UNIVERSITY OF MARYLAND BALTIMORE COUNTY ("UMBC")
Institutional Report for the April 2020 Sexual Assault Campus Climate Survey

I.   Survey Administration

UMBC utilized the survey instrument developed by the Educational Advisory Board (EAB) for the 2020 survey. EAB was selected as the most appropriate vendor for this survey administration in 2018. Survey administrators decided to continue with this instrument in 2020. The survey was administered as a population survey and distributed via email, to 12,864 enrolled, undergraduate, graduate, and continuing education students (over the age of 18). The rate of response was 13% with a total of 1,711 survey respondents. Of the total survey respondents, 1,117 were full completers and 591 were partial completers.

As incentives for completing the survey, the Office of Equity and Inclusion offered the following:

     a.   The first 150 participants were eligible to receive $10.00 Retriever Dollars on their UMBC Campus Card.
     b.   The First 300 participants were entered into a drawing to win an Amazon Echo Dot

Below is a comparison table of the survey respondents versus the UMBC general population:

UMBC April 2020 Survey Respondents vs. General Population		
	Survey Respondents	*General Population*
Race/Ethnicity	Percentage	Percentage
American Indian/Alaskan Native	2	.1
Asian	37	20
Black/African-American	20	18.9
Hispanic or Latino	7	8.2
Native Hawaiian/Pacific Islander	0.4	0.1
White	42	45.6
Other	6	7.1
Gender Identity		
Woman	56.2	46.4
Man	41.0	53.6
Genderqueer/non-conforming	2	Unknown
Other	.4	Unknown
Transgender	3	Unknown
Classification		
Undergraduate	77.5	81

| Graduate | 17.3 | 19 |

There were few changes made to the survey administration. This cycle, UMBC offered more money in Retriever dollars for the first completers. Additionally, all outreach was digital due to the campus going remote in response to COVID 19.

II.   Perceptions of Safety and General Campus Climate

UMBC students overwhelmingly report feeling safe on campus and perceive the general campus climate as positive, as based on the following: 96% of the survey respondents either strongly agreed or agreed feeling safe on campus; 75% of the survey respondents indicated that they either strongly agreed or agreed feeling close to people at school; 86% either strongly agreed or agreed that they think faculty are genuinely concerned about their welfare; and 73% either strongly agreed or agreed that they think the administrators are genuinely concerned about their welfare.

Both the March 2018 and the April 2020 survey used the EAB instrument. This allows for easy comparison between years. In comparison from the March 2018 survey administration, the survey respondents reported feeling about the same level of safety. In 2020 1% fewer of the survey respondents either strongly agreed or agreed that they feel safe on campus. The rest of the categories saw a positive percent change between survey administrations with the greatest gain

in feelings about faculty and administrator concern for welfare which both improved by 5%. The 2018 survey asked about feeling safe reporting to campus police. However, this administration of the survey asked if respondents feel it is easy to find people on campus who understand them. This question received a "strongly agree or agree" response rate of 74%.

III. Perceptions of Institution's Readiness and Ability to Address Issues of Sexual Violence

77% of all survey respondents reported receiving information or training related to sexual violence, though this number increases to 93% for first year respondents. Of the survey respondents that reported receiving training related to sexual violence, 67% received training at New Student Orientation and 39% reported receiving training at two or more programs. Of the survey respondents that reported receiving training related to sexual violence: 91% believed that the training was useful or very useful in increasing knowledge of sexual violence resources; 88% believed that the training was very useful or useful in increasing knowledge about the definition of sexual violence; 90% believed that the training was either very useful or useful in increasing knowledge about reporting an incident of sexual violence; and 83% believed the training was very useful or useful in increasing knowledge about the school's procedures for investigating an incident of sexual violence. The positive response rate was higher in all categories than it was in the March 2018 survey administration. The most dramatic changes were in the categories pertaining to receiving training with a change of +27% of respondents reporting receiving information or training related to sexual violence. The response rate pertaining to receiving training at new student orientation also increased by +27%.

84% of the survey respondents either strongly agreed or agreed that the school would take the report seriously if someone reported an incident of sexual violence to a campus authority. 82% of survey respondents either strongly agreed or agreed that the school would take steps to protect the person making the report from retaliation. In comparison, from the March 2018 administration of the survey, 81.1% of the survey respondents believed it was likely that the university would take the report of sexual violence and/or sexual assault seriously and 73.9% of survey respondents believed the school would take steps to protect the person making the report from retaliation.

81% of the survey respondents either strongly agreed or agreed that they were confident that the school would administer the formal procedures to fairly address reports of sexual violence which is about the same as the March 2018 administration. This administration also found that 86% of respondents reported knowing what confidential resources are available and 85% of respondents reported that if they or a friend experienced sexual violence, they would know where to go for help.

IV. Institutional Analysis and Action Steps (approximately 600 words)

Many institutional changes have been made since the last survey cycle in March 2018. Many of these changes were brought about after student protests and a lawsuit against the university

which sparked a community conversation about sexual violence and prevention efforts. In response, UMBC hired a consultant and convened two committees: a student advisory committee (SAC), a faculty/staff advisory committee (FSAC). Additionally, UMBC had the outside company sultans review and assess the Title IX process and policies. Each of the advisory groups made formal reports to the university as well as recommendations for improvements. The consultants also provided a report on their findings. The details of these reports and the improvements suggested by these groups can be found on retrievercourage.org.

In response to this work, UMBC has made several large changes such as:
- Implementing mandatory online training for all students, faculty and staff
- Founding the Office of Equity and Inclusion (OEI) in January 2020.
  - This new office is responsible for receiving complaints about sexual and gender based violence as well as discrimination and hate bias.
- Hiring a new Title IX Coordinator in February 2020
- Hiring a Training and Case Manager in February 2020 to increase training capacity and manage OEI complaints.

Since its implementation in early 2020, the Office of Equity and Inclusion has:
- Created an online reporting form so that the campus community can report sexual misconduct electronically at any time
- Implemented new case management software that will assist in collecting, tracking, and responding to complaints
- Launched a brand new website (oei.umbc.edu) and populated with resources, FAQs, policies and more
- Drafted and implemented sample Title IX syllabus language for responsible employees
- Redesigned and launched annual mandatory training for responsible employees
- Redesigned and launched annual mandatory training for students
- Held community forums to discuss issues around sexual misconduct and Title IX reporting
- Summarized and shared the findings of this survey with the campus community
- Provided training for:
  - Incoming students at welcome week and orientation
  - Student organization leaders
  - Student government leaders
  - All athletics teams
  - Faculty and staff organizations
  - Human Resources professionals
  - New Hires
  - Department chairs and other university leadership

While it is encouraging that respondents report more experiences with training, more trust in the administration and faculty, and overall better knowledge of resources and the reporting process, these continue to be areas of focus for the new office. Rebuilding trust by increasing

transparency and keeping open lines of communication with the community are key areas for the upcoming two year reporting cycle. Additionally, OEI will focus on :

Increasing transparency

- o Provide more data about number and type or reports to the campus community such as annual reports, quarterly newsletters, and informal reports to student, faculty and staff leadership.
- o Continue to find innovative and inclusive ways to provide information about the reporting process, university response to reports, and available support and resources
- o Continue to ensure visibility of office staff in the campus community informally through attendance at events and meetings and formally through training efforts and public conversations

Resource collection and dissemination

- o Increase cultural competency of available resources to better reflect UMBC community population
- o Build relationships with community partners who can offer additional support to UMBC students, faculty and staff
- o Continue to cultivate the OEI website into a one-stop resource hub
- o Continue to cultivate meaningful relationships with campus partners to raise the profile of the office and provide more touch points with students

Diversifying and Innovating Prevention and Education Efforts

- o Continue to build culturally competent training opportunities for specific populations
- o Increase evaluation for and implementation of measures to increase accessibility
- o Continue to collaborate with campus partners to create and implement innovative training and education initiatives that are aligned with best practices and responsive to the community's needs
- o Collect and maintain quality training data and feedback from participants