

THE
MIT
**CAMPUS CLIMATE
SURVEY:**
PROCESS, METHODS, &
RESULTING FRAMEWORK



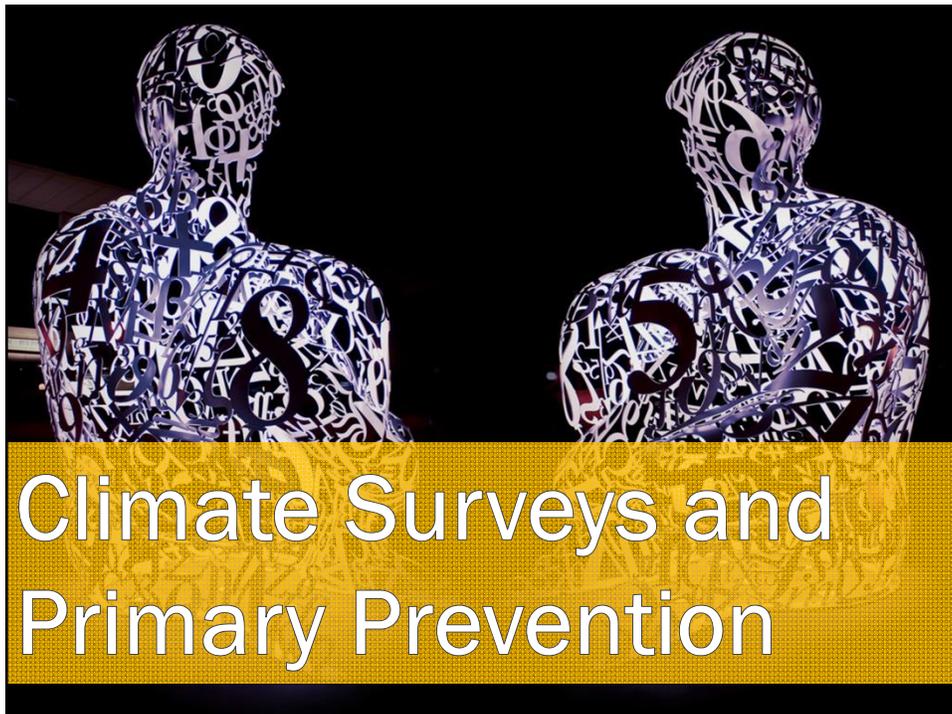
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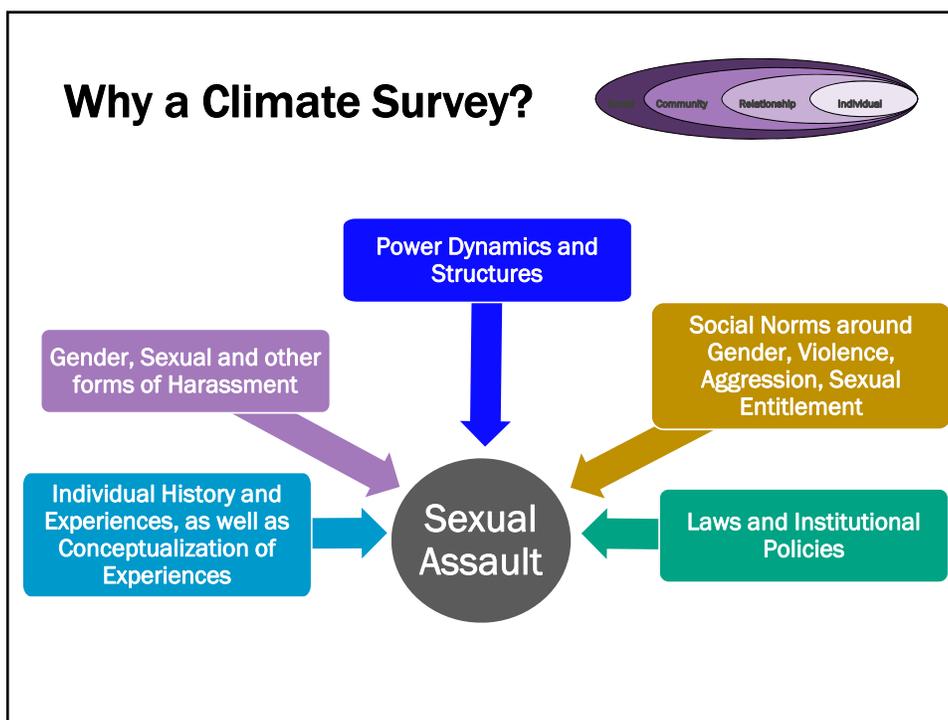
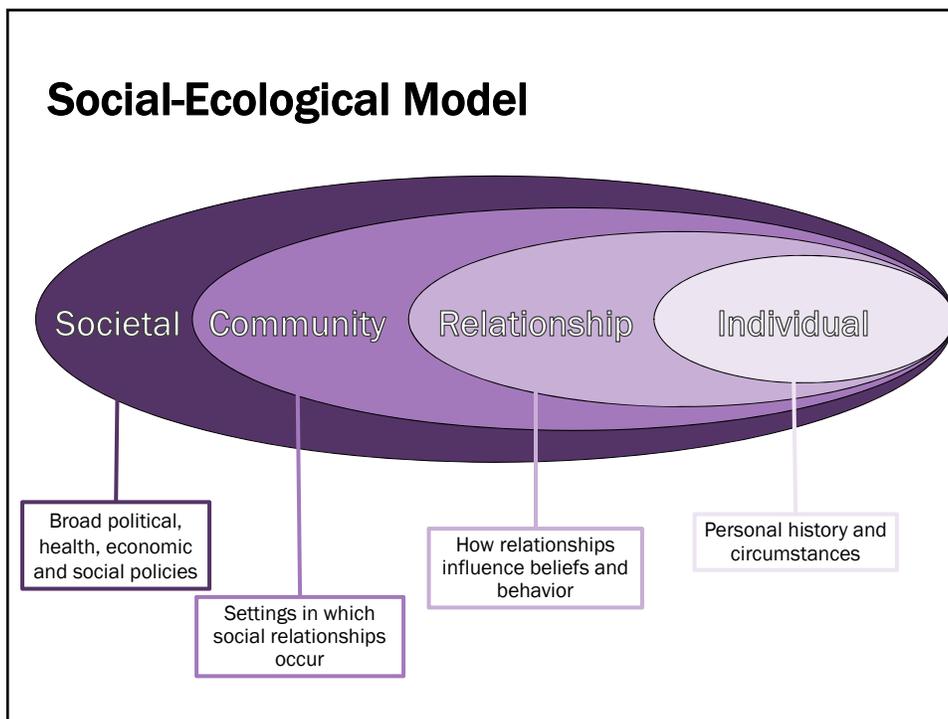


Agenda

- Climate Surveys and Prevention
- The MIT Survey
 - Campus Context
 - Process & Challenges
 - Lessons Learned
- Gathering Quality Data
- General Climate Survey Framework



Climate Surveys and
Primary Prevention



Climate Survey Data and Prevention

72%

of survivors indicated that the **perpetrator was another MIT student.**

Approximately

one third

of undergraduate respondents agree or strongly agree that sexual assault and rape happen because **men can get carried away in sexual situations once they've started.**

62% of females and

43% of males

reported **hearing someone suggest or imply women don't have to meet the same standards that men do to get into MIT.**



The Boston Globe

MIT survey sheds light on sexual assaults on campus

Far-reaching survey, rare among colleges, called step for change

TIME Campus Sexual Assault

U.S. SEXUAL ASSAULT

The Troubling Statistic in MIT's Sex Assault Survey

Eliza Gray @elizagray | Oct. 29, 2014

Published on Tuesday, October 28, 2014 by Common Dreams

With Groundbreaking Transparency, MIT Releases Report on Campus Sexual Assault

'We face a serious problem,' university chancellor says
by Deirdre Fulton, staff writer

MIT Becomes Highest Profile University To Disclose Data On Sexual Assaults

BY TARA CULP-RESSLER | OCT 28, 2014 10:48AM

MIT Sexual Assault Survey Finds Many Female Undergrads Downplay Their Own Attacks

Posted: 10/27/2014 1:49 pm EDT | Updated: 10/27/2014 3:59 pm EDT

EDUCATION OCTOBER 28, 2014

Why Doesn't MIT Trust Its Own Students to Recognize Sexual Assault?

The problems with the university's new survey

NEW REPUBLIC

Reif 'disturbed' by results of MIT's sexual assault survey
One in six female undergrad respondents report having been sexually assaulted while at Institute

The New York Times

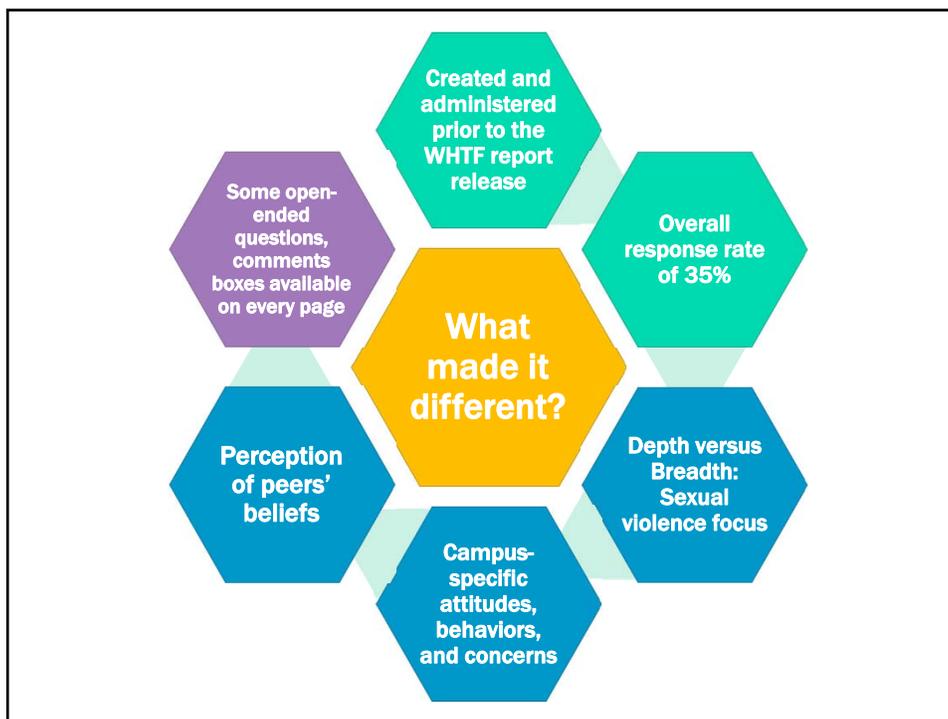
Rare Survey Examines Sexual Assault at M.I.T.

By RICHARD PÉREZ-PEÑA OCT. 27, 2014

"....there have been few surveys that looked at experiences and attitudes at particular colleges — and victim advocates said they knew of none with **the clarity and depth of the M.I.T. survey.**"

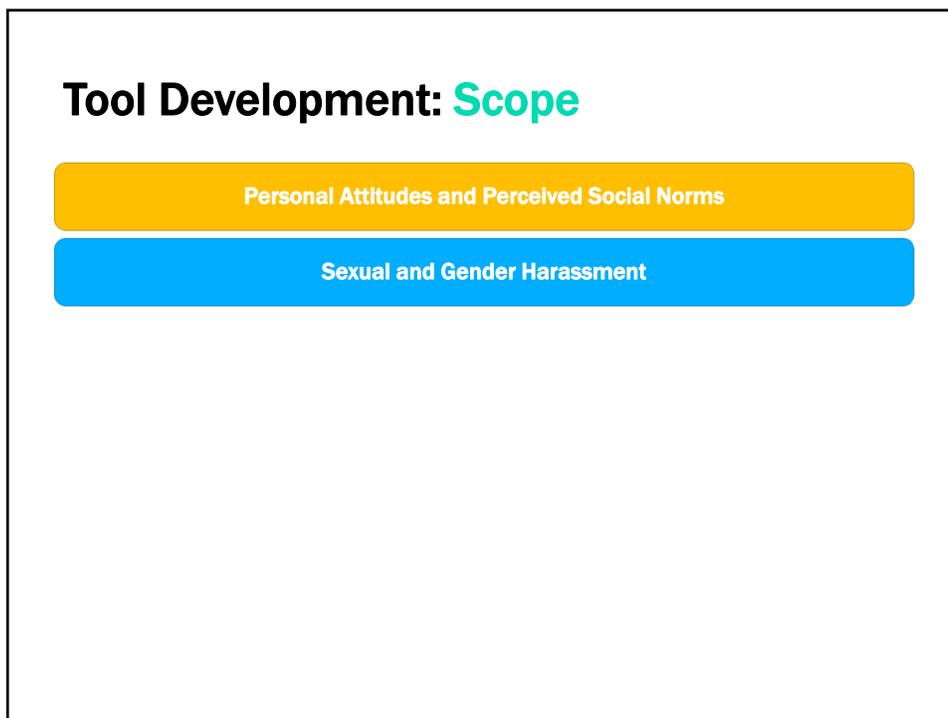
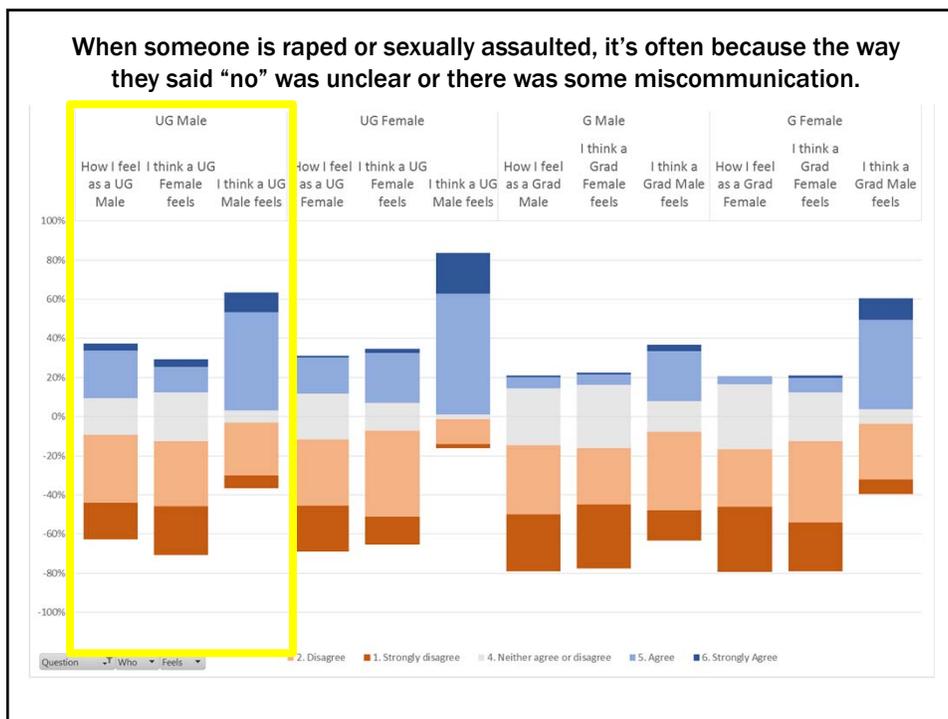
"Andrea Pino, an activist who has helped file federal complaints about sexual assault against dozens of colleges, said she hoped other colleges would follow M.I.T.'s example. She said **the institute's survey covered more ground than any she had seen, and did not muddy matters with vaguely worded questions, as some surveys have done.**"

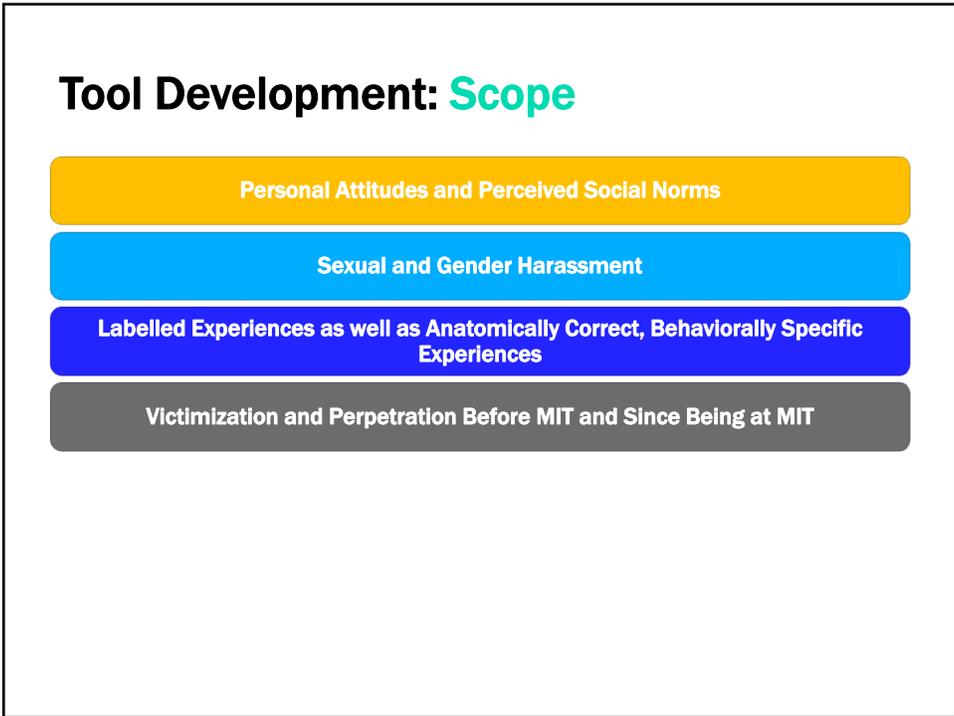
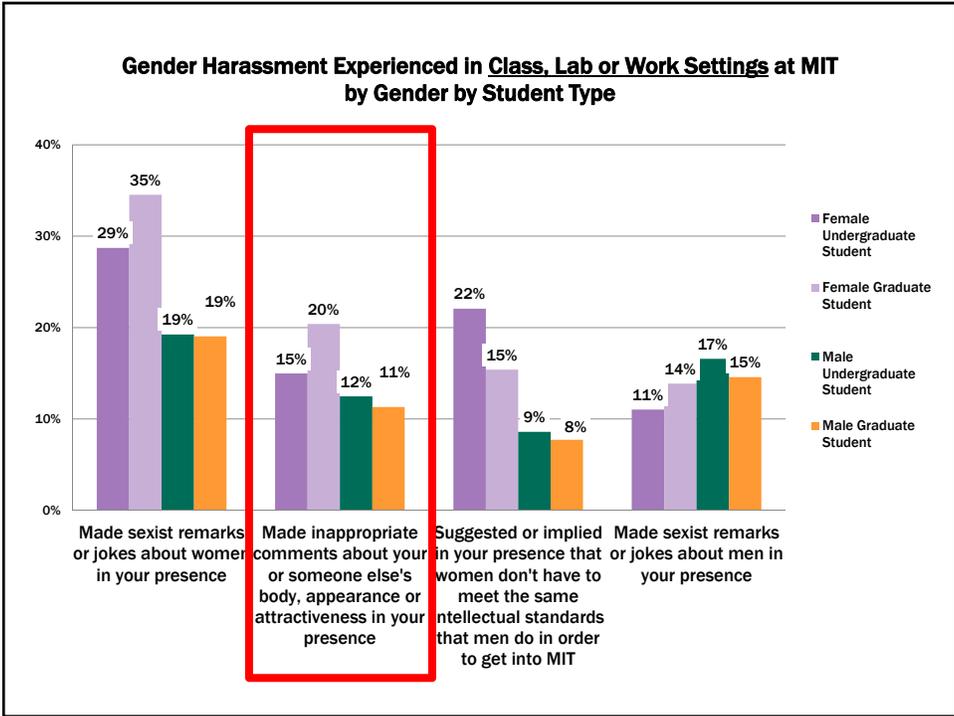
<http://tech.mit.edu/V134/PDF/V134-N50.pdf>
<http://www.commondreams.org/news/2014/10/28/groundbreaking-transparency-mit-releases-report-campus-sexual-assault>
http://www.nytimes.com/2014/10/28/us/rare-survey-examines-sex-assault-at-mit.html?_r=0
<http://thinkprogress.org/health/2014/10/28/3585323/mit-sexual-assault-climate-survey/>
<https://www.bostonglobe.com/metro/2014/10/27/mit-survey-female-students-report-being-victim-sex-assault/n5Eg0nc3FKA9H0vR4nEVP/story.html>
<http://time.com/3544323/mit-survey-sexual-assault-college-campus/>
http://www.huffingtonpost.com/2014/10/27/mit-sexual-assault-survey_n_6054388.html
<http://www.newrepublic.com/article/120018/mit-sexual-assault-survey-discrepancies-sexual-assault-numbers>



Tool Development: **Scope**

Personal Attitudes and Perceived Social Norms





WHILE AT MIT		
SEXUAL ASSAULT THROUGH FORCE, THREATS OR INCAPACITATION		SEXUAL HARASSMENT, SEXUAL ASSAULT, RAPE, OR SEXUAL COERCION
17%	UNDERGRAD WOMEN	35%
5%	UNDERGRAD MEN	14%
5%	GRAD WOMEN	16%
1%	GRAD MEN	5%

Tool Development: **Scope**

- Personal Attitudes and Perceived Social Norms
- Sexual and Gender Harassment
- Labelled Experiences as well as Anatomically Correct, Behaviorally Specific Experiences
- Victimization and Perpetration Before MIT and Since Being at MIT
- Reporting, Telling, and Responses

Telling and Reporting

Not serious enough (72%)/Not clear harm was intended (55%)

Ashamed (36%)/Partly or all my fault (44%)

Didn't want action taken (47%)

Didn't want to get them in trouble (30%)/Ruin their life (28%)

No proof (25%)

Tool Development: Scope

Personal Attitudes and Perceived Social Norms

Sexual and Gender Harassment

Labelled Experiences as well as Anatomically Correct, Behaviorally Specific Experiences

Victimization and Perpetration Before MIT and Since Being at MIT

Reporting, Telling, and Responses

Outcomes and Impacts

Hypothetical Resource Utilization



Motivation and Environment

New, progressive policies were in place

Lots of movement on Title IX structure within institution

January, 2014: Breaking Silence, MIT Tech

New Chancellor begins February, 2014

February 7, 2014: President responds publicly

February 7, 2014: Chancellor is charged with gathering data on sexual assault at MIT

March - May, 2014: Listening sessions

January, 2014: Breaking Silence, MIT Tech



Before, as a consequence of post-traumatic stress, I dreamed every night that a different man raped me. In excruciating detail, I dreamed myself being raped by my closest friends, men I have loved and trusted, my family, and men I have purely imagined. Faithfully, every night, men would sink into my dreams and find me. Each night was a new and complex scenario; each rape I was unprepared for and took me by surprise. I woke up each morning, shaking, crying, and needing to throw-up everything I had eaten the previous evening.

Now, my dreams have not ceased, but the content has dramatically changed. I dream of telling my boss, the police, and my entire family of what happened. In my nightmares, no one believes me, and I am thrown out of the room. I never know precisely who to tell, or how. My words are never adequate or sufficient. I am tormented by this worry in both my waking and sleeping hours alike.

<http://thetech.com/campus-life/58510/sexualassault-v133-n64>

February 7, 2014: President Reif's Email to Campus

“The suffering she describes breaks my heart. And — as we know from years of campus reporting about sexual assault and from the comments posted on her letter — she is not alone. That such betrayals occur in our community makes me profoundly sad and angry. Nothing could be further from our ideal of a community founded on respect, decency, sympathy and kindness.”

<http://newsoffice.mit.edu/2014/letter-to-mit-community-regarding-sexual-assault>

Chancellor is Charged with Addressing Sexual Assault at MIT

“As Chancellor Cynthia Barnhart begins her new role, **I have asked her to make the subject of sexual assault a central priority.** The community **deserves a rigorous assessment of the nature and extent of the problem of sexual assault at MIT.** We all need to be aware of what MIT is doing as an institution to try to prevent sexual assault, to respond with understanding and fairness, and to provide survivors with the help they need. And we need to decide where we should do more. **I have asked the Chancellor to deliver a report to me by the end of the spring semester, so we can take any needed action.**”

Explicit assignment of responsibility

Instructed to gather data

Firm, public deadline

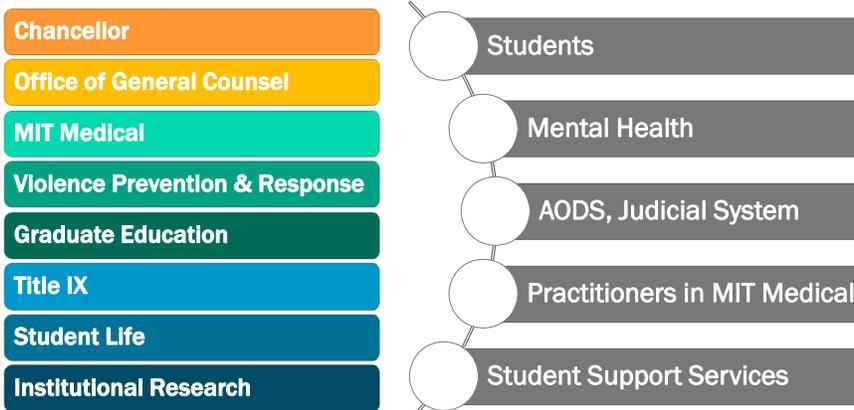
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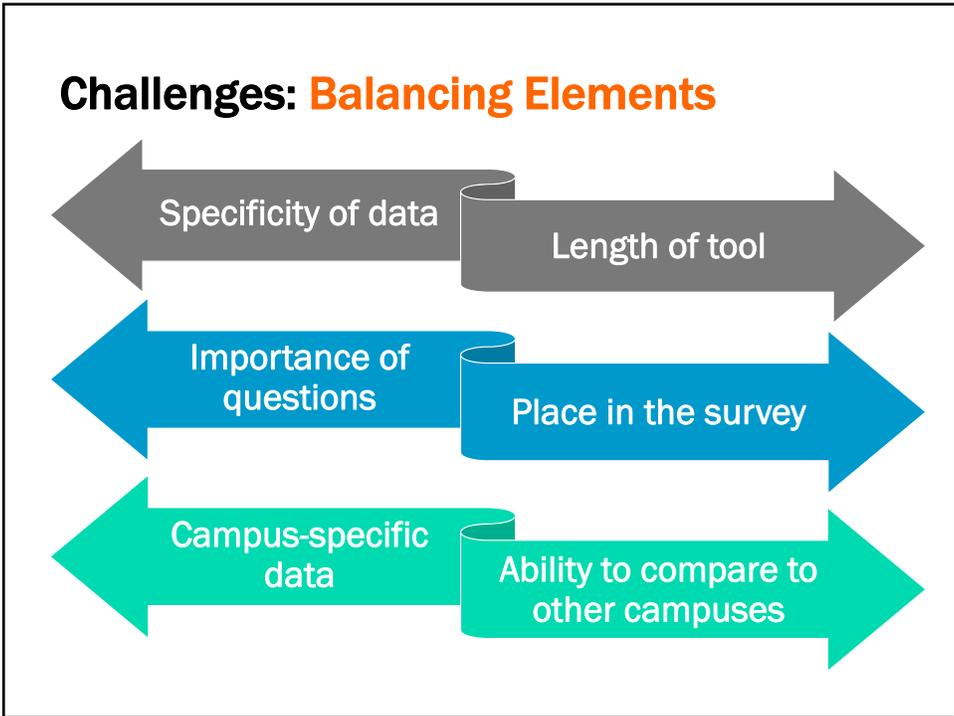
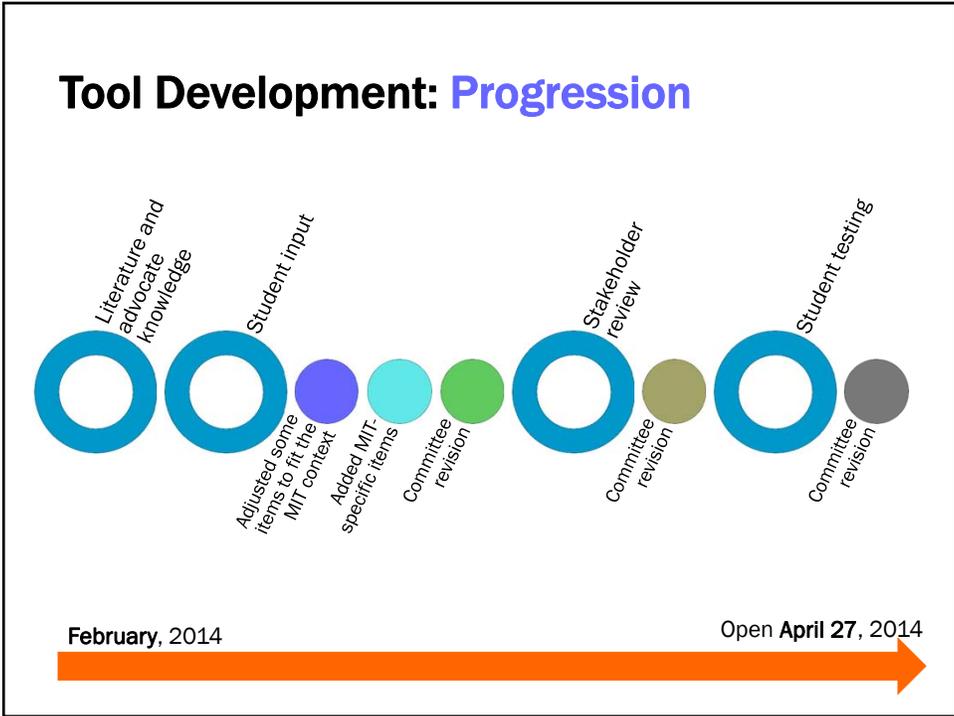
March - May, 2014: Listening Sessions

“I’ve been recently trying to work—because of alphabets, **I must sit next to my abusive ex-boyfriend at commencement.** And I’ve been trying to work with everyone who’s in charge of commencement to see what the options are with that.... All my interactions with them have been oddly aggressive and **have made me feel very cornered** and **very much like I’ve done something wrong** and **that it’s weird that I’m making these requests** or **that it’s not something worthwhile** talking about over the complexities of commencement, because it’s complicated. So that’s been my experience.”

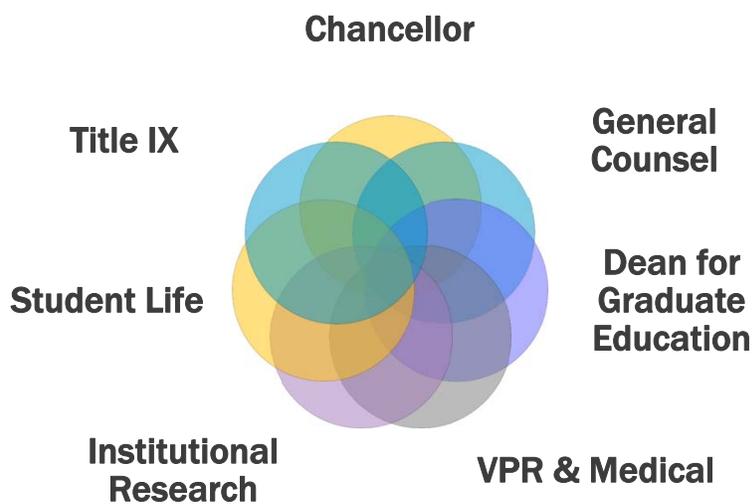


Committee & Stakeholder Support





Challenges: **Building Consensus**



Lessons Learned



Lessons Learned: **Planning in Advance**

Specific questions that data will answer

Go to the literature for guidance

Roles in group

Decision-making process and structure

Analysis and dissemination plans

Timeline for every step of the process

Lessons Learned: **Feedback and Revision**

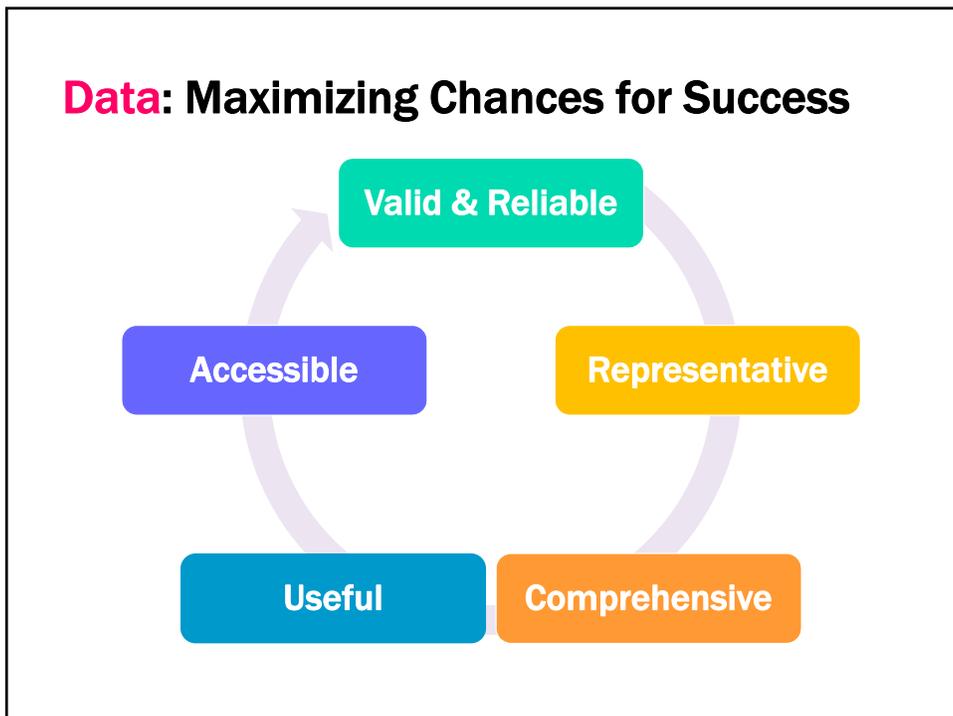
Open-ended response opportunities are extremely valuable

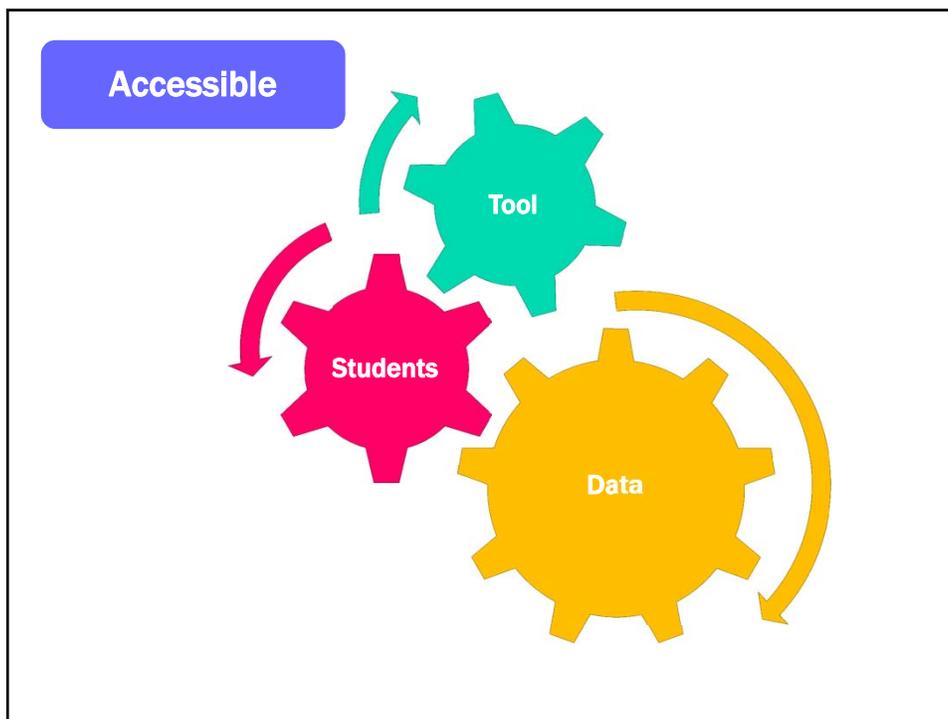
Possible Item Changes

- Connection between unwanted experiences and tactics
- Male victimization
- Ability to separate location of assaults – fraternities, sororities, and living groups as compared to MIT dorms

Formatting

- Shorten to reduce drop-off





Accessible

Student Perspective: Barriers to Access

 Affordability	Can I afford to spare the time to complete this? What's the incentive?
 Availability	How long is it open for? Can I complete part of it and finish later?
 Accessibility	What do I have to do to access it? Can I take it on my phone?
 Accommodation	Can students with disabilities and/or ESL students take it? How might it be modified?
 Acceptability	Is this something I'm comfortable answering? Does it reflect my experience?

Penchansky R, Thomas JW. The Concept of Access: Definition and Relationship to Consumer Satisfaction. Medical Care. 1981;19(2):127-40.

General Framework



General Framework Handout

Overview of Considerations for Planning and Implementing a Campus Survey

Stakeholders

Who has the power to draw attention to and garner support for the climate survey?
 Which stakeholders do we need support from for this to be successful?
 Who needs to know that we are working on a campus climate survey so that no one is caught off guard or surprised down the road?
 Who should be asked for input on one or more drafts of the survey?
 Who should be involved in developing the tool itself? In analyzing the data? In planning and executing a communication/dissemination plan?

Stakeholders vary by campus, but may include: members of the administration, the Chancellor, Dean of Student Life, Residential Life, Academic Advisors, Mental Health/Counseling, Alcohol and Other Drug Services, medical practitioners on campus, disciplinary or judicial board staff, Institutional Research, Title IX office, News/Communications/Publicity office, sexual assault advocacy center or victim advocates (if there aren't any on your campus, bring in community-based advocates), education and prevention specialists that may want to know certain things specifically for educational programs, students (including specific groups like minority groups, those involved in Greek life, athletic teams, etc.), faculty, staff and other relevant offices or persons. Survivors of sexual assault are one of the most important groups of stakeholders, so be sure to include voices from the group in some capacity, e.g. through advocates, survivor support groups, focus groups, students groups that work on issues of sexual assault, etc.

Management and Logistics

How will the group working on the survey make decisions? What will the decision-making process look like? Is there a leader of the group?
 When do we need this data by?
 What is our overall timeline? What tasks need to be achieved by certain dates?
 What approval do we need (e.g. from the IRB or other departments)?
 Do the appropriate people in the group have the necessary training and certification to do this (e.g. human subjects training)?

General Framework



Climate Survey Team Handout

Selecting Members of Your Campus Climate Survey Team: Expertise, Skills, and Abilities

General Skill Areas	Specific Skills, Abilities, and Activities	Fill in examples of possible offices, people, or other resources that would help to fulfill this need on your campus: (Note: also consider community resources as well as consultants and survey companies)
Political Clout, Influence, and Power	Power to garner support and political will on campus, and ability to assemble necessary individuals to work on the survey	<i>Example: Chancellor, Provost, or Dean of Students</i>
	Communicate with all relevant stakeholders to get a sense of what they would like to see in the survey or be able to do with the data	
Leadership and Management	Ability to clearly articulate goals for the survey including specific questions to be answered with the data	
	Leadership and management of group, as well ability to make decisions or enforce decision-making structure	
	Ability to guide the group in creating a clear, concrete analysis plan	
	Ability to guide the group in creating a clear, concrete dissemination plan including rough timeline	

Why Does This Matter?

I am extremely grateful that the issue of sexual assault at MIT is being seriously considered and addressed to make the campus a safer place for all students.

This was an excellent survey. Written with great empathy for people who have been victims of sexual trauma or who exist outside of the gender binary.

I have been waiting for a survey like this to share my story anonymously. It was difficult, but I would do anything to help prevent sexual assault in the future.

QUESTIONS?



Survey Results

For information on results:
<http://web.mit.edu/surveys/health/MIT-CASA-Survey-Summary.pdf>
<http://web.mit.edu/surveys/health/slides/>

Instrument is available to the public:
<http://web.mit.edu/surveys/health/MITCommunityAttitudesonSexualAssault-Survey.pdf>