

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

University of Miami

**Revising and Re-imagining the Collection of Campus Climate
Information**

This Action Applies to Rubric Item(s):

23- Conducting a Climate Survey

24- Conducting qualitative research on the experiences of sexual harassment

25- Publicly sharing the results/ data from evaluation work **Description of Work:**

Purpose

The University of Miami is committed to creating an environment free from all types of sex-based and gender-based discrimination. Consistent with this goal, the University seeks to understand the current climate of the campus as it relates to these issues in order to develop programming and resources that best meet current community needs. The University first conducted a Campus Climate Survey five years ago. While the survey has provided great insight, this year the University engaged in a conscious effort to:

- Revise the Campus Climate Survey to increase participation and make it a more informative experience for surveyors
- Develop new ways of collecting campus climate information to supplement the data from the Survey
- Re-imagine the way in which Campus Climate Survey data has been analyzed in the past to incorporate stakeholders into the analysis process and to increase broad communication of the data collected to the campus community

Revising the Campus Climate Survey to increase participation and make it a more informative experience for surveyors

The University engaged in a question by question review of the Campus Climate Survey with the goal of increasing clarity and ease of use by survey-takers; the purpose of the revision would be to increase participation and also provide a better experience for participants.

One way in which this was accomplished was by revising the introduction of the survey. The introduction was tweaked to better explain the purpose of the survey by expanding on the why of the survey (better address campus needs) rather than just the what (collect information about student experiences). Another way in which this was accomplished was by tweaking the

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introduction from simply explaining the survey as a confidential tool that would not result in a report to the University's TIX Office, to also including the way in which individuals could report to the University if interested.

Another way in which this was accomplished was by narrowing the focus of the survey to the specific experiences of misconduct, which resulted in a shorter survey. An approach was discussed by which rape myth questions might be rotated into the survey in the future; however, in order to encourage student participation, we found that providing a shorter survey that could be easily completed on a mobile device was very important. On the other hand, we recognized the importance of allowing interested students the opportunity to provide more information on some of their experiences so options within the survey were generated so that if an individual responded yes to a question they would have an opportunity to answer more questions about that issue if interested.

One last adjustment we did was ask a question to allow international students to self-identify so we could assess a population on which we previously were not getting specific information.

Developing new ways of collecting campus climate information to supplement the data from the Survey

Especially in the context of providing a shorter Campus Climate Survey, a need for developing other information collection tools to supplement survey data arose as a need. The University's undergraduate public health program spearheaded this effort by partnering with the undergraduate Dean of Students Office to offer a community health practicum opportunity tasked with assessing campus sexual misconduct (CSM). The semester-long project involved academic literature searches geared towards thoroughly understanding CSM and system-wide efforts to evaluate and address in CSM; the development of quantitative and qualitative measures to collect data from students and major service providers on campus; data collection via surveys and one-on-one interviews; and the analysis of the data collected; and a summation of findings, including recommended action items. Major service providers who participated in the assessment include representatives from the Counseling Center, Dean of Students Office, Title IX Office, Sexual Assault Resource Team, Student Health Service, President's Coalition on Sexual Violence Prevention and Education, and University of Miami Police Department. Recommended actions were organized into the following categories that aligned with topics of assessment: training, survivor support, efficiency, service availability, and student knowledge of services.

Re-imagining the way in which Campus Climate Survey data has been analyzed in the past to incorporate stakeholders into the analysis process and to increase broad communication of the data collected to the campus community

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Research on Campus Climate Survey shows that individuals who are willing to complete these surveys are often motivated by hope that sharing their experience will have an impact on their community through applied use of survey data. An opportunity that was identified by our team was the opportunity to engage students in the analysis of data to further engage them in the Campus Climate Survey process. Dr. Ashley Falcon, who teaches a public health statistics and data management course in the undergraduate public health program, identified this opportunity as a way to engage her class in a service-learning opportunity that both gives students the opportunity to develop analytical skills using real-world data and provides an important service to the University of Miami community. A representative from the Title IX Office will serve as the community partner that works alongside the class to provide background about the importance of the project, as well as guidance on data interpretation and deliverables (e.g. data visualizations created for the community).

Website for further information (if applicable): www.miami.edu/titleix

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