Findings From the 2025 Know More @ MSU Campus Survey

KNOW MORE
CAMPUS SURVEY

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Executive Summary

Michigan State University (MSU) sponsored the Know More @ MSU Campus Survey to comprehensively assess the culture, perceptions, and policies associated with sexual misconduct among the entire MSU campus community. All undergraduate students, graduate and professional students, faculty, and staff were invited to participate in a brief, web-based survey in spring 2025. Members of the campus community completed more than 10,500 surveys. The Know More @ MSU Campus Survey was previously administered in spring 2019 and spring 2022. This report primarily presents the 2025 results, although comparisons of the 2019, 2022, and 2025 results are presented in a dedicated chapter, Chapter 5.

The Know More @ MSU Campus Survey results are presented in tables and figures throughout this report. Additional tables presenting all of the data, results, and associated confidence intervals are presented in separate, linked appendices (Appendices D, E, F, and G). The surveys covered three broad areas: students' experiences with various types of victimization (primarily relationship violence and sexual misconduct [RVSM]), faculty and staff experiences with workplace incivility and work-related sexual harassment, and perceptions of campus climate and awareness of resources among students, faculty, and staff. Key highlights for each area are summarized below. Additional tables presenting all of the data, results, and associated confidence intervals are presented in separate, linked appendices (Appendices D, E, F, and G)[1].

ES1.1 Students' Victimization Experiences

Key findings pertaining to students' victimization experiences included the following.

- Sexual harassment[2] was the most prevalent type of victimization students experienced (see Figure ES-1). Over half of undergraduate cisgender women[3] (56.7%), 69.3% of transgender and/or nonbinary undergraduates, 30.2% of cisgender women graduate/professional students, 46.1% of transgender and/or nonbinary graduate/professional students, 31.7% of undergraduate cisgender men, and 20.0% of cisgender men graduate/professional students experienced sexual harassment during the 2024–2025 academic year.

[1] Estimates and confidence intervals were calculated in SUDAAN. For percentages, SUDAAN calculates the asymmetric confidence interval using the logit transformation to ensure confidence limits are between 0% and 100%.

[2] Sexual harassment included a number of behaviors pertaining to sexual remarks, continued sexual advances, sharing of sexual photos or videos, using offensive, gender-based language, or someone in a position of authority promising better treatment (or threatening worse treatment) associated with sexual contact. See Table 5 for a detailed description of how sexual harassment was measured in the survey.

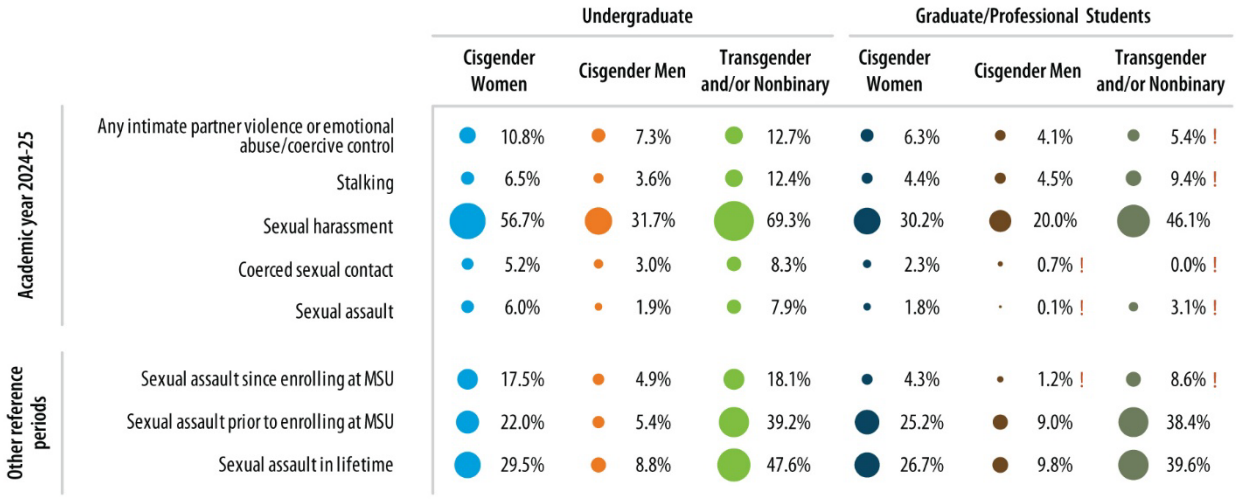
[3] Throughout this report, all results for students, faculty, and staff are shown according to self-reported gender identity.

  - The most common forms of sexual harassment overall were "someone referred to people of your gender in insulting terms," and "made sexual remarks, jokes, or stories."

- Reportedly, 6.0% of undergraduate cisgender women, 1.9% of undergraduate cisgender men, 7.9% of transgender and/or nonbinary undergraduates, and 1.8% of cisgender women graduate/professional students experienced sexual assault during the 2024–2025 academic year. Estimates for other student groups were considered not statistically reliable.

  - Sexual battery—defined as any unwanted, nonconsensual sexual contact that involved forced touching of a sexual nature, not involving penetration—was more common than rape.
  - People committing a sexual assault most used the tactic of "ignoring you when you said 'no' or just [doing] it without your consent, when you did not want it to happen."
  - Most perpetrators were MSU students, and the most common location of rape incidents was off-campus private residences.
  - A disproportionately high number of incidents took place for first-year undergraduate cisgender women in August, September, and October of 2024.
  - Most incidents were disclosed to someone close to the survivor (e.g., a roommate, friend, or family member). In about 13.4% of rape incidents and 6.5% of sexual battery incidents undergraduate cisgender women experienced, the student disclosed the incident to, or sought services from, an MSU office.
  - Student survivors of rape reported the incidents as more upsetting and leading to more problems in various areas of their lives than did student survivors of sexual battery.

Figure ES-1. Victimization Prevalence



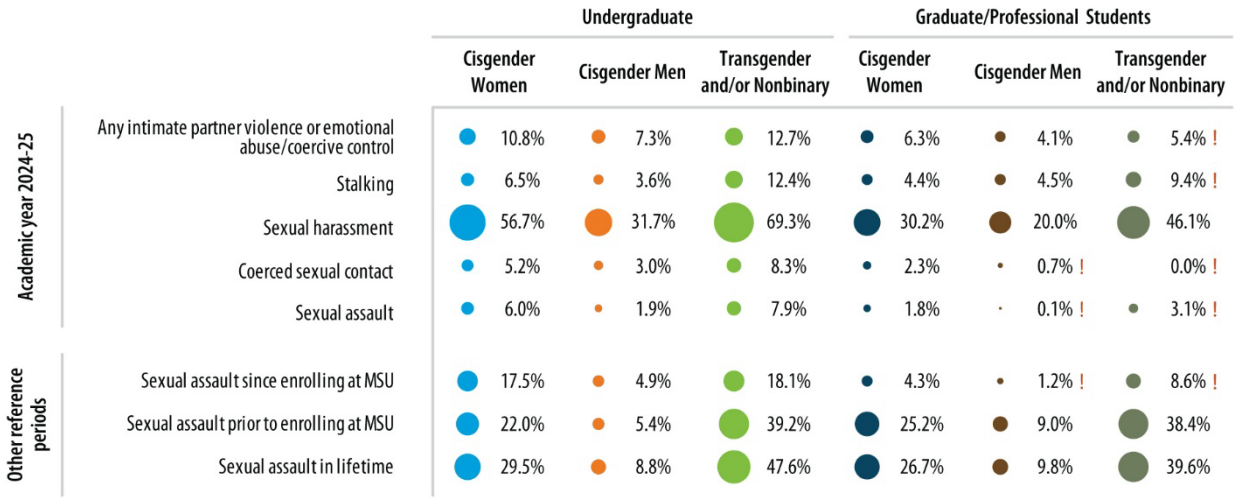
Notes: Percentages are of students.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-1a and D-1b.

When considering longer-term experiences, more than 1 in 6 (17.5%) undergraduate cisgender women had experienced sexual assault since enrolling at MSU. Respective estimates were 4.9% for undergraduate cisgender men, 18.1% for transgender and/or nonbinary undergraduates, and 4.3% for cisgender women graduate/professional students. The lifetime sexual assault rate was 29.5% for undergraduate cisgender women, 47.6% for transgender and/or nonbinary undergraduate students,

26.7% for cisgender women graduate/professional students, and 39.6% for transgender and/or nonbinary graduate/professional students.

Detailed estimates were developed for numerous subgroups of students. The most consistent findings were that students with a diagnosed or documented disability tended to have a higher likelihood of experiencing various forms of victimization. Additionally, students with marginalized sexual orientations, including students who are bisexual, pansexual, queer, or identified themselves as "additional combination of multiple orientations" tended to have the highest likelihood of experiencing various forms of victimization.

Figure ES-1. Victimization Prevalence



Notes: Percentages are of students.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-1a and D-1b.

ES1.2 Faculty and Staff's Experiences with Workplace Incivility and Work-Related Sexual Harassment

Key findings pertaining to faculty and staff experiences included the following.

- The majority of faculty and staff experienced at least some workplace incivility. The most common types were that a supervisor or coworker paid little attention to their statements or showed little interest in their opinions, doubted their judgment on a matter for which they were responsible, or interrupted or "spoke over" them.
  - Cisgender women and transgender and/or nonbinary faculty and staff experienced more workplace incivility than cisgender men; and faculty and staff with a diagnosed or documented disability experienced more than those without a disability.
- The prevalence of work-related sexual harassment was 7.2% for cisgender women faculty, 5.8% for cisgender men faculty, 7.2% for cisgender women staff, 4.7% for cisgender men

staff, and 23.7% for transgender and/or nonbinary faculty/staff (see Figure ES-2).[4] Across all faculty and staff groups, the most common types of sexual harassment was someone referring to people of the respondent's own gender in insulting or offensive terms. Very few faculty or staff experienced "quid pro quo" harassment, such as someone in a position of authority promising them better treatment or implying favors if they engaged in sexual contact (or implying/threatening worse treatment if they refused it).

- Substantial proportions of faculty and staff (particularly cisgender women faculty) indicated that the experience impacted them negatively (For results see Figure 38). Survey participants indicates that their sexual harassment experiences: interfered with their ability to do their job or created an intimidating, uncomfortable, or offensive work environment; affected their emotional well-being in a negative way (e.g., increased stress, fear, anxiety, or depression); damaged their relationships with coworkers, supervisors, students, or others they were in contact with for their job at MSU; or hindered their ability to complete their work or do their jobs.
- When faculty experienced sexual harassment, the perpetrator was most commonly an MSU professor, instructor, or postdoctoral scholar. For staff, the perpetrator was most commonly an MSU staff member or administrator.
- Disclosure of work-related sexual harassment was less common for cisgender men than cisgender women.

Figure ES-2. Prevalence of Work-Related Sexual Harassment Among Faculty and Staff, 2024–2025

Notes: Percentages are of faculty and staff.

[4] Transgender and/or nonbinary faculty and staff were combined to create a category large enough for analysis.

! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. All statistically unreliable percentages in this figure were <1 and thus too small to be displayed. For an accessible version of the information shown in this figure, see Appendix E Table E-4.

ES1.3 Perceptions of Climate and Awareness of Resources

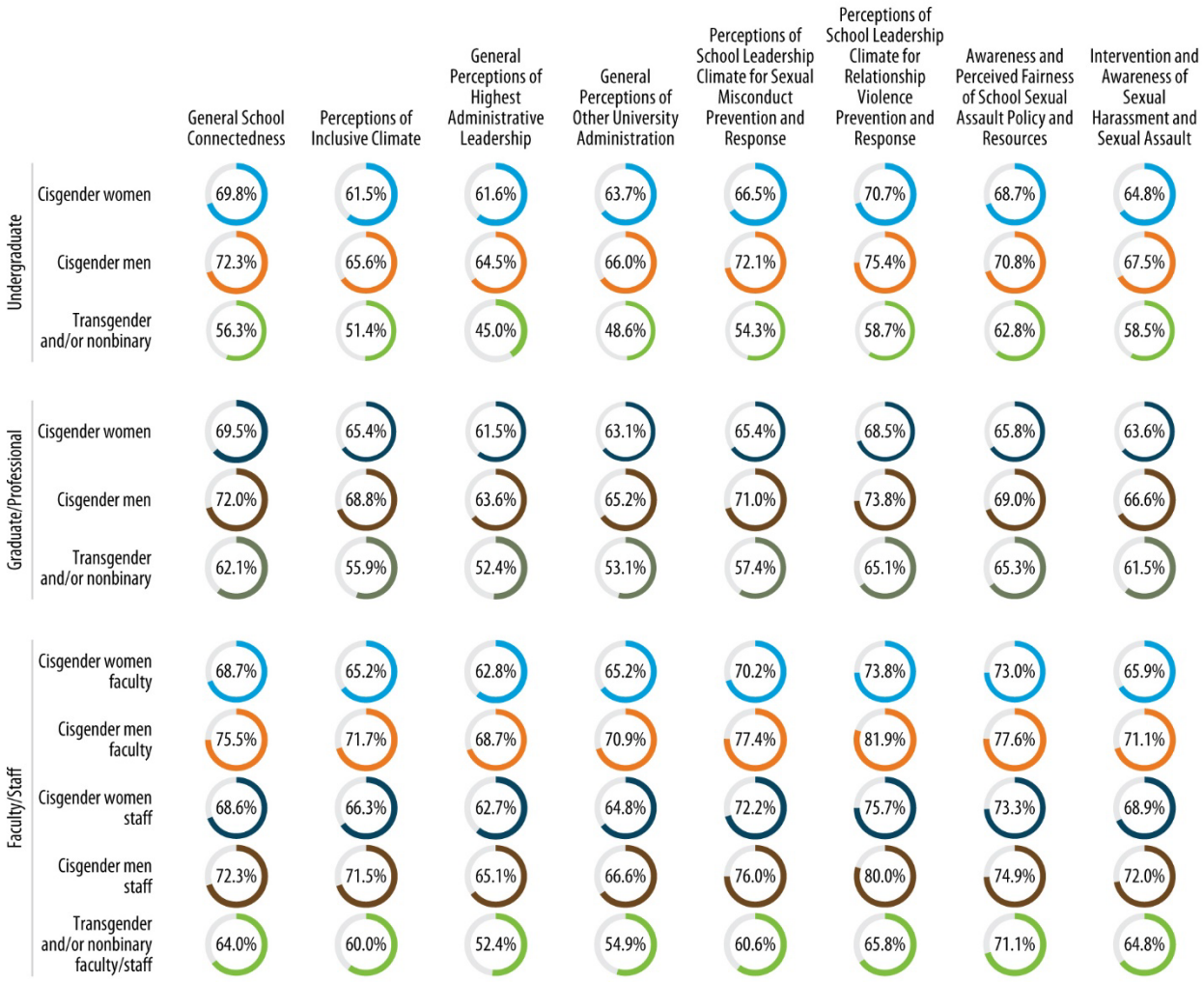
Key findings related to campus climate include the following.

- Across the dimensions of climate explored in the study (see Figure ES-3), undergraduate cisgender men, graduate/professional school cisgender men, cisgender faculty men, and cisgender staff men provided the most positive perceptions of climate, whereas transgender and/or nonbinary undergraduate students, transgender and/or nonbinary graduate/professional students, and transgender and/or nonbinary faculty/staff had the most negative perceptions of climate. Transgender and/or nonbinary undergraduate students had the lowest campus climate scores of all populations. Cisgender women's perceptions of climate were in between those of cisgender men and nonbinary respondents.

- Overall, the most positive dimensions of climate were survey participants' perceptions of school leadership climate for relationship violence and sexual misconduct. The most negative dimensions of climate were related to perceptions of inclusive climate, general perceptions of the highest administrative leadership and other administration at the school.

- Awareness of MSU-specific resources and programs related to RVSM was somewhat high, and the majority of undergraduate students, graduate/professional students, and faculty and staff indicated that they had received training on a number of specific topics (e.g., the legal definitions of sexual assault, obtaining consent). Survey participants perceived online trainings as less helpful than the in-person trainings in which they participated.

Figure ES-3. Campus Climate (Standardized Scale Scores), by Population



Notes: For an accessible version of the information shown in this figure, see Appendix F Tables F-8a1 through F-8b5, as well as (for "Students offer support to other students who they suspect are in an abusive relationship") Appendix F Tables F-3a1 through F-3a6.

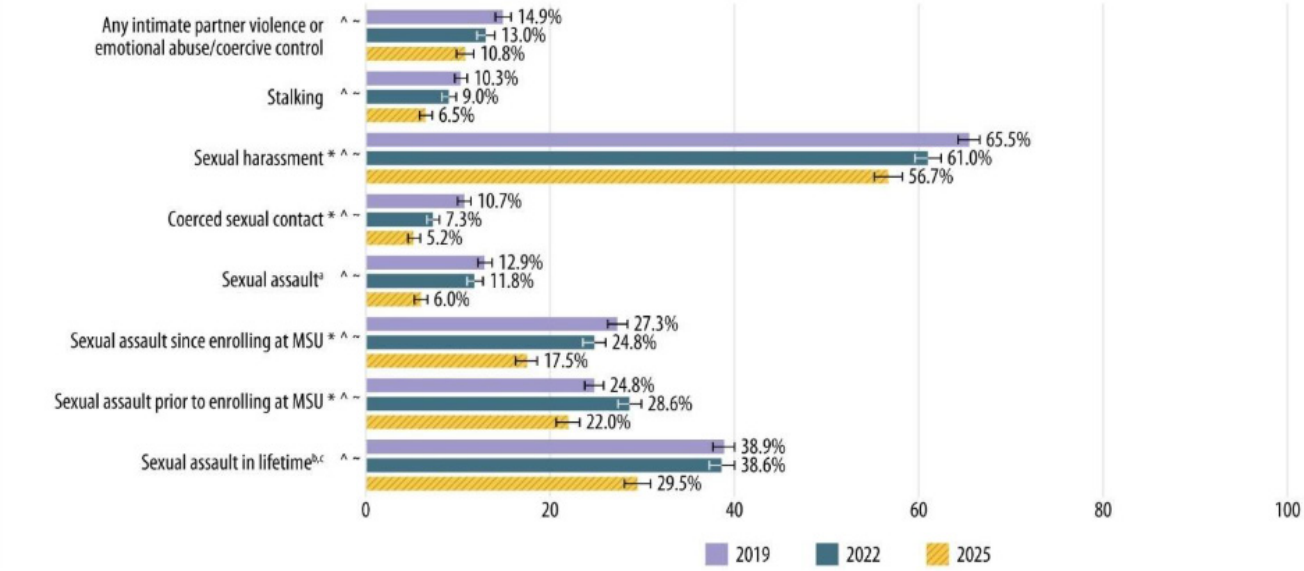
ES1.4 Comparisons between academic years

Key findings pertaining to comparisons between 2018-2019, 2021-2022, and 2024-2025 academic years included the following.

- Overall, the majority of improvements can be seen in the differences between the 2018–2019 to 2024–2025 academic years. From 2019 to 2025, undergraduate and graduate/professional students experienced a significant decrease in many types of victimization and an increase in disclosure of incidents. For undergraduate cisgender women, the prevalence of all eight victimization outcomes further decreased from 2022 to 2025 (see Figure ES-4, for example).

- Across students and employees, perceptions of campus climate significantly improved from 2019 to 2025. For undergraduate cisgender men and women, transgender and/or nonbinary graduate/professional students, cisgender women graduate/professional students, cisgender faculty women, and cisgender staff women, perceptions of campus climate further improved from 2022 to 2025.
- Cisgender faculty women, cisgender faculty men, cisgender staff women, and cisgender staff men all experienced significantly less workplace incivility in 2025 than they did in 2019. All employee groups except for faculty men experienced a significant decrease in workplace sexual harassment from 2019 to 2025.
- Among undergraduate cisgender women, undergraduate cisgender men, and transgender and/or nonbinary undergraduates, there was an increase in awareness of various of offices and resources charged with addressing RVSM at MSU from 2022 to 2025. All three groups became more aware of the MSU Office for Civil Rights & Title IX (2022)/MSU Office for Civil Rights and Title IX Education and Compliance (2025).
- Among student groups, changes in receipt of training were mixed. In 2025, fewer cisgender undergraduate women and cisgender undergraduate men reported receiving training on MSU's Relationship Violence & Sexual Misconduct Policy compared to previous years. Additionally, fewer cisgender men graduate/professional students reported receiving training on consent and bystander intervention in 2025. Receipt of all other training either increased or remained the same from 2019 to 2025.

Figure ES-4: Comparison of Victimization Prevalence for Undergraduate Women (2018–2019 data), and Cisgender Undergraduate Women (2021–2022, and 2024–2025 data)



Notes: Percentages are of students. * Statistically significant at $p < 0.05$ between years 2019 and 2022. ^ Statistically significant at $p < 0.05$ between years 2019 and 2025. ~ Statistically significant at $p < 0.05$ between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-1a, G-1b, and G1c.

[a] The prevalence rates of rape and sexual battery may not sum to sexual assault because some respondents did not indicate a type of contact.

[b] Sexual assault in lifetime will not equal the sum of sexual assault prior to enrolling at MSU and sexual assault since entering MSU because some students reported both before and since enrolling.

[c] The lifetime sexual assault victimization estimate does not equal the sum of the lifetime rape victimization and the lifetime sexual battery victimization estimates, because not all items that could be used to identify lifetime sexual assault victimization captured enough information to determine whether it involved rape or sexual battery.

ES1.5 Conclusions

Overall, the 2025 Know More @ MSU Campus Survey findings provided a breadth of information that the MSU community can use to continue to improve its RVSM policies, prevention programming, and services to survivors, as well as to target specific areas of the campus climate for intervention and improvement. The study also provides MSU with an opportunity to compare the 2025 results with the results from previous administrations of the Know More @ MSU Campus Survey in 2019 and 2022. Together, the findings indicate if and how things have changed over time and will help MSU understand student, faculty, and staff victimization experiences and the related campus culture or climate.

This report largely presents and describes the 2025 Know More @ MSU Campus Survey results. After a description of the study background and methodology, the report describes students' victimization experiences, faculty and staff experiences with workplace incivility and work-related sexual harassment, and perceptions of campus climate and awareness of resources among students, faculty, and staff. The comparisons between the 2019, 2022, and 2025 Know More @ MSU Campus Survey results are presented in Chapter 5.

1. Background

As part of its efforts to understand the experiences and challenges the Michigan State University (MSU) community has faced concerning relationship violence and sexual misconduct (RVSM), MSU sponsored a schoolwide climate survey in spring 2019. The survey was revised slightly and administered again in spring 2022, and again in spring 2025. All efforts were led by the Relationship Violence and Sexual Misconduct (RVSM) Expert Advisory Workgroup at MSU. The Know More @ MSU Campus Surveys were intended to comprehensively assess the culture, perceptions, and awareness of policies associated with sexual misconduct among the entire MSU campus community, including undergraduate students, graduate and professional students, faculty, and staff. In its independent review of MSU's Title IX policies and programming, Husch Blackwell recommended that MSU conduct a carefully designed climate survey inclusive of faculty, staff, and students to quantify climate, monitor the effectiveness of policies and programs, and to inform future Title IX–related activities.[5]

MSU has engaged in various climate survey assessments inclusive of RVSM issues in the past, most notably the 2015 Association of American Universities Campus Climate Survey on Sexual Assault and Sexual Misconduct. This survey of undergraduate and graduate students (which had an overall response rate of 17.8%) found that almost 25% of female undergraduate students had been sexually assaulted during their time at MSU, and about 10% had experienced completed rape. Various workplace climate surveys have been conducted with MSU faculty and staff. For example, the Work Climate for Support Staff survey (administered in June 2017) found that eliminating sexual misconduct and incivility was an issue that needed to be addressed and improved. However, these climate assessments were administered at different times, using different survey instruments and assessing different aspects of climate, which made it difficult to draw conclusions about the broader climate issues at the university. For this reason, the RVSM Expert Advisory Workgroup recommended the creation of a campus-wide climate survey that included undergraduate students, graduate/professional students, and staff/faculty and used consistent measures of climate across all three constituent groups.

To ensure the objectivity of the study and protect survey participant confidentiality, MSU contracted with an independent research organization, RTI International, to design and administer the 2019, 2022, and 2025 Know More @ MSU Campus Surveys; process and analyze the data; and report the results.[6]

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[5] See Husch Blackwell, (2018), *Michigan State University: Report 2 of 2 [preliminary report]; Review of Michigan State University's Title IX Program*, https://civilrights.msu.edu/_assets/documents/Title-IX-External-Review-Phase-II-Report.pdf

[6] RTI is a nonprofit research organization with previous experience conducting student surveys on sexual assault victimization and campus climate related to sexual misconduct (for example, see C. Krebs et al., (2016), *Campus*

For the 2019 administration, the student and faculty/staff surveys were developed through an extensive design process involving the identification of items or scales (ideally, those that have been validated) from existing climate surveys,[7] making necessary adaptations to reflect the MSU campus, and developing new items where needed. RTI experts and key representatives from the MSU RVSM Expert Advisory Workgroup developed the instrument, with input sought from MSU students, faculty, and staff. The student survey primarily focused on students' perceptions of the climate related to sexual misconduct at MSU and experiences with various forms of victimization (including sexual assault, sexual harassment, coerced sexual contact, intimate partner violence, and stalking). The faculty and staff survey covered employees' perceptions of the climate related to sexual misconduct at MSU and experiences with workplace incivility and work-related sexual harassment. Because it focused on employment-related experiences, the faculty and staff survey did not measure all forms of victimization covered in the student survey (e.g., intimate partner violence).

For the 2022 administration, a number of improvements were made to the Know More @ MSU Campus Survey instruments. The improvements to the surveys included minor wording changes; updating the names of relevant MSU offices, organizations, and programs; revising response options to better reflect respondent perspectives and experiences; adding a series of questions related to bystander intervention behaviors; adding a series of questions that ask students who were employed by MSU about their experiences with workplace incivility; and revising the questions about gender identity and sexual orientation to be more inclusive and accurate.

For the 2025 administration, some changes were made to the Know More @ MSU Campus Survey instruments. Improvements included adding a section to examine IPV and stalking for faculty/staff. A new question was added to assess community perceptions regarding ethical behavior and leadership at MSU. Additionally, some of the terms used in the survey were updated, such as locations where harassment may have occurred. Response options were also expanded to include "Prefer not to answer" on certain questions. Furthermore, a new question was introduced to identify any disabilities respondents may have, regardless of whether the disability was registered with the university. These changes reflect a commitment to enhancing the inclusivity and clarity of the survey, and addressing important issues related to ethical behavior within the community. The complete 2025 Know More @ MSU Campus Survey instruments are included in Appendix A.

Data collection for the 2025 Know More @ MSU Campus Survey took place from 3/20/2025 through 5/9/2025.[8] All eligible undergraduate students, graduate and professional students, faculty, and

climate survey validation study: Final technical report, Bureau of Justice Statistics, http://www.bjs.gov/content/pub/pdf/ccsvsftr.pdf).

[7] Including the Campus Climate Survey Validation Study (CCSVS), which was validated by RTI in a 2015 study sponsored by the Bureau of Justice Statistics (BJS) and the Office on Violence Against Women (OVW) of 23,000 students at nine institutions of higher education; the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct administered in spring 2015; the Administrator Researcher Campus Climate Collaborative (ARC3) instrument; and the Higher Education Data Sharing Consortium (HEDS) Faculty/Staff Survey of Campus Climate for Sexual Violence.

[8] The following categories of students were excluded: students who were under 17 years old at the start of data collection and students in the following programs: high school guest, language program, lifelong education, or Visiting GR-Non MSU Crd. Students who were also employed as faculty or staff were excluded from the student version and received the faculty/staff version of the survey.

staff were invited via email to take the survey.[9] The survey was programmed for web-based administration and was mobile-device friendly. Participation was voluntary and the survey was confidential; each survey participant received a survey access code to take the survey, but survey participants' identities were kept confidential. Over the field period, RTI sent a number of follow-up emails to encourage participation.

The total number of survey participants and average survey completion times for each of 11 populations or groups of respondents are presented in Table 1. Throughout this report, results are shown for each group, and the categorization of respondents was done according to self-reported gender identity. For the 2025 Know More @ MSU Campus Survey, gender identity information was collected using the same approach that was used in 2022, in which results are presented separately for students, faculty, and staff who identify as being transgender and/or nonbinary.

Two survey questions were used to determine gender identity (see in Appendix A). Respondents who did not answer either survey question, selected "prefer not to answer" on both questions, or answered "no" to the first gender identity question and "prefer not to answer" to the second gender identity question were excluded from analysis because it was not possible to put them in a gender category (n=546). The 11 groups are as follows.

- (1) Undergraduate – Cisgender Women
- (2) Undergraduate – Cisgender Men
- (3) Undergraduate – Transgender and/or Nonbinary
- (4) Graduate/Professional – Cisgender Women
- (5) Graduate/Professional – Cisgender Men
- (6) Graduate/Professional – Transgender and/or Nonbinary
- (7) Faculty – Cisgender Women
- (8) Faculty – Cisgender Men
- (9) Staff – Cisgender Women
- (10) Staff – Cisgender Men
- (11) Faculty/Staff – Transgender and/or Nonbinary.

In some places, mostly in tables and figures, "cisgender" and "transgender" are shortened to "cis" and "trans" to save space.

[9] A random sample of undergraduate and graduate students was selected to receive a modest incentive ($20 gift card) to participate in the survey. This decision was made to ensure that statistically precise estimates could be developed for undergraduate and graduate students.

Cisgender women undergraduates, graduate/professional students, and faculty/staff are those who identified themselves as being a "woman" and "cisgender," or identified themselves as being a "woman" and did not select any other gender identities in either of the two survey questions.[10]

Cisgender men undergraduates, graduate/professional students, and faculty/staff are those who identified themselves as being a "man" and "cisgender," or identified themselves as being a "man" and did not select any other gender identity in either of the two survey questions.

Transgender and/or nonbinary undergraduates, graduate/professional students, and faculty/staff are those who identified themselves as being transgender, genderqueer, nonbinary, agender, genderfluid, two-spirit, or intersex in either of the two survey questions.

Throughout this report, any estimate that is considered not statistically reliable because it is based on fewer than 10 persons or has a relative standard error greater than 30% is identified. Any victimization estimates or descriptive results that are considered not statistically precise will be included and identified in figures and tables but will not be described in the text of the report.

Table 1. Number of Survey Participants and Average Survey Completion Time

Population	Number of Respondents	Average Survey Completion Time (minutes)*
Undergraduate Cisgender Women	3,378	16.0
Undergraduate Cisgender Men	1,952	15.0
Undergraduate Transgender and/or nonbinary People	250	18.7
Graduate/Professional Cisgender Women	1,193	16.1
Graduate/Professional Cisgender Men	677	16.3
Graduate/Professional Transgender and/or nonbinary People	89	16.3
Faculty Cisgender Women	729	17.7
Faculty Cisgender Men	449	18.8
Staff Cisgender Women	1,369	19.9
Staff Cisgender Men	541	20.8
Faculty/Staff Transgender and/or nonbinary People	94	19.0

* For students, the average survey completion time was longer for victims of sexual assault than for non-victims because detailed questions were asked about the incidents they had experienced.

Response rates varied considerably across the groups. Because calculating response rates requires information for both respondents and nonrespondents, it is not possible to compute response rates by gender identities self-reported in the survey. Instead, MSU registrar data on the assigned sex at birth of students, faculty, and staff, which categorize everyone as female or male was used for the calculation of response rates. Female undergraduates responded to the survey at a rate of 18.1% overall, whereas 11.0% of male undergraduates responded to the survey. Among undergraduate students,

[10] In a small number of cases when a respondent only selected "cisgender" and no other identities, registrar data were used to determine whether the respondents was a cisgender woman or a cisgender man, but registrar data were never used to assign respondents to the transgender and/or nonbinary categories.

however, response rates were substantially higher for the incentive samples (24.9% for female and 13.4% for male students) than the non-incentive samples (7.4% for female and 4.3% for male students). Female graduate/professional students responded at the rate of 23.2%, compared to 17.8% of male graduate/professional students. Among graduate students, however, response rates were substantially higher for the incentive samples (28.0% for female and 18.9% for male students) than the non-incentive samples (11.9% for female and 13.8% for male students). For faculty and staff, 21.8% of female faculty, 12.3% of male faculty, 20.5% of female staff, and 12.1% of male staff responded to the survey.

Nonresponse bias analyses (comparisons of those who participated in the survey with those who were invited to participate but did not) were conducted separately for each population using available administrative data. (Detailed results of the nonresponse bias analysis are included in Appendix B.)

Among undergraduate students, those with higher GPAs and standardized test scores were generally more likely to participate. Undergraduates who were in their first or third years at MSU were also more likely to participate. Some differences with race/ethnicity were also observed, with white and Asian students, as well as those reporting two or more races, being slightly more likely to participate than Black or Hispanic students.

Among graduate and professional students, graduate students and those of either category with higher GPAs were more likely to participate. Age was negatively correlated with participation, and graduate and professional students of unspecified race were more likely to participate than other graduate and professional students.

Among faculty, age and years of service were positively associated with participation, and associate professors and professors were more likely to participate than assistant professors and instructors.

Finally, among staff, those with more years of service, older staff, staff on main campus, and union staff were generally more likely to participate.

For most characteristics included in the nonresponse bias analysis, the effect sizes were small to medium (i.e., <0.5) for student and staff groups. For the faculty groups, however, the effect sizes were large for some characteristics. The data were weighted to adjust for this nonresponse bias, but due to the smaller number of faculty respondents, some covariates in the weighting models had to be collapsed. Although this reduces the variance of estimates by reducing unequal weighting effects, the tradeoff is a diminished ability to negate bias for this group through weighting. The remainder of this report summarizes the findings from the study, based on the weighted data. Characteristics of the student samples are included in Tables 2 (undergraduates) and 3 (graduate/professional students). Characteristics of the faculty and staff samples are presented in Table 4, with additional details included in Appendix C.

Table 2. Distribution of Respondents, Undergraduate Students

Characteristic	Undergraduate – Cis Women		Undergraduate – Cis Men		Undergraduate – Trans and/or Nonbinary	
	Distribution of Respondents		Distribution of Respondents		Distribution of Respondents	
	Total	%	Total	%	Total	%
All Persons	3,378	100.0	1,952	100.0	250	100.0
Year of Study						
1st year undergrad	869	25.7	506	25.9	61	24.4
2nd year undergrad	750	22.2	419	21.5	60	24.0
3rd year undergrad	994	29.4	581	29.8	70	28.0
4th year undergrad	761	22.5	443	22.7	58	23.2
Other	<10	0.0 !	<10	0.0 !	<10	0.0 !
Length of Enrolment						
Less than 24 months	1,787	52.9	1,036	53.1	134	53.6
24 months or more	1,586	47.0	911	46.7	116	46.4
Age						
18	461	13.6	221	11.3	31	12.4
19	818	24.2	493	25.3	64	25.6
20	866	25.6	457	23.4	65	26.0
21	790	23.4	429	22.0	54	21.6
22	316	9.4	227	11.6	17	6.8
23+	123	3.6	122	6.3	18	7.2
Involved in Fraternity and Sorority Life						
Yes	598	17.7	258	13.2	24	9.6
No (or missing)	2,778	82.2	1,691	86.6	226	90.4
Involved in Religious or Faith-Based Student Group						
Yes	382	11.3	216	11.1	10	4.0
No (or missing)	2,994	88.6	1,733	88.8	240	96.0
Member of Intercollegiate Athletic Team						
Yes	82	2.4	55	2.8	<10	2.4 !
No (or missing)	3,294	97.5	1,894	97.0	244	97.6
Race						
White	2,435	72.1	1,260	64.5	189	75.6
Black or African American	203	6.0	107	5.5	<10	3.6 !
Hispanic	230	6.8	129	6.6	16	6.4
Asian	337	10.0	332	17.0	20	8.0
Native Hawaiian or Pacific Islander	<10	0.0 !	<10	0.1 !	<10	0.0 !
American Indian or Alaska Native	<10	0.1 !	<10	0.2 !	<10	0.8 !
More than one race	157	4.6 !	98	5.0 !	13	5.2 !
International Student						
Yes	98	2.9	163	8.4	<10	2.0 !

Characteristic	Undergraduate – Cis Women		Undergraduate – Cis Men		Undergraduate – Trans and/or Nonbinary	
	Distribution of Respondents		Distribution of Respondents		Distribution of Respondents	
	Total	%	Total	%	Total	%
No	3,267	96.7	1,777	91.0	243	97.2
Prefer not to answer	12	0.4	12	0.6	<10	0.8 !
Sexual Orientation						
Straight/Heterosexual	2,525	74.7	1,665	85.3	12	4.8
Gay, lesbian, or same gender loving	75	2.2	72	3.7	30	12.0
Bisexual or pansexual	435	12.9	68	3.5	59	23.6
Asexual	47	1.4	24	1.2	27	10.8
Queer	112	3.3	20	1.0	85	34.0
Additional combinations of multiple orientations	46	1.4	19	1.0	33	13.2
Gender Identity						
Cisgender woman	3,378	100.0	n/a	n/a	n/a	n/a
Cisgender man	n/a	n/a	1,952	100.0	n/a	n/a
Nonbinary	n/a	n/a	n/a	n/a	125	50.0
Transgender woman	n/a	n/a	n/a	n/a	22	8.8
Transgender man	n/a	n/a	n/a	n/a	34	13.6
Transgender and/or nonbinary	n/a	n/a	n/a	n/a	55	22.0
Disability Status						
Yes	1,217	36.0	379	19.4	194	77.6
No	1,900	56.2	1,371	70.2	42	16.8
Prefer not to answer	109	3.2	105	5.4	12	4.8
Conditions or Disabilities						
Autism spectrum disorder	56	1.7	45	2.3	89	35.6
Blindness or visual impairment	17	0.5	<10	0.4 !	<10	0.8 !
Brain injury	<10	0.3 !	10	0.5	<10	2.0 !
Chronic health conditions	166	4.9	41	2.1	40	16.0
Deaf/Hard of hearing	31	0.9	11	0.6	<10	2.8 !
Learning disabilities	85	2.5	23	1.2	20	8.0
Attention-deficit/hyperactivity disorder	482	14.3	206	10.6	111	44.4
Mobility conditions	23	0.7	<10	0.3 !	19	7.6
Psychiatric conditions	918	27.2	163	8.4	154	61.6
Something else not listed here	53	1.6	26	1.3	13	5.2
None	1,900	56.2	1,371	70.2	42	16.8
Prefer not to answer	109	3.2	105	5.4	13	5.2

Notes: Percentages may not sum to 100% due to nonresponse in the survey item. n/a = not applicable.
! Estimate is considered not reliable. Estimate is either based on fewer than 10 persons or has a relative standard error greater than 30%. <10 indicates that between 0 and 10 students in the school are in this category. The exact number is suppressed to protect the identity of the students.

Table 3. Distribution of Respondents, Graduate and Professional Students

Characteristic	Graduate/Prof – Cis Women		Graduate/Prof – Cis Men		Graduate/Prof – Trans and/or Nonbinary	
	Distribution of Respondents		Distribution of Respondents		Distribution of Respondents	
	No.	%	No.	%	No.	%
All Persons	1,193	100.0	677	100.0	89	100.0
Student Type						
Graduate student	809	67.8	520	76.8	72	80.9
Professional student	380	31.9	153	22.6	17	19.1
Length of Enrolment						
Less than 24 months	580	48.6	346	51.1	48	53.9
24 months or more	606	50.8	329	48.6	41	46.1
Age						
<22	98	8.2	28	4.1	<10	10.1 !
23	150	12.6	54	8.0	13	14.6
24	135	11.3	63	9.3	<10	7.9 !
25	128	10.7	69	10.2	11	12.4
26	133	11.1	62	9.2	15	16.9
27	94	7.9	64	9.5	<10	9.0 !
28	76	6.4	62	9.2	<10	6.7 !
29	68	5.7	47	6.9	<10	2.2 !
30+	307	25.7	224	33.1	18	20.2
Involved in Religious or Faith-Based Student Group						
Yes	96	8.0	50	7.4	<10	2.2 !
No (or missing)	1,097	92.0	626	92.5	87	97.8
Race						
White	681	57.1	319	47.1	57	64.0
Black or African American	81	6.8	42	6.2	<10	5.6 !
Hispanic	97	8.1	52	7.7	<10	10.1 !
Asian	252	21.1	211	31.2	10	11.2
Native Hawaiian or Pacific Islander	<10	0.2 !	<10	0.1 !	<10	0.0 !
American Indian or Alaska Native	<10	0.2 !	<10	0.0 !	<10	0.0 !
More than one race	35	2.9	18	2.7	<10	9.0 !
International Student						
Yes	278	23.3	268	39.6	<10	4.5 !
No	903	75.7	400	59.1	83	93.3
Prefer not to answer	10	0.8	<10	1.2 !	<10	2.2 !
Sexual Orientation						
Straight/Heterosexual	876	73.4	551	81.4	<10	9.0 !
Gay, lesbian, or same gender loving	24	2.0	37	5.5	<10	7.9 !
Bisexual or pansexual	146	12.2	26	3.8	15	16.9
Asexual	18	1.5	<10	1.0 !	<10	6.7 !

Characteristic	Graduate/Prof – Cis Women		Graduate/Prof – Cis Men		Graduate/Prof – Trans and/or Nonbinary	
	Distribution of Respondents		Distribution of Respondents		Distribution of Respondents	
	No.	%	No.	%	No.	%
Queer	37	3.1	12	1.8	42	47.2
Additional combinations of multiple orientations	13	1.1	<10	1.3 !	10	11.2
Gender Identity						
Cisgender woman	1,193	100.0	n/a	n/a	n/a	n/a
Cisgender man	n/a	n/a	677	100.0	n/a	n/a
Nonbinary	n/a	n/a	n/a	n/a	51	57.3
Transgender woman	n/a	n/a	n/a	n/a	<10	7.9 !
Transgender man	n/a	n/a	n/a	n/a	<10	6.7 !
Transgender and nonbinary or trans. only	n/a	n/a	n/a	n/a	16	18.0
Disability Status						
Yes	431	36.1	133	19.6	66	74.2
No	668	56.0	473	69.9	17	19.1
Prefer not to answer	49	4.1	45	6.6	<10	3.4 !
Conditions or Disabilities						
Autism spectrum disorder	29	2.4	12	1.8	17	19.1
Blindness or visual impairment	<10	0.1 !	<10	1.0 !	<10	2.2 !
Brain injury	10	0.8	<10	0.6 !	<10	3.4 !
Chronic health conditions	84	7.0	14	2.1	19	21.3
Deaf/Hard of hearing	<10	0.6 !	<10	1.3 !	<10	1.1 !
Learning disabilities	24	2.0	<10	0.3 !	<10	9.0 !
Attention-deficit/hyperactivity disorder	180	15.1	63	9.3	35	39.3
Mobility conditions	<10	0.8 !	<10	0.3 !	<10	4.5 !
Psychiatric conditions	304	25.5	65	9.6	57	64.0
Something else not listed here	17	1.4	<10	1.3 !	<10	9.0 !
None	668	56.0	473	69.9	17	19.1
Prefer not to answer	49	4.1	45	6.6	<10	3.4 !

Notes: Percentages may not sum to 100% due to nonresponse in the survey item.
! Estimate is considered not reliable. Estimate is either based on fewer than 10 persons or has a relative standard error greater than 30%. <10 indicates that between 0 and 10 students in the school

Table 4. Distribution of Respondents, Faculty and Staff

Characteristic	Faculty – Cis Women		Faculty – Cis Men		Staff – Cis Women		Staff – Cis Men		Faculty/Staff – Trans and/or Nonbinary	
	Distribution of Respondents		Distribution of Respondents		Distribution of Respondents		Distribution of Respondents		Distribution of Respondents	
	No.	%	No.	%	No.	%	No.	%	No.	%
All Persons	729	100.0	449	100.0	1,369	100.0	541	100.0	94	100.0
Age [a]										
18–29	25	3.4	10	2.2	142	10.4	42	7.8	28	29.8
30–39	128	17.6	67	14.9	292	21.3	121	22.4	29	30.9
40–49	238	32.6	111	24.7	350	25.6	154	28.5	18	19.1
50–59	215	29.5	116	25.8	350	25.6	133	24.6	<10	9.6 !
60 or older	123	16.9	145	32.3	235	17.2	91	16.8	10	10.6
Race										
White	578	79.3	331	73.7	1,151	84.1	430	79.5	74	78.7
Black	42	5.8	38	8.5	74	5.4	26	4.8	<10	4.3 !
Hispanic	37	5.1	17	3.8	60	4.4	36	6.7	<10	8.5 !
Asian	60	8.2	49	10.9	46	3.4	33	6.1	<10	1.1 !
Native Hawaiian/Pacific Islander	<10	0.1 !	<10	0.4 !	<10	0.1 !	<10	0.2 !	<10	0.0 !
American Indian/Alaskan native	<10	0.1 !	<10	0.4 !	<10	0.2 !	<10	0.2 !	<10	0.0 !
More than one race	10	1.4	10	2.2	34	2.5	14	2.6	<10	7.4 !
Highest Degree Earned										
Less than a high school diploma	<10	0.0 !	<10	0.0 !	<10	0.1 !	<10	0.2 !	<10	0.0 !
High school diploma or equivalent (e.g., GED)	<10	0.3 !	<10	0.7 !	36	2.6	21	3.9	<10	1.1 !
Some college, no degree	<10	0.5 !	<10	0.4 !	145	10.6	49	9.1	<10	3.2 !
Associate degree (e.g., AA, AS)	<10	0.3 !	<10	0.2 !	118	8.6	32	5.9	<10	4.3 !

Characteristic	Faculty – Cis Women		Faculty – Cis Men		Staff – Cis Women		Staff – Cis Men		Faculty/Staff – Trans and/or Nonbinary	
	Distribution of Respondents		Distribution of Respondents		Distribution of Respondents		Distribution of Respondents		Distribution of Respondents	
	No.	%	No.	%	No.	%	No.	%	No.	%
Bachelor's degree (e.g., BA, BS)	28	3.8	20	4.5	579	42.3	212	39.2	32	34.0
Master's degree (e.g., MA, MS, MEd)	207	28.4	86	19.2	389	28.4	154	28.5	24	25.5
Professional school degree (e.g., MD, JD, DDS)	62	8.5	44	9.8	17	1.2	13	2.4	<10	2.1 !
Doctorate degree (e.g., PhD, EdD)	418	57.3	289	64.4	64	4.7	48	8.9	24	25.5
Other	<10	0.0 !	<10	0.0 !	10	0.7	<10	0.4 !	<10	1.1 !
Prefer not to answer	<10	0.7 !	<10	0.9 !	<10	0.7 !	<10	1.3 !	<10	2.1 !
Years of Service [a]										
0–1 year	135	18.5	72	16.0	291	21.3	127	23.5	29	30.9
2–3 years	90	12.3	46	10.2	204	14.9	89	16.5	21	22.3
4–7 years	133	18.2	77	17.1	219	16.0	73	13.5	17	18.1
8–16 years	186	25.5	106	23.6	345	25.2	125	23.1	16	17.0
17 years or more	185	25.4	148	33.0	310	22.6	126	23.3	11	11.7
Faculty Rank [a]										
Assistant professor (tenure-track)	49	6.7	26	5.8	n/a	n/a	n/a	n/a	<10	5.3 !
Associate professor (tenure-track)	74	10.2	48	10.7	n/a	n/a	n/a	n/a	<10	2.1 !
Professor (tenure-track)	83	11.4	98	21.8	n/a	n/a	n/a	n/a	<10	3.2 !
Instructor (non-tenure-track)	172	23.6	93	20.7	n/a	n/a	n/a	n/a	<10	4.3 !
Temporary/non-tenure-track (e.g., adjunct, lecturer)	<10	1.1 !	<10	1.3 !	n/a	n/a	n/a	n/a	<10	1.1 !
Academic specialist	23	3.2	14	3.1	n/a	n/a	n/a	n/a	<10	1.1 !

Characteristic	Faculty – Cis Women		Faculty – Cis Men		Staff – Cis Women		Staff – Cis Men		Faculty/Staff – Trans and/or Nonbinary	
	Distribution of Respondents		Distribution of Respondents		Distribution of Respondents		Distribution of Respondents		Distribution of Respondents	
	No.	%	No.	%	No.	%	No.	%	No.	%
Clinical, health programs, other specialized appointment	20	2.7	17	3.8	n/a	n/a	n/a	n/a	<10	2.1 !
Other	33	4.5	13	2.9	n/a	n/a	n/a	n/a	<10	3.2 !
Prefer not to answer	10	1.4	<10	1.8 !	n/a	n/a	n/a	n/a	<10	1.1 !
Campus Location [a]										
Main	698	95.7	425	94.7	1,235	90.2	511	94.5	91	96.8
Off	31	4.3	24	5.3	134	9.8	30	5.5	<10	3.2 !
Employee Group [a]										
Union	130	17.8	57	12.7	1,117	81.6	439	81.1	57	60.6
Non-Union	599	82.2	392		252	18.4	102	18.9	37	39.4
Sexual Orientation										
Straight/Heterosexual	614	84.2	397	88.4	1,152	84.1	463	85.6	10	10.6
Gay, lesbian, or same gender loving	14	1.9	11	2.4	20	1.5	27	5.0	<10	8.5 !
Bisexual or pansexual	32	4.4	12	2.7	78	5.7	<10	1.7 !	17	18.1
Asexual	10	1.4	<10	0.2 !	11	0.8	<10	0.6 !	<10	2.1 !
Queer	23	3.2	<10	1.3 !	29	2.1	<10	1.3 !	43	45.7
Additional combinations of multiple orientations	<10	0.3 !	<10	0.4 !	17	1.2	<10	0.9 !	<10	9.6 !
Gender Identity										
Cisgender woman	729	100.0	n/a	n/a	1,369	100.0	n/a	n/a	n/a	n/a
Cisgender man	n/a	n/a	449	100.0	n/a	n/a	541	100.0	n/a	n/a
Nonbinary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56	59.6
Transgender woman	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	13.8
Transgender man	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	<10	3.2 !

Characteristic	Faculty – Cis Women		Faculty – Cis Men		Staff – Cis Women		Staff – Cis Men		Faculty/Staff – Trans and/or Nonbinary	
	Distribution of Respondents		Distribution of Respondents		Distribution of Respondents		Distribution of Respondents		Distribution of Respondents	
	No.	%	No.	%	No.	%	No.	%	No.	%
Transgender and nonbinary or trans. only	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	11.7
Disability Status										
Yes	219	30.0	86	19.2	477	34.8	163	30.1	65	69.1
No	430	59.0	331	73.7	728	53.2	326	60.3	21	22.3
Prefer not to answer	52	7.1	19	4.2	99	7.2	34	6.3	<10	7.4 !
Conditions or Disabilities										
Autism spectrum disorder	11	1.5	<10	1.3 !	25	1.8	16	3.0	22	23.4
Blindness of visual impairment	<10	0.4 !	<10	0.2 !	<10	0.4 !	<10	0.9 !	<10	2.1 !
Brain injury	<10	0.1 !	<10	0.2 !	10	0.7	<10	0.7 !	<10	3.2 !
Chronic health conditions	75	10.3	39	8.7	167	12.2	47	8.7	28	29.8
Deaf/Hard of hearing	10	1.4	<10	2.0 !	26	1.9	17	3.1	<10	3.2 !
Learning disabilities	<10	0.7 !	<10	0.7 !	24	1.8	10	1.8	<10	7.4 !
Attention-deficit/hyperactivity disorder	57	7.8	22	4.9	157	11.5	58	10.7	37	39.4
Mobility conditions	21	2.9	<10	1.8 !	17	1.2	<10	0.9 !	<10	6.4 !
Psychiatric conditions	123	16.9	37	8.2	279	20.4	80	14.8	44	46.8
Something else not listed here	18	2.5	<10	0.7 !	34	2.5	12	2.2	<10	7.4 !
None	430	59.0	331	73.7	728	53.2	326	60.3	21	22.3
Prefer not to answer	52	7.1	19	4.2	99	7.2	34	6.3	<10	7.4 !

Notes: Percentages may not sum to 100% due to nonresponse in the survey item.

! Estimate is considered not reliable. Estimate is either based on fewer than 10 persons or has a relative standard error greater than 30%. <10 indicates that between 0 and 10 faculty or staff in the school.

[a] Categorizations come from administrative records.

2. Students' Victimization Experiences

One of the primary goals of the Know More @ MSU Campus Survey was to understand the magnitude and nature of students' experiences with sexual assault and other forms of victimization. This section summarizes the prevalence of various types of victimization among undergraduate and graduate/professional students, as well as key characteristics of sexual harassment and sexual assault incidents, to better inform MSU's prevention resources and support services for survivors.

The types of victimization that were covered in the student survey are described in Table 5.[11] Victimization indicators were developed for 21 different outcomes reflecting different types of victimization and an array of reference periods.

Table 5. Sexual Victimization Definitions

Measure	Description
Intimate partner violence (experienced during 2024–2025 academic year)	Includes any of the following behaviors by an intimate partner (boyfriend, girlfriend, partner, spouse, or anyone the individual was in an intimate relationship with or hooked up with, including exes and current partners): • (*Physical*) Threats that made the individual think they might really get hurt; pushing, grabbing, or shaking; and hitting, kicking, slapping, or beating up the respondent. • (*Emotional/controlling*) Insulting, intentionally humiliating, or making fun of the respondent in front of others; or attempting to control the respondent
Stalking (experienced during 2024–2025 academic year)	Includes several experiences that caused respondents emotional distress or made them afraid for their personal safety. Individuals were classified if they experienced one of the following *and* indicated that the same person did any of them more than once: • Someone following you around, watching you, showing up, riding by, or waiting for you at home, work, school, or any other place when you didn't want them to; sneaking into your home, car, or any place else and doing unwanted things to let you know they had been there; giving or leaving you unwanted items, cards, letters, presents, flowers, or any other unwanted items; harassing or repeatedly asking your friends or family for information about you or your whereabouts. • Someone making unwanted phone calls to you, leaving voice messages, sending text messages, or using the phone excessively to contact you; spying on you, tracking your whereabouts, or monitoring your activities using technologies, such as a listening device, camera, GPS, computer, or cell phone monitoring software, or social media apps like Instagram, Twitter/X, Facebook, Snapchat, or Tinder; posting or threatening to post inappropriate, unwanted, or personal information about you on the Internet; sending unwanted emails or messages using the Internet, for example, using social media apps or websites like Instagram, Twitter/X, Facebook, Snapchat, or Tinder.

[11] Note that this study's operationalization of these forms of victimization may differ from definitions under MSU's RVSM Policy.

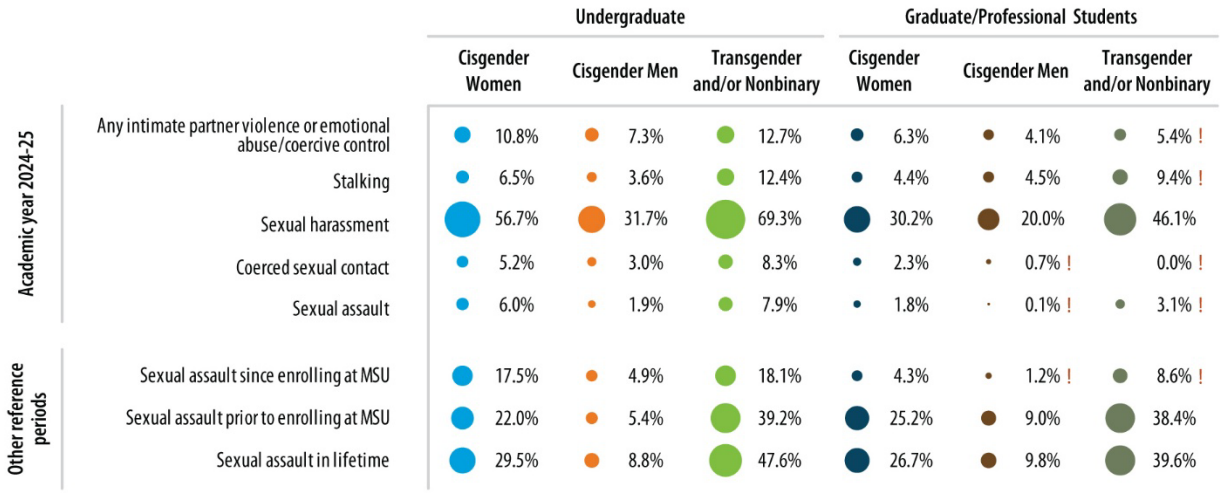
Measure	Description
Sexual harassment (experienced during 2024–2025 academic year)	Includes any of the following behaviors (which could have happened in person or by phone, text message, email, or social media): • Someone making sexual remarks or telling jokes or stories that were insulting to you; making inappropriate or offensive comments about your or someone else's body, appearance, or sexual activities; saying crude or gross sexual things to you or trying to get you to talk about sexual matters when you didn't want to; sharing offensive sexual remarks, jokes, stories, pictures, or videos with you that you didn't want; continuing to ask you to go out, get dinner, have drinks, or have sex even though you said "no"; staring, leering, or making gestures of a sexual nature that made you feel uncomfortable or offended; or referring to people of your gender in insulting or offensive terms. • Someone in a position of authority over you promising you better treatment or implying favors if you engaged in sexual contact or implying or threatening worse treatment if you refused sexual contact.
Coerced sexual contact (experienced during 2024–2025 academic year)	Includes situations where someone had sexual contact (touching of a sexual nature, oral sex, or vaginal or anal sex) with the respondent by threatening to tell lies, end their relationship, or spread rumors about them; by making promises the respondent knew or discovered were untrue; or by continually verbally pressuring the respondent after they said they did not want to have sexual contact.
Sexual assault, rape, and sexual battery (experienced during 2024–2025 academic year, before entering college, before entering MSU, since entering MSU, and in the student's lifetime)	Includes any unwanted, nonconsensual sexual contact ("sexual contact that you did not consent to and that you did not want to happen"). It does not include sexual harassment or coerced sexual contact. For each reference period, estimates are further broken down into sexual battery and rape, which are mutually exclusive: • **Sexual battery** is defined as any unwanted, nonconsensual sexual contact that involved forced touching of a sexual nature but not penetration. It could include forced kissing, touching, grabbing, or fondling of sexual body parts. • **Rape** is defined as any unwanted, nonconsensual sexual contact that involved a penetrative act, including oral sex, anal sex, sexual intercourse, or sexual penetration with a finger or object. Sexual battery and rape are mutually exclusive categories (i.e., a sexual victimization incident would be counted as one or the other, but not both).

2.1 Overall Prevalence of Victimization

Figure 1 shows the prevalence of various forms of victimization (i.e., the percentage of students who experienced each type) for undergraduate and graduate/professional students, by gender identity.[12] The first set of estimates reflects various forms of victimization experienced in the 2024–2025 academic year, and the second set focuses on sexual assault experienced in broader reference periods.

[12] Throughout this report, all results for students, faculty, and staff are shown according to self-reported gender identity.

Figure 1. Victimization Prevalence (% of Students)



Notes:
! Estimate is considered not reliable.
Estimate is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Table D-1a through D-1b.

Key findings pertaining to students' victimization experiences included the following.

- Sexual harassment[13] was the most prevalent type of victimization during the 2024–2025 academic year (see Figure 1), experienced by 69.3% of transgender and/or nonbinary undergraduates, 56.7% of undergraduate cisgender women, 46.1% of transgender and/or nonbinary graduate/professional students, 31.7% of undergraduate cisgender men, 30.2% of cisgender women graduate/professional students, and 20.0% of cisgender men graduate/professional students.
  - The most common forms of sexual harassment were "someone referring to people of your gender in insulting or offensive terms" and someone making "sexual remarks, jokes, or stories."
- About 12.4% of transgender and/or nonbinary undergraduates, 6.5% of undergraduate cisgender women, 4.4% of cisgender women graduate/professional students, 4.5% of cisgender men graduate/professional students, and 3.6% of undergraduate cisgender men, experienced stalking in the 2024–2025 academic year. The stalking estimate for transgender and/or nonbinary graduate/professional students is not discussed in the text because it was not reliable statistically.
- About 7.9% of transgender and/or nonbinary undergraduates, 6.0% of undergraduate cisgender women, 1.9% of undergraduate cisgender men, and 1.8% of cisgender women graduate/professional students experienced sexual assault[14] during the 2024–2025 academic year. The sexual assault estimates for cisgender men graduate/professional students and transgender and/or nonbinary graduate/professional students are not discussed in the text because they were not reliable statistically.

[13] Sexual harassment included a number of behaviors pertaining to sexual remarks, continued sexual advances, sharing of sexual photos or videos, using offensive, gender-based language, or someone in a position of authority promising better treatment (or threatening worse treatment) associated with sexual contact. See Table 5 for a detailed description of how sexual harassment was measured in the survey.

[14] Sexual assault was defined as sexual contact that the person did not consent to and did not want to happen. See Table 5 for a detailed description of how sexual assault was measured in the survey.

  - Sexual battery—defined as any unwanted, nonconsensual sexual contact that involved forced touching of a sexual nature, not involving penetration—was more common than rape.
  - People committing a sexual assault most commonly used the tactic of "ignoring you when you said 'no' or just [doing] it without your consent, when you did not want it to happen."
  - Most perpetrators were MSU students and the most common location of rape incidents was off-campus private residences.
  - While the overall number of incidents that took place in August 2024 does not seem as high as other months, students move in on August 20 and the reporting period is only a partial month. Considering this context, a disproportionately high number of incidents took place for first-year undergraduate cisgender women in August 2024.
  - Most incidents were disclosed to someone close to the survivor (e.g., a roommate, friend, or family member). In about 13.4% of rape incidents that undergraduate cisgender women experienced, the student disclosed the incident to, or sought services from, an MSU office.
  - Student survivors of rape reported the incidents as more upsetting and leading to more problems in various areas of their lives than did student survivors of sexual battery.

- When considering other reference periods, among undergraduate cisgender women, 29.5% experienced sexual assault in their lifetimes, 22.0% experienced sexual assault prior to enrolling in MSU, and 17.5% experienced sexual assault since enrolling at MSU. . Among undergraduate cisgender men, 8.8% experienced sexual assault in their lifetimes, 5.4% experienced sexual assault prior to enrolling in MSU, and 4.9% experienced sexual assault since enrolling at MSU. Among transgender and/or nonbinary undergraduates, 47.6% experienced sexual assault in their lifetimes, 39.2% experienced sexual assault prior to enrolling in MSU, and 18.1% experienced sexual assault since enrolling at MSU. . Among cisgender women graduate/professional students, 26.7% experienced sexual assault in their lifetimes, 25.2% experienced sexual assault prior to enrolling in MSU, and 4.3% experienced sexual assault since enrolling at MSU. Among cisgender men graduate/professional students, 9.8% experienced sexual assault in their lifetimes, and 9.0% experienced sexual assault prior to enrolling in MSU. Estimates for sexual assault since enrolling at MSU were not statistically reliable. Among transgender and/or nonbinary graduate/professional students, 39.6% experienced sexual assault in their lifetimes, and 38.4% experienced sexual assault prior to enrolling in MSU. Estimates for sexual assault since enrolling at MSU were not statistically reliable.

Additional key findings were as follows.

- Among transgender and/or nonbinary undergraduates, 4.8% experienced sexual battery during the 2024–2025 academic year. During the same reference period, Among 2.8% of undergraduate cisgender women experienced rape and 2.8% experienced sexual battery. 1.1% of undergraduate cisgender men experienced sexual battery, Comparable estimates for other groups are not discussed because they were not reliable statistically.[15]
  - The most common types of sexual battery students experienced were someone "touching, grabbing, or fondling your sexual body parts" and "someone rubbing up against you in a sexual way."
- As reported on the survey, some students experienced more than one incident of sexual assault during the 2024–2025 academic year. For example, among undergraduate cisgender women, 3.4% of students experienced one incident and 2.6% experienced two or more incidents. Among undergraduate cisgender men, 1.3% experienced one incident and 0.5%

[15] The estimates for cisgender men graduate/professional students were imprecise statistically.

experienced two or more incidents. Estimates for undergraduate transgender and/or nonbinary students were not statistically reliable.

  - When weighted to reflect the entire student population at MSU, the total number of sexual assault incidents experienced during the 2024–2025 academic year and reported on the survey was 1,853 for undergraduate cisgender women, 459 for undergraduate cisgender men, 259 for transgender and/or nonbinary undergraduates, 151 for cisgender women graduate/professional students, 8 for cisgender men graduate/professional students, and 22 for transgender and/or nonbinary graduate/professional students (see box).
  - The incident rates (number of incidents per 1,000 students in a given academic year) for sexual assault were 166.4 for transgender and/or nonbinary undergraduates, 99.2 for undergraduate cisgender women, 42.9 or transgender and/or nonbinary graduate/professional students 29.2 for cisgender women graduate/professional students, 25.7 for undergraduate cisgender men, and 2.2 for cisgender men graduate/professional students.

- Among the types of intimate partner violence that students experienced, emotional abuse or coercive control by an intimate partner was more common than physical intimate partner violence. For example, 4.1% of undergraduate cisgender women experienced physical intimate partner violence and 8.8% experienced emotional abuse or coercive control by an intimate partner during the 2024–2025 academic year.

Clery Act Data Comparisons

The incident counts derived from the Know More @ MSU Campus Survey cannot be directly compared to data reported by MSU (regarding the number of sexual assault incidents) under the Clery Act. The estimates included in this report are based on data that students provided about their sexual assault experiences through a confidential survey, whereas data reported under the Clery Act are based on official reports and are limited to incidents that were formally reported to school officials. Given the extreme underreporting of sexual assault, Clery Act data are expected to be much lower than estimates obtained from a self-reported, confidential survey. Other factors that preclude direct comparisons are the Clery Act's focus on rape incidents (whereas the survey estimates include sexual battery and rape) and differences in the reference period (Clery Act reporting is based on a calendar year reference period, whereas the survey used an academic year reference period).

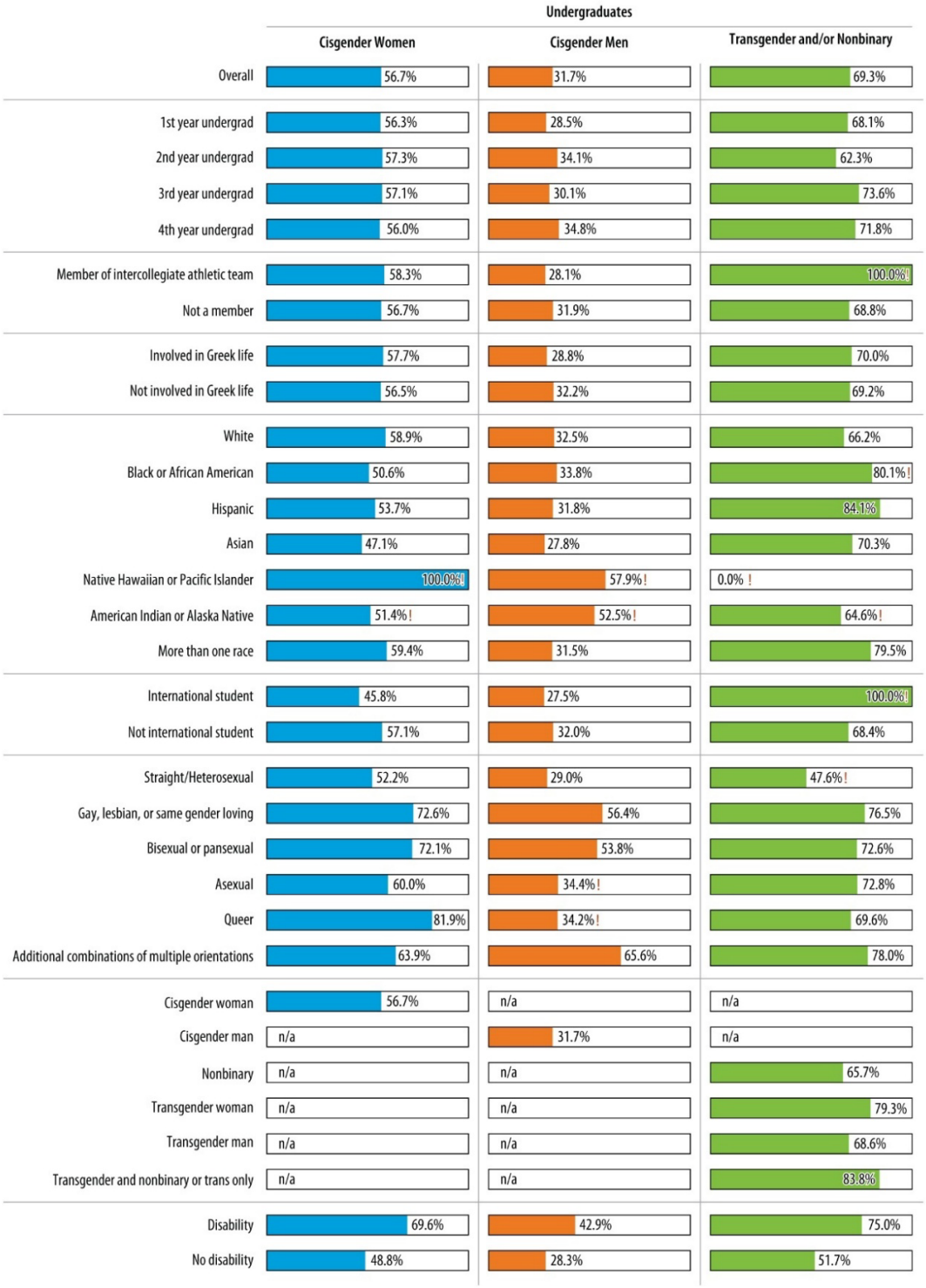
2.2 Differences in Prevalence Among Student Populations

One goal of this study was to determine whether—within each of the six student populations (undergraduate cisgender women, undergraduate cisgender men, transgender and/or nonbinary undergraduates, cisgender women graduate/professional students, cisgender men graduate/professional students, and transgender and/or nonbinary graduate/professional students)—some student subgroups appear to be at a greater risk of experiencing different types of victimization than others. For each of the 21 victimization outcomes, separate estimates were developed for as many student subgroups as possible (e.g., year of study, length of enrollment, age, student participation in various student groups, race/ethnicity, international status, sexual orientation, and disability status).

The prevalence estimates for sexual assault (Figure 2), sexual harassment (Figure 3), intimate partner violence (Figure 4), and stalking (Figure 5) experienced in the 2024–2025 academic year are shown for specific subgroups of undergraduate students. Figures 6 through 9 show the same estimates for specific subgroups of graduate and professional students. Estimates that are considered not statistically reliable (due to small numbers of students in the particular subgroup) are flagged and should

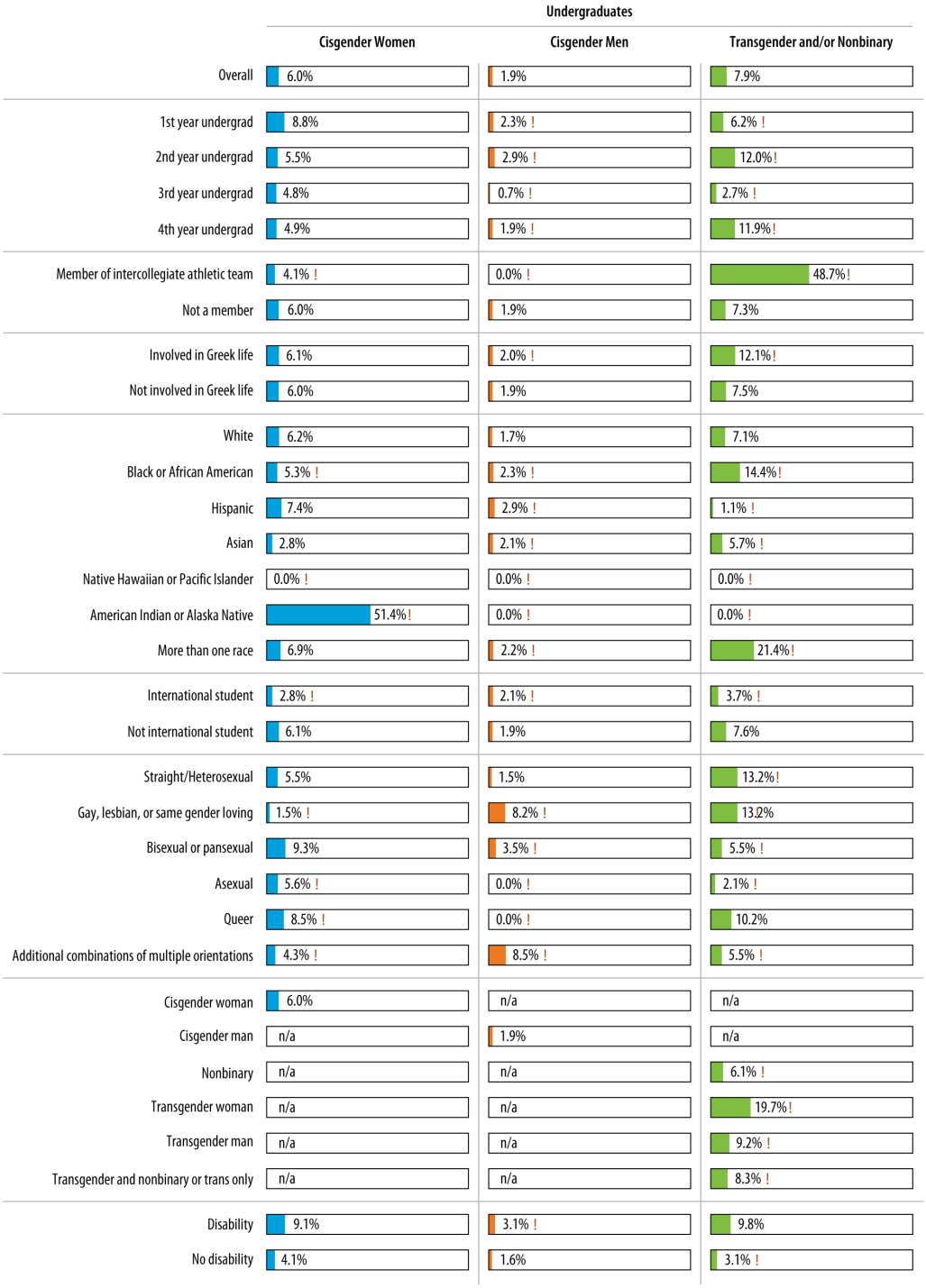
be interpreted with caution. Appendix D contains additional subgroup information and prevalence estimates for all types of victimization explored in the survey, including coerced sexual contact, sexual battery, and rape; it also includes estimates for additional reference periods for sexual assault, rape, and sexual battery (i.e., prior to enrolling at MSU, since enrolling at MSU, and in students' lifetimes) are included. The figures present a lot of data and results and are followed by some bullets and text that summarize just some of the findings for different student groups, victimization types, and reference periods.

Figure 2. Sexual Harassment (in 2024–2025 Academic Year) Prevalence (% of Students), by Student Characteristics, Undergraduates



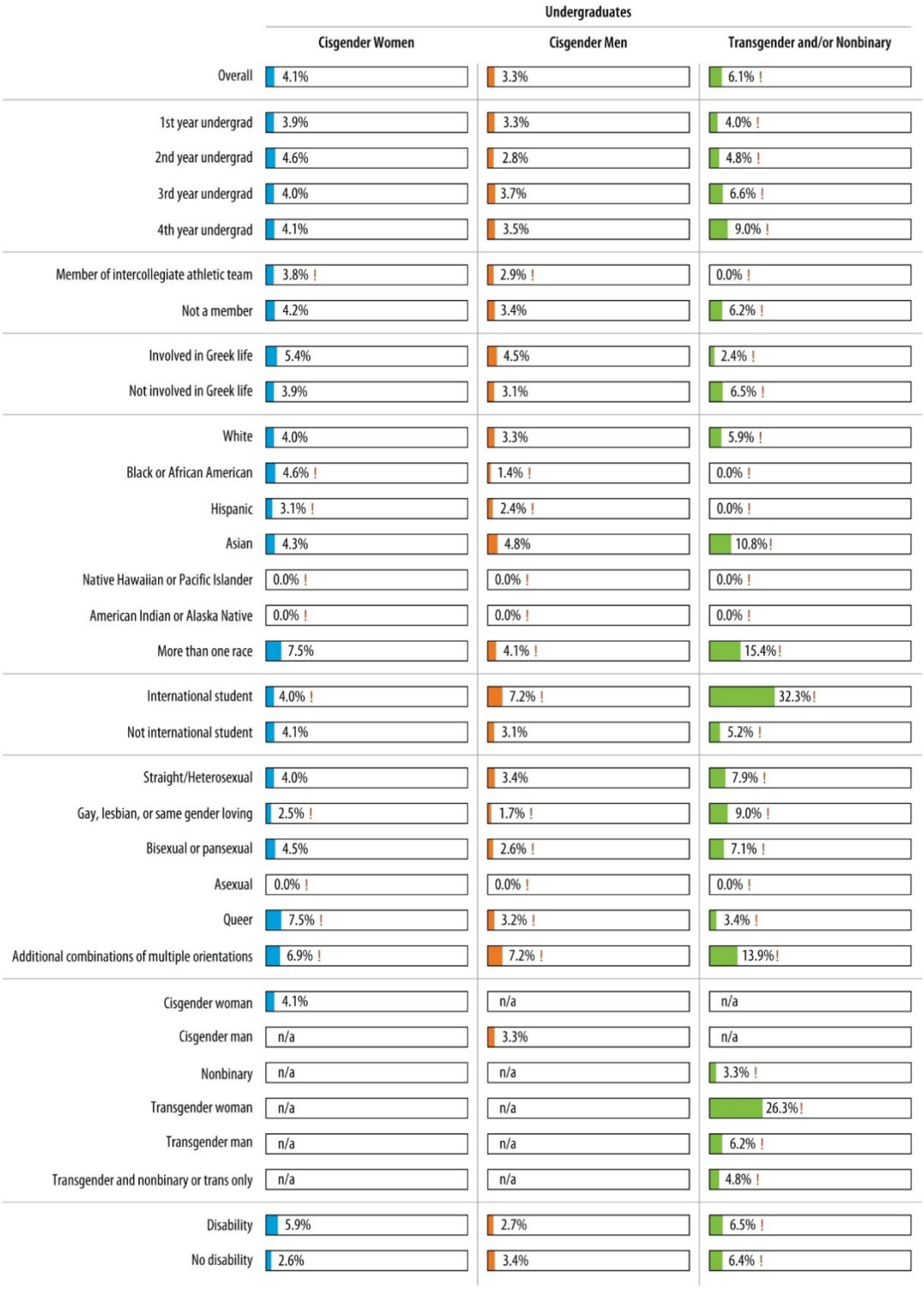
Notes: Percentages are of students.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-3a1 through D-3a3.

Figure 3. Sexual Assault (in 2024–2025 Academic Year) Prevalence (% of Students), by Student Characteristics, Undergraduates



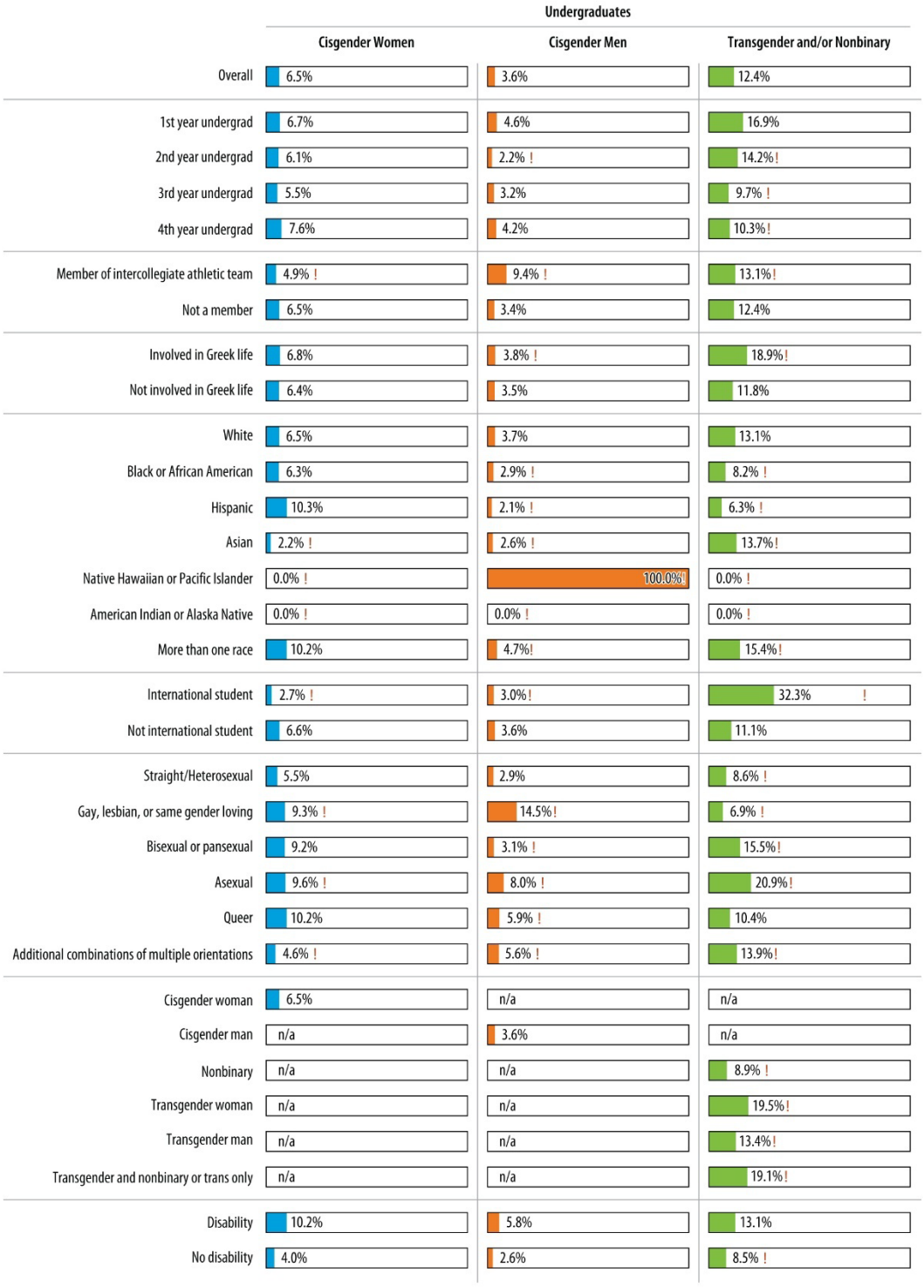
Notes: Percentages are of students.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-3a1 through D-3a3.

Figure 4. Intimate Partner Violence (in 2024–2025 Academic Year) Prevalence (% of Students), by Student Characteristics, Undergraduates



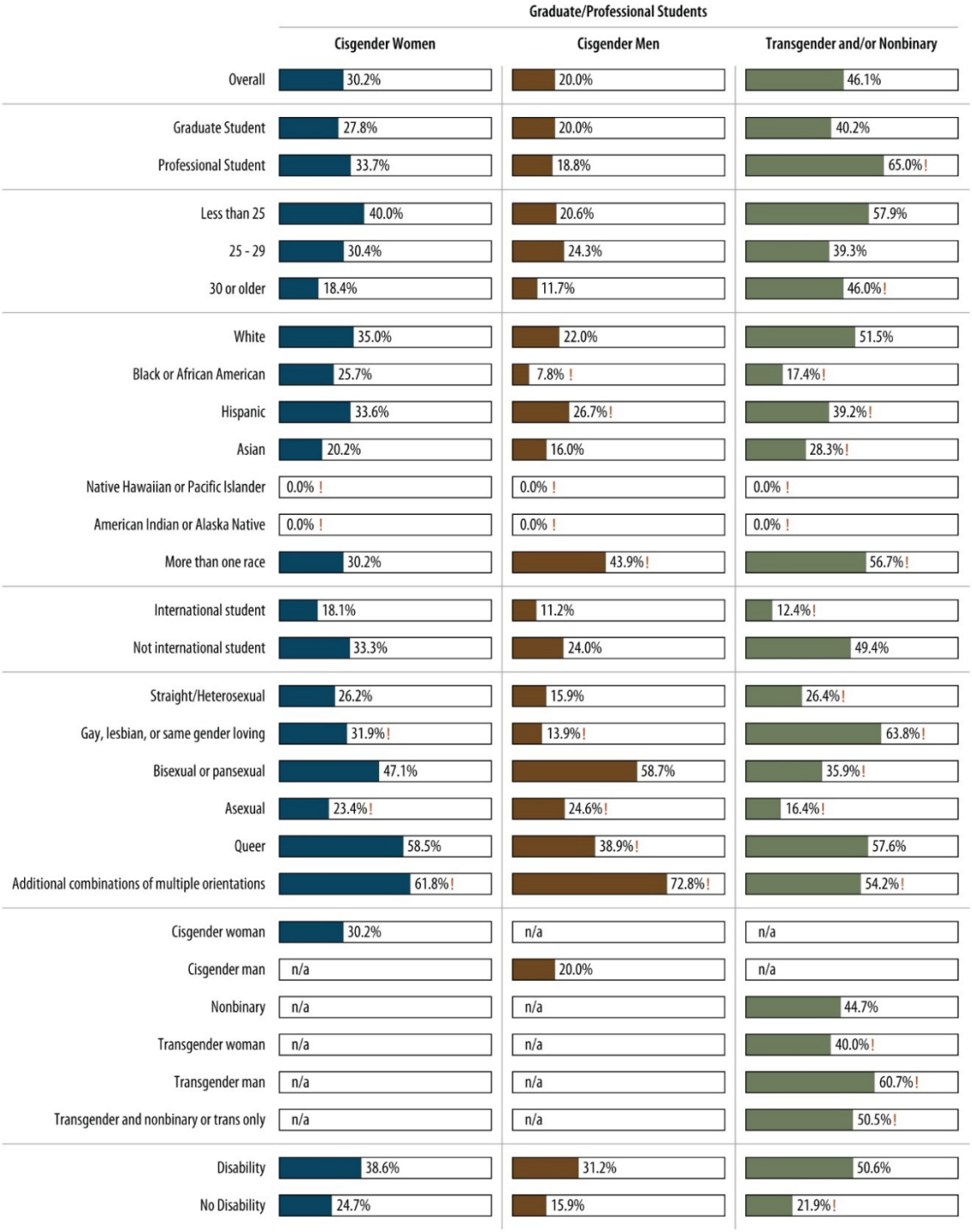
Notes: Percentages are of students.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-3a1 through D-3a3.

Figure 5. Stalking (in 2024–2025 Academic Year) Prevalence (% of Students), by Student Characteristics, Undergraduates



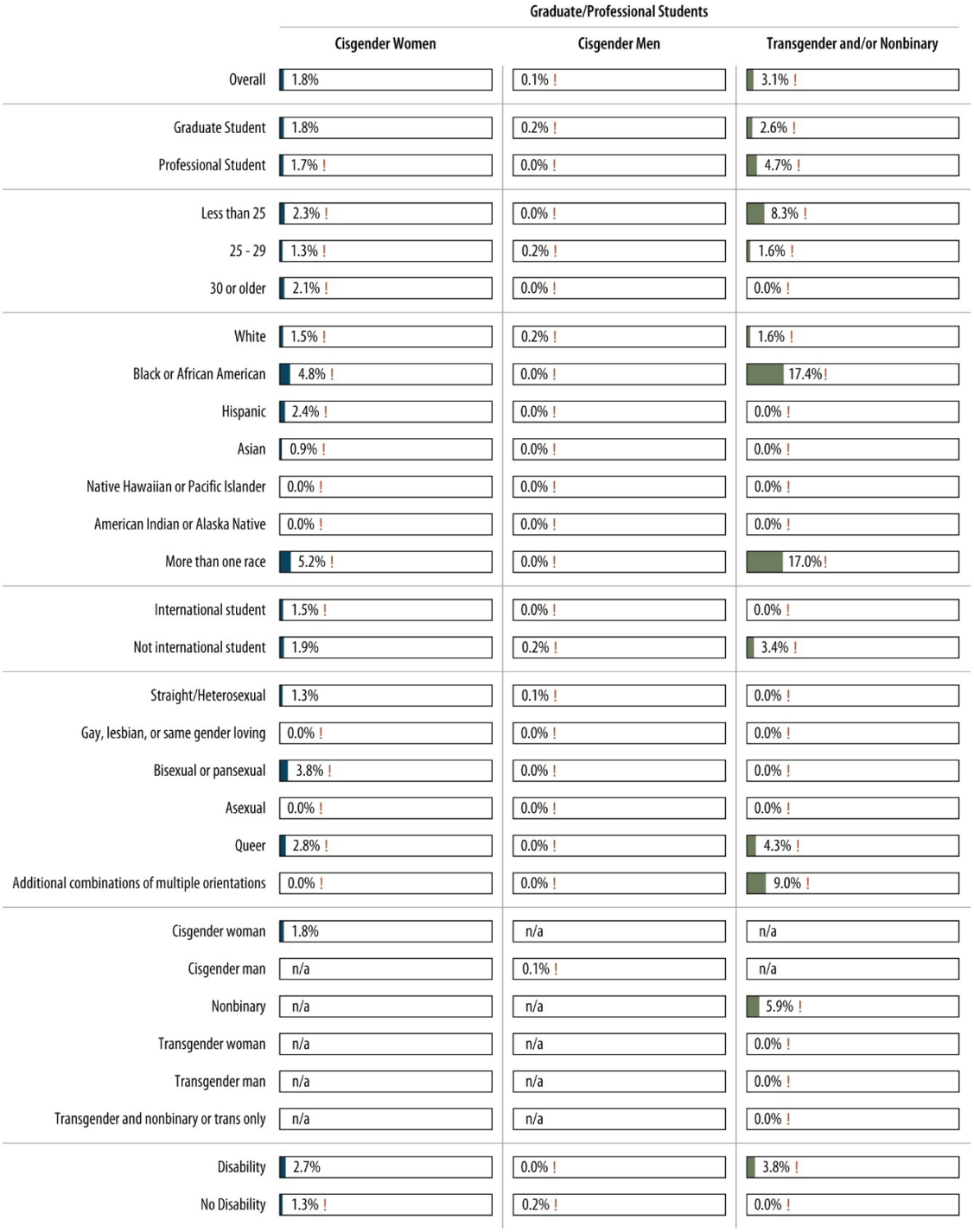
Notes: Percentages are of students.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-3a1 through D-3a3.

Figure 6. Sexual Harassment (in 2024–2025 Academic Year) Prevalence (% of Students), by Student Characteristics, Graduate/Professional Students



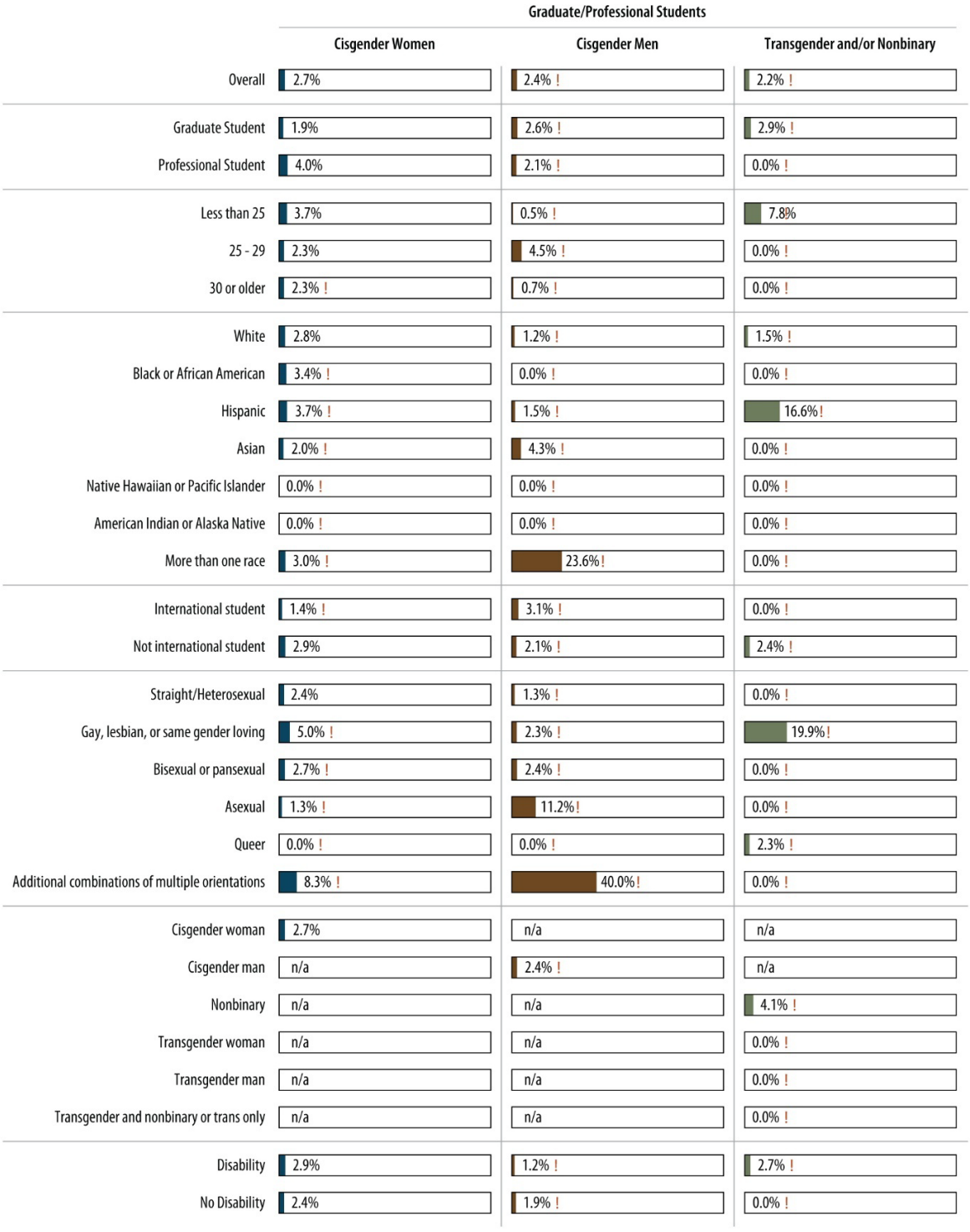
Notes: Percentages are of students.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-3a4 through D-3a6.

Figure 7. Sexual Assault (in 2024–2025 Academic Year) Prevalence (% of Students), by Student Characteristics, Graduate/Professional Students



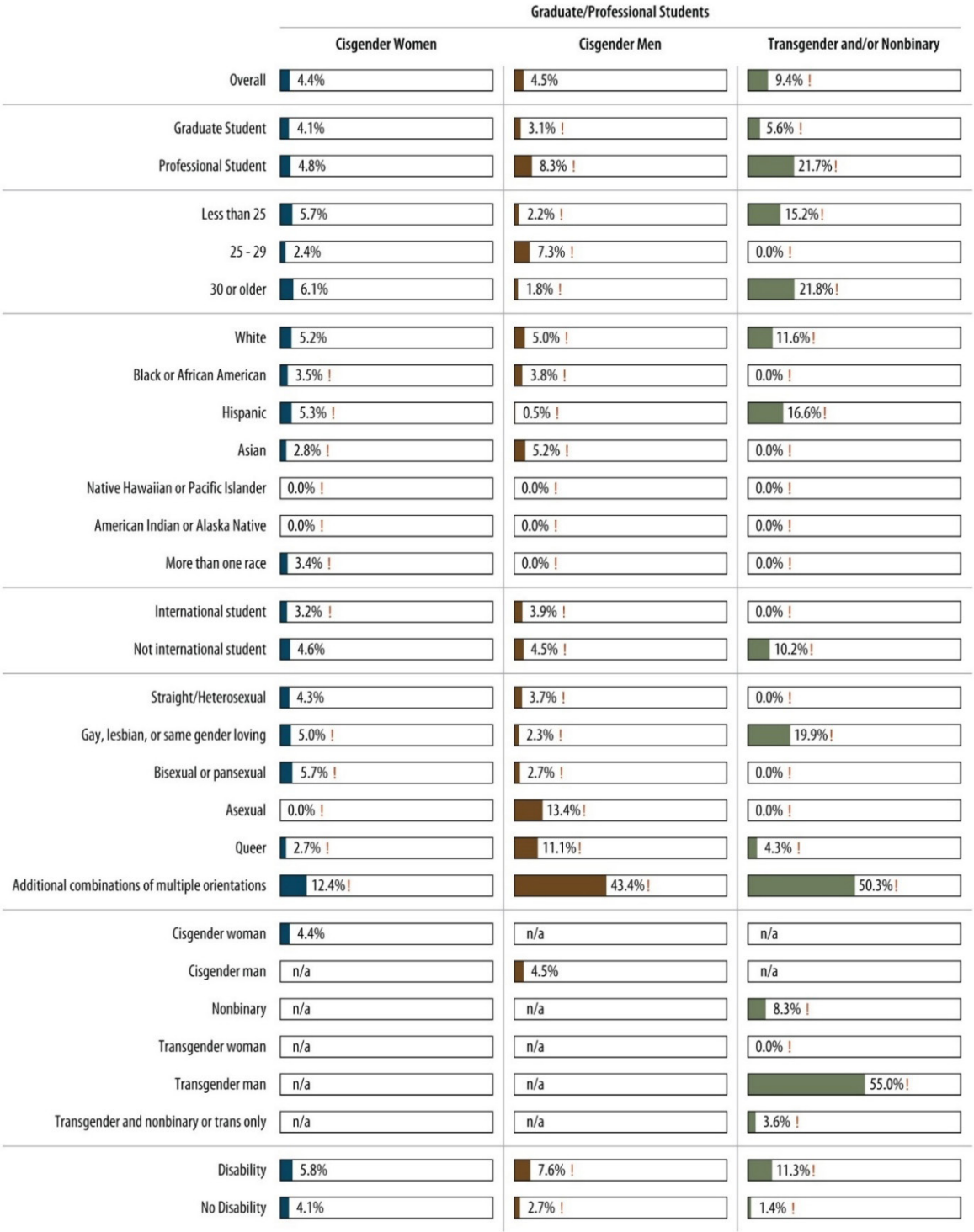
Notes: Percentages are of students.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-3a4 through D-3a6.

Figure 8. Intimate Partner Violence (in 2024–2025 Academic Year) Prevalence (% of Students), by Student Characteristics, Graduate/Professional Students



Notes: Percentages are of students.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-3a4 through D-3a6.

Figure 9. Stalking (in 2024–2025 Academic Year) Prevalence (% of Students), by Student Characteristics, Graduate/Professional Students



Notes: Percentages are of students.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-3a4 through D-3a6.

Overall patterns from the subgroup analyses suggest the following.

- For undergraduate cisgender women, the subgroups of students who tended to have the highest prevalence rates for multiple types of victimization include cisgender women with a diagnosed or documented disability[16] and students who identify as queer

  – **Sexual harassment:** Analysis of 2024–2025 prevalence estimates showed that 69.6% of undergraduate cisgender women who indicated that they had a diagnosed or documented disability experienced sexual harassment, compared to 48.8% of undergraduate cisgender women without a diagnosed or documented disability. Undergraduate cisgender women who were queer, gay, lesbian, same gender loving, bisexual, or pansexual, and domestic (as opposed to international) were more likely to be sexually harassed.[17]

  – **Stalking:** Fourth-year students seemed to be at increased risk compared to other years of study, and domestic students were at greater risk of experiencing stalking than their international counterparts. Undergraduate cisgender women who were Hispanic or identify as more than one race appeared to experience stalking at higher rates than other races/ethnicities. Having a diagnosed or documented disability and being queer or asexual were also associated with an increased risk of experiencing stalking.

  – **Sexual assault:** Cisgender women who had a diagnosed or documented disability, were bisexual, pansexual, or queer, or were domestic (as opposed to international) students were more likely to be sexually assaulted during the 2024–2025 academic year. First-year undergraduate cisgender women students and younger students also appeared to have higher rates of sexual assault, rape, and sexual battery than other years of study.

  – **Sexual assaults in during other reference periods:** Undergraduate cisgender women who described themselves as queer had the highest rates for multiple reference periods, including lifetime (53.0%), before enrolling at MSU (39.1%), and since enrolling at MSU (32.1). Cisgender women who indicated they had a diagnosed or documented disability had a higher rate of sexual assault since enrolling at MSU (25.4%) than cisgender women without a diagnosed or documented disability (12.7%). Not surprisingly, upper-class cisgender women, those who had been enrolled for longer periods of time, and older cisgender women students had higher lifetime rates as well as “since enrolling at MSU” rates. Cisgender women who were involved in Fraternity and Sorority life had a higher rate of sexual assault since entering MSU (21.7%) than cisgender women who were not (16.5%).

- For undergraduate cisgender men, the subgroups of students who tended to have the highest prevalence estimates across victimization types included cisgender men with diagnosed or documented disabilities; cisgender men who were gay, bisexual, pansexual, or a combination of multiple orientations; and Hispanic, Black/African American, and white cisgender men.

  – **Sexual harassment:** Analysis of the 2024–2025 prevalence estimates revealed that undergraduate cisgender men who described themselves as gay, bisexual, pansexual, or some combination of multiple orientations had the highest rates of sexual harassment of any subgroup. Intimate partner violence was most prevalent among cisgender men who identified as more than one race (8.6%) and cisgender men who indicated that they had a diagnosed or documented disability (8.3%).

  – **Sexual assaults:** Analysis of sexual assaults experienced during other reference periods showed that undergraduate cisgender men who described their sexual orientation as some combination of multiple orientations had the highest rates of sexual assault

[16] We are unable to determine whether any given documented disability is a result of an assault (e.g., PTSD) or if a students’ disability existed prior to being assaulted.

[17] However, coerced sexual contact appeared to be higher among cisgender undergraduate women who were international students than those who were not.

experienced before MSU (26.5%) and since enrolling at MSU (41.3%) of any subgroup. Not surprisingly, upperclassmen, those who had been enrolled for longer periods of time, and older students had higher lifetime rates of sexual assault. Cisgender men who were involved in Fraternity and Sorority life had a higher rate of sexual assault since entering MSU (6.9%) than cisgender men who were not (4.5%).

- For transgender and/or nonbinary undergraduates, many of the prevalence estimates for subgroups are based on relatively small numbers of respondents and are therefore not statistically precise, so the number of findings that can be credibly described is limited.

  – **Sexual harassment:** Sexual harassment rates were higher for transgender and/or nonbinary undergraduates with a diagnosed or documented disability (75.0%) compared to those without a diagnosed or documented disability (51.7%).

- For cisgender women graduate/professional students, the subgroups of students who tended to have the highest prevalence estimates across victimization types include cisgender women with documented or diagnosed disabilities or are less than 25 years of age. Estimates for almost all other subgroups are not statistically reliable.

  – **Sexual harassment and Intimate Partner Violence or Emotional Abuse/Coercive Control:** Analysis of the 2024–2025 prevalence estimates indicate that cisgender women graduate/professional students who described themselves as queer, bisexual, pansexual experienced the highest rate of sexual harassment. Cisgender women graduate/professional students who indicated that they had a diagnosed or documented disability had higher rates of sexual harassment than those who did not (38.6% and 24.7%, respectively) and of intimate partner violence or emotional abuse/coercive control (7.5% and 5.2%). White cisgender women had a higher rate of sexual harassment (35.0%) than other racial/ethnic groups, and cisgender women who were professional students had higher rates of sexual harassment (33.7%) than graduate students (27.8%).

  – **Sexual assaults:** Analysis of sexual assaults experienced during other reference periods showed that cisgender women graduate/professional students who described themselves as queer, bisexual, pansexual, or some combination of multiple orientations had the highest rates of sexual assault before enrolling at MSU and in their lifetimes of any subgroup. Cisgender women who indicated that they had a diagnosed or documented disability had higher rates than those without a disability of lifetime sexual assault, sexual assault before enrolling at MSU, and since enrolling at MSU.

- Among cisgender men and transgender and/or nonbinary graduate/professional students, the prevalence estimates for subgroups are based on very small numbers of respondents, not statistically precise, and are therefore not described.

2.3 Additional Details: Sexual Harassment

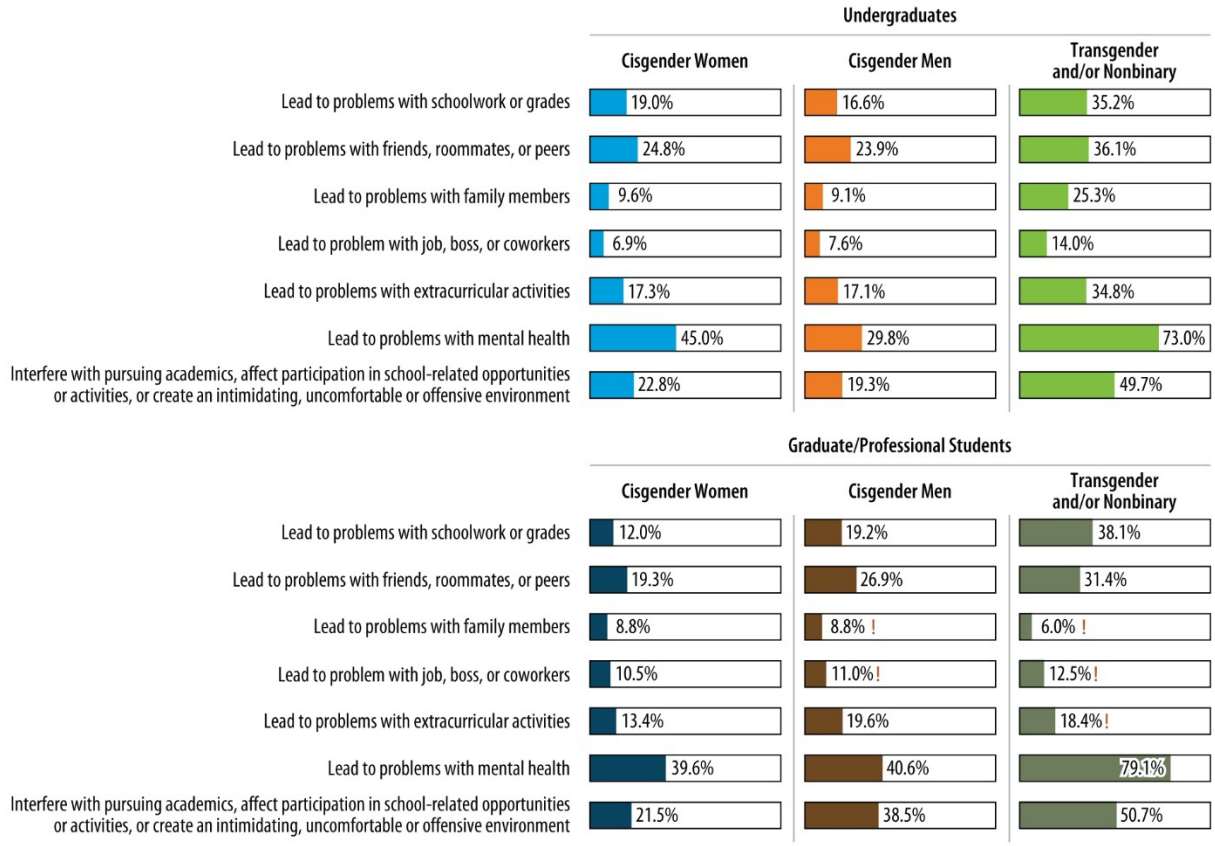
To better understand the sexual harassment that students experienced, Figure 10 shows the percentage of students who reported experiencing specific types of sexual harassment during the 2024–2025 academic year. As evident, the two most common types of sexual harassment were someone "referring to people of your gender in insulting or offensive terms" and someone "making sexual remarks, jokes, or stories." Both behaviors were common experiences: more than half of undergraduate cisgender women experienced each behavior. Very few students indicated that someone in a position of authority over them had promised them better treatment or implied favors if they engaged in sexual contact or implied or threatened worse treatment if they refused sexual contact.

Figure 10. Sexual Harassment (in 2024–2025 Academic Year) Prevalence (% of Students)

Notes: Percentages are of students.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Table D-4.

Details about the impact of the sexual harassment students experienced are shown in Figure 11. Most commonly, the sexual harassment led to problems with the students' mental health. For cisgender women undergraduates, 45.0% reported experiencing mental health problems, compared to 29.8% of cisgender men undergraduates, 73.0% of transgender and/or nonbinary undergraduates, 39.6% of cisgender women graduate/professional students, 40.6% of cisgender men graduate/professional students, and 79.1% of transgender and/or nonbinary graduate/professional students. The next most common problems reported had to do with friends, roommates, or peers. About 24.8% of undergraduate cisgender women, 23.9% of undergraduate cisgender men, 36.1% of transgender and/or nonbinary undergraduates, 19.3% of cisgender women graduate/professional students, and 26.9% of cisgender men graduate/professional students, and 31.4% of transgender and/or nonbinary graduate/professional students reported experiencing problems with friends, roommates, or peers as a result of their sexual harassment experiences.

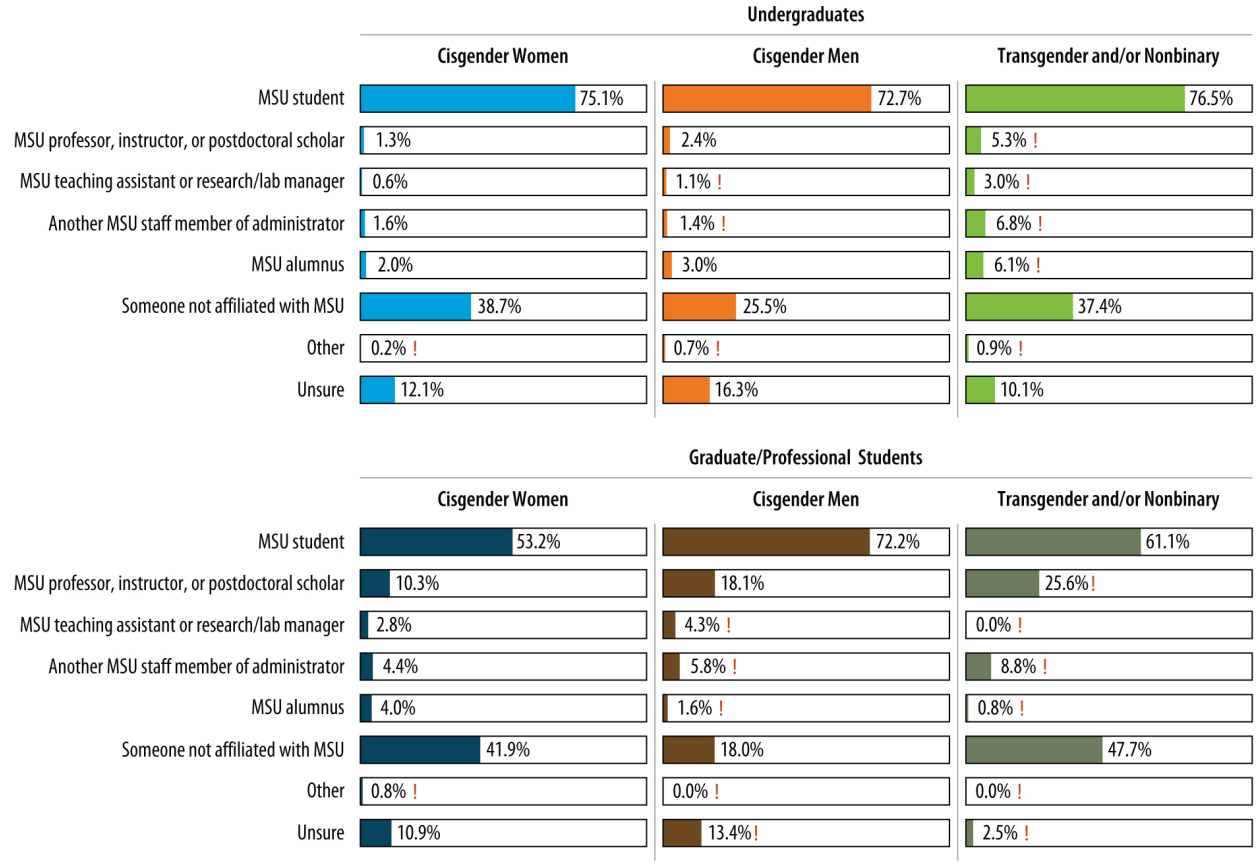
Figure 11. Impact of Sexual Harassment (% of Sexual Harassment Victims)



Notes: Percentages are of sexual harassment survivors.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Table D-5.

MSU students were the most common perpetrators of sexual harassment (see Figure 12). This was the case for about three-quarters of undergraduate cisgender women, undergraduate cisgender men, transgender and/or nonbinary undergraduates, and cisgender men graduate/professional students who experienced sexual harassment. About half of cisgender women graduate/professional students and transgender and/or nonbinary graduate/professional students indicated their sexual harassment perpetrators were MSU students. Individuals not affiliated with MSU were also responsible for a substantial proportion of sexual harassment incidents. In addition, 10.3% of cisgender women graduate/professional students and 18.1% of cisgender male graduate/professional students indicated that an MSU professor, instructor, or postdoctoral scholar engaged in sexual harassment.

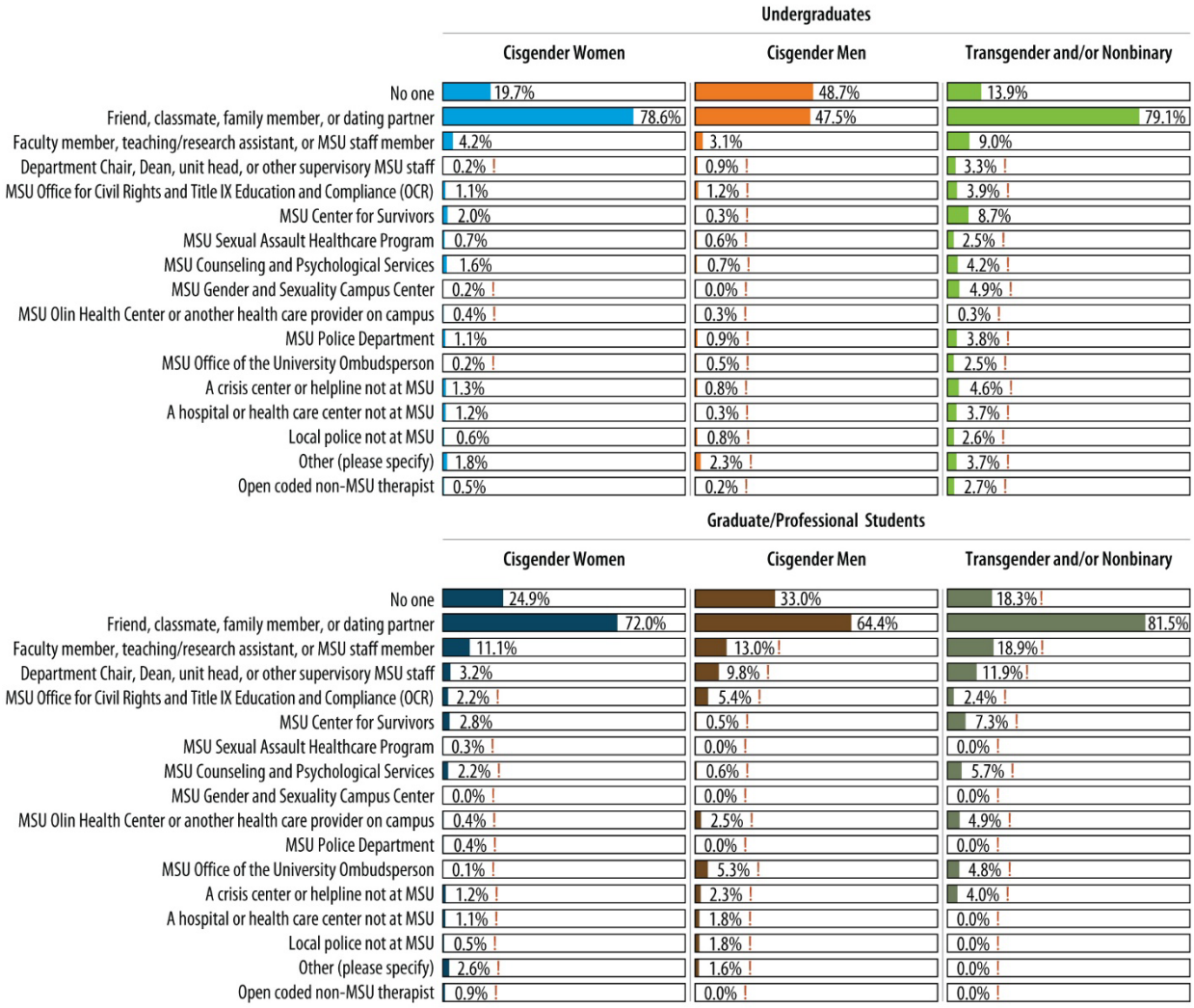
Figure 12. Sexual Harassment Perpetrator (% of Sexual Harassment Survivors)



Notes: Percentages are of sexual harassment survivors.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Table D-5.

More than three-quarters of cisgender women and transgender and/or nonbinary students (both undergraduate and graduate/professional students) and about half of cisgender men (both undergraduate and graduate/professional students) told someone close to them (i.e., friend, classmate, family member, or intimate partner) about the experience (see Figure 13). Very small proportions of students notified an office or resource at MSU, although 11.1% of cisgender women graduate/professional students told a faculty member, teaching/research assistant, or MSU staff member about their experiences.

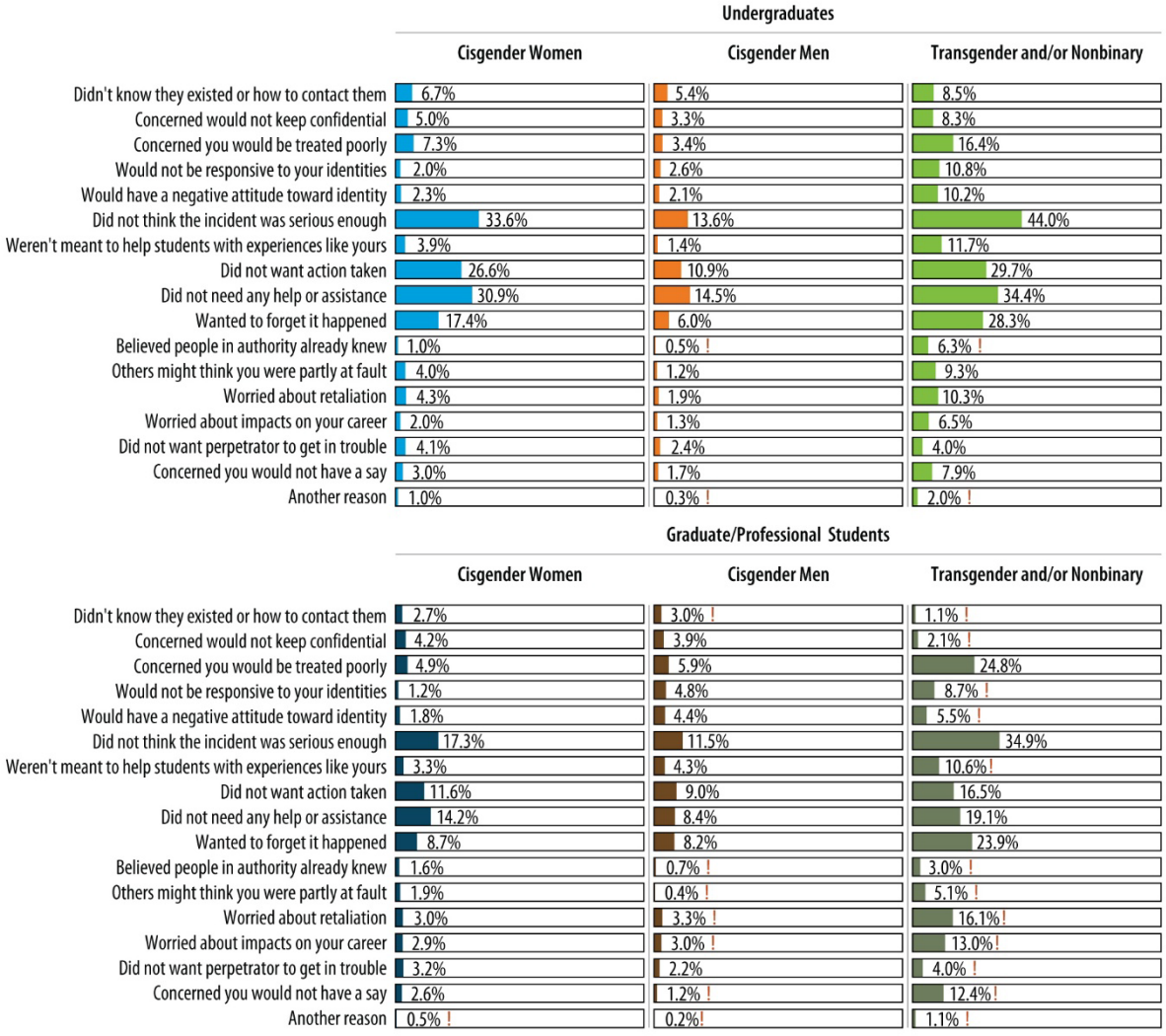
Figure 13. Sexual Harassment Disclosure (% of Sexual Harassment Survivors)



Notes: Percentages are of sexual harassment survivors.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Table D-6.

Students who experienced sexual harassment and did not disclose their experience to a formal source of support were asked a follow-up question about their reasons for not reporting. The results are shown in Figure 14. For almost all student groups, the most common reason cited for not contacting any people or organizations was that they did not think their experiences were serious enough to report. For cisgender male undergraduate students, the most common reason was that they did not need any help or assistance. Not needing any help or assistance was the next most common reason for all other student groups except transgender and/or nonbinary graduate/professional students, who cited concerns about being treated poorly as the second most common reason for not reporting. Transgender and/or nonbinary graduate/professional students were more likely to express concerns about retaliation or negative impacts on their career, but they also endorsed the reasons reported by the other student groups.

Figure 14. Reasons for Not Reporting Sexual Harassment (% of Sexual Harassment Victims Who Did Not Disclose)



Notes: ! Estimate is considered not reliable.
Estimate is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-7a and D-7b.

2.4 Additional Details: Sexual Assault

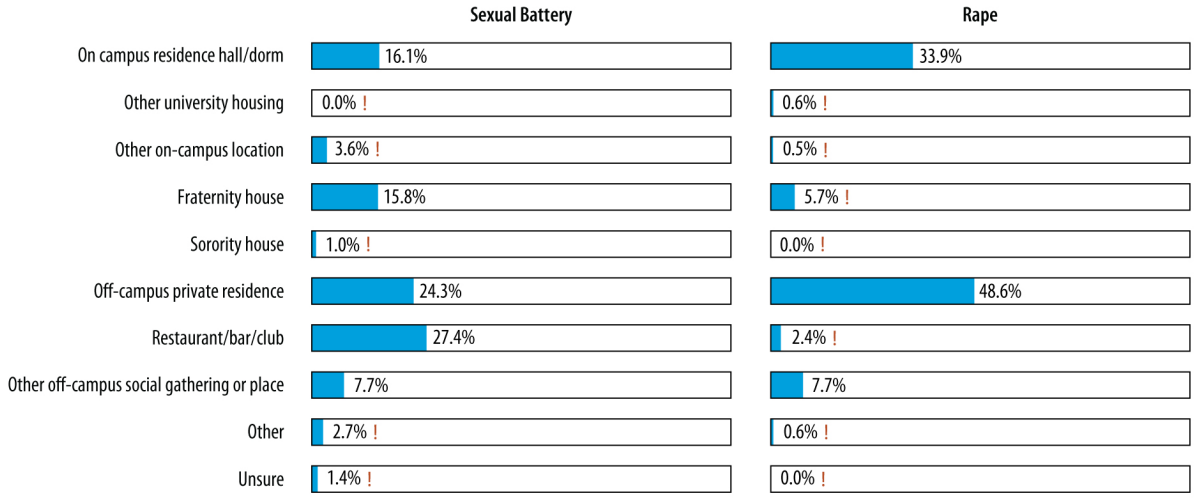
Recent sexual assault survivors (i.e., students who indicated that they had experienced one or more incidents of sexual assault during the 2024–2025 academic year) were asked a detailed set of questions about each incident (up to three incidents) in the survey. These questions were asked to better understand the context in which sexual assault incidents occur, as well as students' experiences with disclosure and reporting, and the impact of the incidents.

Incident Characteristics

The survey gathered detailed information about the tactic used during the incident (e.g., force, incapacitation), the location of incidents, number and gender of perpetrators, perpetrator affiliation with MSU, the victim's relationship to the perpetrator, and drug and alcohol use by the perpetrator and victim. All details were analyzed separately for rape and sexual battery incidents (as well as for all sexual assault incidents) experienced in the 2024–2025 academic year, for each student population to understand the differences in the rape and sexual battery incidents.

Figure 15 shows the locations of rape and sexual battery incidents that undergraduate cisgender women experienced (the student population with the highest number of incidents). As evident, the majority of rape incidents (48.6%) took place in off-campus private residences, and the second most common location for rape incidents (33.9%) was on-campus residence halls/dorms. For sexual battery incidents experienced by undergraduate cisgender women, the most common locations were restaurants/bars/clubs (27.4%), off-campus private residences (24.3%), and on-campus residence halls/dorms (16.1%). The most common locations for both rape and sexual battery incidents were similar for the other student groups, but most of these estimates lack statistical power and precision and are therefore considered not statistically reliable

Figure 15. Location of Rape and Sexual Battery Incidents (% of Incidents), Undergraduate Cisgender Women



Notes: Percentages are of incidents.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-8b and D-8c.

Other contextual characteristics of rape and sexual battery incidents experienced in the 2024–2025 academic year are shown in Figure 16 (undergraduate cisgender women). Several differences in rape and sexual battery incidents are evident. For example, although the most common tactic used to achieve both rape and sexual battery incidents was the person "ignoring you when you said 'no' or just

[doing] it without your consent, when you did not want it to happen," it is clear that threats and physical force were fairly common among rape incidents (26.3%), along with the victim being "unable to provide consent or stop what was happening because [you] were incapacitated, passed out, unconscious, blacked out, or asleep" (37.4%), whereas less than a quarter of the sexual battery incidents experienced by undergraduate cisgender women were attributed to these two tactics. Other differences were that sexual battery incidents were more likely to be perpetrated by a stranger (44.4%), and rape incidents by an "acquaintance, friend of a friend, or someone you just met" (43.5%), and that sexual battery incidents were slightly more likely than rape incidents to involve alcohol or drug use on the part of the perpetrator and/or the victim. The most common category of perpetrator was an MSU student, which was the case for both rape (69.9%) and sexual battery (68.4%) incidents.

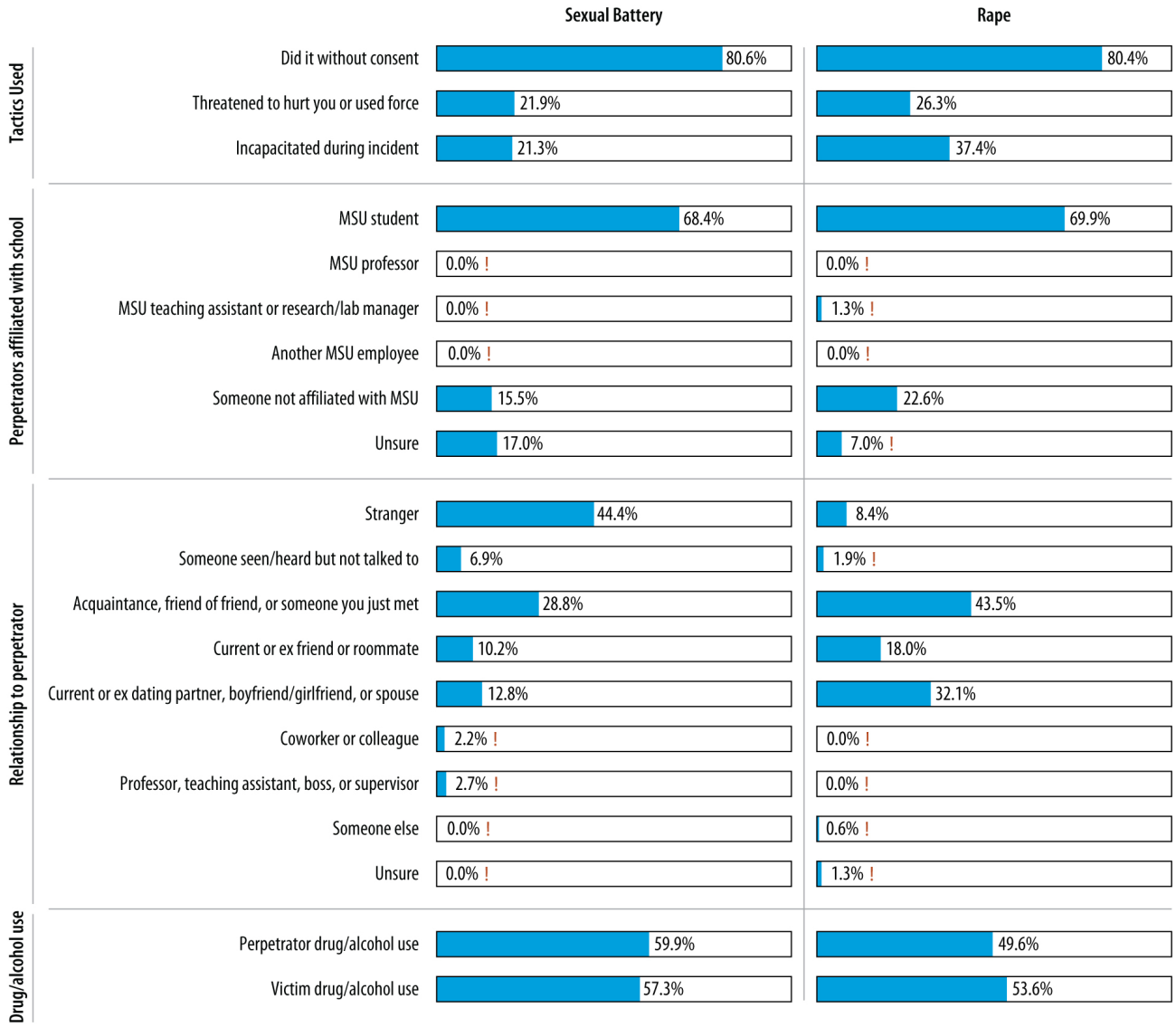
Most of the incident characteristics estimates for sexual battery and rape incidents experienced by members of the other student groups (Figures 17 and 18) lack statistical power and precision and are therefore considered not statistically reliable.

The largest number of sexual assault incidents took place in October for both undergraduate cisgender women and men. These estimates for the other student groups lack statistical power and precision and are therefore considered not statistically reliable. Of the 1,853 sexual assault incidents undergraduate cisgender women experienced during the 2024–2025 academic year,[18] the breakdown of incidents by month and year of study is shown in Figure 19. September and October were seemingly high-risk months for cisgender women in all years of study, but the disproportionately high number of incidents for first- and third-year students during these months shows prominent evidence of a period of elevated risk for first- and third-year[19] undergraduate cisgender women during September and October. It is important to note that survey data was collected from March to May of 2025, so estimates for the incidents that occurred during those months may be undercounted.

[18] As noted earlier, this is a weighted number, which reflects the entire population of undergraduate cisgender women at MSU.

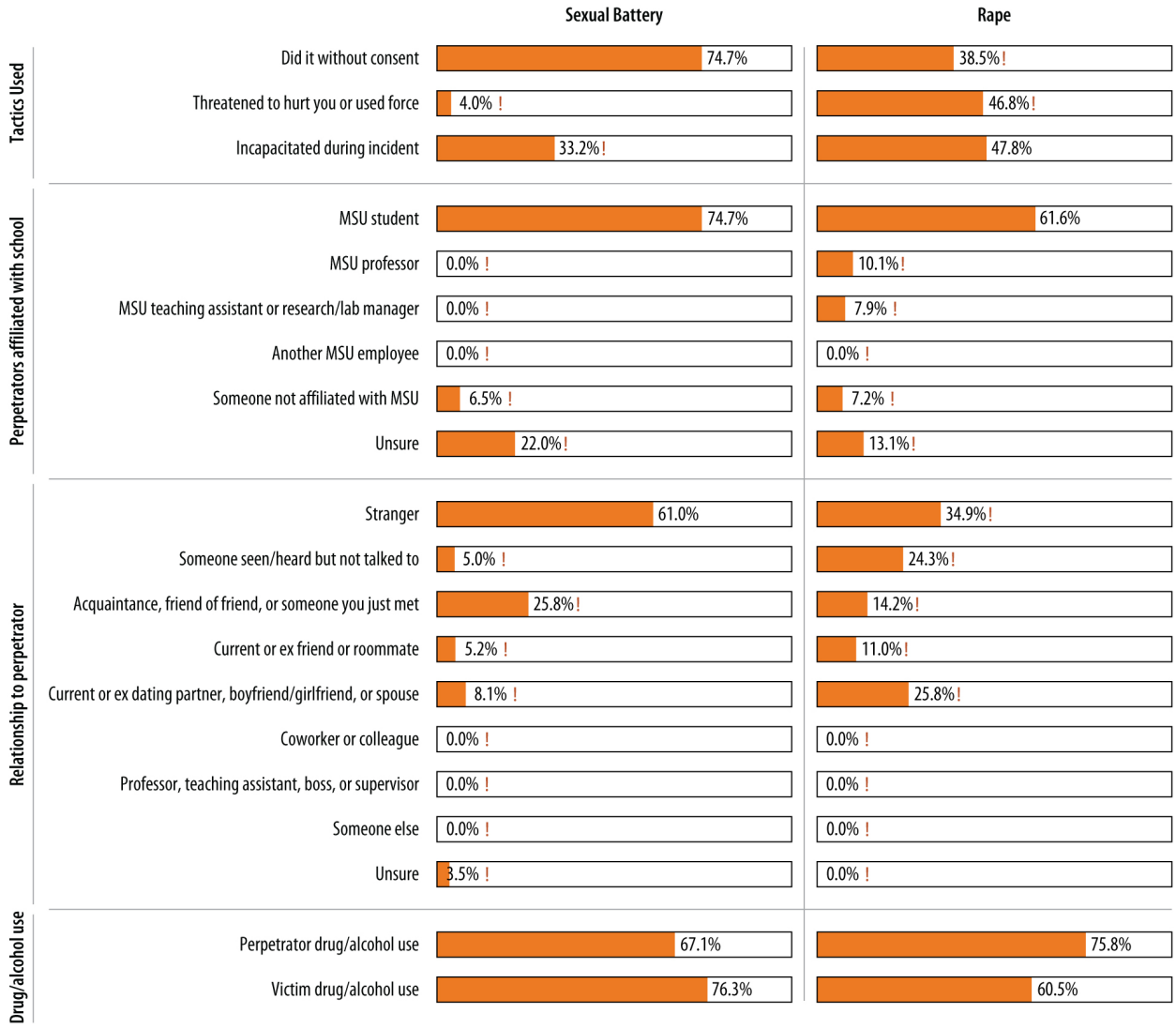
[19] Estimates for cisgender men undergraduates, transgender and/or nonbinary undergraduates, cisgender men graduate/professional students, and transgender and/or nonbinary graduate/professional students were imprecise statistically.

Figure 16. Sexual Battery and Rape Incident Characteristics (% of Incidents), Undergraduate Cisgender Women



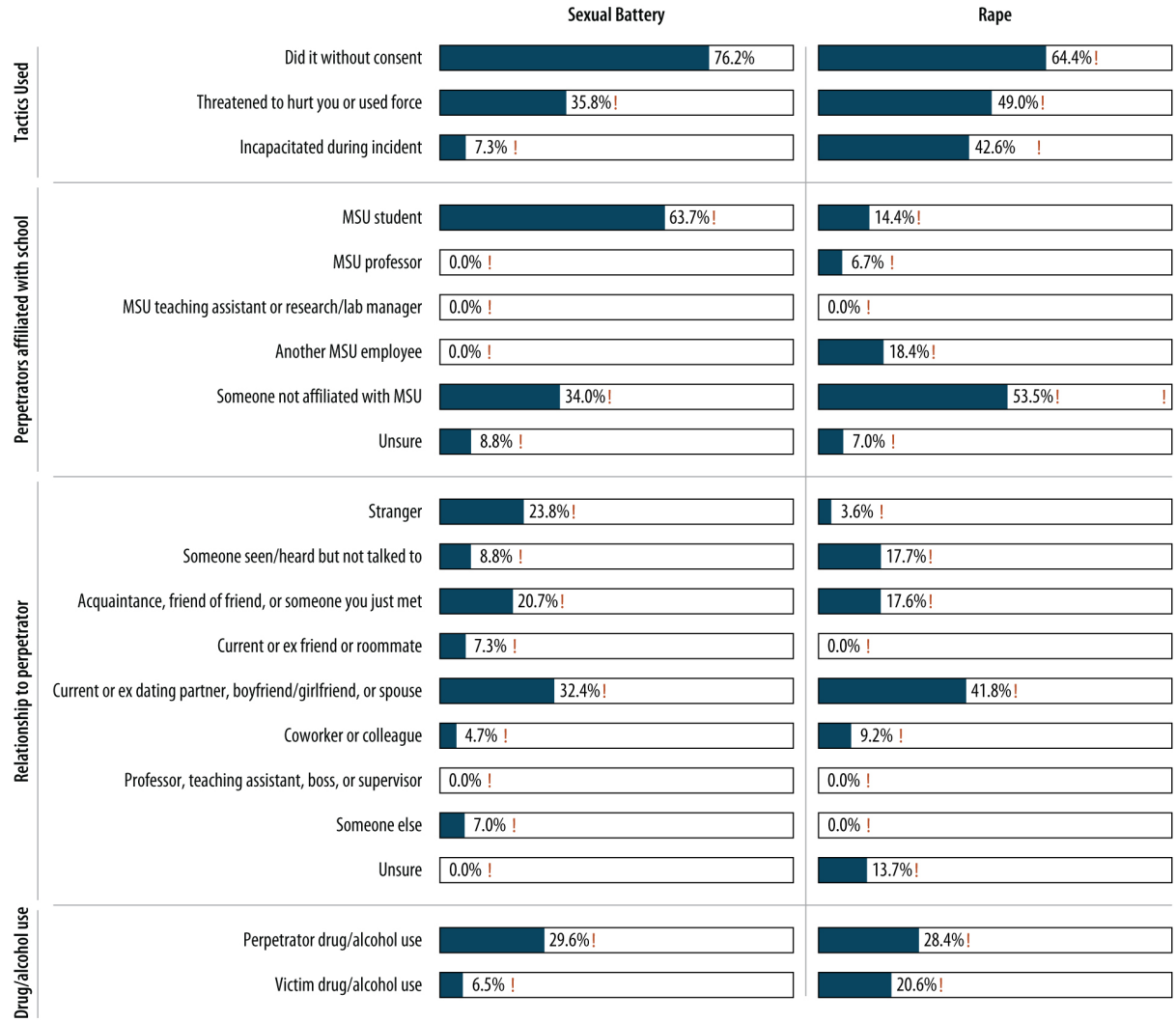
Notes: Percentages are of incidents.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-8b and D-8c.

Figure 17. Sexual Battery and Rape Incident Characteristics (% of Incidents), Undergraduate Cisgender Men



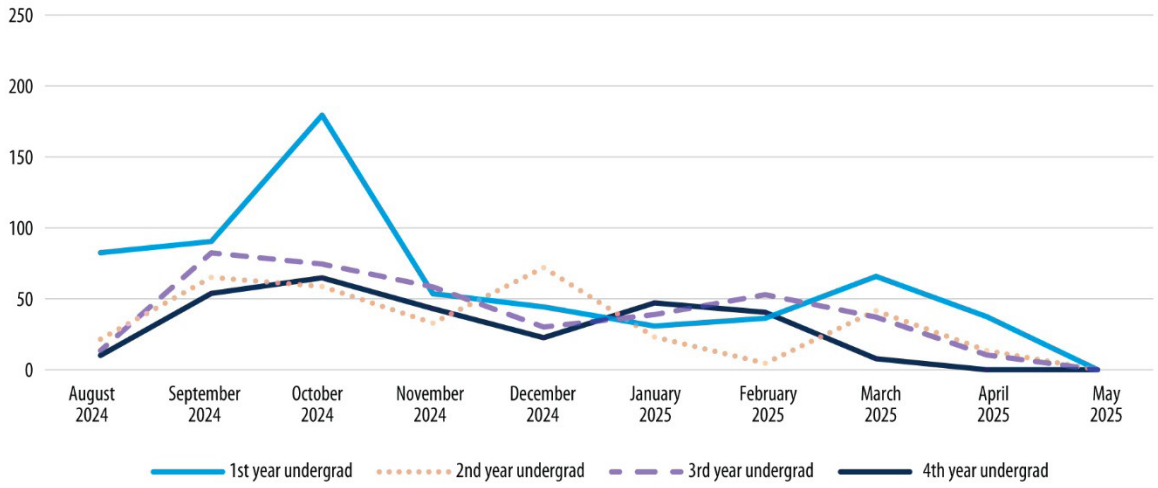
Notes: Percentages are of incidents.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-8b and D-8c.

Figure 18. Sexual Battery and Rape Incident Characteristics (% of Incidents), Cisgender Women Graduate/Professional Students



Notes: Percentages are of incidents.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-8b and D-8c.

Figure 19. Number of Incidents by Month and Year of Study, Undergraduate Cisgender Women

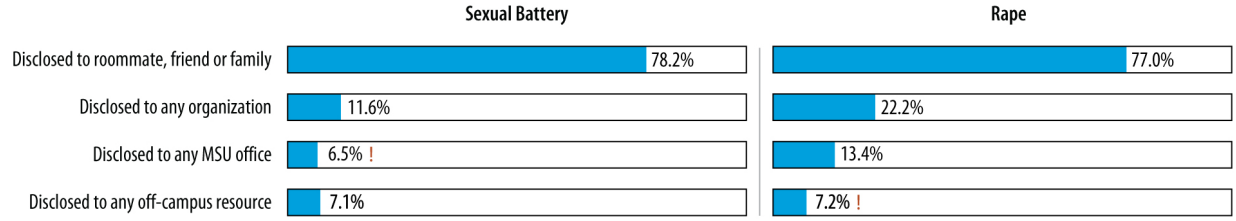


Notes: Students who selected "other" and indicated they were in their 5th or 6th year of undergraduate work were included with seniors/4th-year undergraduates. For an accessible version of the information shown in this figure, see Appendix D Table D-9b.

Disclosure and Reporting

Survivors' disclosure of sexual assault incidents to various sources was covered in detail in the survey. Figure 20 shows the proportion of rape and sexual battery incidents undergraduate cisgender women experienced in 2024–2025 that were disclosed to various sources.

Figure 20. Disclosure of Sexual Battery and Rape Incidents (% of Incidents), Undergraduate Cisgender Women



Notes: Percentages are of incidents.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-11b and D-11c.

A few patterns are evident, which are summarized below.

- In over three-fourths of sexual battery incidents (78.2%) and 77.0% of rape incidents that undergraduate cisgender women experienced, the survivors disclosed the assault to a roommate, friend, or family member.
  - Slightly lower levels of disclosure of sexual battery incidents were found for undergraduate cisgender men (69.4%) and transgender and/or nonbinary undergraduates (53.2%), but rates of disclosure of rape incidents were high for

undergraduate cisgender men (81.3%) and transgender and/or nonbinary undergraduates (100.0%).[20]

  - Formal disclosure, including disclosure to any MSU office/resource[21] or off-campus office/resources[22] by the victim (or someone else), was considerably lower. Less than a quarter (22.2%) of rape incidents and 11.6% of sexual battery incidents experienced by undergraduate cisgender women were disclosed to any formal source by the victim. In 13.4% of rape incidents that undergraduate cisgender women experienced, the student disclosed the incident to, or sought services from, an MSU office. Estimates for all other student populations were not statistically reliable.

- Among the incidents for which the student disclosed or sought services from an MSU office, the vast majority of survivors perceived that the organization was helpful. In 92.1% of rape incidents and 100.0% of sexual battery incidents undergraduate cisgender women experienced that were disclosed to an MSU office, the survivor indicated that the office was helpful. In 80.0% of sexual battery incidents undergraduate cisgender women experienced that were disclosed to an off-campus resource, the survivor indicated that the office was helpful.[23]

  - Estimates for all other student populations were not statistically reliable.

Undergraduate cisgender women cited a number of reasons they did not report rape and sexual battery incidents or seek services from any resource (either on or off campus) (see Figure 21). For both sexual battery and rape incidents, the student most commonly did not disclose the incident or seek services because she did not want action taken, did not think the incident was serious enough to report, or wanted to try to forget it happened.

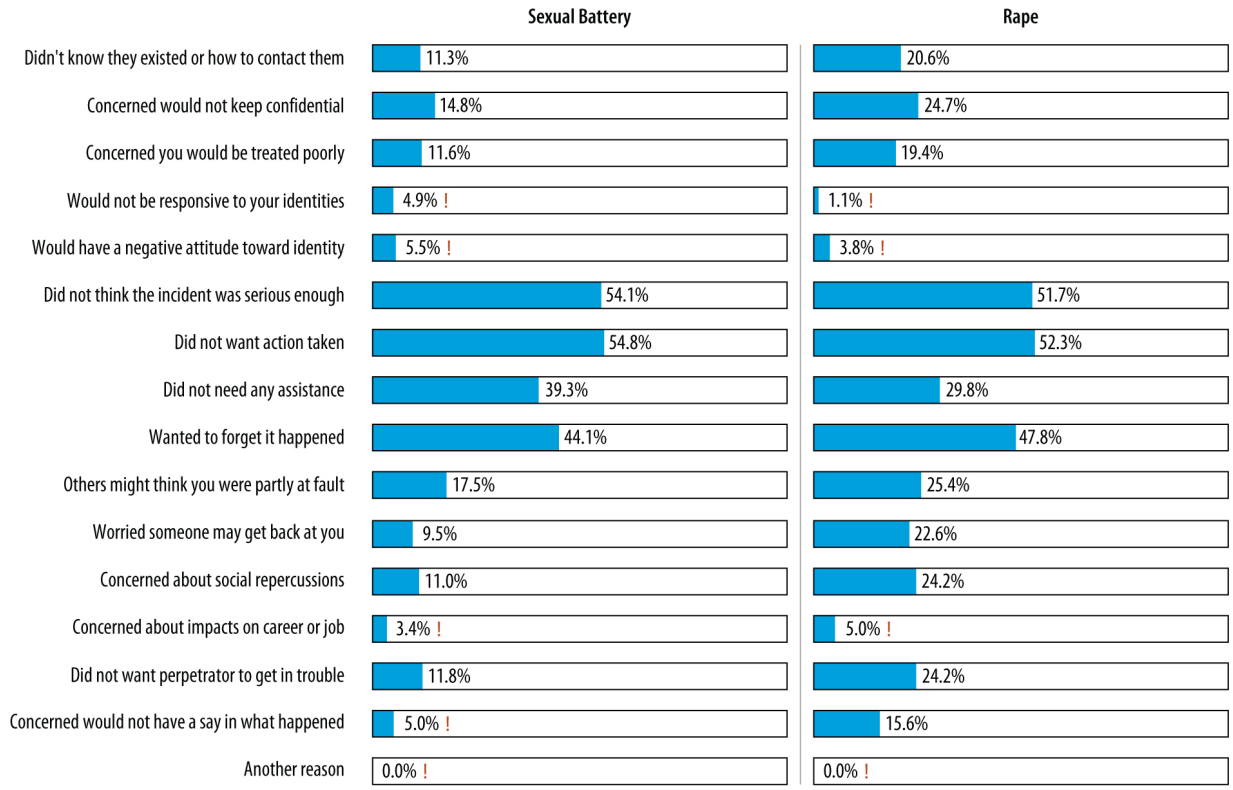
[20] The other estimates were imprecise statistically.

[21] Resources included the Office for Civil Right's Investigation, Support and Resolution Department (ISR; Title IX), MSU Center for Survivors, MSU Sexual Assault Healthcare Program, MSU Counseling and Psychological Services (CAPS), MSU Gender and Sexuality Campus Center, MSU Olin Health Center or another health care provider on campus, MSU Police Department, MSU Office of the University Ombudsperson, or another faculty, staff, or administrator at MSU.

[22] These resources included a crisis center or helpline not at MSU, a hospital or health care center not at MSU, or local police not at MSU, such as the county or city police department.

[23] Some survivors who filled in the open-ended question in the survey noted that specific MSU resources (e.g., MSU Center for Survivors, CAPS) were helpful and supportive.

Figure 21. Reasons for Not Reporting Sexual Battery and Rape Incidents (% of Incidents), Undergraduate Cisgender Women



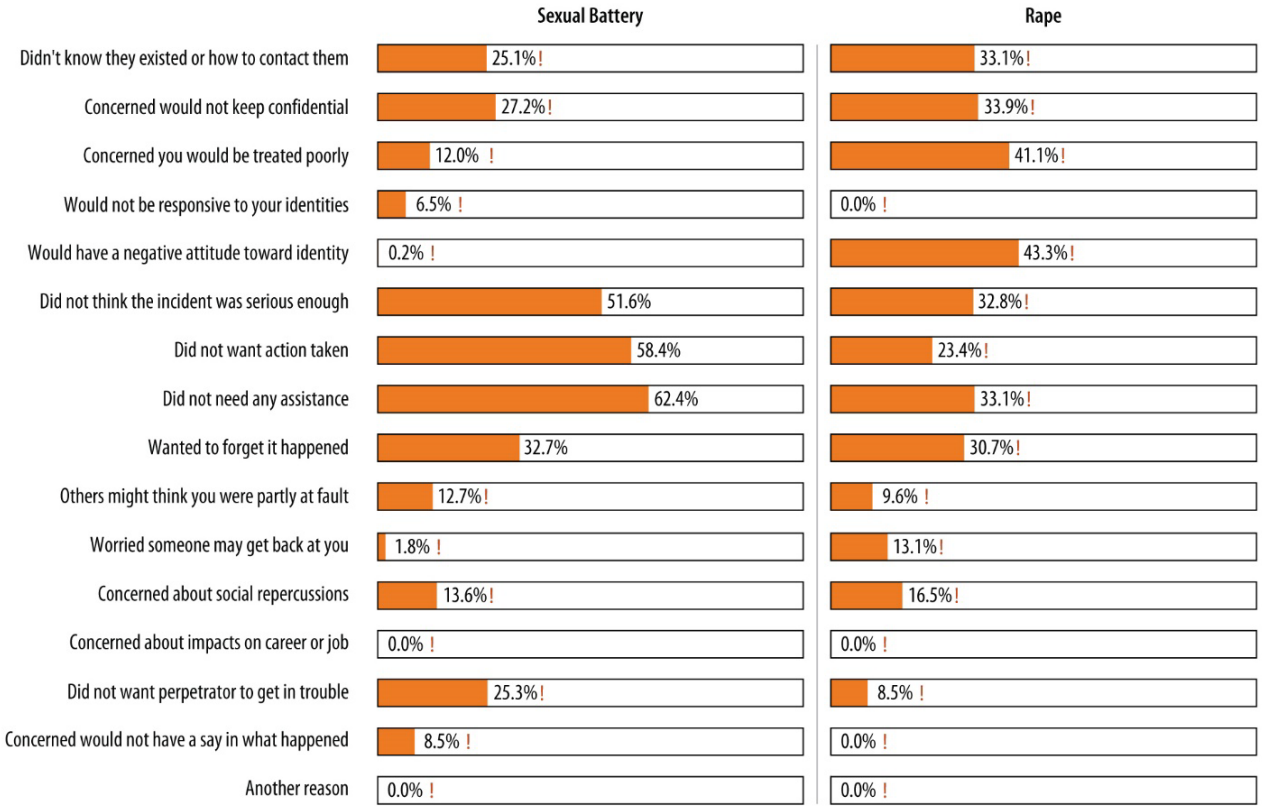
Notes: Percentages are of incidents.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-12b and D-12c.

Undergraduate cisgender men also cited a number of reasons they did not report sexual battery incidents (see Figure 22), including that the student did not need any assistance, did not want any action taken, or did not think the incident was serious enough to report. For rape incidents, the most common reasons cited were believing the resource would have a negative attitude toward their identities, concern about being treated poorly, and concern the information would not be kept confidential.

Most estimates for graduate/professional student populations for both genders were not statistically reliable (see estimates for cisgender women in Figure 23).[24]

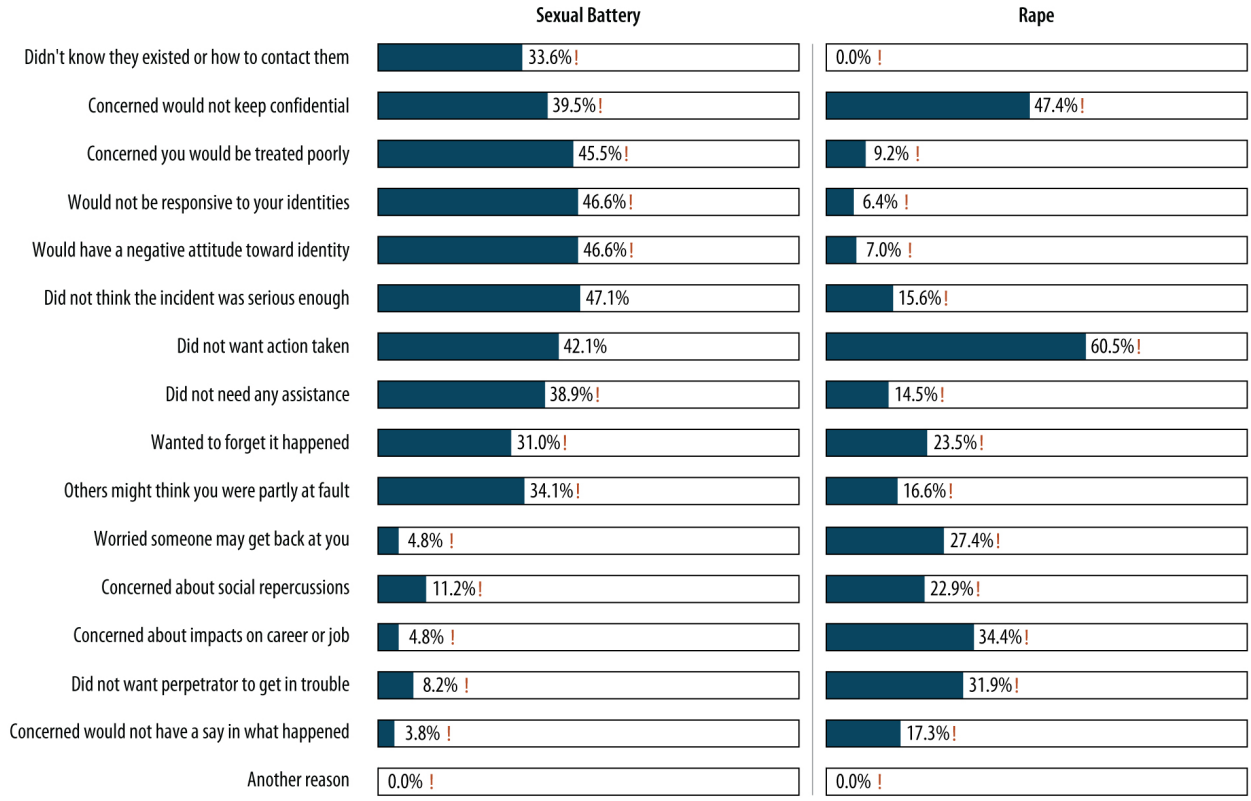
[24] The data for cisgender men are not discussed or presented because all of the results lack precision statistically.

Figure 22. Reasons for Not Reporting Sexual Battery and Rape Incidents (% of Incidents), Undergraduate Cisgender Men



Notes: Percentages are of incidents.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-12b and D-12c.

Figure 23. Reasons for Not Reporting Sexual Battery and Rape Incidents (% of Incidents), Cisgender Women Graduate/Professional Students

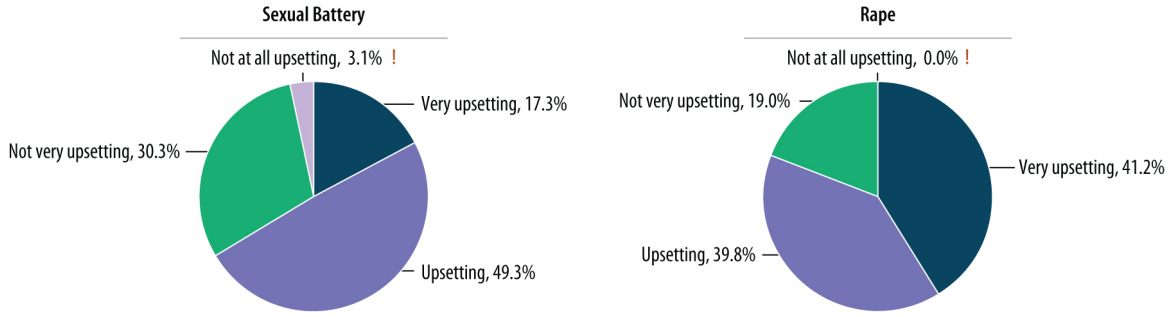


Notes: Percentages are of incidents.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-12b and D-12c.

Incident Impact

Students who experienced sexual assault were impacted in a number of ways. Rape incidents were more upsetting to students and led to more problems in various areas of their lives than sexual battery incidents. Figure 24 shows the perception of rape and sexual battery incidents that undergraduate cisgender women experienced during the 2024–2025 academic year. As evident, almost half of rape incidents and a fifth of sexual battery incidents were considered by the student to be “very upsetting,” and more than a third of rape incidents and over half of sexual battery incidents were considered to be “upsetting.” Figures 25 and 26 show the perceptions of sexual battery incidents on undergraduate cisgender men and graduate/professional cisgender women students, respectively. Impacts of rape incidents are not presented for these groups, because they are largely not statistically reliable.

Figure 24. Perception of Rape and Sexual Battery Incidents (How Upsetting; % of Incidents), Undergraduate Cisgender Women



Notes: Percentages are of incidents.
! Estimate is considered not reliable statistically because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-13b and D-13c.

Figure 25. Perception of Sexual Battery Incidents (How Upsetting; % of Incidents), Undergraduate Cisgender Men

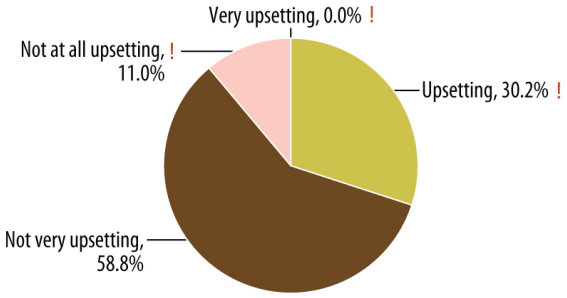
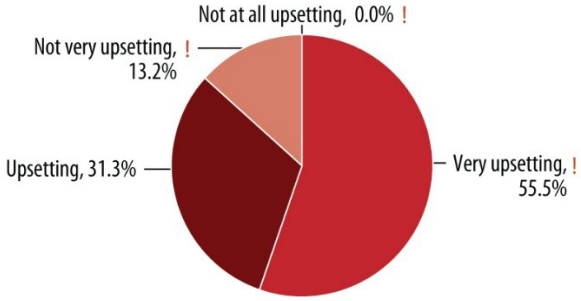


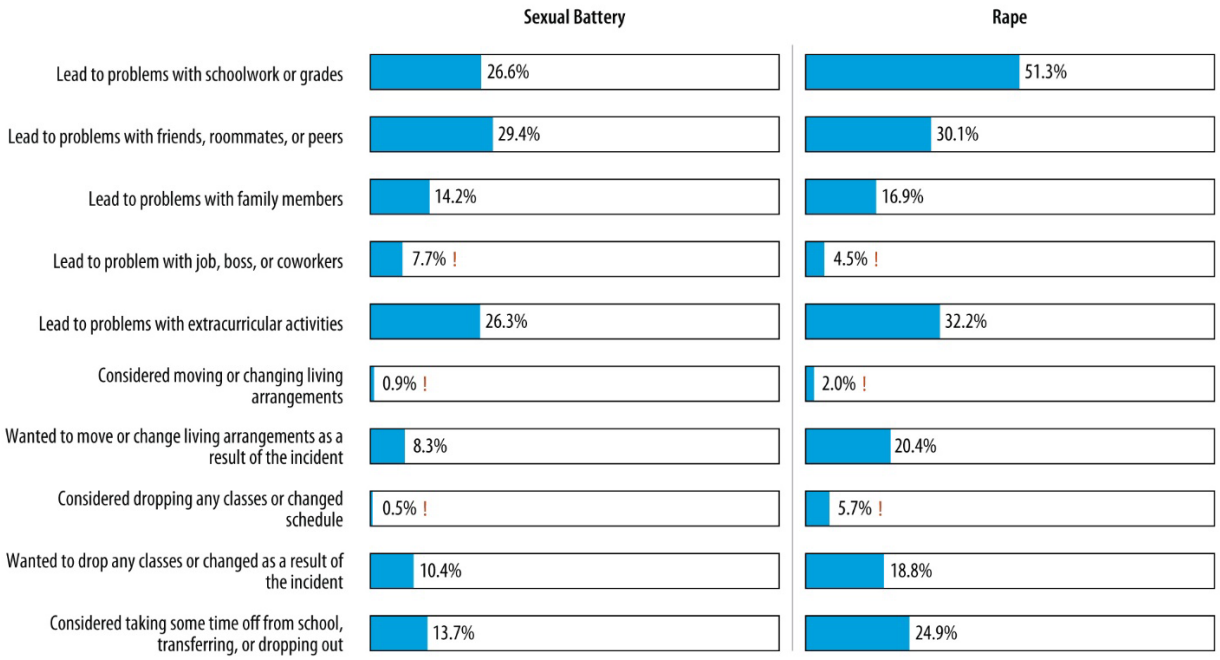
Figure 26. Perception of Sexual Battery Incidents (How Upsetting; % of Incidents), Cisgender Women Graduate/Professional Students



Notes: Percentages are of incidents.
! Estimate is considered not reliable statistically because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Table D-13c.

Responses to questions in the survey revealed that the most common effects of the incident were problems with schoolwork or grades (e.g., “missing or being late to class, having trouble concentrating, or not completing assignments”) and problems with friends, roommates, or peers (e.g., “getting into more arguments or fights than you did before, not feeling you could trust them as much, or not feeling as close to them as you did before”). Undergraduate cisgender women survivors reported these problems in 30%–51% of rape incidents and in 26%–29% of sexual battery incidents (see Figure 27). A sizable number of rape incidents led the survivor to *consider* making various changes, such as taking time off from school, transferring, or dropping out (24.9%); dropping classes or changing schedules (18.8%); or moving or changing their living situation (20.4%). Fewer actually made these changes. (Note that the survey was unable to capture the experiences of those who actually dropped out or were away from school as a result of the assault.)

Figure 27. Impact of Sexual Battery and Rape Incidents (% of Incidents), Undergraduate Cisgender Women



Notes: Percentages are of incidents.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix D Tables D-13b and D-13c.

Many of the estimates for the impact of incidents that undergraduate cisgender men, transgender and/or nonbinary undergraduates, and graduate/professional students experienced were not statistically reliable.

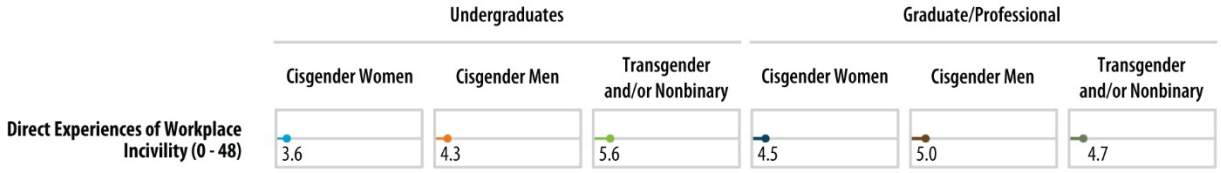
2.5 Workplace Incivility

Students were asked if they were employed by MSU. Responses indicate that about 37.2% of undergraduate cisgender women, 28.9% of undergraduate cisgender men, 46.4% of transgender and/or nonbinary undergraduates, 51.2% of cisgender women graduate/professional students, 61.6% of cisgender men graduate/professional students, and 67.4% of transgender and/or nonbinary graduate/professional students were employed by MSU during the 2024–2025 academic year.

The students who reported being employed by MSU during the 2024–2025 academic year were asked about their experiences with workplace incivility. First, the survey asked survey participants how often they had experienced behaviors that reflect incivility in the workplace (e.g., insulting or disrespectful remarks, interrupting, paying little attention to their statements or showing little interest in their opinions,

making jokes at their expense).[25] The mean workplace incivility scores for the six student groups, which can range from 0 to 48 with higher scores reflecting more incivility, are presented in Figure 28. The various student groups experienced at least one type of workplace incivility ranged from 47.9% of cisgender undergraduate men (lowest) to 63.8% of transgender and/or nonbinary Graduate/Professional students(highest).

Figure 28. Mean Workplace Incivility Scores Among Students Employed by MSU, 2024-2025 Academic Year



Note: For an accessible version of the information shown in this figure, see Appendix D Table D-15g.

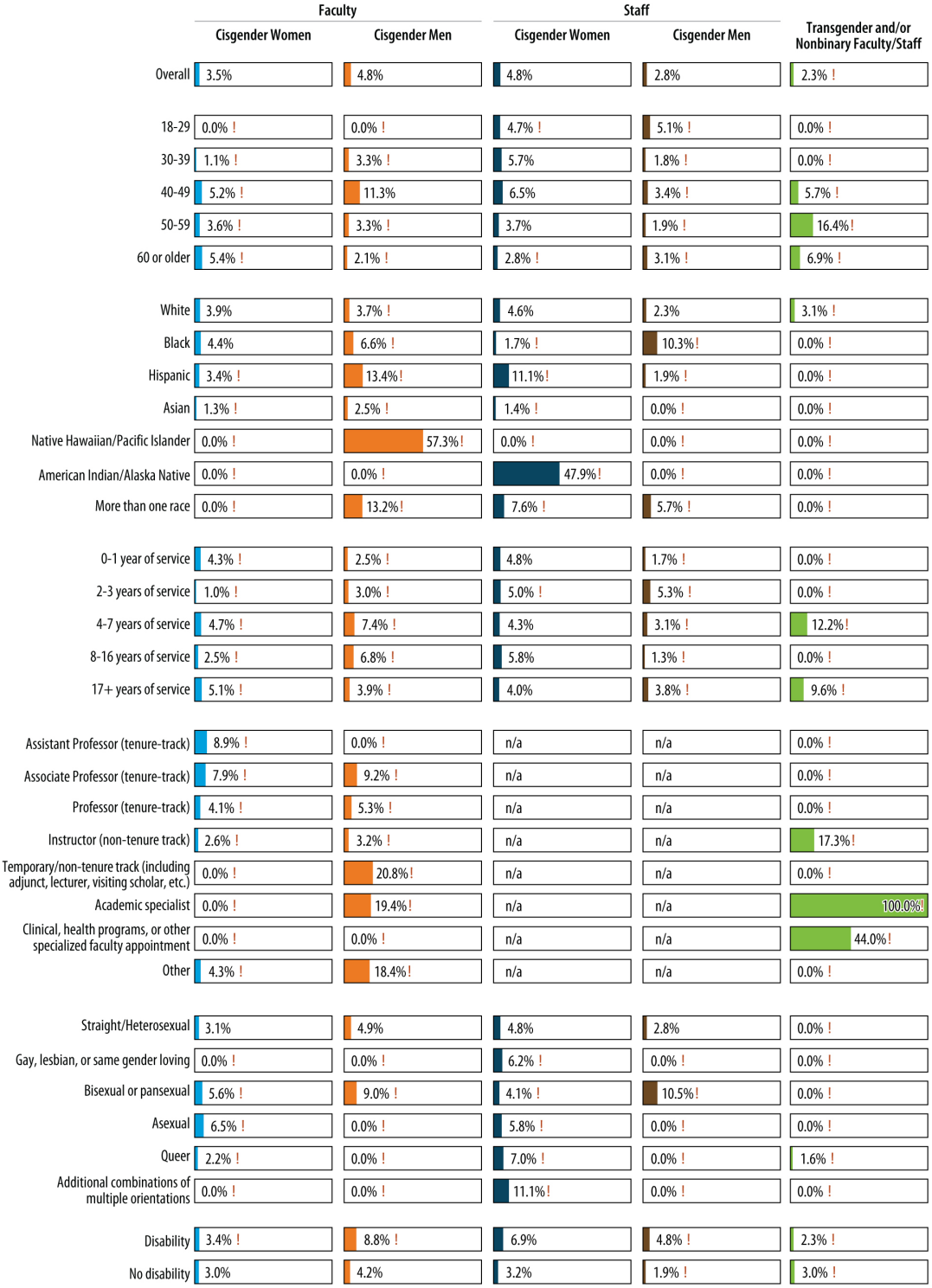
[25] The Workplace Incivility Scale was used. See Cortina, L. M., Kabat-Farr, D., Leskinen, E. A., Huerta, M., & Magley, V. J. (2013). Selective incivility as modern discrimination in organizations evidence and impact. Journal of Management, 39, 1579–1605.

3. Faculty and Staff's Victimization Experiences

3.1 Intimate Partner Violence and Stalking

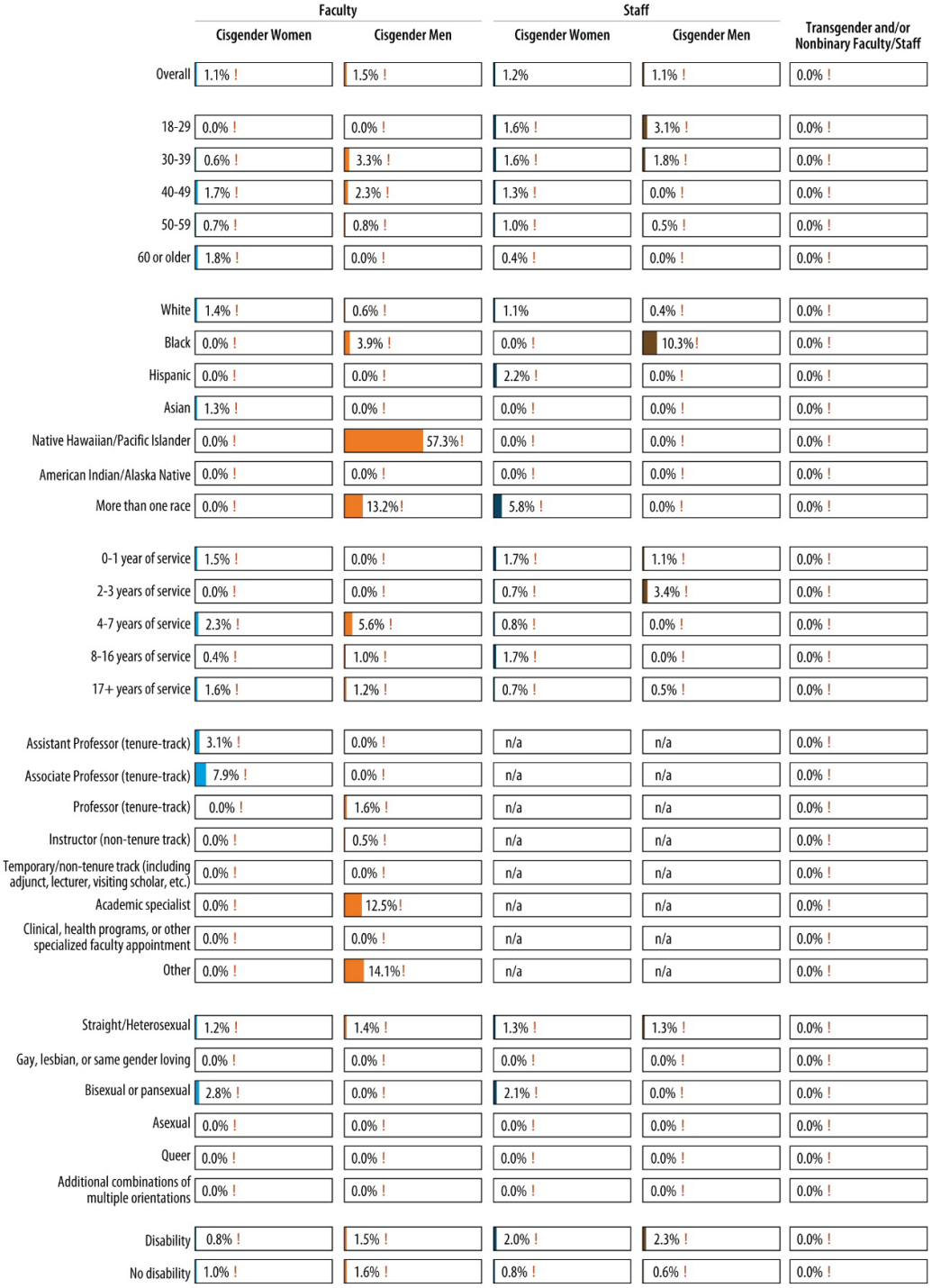
Additions to the 2025 Know More @ MSU Campus Survey included questions about employees' experiences with IPV or emotional abuse/coercive control and stalking (for definitions, see Table 5). Among the types of intimate partner violence that employees experienced, emotional abuse or coercive control by an intimate partner was more common than physical intimate partner violence. For example, 1.2% of cisgender staff women experienced physical intimate partner violence and 4.6% experienced emotional abuse or coercive control by an intimate partner during the 2024-2025 school year. Several estimates for other faculty and staff subgroups are not statistically reliable. The prevalence estimates for intimate partner violence or emotional abuse/coercive control (Figures 29 through 31) and stalking (Figure 32) experienced in the 2024-2025 academic year are shown for specific subgroups of faculty and staff. Appendix E includes additional subgroup information and prevalence estimates for both types of victimization.

Figure 29. Any Intimate Partner Violence or Emotional Abuse/Coercive Control (in 2024–2025 Academic Year) Prevalence (% of Faculty/Staff), by Faculty/Staff Characteristics



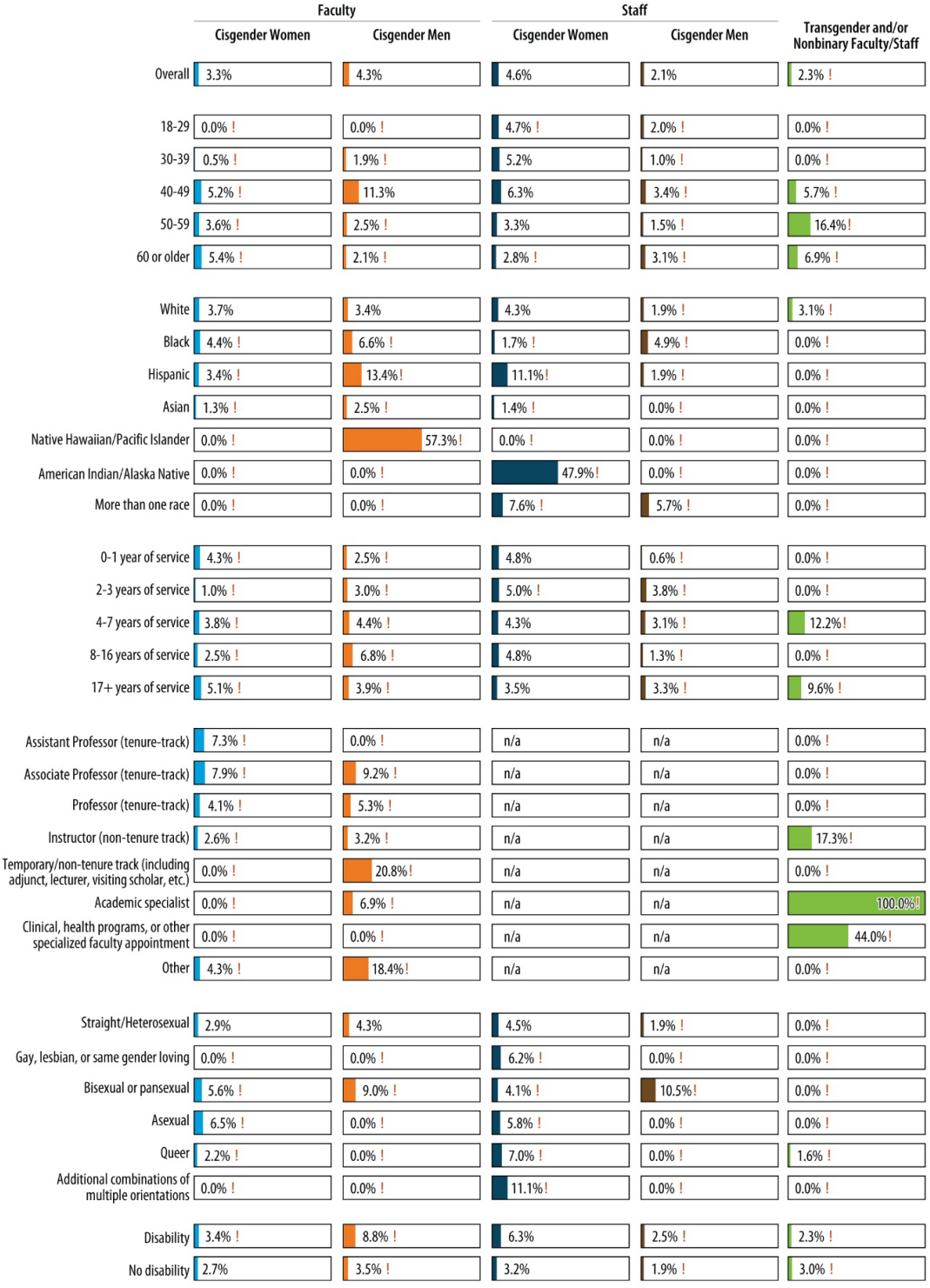
Notes:
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix E Tables E-9a.

Figure 30. Intimate Partner Violence, Physical (in 2024–2025 Academic Year) Prevalence (% of Faculty/Staff), by Faculty/Staff Characteristics



Notes:
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix E Tables E-9b.

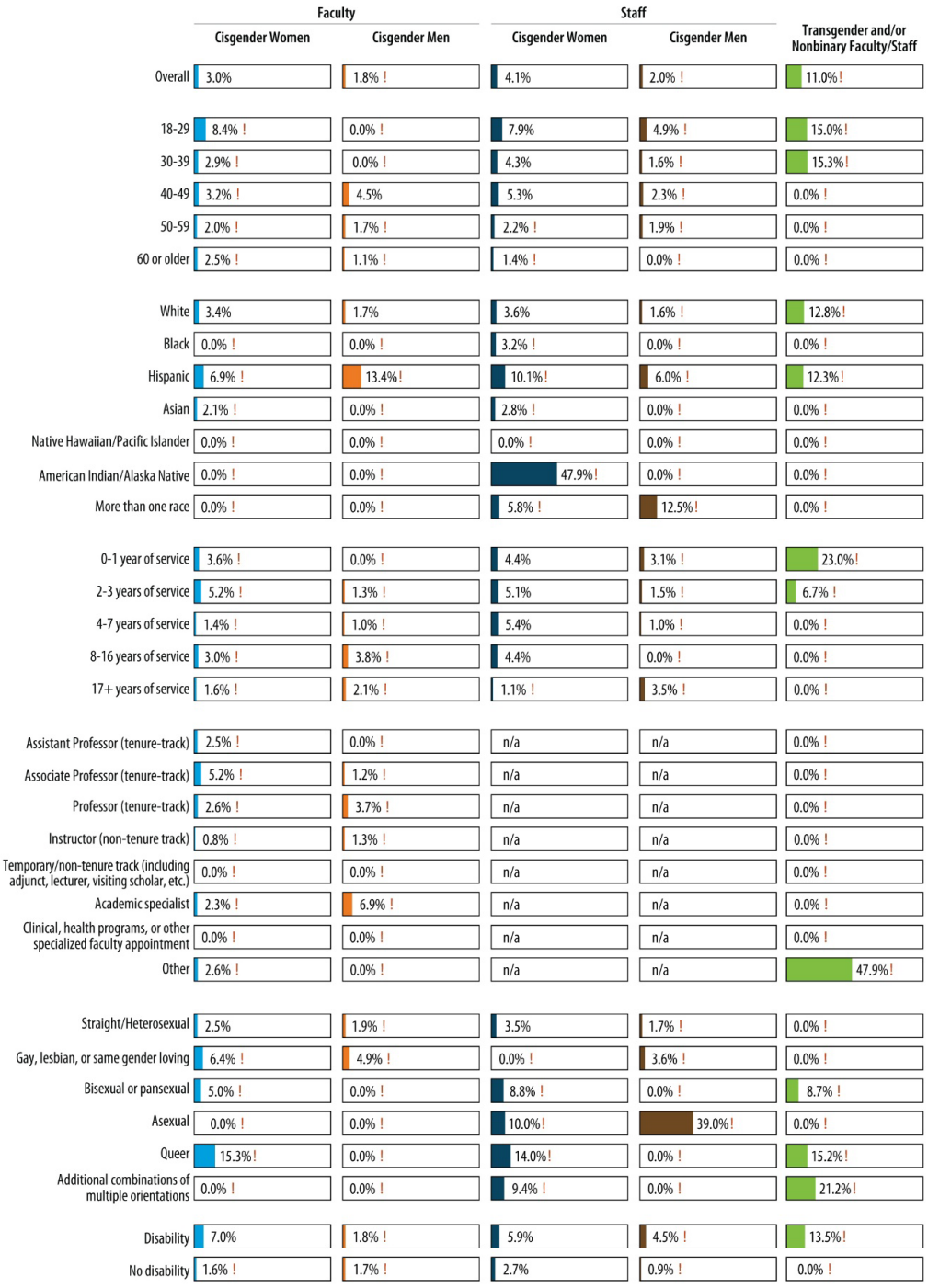
Figure 31. Emotional Abuse/Coercive Control (in 2024–2025 Academic Year) Prevalence (% of Faculty/Staff), by Faculty/Staff Characteristics



Notes:

! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix E Tables E-9c.

Figure 32. Stalking (in 2024–2025 Academic Year) Prevalence (% of Faculty/Staff), by Faculty/Staff Characteristics



Notes:

! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix E Tables E-9d.

Interpersonal Partner Violence or Emotional Abuse/Coercive Control: Analysis of the 2024-2025 prevalence estimates indicate that cisgender faculty staff men aged 40-49 experienced the highest rates of emotional abuse/coercive control by an intimate partner, followed by cisgender staff women aged 40-49. Estimates of emotional abuse/coercive control for other employee subgroups were not statistically reliable. Estimates for intimate partner violence (physical) were not statistically reliable.

Stalking: Cisgender staff women aged 30-39 and 40-49 experienced the highest rates of stalking. Cisgender staff women who indicated that they had a diagnosed or documented disability had higher rates of stalking that those who did not (5.9% and 2.7%). Estimates for other employee subgroups were not statistically reliable.

3.2 Workplace Incivility

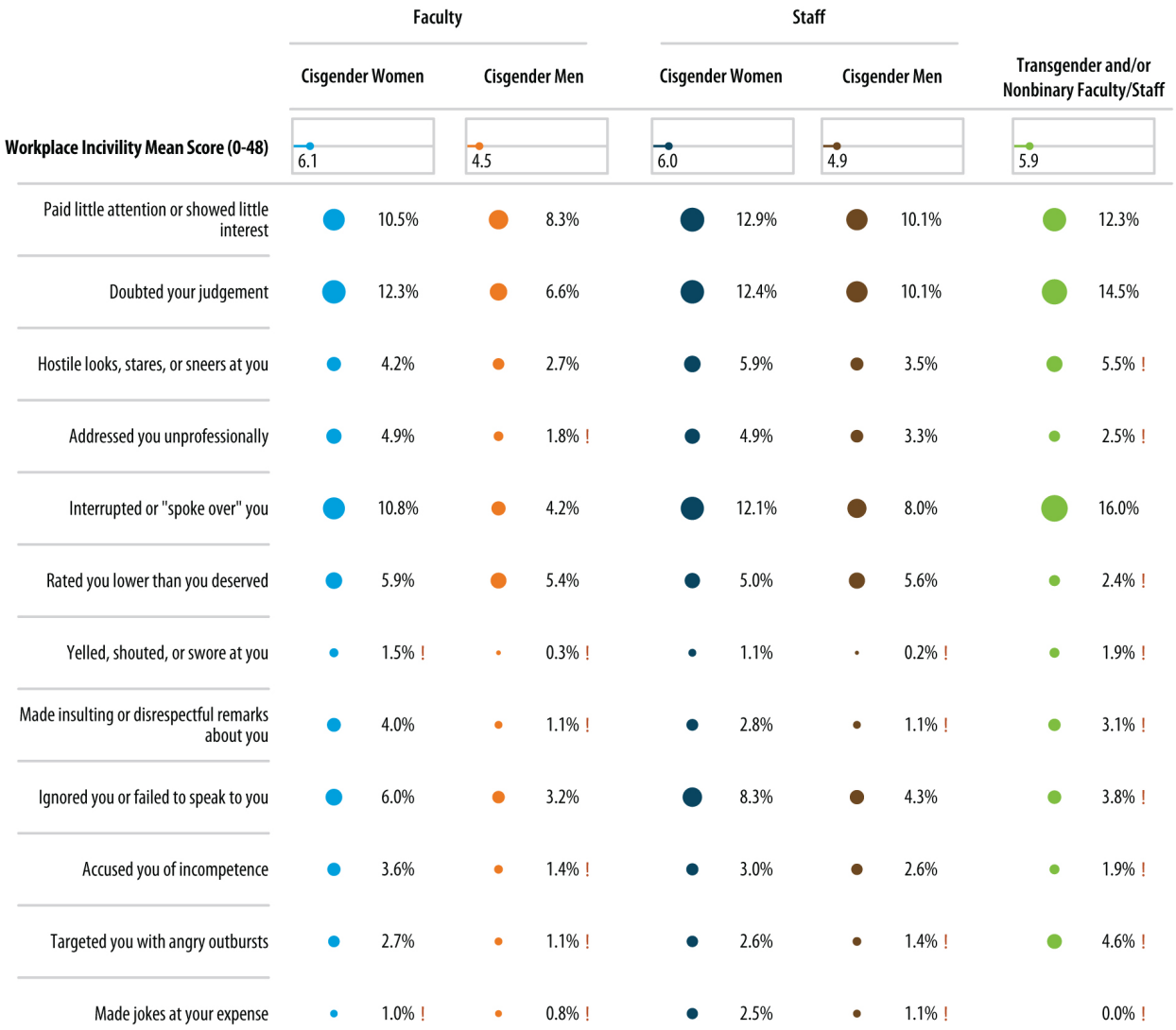
The faculty and staff survey also asked about employees' experiences with workplace incivility and work-related sexual harassment. First, the survey asked survey participants how often they had experienced behaviors that reflect incivility in the workplace (e.g., insulting or disrespectful remarks, interrupting, paying little attention to their statements or showing little interest in their opinions, making jokes at their expense).[26] The various faculty/staff groups experienced at least one type of workplace incivility ranged from 64.6% of cisgender men faculty (lowest) to 75.8% of transgender and/or nonbinary faculty and staff (highest). The mean workplace incivility scores for the five faculty/staff groups, which can range from 0 to 48 with higher scores reflecting more incivility, as well as the prevalence of specific behaviors that survey participants experienced from any of their supervisors or coworkers are shown in Figure 33, with additional details shown in Appendix E. The figure shows the percentage of faculty and staff (by gender identity) who experienced each behavior "often" or "very often" during the 2024–2025 academic year.[27]

In all faculty and staff groups except for cisgender faculty men, most common types of workplace incivility were a supervisor or coworker who doubted their judgment on a matter for which they were responsible, who interrupted or "spoke over" them, and who paid little attention to their statements or showed little interest in their opinions. Cisgender men faculty and staff experienced the least frequent direct workplace incivility.

[26] The Workplace Incivility Scale was used. See Cortina, L. M., Kabat-Farr, D., Leskinen, E. A., Huerta, M., & Magley, V. J., (2013), Selective incivility as modern discrimination in organizations evidence and impact, *Journal of Management, 39*, 1579–1605.

[27] Responses were limited to the 2024–2025 academic year as opposed to an extended reference period to allow for a benchmark estimate against which improvements (or deteriorations) over time could be assessed in a subsequent climate survey.

Figure 33. Mean Workplace Incivility Scores and Prevalence of Among Faculty and Staff, 2024–2025 Academic Year (% Experiencing Behaviors "Often" or "Very Often")



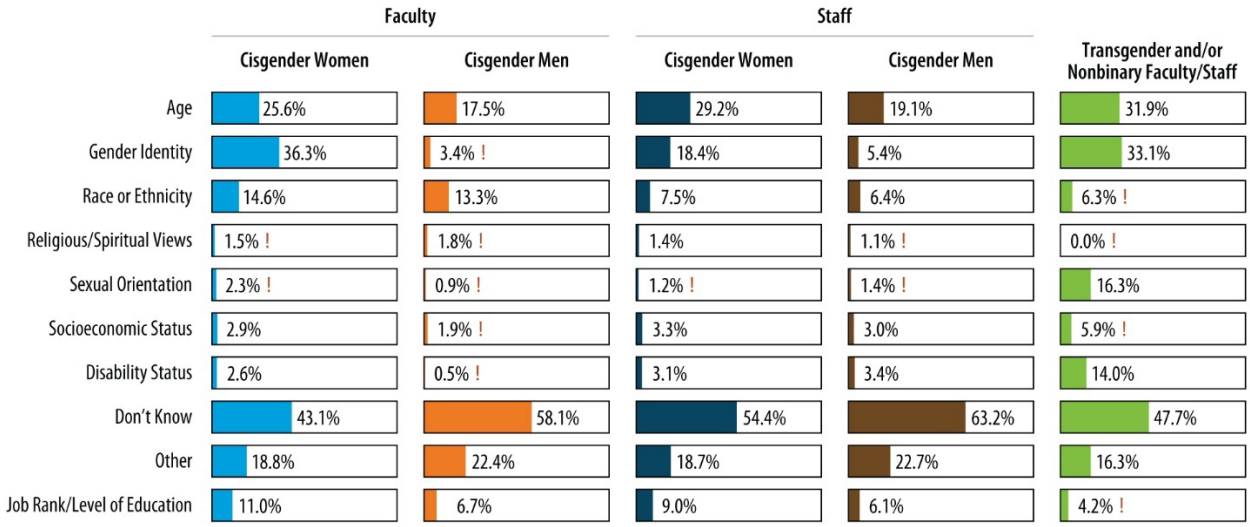
Notes:
! Estimate is considered not reliable. Estimate is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix E Tables E-1a, E-1b, E-1c, E-1d, and E-1e.

Survey participants who experienced any type of workplace incivility were asked whether they thought they experienced the mistreatment because of their age, gender identity, race or ethnicity, religious/spiritual views, sexual orientation, socioeconomic status, and/or disability status (Figure 34). Cisgender women faculty (36.3%) and transgender and/or nonbinary faculty/staff (33.1%) were more likely to feel that their experiences with incivility were because of their gender identity than the other groups; for comparison, 5.4% of cisgender men staff and 18.4% of cisgender women staff felt that the incivility they experienced was gender-related. Estimates for cisgender men faculty are not statistically reliable. Respondents in all five groups felt that age was also a fairly common reason for incivility, and

race/ethnicity was perceived to be a factor in incivility for all five groups. Not surprisingly, among nonwhite faculty and staff, workplace incivility based on race or ethnicity was more prevalent than for white faculty and staff. For example, among faculty who had experienced workplace incivility, nearly half of nonwhite cisgender women faculty (44.0%) and almost a third of nonwhite cisgender men faculty (30.5%) perceived that the incivility was based on race or ethnicity, compared to only 4.0% of white cisgender women faculty and 4.2% of white cisgender men faculty. These estimates for white faculty are, however, not statistically precise.

The mean score for direct experiences of workplace incivility for cisgender women faculty (6.1) was higher than the mean score for the other four groups. Cisgender women staff (6.0) had the next highest scores, followed by transgender and/or nonbinary faculty/staff (5.9). Scores for cisgender men staff and cisgender men faculty were 4.9 and 4.5, respectively. As was the case with the student data, these results suggest the importance of understanding more about the experiences of transgender and/or nonbinary faculty/staff and ensuring that services are in place to adequately support them.

Figure 34. Identity-Based Workplace Incivility (% of Faculty/Staff Attributing Incivility They Experienced to Various Characteristics)



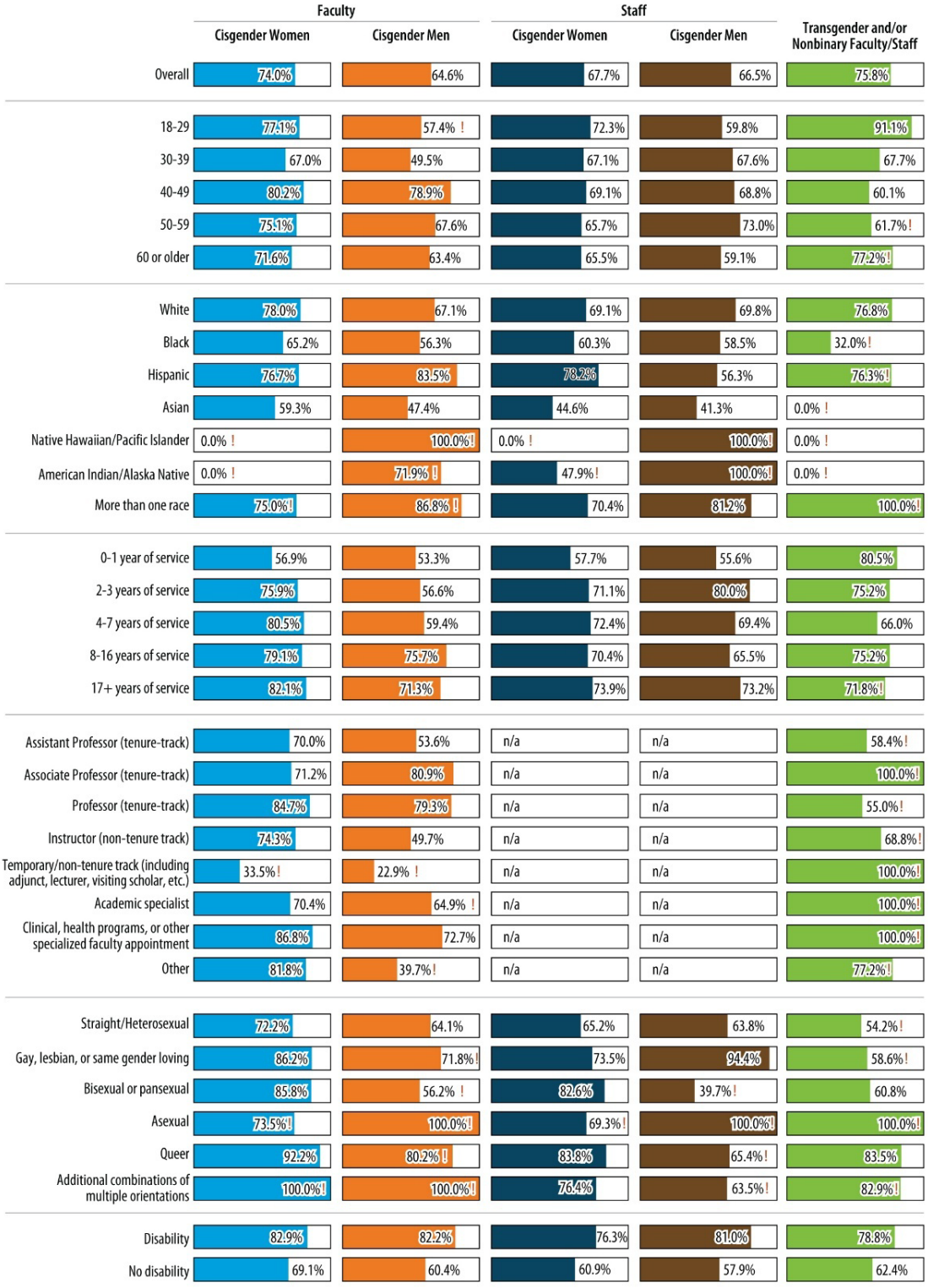
Notes:
! Estimate is considered not reliable. Estimate is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix E Table E-2a.

The survey also explored additional variation in direct experiences of workplace incivility for the five faculty/staff groups, to better understand differences by age, race/ethnicity, educational attainment, years of service, campus location, sexual orientation, gender identity, disability status, and, for faculty, faculty rank. Key highlights from these analyses are shown in Figure 35. The figure shows the mean workplace incivility score for key subgroups; the scores, which range from 0 to 48, reflect the frequency with which employees experienced the various types of workplace incivility (higher values reflect a greater frequency of workplace incivility). The most consistent finding is that among all groups, faculty/staff with a

diagnosed or documented disability experienced higher levels of workplace incivility. Other patterns depend on the faculty/staff subgroup.

- Among cisgender women faculty, those who identified as lesbian, bisexual, pansexual, or queer; white, multiracial, or Hispanic; or in clinical, health programs or other specialized faculty appointment roles were more likely to experience workplace incivility.
- Among cisgender men faculty, those who had more years of service; were Hispanic; or were in an associate professor role were more likely to experience workplace incivility.
- Among cisgender women staff, those who were younger; white, Hispanic, or more than one race; had more years of service; had bachelor's or master's degrees; or identified as lesbian, queer, or some combination of multiple orientations were more likely to experience workplace incivility.
- Among cisgender men staff, those who were white or more than one race; had several years of service; did not have a bachelor's degree; worked on the main campus; or identified as gay were more likely to experience workplace incivility.
- Among transgender and/or nonbinary faculty/staff, those who were younger; white or Hispanic; or identified as queer were more likely to experience workplace incivility.

Figure 35. Prevalence of Workplace Incivility, by Faculty/Staff Characteristics, 2024–2025



Notes:
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix E Table E3a.

The survey also asked about participants' *indirect* experiences with the same types of workplace incivility. These are situations in which they observed their supervisors or coworkers mistreating their coworkers.[28] Indirect experiences were reported with slightly less frequency than direct experiences, but the same types of behaviors were most commonly observed (e.g., a supervisor or coworker paid little attention to their statements or showed little interest in their opinions, interrupted or "spoke over" them, and doubted their judgment on a matter for which they were responsible). Cisgender women and transgender and/or nonbinary faculty and staff observed uncivil behaviors happening to their coworkers more frequently than cisgender men faculty and staff.

3.3 Work-Related Sexual Harassment

Faculty and staff members' experiences with work-related sexual harassment are shown in Figure 36. Survey participants were asked to indicate whether they had experienced the behaviors shown in Figure 36 while they were working or while they were doing any activity associated with their work at MSU, and if the behavior toward them was from an MSU coworker, supervisor, student, or anyone else they had contact with as part of their role as an MSU employee.

[28] This series of questions used the same Workplace Incivility Scale as for direct experiences (Cortina et al., 2013), but was modified to ask about things that happened to their coworkers.

Figure 36. Prevalence of Types of Work-Related Sexual Harassment Among Faculty/Staff, 2024–2025

Notes:
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix E Table E-4.

As evident in the figure, cisgender men staff were the least likely to experience work-related sexual harassment (4.7%), and transgender and/or nonbinary faculty/staff were the most likely to experience work-related sexual harassment (23.7%). The most common types of sexual harassment included someone referring to people of one's gender in insulting or offensive terms (particularly for transgender and/or nonbinary faculty/staff); someone making inappropriate or offensive comments about the person's or someone else's body, appearance or sexual activities; and someone making sexual remarks or telling jokes or stories that were insulting to the person. Very few faculty or staff reported experiencing any "quid pro quo" harassment, such as someone promising them better treatment or implying favors if they engaged in sexual contact (or implying/threatening worse treatment if they refused it).[29]

[29] The survey also asked about work-related sexual assault and found that very few MSU faculty or staff had experienced work-related rape or sexual battery during the 2021–2022 academic year. The estimates (which are imprecise statistically) are not discussed further in the report.

The prevalence of experiencing sexual harassment by additional background characteristics is shown in Figure 37. There are few, if any, clear patterns in terms of whether faculty and staff with certain characteristics were more or less likely to experience work-related sexual harassment. This is due to the large number of estimates that are not statistically reliable. It seems that faculty/staff with a documented or diagnosed disability were at increased risk of experiencing work-related sexual harassment.

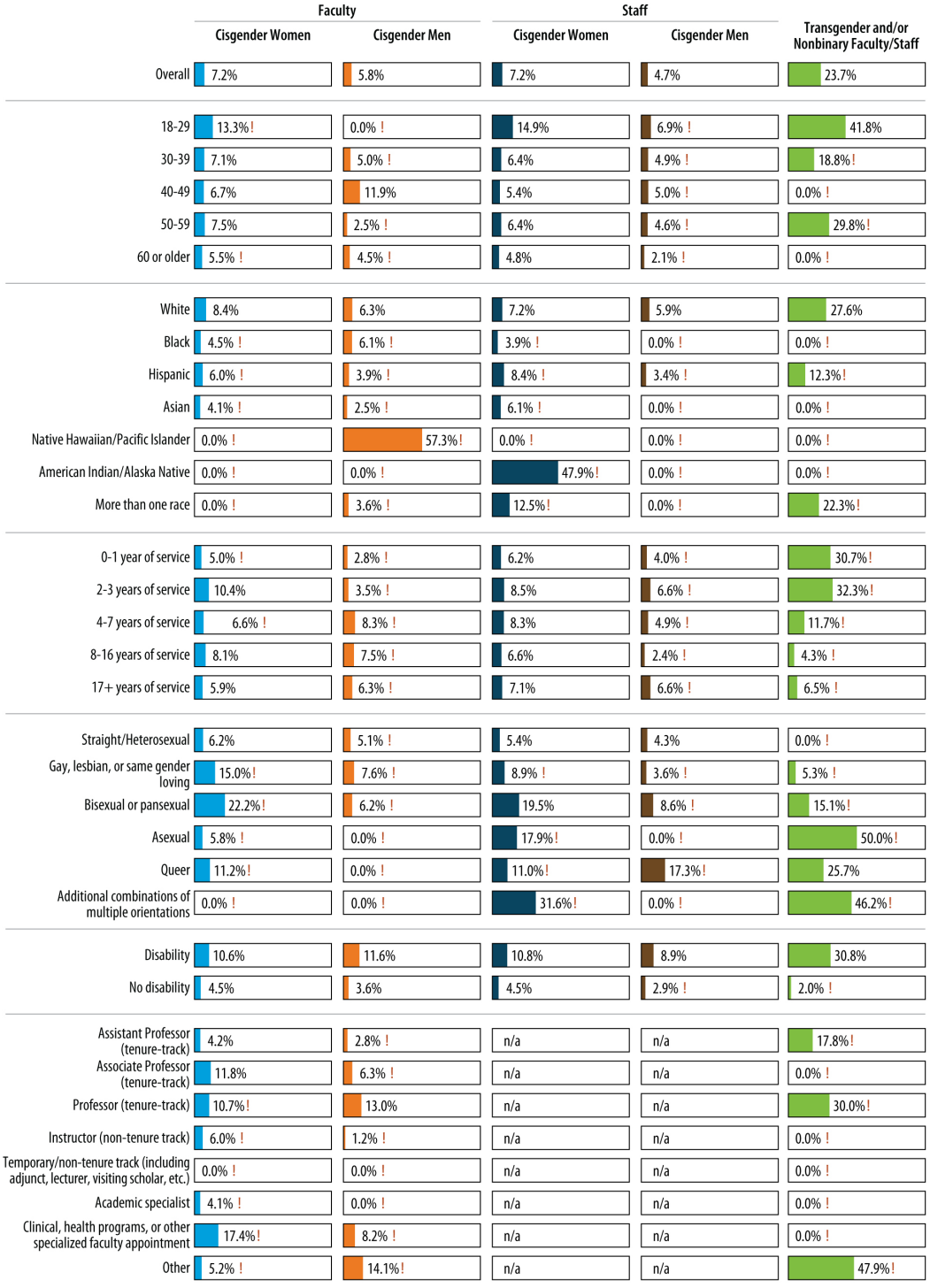
Details about the impact of the sexual harassment experienced by faculty and staff in the 2024–2025 academic year are shown in Figure 38. Substantial proportions of faculty and staff (particularly cisgender women and men staff) indicated that the experience impacted them negatively. Survey participants indicated that their sexual harassment experiences: interfered with their ability to do their job or created an intimidating, uncomfortable, or offensive work environment; damaged their relationships with coworkers, supervisors, students, or others they were in contact with for their job at MSU; and affected their emotional well-being in a negative way (e.g., increased stress, fear, anxiety, or depression). A sizable minority also indicated that they requested a transfer or change of assignment as a result of the experience.

Among faculty and staff, the role of the perpetrator varied (see Figure 39). Faculty were most likely to report that the person was an MSU professor, instructor, or postdoctoral scholar, but a sizable percentage indicated that the person was an MSU staff member or administrator. The majority of staff indicated that the person was an MSU staff member or administrator. MSU students appeared to be involved in perpetrating sexual harassment as well, particularly for cisgender women faculty.[30]

Analysis of faculty and staff members' disclosure of sexual harassment experiences (Figure 40) showed that many told a friend, family member, or intimate partner about their experiences. Cisgender women faculty and staff, in particular, often told work colleagues about the experience. Disclosure to any source was less common for cisgender men than cisgender women.

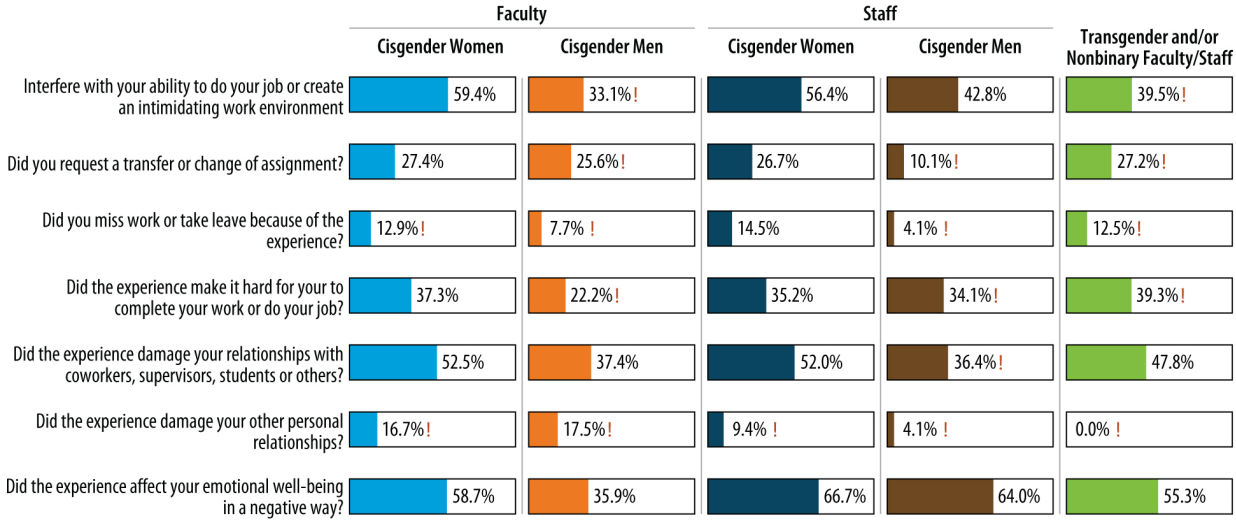
[30] The estimate for cisgender men faculty was imprecise statistically.

Figure 37. Prevalence of Work-Related Sexual Harassment (2024–2025) by Faculty/Staff Characteristics (% of Faculty/Staff)



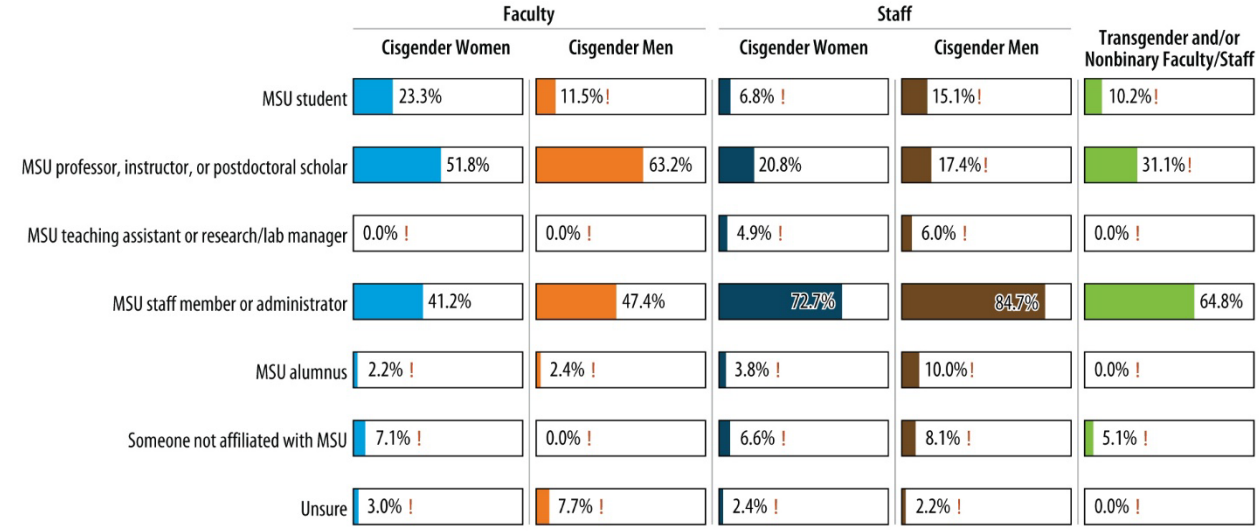
Notes:
! Estimate is considered not reliable. Estimate is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix E Table E-5.

Figure 38. Impact of Work-Related Sexual Harassment (% of Sexual Harassment Victims)



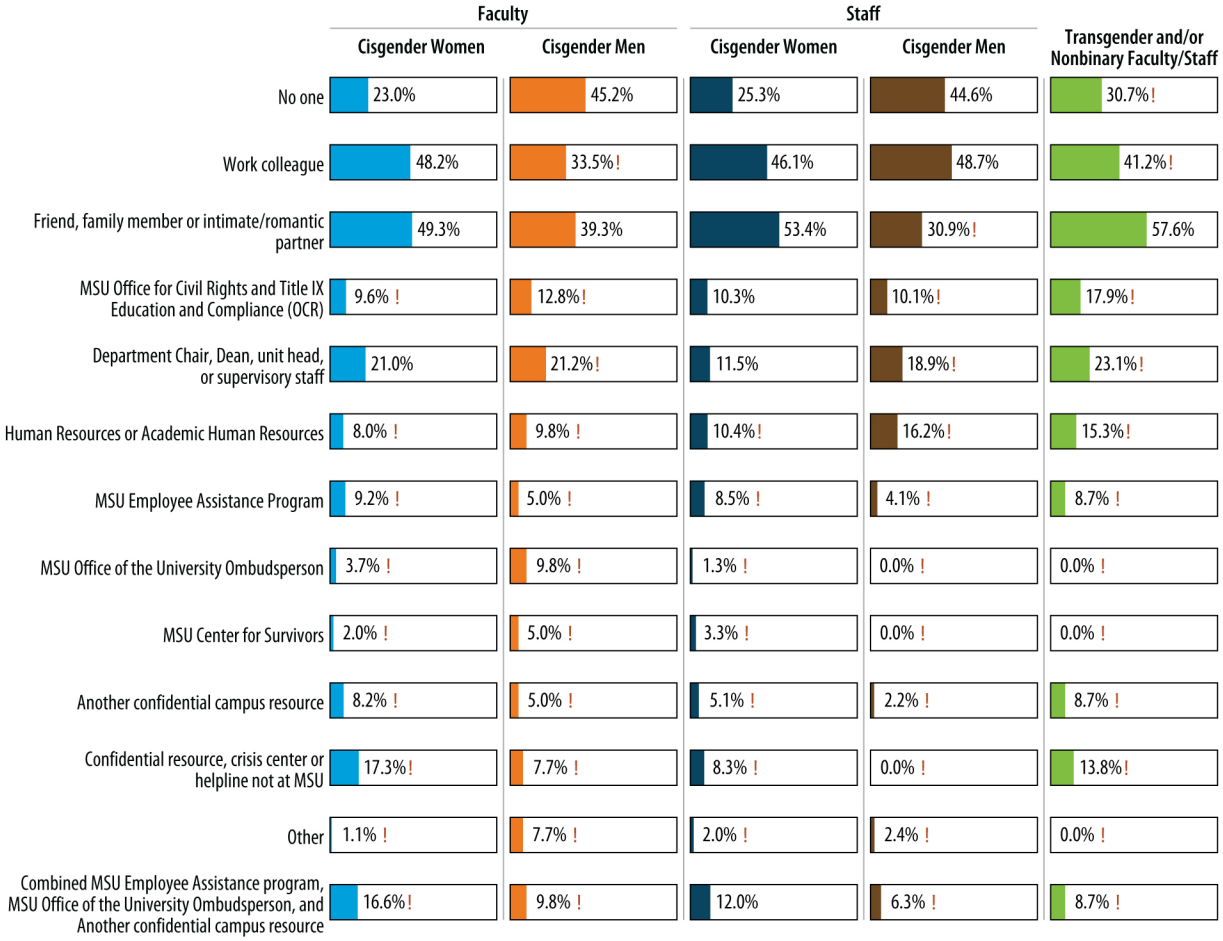
Notes:
! Estimate is considered not reliable. Estimate is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix E Table E-6.

Figure 39. Perpetrators of Work-Related Sexual Harassment (% of Sexual Harassment Victims)



Notes:
! Estimate is considered not reliable. Estimate is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix E Table E-6.

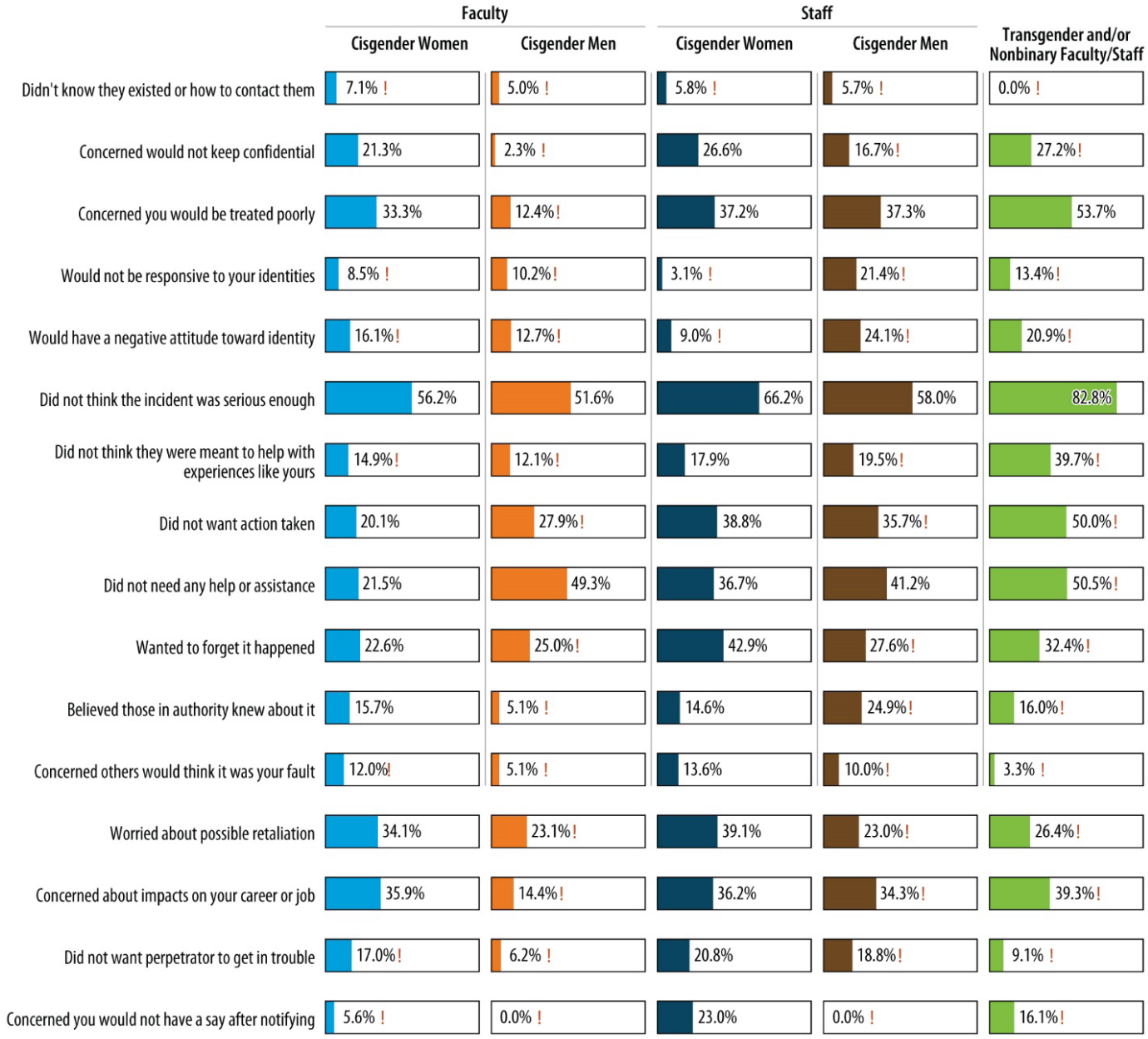
Figure 40. Disclosure of Work-Related Sexual Harassment (% of Sexual Harassment Victims)



Notes:
! Estimate is considered not reliable. Estimate is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix E Table E-7.

Faculty and staff who experienced work-related sexual harassment and did not disclose their experience to a formal source of support were asked a follow-up question about their reasons for not reporting. As a reminder, percentages like these can sum to over 100 because respondents could endorse multiple response options. The results are shown in Figure 41. For all five faculty-staff groups, the most common reason that victims did not contact any people or organizations was because they did not think their experiences were serious enough to report. About a third of cisgender women (both faculty and staff) were concerned about impacts on their career/job, worried about possible retaliation, or were concerned they would be treated poorly. Cisgender men faculty often expressed not needing any help or assistance (49.3%). Cisgender women staff also reported not needing any help or assistance. Cisgender men staff did not need any help or assistance in 41.2% and were concerned they would be treated poorly in 37.3% of cases. About half (53.7%) of transgender and/or nonbinary faculty/staff who did not report their experience because they feared they would be treated poorly, and 82.8% did not contact any people or organizations because they did not think their experiences were serious enough to report.

Figure 41. Reasons for Not Reporting Work-Related Sexual Harassment (% of Sexual Harassment Victims Who Did Not Report)



Notes:
! Estimate is considered not reliable. Estimate is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix E Table E-7.

4. Perceptions of Climate and Awareness of Resources

4.1 Summary of Climate Perceptions Among the MSU Community

Perceptions of the climate at MSU were assessed among all survey populations. Nine scales reflecting different dimensions of climate were created. The scales are composite scores derived from sets of related, individual survey items (typically worded as statements to which survey participants indicated their level of agreement), with higher scores reflecting more positive perceptions of climate. The dimensions of climate that were measured are shown in Table 6; some scales are specific to the climate or culture related to sexual misconduct and some scales measure other dimensions of campus culture/climate.

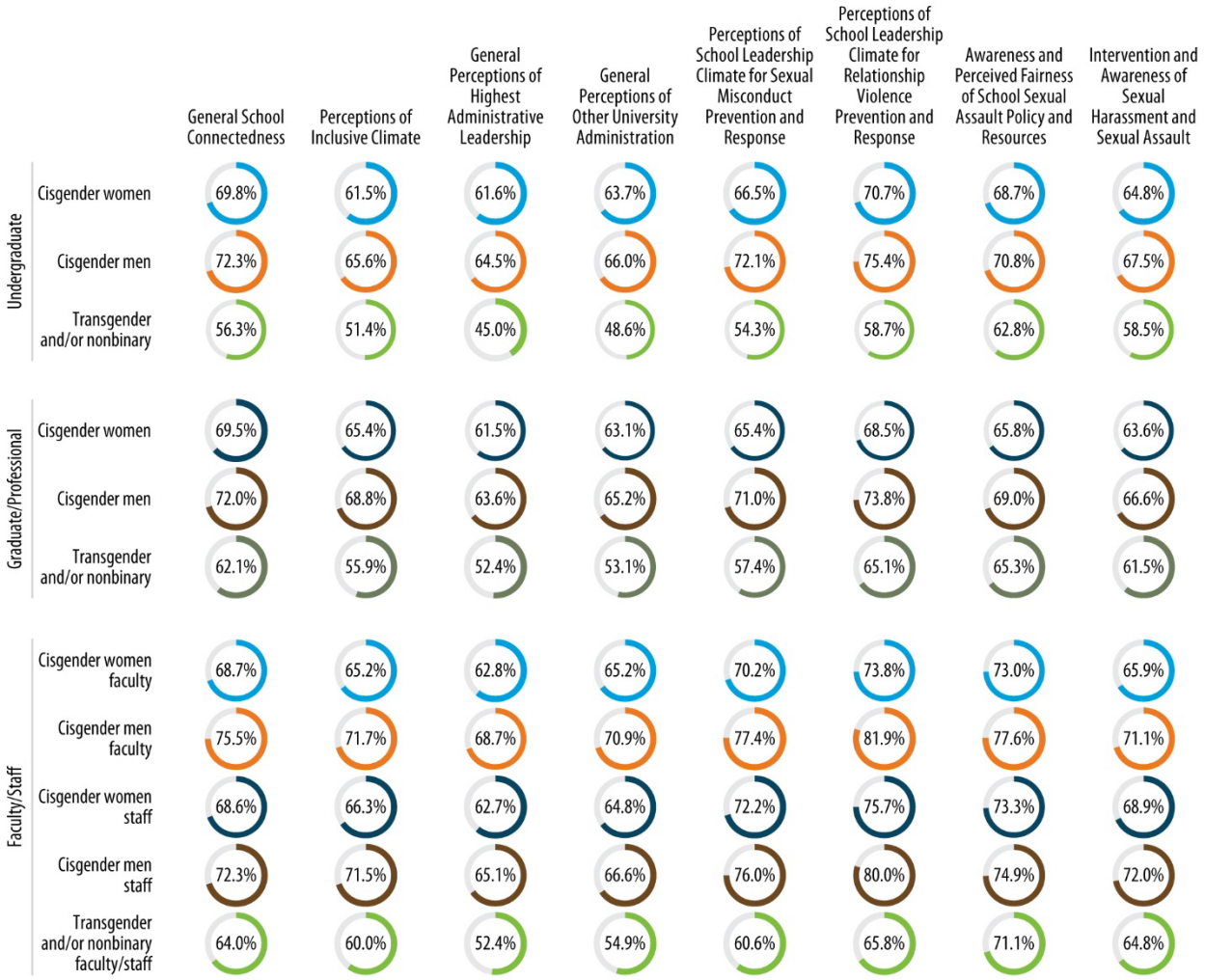
Table 6. Climate Scale Description

Scale	Example Item
General Climate	
General School Connectedness (12 items)	I feel like I am a part of this school.
Perceptions of Inclusive Climate (7 items)	At this school, it is common for members of the campus community to treat one another in rude or disrespectful ways.
General Perceptions of Highest University Leadership (4 items)	Overall, the highest administrative leadership at this school, including the President and Board of Trustees, are open and transparent about challenges facing the university.
General Perceptions of Other University Administration (4 items)	Overall, the other administration at this school, which includes Deans, Vice Presidents, and other leadership staff, are genuinely concerned about students' well-being.
Climate Related to Sexual Misconduct	
Perceptions of School Leadership Climate for Sexual Misconduct Prevention and Response (11 items)	This school takes training in sexual misconduct prevention seriously.
Perceptions of School Leadership Climate for Relationship Violence Prevention and Response (3 items)	This school is doing a good job of holding people accountable for committing relationship violence and stalking.
Awareness and Perceived Fairness of School Sexual Assault Policy and Resources (9 items)	I am aware of and understand this school's procedures for dealing with reported incidents of sexual misconduct.
Intervention and Awareness of Sexual Harassment and Sexual Assault (7 items)	Students/faculty/staff offer support to other students/faculty/staff who they suspect are in an abusive relationship.

Ethical Behavior	
Perceptions of ethical behavior and leadership at MSU (5 items)	MSU creates an environment where ethical behavior is valued

Figure 42 shows the average climate scores (standardized on a 0–100 scale so values reflect the percentages of "agree" or strongly agree" for each item on that scale, on average[31]) for the various populations (i.e., undergraduate cisgender women, undergraduate cisgender men, transgender and/or nonbinary undergraduates, cisgender women graduate/professional students, transgender and/or nonbinary graduate/professional students, cisgender women and men faculty, cisgender women staff, transgender and/or nonbinary faculty/staff).

Figure 42. Campus Climate (Percentage of Respondents Who Agree or Strongly Agree with the Items in Each Scale, on Average), by Population



[31] The standardized scores were created simply by dividing the mean score by the maximum score for each scale and multiplying by 100. For example, if the mean (unstandardized) score on a scale ranging from 0 to 10 was 6, the mean standardized score would be 60. This approach was taken to facilitate comparisons across scales (which have different ranges due to variability in the number of items).

Note: For an accessible version of the information shown in this figure, see Appendix F Tables F-8a1 through F-8b5.

Several patterns are evident in the data represented in Figure 42.

- The aspects of climate for which there was the most variation in perceptions were "General Perceptions of Highest Administrative Leadership" (with mean scores ranging from 45.0 among transgender and/or nonbinary undergraduate students to 68.7 among cisgender men faculty) and "General Perceptions of Other University Administration" (with mean scores ranging from 48.6 among transgender and/or nonbinary undergraduate students to 70.9 among cisgender men faculty).

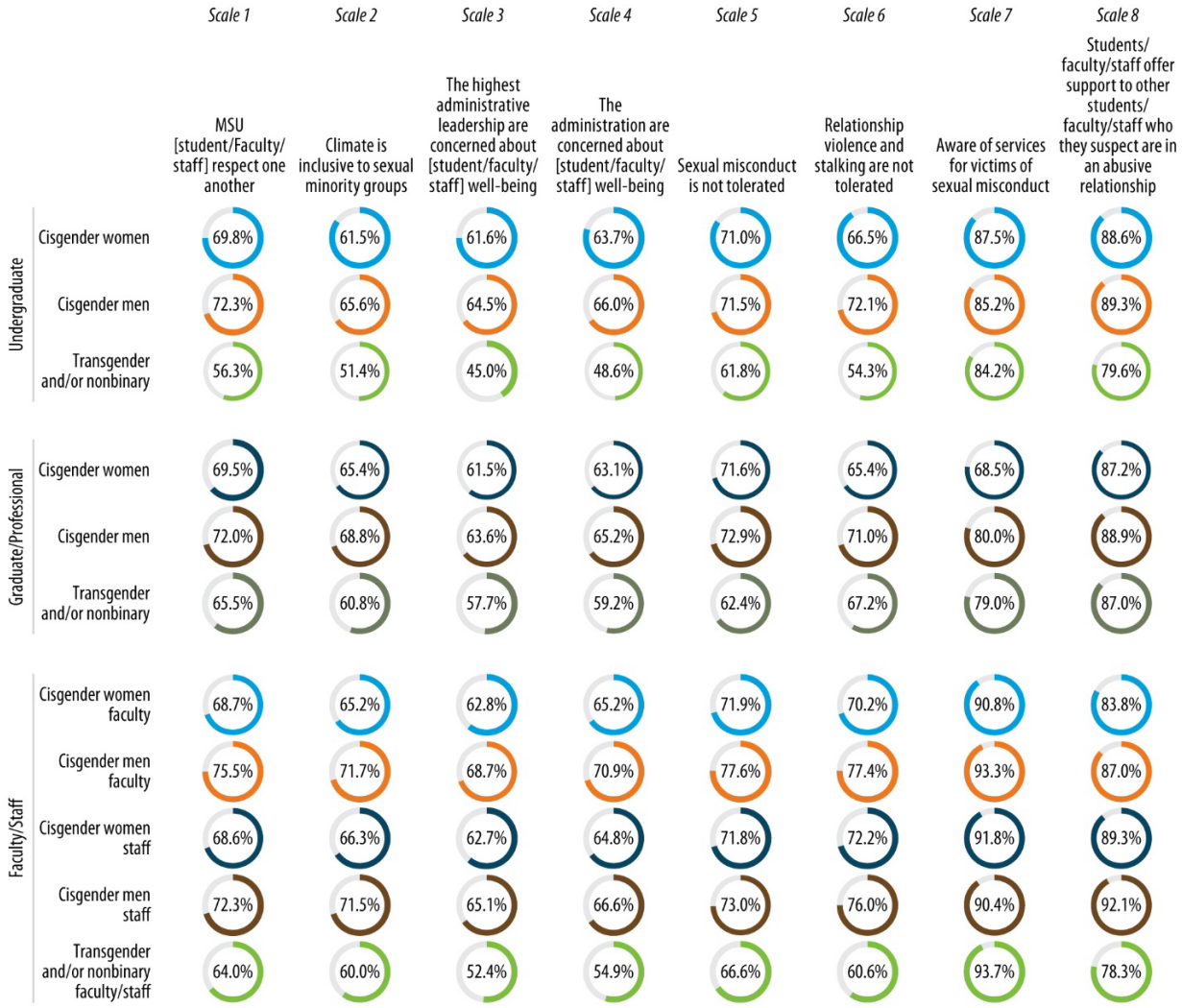
- Across all climate scales, undergraduate cisgender men, faculty cisgender men, and staff cisgender men had the most positive perceptions of climate, whereas cisgender women faculty, and transgender and/or nonbinary graduate/professional students provided more negative perceptions of climate. Transgender and/or nonbinary undergraduate students, in particular, reported much worse perception of campus climate than any other group.

- The climate scale that appeared to have the lowest scores (relative to the scale's upper limit) were "General Perceptions of the Highest Administrative Leadership at the School" (which included the President and Board of Trustees), "General Perceptions of Other Administrative Leadership," and "Perceptions of Inclusive Climate."

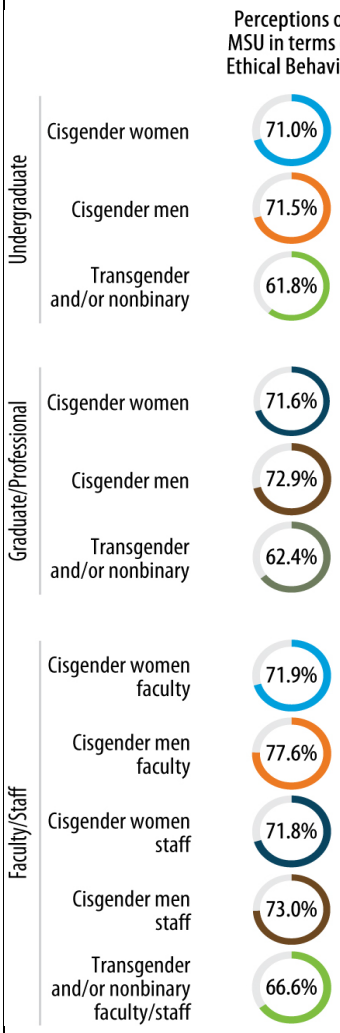
- The climate scales that appeared to have the highest scores (relative to the scales' upper limit) were "General Perceptions of MSU in terms of Ethical Behavior," "General Perceptions of Perceptions of School Leadership Climate for Relationship Violence," "General Perceptions of Perceptions of School Leadership Climate for Sexual Misconduct," and "General School Connectedness."

Figure 43 shows the percentage of each survey population that agreed or strongly agreed with a representative or example climate item from each of the eight scales that was developed. The full set of frequencies for each of the 57 climate items is included in Appendix F.

Figure 43. Campus Climate (Sample Items Paraphrased), by Population (% Agreeing with Statement)



Notes: Percentages represent those who agreed with or strongly agreed with the statement. For an accessible version of the information shown in this figure, see Appendix Tables F-2a1 through F-2a6, F-2b1 through F-2b5, and F-3a1 through F-3b4.



Perceptions of Ethical Behavior at MSU

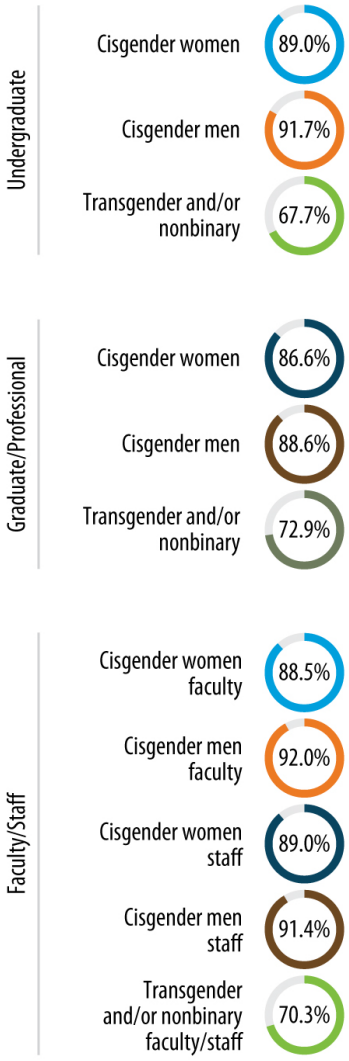
Additions to the 2025 Know More @ MSU Campus Survey included new questions to assess community perceptions regarding ethical behavior and leadership at MSU (5 items). Example items include: "MSU creates an environment where ethical behavior is valued", and "MSU leaders, including administrators and faculty, act in ways that reflect a commitment to ethical behavior. Cisgender men graduate/professional students had the highest percentage of respondents who "agree" or "strongly agree" with the items in the scale (73%) indicating the most positive perception of ethical behavior at MSU, whereas transgender and/or nonbinary undergraduate students had the lowest percentage of respondents who "agree" or "strongly agree" (62%).

4.2 Perceptions of Hypothetical Treatment by MSU in the Event of Sexual Misconduct or Assault

Another dimension of climate measured in both the student and faculty/staff surveys was the survey participants' perceptions about how they would be treated by MSU (e.g., whether the school would take their case seriously, protect their privacy, treat them with dignity and respect) if they were to experience sexual assault or sexual misconduct (students were asked about "sexual assault" and faculty/staff were asked about "sexual misconduct"). Reflecting a similar pattern evident for the other dimensions of climate discussed above, undergraduate cisgender men and faculty cisgender men reported the most positive perceptions, whereas transgender and/or nonbinary undergraduate students,

transgender and/or nonbinary graduate/professional students and transgender and/or nonbinary faculty/staff reported the most negative perceptions (Shown in Figure 44).

Figure 44. Responses to "If I Were to Experience Sexual Misconduct, MSU Would Treat Me with Dignity and Respect," by Population (% Agreeing with Statement)



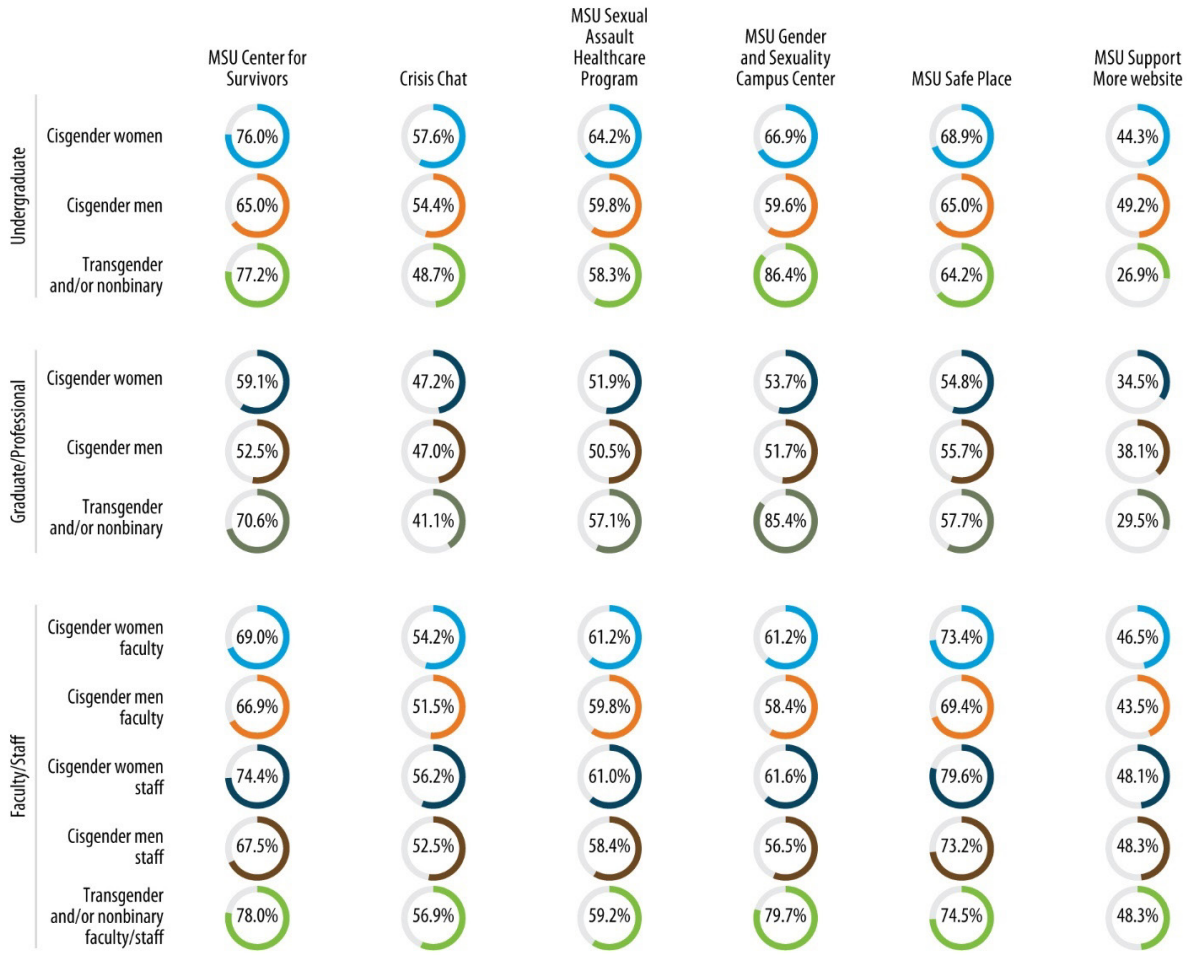
Notes: Percentages are of those agreeing with the statement. For an accessible version of the information shown in this figure, see Appendix F Tables F-4b1 through F-4b5.

4.3 Awareness of MSU Services and Resources

A critical dimension of climate is the extent to which members of the campus community were aware of the various services and resources on campus related to sexual misconduct. Survey participants were asked about 12 specific programs or services, and, as evident from Figure 45, awareness was mixed. Awareness among undergraduate cisgender women and men tended to be highest for Associated Students of MSU (ASMSU) Safe Ride, the MSU Center for Survivors, and MSU Safe Place. Transgender and/or nonbinary undergraduates were also very aware of the MSU Gender and Sexuality Campus

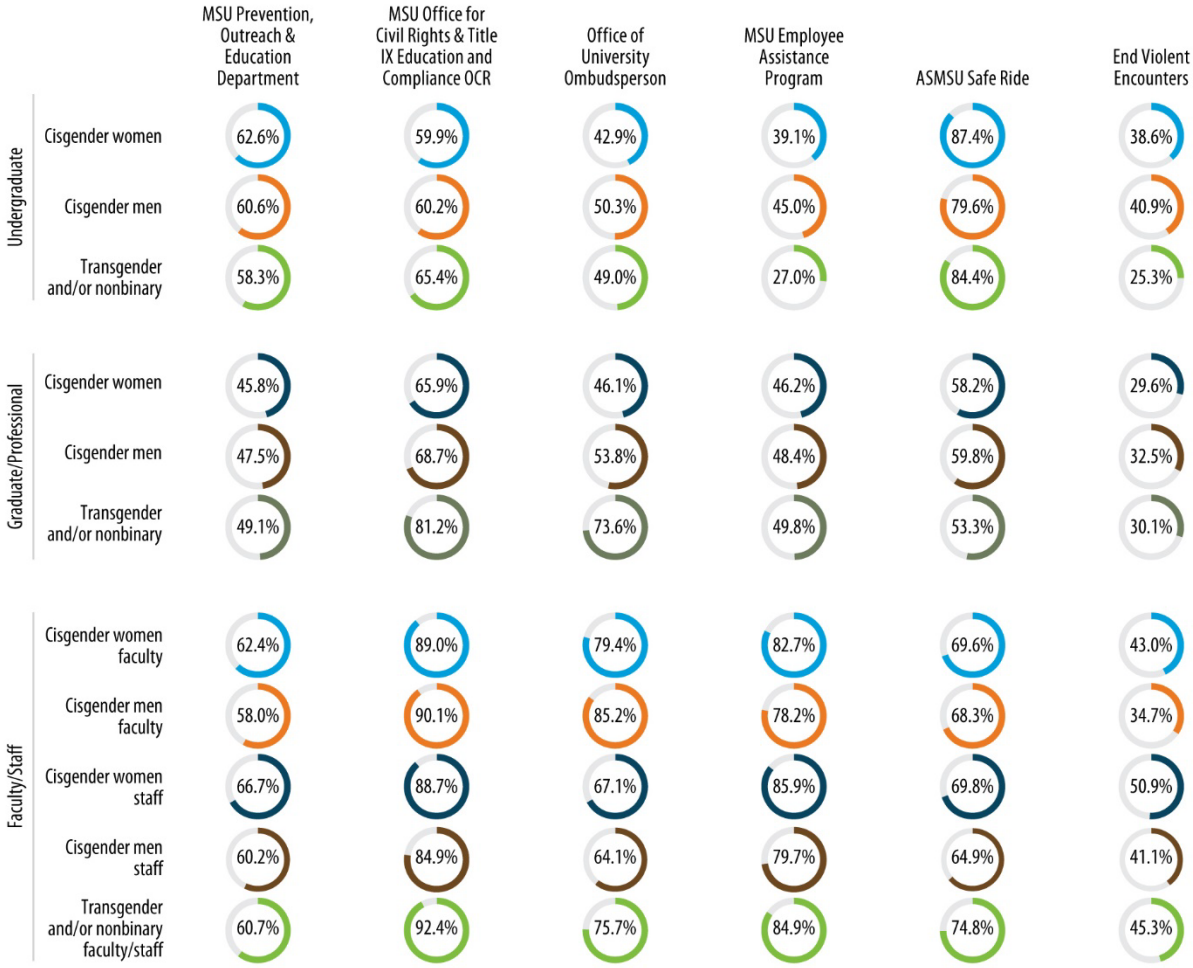
Center. Cisgender women graduate/professional students reported being most aware of the MSU Office for Civil Rights & Title IX and the MSU Center for Survivors. Cisgender men graduate/professional students also reported being most aware of the MSU Office for Civil Rights & Title IX but were secondly most aware of the ASMSU Safe Ride. Transgender and/or nonbinary graduate/professional students reported being most aware of the MSU Office for Civil Rights & Title IX and the MSU Gender and Sexuality Campus Center. For faculty and staff, the Office for Civil Rights & Title IX, the MSU Employee Assistance Program (EAP), and the Office of University Ombudsperson were all well-recognized. Transgender and/or nonbinary faculty/staff also expressed strong awareness of the MSU Gender and Sexuality Campus Center and MSU Center for Survivors.

Figure 45. Awareness of MSU Resources (% Who Were "Very" or "Somewhat" Aware)



Note: For an accessible version of the information shown in this figure, see Appendix F Tables F-5a1, F-5a2, F-5a3, F-5a4, F-5a5, F-5a6, F-5b1, F-5b2, F-5b3, F-5b4, and F-5b5.

Figure 45. Awareness of MSU Resources (% Who Were "Very" or "Somewhat" Aware), cont.



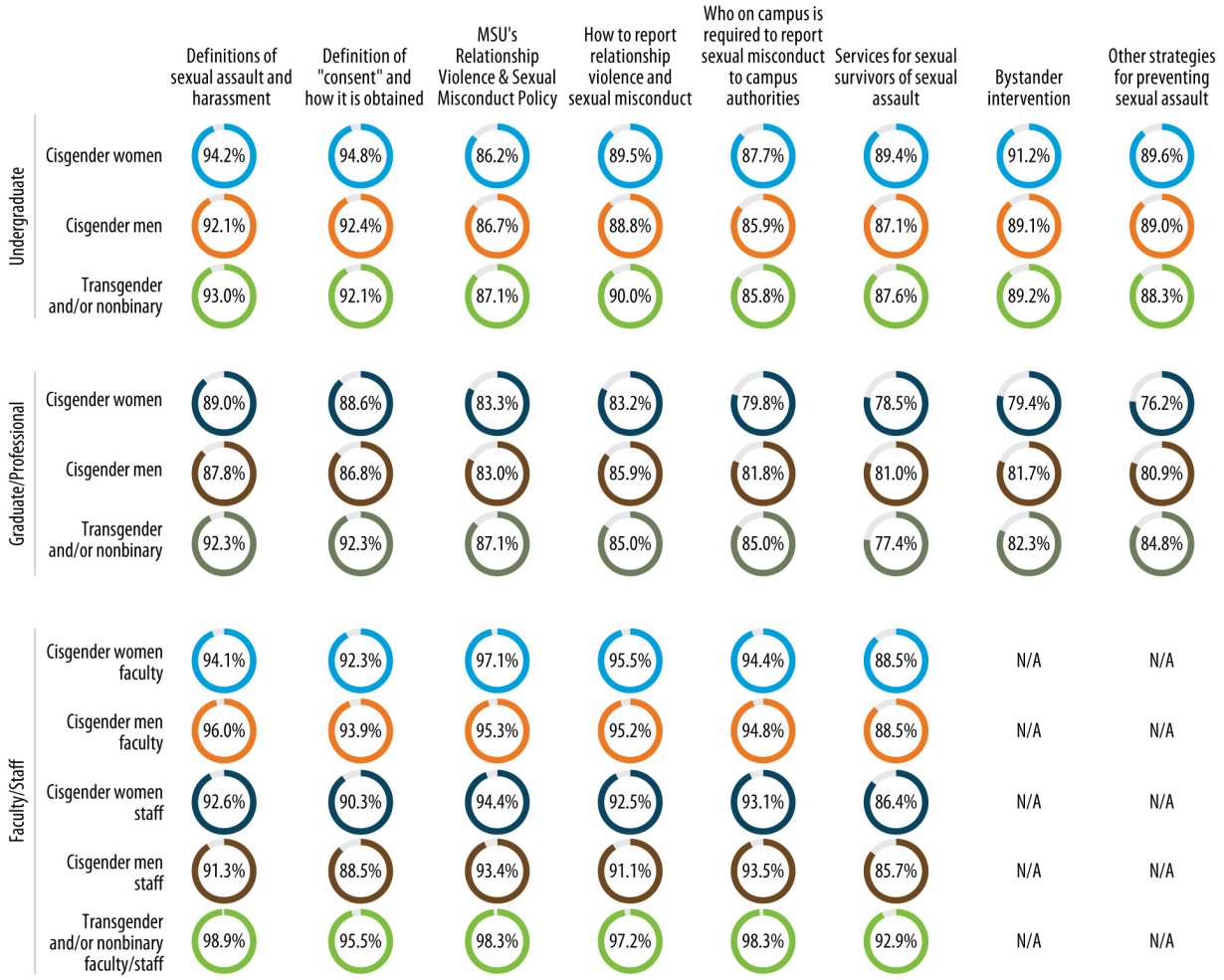
Note: For an accessible version of the information shown in this figure, see Appendix F Tables F-5a1, F-5a2, F-5a3, F-5a4, F-5a5, F-5a6, F-5b1, F-5b2, F-5b3, F-5b4, and F-5b5.

4.4 Participation in Trainings

The surveys asked participants about the training or education they recall having received about sexual misconduct. Among students, 81.4% of undergraduates and 87.4% of graduate or professional students reported that they had received information or education about sexual misconduct prior to enrolling at MSU.

While at MSU, a large majority of all survey populations reported having received trainings or having attended classes that cover a number of specific topics (see Figure 46).

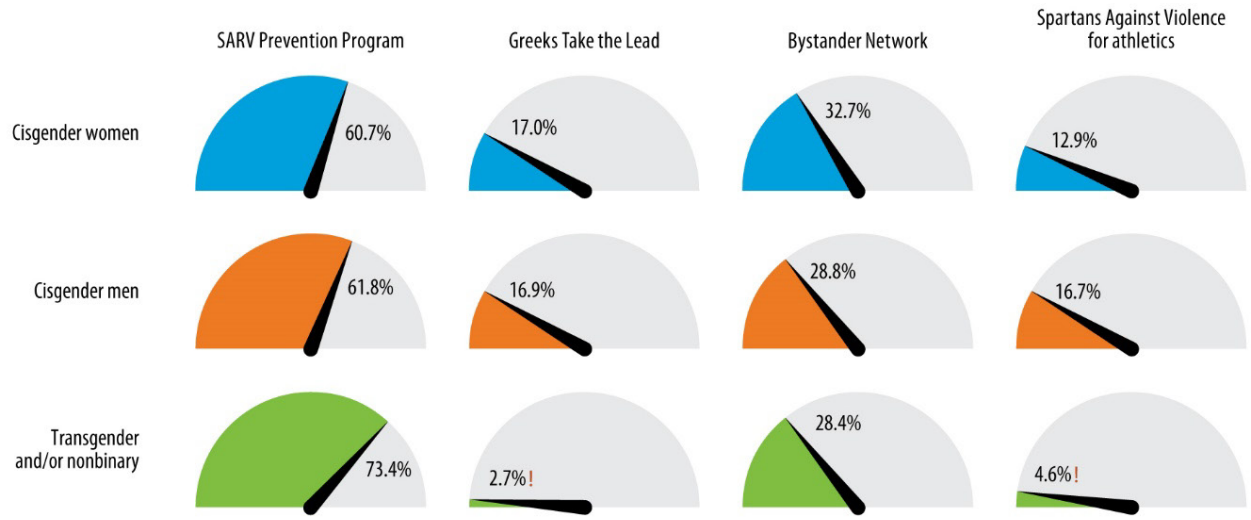
Figure 46. Training on Specific Topics (% Who Indicated Receiving Training)



Note: For an accessible version of the information shown in this figure, see Appendix F Tables F-6a, F-6b, and F-6c.

The surveys also asked about specific programs and trainings that MSU offered. The percentage of undergraduate students receiving specific trainings is shown in Figure 47. Of the students who participated in a particular training, most perceived the trainings as helpful or very helpful. For example, among undergraduates, 88.7% of cisgender women, 83.4% of cisgender men, and 78.7% of transgender and/or nonbinary students who indicated that they had participated in the Sexual Assault & Relationship Violence (SARV) Prevention Program felt the training was helpful/very helpful.

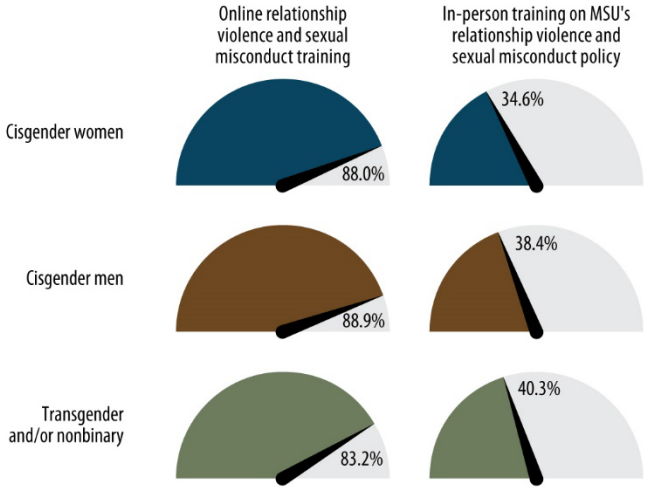
Figure 47. Undergraduate Student Participation in Specific Trainings (% Receiving Training)



Note: The percentage of undergraduate students who participated in a given training, does not take into account the fact that not all undergraduate students are offered every training (e.g., only students involved in Greek life are offered "Greeks Take the Lead."). For an accessible version of the information shown in this figure, see Appendix F Table F-7a.

Graduate students were asked about receiving online RVSM training (see Figure 48), and the vast majority indicated they had participated. More than a third of each group indicated that they had taken some other in-person training on MSU's RVSM policy.

Figure 48. Graduate/Professional Student Participation in Specific Trainings (% Who Indicated Receiving Training)



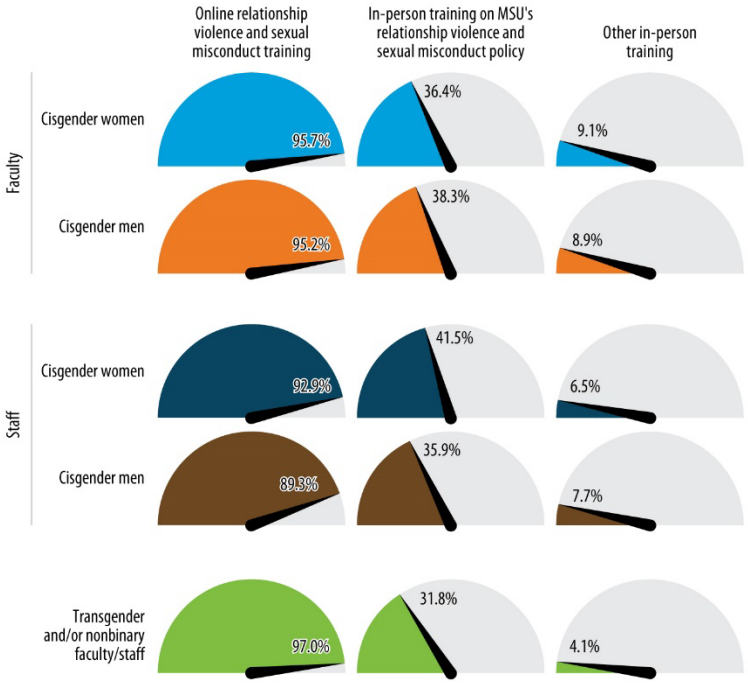
Note: For an accessible version of the information shown in this figure, see Appendix F Table F-7b.

All groups thought that online training was slightly less helpful than in-person trainings. For example, among graduate and professional students who had participated in an online training, 81.0% of cisgender women, 79.0% of cisgender men, and 65.2% of transgender and/or nonbinary students found it to be helpful/very helpful; and of those who participated in an in-person training, 89.1% of cisgender women, and 92.0% of cisgender men, and 76.6% of transgender and/or nonbinary students found it to be helpful/very helpful.

Faculty and staff were asked about their participation in three trainings; Figure 49 shows those results. The vast majority (at least 89%) of all five groups recalled having received the online RVSM

training, but fewer than half reported receiving an in-person training on MSU's RVSM policy. Cisgender women faculty and staff felt the in-person training was more helpful than the online training.

Figure 49. Faculty/Staff Participation in Specific Trainings (% Who Indicated Receiving Training)



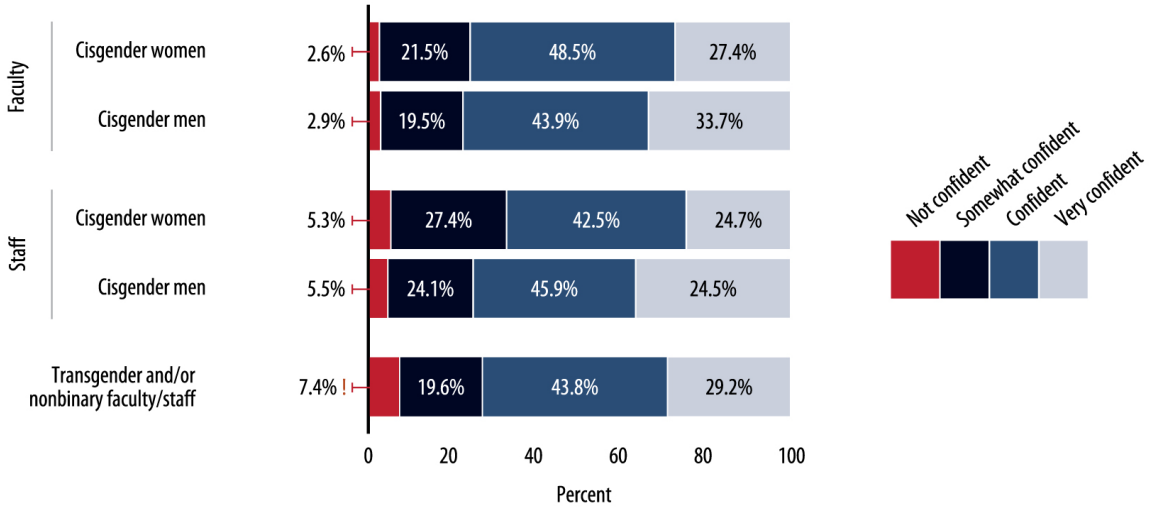
Note: For an accessible version of the information shown in this figure, see Appendix F Table F-7c.

4.5 Faculty's and Staff's Confidence in Responding to Student and Staff Disclosure

Faculty and staff were also asked how much they remembered about the information or training they received from MSU about RVSM. The majority of faculty and staff indicated that they remembered "most" or "almost all" of the information they were given (71.5% of cisgender women faculty, 72.2% for cisgender men faculty, 70.3% for cisgender women staff, 66.8% for cisgender men staff, and 63.6 for transgender and/or nonbinary faculty/staff).

Figure 50 illustrates faculty's and staff's confidence in their ability to respond to a student reporting RVSM according to MSU's official procedures. Although more than half of faculty and staff felt confident or very confident in their ability to respond according to MSU's official procedures, cisgender men faculty expressed the highest levels of confidence. The same pattern was evident for faculty's and staff's confidence in their ability to report disclosure from a staff member, administrator, or faculty member; for this type of disclosure, 71.7% of cisgender women faculty, 77.8% of cisgender men faculty, 65.6% of cisgender women staff, 68.9% of cisgender men staff, and 73.1% of transgender and/or nonbinary faculty/staff indicated they felt confident or very confident that they could respond in accordance with MSU's official procedures.

Figure 50. Faculty/Staff Confidence in Their Ability to Respond to Student Reporting RVSM According to MSU's Official Procedures (% of Faculty/Staff)



Note: For an accessible version of the information shown in this figure, see Appendix F Table F-7c.

5. Changes Between 2018–2019, 2021–2022, and 2024–2025 Academic Years

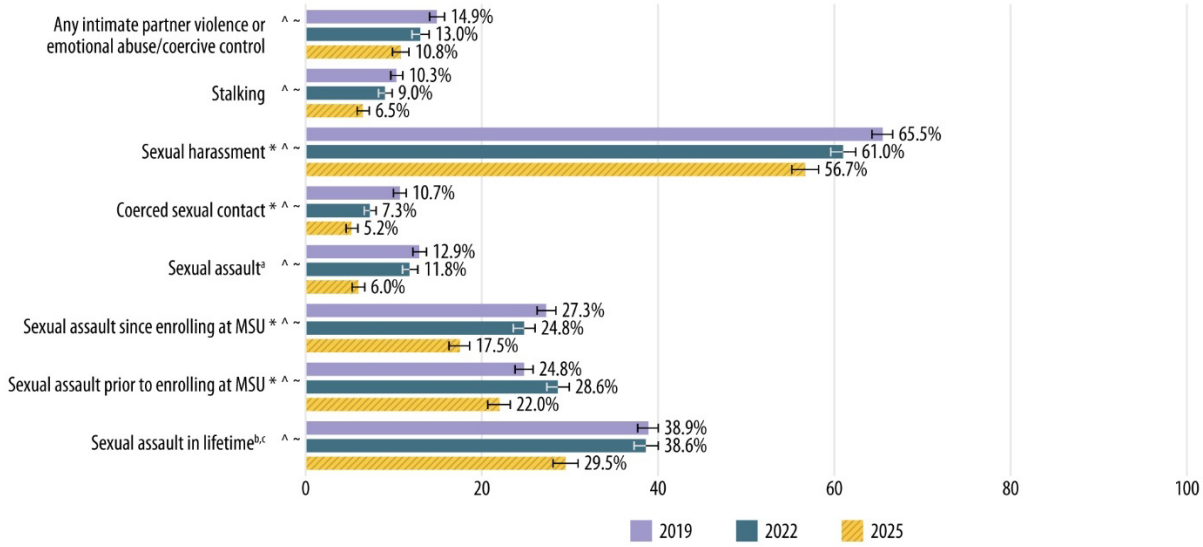
In this chapter, data from the 2025 Know More @ MSU Campus Survey are compared to results from the 2019 and 2022 surveys, in an effort to determine whether and how things have changed at MSU in the past 6 years.

In 2019, students, faculty, and staff who identified as being genderqueer and/or nonbinary were not included in the analyses of women or men, and only a few estimates or results were presented separately for those identifying as genderqueer and/or nonbinary. To make comparisons using 2019 data, it is necessary to compare results for groups that are included in all 3 years the survey was administered, so throughout this chapter, the experiences and perspectives of students, faculty, and staff who were categorized as women or men in 2019 (i.e., women include transgender and cisgender women, men include transgender and cisgender men) are compared to the students, faculty, and staff who identified as being cisgender women or men in 2022 and 2025 . For 2022 and 2025, students, faculty, and staff who identified as being transgender and/or nonbinary (or genderqueer) were put into their own gender identity groups and their data and results are presented separately but alongside cisgender women and cisgender men. Because both the 2022 and 2025 surveys included this separate category, comparisons can be made directly.

When 2019, 2022, and 2025 estimates or results are compared in this chapter, the statistical significance of differences was assessed by determining whether the 95% confidence intervals for various estimates and outcomes overlap. When the 95% confidence intervals for two estimates being compared do not overlap, it is concluded with 95% confidence that the estimates are significantly different from one another statistically (i.e., that change in fact occurred between 2019, 2022, and 2025).

Figure 51 presents 2019, 2022, and 2025 prevalence estimates for eight victimization outcomes experienced by undergraduate women (2018-2019) and cisgender undergraduate women (2021-2022 and 2024-2025). When compared to 2022, statistically significant differences or changes are indicated in 2025 across all eight outcomes (intimate partner violence or emotional abuse/coercive control, stalking, sexual harassment, coerced sexual contact, sexual assault, sexual assault since enrolling at MSU, sexual assault prior to MSU, and sexual assault in lifetime). The prevalence of all eight victimization outcomes decreased from 2022 to 2025. As an example of how to interpret these findings, the prevalence of cisgender undergraduate women experiencing sexual harassment during the academic year decreased from 61.0% in 2022, to 56.7% in 2025. These differences are statistically significant because the 95% confidence intervals on the two estimates being compared—indicated by the thin black “whisker” lines that span the estimates—do not overlap.

Figure 51. Comparison of Victimization Prevalence for Undergraduate Women (2018–2019 data), and Cisgender Undergraduate Women (2021–2022, and 2024–2025 data)



Notes: Percentages are of students. * Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025. ~ Statistically significant at p < 0.05 between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-1a, G-1b, and G1c.

[a] The prevalence rates of rape and sexual battery may not sum to sexual assault because some respondents did not indicate a type of contact.

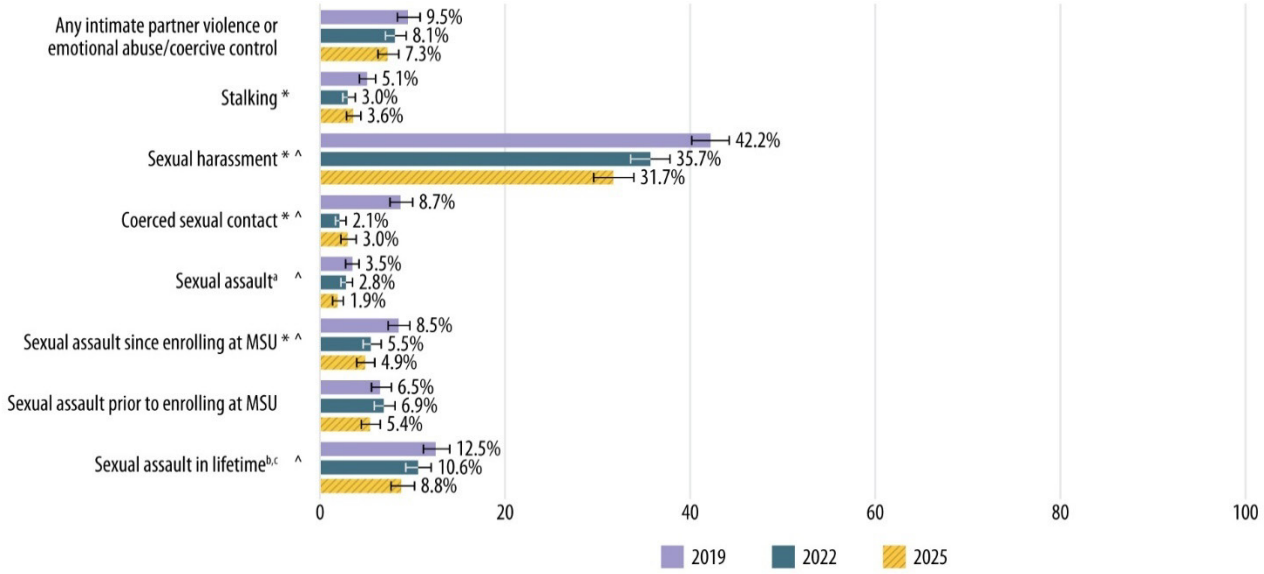
[b] Sexual assault in lifetime will not equal the sum of sexual assault prior to enrolling at MSU and sexual assault since entering MSU because some students reported both before and since enrolling.

[c] The lifetime sexual assault victimization estimate does not equal the sum of the lifetime rape victimization and the lifetime sexual battery victimization estimates, because not all items that could be used to identify lifetime sexual assault victimization captured enough information to determine whether it involved rape or sexual battery.

Figure 52 presents 2019, 2022, and 2025 prevalence estimates for eight victimization outcomes experienced by undergraduate men (2018-2019) and cisgender undergraduate men (2021-2022 and 2024-2025). There were no statistically significant differences for any victimization outcomes from 2022 to 2025 for cisgender undergraduate men. But from 2019 to 2025, statistically significant decreases are indicated for five outcomes: sexual harassment, coerced sexual contact, sexual assault, sexual assault since enrolling at MSU, and sexual assault in lifetime.

Figure 53 presents 2022 and 2025 prevalence estimates for eight victimization outcomes experienced by transgender and/or nonbinary undergraduate students. Among transgender and/or nonbinary undergraduate students, there were no statistically significant differences for any victimization outcomes from 2022 to 2025.

Figure 52. Prevalence Estimates for Victimization Outcomes Experienced by Undergraduate Men (2018–2019 data), and Cisgender Undergraduate Men (2021–2022, and 2024–2025 data)



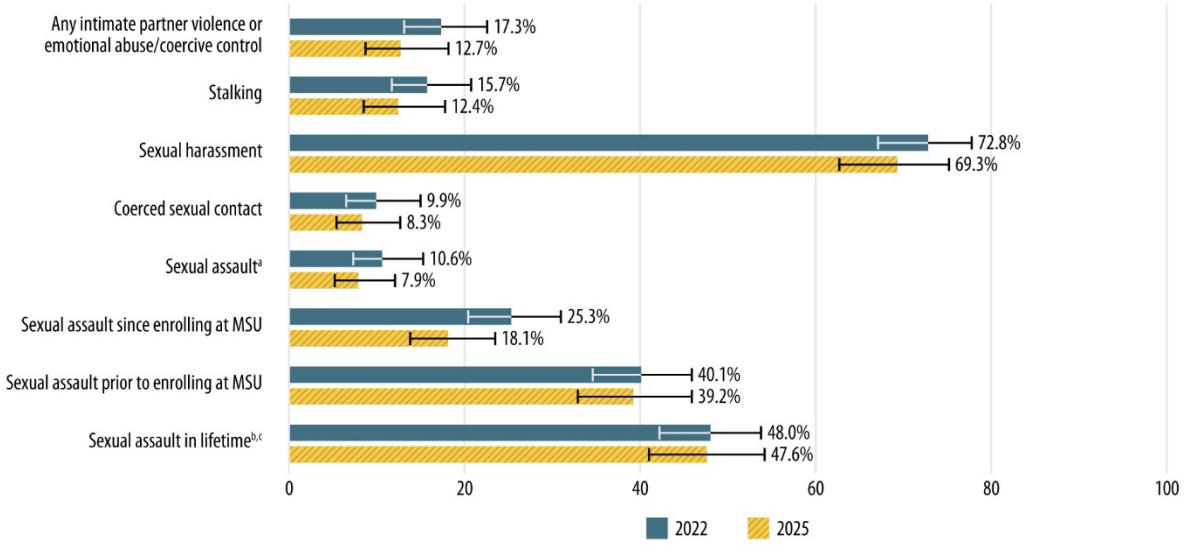
Notes: Percentages are of students. ^ Statistically significant at $p < 0.05$ between years 2019 and 2025. ~ Statistically significant at $p < 0.05$ between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-1d, G-1e, and G-1f.

[a] The prevalence rates of rape and sexual battery may not sum to sexual assault because some respondents did not indicate a type of contact.

[b] Sexual assault in lifetime will not equal the sum of sexual assault prior to enrolling at MSU and sexual assault since entering MSU because some students reported both before and since enrolling.

[c] The lifetime sexual assault victimization estimate does not equal the sum of the lifetime rape victimization and the lifetime sexual battery victimization estimates, because not all items that could be used to identify lifetime sexual assault victimization captured enough information to determine whether it involved rape or sexual battery.

Figure 53. Prevalence Estimates for Victimization Outcomes Experienced by Transgender and/or nonbinary Undergraduate Students During 2021–2022, and 2024–2025 Academic Years

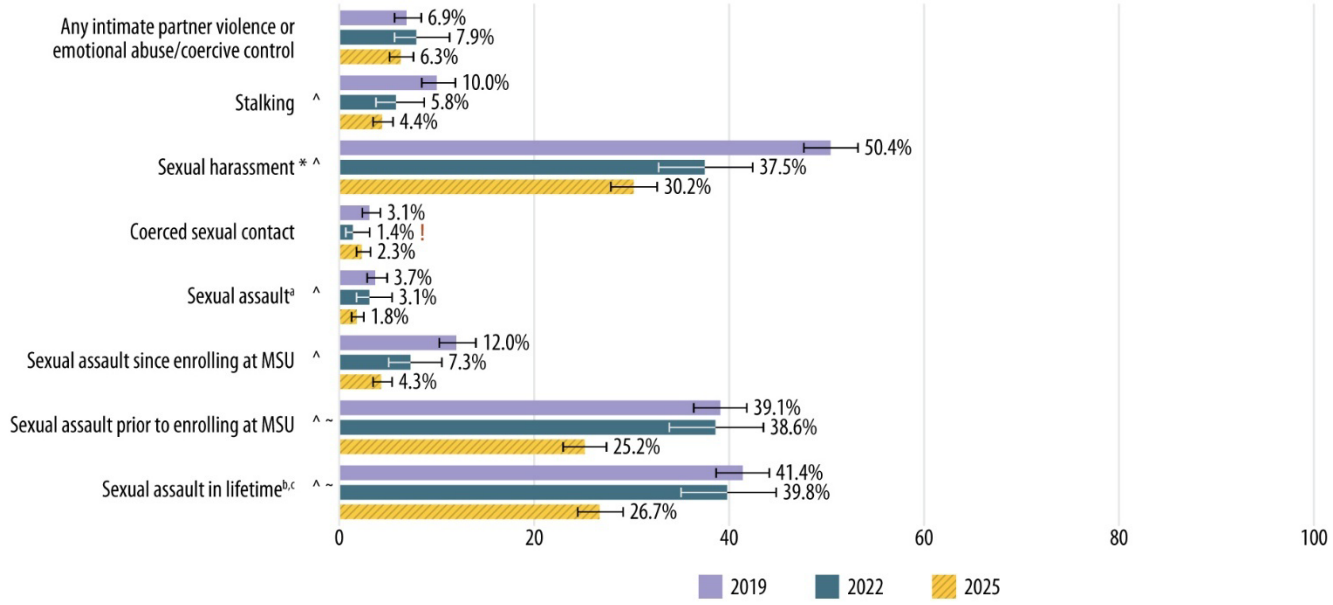


Notes: Percentages are of students. For an accessible version of the information shown in this figure, see Appendix G Table G-1m.

[a] The prevalence rates of rape and sexual battery may not sum to sexual assault because some respondents did not indicate a type of contact.
[b] Sexual assault in lifetime will not equal the sum of sexual assault prior to enrolling at MSU and sexual assault since entering MSU because some students reported both before and since enrolling.
[c] The lifetime sexual assault victimization estimate does not equal the sum of the lifetime rape victimization and the lifetime sexual battery victimization estimates, because not all items that could be used to identify lifetime sexual assault victimization captured enough information to determine whether it involved rape or sexual battery.

Figures 54–56 present 2022 and 2025 prevalence estimates for eight victimization outcomes experienced by graduate/professional students. From 2022 to 2025, there were no statistically significant changes in victimization outcomes for cisgender male graduate/professional students, but there were significant changes for cisgender graduate/professional women students, where sexual assault prior to enrolling at MSU and sexual assault in lifetime both decreased. Comparing 2019 to 2025 findings, six of the eight victimization outcomes significantly decreased for women graduate/professional students (all except intimate partner violence or abuse/coercive control, and coerced sexual contact). For graduate transgender and/or nonbinary students, comparisons rates of victimization outcomes lacked statistical precision.

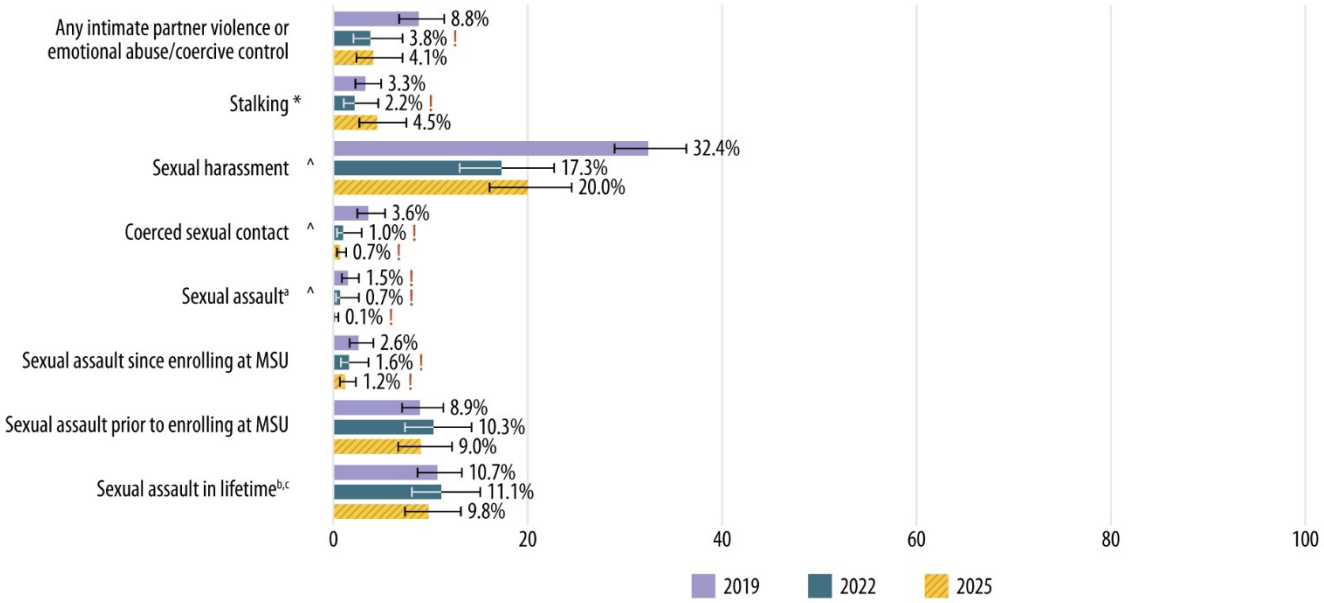
Figure 54. Prevalence Estimates for Victimization Outcomes Experienced by Women Graduate/Professional Students (2018–2019 data), and Cisgender Undergraduate Women Graduate/Professional Students (2021–2022, and 2024–2025 data)



Notes: Percentages are of students. ~ Statistically significant at p < 0.05 between years 2022 and 2025. ^ Statistically significant at p < 0.05 between years 2019 and 2025. * Statistically significant at p < 0.05 between years 2019 and 2022.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Tables G-1g, G-1h, and G-1i.
[a] The prevalence rates of rape and sexual battery may not sum to sexual assault because some respondents did not indicate a type of contact.
[b] Sexual assault in lifetime will not equal the sum of sexual assault prior to enrolling at MSU and sexual assault since entering MSU because some students reported both before and since enrolling.

[c] The lifetime sexual assault victimization estimate does not equal the sum of the lifetime rape victimization and the lifetime sexual battery victimization estimates, because not all items that could be used to identify lifetime sexual assault victimization captured enough information to determine whether it involved rape or sexual battery.

Figure 55. Prevalence Estimates for Victimization Outcomes Experienced by Men Graduate/Professional Students (2018–2019 data), and Cisgender Men Graduate/Professional Students (2021–2022 and 2024–2025 data)



Notes: Percentages are of students. * Statistically significant at $p < 0.05$ between years 2019 and 2022. ^ Statistically significant at $p < 0.05$ between years 2019 and 2025.

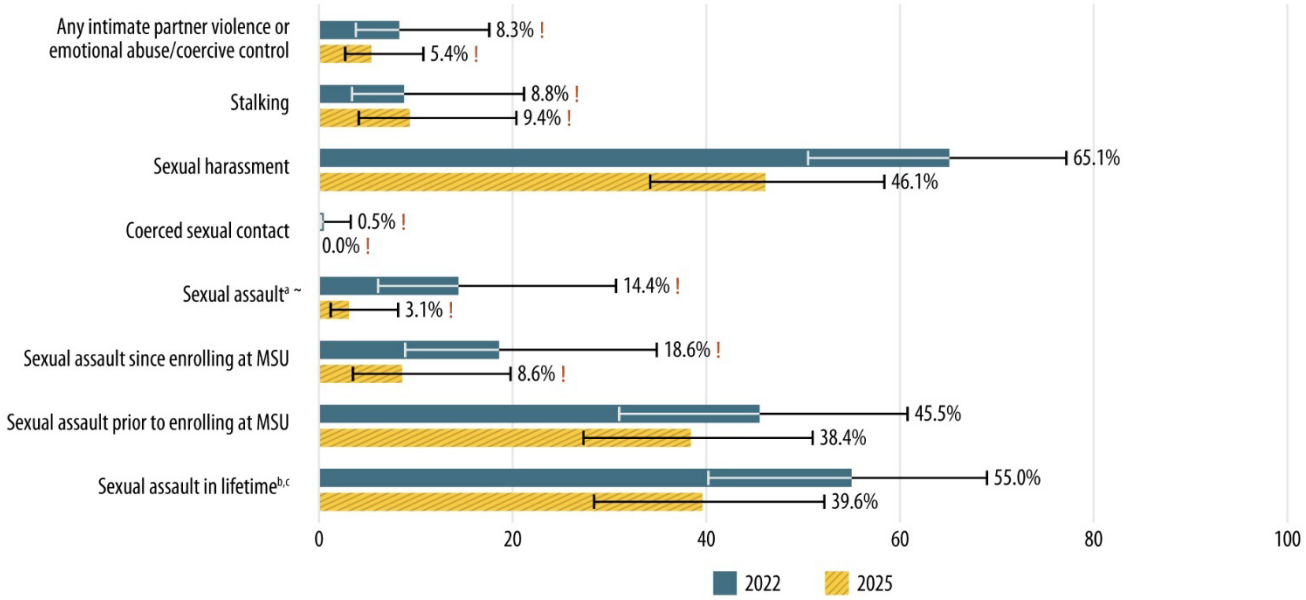
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Tables G-1j, G-1k, and G-1l.

[a] The prevalence rates of rape and sexual battery may not sum to sexual assault because some respondents did not indicate a type of contact.

[b] Sexual assault in lifetime will not equal the sum of sexual assault prior to enrolling at MSU and sexual assault since entering MSU because some students reported both before and since enrolling.

[c] The lifetime sexual assault victimization estimate does not equal the sum of the lifetime rape victimization and the lifetime sexual battery victimization estimates, because not all items that could be used to identify lifetime sexual assault victimization captured enough information to determine whether it involved rape or sexual battery.

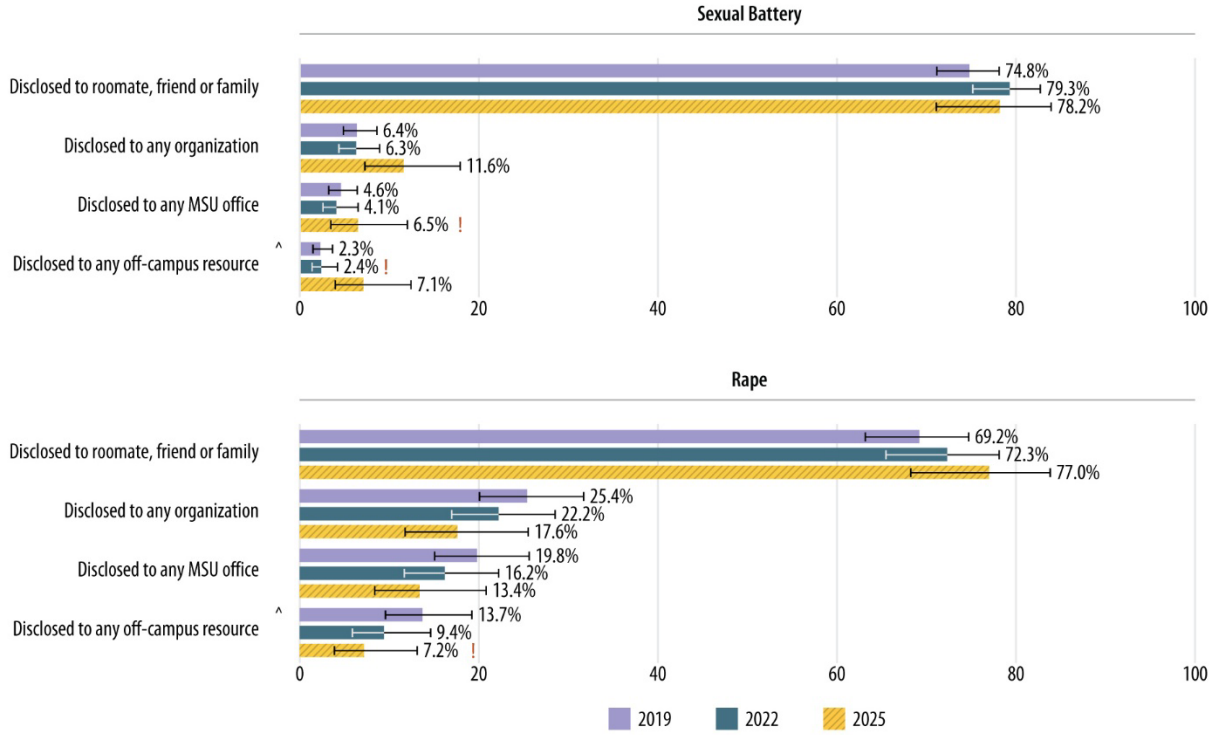
Figure 56. Prevalence Estimates for Victimization Outcomes Experienced by Transgender and/or nonbinary Graduate/Professional Students During 2021–2022 and 2024–2025 Academic Years



Notes: Percentages are of students. ~ Statistically significant at $p < 0.05$ between years 2022 and 2025.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Table G-1n.
[a] The prevalence rates of rape and sexual battery may not sum to sexual assault because some respondents did not indicate a type of contact.
[b] Sexual assault in lifetime will not equal the sum of sexual assault prior to enrolling at MSU and sexual assault since entering MSU because some students reported both before and since enrolling.
[c] The lifetime sexual assault victimization estimate does not equal the sum of the lifetime rape victimization and the lifetime sexual battery victimization estimates, because not all items that could be used to identify lifetime sexual assault victimization captured enough information to determine whether it involved rape or sexual battery.

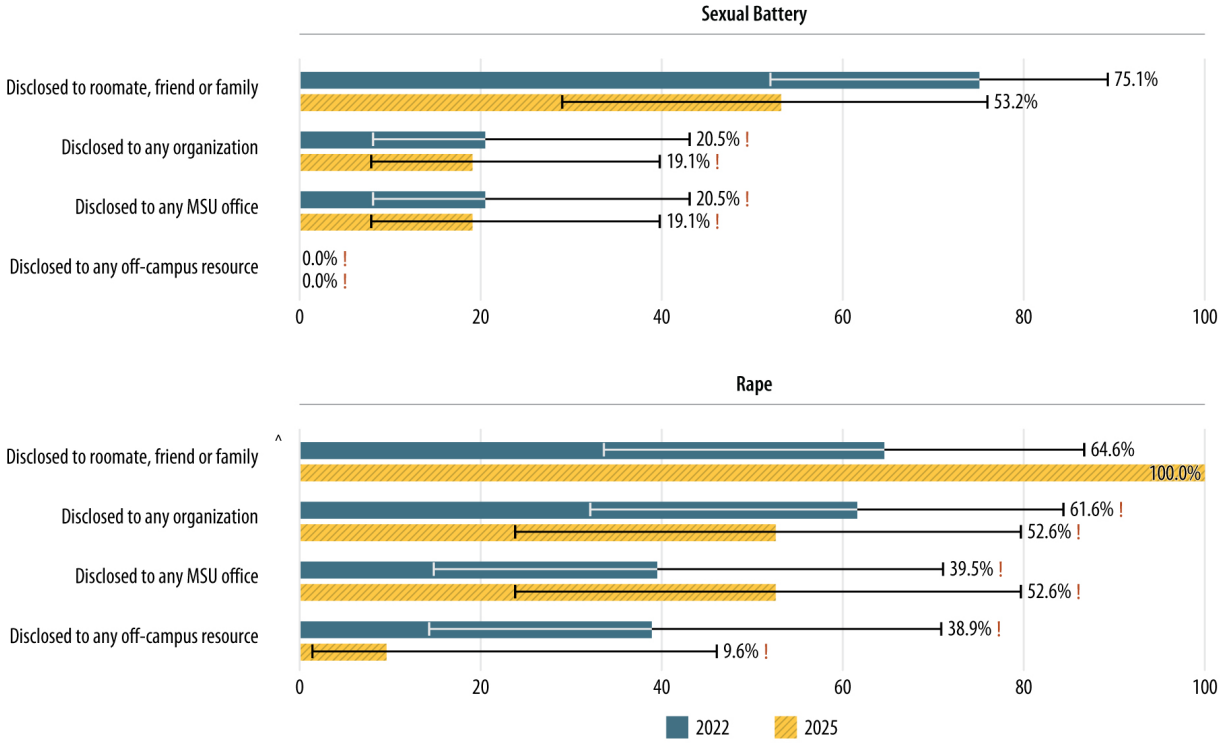
Figure 57 compares the prevalence rates of disclosing sexual battery and rape incidents experienced by undergraduate women (2018-2019) and cisgender undergraduate women (2021-2022 and 2024-2025) to different groups, including roommates, friends, and family; any MSU or off-campus office/organization; an MSU office; or an off-campus organization. The prevalence of disclosing sexual battery and rape incidents to different groups did not significantly change from 2022 to 2025 for cisgender undergraduate women. However, from 2019 to 2025, there was a statistically significant difference in disclosure of sexual battery incidents to any off-campus resource, which increased in 2025. For transgender and/or nonbinary undergraduate students (Figure 58), disclosure of rape incidents to roommates, friends, and family increased from 2022 to 2025. Comparisons of the rates of disclosure for the other groups lacked statistical precision.

Figure 57. Comparison of Disclosure Rates for Sexual Battery and Rape Incidents Experienced by Undergraduate Women (2018–2019 data), and Cisgender Undergraduate Women (2021–2022 and 2024–2025 data)



Notes: ^ Statistically significant at $p < 0.05$ between years 2019 and 2025.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Tables G-2a, G-2b, and G-2c.

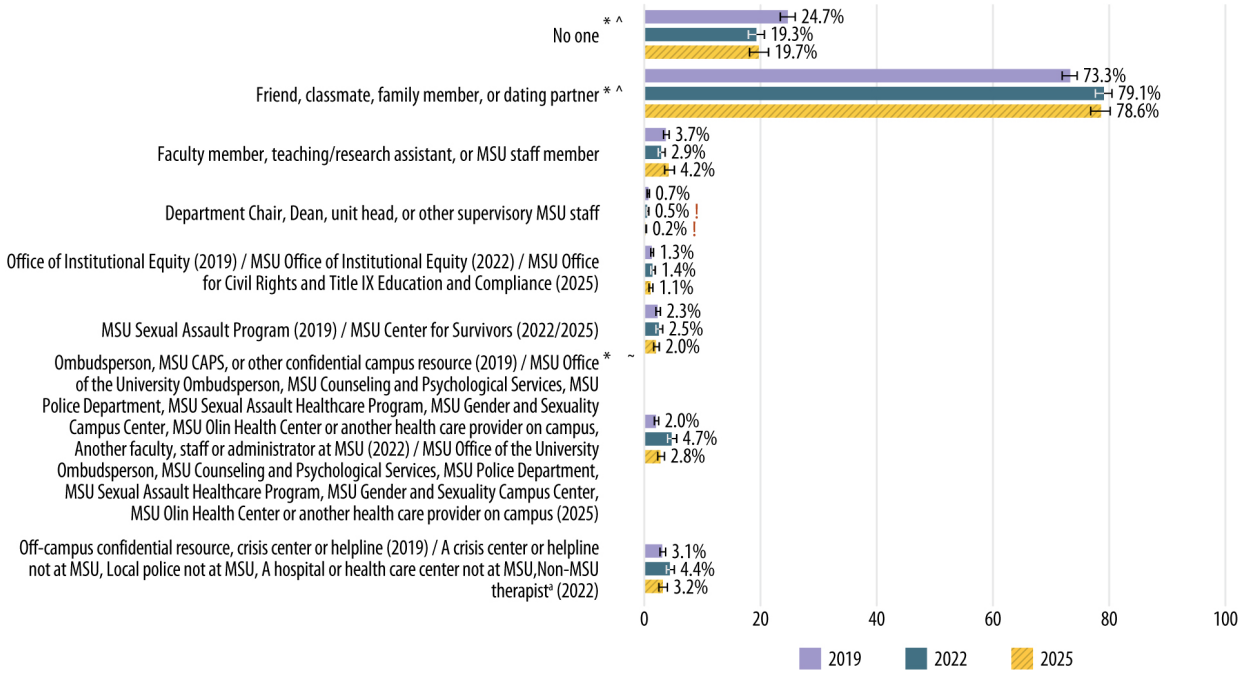
Figure 58. Comparison of Disclosure Rates for Sexual Battery and Rape Incidents Experienced by Transgender and/or nonbinary Undergraduate Students During 2021–2022 and 2024–2025 Academic Years



Notes: ^ Statistically significant at $p < 0.05$ between years 2022 and 2025.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Tables G-2d, and G-3d.

Figures 59 through 64 compare the 2019, 2022, and 2025 rates of undergraduate students and graduate/professional students disclosing their sexual harassment experiences to various groups. For cisgender undergraduate women, disclosing sexual harassment experiences to an MSU resource decreased from 2022 to 2025. From 2019 to 2025, the only significant differences for undergraduate women are that disclosure to a friend, classmate, family member, or dating partner increased, and disclosure to no one increased. For cisgender undergraduate men, there were no significant differences in rates of disclosure from 2022 to 2025, or from 2019 to 2025. The estimates and comparisons for other groups, including for transgender and/or nonbinary undergraduate and graduate/professional students, lack statistical precision.

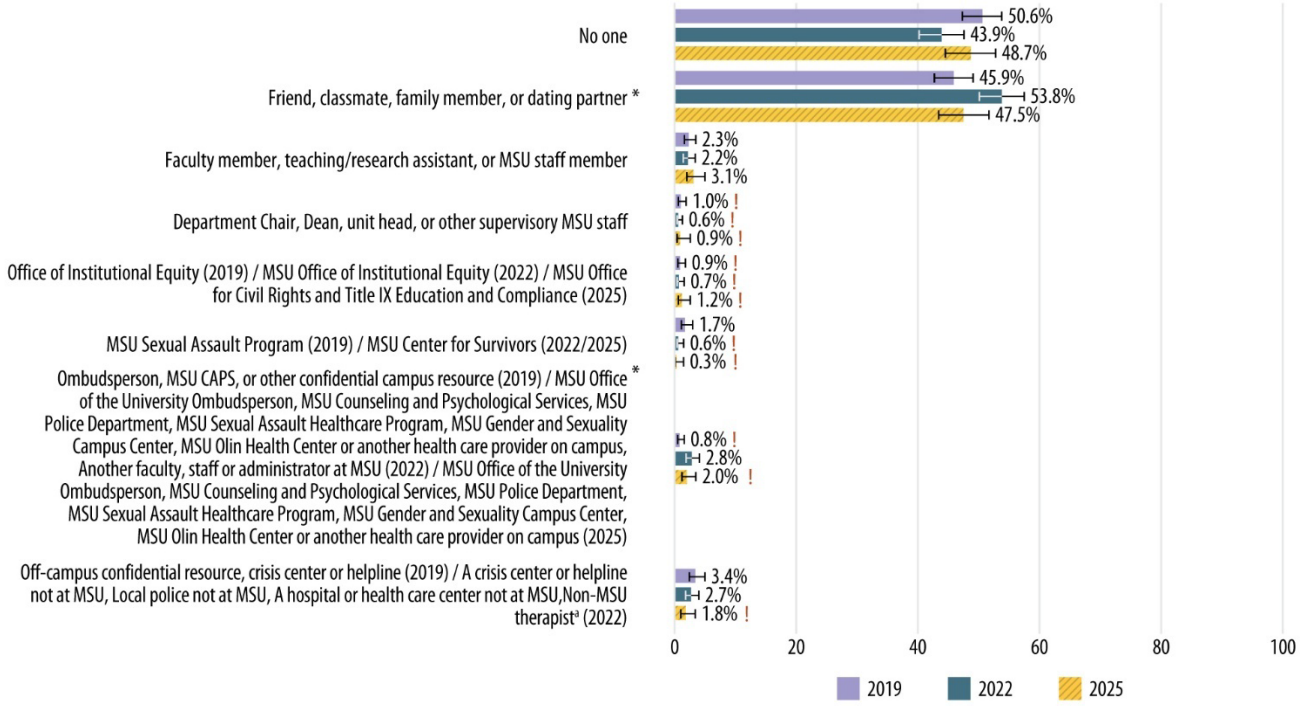
Figure 59. Comparison of Disclosure Rates for Sexual Harassment Incidents Experienced by Undergraduate Women (2018–2019 data), and Cisgender Undergraduate Women (2021–2022 and 2024–2025 data)



Notes: * Statistically significant at $p < 0.05$ between years 2019 and 2022. ^ Statistically significant at $p < 0.05$ between years 2019 and 2025. ~ Statistically significant at $p < 0.05$ between years 2022 and 2025.

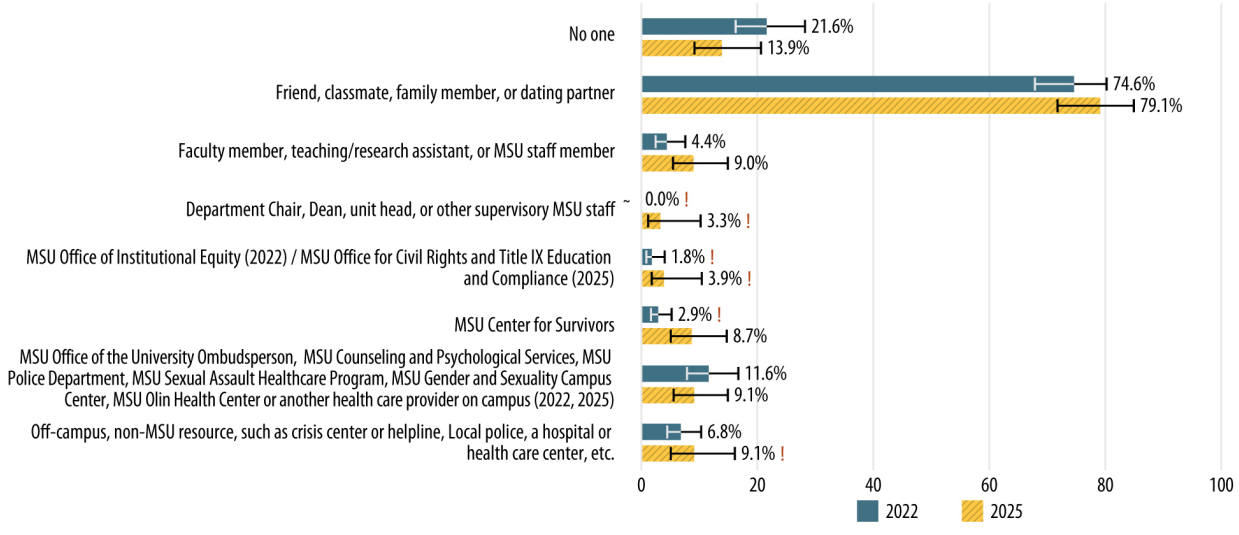
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Tables G-6a, G-6b, and G-6c.

Figure 60. Comparison of Disclosure Rates for Sexual Harassment Incidents Experienced by Undergraduate Men (2018–2019 data), and Cisgender Undergraduate Men (2021–2022 and 2024–2025 data)



Notes: * Statistically significant at $p < 0.05$ between years 2019 and 2022.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Tables G-6d, G-6e, and G-6f.

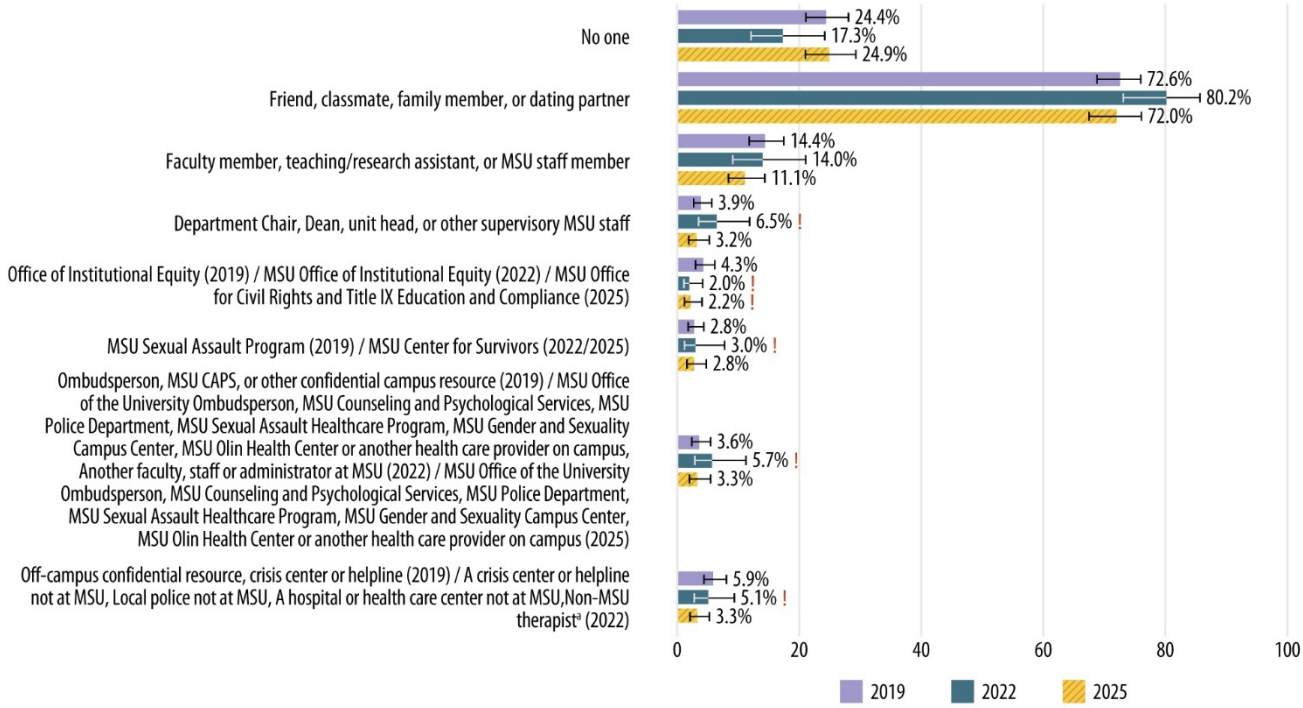
Figure 61. Comparison of Disclosure Rates for Sexual Harassment Incidents Experienced by Transgender and/or nonbinary Undergraduate Students During 2021–2022 and 2024–2025 Academic Years



Notes: ~ Statistically significant at $p < 0.05$ between years 2022 and 2025.

! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Table G-6m.

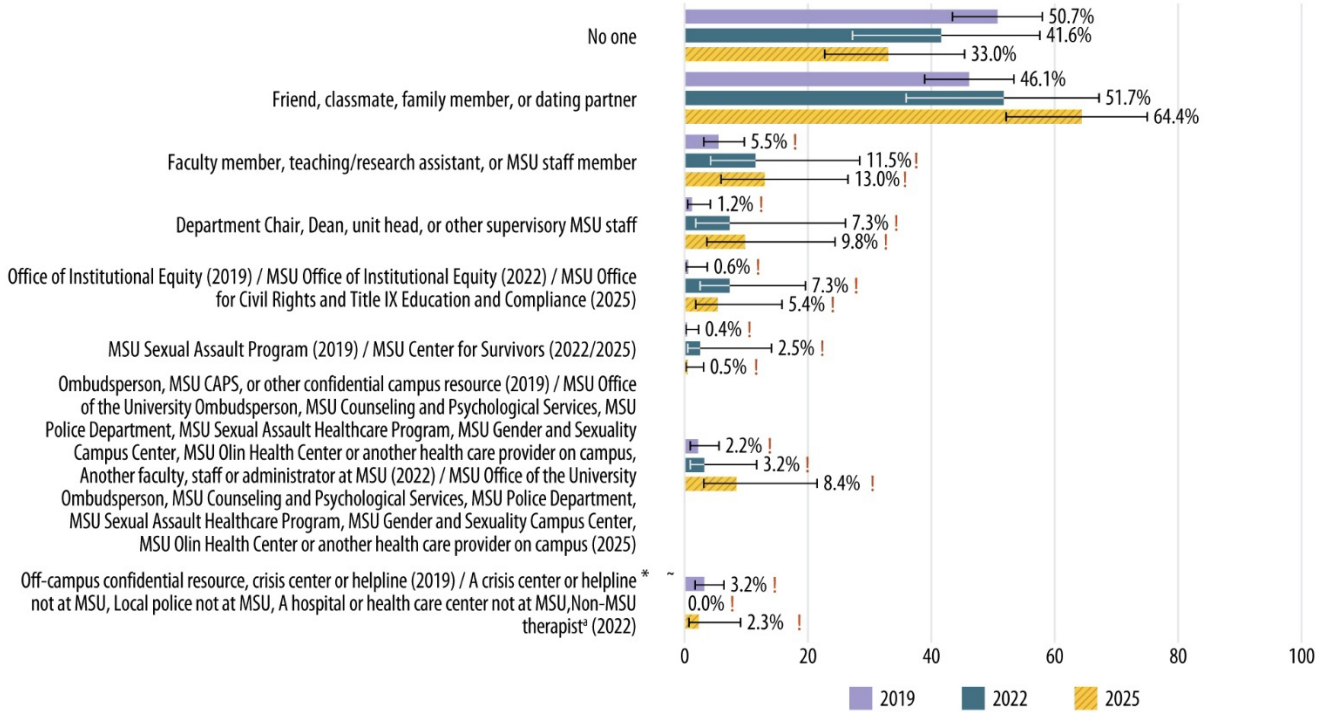
Figure 62. Comparison of Disclosure Rates for Sexual Harassment Incidents Experienced by Graduate/Professional Women (2018–2019data), and Cisgender Graduate/Professional Women (2021–2022 and 2024–2025 data)



Notes:

! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Tables G-6g, G-6h, and G-6i.

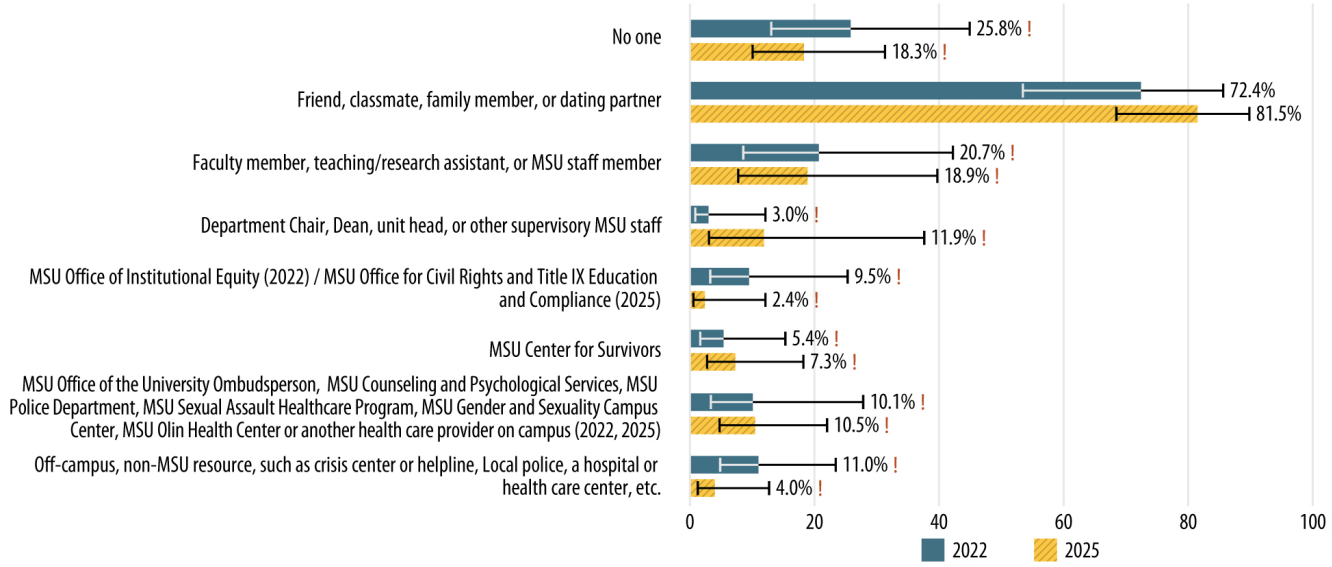
Figure 63. Comparison of Disclosure Rates for Sexual Harassment Incidents Experienced by Graduate/Professional Men (2018–2019 data), and Cisgender Graduate/Professional Men (2021–2022 and 2024–2025 data)



Notes: * Statistically significant at $p < 0.05$ between years 2019 and 2022. ~ Statistically significant at $p < 0.05$ between years 2022 and 2025.

! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Tables G-6j, G-6k, and G-6l.

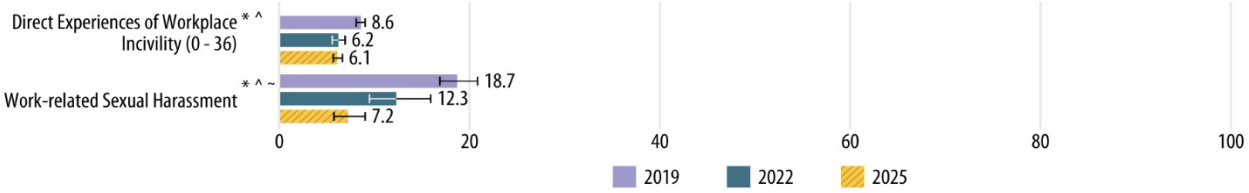
Figure 64. Comparison of Disclosure Rates for Sexual Harassment Incidents Experienced by Transgender and/or nonbinary Graduate/Professional Students During 2021–2022 and 2024–2025 Academic Years



Notes:
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Table G-6m.

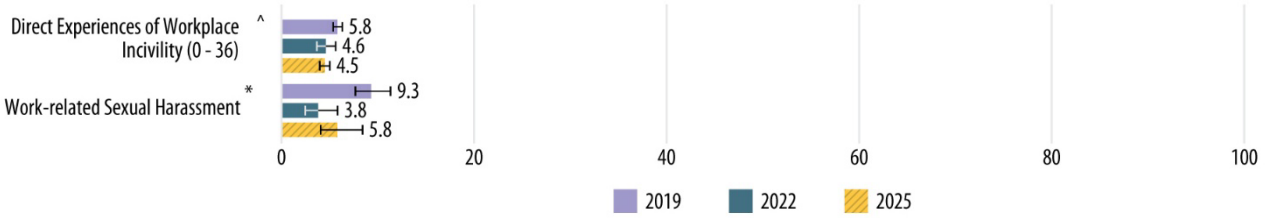
Figures 65 through 69 compare the 2019, 2022, and 2025 prevalence estimates for experiencing workplace incivility and workplace sexual harassment for faculty and staff. In terms of experiencing workplace incivility, there were no statistically significant changes from 2022 to 2025 for any group. However, faculty women, faculty men, staff women, and staff men all experienced significantly less incivility in 2025 than they did in 2019. In terms of experiencing workplace sexual harassment, only cisgender faculty women experienced significantly less harassment in 2025 that they did in 2022; and only faculty men did not experience a significant decrease in workplace sexual harassment from 2019 to 2025.

Figure 65. Comparison of Workplace Incivility and Sexual Harassment Prevalence for Faculty Women (2018–2019 data) and Faculty Cisgender Women (2021–2022 and 2024–2025 data)



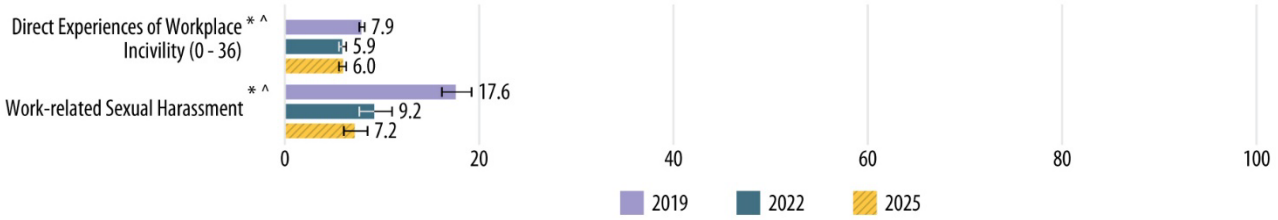
Notes: * Statistically significant at $p < 0.05$ between years 2019 and 2022. ^ Statistically significant at $p < 0.05$ between years 2019 and 2025. ~ Statistically significant at $p < 0.05$ between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-4a, G-4b, G-4c, G-5a, G-5b, and G-5c.

Figure 66. Comparison of Workplace Incivility and Sexual Harassment Prevalence for Faculty Men During (2018–2019 data) and Cisgender Faculty Men (2021–2022 and 2024–2025 data)



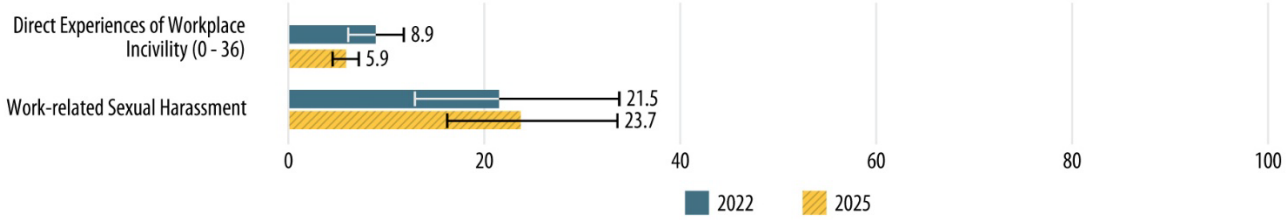
Notes: * Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-4d, G-4e, G-4f, G-5d, G-5e, and G-5f.

Figure 67. Comparison of Workplace Incivility and Sexual Harassment Prevalence for Staff Women (2018–2019 data), and Cisgender Staff Women (2021–2022 and 2024–2025 data)



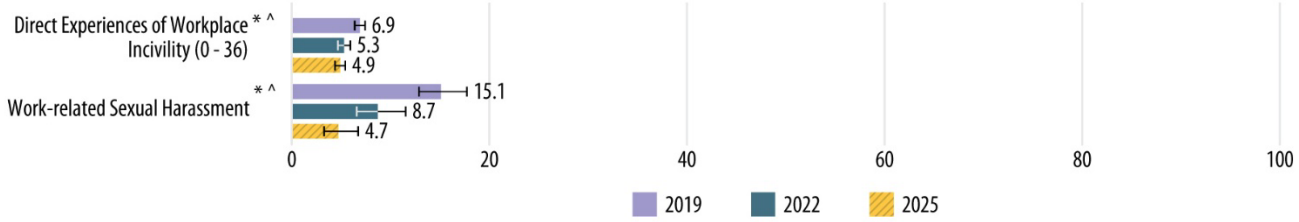
Notes: * Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Tables G-4g, G-4h, G-4i, G-5g, G-5h, and G-5i.

Figure 68. Comparison of Workplace Incivility and Sexual Harassment Prevalence for Staff Men (2018–2019 data) and Cisgender Staff Men 2021–2022 and 2024–2025 data)



Notes: * Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Tables G-4j, G-4k, G-4l, G-5j, G-5k, and G-5l.

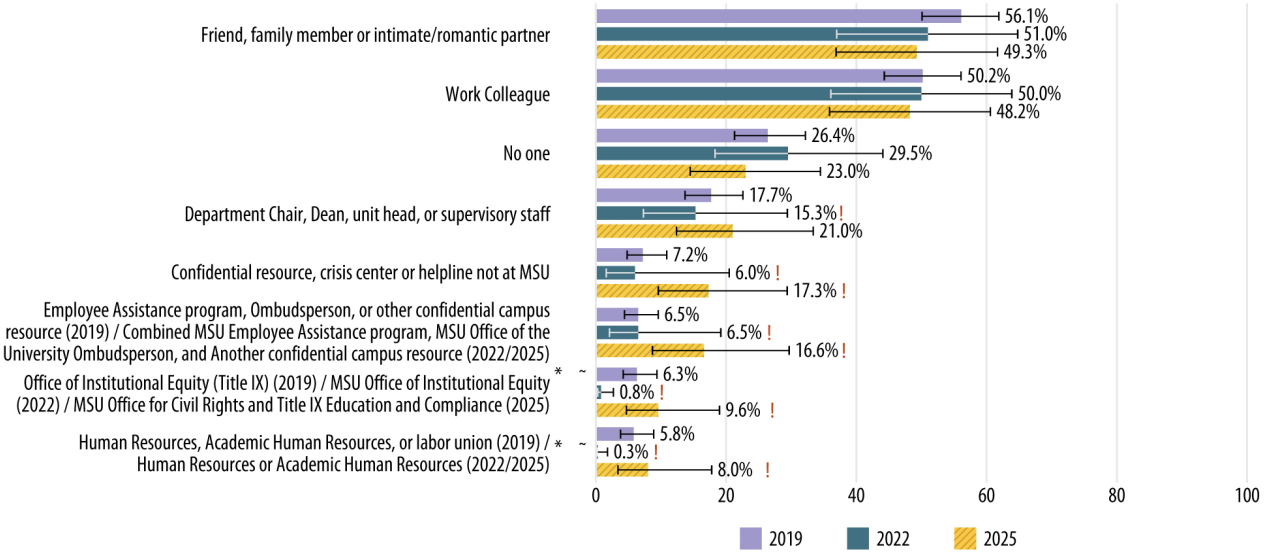
Figure 69. Comparison of Workplace Incivility and Sexual Harassment Prevalence for Transgender and/or nonbinary Faculty/Staff During 2021–2022 and 2024–2025 Academic Years



Notes: For an accessible version of the information shown in this figure, see Appendix G Tables G-4m and G-5m.

Figures 70 through 74 compare the 2019, 2022, and 2025 rates of disclosing sexual harassment experienced by faculty and staff to friends, family members, or intimate/romantic partners; work colleagues; or no one. Any changes in prevalence of disclosing sexual harassment from 2022 to 2025 were not statistically reliable. Respondents were able to report they knew other sources to which they could have disclosed their sexual harassment experiences, but the estimates for those other sources lack statistical precision.

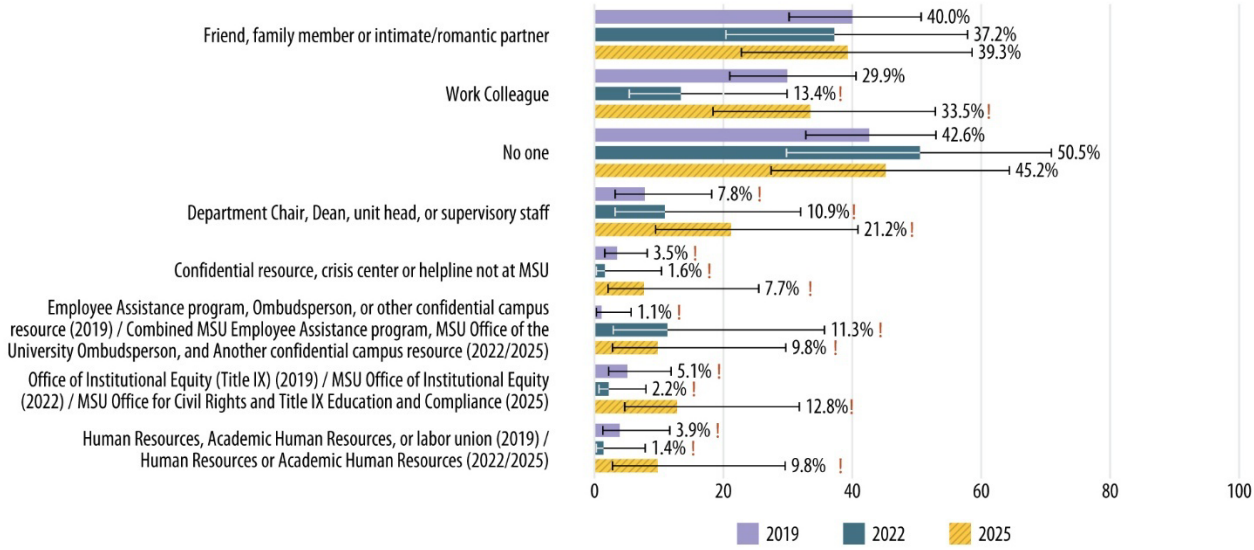
Figure 70. Comparison of Disclosure Rates for Sexual Harassment Incidents Experienced by Faculty Women (2018–2019 data), and Cisgender Faculty Women (2021–2022 and 2024–2025 data)



Notes: *Statistically significant at $p < 0.05$ between years 2019 and 2022. ~ Statistically significant at $p < 0.05$ between years 2022 and 2025.

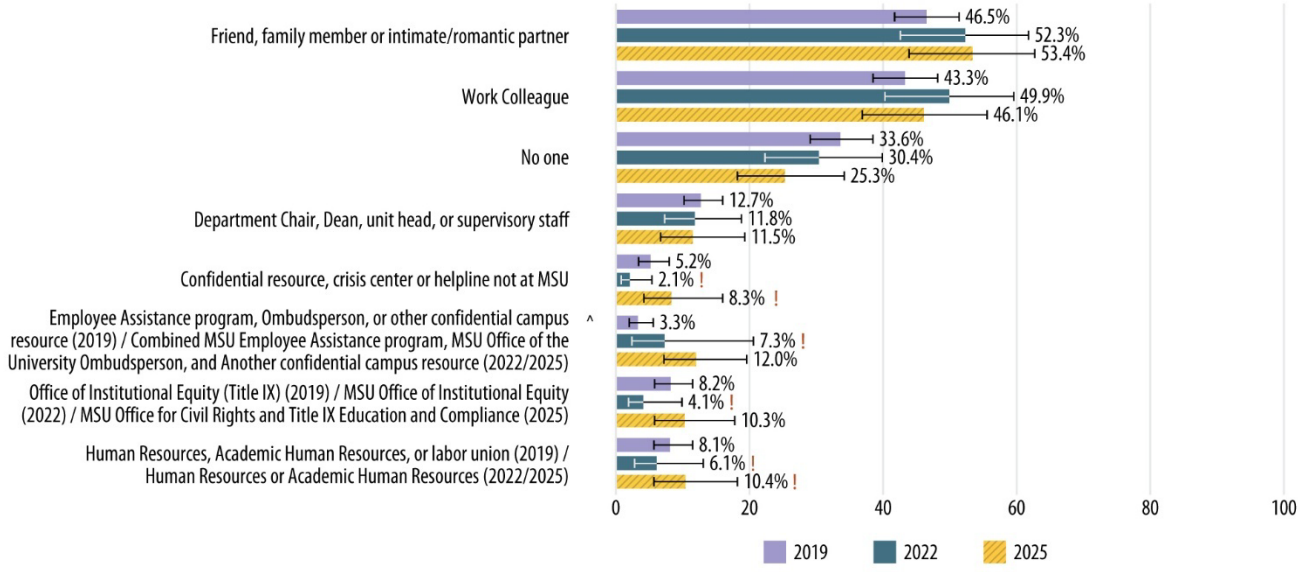
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Tables G-7a, G-7b, and G-7c.

Figure 71. Comparison of Disclosure Rates for Sexual Harassment Incidents Experienced by Faculty Men (2018–2019 data), and Cisgender Faculty Men (2021–2022 and 2024–2025 data)



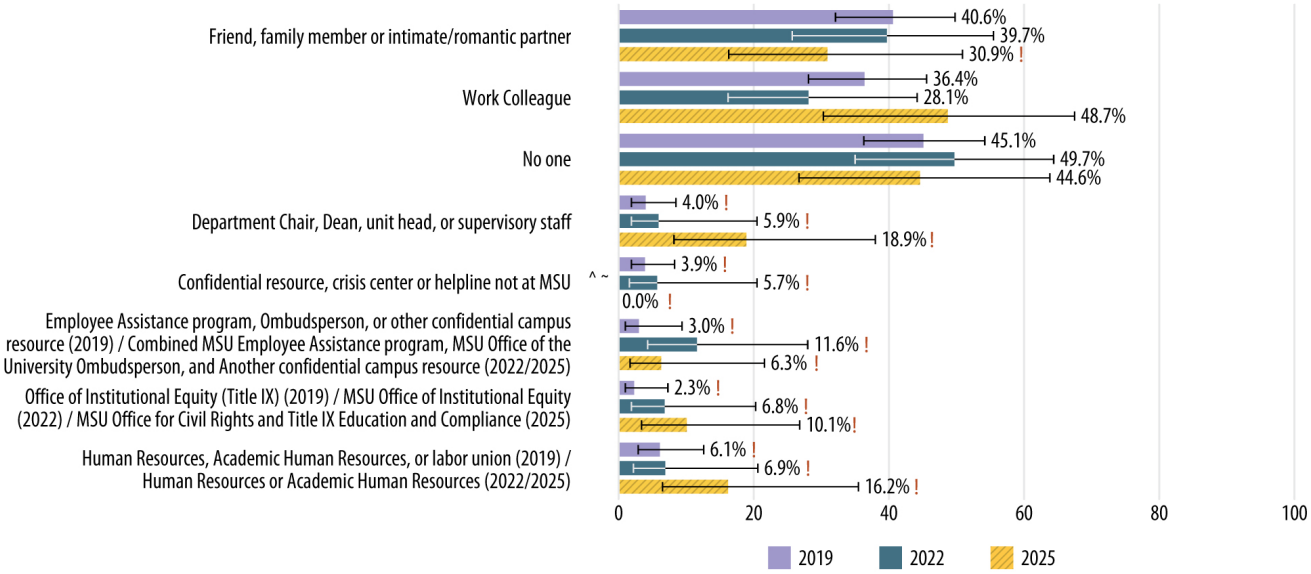
Notes:
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Tables G-7d, G-7e, and G-7f.

Figure 72. Comparison of Disclosure Rates for Sexual Harassment Incidents Experienced by Staff Women (2018–2019 data), and Cisgender Staff Women (2021–2022 and 2024–2025 data)



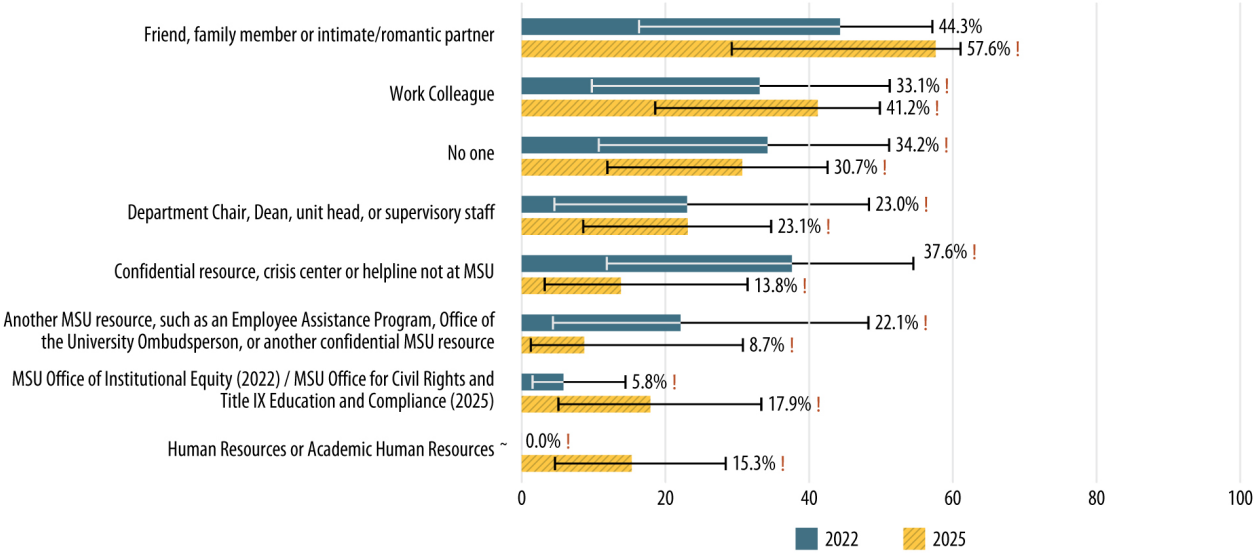
Notes: ^ Statistically significant at $p < 0.05$ between years 2019 and 2025.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Tables G-7g, G-7h, and G-7i.

Figure 73. Comparison of Disclosure Rates for Sexual Harassment Incidents Experienced by Staff Men (2018–2019 data), and Cisgender Staff Men (2021–2022 and 2024–2025 data)



Notes: ^ Statistically significant at p < 0.05 between years 2019 and 2025. ~ Statistically significant at p < 0.05 between years 2022 and 2025.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Tables G-7j, G-7k, and G-7l.

Figure 74. Comparison of Disclosure Rates for Sexual Harassment Incidents Experienced by Transgender and/or nonbinary Faculty/Staff During 2021–2022 and 2024–2025 Academic Years

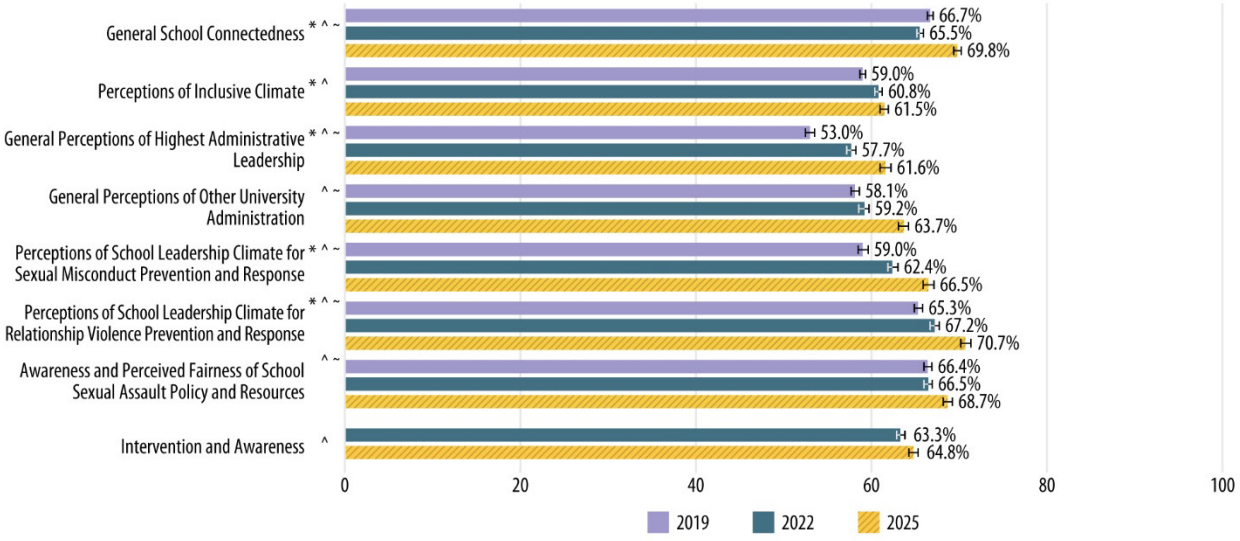


Notes: ~ Statistically significant at p < 0.05 between years 2022 and 2025.
! Estimate is considered not statistically reliable because it is either based on fewer than 10 people or has a relative standard error greater than 30%. For an accessible version of the information shown in this figure, see Appendix G Table G-7m.

Comparisons on Campus Climate Scale

- Figure 75 compares the 2019, 2022, and 2025 standardized scores for undergraduate women (2018-2019) and cisgender undergraduate women (2021-2022 and 2024-2025) on the following eight climate scales that were included in multiple survey administrations. The Intervention and Awareness of Sexual Harassment and Sexual Assault scale was added the Know More @ MSU survey for the 2021-2022 administration, so 2018-2019 data is not represented:
- General School Connectedness
- Perceptions of Inclusive Climate
- General Perceptions of Highest Administrative Leadership
- General Perceptions of Other University Administration
- Perceptions of School Leadership Climate for Sexual Misconduct Prevention and Response
- Perceptions of School Leadership Climate for Relationship Violence Prevention and Response
- Awareness and Perceived Fairness of School Sexual Assault Policy and Resources
- Intervention and Awareness of Sexual Harassment and Sexual Assault
- General Perceptions of MSU in terms of Ethical Behavior[32]

Figure 75. Comparison of Standardized Climate Scale Scores for Undergraduate Women (2018–2019 data) and Cisgender Undergraduate Women (2021–2022 and 2024–2025 data)



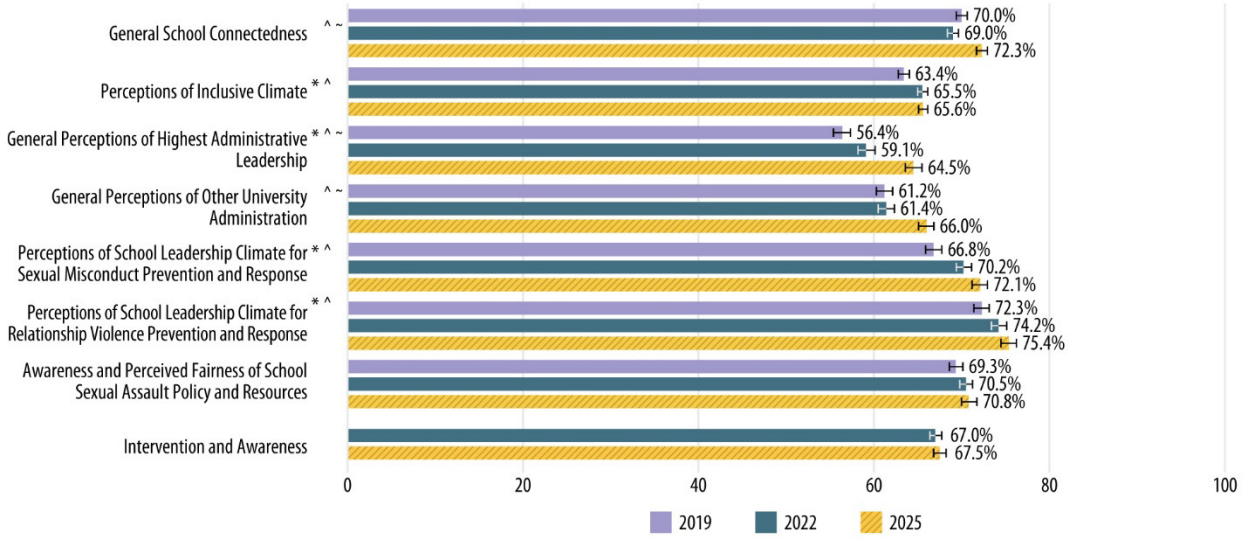
[32] The "General Perceptions of MSU in terms of Ethical Behavior" scale was added for the 2024-2025 collection; therefore no comparisons can be calculated.

Notes: * Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025. ~ Statistically significant at p < 0.05 between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-8a, G-8b, and G-8c.

From 2022 to 2025, scores from almost all campus climate scales improved, with the exception of Perception of Inclusive Climate, which did not change. Scores from all campus climate scales improved from 2019 to 2025.

Figure 76 compares the 2019, 2022, and 2025 standardized scores for undergraduate men (2018-2019) and cisgender undergraduate men (2021-2022 and 2024-2025) on the seven climate scales. Scores from the following three scales improved from 2022 to 2025: General School Connectedness, Perceptions of Highest Administrative Leadership, and General Perceptions of Other University Administration. Scores on almost all scales improved from 2019 to 2025, with the exception of Awareness and Perceived Fairness of School Sexual Assault Policy and Resources, which did not change.

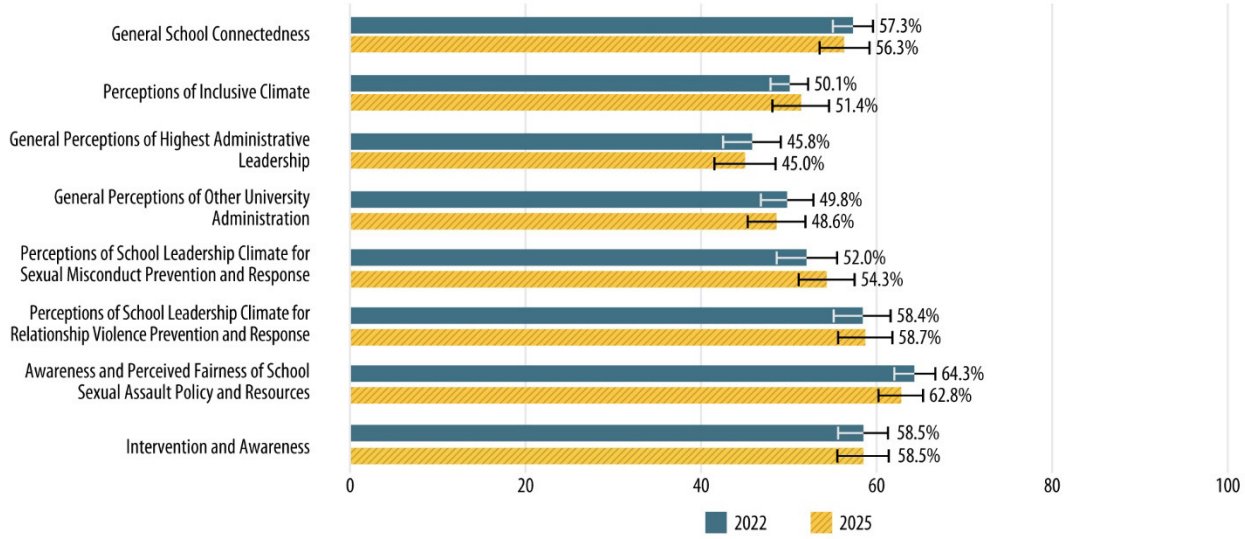
Figure 76. Comparison of Standardized Climate Scale Scores for Undergraduate Men (2018-2019 data), and Cisgender Undergraduate Men (2021–2022 and 2024–2025 data)



Notes: * Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025. ~ Statistically significant at p < 0.05 between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-8d, G-8e, and G-8f.

Figure 77 compares the 2022 and 2025 standardized scores for transgender and/or nonbinary undergraduate students on the seven climate scales. There were no significant differences between the 2022 scores and 2025 scores.

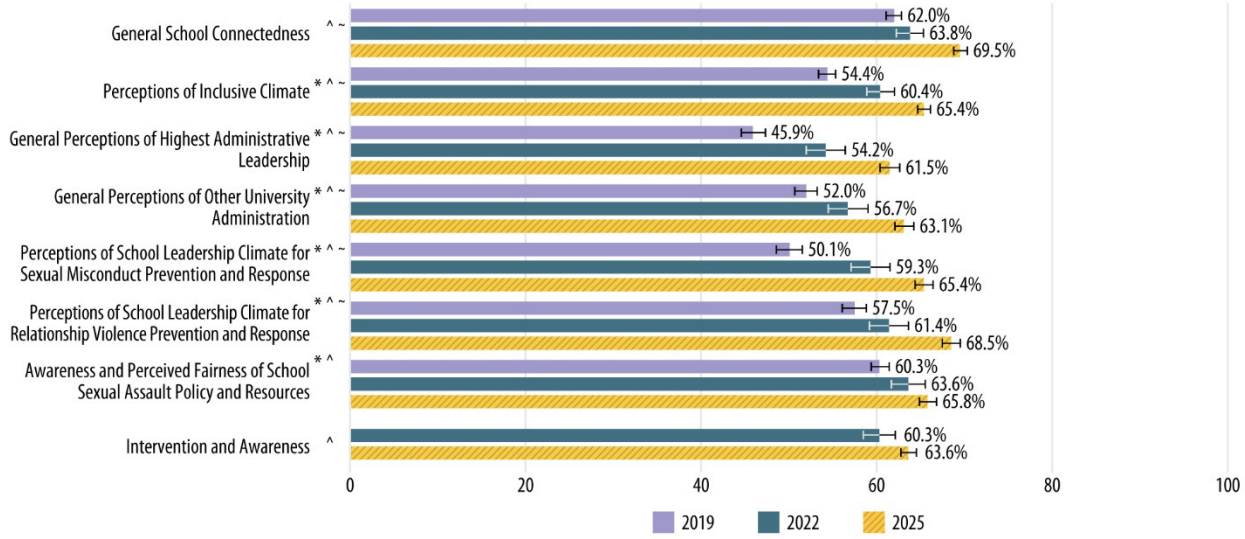
Figure 77. Comparison of Standardized Climate Scale Scores for Undergraduate Transgender and/or nonbinary Students During 2021–2022 and 2024–2025 Academic Years



Notes: For an accessible version of the information shown in this figure, see Appendix G Table G-8m.

Figure 78 compares 2019, 2022, and 2025 standardized scores for women graduate/professional students (2018-2019) and cisgender women graduate/professional students (2021-2022 and 2024-2025) on the seven climate scales. From 2022 to 2025, scores on almost all scales improved, except for Awareness and Perceived Fairness of School Sexual Assault Policy and Resources, which did not change. Scores on all seven climate scales improved from 2019 to 2025.

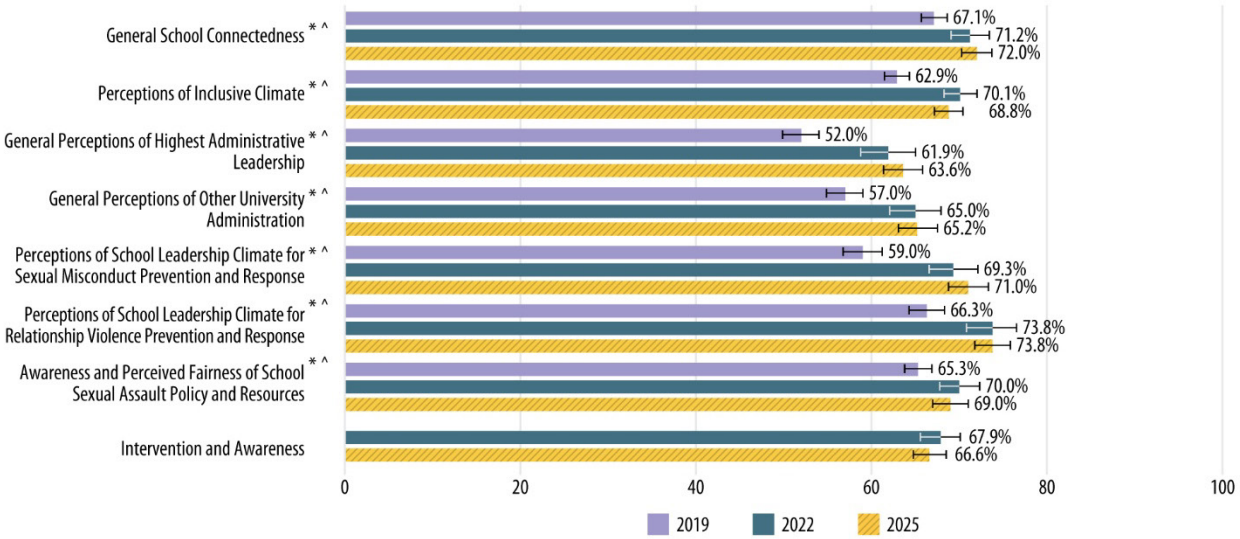
Figure 78. Comparison of Standardized Climate Scale Scores for Graduate/Professional Women (2018–2019 data), and Cisgender Graduate/Professional Women (2021–2022 and 2024–2025 data)



Notes: * Statistically significant at $p < 0.05$ between years 2019 and 2022. ^ Statistically significant at $p < 0.05$ between years 2019 and 2025. ~ Statistically significant at $p < 0.05$ between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-8g, G-8h, and G-8i.

Figure 79 compares 2019, 2022, and 2025 standardized scores for men graduate/professional students (2018-2019) and cisgender men graduate/professional students (2021-2022 and 2024-2025) on the seven climate scales. The scores for all seven scales increased or improved from 2019 to 2025; however, there were no significant differences between the 2022 scores and 2025 scores.

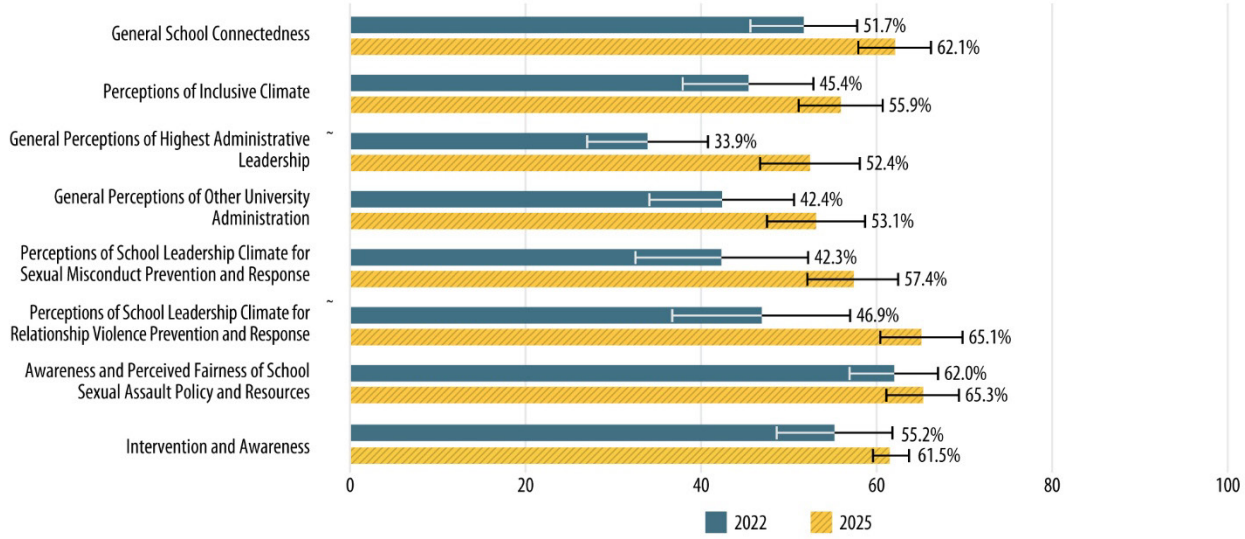
Figure 79. Comparison of Standardized Climate Scale Scores for Graduate/Professional Men (2018–2019 data), and Cisgender Graduate/Professional Men (2021–2022 and 2024–2025 data)



Notes: * Statistically significant at $p < 0.05$ between years 2019 and 2022. ^ Statistically significant at $p < 0.05$ between years 2019 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-8j, G-8k, and G-8l.

Figure 80 compares the 2022 and 2025 standardized scores for transgender and/or nonbinary graduate/professional students on the seven climate scales. Scores for two scales significantly increased or improved in 2025: General Perceptions of Highest Administrative Leadership and Perceptions of School Leadership Climate for Relationship Violence Prevention and Response.

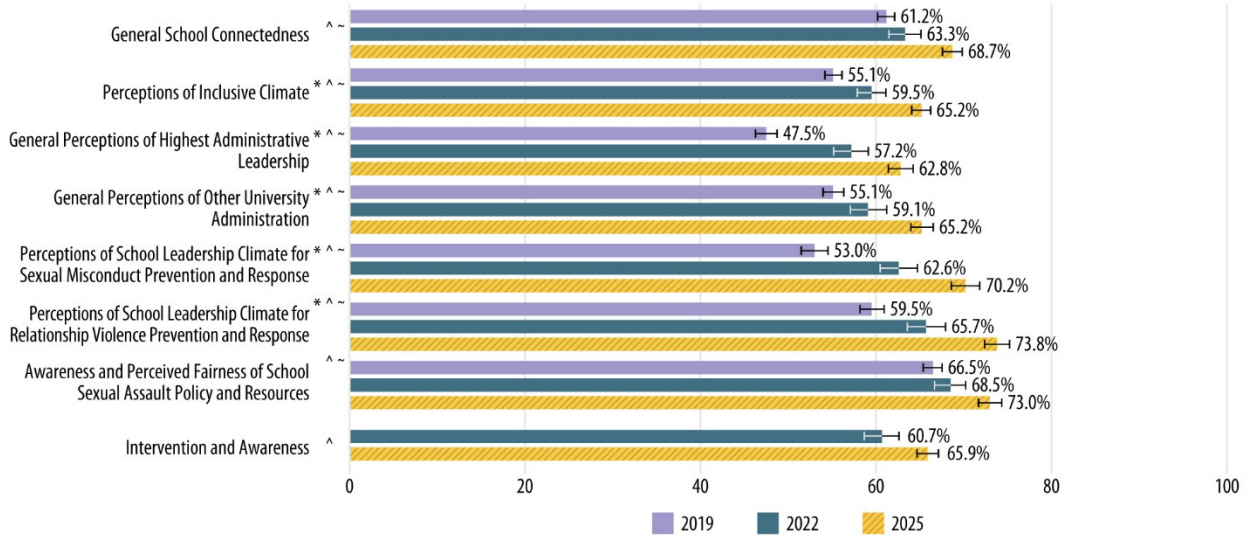
Figure 80. Comparison of Standardized Climate Scale Scores for Graduate/Professional Transgender and/or nonbinary Students During 2021–2022 and 2024–2025 Academic Years



Notes: ~ Statistically significant at $p < 0.05$ between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Table G-8n.

Figure 81 compares 2019, 2022, and 2025 standardized scores for women faculty (2018-2019) and cisgender women faculty (2021-2022 and 2024-2025) on the seven climate scales. From 2022 to 2025, and from 2019 to 2025, scores on all seven scales improved.

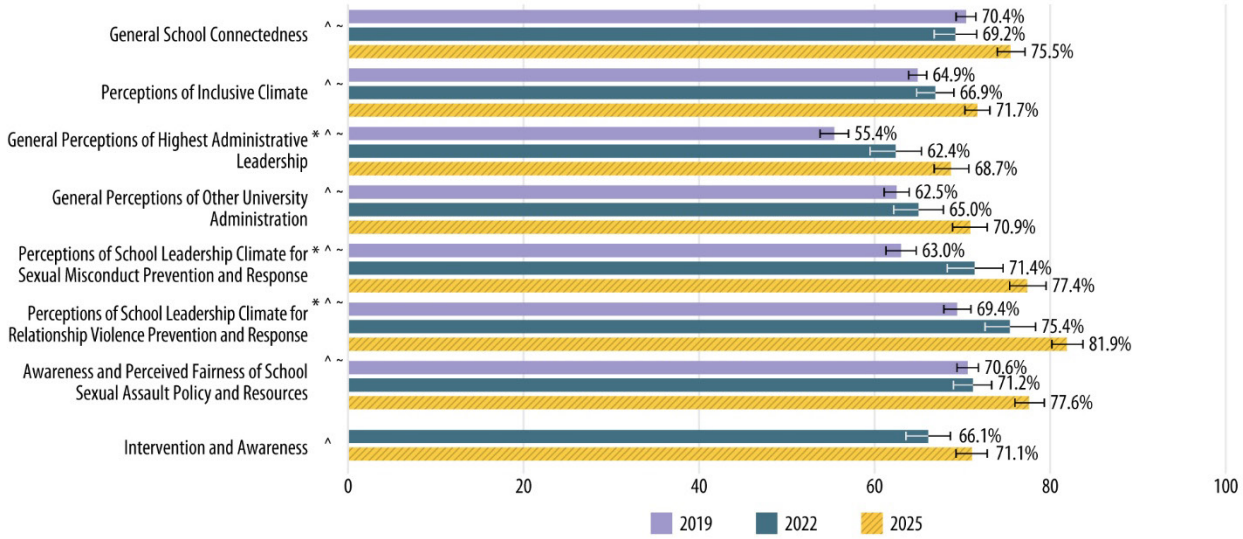
Figure 81. Comparison of Standardized Climate Scale Scores for Faculty Women (2018–2019 data), and Cisgender Faculty Women (2021–2022 and 2024–2025 years)



Notes: * Statistically significant at $p < 0.05$ between years 2019 and 2022. ^ Statistically significant at $p < 0.05$ between years 2019 and 2025. ~ Statistically significant at $p < 0.05$ between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-8o, G-8p, and G-8q.

Figure 82 compares 2019, 2022, and 2025 standardized scores for men faculty (2018-2019) and cisgender men faculty (2021-2022 and 2024-2025) on the seven climate scales. From 2022 to 2025, and from 2019 to 2025, scores on all seven scales improved.

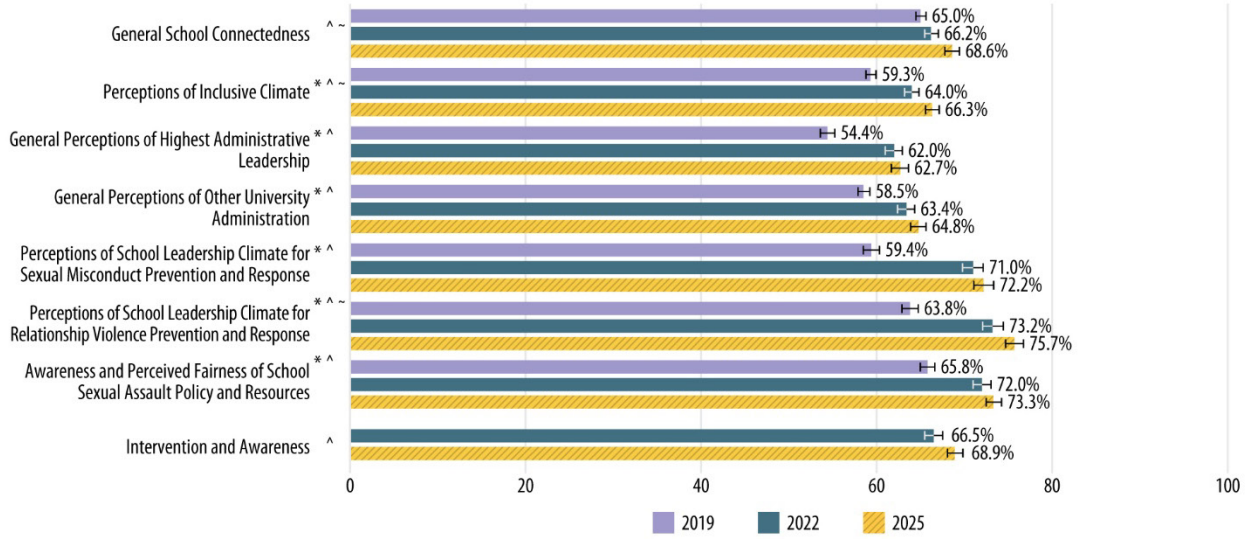
Figure 82. Comparison of Standardized Climate Scale Scores for Faculty Men During (2018–2019 data), and Cisgender Faculty Men (2021–2022 and 2024–2025 data)



Notes: * Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025. ~ Statistically significant at p < 0.05 between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-8r, G-8s, and G-8t.

Figure 83 compares the 2019, 2022, and 2025 standardized scores for women staff (2018-2019) and cisgender women staff (2021-2022 and 2024-2025) on the seven climate scales. From 2022 to 2025, scores for the following three scales improved: Perceptions of School Leadership Climate for Relationship Violence Prevention Response, Perceptions of Inclusive Climate, and General School Connectedness. Scores on all seven scales improved from 2019 to 2025.

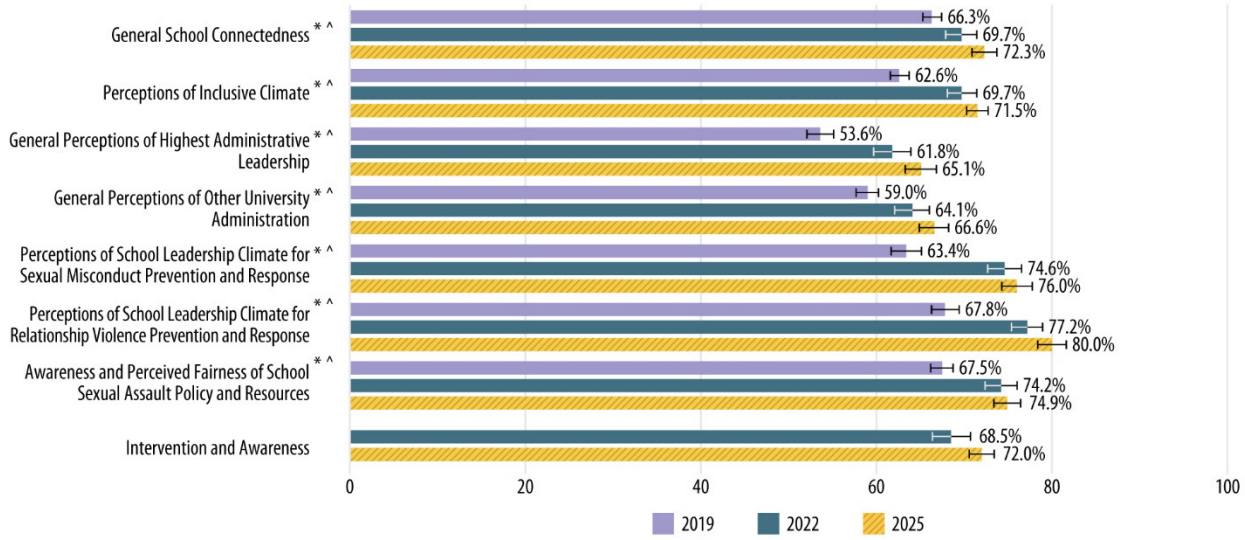
Figure 83. Comparison of Standardized Climate Scale Scores for Staff Women (2018–2019 data), and Cisgender Staff Women (2021–2022 and 2024–2025 data)



Notes: * Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025. ~ Statistically significant at p < 0.05 between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-8u, G-8v, and G-8w.

Figure 84 compares 2019, 2022, and 2025 standardized scores for men staff (2018-2019) and cisgender men staff (2021-2022 and 2024-2025) on the seven climate scales. The scores for all seven scales increased or improved from 2019 to 2025; however, there were no significant changes in any scores from 2022 to 2025.

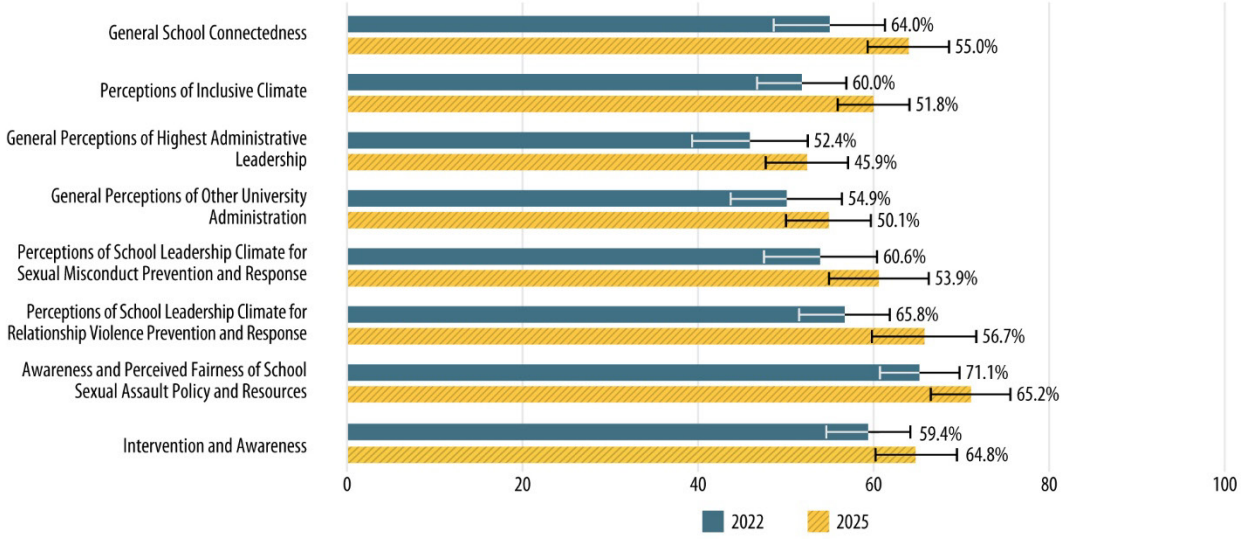
Figure 84. Comparison of Standardized Climate Scale Scores for Staff Men (2018–2019 data), and Cisgender Staff Men (2021–2022 and 2024–2025 data)



Notes: * Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-8x, G-8y, and G-8z.

Figure 85 compares the 2022 and 2025 standardized scores for transgender and/or nonbinary staff on the seven climate scales. There were no significant differences between the 2022 scores and 2025 scores.

Figure 85. Comparison of Standardized Climate Scale Scores for Transgender and/or nonbinary Faculty/Staff During 2021–2022 and 2024–2025 Academic Years



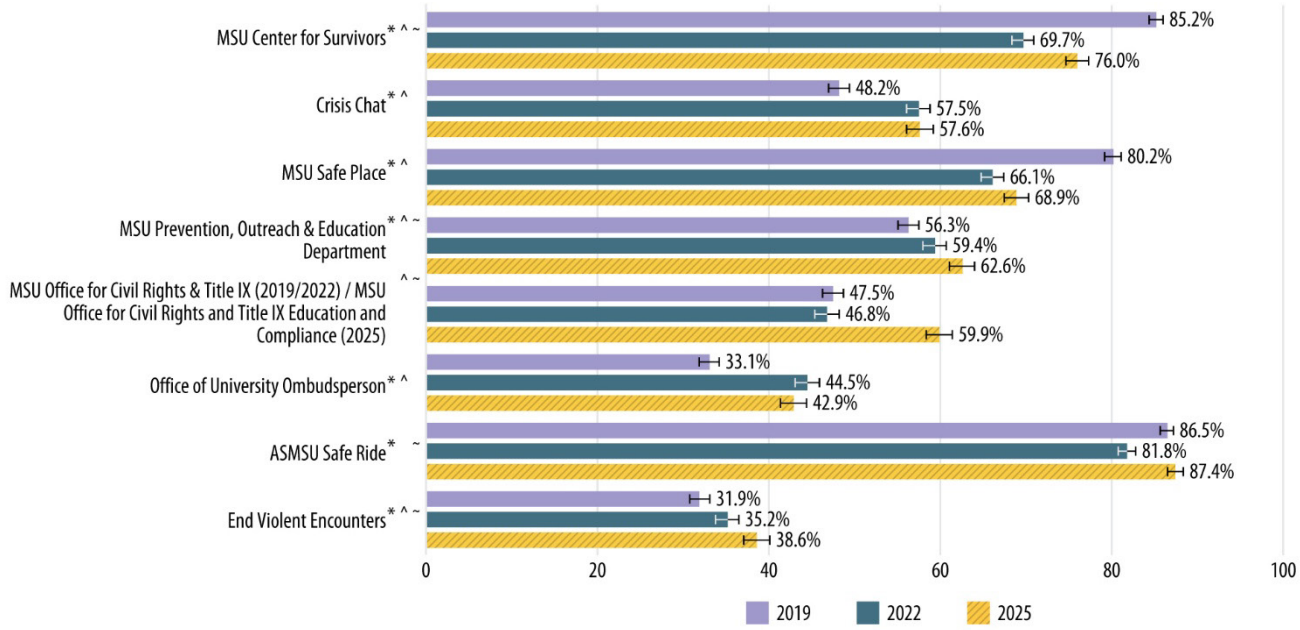
Notes: For an accessible version of the information shown in this figure, see Appendix G Table G-8aa.

Figure 86 compares the percentages of undergraduate women (2018-2019) and cisgender undergraduate women (2021-2022 and 2024-2025) who were “Very Aware” or “Somewhat Aware” of various offices or resources that are charged with helping address RVSM at MSU. The nine MSU offices/resources asked about are as follows.

- MSU Sexual Assault Program (2018-2019) / MSU Center for Survivors (2021-2022 and 2024-2025)
- MSU Crisis Chat
- MSU Safe Place
- MSU Office of Institutional Equity (OIE)
- MSU Prevention, Outreach & Education Department
- MSU Office for Civil Rights & Title IX (2019/2022)/MSU Office for Civil Rights and Title IX Education and Compliance (2025)
- MSU Office of University Ombudsperson
- ASMSU Safe Ride
- End Violent Encounters

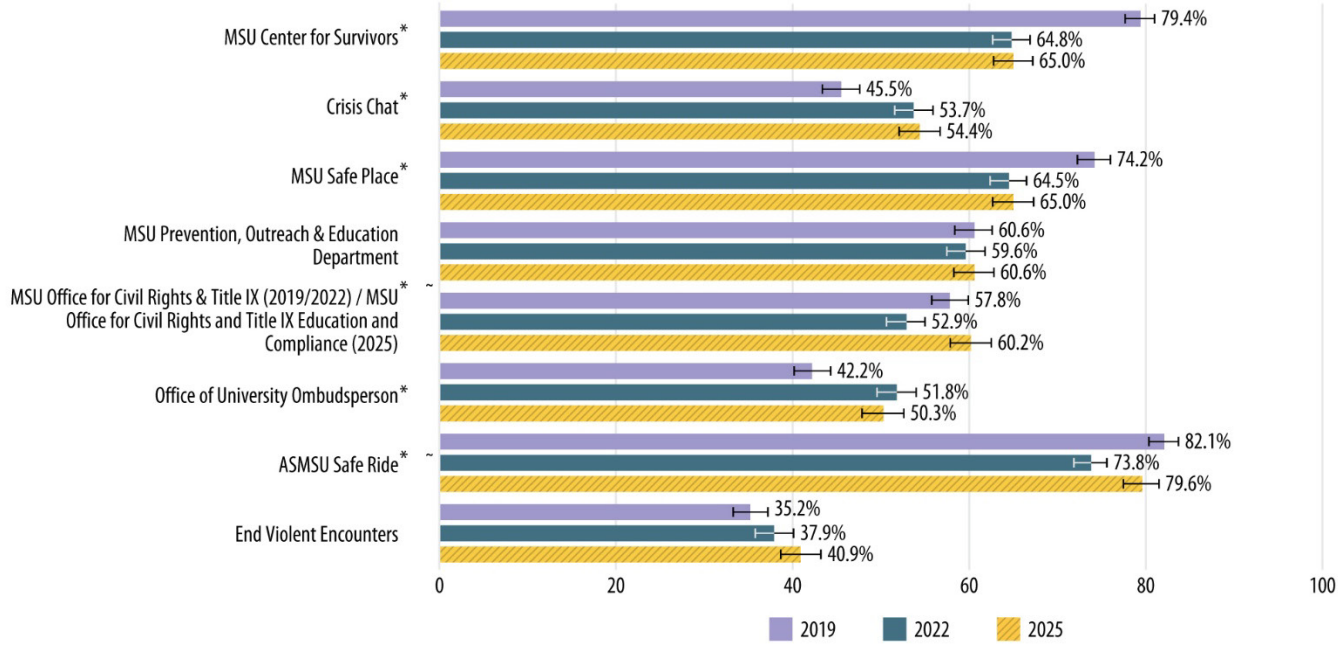
From 2022 to 2025, there was an increase in awareness of the MSU Center for Survivors, the MSU Prevention, Outreach & Education Department, and the MSU Office for Civil Rights & Title IX (2022)/MSU Office for Civil Rights and Title IX Education and Compliance (2025), ASMSU Safe Ride, and End Violent Encounters among cisgender undergraduate women. Among cisgender undergraduate men, there was an increase in awareness of the MSU Office for Civil Rights & Title IX (2022)/MSU Office for Civil Rights and Title IX Education and Compliance (2025) and ASMSU Safe Ride from 2022 to 2025. Among transgender and/or nonbinary undergraduate students, awareness of MSU Office for Civil Rights & Title IX (2022)/MSU Office for Civil Rights and Title IX Education and Compliance (2025) increased from 2022 to 2025.

Figure 86. Comparison of Undergraduate Women (2018-2019 data) and Cisgender Undergraduate Women's (2021-2022 and 2024-2025 data) Awareness of Various MSU Offices and Resources During 2018–2019, 2021–2022, and 2024–2025 Academic Years



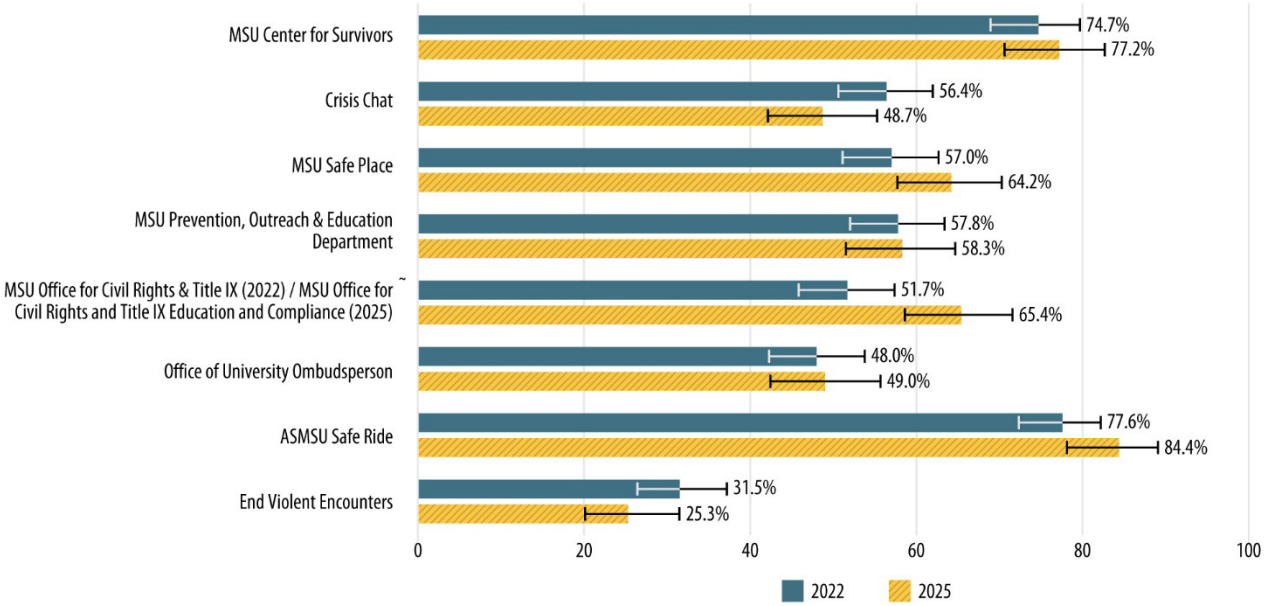
Notes: * Statistically significant at $p < 0.05$ between years 2019 and 2022. ^ Statistically significant at $p < 0.05$ between years 2019 and 2025. ~ Statistically significant at $p < 0.05$ between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-9a, G-9b, and G-9c.

Figure 87. Comparison of Undergraduate Men (2018-2019 data) and Cisgender Undergraduate Men's (2021-2022 and 2024-2025 data) Awareness of Various MSU Offices and Resources During 2018–2019, 2021–2022, and 2024–2025 Academic Years



Notes: * Statistically significant at $p < 0.05$ between years 2019 and 2022. ~ Statistically significant at $p < 0.05$ between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-9d, G-9e, and G-9f.

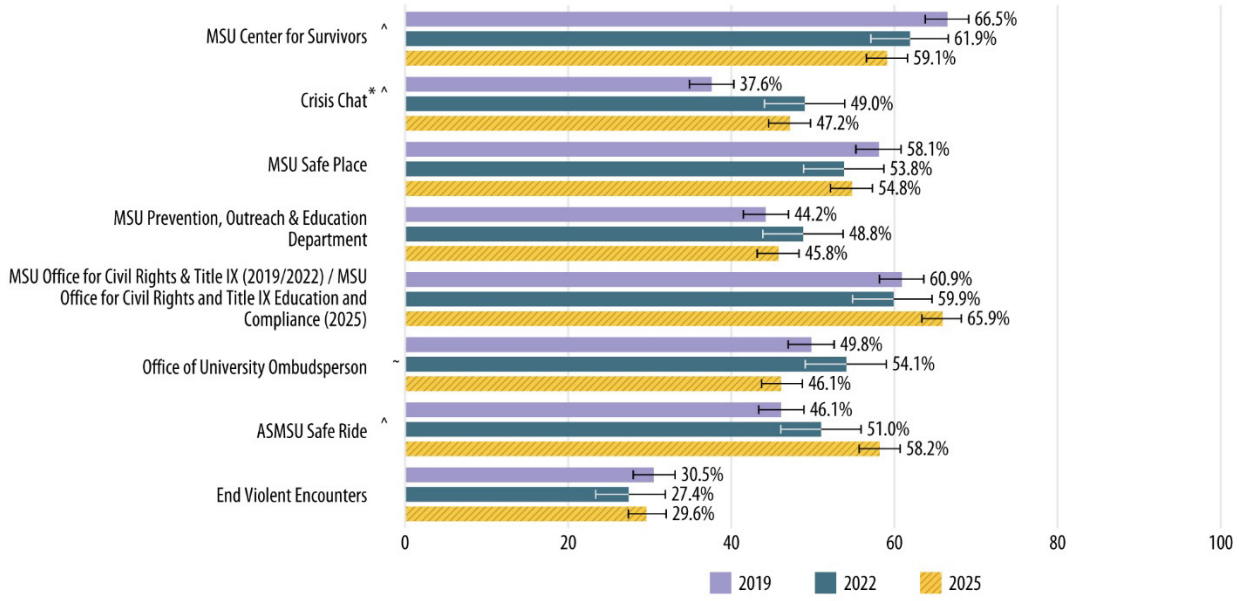
Figure 88. Comparison of Undergraduate Transgender and/or nonbinary Student's Awareness of Various MSU Offices and Resources During 2021–2022 and 2024–2025 Academic Years



Notes: ~ Statistically significant at $p < 0.05$ between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Table G-9m.

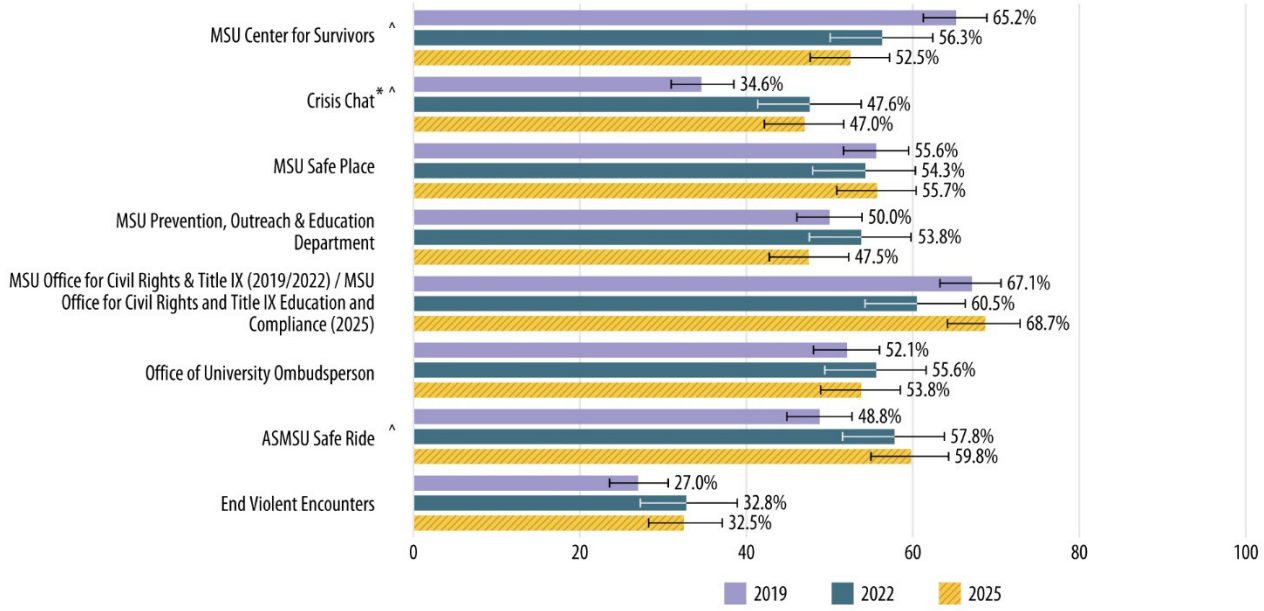
Figure 89 compares the percentages of graduate/professional student women (2018–2019) and cisgender women (2021–2022 and 2024–2025) who were “Very Aware” or “Somewhat Aware” of various offices or resources that are charged with helping address RVSM at MSU. Figure 90 compares those percentages for graduate/professional student men (2018–2019) and cisgender men (2021–2022 and 2024–2025), while Figure 91 does the same for transgender and/or nonbinary graduate/professional students (2021–2022 and 2024–2025). From 2022 to 2025, there was almost no significant change in awareness among graduate/professional students, with the exception of the Office of Ombudsperson, which cisgender women graduate/professional students were less aware of in 2025 than in 2022. Graduate/professional cisgender men and cisgender women were less aware of the MSU Sexual Assault Program (2018-2019)/MSU Center for Survivors (2021-2022 and 2024-2025) in 2025 compared to graduate/professional men and women in 2019. Graduate/professional cisgender men and cisgender women were more aware of ASMSU Safe Ride and Crisis Chat in 2025 compared to men and women in 2019.

Figure 89. Comparison of Graduate/Professional Women (2018-2019 data) and Cisgender Graduate/Professional Women’s (2021-2022 and 2024-2025 data) Awareness of Various MSU Offices and Resources During 2018–2019, 2021–2022, and 2024–2025 Academic Years



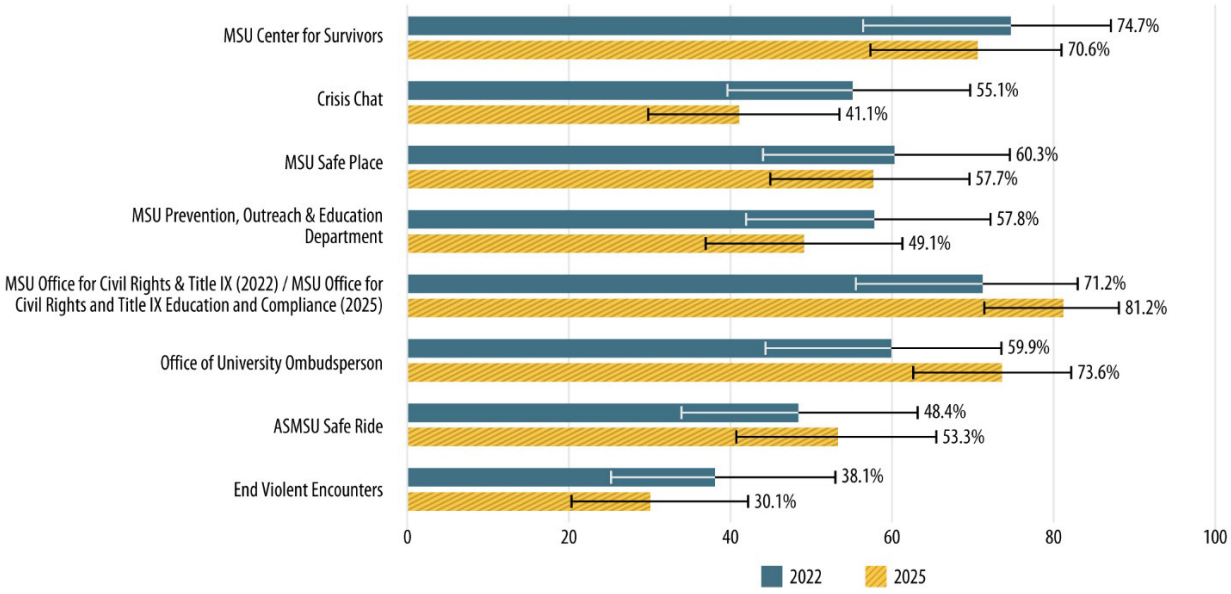
Notes: * Statistically significant at $p < 0.05$ between years 2019 and 2022. ^ Statistically significant at $p < 0.05$ between years 2019 and 2025. ~ Statistically significant at $p < 0.05$ between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-9g, G-9h, and G-9i.

Figure 90. Comparison of Graduate/Professional Men (2018-2019 data) and Cisgender Graduate/Professional Men's (2021-2022 and 2024-2025 data) Awareness of Various MSU Offices and Resources During 2018–2019, 2021–2022, and 2024–2025 Academic Years



Notes: * Statistically significant at $p < 0.05$ between years 2019 and 2022. ^ Statistically significant at $p < 0.05$ between years 2019 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-9j, G-9k, and G-9l.

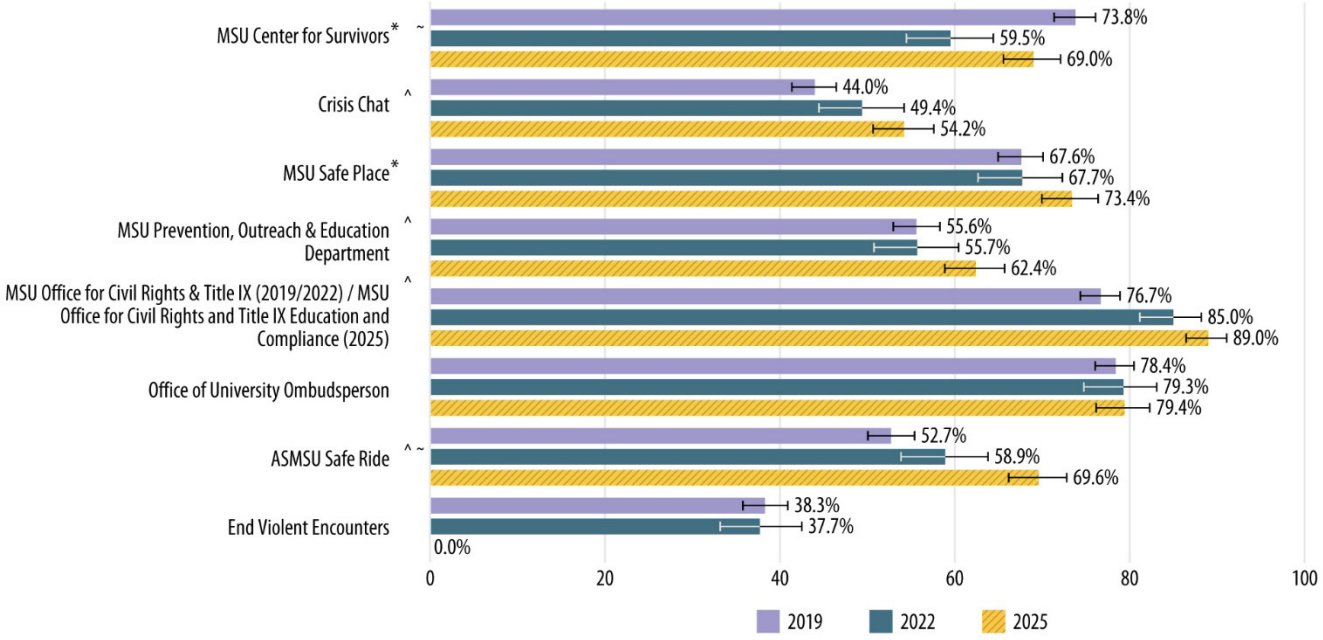
Figure 91. Comparison of Graduate/Professional Transgender and/or nonbinary Students' Awareness of Various MSU Offices and Resources During 2021–2022 and 2024–2025 Academic Years



Notes: For an accessible version of the information shown in this figure, see Appendix G Table G-9n.

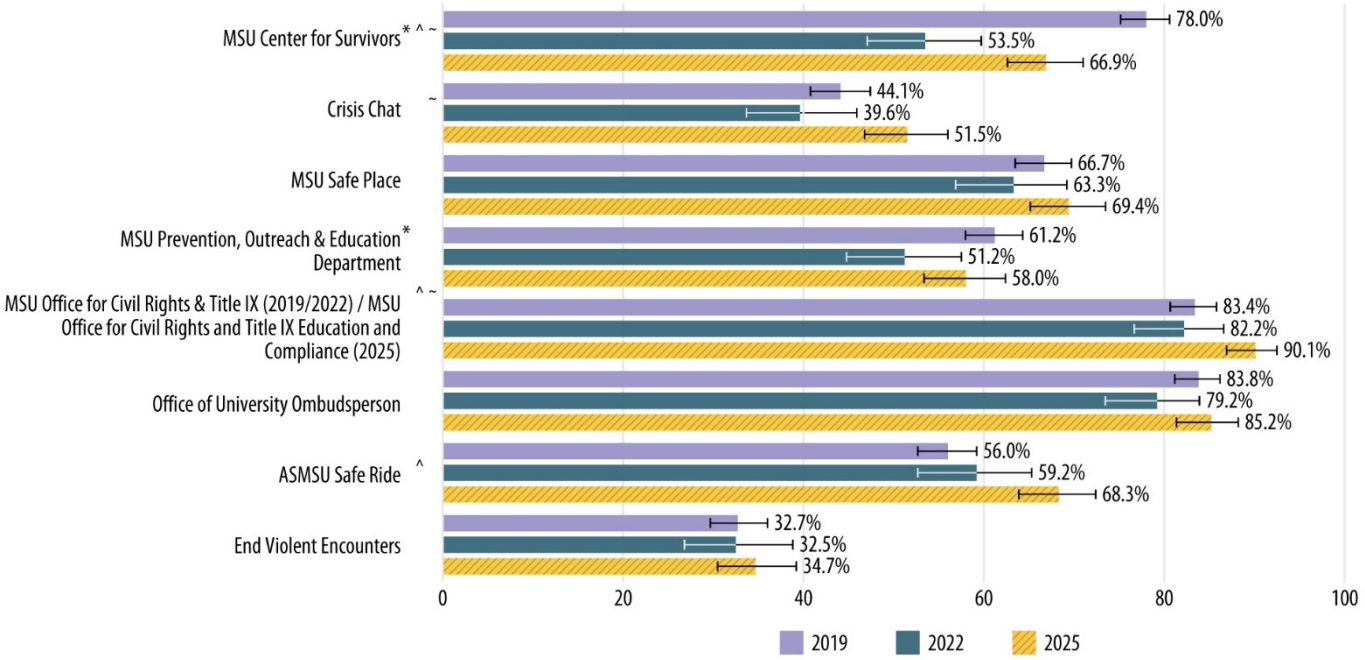
Figures 92 through 94 compare the percentages of faculty women and men faculty (2018-2019) and cisgender faculty men and women (2021-2022 and 2024-2025) respectively, who were “Very Aware” or “Somewhat Aware” of various offices or resources that are charged with helping address RVSM at MSU. Cisgender faculty men were more aware of the following offices and resources in 2025 compared to 2022: MSU Center for Survivors, Crisis Chat, and the MSU Office for Civil Rights & Title IX (2022)/MSU Office for Civil Rights and Title IX Education and Compliance (2025). Both faculty men and women were more aware of the following two offices/resources in 2025 compared to 2019: ASMSU Safe Ride and the MSU Office for Civil Rights & Title IX (2018-2019)/MSU Office for Civil Rights and Title IX Education and Compliance (2025).

Figure 92. Comparison of Faculty Women (2018-2019 data) and Cisgender Faculty Women’s (2021-2022 and 2024-2025 data) Awareness of Various MSU Offices and Resources During 2018–2019, 2021–2022, and 2024–2025 Academic Years



Notes: * Statistically significant at $p < 0.05$ between years 2019 and 2022. ^ Statistically significant at $p < 0.05$ between years 2019 and 2025. ~ Statistically significant at $p < 0.05$ between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-9o, G-9p, and G-9q.

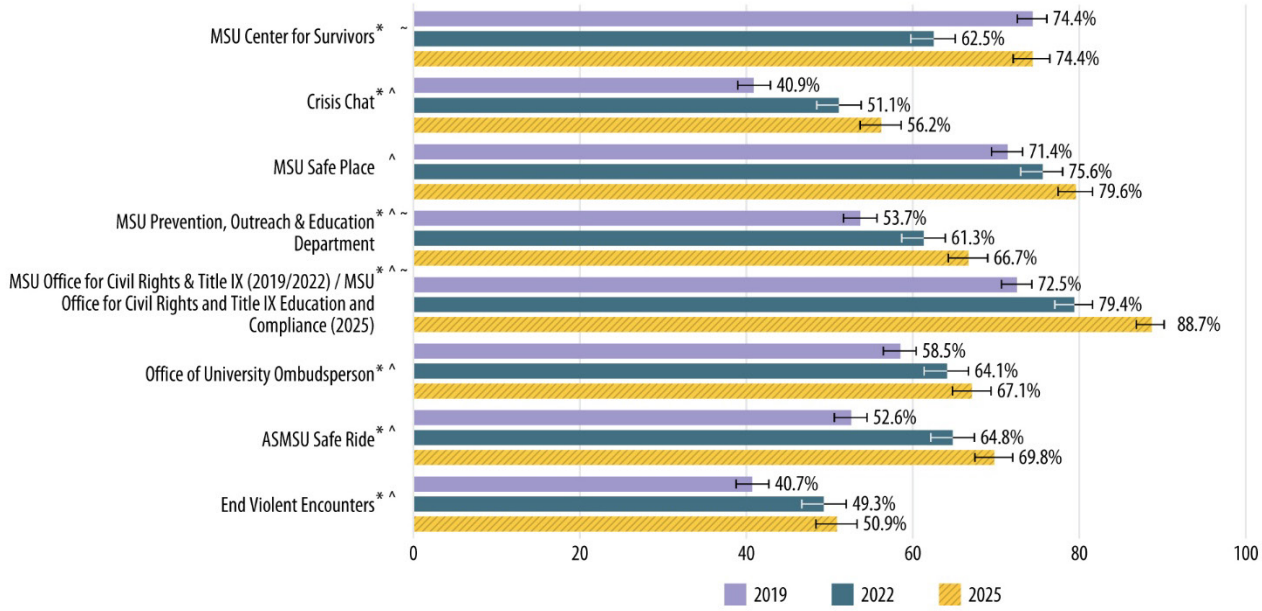
Figure 93. Comparison of Faculty Men (2018-2019 data) and Cisgender Faculty Men's (2021-2022 and 2024-2025) Awareness of Various MSU Offices and Resources During 2018–2019, 2021–2022, and 2024–2025 Academic Years



Notes: * Statistically significant at $p < 0.05$ between years 2019 and 2022. ^ Statistically significant at $p < 0.05$ between years 2019 and 2025. ~ Statistically significant at $p < 0.05$ between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-9r, G-9s, and G-9t.

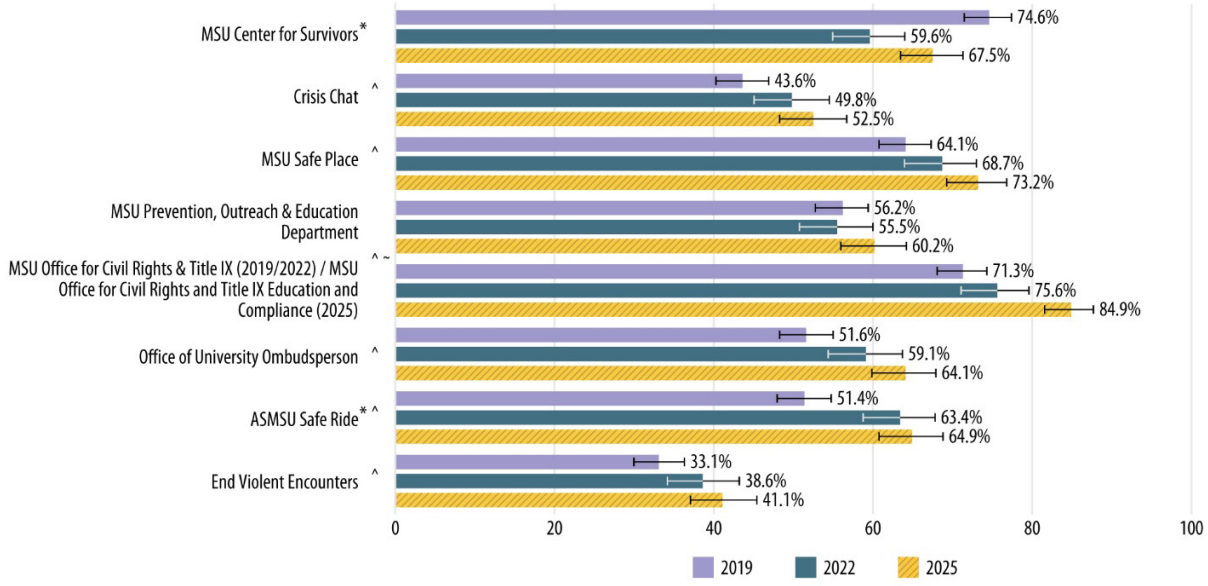
Figures 94 through 96 compare the percentages of women and men staff (2018-2019), cisgender women and men staff (2021-2022 and 2024-2025) and transgender and/or nonbinary faculty/staff, respectively, who were "Very Aware" or "Somewhat Aware" of various offices or resources that are charged with helping address RVSM at MSU. In 2025, cisgender staff women and men were more aware of the MSU Office for Civil Rights & Title IX (2022)/MSU Office for Civil Rights and Title IX Education and Compliance (2025) than they were in 2022. Cisgender staff women were also more aware of MSU Center for Survivors and the MSU Prevention, Outreach & Education Department in 2025 than they were in 2022. Awareness of almost all offices or resources increased from 2019 to 2025, with the exception of the MSU Sexual Assault Program (2018-2019)/MSU Center for Survivors (2021-2022 and 2024-2025), which did not change. Awareness of the MSU Prevention, Outreach & Education Department only significantly increased for staff women from 2019 to 2025.

Figure 94. Comparison of Staff Women (2018-2019 data) and Cisgender Staff Women's (2021-2022 and 2024-2025 data) Awareness of Various MSU Offices and Resources During 2018–2019, 2021–2022, and 2024–2025 Academic Years



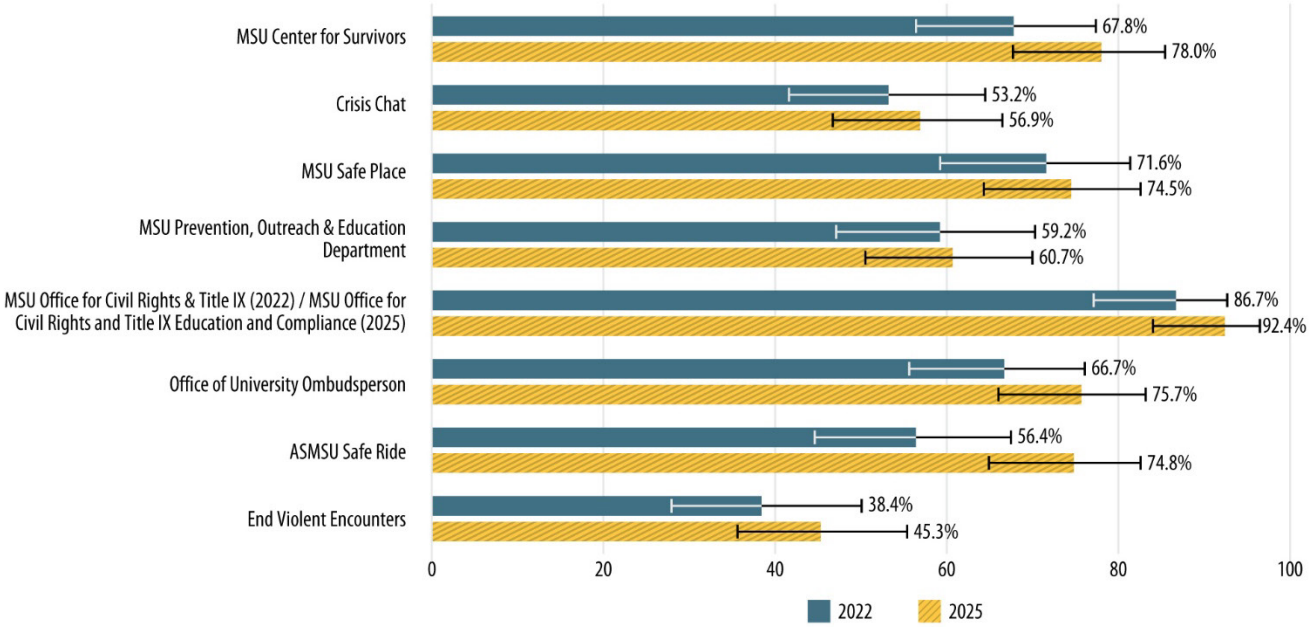
Notes: * Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025. ~ Statistically significant at p < 0.05 between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-9u, G-9v, and G-9w.

Figure 95. Comparison of Staff Men (2018-2019 data) and Cisgender Staff Men's (2021-2022 and 2024-2025 data) Awareness of Various MSU Offices and Resources During 2018–2019, 2021–2022, and 2024–2025 Academic Years



Notes: * Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025. ~ Statistically significant at p < 0.05 between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-9x, G-9y, and G-9z.

Figure 96. Comparison of Transgender and/or nonbinary Faculty/Staff Awareness of Various MSU Offices and Resources During 2021–2022, and 2024–2025 Academic Years



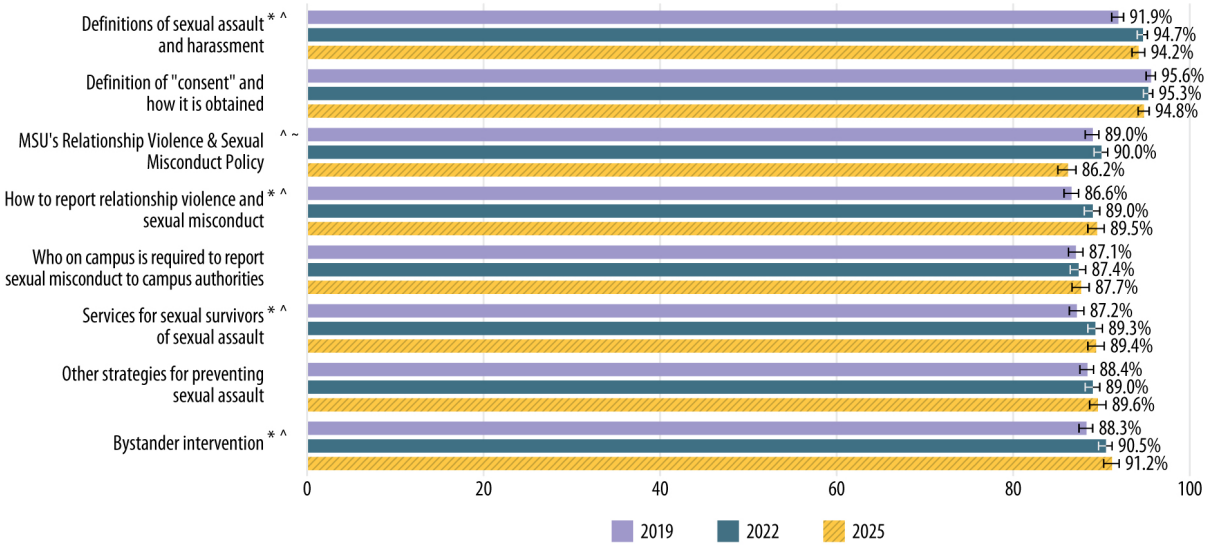
Notes: For an accessible version of the information shown in this figure, see Appendix G Table G-9aa.

Figures 97 and 98 compare the percentages of undergraduate women and men (2018-2019) and cisgender undergraduate women and men (2021-2022 and 2024-2025), respectively, who reported receiving training on various topics in 2019, 2022, and 2025. Figure 99 compares the percentages of transgender and/or nonbinary undergraduates who reported receiving training on the topics in 2022 and 2025. The eight training programs or topics asked about are as follows.[33]

- Definitions of sexual assault and harassment
- Definition of “consent” and how it is obtained
- MSU's Relationship Violence & Sexual Misconduct Policy
- How to report RVSM
- Who on campus is required to report sexual misconduct to campus authorities
- Services for sexual survivors of sexual assault
- Other strategies for preventing sexual assault
- Bystander intervention

[33] All findings are of reported receipt of training. Actual data about receipt of training is not available in this report.

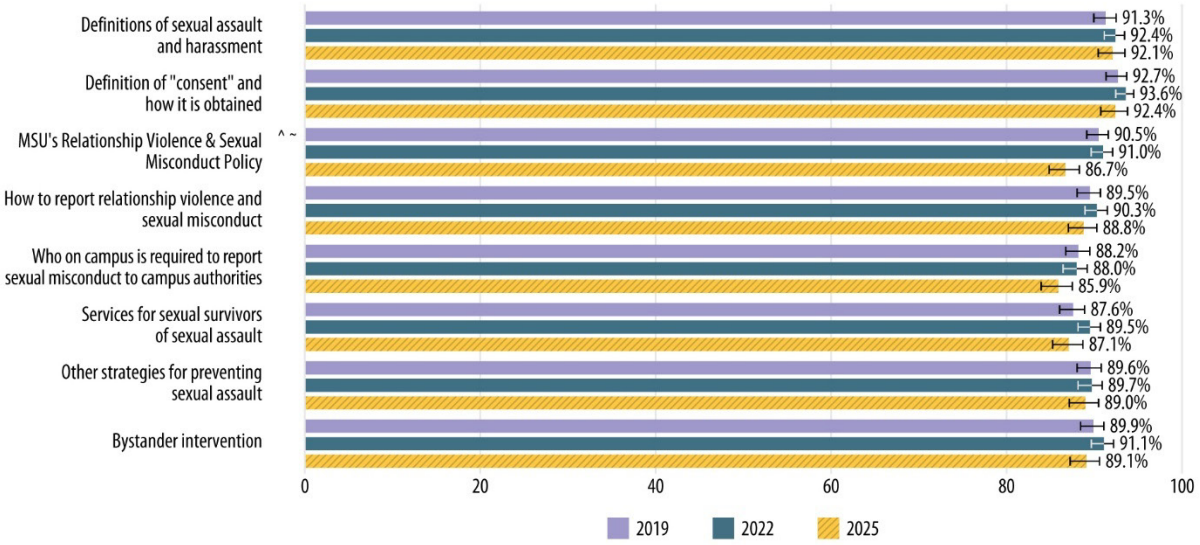
Figure 97. Comparison of the Percentage of Undergraduate Women (2018-2019 data) and Cisgender Undergraduate Women (2021-2022 and 2024-2025 data) Who Received Training on Various Topics During 2018–2019, 2021–2022, and 2024–2025 Academic Years



Notes: * Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025. ~ Statistically significant at p < 0.05 between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-10a, G-10b, and G-10c.

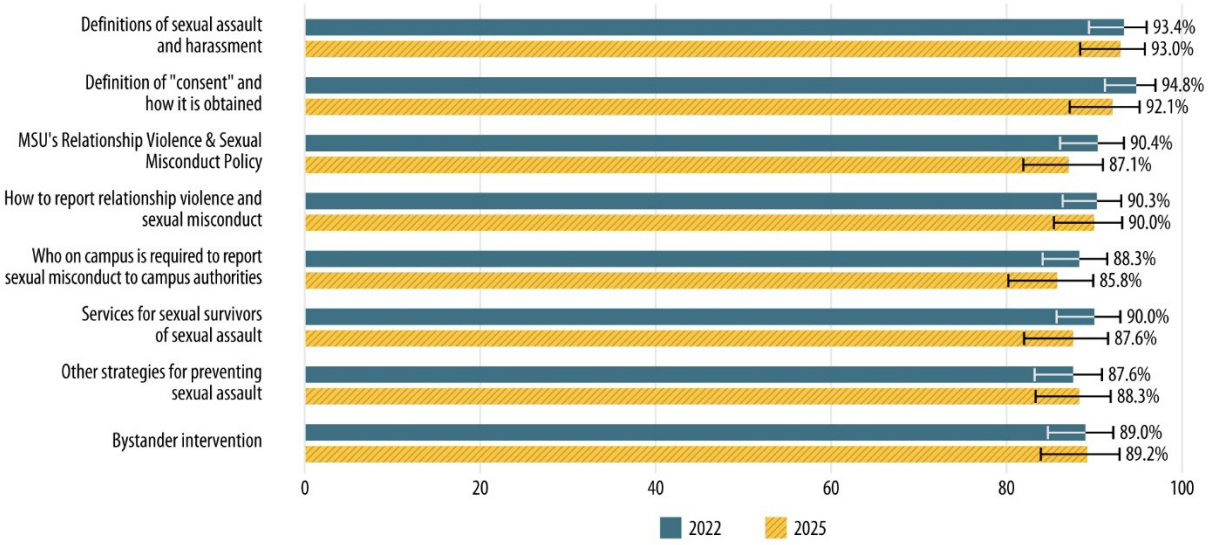
In 2025, fewer undergraduate cisgender women and undergraduate men reported receiving training on MSU's Relationship Violence & Sexual Misconduct Policy compared to 2022 and 2019. There were no differences in receipt of training for transgender and/or nonbinary undergraduate students from 2022 to 2025. Receipt of all other training either increased or remained the same from 2019 to 2025.

Figure 98. Comparison of the Percentage of Undergraduate Men (2018-2019 data) and Cisgender Undergraduate Men (2021-2022 and 2024-2025 data)Who Received Training on Various Topics During 2018–2019, 2021–2022, and 2024–2025 Academic Years



Notes: ^ Statistically significant at p < 0.05 between years 2019 and 2025. ~ Statistically significant at p < 0.05 between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-10d, G-10e, and G-10f.

Figure 99. Comparison of the Percentage of Undergraduate Transgender and/or nonbinary Students Who Received Training on Various Topics During 2021–2022 and 2024–2025 Academic Years

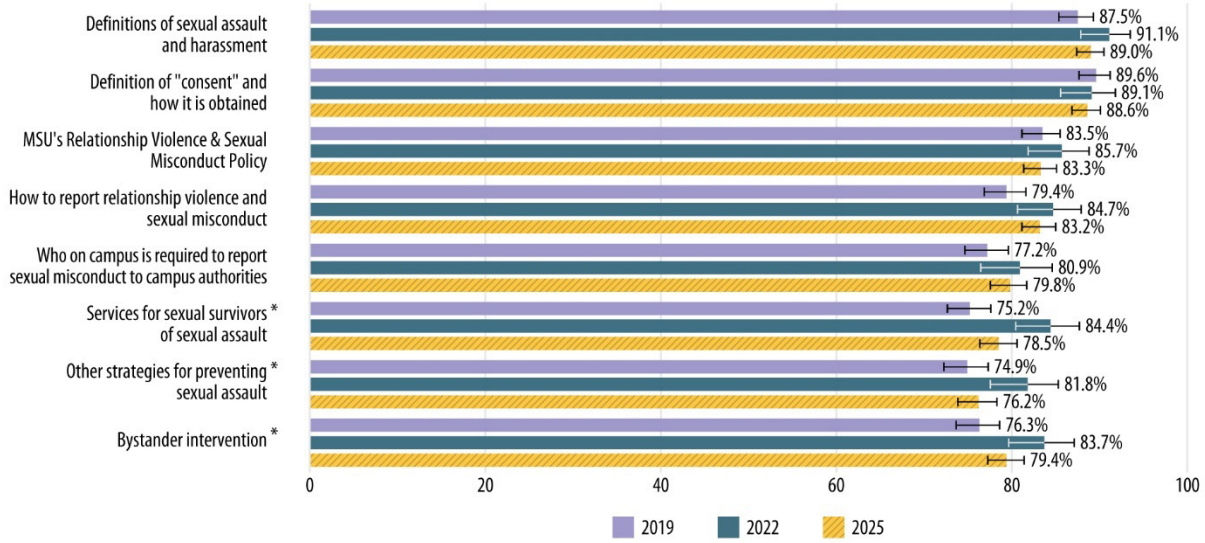


Notes: For an accessible version of the information shown in this figure, see Appendix G Table G-10m.

Figure 100 compares the percentages of graduate/professional student women (2018–2019) and cisgender women (2021–2022 and 2024–2025) who reported receiving training on various topics in 2019, 2022, and 2025. Figure 101 compares those percentages for graduate/professional student men (2018–2019) and cisgender men (2021–2022 and 2024–2025), while Figure 102 does the same for transgender

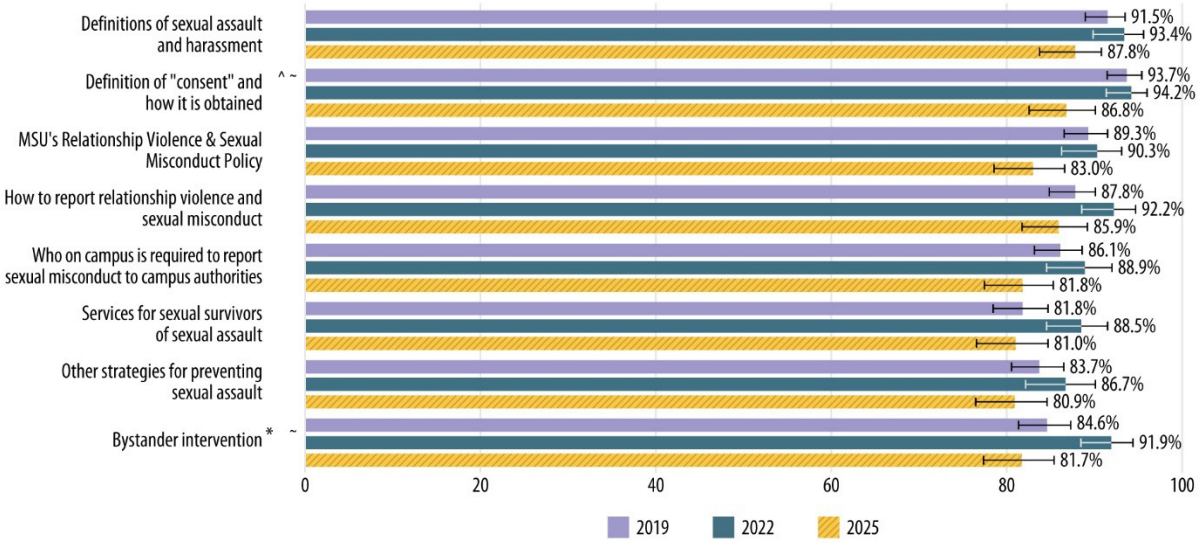
and/or nonbinary graduate/professional students (2021–2022 and 2024–2025). From 2022 to 2025, there were no significant changes in receipt of training for graduate/professional cisgender women students or transgender and/or nonbinary graduate/professional students. However, in 2025, fewer graduate/professional cisgender men students reported receiving training on the definition of “consent” and how it is obtained, and on bystander intervention, compared to 2022. The only significant difference found from 2019 to 2025, was that in 2025, graduate/professional cisgender men students reported receiving less training on the definition of “consent” and how it is obtained than all men did in 2019.

Figure 100. Comparison of the Percentage of Graduate/Professional Women (2018-2019 data) and Cisgender Graduate/Professional Women (2021-2022 and 2024-2025 data) Who Received Training on Various Topics During 2018–2019, 2021–2022, and 2024–2025 Academic Years



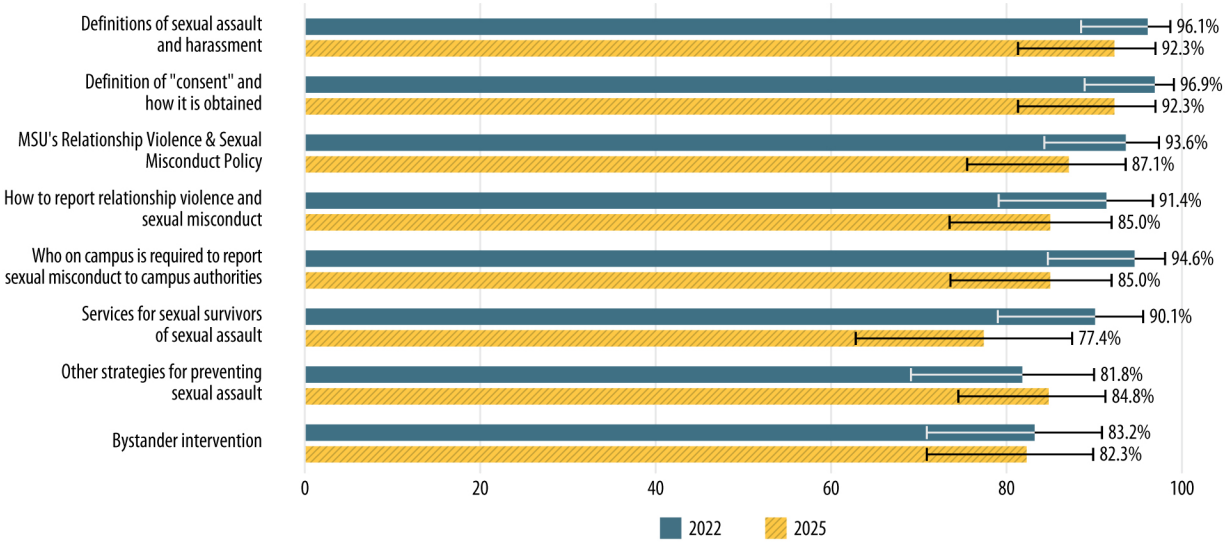
Notes: * Statistically significant at $p < 0.05$ between years 2019 and 2022. For an accessible version of the information shown in this figure, see Appendix G Tables G-10g, G-10h, and G-10i.

Figure 101. Comparison of the Percentage of Graduate/Professional Men (2018-2019 data) and Cisgender Graduate/Professional Men (2021-2022 and 2024-2025 data) Who Received Training on Various Topics During 2018–2019, 2021–2022, and 2024–2025 Academic Years



Notes: * Statistically significant at $p < 0.05$ between years 2019 and 2022. ^ Statistically significant at $p < 0.05$ between years 2019 and 2025. ~ Statistically significant at $p < 0.05$ between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-10j, G-10k, and G-10l.

Figure 102. Comparison of the Percentage of Transgender and/or nonbinary Graduate/Professional Students Who Received Training on Various Topics During 2021–2022 and 2024–2025 Academic Years

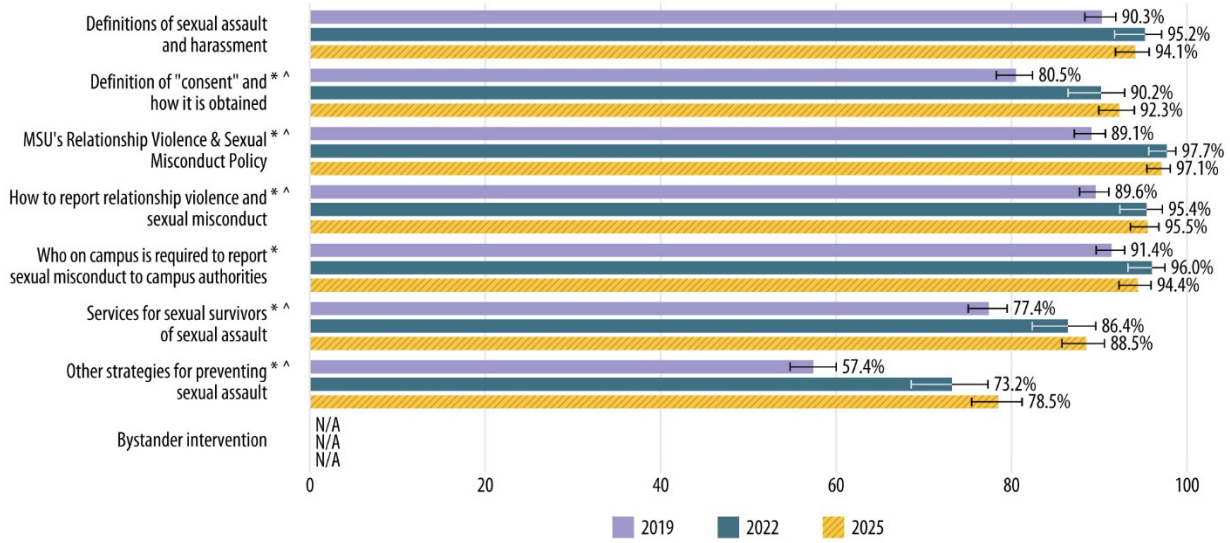


Notes: For an accessible version of the information shown in this figure, see Appendix G Table G-10n.

Faculty and staff were asked about receiving training on seven training programs or topics (i.e., faculty and staff were not asked about bystander intervention training). Figures 103 and 104 compare the percentages of women and men faculty (2018-2019) and cisgender women and men faculty (2021-2022

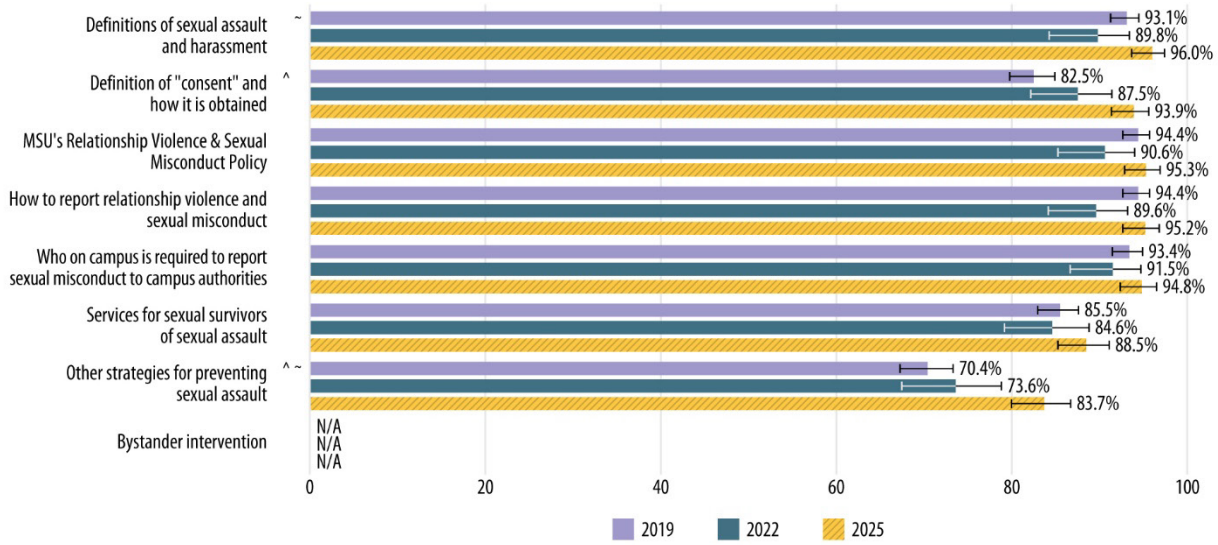
and 2024-2025), respectively, who reported receiving training on various topics in 2019, 2022, and 2025. From 2022 to 2025, there was no significant change in receipt of training among cisgender faculty women or transgender and/or nonbinary faculty/staff. However, more cisgender faculty men reported receiving training on definitions of sexual assault and harassment and other strategies for preventing sexual assault in 2025 compared to 2022. Faculty women reported increases in receipt of training from 2019 to 2025 on the following topics: definitions of "consent" and how it is obtained, MSU's RVSM Policy, how to report RVSM, services for survivors of sexual assault, and other strategies for preventing sexual assault. Faculty men reported increases in receipt of training from 2019 to 2025 in the definition of "consent" and how it is obtained, and other strategies for preventing sexual assault.

Figure 103. Comparison of the Percentage of Faculty Women (2018-2019 data) and Cisgender Faculty Women (2021-2022 and 2024-2025 data) Who Received Training on Various Topics During 2018–2019, 2021–2022, and 2024–2025 Academic Years



Notes: * Statistically significant at $p < 0.05$ between years 2019 and 2022. ^ Statistically significant at $p < 0.05$ between years 2019 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-10o, G-10p, and G-10q.

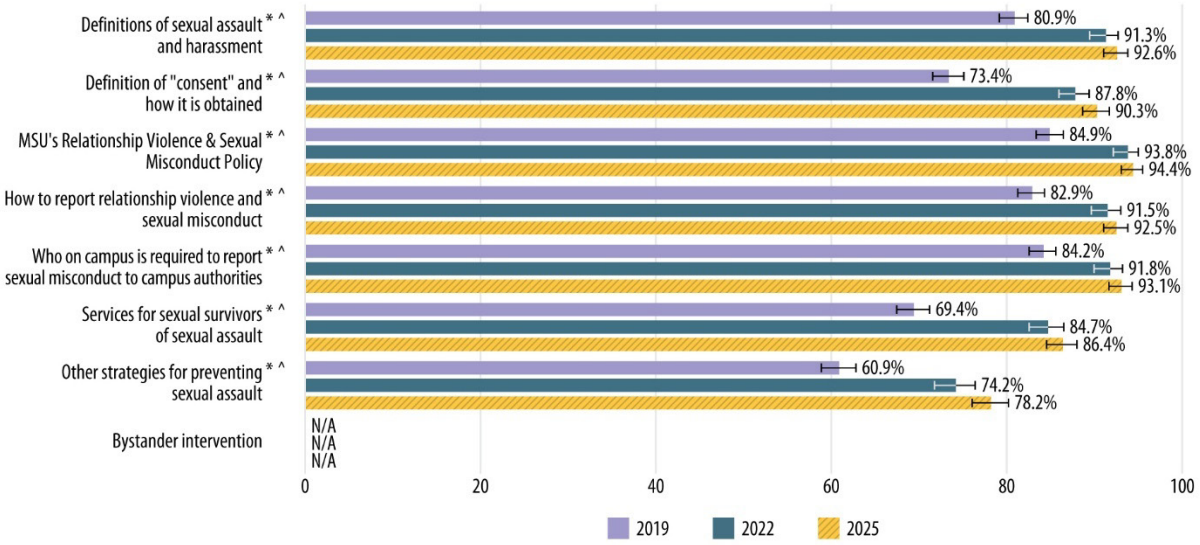
Figure 104. Comparison of the Percentage of Faculty Men (2018-2019 data) and Cisgender Faculty Men (2021-2022 and 2024-2025 data) Who Received Training on Various Topics During 2018–2019, 2021–2022, and 2024–2025 Academic Years



Notes: ^ Statistically significant at $p < 0.05$ between years 2019 and 2025. ~ Statistically significant at $p < 0.05$ between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-10r, G-10s, G-10t.

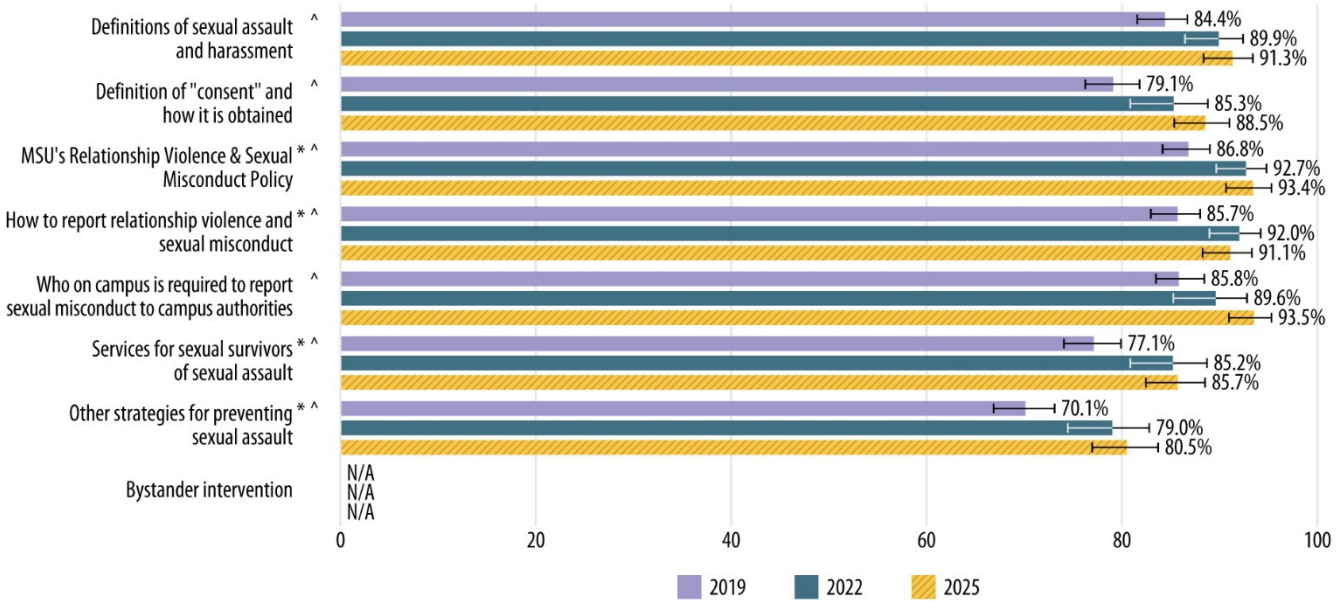
From 2022 to 2025, there were no significant differences in receipt of training by cisgender women, cisgender men, and transgender and/or nonbinary staff (Figures 105 through 107). However, cisgender men and cisgender women reported significantly more training on all seven topics in 2025 than men and women did in 2019, respectively.

Figure 105. Comparison of the Percentage of Staff Women (2018-2019 data) and Cisgender Staff Women (2021-2022 and 2024-2025 data) Who Received Training on Various Topics During 2018–2019, 2021–2022, and 2024–2025 Academic Years



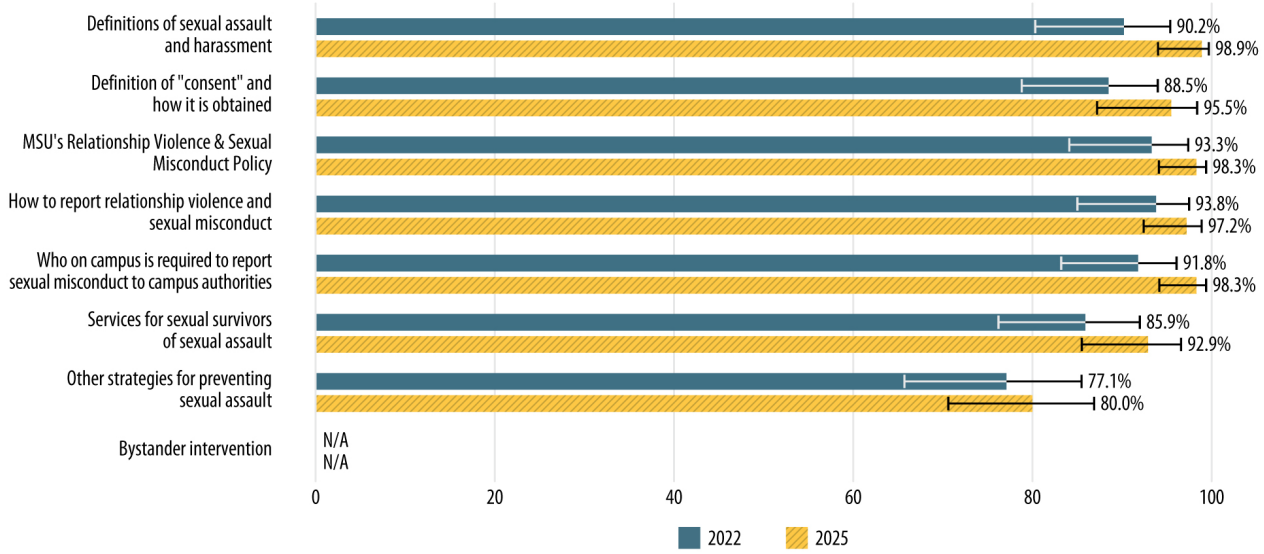
Notes: * Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-10u, G-10v, and G-10w.

Figure 106. Comparison of the Percentage of Staff Men (2018-2019 data) and Cisgender Staff Men (2021-2022 and 2024-2025 data) Who Received Training on Various Topics During 2018–2019, 2021–2022, and 2024–2025 Academic Years



Notes: * Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-10x, G-10y, and G-10z.

Figure 107. Comparison of the Percentage of Transgender and/or nonbinary Faculty/Staff Who Received Training on Various Topics During 2021–2022 and 2024–2025 Academic Years

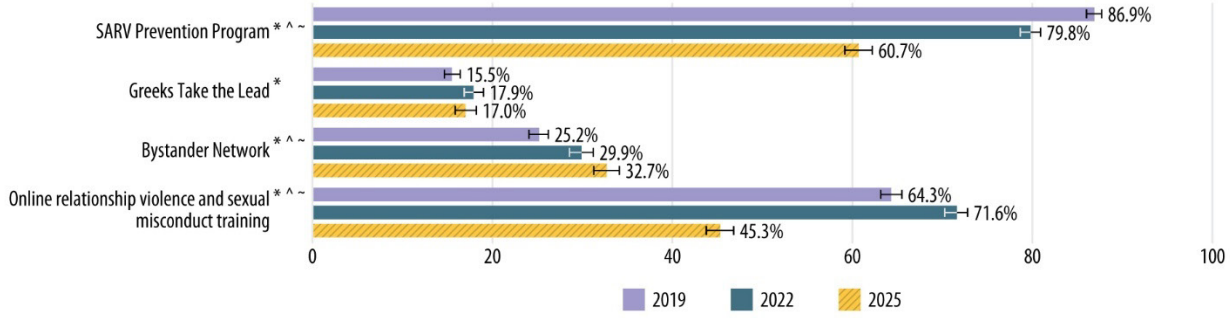


Notes: For an accessible version of the information shown in this figure, see Appendix G Tables G-10aa.

Figure 108 compares the percentages of undergraduate student women (2019) and cisgender women (2022/2025) who reported participating in specific MSU training programs in 2019, 2022, and 2025. Figure 109 compares those percentages for undergraduate student men (2019) and cisgender men (2022/2025), while Figure 110 does the same for transgender and/or nonbinary undergraduate students (2021–2022 and 2024–2025). The four specific training programs asked about are as follows.

- SARV Prevention Program
- Greeks Take the Lead
- Bystander Network
- Online RVSM training

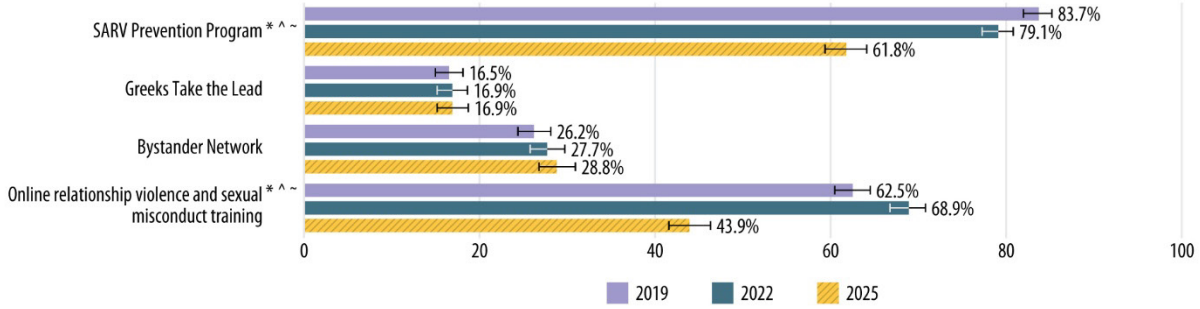
Figure 108. Comparison of the Percentage of Undergraduate Women (2018-2019 data) and Cisgender Undergraduate Women (2021-2022 and 2024-2025 data) Who Received Specific Trainings During 2018–2019, 2021–2022, and 2024–2025 Academic Years



Notes: The total number of survey respondents does not reflect the population eligible for trainings listed above.

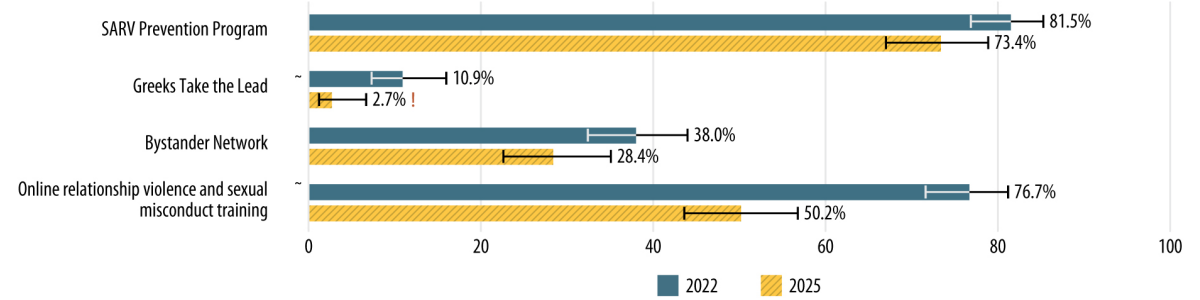
* Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025. ~ Statistically significant at p < 0.05 between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-11a, G-11b, and G-11c.

Figure 109. Comparison of the Percentage of Undergraduate Men (2018-2019 data) and Cisgender Undergraduate Men (2021-2022 and 2024-2025 data) Who Received Specific Trainings During 2018–2019, 2021–2022, and 2024–2025 Academic Years



Notes: The total number of survey respondents does not reflect the population eligible for trainings listed above.
* Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025. ~ Statistically significant at p < 0.05 between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-11d, G-11e, and G-11f.

Figure 110. Comparison of the Percentage of Undergraduate Transgender and/or nonbinary Students Who Received Specific Trainings During 2021–2022 and 2024–2025 Academic Years



Notes: The total number of survey respondents does not reflect the population eligible for trainings listed above.
~ Statistically significant at p < 0.05 between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Table G-11g.

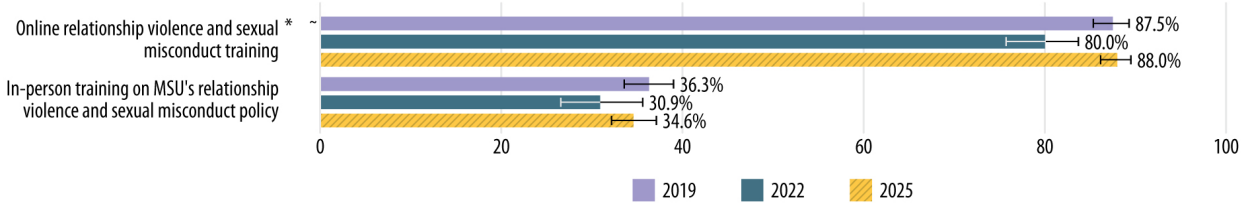
From 2022 to 2025, as well as from 2019 to 2025, cisgender undergraduate women and men reported a decrease in participation in the SARV Prevention Program and the online RVSM training. Cisgender undergraduate women also reported an increase in Bystander Network trainings in 2025 as compared to 2019 and 2022. Transgender and/or nonbinary undergraduate students reported a decrease in participation in Greeks Take the Lead and online RVSM training in 2025 compared to 2022.

Figure 111 compares the percentages of graduate/professional student women (2018–2019) and cisgender women (2021–2022 and 2024–2025) who participated in MSU training programs in 2019, 2022, and 2025. Figure 112 compares those percentages for graduate/professional student men (2018–2019) and cisgender men (2021–2022 and 2024–2025), while Figure 113 does the same for transgender

and/or nonbinary graduate/professional students (2021–2022 and 2024–2025). The training programs asked about are as follows.

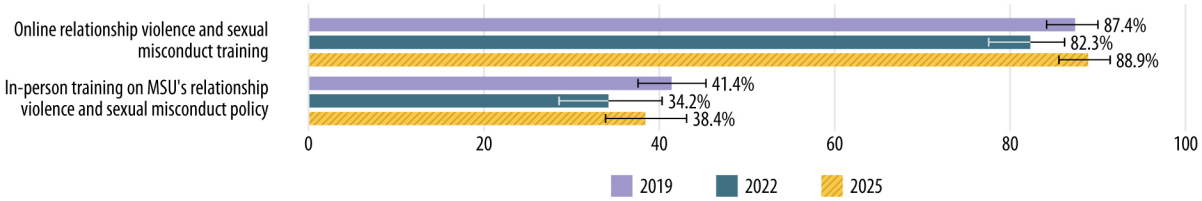
- Online RVSM training
- In-person training on MSU's RVSM policy

Figure 111. Comparison of the Percentage of Graduate/Professional Women (2018-2019 data) and Cisgender Graduate Professional Women (2021-2022 and 2024-2025 data) Who Received Trainings During 2018–2019, 2021–2022, and 2024–2025 Academic Years



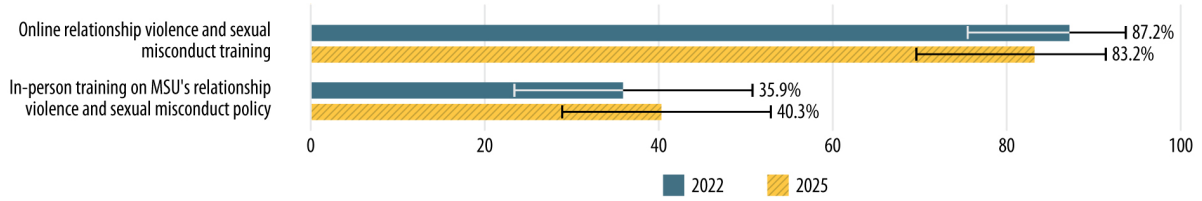
Notes: * Statistically significant at p < 0.05 between years 2019 and 2022. ~ Statistically significant at p < 0.05 between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-12a, G-12b, and G-12c.

Figure 112. Comparison of the Percentage of Graduate/Professional Men (2018-2019 data) and Cisgender Graduate/Professional Men (2021-2022 and 2024-2025 data) Who Received Trainings During 2018–2019, 2021–2022, and 2024–2025 Academic Years



Notes: For an accessible version of the information shown in this figure, see Appendix G Tables G-12d, G-12e, and G-12f.

Figure 113. Comparison of the Percentage of Transgender and/or nonbinary Graduate/Professional Students Who Received Trainings During 2021–2022 and 2024–2025 Academic Years



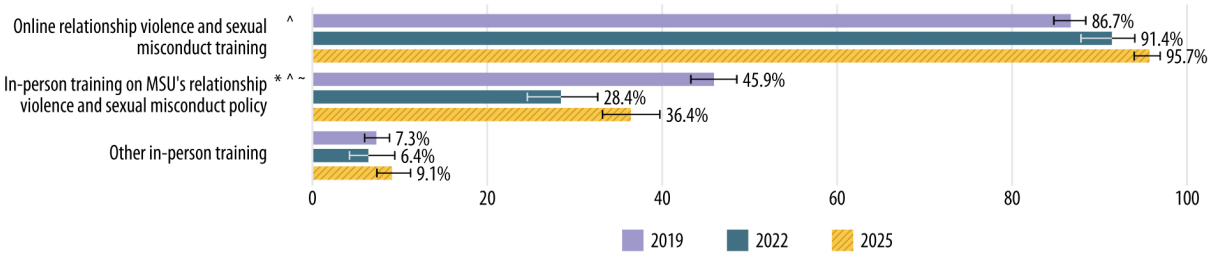
Notes: For an accessible version of the information shown in this figure, see Appendix G Table G-12g.

From 2022 to 2025, cisgender graduate/professional women report an increase in participation in the online RVSM training. From 2019 to 2025, there is no statistically significant change among any graduate/professional student group.

Figures 114 through 118 compare the percentages of faculty and staff who participated in MSU training programs in 2019, 2022, and 2025. The training programs asked about are as follows.

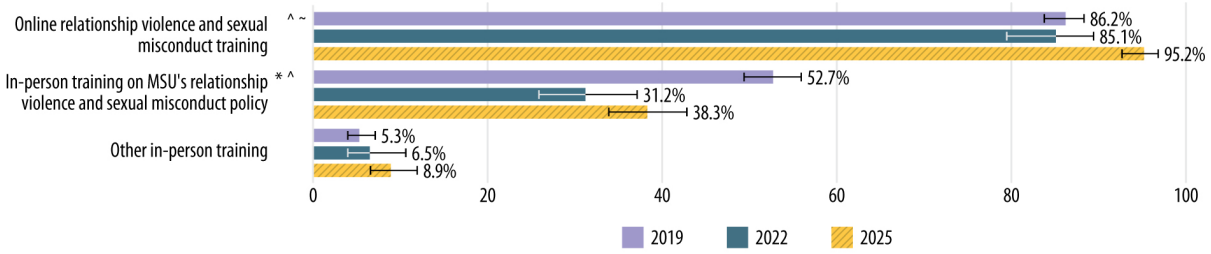
- Online RVSM training
- In-person training on MSU's RVSM policy
- Other in-person training

Figure 114. Comparison of the Percentage of Faculty Women (2018-2019 data) and Cisgender Faculty Men (2021-2022 and 2024-2025 data) Who Received Trainings During 2018–2019, 2021–2022, and 2024–2025 Academic Years



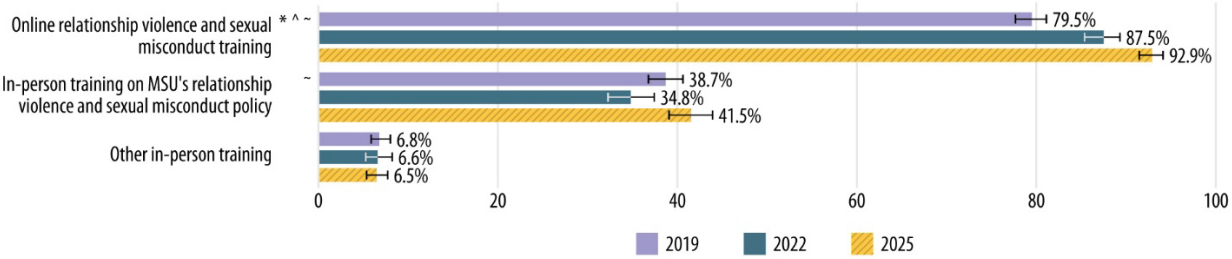
Notes: * Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025. ~ Statistically significant at p < 0.05 between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-13a, G-13b, and G-13c.

Figure 115. Comparison of the Percentage of Faculty Men (2018-2019 data) and Cisgender Faculty Men (2021-2022 and 2024-2025 data) Who Received Trainings During 2018–2019, 2021–2022, and 2024–2025 Academic Years



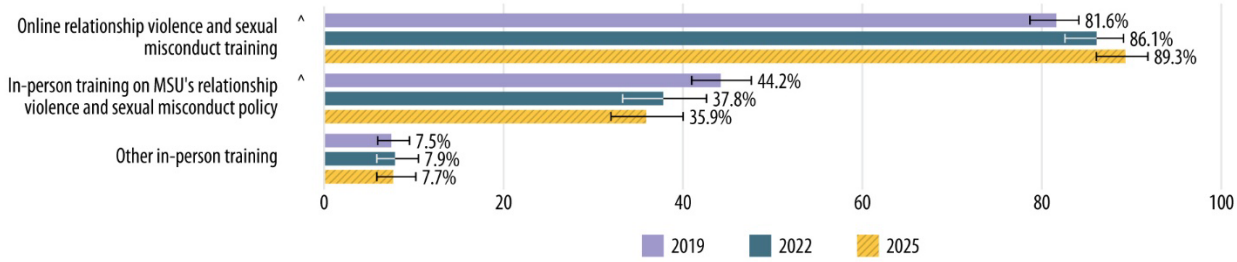
Notes: ~ Statistically significant at p < 0.05 between years 2022 and 2025. ^ Statistically significant at p < 0.05 between years 2019 and 2025. * Statistically significant at p < 0.05 between years 2019 and 2022. For an accessible version of the information shown in this figure, see Appendix G Tables G-13d, G-13e, and G-13f.

Figure 116. Comparison of the Percentage of Staff Women (2018-2019 data), and Cisgender Staff Women (2021-2022 and 2024-2025 data) Who Received Trainings During 2018–2019, 2021–2022, and 2024–2025 Academic Years



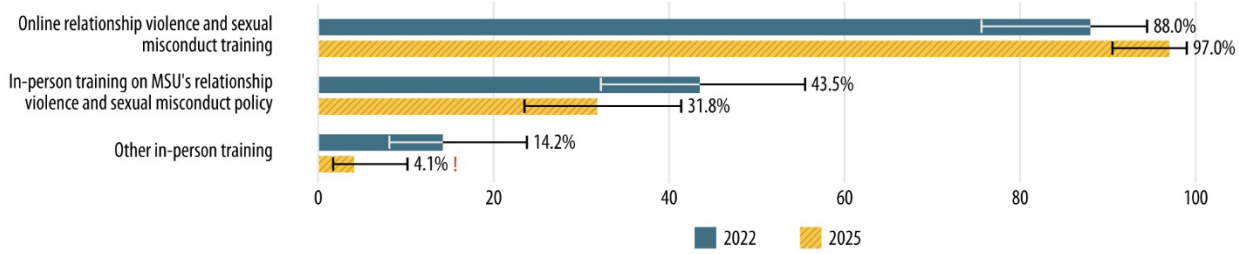
Notes: * Statistically significant at p < 0.05 between years 2019 and 2022. ^ Statistically significant at p < 0.05 between years 2019 and 2025. ~ Statistically significant at p < 0.05 between years 2022 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-13g, G-13h, and G-13i.

Figure 117. Comparison of the Percentage of Staff Men (2018-2019 data) and Cisgender Staff Men (2021-2022 and 2024-2025 data) Who Received Trainings During 2018–2019, 2021–2022, and 2024–2025 Academic Years



Notes: ^ Statistically significant at $p < 0.05$ between years 2019 and 2025. For an accessible version of the information shown in this figure, see Appendix G Tables G-13j, G-13k, and G-13l.

Figure 118. Comparison of the Percentage of Transgender and/or nonbinary Faculty/Staff Who Received Trainings During 2021–2022 and 2024–2025 Academic Years



Notes: For an accessible version of the information shown in this figure, see Appendix G Table G-13m.

From 2022 to 2025, cisgender faculty women reported an increase in participation in the in-person training on MSU's RVSM training, whereas faculty men reported in increase in participation in the online RVSM training, and staff women reported an increase in participation in both. From 2019 to 2025, faculty women, faculty men, staff women, and staff men reported an increase in participation in the online RVSM training, but faculty women, faculty men, and staff men reported a decrease in participation in the in-person training on MSU's RVSM training.

5.1 Summary

This chapter includes many comparisons between the 2019, 2022, and 2025 Know More @ MSU Campus Survey results; however, many more comparisons are possible. For example, a reader who is interested in making more specific comparisons for particular groups can do so by using data and results in this report and comparing them to comparable data and results in the 2022 and 2025 Know More @ MSU Campus Survey Final Reports [33] and the accompanying appendices[34]. For example, by reviewing the 2022 report and the associated and linked appendix tables, 64.3% of cisgender undergraduate women who were involved in Fraternity and Sorority life experienced sexual harassment during the 2021–2022 academic year, and the 95% confidence interval on that prevalence estimate ranges from 61.0% to 67.5%. By reviewing the 2025 report and the associated and linked appendix tables, we know that 57.7%

of cisgender undergraduate women who were involved in Fraternity and Sorority life experienced sexual harassment during the 2024–2025 academic year, and the 95% confidence interval on that prevalence estimate ranges from 53.9% to 61.4%. Since the 2022 and 2025 confidence intervals on the sexual harassment prevalence estimates being compared do not overlap, it can be concluded that cisgender undergraduate women who were involved in Fraternity and Sorority life were less likely to experience sexual harassment during the 2024–2025 academic year than they did during the 2021–2022 academic year.

Overall, quite a few significant changes occurred between 2019, 2022, and 2025 at MSU as indicated by statistically significant differences in the 2019, 2022, and 2025 Know More @ MSU Campus Survey results. The survey revealed some areas of positive change in the years from 2022 to 2025, including improvements in the perception of campus climate across several undergraduate, graduate/professional students, and faculty/staff groups, and better awareness of offices and resources charged with addressing RVSM at MSU among staff and undergraduate students. However, the majority of improvements can be seen in the differences between the 2018–2019 to 2024–2025 academic years, indicating that affecting positive change may take longer than a few years. From 2019 to 2025, undergraduate and graduate/professional students experienced a significant decrease in many types of victimization and an increase in disclosure of incidents; faculty and staff experienced a decrease in workplace incivility; all groups reported improved perceptions of campus climate; and undergraduate students and faculty/staff reported more awareness of offices and resources charged with addressing RVSM at MSU. The one area that showed no change was undergraduate and graduate/professional student's receipt of training – both groups reported receiving less training in 2025 than in previous years, and undergraduates reported decreased participation in available trainings.

6. Conclusions

Data from the 2025 Know More @ MSU Campus Survey provide a breadth of information that the MSU community can use to enhance its RVSM policies, prevention programming, and services to survivors, as well as to target specific areas of the campus climate and culture for potential improvements. In addition, comparisons between the 2019, 2022, and 2025 results enable MSU to document if and how things have changed in the past 6- and 3-year periods. The results in Chapter 5 indicate that the prevalence of several types of victimization has decreased, most measures of climate and culture have improved, and awareness of various trainings and policies has increased.

The 2025 Know More @ MSU Campus Survey identified multiple strengths, including certain aspects of climate—particularly MSU connectedness, perceptions of school leadership climate for sexual misconduct, perceptions of school leadership climate for relationship violence, and perceptions of MSU in terms of ethical behavior—were relatively high. Furthermore, many student groups and almost all faculty/staff groups reported significant improvement in several campus climate dimensions since 2019 and 2022. Additional research focused on cisgender women faculty and transgender and/or nonbinary students, faculty, and staff may be necessary to understand the perceptions and experiences of these members of the MSU community, who provided the lowest campus climate ratings, and to identify and address areas in need of improvement.

A positive note is that the survey demonstrated fairly good awareness of, and participation in, MSU's RVSM training efforts among faculty and staff. However, survey results also suggest that some improvements in the school's training efforts are warranted, particularly among undergraduate and graduate students, who were less aware of some MSU resources than in previous years.

The survey was also useful in documenting the extent and nature of numerous forms of RVSM that MSU undergraduate, graduate, and professional students experienced. Sexual harassment was quite prevalent among all student populations; the high rates suggest the need for prevention programming targeting the specific behaviors that students experienced with some frequency. It is important to note, however, that the prevalence of sexual harassment has declined significantly since 2019. Sexual assault rates have significantly decreased since 2019, but student disclosure and/or help-seeking from an MSU office or resource in the aftermath of a sexual assault incident have not changed significantly since 2019 but appear to be trending downwards for cisgender student groups. These rates of disclosure at MSU, especially for rape incidents, is consistent with disclosure rates at other schools in 2024. However, disclosure at MSU by marginalized student groups, like transgender and/or nonbinary undergraduates, is trending upwards. Rape incidents clearly impacted survivors in many ways, which suggests the importance of the role of MSU offices and programs in supporting students to mitigate some of the negative impacts of these incidents. On the other hand, with fairly high disclosure rates, the resources and response protocols must be in place to ensure that MSU's responses to survivors are appropriate and beneficial.

Among faculty and staff, workplace incivility was relatively common (the majority of all faculty and staff had experienced at least some workplace incivility; cisgender women and transgender and/or nonbinary faculty and staff reported more incivility than cisgender men), but the prevalence of workplace incivility has decreased significantly since 2019. Work-related sexual harassment was relatively common as well, but the prevalence of sexual harassment has also declined since 2019. Finally, the disproportionate victimization of students, faculty, and staff with a documented or diagnosed disability and/or who are gay, lesbian, bisexual, pansexual, or queer suggests the potential need for additional or increased funding and support for prevention programming to help these subgroups and efforts to ensure that MSU's support services and victim responses are tailored and appropriate. Similarly, the negative perceptions of campus climate by transgender and/or nonbinary undergraduate students merit further attention to ensure that inclusive practices and programs are offered and amplified by MSU offices and members of the administration.