SAFE AND INCLUSIVE LEARNING ENVIRONMENT

WORKING GROUP DELIVERABLE

The **Safe and Inclusive Learning Environment Working Group** will focus on developing best practices to enhance safety and support services on campus, and giving students a voice in these important campus matters. In particular, the group will be charged with:

→ **Promoting the practice of data analysis through campus climate surveys.**

→ **Establishing best practices for creating campus safety and inclusive environments.**

→ **Drafting an implementation guide for colleges on the recommendations set forth by the 2017 Task Force on Campus Sexual Assault.**

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OVERVIEW

"**Where Opportunity Meets Vision: A Student-Centered Vision for New Jersey Higher Education**" is New Jersey's commitment to transform higher education through a vision for a Student Bill of Rights. This includes making sure every student in New Jersey feels safe and supported in their learning environment and that students have a voice in decisions impacting their education. In order to ensure students are safe from physical harm and feel included and welcome on campus, will take the collective work of all stakeholders. In New Jersey, one of our strengths is our diversity, but we need to make sure that students from all backgrounds feel they belong at our institutions.

In recognition that all stakeholders provide a vital role, the **Safe and Inclusive Learning Environment (SILE)** workgroup was established to provide best practices to support the State's plan to strengthen higher education in New Jersey. A variety of stakeholders, including students, practitioners, faculty, and organizational leaders, convened to discuss how the State, institutions, and students can move forward in with actionable steps to developing and sustaining safe and inclusive learning environments. We hope the work put forward from this group will serve as a useful resource for institutions to help students thrive at our New Jersey institutions so they can focus on successfully completing their degree program.

The group focused on three specific charges outlined in the State higher education plan:

1. Promote the practice of data analysis though campus climate surveys.
2. Establish best practices for creating campus safety and inclusive environments.
3. Draft an implementation guide for colleges on the recommendations set forth by the 2017 Task Force on Campus Sexual Assault.

Over the course of six months from May through October 2019, the group researched and vetted best practices within the state and nation. As an outcome of this work, three deliverables were created to help guide the work moving forward. These products include:

DELIVERABLE: INVENTORY OF CAMPUS CLIMATE SURVEYS

In response to the promotion of data analysis via campus climate surveys, a guidebook has been developed to assist institutions in finding appropriate instruments to administer to students, faculty and staff. In addition, a step-by-step implementation guide is provided to help institutions better understand what resources may be needed and what they should consider during key decision points in implementation.

DELIVERABLE: A RESOURCE GUIDEBOOK FOR PROMOTING SAFE AND INCLUSIVE CAMPUSES
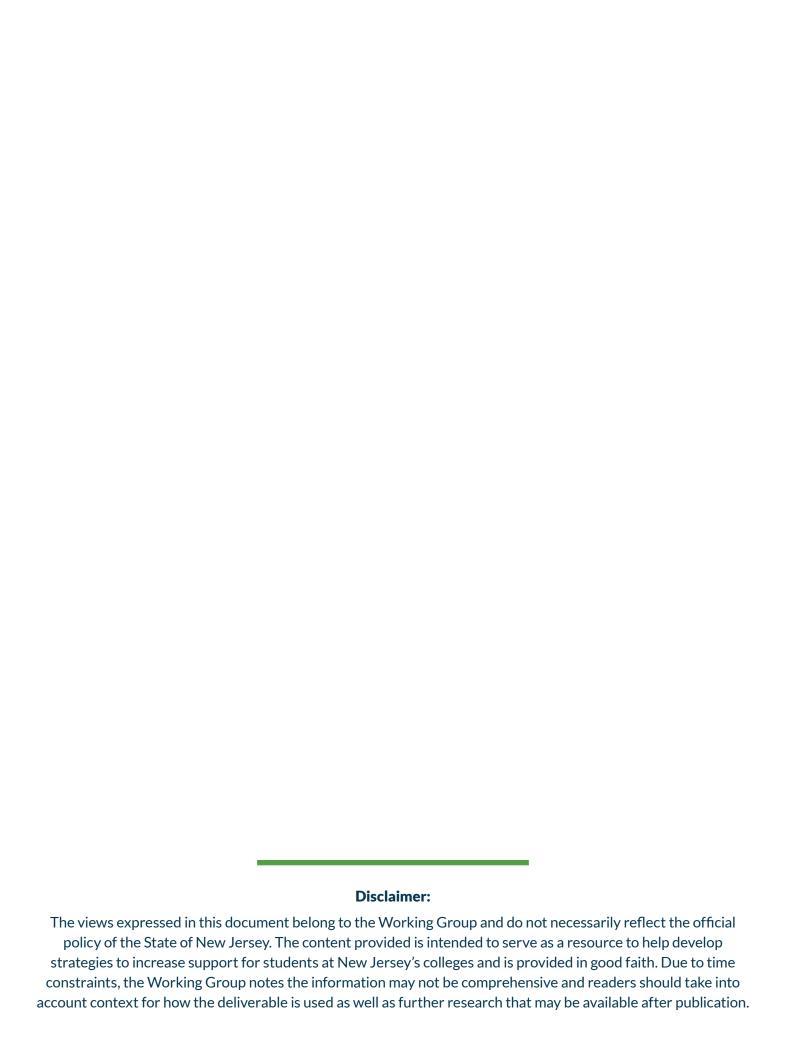
In response to establishing best practices for creating safe and inclusive environments, a resource guidebook has been developed to assist institutions in supporting diversity, inclusion, and safety initiatives on campuses. The goal of the resource guidebook is to provide best practices, sample policies and key elements to consider when designing policies.

DELIVERABLE: IMPLEMENTATION GUIDE

In accordance to the recommendations set forth by the 2017 Task Force on Campus Sexual Assault, an implementation guide was developed to assist New Jersey institutions in the areas of: prevention and education, college procedural processes, community collaboration, and evaluation and assessment. As an example, the implementation guide could equip students and campus leadership in creating an environment where students are knowledgeable of their rights, and can easily access the appropriate information and resources.

CONCLUSION

By utilizing these three deliverables, New Jersey institutions of higher education will be able to proactively work towards fostering diverse, inclusive, and safe environments for student learning and engagement. The deliverables are "building blocks" — and provide a variety of action students that institutions can utilize both immediately and in their long-range planning to assess and improve in the campus culture. Through this collaboration and continued conversation, we can work to make safe and inclusive learning environments that will help students persist and complete. The engine for being an economic and innovation leader in the United States will be for New Jersey to commit to foster and nurture learning environments where all students — regardless of race, ethnic origin, sex, gender, sexual orientation, religion, ability, and other identities, as well as their intersection — have the ability to be successful in college, preparing them for future success in the workforce.

Table of Contents

Introduction

In March 2019, Secretary of Higher Education Zakiya Smith Ellis and Governor Phil Murphy unveiled a [state plan for higher education](#), which included a vision for a Student Bill of Rights. This student-centered Bill of Rights stated: "Every student in New Jersey should feel safe and supported in their learning environment. This means colleges must work to ensure students are not only safe from physical harm, but also included and welcome on campus." Following this, the New Jersey Office of the Secretary of Higher Education convened a working group focused on developing materials to guide higher education institutions toward safe and inclusive campuses. This working group, "Safe and Inclusive Learning Environments" had several charges, one of which focused specifically on providing resources for campuses to implement climate surveys. Climate survey results can inform institutional policies, programs, and practices for safe and inclusive campuses.

Campus climate surveys are commonly used to characterize the attitudes, perceptions, behaviors, and experiences of students, faculty, staff, and administrators concerning the safety and inclusivity of the campus environment. There are many different aspects of safety and inclusivity that may be evaluated, ranging from broad campus climate considerations, sexual misconduct and other forms of interpersonal violence (domestic violence, dating violence, stalking, and sexual harassment), and more specific measures evaluating distinct experiences based on social identities (sexual orientation, gender identity and expression, race, ethnicity, religion/spirituality, disability status, veteran status, among other protected classes and identities). This report focuses on broad diversity and inclusion campus climate surveys as well as those specific to sexual misconduct (including sexual assault, domestic violence, dating violence, stalking, and sexual harassment).

This guide is intended to help campuses successfully select and implement campus climate surveys. First, a series of steps are provided to guide an institution in conducting a campus climate survey. The aim was to provide enough information to help institutions determine which questions to ask, what resources may be needed, and practical considerations for conducting a survey and evaluating results. Second, campus climate surveys were reviewed to assist institutions in selecting a survey that best meets their campus needs.

The working group identified eight *core domains* of campus climate based on existing campus climate surveys. Each core domain is distinct, and, importantly, evaluates how students, faculty, and staff think and feel about their institution and the community. Measurement of these areas can provide valuable information to help an institution evaluate strengths and opportunities to enhance safety and inclusion on campus. Each of the eight core domains identified are described briefly here. For more detail, see "Definitions of Core Domains," beginning on page 18.

1. *Campus Climate:* perception of campus environment
2. *School Connectedness:* sense of belonging on campus

3. *Institutional Response:* perception of and direct experiences with campus response to sexual misconduct and matters of diversity and inclusion (e.g., discrimination, harassment)
4. *Student/Peer Response:* perception of and direct experiences with peer response to disclosures of sexual misconduct and matters of diversity and inclusion (e.g., discrimination, harassment)
5. *Campus Education/Prevention Programs and Awareness of Campus Resources:* efforts to educate the campus community
6. *Direct Experiences:* self-reports of personal experiences as a victim or perpetrator of sexual misconduct, discrimination, harassment, bias, or insensitive comments
7. *Consent and Attitudes Toward Sexual Violence/Rape Myth Acceptance* (for sexual misconduct) and *Attitudes Toward Discrimination, Diversity, and Inclusion* (for diversity and inclusion)
8. *Bystander Attitudes and Behavior:* attitudes and actions to interrupt situations posing risk for sexual misconduct

A Seven-step Guide to Implementation of a Campus Climate Survey

Step 1: Building capacity on campus

Engaging leadership on campus

Engaging college campus leaders is a critical first step in comprehensive approaches to addressing campus climates regarding diversity, inclusion and sexual violence.[1,2] The involvement of those in leadership positions on college campuses not only contributes to available knowledge of campus sexual violence and issues of diversity and inclusion but also ensures that these participants will be active members in community change efforts.[3] In addition, the involvement of campus leaders signals this work as a priority, offers legitimacy to the project, and may encourage the participation of other members of the community.[4]

The process of engaging leadership may include:

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[1] Banyard, Victoria L. "Improving College Campus-based Prevention of Violence against Women: A Strategic Plan for Research Built on Multipronged Practices and Policies." *Trauma, Violence, & Abuse* 15, no. 4 (2014): 339-351.
[2] Lichty, Lauren F., Rebecca Campbell, and Jayne Schuiteman. "Developing a University-wide institutional Response to Sexual Assault and Relationship Violence." *Journal of Prevention & Intervention in the Community* 36, no. 1-2 (2008): 5-22.
[3] Chavis, David M. "Building Community Capacity to Prevent Violence through Coalitions and Partnerships." *Journal of Health Care for the Poor and Underserved* 6, no. 2 (1995): 234-245.
[4] Ibid.

- Meeting with representatives of senior university leadership prior to engaging in any assessment activities in order to obtain institutional support.
- Identifying and engaging key stakeholders, partners, and decision-makers on campus. University stakeholders may include those who represent the areas of expertise on campus in regards to diversity and inclusion and interpersonal violence and may include representatives from Dean of Students, Title IX Coordinator, on-campus women's center or victim services center, cultural center(s), student conduct, human resources, athletics, faculty in related disciplines, and other related offices.
- Including students as potential key stakeholders, with careful consideration given to how to best engage students in the development process so their involvement is serious and deliberate and they are not merely token representatives.
- Discussing an overview of the project and potential challenges, such as anticipating any parental concerns, and describing how the data would be shared, including any troubling findings.
- Obtaining a commitment from university leaders to the campus climate assessment process and their intention to use the information to develop an action plan for continuous improvement fora safe and inclusive community.

Involving stakeholders across campus

One way to continually gather stakeholder input across campus is to form an advisory board. An advisory board can be an essential component of the campus climate assessment process, as it engages a diverse group of individuals on campus with the shared purpose of addressing matters of diversity and inclusion and sexual assault. A successful advisory board may have these features:

- engages individuals across divisions and disciplines;
- provides guidance on which climate survey questions are salient to the university setting and necessary for inclusion;
- makes decisions about the content and methodology of assessments;
- helps to identify gaps in resources at the conclusion of the resource audit; and
- reviews findings and prepares reports based on campus climate assessment results.

For more information on advisory boards, see *Guide To Campus Climate Surveys* and follow the link for *Lessons Learned (Chapter 2)* at https://socialwork.rutgers.edu/centers/center-violence-against-women-and-children/research-and-evaluation/understanding-and

Evaluation of campus resources

In order for colleges and universities to most effectively address issues of diversity and inclusion and campus sexual violence, it is recommended that institutions first conduct a

resource audit of available resources regarding both domains. A resource audit will include systematic assessment and documentation of the current infrastructure for promoting diversity and inclusion and responding to and preventing sexual violence on campus.[5]

For more information on the process of conducting a resource audit, see *Guide To Campus Climate Surveys*.

Step 2: Planning for a campus climate survey

Three common models for administering campus climate surveys include working with the university's institutional research unit, outsourcing these tasks to a consultant, and/or creating a research team (comprised of either faculty/staff from the institution, from other institutions, or both). Table 1 outlines the strengths and weaknesses of each approach.

Table 1. Three Models for Administering Campus Climate Surveys

	Strengths	Weaknesses
Institutional Research	- Skilled at administering, analyzing, and reporting survey data - Can offer deep understanding of the institution - Knowledgeable about how to align climate surveys with other data collection efforts - Low cost	- May not have the capacity to complete the work - Administration efforts may be thwarted by faculty, staff, and/or students who are experiencing survey fatigue - Ideological/political differences within and between campus units may hinder process
Consultant	- Expertise in the area - Can offer comparable data with other institutions - Resource rich	- Limited understanding of the institution - May be perceived as untrustworthy by faculty, staff, and students - Expensive
Research Team	- Expertise in the area - Can develop innovative/novel approaches	- May lengthen the time to complete work - Potentially expensive. Internal costs include faculty release time and

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[5] Stith, Sandra, Irene Pruitt, Jemeg Dees, Michael Fronce, Narkia Green, Anurag Som, and David Linkh. "Implementing Community-based Prevention Programming: A Review of the Literature." *Journal of Primary Prevention* 27, no. 6 (2006): 599-617.

	- Can foster buy-in from a range of units across the institution - Can offer deep understanding of the institution	overload. External costs include hiring contractors - May be difficult to coordinate administratively - May provoke questions regarding data integrity for a decentralized approach - Ideological/political differences within and between campus units may hinder process

Planning for data collection and analysis:

Some important questions to consider when evaluating the institution's infrastructure, capacity, and necessary human and material resources for conducting a campus climate survey:

- Does the institution have expertise among faculty and staff? If not, are there resources to contract with external consultants?

- Which faculty and staff are available to support survey selection, implementation, data analysis, report writing, and dissemination? How will they be compensated for their work (release time? overtime or overload?)?

- Will you survey everyone or a sample? Do you want to know results of the survey for particular groups? If so, which groups (e.g., women, students of color, disabled persons, etc.)?

- How do you incentivize survey takers? (e.g., gift cards? raffle prizes?)

- How much funding can be committed? How many staff hours can be committed?

- How will the institution protect the participants' confidentiality? (Reach out to your institution's IRB to coordinate.) How will the data be safely stored?

- What is the best timing of administration based on factors including the academic calendar, other scheduled institutional surveys, etc. to maximize response rate and minimize survey fatigue?

For more information on how to administer climate surveys, see *Climate Surveys: Useful Tools to Help Colleges and Universities in Their Efforts to Reduce and Prevent Sexual Assault* at https://www.justice.gov/archives/ovw/page/file/910426/download

Step 3: Selecting a survey tool

It is important to select measures that have been carefully researched as this increases the validity of the results and may allow for benchmarking/comparisons to other

institutions. Surveys that have been carefully researched usually have one or more of the following features:

- publication in a peer-reviewed academic journal;
- a development team of researchers with expertise in the subject matter and university administrators involved with campus climate;
- testing of the survey in representative samples of university populations;
- evidence of reliability (the results are consistent within survey domains or across time) and validity so survey results can be trusted;
- demonstrated evidence that students, faculty, or staff take the survey, referred to as response or participation rate; and/or
- widespread use by universities nationwide.

In Part Two of this report, four campus climate surveys measuring various facets of diversity and inclusion and five campus climate surveys measuring sexual misconduct, recommended by the Safe and Inclusive Learning Environments Working Group, are presented.

Core domains to evaluate

Each institution will have a unique set of goals for its climate survey based on a variety of institutional factors. Many surveys exist that have been evaluated by the scientific community and judged to be reliable, valid, and trustworthy. Additionally, surveys include similar core domains. Diversity and inclusion campus climate surveys, have not been as well-researched and validated as sexual violence campus climate surveys. However, development of surveys on diversity and inclusion has proliferated over recent years.

Core domains for sexual misconduct and diversity and inclusion campus climate surveys often include general campus climate; school connectedness; direct experience with sexual violence, dating violence, and stalking; campus education/prevention programs and awareness of campus resources; institutional response; student/peer response; bystander attitudes and behaviors; and attitudes toward sexual misconduct/attitudes toward discrimination, diversity, and inclusion.

For more information on these domains, see Part Two: Review of Campus Climate Surveys.

Facilitating a campus audit

In addition to facilitating climate surveys designed to understand the attitudes, beliefs, perceptions, and experiences of campus constituents related to diversity and inclusion and sexual misconduct, it may also be beneficial for a campus to facilitate an intentional internal audit of existing efforts to promote a safe and inclusive environment. Benchmarked against national standards of best practice, results from a campus audit can inform future priorities and needs for campus efforts to enhance the campus climate.

While the scope of this project did not allow us to thoroughly review such instruments across various inclusion domains, national resources are available. Examples of for these specific identities include the Campus Pride Index, which evaluates LGBTQ+-inclusive policies, programs, and practices and the Campus Interfaith Inventory facilitated by the Interfaith Youth Core.

Step 4: Determining a sampling approach

Deciding who will take part in the campus climate survey determines how valid the results will be and whether the results will inform policy, programs, and practice in helpful ways. There is not a single "right" way to determine a sample. Rather, an institution must consider the pros and cons of various approaches and select a method that will produce the most useful information given the institutional priorities and needs.

The first decision is whom to invite to take part in the survey. Some surveys may focus on students, others on faculty and staff, and others on all campus constituents. Once an institution has settled on its target population, the institution must choose a sampling approach so that the sample will resemble the target population.

Census approach

With a census approach, all individuals in the target population are invited to participate in the survey; no sample is taken. The most significant advantage of the census approach is that it includes all individuals in the target population and exposes an entire campus community to survey contents, thereby raising awareness about campus climate concerns and reaching the broadest array of participants. However, it may be difficult to motivate an entire campus community to participate in a campus climate survey, leading to a low response rate. As a result, the sample may not represent the target population well, and results of the survey may not be trusted.

Representative sample approach

With a representative sample approach, a subgroup of the target population is selected for participation. A selection method is chosen to ensure that all individuals in the target population have an equal chance of being selected for participation. Thus, the sample will be representative of or resemble the campus community. A major reason for selecting a sample of the target population is to preserve the advantages of the census approach (unbiased and generalizable results) while increasing response rate through the use of aggressive outreach and incentives (which are possible because fewer individuals are included than with the census approach). Consequently, there can be more resources allocated to recruitment for participation. When deciding how to sample, there are a number of characteristics of the campus community to consider, including:

- Biological sex
- Gender identification
- Graduate or undergraduate students
- Full- or part-time students

- Living on-campus, off-campus, or commuting
- Matriculated or not matriculated
- Race
- Ethnicity
- Age
- Year in college
- Transfer student or not
- Affiliated with sports or Greek organizations

The most important consideration is which characteristics of the campus community will provide the most valuable information about the target population's experiences. The list above is neither exhaustive nor prescriptive. Each institution must determine the characteristics of its campus community that will provide the most useful data about the target population's attitudes and experiences with diversity and inclusion and sexual misconduct. For example, a sample that is overwhelmingly male may not provide useful information about victims' experiences of sexual misconduct. A sample that consists of predominantly commuter or online students may not be as familiar with campus climate or policies. Each campus needs to engage in careful and thoughtful consideration of the characteristics of its community. Review of institutional research data on student, faculty, and staff characteristics can be a helpful starting point.

Oversampling approach

There may be times when an institution is particularly interested in the attitudes or experiences of specific groups of students. For example, there may be concerns specific to LGBTQ+ students, veterans, or students from historically marginalized racial or ethnic groups, particularly related to harassment, discrimination, and sexual victimization on campus. If there are concerns that may be more relevant or visible to specific groups, then oversampling these groups may provide an institution with a broader understanding of these issues and an opportunity to better characterize and respond to students' experiences.

Convenience sample approach

Convenience sampling utilizes subjects who are conveniently available to the researcher(s). This is the least valid way to obtain a sample because it may not resemble the campus community or target population. In other words, it may be biased and unrepresentative of students, faculty, staff, or administrators at the institution. However, it is also the easiest way to obtain a sample. Using this approach, individuals self-select to take the survey. A significant concern with this approach is the motives, reasons, or biases of those who elect to participate are unknown and may lead to erroneous conclusions about campus climate and experiences of sexual misconduct, harassment, discrimination, and other aspects of diversity and inclusion. This approach may leave out students who have low institutional trust and thus may be hesitant to respond to this type of survey.

Survey response rates

Perhaps the most important aspect of sampling is the response rate. The response rate is an estimate of the number of individuals who took the survey compared to everyone who was given the opportunity to respond. The higher the response rate, the more likely the survey results will reflect the sample, and thus breadth of campus experiences. When response rate is low, survey results may be skewed or biased in unknown ways based on the reasons why some elected to complete the survey and others chose not to. There are many ways to increase response rate. A few are listed here:

- **Marketing and advertising.** Publicizing the survey and gaining buy-in from groups on campus can go a long way in encouraging participation. Sports coaches, campus leaders (students, faculty, and staff), course instructors, and social media can all be extremely useful in generating interest and enthusiasm for survey participation.
- **Senior leadership buy-in.** When senior leadership support the survey, there may be additional means to encourage participation, such as using registration holds until participation is complete.
- **Incentives.** Monetary or other material rewards can motivate participation. However, the total amount of rewards to dispense is directly related to the sample size and complexity of logistics. Rewarding each individual who completes the survey can be expensive, require considerable human capital to execute, and may compromise participant confidentiality and anonymity.
- **Accessibility.** Ensure the survey is widely accessible to broad representation within the student population, as well as populations of faculty or staff if they are included. This may include targeted outreach efforts, as well as special considerations for students with disabilities and English language learners.

There are several ways participants can prove survey completion, and survey researchers on campus will be able to assist with this aspect of survey design.

	Human Capital High	Human Capital Low
Resources for Rewards High	Individual rewards Distributed in person	Individual rewards Digital distribution or deposit to student, faculty, staff accounts
Resources for Rewards Low	Raffle or lottery Distributed in-person	Raffle or lottery Digital distribution or deposit to student, faculty, staff accounts

Step 5: Determining when to administer the survey

Depending on what climate survey you choose to administer, there may be specific recommendations about survey frequency. Once a survey has been administered data must be analyzed, results summarized and distributed, action items and initiatives generated, and changes can be implemented. For this reason, institutions may find that annual surveys do not yield enough time to address issues that arose in prior surveys. Campuses will need to decide what frequency of administration makes sense for them. Campuses may want to vary the focus of surveys over time to address various campus needs. For example, a campus may decide to distribute a general campus diversity and inclusion climate survey every few years, and, in the years between, distribute a climate survey that addresses specific aspects of identity promoting equity, safety, and inclusion (e.g., sexual misconduct, bias). This approach allows campuses to collect data across a variety of needs within timeframes that maximize the value of the data collected and its campus usability.

Step 6: Preparing other materials needed to administer the survey

Institutional Review Board

All colleges/universities have a formal Institutional Review Board (IRB) process. A detailed explanation of your institution's IRB process should be found on your campus's website. Allow ample time to review and submit documentation. Consider building additional time into the survey administrative timeline for unexpected questions and additional verifications. Before beginning this process, make sure to have the following questions answered:

- What is the main purpose of the study?
- Who will be the primary contact responsible for the survey and project?
- What are the survey questions you want to answer?
- When do you plan to administer the survey?
- How will you protect the privacy of participants?
- How does the survey connect to your assessment plan (specifically core domains)?
- What is the timeline for administering the survey?
- Will participating in this survey place your participants at high risk?
- How will the researcher(s) use the data collected?
- Will you have a draft of the survey items ready for IRB review?

Informed consent form

Before any individual agrees to participate in your study, an informed consent should be presented, explained, and signed by the participant. Your informed consent should

- Explain the purpose of the study

- Outline the timeline for participation in the research and its procedures

- Present the potential risks

- Inform participants about their right to withdraw from the research once participation has begun

- Outline the benefits of participation

- Describe the limits of confidentiality

- Outline incentives for participation

- List the contact information of the person participants can contact if they have questions about the study and/or participants' rights

Protecting confidentiality

Researchers' primary responsibility is to protect participants' privacy. All members of the research team should be trained in collecting, handling, and securing participants' personal data and should insure that the data will not be shared outside of the research environment. Primarily, participants' information should be restricted to the researcher and any research assistants on a need-to-know basis. According to your institution's IRB guidelines, information should be safeguarded to avoid breaches of confidentiality where personal information is disclosed to anyone outside of the research team. This helps to ensure that individuals are protected against psychological, social, and legal harm. All data must be adequately stored and only handled by individuals involved in the research study. If identifying information is collected (e.g., university ID numbers, etc.), it should be stored separately from participants' survey responses, in a location where few people have access to it. Data should be deidentified or anonymous.

Managing potential risks

Surveys asking about personal experiences about violence, discrimination, and harassment have the potential to upset survey respondents. The good news is that research indicates the risks of disclosing sensitive personal information on surveys is low. Many survey respondents find it helpful to have a place to report their experiences, especially when they know the survey is confidential and/or anonymous. However, there may be survey respondents who find answering sensitive questions upsetting. Risk can be managed in a few ways:

- The informed consent form explains that the survey may be upsetting.
- Survey respondents may discontinue the survey at any time.
- Survey respondents may skip survey items they do not want to answer.
- Resources are provided at the end of the survey for managing distress. For example, include a list of University offices that can provide educational and psychological support, such as:

- o Dean of Students Office
- o Health and Wellness
- o Counseling Services
- o Women's, Gender, and Sexuality Center
- o Disability Services
- o Military and Veteran Services
- o Human Resources (faculty and staff)
- o University Chaplain
- o African American, Latinx, LGBTQ+, and Jewish Student Centers
- o International Students Office
- o Affinity groups

Sample language regarding risk for an informed consent form:

Potential Risks. You may find some of the questions on the surveys, or parts of the online program, will make you feel uncomfortable. Please remember that you can withdraw from participation at any time and can choose not to participate in any part of the study without negative consequences.

Sample language regarding voluntariness for an informed consent form:

Voluntary Participation and Withdrawal. Your participation in this study is completely voluntary. You can withdraw from participation at any time and can choose not to participate in any part of the study without penalty. Specifically, you do not have to answer particular questions if you do not wish to do so. Similarly, you can stop viewing the online program at any time.

Your consent is also optional and voluntary. Your decision whether or not to participate will not affect your present or future relationship with your institution. If you withdraw from the study at any time, your information will be removed from the study results.

Step 7: Action planning and dissemination of findings

It is critical to conduct a climate survey with the intent to foster a safe and supportive environment. Students, faculty, and staff must believe that the survey intent fosters this institutional quest to create and maintain a safe and supportive environment. The administration can help get this message out through partnerships with student organizations (e.g., athletics, Greek life, student government). Proactive messaging has a number of advantages. It

- helps students, faculty, and staff see the value in participating;
- encourages participation in future surveys;
- affirms to students, faculty, and staff that campus leadership takes sexual misconduct, diversity, and inclusion seriously; and
- demonstrates diligence and commitment by all members of the campus community to ensure safety and inclusion.

Once data have been collected, a data analyst will be required to clean, analyze, and summarize the data. An institution should determine that it has sufficient in-house expertise for data analysis and report writing, and, if so, how it will access the expertise:

- Is data analysis a part of the individual's job description?
- If it is not part of the job description, how will the analyst be engaged in the process (e.g., through university service, honoraria or additive pay, course credit release, publication)?

The most vital activity after the survey is to share the results with the university community. This will demonstrate the institution's authentic and genuine interest in the voices of those on campus and willingness to take action based on those voices. Campuses should consider multiple methods of releasing the survey results in a manner that is both transparent and easily understandable to students, faculty, staff, and administrators, as well as the public. There are a range of communication options, including

- formal reports;
- key written, online, and verbal briefings for different campus constituencies;
- media releases;
- social media presentations; and
- action plans for education and resources based on results.

It is critical that colleges and universities develop a thoughtful strategy when considering best methods for presenting this information to their multiple audiences. Some questions to consider include:

- What are the main take-home messages?
- When is the best time to release this information?

It is best to disseminate information to the campus and general community as soon as possible after the data are analyzed.

Institutions may also anticipate questions from parents, guardians, and other members of the community. It is important for institutions to prepare for questions from these individuals in collaboration with university admissions, communications, and student affairs.

Data storage and sharing

It is important to clarify who will have access to the data and where it will be stored to protect the privacy of participants and integrity of the data. Data should be stored on encrypted hard drives or data services with access restricted to authorized individuals who have knowledge of human subject protections. An example of this approach is demonstrated through CITI training at https://about.citiprogram.org/en/homepage/.

For institutions that benchmark against other campuses or databases or wish to deposit data into a central depository for aggregated data analysis, formal data sharing agreements will be required. At a minimum, agreements should specify the following:

- Data will be deidentified so the identity of individual survey responses cannot be linked to a specific individual;

- The format and structure of the data file and data dictionary will be standardized across all participating institutions for seamless data merging and analysis;

- Specific parameters for how the data will be used and with whom it will be shared will be defined; and

- The length of time the data will be stored before being destroyed will be specified.

Part Two: Review of Campus Climate Surveys

Introduction to Survey Review

This section provides a comprehensive review of surveys evaluated by the working group that measure campus climate related to diversity and inclusion and sexual misconduct. The goal of this section is to guide institutions in selecting a survey that may be best for their campus. Using a rigorous and thoughtful approach, the working group identified nine easy to use and scientifically supported surveys for in-depth review. This report also provides some guidance for institutions seeking to shorten or customize surveys to meet individual institutional needs.

Definition of Core Domains

This review organizes campus climate surveys by specific core domains of climate. Sample items are listed from the nine surveys included in the detailed review. It is important to note that some of the surveys reviewed also include measures developed by other scholars and researchers in the field. Citations to these measures can be found in each of the nine surveys reviewed. Although campus climate surveys typically measure multiple core domains, an institution may choose not to use all of the core domains included on a single survey. Also, because core domains may have different names depending on the survey, we provide a description of each core domain, as well as alternative terms that may be used.

(1) School Connectedness

This refers to one's overall sense of belonging, being treated fairly and with respect, feeling valued, and feeling close to people on campus. Sample items may include:

- I feel valued as an individual at this school.
- I feel close to people at this school.
- I am happy to be a student at this school.
- I feel included as an individual at this school.

This core domain is also referred to as General Campus Climate, Campus Connectedness, or Sense of Belonging

(2) Campus Climate

Campus climate refers to one's perceptions of safety and of the institutional attitude towards general issues of diversity and inclusion on campus, including sexism, racism, homophobia, tolerance of disabilities and accommodations, as well as other items related to one's feelings of inclusion (e.g., veteran status, immigration status, status as a first-generation student). Climate also refers to perceptions of institutional attitude and

response specifically related to sexual misconduct, including sexual assault/violence, domestic violence, intimate partner/dating violence, stalking, harassment, and other forms of violence on campus. Surveys tend to capture one of the three domains listed below:

- Diversity and inclusion (including harassment and discrimination)
- Sexual misconduct: sexual assault/violence, harassment, domestic violence, intimate partner/dating violence, stalking
- Specific measures of identity-based experiences (e.g., racial climate, LGBTQ+ climate, religious climate)

It is important to note that surveys tend not to measure campus climate for both diversity and inclusion and sexual misconduct in a single survey. An institution may consider surveying different aspects of campus climate each year. For example, in one year it may focus on broad issues of diversity and inclusion, the following year sexual misconduct, and the year after a specific form of identity-based experience.

Sample items for diversity and inclusion may include:

- This school creates a safe environment where diverse views are expressed.
- I feel comfortable at this school expressing my views as a person of religious affinity.
- This school creates a safe environment for people of varied sexual orientations to thrive and succeed.
- My views are valued and are reflected in decision-making at this school.
- I feel respected at this institution.

Sample items for sexual misconduct may include:

- Sexual harassment is not tolerated at this school.
- Sexual assault is not tolerated at this school.
- This school does a good job of providing needed services to victims of sexual misconduct.

(3) Institutional Response

This refers to university leadership's efforts to promote diversity and inclusion as well as to prevent sexual misconduct, and perceptions about the institution's response to disclosures of discrimination, harassment, sexual misconduct, sexual assault, sexual harassment, domestic and intimate partner/dating violence, and stalking. Questions may be asked based on the respondents' overall perception and also based on their personal experience with reporting an incident to the institution, including their perception of the helpfulness/usefulness of the institution's response.

Usually, there are separate survey modules for measuring institutional response to

- Sexual misconduct (sexual assault/violence, domestic violence, intimate/partner dating violence, stalking, sexual harassment)
- Diversity and inclusion

Sample items may include:

- The institution has a strong commitment to diversity, equity, and inclusion.
- I am treated fairly and equitably in classrooms/classroom settings.
- Senior leadership demonstrates a commitment to diversity and equity on this campus.
- The institution provides sufficient programs and resources to foster the success of a diverse faculty.
- If I were sexually assaulted I believe this institution would
    - Take my case/report seriously
    - Protect my privacy
    - Treat me with dignity and respect
    - Enable me to continue my education without having to interact with the person who assaulted me
- In thinking about the events related to sexual misconduct, did /would [institution] play a role by
    - actively supporting you with either formal or informal resources
    - apologizing for what happened to you
    - believing your report
    - allowing you to have a say in how your report was handled
    - labeling you a troublemaker
- Do you know what the process for reporting sexual violence/assault involves at this institution?
- Based on your knowledge of reporting protocols for sexual assault/violence at this institution, how prompt do you think action will be taken to address complaints?
- If you ever experienced sexual assault or violence at this institution, how long did it take to have a resolution to your complaint? (in 24 hours or less, within 5 working days, within two weeks, within a month, over a month?)
- If I were sexually assaulted or violated at this school, I know where (which office or offices) to report the incident at this school.
- If I were sexually assaulted or violated, I know which resources are available to me at this school.

(4) Student/Peer Response

This core domain is similar to institutional response, but instead of asking how the institution would respond, it asks how students or peers would respond to another

student making a disclosure or report of sexual misconduct, sexual assault/violence, sexual harassment, domestic and dating violence, stalking, harassment, and/or discrimination. Sample items may include:

- Students would
    - label you a troublemaker
    - comfort you by telling you it would be all right or by holding you
    - tell you that you could have done more to prevent this experience from occurring
    - isolate and not talk to you for filing a complaint
    - support you in making sure that the right action is taken
    - have you targeted for lodging a complaint

(5) Campus Education/Prevention Programs and Awareness of Campus Resources

This core domain refers to efforts undertaken by the institution to educate the campus community about diversity and inclusion (including harassment and discrimination) and sexual misconduct (sexual assault, domestic violence, dating violence, stalking, sexual harassment). Some surveys also measure awareness of campus resources for preventing, reporting, managing, or obtaining services regarding sexual misconduct and diversity and inclusion.

Sample items for diversity and inclusion may include:

- Courses I have taken actively foster an appreciation for diversity.
- I have taken courses that require me to believe or conform to behaviors outside of my personal convictions without my consent.

Sample items regarding sexual misconduct may include:

- Since coming to [school] have you received written or verbal information from anyone at [school] about:
    - definitions of sexual misconduct
    - how to report an incident of sexual misconduct
    - where to get help if someone you know experiences sexual misconduct
    - about Title IX protections against sexual misconduct
    - how to help prevent sexual misconduct
    - the student code of conduct or honor code
- I would know where to go to make a report of sexual misconduct.
- I understand what happens when a student reports a claim of sexual misconduct at [institution].
- I know what my responsibility is if a student reports an incident of sexual assault or violence to me as an employee of this school.

- As a student, I understand that an employee of this school may be obligated to report any issue of sexual assault/violence I share with them even if I share it in confidence (employees other than confidential counselors).

(6) Direct Experiences

Surveys may include questions about personal experiences with discrimination, bias, and harassment. Items may include self-reporting of being discriminated against or harassed due to specific aspects of one's social identity (e.g., race/ethnicity; sexual orientation; gender or gender identity; socioeconomic, religious, disability, or immigrant status; political views; age; physical appearance). Further, questions can ask participants to identify the type of discrimination or harassment experienced (e.g., written comments, remarks, intimidation, physical violence), as well as the location and/or source of the discrimination/harassment.

Sexual misconduct surveys often include self-report ratings of personal experiences as a victim or perpetrator of unwanted sexual contact, attempted sexual assault, completed sexual assault, domestic violence, dating violence, stalking, sexual harassment, harassment, and discrimination. Some surveys use existing validated instruments, such as the Sexual Experiences Survey.[6]

The way in which direct experiences are measured varies by survey. Some measure only unwanted sexual contact and attempted and completed sexual assault, while others measure multiple forms of violence, including domestic violence, dating violence, stalking, and sexual harassment. Others measure only direct experiences with discrimination and harassment.

In addition, for respondents who disclose at least one incident, follow-up questions vary considerably from survey to survey. Some surveys ask about the worst or most serious incident, while others ask about the most recent, and still others ask about several distinct incidents. The narrative description for each detailed survey review will provide specific information about follow-up questions. Sample items include:

- Over the past 12 months, how often have you experienced discriminatory events at your institution because of your [sex, marital status, religion, age, race or ethnic identity]?
- Do you believe that any of the religious discriminatory events you have experienced are related to your specific religion?
- Have you experienced any discriminatory events regarding personal aspects that were not asked about in the previous questions?

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[6] Koss, Mary P., Antonia Abbey, Rebecca Campbell, Sarah Cook, Jeanette Norris, Maria Testa, Sarah Ullman, Carolyn West, and Jacquelyn White. "Revising the SES: A Collaborative Process to Improve Assessment of Sexual Aggression and Victimization." *Psychology of Women Quarterly* 31, no. 4 (2007): 357-370.

(7) Consent and Attitudes toward Sexual Violence/Rape Myth Acceptance (For Sexual Misconduct Climate Surveys) or Attitudes Toward Discrimination, Diversity, and Inclusion (For Diversity and Inclusion Climate Surveys)

For the diversity and inclusion climate surveys, this theme captures attitudes towards diversity, inclusion, and discrimination. An example of how this is addressed in one survey is by asking respondents how comfortable they are interacting with people of different identities than their own (e.g., race, socioeconomic background, sexual orientation, gender, religion, disability, political views, age, immigration status, country of origin, language).

For the sexual misconduct surveys, questions ask about attitudes toward consent for sexual encounters (touching, fondling, oral sex, vaginal sex, anal sex) as well as attitudes associated with a higher likelihood of perpetrating unwanted sexual behavior, attempted sexual assault, or completed sexual assault. Sample items include:

- People get too offended by sexual comments, jokes, and/or gestures.
- It really doesn't hurt anyone to post sexual comments or photos of people without their consent through email, text, or social media.
- A person who is sexually assaulted while they are drunk is at least somewhat responsible for putting themselves in that position.
- It is not necessary to get consent before sexual activity if you are in a relationship with that person.

(8) Bystander Attitudes and Behavior

This core domain is primarily used in sexual misconduct climate surveys, and it refers to respondents' attitudes toward taking action as a bystander to interrupt a situation that poses risk for sexual assault or domestic/dating violence (referred to as a risky situation), to take steps to prevent hostility and violence on campus, and/or to support a friend who may have experienced an unwanted sexual experience or domestic/dating violence. Also measured are actions taken as a bystander to interrupt a risky situation, to attempt to prevent hostility and violence on campus, or to support a friend who may have experienced an unwanted sexual experience or domestic/dating violence. Some surveys also measure missed opportunities for taking action as a bystander, meaning the respondent had an opportunity to intervene as a bystander but chose not to. Still others may measure what an individual would do if they had the opportunity. Sample items include:

- When the situation arose at [school] how often did you do any of the following:
  - intervene with a friend who was being physically abusive to another person
  - approach someone I know if I think they are in an abusive relationship and let them know I'm here to help

- o try to distract someone who was trying to take a drunk person to another room or trying to get them to do something sexual
- o walk a friend who has had too much to drink home from a party, bar, or other social event
- o speak up against sexist jokes

Overview of Campus Climate Instruments

The working group reviewed and vetted a number of national surveys. The following section provides an overview of what the group rated as the strongest campus climate surveys in the areas of diversity and inclusion (general) and sexual misconduct (see Appendix A for details about how surveys were selected). Information in the first table includes the survey link, cost, administration interviews, target audiences, survey length, and time to administer. Subsequent tables include a detailed review of each survey's strengths and weaknesses. Finally, there is a general summary of implications for policy and practice for each area.

Section 1A: Diversity and Inclusion Campus Climate Survey Tables – Overview and by Core Domains

Diversity and Inclusion Campus Climate Survey Tables – Overview

Overview			
Survey	**Survey Link**	**Cost**	**Administration Interval Considerations**
1. Higher Education Data Sharing (HEDS) Consortium Diversity and Equity Campus Climate Survey	https://www.hedsconsortium.org/heds-diversity-equity-campus-climate-survey/	$1900 non HEDS member $ 500 HEDS member (with annual $3,100 member dues) Sample items in public domain	Any 3-6 week period from Jan 15-Apr 30
2. University of Michigan Campus Climate Survey	https://diversity.umich.edu/strategic-plan/climate-survey/	Public domain, no cost	NA
3. University of Chicago Campus Climate Survey	https://provost.uchicago.edu/sites/default/files/documents/reports/Spring2016ClimateSurveyReport.pdf	Public domain, no cost	NA
4. Higher Education Research Institute (HERI) Diverse Learning Environments Survey	https://heri.ucla.edu/diverse-learning-environments-survey/	Cost associated: fee is calculated based on total full-time equivalent (FTE) undergraduate enrollment (for student surveys) or full-time (faculty/staff survey). Lowest fee is $1600 for under 500 FTE undergraduates. Additional costs apply for customization and email distribution.	NA

Diversity and Inclusion Campus Climate Survey Tables –Core Domains

(1) School Connectedness			
Survey	**Target Audience**	**Description**	**Time to Complete**
1. HEDS Diversity and Equity Campus Climate Survey	Students, faculty, staff, administrators	2 items measure sense of belonging	< 1 minute
2. University of Michigan	Students, faculty, staff	Ranges from 8 to 12 items (various depending on staff, faculty, or student survey)	5-10 minutes
3. University of Chicago	NA	NA	NA
4. HERI Diverse Learning Environments Survey	NA	NA	NA

(2) Campus Climate			
Survey	**Target Audience**	**Description**	**Time to Complete**
1. HEDS Diversity and Equity Campus Climate Survey	Students, faculty, staff, administrators	15 items (question 1, 3, 5, 6) measuring campus atmosphere regarding diversity and inclusion	< 5 minutes
2. University of Michigan	Students, faculty, staff	12 or 13 items	8 minutes
3. University of Chicago	Students, faculty, staff	8 items measuring perceptions of overall climate,15 items assessing deeper institutional experiences of climate	5-7 minutes
4. HERI Diverse Learning Environments Survey	Students, faculty, staff	9 items measuring general campus climate	< 1 minute

(3) Institutional Response			
Survey	**Target Audience**	**Description**	**Time to Complete**
1. HEDS Diversity and Equity Campus Climate Survey	Students, faculty, staff, administrators	4 items (question 2) measuring institutional support for diversity and equity	< 2 minutes
2. University of Michigan	Students, faculty, staff	Ranges from 4 to 9 items (various depending on staff, faculty, or student survey)	3-6 minutes
3. University of Chicago	NA	NA	NA
4. HERI Diverse Learning Environments Survey	Students, faculty, staff	9 items assessing institutional commitment to diversity	< 5 minutes

(4) Student/Peer Response			
Survey	**Target Audience**	**Description**	**Time to Complete**
1. HEDS Diversity and Equity Campus Climate Survey	NA	NA	NA
2. University of Michigan	NA	NA	NA
3. University of Chicago	NA	NA	NA
4. HERI Diverse Learning Environments Survey	NA	NA	NA

(5) Campus Education/Prevention and Awareness of Campus Resources			
Survey	**Target Audience**	**Description**	**Time to Complete**
1. HEDS Diversity and Equity Campus Climate Survey	Students, faculty, staff, administrators	10 items (question 7) measuring campus activities and 3 items (question 12) measuring awareness of campus resources	< 5 minutes
2. University of Michigan	NA	NA	NA
3. University of Chicago	NA	NA	NA
4. HERI Diverse Learning Environments Survey	NA	NA	NA

(6) Direct Experiences			
Survey	**Target Audience**	**Description**	**Time to Complete**
1. HEDS Diversity and Equity Campus Climate Survey	Students, faculty, staff, administrators	15 items (questions 10-11) measuring witnessing discrimination and harassment, 20 items (questions 13-20) measuring personal experience	< 10 minutes
2. University of Michigan	Students, faculty, staff	2 items	2 minutes
3. University of Chicago	Students, faculty, staff	15 items measuring direct experience with discrimination and/or harassment, includes consequences of	5-7 minutes

		discrimination and/or harassment	
4. HERI Diverse Learning Environments Survey	Students, faculty, staff	11 items measuring direct discrimination and bias experiences, 8 items measuring witnessed incidents of discrimination	5-7 minutes

(7) Attitudes Toward Discrimination, Diversity, and Inclusion			
Survey	Target Audience	Description	Time to Complete
1. HEDS Diversity and Equity Campus Climate Survey	Students, faculty, staff, administrators	10 items (question 4) measuring comfort with diversity	< 2 minutes
2. University of Michigan	Students, faculty, staff	2 items with 10 statements	3-5 minutes
3. University of Chicago	NA	NA	NA
4. HERI Diverse Learning Environments Survey	Students, faculty, staff	16 items measuring norms and attitudes towards diversity	5-7 minutes

(8) Bystander Attitudes and Behavior			
Survey	Target Audience	Description	Time to Complete
1. HEDS Diversity and Equity Campus Climate Survey	NA	NA	NA
2. University of Michigan	NA	NA	NA
3. University of Chicago	NA	NA	NA

4. HERI Diverse Learning Environments Survey	Students, faculty, staff	8 items measuring witnessing incidents of discrimination and harassment	< 5 minutes

Section 1B: Diversity and Inclusion Campus Climate Surveys Detailed Review

(1) Higher Education Data Sharing Consortium Diversity and Equity Campus Climate Survey (HEDS)

Core domains measured:

√ (1) School Connectedness
- Question 1, 2 items: sense of belonging and community

√ (2) Campus Climate
- Question 1, 2 items: overall campus climate
  Questions 3, 5, 6, 13 items: measure specific aspects of satisfaction and attitudes regarding campus climate on diversity and inclusion (e.g., race, ethnicity, sexual orientation, disability, religion, immigration status), campus climate for diversity and equity

√ (3) Institutional Response
- Question 2, 4 items: campus commitment to diversity and inclusion; recruitment of historically marginalized students, faculty, and staff; and management of tensions regarding individual and group differences. Institutional support for diversity and equity.

(4) Student/Peer Response: NA

√ (5) Campus Education/Prevention and Awareness of Campus Resources
- Question 7, 10 items: campus activities supporting diversity and inclusion
- Question 12, 3 items: awareness of campus resources

√ (6) Direct Experiences
- Questions 10-11, 15 items: witnessing discrimination or harassment on campus,
- Questions 13-20, 20 items: direct experiences with discrimination or harassment with follow-up regarding context and disclosure, insensitive or disparaging remarks.

√ (7) Attitudes Toward Discrimination, Diversity, and Inclusion
- Question 4, 10 items: comfort interacting with people who are different from the respondent (e.g., race, ethnicity, sexual orientation, religion, immigration status, political affiliation)

(8) Bystander Attitudes and Behavior: NA

Strengths

- Comprehensive review of campus climate with one survey inclusive of various participants (students, faculty, staff, and administrators).
- Comprehensive review of campus climate, given wide array of core domains measured.
- Strong focus on areas including: interaction with diverse others, involvement in activities supporting inclusion, and individual experiences with harassment and discrimination.
- Data collection, analysis, and results reporting available for a fee to HEDS consortium members. The survey items are available for use in the public domain.
- Ability to customize and compare data sets of HEDS Consortium member institutions.
- Opportunity to connect and collaborate with other HEDS Consortium members regarding analysis and application of findings (e.g., conference, listserv).
- Reasonable overall length to encourage participation.
- Strong psychometric properties, as indicated by Cronbach alpha for survey subscales.

Weaknesses

- Must be HEDS member to access data, in general, and for benchmarking.
- Cost ($3,100 membership, $500 survey for members; or $1,800 for non-members).
- Content areas lack core domains: Student/Peer Response, Bystander Attitudes and Behaviors.

Contact information:
Website: http://www.hedsconsortium.org/

Higher Education Data Sharing Consortium
General phone: (765) 361-6170
Email: skillruk@wabash.edu

(2) 2016 University of Michigan (Student, Faculty, and Staff) Campus Climate Survey on Diversity, Equity, and Inclusion

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Core domains measured:

√ (1) School Connectedness
- Student survey,12 items: perceived sense of belonging and acceptance
- Faculty survey, 9 items: perceived sense of belonging and acceptance
- Staff survey, 8 items: perceived sense of belonging and acceptance

√ (2) Campus Climate
- Student survey-Part 2, 13 items: feelings, perception, and experiences with diversity, equity, and inclusion
- Faculty survey-Part 2, 13 items: feelings, perception, and experiences with diversity, equity, and inclusion
- Staff survey-Part 2, 12 items: feelings, perception, and experiences with diversity, equity, and inclusion

√ (3) Institutional Response
- Student survey-Part 2, 4 items: institutional commitment
- Faculty survey-Part 2, 9 items: institutional commitment
- Staff survey-Part 2, 8 items: institutional commitment

(4) Peer/Student Response NA

(5) Campus Education/Prevention and Awareness of Campus Resources NA

√ (6) Direct Experiences
- Student survey-Part 2, 2 items: discrimination
- Faculty survey-Part 2, 2 items: discrimination
- Staff survey-Part 2, 2 items: discrimination

√ (7) Attitudes Toward Discrimination, Diversity, and Inclusion
- Faculty survey-Part 2, 2 items: departmental norms and fair treatment (faculty survey only)

(8) Bystander Attitudes and Behavior NA

Strengths:

- Surveys can be replicated for use with students, faculty, and staff at other institutions.
- Sample survey and consent available to the public.
- Used a large sample size with randomization.
- Highly interactive web-based survey.
- Self-administered survey, takes about 15 minutes to complete.
- Mean completion time for staff 12.66 minutes.
- Mean completion time for faculty 13.26 minutes.
- Mean completion time for students 11.47 minutes.
- Survey designed to minimize non-response and reduce potential for non-response bias by specific demographic groups.
- Survey structure comprised of four sections: consent, demographics, campus climate, and thank you/incentive-related questions.
- Uses a multivariate risk model of key variables.
- Includes a detailed methods appendix in results article.

Weaknesses:

- Sample size was one large midwestern university.
- Unlike other surveys, no data sets to share and compare data with other institutions.
- No psychometric properties of reliability, validity, convergent validity, and factor analysis fit reported (may need to contact researchers).
- Only multivariate analysis of group difference reported, source of specific differences not reported.

Contact:
Website: https://diversity.umich.edu/strategic-plan/climate-survey/

Office of Diversity, Equity & Inclusion
(734) 764-3982
Email: diversitymatters@umich.edu

References:
See website above

(3) University of Chicago Campus Climate Survey: Diversity and Inclusion (2016)

Core domains measured:

  (1) School Connectedness NA

√ (2) Campus Climate
- 8 items: perceptions of overall climate
- 15 items: deeper institutional experiences of climate

  (3) Institutional Response NA

  (4) Peer/Student Response NA

  (5) Campus Education/Prevention and Awareness of Campus Resources NA

√ (6) Direct Experiences
- 15 items: direct experience with discrimination and/or harassment (includes consequences of discrimination and/or harassment)

(7) Attitudes Toward Discrimination, Diversity, and Inclusion NA

(8) Bystander Attitudes and Behavior NA

Strengths:

- Inventories experiences and perceptions based on sexual identities, gender identities, race/ethnicity, religious identities, disability status, and political views.
- Extensive demographic categories that are also manageable and meaningful for data analysis.
- Designed for multiple constituents, including faculty, students and staff.
- Free, in public domain.
- Development sample included 3,811 students, 928 academics and post-doctoral researchers, and 2,667 staff; for students: Black/African-American 5%, Asian 12%, White 47%, LatinX 9%; 50% female; for academics and post-docs: Black/African-American 4%, Asian 13%, White 68%, LatinX 4%; 40% female; for staff :Black/African-American 15%, Asian 7%, White 68%, LatinX 5%; 64% female.

Weaknesses:

- Benchmarking not available (no centralized database of institutions using this survey).
- No psychometric properties reported.
- No open-ended responses.

Contact:
Website: https://climatesurvey.uchicago.edu
Office of the Provost
The University of Chicago
(773) 702-1234
Melissa Gilliam, Vice Provost: (773) 834-3861

References:
See website above

(4) Higher Education Research Institute (HERI) Diverse Learning Environments Survey (DLE)

Core domains measured:

  (1) School Connectedness NA

√ (2) Campus Climate
- 9 items: general campus climate

√ (3) Institutional Response
- 9 items: institutional commitment to diversity

  (4) Peer/Student Response NA

  (5) Campus Education/Prevention and Awareness of Campus Resources NA

√ (6) Direct Experiences
- 11 items: direct discrimination and bias experiences

√ (7) Attitudes Toward Discrimination, Diversity, and Inclusion
- 16 items: norms and attitudes

√ (8) Bystander Attitudes and Behavior
- 8 items: witnessed incidents of discrimination

Strengths:

- Inventories experiences and perceptions of campus climate from the perspective of students, faculty, and staff for a more complete understanding of climate for diversity on campus.
- Six optional modules, including classroom climate, transition to major, intergroup relations, spirituality, climate for transfer at 2-year institutions; and climate for transfer at 4-year institutions.
- Survey tool applicable for an array of institutions, including 2-year institutions.
- Survey administration customizable. Institutions can select email notification and reminder dates, customize email notifications, and upload additional questions.
- Survey tool measures experiences of unwanted sexual contact and sexual assault.
- Survey data updates in real time, allowing institutions to download preliminary data at any point.

- Survey packet includes suggestions for increasing response rates, as well as a sample text for inviting students to participate and copies of UCLA IRB approval for the survey.

Weaknesses:

- Cost. Price varies based on the size of the institution. Fee based on total full-time equivalent (FTE) undergraduate enrollment (for student surveys) or full-time (faculty/staff survey). Lowest fee is $1600 for under 500 FTE undergraduates. Additional costs apply for customization and email distribution. Detailed pricing information can be found here: https://heri.ucla.edu/pricing/
- No information on the scientific validity of the scale, including lack of data on reliability, validity, or development sample for the survey.

Contact:
Website: https://heri.ucla.edu/diverse-learning-environments-survey/

Higher Education Research Institute © 2019
(310) 825-1925
heri@ucla.edu

References:
Comprehensive list of about 350+ publications listed at:
https://heri.ucla.edu/publications/

Overall Implications for Policy and Practice

- Comprehensive analysis of perceptions of campus climate can drive strategic campus decisions and actions aimed to advance sense of belonging and safety for students, faculty, and staff of all social identities as well as curricular and co-curricular approaches to advancing multicultural understanding for all students as a part of their educational experience.
- Review of data disaggregated by specific social identities of students can inform specifically designed support mechanisms for marginalized students, promoting student retention and persistence to graduation.
- Review of data disaggregated by faculty/staff can inform recruitment, onboarding, professional development, and other programs designed for faculty/staff to promote their retention.
- Data can provide clear understanding of students, faculty, and staff sense of belonging and safety on campus.
- Comparisons of baseline results with those of future survey data can provide an indicator of where the institution stands relative to previous years and help drive strategic decision-making.
- Data should be disaggregated into subgroups to provide helpful clues about prioritizing where and how monetary resources should be allocated.
- Review of typology of experiences with discrimination and harassment can inform improvements to policy, incident reporting protocol, and associated student educational campaigns.
- Results can be shared with student campus community to raise awareness of issues and engage students in solution generation for an inclusive campus community. The dissemination of results and recommendations can provide a framework for implementing specific interventions with certain expected outcomes.

Survey Specific Implications for Policy and Practice

- Review of benchmark data available with HEDS consortium members presents opportunity for institutional reflection to promote future enhancements.
- The University of Michigan survey sample design and methodology can be replicated at other institutions at a low cost (helpful for institutions with limited funds).
- The HERI survey focuses on connecting diversity efforts with campus practices, including items related to a curriculum of inclusion, student support services, and co-curricular diversity activities.
- The HERI survey assesses learning outcomes as core components of diversity efforts.

Section 2A: Sexual Misconduct Campus Climate Surveys Summary Tables - Overview and Core Domains

Sexual Misconduct Campus Climate Surveys Summary Tables - Overview

Overview			
Survey	**Survey Link**	**Cost**	**Administration Interval Considerations**
1. Administrator-Research Campus Climate Collaborative (ARC3): Survey of Campus Climate Regarding Sexual Misconduct	https://campusclimate.gsu.edu/arc3-campus-climate-survey/	Public domain, no cost	Not reported, general recommendations from the field is every 2 years
2. #iSPEAK: Rutgers Campus Climate Survey	https://socialwork.rutgers.edu/centers/center-violence-against-women-and-children/research-and-evaluation/understanding-and	Public domain, no cost	Every 3-4 years
3. Association of American Universities (AAU) Campus Climate Survey	https://www.aau.edu/sites/default/files/%40%20Files/Climate%20Survey/Survey%20Instrument.pdf	Public domain, no cost	Not provided
4. Bureau of Justice Statistics (BJS) Campus Climate Survey	https://www.bjs.gov/content/pub/pdf/ccsvsftr.pdf	Public domain, no cost	Every 2 years
5. Higher Education Data Sharing Consortium (HEDS) Faculty/Staff Survey of Campus Climate for Sexual Violence/ Sexual Assault Campus Climate Survey	https://www.hedsconsortium.org/heds-surveys/#1497371712557-e46ec948-b928 https://www.hedsconsortium.org/heds-surveys/#1474399758908-bc3c6785-a91c	$1800 non HEDS members, $500 HEDS members; sample survey items in public domain	Any 3-6 week period from Jan 15-Apr 30

Sexual Misconduct Campus Climate Surveys Summary Tables - Core Domains

(1) School Connectedness			
Survey	**Target Audience**	**Description**	**Time to Complete**
1. ARC3	Students, faculty, staff, administrators	2 items on satisfaction with institution (module 1)	< 1 minute
2. #iSPEAK	Undergraduates, graduate students	NA	NA
3. AAU	Undergraduates	NA	NA
4. BJS	Undergraduates	12 items on feelings on belonging, connections, and closeness with campus community	< 5 minutes
5. HEDS	Students, faculty, staff, administrators	NA	NA

(2) Campus Climate			
Survey	**Target Audience**	**Description**	**Time to Complete**
1. ARC3	Students, faculty, staff, administrators	12 items on attitude toward institutional response to sexual misconduct (module 4), 8 items on campus safety and perception of sexual misconduct as a problem (module 17)	< 5 minutes
2. #iSPEAK	Undergraduates, graduate students	NA	NA
3. AAU	Undergraduates	3 items included in Section B: perceptions of risk of experiencing sexual assault or sexual misconduct	< 1 minute

4. BJS	Undergraduate students	12 items on perceptions of campus police, administrators, and faculty and staff's overall concerns and treatment of students	< 3 minutes
5. HEDS	Students, faculty, staff, administrators	15 items about campus safety and perceptions of respect, value, and positive support at institution	< 5 minutes

(3) Institutional Response			
Survey	**Target Audience**	**Description**	**Time to Complete**
1. ARC3	Students, faculty, staff, administrators	2 items on satisfaction with institution (module 1)	< 1 minute
2. #iSPEAK	Undergraduates, graduate students	7 items on perceptions of the university's responsiveness to incidents of sexual violence.	< 5 minutes
3. AAU	Undergraduates	7 items included in Section I: perceptions of responses to reporting	< 5 minutes
4. BJS	Undergraduates	7 items on perceptions of the university's responsiveness to incidents of sexual violence	< 5 minutes
5. HEDS	Students, faculty, staff, administrators	10 items about perceptions of institutional response to dangerous situations or reports of sexual assault	< 5 minutes

(4) Student/Peer Response			
Survey	**Target Audience**	**Description**	**Time to Complete**
1. ARC3	Students, faculty, staff, administrators	2 items on satisfaction with institution (module 1)	< 1 minute

2. #iSPEAK	Undergraduates, graduate students	3 items on perceptions of peers' supportiveness of sexual violence survivors on campus.	< 1 minute
3. AAU	NA	NA	NA
4. BJS	NA	NA	NA
5. HEDS	Students, faculty, staff, administrators	NA	NA

(5) Campus Education/Prevention Programs and Awareness of Campus Resources			
Survey	Target Audience	Description	Time to Complete
1. ARC3	Students, faculty, staff, administrators	2 items on satisfaction with institution (module 1)	< 1 minute
2. #iSPEAK	Undergraduates, graduate students	6 items on how confident students are that they would know what to do if they or a friend experienced sexual/dating violence; 7 questions about whether they had encountered various messages and events relating to sexual and dating violence before and since coming to the university; students presented with 11 campus-based services to measure their awareness of these campus-based services	< 5 minutes
3. AAU	Undergraduates	5 items included in Section C: awareness of resources; 2 items included in Section H: sexual misconduct prevention training	< 5 minutes
4. BJS	Undergraduates	5 items on awareness of university resources relating to sexual violence and dating violence;	< 5 minutes

		7 items on participation in trainings (e.g., "training or classes offered by this school that covered the legal definition of sexual assault")	
5. HEDS	Students, faculty, staff, administrators	8 items about receiving information/education about resources/reporting of sexual assault and the helpfulness of this information	< 5 minutes

(6) Direct Experiences			
Survey	**Target Audience**	**Description**	**Time to Complete**
1. ARC3	Students, faculty, staff, administrators	2 items on satisfaction with institution (module 1)	< 1 minute
2. #iSPEAK	Undergraduates, graduate students	Unwanted sexual contact: 6 items to assess the frequency of several unwanted sexual experiences; 13-15 follow-up items for "most serious" incident; Dating violence: validated measures used to assess physical (16 items), digital (19 items), psychological (14 items), and financial abuse (3 items); 4 follow-up items asked about the "most serious" incident	< 10 minutes
3. AAU	Undergraduates	Sexual harassment: 14 items in Section D to assess the frequency and content of sexual harassment; Stalking:12 items in Section E to assess the frequency and content of stalking behaviors; Intimate partner violence/dating violence:12 items in Section F to assess the frequency and content of interpersonal violence; Nonconsensual sexual contact: 9 items in	< 10 minutes

		Section G to assess frequency and content of nonconsensual sexual contact since the student has been at the college or university; 42 potential follow-up questions with detailed skip logic regarding experiences of nonconsensual sexual contact, including time of occurrence, relationship, whether incident occurred on or off campus, drug and alcohol use, use of location services, and outcomes (e.g., injuries, pregnancy).	
4. BJS	Undergraduates	Sexual assault victimization: initial gate or screener questions covered both completed and attempted physically-forced sexual assault and incapacitated sexual assault; timeframe not specified; follow-up questions for up to 3 incidents; intimate partner violence victimization: 3items	< 10 minutes
5. HEDS	Students, faculty, staff, administrators	Unwanted sexual contact and sexual assault: 4 items to assess unwanted sexual contact and sexual assault; Up to 24 follow-up items, detailed skip logic	<10 minutes

(7) Consent and Attitudes toward Sexual Violence/Rape Myth Acceptance			
Survey	Target Audience	Description	Time to Complete
1. ARC3	Students, faculty, staff, administrators	2 items on satisfaction with institution (module 1)	< 1 minute
2. #iSPEAK	Undergraduates, graduate students	7 items on attitudes related to personal acceptance of sexual violence	< 1 minute
3. AAU	NA	NA	NA

4. BJS	Undergraduates	7 items on attitudes related to personal acceptance of sexual violence; 4 items to assess perception of student norms related to sexual misconduct	< 1 minute
5. HEDS	NA	NA	NA

(8) Bystander Attitudes and Behavior			
Survey	**Target Audience**	**Description**	**Time to Complete**
1. ARC3	Students, faculty, staff, administrators	2 items on satisfaction with institution (module 1)	< 1 minute
2. #iSPEAK	Undergraduates, graduate students	10 items to assess students' likelihood of positive bystander behaviors in the future	< 2 minutes
3. AAU	Undergraduates	6 items included in Section J to assess students' past bystander behavior	< 2 minutes
4. BJS	Undergraduate students	7 items to assess students' likelihood of positive bystander behaviors in the future.	< 2 minutes
5. HEDS	Administrators, Faculty, Staff, Students	7 items about bystander behavior.	< 2 minutes

Section 2B: Sexual Misconduct Campus Climate Surveys Detailed Review

(1) Administrator-Research Campus Climate Collaborative (ARC3)

Core domains measured:

√ (1) School Connectedness:
- Module 1, 2 items: possible outcomes

√ (2) Campus Climate:
- Module 4A, 12 items: perception of campus climate
- Module 17, 8 items: campus safety

√ (3) Institutional Response:
- Module 13, 28-34 items: perceived/actual (depending on respondent experience) institutional responses

√ (4) Student/Peer Response:
- Module 14, 13 items: perceived peer supportiveness

√ (5) Campus Prevention/Education and Awareness of Resources:
- Modules 4B and 4C, 14 items: perception of campus climate

√ (6) Direct Experience:
- Modules 5-12, 110-166 items: sexual harassment by faculty/staff and students, and stalking, dating violence, and sexual violence perpetration and victimization; includes reports of behaviors and relationship, whether incident occurred off campus, under influence of drugs or alcohol, and emotional reaction for most serious incident/incident having greatest effect

√ (7) Consent and Attitudes toward Sexual Violence/Rape Myth Acceptance:
- Module 3, 12 items: peer norms
- Module 15, 13 items: consent

√ (8) Bystander Attitudes and Behavior:
- Module 16, 7 items: bystander intervention

Strengths:

- Development guided by 8 principles as follows:
  - Inclusive, mutual respect and collaboration among researchers, university administrators, and students.
  - Commitment to iterative and transparent drafting and development process.
  - Guided by ethics of science and aims to minimize bias.

- o Uses best scientific evidence as foundation of survey.
  - o Equal focus on victimization and perpetration.
  - o Adopts civil rights approach grounded in Title IX.
  - o Uses Belmont Report as guide for human subject participation.
  - o Sensitive to unique issues faced by diverse populations and higher education institutional types (e.g., 2- vs 4-year institutions, public vs private).
- Each survey module adapted from an existing, validated survey instrument that has undergone peer review (e.g., Sexual Experiences Survey).
- Scientifically valid, with strong reliability and validity so that results can be trusted: internal consistency of modules strong; convergent validity demonstrated by expected patterns of association among modules.
- Development sample included 909 students from 3 different universities: 44% resided on campus; Black/African-American 13%, Asian 9%, White 75%, LatinX 4.4%; 80% undergraduates; 20% graduate students; 75% female.
- 85% completion rate for those who start survey.
- No extensive skip logic, which simplifies and abbreviates the survey and simplifies programming of the survey if administered online; reduces participant confusion if administered in paper and pencil format (skip logic only used for those having direct experiences with different forms of sexual harassment and violence).
- Sexual misconduct is the term used in survey items measuring institutional response, campus climate, campus safety, and education/awareness of resources.
- Specific definition of sexual misconduct is provided in the survey "physical contact or non-physical contact of a sexual nature in the absence of clear, knowing and voluntary consent. Examples include sexual or gender-based harassment, stalking, dating violence, and sexual violence."
- Different time frames, depending on module, used for questions asking about experiences at a certain point in time (e.g., since enrolled at/coming to institution, past semester).
- Includes attention check items to evaluate if respondent is answering questions randomly.

Weaknesses:

- Insufficient information to judge sample representativeness.
- Benchmarking not available as there is no centralized database of institutions using this survey.
- Length: on average, survey completion time is 30 minutes.
- 25% of students reported some level of distress when completing the survey, suggesting resources and supports should be accessible immediately after survey completion.
- Those who have had direct experiences with sexual harassment, stalking, dating violence, or sexual violence report on the incident having the greatest effect (victimization) or most severe situation (perpetration); thus there are follow-up

> questions for only one incident. For those with multiple incidents, this may yield incomplete or biased information about Title IX violations at the institution.

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References:
Swartout, Kevin M., William F. Flack Jr, Sarah L. Cook, Loreen N. Olson, Paige Hall Smith, and Jacquelyn W. White. "Measuring Campus Sexual Misconduct and Its Context: The Administrator-Researcher Campus Climate Consortium (ARC3) Survey." *Psychological Trauma: Theory, Research, Practice, and Policy* 11, no. 5 (2019): 495.

(2) #iSPEAK: Rutgers Campus Climate Survey (#iSPEAK)

Core domains measured:

  (1) School Connectedness NA

  (2) Campus Climate NA

√ (3) Institutional Response
- 7 items: perceived university responsiveness towards incidents of sexual/dating violence

√ (4) Student/Peer Response
- 3 items: perceived peer supportiveness

√ (5) Campus Prevention/Education and Awareness of Resources
- 11 items: level of awareness of on-campus sexual/dating violence resources
- 7 items: level of exposure to information about sexual/dating violence
- 6 items: student confidence in seeking help

√ (6) Direct Experience
- 80 items: dating violence and sexual violence victimization, including reports of behaviors and relationship, of whether incident occurred off campus and/or under the influence of drugs or alcohol, and of emotional reaction to the most serious incident/incident having greatest effect

√ (7) Consent and Attitudes toward Sexual Violence/Rape Myth Acceptance
- 7 items: personal acceptance of sexual violence

√ (8) Bystander Attitudes and Behavior
- 10 items: bystander intentions

Strengths:

- Developed in collaboration by numerous stakeholders across Rutgers University, has been tailored based on results of piloting the tool in April 2014 as part of the White House Task Force to Protect Students from Sexual Assault.
- Free, in public domain.
- Many survey modules are adapted from an existing, validated survey instrument that has undergone peer review (e.g., Sexual Experiences Survey). Survey items that have been created for the purposes of the #iSPEAK survey have been

included and cited in several other campus climate survey instruments, including the ARC3.

- Scientifically valid: internal consistency of modules is strong.
- To reduce survey length, the survey tool can be administered in alternating modules across time (Module one includes a focus on sexual violence and could be administered in first survey cycle; Module two is focused on dating violence and could be administered in next survey cycle.).
- Development sample included 5911 students: 48% resided on campus; Black/African-American 7%, Asian 32%, White: 42%, Latinx: 13%; 79% undergraduates; 21% graduate students; 69% female.
- No extensive skip logic, which simplifies and abbreviates the survey. This also simplifies programming of the survey if administered online and reduces participant confusion if administered in paper and pencil format.
- Skip logic is used for those having direct experiences with different forms of sexual violence and dating violence.
- Nonconsensual or unwanted sexual contact are the terms used in survey items measuring institutional response, campus climate, campus safety, and education/awareness of resources.
- Module one: Specific definition of unwanted sexual contact is provided in the survey, with definition including two types of unwanted sexual contact: unwanted touching of a sexual nature and unwanted penetrative contact. Module two provides definition of dating or domestic violence: "dating or domestic violence is controlling, abusive, or aggressive behavior in a romantic relationship. It can include verbal, emotional, physical, electronic, economic, or sexual abuse, or a combination of these behaviors."
- Use of a consistent time frame for questions asking about experiences within a specific time frame: since enrolled at/coming to institution.
- Includes attention check item to evaluate if respondent is answering questions randomly.

Weaknesses:

- Benchmarking not available as there is no centralized database of institutions using this survey.
- Survey does not include measures of general campus climate or community connectedness.
- Survey tool does not include specific student outcome measures (e.g., academic outcomes, mental health).
- Incident-specific follow-up questions ask students to only report on the "most serious" incident reported by a student. For those with multiple incidents, this may yield incomplete or biased information about Title IX violations at the institution.

Contact:

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Dr. Sarah McMahon

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Email: **campusclimatestudy@ssw.rutgers.edu**

References:

McMahon, Sarah, Kate Stepleton, Julia Cusano, Julia O'Connor, Khushbu Gandhi, and Felicia McGinty. "Beyond Sexual Assault Surveys: A Model for Comprehensive Campus Climate Assessments." *Journal of Student Affairs Research and Practice* 55, no. 1 (2018): 78-90.

McMahon, Sarah, Kate Stepleton, and Julia Cusano. "Understanding and Responding to Campus Sexual Assault: A Guide to Climate Assessment for Colleges and Universities." Center on Violence Against Women and Children, School of Social Work, Rutgers, the State University of New Jersey: New Brunswick, NJ. (2016). Retrieved from: https://socialwork.rutgers.edu/centers/center-violence-against-women-and-children/research-and-evaluation/understanding-and

McMahon, S., K. Stepleton, J. O'Connor, and J. Cusano. "Campus Climate Surveys: Lessons Learned from the Rutgers-New Brunswick Pilot Assessment." Retrieved March 29 (2015): 2016.

(3) Association of American Universities Campus Climate Survey (AAU)

Core domains measured:

  (1) School Connectedness NA

√ (2) Campus Climate
- Section , 3 items: perceptions of sexual assault or sexual misconduct risk

√ (3) Institutional Response
- Section I, 7 items: perceptions of responses to reporting

  (4) Student/Peer Response NA

√ (5) Campus Prevention/Education and Awareness of Resources
- Section C, 5 items: awareness of resources
- Section H 2 items: sexual misconduct prevention training

√ (6) Direct Experience
- Section D, 14 items: sexual harassment
- Section E, 12 items: stalking
- Section F, 12 items: intimate partner violence/dating violence
- Section G, 9 items: nonconsensual sexual contact
  - 42 potential follow-up questions for Section G (nonconsensual sexual contact) about time of occurrence, relationship, whether incident occurred on or off campus, drug and alcohol use, use of location services, and outcomes (e.g., injuries, pregnancy). Detailed skip logic throughout.

  (7) Consent and Attitudes toward Sexual Violence/Rape Myth Acceptance NA

√ (8) Bystander Attitudes and Behavior
- Section J, 6 items: bystander behavior to assess students' past bystander behavior.

Strengths:

- Used in one of the largest studies to examine sexual misconduct in the United States. The initial sample included 780,000 students from top research universities in the US, with a 19.3% response rate (n = 150,072): 61.5% undergraduates, 38.4% graduate students, 59.3% female, and 72.6% from public colleges or universities.
- Extensive resources available on the AAU website, including the full report of the results from the 2015 survey, a sample press release, the full survey instrument, and a report about methodological choices made by the survey developers.

- The skip logic may be complicated for those unfamiliar with programming a survey, or for those who don't have access to advanced survey software (e.g., Qualtrics). However, the Survey Instrument in public domain provides a clear explanation about the recommended skip logic. Using the recommended skip logic ensures participants only respond to questions relevant to them and shortens the length of the survey for some participants.
- Core set of 63 questions that are asked of every respondent. Additional questions are administered if respondents report being victimized. The survey takes roughly 20-30 minutes to complete.
- When asking about personal experience with sexual victimization, the survey instrument uses the language of "nonconsensual or unwanted sexual contact."

Weaknesses:

- While many validated instruments were used and/or modified for the survey, no psychometric properties (reliability or validity information to evaluate scientific merit) are provided for the measures as they appear in this survey. However, given the reliance on validated measures during survey development, as well as the transparency surrounding survey development decisions and implementation (as documented in the Full Report and Methodology Report), little psychometric data is provided.
- Does not assess rape myth acceptance or attitudes about sexual violence.
- At this time, this survey has only been implemented once. However, in 2018 the AAU announced it will be conducting this survey among AAU member schools again.
- Non-AAU member institutions are unable to participate in the AAU's administration of the survey; however, the AAU has made the full survey instrument available in the public domain.
- The phrasing "sexual assault or sexual misconduct" is used when the survey asks students to report on their perceptions of campus safety (thus, sexual assault and sexual misconduct are unable to be disentangled with regard to student *perceptions* of campus safety).
- The survey asks for explicit details surrounding incidents of "nonconsensual sexual contact." The utility of this level of detail is unclear in terms of a campus climate survey.

Contact:
Website:
https://www.aau.edu/key-issues/aau-climate-survey-sexual-assault-and-sexual-misconduct-2015
https://www.aau.edu/issues/climate-survey-sexual-assault-and-sexual-misconduct

Association of American Universities

Office: (202) 408-7500

References:
Cantor, David, Bonnie Fisher, Susan Helen Chibnall, Reanne Townsend, Hyunshik Lee, Gail Thomas, Carol Bruce, and Westat, Inc. "Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct." (2015).

(4) Bureau of Justice Statistics Campus Climate Survey (BJS)

Core domains measured:

√ (1) School Connectedness
- Campus Climate Module, 12 items: school connectedness

√ (2) Campus Climate
- Campus Climate Module,12 items: general perceptions of campus police, faculty, and school leadership

√ (3) Institutional Response
- Campus Climate Module, 7 items: perceptions of school leadership climate for sexual harassment and sexual assault prevention and response
- Campus Climate Module, 4 items: perceptions of school leadership climate for treatment of sexual assault victims

(4) Student/Peer Response. NA

√ (5) Campus Prevention/Education and Awareness of Resources
- Campus Climate Module, 5 items: awareness and perceived fairness of school sexual assault policy and resources
- Campus Climate Module, 7 items: participation in training

√ (6) Direct Experience
- Sexual Harassment Victimization and Coerced Sexual Contact Module, 6 items: sexual harassment and coercion victimization
- Sexual Assault Victimization Module, 3 items: on personal experiences in sexual assault victimization. Includes follow-up questions about time of occurrence, relationship, whether incident occurred on or off campus, drug and alcohol use, use of location services, and outcomes (e.g., academic outcomes).
- Intimate Partner Violence Victimization Module, 3 items :intimate partner violence (physical violence only) victimization

√ (7) Consent and Attitudes toward Sexual Violence/Rape Myth Acceptance
- Campus Climate Module, 7 items: personal acceptance of sexual violence

- Campus Climate Module, 4 items: student norms related to sexual misconduct

√ (8) Bystander Attitudes and Behavior
- Campus Climate Module, 7 items: bystander intentions

Strengths:

- Development guided by cognitive testing, both crowdsourcing and in-person cognitive interviewing with 248 individuals aged 18-25 years old.
- Free, in public domain.
- Each survey module is adapted from an existing, validated survey instrument that has undergone peer review (e.g., Sexual Experiences Survey).
- Scientifically valid: internal consistency of modules is strong. Additionally, to measure the accuracy of reported prevalence estimates and produce unbiased estimates of the latent core domains of interest (experiencing unwanted sexual contact since the beginning of the 2014–2015 academic year) latent class analysis (LCA) was used. The LCA findings suggest that the indicator used for estimating the prevalence of sexual assault minimized classification errors and increased precision of prevalence estimates.
- Development sample included over 20,000 students from 9 different institutions that were diverse in terms of 2-year vs. 4-year status; public vs. private status; geographical location; 44% residence on campus; Black/African-American 7%, Asian 13%, White 63%, LatinX 12%; 80% undergraduates; 20% graduate students; 58% female.
- Average length of the survey was 16 minutes for participants.
- The tool was systematically organized, asking about experiences of sexual harassment victimization and experiences with coerced sexual contact before questions about unwanted and nonconsensual contact. This was done to ensure that respondents did not include experiences with harassment and/or coercion when they answered the critical gate questions about unwanted/nonconsensual sexual contact.

Weaknesses:

- Incident-specific follow-up questions ask students to respond for each experience, for up to three separate incidents. Pilot testing showed that survey items most often not answered by students were the sexual assault incident follow-up questions for second and third incidents, which indicates respondent fatigue.
- Further survey development work may be needed to accurately document the victims' perspectives on the tactic used by the offender to execute a particular incident of sexual assault. When presented with the close-ended response options

> for type of tactic in the pilot instrument, a number of victims did not endorse any of the tactics.
> - Additional refinement of the questions used to document the reasons victims did not report incidents to officials is needed. The pilot instrument asked about only six reasons for not reporting.
> - The reference period (since the beginning of the [enter years] academic year) may be problematic as students seemed to report incidents outside of the reference period.
> - Further work is also needed on the current perpetration measures included in the pilot instrument as they did not appear to be successful.

Contact:
Website:
https://www.bjs.gov/index.cfm?ty=pbdetail&iid=5540
https://www.bjs.gov/content/pub/pdf/ccsvsftr.pdf

Christopher Krebs, Christine Lindquist, Marcus Berzofsky, Bonnie Shook-Sa, and
Kimberly Peterson (RTI International)
RTI International

Michael Planty, Lynn Langton, and Jessica Stroop (Bureau of Justice Statistics)
Bureau of Justice Statistics

References:
Krebs, Christopher, Christine Lindquist, Marcus Berzofsky, Bonnie Shook-Sa, Kimberly Peterson, Michael Planty, Lynn Langton, and Jessica Stroop. *Campus Climate Survey Validation Study: Final Technical Report*. BJS, Office of Justice Programs, 2016.

(5) Higher Education Data Sharing Consortium Faculty/Staff Survey of Campus Climate for Sexual Violence and Sexual Assault Campus Climate Survey (HEDS)

Core domains measured:

 (1) School Connectedness   NA

√ (2) Campus Climate
- Section One,15 items: general campus climate and views on sexual assault at institution; items on campus safety and perceptions of respect, value, and positive support at institution,

√ (3) Institutional Response
- Section One, 10 items: institution response to difficult or dangerous situations and institutional response to report of sexual assault; asks for perceptions of institutional response to dangerous situations or reports of sexual assault

 (4) Student/Peer Response   NA

√ (5) Campus Prevention/Education and Awareness of Resources
- Section One, 8 items: resources/reporting of sexual assault and the helpfulness of this information

√ (6) Direct Experience
- Section Two, 4 items: unwanted sexual contact and sexual assault victimization since coming to institution, specifically unwanted verbal behaviors, unwanted nonverbal behaviors, unwanted brief physical contact, touching of a sexual nature, oral sex, vaginal sex, anal sex, vaginal or anal penetration with object or body part other than penis or tongue.
- Up to 24 follow-up items (as per skip logic) for affirmative responses about the context of sexual assault (whether incident involved physical force, drinking, drugs, inability to provide consent), disclosure, and formal reporting at the institution.

 (7) Consent and Attitudes toward Sexual Violence/Rape Myth Acceptance   NA

√ (8) Bystander Attitudes and Behavior
- Section Four, 7 items: bystander behavior

Strengths:

- Comprehensive assessment of general campus climate and perceptions of risk for sexual assault on campus, off campus, or at social activity or event near campus.

- Developed in collaboration with Title IX officers, institutional researchers, student affairs practitioners from 30 institutions and based on the sample survey released by the White House Task Force to Protect Students from Sexual Assault in April 2014.
- Pilot tested at five institutions in spring 2017, using survey methodology, focus group, and cognitive interviewing.
- Cronbach's alpha excellent for General Campus Climate, Institution Response to Difficult or Dangerous Situations, Views on Sexual Assault at Institution (e.g., number of sexual assaults on campus is low), and Institutional Response to Report of Sexual Assault.
- Includes separate assessment of faculty, staff, administration, and student contributions to a positive and supportive campus climate.
- Separate versions of the survey for students and faculty/staff/administration.
- Includes questions about helpfulness of campus resources and how well education from institution is remembered.
- Detailed behavioral definitions provided for unwanted sexual contract and assault and expansive definition of locations (on campus, off campus at event connected to institution, including study abroad and internships, or social activity or party near campus).
- Follow-up questions about disclosure, reasons for non-disclosure, and subjective experience (e.g., helpful, satisfied) with formal reporting at institution.
- Detailed bystander behavior questions.
- Sample informed consent form provided.
- Although there is a fee for HEDS to collect and analyze data and report results, this service is only available to HEDS consortium members. The survey items are available for use in the public domain.
- Benchmarking available for HEDS consortium institutions.

Weaknesses:

- Only HEDS consortium participants may participate in benchmarking. Must be a private institution to join HEDS consortium.
- Complex skip logic embedded in survey, requiring knowledge of survey programming for online administration. Would be complicated for participants to complete in paper and pencil format because of complex skip logic.
- Follow-up questions to experiences with unwanted sexual contact or assault do not isolate on a single or specific incident.
- If more than one incident, respondent marks all responses that apply, aggregating across all victimization experiences.
- Does not measure perpetration or sexual harassment, dating violence, domestic violence or stalking.
- Limited assessment of institutional response to specific incidents of unwanted sexual contact or assault.

- Cost: for HEDS to administer survey, provide data set, and prepare report, fee is $1800 for non-HEDS members and $500 for HEDS members. HEDS membership fee is $3000.

Contact information:
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Higher Education Data Sharing Consortium
General phone: (765) 361-6170
Email: skillruk@wabash.edu

Director of Survey and Institutional Research
Adrea L. Hernandez phone: (765) 361-6343

References: See website above.

Overall Implications for Policy and Practice

- Dissemination of survey results to all university constituents (students, faculty, staff, administrators) will both promote participation in future surveys and overall campus engagement in the value of climate surveys.
- Surveys will enable institutions to track change in rate and frequency of harassment, stalking, dating violence, and sexual violence over time.
- Surveys will enable institutions to monitor changes in perceptions of campus safety, campus climate, institutional response, bystander behavior, and student attitudes to direct resources and prevention/education efforts in areas where change may be most needed.
- Surveys will enable institutions to evaluate compliance with Title IX federal mandates and recommendations and facilitate planning of new initiatives based on complement of resources already available on campus.
- Results may inform prevention and education on campus, identifying areas where the campus community is well informed and where it may need more guidance or information. Results may also help institutions reflect on the successes and shortcomings of education and trainings provided to students regarding sexual assault and sexual misconduct.
- Results may identify gaps or barriers in services or resources and information about the context for sexual misconduct (e.g., hotspots where misconduct or violence occurs, reasons for non-reporting, to whom victims make reports, relationship to alleged perpetrators).
- Institutions using similar methods and measures will be able to compare their survey results in a collaborative effort to better understand and ultimately reduce sexual misconduct and improve campus climate.

Survey Specific Implications for Policy and Practice

- #iSPEAK is embedded within a comprehensive campus climate assessment process. This process includes a resource audit prior to the survey to document all campus services and tailor the survey accordingly; provides follow-up methods to gather more detailed information, such as focus groups; provides recommendations for developing an action plan.
- One size does not fit all and campus climate surveys should be tailored with questions specific to each campus, for each university or college to make the data collected meaningful at that institution. #iSPEAK includes several scales that can be modified to each unique campus environment.
- A campus climate survey can be educational. The #iSPEAK survey was done in conjunction with careful outreach planning built on collaboration across campus and offered a way to engage the entire campus community in raising awareness about the issue of sexual violence and allowing students to share their experiences.

Schools utilizing the #iSPEAK tool can take advantage of the visual identity of the survey and use of the name #iSPEAK to promote student involvement.

- Following the 2015 AAU Campus Survey on Sexual Assault and Sexual Misconduct, the AAU released a [Campus Activities Report](), detailing how universities are trying to reduce sexual assault and sexual misconduct on campuses.
- Benchmarking to other HEDS consortium members provides useful information for institutions to compare their campus climate, institutional responsiveness, education impact, and prevalence of unwanted sexual contact and assault to other similar institutions. Review of benchmark data available with HEDS consortium members presents opportunity for institutional reflection to promote future enhancements.
- Data from the HEDS detailed checklist reasons for non-disclosure can be used to improve response of campus officials to disclosure as well as enhance communications about the formal reporting process to increase reporting and disclosure.
- Review of HEDS data from students can be compared to data from faculty/staff/administrators and identify gaps in constituency experiences that may inform student prevention, education, and professional development.

Appendix A: Methodology of Survey Selection

The working group proceeded through a series of steps to identify the surveys included in the detailed review.

Step 1: Each member of the working group for this charge independently curated surveys based on their professional expertise and experience in the field. The working group adopted the following criteria to guide survey selection:
- Available in public domain
- Scientifically supported, based on peer review and/or data on survey reliability and validity
- Benchmarking data available
- Participation of a dozen or more universities
- Personal experience with survey at one's own institution
- General knowledge of the field

The working group also supplemented the list with surveys reported in Wood, L., C. Sulley, M. Kammer-Kerwick, D. Follingstad, and N. Busch-Armendariz. "Climate Surveys: An Inventory of Understanding Sexual Assault and Other Crimes of Interpersonal Violence at Institutions of Higher Education." *Violence Against Women* 23, no.10 (2017): 1249-1267. The following surveys were identified:

Campus Climate Surveys on Sexual Misconduct/Sexual Assault
1. HEDS Campus Sexual Assault Survey
2. Seattle University Campus Climate Project 2015
3. Bureau of Justice Statistics Campus Climate Survey
4. ARC 3
5. #iSPEAK Campus Climate Survey
6. White House Task Force Sample Survey
7. AAU Campus Climate Survey
8. University of Kentucky Campus Climate Survey
9. Johns Hopkins It's on Us
10. University of Oregon Campus Climate Survey
11. SoundRocket

Campus Climate Surveys on Diversity and Inclusion
1. HEDS Diversity and Equity Climate Survey
2. University of Michigan Climate Survey
3. Campus Religious and Spiritual Climate Survey
4. University of Chicago Climate Survey
5. HERI Diverse Learning Environments Survey

Step 2: Members of the working group reviewed each survey for the following information (below) and reported their findings in a shared working document:

- Full survey title
- Weblink to survey
- Original citations for survey
- Core domains measured by survey (e.g., campus climate, institutional response)
- Brief description of survey content
- Target audiences: undergraduate students, graduate students, post-doctoral students, staff, faculty, administrators
- Survey length, including number of items and duration to completion
- Year published or first available
- Strength of scientific validation, including reliability and validity data (not reported, weak, moderate, strong)
- Methods for scientific validation, including sample size, response rate, demographics (age, race, ethnicity, living on/off campus, religion, level of education)
- In public domain (yes or no)
- When to administer (time of academic year and frequency of administration)
- Sample items, response options
- Expert analysis of strengths and weaknesses

Step 3: Members of the working group rated each survey to identify those that would be reviewed in detail in this report.

An online survey was created for each member of the working group to rate each survey. Four members of the working group with expertise in issues of diversity and inclusion rated campus climate surveys on this topic, and three members of the working group with expertise in sexual harassment, sexual assault/violence, domestic violence, dating violence, and stalking rated campus climate surveys on this topic.

Working group members were instructed to rate each survey on a 5-point scale, where 5 is excellent and 1 is very poor. Raters were advised to use information in shared working document and to consider the following qualities when making their ratings:

- Benchmarking, i.e., comparison to other institutions
- Survey length and fatigue, i.e., response rate
- In public domain, i.e., no or low cost
- User friendliness
- Includes views of students, faculty, staff, and/or administration
- Psychometric properties

Step 4: Data were aggregated and campus climate surveys on sexual misconduct/sexual assault with a mean value of 4.00 (good) or greater were selected for detailed review, and campus climate surveys on diversity and inclusion with a mean value of 3.67 (good-fair) or greater were selected for detailed review. If a threshold of 4.00 had been used for the diversity and inclusion surveys, only two surveys would have been selected for detailed review. To increase the number of surveys reviewed in detail and because the University of Chicago Climate Survey and the HERI each had positive attributes based on the expertise of the working group, they were retained and the threshold set at 3.67 for the diversity and inclusion surveys.

Campus Climate Surveys on Sexual Misconduct/Sexual Assault

Survey	Mean	SD
ARC 3	5.00	.00
#iSPEAK Campus Climate Survey	4.67	.47
AAU Campus Climate Survey	4.33	.47
HEDS Campus Sexual Assault Survey	4.00	.00
Bureau of Justice Statistics Campus Climate Survey	4.00	.82
White House Task Force Sample Survey	3.67	.47
University of Kentucky Campus Climate Survey	2.67	.47
Seattle University Campus Climate Project 2015	2.67	.47
Johns Hopkins It's on Us	2.67	.47
University of Oregon Campus Climate Survey	2.67	.47
SoundRocket	2.00	.00

Campus Climate Surveys on Diversity and Inclusion

Survey	Mean	SD
HEDS Diversity and Equity climate survey	4.33	.47
University of Michigan climate survey	4.00	.00
University of Chicago climate survey	3.67	.47
HERI Diverse Learning Environments Survey	3.67	.47
Campus Religious and Spiritual climate survey	3.50	.50

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Appendix B: List of Institutions and Surveys Used

1) Institutions and the Surveys Currently Used
Contact primary author of citation below for list of climate surveys included in their review:
Krause, K. H., R. Woofter, R. Haardörfer, M. Windle, J.M. Sales, and K.M. Yount, "Measuring Campus Sexual Assault and Culture: A Systematic Review of Campus Climate Surveys." *Psychology of Violence*. Online First Publication, October 1, 2018. http://dx.doi.org/10.1037/vio0000209

2) ARC3 Climate Surveys
https://www.lifepathsresearch.org/wp-content/uploads/Bell-Dinwiddie-Hamby-PVS-replication-report-2018.pdf

Institutions:
- University of Washington
- University of Illinois
- Ferris State University
- Ohio University
- Palm Beach Atlantic University
- Tulane University
- University of Iowa (2017)
- University of Oregon
- University of Iowa (2015)
- Penn State Campuses
    - University Park (main campus)
    - Wilkes-Barre
    - Schuylkill
    - Behrend
    - Berks
    - Harrisburg (undergraduate)
    - Abingdon
    - Altoona
    - York
    - Payette
    - Greater Allegheny
    - Worthington Scranton
    - Lehigh Valley
    - Mont Alto
    - Harrisburg (Graduate)
    - Beaver
    - Shenango

- o Hershey
- o Hazleton
- o Dickinson Law
- o DuBois
- o Brandywine
- o New Kensington
- o Great Valley

3) #iSPEAK Campus Climate Survey

- Rutgers University-New Brunswick
- Rutgers University-Newark
- Rutgers University-Camden
- Rutgers Biomedical and Health Sciences (RBHS) School of Public Health
- Rutgers Biomedical and Health Sciences (RBHS) New Jersey Medical School
- Princeton University (used modified version of survey)

4) AAU 2019 Climate Survey Participants

- Boston University
- Brown University
- California Institute of Technology
- Carnegie Mellon University
- Case Western Reserve University
- Harvard University
- Iowa State University
- Massachusetts Institute of Technology
- Northwestern University
- Rice University
- Stanford University
- Texas A&M University
- Johns Hopkins University
- Ohio State University
- University of Arizona
- University of Chicago
- University of Kansas
- University of North Carolina at Chapel Hill
- University of Wisconsin-Madison
- University of Florida
- University of Michigan
- University of Minnesota-Twin Cities
- University of Missouri

- University of Oregon
- University of Pennsylvania
- University of Pittsburgh
- University of Rochester
- University of Southern California
- University of Virginia
- Vanderbilt University
- Washington University in St. Louis
- Yale University

Non-AAU Participating University:
- Georgetown University

Appendix C: Proprietary Surveys

There are vendors with whom institutions can contract to conduct campus climate surveys. The list below represents a sampling of vendors of proprietary surveys. These proprietary surveys are provided since the working group reviewed extensive information about these surveys and they each had some important strengths, but as shown in Appendix A, they did not reach the threshold for inclusion in the detailed review.

Diversity and Inclusion, Sexual Misconduct, Domestic and Dating Violence, Sexual Harassment, Stalking: National Campus Climate Survey % SoundRocket

Brief Description: Sexual misconduct, diversity and inclusion climate surveys
http://www.nationalcampusclimatesurvey.org/

Pricing Information:
Pricing is customized to institution size and need. Contact vendor for information.

Major Strengths:
Sample recruitment and response rate.

Universities Adopting this Survey/Used for Benchmarking:
University of Michigan