



# Tufts University Graduate Student Perspectives on Sexual Misconduct Survey

2024 Report



**PREPARED FOR**

Tufts University  
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# Study Design

The Tufts University Graduate Student Perspectives on Sexual Misconduct Survey surveyed graduate 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, and Pell grant status 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, ROTC student, their housing status and their 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 who 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 undergraduate and graduate students were invited to participate, and 2,476 (22%) completed the survey, of which 1,154 were graduate students.

The results of this report reflect only graduate students 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

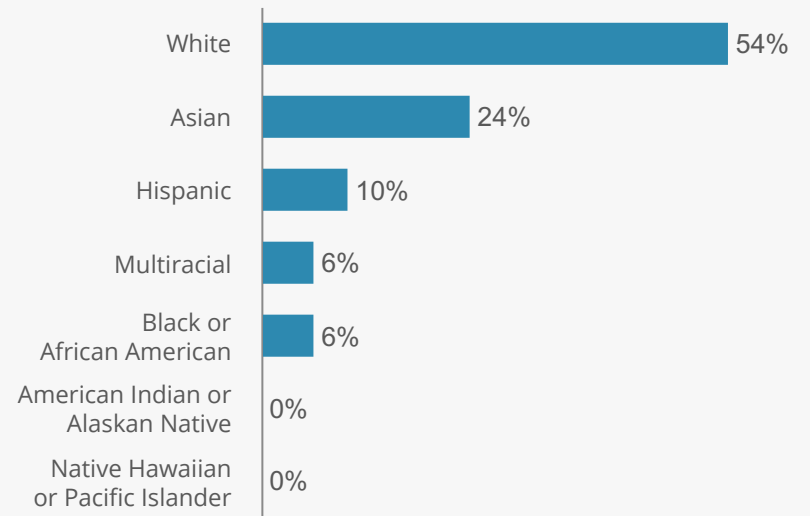


Fig. 2 Age

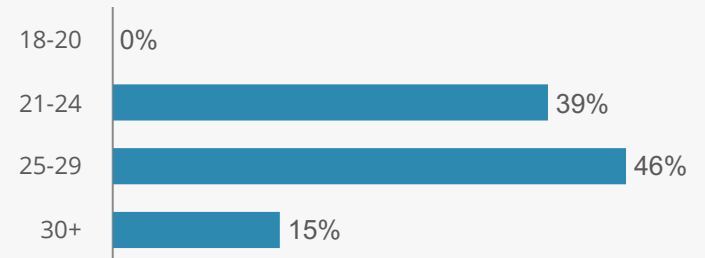
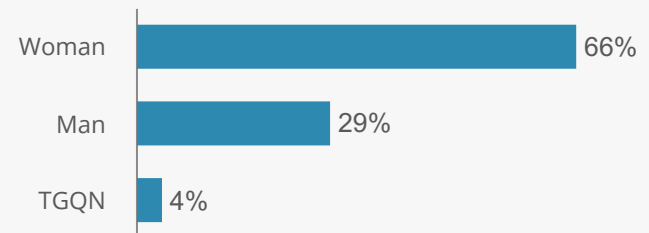


Fig. 3 Gender identity



## Participant Demographics

Fig. 4 Class year

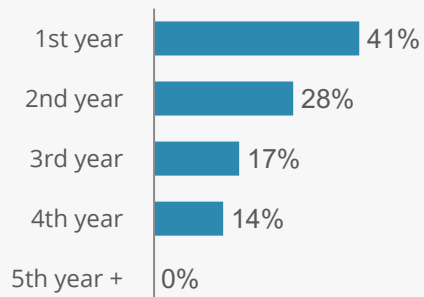


Fig. 5 Enrollment status

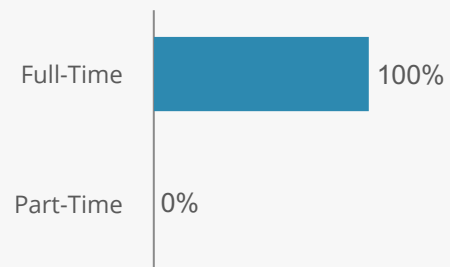


Fig. 6 Transfer status

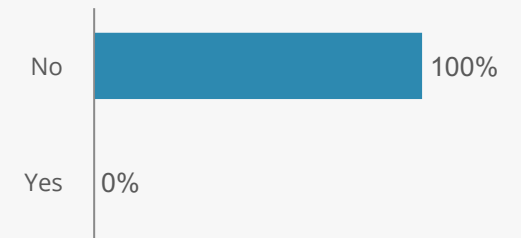


Fig. 7 Residency

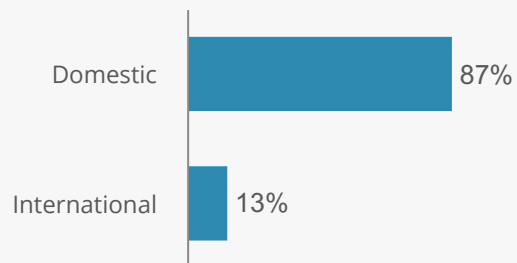


Fig. 8 First-generation student

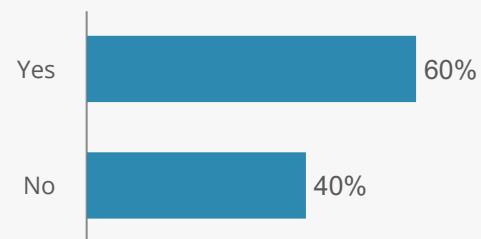
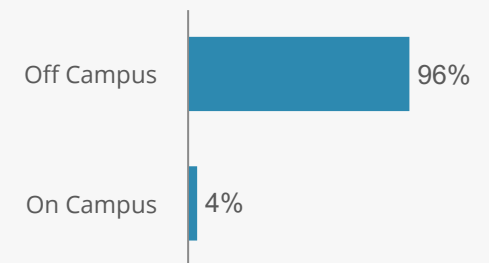


Fig. 9 Housing





## Participant Demographics

Fig. 10 Sexual orientation

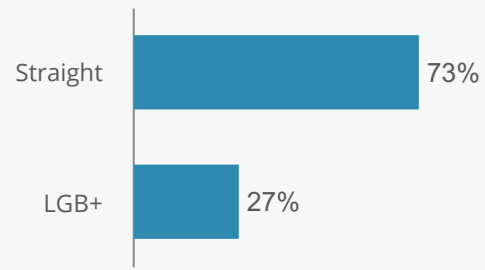


Fig. 11 Disability status

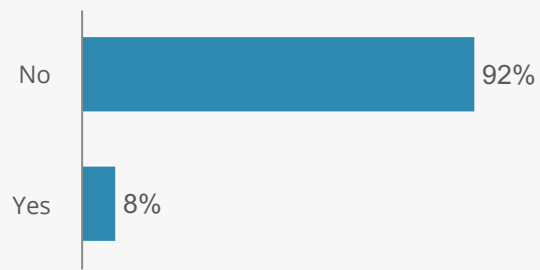


Fig. 12 Athlete

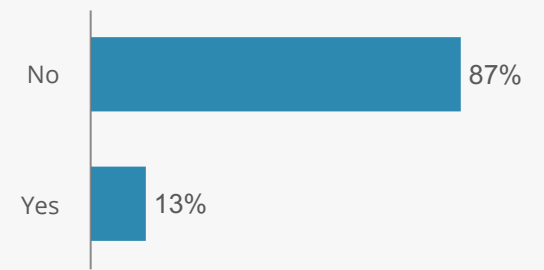


Fig. 13 ROTC

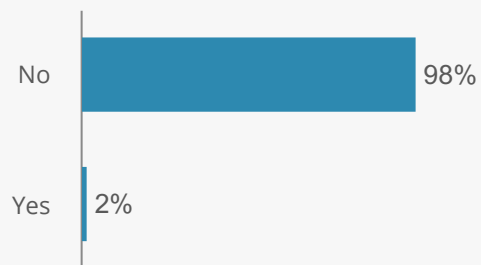
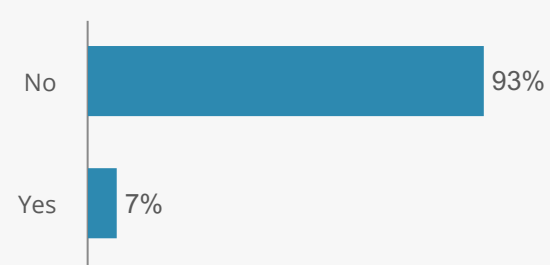


Fig. 14 Parent/Guardian



# Executive Summary

## School connectedness

Overall, most graduate students indicated that they feel a sense of belonging as well as safe and protected at Tufts. Most graduate 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 graduate students confirmed that they have learned about sexual misconduct through trainings or other programs at Tufts. Most graduate students also knew where to get help if someone they know experiences sexual misconduct. About half of participants understood what happens when a student reports misconduct. Participants' overall knowledge of policies and resources varied by gender identity and housing status.

## Sexual misconduct

About a third of graduate students 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 (34%). 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 graduate 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 felt that their report would not be taken seriously.

## Bystander intervention

Around half of graduate 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, graduate students 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 graduate 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 graduate students **agreed** that they feel a sense of belonging at the University.

### Equity

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

### Well-being

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

3.3<sub>/4</sub>

Belonging

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3.2<sub>/4</sub>

Equity

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3.2<sub>/4</sub>

Well-being

1 = negative response  
4 = positive response

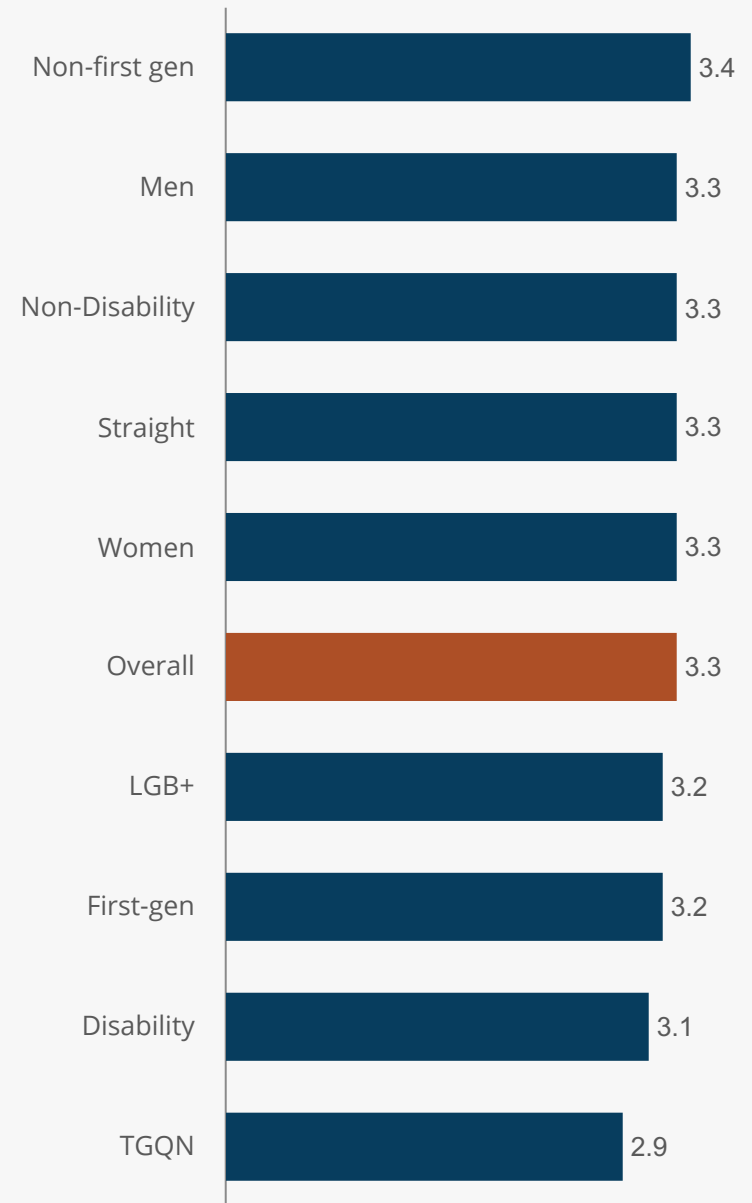


## Differences in Perceptions of Belonging

Perceptions of belonging varied among some groups.

- TGQN graduate students reported a lower sense of belonging than men and women.
- First-generation college students reported a lower sense of belonging than their counterparts.
- Graduate students with disabilities reported a lower sense of belonging than their counterparts.
- LGB+ graduate students reported a lower sense of belonging than straight graduate students.

Fig. 15 Differences in perceptions of belonging

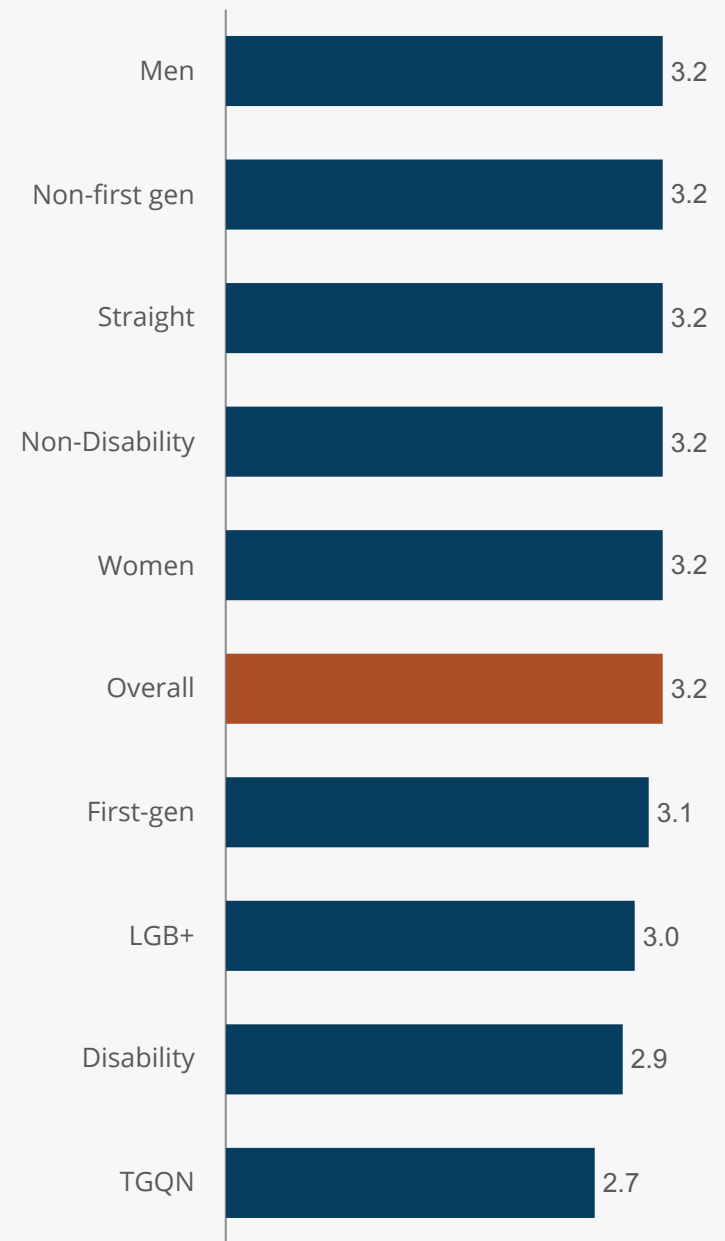


## Differences in Perceptions of Equity

Perceptions of equity varied among some groups.

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

Fig. 16 Differences in perceptions of equity

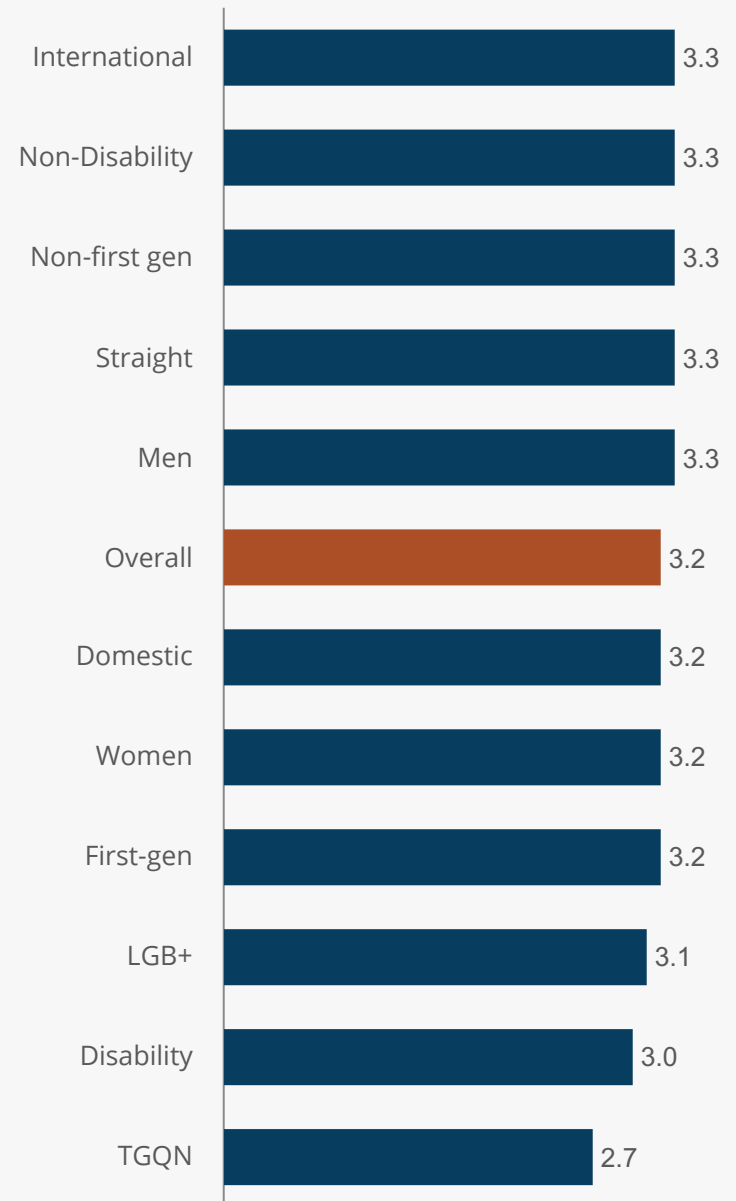


## Differences in Perceptions of Well-being

Perceptions of well-being varied among some groups.

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

Fig. 17 Differences in perceptions of well-being





Findings

# **Knowledge of Resources and Policies**



## Knowledge of Resources and Policies

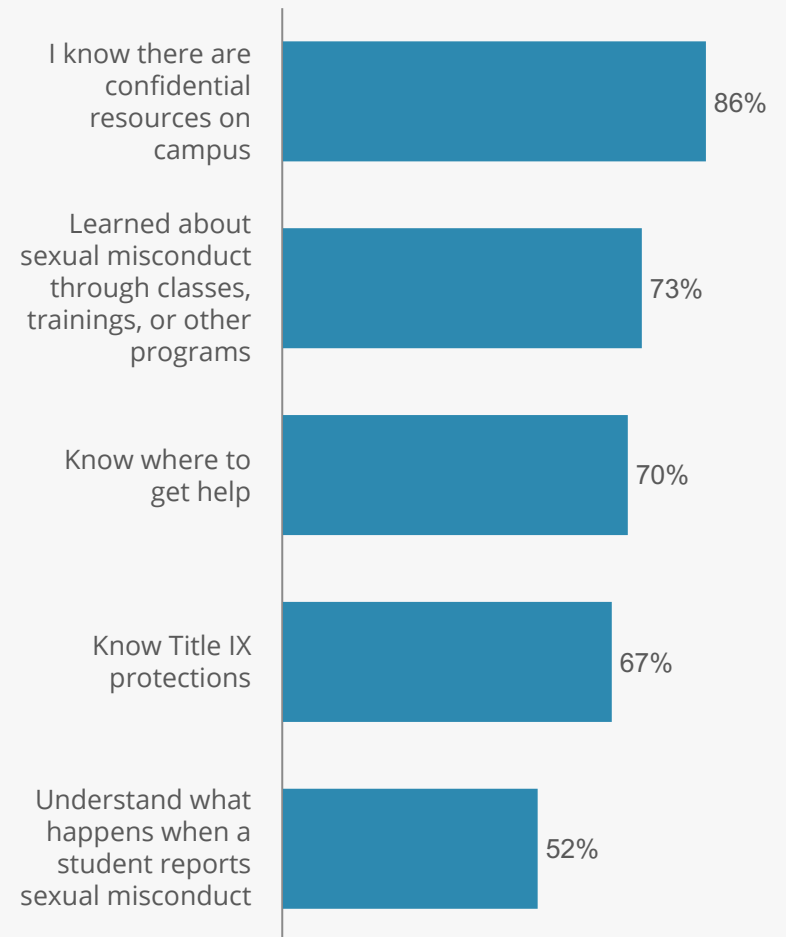
Students were asked about their knowledge of campus resources and policies relevant to sexual misconduct.

A majority of graduate students confirmed that they have learned about sexual misconduct through classes, trainings, or other programs at Tufts University (73%) and most indicated that they know Title IX protections against sexual misconduct (67%).

A majority of graduate students were aware that there are confidential resources on campus (86%) and knew where at the University they could get help if someone they know experiences sexual misconduct (70%).

About half of graduate students understood what happens when a student reports sexual misconduct to the University (52%).

Fig. 18 Knowledge of campus resources and policies



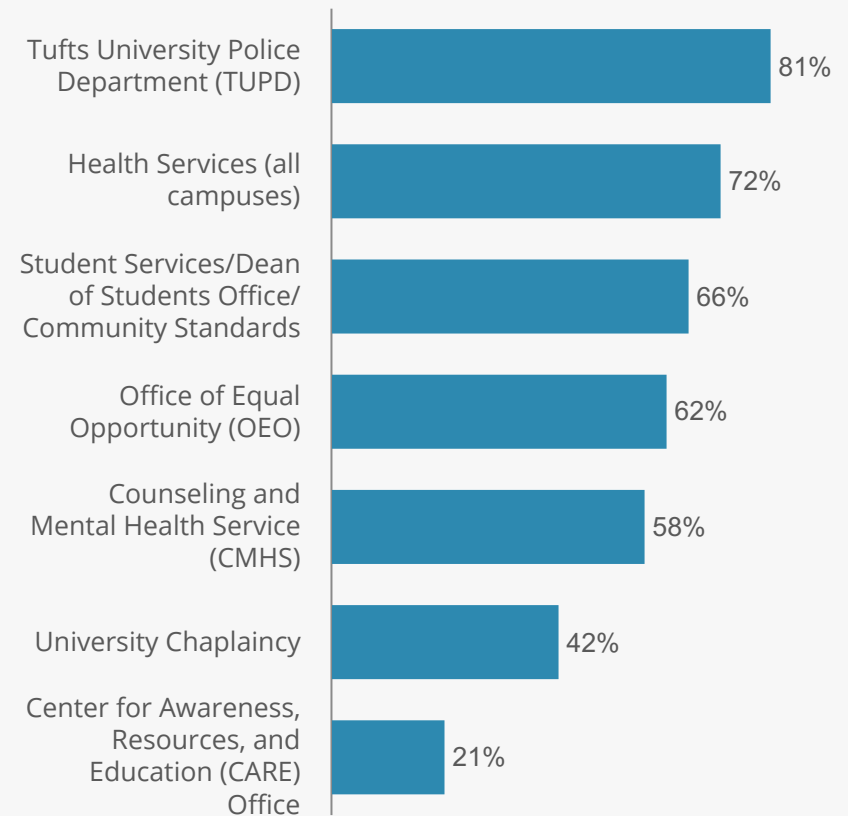
## Knowledge of Campus Offices and Departments

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

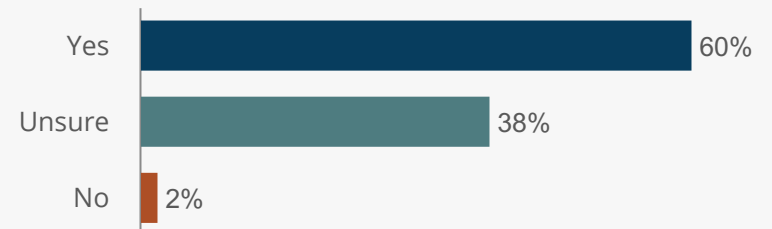
A majority of graduate students confirmed that they knew about University Police (81%), Health Services (72%), Student Services (66%), and the Office of Equal Opportunity (62%). A slight majority knew about Counseling and Mental Health Services (58%). Less than half knew about the University Chaplaincy (42%) and the Center for Awareness, Resources, and Education Office (21%).

When asked if Tufts University has a Title IX Coordinator, 60% of graduate students answered 'yes,' while 38% answered that they were unsure, and 2% of graduate students answered 'no.'

**Fig. 19 Knowledge of campus offices/departments**



**Fig. 20 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 help prevent sexual misconduct (57%), and about half received information on how to intervene as a bystander (47%).

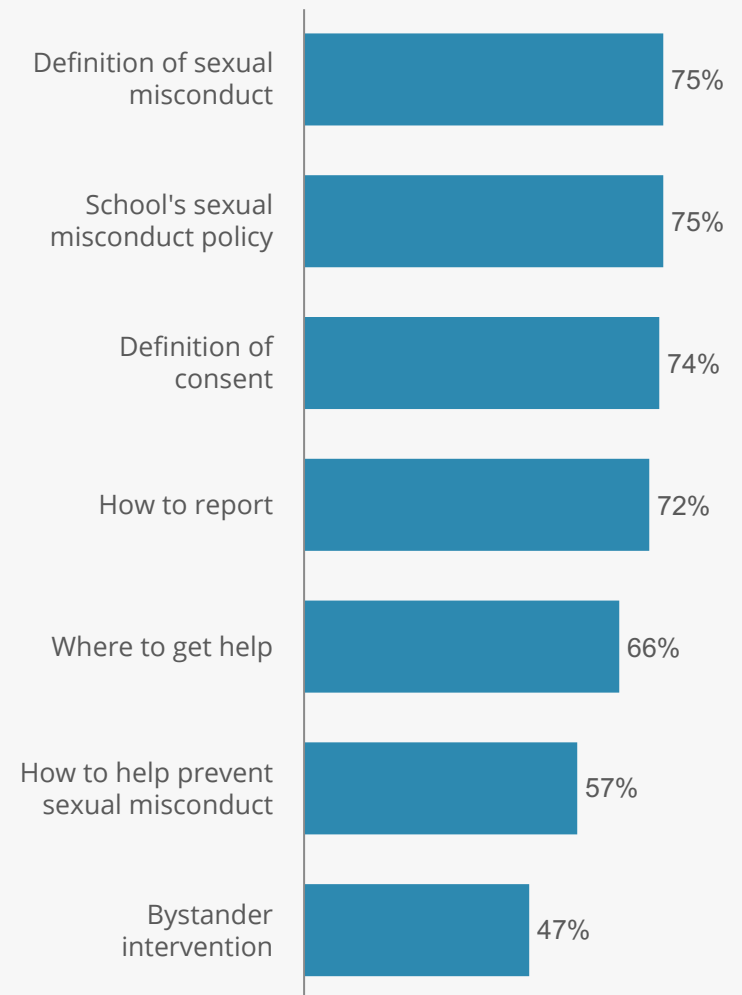
## Definitions and Policies

Most students confirmed that they received information on the definition of sexual misconduct (75%) and the school's policy on sexual misconduct (75%). A majority were also informed of the definition of consent and how to obtain it from a sexual partner (74%).

## Reporting and Resources

A majority of students confirmed they have received information on how to report sexual misconduct (72%) and where to get help if someone they know experiences sexual misconduct (66%).

Fig. 21 Received information about the following from someone at the school

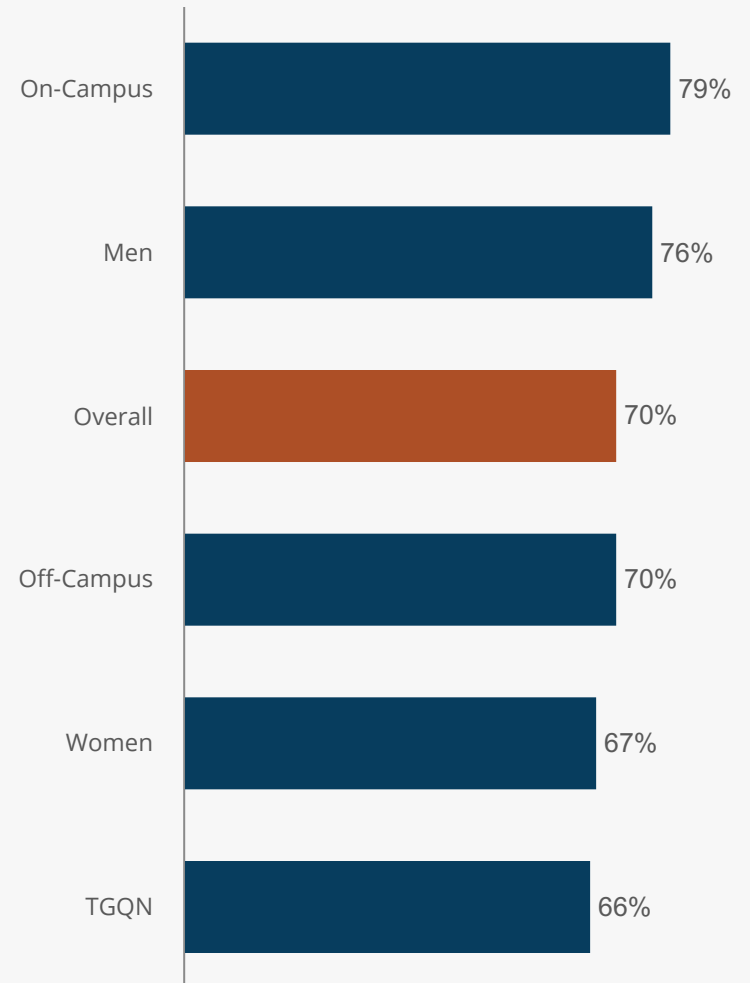


## Differences in Knowledge of Resources and Policies

Overall, knowledge about campus resources, policies, offices, and other information relevant to sexual misconduct prevention varied by gender identity and housing status.

- TGQN graduate students and women had less knowledge of this information compared to men.
- Graduate students who lived off campus had less knowledge of this information compared to graduate students who lived on campus.

Fig. 22 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 **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.

**3.0**<sub>/4</sub>  
**Campus Culture**

1 = negative response  
4 = positive response

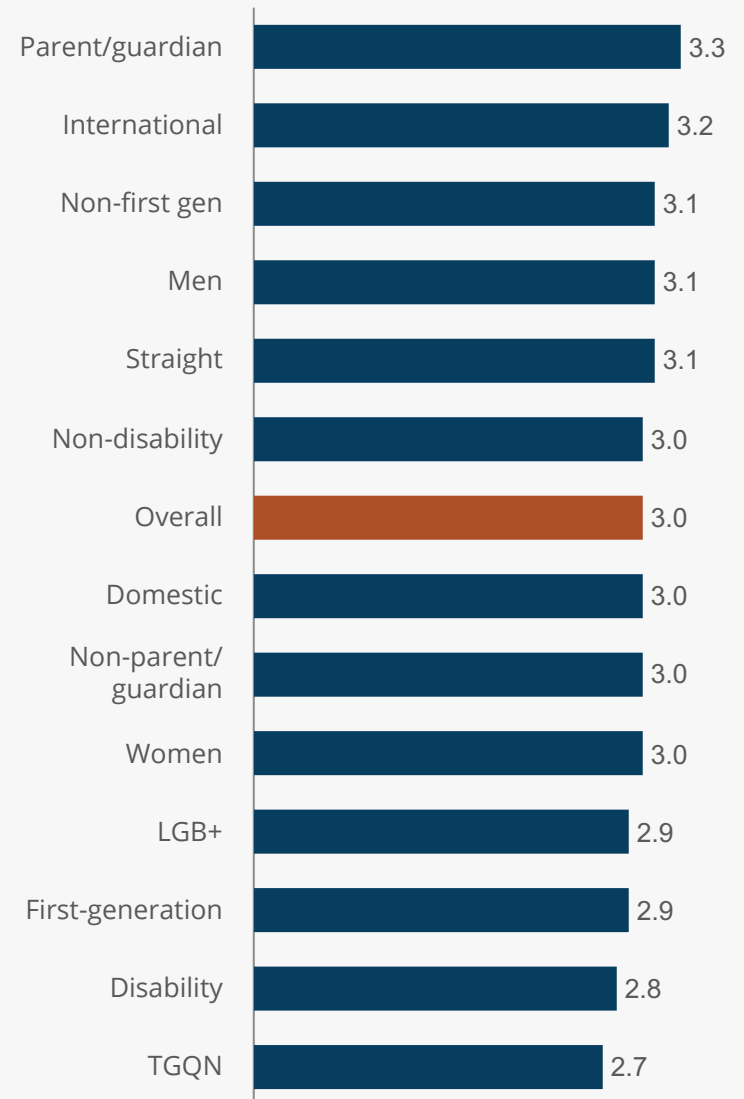
## Differences in Perception of Campus Culture

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

Groups who had less favorable views of the campus culture, and were less likely to agree that the University is doing a good job of preventing and responding to sexual misconduct included:

- TGQN graduate students and women
- Graduate students with disabilities
- First-generation college students
- LGB+ graduate students
- Non-parents or guardians
- Domestic graduate students

Fig. 23 Differences in perception of campus culture



1 = negative response  
4 = positive response

## Confidence in Reporting

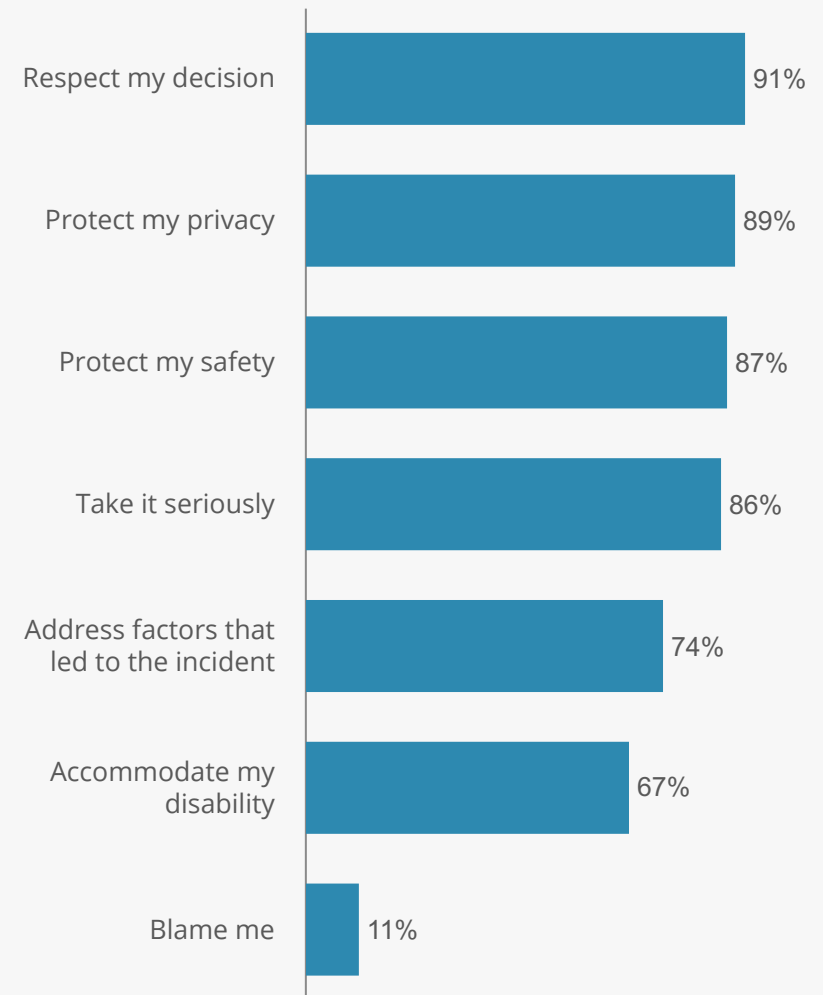
Participants who did not experience an incident of sexual misconduct were asked about their confidence in the University's reporting process and campus resources. Seventy percent (70%) of graduate students indicated that they would seek mental health or health and wellness services, 57% would go to University Police, and 52% would go to another employee if sexual misconduct occurred.

A majority of graduate students believed that their case would be taken seriously if they reported an incident of sexual misconduct (86%), and that the University would respect their decision about what to do (91%).

A majority of graduate students believed that their privacy and safety would be protected if they reported sexual misconduct (89% and 87%). Eleven percent (11%) of graduate students believed that the University would blame them or not believe them about the incident.

Seventy-four percent (74%) of graduate students believed that the University would address the factors that may have led to the incident. Of those who identified as having a disability, 67% believed that the University would properly accommodate their disability.

Fig. 24 If an incident of sexual misconduct occurred, I believe Tufts University would...







Findings

# **Personal Experience**

## 34% of Graduate 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, 34% of graduate students experienced at least one form of sexual misconduct.

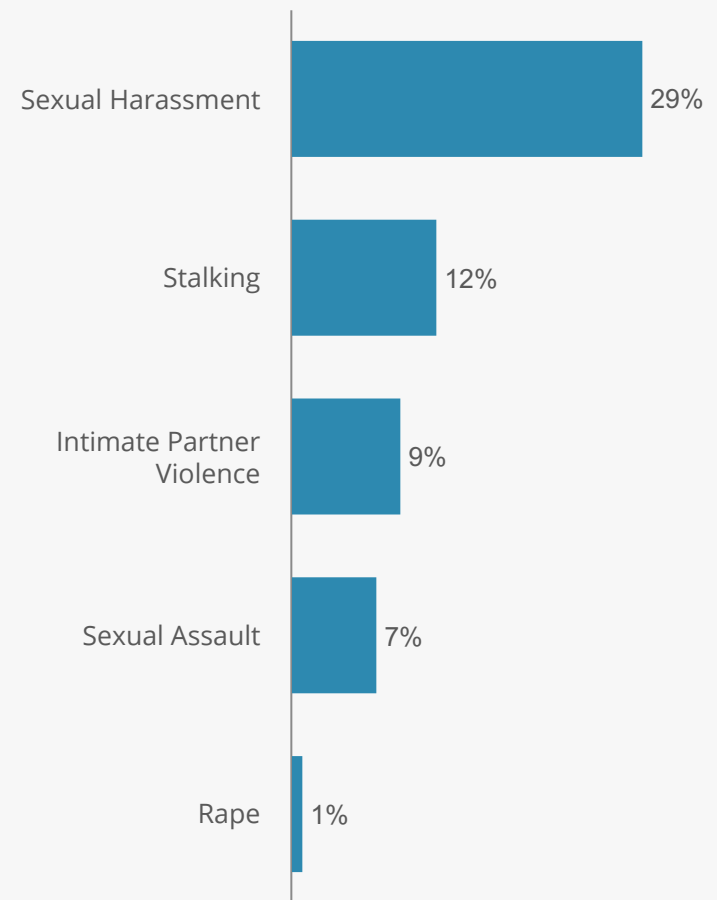
- **29%** experienced sexual harassment
- **12%** experienced stalking
- **9%** experienced intimate partner violence
- **7%** experienced sexual assault
- **1%** experienced rape

### 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. 25 Prevalence of sexual misconduct



**13%**

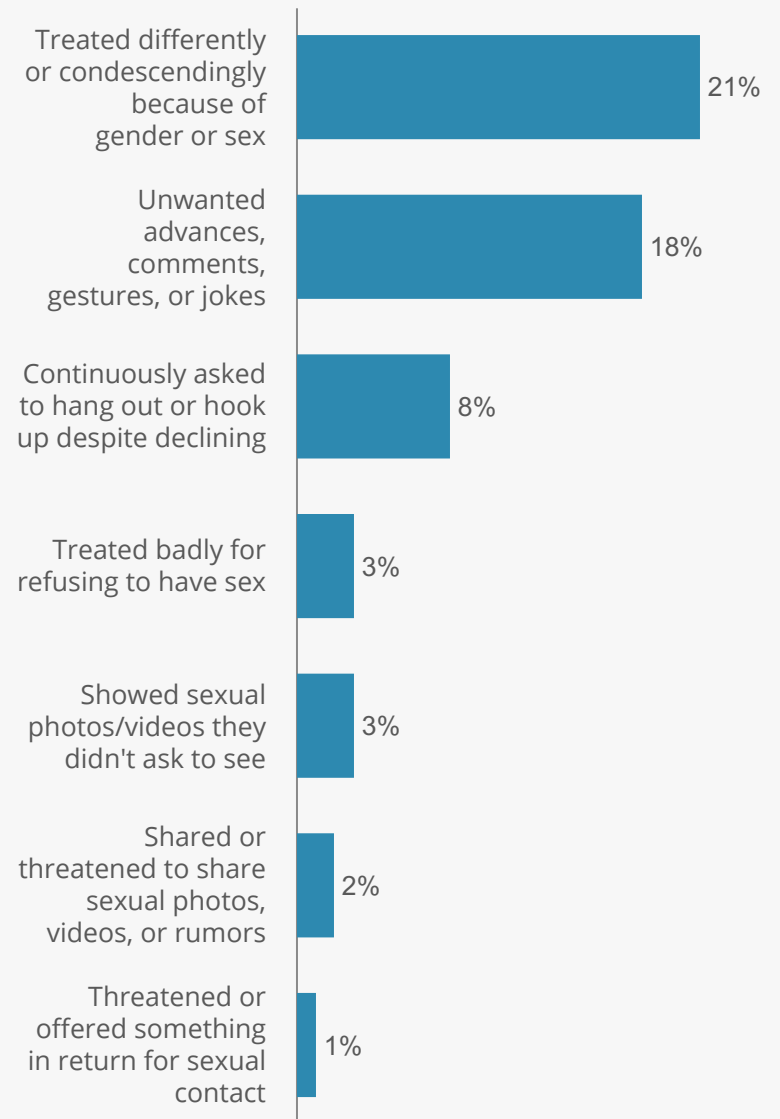
experienced **two or more** instances of sexual misconduct.

## 29% of Graduate Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment since they have been a student at Tufts University. Overall, 18% of participants experienced sexual harassment once and 12% experienced sexual harassment more than once.

The highest percentage of graduate students reported that someone treated them differently or condescendingly because of their gender or sex (21%) and that someone made unwanted sexual advances, comments, gestures, or jokes toward them (18%).

Fig. 26 Prevalence of sexual harassment

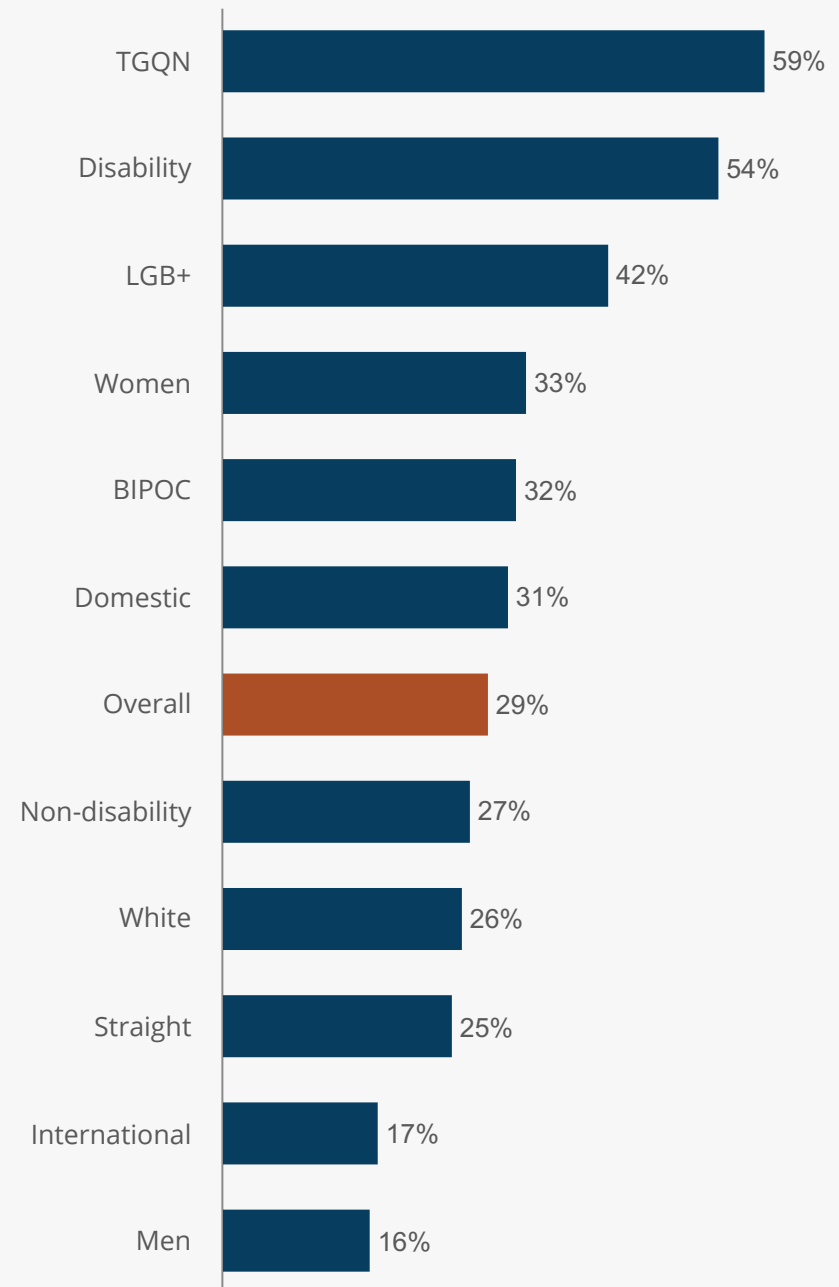


## Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied among some groups.

- TGQN graduate students and women were more likely to experience sexual harassment than men.
- Graduate students with disabilities were more likely to experience sexual harassment than their counterparts.
- LGB+ graduate students were more likely to experience sexual harassment than straight graduate students.
- BIPOC graduate students were more likely to experience sexual harassment than White graduate students.
- Domestic graduate students were more likely to experience sexual harassment than international graduate students.

Fig. 27 Prevalence of sexual harassment by demographics

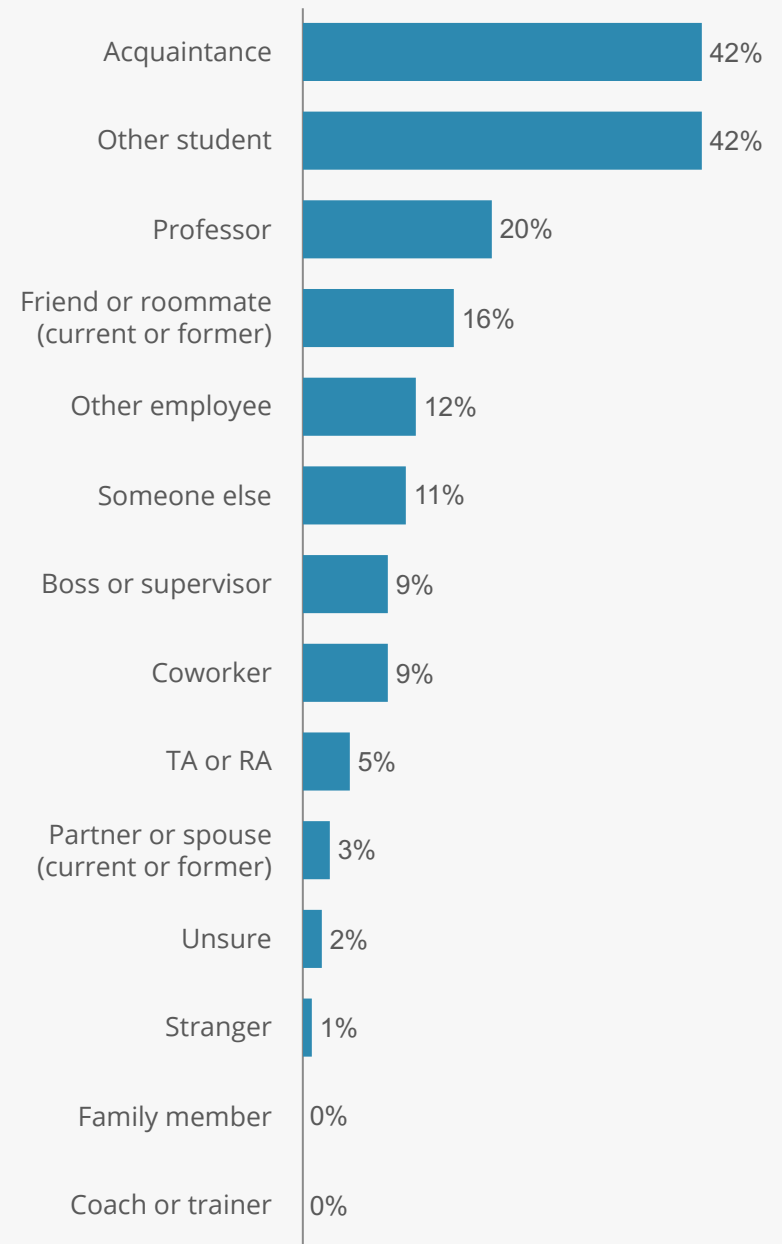


## Perpetrators of Sexual Harassment

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 graduate students indicated that the perpetrator was an acquaintance, friend of a friend, or someone they just met (42%), followed by another student (42%), and a professor (20%).

Fig. 28 Perpetration of sexual harassment



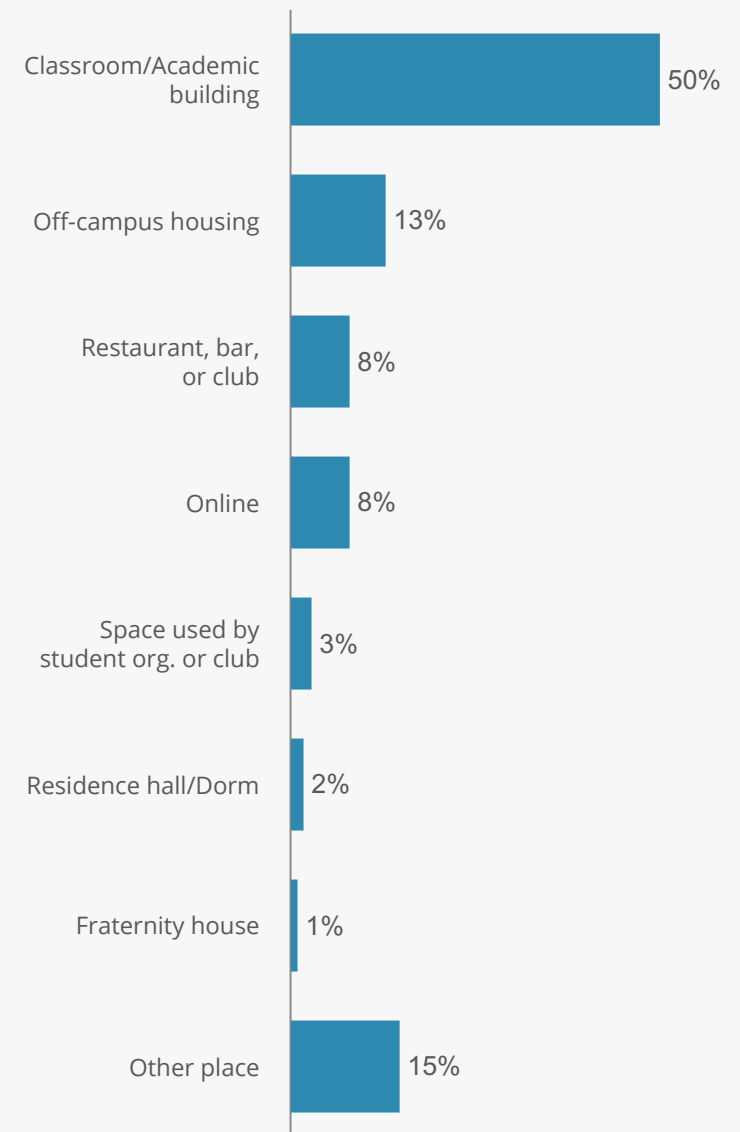


## Locations Where Sexual Harassment Occurred

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

The highest percentage of graduate students indicated that the incident occurred at a classroom or other academic building (50%), followed by off-campus housing (13%), and a restaurant, bar, or club (8%).

Fig. 29 Prevalence of sexual harassment by location



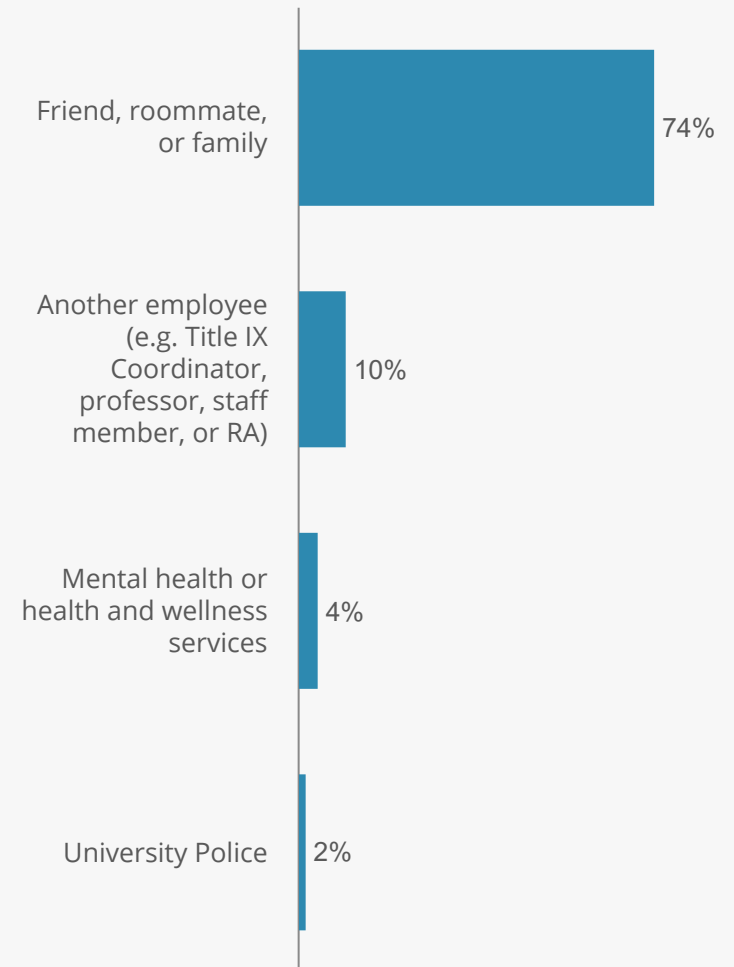
## Reporting of Sexual Harassment

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

While most graduate students told a friend, roommate, or family member (74%), a majority did not report the incident to the University.

- **4%** contacted mental health or health and wellness services
- **2%** contacted the University Police
- **10%** contacted another campus employee, such as a Title IX Coordinator, professor, staff member, or Resident Assistant

Fig. 30 Reporting of sexual harassment

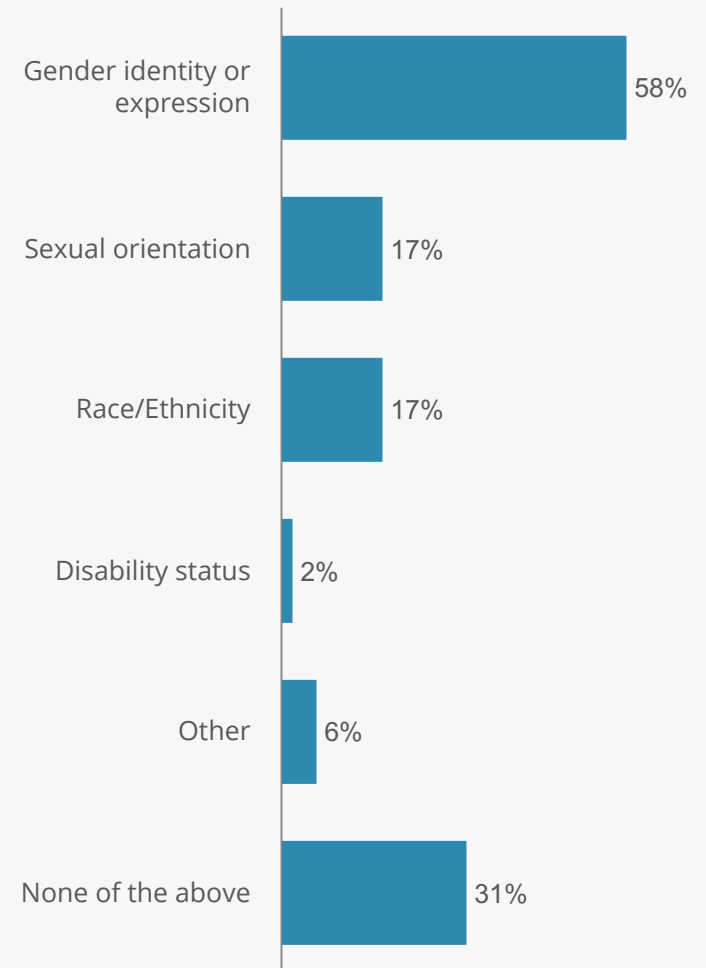


## Sexual Harassment and Discrimination

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

- **58%** believed the incident was related to their gender identity or gender expression
- **17%** believed the incident was related to their sexual orientation
- **17%** believed the incident was related to their race or ethnicity
- **2%** believed the incident was related to their disability status
- **6%** believed the incident was related to another identity

Fig. 31 Sexual harassment and discrimination



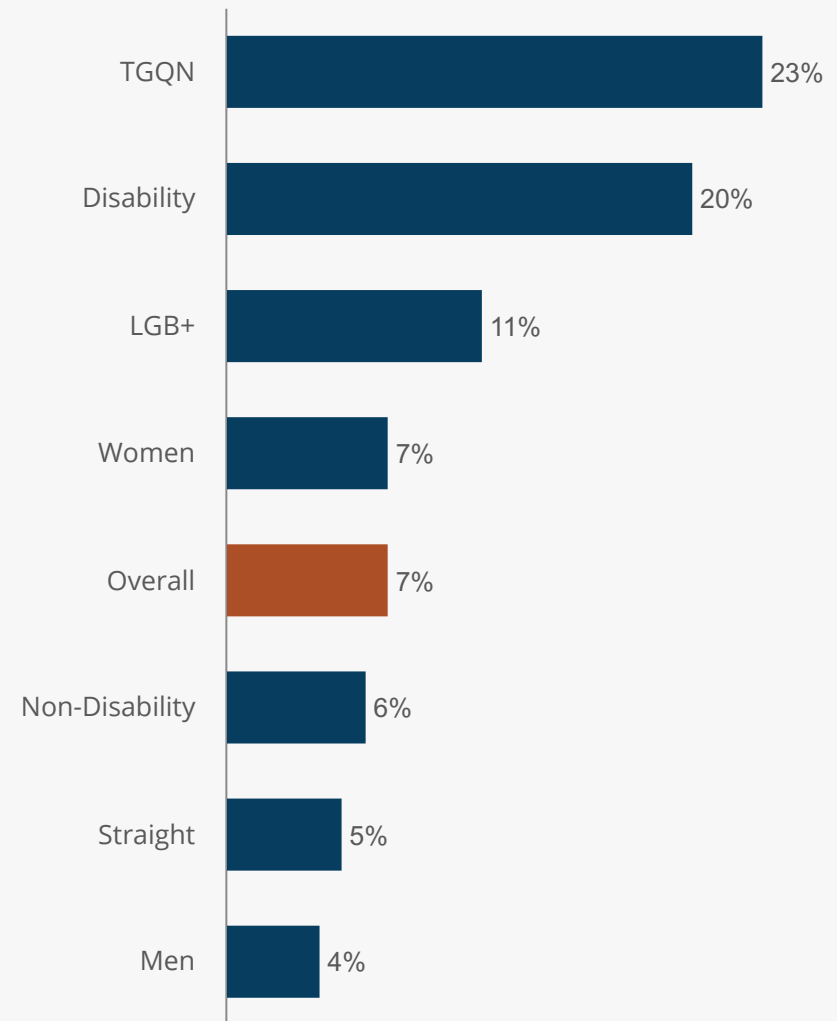
## 7% of Graduate Students Experienced Sexual Violence

The survey asked students about their experiences of sexual assault and rape since they have been a student at Tufts University. Overall, 7% of graduate students experienced at least one instance of sexual violence.

The prevalence of sexual violence varied by gender identity, disability status, and sexual orientation.

- TGQN graduate students and women were more likely to experience sexual violence than men.
- Graduate students with disabilities were more likely to experience sexual violence than their counterparts.
- LGB+ graduate students were more likely to experience sexual violence than straight graduate students.

Fig. 32 Prevalence of sexual violence by demographics

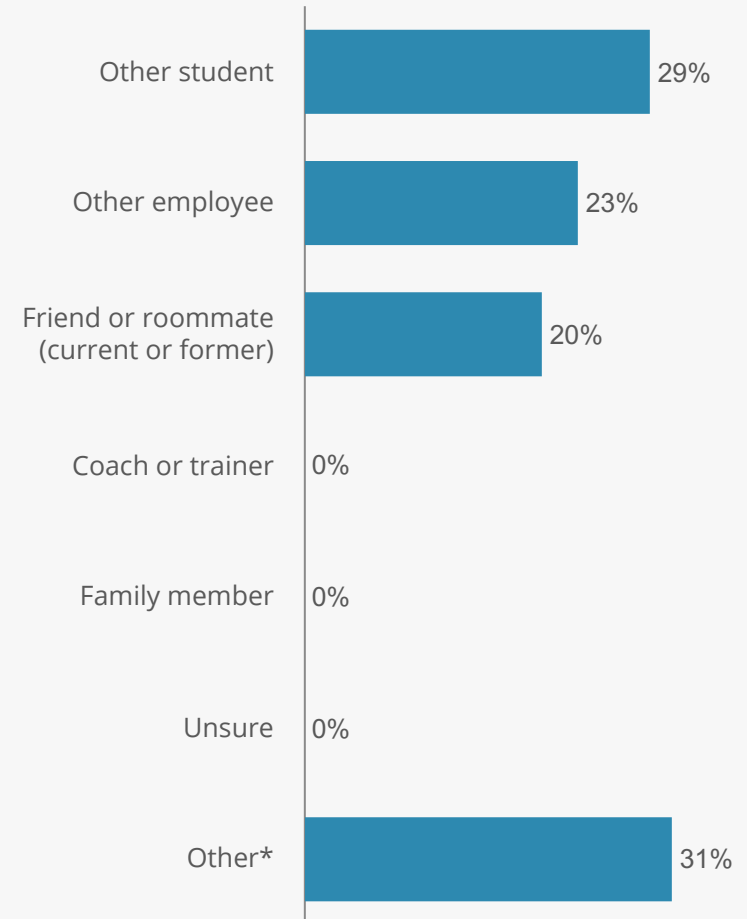


## Perpetrators of Sexual Violence

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 graduate students indicated that the perpetrator was another student (29%), an employee other than a professor, Teaching Assistant, Resident Assistant, coach, or trainer (23%), and a current or former friend or roommate (20%).

Fig. 33 Perpetration of sexual violence



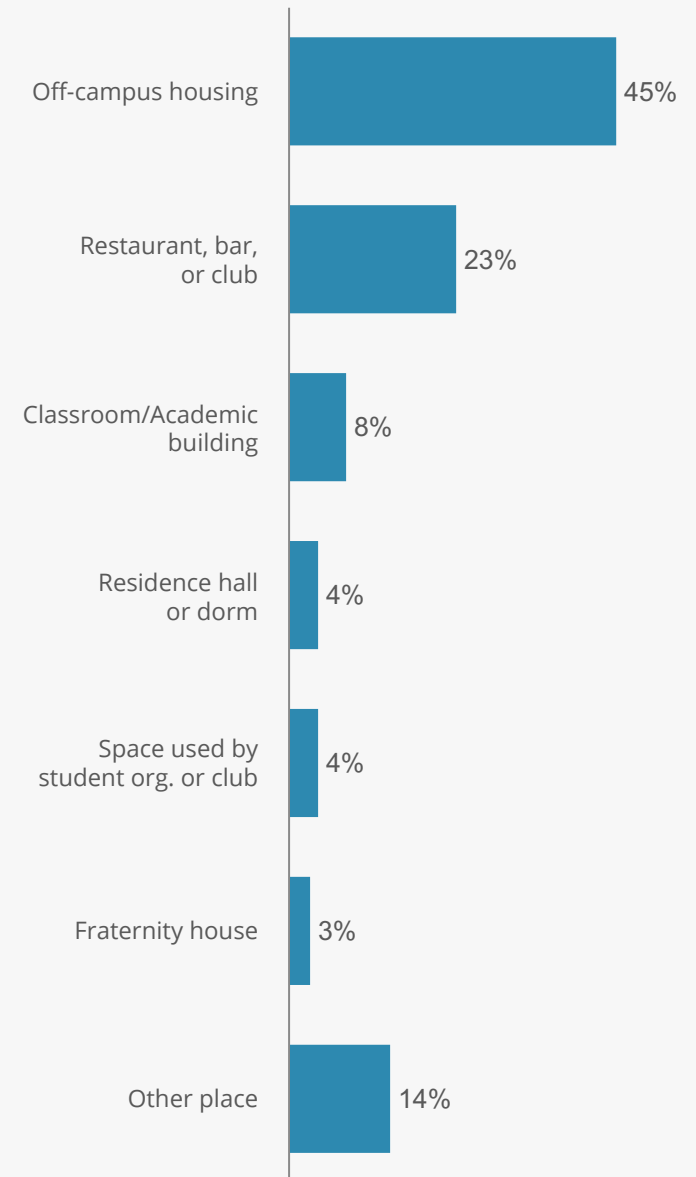
\*Other includes an acquaintance, boss or supervisor, coworker, current or former partner or spouse, professor, Resident Assistant, stranger, Teaching Assistant, and someone else. The prevalence of these responses were too small to report separately.

## 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 graduate students indicated that the incident occurred at off-campus housing (45%), a restaurant, bar, or club (23%) and a classroom or other academic building (8%).

Fig. 34 Prevalence of sexual violence by location



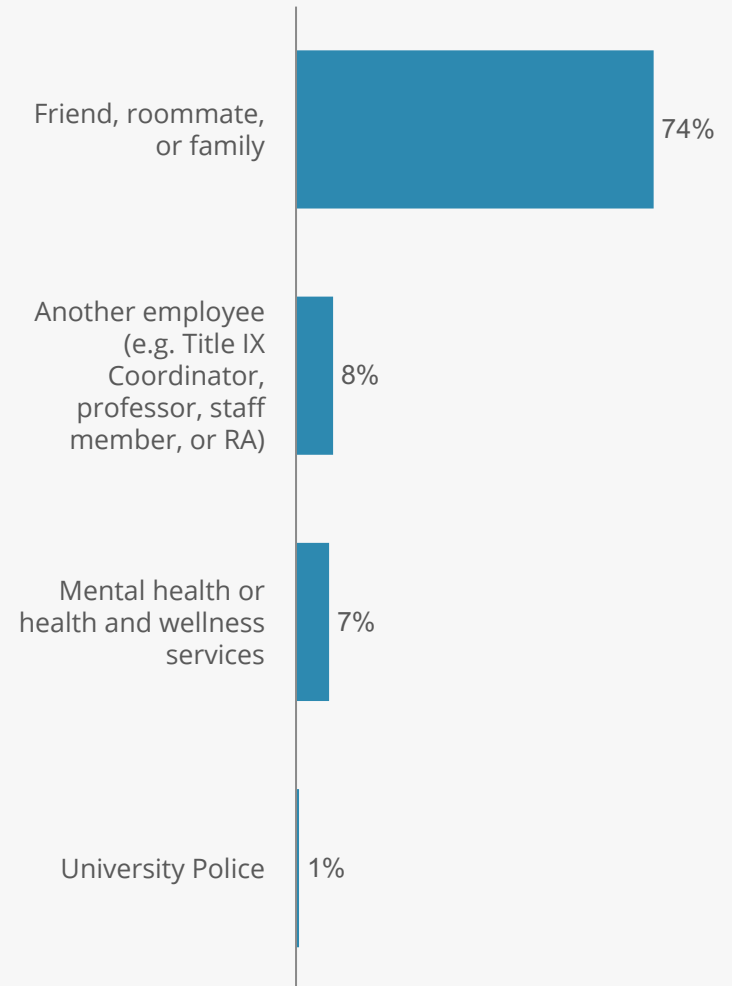
## Reporting of Sexual Violence

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

While most graduate students told a friend, roommate, or family member (74%), a majority did not report the incident to the University.

- **7%** contacted mental health or health and wellness services
- **1%** contacted University Police
- **8%** contacted another campus employee, such as a Title IX Coordinator, professor, staff member, or Resident Assistant

Fig. 35 Reporting of sexual violence



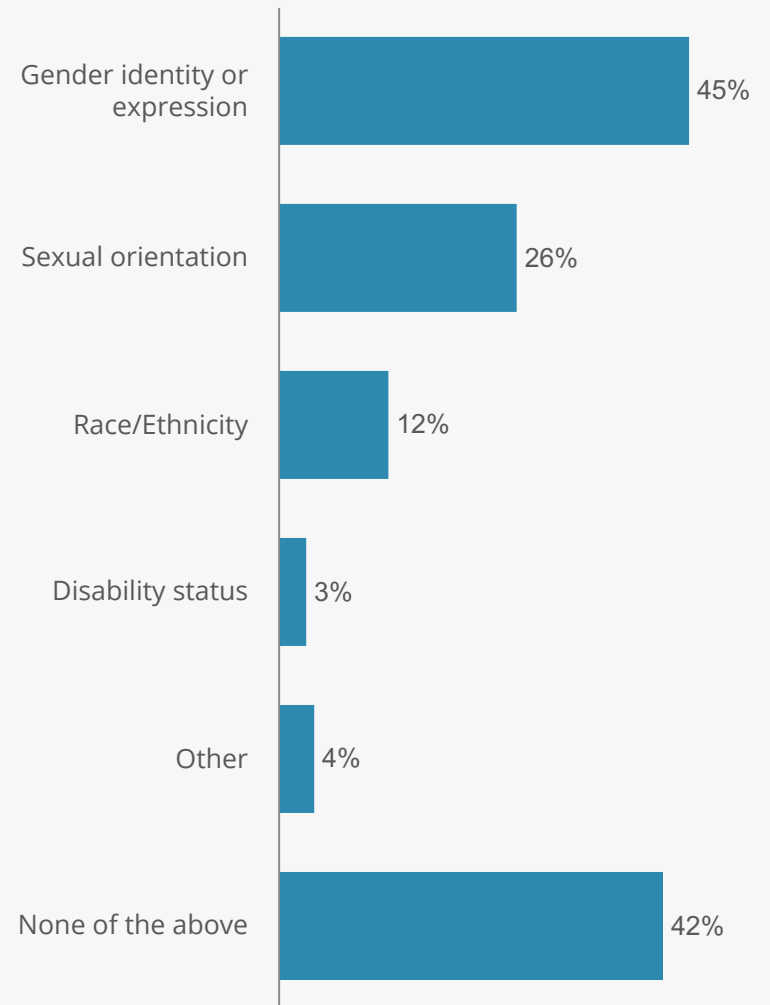


## Sexual Violence and Discrimination

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

- **45%** believed the incident was related to their gender identity or gender expression
- **26%** believed the incident was related to their sexual orientation
- **12%** believed the incident was related to their race or ethnicity
- **3%** believed the incident was related to their disability status
- **4%** believed the incident was related to another identity

Fig. 36 Sexual violence and discrimination

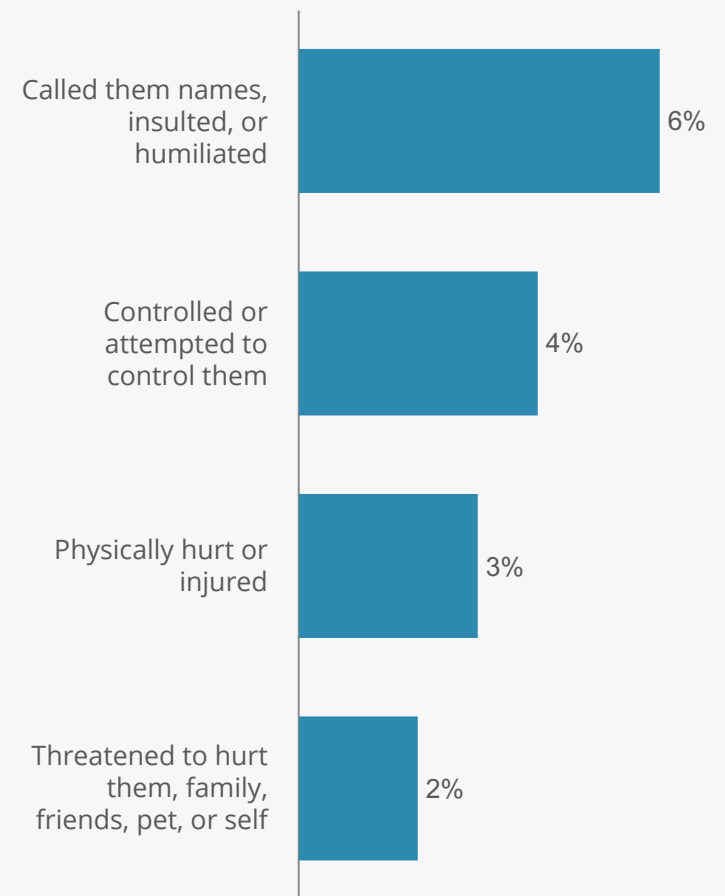


## 9% of Graduate Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) since they have been a student at Tufts University. Overall, 4% of participants experienced IPV once and 5% experienced IPV more than once.

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

Fig. 37 Prevalence of intimate partner violence

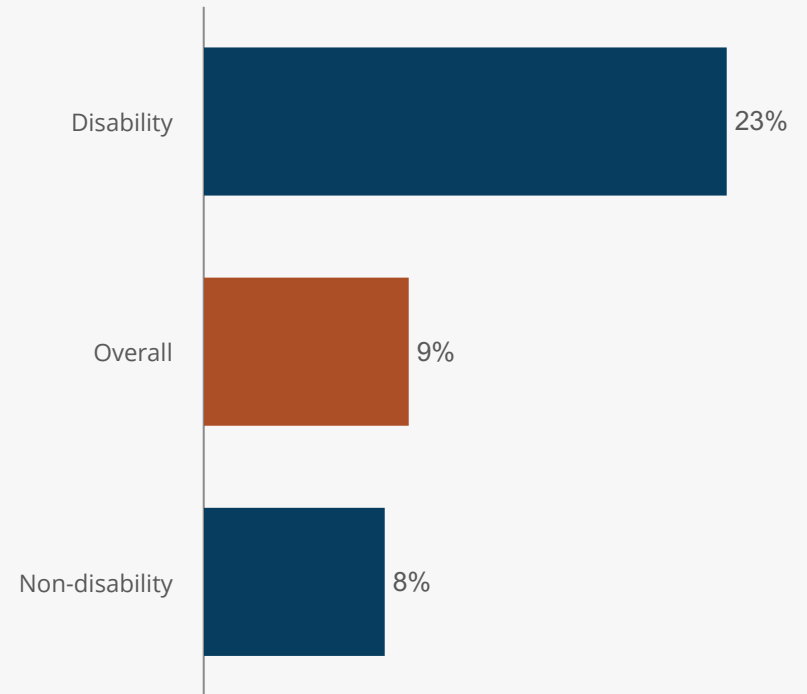


## Differences in Experience of Intimate Partner Violence

The prevalence of intimate partner violence (IPV) varied by disability status.

Graduate students with disabilities were more likely to experience intimate partner violence than graduate students without disabilities.

Fig. 38 Prevalence of intimate partner violence by demographics



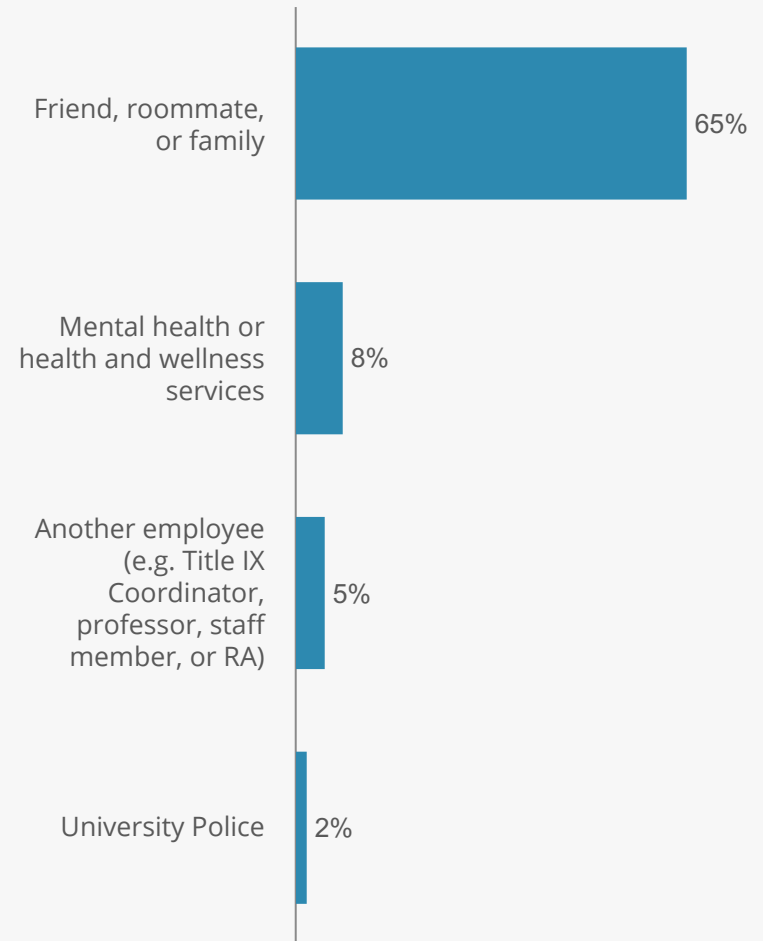
## Reporting of Intimate Partner Violence

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

While most graduate students told a friend, roommate, or family member (65%), a majority did not report the incident to the University.

- **8%** contacted mental health or health and wellness services
- **2%** contacted University Police
- **5%** contacted another campus employee, such as a Title IX Coordinator, professor, staff member, or Resident Assistant

Fig. 39 Reporting of intimate partner violence

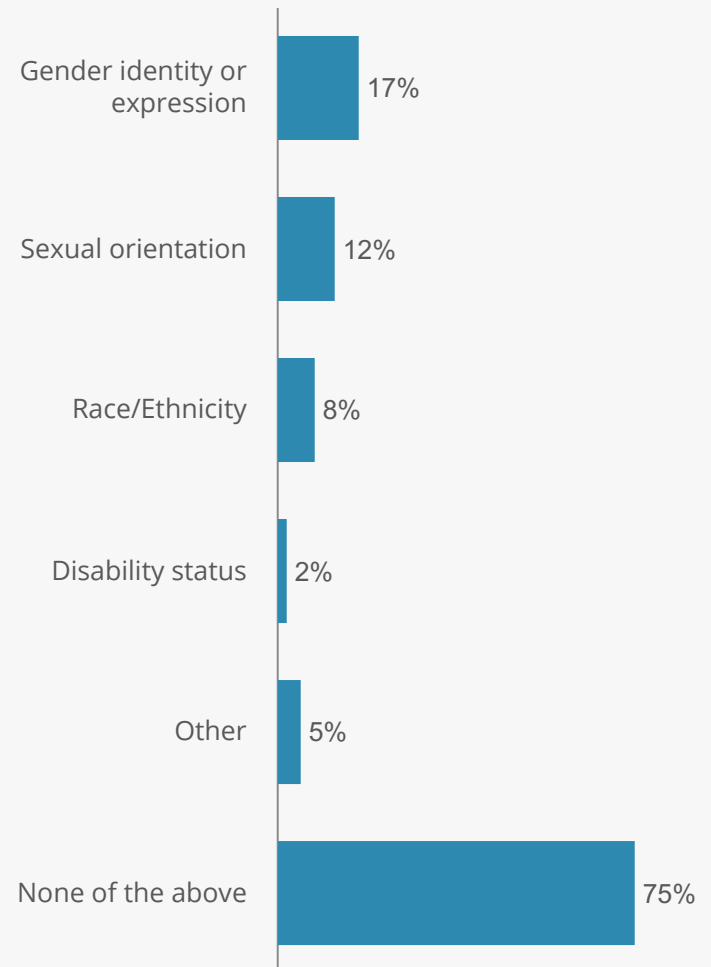


## Intimate Partner Violence and Discrimination

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
- **12%** 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
- **5%** believed the incident was related to another identity

Fig. 40 Intimate partner violence and discrimination

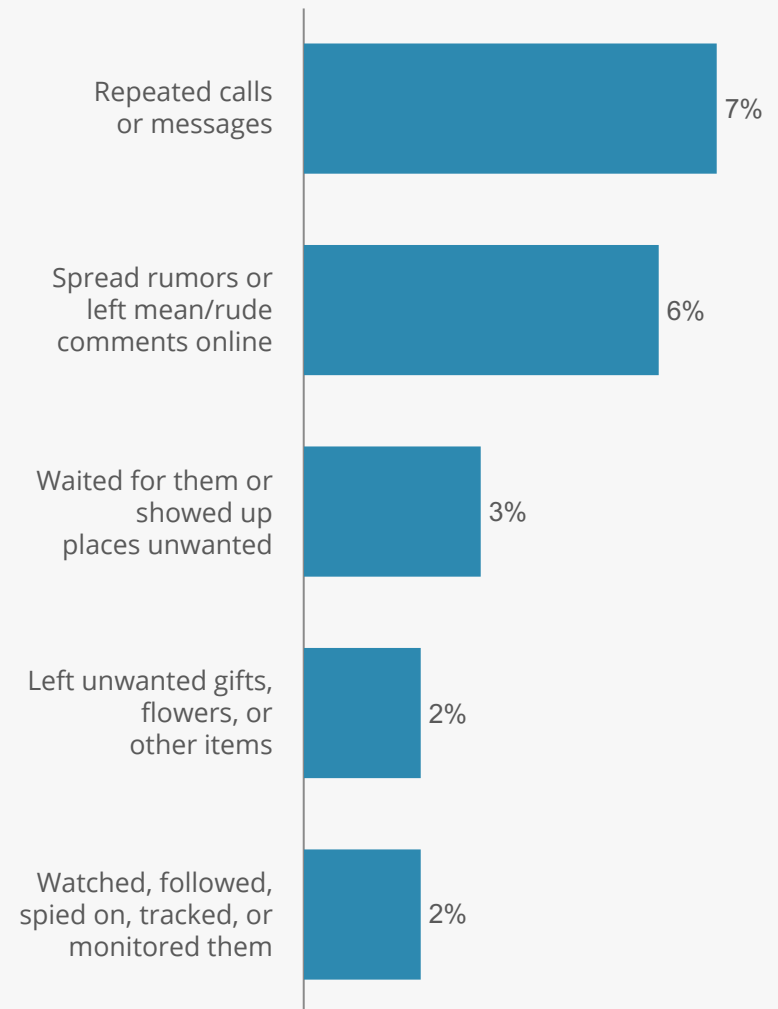


## 12% of Graduate Students Experienced Stalking

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, 6% of participants experienced stalking once and 6% experienced stalking more than once.

The highest percentage of graduate students reported that someone repeatedly called them or sent unwanted messages (7%) and that someone spread rumors or left mean or rude comments about them online (6%).

Fig. 41 Prevalence of stalking by behavior

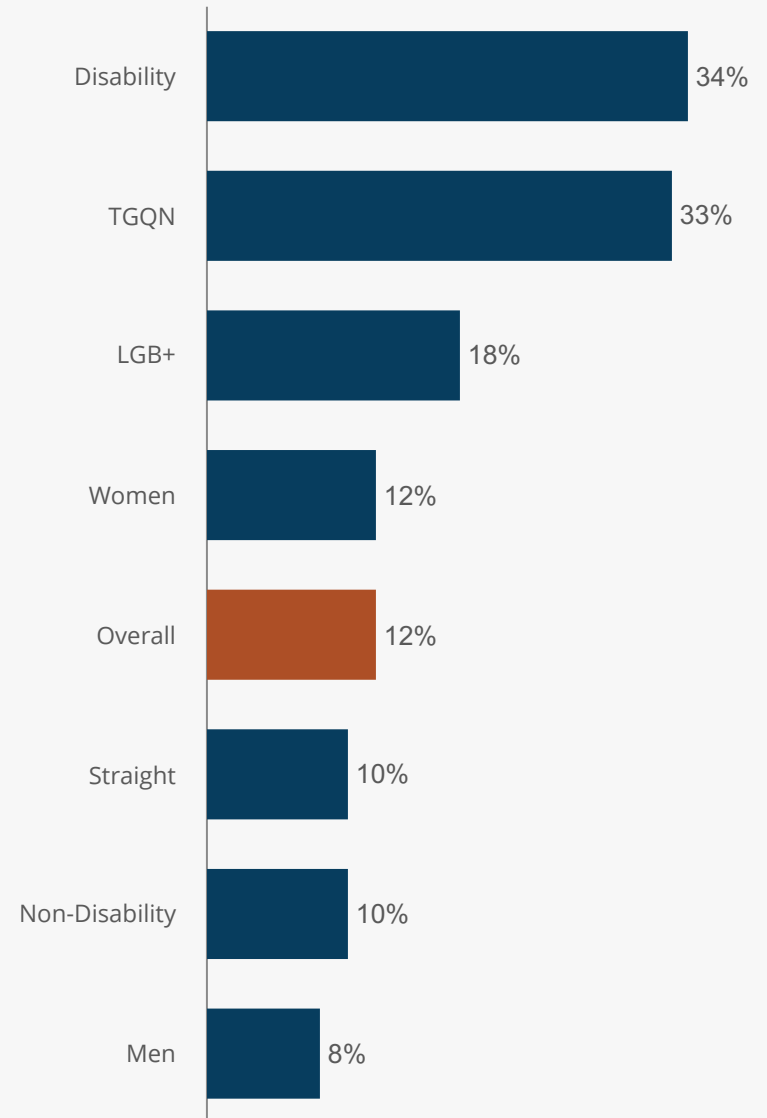


## Differences in Experience of Stalking

The prevalence of stalking varied by disability status, gender identity, and sexual orientation.

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

Fig. 42 Prevalence of stalking by demographics



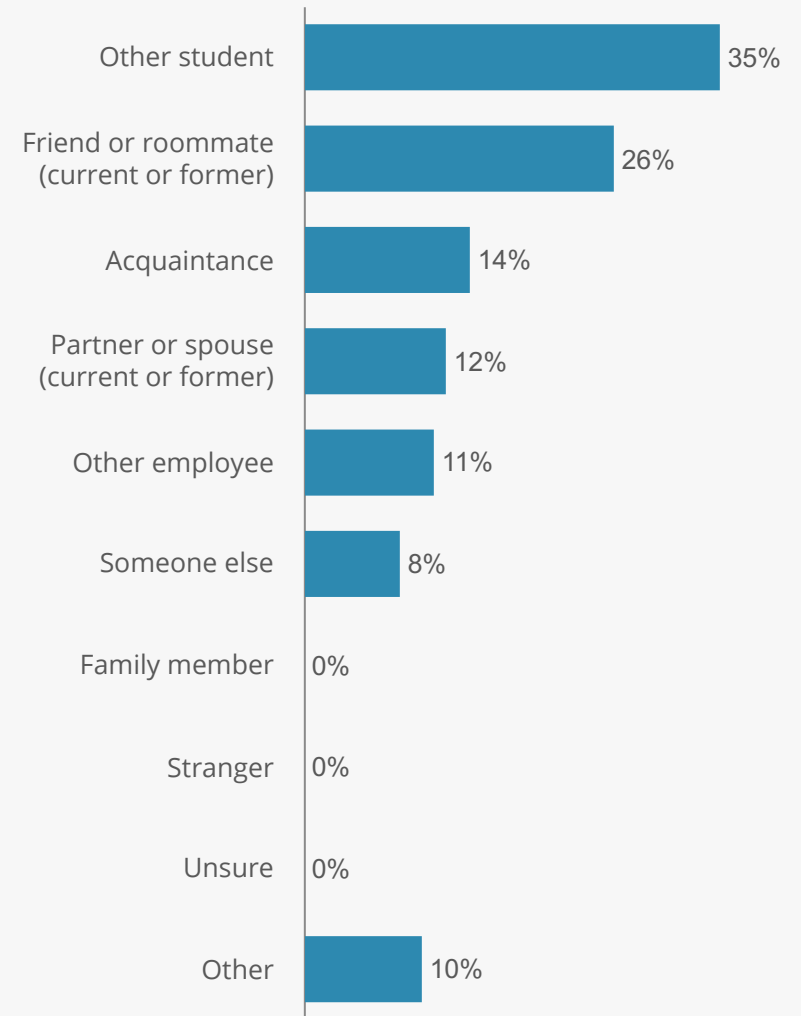


## Perpetrators of Stalking

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

The highest percentage of graduate students indicated that the perpetrator was another student (35%), followed by a current or former friend or roommate (26%) and an acquaintance, friend of a friend, or someone they just met (14%).

Fig. 43 Perpetration of stalking



\*Other includes a boss or supervisor, coworker, coach or trainer, professor, Resident Assistant, and Teaching Assistant. The prevalence of these responses were too small to report separately.

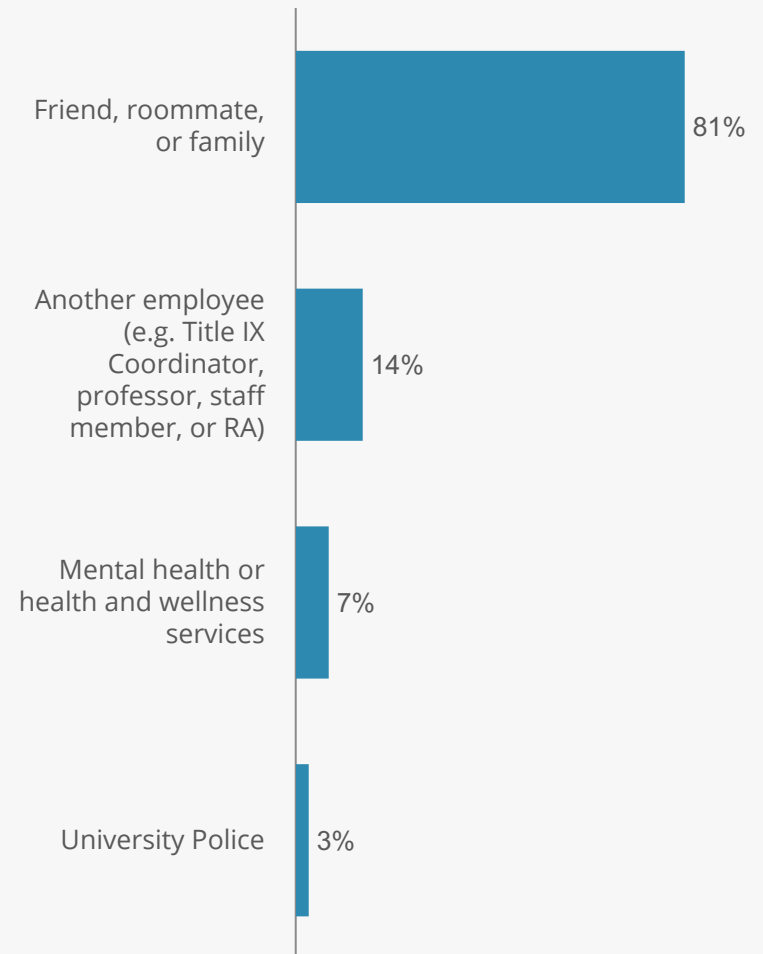
## Reporting of Stalking

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

While most graduate students told a friend, roommate, or family member (81%), a majority did not report the incident to the University.

- **7%** contacted mental health or health and wellness services
- **3%** contacted contacted University Police
- **14%** contacted another campus employee, such as a Title IX Coordinator, professor, staff member, or Resident Assistant

Fig. 44 Reporting of stalking

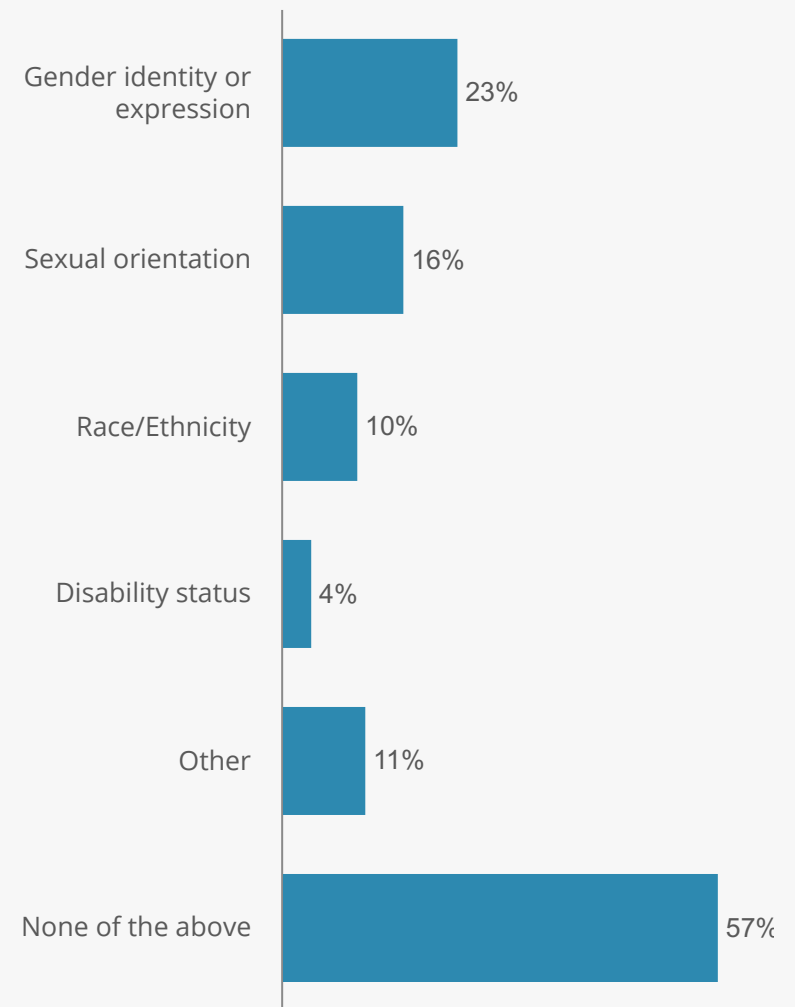


## Stalking and Discrimination

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

- **23%** believed the incident was related to their gender identity or gender expression
- **16%** believed the incident was related to their sexual orientation
- **10%** believed the incident was related to their race or ethnicity
- **4%** believed the incident was related to their disability status
- **11%** believed the incident was related to another identity

Fig. 45 Stalking and discrimination





Findings

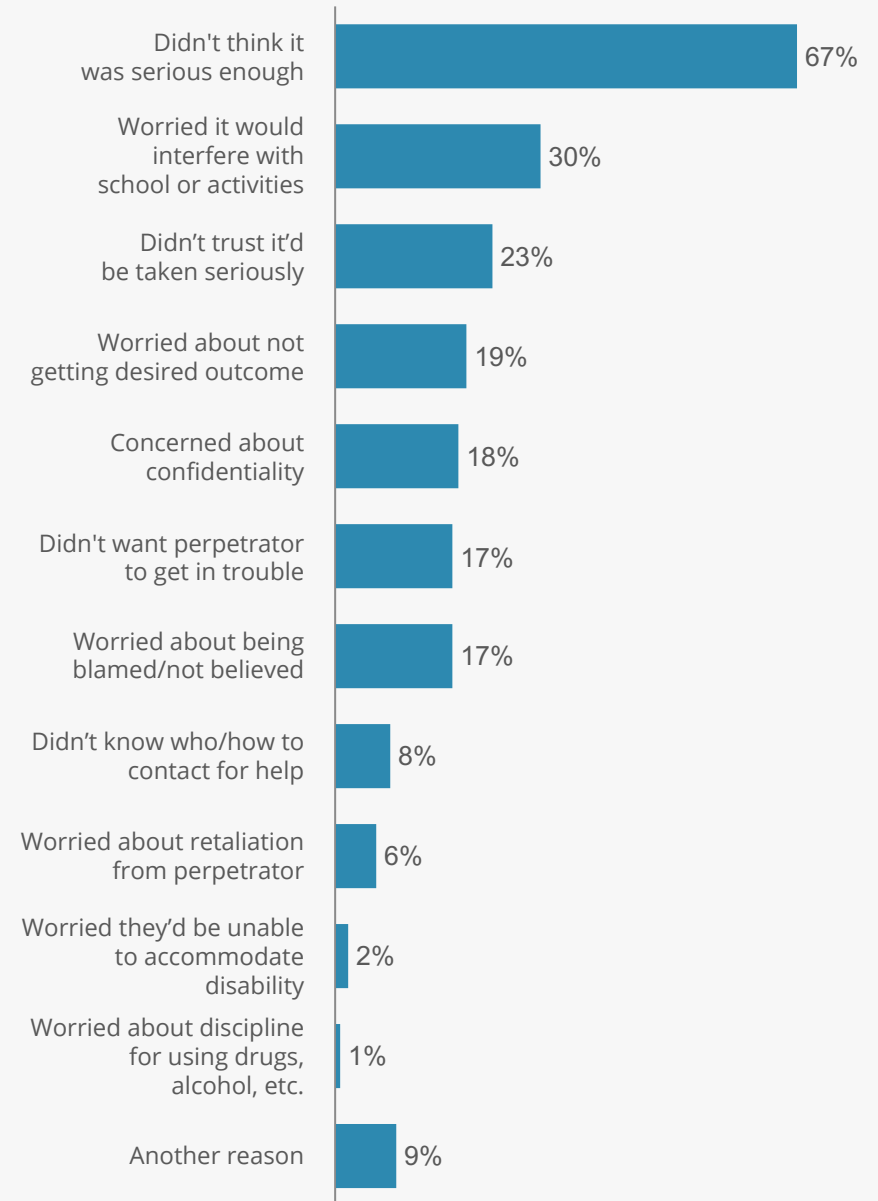
# Reporting

## Reasons Graduate Students Did Not Report

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

Most graduate students did not report the incident because they did not think the incident was serious enough to report (67%). Others felt it would take time away from their studies or other activities (30%) and did not trust that their report would be taken seriously (23%).

Fig. 46 Reasons participants did not report sexual misconduct



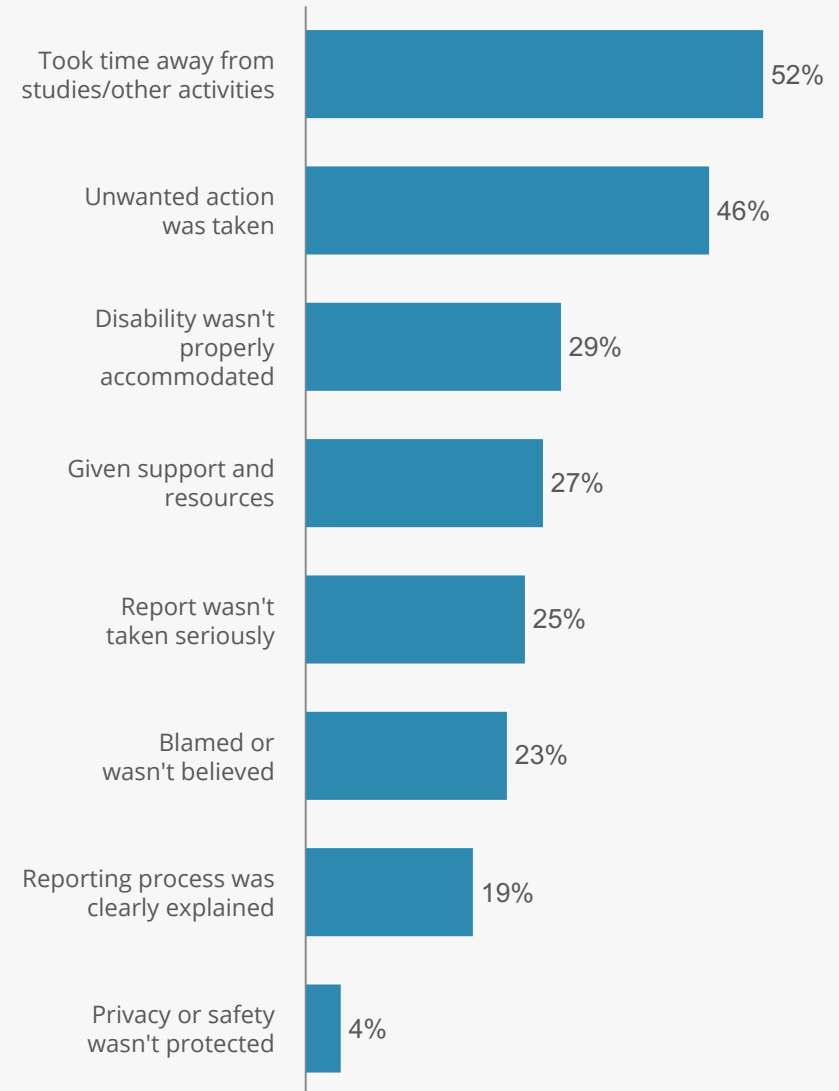
## Experiences with the Reporting Process

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.

Twenty-seven percent (27%) of graduate students who reported misconduct indicated that they were given support and resources, and 19% felt that the reporting process was clearly explained to them.

About half of graduate students felt that reporting the incident took time away from their studies or other activities (52%) and close to half felt that the University took action which they did not want taken (46%).

Fig. 47 Experiences reporting sexual misconduct





Findings

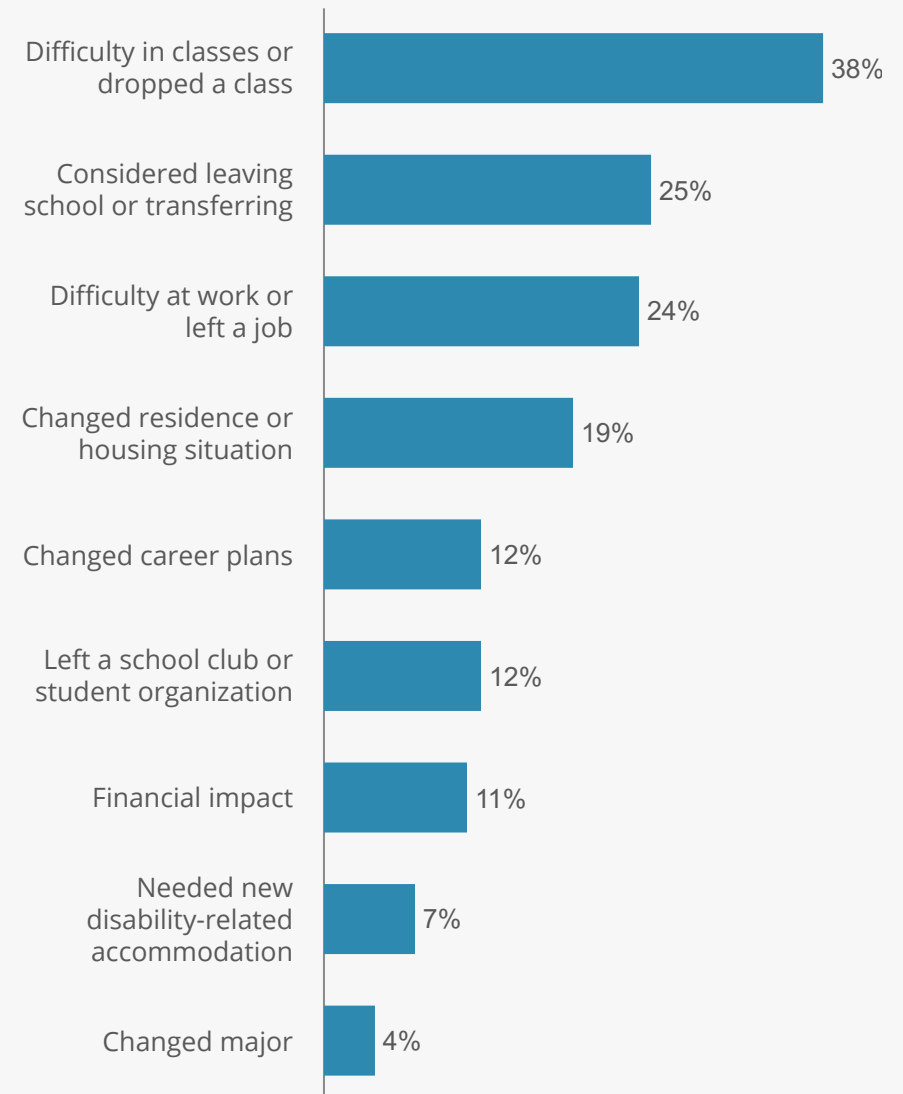
**Impacts**

## Academic, Professional, & Student Life Impacts

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

Thirty-eight percent (38%) of graduate students who experienced sexual misconduct had difficulty in classes or dropped a class. About one in four considered leaving school or transferring (25%) and had difficulty at work or left a job (24%).

Fig. 48 Impacts on academic, professional, or student life





# Mental Health Impacts

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

A majority of graduate students reported that they felt nervous, anxious, or on edge (75%). Over half felt down, depressed, or hopeless (60%) and were unable to stop or control worrying (54%).

International graduate students, graduate students with disabilities, TGQN graduate students, LGB+ graduate 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. 50 Impacts on mental health

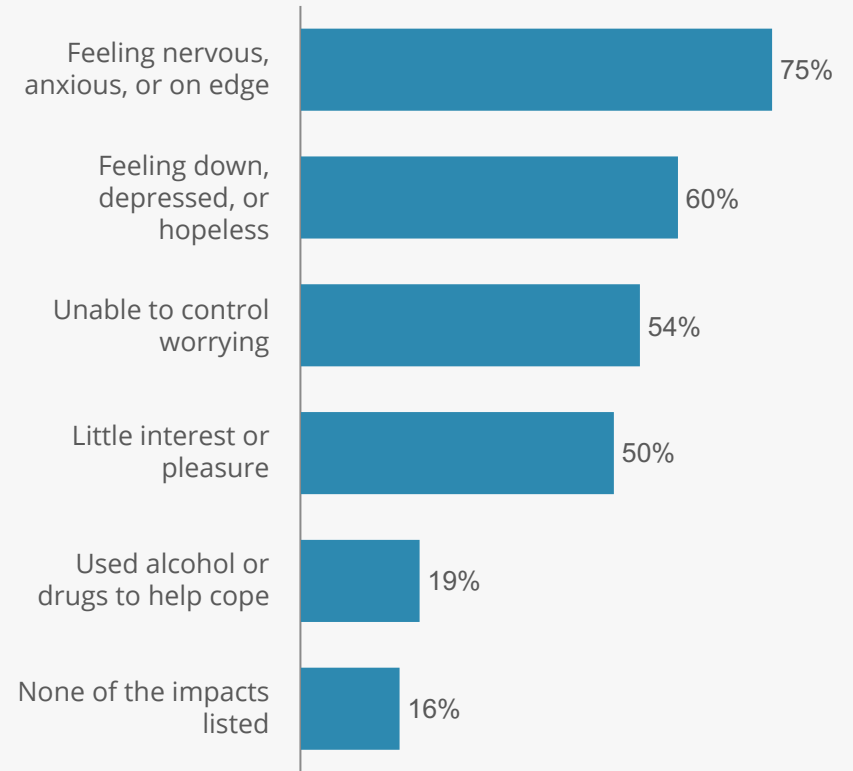
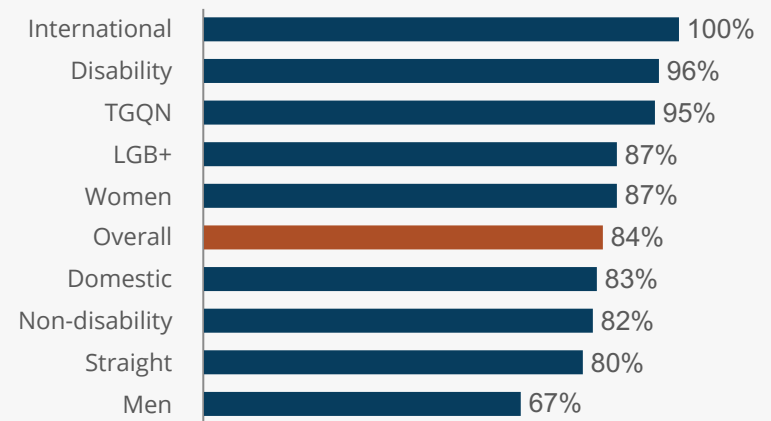


Fig. 51 Prevalence of mental health impacts by demographics





Findings

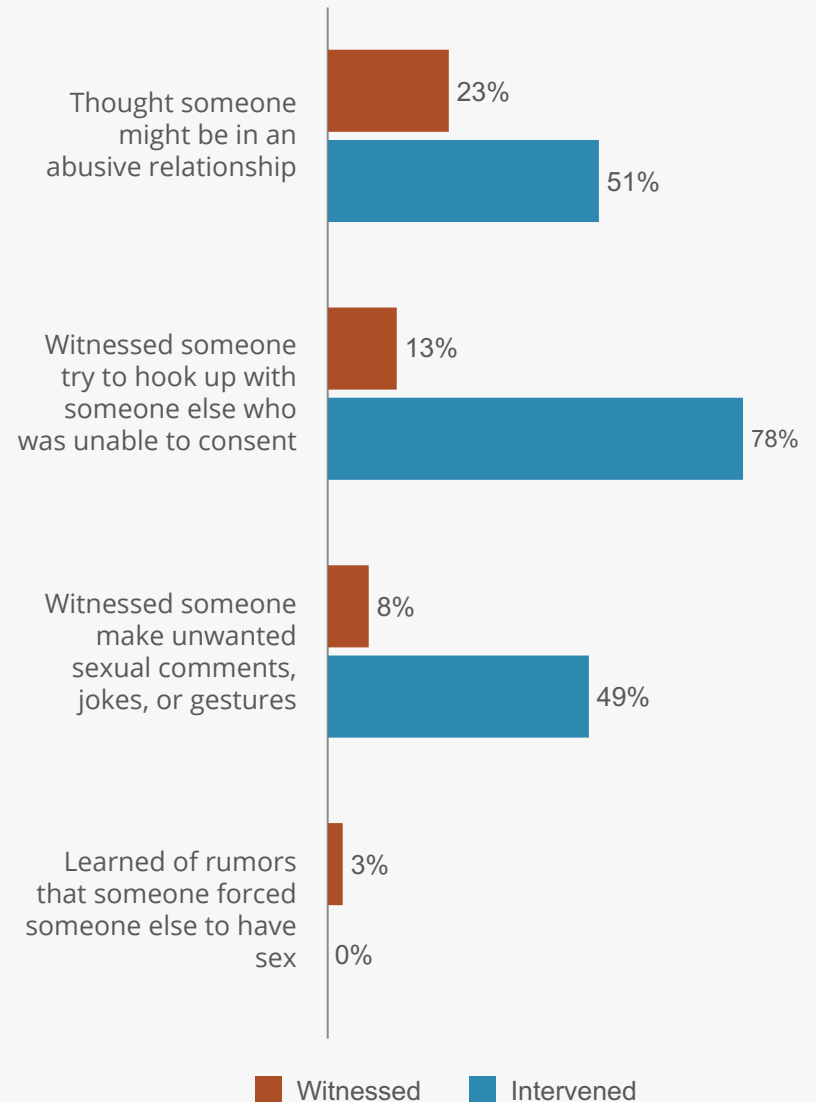
# **Bystander Intervention**

## 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.

- **23%** thought someone might be in an abusive relationship. Among those, 51% intervened in some way.
- **13%** witnessed someone try to hook up with someone else who was passed out or unable to consent. Among those, 78% intervened in some way.
- **8%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 49% intervened in some way.
- **3%** learned of rumors that someone forced someone else to have sex. Among those, none said they intervened.

Fig. 52 Percentage of students who witnessed sexual misconduct

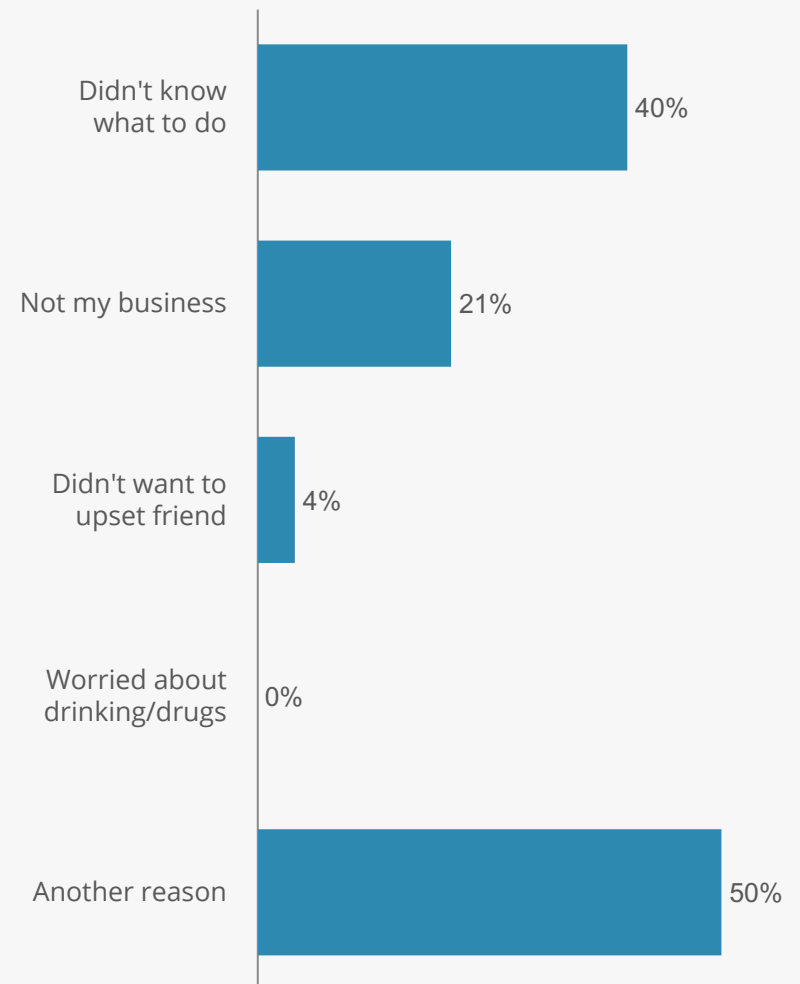


## Why Graduate Students Did Not Intervene

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

- **40%** were not sure what to do
- **21%** felt it was not their business to intervene
- **4%** did not want to upset a friend
- **50%** did not intervene for another reason

Fig. 53 Reasons students did not intervene





# Recommendations

## Recommendations

Included on the following pages are recommendations to address key findings from the 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> McMahon, 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.