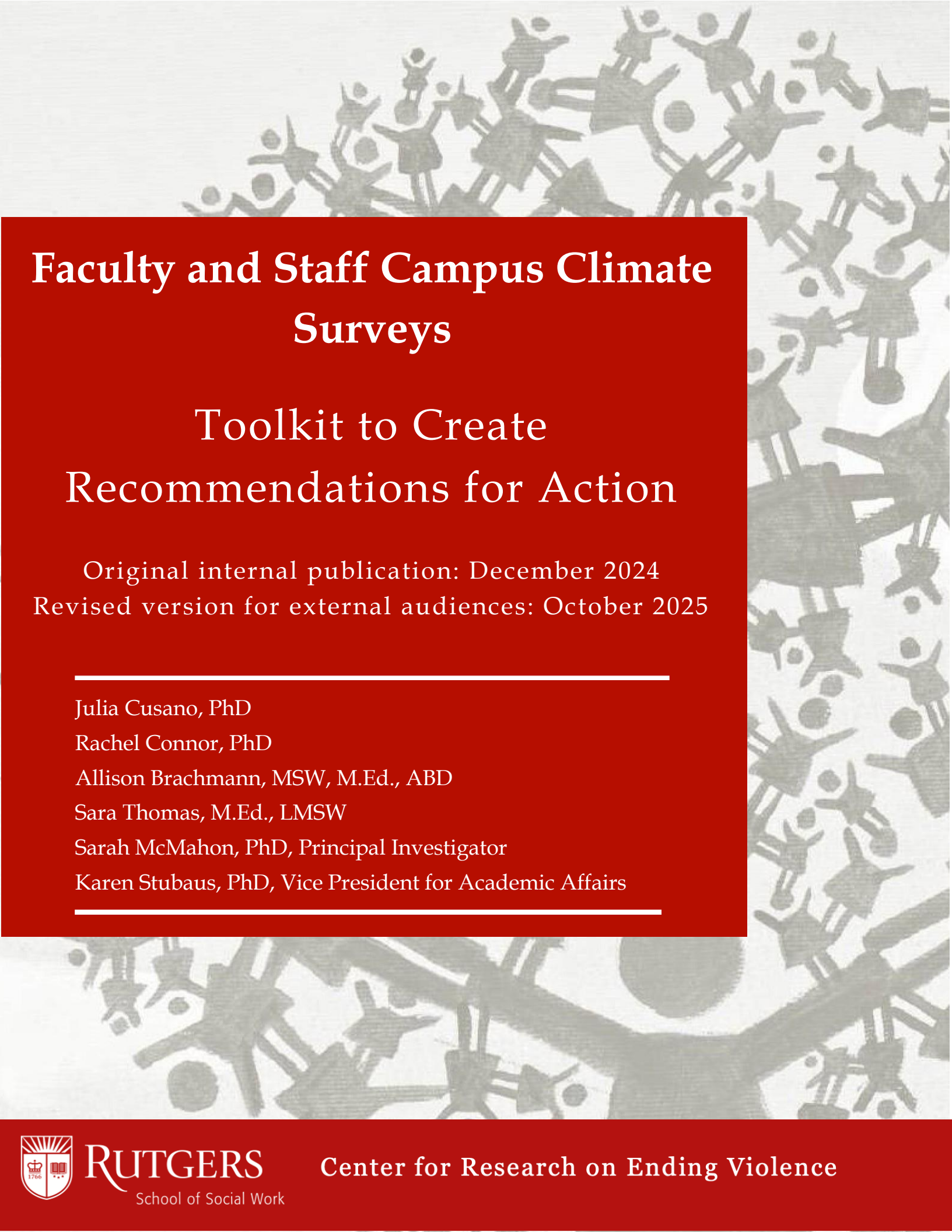




Faculty and Staff Campus Climate Surveys

Toolkit to Create Recommendations for Action

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Survey Background & Purpose

Since 2014, researchers from the [Center for Research on Ending Violence](#) (REV) at the Rutgers School of Social Work have regularly administered campus climate surveys to students across all four Rutgers campuses, with more than 22,000 student responses collected. The surveys have assessed experiences and perceptions of sexual violence, dating violence, sexual harassment, and other forms of identity-based discrimination.

To further advance efforts to prevent and effectively respond to harassment, the Office of the Executive Vice President for Academic Affairs sponsored the **Academic and Workplace Behaviors and Environment Survey (AWBES)**, the first university-wide survey of faculty, staff, administrators, postdoctoral associates, teaching assistants (TAs), and graduate assistants (GAs) at Rutgers. The survey was led by Rutgers Professor Dr. Sarah McMahon and her research team at the [Center for Research on Ending Violence](#). It was launched on November 3, 2022, and remained open through December 15, 2022.

This university-wide survey effort was based on the recommendations of the 2019 [Rutgers University Committee on Sexual Harassment Prevention and Culture Change](#) report, produced by a committee chaired by Dr. Barbara Lee, former Senior Vice President for Academic Affairs, and Dr. Karen Stubaus, Vice President for Academic Affairs.

The **AWBES** was based on the validated ARC3 Campus Climate Survey Instrument, consistent with recommendations from the National Academies of Sciences, Engineering, and Medicine's 2018 report on the sexual harassment of women.¹ It was designed with the purpose of helping the university assess, prevent, and effectively respond to harassment among employees. The survey provided a confidential way for employees to share their experiences and for the university to demonstrate accountability and commitment to addressing the strengths and gaps revealed in the data.

¹ National Academies of Sciences, Engineering, and Medicine (2018). *Sexual harassment of women: Climate, culture, and consequences in academic sciences, engineering, and medicine*. The National Academies Press.

Purpose of Action Planning

The primary function of campus climate surveys is to provide key findings that can be used to improve both the prevention of and the response to campus sexual violence, harassment, and incivility. An “action plan” outlines how an institution will address the findings of a campus climate survey to improve its prevention and response in these key areas.²

Addressing these survey findings can take the form of improvements to infrastructure, outreach, education, programming, communication, and/or policy changes. This guide offers suggested steps to assist in this process.

Suggested Steps to Develop Recommendations for Action

Step One: Review and Prioritize Findings for Action

- Review survey findings report for entire university in addition to campus specific findings report
- Collaborate with workgroup to clarify, confirm, and prioritize findings from the survey and determine if those findings will be short- or long-term priorities (see Appendix A).

Step Two: Gather Information on Current Resources & Best Practices

- Create shared understanding of current internal and external resources, programs, and/or policies regarding faculty and staff sexual harassment and workplace incivility related to workgroup topic.
- Review best practices related to addressing faculty and staff sexual harassment (see Appendix C) and workplace incivility (see Appendix D) related to workgroup topic.
- Determine if any additional partners should be involved with or looped into the action-planning process.

Step Three: Develop Draft Recommendations and Objectives

- Develop 2-4 overarching recommendations to address the key findings (See Appendix B for SMART Goal guidance).
- Create 2-3 objectives for each recommendation with strategies to meet each objective, indicate which key finding it is addressing, determine the time frame for implementation, list any people/offices/departments to involve, and any notes.
- Determine what resources may be needed for each objective, and who is responsible for implementation.
- Using the template (see Appendix B), draft written recommendations for action.

² Swartout, K. M., Wood, L., & Busch-Armendariz, N. (2020). Responding to campus climate data: Developing an action plan to reduce campus sexual misconduct. *Health Education & Behavior*, 47 (1_suppl), 70S-74S.

Appendix A

Prioritized Findings

Prior to action planning, it may be helpful to first rank the survey findings listed above in order of priority. Consider areas of concern, ongoing efforts or programs, and urgency within the university. Feel free to refer back to the findings report and list any additional findings that reflect needs or concerns that should inform action planning.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Appendix B

SMART Goals & Action Plan Development

Components of the action plan can include:

- A brief introduction that frames the importance of addressing the findings of the *Academic and Workplace Behaviors and Environment Survey*.
- A **SMART Goal** for each prioritized finding (See the SMART Goal Setting template³ below or learn more about creating SMART Goals [here](#)⁴).

SMART Goal Setting Worksheet

Key Finding	What is the key finding from the survey you are using to help formulate your SMART goal?	
S Specific	Your goal should be well defined, detailed and clear. Try to relate to the five "W" questions: 1. Who needs to be involved? 2. What do I need to do? 3. Where will I reach this goal? 4. When will I reach the goal by? 5. Why do I want to achieve this goal?	
M Measurable	Is your goal measurable? You should be able to tell when you reach your goal.	
A Achievable	Can you reach the goal taking into account your available time, skills, and financial status?	
R Realistic	Is your goal realistically achievable within the given time frame and with the available resources?	
T Timely	Set a start and finish date for your goal.	
SMART Goal	Revise your goal based on the answers to the questions above.	

³ 101Planners. (2023). *SMART Goals Templates*. <https://www.101planners.com/smart-goals-template/>

⁴ Mind Tools Content Team. (2023). *How to make your goals achievable*. <https://www.mindtools.com/a4wo118/smart-goals>

Template for Recommendations

Workgroup:

Subcommittee Members:

Date:

Each workgroup is asked to develop 2-4 broad recommendations with 2-3 objectives each (specific and measurable). For each objective, the workgroup is asked to include:

- The related key survey finding and/or data point from Rutgers that is being addressed;
- Any best practices (from reviewing other Big 10 or institution of higher education models; guidance such as the National Academies Science, Engineering and Medicine; published research, etc.) that support the recommendation;
- Recommended timeframe (within one year, within 3 years, within 5 years);
- Which people and/or departments or offices should be involved in implementation;
- Any notes that will help explain the recommendation

Recommendation #1:				
Objective #1:				
Key Finding(s)/ Data Points	Supporting Best Practice	Recommended Timeframe	People/Departments/ Offices to be Involved	Notes
Objective #2:				
Key Finding(s)/ Data Points	Supporting Best Practice	Recommended Timeframe	People/Departments/ Offices to be Involved	Notes
Objective #3:				
Key Finding(s)/ Data Points	Supporting Best Practice	Recommended Timeframe	People/Departments/ Offices to be Involved	Notes

Appendix C

Resources & Best Practices for Addressing Sexual Harassment in Higher Education

Below are some resources on best practices or recommendations for addressing sexual harassment in higher education.

- [National Academies Action Collaborative on Preventing Sexual Harassment in Higher Education](#)

The Action Collaborative brings together leaders from academic and research institutions and key partners to collaboratively work toward addressing and preventing sexual harassment in higher education. It creates an active space where colleges, universities, and other research and training institutions move beyond basic legal compliance to evidence-based policies and practices for addressing and preventing sexual harassment and promoting a campus climate of civility and respect.⁵

- [AAU Principles on Preventing Sexual Harassment in Academia](#)

American Association of Universities and its member institutions are responsible for upholding the eight defined principles adopted by the AAU Advisory Board regarding preventing sexual harassment and other forms of sexual misconduct in academia.⁶

- [7 Strategies Addressing How to Prevent Sexual Harassment in the Workplace](#)

By taking a different approach to addressing sexual harassment prevention, employers can effectively diminish the potential for harassment and ensure a safe, harassment-free workplace by utilizing seven suggested solutions to preventing sexual harassment at work.⁷

- [Sexual Harassment of Women – Changing the Cultural and Climate in Higher Education](#)

Taken from the National Academies' seminal 2018 report *Sexual Harassment of Women*, this chapter outlines promising practices and models for achieving cultural and climate change in higher education. The chapter also discusses the importance of measuring progress and incentivizing institutions to make changes and implement these approaches.⁸

- [Exploring Sanctions and Early Interventions for Faculty Sexual Harassment in Higher Education](#)

Authored by the Response Working Group from the Action Collaborative, the paper (1) describes the landscape of higher education response systems for sexual harassment, including both formal sanctions as well as less formal early interventions; (2) highlights existing challenges that arise in the processes for determining and enforcing appropriate sanctions or early interventions to hold faculty accountable; and (3) identifies areas of research needed to improve all processes used for responding to faculty sexual harassment.⁹

⁵ National Academies of Sciences, Engineering, and Medicine. (2023). *Action collaborative on preventing sexual harassment in higher education*.

⁶ Association of American Universities. (2021, October 26). *AAU principles on preventing sexual harassment in academia*.

⁷ Bille, E. (2023). *7 Strategies Addressing How to Prevent Sexual Harassment in the Workplace*. Everfi.

⁸ National Academies of Sciences, Engineering, and Medicine (2018). *Sexual harassment of women: Climate, culture, and consequences in academic sciences, engineering, and medicine*. The National Academies Press.

⁹ Stubaus, K. and Harton, M. (Eds.). (2022). *Exploring sanctions and early interventions for faculty sexual harassment in higher education*. National Academies of Sciences, Engineering, and Medicine.

Appendix D

Resources & Best Practices for Addressing Workplace Incivility in Higher Education

Below are resources on best practices or recommendations for addressing workplace incivility in higher education.

- [Incivility is the New Bullying in Higher Education](#)

Authored from a researcher's and former dean's perspective, this article describes why incivility is so prevalent in higher education, how it differs from bullying, what the impacts are, and what can be done to stop it.¹⁰

- [An Analysis of the Perceptions of Incivility in Higher Education](#)

This study aimed to understand how incivility is viewed across multiple academic programs and respondent subgroups and how different institutional and cultural power dynamics might influence how students and faculty perceive uncivil behaviors.¹¹

- [Workplace Incivility of Faculty Members in Higher Education Settings](#)

Academic incivility is becoming a challenging issue among higher education faculty, students, and staff, primarily because of the unwritten rules of promotion, tenure, and work responsibilities. The purpose of this study is to analyze the current workplace incivility research of faculty members in higher education settings using bibliometric analysis.¹²

- [Harvard Business Review – The Price of Incivility](#)

The authors of this article have collected data from more than 14,000 people throughout the United States and Canada in order to track the prevalence, types, causes, costs, and cures of incivility at work. In this article, they discuss their findings, detail the costs, and propose interventions.¹³

- [Harvard Business Review – An Antidote to Incivility](#)

The author describes lessons learned from over twenty years of research into addressing workplace incivility. In the article, she identifies some tactics to minimize the effects of rudeness on performance and health. She suggests a two-pronged approach: (1) take steps to thrive cognitively, which includes growth, momentum, and continual learning, and (2) take steps to thrive, which means experiencing passion, excitement, and vitality at work.¹⁴

¹⁰ Bosetti, L. (2021, September 20). Incivility is the new bullying in higher education. *University Affairs*.

¹¹ Hudgins, T., Layne, D., Kusch, C. E., & Lounsbury, K. (2023). An analysis of the perceptions of incivility in higher education. *Journal of Academic Ethics*, 21(2), 177-191.

¹² Al-Asfour, A. (2023). Workplace incivility of faculty members in higher education settings: A bibliometric analysis. *The Journal of Faculty Development*, 37(2), 5-16.

¹³ Porath, C., & Pearson, C. (2016, April). The price of incivility. *Harvard Business Review*.

¹⁴ Porath, C. (2016, April). An antidote to incivility. *Harvard Business Review*.

Appendix E

Resources for Action Planning

Below are links to resources and toolkits that provide further information, strategies, or templates to assist in completing the action-planning process.

- [MSU Relationship Violence and Sexual Misconduct Strategic Plan](#)
MSU has developed an institution-wide strategic plan to address sexual assault, sexual harassment, relationship violence, and stalking issues that will help foster a safer campus community.¹⁵
- [UC Berkeley PATH to Care: Preventing Sexual Harassment in Academic Departments Toolkit](#)
This toolkit is designed to help decision-makers in academic departments create and implement a plan to prevent sexual harassment within their academic community (including faculty, staff, students, postdoctoral scholars, researchers, vendors, and visitors). It is based on the best research in the field of sexual violence prevention and specific, recent UC Berkeley research into sexual harassment in the academic context.¹⁶
- [Boston College Strategic Planning Toolkit](#)
The Strategic Planning Toolkit provides a guide and resources that adapt many of the concepts and building blocks of program review to allow constituents to strategically analyze and address the future. This approach to the planning process is intended to be customized to suit the individual needs and culture of the unit.¹⁷
- [Washington State Rape Prevention and Education Evaluation Toolkit](#)
The goal of this toolkit is to help plan and carry out your own program evaluations related to sexual violence prevention and intervention. The toolkit will guide you through the necessary steps to build your own prevention plan, assess your program effectively, and share your successes with others.¹⁸
- [National Sexual Violence Resource Center Evaluation Toolkit](#)
The goal of this toolkit is to increase the capacity to implement program evaluation for sexual violence prevention work by providing tools and guidance for both program implementers and those who support them.¹⁹

¹⁵ Michigan State University. (2021). *Relationship violence and sexual misconduct plan*.

¹⁶ University of California Berkeley PATH to Care Center. (2019, August). *Preventing sexual harassment in your academic department: A toolkit*.

¹⁷ Boston College. (n.d.). *Strategic planning toolkit*.

¹⁸ Washington State Department of Health. (2019). *The Washington state rape prevention and education evaluation toolkit*.

¹⁹ National Sexual Violence Resource Center. (2018, June). *Evaluation toolkit*.

Appendix F

Peer-Reviewed Articles for Action Planning

- Campbell, R., Munford, A., Moylan, C. A., PettyJohn, M. E., Schweda, K., Fedewa, T., Rosen, H., Ferguson, M. A., Beal, J., & Buchanan, N. T. (2023). Creating a university strategic plan to address relationship violence and sexual misconduct (RVSM): An application of principles-focused evaluation at Michigan State University. *Violence Against Women*, 29(1), 3–34.
- McMahon, S., Cusano, J., Buttner, C., Snyder, S., Ast, R. S., & Camerer, K. (2022). Evaluating efforts to address campus sexual violence: Developing a data ecosystem. *Journal of Interpersonal Violence*, 37(23-24), NP23563-NP23586.
- McMahon, S., Stepleton, K., Cusano, J., O'Connor, J., Gandhi, K., & McGinty, F. (2018). Beyond sexual assault surveys: A model for comprehensive campus climate assessments. *Journal of Student Affairs Research and Practice*, 55(1), 78-90.
- Swartout, K. M., Wood, L., & Busch-Armendariz, N. (2020). Responding to campus climate data: Developing an action plan to reduce campus sexual misconduct. *Health Education & Behavior*, 47(1_suppl), 70S-74S.

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