woman abuse. This may mean either that men who receive large amounts of this hazardous type of peer support are members of male groups that have been undetected by research thus far, or that there is some other source of male peer support, perhaps the college male population as a whole. If this is the case, this could have serious implications for prevention programs. The target of interventions against sexual assault perpetration should not be specific all-male organizations, but rather should be the entire male student population or other subsets of the population.

On the other hand, the lack of a relationship between fraternity members and Varsity athletes and male peer support for woman abuse could be due to the fact that not all fraternities or athletic teams are equal in terms of their treatment of women. If some fraternities and teams treat women with respect while others are hostile and degrading, then these two opposing forces could cancel each other out. There is evidence for this idea in several previous research studies. Members of fraternities or athletic teams labeled as “risky” or “dangerous” by the general student population tend to score higher in male peer support for woman abuse, as well as other anti-women behaviors and attitudes (Humphrey & Kahn, 2000). Regardless of the root of male peer support for woman abuse, peer support appears to be significantly related to perpetration, making it an imperative object of future study.

Limitations

Several limitations to this study must be acknowledged. First, the data were collected from a self-report survey, and thus the means of verifying these results independently are limited and problematic. However, self-report studies can be beneficial, particularly in studies that measure behaviors as intimate as the ones measured in this study. Oftentimes the only people who know about sexual assault experiences are the individuals directly involved. That being the case, self-reporting of these incidences may be the only way of accurately collecting this information.

A second limitation of this study is that there may be some distortion of the memories of the events that are reported, as they are reported retrospectively. Another reason for the potentially unclear memory of these events is the fact that sexual assault

perpetration often occurs when the perpetrator is intoxicated. If enough alcohol is consumed, it may be difficult to recall events even the next day, let alone years later.

Although the participants who are given the opportunity to take the survey are selected randomly from the student population, those from this selected sample who actually take the survey choose to do so. This self-selected sample may result in selection biases. In particular, the topic of the survey may attract someone's attention because he has engaged in the behaviors listed in either the title or overview of the study. If this were the case, there may be an oversampling of perpetrators. However, this effect may be balanced out by the potential for perpetrators to be dissuaded from participating in the study due to shame or fear that their responses might lead them into trouble. These two potential effects could balance each other out.

The sample comes from a small, liberal arts university located in central Pennsylvania with a heavy influence of Greek life. It may be difficult to generalize the results from this investigation to other colleges and universities that differ greatly in size, location, and social culture. However, the results may extend to similar colleges, which could provide meaningful insight into the problem of sexual assault perpetration at those institutions as well.

Implications

The culture of the students at Bucknell, with a heavy emphasis on alcohol consumption and partying, appears to be conducive to sexual assault. The evidence gathered from this study supports the notion that the rate of sexual assault perpetration on Bucknell's campus is not decreasing. While acknowledging that there is a problem is an

important first step, it is not enough. The scope of sexual assault is so wide that proactive steps must be taken for its reduction.

The factors identified in this study that are significantly related to sexual assault perpetration, including alcohol consumption, male peer support for woman abuse, and hooking up must be taken into account when employing new ways of attempting to combat the high prevalence rates of assault. Sexual assault prevention will require that the rape-supportive student culture be revealed and dismantled publicly. This breakdown could come about by somehow decreasing the amount of alcohol students consume or by teaching male students that it is acceptable to speak out against sexist attitudes voiced by their peers.

Prevention and Intervention

A major implication of this study, as mentioned previously, is that the rate of sexual assault perpetration is not decreasing. Although sexual assault prevention programs have existed in the past, many of these programs, such as self-defense classes for women, are focused on helping women to defend themselves against attackers. If sexual assault prevention programs are aimed at arming the victim against the perpetrators, this cannot accomplish any more than to improve the chances that women will be able to successfully fend off attackers, preventing completed sexual assault. In order to eliminate both completed and attempted sexual assault from college campuses, the perpetrators must be the targets of intervention. Whether or not the victim is intoxicated, scantily dressed, or acting in a flirtatious or otherwise provocative manner, it

is the perpetrator who causes a sexual assault to occur, not the victim, and thus it is the perpetrator who must be stopped.

This method of intervening at the level of the perpetrator is even more difficult than it may already appear, particularly because of male peer support for woman abuse. Male peer support networks may create a rape-supportive culture that enables perpetrators to be indistinguishable from their non-perpetrator, but still rape-accepting, friends. The first step in intervention should be to target the supporters of the perpetrators. If the perpetrators' support system is weakened or diminished, then there will no longer be anywhere for them to hide. The exposure of the perpetrators will then facilitate the interventions at the perpetrator level.

In order to weaken the perpetrators' support system, the entire mindset of the college culture must be altered. This is the main goal of the SpeakUP Bucknell program, a peer educator program instituted at Bucknell University in January 2012. This program was adapted from University of New Hampshire's Bringing in the Bystander program and seeks to call to action the general student body to work together to open up dialogue about and to act against sexual violence (Banyard, Plante, & Moynihan, 2005). The model taught by the peer educators aims to accomplish exactly what is stated above: to diminish the rape-supportive culture in order to expose the perpetrators. Once the perpetrators are exposed, they should be given some type of intensive therapy as an attempt to prevent them from re-perpetrating sexual assault.

Future Research

Future research directions should include studying the origins of male peer support for woman abuse as well as other variables that may influence its pervasiveness across the college campus. It is possible that these variables could begin as early as early childhood, and thus must be eliminated then. If these harmful attitudes and beliefs are changed as soon as they begin, the community will be a much safer place for everyone. There should also be research on the efficacy of prevention and intervention programs to ensure that the programs that do remain in effect are successful. This would require scientific measurement of the effects these programs have on the attitudes and behaviors of men as well as on the sexual assault rates on campuses. Research that focuses on why college students drink as much as they do could also yield beneficial information for reducing the amount of hazardous drinking on campus. Since alcohol consumption and sexual assault perpetration are so highly correlated, a reduction in drinking could help lower the rate of sexual assault. Once there is a stronger, more exhaustive understanding of the different factors that present a risk for sexual assault perpetration, it might be more possible to develop methods to help alleviate the problem.

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Table 1¹*Demographics of Sample*

Class Year	
% Sophomore	26.0
% Junior	34.0
% Senior	40.0
Age	
% 18	1.0
% 19	20.7
% 20	29.8
% 21	32.3
% 22+	16.2
Greek Affiliation	
% Yes	56.0
% No	44.0
Varsity Athlete	
% Yes	17.5
% No	82.5

¹ Data is missing from "Age" ($f = 2$), "Parental Income" ($f = 4$), "Race/Ethnicity" ($f = 3$), and "Religiosity" ($f = 2$).

Parental Income

% 0-49,999	11.7
% 50,000-99,999	19.4
% 100,000-149,999	37.2
% 150,000-199,999	0.0
% 200,000-249,999	9.7
% 250,000+	21.9

Race/Ethnicity

% Caucasian	86.8
% African American	1.5
% Hispanic	2.0
% Asian/Asian-American	7.6
% Native American	0.0
% Other	2.0

Sexual Attraction

% Men	9.0
% Women	89.0
% Both men and women	2.0
% Neither men nor women	0.0

Closest Friends Greek/non-Greek

% Greek	62.0
% non-Greek	38.0

Closest Friends Varsity/non-Varsity

% Varsity athletes	24.0
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% non-Varsity athletes	76.0
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Religiosity²

% 0	26.3
-----	------

% 1 - 5	44.4
---------	------

% 6 - 10	25.8
----------	------

% 11-15	3.5
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² Scores represent not at all religious (0), somewhat religious (1-5), moderately religious (6-10), and extremely religious (11-15).

Table 2

Prevalence of Sexual Assault Perpetration by Type [f (%)]

Fondling	11 (5.5)
Completed	4 (2.0)
Oral	2 (1.0)
Vaginal	2 (1.0)
Anal	2 (1.0)
Attempted	10 (5.0)
Oral	8 (4.0)
Vaginal	3 (1.5)
Anal	3 (1.5)

Table 3

Sexual Assault Perpetration by Hookup Context

	Stranger	Acquaintance	Friend	Former BF/GF	Not Sure
	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)
Fondling	1 (16.7)	2 (33.3)	2 (33.3)	0 (0.0)	1 (16.7)
Completed	0 (0.0)	1 (50.0)	1 (50.0)	0 (0.0)	0 (0.0)
Attempted	3 (30.0)	5 (50.0)	1 (10.0)	0 (0.0)	1 (10.0)

Note: BF means "boyfriend," GF means "girlfriend"

Appendix A: Male Sexual Assault Survey

Social Factors in Sexual Assault (Male)**Consent Form**

Human Participants Research
Bucknell University

Project Title: Social Factors in Sexual Assault Among Male and Female College Students.

Purpose of the Research: I understand that the purpose of this study is to obtain a better understanding of the social behavior of college men and women and the attitudes they hold. I also understand that the study is concerned with understanding sexual assault, hooking up (defined as a sexual encounter between two people that can range from kissing to sexual intercourse, with or without the potential for future commitment), alcohol consumption, hazing, and related behaviors in which some college men and women engage.

General Plan of the Research: I understand that if I consent to participate in this study, I will be asked to complete a survey, which will ask me a series of questions about my own sexual experiences and associated behaviors. My answers to all of the survey questions will be completely anonymous. I will not be asked to reveal any information that could be used to identify me as a participant in this study.

Estimated Duration of the Research: I understand that the survey should take me no longer than 40 minutes to complete.

Estimated Total Number of Participants: I understand that the experimenters expect to collect survey data from approximately 600 participants.

Questions? If I have questions or concerns, I understand that I may contact the Principal Investigator, Professor Bill Flack, wflack@bucknell.edu, 577-1131, Department of Psychology. For general questions about the rights of human participants in research, I may contact Abe Feuerstein, Chair, Institutional Review Board, Office of Institutional Research, afeuerstein@bucknell.edu, 577-3293. In addition, a debriefing will be included following completion of the survey regardless of whether I choose to submit my results or not.

Voluntary Participation: I understand that my participation in this research project is completely voluntary. If I agree to participate, I may change my mind at any time and for any reason. I may refuse to answer any questions and/or withdraw from the study at any time without penalty, and if I choose, my results will not be saved.

Benefits of Participation: I understand that I will have the option to enter into a drawing for a chance to win one of ten \$50 prizes for participating in this research at the end of the survey. It is also possible that I will benefit from the opportunity to reflect on these questions. In addition, I may also benefit from learning about psychological research from participating in this study.

Anonymity: I understand that my answers to all of the survey questions will be completely anonymous, meaning there is no way that my answers will be able to be connected to my identity. I will not be asked to reveal any information that could be used to identify me as a participant in this study. All of the information that I provide will be stored in a secure datafile access to which is limited to the Principal Investigator, members of his student research team, and three professional staff members of ISR. The survey datafile will be stored separately from the file containing my email address, which will be randomized. This eliminates any possibility that I could be identified with my answers.

Discomforts: I understand that it is possible that considering some of the questions on the survey could cause me to become upset, ashamed or embarrassed. However, I also understand that I can complete this survey on any computer that is either directly or wirelessly connected to the university server (however, hardwired connections are encouraged to ensure that the survey software runs properly).

Risks: I understand that, aside from the risk of discomfort as indicated above, there are no other known risks to me from participating in this research. I also understand that, in the event that I become uncomfortable or upset by any of the questions, and feel the need to speak with someone about my reactions, I may contact Psychological Services (577-1604).

I understand that I will be given additional information about this research in a debriefing after I have finished participating in this study, and before I leave this online session.

I have read the above description of the research.

By clicking the Next Page button, I agree to participate in this research, and I acknowledge that I am 18 years of age or older.

Demographics

1) Class Year

Sophomore
Junior
Senior

2) Age

18
19
20
21
22 and older

3) Greek Affiliation

Greek member
Non-Greek member

4) How important is it to you to be a member of your fraternity?

Not at all important
Somewhat important
Moderately important
Very important
Extremely important

5) Athletic Team Affiliation

Varsity Athlete
Not a Varsity Athlete

6) How important is it to you to be a member of your athletic team?

Not affiliated
Not at all important
Somewhat important
Moderately important
Very important
Extremely important

7) It is common to hear that Bucknell students are characterized as both working hard and playing hard...

	Not at all important	Somewhat important	Moderately important	Very important	Extremely important
How important is it to you to work hard?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How important is it to you to play hard?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How important is it to you to both work hard and play hard?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8) Combined Parental Income

- 0-49,999
- 50,000-99,999
- 100,000-149,999
- 150,000-199,999
- 200,000-249,999
- 250,000+

9) Race/Ethnicity

- Caucasian
- African American
- Hispanic
- Asian/Asian-American
- Native American
- Other

10) To whom are you sexually attracted?

- Men
- Women
- Both men and women
- Neither men nor women

11) How religious are you?

- Not at all
- Somewhat
- Moderately
- Very
- Extremely

12) How frequently do you pray?

- Never
- A few times a year
- 1 time per month
- 1 time per week
- 1 time per day
- More than 1 time per day

13) How frequently do you attend worship services?

- Never
- A few times per year
- Monthly
- 1 time per week
- More than 1 time per week

14) Most of the people you feel closest to here are:

- Greek members
- Non-Greek members

15) Most of the people you feel closest to here are:

- Varsity athletes
- Non-varsity athletes

Balanced Inventory of Desirable Responding (BIDR Version 6-Form 40)

Using the scale below as a guide, choose a number beside each statement to indicate how much you agree with it.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

NOT TRUE
TRUE

SOMEWHAT TRUE

VERY

- _____ 1. My first impressions of people usually turn out to be right.
- _____ 2. It would be hard for me to break any of my bad habits.
- _____ 3. I don't care to know what other people really think of me.
- _____ 4. I have not always been honest with myself.
- _____ 5. I always know why I like things.
- _____ 6. When my emotions are aroused, it biases my thinking.
- _____ 7. Once I've made up my mind, other people can seldom change my opinion.
- _____ 8. I am not a safe driver when I exceed the speed limit.
- _____ 9. I am fully in control of my own fate.
- _____ 10. It's hard for me to shut off a disturbing thought.
- _____ 11. I never regret my decisions.
- _____ 12. I sometimes lose out on things because I can't make up my mind soon enough.
- _____ 13. The reason I vote is because my vote can make a difference.
- _____ 14. My parents were not always fair when they punished me.
- _____ 15. I am a completely rational person.
- _____ 16. I rarely appreciate criticism.
- _____ 17. I am very confident of my judgments.
- _____ 18. I have sometimes doubted my ability as a lover.

- _____ 19. It's all right with me if some people happen to dislike me.
- _____ 20. I don't always know the reasons why I do the things I do.
- _____ 21. I sometimes tell lies if I have to.
- _____ 22. I never cover up my mistakes.
- _____ 23. There have been occasions when I have taken advantage of someone.
- _____ 24. I never swear.
- _____ 25. I sometimes try to get even rather than forgive and forget.
- _____ 26. I always obey laws, even if I'm unlikely to get caught.
- _____ 27. I have said something bad about a friend behind his or her back.
- _____ 28. When I hear people talking privately, I avoid listening.
- _____ 29. I have received too much change from a salesperson without telling him or her.
- _____ 30. I always declare everything at customs.
- _____ 31. When I was young I sometimes stole things.
- _____ 32. I have never dropped litter on the street.
- _____ 33. I sometimes drive faster than the speed limit.
- _____ 34. I never read sexy books or magazines.
- _____ 35. I have done things that I don't tell other people about.
- _____ 36. I never take things that don't belong to me.
- _____ 37. I have taken sick-leave from work or school even though I wasn't really sick.
- _____ 38. I have never damaged a library book or store merchandise without reporting it.
- _____ 39. I have some pretty awful habits.
- _____ 40. I don't gossip about other people's business.

Alcohol Use Disorders Identification Test (AUDIT)

1. How often do you have a drink containing alcohol?

- (0) Never
- (1) Monthly or less
- (2) 2 to 4 times a month
- (3) 2 to 3 times a week
- (4) 4 or more times a week

2. How many drinks containing alcohol do you have on a typical day when you are drinking?

- (0) 1 or 2
- (1) 3 or 4
- (2) 5 or 6
- (3) 7, 8, or 9
- (4) 10 or more

3. How often do you have six or more drinks on one occasion?

- (0) Never
- (1) Less than monthly
- (2) Monthly
- (3) Weekly
- (4) Daily or almost daily

4. How often during the last year have you found that you were not able to stop drinking once you had started?

- (0) Never
- (1) Less than monthly
- (2) Monthly
- (3) Weekly
- (4) Daily or almost daily

5. How often during the last year have you failed to do what was normally expected from you because of drinking?

- (0) Never
- (1) Less than monthly
- (2) Monthly
- (3) Weekly

(4) Daily or almost daily

6. How often during the last year have you needed a first drink in the morning to get yourself going after a heavy drinking session?

(0) Never

(1) Less than monthly

(2) Monthly

(3) Weekly

(4) Daily or almost daily

7. How often during the last year have you had a feeling of guilt or remorse after drinking?

(0) Never

(1) Less than monthly

(2) Monthly

(3) Weekly

(4) Daily or almost daily

8. How often during the last year have you been unable to remember what happened the night before because you had been drinking?

(0) Never

(1) Less than monthly

(2) Monthly

(3) Weekly

(4) Daily or almost daily

9. Have you or someone else been injured as a result of your drinking?

(0) No

(2) Yes, but not in the last year

(4) Yes, during the last year

10. Has a relative or friend or a doctor or another health worker been concerned about your drinking or suggested you cut down?

(0) No

(2) Yes, but not in the last year

(4) Yes, during the last year

Hook Up Participation Survey (HUPS)

Hooking-up is defined as a sexual encounter between two people that can range from kissing to sexual intercourse with or without the potential for future commitment.

1. How often do you hook up with someone whom you had never met before on one occasion only?

Never

Rarely

Occasionally

Frequently

2. How often do you hook up with someone that you know, but would not consider to be a friend, on one occasion only?

Never

Rarely

Occasionally

Frequently

3. How often do you hook up with someone that you know, but would not consider to be a friend, on multiple occasions?

Never

Rarely

Occasionally

Frequently

4. How often do you hook up who is a close friend on multiple occasions?

Never

- Rarely
- Occasionally
- Frequently

5. How often do you hook up with someone you were previously in a romantic relationship with on one occasion only?

- Never
- Rarely
- Occasionally
- Frequently

6. How often do you hook up with someone you were previously in a romantic relationship with on multiple occasions?

- Never
- Rarely
- Occasionally
- Frequently

7. How often do you hook up with someone with the intention of future commitment to that person?

- Never
- Rarely
- Occasionally
- Frequently

8. How often do you hook up with someone who you are not in a relationship with when you are already in an exclusive relationship with another person?

Never

Rarely

Occasionally

Frequently

9. After ending an exclusive relationship, how often do you “rebound,” meaning how often do you hook up with someone when you have just ended an exclusive relationship in order to spite an ex or to feel good about yourself?

Never

Rarely

Occasionally

Frequently

Male Peer Support-Revised (MPS-R)

Did any of your male friends tell you (items 1-7) that:

1. You should respond to your hookup partner's or girlfriend's challenges to your authority by using physical force, such as hitting or slapping?
Yes
No
2. It is all right for a man to hit his hookup partner or girlfriend in certain situations?
Yes
No
3. You should respond to your hookup partner's or girlfriend's sexual rejections by employing physical force to have sex?
Yes
No
4. It is all right for a man to physically force a woman to have sex with him under certain conditions?
Yes
No
5. Your hookup partners or girlfriend should have sex with you when you want?
Yes
No
6. If a man spends money on a date, she should have sex with him in return?
Yes
No
7. You should respond to your hookup partner's or girlfriend's challenges to your authority by insulting her or putting her down?
Yes
No
8. How much pressure did your male peers place on you to have sex with your hookup partner and/or girlfriends?
None
Little
Moderate
Considerable
A great deal

9. How often have you been encouraged by your male peers to share stories about your sexual activities?
 - Never
 - Rarely
 - Occasionally
 - Frequently

10. How often have you been congratulated or otherwise supported by your male peers for your sexual activities?
 - Never
 - Rarely
 - Occasionally
 - Frequently

11. How often have you been offered tangible rewards (e.g., a beer, a trophy) by your male peers for accomplishment of sexual activities?
 - Never
 - Rarely
 - Occasionally
 - Frequently

12. How often have you been encouraged by your male peers to engage in hookup bets or dares?
 - Never
 - Rarely
 - Occasionally
 - Frequently

13. How often have you been praised by your male peers for sharing stories about your sexual activities?
 - Never
 - Rarely
 - Occasionally
 - Frequently

14. How often have you been encouraged by your male peers to engage in a hookup with more than one person at a time (e.g., threesome)?
 - Never
 - Rarely
 - Occasionally
 - Frequently

15. How often have your male peers encouraged you to mix drinks with high alcohol content but with masked taste (e.g., jungle juice, punch) for female students?

Never
Rarely
Occasionally
Frequently

16. How often have your male peers encouraged you to distribute a substance other than alcohol to a potential hookup partner to cause impairment?

Never
Rarely
Occasionally
Frequently

17. How often have your male peers encouraged you to pressure a female student to drink more than she wanted to in order to facilitate sex with her?

Never
Rarely
Occasionally
Frequently

18. How often have your male peers encouraged you to participate in themed parties whose goal is to encourage female students to wear less clothing?

Never
Rarely
Occasionally
Frequently

19. How often have your male peers encouraged you to participate in a party where exclusively freshmen girls are invited?

Never
Rarely
Occasionally
Frequently

20. How often have your male peers encouraged you to persuade female students to pressure other female students to drink to excess?

Never
Rarely
Occasionally
Frequently

21. How often have your male peers encouraged you to call your female peers a derogatory slur (e.g. “bitch”, “slut”, or “whore”) in a playful or joking manner?
- Never
 - Rarely
 - Occasionally
 - Frequently
22. How often have your male peers encouraged you to pressure a female peer to kiss another female student in the presence of males?
- Never
 - Rarely
 - Occasionally
 - Frequently
23. How often have your male peers minimized the gravity of events from your previous night (by joking or laughing about it) despite your possible feelings of personal shame?
- Never
 - Rarely
 - Occasionally
 - Frequently
24. How often have your male peers rewarded you, tangibly or intangibly, for drinking to excess?
- Never
 - Rarely
 - Occasionally
 - Frequently
25. How often have you been encouraged by a male peer to pressure a female student to drink alcohol in your room?
- Never
 - Rarely
 - Occasionally
 - Frequently
26. How often have your male peers encouraged you to offer to buy a female student an alcoholic drink at the bar?
- Never
 - Rarely
 - Occasionally
 - Frequently

Sexual Experiences Survey-Short Form Perpetration (SES-SFP)

Please complete the following questions by indicating the number of times each event has occurred to you. If you have not had this experience please indicate this by answering 0. If this event has occurred more than two times, please select the option "other," and indicate the number of times it has occurred in the box given.

Sexual Experiences

1. While here at Bucknell, I fondled, kissed, or rubbed up against the private areas of a woman's body (lips, breast/chest, crotch, or butt) or removed some of her clothes without consent (but did not attempt sexual penetration) by: 0 1 2 _
- a. Telling lies, threatening to end the relationship, threatening to spread rumors about her, making promises I knew were untrue, or continually verbally pressuring her after she said she didn't want to. □ □ □ □
 - b. Showing displeasure, criticizing her sexuality or attractiveness, getting angry but not using physical force, after she said she didn't want to. □ □ □ □
 - c. Taking advantage of her when she was too drunk or out of it to stop what was happening. □ □ □ □
 - d. Threatening to physically harm her or someone close to her. □ □ □ □
 - e. Using force, for example holding her down with my body weight, pinning her arms, or displaying/using a weapon. □ □ □ □

(Not counting any incidents you have mentioned before)

2. While here at Bucknell, I had oral sex with a woman or had a woman perform oral sex on me without her consent by: 0 1 2 _
- a. Telling lies, threatening to end the relationship, threatening to spread rumors about her, making promises I knew were untrue, or continually verbally pressuring her after she said she didn't want to. □ □ □ □
 - b. Showing displeasure, criticizing her sexuality or attractiveness, getting angry but not using physical force, after she said she didn't want to. □ □ □ □
 - c. Taking advantage of her when she was too drunk or out of it to stop what was happening. □ □ □ □
 - d. Threatening to physically harm her or someone close to her. □ □ □ □
 - e. Using force, for example holding her down with my body weight, pinning her arms, or displaying/using a weapon. □ □ □ □

(Not counting any incidents you have mentioned before)

3. While here at Bucknell, I put my penis or I put my fingers or objects into a woman's vagina without her consent by: 0 1 2 _
- a. Telling lies, threatening to end the relationship, threatening to spread rumors about her, making promises I knew were untrue, or continually verbally pressuring her after she said she didn't want to.
 - b. Showing displeasure, criticizing her sexuality or attractiveness, getting angry but not using physical force, after she said she didn't want to.
 - c. Taking advantage of her when she was too drunk or out of it to stop what was happening.
 - d. Threatening to physically harm her or someone close to her.
 - e. Using force, for example holding her down with my body weight, pinning her arms, or displaying/using a weapon.

(Not counting any incidents you have mentioned before)

4. While here at Bucknell, I put my penis or I put my fingers or objects into a woman's butt without her consent by: 0 1 2 _
- a. Telling lies, threatening to end the relationship, threatening to spread rumors about her, making promises I knew were untrue, or continually verbally pressuring her after she said she didn't want to.
 - b. Showing displeasure, criticizing her sexuality or attractiveness, getting angry but not using physical force, after she said she didn't want to.
 - c. Taking advantage of her when she was too drunk or out of it to stop what was happening.
 - d. Threatening to physically harm her or someone close to her.
 - e. Using force, for example holding her down with my body weight, pinning her arms, or displaying/using a weapon.

(Not counting any incidents you have mentioned before)

- | | | |
|----|--|---------|
| 5. | While here at Bucknell, even though it didn't happen, I TRIED to have oral sex with a woman or make a woman have oral sex with me without her consent by: | 0 1 2 _ |
| a. | Telling lies, threatening to end the relationship, threatening to spread rumors about her, making promises I knew were untrue, or continually verbally pressuring her after she said she didn't want to. | □ □ □ □ |
| b. | Showing displeasure, criticizing her sexuality or attractiveness, getting angry but not using physical force, after she said she didn't want to. | □ □ □ □ |
| c. | Taking advantage of her when she was too drunk or out of it to stop what was happening. | □ □ □ □ |
| d. | Threatening to physically harm her or someone close to her. | □ □ □ □ |
| e. | Using force, for example holding her down with my body weight, pinning her arms, or displaying/using a weapon. | □ □ □ □ |

(Not counting any incidents you have mentioned before)

- | | | |
|----|--|---------|
| 6. | While here at Bucknell, even though it did not happen, I TRIED to put my penis or I TRIED to put my fingers or objects into a woman's vagina without her consent by: | 0 1 2 _ |
| a. | Telling lies, threatening to end the relationship, threatening to spread rumors about her, making promises I knew were untrue, or continually verbally pressuring her after she said she didn't want to. | □ □ □ □ |
| b. | Showing displeasure, criticizing her sexuality or attractiveness, getting angry but not using physical force, after she said she didn't want to. | □ □ □ □ |
| c. | Taking advantage of her when she was too drunk or out of it to stop what was happening. | □ □ □ □ |
| d. | Threatening to physically harm her or someone close to her. | □ □ □ □ |
| e. | Using force, for example holding her down with my body weight, pinning her arms, or displaying/using a weapon. | □ □ □ □ |

(Not counting any incidents you have mentioned before)

- | | | |
|----|--|---------|
| 7. | While here at Bucknell, even though it did not happen, I TRIED to put my penis or I TRIED to put my fingers or objects into a woman's butt without her consent by: | 0 1 2 _ |
| a. | Telling lies, threatening to end the relationship, threatening to spread rumors about her, making promises I knew were untrue, or continually verbally pressuring her after she said she didn't want to. | □ □ □ □ |
| b. | Showing displeasure, criticizing her sexuality or attractiveness, getting angry but not using physical force, after she said she didn't want to. | □ □ □ □ |
| c. | Taking advantage of her when she was too drunk or out of it to stop what was happening. | □ □ □ □ |
| d. | Threatening to physically harm her or someone close to her. | □ □ □ □ |
| e. | Using force, for example holding her down with my body weight, pinning her arms, or displaying/using a weapon. | □ □ □ □ |

AFTER EACH QUESTION 1-7:

This event occurred:

- During a hook up
- In an ongoing relationship
- In an encounter with a stranger
- Other

If participant answered "During a hook up" to the question above, he received the next question. If he endorsed any of the other responses, he skipped to the following question.

In what hookup context did this event occur?

- Stranger
- Acquaintance
- Friend
- Former Boyfriend/Girlfriend
- Not Sure

To whom (if anyone) did you disclose this event?

No one
Friend
Family Member
Health Professional
Clergy Member
Administrator
Police
Other

The most recent occurrence happened:

During a hook up
In an ongoing relationship
In an encounter with a stranger
Other

If participant answered "During a hook up" to the question above, he received the next question. If he endorsed any of the other responses, he skipped to the following question.

In what hookup context did this event occur?

Stranger
Acquaintance
Friend
Former Boyfriend/Girlfriend
Not Sure

To whom (if anyone) did you disclose this event?

No one
Friend
Family Member
Health Professional
Clergy Member
Administrator
Police
Other

Perceptions of Consent (Bogle)

Imagine that you are a member of a campus judicial board, which has to decide cases where a classmate has made a complaint against a current student. You have to decide if a student is guilty of anything and if so what penalty the student will receive. Penalties include things like: a) being asked to write a reflection paper, b) going to mandatory counseling sessions, etc. The most severe penalties a judicial board can give are suspension or permanent dismissal from the university.

In some cases, judicial boards have to decide cases involving sex between students. The judicial board has to decide if the sex was consensual or non-consensual. For each of the following scenarios, indicate whether you think the information given would lead you to believe the sex was consensual or non-consensual.

	Probably consensual	Probably non-consensual	Not enough information to judge
1) The student filing the complaint had 4 or 5 beers prior to sexual intercourse taking place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) The student filing the complaint had 4 or 5 shots prior to sexual intercourse taking place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) The student filing the complaint had 4 or 5 glasses or wine prior to sexual intercourse taking place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) The student filing the complaint was “legally drunk” (i.e., too drunk to drive) prior to sexual intercourse taking place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) The student filing the complaint drank a similar amount of alcohol as his/her sex partner prior to sexual intercourse taking place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) The student filing the complaint was having difficulty walking straight (due to drinking alcohol) prior to sexual intercourse taking place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) The student filing the complaint vomited (due to drinking alcohol) prior to sexual intercourse taking place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) The student filing the complaint was slurring his/her speech (due to drinking alcohol) prior to sexual intercourse taking place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) The student filing the complaint was confused about the name of the sex partner (due to drinking alcohol) prior to the sexual intercourse taking place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10) I believe a typical college female is too drunk to consent to sex after:

_____ number of alcoholic beverages.

11) I believe a typical college male is too drunk to consent to sex after:

_____ number of alcoholic beverages.

12) If a student was found to have had sex with another students when s/he was too drunk to consent, the most appropriate penalty would be:

- a. Write a reflection paper on why the behavior was wrong
- b. Go to mandatory counseling sessions
- c. Be placed on temporary suspension from the university
- d. Be permanently dismissed from the university

13) If a student was found to have had sex with another student when s/he was too drunk to consent, the matter should be turned over to the police for criminal prosecution.

- a. Strongly agree
- b. Agree
- c. Not sure
- d. Disagree
- e. Strongly disagree

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

- Almost All
- About 3/4
- About half
- About 1/4
- Almost None

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

- Almost All
- About 3/4
- About half
- About 1/4
- Almost None

15) A person comes to you and claims they were raped. How likely would you be to believe their statement if the person were:

	Always	Frequently	Sometimes	Rarely	Never
a. Your best friend?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. An Indian woman?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A neighborhood woman?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A young boy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. A black woman?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. A white woman?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Campus Climate Task Force Agreement (CCTF)

How strongly do you agree/disagree with the following statements made by the Campus Climate Task Force?

Italicized portions of the following items were taken directly from Task Force Report.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. [There is a] <i>lack of student intellectual engagement outside the classroom.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. <i>Fraternity and sorority activities dominate the campus social life, with few students participating in non-Greek social opportunities.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. [There is] <i>excessive alcohol consumption combined with a party atmosphere which leads to inappropriate behavior.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. [There is a] <i>lack of social spaces on campus that facilitate non-Greek social activities.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. [There are] <i>unhealthy and unequal gender dynamics that disempower female students.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. [There exist] <i>sexual assault and ignorance about what constitutes and what causes sexual assault.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. [There is a] <i>lack of diversity that leads to students from underrepresented backgrounds having difficulty fitting into Bucknell.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

127) To what extent do you agree with the following statement?

My responses to this survey were affected to the release of the Campus Climate Task Force report.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

DEBRIEFING

You have now completed this survey. If you wish to be entered into a drawing for a chance to win one of ten randomly selected \$50 cash prizes, please click on the box at the bottom of this page. Your email address will be sent to a secure file, randomized, and stored separately from your survey data. The program will only accept your email address once, so do not attempt to take the survey multiple times in hopes of increasing your chances at winning a prize. We encourage you to read the following information.

We want to express our sincere thanks for your help with this research. The kinds of questions asked in this type of research can sometimes be very difficult to answer, and we appreciate that you were willing to do this. We also want to remind you that your answers to all of these questions will be held in strict anonymity. There is no way that you can be identified as the person who has given these answers. All reports of this research will include results based solely on group averages, never on information given by any single individual.

We are conducting this research to understand better some of the factors related to sexual assault victimization and perpetration among college students. Some of these factors may include social interactions that victims and perpetrators have with their peers. We hope that this information will be useful both here at Bucknell, and in a more general sense for the understanding of sexual assault among college students.

If you are interested in finding out more about this and related topics of research, we recommend the following:

Flack, W. F., et al. (2007). Risk factors and consequences of unwanted sex among university students: Hooking up, alcohol, and stress response. *Journal of Interpersonal Violence*, 22(2), 139-157.

Bogle, K. A. (2008). *Hooking up*. NYU Press.

If you find that answering any of these questions has led to undue stress or other significant concerns with which you are having difficulty, please consider contacting one of the counselors at our Psychological Services Center on campus (call 577-1604 to schedule an appointment). Needing to talk with a professional counselor is not uncommon. A surprisingly high percentage of college students seek counseling and there is supported evidence that talking with someone about these kinds of problems can help a great deal.

Again, thank you very much for the information you have provided, and for your help with our research.