



Trinity College Sexual Misconduct Climate Survey

2024 Report

Trinity College



PREPARED FOR

Trinity College
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PREPARED BY

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Study Design

The Trinity College Sexual Misconduct Climate Survey surveyed undergraduate and 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.

Trinity College 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, Trinity College 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 Trinity College 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 Trinity College 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 Trinity College 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. Trinity College was able to add custom questions to the survey as agreed upon by Trinity College and Grand River Solutions. The survey was approved by Ethical & Independent Review Services.

At the end of the survey, participants were given the opportunity to enter a raffle to win Beats Studio Buds+, AirPods, a Keurig K-Mini, a Kodak Ultra Mini Portable Projector, one of four \$15 DoorDash gift cards, or one of four \$15 UberEats gift cards. Participants' survey responses were not connected to their raffle entry in any way.

Study Measures

Demographics

In addition to the demographic data provided by Trinity College, the survey included questions pertaining to the student's self-identification as an intercollegiate athlete, first-generation college student, Greek Life member, their residency, and parenting 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, Trinity College's prevention and response efforts relevant to sexual misconduct, and bystander intervention.

Sexual misconduct

The survey asked participants about their experiences of sexual misconduct in the past 12 months, 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 Trinity College 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 Trinity College.

Reports provided to Trinity College 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 (SIV)

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 2,232 Trinity College students were invited to participate, and 363 (16%) completed the survey. The results of this report reflect only those who participated and may not reflect the experiences of all Trinity College students. Findings in this report should not be used to make conclusions about the entire student population.

Fig. 1 Race and ethnicity



Fig. 2 Gender identity

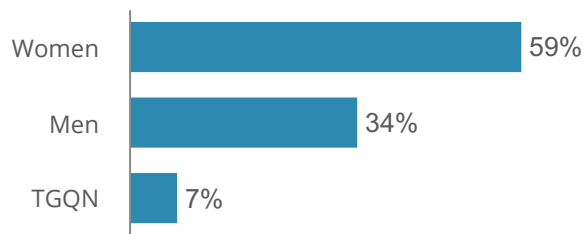


Fig. 3 Age

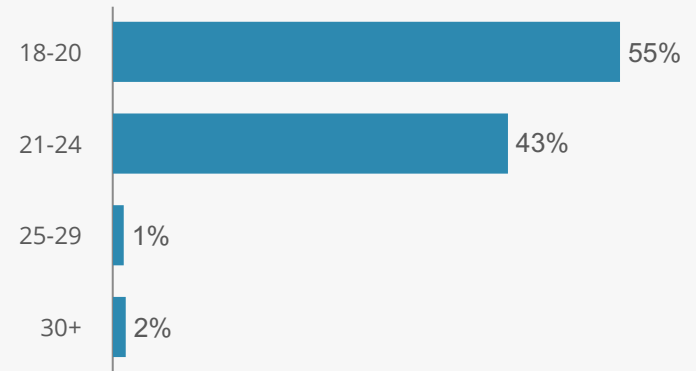


Fig. 4 Sexual orientation

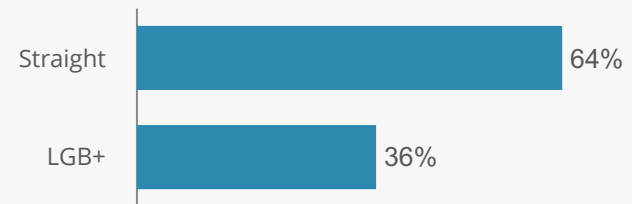
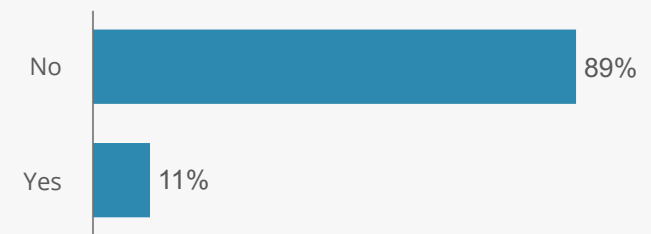


Fig. 5 Disability status



Participant Demographics

Fig. 6 Academic status

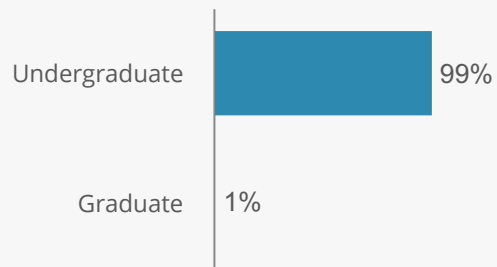


Fig. 7 Enrollment status

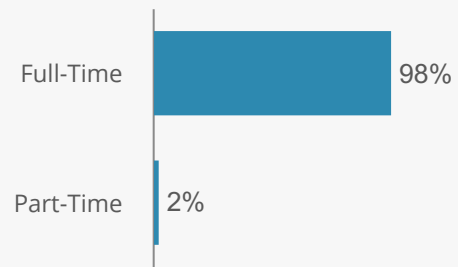


Fig. 10 Class year

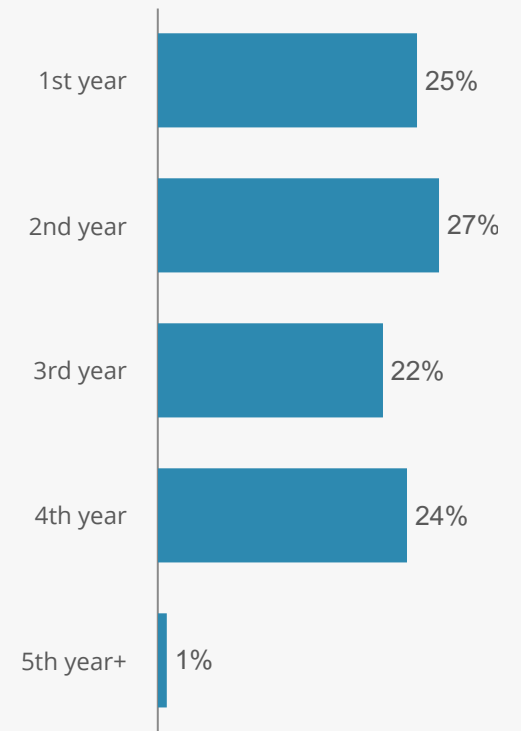


Fig. 8 Transfer status

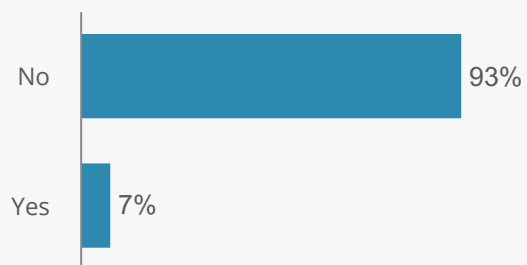
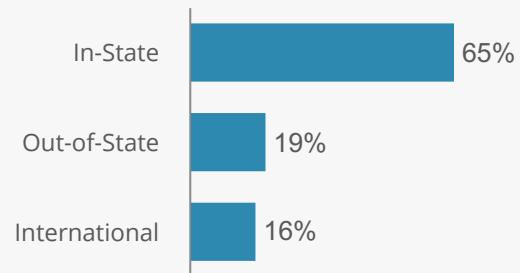


Fig. 9 Residency



Participant Demographics

Fig. 11 Athlete



Fig. 12 Greek life member

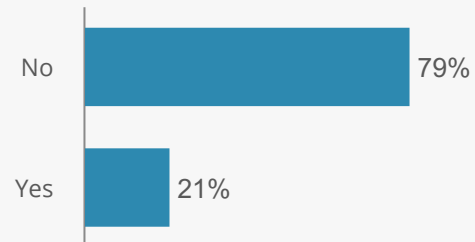


Fig. 13 First-generation student

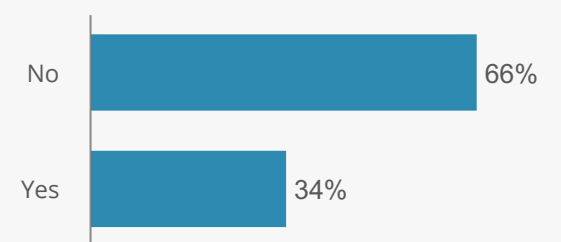


Fig. 14 Pell grant status

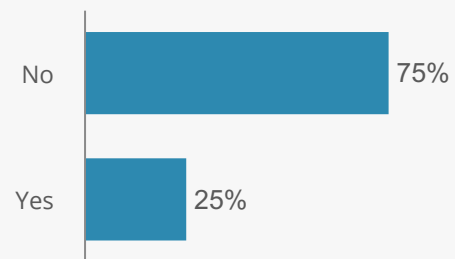
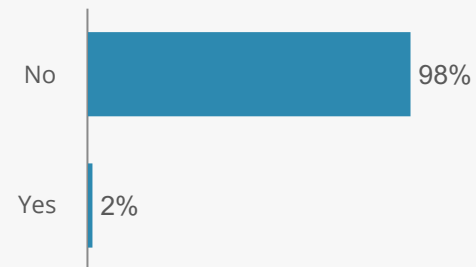


Fig. 15 Parent



Executive Summary

School connectedness

Overall, a majority of participants agreed that they feel a sense of belonging as well as safe and protected at Trinity College. On average, participants slightly agreed that the College treats all students equitably.

Knowledge of policies, resources, and offices

On average, knowledge of campus policies and resources relevant to sexual misconduct was high. A majority of participants confirmed that they learned about sexual misconduct through classes, trainings, or other programs at the College. A majority also knew about the Title IX Coordinator.

Campus climate and confidence in reporting

On average, participants slightly disagreed that it is uncommon for people at the school to make sexist comments or jokes and that the College is doing a good job of preventing and responding to sexual misconduct.

Sexual misconduct

Forty-three percent (43%) of participants indicated that they had experienced sexual harassment, intimate partner violence, stalking, sexual assault, and/or rape in the past 12 months.

Reporting

The majority of participants who experienced sexual misconduct did not report the incident to the College. The most common reasons why students chose not to report were that they did not trust their disclosure would be taken seriously and they were worried that they would not get the outcome they were hoping for.

Bystander intervention

Most participants who witnessed sexual harassment or misconduct intervened in some way. The most common reasons why participants did not intervene were that they felt it was not their business to intervene and they did not know what to do.



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 Trinity College. 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 College.

Equity

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

Well-being

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

3.0_{/4}

Belonging

2.9_{/4}

Equity

3.0_{/4}

Well-being

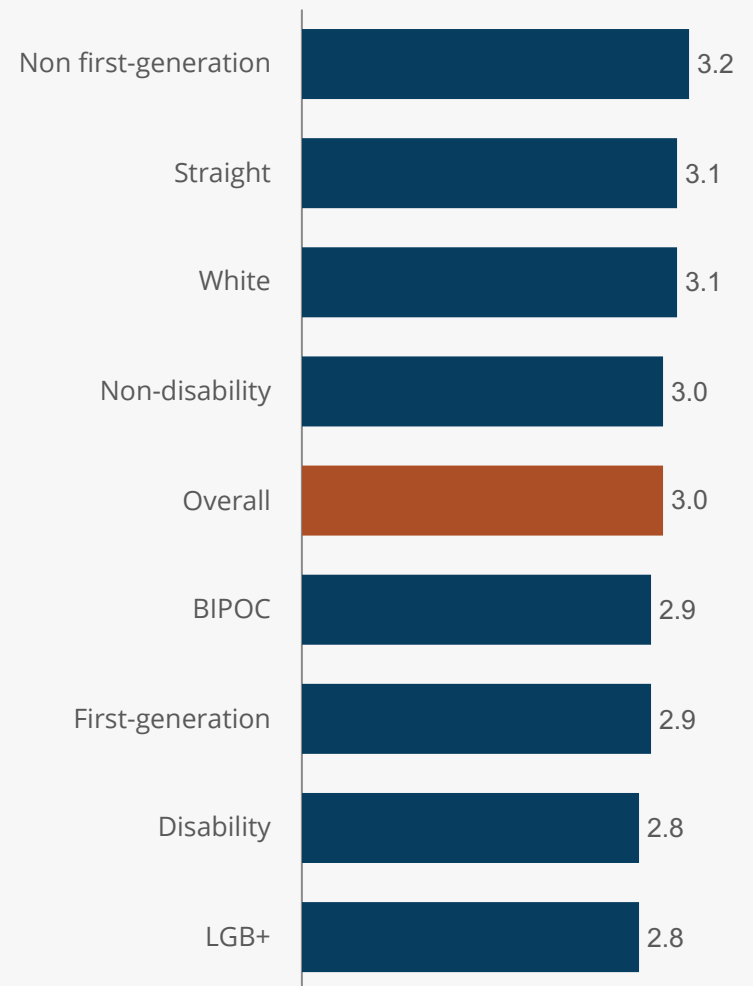
1 = negative response
4 = positive response

Differences in Perceptions of Belonging

Perceptions of belonging varied among some groups.

- LGB+ students expressed a lower sense of belonging than straight students.
- Students with disabilities expressed a lower sense of belonging than their counterparts.
- First-generation students expressed a lower sense of belonging than their counterparts.
- BIPOC students expressed a lower sense of belonging than White students.

Fig. 16 Differences in perceptions of belonging

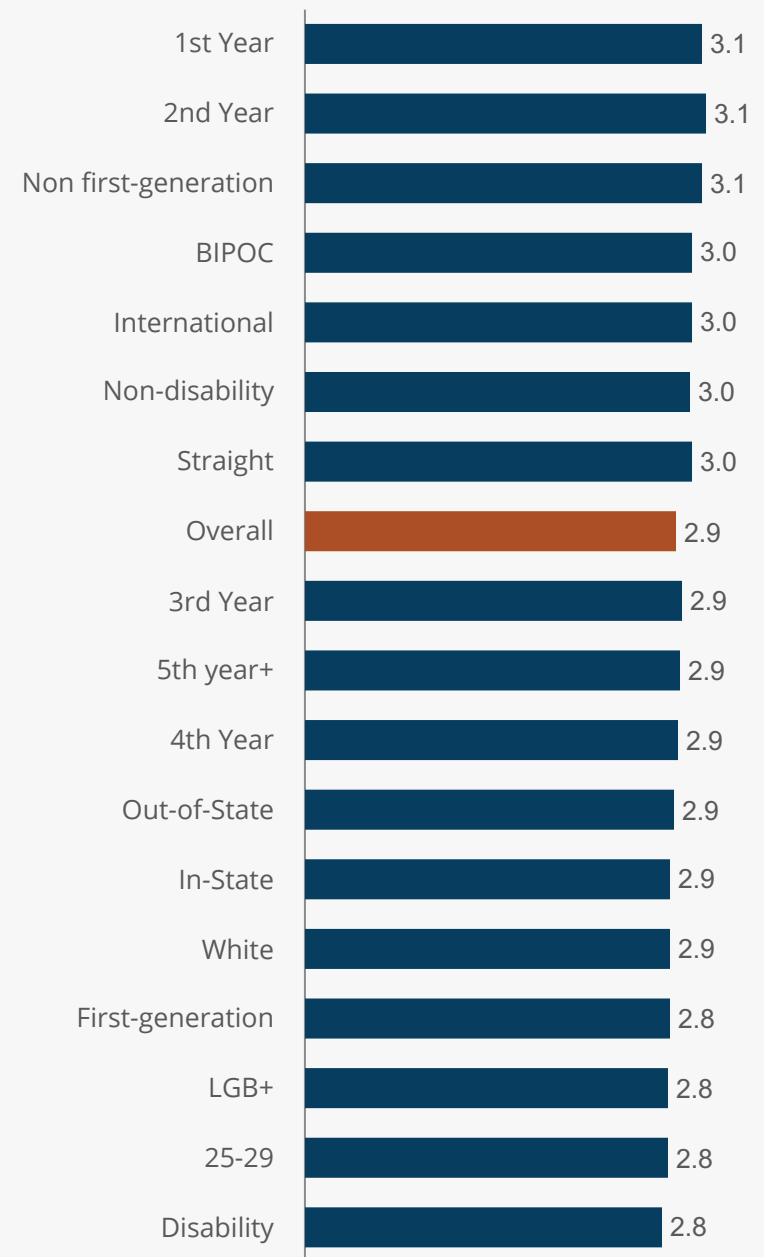


Differences in Perceptions of Equity

Perceptions of equity varied among some groups.

- Students with disabilities expressed a lower sense of equity than their counterparts.
- Students aged 25-29 expressed a lower sense of equity than students in other age groups.
- LGB+ students expressed a lower sense of equity than straight students.
- First-generation students expressed a lower sense of equity than their counterparts.
- White students expressed a lower sense of equity than BIPOC students.
- In-state and out-of-state students expressed a lower sense of equity than international students.
- Third, fourth, and fifth year students expressed a lower sense of equity than first and second year students.

Fig. 17 Differences in perceptions of equity

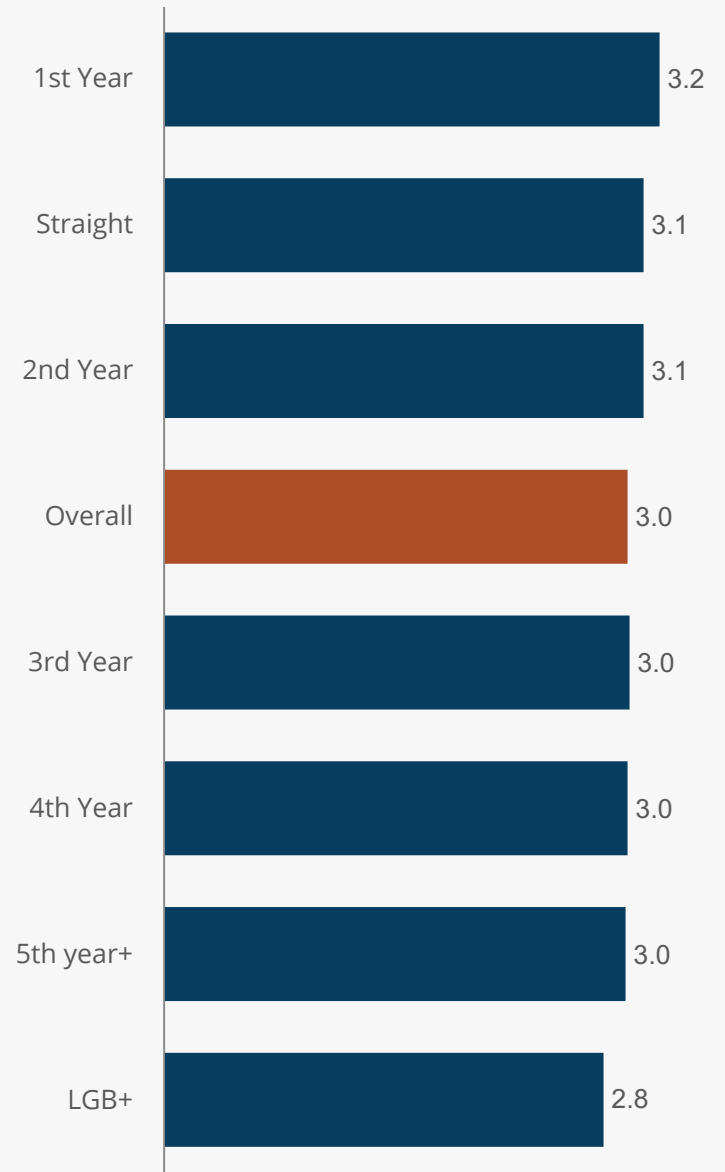


Differences in Perceptions of Well-being

Perceptions of well-being varied among some groups.

- LGB+ students expressed a lower sense of well-being than straight students.
- Third, fourth, and fifth year students expressed a lower sense of well-being than first and second year students.

Fig. 18 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 Trinity College (78%) and that they know Title IX protections against sexual misconduct (78%).

A majority of students understood what happens when a student reports sexual misconduct (82%), and most knew where at the College they could get help if someone they know experiences sexual misconduct (66%).

When asked if Trinity College has a Title IX Coordinator, 94% of participants answered 'yes,' and 6% of participants answered that they were unsure.

Fig. 19 Knowledge of campus resources and policies

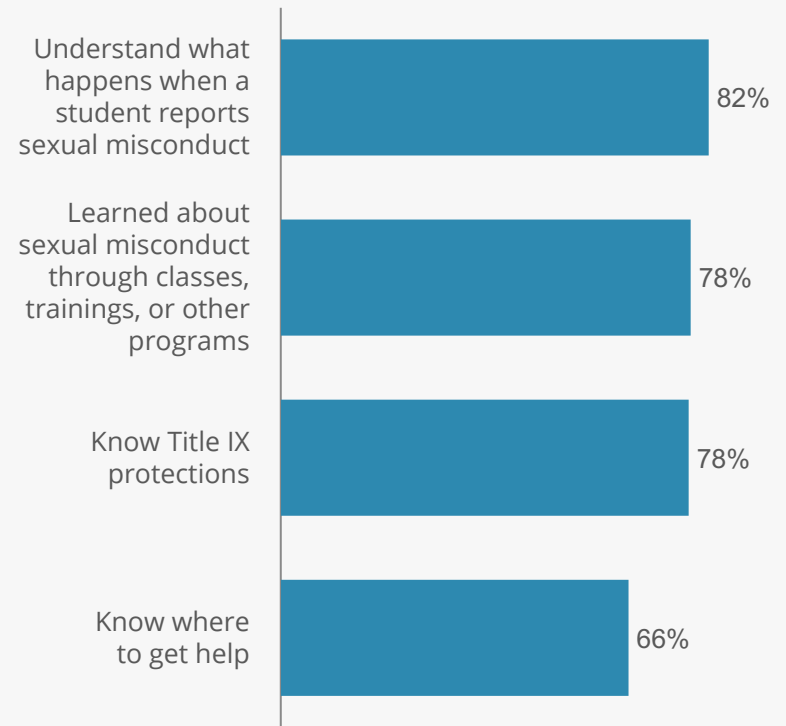
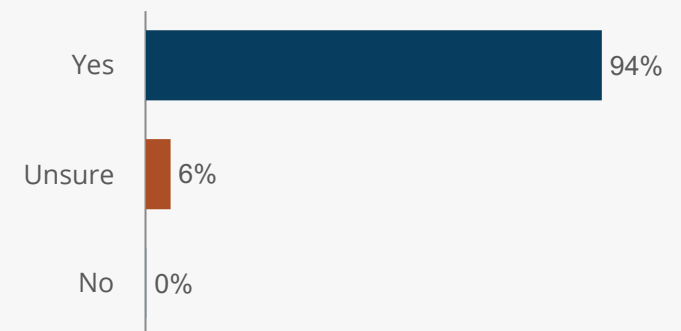


Fig. 20 Does Trinity College have a Title IX Coordinator?





Findings

Campus Climate

Campus Culture

Students were asked about the culture of sexual harassment at Trinity College, and their perceptions of Trinity College'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 disagreed** that it is uncommon for people at the school to make sexist comments or jokes, and that Trinity College is doing a good job of trying to prevent sexual misconduct from occurring, and of holding perpetrators accountable.

2.3₄

Campus Culture

1 = negative response

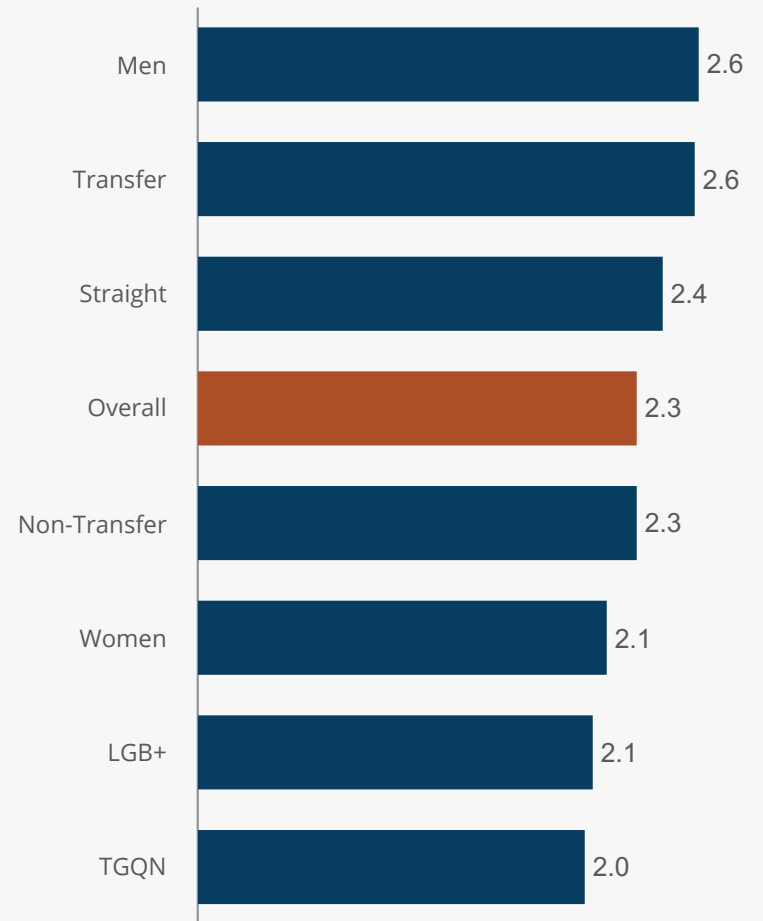
4 = positive response

Differences in Perception of Campus Culture

Perceptions about the culture of sexual harassment at Trinity College varied by gender identity, sexual orientation, and transfer status.

TGQN students, LGB+ students, women, and non-transfer students expressed less positive views of the campus culture compared to their respective counterparts.

Fig. 21 Differences in perception of campus culture



1 = negative response
4 = positive response

Confidence in Reporting

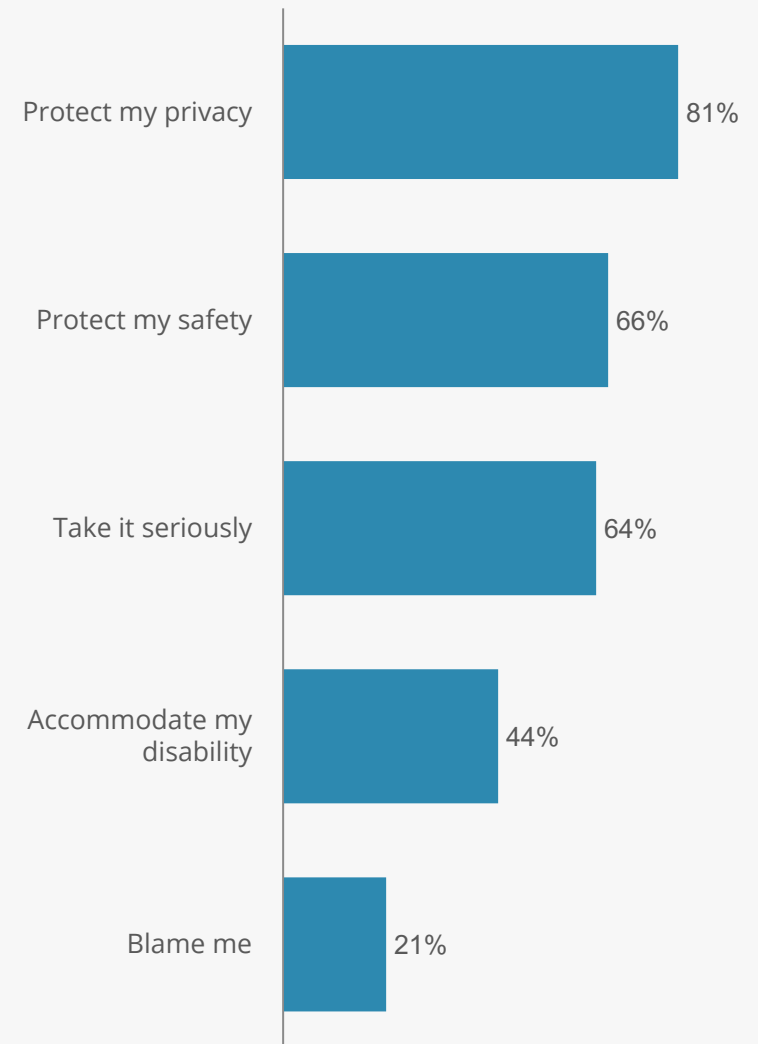
Participants who did not experience an incident of sexual misconduct in the past year were asked about their confidence in Trinity College's reporting process and campus resources.

Fifty-seven percent (57%) of students said that they would go to Public Safety, 29% would go to the Wellness Resource Center, and 40% would go to another employee if they experienced sexual misconduct.

Most students believed that the College would take their case seriously if they reported sexual misconduct (64%). Most also believed that their privacy and safety would be protected (81% and 66%). About a fifth of students felt that the College would blame them or not believe them if they reported sexual misconduct (21%).

Of those who identified as having a disability, 44% believed that the College would properly accommodate their disability.

Fig. 22 If I experienced sexual misconduct, I believe Trinity College would...





Findings

Personal Experience

43% of Students Experienced Sexual Misconduct

The survey asked students about their experiences of non-consensual sexual contact, sexual harassment, stalking, and intimate partner violence in the past 12 months. Overall, 43% of participants experienced at least one form of sexual misconduct in the past 12-months.

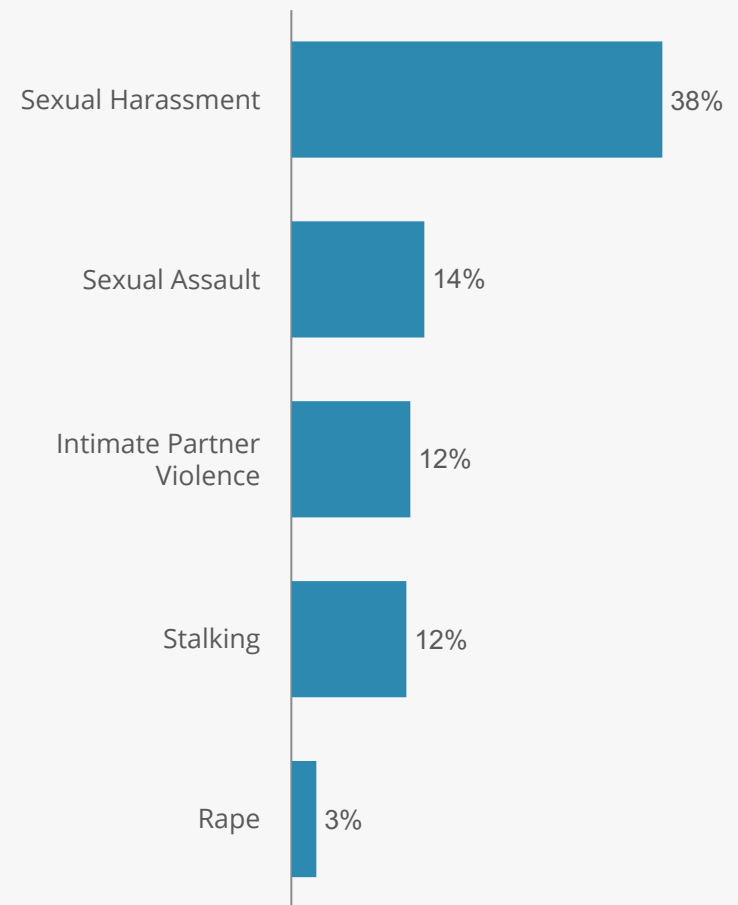
- **38%** experienced sexual harassment
- **14%** experienced sexual assault
- **12%** experienced intimate partner violence
- **12%** experienced stalking
- **3%** experienced rape

INSIGHTS

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

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

Fig. 23 Prevalence of sexual misconduct (last 12 months)



17%

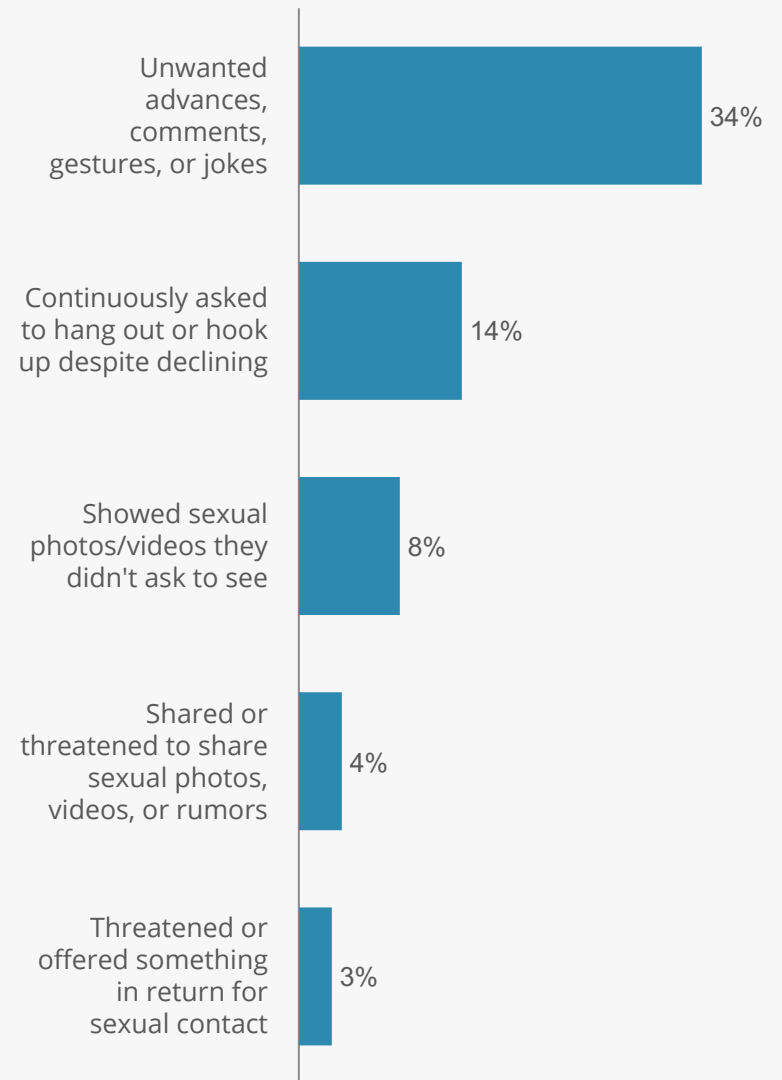
experienced **two or more** instances of sexual misconduct.

38% of Students Experienced Sexual Harassment

The survey asked students about their experiences of sexual harassment in the past 12 months. Overall, 38% of participants experienced sexual harassment.

The highest percentage of students expressed that someone made unwanted sexual advances, comments, gestures, or jokes toward them (34%), and that someone continuously asked them to hang out or hook up despite saying no (14%).

Fig. 24 Prevalence of sexual harassment

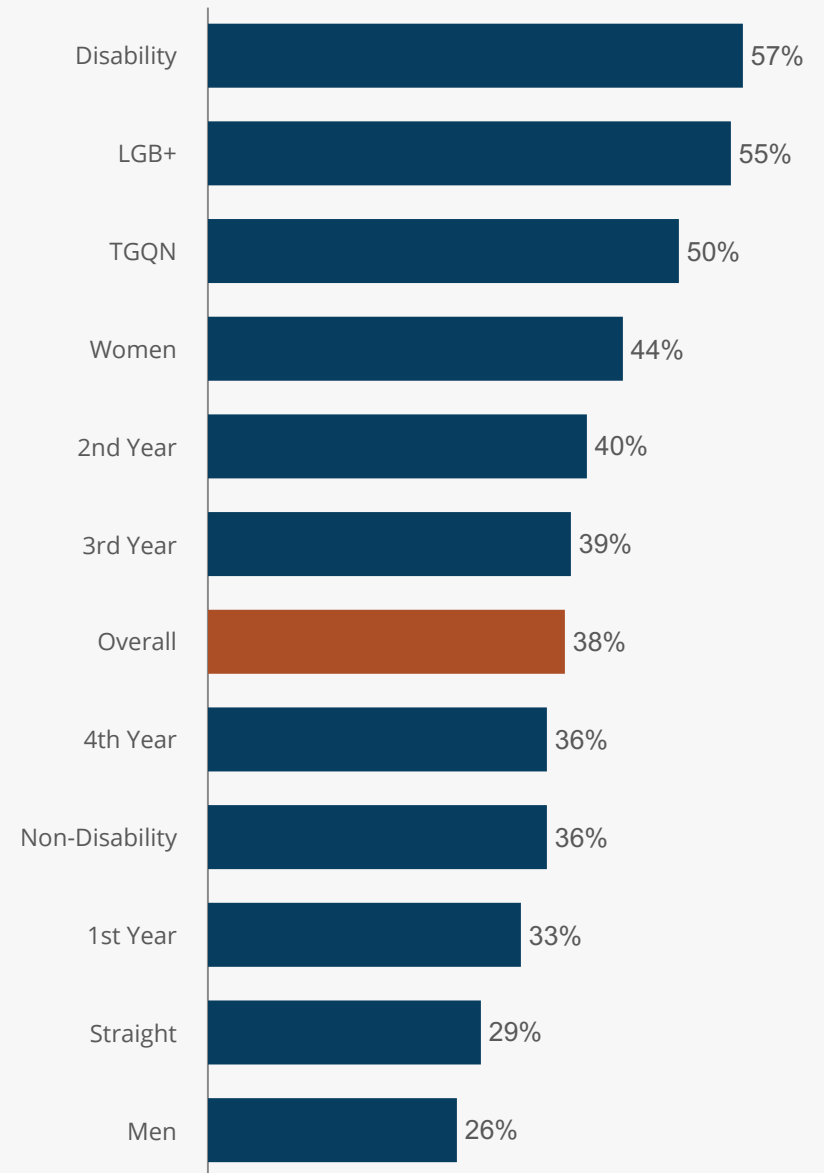


Differences in Experience of Sexual Harassment

The prevalence of sexual harassment varied among some groups.

- 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.
- TGQN students and women were more likely to experience sexual harassment than men.
- Second and third year students were more likely to experience sexual harassment than first and fourth year students.

Fig. 25 Prevalence of sexual harassment by demographics

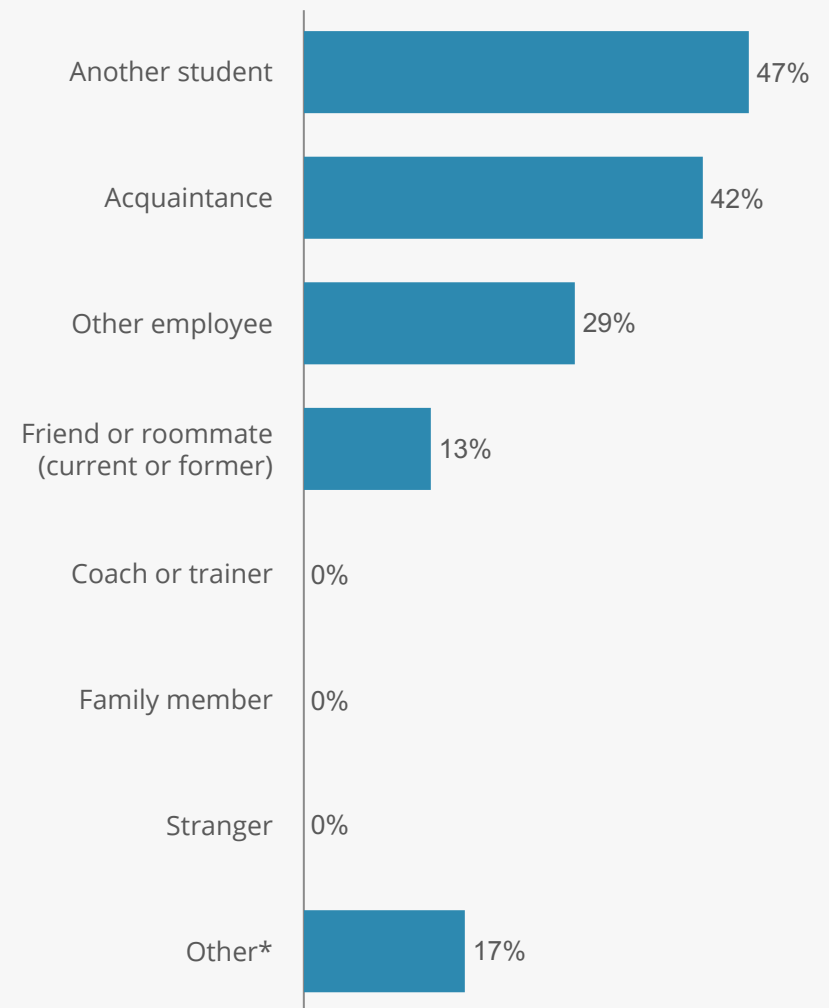


Perpetrators of Sexual Harassment

Students who experienced sexual harassment in the past year 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 (47%), an acquaintance, friend of a friend, or someone they just met (42%) and an employee other than a professor, Teaching Assistant, Resident Assistant, coach, or trainer (29%).

Fig. 26 Perpetration of sexual harassment



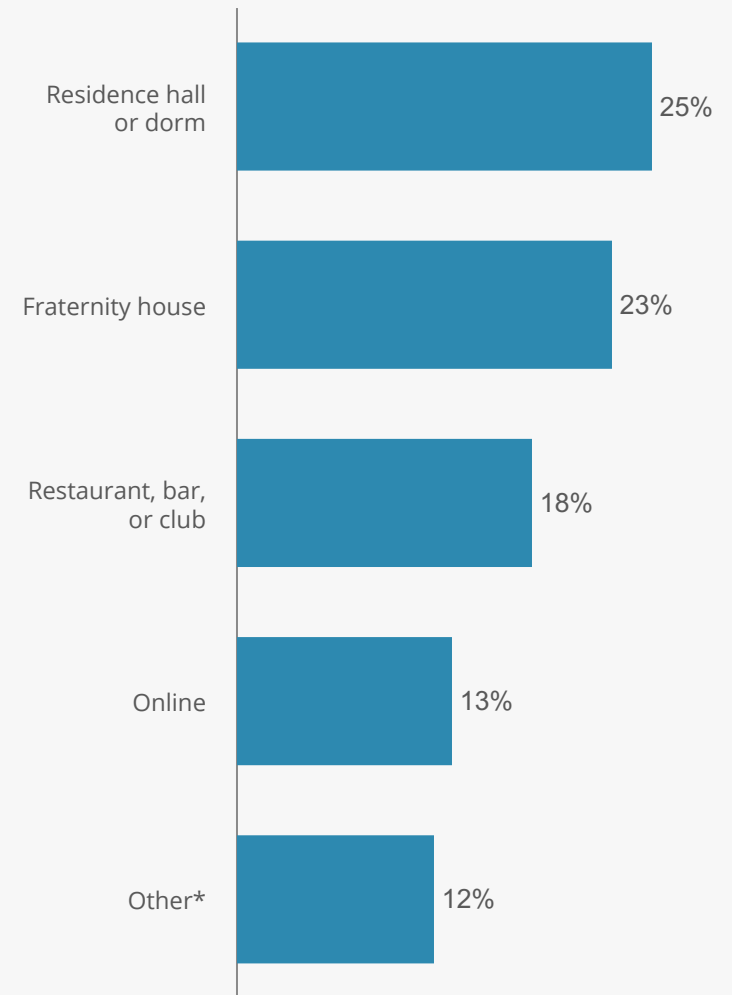
*Other includes a boss or supervisor, coworker, family member, partner or spouse, professor, Resident Assistant, Teaching Assistant, unsure, and someone else. The prevalence of these responses were too small to report separately.

Locations Where Sexual Harassment Occurred

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

The highest percentage of students indicated that the incident occurred at a residence hall or dorm (25%), a fraternity house (23%), or a restaurant, bar, or club (18%).

Fig. 27 Prevalence of sexual harassment by location



*Other includes off-campus housing, sorority house, and a space used by a student club. The prevalence of these responses were too small to report separately.

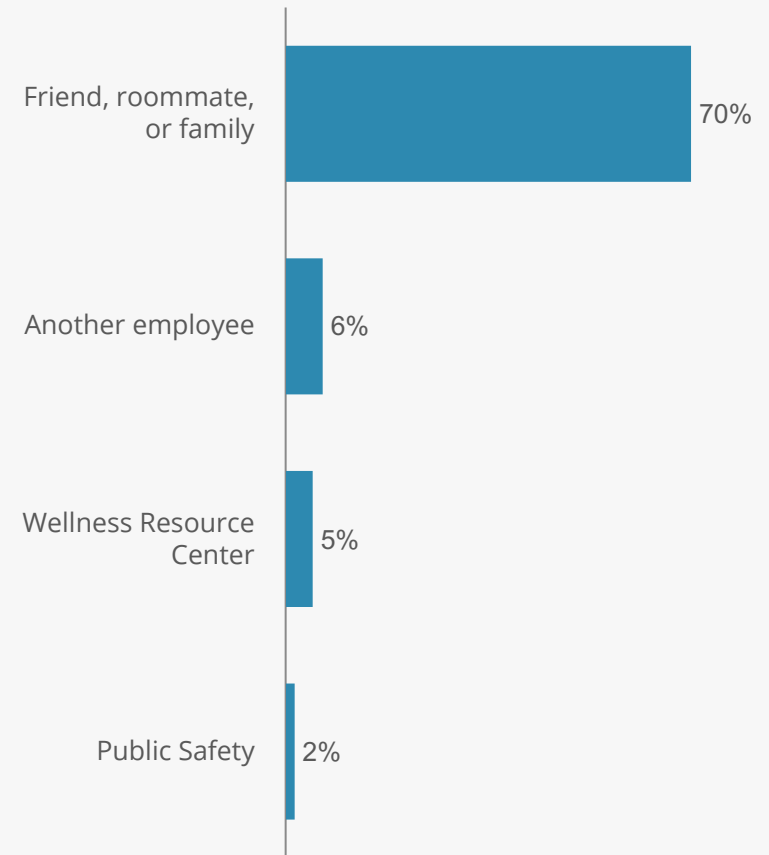
Reporting of Sexual Harassment

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

While most students told a friend, roommate, or family member (70%), a majority did not report the incident to the College.

- 5% contacted the Wellness Resource Center
- 2% contacted Public Safety
- 6% contacted another campus employee

Fig. 28 Reporting of sexual harassment



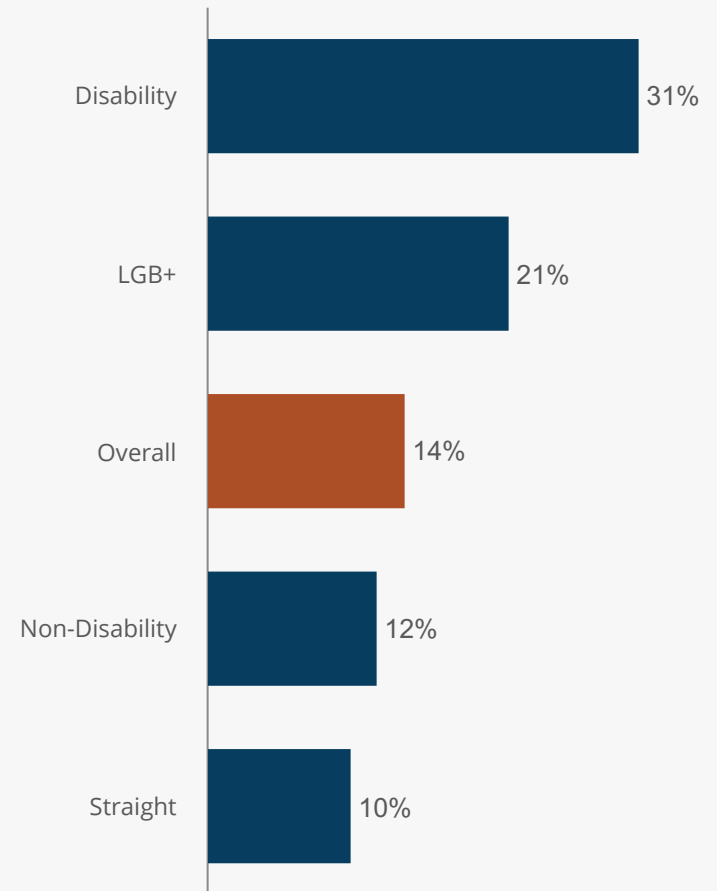
14% of Students Experienced Sexual Violence

The survey asked students about their experiences of non-consensual sexual contact in the past year. Overall, 14% of participants experienced at least one instance of sexual assault or rape.

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

- Students with disabilities were more likely to experience sexual violence than their counterparts.
- LGB+ students were more likely to experience sexual violence than straight students.

Fig. 29 Prevalence of sexual violence by demographics

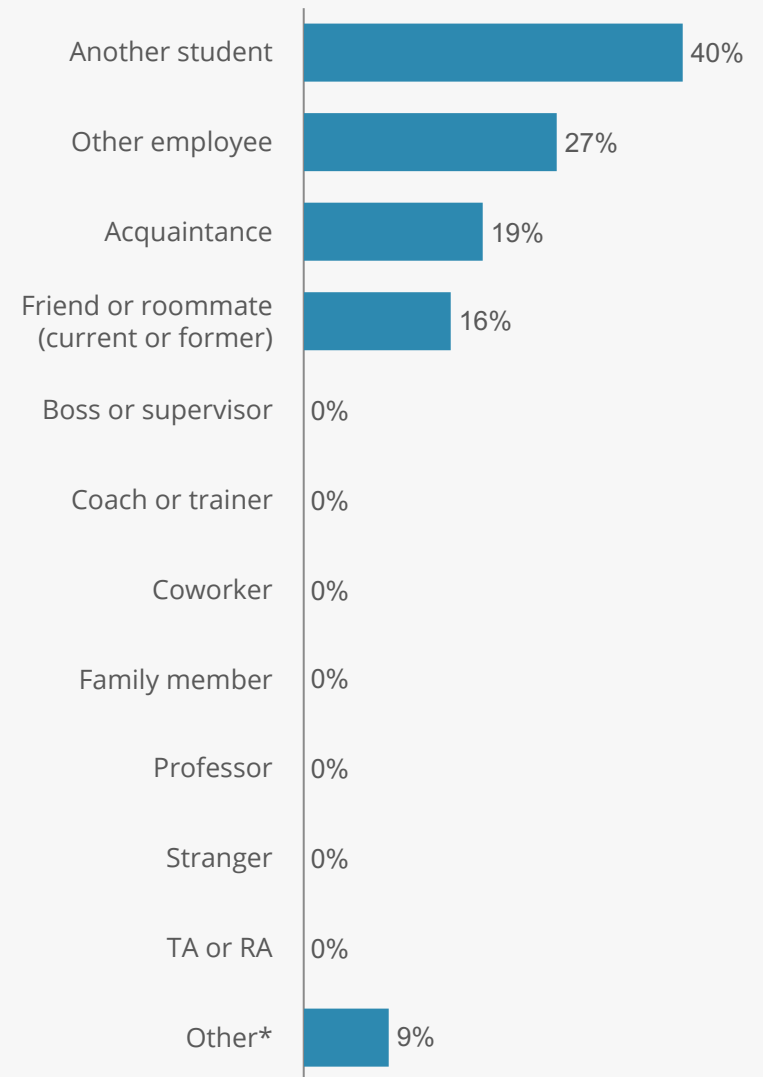


Perpetrators of Sexual Violence

Students who experienced sexual assault and/or rape in the past year 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 (40%), an employee other than a professor, Teaching Assistant, Resident Assistant, coach, or trainer (27%), and an acquaintance, friend of a friend, or someone they just met (19%).

Fig. 30 Perpetration of sexual violence



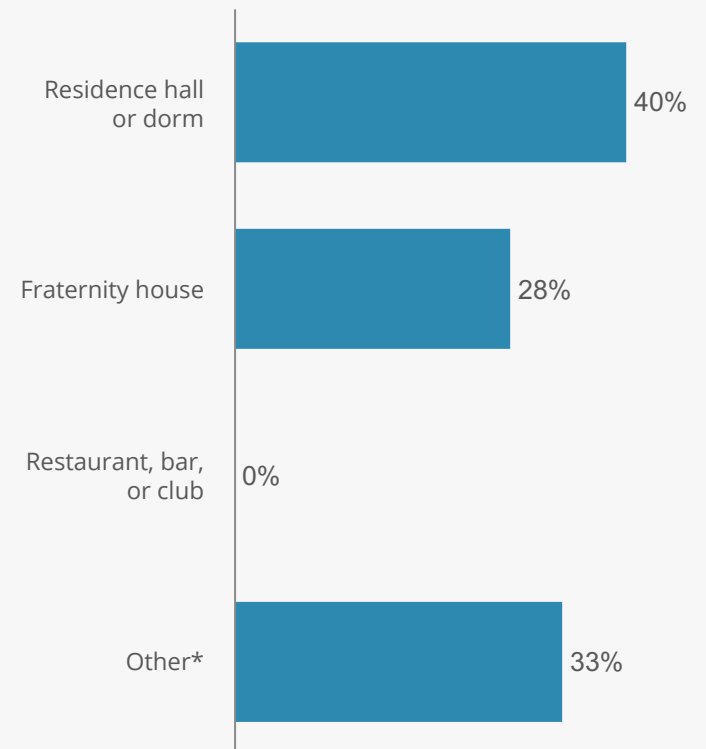
*Other includes partner or spouse, unsure, and someone else. The prevalence of these responses were too small to report separately.

Locations Where Sexual Violence Occurred

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

The highest percentage of students indicated that the incident occurred at a residence hall or dorm (40%), or a fraternity house (28%).

Fig. 31 Prevalence of sexual violence by location



*Other includes classroom or academic building, off-campus housing, sorority house, and a space used by a student club. The prevalence of these responses were too small to report separately.

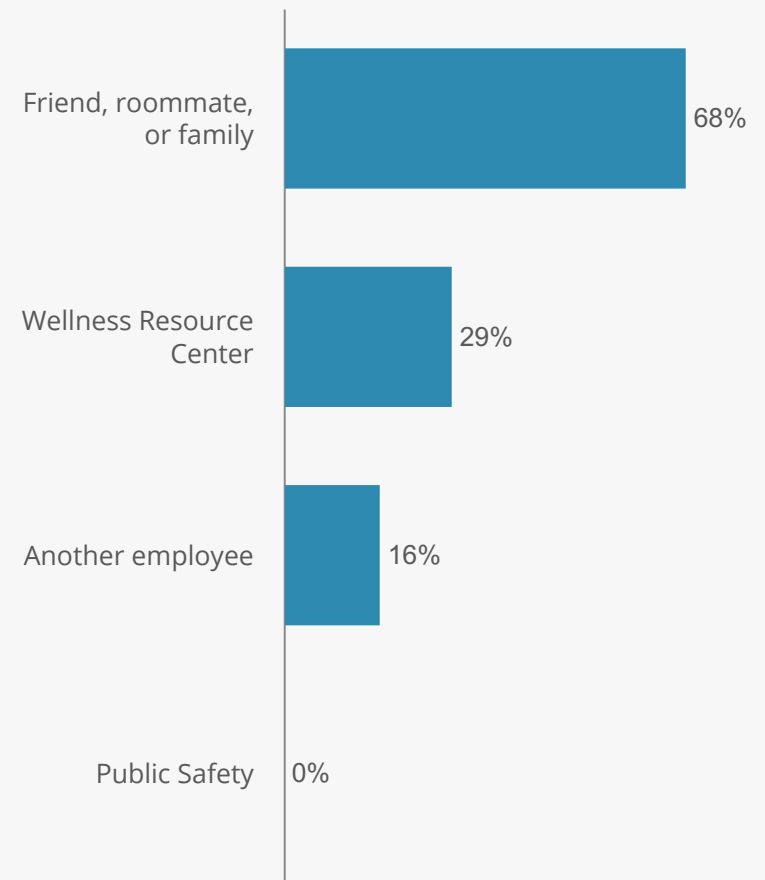
Reporting of Sexual Violence

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

While most students told a friend, roommate, or family member (68%), a majority did not report the incident to the school.

- **29%** contacted the Wellness Resource Center
- **16%** contacted another campus employee

Fig. 32 Reporting of sexual violence



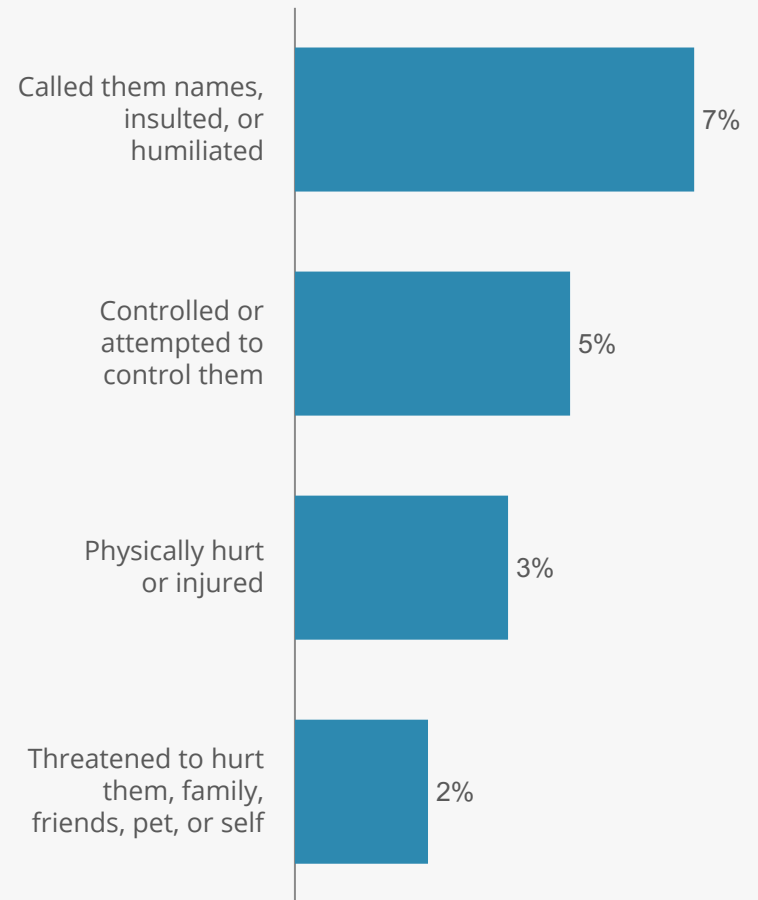
12% of Students Experienced Intimate Partner Violence

The survey asked students about their experiences of intimate partner violence (IPV) in the past year. Overall, 12% of participants experienced at least one form of IPV.

The highest percentage of students expressed that an intimate partner called them names, insulted, or humiliated them (7%), and that an intimate partner controlled or attempted to control them physically, emotionally, or financially (5%).

There were no significant differences in prevalence of intimate partner violence observed across demographic groups.

Fig. 33 Prevalence of intimate partner violence



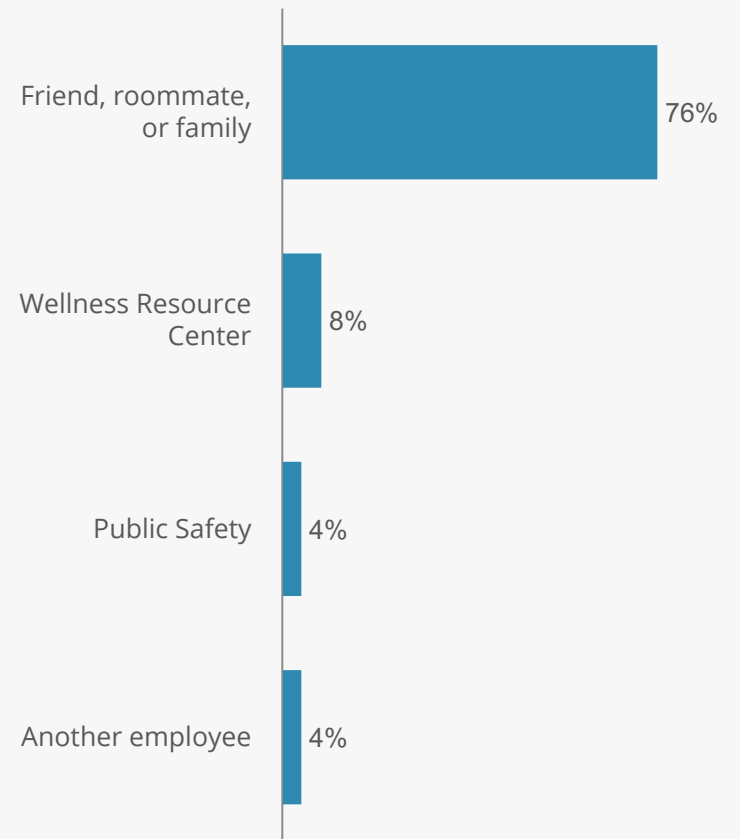
Reporting of Intimate Partner Violence

Students who experienced intimate partner violence in the past year 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 College.

- **8%** contacted the Wellness Resource Center
- **4%** contacted Public Safety
- **4%** contacted another campus employee

Fig. 34 Reporting of intimate partner violence



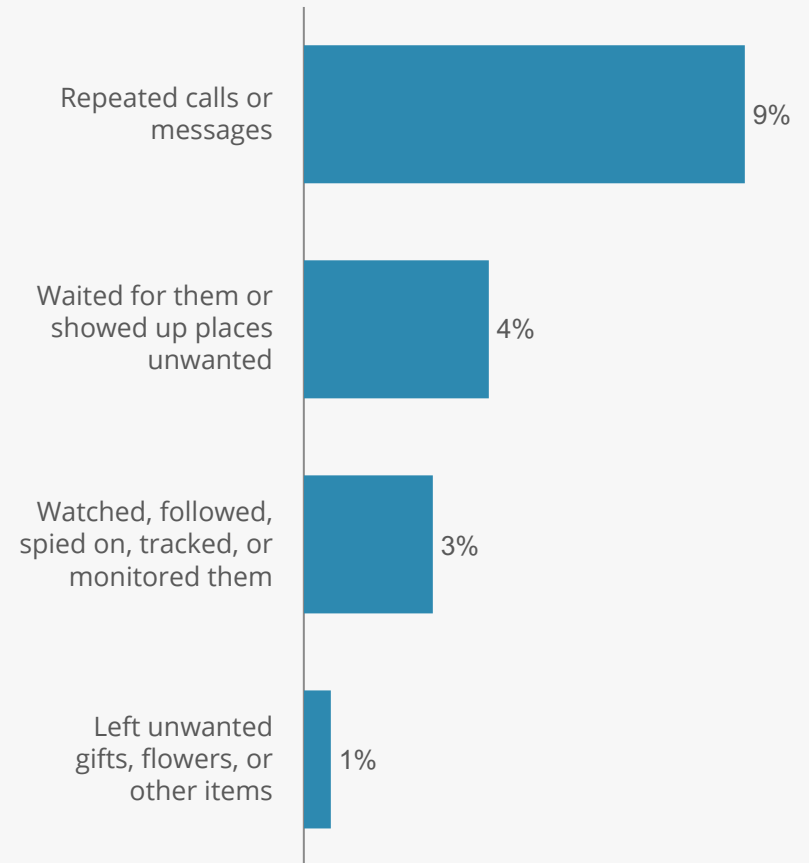
12% of Students Experienced Stalking

Students were asked about stalking situations when someone acted in a way that seemed obsessive or made them concerned for their safety in the past year. Overall, 12% of participants experienced at least one form of stalking.

The highest percentage of students expressed that someone repeatedly called them or sent unwanted messages (9%), and that someone waited for them or showed up in places when they did not want them there (4%).

There were no significant differences in prevalence of stalking observed across demographic groups.

Fig. 35 Prevalence of stalking by behavior

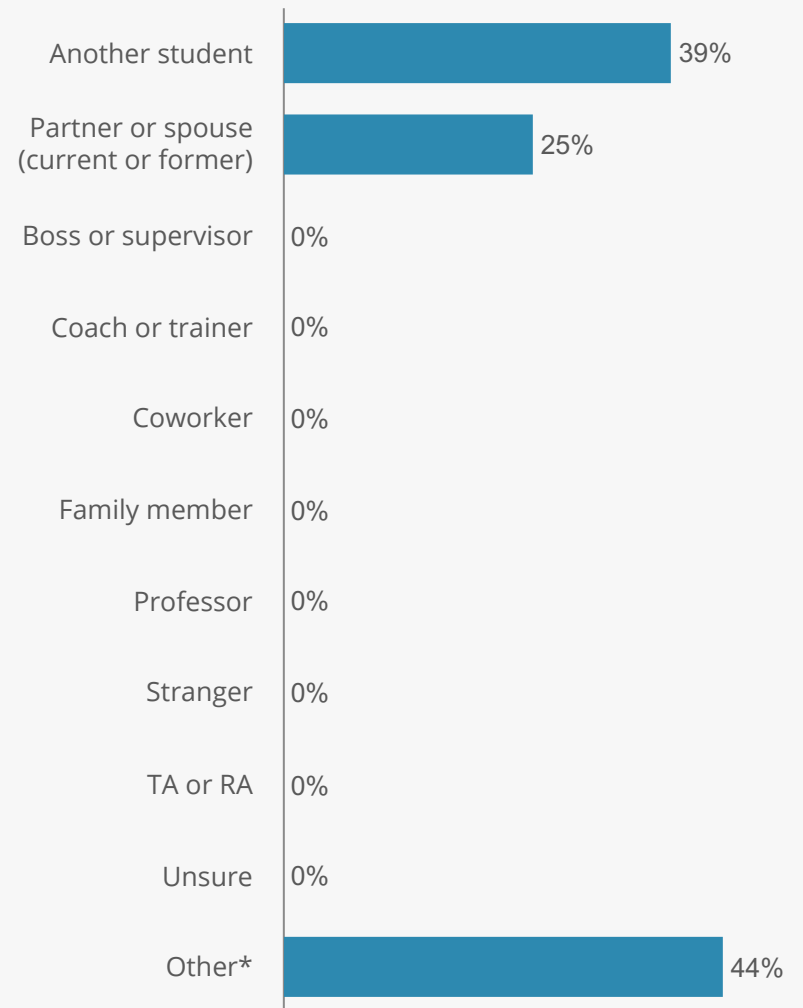


Perpetrators of Stalking

Students who experienced stalking in the past year 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 (39%) or a current or former partner or spouse (25%).

Fig. 36 Perpetration of stalking



*Other includes an acquaintance, friend or roommate, an employee (other than a professor, Teaching Assistance, Resident Assistant, coach, or trainer), and someone else. The prevalence of these responses were too small to report separately.

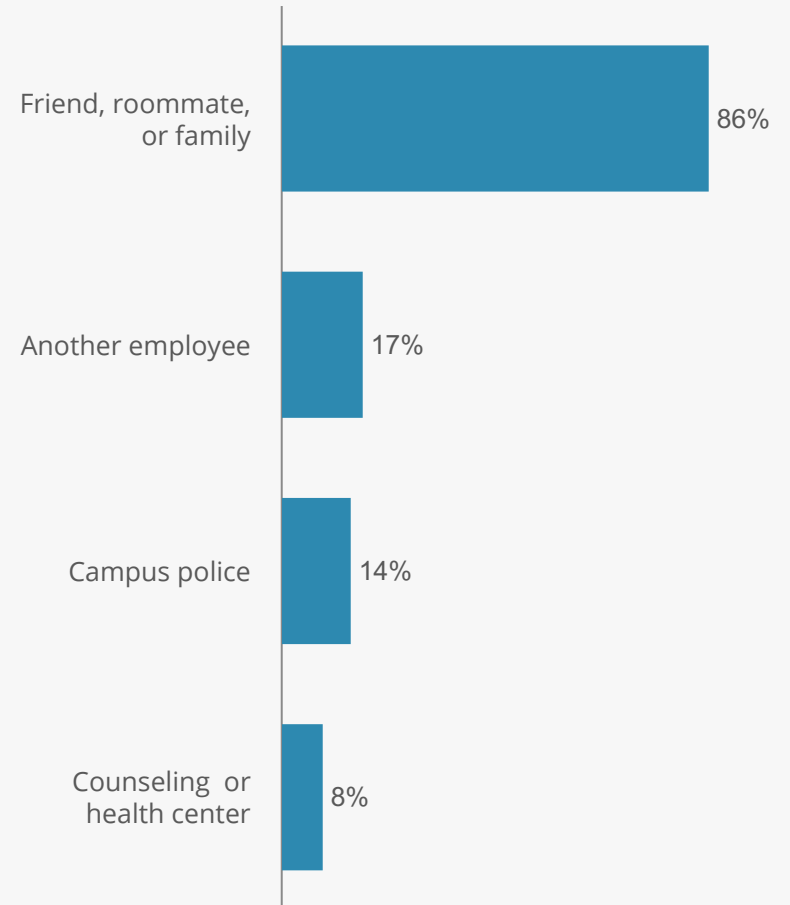
Reporting of Stalking

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

While most students told a friend, roommate, or family member (86%), a majority did not report the incident to the College.

- **14%** contacted campus police
- **8%** contacted the counseling or health center
- **17%** contacted another campus employee

Fig. 37 Reporting of stalking





Findings

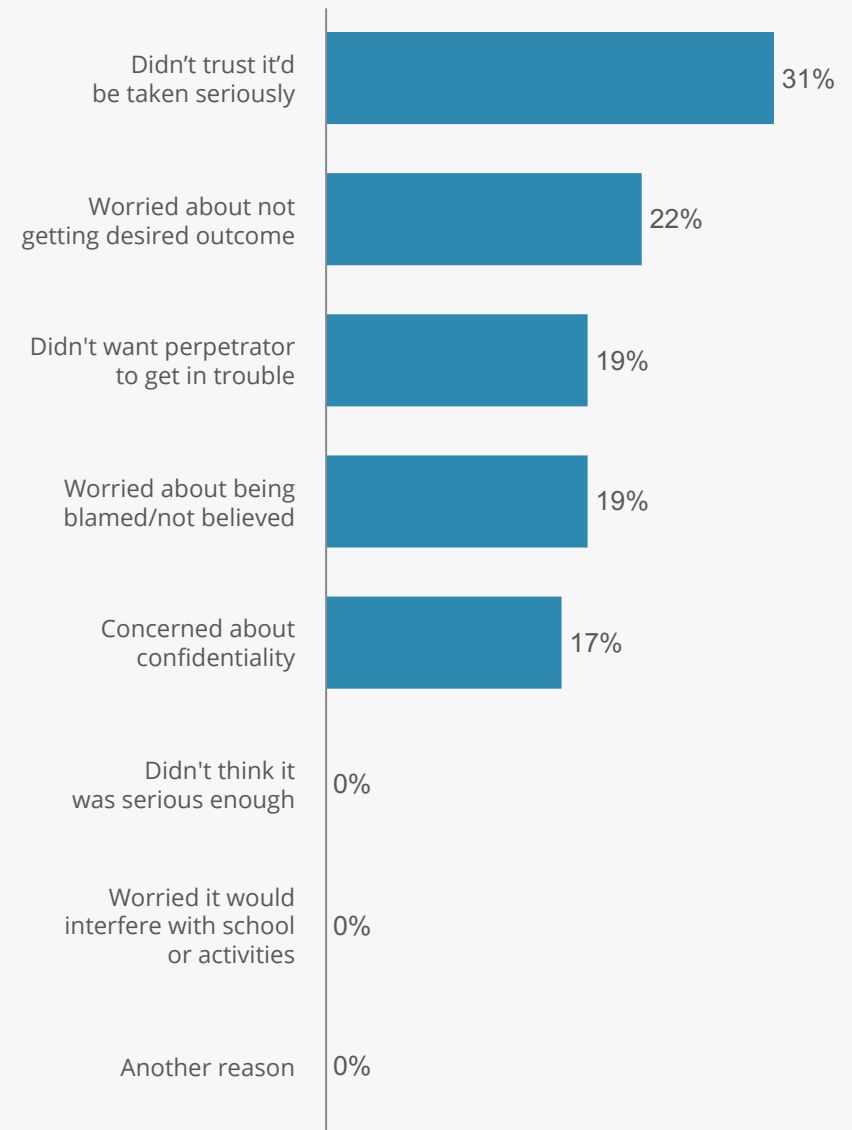
Reporting

Reasons 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.

The most common reasons why students did not report the incident were they did not trust that the report would be taken seriously (31%) and they were worried that they would not get the outcome they were hoping for (22%).

Fig. 38 Reasons participants did not report sexual misconduct



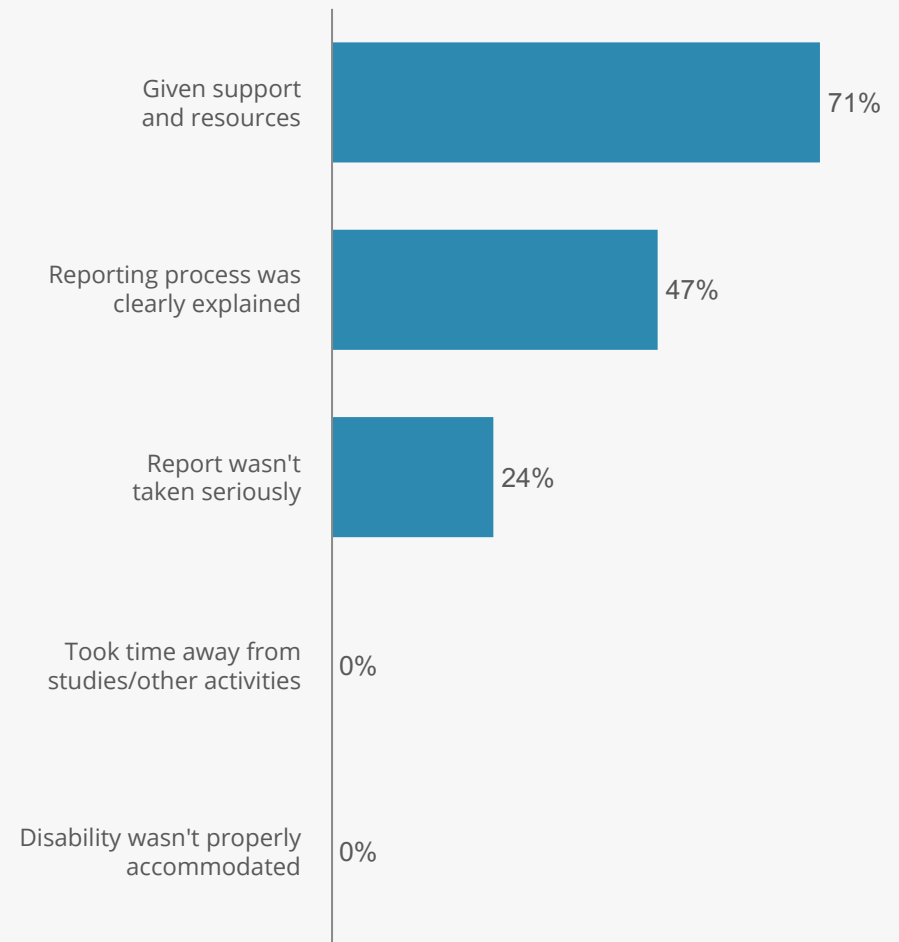
Experiences with the Reporting Process

Students who experienced sexual misconduct in the past year and told a campus official were asked about their experience reporting the incident.

A majority of students who reported sexual misconduct said they were provided support and resources (71%), and 47% said that the reporting process was clearly explained to them.

About a quarter who reported sexual misconduct felt that their disclosure was not taken seriously (24%).

Fig. 39 Experiences reporting sexual misconduct





Findings

Impacts

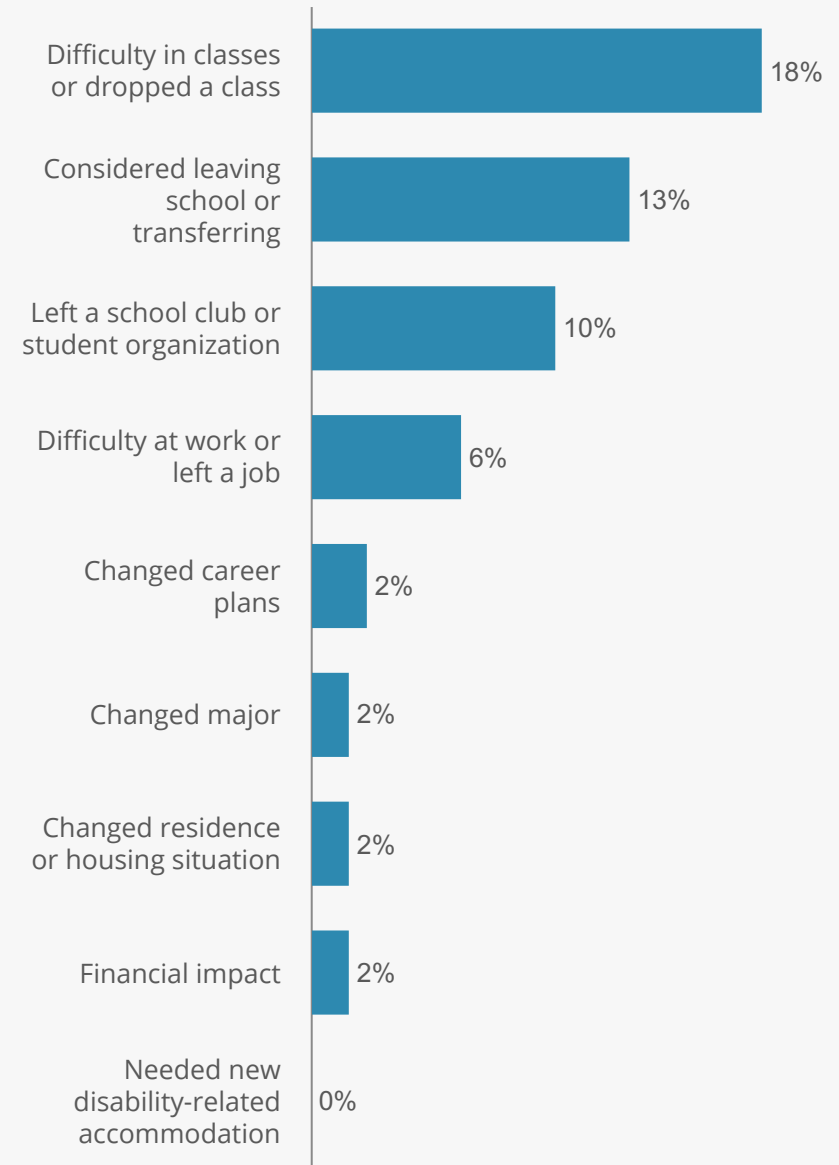
Academic, Professional, & Student Life Impacts

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

Eighteen percent (18%) of students who experienced sexual misconduct also experienced difficulty in classes or dropped a class, and 13% considered leaving school or transferring.

Ten percent (10%) of students who experienced sexual misconduct left a school club or organization, and 6% experienced difficulty at work or left a job.

Fig. 40 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 in the past year.

Most students who experienced sexual misconduct also felt nervous, anxious, or on edge (60%), and around half were unable to stop or control worrying (45%). Forty-three percent (43%) who experienced sexual misconduct felt down, depressed, or hopeless.

LGB+ students were more likely to experience mental health impacts than straight students.

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.²

² 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. 41 Impacts on mental health

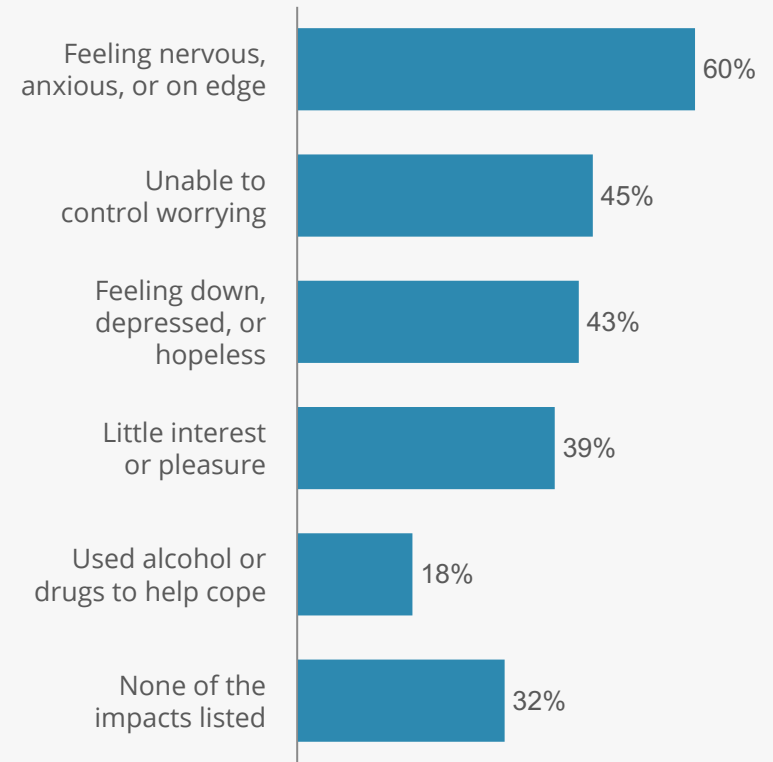
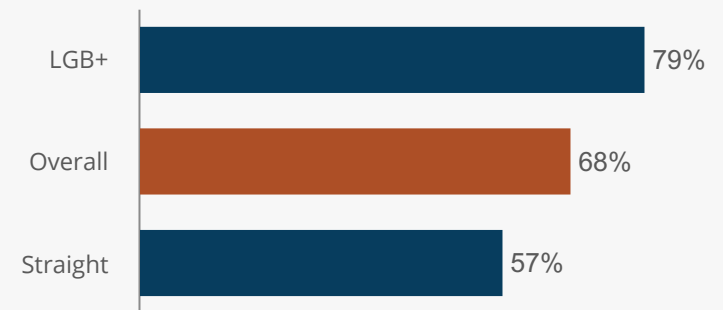


Fig. 42 Mental health impacts by demographics





Findings

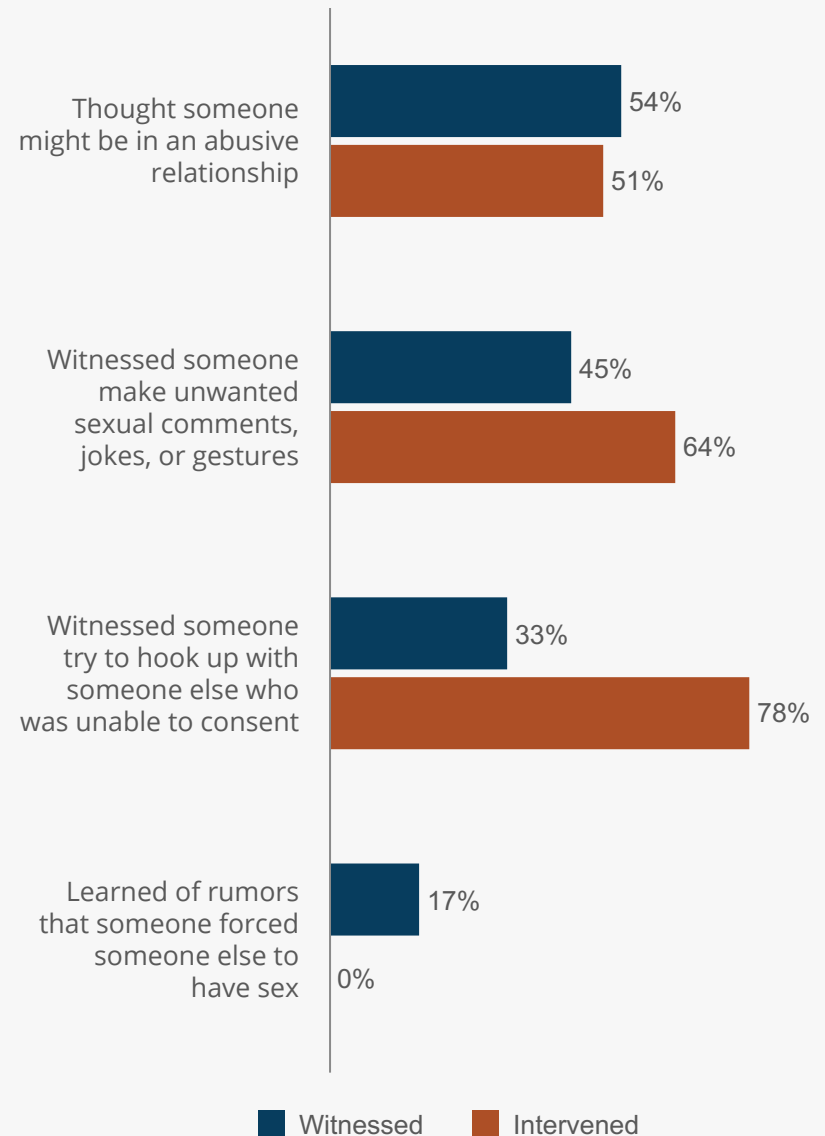
Bystander Intervention

Bystander Behaviors

Students were asked if they witnessed certain situations of sexual misconduct in the past year and, if so, how they responded to those situations.

- **54%** thought someone might be in an abusive relationship. Among those, 51% intervened in some way.
- **45%** witnessed someone make unwanted sexual comments, jokes, or gestures. Among those, 64% intervened in some way.
- **33%** witnessed someone try to hook up with someone else who was passed out or unable to consent. Among those, 78% intervened in some way.
- **17%** learned of rumors that someone forced someone else to have sex. Among those, none said that they intervened.

Fig. 43 Percentage of students who intervened after witnessing sexual misconduct

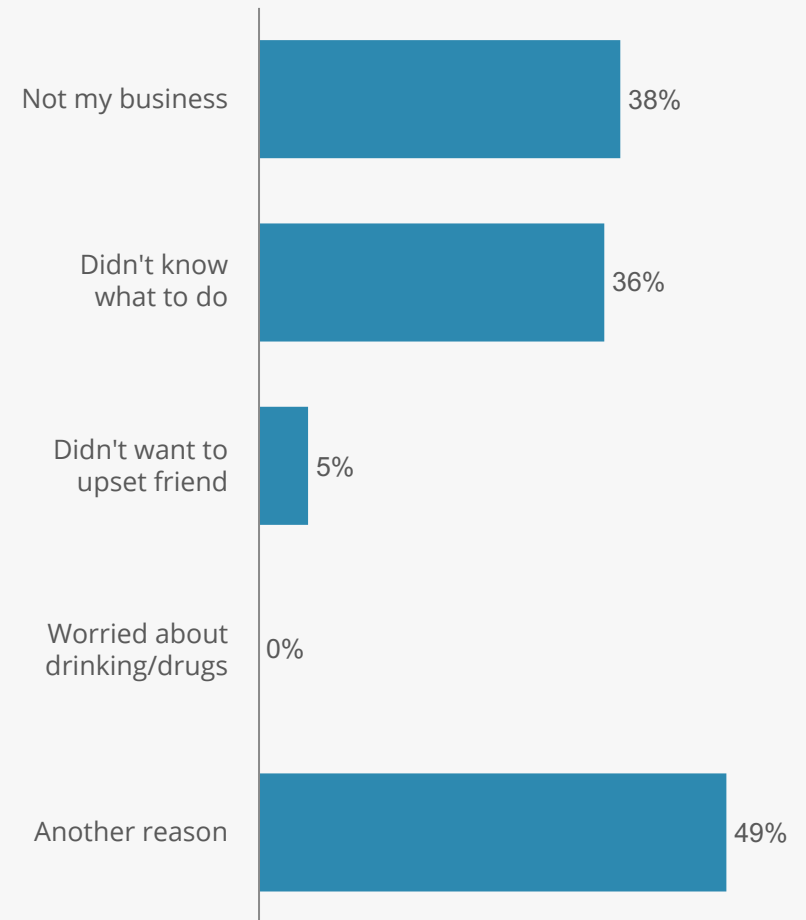


Why Students Did Not Intervene

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

- **38%** felt it was not their business to intervene
- **36%** were not sure what to do
- **5%** did not want to upset a friend
- **49%** did not intervene for another reason

Fig. 44 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.³

³ 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.

Key Findings

Students expressed some concerns about school connectedness and the campus culture.

[pg. 13-15 & 20](#)

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, BIPOC students, 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 may indicate that some students believe the institution should be doing more to prevent sexual misconduct and hold perpetrators accountable.
7. Transparently communicating how the College plans to address these survey findings can help improve perceptions of the campus culture and accountability.

Key Findings

34% of students did not know where to go for help if they or a friend experienced harassment or violence

[pg. 17](#)

Recommendations

1. Increase awareness of policies and resources through targeted educational efforts. Students are more likely to remember policies and resources if they are exposed to them in various formats at various times throughout their academic career.
2. Place policy information in accessible, commonly viewed areas, such as dining halls, bathrooms, class syllabi, and on your website.

Key Findings

29% of those who experienced sexual harassment and 27% of those that experienced sexual violence said the perpetrator was an employee*

[pg. 26 & 30](#)

*An employee other than a professor, Teaching Assistant, Resident Assistant, 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

A majority of sexual harassment and sexual violence occurred in residence halls or fraternity houses.

[pg. 27 & 31](#)

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 violence and sexual harassment.

Key Findings

Students expressed concerns about reporting to campus officials.

Common reasons students did not report:

- Worried it would not be taken seriously
- Worried they would not get the outcome they wanted
- Did not want the perpetrator to get in trouble

Among students who did report, 53% said the reporting process was not clearly explained to them.

[pg. 21](#) & [39-40](#)

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. Ensure that students understand the reporting process and the accommodations and resolutions that are available to them.
5. Consider incorporating restorative justice approaches to better meet the needs of those experiencing violence and harassment.

Key Findings

Some students who experienced sexual misconduct reported academic and mental health impacts.

[pg. 42-43](#)

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.