



# Tufts University Student Perspectives on Sexual Misconduct Survey

2024 Report



**PREPARED FOR**

Tufts University  
May 2024

**PREPARED BY**

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# Study Design

The Tufts University Student Perspectives on Sexual Misconduct Survey surveyed graduate and undergraduate students aged 18 or older. The survey was administered online by Grand River Solutions, an independent company, with a survey tool developed by the Grand River Solutions team.

Tufts University identified the student pool for the survey, and sent a message to potential participants notifying them to expect an email from Grand River Solutions with the survey link. When possible, Tufts University provided the race/ethnicity, binary gender, age, class year, residency status, full/part-time status, Pell grant status, and academic level (undergraduate/graduate) of the participant pool. This information was provided to Grand River Solutions through a secure portal. If Tufts University could not provide this data, a question was included in the survey to obtain it.

Grand River Solutions sent a personalized email to the students, each with a unique link to the survey, and sent reminder emails to non-respondents over the field period. The number of reminder emails and the field period were mutually agreed upon by Tufts University and Grand River Solutions.

All personally identifying information was automatically de-linked from survey responses once submitted. All personally identifying information was permanently deleted from Grand River Solutions devices and accounts within 60 days of the end of the survey field period and Tufts University was provided with a signed certification of data destruction.

Participants were informed that their responses were confidential and would be reported in aggregate form and no individually identifying information would be reported. The survey was provided in English and Spanish, and participants were able to toggle between the two languages throughout the survey. All survey questions were optional to participants. Tufts University was able to add custom questions to the survey as agreed upon by Tufts University and Grand River Solutions. The survey was approved by Ethical & Independent Review Services.

# Study Measures

## Demographics

In addition to the demographic data provided by Tufts University, the survey included questions pertaining to the student's self-identification as an intercollegiate athlete, first generation college student, active duty military member, ROTC student, Greek Life member, their enrollment in college classes while in high school, housing status, and parental status, when applicable. Students were also asked to identify their sex assigned at birth, gender identity, sexual orientation, and disability status.

## Knowledge and campus culture

Students were asked about their knowledge of key campus policies relevant to sexual misconduct. They were also asked about their perceptions of the campus culture, Tufts University's prevention and response efforts relevant to sexual misconduct, and bystander intervention.

## Sexual Misconduct

The survey asked participants about their experiences of sexual misconduct since they have been a student at Tufts University, including sexual harassment, sexual assault, rape, intimate partner violence, and stalking.

The survey included follow-up questions for those that indicated experiencing sexual misconduct. These questions asked about academic, professional, and mental health impacts of their experience, their relationship with the perpetrator, the location of the incident, whether or not they reported the incident, reasons why they did not report, and their experiences during the reporting process.

## School connectedness

Students were asked to reflect on their experiences at Tufts University and to identify their feelings and perceptions of belonging, equity, and well-being.

# Data Analysis Methods

To be considered valid, a respondent had to have answered at least one question beyond the demographic section. To preserve participant confidentiality, any findings with a low response rate were omitted in reports to Tufts University.

Reports provided to Tufts University included only statistically significant findings. Statistical significance was determined using chi square tests and a p-value of  $<0.05$ . Statistical significance for the difference in means was determined using a t-test or one-way anova. When cell counts were less than 5, a Fisher's t-test was used to evaluate statistical significance.

All personal experience questions were collapsed to yes/no variables for each of the types of sexual misconduct. Sexual orientation was collapsed to straight/heterosexual and LGB+. Gender identity was collapsed to man, woman, and transgender, genderqueer, nonbinary, or gender nonconforming (TGQN). Race/ethnicity were collapsed into federally recognized categories of Black, Indigenous, and People of Color (BIPOC), and White. Definitions of these categories are included on the following page.

All likert scales (strongly agree to strongly disagree) were converted to a four-point ranking where 4= positive response and 1= negative response. Likert questions were grouped based on pre-determined themes of belonging, well-being, equity, and culture (when applicable). Responses to these questions were averaged for each theme and reported on a scale of 1 to 4.





# Key Terms

## BIPOC

Black, Indigenous, and People of color (BIPOC) includes respondents who self-identified as African, Alaska Native, Asian/Asian American, American Indian/Indigenous, Black or African American, Caribbean/West Indian, East Asian, European, Hispanic/Latino/a/x/e, Latin American, Middle Eastern or North African, Native Hawaiian/Pacific Islander, South Asian, Southeast Asian, or another race/ethnicity.

## LGB+

Lesbian, gay, and bisexual plus (LGB+) includes respondents that self-identified as lesbian, gay, bisexual, asexual, fluid, pansexual, queer, questioning, or another sexual orientation.

## Sexual misconduct

Used to refer to sexual harassment, sexual assault, rape, intimate partner violence, and stalking collectively.

## Sexual violence

Used to refer to sexual assault and/or rape collectively.

## TGQN

Transgender, genderqueer, nonbinary, or gender nonconforming (TGQN) includes respondents that self-identified as agender, genderqueer/gender-fluid, non binary, questioning, two-spirit, another gender identity, intersex, man but not male assigned at birth, or woman but not female assigned at birth.

# Response Rate and Participant Demographics

A total of 11,455 Tufts University students were invited to participate, and 2,476 (22%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Tufts University students. Findings in this report should not be used to make conclusions about the entire student population.

Fig. 1 Race and ethnicity

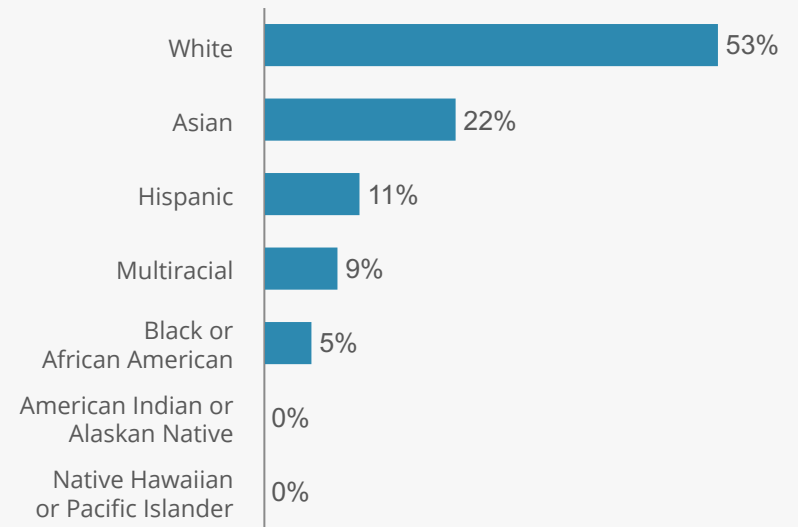


Fig. 2 Age

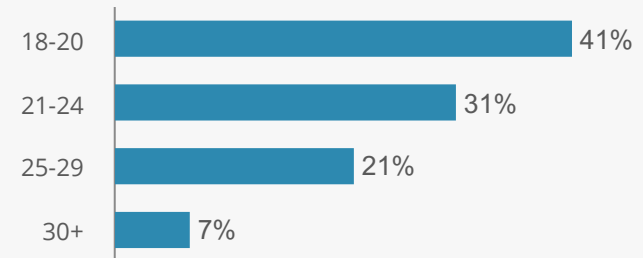
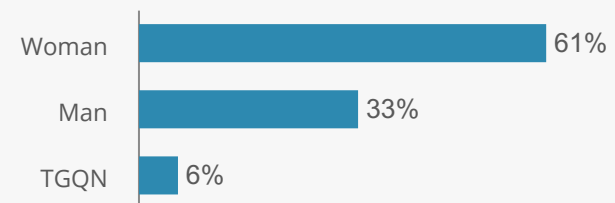
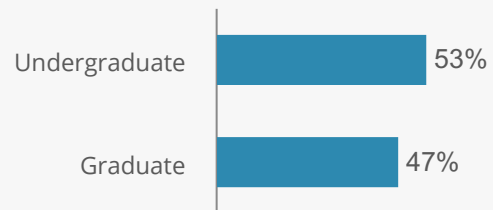


Fig. 3 Gender identity

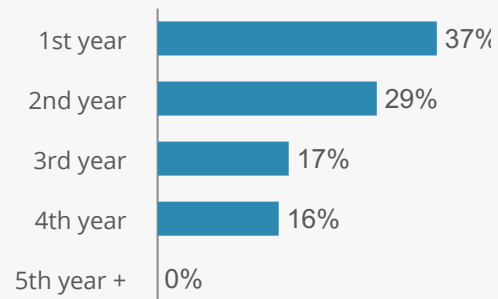


## Participant Demographics

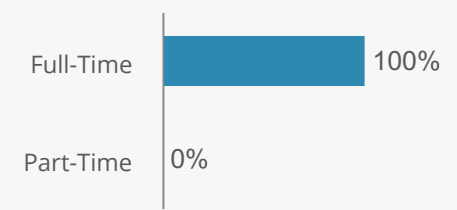
**Fig. 4 Academic status**



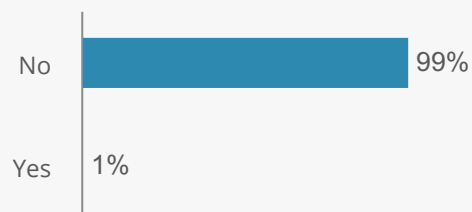
**Fig. 5 Class year**



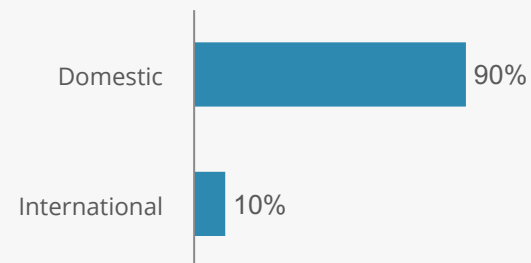
**Fig. 6 Enrollment status**



**Fig. 7 Transfer status**



**Fig. 8 Residency**





## Participant Demographics

Fig. 9 Sexual orientation

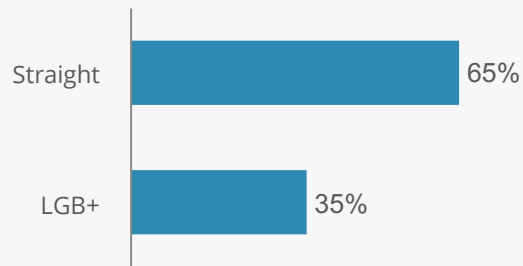


Fig. 10 Disability status

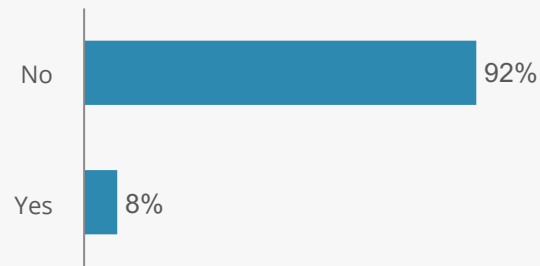


Fig. 11 First-generation student

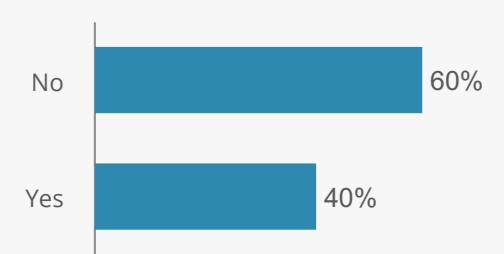


Fig. 12 Athlete

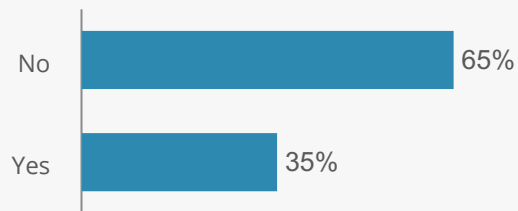
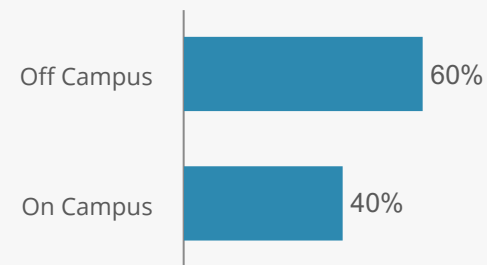


Fig. 13 Housing



## Participant Demographics

Fig. 15 ROTC

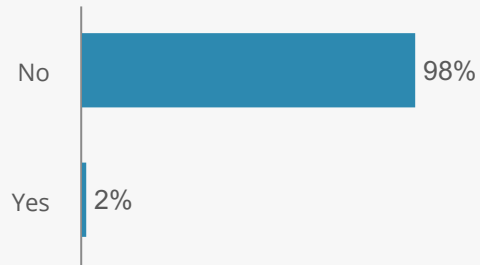


Fig. 16 Greek life member

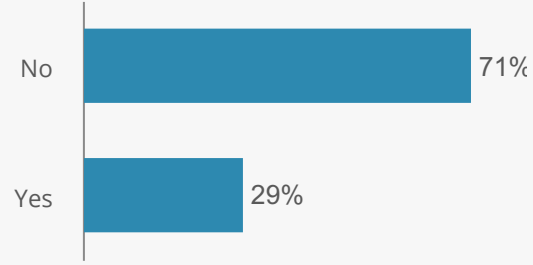
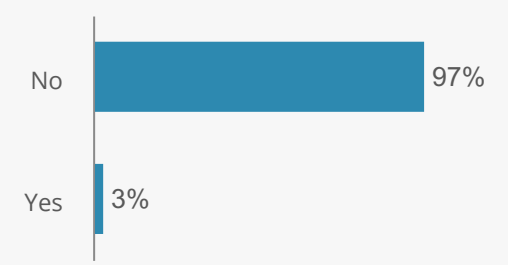


Fig. 17 Parent/Guardian



# Executive Summary

## School connectedness

Overall, most students indicated that they feel a sense of belonging as well as safe and protected at Tufts. Most students also agreed that the University treats all students equitably. Differences in perceptions of belonging, well-being, and equity were observed across several demographic groups.

## Knowledge of policies and resources

A majority of participants confirmed that they have learned about sexual misconduct through trainings or other programs at Tufts. Slightly over half of participants knew where to get help if someone they know experiences sexual misconduct and knew what happens when a student reports misconduct. Differences in students' overall knowledge of policies and resources were observed across several demographic groups.

## Sexual misconduct

Forty-four percent (44%) of participants said that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, and/or rape since they have been a student at Tufts University. The prevalence of these experiences varied across several demographic groups.

## Reporting

The majority of participants who experienced sexual misconduct did not report the incident to the University. The most common reasons why students chose not to report were that they did not think the incident was serious enough to report, they felt reporting the incident would interfere with their academics or other activities, and they were worried they would not get the outcome that they wanted.

## Bystander intervention

Around half of students who witnessed an incident of sexual misconduct intervened in some way. Those who chose not to intervene did not do so most commonly because they did not know what to do or felt it was not their business to get involved.

## Campus climate and confidence in reporting

On average, students slightly agreed that it is uncommon for people at the school to make sexist comments or jokes, and slightly agreed that the University is doing a good job of preventing and responding to sexual misconduct. In general, confidence in the University's reporting process was high among students who have not experienced sexual misconduct.



Findings

# **School Connectedness**

## Perceptions of Belonging, Well-being, and Equity

Students were asked to what extent they agreed or disagreed with statements about their feelings of belonging, well-being, and equity at Tufts University. Their responses were scored on a scale from 1 to 4, with 4 being the most positive response.

### Belonging

On average, most students **agreed** that they feel a sense of belonging at the University.

### Equity

On average, most students **agreed** that the University treats all students equitably.

### Well-being

On average, most students **agreed** that they feel safe and protected at the University.

3.3<sub>/4</sub>

Belonging

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3.1<sub>/4</sub>

Equity

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3.1<sub>/4</sub>

Well-being

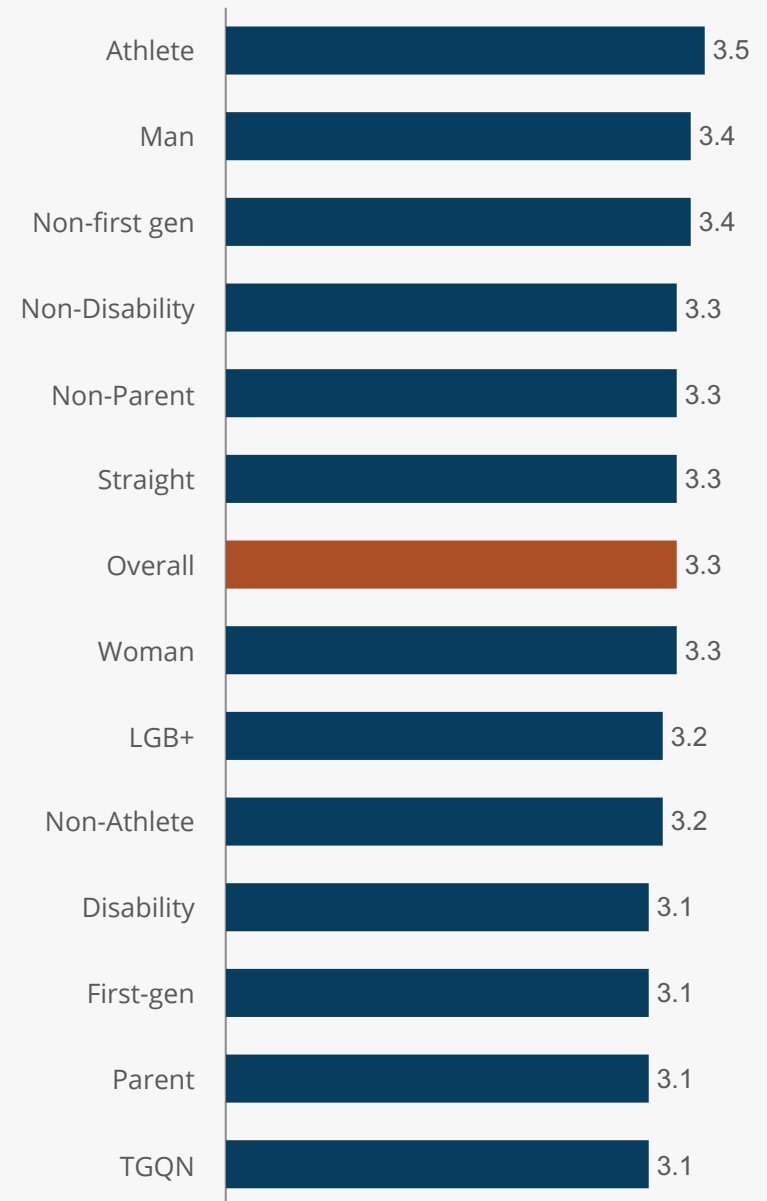
1 = negative response  
4 = positive response

## Differences in Perceptions of Belonging

Perceptions of belonging varied among some groups.

- TGQN students and women reported a lower sense of belonging than men.
- Participants who identified as parents or guardians reported a lower sense of belonging than their counterparts.
- First-generation college students reported a lower sense of belonging than their counterparts.
- Students with disabilities reported a lower sense of belonging than their counterparts.
- Non-athletes reported a lower sense of belonging than athletes.
- LGB+ students reported a lower sense of belonging than straight students.

Fig. 18 Differences in perceptions of belonging

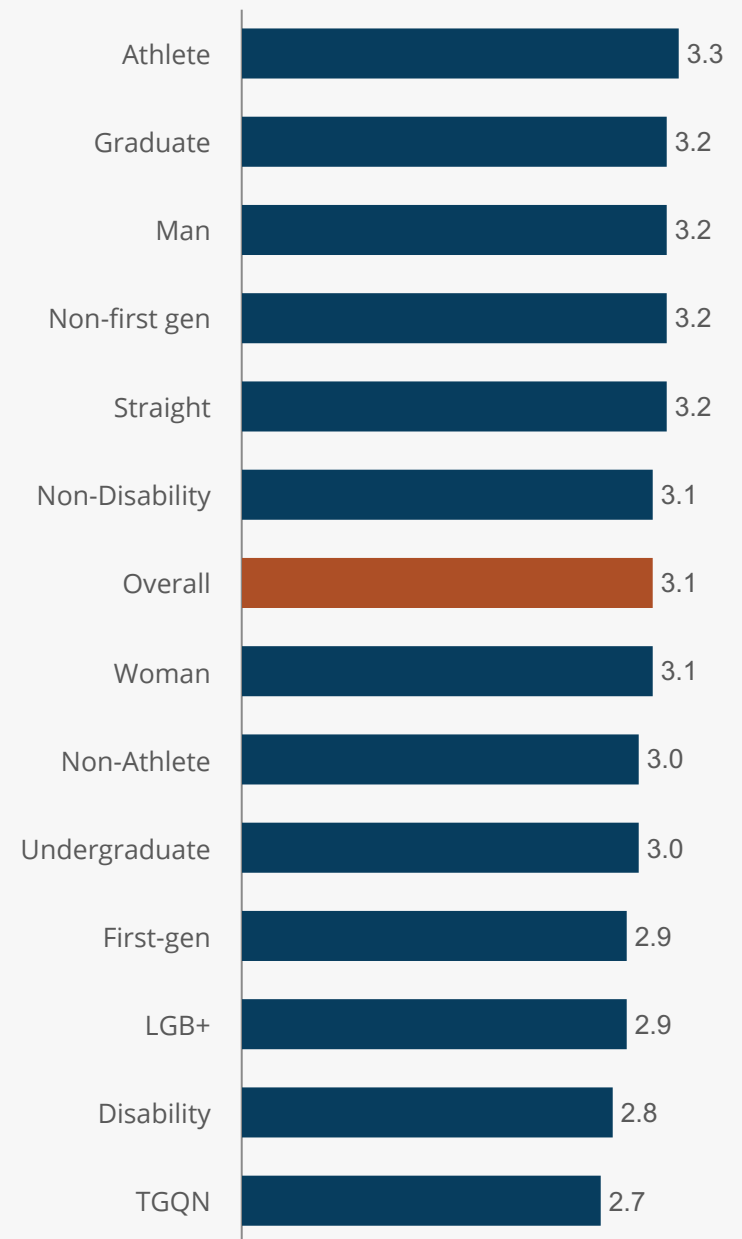


## Differences in Perceptions of Equity

Perceptions of equity varied among some groups.

- TGQN students and women reported a lower sense of equity than men.
- Students with disabilities reported a lower sense of equity than their counterparts.
- LGB+ students reported a lower sense of equity than straight students.
- First-generation college students reported a lower sense of equity than their counterparts.
- Undergraduate students reported a lower sense of equity than graduate students.
- Non-athletes reported a lower sense of equity than athletes.

Fig. 19 Differences in perceptions of equity

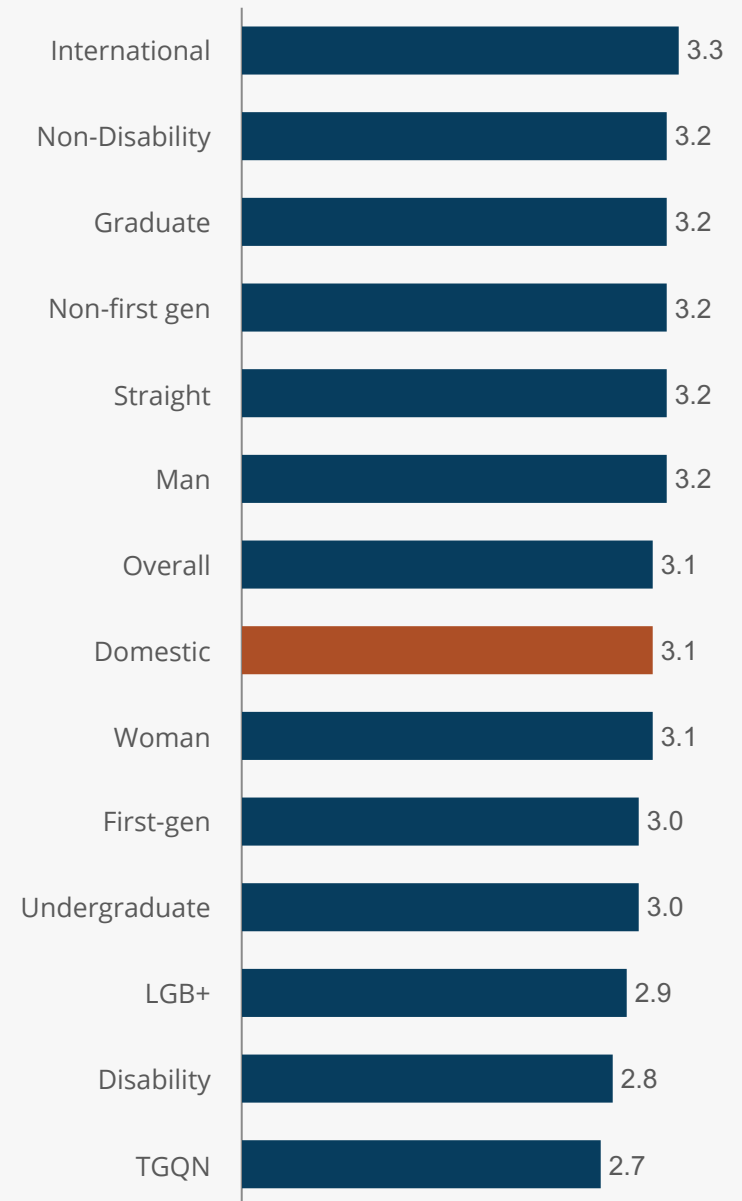


## Differences in Perceptions of Well-being

Perceptions of well-being varied among some groups.

- TGQN students and women reported a lower sense of well-being than men.
- Students with disabilities reported a lower sense of well-being than their counterparts.
- LGB+ students reported a lower sense of well-being than straight students.
- Undergraduate students reported a lower sense of well-being than graduate students.
- First-generation college students reported a lower sense of well-being than their counterparts.
- Domestic students reported a lower sense of well-being than international students.

Fig. 20 Differences in perceptions of well-being







Findings

# **Knowledge of Resources and Policies**

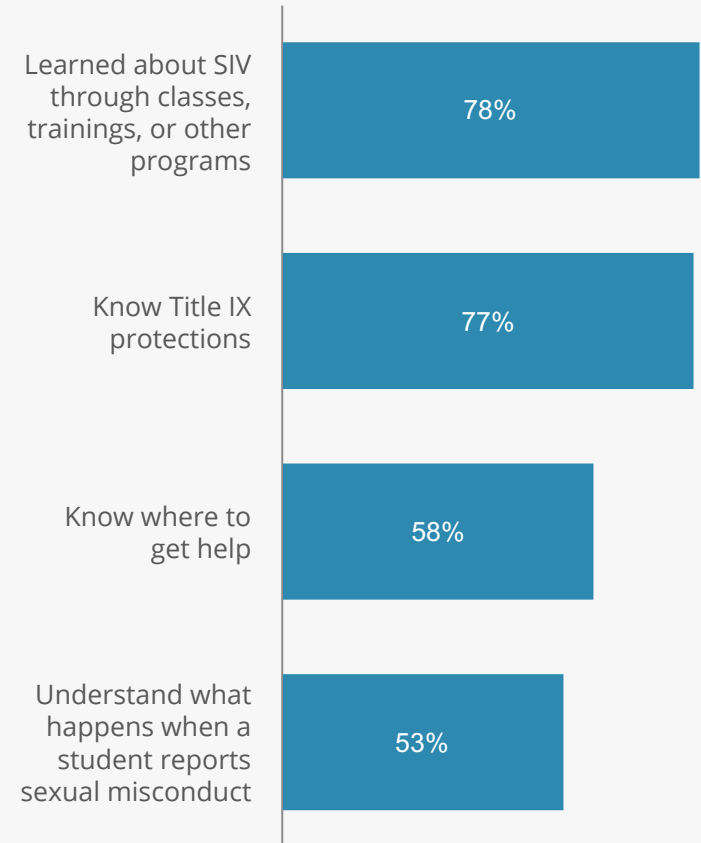
## Knowledge of Resources and Policies

Students were asked about their knowledge of campus resources and policies relevant to sexual misconduct.

A majority of students confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at Tufts University (78%) and indicated that they know Title IX protections against sexual misconduct (77%).

About half of students understood what happens when a student reports sexual misconduct (53%), and slightly more than half knew where at the University they could get help if someone they know experiences sexual misconduct (58%).

Fig. 21 Knowledge of campus resources and policies



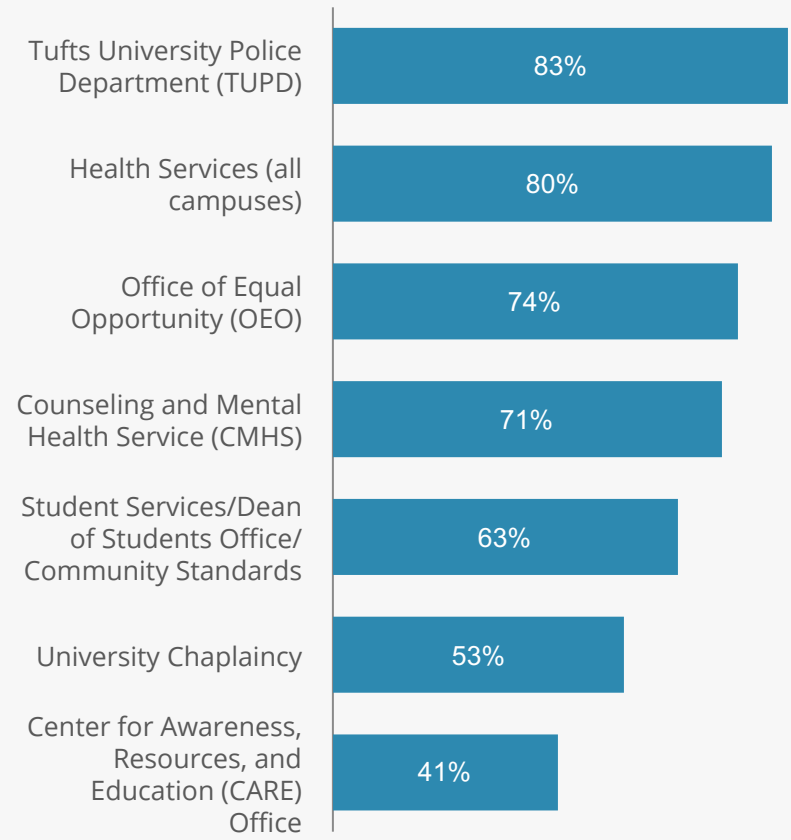
# Knowledge of Campus Offices and Departments

Students were asked about their knowledge of certain offices and departments at Tufts.

A majority of students confirmed that they knew about University Police (83%), Health Services (80%), the Office of Equal Opportunity (74%), and Counseling and Mental Health Services (71%). Most students also knew about Student Services (63%). About half knew about the University Chaplaincy (53%) and less than half knew about the Center for Awareness, Resources, and Education (CARE).

When asked if Tufts University has a Title IX coordinator, 54% of participants answered 'yes,' while 44% answered that they were unsure, and 2% of participants answered 'no.'

**Fig. 22 Knowledge of campus offices/departments**



**Fig. 23 Does Tufts University have a Title IX coordinator?**



# Knowledge of Sexual Misconduct Prevention

Students were asked whether they had received written, verbal, or online information from anyone at Tufts University relevant to sexual misconduct prevention and other essential information.

## Prevention

A slight majority of students confirmed that they have received information on how to intervene as a bystander (55%) and how to help prevent sexual misconduct (63%).

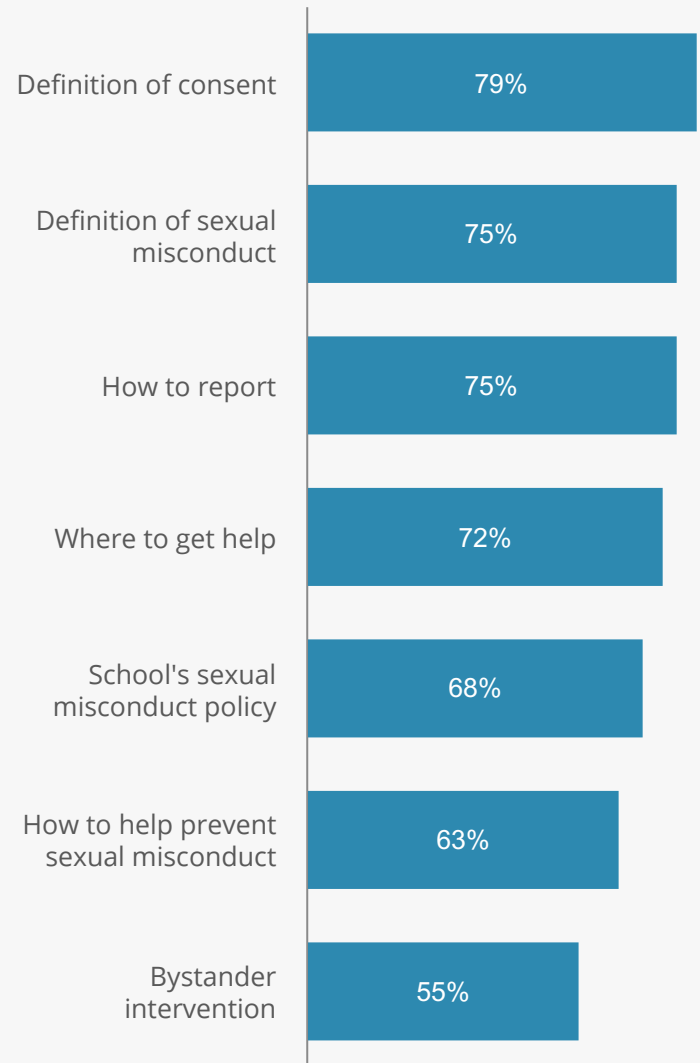
## Definitions and Policies

Most students confirmed that they received information on the definition of sexual misconduct (75%) and the school's policy on sexual misconduct (68%). A majority were also informed of the definition of consent and how to obtain it from a sexual partner (79%).

## Reporting and Resources

A majority of students confirmed they have received information on how to report sexual misconduct (75%) and where to get help if someone they know experiences sexual misconduct (72%).

Fig. 24 Received information about the following from someone at the school

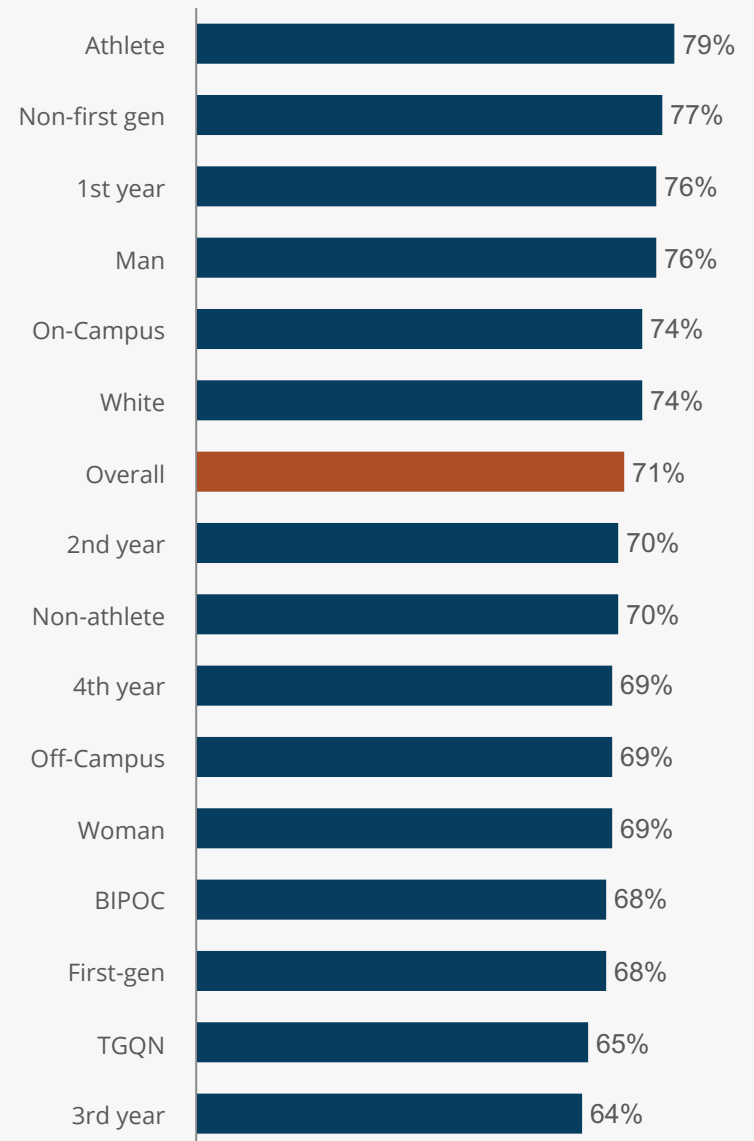


## Differences in Knowledge of Resources and Policies

Some demographic groups were less likely to agree that they knew about campus resources, policies, offices, and other information relevant to sexual misconduct prevention compared to their respective counterparts:

- Second, third, and fourth year students
- TGQN students and women
- First-generation college students
- BIPOC students
- Students who lived off campus
- Non-athletes

Fig. 25 Differences in knowledge of campus resources and policies





Findings

# Campus Climate

## Campus Culture

Students were asked about the culture of sexual harassment at Tufts University, and their perceptions of the University's efforts to prevent and respond to sexual misconduct. Their responses were scored on a scale from 1 to 4, with 4 being the most positive response.

On average, students **slightly agreed** that it is uncommon for people at the school to make sexist comments or jokes, and that the University is doing a good job of trying to prevent sexual misconduct from occurring, and of holding perpetrators accountable.

2.9<sub>/4</sub>

Campus Culture

1 = negative response

4 = positive response

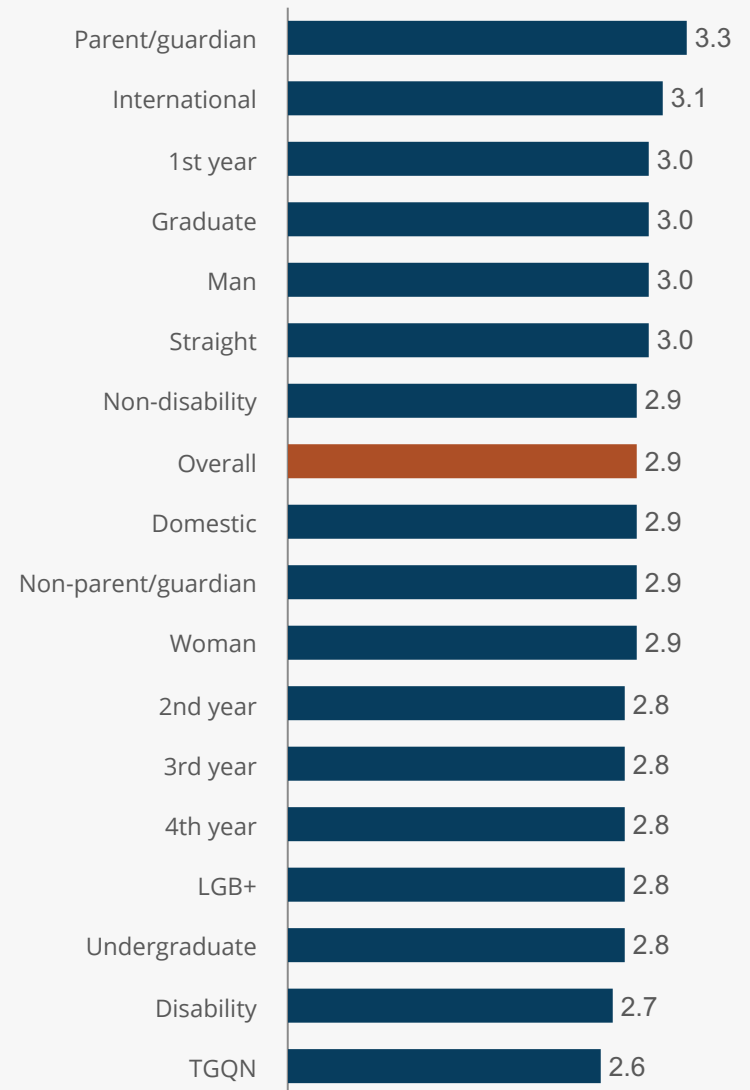
## Differences in Perception of Campus Culture

Perceptions about the culture of sexual harassment at Tufts University varied among demographic groups.

Groups who had a less favorable view of the campus culture, and were less likely to agree that the school is doing a good job of preventing and responding to sexual misconduct than their counterparts included:

- TGQN students and women
- Students with disabilities
- Undergraduate students
- LGB+ students
- Second, third, and fourth year students
- Non-parents or guardians
- Domestic students

Fig. 26 Differences in perception of campus culture



1 = negative response  
4 = positive response



## Confidence in Reporting

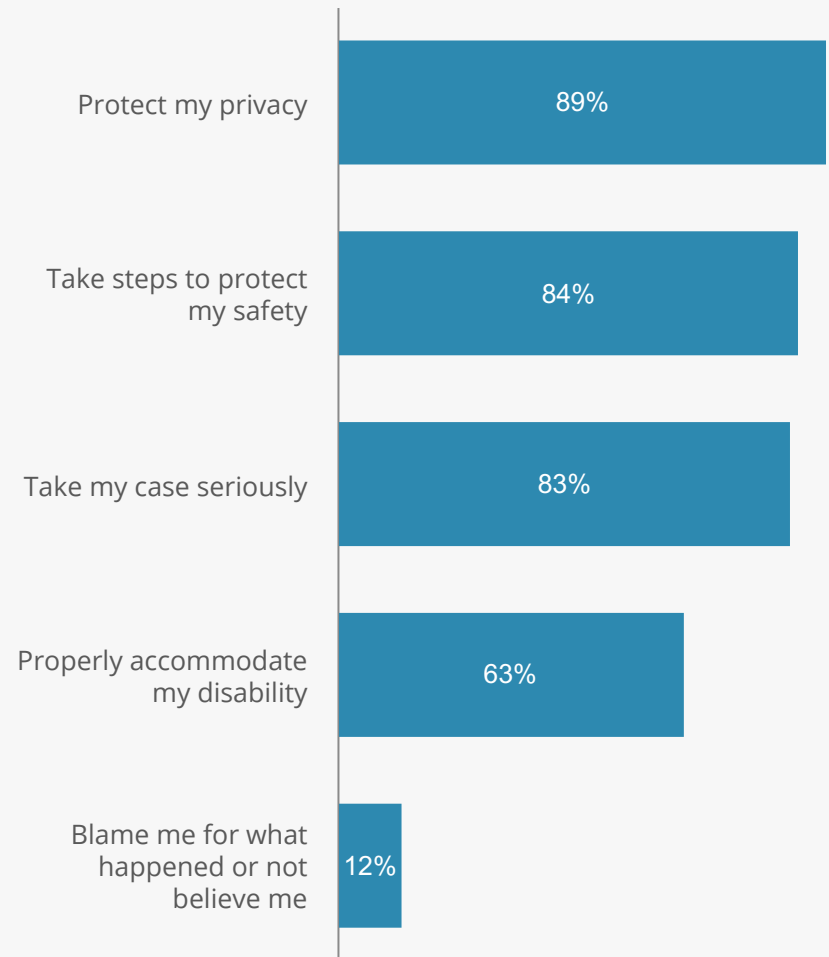
Participants who did not experience an incident of sexual misconduct were asked about their confidence in the school's reporting process and campus resources. Twenty-nine percent (29%) of students indicated that they would seek mental health or health and wellness services, 52% would go to University Police, and 53% would go to another employee if they experienced sexual misconduct.

A majority of students believed that their case would be taken seriously if they reported an incident of sexual misconduct (83%).

A majority of students believed that their privacy and safety would be protected if they reported sexual misconduct (89% and 84%). Twelve percent (12%) of participants believed that the University would blame them or not believe them about the incident.

Of those who self-identified as having a disability, 63% believed that the University would properly accommodate their disability.

Fig. 27 If an incident of sexual misconduct occurred, I believe Tufts University would...





Findings

# **Personal Experience**

## 44% of Students Experienced Sexual Misconduct

The survey asked students about their experiences of non-consensual sexual contact, sexual harassment, stalking, and intimate partner violence since they have been a student at Tufts University. Overall, 44% of participants indicated experiencing at least one form of sexual misconduct.

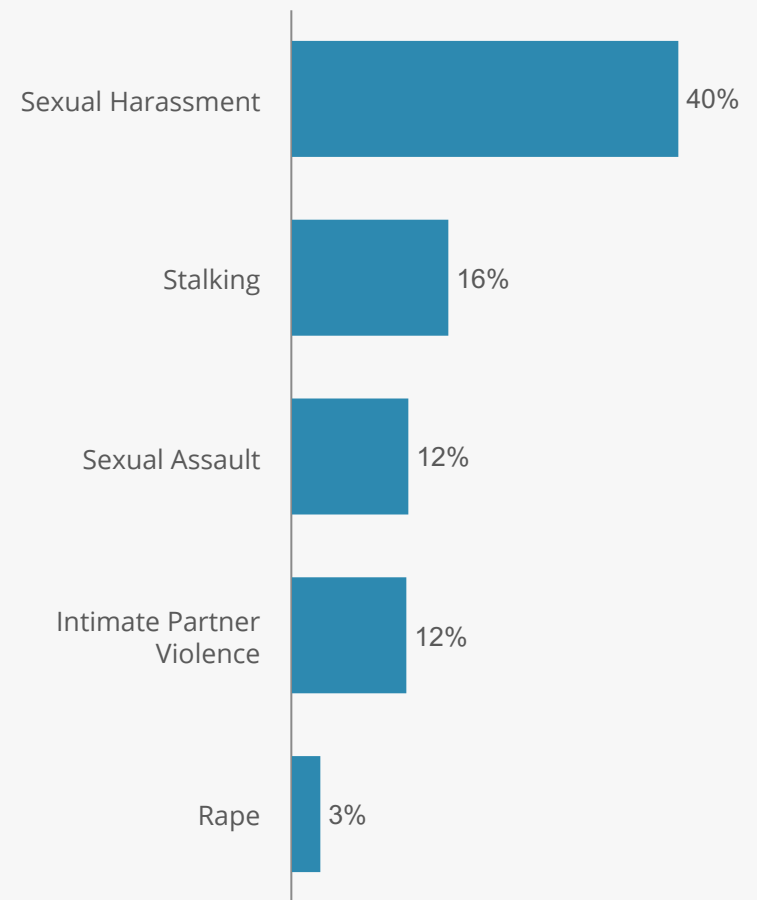
- **40%** experienced sexual harassment
- **16%** experienced stalking
- **12%** experienced sexual assault
- **12%** experienced intimate partner violence
- **3%** experienced rape

### INSIGHTS

Even with an anonymous survey, individuals may be hesitant to disclose experiences of unwanted sexual contact.<sup>1</sup>

1 Hirsch, J. S. & Khan, S. (2020). Sexual citizens: A landmark study of sex, power and assault on campus. WW Norton.

Fig. 28 Prevalence of sexual misconduct



**19%**

experienced **two or more** instances of sexual misconduct.

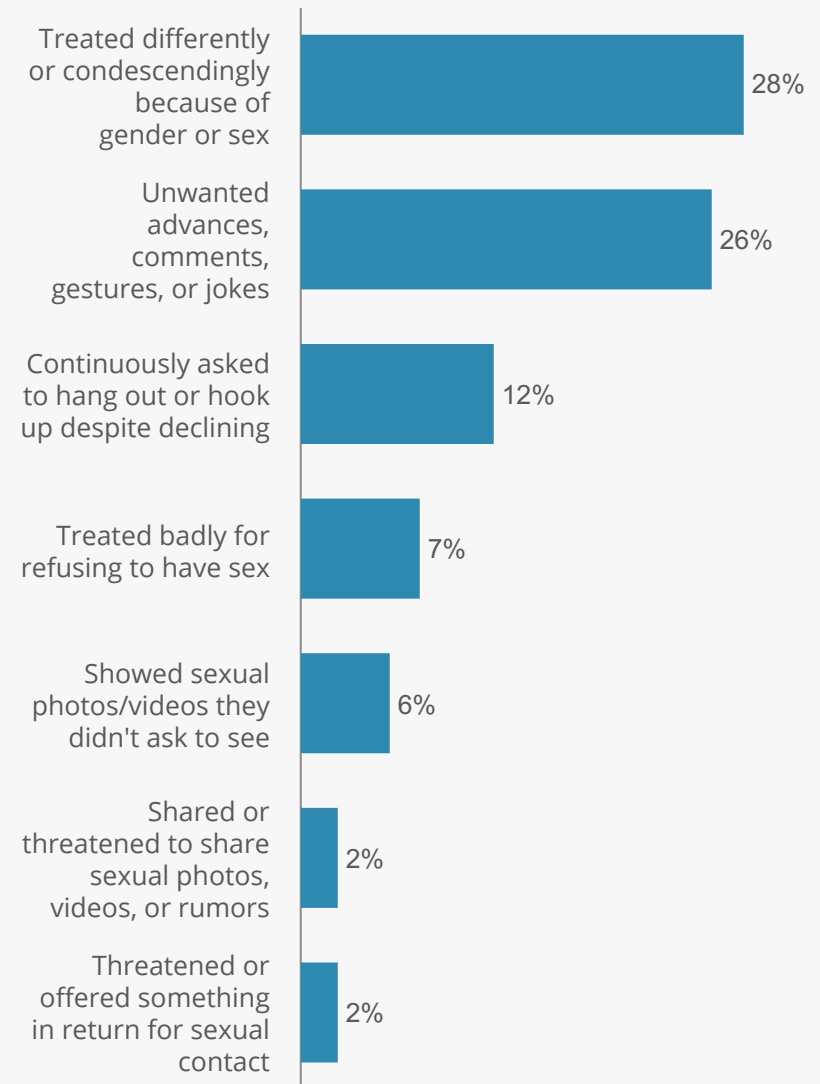
## 40% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment since they have been a student at Tufts University. Overall, 27% of participants experienced sexual harassment once and 13% experienced sexual harassment more than once.

The highest percentage of students reported that someone treated them differently or condescendingly because of their gender or sex (28%).

- **26%** indicated someone made unwanted sexual advances, comments, gestures, or jokes toward them
- **12%** indicated someone continuously asked them to hang out or hook up despite saying no
- **7%** indicated someone treated them badly for refusing to have sex
- **6%** indicated someone sent or showed them sexual photos or videos that they did not ask to see
- **2%** indicated someone shared or threatened to share sexual photos, videos, or rumors of them that they did not want shared
- **2%** indicated someone threatened them or offered something in return for sexual contact

Fig. 29 Prevalence of sexual harassment

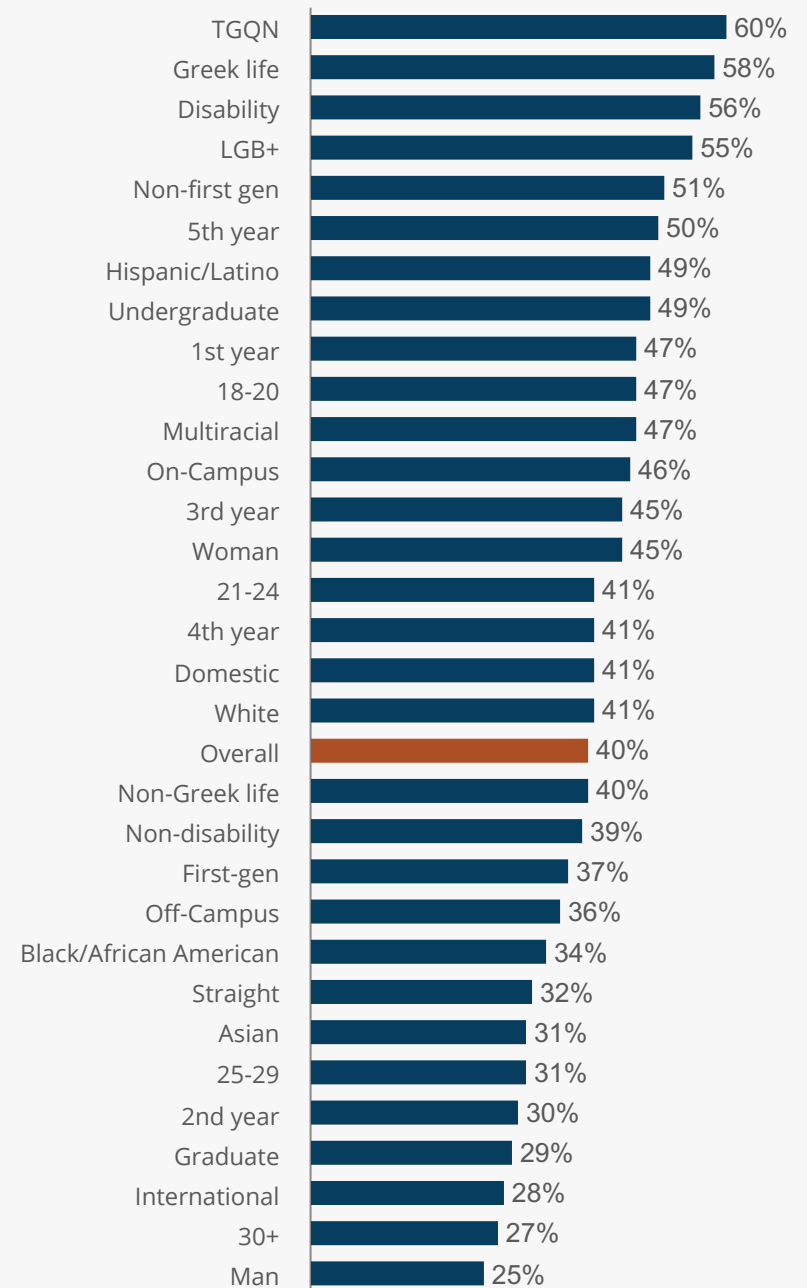


## Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied among some groups.

- TGQN students and women were more likely to experience sexual harassment than men.
- Students involved in Greek life were more likely to experience sexual harassment than their counterparts.
- Students with disabilities were more likely to experience sexual harassment than their counterparts.
- LGB+ students were more likely to experience sexual harassment than straight students.
- Non-first generation students were more likely to experience sexual harassment than their counterparts.
- First, third, fourth, and fifth year students were more likely to experience sexual harassment than second year students.
- Hispanic, Latino, White, and multiracial students were more likely to experience sexual harassment than Black or Asian students.
- Undergraduate and domestic students were more likely to experience sexual harassment than graduate and international students.
- Students aged 18-24 were more likely to experience sexual harassment than other age groups.
- Students who live on-campus were more likely to experience sexual harassment than those who live off campus.

**Fig. 30 Prevalence of sexual harassment by demographics**

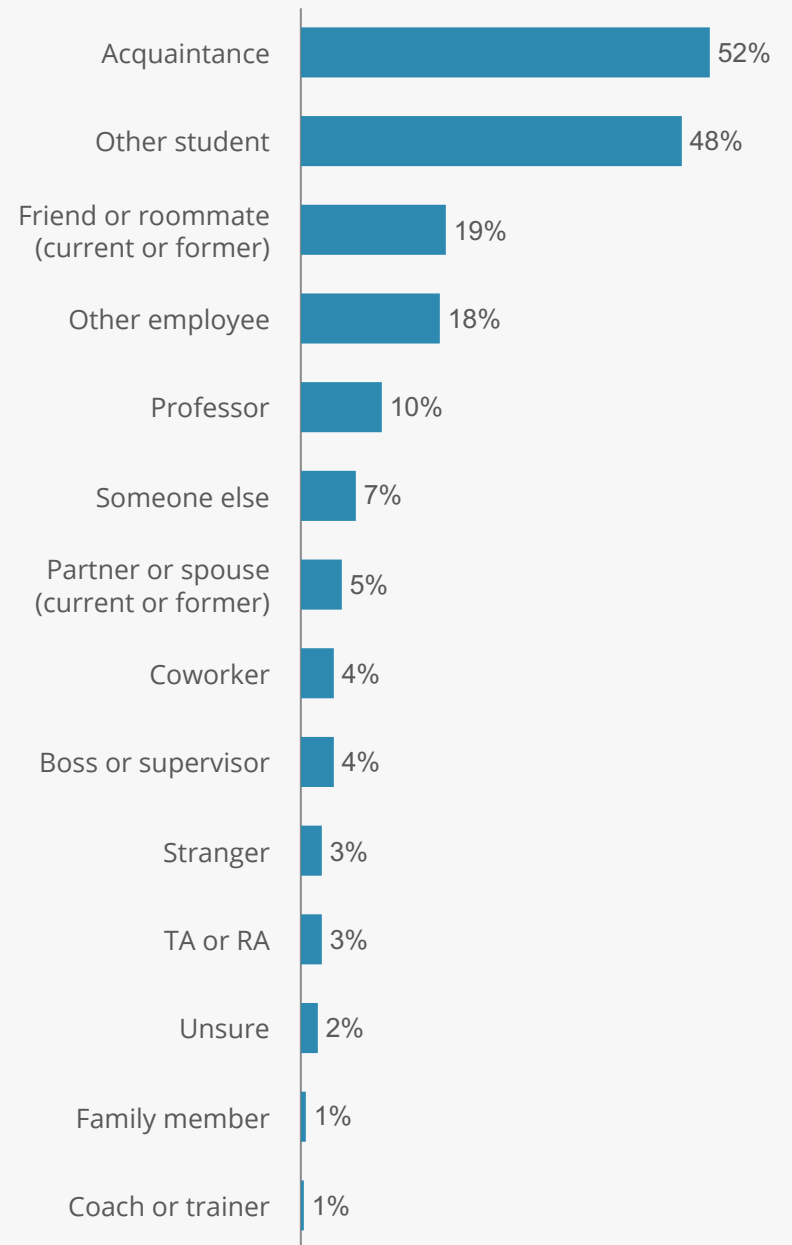


## Perpetrators of Sexual Harassment

Students who experienced sexual harassment since they have been a student at Tufts University were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was an acquaintance, friend of a friend, or someone they just met (52%), followed by another student (48%) and a current or former friend or roommate (19%).

Fig. 31 Perpetration of sexual harassment

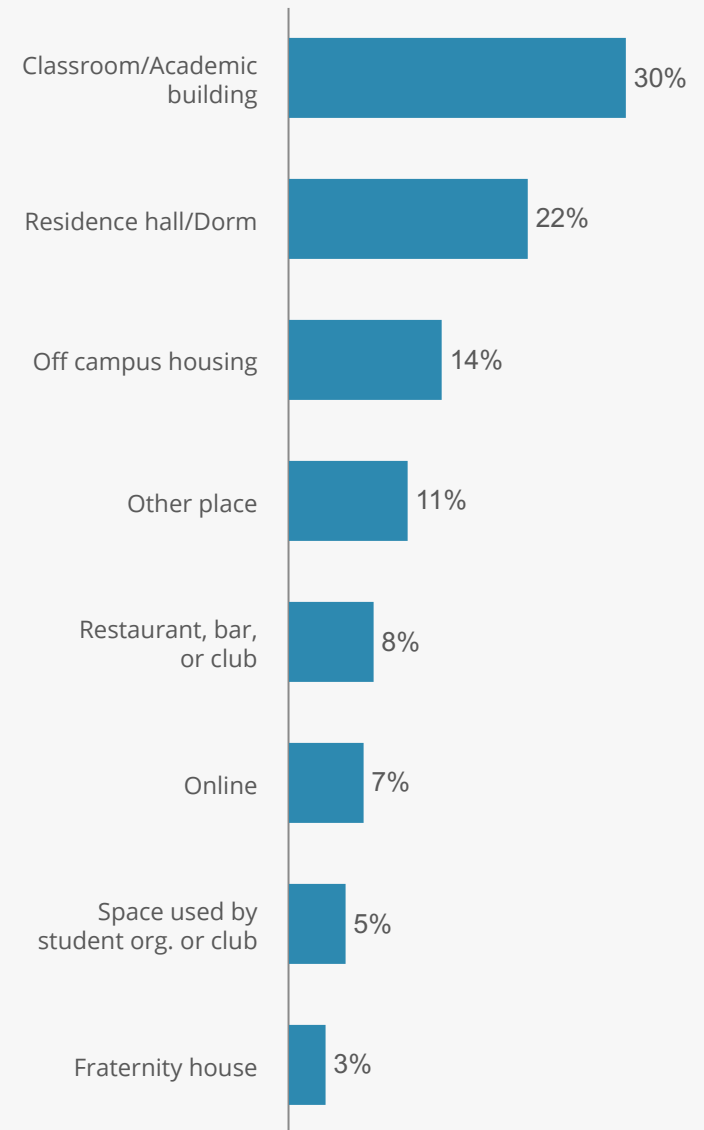


## Locations Where Sexual Harassment Occurred

Students who experienced sexual harassment were asked about where the incident took place.

The highest percentage of students indicated that the incident occurred at a classroom or other academic building (30%), followed by a residence hall or dorm (22%) and off campus housing (14%).

Fig. 32 Prevalence of sexual harassment by location



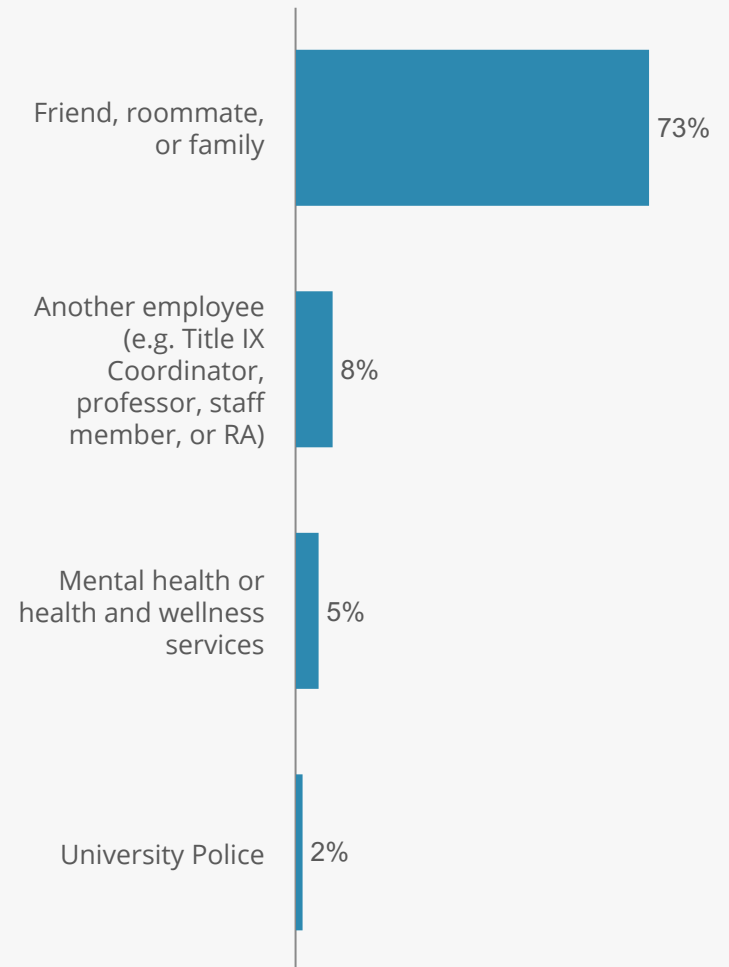
## Reporting of Sexual Harassment

Students who indicated experiencing sexual harassment were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (73%), a majority did not report the incident to the University.

- **5%** contacted mental health or health and wellness services
- **2%** contacted the University Police
- **8%** contacted another campus employee (e.g. Title IX Coordinator, professor, staff member, or RA)

Fig. 33 Reporting of sexual harassment



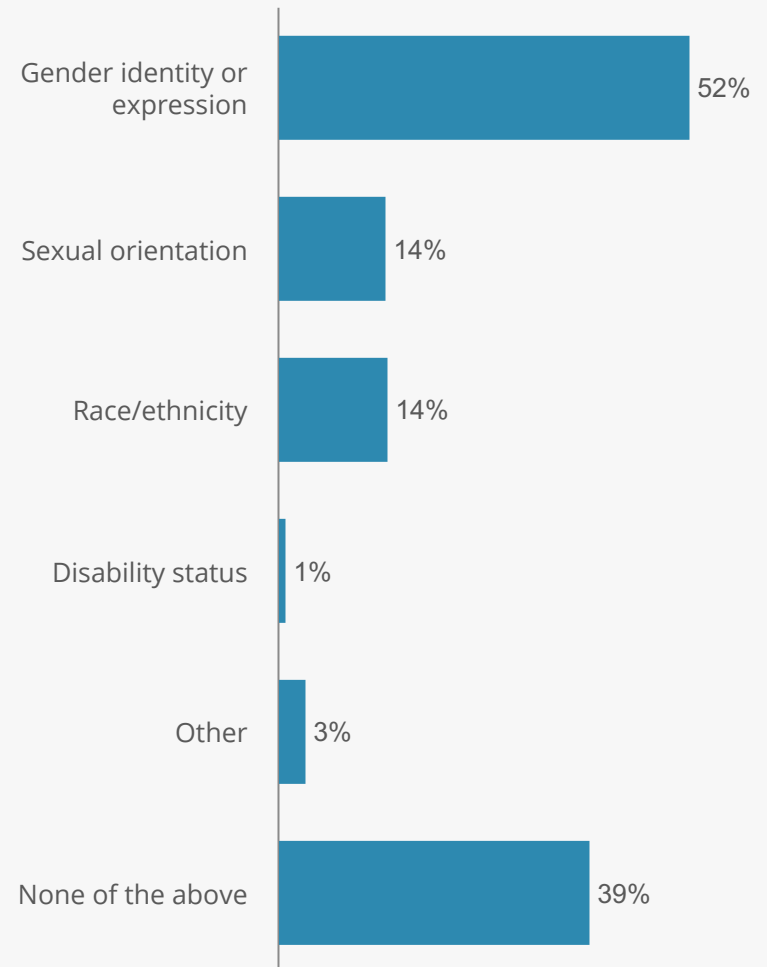


## Sexual Harassment and Discrimination

Students who experienced sexual harassment were asked if they believed the incidents were related to an identity that they hold.

- **52%** believed the incident was related to their gender identity or gender expression
- **14%** believed the incident was related to their sexual orientation
- **14%** believed the incident was related to their race or ethnicity
- **1%** believed the incident was related to their disability status
- **3%** believed the incident was related to another identity marker

Fig. 34 Sexual harassment and discrimination

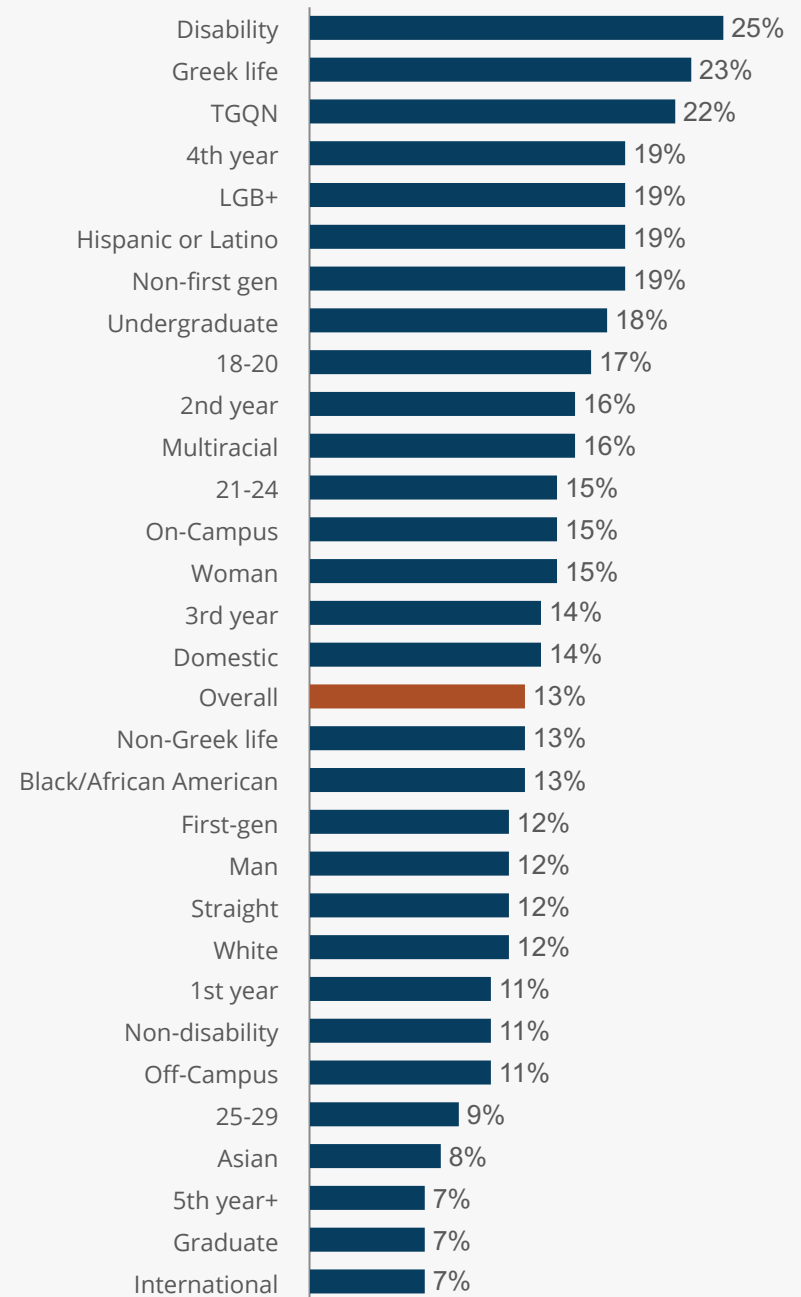


# 12% of Students Experienced Sexual Violence

The prevalence of sexual violence varied across some groups.

- Students with disabilities were more likely to experience sexual violence than their counterparts.
- Students involved in Greek life were more likely to experience sexual violence than their counterparts.
- TGQN students and women were more likely to experience sexual violence than men.
- Second, third, and fourth year students were more likely to experience sexual violence than first and fifth year students.
- LGB+ students were more likely to experience sexual violence than straight students.
- Hispanic, Latino, and multiracial students were more likely to experience sexual violence than Black, White, and Asian students.
- Non-first generation students were more likely to experience sexual violence than their counterparts.
- Undergraduate and domestic students were more likely to experience sexual violence than graduate and international students.
- Students aged 18-24 were more likely to experience sexual violence than students in other age groups.
- Students who live on campus were more likely to experience sexual violence than those who live off campus.

**Fig. 35 Prevalence of sexual violence by demographics**

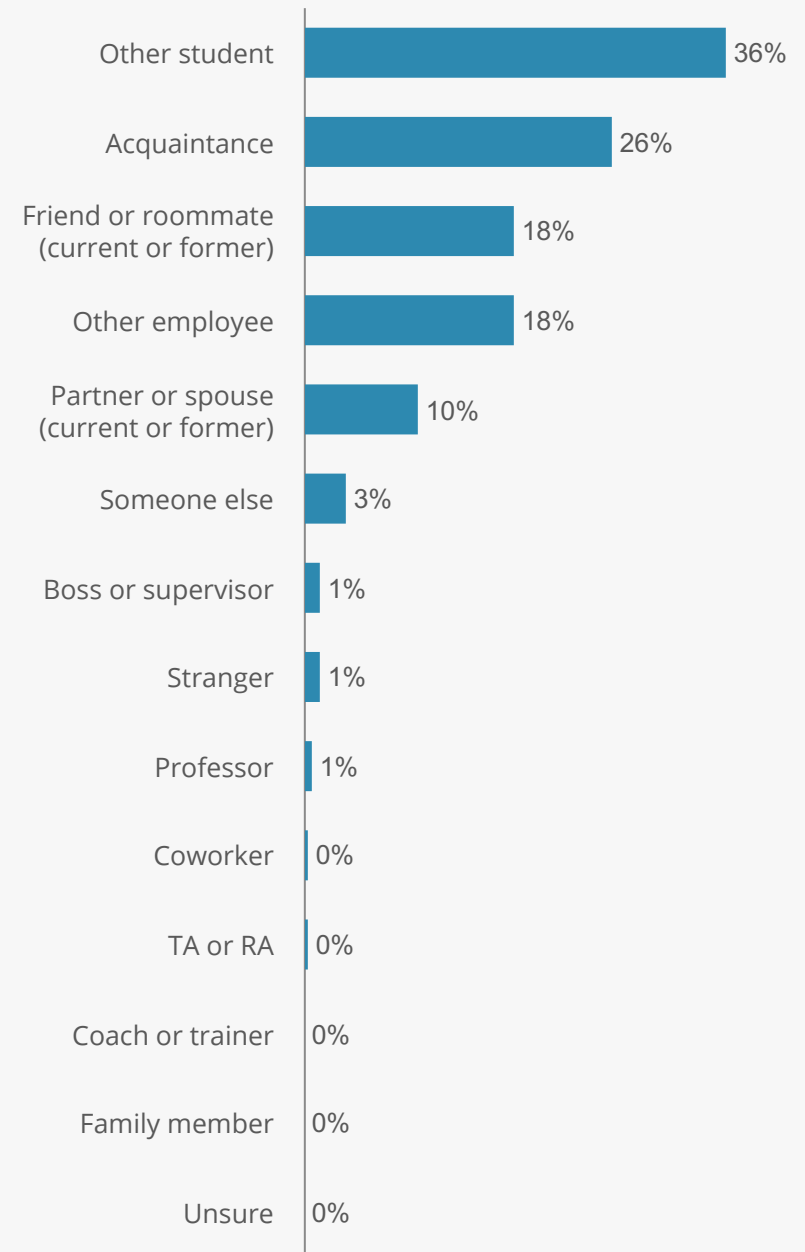


## Perpetrators of Sexual Violence

Students who experienced sexual assault and/or rape since they have been a student at Tufts University were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was another student (36%), followed by an acquaintance, friend of a friend, or someone they just met (26%), a current or former friend or roommate (18%), and an employee other than a professor, TA, RA, coach, or trainer (18%)

Fig. 36 Perpetration of sexual violence

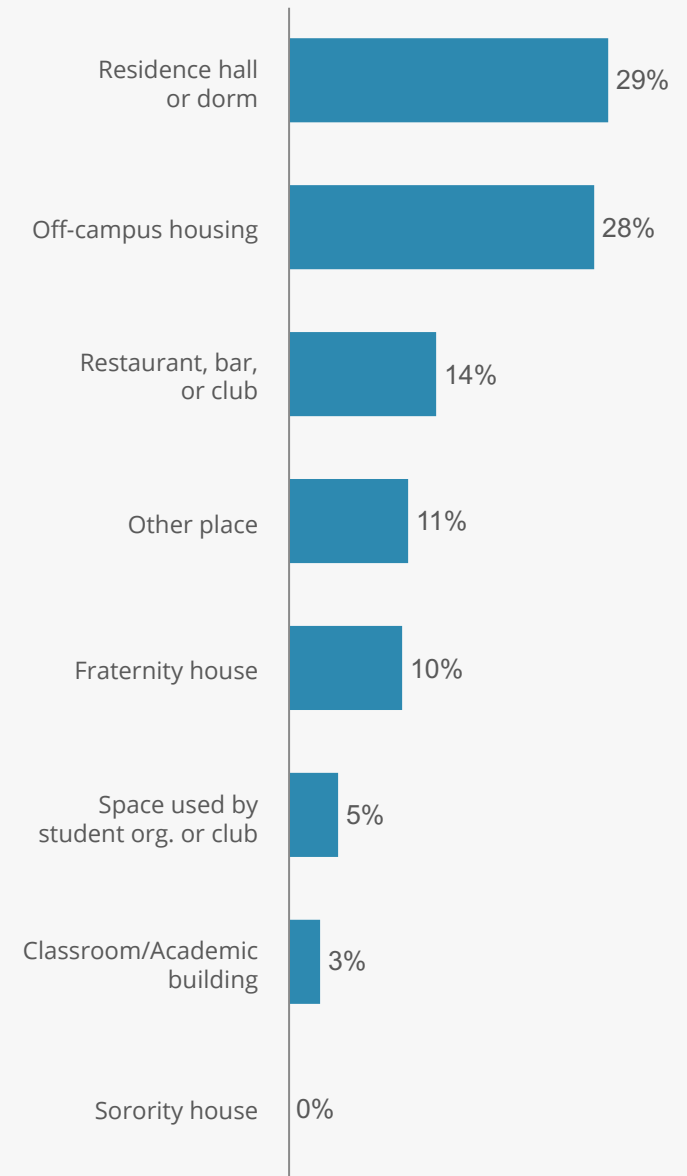


## Locations Where Sexual Violence Occurred

Students who experienced sexual assault and/or rape were asked about where the incident took place.

The highest percentage of students indicated that the incident occurred at a residence hall or dorm (29%), followed by off-campus housing (28%) and a restaurant, bar, or club (14%).

**Fig. 37 Prevalence of sexual violence by location**



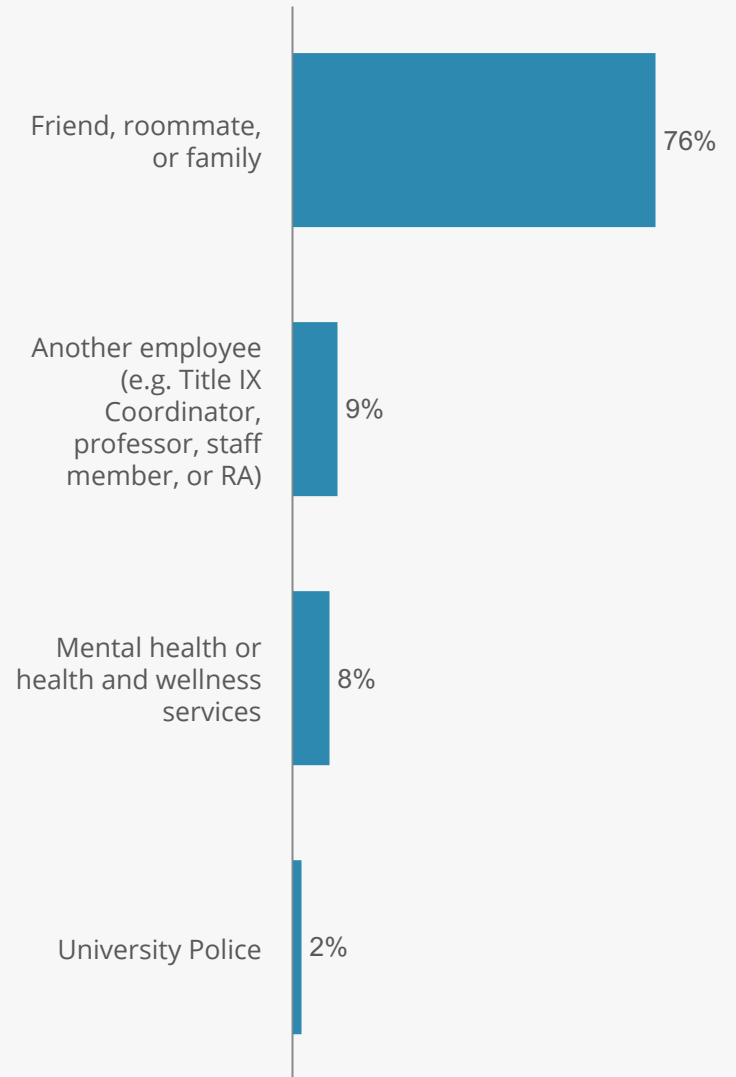
## Reporting of Sexual Violence

Students who experienced sexual assault and/or rape were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (76%), a majority did not report the incident to the University.

- **8%** contacted mental health or health and wellness services
- **2%** contacted University Police
- **9%** contacted another campus employee (e.g. Title IX Coordinator, professor, staff member, or RA)

Fig. 38 Reporting of sexual violence

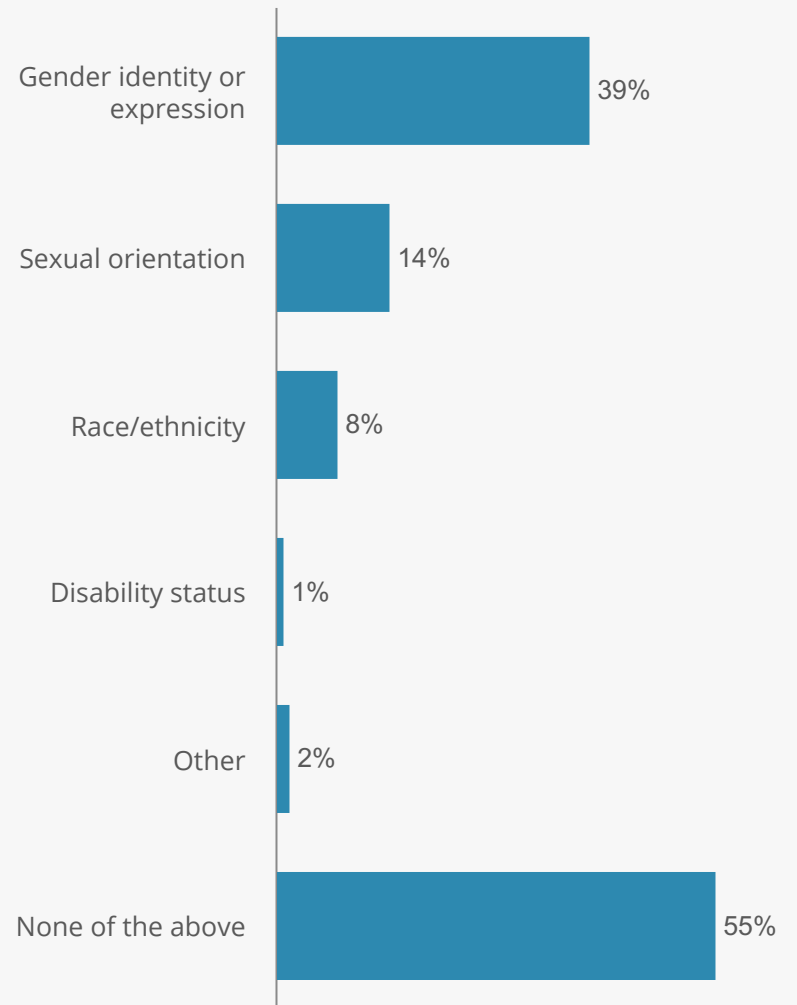


## Sexual Violence and Discrimination

Students who experienced sexual violence were asked if they believed the incidents were related to an identity that they hold.

- **39%** believed the incident was related to their gender identity or gender expression
- **14%** believed the incident was related to their sexual orientation
- **8%** believed the incident was related to their race or ethnicity
- **1%** believed the incident was related to their disability status
- **2%** believed the incident was related to another identity marker

Fig. 39 Sexual violence and discrimination



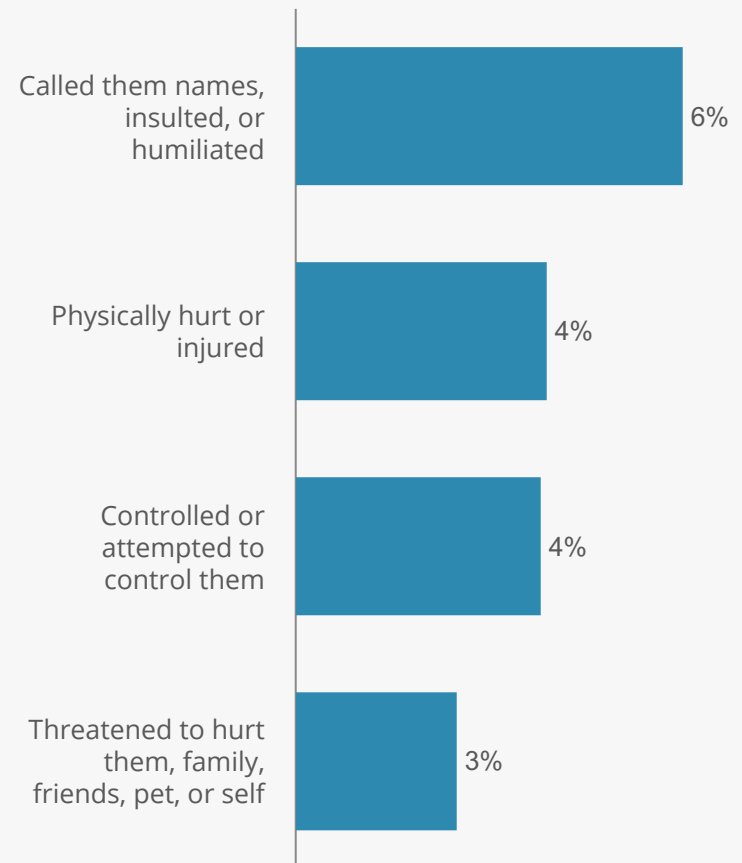
## 12% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) since they have been a student at Tufts University. Overall, 6% of participants indicated experiencing IPV once and 6% experienced IPV more than once.

The highest percentage of students reported that an intimate partner called them names, insulted, or humiliated them (6%).

- **4%** indicated a current or former partner physically hurt or injured them
- **4%** indicated a current or former partner controlled or attempted to control them physically, emotionally, or financially
- **3%** indicated a current or former partner threatened to hurt them, their family, friends, pets or threatened to hurt themselves

Fig. 40 Prevalence of intimate partner violence

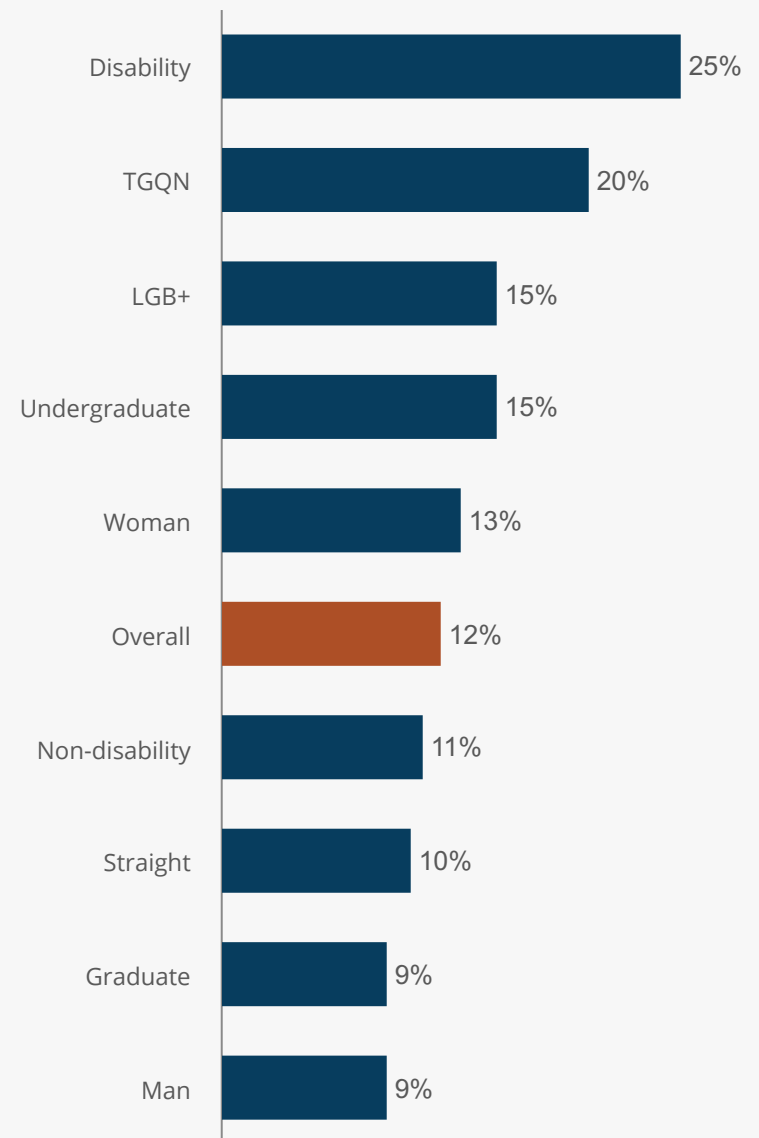


## Differences in Experience of Intimate Partner Violence

The prevalence of intimate partner violence (IPV) varied by disability status, gender identity, sexual orientation, and academic status.

- Students with disabilities were more likely to experience IPV than their counterparts.
- TGQN students and women were more likely to experience IPV than men.
- LGB+ students were more likely to experience IPV than straight students.
- Undergraduate students were more likely to experience IPV than graduate students.

Fig. 41 Prevalence of intimate partner violence by demographics





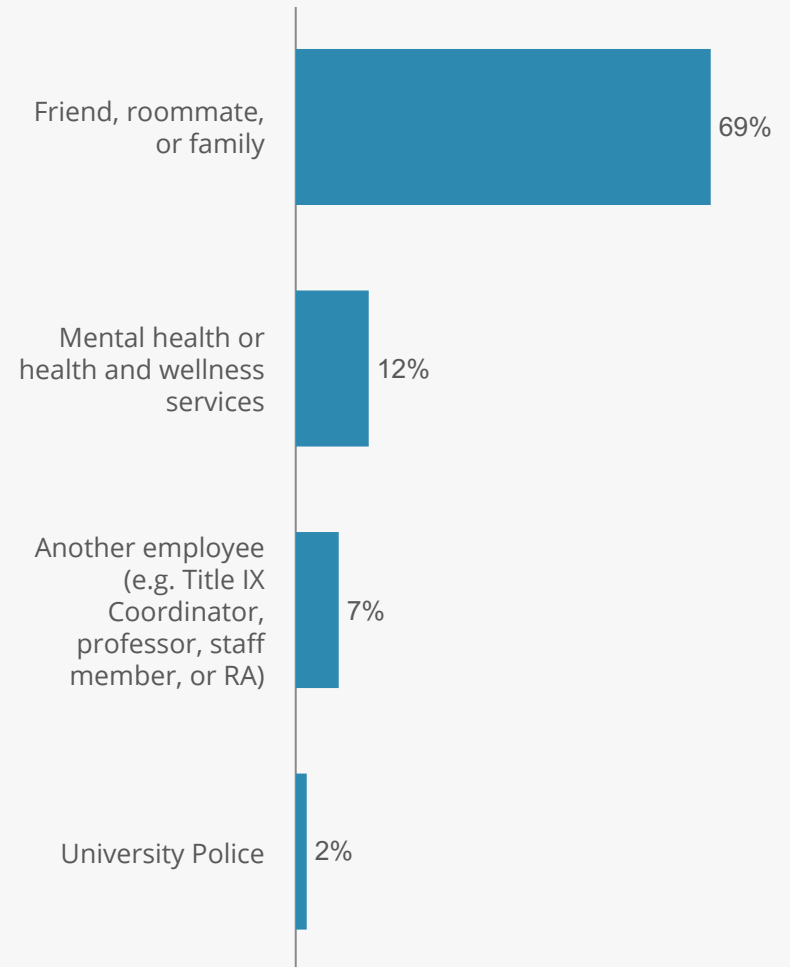
## Reporting of Intimate Partner Violence

Students who indicated experiencing intimate partner violence since they have been a student at Tufts University were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (69%), a majority did not report the incident to the University.

- **12%** contacted mental health or health and wellness services
- **2%** contacted University Police
- **7%** contacted another campus employee (e.g. Title IX Coordinator, professor, staff member, or RA)

Fig. 42 Reporting of intimate partner violence

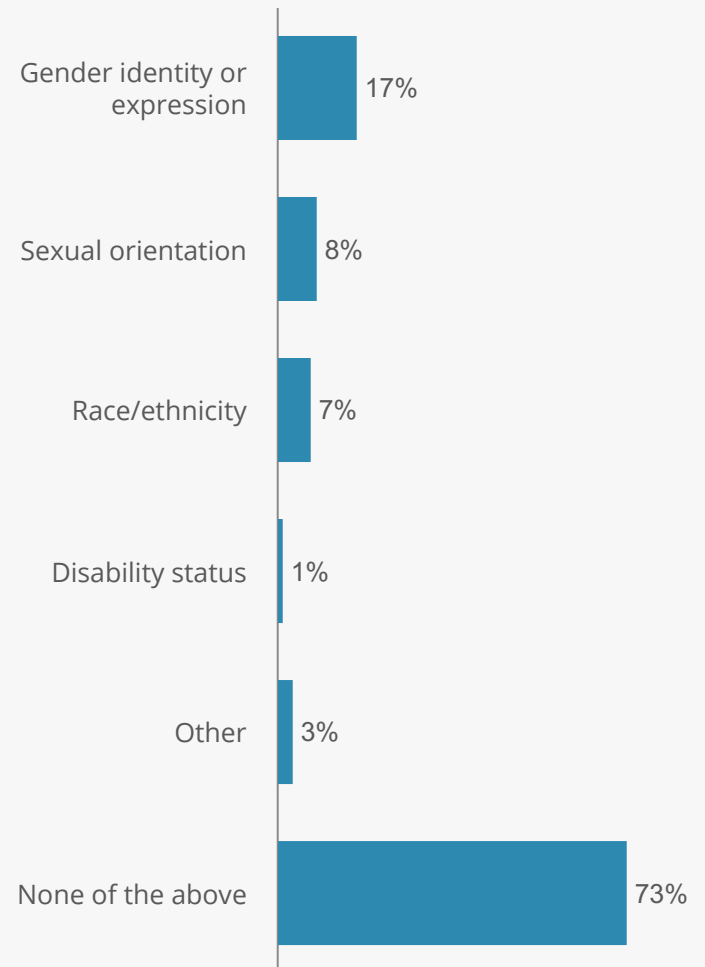


## Intimate Partner Violence and Discrimination

Students who experienced intimate partner violence were asked if they believed the incidents were related to an identity that they hold.

- **17%** believed the incident was related to their gender identity or gender expression
- **8%** believed the incident was related to their sexual orientation
- **7%** believed the incident was related to their race or ethnicity
- **1%** believed the incident was related to their disability status
- **3%** believed the incident was related to another identity marker

Fig. 43 Intimate partner violence and discrimination



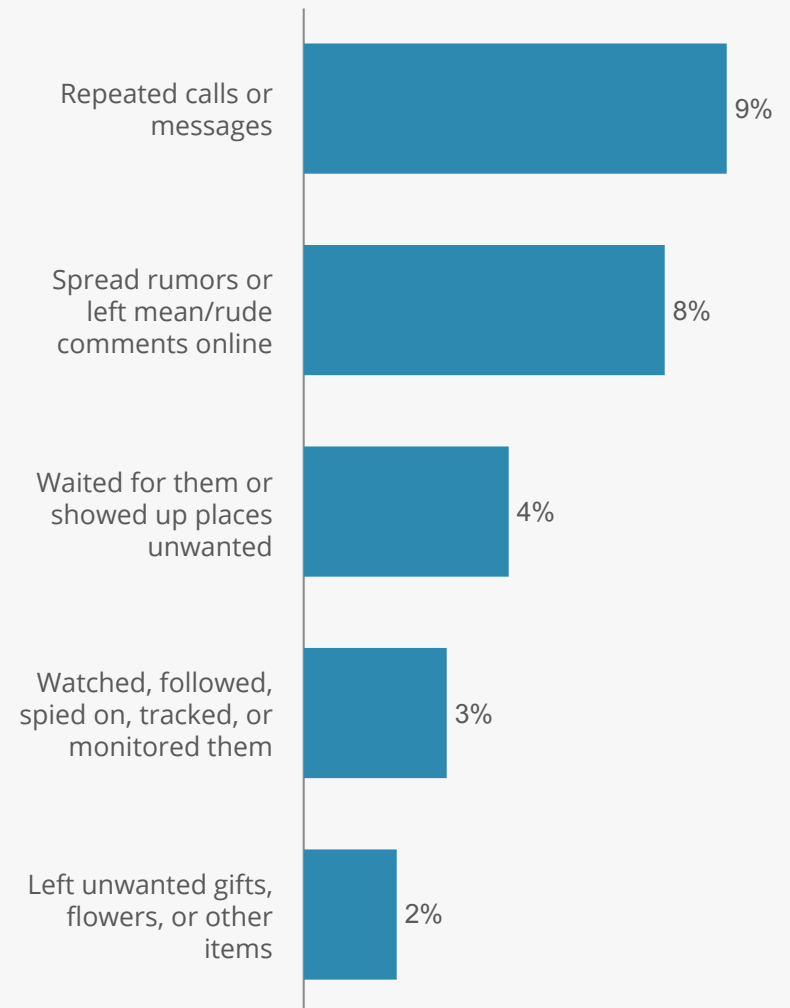
## 16% of Students Experienced Stalking

Students were asked about stalking situations when someone acted in a way that seemed obsessive or made them concerned for their safety since they have been a student at Tufts University. Overall, 9% of participants indicated experiencing stalking once and 7% experienced stalking more than once.

Students most frequently reported that someone repeatedly called them or sent unwanted messages (9%).

- **8%** indicated someone spread rumors or made mean or rude comments about them online
- **4%** indicated someone waited for them or showed up in places when they didn't want them there
- **3%** indicated someone watched, followed, spied on, tracked, or monitored them
- **2%** indicated someone left them unwanted gifts, flowers, or other items

Fig. 44 Prevalence of stalking by behavior

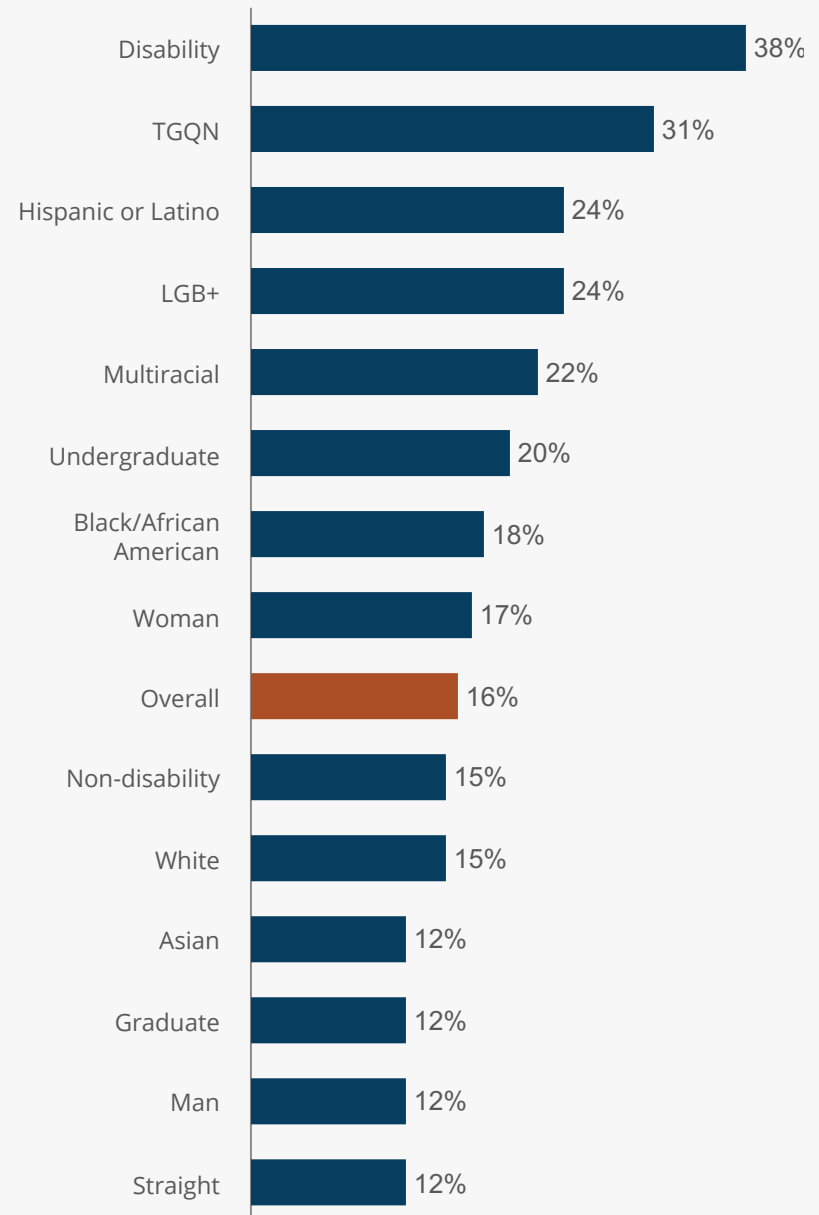


## Differences in Experience of Stalking

The prevalence of stalking varied among some groups.

- Students with disabilities were more likely to experience stalking than their counterparts.
- TGQN students and women were more likely to experience stalking than men.
- Hispanic, Latino, Black, and multiracial students were more likely to experience stalking than White and Asian students.
- LGB+ students were more likely to experience stalking than straight students.
- Undergraduate students were more likely to experience stalking than graduate students.

Fig. 45 Prevalence of stalking by demographics

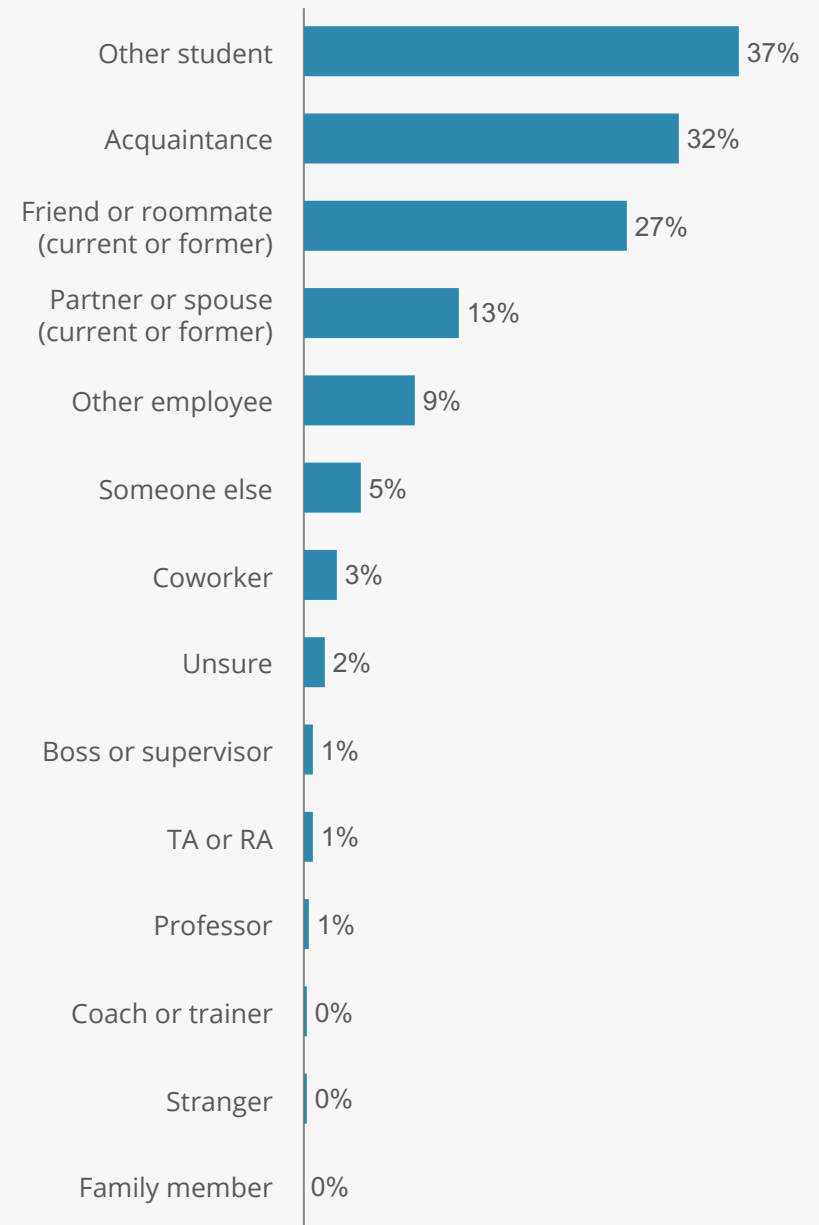


## Perpetrators of Stalking

Students who experienced stalking were asked what their relationship was with the person(s) who engaged in that behavior.

The highest percentage of students indicated that the perpetrator was another student (37%), followed by an acquaintance, friend of a friend, or someone they just met (32%) and a current or former friend or roommate (27%).

Fig. 46 Perpetration of stalking



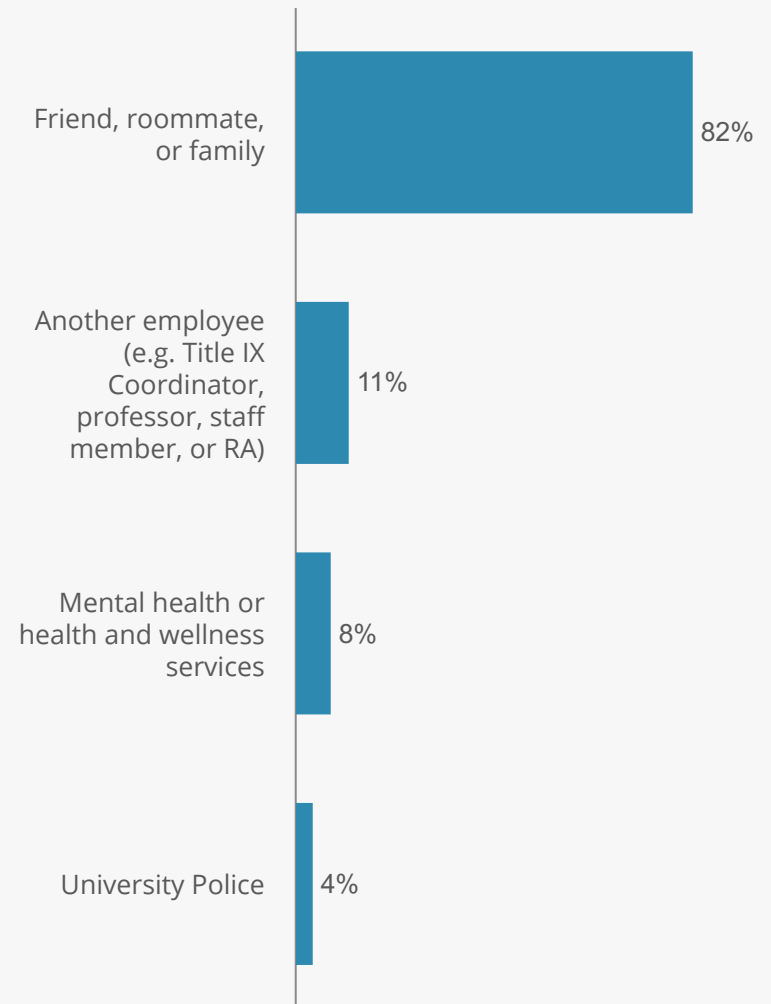
## Reporting of Stalking

Students who indicated experiencing stalking were asked if they told someone about the incident.

While most students told a friend, roommate, or family member (82%), a majority did not report the incident to the University.

- **8%** contacted mental health or health and wellness services
- **4%** contacted University Police
- **11%** contacted another campus employee (e.g. Title IX Coordinator, professor, staff member, or RA)

Fig. 47 Reporting of stalking

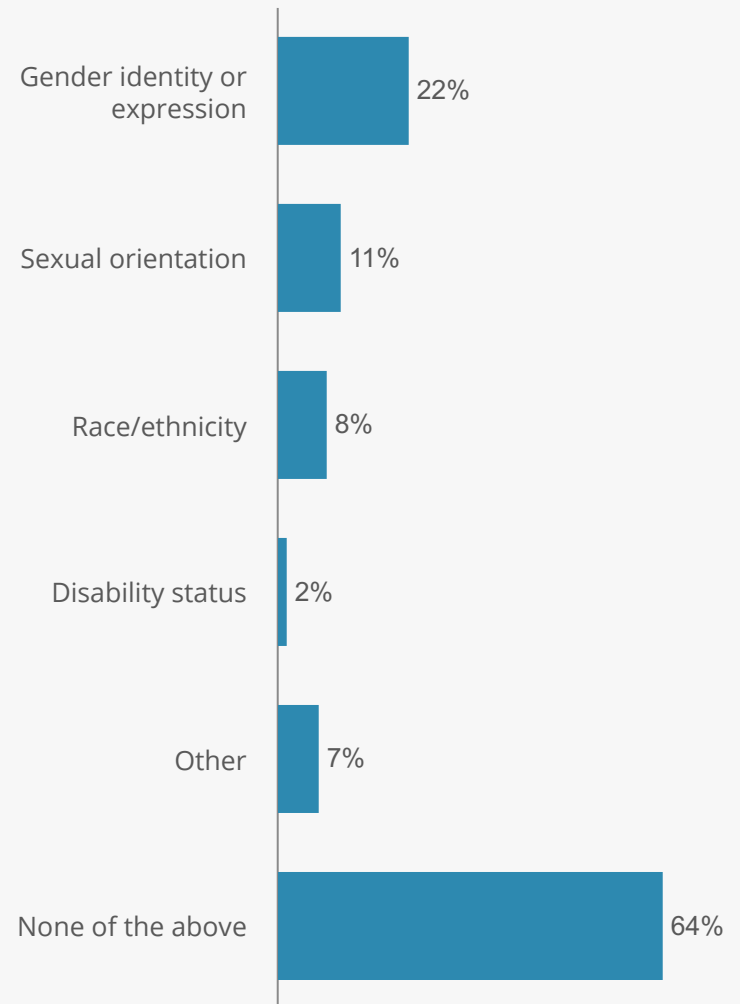


## Stalking and Discrimination

Students who experienced stalking were asked if they believed the incidents were related to an identity that they hold.

- **22%** believed the incident was related to their gender identity or gender expression
- **11%** believed the incident was related to their sexual orientation
- **8%** believed the incident was related to their race or ethnicity
- **2%** believed the incident was related to their disability status
- **7%** believed the incident was related to another identity marker

Fig. 48 Stalking and discrimination





Findings

# Reporting



## Reasons Students Did Not Report

Students who indicated experiencing sexual misconduct but did not report it were asked about reasons they did not contact a campus official about the incident.

Most students did not report the incident because they did not think the incident was serious enough to report (69%). Others felt it would take time away from studies or other activities (28%) and were worried they would not get the outcome they were looking for (21%).

Fig. 49 Reasons participants did not report sexual misconduct

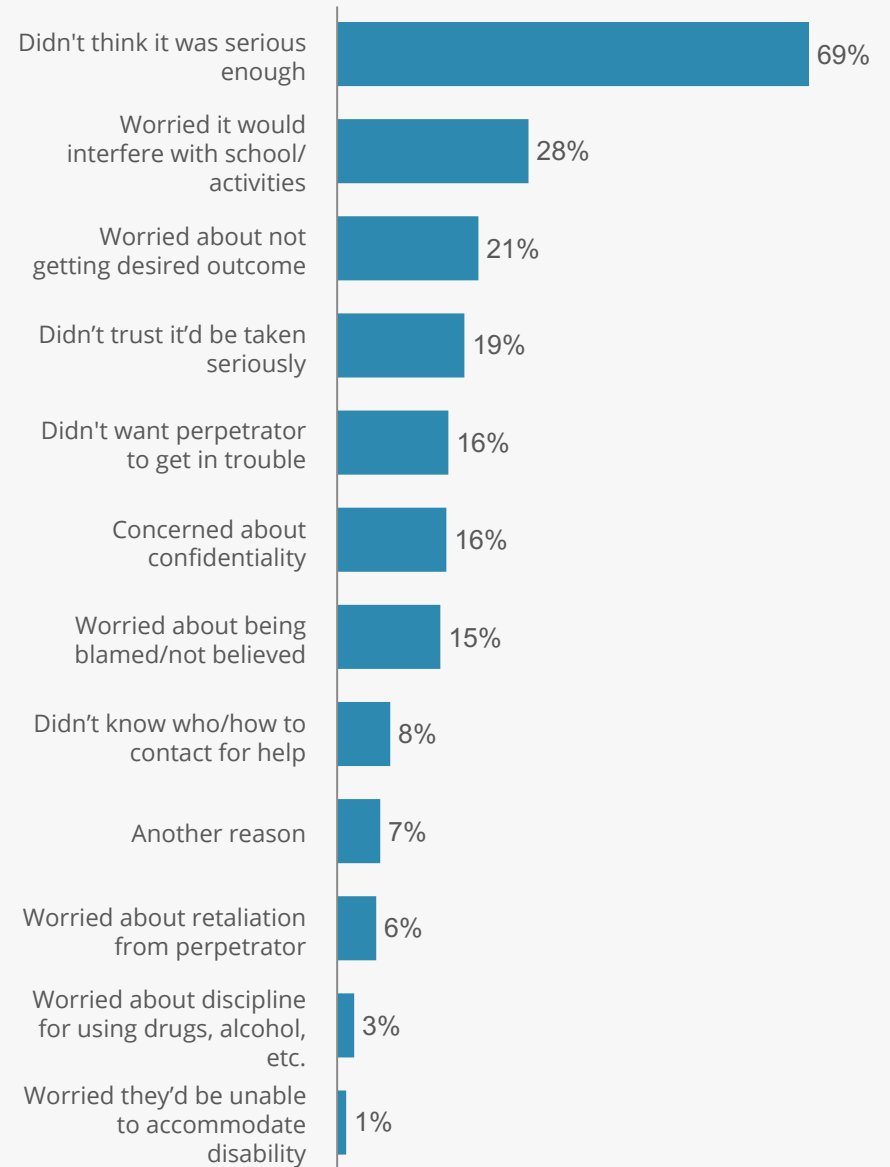


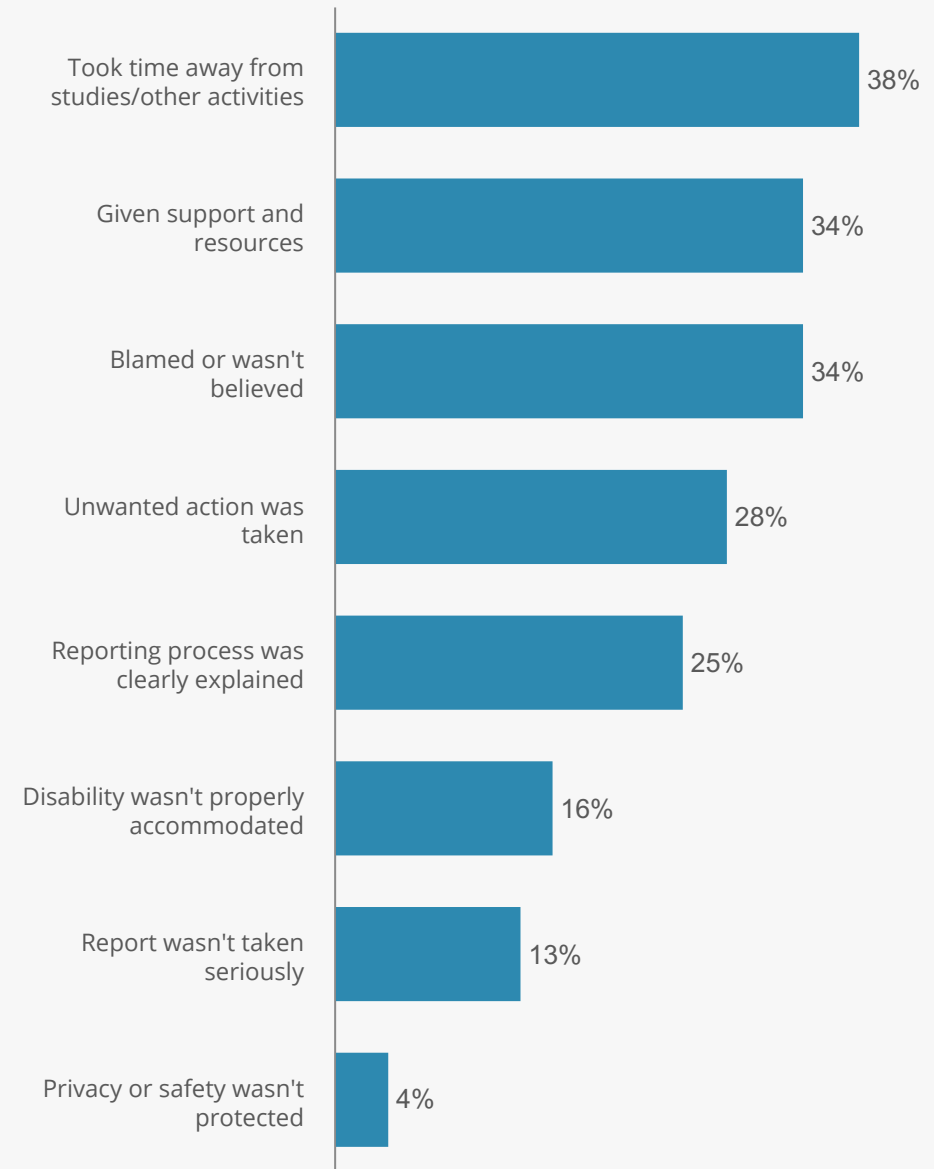
Fig. 50 Experiences reporting sexual misconduct

## Experiences with the Reporting Process

Students who experienced sexual misconduct since they have been a student at Tufts University and told a campus official were asked about their experience reporting the incident.

Over a third of students who reported misconduct felt that reporting the incident took time away from their studies or other activities (38%) and felt that they were blamed for the incident or were not believed (34%).

Thirty-four percent (34%) said that they were provided support and resources, and 25% said that the reporting process was clearly explained to them.





Findings

**Impacts**

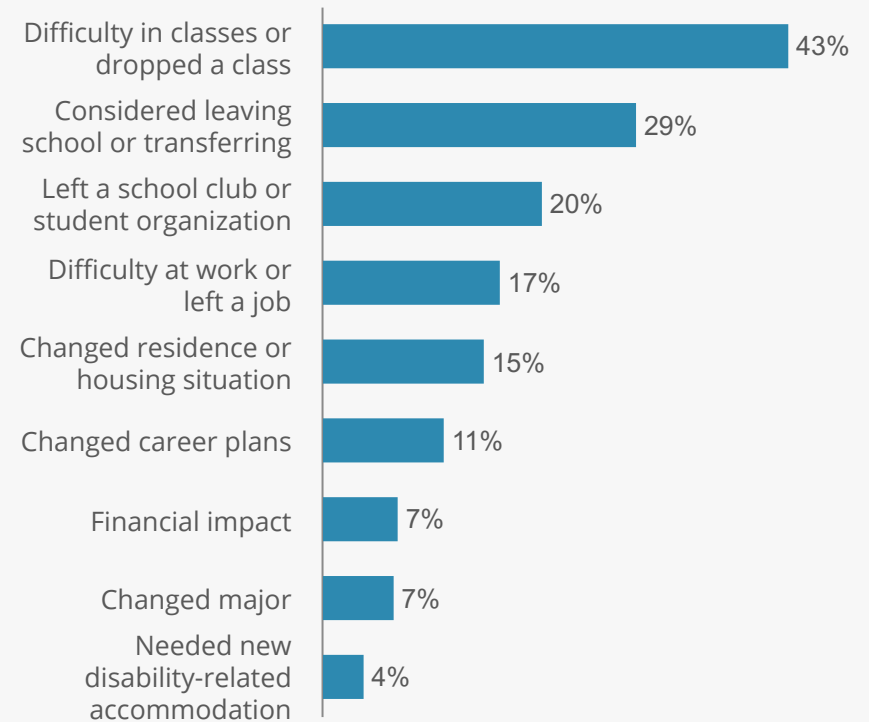
## Academic, Professional, & Student Life Impacts

Students who indicated experiencing sexual harassment, sexual violence, intimate partner violence, or stalking were asked about impacts they experienced following the incident.

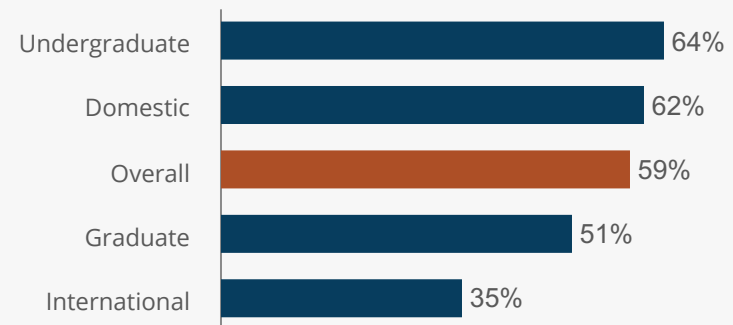
Forty-three percent (43%) of those who experienced sexual misconduct had difficulty in classes or dropped a class. Over one in four considered leaving school or transferring (29%) and one in five left a school club or organization (20%).

Undergraduate and domestic students were more likely to experience academic impacts than graduate and international students. Domestic students were more likely to experience professional impacts than international students (29% vs 9%).

**Fig. 51 Impacts on academic, professional, or student life**



**Fig. 52 Prevalence of academic impacts by demographics**



# Mental Health Impacts

Students who indicated experiencing sexual harassment, sexual violence, intimate partner violence, or stalking were also asked about whether they experienced certain mental health symptoms.

A majority of students reported that they felt nervous, anxious, or on edge (74%). Over half felt down, depressed, or hopeless (59%), were unable to stop or control worrying (52%), and experienced little interest or pleasure in doing things (52%).

Students with disabilities, TGQN and LGB+ students, and women were more likely to experience mental health impacts than their respective counterparts.

## INSIGHTS

The COVID-19 pandemic has been linked to an increase in anxiety, depression, and social isolation among college students. A sense of belonging with their college campus may be a protective factor.<sup>2</sup>

<sup>2</sup> Gopalan, M., Linden-Carmichael, A., & Lanza, S. (2022). College Students' Sense of Belonging and Mental Health Amidst the COVID-19 Pandemic. *The Journal of Adolescent Health, 70*(2), 228-233.

Fig. 53 Impacts on mental health

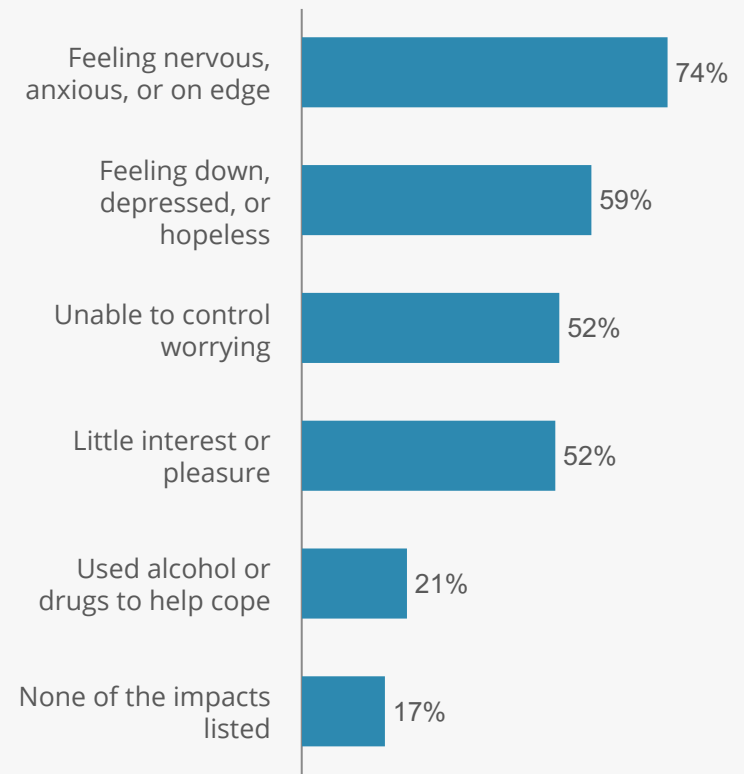


Fig. 54 Prevalence of mental health impacts by demographics





Findings

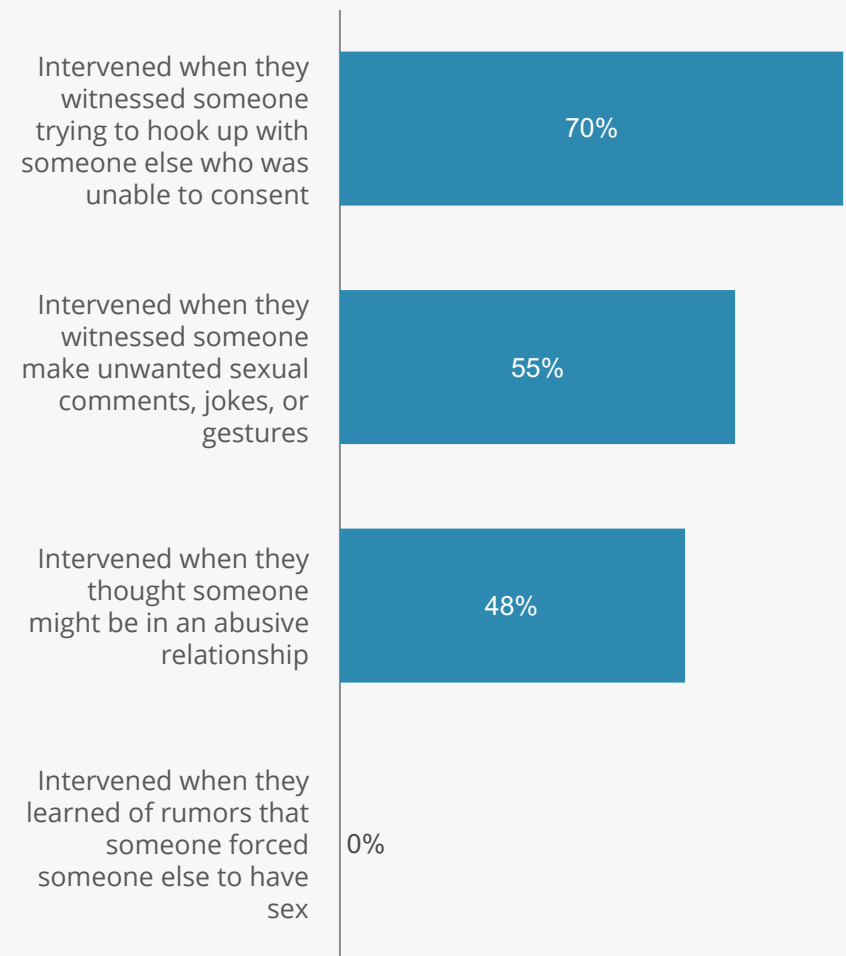
# **Bystander Intervention**

## Bystander Behaviors

Students were asked if they witnessed certain situations of sexual misconduct since they have been a student at Tufts University and, if so, how they responded to those situations.

- **32%** thought someone might be in an abusive relationship. Among those, 48% intervened in some way.
- **20%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 55% intervened in some way.
- **20%** witnessed someone trying to hook up with someone else who was passed out or unable to consent. Among those, 70% intervened in some way.
- **9%** learned of rumors that someone forced someone else to have sex. Among those, none said they intervened.

Fig. 55 Percentage of students who intervened after witnessing sexual misconduct

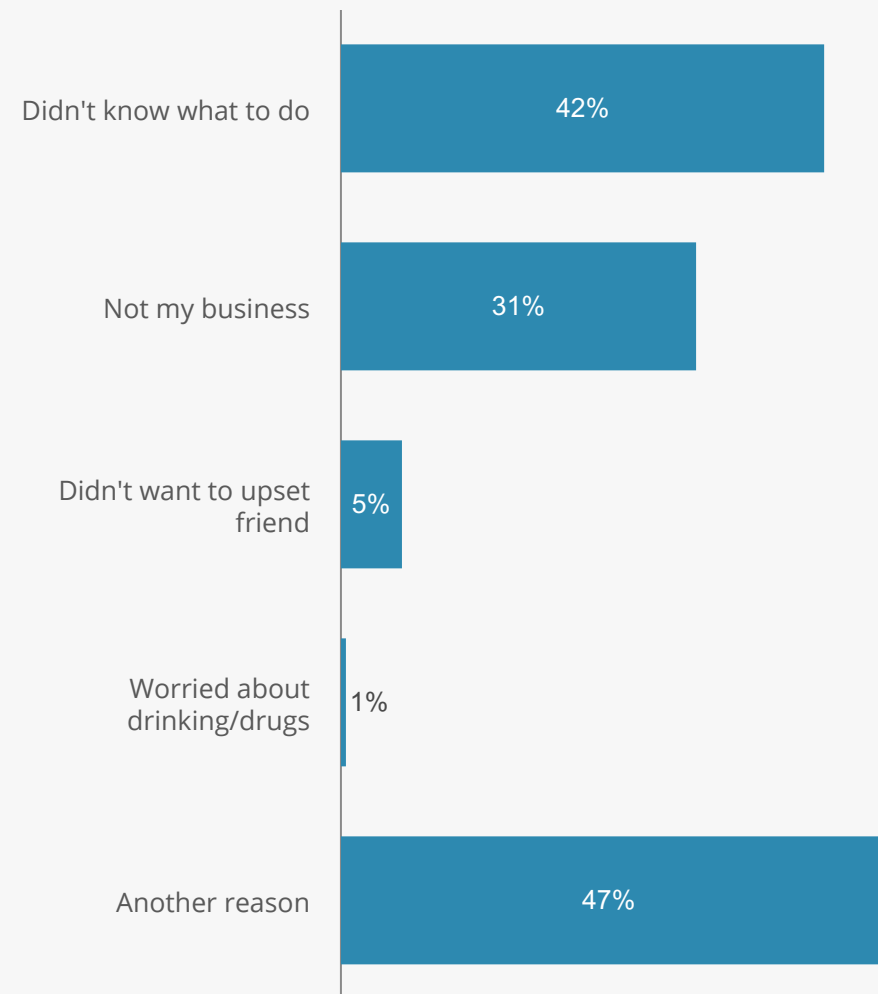


## Why Students Did Not Intervene

Students who witnessed certain situations of sexual misconduct were asked about reasons why they did not intervene.

- **42%** were not sure what to do
- **31%** felt it was not their business
- **5%** did not want to upset a friend
- **1%** did not want to get in trouble for drinking and/or doing drugs
- **47%** did not intervene for another reason

Fig. 56 Reasons students did not intervene







# Recommendations

## Recommendations

Included on the following pages are recommendations to address key findings from the Tufts University Student Experience Survey. We recognize that it may not be feasible to implement all of these recommendations, but this list serves as a starting point for you to develop an evidence-based action plan.

Any mention of specific programs is not an endorsement of the program, but a recommendation that was developed based on evidence of risk and protective factors for sexual misconduct, effectiveness, accessibility, and input from experts.

Research supports that effective programming should 1) be implemented at several [socio-ecological](#) levels, 2) utilize various approaches, 3) and occur often. Research also shows that retention of knowledge and skills tends to decline after three months, highlighting the importance of frequent training and programming.<sup>3</sup>

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<sup>3</sup> McMahan, S., Steiner, J. J., Snyder, S., & Banyard, V. L. (2021). Comprehensive Prevention of Campus Sexual Violence: Expanding Who Is Invited to the Table. *Trauma, Violence, & Abuse*, 22(4), 843–855.

## Developing an Action Plan

An action plan can help you implement and track the effectiveness of the prevention efforts at your institution over time.

Considerations when developing the action plan:

- 1 Collaborate with a diverse group of campus stakeholders.** When developing and implementing the action plan you may choose to include students, faculty/staff, leadership, and community partners, among others. This group should be representative of the entire campus population.
- 2 Tailor the action plan to your institution.** Our recommendations are broad and should be considered within the context, needs, and culture of your institution. An effective action plan should include a specific goal, actionable steps, allocation of resources, a timeline, and a plan for monitoring and evaluating progress.
- 3 Be transparent.** Every campus community member has a vested interest in reducing sexual misconduct. Being open and honest when communicating about the action plan can help build trust.

## Key Findings

# Students expressed some concerns about equity, well-being, and the campus culture.

[pg. 14-16 & 24](#)

## Recommendations

1. Evaluate current steps being taken to protect students' physical and emotional safety and improvements that can be made.
2. Provide programming that addresses rape myths, gender norms, and unhealthy relationship dynamics.
3. Strengthen and expand on campus services provided for TGQN students, LGB+ students, and students with disabilities.
4. Address systemic and cultural discrimination of gender and sexual minorities and students with disabilities on campus.
5. Consider conducting focus groups to better understand the experiences of students and their perceptions of the campus culture and belonging, equity, and well-being.
6. A low campus culture score among some groups indicates students believe the institution should be doing more to prevent sexual misconduct and hold perpetrators accountable.
7. Transparently communicating how the University plans to address these survey findings can help improve perceptions of the campus culture and accountability.

## Key Findings

### **There is opportunity to improve knowledge of policies and resources.**

- 47% did not know what happens when a report is made
- 46% were unaware of the Title IX coordinator
- 42% did not know where to get help

[pg. 18-19](#)

## Recommendations

1. Review all policies to ensure they are explained in plain language that avoids legal jargon.
2. Increase awareness of policies through targeted educational efforts. Students are more likely to remember policies if they are exposed to them in various formats at various times throughout their academic career.
3. Place policy information in accessible, commonly viewed areas, such as dining halls, bathrooms, class syllabi, and on your website. Clearly and succinctly explain the Title IX reporting process to help students make an informed decision about whether to report an incident.
4. Consider aiming extra education efforts toward groups who had less awareness of policies and resources, such as second, third, and fourth year students, TGQN students and women, BIPOC students, and non-athletes.

## Key Findings

### Overall, reporting to the University was low.

Common reasons students did not report:

- Did not think it was serious enough
- Worried it would interfere with school or other activities
- Worried they would not get the outcome they wanted

Among students who did report misconduct, 75% said the reporting process was not clearly explained to them.

[pg. 32](#), [37](#), [41](#), & [46](#)

## Recommendations

1. Regularly train response staff on trauma-informed care and interventions.
2. Address systemic barriers for reporting to law enforcement and work to establish a partnership with police to address violence and harassment.
3. Create a uniform system for explaining the reporting process to students in a way that is trauma-informed and excludes jargon.
4. Evaluate the requirements of students during the reporting process and explore methods to reduce the time commitment. Review current processes which offer extra time and accommodations to students who may be engaging in the conduct process.

## Key Findings

### **9-18% of those who experienced sexual misconduct said the perpetrator was an employee\***

A majority of students felt the incident was due to their gender identity or sexual orientation.

[pg. 30](#), [35](#), & [45](#)

\*An employee other than a professor, TA, RA, coach or trainer

## Recommendations

1. Evaluate training requirements for staff and bolster those trainings as necessary. Ensure employees receive training on the experiences of gender and sexual minorities and how it relates to sexual misconduct.
2. Evaluate policies including hiring processes, sanctions, promotions, training, and background checks. Ensure proper protections against retaliation are in place.

## Key Findings

**Common locations where sexual harassment and violence took place included classrooms, residence halls, and off-campus housing.**

[pg. 31](#) & [36](#)

## Recommendations

1. Evaluate campus policies that may establish segregated spaces and perpetuate violence.
2. Consider the circumstances that may create environments that allow violence and harassment to occur. Implement transformative approaches to spaces controlled by the institution. This can range from creating awareness, redesigning housing and other spaces, and adjusting policies that impact who has access to and control of campus spaces. The [SPACE toolkit](#) provides a roadmap for transforming campus spaces to reduce sexual misconduct.
3. Speak with students to understand their experiences in these spaces and learn whether there are structural issues that perpetuate sexual misconduct and harassment.

## Key Findings

### **Many students who experienced sexual misconduct reported academic and mental health impacts.**

Students with disabilities, TGQN students, LGB+ students, women, undergraduates and domestic students were more likely to report experiencing these impacts.

[pg. 52-53](#)

## Recommendations

1. Educate faculty about the role mental health can play in academic performance and the support resources that are available to students.
2. Evaluate whether campus counseling and health services have the capacity to handle students' needs.
3. Ensure that professors and staff are able to identify signs of mental health concerns within the classroom and are equipped with skills to provide support and referrals including options for off-campus resources and services.



## Key Findings

### Students may benefit from bystander training.

- 45% of students have not received information on bystander intervention
- 42% of students that witnessed an incident did not intervene because they did not know what to do and 31% believed it was not their business to intervene

[pg. 20](#) & [56](#)

## Recommendations

1. Assess current bystander intervention programming and consider increasing and altering programming to meet the specific needs of your student population.
2. Examples of bystander intervention programs supported by research include:
  1. Bringing in the Bystander
  2. Green Dot
  3. The Men's Program
  4. TakeCARE
  5. Take a Stand
  6. The Women's Program
  7. InterAct
  8. SCREAM
  9. OneAct
  10. MVP
  11. RESPECT
  12. Friends Helping Friends
  13. Safe Sisters
  14. The Men's Project
  15. SWAT
  16. U Got This!
  17. Intervene