



OFFICE OF THE CHANCELLOR

**Berkeley**  
UNIVERSITY OF CALIFORNIA

# MyVoice: Survey Implementation Overview & Lessons Learned

Prepared by the MyVoice Working Group



# MyVoice

## Survey Implementation Overview & Lessons Learned

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# Acknowledgements

White House Task Force to Protect Students  
from Sexual Assault's Student Action Packet on Campus  
Climate Surveys

Rutgers University Center on Violence Against Women  
and Children's Lessons Learned Guide & Tools

Oregon Attorney General's Sexual Assault Task Force's  
Campus Climate Survey Toolkit

MyVoice Working Group

PATH to Care Center

Special Faculty Advisor to the Chancellor on SVSH

Chancellor Carol Christ

Public Affairs Team

# Introduction to MyVoice



MAKE  
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The goals of the MyVoice Survey are to inform campus prevention, intervention, and response efforts; tailor campus programs and services to the needs and strengths of the campus; learn UC Berkeley's protective and risk factors for SVSH (Sexual Violence and Sexual Harassment); acquire a prevalence rates baseline; act as a consciousness-raising and educational tool; and serve as a pathway to share experiences and perspectives.

### PROMOTING PREVENTION

Prevention has been the driving theme of the entire effort. The Working Group embarked on the MyVoice project in order to gather knowledge that will help UC Berkeley prevent harm from occurring and offer the best support to those who have experienced harm. Many past surveys on SVSH on other campuses, which we consulted, focus primarily on the student experience. Our decision to survey the entire community -- students, faculty and staff -- was made with the understanding that the norms and behaviors of each group affect the others, and that our campus community as a whole needs to learn to incorporate prevention into their everyday actions. Our aim is to be able to identify misperceptions and maladaptive norms in order to develop corrective interventions as well as highlight and reinforce existing positive and prosocial norms. A section of the survey instrument thus focuses specifically on gathering data that can be used in social norms campaigns, which have been shown to be an effective way to create behavior change in communities<sup>1</sup>.

The MyVoice project embodies this focus on prevention in a number of dimensions:

- Focus, in the survey instrument, on beliefs, norms, and attitudes

- Deprioritization of incident rates in the survey instrument and related discussions
- Designing the instrument to understand where and why harm happens and what can be done to stop it
- Emphasizing prevention in every presentation and awareness activity regarding the survey
- Ensuring that the subsequent Action Plan, not the survey itself, is the project priority
- Promoting prevention efforts in the action plan
- Surveying the entire campus population

### SURVIVOR CENTERED

Caring for survivors, understanding trauma, and making resources available has been integral to the entire process, including designing, publicizing, and distributing the survey. Recalling incidents of violence and harassment can be difficult, disturbing, and disruptive. Existing research indicates that while such

“SVSH” refers to sexual harassment, dating and intimate partner violence, sexual assault, stalking in this report as the survey covered each of these types of harm equally.

<sup>1</sup>“Social Norms Approach.” Welcome to the National Social Norms Center, Michigan State University, [socialnorms.org/social-norms-approach/](http://socialnorms.org/social-norms-approach/).

## Values: Promoting Prevention, Survivor Centered, Intersectionality, and Inclusivity

surveys generally do not retraumatize, they may impact affectual dimensions<sup>2</sup>. We deemed it critical to the success of the survey to minimize negative impacts on survey takers, in particular survivors. Below are four methods the Working Group and NORC developed to support survivors throughout the process of marketing and administering the survey:

- ▶ Constructing the incidence reporting section of the survey instrument to minimize the burden of recall
- ▶ Ensuring that each page of the web-based survey offered a link to resources
- ▶ Creating a self-care guide and sharing it alongside all publicity materials, thus informing community members about options for support as well as strategies for handling the content of the survey
- ▶ Offering opportunities for individuals to complete the survey at locations of support and empowerment such as resource centers

### INTERSECTIONALITY AND INCLUSIVITY

Individuals from marginalized communities (e.g. women, LGBT+ people, people of color, people

with disabilities) experience violence at higher rates at the same time that they may face higher barriers to support and resources<sup>3</sup>. The Working Group, in consultation with campus stakeholders, was concerned with capturing the intersectionality of oppressions, in society broadly as well as on our campus specifically, and the corresponding impact on issues of sexual violence and harassment, relationship violence, and stalking. For those reasons, it was critical to ensure that vulnerable populations had access to and support around the survey. To that end, NORC and the Working Group took the following measures:

- ▶ Ensured that the web-based survey adhered to WCAG 2.0 AA accessibility standards
- ▶ Provided paper surveys to those without access to computers at work
- ▶ Ensured access in at least 3 languages, including the two most common languages (Spanish, Chinese) among populations with limited English proficiency
- ▶ Considered the values communicated in the marketing, including the name of the survey

<sup>2</sup> Krebs, Christopher, et al. Campus climate survey validation study: Final technical report. BJS, Office of Justice Programs, 2016.

<sup>3</sup> Centers for Disease Control and Prevention. "NISVS: An overview of 2010 findings on victimization by sexual orientation." Retrieved on 1.22 (2010): 16.





# Project Components and Necessary Infrastructure

A close-up photograph of a person's face, focusing on their mouth and nose. They are smiling broadly, showing their teeth. They have vibrant purple lipstick on. The background is blurred, suggesting an outdoor setting. The text 'MAKE YOUR VOICE COUNT' is overlaid on the left side of the image in a white, sans-serif font.

MAKE  
YOUR  
VOICE  
COUNT



A campus-wide survey is a significant undertaking. Ensuring that the university has the capacity to take on this initiative, and do it well, is crucial. A campus-wide survey initiative takes significant moral and logistical support from administrators. The MyVoice survey was endorsed by the Chancellor and publicly supported by Vice Chancellors and other administrators in the Chancellor's Cabinet.

A campus survey requires significant staffing, including one or two lead coordinators who can commit significant time to lead the initiative, a Working Group representing different stakeholders on campus, and staff support for the Working Group and its many activities.

A strong network focused on the prevention and response to violence and harassment on the campus is a critical support structure. In the case of the MyVoice Survey, this network - composed of specialists in survivor support; prevention; equity and inclusion; legal services; investigators; adjudicators; and individuals supporting healthy climates in academic divisions, residential units, athletics, and more - provided a much needed sounding board, amplified lesser known issues and perspectives, and extended the reach of the Working Group.

#### **WORK PLAN**

The MyVoice Survey was spearheaded by a cross campus Working Group of staff, graduate and undergraduate student leaders, faculty, practitioners, and data analysts. The members contributed expertise in key areas, including survivor support, prevention, equity and inclusion, and survey techniques. The Working Group met for a minimum of an hour and a half weekly for over 15 months (May 2017-July 2018). A staff assistant worked 20 hours per week supporting the Working Group and its activities for 7 months.

#### **WORKGROUP**

- Joy Evans, PATH to Care Center
- Sharon Inkelas, Special Faculty Advisor to the Chancellor on SVSH
- Amber Zeise, PATH to Care Center
- Mari Knuth-Bouracee, PATH to Care Center
- Andrew Eppig, Division of Equity & Inclusion
- Rachel Gartner, Graduate Assembly
- Amber Machamer, Office of Planning and Analysis
- Jillian Free, Student Advocate's Office
- Angelica Stacy, Office of Faculty Equity and Welfare
- Denise Oldham, Office for the Prevention of Harassment and Discrimination
- Khira Griscavage, Office of the Chancellor
- Therese Leone, Office of Legal Affairs
- Jennifer Johnson-Hanks, Professor of Demography and Sociology

The Working Group members all carved out time from their full-time jobs to do this work. Absent that flexibility, it would have been necessary to hire a coordinator or project manager, adding to the cost of running the survey.

#### **FUNDING**

Private donors fully funded the direct costs of the MyVoice Survey. In 2016, UC Berkeley leaders and the Chancellor's Senate/ Administration Committee on Sexual Violence and Sexual Harassment had already identified a survey as a campus priority. Two key donors

with an interest in ensuring that UC Berkeley improve prevention and response efforts subsequently directed their support toward this project.

Running a successful campus-wide survey has many costs. The MyVoice survey operated with a visible budget of \$150,000. However, as noted above, much of the labor cost of the MyVoice survey was invisible, due to labor contributed by divisions on campus via the Working Group.

The costs of running the survey, indicated in the table below, covered contracting with an outside vendor to do the survey design, testing, programming, and subsequent data analysis; contracting with a marketing team for a publicity plan; provision of monetary incentives to encourage all populations to take the survey.

**MyVoice Survey Budget**  
(without in-house labor)

PHASE	AMOUNT	TIME-FRAME
Survey design, testing, programming	\$47,000	7/2017-11/2017
Marketing (including production of creative materials)	\$11,000	1/2018-3/2018
Incentives	\$44,500	2/2018-3/2018
Data analysis and report generation	\$47,500	4/2018-7/2018
Total	\$150,000	7/2017-7/2018

## VENDOR/CAMPUS PARTNERSHIP

While UC Berkeley has in-house capacity to launch campus-wide surveys, the decision was made in this case to contract with an outside survey research firm to design and administer MyVoice. Two factors that went into this decision. First, the Workgroup wanted a team with prior experience designing SVSH surveys, given the sensitive nature of the questions to be asked. Second, the Workgroup wanted an outside body to interact with survey takers, in order to ensure that no campus office would be able to link survey responses with campus identifiers. It was important to inculcate trust in survey takers that their answers would remain confidential. After a nationally competitive bidding process in summer 2017, the Workgroup selected NORC as the outside survey firm partner. As described in section Instrument Construction (15), the Workgroup spent months working with NORC to ensure that the survey questions were trauma-informed, covered all desired topics, and would provide actionable results.

## RESOURCE AUDIT

In order to accurately gather data in the survey on available resources in the community, NORC and the Working Group required a thorough picture of resources and their functions. To this end, two of the Working Group members conducted a campus resource audit, interviewing 25 stakeholders on campus to learn what SVSH-related resources they knew of, which resources they referred people to with different types of SVSH concerns, and their level of understanding of the resources' respective roles. We based our interviews off Rutgers University's Lessons Learned packet with slight modifications to fit the Berkeley campus<sup>21</sup>. The results of the resource audit

<sup>21</sup>McMahon, Sarah. Understanding and Responding to Campus Sexual Assault: A Guide to Climate Assessment for Colleges and Universities. Understanding and Responding to Campus Sexual Assault: A Guide to Climate Assessment for Colleges and Universities.

## Confidentiality of the survey participants was a high priority

informed the survey instrument by populating the drop-down menus of resources that survey participants could select when describing where they had sought help after harm occurred to them or someone they knew. The resource audit also informed partnerships and strategic collaborations throughout the project, and revealed areas of knowledge - or lack of knowledge - across campus that lead to subsequent education efforts.

### Key Decisions

Designing the work plan described above required several key decisions, whose outcome might be different on another campus. We list several of these here.

*Should the raw survey data be preserved, and if so, by whom?*

- Confidentiality of the survey participants was a high priority, leading the Working Group to want to ensure that Berkeley officials should not be able to identify survey participants. (This concern went beyond the usual wish to assure confidentiality to survey takers. UC has a responsible employee policy whereby information about SVSH-related misconduct, such as could be revealed by answers to certain survey questions, would need to be reported to the campus Title IX Office if the impacted party could be identified.) The Working Group did want UC Berkeley data analysts to be able to access the deidentified data in the future, in case needs and interests of future campus improvement efforts inspired the campus to ask questions beyond those asked and answered in NORC's final report. If NORC kept the raw data, UC Berkeley could still get new analyses, but at a cost that could prove prohibitive. It was thus decided that NORC would de-identify the data such that

a survey taker's identity could not be linked to data points. The de-identified data would then be securely transferred to UC Berkeley after NORC completed its final report. The data will be owned by the Special Faculty Advisor to the Chancellor on SVSH, or in the case of that position dissolving, by the Chancellor. The Working Group will create a protocol for groups to request certain analyses relating to their communities.

*How to select a vendor?*

- To select a research group, UC Berkeley utilized an open, competitive bidding process, which included written proposals and follow-up interviews. In reviewing the proposals, the working group engaged in an iterative process of clarifying goals and priorities for the UC Berkeley survey project. All aspects of the procurement process aligned with UC policies and procedures. UC Berkeley sought a vendor with experience in higher education, survey focused on sexual violence and relationship abuse, and high degree of awareness with respect to diversity and inclusion.

*When to launch the survey?*

- Launching a new campus-wide survey requires an analysis of competing priorities

Hours  
Working Group: 70 hours of meetings (>250 hrs of human power)  
Staff: 560 hrs  
Project Coordinator: 700 hrs  
Presentations: 19 hrs

(e.g. other important population surveys, or other initiatives being marketed to the whole campus) with care. It is important to avoid survey fatigue. At Berkeley, we assessed the timing of the MyVoice survey with relative to the systemwide biennial University of California Undergraduate Experience Survey (UCUES), as well as a planned campus climate survey focusing on other topics and a faculty climate survey. It was important for the office that controls the campus survey calendar to be part of the decision-process, with full understanding that the MyVoice survey was a priority of the Chancellor. We chose to open the survey to users in early spring, rather than early fall, so that first year students would have had enough time on campus to provide informed responses.

## Lessons Learned

- ▶ Form the Working group and develop clear survey goals and research questions at the beginning of the process, in order to ensure consistent understanding across members. It is critical for those who work directly with survivors to be part of framing the conversation in which goals and processes are developed.
- ▶ A written Request for Proposal (RFP) is helpful and important, not only for the purposes of selecting a survey firm, but also for clearly documenting survey objectives. Even if the procurement process does not necessitate a written document, it is strongly recommended to develop a project proposal as a means of documenting goals, objectives, and timelines, thus ensuring clarity among work group members as well as the research team.
- ▶ It is helpful to select a Working Group with distinct areas of expertise, which include procurement and contracts, research methodology, dynamics and impact of violence, direct service provision to victims/survivors, and institutional analysis and planning.
- ▶ The resource audit is an opportunity to verify information about the campus community. Other survey resources, including the student housing survey, UCUES, or recent climate surveys (if any) can be used to inform the survey options and data collection efforts.
- ▶ Considerable time is needed to successfully staff a project of this scope. It is helpful to clearly identify co-chairs and coordinating support staff for the Working Group, as well as identify people who have the time positionality within the university and time to conduct the resource audit.

## Vendor/Campus Partnership Lessons Learned

- ▶ Identify the broad goal of the survey, as well as the component goals of each unique stakeholder in the beginning of the collaboration. Getting feedback from each stakeholder in context of other stakeholders was important to NORC's team understanding how each element of the survey would need to be developed to support other elements.
- ▶ It was helpful for NORC to receive feedback on terms, concepts and phrasings from the whole Working Group. Often the Working Group discussed how a term or concept would be received by the Berkeley community, and came to a strong

***Tip: Develop clear survey goals and research questions at the beginning process***

## *Tip: Having staff, faculty and students on the committee helped customize for each population*

consensus conclusion. This included how best to contact and communicate with the Berkeley population. Having staff, faculty and students on the committee helped NORC understand and customize contacting strategies for each population.

- ▶ Before the vendor prepares for the final report, the Working Group should discuss priorities and organization to help the vendor gain perspective on what is important and what needs to be emphasized.
- ▶ In future collaborations, NORC would likely start with listening sessions and rely less on the language in the RFP and contract to craft the first pass at developing the survey. Typically on a project, the RFP/Statement of work describes what the project/survey will look like. In the case of the Berkeley survey, knowing what we know now, NORC would have stepped back and re-examined those descriptions with the Berkeley team to make sure that they were the correct direction for the survey.
- ▶ The Working Group and vendor should set clear deadlines for each phase of the project
- ▶ Instrument construction took longer than expected, though it is possible these other suggestions of increased communication would have resulted in a more realistic timeline.

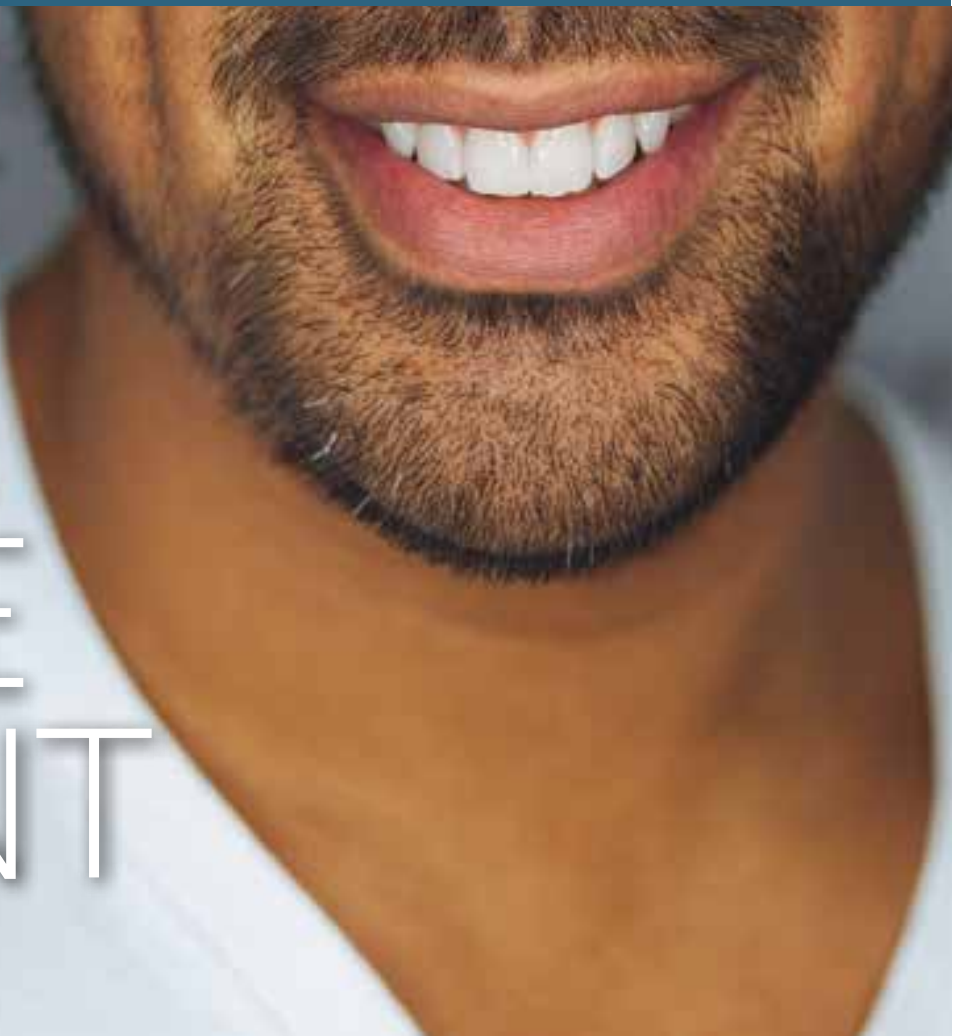
- ▶ It was incredibly valuable to engage directly with partners to review institution-specific information. NORC used websites and the resource audit, but if they had more time, the effort could have specifically engaged departments to review answer options to ensure there is enough campus specificity. For example, the housing options should have been reviewed by the Residential and Student Service Program and the affiliations should have been reviewed by the LEAD Center.

**NORC and the UC Berkeley Working Group had weekly phone meetings for 10 months.**



# **Instrument Construction & Administration**

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The UC Berkeley Working Group and NORC worked together to achieve their joint goal of an instrument that was as trauma informed, valid, supportive, prevention focused, and informative as possible. A particular challenge was collecting necessary information about incident rates accurately while protecting the experience of those survey takers with past experiences of harm. The Assistant Director of Survivor Support at the PATH to Care Center provided expert input in how to design this section such that it was considerate of the participant's experience and as short as possible.

### DESIGNING QUESTIONS

The MyVoice Survey instrument is a combination of questions from surveys conducted on other college campuses with similar intentions, supplemented by new materials designed by the Working Group and NORC. For greatest efficacy, all questions used on a survey would have been previously validated and tested for efficacy; inventing new questions brings the burden of doing this validation work.

Existing surveys from which questions and measures were selected for use in the MyVoice survey include the Rutgers University #iSPEAK survey, the Administrator Researcher Campus Climate Collaborative (ARC3) survey, the University of Chicago Spring 2015 Climate Survey, and previous climate surveys from the University of California, Berkeley and the University of California system. Individual questions were selected from these existing instruments on the basis of what they measured as well as whether the phrasing and terminology of the question was appropriate for the Berkeley campus. The Working Group was especially interested in areas not well represented in

existing surveys, including relationship violence, stalking, sexual harassment, and modifying questions for faculty and staff populations. One section of the survey that took a particular effort on Berkeley's side is the "Norms" section, which measures participants' own behavior in relation to their perception of their peers' behavior, and needed to be crafted by campus prevention and social norms specialists. The section about UC Berkeley resources, experiences of survivors seeking support, and trust in Berkeley's response was also largely new, as it was so Berkeley-specific. Working group members spent many hours revising drafts of the instrument.

### CAMPUS SPECIFICITY

It is important for a survey about SVSH to be relevant and specific to the campus community for which it is intended. Ensuring that campus resources and local affiliations are accurately identified, and that demographic parameters (e.g., gender, sex, ethnicity) are described using locally appropriate terms, is essential in order for survey takers to be able to answer questions accurately. The resource audit and cognitive interviews were both integral steps in tailoring

*Tip: Questions need to be tailored to student, faculty, and staff populations*



the survey questions to the campus community. Some questions are appropriate only to students, or to staff, or to faculty; these groups have different social norms that determine what they feel comfortable answering. Accordingly, the survey was designed with sections that were specific to the group a survey taker belonged to.

### COGNITIVE INTERVIEWS

Once the instrument has been drafted, it is imperative to conduct cognitive interviews with a representative variety of participants in order to determine whether the instrument needs adjusting in order to validly capture responses from the community. This is a job for professionals; it is laborious and expensive. NORC traveled to Berkeley, CA for three days and conducted 20 cognitive interviews ranging from 30 minutes to two hours each with faculty, undergraduates, graduates, staff managers, and staff workers. A limitation to the cognitive interviews was that the “Norms” section was in a very early draft. While the information gathered from these cognitive interviews was highly useful to the MyVoice survey, it may not be transferable across campuses with different norms and populations. Any other campus using the MyVoice survey is advised to do its own cognitive testing.

### SAMPLING TECHNIQUE

The campus community consists of four main populations: undergraduate students, graduate students, faculty, and staff members. All currently enrolled students and currently employed faculty and staff members who were at least 18 years old as of January 1, 2018 were invited to participate in the survey. Embedded in this campus-wide, or “census” survey was a

**It was important to ask as few questions of survivors as possible while gathering information that will enable efforts to prevent future incidents**

targeted, demographically balanced sample. The “sample within census” design was a mechanism for dealing with selection bias in the population of people who opted to take the survey. To construct the sample, NORC selected separate representative samples from each of the four campus populations, demographically stratified by gender, race/ethnicity, and university division. The samples were selected to represent the demographics of each of the four UCB populations with a 3 percent margin of error with 95 percent confidence; the total number of respondents required for each group was driven by this goal. More members of each population were sampled and invited to respond than were required for representation to help ensure that adequate response would be achieved. Our response expectations for each group were slightly different, so the ratio of invitations to required respondents varied by group.

### DECISIONS MADE CONSTRUCTING THE INSTRUMENT

*Who do we include in the survey?*

- Given that the primary mission of any educational institution is to serve and educate students, the survey clearly needed

**Tip:** The “sample within census” design was a mechanism for dealing with selection bias in the population of people who opted to take the survey

to include all undergraduate and graduate students. While some other campus surveys focus only on students, we felt it was crucial to survey staff and faculty as well. Students do not exist in isolation, and the environment and health of a community is shaped by the behaviors norms, attitudes, and behaviors of all who are engaged in and with our campus. To make substantive change, it is necessary to learn about and affect all populations. However, some specific populations, such as visiting students, visiting scholars, and casual staff, were excluded due to the logistic challenges of including them.

or administrative policy definitions. This was important for research credibility and campus improvement efforts.

#### *Information about Incidents:*

- It was important to ask as few questions of survivors as possible while gathering information that will enable efforts to prevent future incidents. In constructing this section of the instrument, we started with the survivor's experience, asking questions about the number of times an individual had experienced a specific behavior. Follow-up questions gathered information that could be

**To mitigate underreporting, frame questions with behaviorally-specific items rather than terms, which have differing legal and administrative policy definitions**

#### *SVSH Definitions*

- The definitions of sexual violence and harassment vary widely across campus policies, state and federal laws, and practitioners. It was a challenge designing the survey such that items that would be interpreted in a consistent way by survey takers. Since the survey is a measure of experience, it was also important to acknowledge all forms of relevant harm, including some not specifically mentioned in law or policy. For example, sexual harassment is not a criminal act, yet is a significant problem on college campuses and workplaces. Including experiences of sexual harassment is essential to understanding the environment of academia on a campus, especially in considering the impact on graduate and professional students, staff, and faculty. To mitigate underreporting and ensure more accurate answers, questions were framed with behaviorally-specific items rather than terms with differing legal

used in future prevention efforts. It was still challenging for survivors to take this section and try to consider incidents in a cumulative setting rather than only having to think about one single incident, as in some other surveys. We don't have a way of knowing whether or not we made the right choice to ask about multiple incidents instead of asking survey takers to choose just one past experience to answer questions about.

- In the section about past experiences of sexual assault, we asked if the perpetrator was "male, female, don't know" rather than asking about gender, in order to avoid misgendering and invisibilizing perpetrators who may be gender nonconforming or trans. Additionally, we chose this framing because we asked about a range of behaviors in this section where information about the perpetrator's body might have been completely unknown.

Many traumatic experiences would have been missed had we excluded attempted assaults or threats of abuse.

#### *Time frame for incidents of harm:*

- The Working Group struggled to decide what time interval to ask survey takers to focus on in answering questions about past experiences. While students typically spend 2-8 years on campus, many staff and faculty have been on campus for much longer. We wanted to capture comparable data. In the end, we selected the time frame of “in the last 5 years or since coming to Berkeley, whichever was more recent.” This time frame is appropriate given the plan to administer the survey again in a few years without collecting duplicate data. It limits the incidents that survivors must recount or relive in taking the survey, and it prioritizes the more recent incidents that are more relevant to prevention efforts on campus currently.

#### *Attempted Incidents:*

- The survey asked not only about fully realized incidents of harm but also attempted harm. Many traumatic experiences would have been missed had we excluded attempted assaults or threats of abuse. The fear of harm can be just as psychologically impactful as a fully realized incident in terms of how someone experiences the campus.

#### *Demographics:*

- **Disability:** The disability categories came from a standard list used by UC Berkeley’s Equity and Inclusion division.

- **Immigration status:** Although documentation status is an identity that is tied to disproportionate experiences of violence, the Undocumented Student Program advised against asking participants to disclose their status. The physical and psychological safety of participants was our highest priority, and thus we heeded this advice.

#### *Language Translation*

- UC Berkeley had data indicating that, among the campus population who are not native speakers of English, Spanish and Simplified Chinese were the most common first languages. Therefore, the paper survey was translated into those two languages.

#### *Focus group participants*

- While the survey was confidential in that UC Berkeley never had access to identified data, the campus nonetheless wanted to be able to follow up and re-contact those participants who were interested in participating in future related studies or focus groups. To this end, the survey offered a choice, at its conclusion.

### **Usage of computers vs phones/tablets** (for survey participation by population)

POPULATION	DEVICE	% OF POPULATION
Faculty	Mobile	6.2%
Faculty	Computer	93.8%
Graduate	Mobile	10.4%
Graduate	Computer	89.6%
Staff	Mobile	5.4%
Staff	Computer	94.6%
Undergraduate	Mobile	22.8%
Undergraduate	Computer	77.2%

Survey takers could select “submit my data” or “submit my data and take me to a page to sign up for focus groups.” Those choosing the latter option were able to enter their email address into an online form curated by Berkeley. A few hundred individuals did so.

- NORC used their own internal IRB protocol, each campus must follow their own IRB protocols.

### **Lessons Learned from Constructing and Administering an Instrument**

- Cognitive interviews should have been conducted with the final instrument. Our team underestimated the time needed to construct the instrument and thus had to conduct cognitive interviews with only an unfinished sections of the instrument.
- The instrument should have specifically asked employees if they supervise others, with a selection option for other leadership responsibilities.
- Administering the survey online worked well. The table below depicts rates of use of different devices (computers vs. phones/tablets) by survey takers.

#### *Undergraduate completion rates*

- Undergraduates are the only population for which we did not meet the original completion goal, which for this group was 30% overall completion.
- Additional statistics regarding interaction patterns between undergraduates and the survey are needed to further understand the low response rate. We will be investigating email open rates, click through rates, number of people that opened the survey, and at what point they closed the survey to make recommendations for future efforts. We suspect, based on verbal feedback, that using a survey container that was not hosted on a UC Berkeley site made undergraduates

skeptical of participating. Additionally, Berkeley opted to use individual tokens generated by NORC rather than the more usual campus ID to reinforce that UC Berkeley would not be collecting the data. This led to some technical issues and to skepticism about whether the survey was spam.

#### *Survey Taker Experience*

- Continue to ensure that there are self-care and accessible support resources for survivors throughout the survey.
- The survey itself was too long, taking an average of 29.5 minutes for those who had experienced at least one type of harm and an average of 10.6 minutes for those who had not.
- Include more reminders that any section can be skipped and that the survey can be stopped and returned to at a later time.
- Paper surveys were labor intensive and expensive. There needs to be a better way to distribute to staff members without access to computers. It would have been ideal to offer the online version in Spanish and simplified Chinese. Now that we have a translated instrument, we can do this in the future.
- In the future, the online instrument should be translated and offered in multiple languages.
- NORC hired expert translators and had in-house experts review the results. However, there is always concern that subject matter expertise for such a sensitive topic may be lost in translation. The translation efforts took place too late to consult campus content experts; the availability of the survey in languages other than English was also not advertised as widely as would have been desirable.

# Socialization, Marketing & Outreach

A black and white photograph of a person from the chest up, with their hands clasped in front of them. They are wearing a dark-colored shirt. The background is dark and out of focus. The text 'MAKE YOUR VOICE COUNT' is overlaid on the left side of the image in a large, white, sans-serif font.

MAKE  
YOUR  
VOICE  
COUNT

The Working Group devoted considerable time to “socializing” the survey, visiting numerous academic departments, administrative committees, student groups, and leaders of units around campus in order to promote the survey and encourage participation. “Socialization” is the effort to instill in the campus community a sense of engagement and investment in the goals of the survey - particularly, in promoting SVSH prevention as an institutional value. This effort required outreach efforts on all corners of the campus, by a diverse Working Group who could make connections to local leaders on campus, familiarize them with the survey goals, and enlist them as advocates for the project.

The survey needed a name and a marketing plan that accurately portrayed its values and motivations in a way that would inspire the community to want to take part.

Effective socialization, marketing, and outreach efforts require a diverse and collaborative Working Group. This section describes these efforts.

### **PRESENTATIONS**

Presentations to staff and faculty groups were a key aspect of the socialization effort. Two senior level members of the Working Group traveled to over 30 campus locations and gave presentations consisting of ten minutes of slides and information, followed by a Q&A session. Posters, self care cards, and hotline cards were also handed out to each audience. Audiences for these presentations included faculty meetings in academic departments; meetings of administrative, staff and Senate faculty committees; one-on-one meetings with department chairs, deans, and administrative leaders; undergraduate and graduate student assemblies; campus fundraising and development teams; donors; and more. Leaders

of those groups subsequently did their own additional outreach to their communities.

Organizing the socialization effort took considerable effort. The presentations themselves took time; scheduling was also onerous, given the busy calendars of the the senior Working Group members, as well as the groups being presented to. However, it was important to involve these key influential community members directly in the mobilization effort.

### **MARKETING**

The Working Group contracted with the campus Public Affairs team to choose a name (“MyVoice”) and a visual theme to use in posters, flyers, banners, slideshows, and the survey website. Special effort went into choosing visuals that would be inclusive and represent the diversity of the campus community. The marketing materials went through a vigorous review process, with input from campus partners and student activist groups.

Marketing materials were distributed around campus prior to the public launch of the survey,

***Tip: Identify populations that will particularly difficult to reach and develop specific outreach efforts***



starting shortly before the public launch of the survey. By the time survey takers received their first email from NORC inviting them to participate in the survey, they had already been exposed to the images and words associated with the project in multiple ways:

- ▶ Advertising in the local student newspaper (print and online)
- ▶ A schedule of emails from a variety of campus community leaders, including the Chancellor
- ▶ Banners placed strategically across the campus
- ▶ Dedicated MyVoice survey website with information, resources, multimedia components and links to the survey
- ▶ Social media posts to online communities
- ▶ Op Ed in student newspaper by student leader and Working Group member
- ▶ Announcement on bCourses (course management site) to all students

### THE SPECIAL CHALLENGE OF OUTREACH TO STUDENTS

Launching the MyVoice survey depended heavily on email, from the introductory emails sent by the Chancellor to the use of email by NORC to send individual PINs, reminders, and incentives to survey takers. “CalMessage” emails to the entire community are an excellent way to reach the entire population at once. This technique was effective at engaging many faculty and staff members and demonstrated the importance of the initiative to the university.

However, Berkeley’s student populations are notoriously unresponsive to CalMessages. Peer to peer messaging, via word of mouth and social media, is much more effective in encouraging student engagement in administration initiatives. The student

## Organizations that received presentations

- ▶ ASUC Senators
- ▶ ASUC SVSH Commission
- ▶ Basic Needs Initiative
- ▶ Boalt School of Law
- ▶ Chief Administrative Officers (CAO)
- ▶ Coordinated Community Response Team
- ▶ Chancellor’s Cabinet
- ▶ College of Chemistry
- ▶ College of Engineering
- ▶ Council of Deans
- ▶ DECC (Academic Senate Committee; Diversity Equity Climate)
- ▶ Divisional Council (DIVCO)
- ▶ Gender Equity Resource Center
- ▶ Goldman School of Public Policy
- ▶ Graduate Division
- ▶ Interfraternity Council
- ▶ L&S Undergraduate Studies
- ▶ Letters & Science-Arts and Humanities
- ▶ Letters & Science-Math and Physical Science
- ▶ Panhellenic Council
- ▶ School of Public Health
- ▶ School of Social Welfare
- ▶ Student Affairs Cabinet
- ▶ Title IX Working Group
- ▶ Undergraduate Education
- ▶ University Librarian & Chief Digital Scholarship Officer
- ▶ University Library
- ▶ Vice Provost, Academic & Space Planning



## Tip: Marketing materials went through a vigorous review process, with input from campus partners and student activist group

members of the Working Group assisted with this by working with student government leadership to do outreach by word of mouth, email, and coordinated social media to the communities they represent. Connections to other student groups, such as Greek life, Berkeley Student Cooperative Living, the Multicultural Community Center, the Gender Equity Resource Center, Fannie Lou Hamer Black Resource Center, and other student organizations specifically addressing SVSH were a huge part of the student outreach effort. Student and staff representatives of the Working Group spent hours meeting with leaders, going to Greek house meetings, describing the survey, its goals, and resources. The intention in engaging students was not just to increase response rates, but also to incorporate students into every step of the initiative and to cultivate their ownership in the project.

- ▶ 15 individual meetings with undergraduate leaders

- ▶ 5 presentations to undergraduate student groups
- ▶ Outreach to 30+ organizations
- ▶ 5 graduate students groups
- ▶ One graduate women's event

### Decisions Made about Outreach

#### *What to name the survey?*

- ▶ Research has shown that surveys should not include the words “survey”, “sexual violence”, etc.; these terms have negative associations and might lower participation rates.
- ▶ It was important for people to know what kind of survey they were taking prior to being asked about experiences of sexual violence.
- ▶ The name needed to convey that the survey was designed for the whole community, not just those with a prior interest in or knowledge about SVSH.
- ▶ Upholding the theme of inclusivity, it was important to avoid ableist language and imagery in the survey.

### Homepage of the MyVoice Website

UC Berkeley

My Voice

FAQs Take the survey Self-Care Guide

**Make your voice count.**  
**Your insights can make our community safer.**

The University of California Berkeley's My Voice Survey took place in January, February and March 2018. All undergraduate, graduate, and professional students; faculty and academic appointees; and staff at Berkeley were invited and encouraged to participate in this survey. The survey has now ended. Thank you for making your voice count.

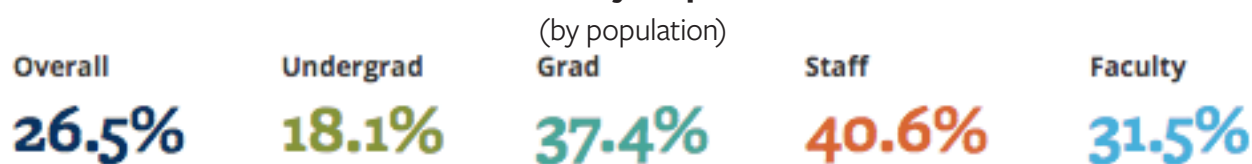
**Survey Response Rates (as of 05-09-18)**

Overall	Undergrad	Grad	Staff	Faculty
26.5%	18.1%	37.4%	40.6%	31.5%

Frequently asked questions

Make Your Voice Count - Take the

## Overall Survey Response Rate



- Thanks to the assistance of multiple focus groups, we selected the name “MyVoice” to emphasize inclusivity and the importance of all perspectives. We included sign language videos and other images in the marketing campaign to convey the broader metaphorical intended meaning of “Voice.”

*Should incentives be given to survey takers? If so, what kind?*

- Research shows that incentives are not equally effective for all populations. NORC advised that undergraduates are more likely than staff or faculty to respond to small financial incentives.
- UC Berkeley is restricted in its use of lotteries; there are tax implications for incentives above \$75 for employees.
- The budget for incentives, while significant, limited the amount of incentives that could be offered.
- In light of these considerations, NORC utilized multiple incentivization strategies. The targeted sample population was initially offered \$5 (in the form of a gift card) as an incentive to participate; this amount was later increased for less responsive populations. All participants were entered into raffles for \$50 gift cards. Towards the end of the survey, in attempt to increase overall participation, NORC conducted a number of experiments to determine the most effective incentive. NORC determined that \$10 was the most efficient incentive offer for students and staff members, and that increasing incentives did not substantially promote response among faculty members.

*How can surveys be provided to employees without access to computers?*

- Certain labor forces on campus do not use computers during the work day. For these groups, we distributed paper surveys and encouraged managers to provide employees with time during the day to complete them. This process was labor-intensive, expensive, and produced under 100 additional surveys. Participants were invited to use a confidential advocacy space to take the survey. No one took this opportunity, perhaps because employees without access to computers may not have the flexibility to leave their place of work during their shifts. Providing computer stations could have been another way to reach this population.

## Lessons Learned

- Distribute paper surveys early at the launch of the survey, and find ways to advertise their existence to target populations.
- The socialization efforts, intended to improve response rates to the survey, had the additional benefit of building trust and rapport with the various groups that the Working Group spoke with. However, not all groups were reached in this way, including

Creating a self-care guide and sharing it alongside all publicity materials informs community members about options for support as well as strategies for handling the content of the survey.

some of the most marginalized communities on campus. This was not for lack of trying. As the results of the survey are published, and future action steps are designed, it will be important to pay attention to any communities who were, or felt, excluded and purposefully include them in the next steps of the project.

- ▶ We elected to have NORC send the emails inviting people to participate in the survey, partly in order to underscore that confidential data would be curated by NORC, not by UC Berkeley. The intention was to reassure survey takers that UC Berkeley could never link their responses to their identifying information. While this may have been a positive for some, it was a negative for others, who were confused when they received a message about the survey from an outside vendor. Although prior campus messaging from the Chancellor and others identified NORC, some survey takers indicated that they ignored emails because they didn't not recognize NORC as a trusted email sender. This reaction may vary between campuses; we note that NORC had previously seen positive results with this technique.
- ▶ Be aware that students are more comfortable being asked about SVSH

topics than university staff, who rarely get asked about personal experiences of sexual violence and harassment. Continue to pay particular attention to the needs of staff around preparation for taking this type of survey as well as post-survey self-care.

- ▶ The campus generated marketing ideas that the Working Group simply did not have the time to implement but are worth trying in the future including:
  - ▶ Ensuring that more listservs individually managed by departments forward the Chancellor's message along with personalized encouragement to take the survey.
  - ▶ Having the Chancellor and AVCs designate a day with a specific time frame that the whole campus could take a break for the survey. This is particularly helpful for hourly shift workers having designated release time to take the survey while at work.
  - ▶ A gorilla marketing event that staged a very public "stop to end sexual violence on campus" to remind students.

### MyVoice Poster Cards





# Next Steps



Asking campus community members to share their experiences of SVSH is a huge act of trust. Individuals are sharing intimate and traumatizing information with the administration. In order to build rather than betray that act of trust, the university needs to be prepared to act on the knowledge gained. It was important to convey to the community that the real work of the MyVoice survey would begin after the survey instrument was created and distributed, data was collected and interpreted, and the final reports was released. Thus an important part of the overall work plan for the survey was lining up a team who would engage the community and lead the next steps.

#### **ACTION PLANNING TEAM**

It is the responsibility of the Action Planning Team (APT), and an integral step in this project, to take the knowledge gained from the survey and use it to move towards the environment of safety and respect on campus that our community deserves. To this end, APT will analyze the results in the NORC report and develop meaningful action steps to improve prevention, survivor support, social norms, and resources around SVSH at UC Berkeley.

APT will divide into sub-groups to develop recommendations about specific areas of the report, informed by the trends in the data and the community's feedback. These recommendations will be brought back to the Workgroup to discuss and refine before opening to the campus for comment. The goal is to have final action steps identified by the end of the Fall 2018 semester.

#### **Action Planning Team:**

- ▶ Associate Vice Provost for the Faculty
- ▶ ASUC President
- ▶ ASUC Senate
- ▶ Athletics Representative
- ▶ Center for Student Conduct
- ▶ Dean of Students Office
- ▶ Equity and Inclusion
- ▶ Equity and Inclusion Data Analyst
- ▶ Faculty Representative
- ▶ Gender Equity Resource Center
- ▶ Graduate Assembly
- ▶ Office for Prevention of Harassment and Discrimination
- ▶ PATH to Care Center (Co-Chair)
- ▶ Social Services
- ▶ Special Faculty Advisor to the Chancellor on SVSH (Co-Chair)
- ▶ Student Advocate Office

*At the time this document was produced, the final report had not been published. This report should be revised at the end of 2018 with lessons learned from the final report and the action plan addressing the findings.*



# Berkeley

UNIVERSITY OF CALIFORNIA

Published by  
MyVoice Working Group  
University of California, Berkeley