

Best Practices for Climate Surveys on Sexual Misconduct

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Overview

- History & Resources
- Best Practices
 - Goals & Measurement
- Purpose & Practitioners
- Methods
 - Survey administration
 - Use and Distribution of Results
- GBC Survey Instrument (Example)

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History & Resources

- White House Task Force to Protect Students from Sexual Assault
 - 2014, "NotAlone.Gov" report & web resource hosted by the Dept. of Justice
 - Climate Survey Resources
 - Climate Survey Tools (2014)
 - Campus Climate Survey Validation Study (2016)
 - Updated instrument (2016)
 - Student Action Packet (2016)
 - College & University Resources
 - Checklist for Campus Sexual Misconduct Policies (2014)
 - Definitions of Prohibited Conduct (2014)
 - Minimum Standards for Training, Community Partnerships, Bystander Prevention (2014-17)
 - Comprehensive Model for Addressing Gender-Based Violence (2017)
- <https://www.justice.gov/archives/ovw/protecting-students-sexual-assault>

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Best Practices: What are your goals?

- Survey Goals
 - Identify the extent of the problem
 - Address the needs of victims
 - Identify opportunities for prevention programs, outreach, education
 - Evaluate policies or procedures
 - Improvement
 - Accountability
- Climate Goals
 - Build relationships
 - Change social conditions

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Goal: Identify the extent of the problem

- **Victimization**
 - Incidence – how many or how often had an experience
 - *Generally, not easily captured with a survey*
 - Prevalence - when, where during a specific time frame
 - *Limit to academic year prevalence?*
 - *Limit to most recent experience?*
 - Severity
 - *Most recent experience might not be most severe*
 - *Disentangling harassment, misconduct, assault, and rape*
- Perpetration

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Goal: Address needs of victim & mitigate harm

- Context of victimization
 - *Location, circumstances, use of alcohol, relationship to perpetrator*
 - *Tactics like use of manipulation, coercion, force*
- Circumstance of outcomes
 - *Disclosure, validation, reactions, support*
- Impacts
 - *Academic: persistence & progress*
 - *Health, social, relational*

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Goal: Identify elements of climate for intervention

- Student climate and culture
 - Attitudes, values, beliefs
 - *General safety and concern*
 - *Bystander attitudes and behaviors*
 - *Sexual consent*
 - Risky behaviors
 - *Situational awareness and consent*
 - *Use of alcohol, drugs*
 - *Identify membership in higher risk groups (e.g. Sorority Women, students with diverse sexuality, experience with interpersonal violence)*

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Goal: Evaluate policies & procedures

- Institution climate and culture
 - Knowledge of resources, policies, and reporting
 - *Access*
 - *Process and responsiveness to victims*
 - *Fairness & process for perpetrators*
 - *Confidentiality*
 - Protective skills or behaviors
 - *Exposure to prevention programs or education*
 - *Bystander confidence*
 - Attitudes, values, beliefs
 - *Perceptions of leadership*
 - *Climate safety and trust*

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Goal: Build relationships

- Build community support by including stakeholders in development
 - *Convene a working group of practitioners*
 - *Reach out to students, parents, community members*
 - *Include campus faculty & staff in an advisory board*
 - *Include campus police, conduct officers, Title IX*
- Identify sustainable structures by making stakeholders your partners
 - *Grant funded programs*
 - *State funded offices*
 - *Student clubs and organizations, student government*
- Define goals, actions, and who is responsible

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Goal: Change social conditions

- One-survey not likely to change anything
 - Repeated measurement
 - Tied to actionable improvements
 - Track institution-specific programs and progress
- Build mechanisms to support long term goals
 - Reduce prevalence
 - Improve institutional responsiveness or reputation
 - Institutionalize sustainable relationships and partnerships

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Purpose & Practitioners

- What kind of data do practitioners need?
 - Outreach & Prevention Education
 - Survivor Support & Services
 - Policy development
 - Program Assessment & Evaluation
- Descriptive
 - Yes, helps with grants and defining program goals, targets, or assessment
- Predictive
 - Likely, may help with outreach and prevention education, service evaluation
- Explanatory
 - Less likely, if practitioners address root causes

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Best Practices: Survey Administration

- Distribution: census versus sample
 - Census supports wider education and awareness goals
 - Sample maximizes incentives
- Incentives
 - Yes!
 - Mix of lots of small incentives and a few larger incentives
- Maximize campus marketing and communications and pair with frequent reminders to take the survey
- Timing
 - Early fall if survey is part of an awareness campaign
 - End of term if the purpose is to capture prevalence in near past

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Best Practices: Use and Distribute Results

- Create a strategy to share findings with students and stakeholders
- Follow-up with target action plan
- Be honest about gaps in resources and services
- Make reports widely available & always include information about support services for victims
- Build mechanisms to help students get involved
- Create a central location for access to resources, results, and plans

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Better Practices

Conduct surveys within the context of a strategic plan to build sustainable communities that are data-driven

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Measurement Example:
GBC Survey Instrument

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Resources

<https://www.justice.gov/archives/ovw/protecting-students-sexual-assault>
