

Year 1 Public Description of Work for
Action Collaborative on Preventing Sexual Harassment in Higher Education

Yale University

Analytical Strategy for Climate Survey Data

This Action Applies to Rubric Item(s): Evaluation 26 and 28

Description of Work:

Since the fall of 2019, the Yale Office of Institutional Research and the University Title IX Steering Committee have collaborated on the analysis of Yale's results from a campus climate survey of students administered in 2019 (2019 survey). Our analytical strategy has been to apply methodological approaches typically employed in the quantitative, social and behavioral sciences as a means of answering key stakeholder questions that go beyond the baseline data provided from the survey. This additional and targeted analysis is consistent with the recommendations of the 2018 NASEM report (particularly items 26 and 28 in the Year 1 Rubric).

Yale has conducted campus-wide climate surveys in 2015 and 2019, and with each iteration of the survey, Yale has attempted to glean as much information as possible about the experiences of members of the community so that we can better design our programs and approaches to preventing and addressing sexual misconduct. This initiative differs in that, for the 2019 survey results, we are applying more detailed analyses to help answer key stakeholder questions, as discussed below.

First, unlike previous analysis that focused on aggregate-level data that presents important descriptive analysis (e.g., overall percentages and percentage differences between groups), our approach to the 2019 survey results looks at both the individual- and incident-level data. This allows us to disaggregate the survey data and to ask specific questions related to the impact that individual-level characteristics such as race/ethnicity, gender identity, sexual orientation, citizenship status and disability have on student experiences of sexual misconduct. The use of individual-level data also makes it possible to disentangle the distinct experiences of undergraduate and graduate/professional students by creating subsets of the data according to the student's University affiliation. Second, the use of incident-level data allows us to apply specific statistical modeling techniques such as latent class analysis (LCA) to categorize experiences of sexual assault into specific types based on specific factors like location of assault, coercive tactics, and other relevant characteristics. Third, Yale analysts apply various statistical modeling techniques that include descriptive (e.g. percentages, means, etc.), bivariate (correlations, t-tests, chi-square tests), psychometric (factor analysis, LCA), and multivariate regression (OLS, logistic, Poisson, multinomial) to meet the needs of each research question of interest. Some of the areas of analysis we are exploring are listed below:

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- *Student experiences of sexual misconduct.* What do we know about the broader context within which sexual misconduct occurs? Can specific factors be identified that allow us to predict higher risk based on specific factors available in the data (e.g. race/ethnicity, class year, gender identity, undergraduate vs. grad, citizenship/resident status, disability status and demographic controls like age and marital/relationship status)?
- *Student reactions and actions after experiencing sexual misconduct.* What can we learn about student reporting and awareness of University resources following an experience of sexual misconduct? Who reports and who does not? Can barriers to reporting be identified and do barriers have statistically significant relationships to specific student characteristics like class year, race/ethnicity, or gender identity/LGBTQ status?
- *Evaluating experiences of harm in the context of different forms of sexual misconduct and assessing if these experiences align with University accommodations for students.* What are the most frequently reported harms by type of sexual misconduct and do these differ among groups? Secondly, is there a relationship between experiences of harm and likelihood of reporting?
- *Location where reported sexual misconduct occurs and any measurable change in these patterns over time.* Is there any change over time in the locations where sexual misconduct occurs? Are there systematic patterns in the type of sexual misconduct experienced, the location of the experience, and characteristics of the experience such as relationship to the perpetrator?
- *Information about bystanders, their awareness of sexual misconduct and bystander scenarios.* Is there any effect of “time at Yale” and/or age that might influence (a) the students’ ability to recognize when a peer experiences sexual misconduct and (b) how reporting potential risk to University resources is handled? Is there a relationship between student characteristics such as gender identity, race/ethnicity, class year, etc. and knowing the steps to take when witnessing or being made aware of sexual misconduct? Finally, what are the most commonly reported barriers to reporting peer sexual misconduct experiences?
- *Issues related to faculty and sexual misconduct, with emphasis on faculty reactions to graduate and professional student disclosures of sexual harassment.* Are there any factors that are associated with how faculty react to student disclosures of sexual misconduct? Do faculty react differently to reports of faculty-initiated sexual misconduct (with emphasis on faculty-initiated harassment)?

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Currently, the Yale team is primarily involved in data management, data cleaning, and statistical modeling. Several internal presentations of initial results have been provided to University leadership and to the Title IX Steering Committee with plans for additional work under way. Based on these presentations, the Title IX Steering Committee hopes to identify programmatic initiatives to address the findings from the analyses. For additional information about the analyses described above, please contact the Yale Title IX Office at titleix@yale.edu or 203-432-6854.

Website for further information (if applicable):

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