

# Report on the National Survey of Student Experiences of Sexual Violence and Harassment in Irish Higher Education Institutions

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**HEA** | HIGHER EDUCATION AUTHORITY  
AN tÚDARÁS um ARD-OIDEACHAS

## Trigger Warning

The survey analysed in this report asked about personal experience with sexual misconduct, specifically sexual harassment and violence. Some of the language used in the report is explicit and some people may find it uncomfortable. Information on how to get help, if you need it, can be found below or here: <https://hea.ie/assets/uploads/2021/04/Links-to-supports.pdf>.

Service	Phone	Web
Text 50808	Free 24/7 Support in a Crisis - Text ' <b>HELLO</b> ' to <b>50808</b>	<a href="https://text50808.ie/">https://text50808.ie/</a>
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Dublin Rape Crisis Centre	Dublin Rape Crisis Centre's 24-hour helpline - 1800 77 8888	<a href="https://www.drcc.ie/Your local Rape Crisis Centre/Network">https://www.drcc.ie/Your local Rape Crisis Centre/Network</a> <a href="https://www.rapecrisishelp.ie/find-a-service/">https://www.rapecrisishelp.ie/find-a-service/</a>
HSE		<a href="https://www2.hse.ie/services/sexual-assault-treatment-units/rape-sexual-assault-where-to-get-help.html">https://www2.hse.ie/services/sexual-assault-treatment-units/rape-sexual-assault-where-to-get-help.html</a>
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Your local Gardaí		<a href="https://www.garda.ie/en/crime/sexual-crime/">https://www.garda.ie/en/crime/sexual-crime/</a>
HSE My Options	Freephone - 1800 828 010	<a href="https://www2.hse.ie/unplanned-pregnancy/">https://www2.hse.ie/unplanned-pregnancy/</a>
LGBT Ireland	National Helpline - 1890 929 539	<a href="https://lgbt.ie/">https://lgbt.ie/</a>

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# 1 Summary of the Survey Findings

## 1. Overview of the survey

In April 2021, at the request of the Minister for Further and Higher Education, Research, Innovation and Science, Simon Harris, T.D., the Higher Education Authority (HEA) conducted national surveys to monitor the experiences of students and staff in relation to sexual violence and harassment in order to create a robust evidence base for further policy and funding decisions in relation to tackling sexual violence and harassment in higher education institutions (HEIs). The HEA established an expert Advisory Group on Ending Sexual Violence and Sexual Harassment in HEIs in January 2021 to support this work. In collaboration with this advisory group, the HEA Centre of Excellence for Equality Diversity and Inclusion developed and ran national surveys of staff and students to monitor their experiences in April 2021. 11, 417 responses were received (7,901 students and 3,516 staff). The results of the student survey are now presented in this report. The report provides a picture of student attitudes towards and experiences of sexual violence and sexual harassment, as well as their awareness and confidence in HEI policies, processes and initiatives in the area.

The survey of student experiences was conducted online using Microsoft Forms between 12 April and 5 May 2021 by the HEA. The survey content was adapted from the Sexual Experiences Survey (SES) content used in the Active\* Consent / USI national survey of students in 2020 (Burke et al., 2020). This was in turn an adaptation of the Administrator-Researcher Campus Climate Collaborative (ARC3) Campus Climate Survey (Swartout et al., 2019). These sources were edited and adapted by the HEA Advisory Group. The Advisory Group also included additional statements and questions based on their analysis of what was required in a comprehensive survey tool relevant to the Irish higher education sector.

The survey was introduced by an extensive information section and warnings concerning the content of the survey, data protection and confidentiality. Each section of the survey included an introduction, and particularly sensitive sections of the survey asked students whether they wished to respond or skip the section concerned. Links to supports were provided at several points in the survey.

## 2. Demographics of Respondents

A total of 7,901 students completed the online survey. This comprised 6,051 females (77%), 1,640 males (20.8%), 167 gender non-binary students (2.1%), and 43 students who preferred not to say their gender (0.6%). The findings of the survey are presented in terms of the whole student group and then organised in terms of three demographic characteristics: Gender, sexual orientation, and year in college.

For convenience in reporting, the sexual orientations were grouped into five categories in the report: (a) Asexual (2% of the sample), (b) Bisexual (17%), (c) Gay, lesbian, queer, and other orientations (9%), (d) Heterosexual (70%), and (e) Prefer not to say (2%).

A total of 84% of the students were at an undergraduate level of study, while 16% were studying at postgraduate level, and 1% who preferred not to say their level of study. In presenting findings by level of study, the students are grouped into five categories: (a) First Year (27% of students), (b) Second Year (24%), (c) Third Year+ of undergraduate study (32%), (d) Postgraduate (16%), and (e) Prefer not to say (1%).

The following description provides an overview of the main demographic characteristics of the students who took part in the survey:

- > Four fifths of the students were aged between 18 and 24 years, with students aged 25 to 34 years the next largest category (12%). Seven per cent were aged 35 or older, and 0.2% of students preferred not to say their age.
- > Four fifths (81%) of the students who took part in the study identified their ethnicity as White Irish, including White Irish Traveller, and another 11% identified as White Roma or another White background. Between one and two per cent of the respondents identified with other ethnic backgrounds, such as Asian or Asian Irish (1%), Indian/Pakistani/Bangladeshi (1%), Black or Black Irish (African) (2%), Other including mixed group/background (Arabic) (1%), and Other including mixed group/background (Mixed background) (1%).
- > One fifth (19%) of the students answered that they had a disability, including 20% of females, 14% of males, 56% of gender non-binary students, and 35% of students who preferred not to say their gender.
- > Almost one in ten (9%) of the students who took part in the survey were international students.

### 3. Campus Environment

#### Campus environment

Typically, a majority of students said it was likely that their HEI would support a student who made a report of sexual misconduct, and unlikely that their HEI would engage in a negative, unsupportive response. Male students, First Years, and heterosexual students were most likely to say that the HEI would be supportive.

#### Student knowledge of campus supports

One in four students agreed that they knew where to go to get help on campus, or where to go to make a report of sexual violence and/or harassment (SVH), if they or a friend experienced sexual violence and/or harassment. Male students were the most likely to agree that they knew how to access supports.

### 4. Campus Safety

#### Campus safety

A majority of students agreed that they felt safe from SVH at their accommodation and around the campus. A third or less felt safe socialising at night on campus or in the local community. Heterosexuals were more likely to say they felt safe on campus, while male students were a lot more likely to say they felt safe.

#### Perception of SVH on campus

Approximately four in ten of the students agreed that sexual violence and harassment were a problem at their higher education institution, with a further 35% of students choosing the neutral response to this question. Three in ten agreed that there was not much they could do about SVH on their campus, and just one in ten agreed that there was not much need to think about sexual violence and harassment at their HEI. Female students, senior undergraduates, bisexual students and students who were gay, lesbian, queer, or another sexual orientation were most likely to agree that sexual violence and harassment were a problem at their HEI.

#### Experiences of awareness raising and educational initiatives

Three forms of awareness raising on consent, sexual violence or harassment had been seen by half or more of the students in the survey (social media campaigns, Students' Union campaigns, and posters). Three more initiatives had an engagement rate of between one quarter and one third of the students (student publication / media outlet, college orientation / induction, participation in a consent workshop). Almost one in ten had taken part in a bystander event or programme or viewed a drama on consent, sexual violence or harassment. Five per cent or less had visited their HEI website for information or taken part in specific training such as disclosure training.



Participation rates were broadly consistent across males and females, while gender non-binary students were most likely to have engaged with these initiatives. Senior undergraduates were most likely to describe participating in awareness raising initiatives, but First Years were more likely to have taken part in consent or bystander initiatives. Where there were differences by sexual orientation, bisexual students and students who were gay, lesbian, queer or another sexual orientation had higher rates of engagement.

One quarter of the students said they had not taken part in any initiative or activity on consent, sexual violence or harassment. Two thirds indicated that they had discussed the topic with friends.

## 5. Peer Perceptions

### **Student perceptions of peer responses to sexual violence and/or harassment reporting**

Approximately 15% of students agreed that their peers would have a negative reaction to someone who made a report of SVH. A further one in five students gave a neutral rating as to whether there would be a negative reaction. More than four in ten of the students agreed that the alleged offender or their friends would attempt to get back at someone who made a report. Males, asexual students and heterosexual students were most likely to say there would be a negative response.

## 6. Behavioural Intentions and Attitudes

### **Consent behavioural intentions**

Students were asked which forms of consent communication they would intend to use with a partner. Three forms of communication were included. Verbal consent strategies were consistently endorsed as a form of consent that a large majority of students would intend to use during intimacy, although more students 'agreed' than 'strongly agreed' that they would use these strategies.

Initiator consent strategies are non-verbal behaviours that involve one person initiating or leading sexual activity. A majority of survey respondents agreed they would initiate sexual behaviour to show their consent, while one in four of the students agreed with the more specific intention to keep moving forward in sexual behaviours or actions unless their partner stopped them. Non-binary students were less likely to agree that they would use initiator consent strategies and heterosexual students were slightly more likely to agree that they would use them.

Passive consent strategies involve the communication of consent by not reacting or responding to another person's attempts at intimacy. Two passive consent behavioural intention statements were included in the survey. One of these was endorsed by one third of the students, who agreed that they would intend to use it as a consent communication strategy. Males were most likely to describe intending to use passive consent strategies, while asexual students were the least likely.

### **Consent attitudes**

Four measures were used to gauge students' attitudes to consent. On the positive attitude to consent statements, a large majority of students agreed that consent should always be obtained before sexual activity, that "no" should be assumed unless there is a clear indication to proceed, and that verbally asking for consent should occur before any sexual activity. The lowest endorsement was for the idea that "most people that I care about" feel that asking for consent is something they should do (62%). Males were least likely to agree with the positive attitude to consent statements.

The next consent attitude measure was in reference to talking about consent with a partner at a time other than sexual encounters and whether the students had heard consent issues being discussed by other students. Just over half of the survey participants had heard other students discuss consent, while six in ten of the students had discussed consent with their partner. Gender non-binary students were most likely to agree that they had heard other students discuss consent along with senior undergraduates.

The third measure of consent attitudes was perceived behavioural control, which consisted of two statements about barriers to enacting positive, active consent and one item on confidence about asking for consent. A large majority of students agreed that they felt confident about asking for consent, while one in five agreed that they would have a hard time verbalising consent because of shyness or because verbal consent is awkward. Male students were most likely to agree that verbally asking for consent is awkward.

The final measure of consent attitudes comprised two statements referring to consent preparedness, in relation to having skills and knowledge to manage consent. Almost two thirds of students agreed that they had all of the skills that they need to deal with consent, comprising 44% who chose the 'Agree' option and 21% who chose the 'Strongly Agree' option. Almost four in five students agreed that they were well informed about consent, comprising 49% who chose the 'Agree' option and 30% who chose the 'Strongly Agree' option. Male students were the most likely to agree that they had all the skills they needed to deal with sexual consent.

### **Rape myth acceptance**

A rape myth statement presents a false belief about the causes of rape and sexual assault to survey participants. Three measures of rape myth beliefs were included in the survey. One of the female rape myth sub-scales that was included is titled 'She asked for it', which includes statements that describe women having some responsibility if they are raped. One statement on the 'She asked for it' sub-scale received agreement from 10% of the students ("If a girl initiates kissing or hooking up, she should not be surprised if a man assumes she wants to have sex"). One in five of the male students agreed with this statement.

The other female rape myth sub-scale included in the survey is called 'He didn't mean to'. It contains statements about men not being fully responsible if they were to rape someone. Overall, there was a higher rate of agreement among the survey respondents for statements from the 'He didn't mean to' sub-scale. Three statements from the 'He didn't mean to' sub-scale received agreement from 10% or more of the students who responded to this part of the survey. These refer to having a strong desire for sex, being drunk, or getting too carried away as reasons that a man may rape or sexually assault someone.

When combined with 'neutral' ratings on these items, one in four of the students were either neutral on these three statements or agreed with them. There was a consistent gender difference across ratings of statements from the 'He didn't mean to' sub-scale. Twenty per cent or more of the male students agreed with two of the statements on the 'He didn't mean to' sub-scale.

A set of male rape myth statements was also included in the survey. These statements attribute responsibility to men who are sexually assaulted. All of the statements were responded to on a five-point scale from 'Strongly Disagree' to 'Strongly Agree'. The highest level of agreement for the student group as a whole was in response to the statement that a man can enjoy sex even if it is being forced on him (8%), and that the extent of a man's resistance should be a major factor in determining if he was raped or sexually assaulted (7%). Male students were most likely to agree with these statements.

### **Bystander intervention**

Students responded to nine items intended to assess the likelihood of engaging in bystander intervention. The items were highly endorsed by students, indicating a positive attitude toward being an active bystander. A large majority of students said it was likely that they would confront a friend who planned to give someone alcohol to get sex, to challenge a friend who shared private pictures of their partner, to check in with a friend who looks drunk when they go to a room with someone else at a party, that they would say something to a friend who takes a drunk person back to their room at a party, that they would object to a 'rape joke', or confront a friend if there were rumours that they had raped someone.

There was a large difference of over 20% in responses to these highly endorsed bystander intervention statements in the rate of males and females saying it was likely they would intervene in relation to two issues; males were less likely to intervene to object to a ‘rape joke’ and to check in with a friend who looks drunk when they go into a room with someone at a party.

Three bystander intervention statements received lower endorsement. Around three quarters of students said they would express concern if a friend made a sexist joke or would challenge a friend who uses “ho,” “bitch,” or “slut” to describe females. Six in ten said it was likely that they would challenge a friends’ group who were competing for the most ‘scores’ on a night out.

There was a large gender difference in responses to these statements as well, with a smaller percentage of males saying they were likely to express concern if a friend makes a sexist joke, challenge a friend who uses pejorative language to describe females, and challenge someone who were competing for most ‘scores’ on a night out.

Additional bystander intervention statements were included in the survey to ask students if they felt responsible to intervene, if they felt well informed to do so, and if they had done so over the past four years.

Seven out of ten of the students said that they felt responsible to make a bystander intervention. Three in ten of the students did not feel well informed about making an effective intervention as a bystander to sexual violence or harassment; a similar proportion felt somewhat informed, while the remaining 39% felt ‘Fairly’ or ‘Completely’ informed. Just over half of the students said they had made an intervention as a bystander to an incident of sexual violence or harassment over the last four years.

Gender non-binary students, bisexual students, and students who were gay, lesbian, queer, or another orientation were most likely to say they felt responsible to intervene. More women (59%) said they had made a bystander intervention in the past four years compared with men (39%).

### **Responding to a person affected by sexual violence or harassment**

Almost all survey participants said they would respond sympathetically to a friend who told them that they had been sexually assaulted, and that they would advise a friend to seek supports if they had been sexually assaulted. By comparison, just under half of the students said they were ‘Fairly’ or ‘Completely Informed’ about how to respond effectively to a disclosure of sexual violence or harassment. Gender non-binary and bisexual students were the most likely to say that they were well informed about how to respond to a disclosure.

## 7. Students' Experiences of Sexual Harassment

A total of 7,319 students indicated that they would like to answer the questions on harassment (92.3% of the respondents). This comprised 5,642 females (93.2% of females who took part in the survey), 1,479 males (90.2% of males who took part in the survey), 159 gender non-binary students (95.2% of this group of students), and 39 students who preferred not to say their gender (90.7% of those who took part in the survey). A total of 582 students said they did not wish to answer questions on harassment (7.3% of the students who completed the survey).

At the beginning of the section, survey respondents were asked: "In the last four years, have you been in a situation in which someone related to your HEI: Please choose an appropriate response for each item". Sexual harassment items were presented in the form of behaviourally anchored statements, each of which described a specific experience. Six types of sexual harassment were covered in the survey:

- > Sexualised comments – Referring to race / ethnicity, gender, sexuality, religion, or trans / non-binary identity.
- > Sexist hostility – Remarks and treatment that is derogatory and has a sexist basis.
- > Sexual hostility / Crude gender harassment – Derogatory remarks and treatment that has a sexual basis.
- > Unwanted sexual attention – Persistent efforts by an individual to have a sexual or romantic relationship that is unwanted.
- > Sexual coercion – Bribery or special treatment that is provided contingent on sexual behaviour.
- > Sexual harassment via electronic communication or visual/written materials – The use of the Internet or communication platforms as a basis for harassment, including pornography and sexual images that are not on the Internet.

The response options to each statement were 'Never', 'Once or twice', 'Sometimes', 'Often / Many times', and 'Not Applicable. Of the 7,319 students who said they wanted to respond to the items about sexual harassment, 4,178 (57.1%) said they wanted to respond to follow up questions about the incident that had the greatest impact on them. A total of 3,141 students said they did not wish to respond to these questions (42.9% of those who responded to the sexual harassment section).

Of the 4,178 students who said they wanted to respond to follow up questions, 4,109 replied as to whether they had told someone about the incident previously. This group were asked different questions depending on whether they had told someone previously. A total of 2,933 students said they had told someone before, comprising 71.4% of the students in this sub-sample. There were 1,176 students who replied to say they had not told someone about the incident prior to the survey (28.6% of the sub-sample).

### **Sexualised comments**

Six in ten students described experiencing sexualised comments that included reference to their identity as female or male. This was the most commonly experienced form of sexualised comment. It was experienced 'Often / Many times' as frequently as it was experienced 'Once or twice / Sometimes'.

Almost one third of female students described experiencing this form of harassment 'Often' or 'Many times', compared with 9% of males. Non-binary students were more likely than other groups to describe experiencing sexualised comments that referenced their trans / non-binary identity, while bisexual students and students who were gay, lesbian, queer, or another sexual orientation were most likely to experience sexualised comments referencing their sexuality.

### **Sexist hostility**

Overall, each of the three statements on sexist hostility – being treated differently because of gender, being put down or condescended to because of gender, and having experienced offensive sexist remarks – prompted approximately two thirds of students to say they had experienced it. Similar patterns of responses were noted for each of the sexist hostility statements, with one third of students indicating that they had not experienced it, one third to say they had experienced it 'Once or twice' or 'Sometimes', and one third to say they had experienced it 'Often' or 'Many times'.

There were differences in the experience of sexist hostility by gender, with a difference of more than 30% between females and males, and an equally high level of sexist hostility described by gender non-binary students as among female students. There was also a high rate of sexist hostility described by bisexual students and senior undergraduate students.

### **Sexual hostility / Crude gender harassment**

Four statements on harassment concerned experiences that had a sexual focus that typically referenced gender. Three of the statements were experienced by a majority of the survey respondents, and the fourth by 49% of them. Each form of sexual hostility was described by one third of the students who have occurred 'Once or twice / Sometimes' with 20% or more students indicating it had happened 'Often / Many times'. There was again a gender difference in these

experiences. Bisexual students and senior undergraduates were also more likely to describe having experienced sexual hostility.

The gender difference in experiences of sexuality hostility is illustrated by the finding that each statement had 60%+ of females and gender non-binary students who said that form of harassment had happened to them – being repeatedly told sexual stories or jokes that were offensive to them, offensive remarks about their appearance, body, or sexual activities, unwelcome attempts to draw them into a discussion of sexual matters such as sex life, or gestures or body language of a sexual nature which was embarrassing or offensive.

### **Unwanted sexual attention**

More than half of the respondents to these questions said that they had experienced someone make unwanted attempts to establish a romantic sexual relationship with them. A total of 45% of the respondents said someone had continued to ask them for a date even though they had said ‘no’. Approximately one in five of the students said these experiences had taken place ‘often’ or ‘many times’. There was a difference of more than 30% in the percentage of female and male students who said they had these experiences. Bisexual students and senior undergraduates were also more likely to say that they had experienced unwanted sexual attention.

### **Sexual coercion**

The statements on sexual coercion referred to students’ experiences of feeling they were bribed to engage in sexual behaviour or that better treatment had been implied if they were sexually cooperative. Nearly three in ten of the students who responded to the survey said they felt like they were being bribed with a reward or special treatment to engage in sexual behaviour, and 27% responded that someone had implied better treatment if they were sexually cooperative.

Approximately one in ten of the male students who responded to these statements described experiencing sexual coercion. The rate for females and non-binary students was typically three times higher. One in eight of the female respondents who replied to this section said they ‘Often’ or ‘Many times’ had the experience of someone implying better treatment if they were sexually cooperative, compared with 3% of males. The students who preferred not to say their gender described the highest rates of sexual coercion, and bisexual students also had a relatively high rate of this form of sexual harassment.

### **Sexual harassment via electronic communication or visual / written materials**

This set of statements described harassment that takes place via phone text, through email, or other electronic means such as the use of social media platforms, or through offensive pictures, stories, or pornography. The most common form of harassment of this type was the display, use, or distribution of sexist or suggestive materials (for example, offensive pictures, stories, or pornography), which was described by half of the students.

This was followed by 42% of students who said someone had sent or posted unwelcome sexual comments, jokes or pictures by text, email, or other electronic means (for example via WhatsApp, Snapchat, Facebook, etc.). Nearly a quarter of the survey participants indicated that someone had spread unwelcome sexual rumours about them using electronic means, and nearly one in five said someone had commented on their sexual or gender identity in a negative way using electronic means.

There was a consistent gender difference in having these experiences. There was a difference of 26% between females and males in having been sent or someone having posted unwelcome sexual comments, jokes or pictures by text, email, or other electronic means. There was a difference of 24% between females and males in someone having displayed, used, or distributed sexist or suggestive materials. Gender non-binary students and those who preferred not to say their gender also described a relatively high rate of sexual harassment of this kind. Bisexual students and senior undergraduates were also more likely to experience harassment via electronic media.

#### **Follow up questions on sexual harassment**

A total of 3,496 females said they wished to answer the follow up questions on sexual harassment. This represented 62.0% of the females who had chosen to answer the initial set of sexual harassment questions. There were 551 males who chose to answer the follow up questions, representing 37.3% of the males who had answered the initial sexual harassment questions.

There were 111 gender non-binary students who answered the follow up questions (69.8% of the group who answered the initial questions). A total of 20 students who preferred not to say their gender identity chose to answer the follow up questions (51.3% of the group who answered the initial questions). There was a higher level of consistency in choosing to answer the follow up questions across sexual orientation groups (49-66%) and year in college (50-61%).

Nearly all of the female students and gender non-binary students who responded to the follow up questions said a man had been responsible for the incident that they cited. Four in ten of the male students indicated that a man had been involved, but 60% said that a woman had been involved.

Over half of the students who responded to this section of the survey said that the person responsible for the incident was another student. One in eight said that they did not know if the person who harassed them was a student.

Five per cent of female students said the person responsible for the incident was a staff member at their own or another higher education institution. There was a similar rate among male students and non-binary students and slightly higher rate (10%) described by students who preferred not to say their gender.



Just over one in five students (22%) said the incident had happened on campus while 17% said it had happened during an activity related to their higher education institution (e.g., club/society event, placement, trip away).

In terms of responses to the incident, a minority of students described active coping methods such as telling the person to stop (44%) or asking someone for advice and / or support (36%). Other coping strategies such as ignoring the person and doing nothing (39%) and avoiding the person as much as possible / treating it like a joke (36%) were just as common. A small percentage of students (5%) had reported the person.

A total of 70% of the students who responded to this section of the survey had told someone about the harassment incident prior to taking part in the survey. By far the most popular choice was to tell a close friend (85%), followed by a romantic partner (38%), parent or guardian (20%), and roommate (19%). Less than 10% of the students who had disclosed the incident to someone had told a member of a professional group such as counsellors or HEI staff.

The remaining 30% of students who responded to follow up questions and had not told anyone about the harassment incident were asked why they had not told anyone. The most common reason cited was that they thought “it was not serious enough, not a crime”. This reason was cited by 63% of the students who responded to this section. The next most common reason was that the students wanted to put the incident behind them (45%), and three other reasons were cited by 30%+ of the students – to handle it themselves, that they felt shame or embarrassment, and that they did not want anyone to know.

Relevant trends in the responses to the follow up questions within the student sub-groups included:

- > Postgraduate students (15%) and those who preferred not to say their year in college (16%) were more likely to say that the person responsible for the incident of harassment was a staff member.
- > Asexual students (33%), students who were gay, lesbian, queer or another orientation (28%), and students who preferred not to say their orientation (36%) were more likely than other orientations to say the incident had happened on campus.
- > Undergraduates in Third Year+ (25%) and Postgraduates (35%) were more likely to say that the incident had taken place on campus, or on a college-related activity (Third Year+: 22%, Postgraduates: 35%).
- > Males were least likely to say they had told the person to stop (34%) or had asked someone for advice / support (9%), and less likely than females or non-binary students to have told someone about the incident (61%).

- > Bisexual students (78%) were most likely to say they had told someone about the incident of harassment.
- > Gender non-binary students were most likely to say they had told a romantic partner (51%), roommate (24%), or counsellor (e.g., 15% told an off-campus counsellor).
- > Males were more likely than other gender groups to say they had not told anyone because they wanted to handle it themselves (45%), and less likely to say they thought it was not serious enough (57%), wanted to put it behind them (35%), or felt shame or embarrassment (18%).
- > Females were more likely to say they had not told anyone because they felt shame or embarrassment (37%), or did not want anyone to know (34%).

## 8. Students' Experiences of Sexual Violence

The section on sexual violence began with a statement about whether the respondents wished to answer these questions. This question was responded to by 7,866 students, of whom 5,962 selected 'I would like to answer these questions' (76%) and 1,904 chose 'I would like to skip these questions' (24%). The rate of opting to answer the items on sexual violence by gender was 77% among women (n = 4,605), 73% among men (n = 1,197), 80% among gender non-binary students (n = 134), and 62% among students who preferred not to say their gender identity (n = 26).

Questions about the experience of sexual violence were presented in six sections, on:

- > Sexual touching
- > Oral sex
- > Vaginal penetration
- > Anal penetration
- > Being made to perform anal or vaginal sex
- > Attempted oral, anal, or vaginal sex

The key statement in each case emphasised that the reference period was 'since I enrolled at my higher education institution'. The initial statement was followed by the presentation of six tactics that a perpetrator might use. The tactics presented fall into three categories:

### Coercion

- > Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.

- > Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.

#### Incapacitation, force, or threat of force

- > Taking advantage of me when I was too drunk or out of it to stop what was happening.
- > Threatening to physically harm me or someone close to me.
- > Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.

#### Engaging in the behaviour without indication that the behaviour was welcome.

- > Simply engaging in the behaviour without any indication from me that such behaviour was welcome.

The students indicated whether they had experienced each tactic 0 times, 1 time, 2 times, or 3+ times. The first two categories (coercion and incapacitation, force, or threat of force) are derived from the ARC Campus Climate Survey and Sexual Experiences Survey (Koss et al., 2007). The third category ('simply engaging in the behaviour without indication that the behaviour was welcome') was designed by the HEA Advisory Group for this survey.

A summary of the responses to these parts of the survey is provided below. This summary focuses on providing information on the total percentage of students who experienced each form of sexual violence, and on breaking down these figures by gender. The other main demographic groups that are used to structure the description of survey findings in the report, namely sexual orientation and year in college, are not highlighted in the summary.

As an overview, since they had commenced at their HEI, bisexual students and students who were gay, lesbian, queer, or another sexual orientation tended to describe a higher incidence of different forms of sexual violence than asexual and heterosexual students. Bisexual students in particular had a distinctive pattern of experience.

There was also a trend apparent in experiences of sexual violence by year in college. While a cross-sectional survey, the findings suggest the possibility of a cumulative level of sexual violence levels. First Year students tended to have lower levels of sexual violence than Second Years, who in turn usually had a lower level of violence than students in Third Year+ of undergraduate study. This trend may have been more pronounced for First Year students in particular in the academic year 2020-2021 due to the impact of Covid-19 public health restrictions.

Postgraduate students tended to have a similar profile of experiences of sexual violence to First Years. There were distinctive features associated with Postgraduate students too, such as being the most likely group by year in college to have been drinking or using drugs prior to the key incident addressed in follow up questions.

### **Non-consensual sexual touching**

This form of sexual misconduct involves someone touching the person in a sexual manner, kissing, or rubbing up against the private areas of their body or removing some of their clothes without consent. The most frequent type of experience of this kind was non-consensual sexual touching without any indication that the behaviour was welcome (45% of students overall). When reviewed by gender, males (22%) were less likely to report this non-consensual behaviour than women (52%), non-binary students (46%), or students who preferred to say their gender (31%).

The next most common experience was being taken advantage of when the person was too drunk or out of it to stop what was happening (31% of students overall). Females (36%) and non-binary students (31%) in particular described a higher rate of having this experience.

All perpetrator tactics of engaging in non-consensual sexual touching were grouped together into strategies of coercion and incapacitation, force or the threat of force. Females had the highest level of experiencing sexual touching through coercion (33%) or by incapacitation, force or threat of force (41%). Almost half (49%) of females described having some experience of non-consensual sexual touching regardless of perpetrator tactic, followed by non-binary students (43%), those who preferred not to say their gender (27%), and males (20%).

### **Non-consensual oral sex**

This form of sexual violence was described in the survey as referring to a person having oral sex with someone or making them have oral sex without their consent. The most frequent category of students who described this experience was in response to the statement that the person responsible simply engaged in the behaviour without any indication from them that such behaviour was welcome (15%). This incidence rate was followed closely by students who experienced non-consensual oral sex while too drunk or out of it to stop what was happening (14%).

Men were less likely overall to describe coercion (4%) than other gender groups such as females (13%), and less likely to describe incapacitation, force, or threat of force (7%) than other genders such as females (18%). There was a difference of 13% between males and females in the overall incidence rate for any form of non-consensual oral sex, with 21% of females indicating that they had experienced it.

### **Vaginal penetration**

The opening statement for this section was: “Since I enrolled at my higher education institution, someone put their penis, fingers, or other objects into my vagina without my consent”. This section was intended to be specific to females and gender non-binary students. The number of females who responded to this section varied from 3,237-3,363 depending on the question. Overall, approximately 72% of the female students who said they wished to answer this set of questions answered the questions on vaginal penetration and 28% did not. A lower number of females chose to respond to statements in this section compared with the other sections on sexual violence (e.g., 4,605 females responded to the items on non-consensual oral sex). The number of gender non-binary students who responded to items in this section varied from 81-87.

As with the previous sections on sexual violence, the most common tactic described by students was for the perpetrator to simply engage in the behaviour without any indication that such behaviour was welcome. This happened to 30% of females and 33% of non-binary students who responded to this section. The next most frequent response was that it happened when the person was too drunk or out of it to stop what was happening (28% of females and 24% of non-binary students).

Nearly one in five (19%) of the females who responded to these statements described experiencing non-consensual vaginal penetration through coercion, while 31% had this experience while incapacitated, forced, or threatened with force. Non-binary students had a similar incidence as females to coercion (17%) or incapacitation, force, or threat of force (28%). Combining the experience of non-consensual vaginal penetration by any tactic, 34% of females said that this had happened to them, as did 31% of non-binary students.

### **Anal penetration**

The opening statement for this section was as follows: “Someone put their penis, fingers, or other objects into my anus without my consent”, followed by the list of perpetrator tactics. 5,962 students responded to this set of items. This comprised 4,605 women, 1,197 men, 134 non-binary gender, and 26 students who preferred not to say their gender.

The most common form of experiencing non-consensual anal penetration was by the person responsible ‘simply engaging in the behaviour without any indication from me that such behaviour was welcome’ (described by 8% of students), followed by being too drunk or out of it to stop what was happening (5%).

Overall, students were slightly more likely to report non-consensual anal penetration through incapacitation, force, or threat of force (6%) than through coercion (4%). Comparatively, 7% of women who answered this part of the survey described anal penetration through

incapacitation, force, or threat of force, and 5% through verbal coercion. Combining the two categories together, a total of 9% of females experienced non-consensual anal penetration, along with 8% of non-binary students.

### **Being made to perform vaginal or anal sex**

The opening statement for this section was as follows: “Since I enrolled at my higher education institution, someone made me perform anal or vaginal sex (putting my penis into their anus or vagina) without my consent”. This statement was followed by the set of perpetrator tactics.

This section of the survey was intended for males to answer as a means of recording when they were made to perform sex without their consent. Depending on the statement, between 796-815 men responded to the individual items in this part of the survey, along with between 63-65 gender non-binary respondents.

The highest incidence of non-consenting experience was in relation to someone simply engaging in the behaviour without any indication that such behaviour was welcome (7% of males who answered this section and 16% of gender non-binary students). The next most common tactic was for someone to take advantage of the person when they were too drunk or out of it to stop what was happening (7% of males and 14% of gender non-binary students).

When the perpetrator tactics were combined, 6% of male students indicated that they had been made to perform vaginal or anal sex through coercion and 7% said it had happened as a result of incapacitation, force or threat of force. Overall, 8% of male students who answered this part of the survey had this experience. By comparison, 11% of non-binary students performed sex as a result of coercion and 16% as a result of incapacitation, force or threat of force. A total of 18% of gender non-binary students overall had the experience of being made to perform sex.

### **Attempted oral, anal, or vaginal sex**

5,962 students responded to this set of items, which began with the phrasing: “Someone TRIED to have oral, anal, or vaginal sex with me without my consent”. This comprised 4,605 women, 1,197 men, 134 non-binary gender, and 26 who preferred not to say their gender.

One in five of the total student group who responded to these statements said they had someone try to have non-consensual oral, anal, or vaginal sex with them by that person simply trying to engage in the behaviour without any indication that this was welcome. A similar percentage (19%) said an attempt had been made to have sex with them when they were too drunk or out of it to stop what was happening.

Females, non-binary students and those who preferred not to say their gender experienced a higher incidence rate than males of someone attempting to have sex with them when they were too drunk or out of it to stop what was happening or because the other person simply engaged in the behaviour (between 19-25%).

Females (21%), non-binary students (23%), and those who preferred not to say their gender (31%) were the most likely to report experience of some form of coercive tactic during the attempted penetration. These groups also described high rates of attempted penetration through incapacitation, force or threat of force (ranging from 19-24% across these gender categories).

Overall, three in ten of non-binary students (29%), females (30%), or students who preferred not to say their gender (31%) said that someone had tried to have non-consensual sex with them. The comparable figure for males was 9%.

### **Sexual violence follow up questions**

The 5,962 students who responded to questions on sexual violence were asked if they wanted to answer follow up questions on the incident that had the greatest effect on them. The specific wording to begin the section on follow up questions was:

If you experienced one of the situations described in the questions in this section, we would like to ask some follow up questions about the ONE SITUATION that had the greatest effect on you. If this is not applicable to you or you are not comfortable answering questions about specific instances of sexual violence you should skip to the next section.

A total of 2,551 respondents said they wanted to respond to these questions, representing 42.8% of those who answered the items on sexual violence. This comprised 2,216 females (48.1% of those who had chosen to answer the initial questions on the incidence of sexual violence), 264 males (22.1% of those who had chosen to answer questions on sexual violence), 61 gender non-binary students (45.5% of those who had chosen to answer questions on sexual violence), and 10 students who preferred not to say their gender (38.5% of those who had chosen to answer questions on sexual violence). Not all of the students who indicated their willingness to respond to the follow up section chose to reply to each of the questions included in that section.

Key points that emerged from the follow up questions included:

- > Most of the students who responded to the follow up questions knew the perpetrator of the incident.
- > Nearly all of the female students said the person responsible was a male.

- > A majority of students said that the person responsible was a student at their HEI or another institution.
- > A relatively small number of students said that the perpetrator was a staff member at a HEI.
- > One in eight of the students said the incident happened on campus and a similar percentage said it happened during a college-related activity (e.g., club / society event, placement, trip away).
- > Two thirds of the students who responded said the perpetrator had been using alcohol and / or drugs at the time of the incident.
- > Three in four of the students said they had been using alcohol and / or drugs at the time of the incident.
- > Nearly half of females and non-binary students felt very or extremely scared during the incident, and over a quarter of females and non-binary students felt strongly that the other person would hurt them.
- > Overall, 73% of females, 63% of males, and 83% of non-binary students indicated that they had told someone about the incident.

The students were then asked specific follow up questions depending on whether they had told someone about the incident or not. The students who had told someone about the incident were asked who they told. Those who did not tell someone were asked to indicate their reasons for not disclosing to someone.

A total of 1,782 students responded to the follow up item asking who they told about the incident. Of these, 1,573 were female, 154 were male, 37 were gender non-binary, and five preferred not to say their gender. A large majority (85%) of the students who had told someone else said that they had told a close friend, with one third (36%) indicating that they had told a romantic partner.

Telling a parent/guardian (17%) or a roommate (22%) were the next most common choices. The remaining options mainly referred to professionals such as HEI staff members, counsellors, and the Gardaí. Each of these were described by less than one in ten of the students who had told someone about the incident.

A total of 703 students responded to the items on why they did not tell anyone about the incident before taking part in the survey. This included 596 females, 92 males, 10 gender non-binary students, and five students who preferred not to say their gender.



These students who had not told someone else prior to completing the survey about the incident they described were asked to indicate the reasons for non-disclosure. Four of the reasons were cited by approximately half of the students, that it 'was not serious enough, not a crime', wanting to put it behind them, shame or embarrassment, and not wanting anyone to know. Two further reasons were cited by approximately one third of the students who responded to this part of the survey – that the incident would be viewed as their fault and that they handled it themselves.

More female students (37%) said they thought the incident would be viewed as their fault compared with males (27%) or non-binary students (20%). Females were also most likely to report feeling shame or embarrassment (51%).

### **Perceptions of survey participation**

At the end of the survey, the students were asked to provide feedback on their experience of having taken part in it. Three statements were provided as prompts for this reflection, in relation to whether answering the questions was distressing, if carrying out research on the topics covered is seen as important, and whether participation in the survey was a personally meaningful experience.

A total of 42% of the students described responding to sexual misconduct questions as more distressing than experiences in day to day life, with 34% indicating it was somewhat more distressing and 8% that it was much more distressing. A similar percentage (42%) chose the 'neutral' response, and 16% said it was less distressing.

A large majority (86%) of students responded that it is important to study the impact of non-consensual sexual experiences. Very few (1%) students said it was not important to do so, and 13% were neutral on this topic.

The third statement was: "I found participating in this study personally meaningful". The students responded on a scale from 'Strongly disagree' to 'Strongly agree'. Three quarters (74%) of students responded that taking part in the survey was meaningful for them, including 29% who strongly agreed and 45% who agreed. One in five of the students chose the 'Neutral' option, and 6% of them disagreed that participation was meaningful.

## 9. Discussion of Findings

### Sexual violence and harassment findings

The participants who completed the national student survey described a high level of exposure to sexual harassment and sexual violence. Once the responses to statements were compiled, nearly all of the forms of sexual harassment described in the survey had been experienced by a majority of students, including sexualised comments, sexist hostility, sexual hostility, unwanted sexual attention, and harassment via electronic communication or visual / written materials.

There were also differences in the incidence of forms of sexual harassment by gender, sexual orientation, and year in college. These patterns extend to frequency of sexual harassment. For instance, 68% of female students who responded to this part of the survey described having experienced ‘Sexualised comments that included reference to your identity as female or male’.

Besides the widespread nature of this experience, a large proportion of females (32%) said that it had happened to them ‘Often’ or ‘Many times’. Thus, for many of the women who responded, it was a recurring part of their experience. This figure in regard to high frequency harassment rose to 36% among bisexual students. To give another example, of the 63% of females who said that someone had ‘Made offensive remarks about your appearance, body, or sexual activities’, 28% said that it had happened to them ‘Often’ or ‘Many times’, a figure that rose to 30% among bisexual students.

Once the responses to the sexual violence statements were compiled, the findings indicate that sexual violence was commonly experienced among those students who responded to the survey. As with experiences of sexual harassment, there were differences in the incidence of sexual violence by gender, sexual orientation, and year in college. Females were particularly likely to experience sexual violence, with 49% of females describing some experience of sexual touching via coercion or incapacitation, force, or threat of force, while the equivalent percentage for oral sex was 21%, 34% described vaginal penetration, 9% described anal penetration, and 30% experienced attempted oral, anal, or vaginal sex.

Besides females, a relatively high level of exposure to sexual violence was found among gender non-binary students, bisexuals, and students who were gay, lesbian, queer, or another sexual orientation. Students who preferred not to give their demographic characteristics described higher exposure to sexual violence in response to some statements. In addition, male students described significant levels of experiencing sexual violence.

This report has highlighted gender, sexual orientation, and year in college as particular areas of interest in highlighting high risk groups and acknowledging the experiences of students in an inclusive manner. Nevertheless, there are additional at-risk student groups not analysed in detail in this report, and student groups such as ethnic minorities who should be researched further given the limited information available to date on their experiences.

Students with a disability are an example of a high-risk group who tended to describe higher levels of sexual violence and harassment. Female students who said they had a disability (n=952) had a higher rate of describing sexual touching through coercion (43%) than female students without a disability (30%). The same group had a higher rate of sexual touching through incapacitation, force or the threat of force (52%) compared with female students without a disability (38%).

These differences extended to other forms of sexual violence. For instance, 30% of females with a disability indicated that they had experienced non-consensual vaginal penetration through coercion (n = 703), compared with 16% of females without a disability who described this experience.

Such examples suggest that, although the report has provided an in-depth review of the survey responses, the analysis is nonetheless restricted in that it has not explored all potential student groups who have a particular experience of consent, sexual violence and harassment during their time at college.

Two perpetrator tactics emerged from the findings on sexual violence as the two most frequently used tactics. One of these tactics was written by the HEA Advisory Group which agreed the content of the survey, that is, 'Simply engaging in the behaviour without any indication from me that such behaviour was welcome'. This statement refers to a person initiating a sexual activity without establishing consent. Given that it prompted a number of responses that may not have otherwise have been made, this statement may have potential for inclusion in future assessments.

There was evidence that all of the perpetrator tactics described in the Koss et al. (2007) sexual experiences survey measure were relevant. The most consistently referenced perpetrator tactic taken from this measure of sexual violence was intoxication ('Taking advantage of me when I was too drunk or out of it to stop what was happening'). Relatively high levels of sexual violence took place while students were incapacitated. This trend shows that the issue of sexual violence and intoxication needs particular attention in awareness raising, educational initiatives, and supports for students.

It is a complex issue in that alcohol and drug use are closely linked to socialising practices, with most female students in particular identifying that they do not feel safe from sexual violence and harassment when socialising. A majority of students who responded to follow up questions indicated that they and the perpetrator had been drinking prior to the incident, again highlighting the important role of alcohol and drug use.

Messaging campaigns and educational initiatives typically do not address directly what to do about alcohol or drug use. There is also a concern that advising on drinking or drug use could be seen as victim blaming. Moreover, given its pervasive role in socialising, it is challenging to target reductions in alcohol use as a goal. Yet given that this issue consistently arose across the different forms of sexual violence experienced by students, a systematic response is required, most likely linked to emerging policy on healthy campuses and health promotion regarding alcohol and drug use.

The follow up questions provide important perspectives on the nature of the incidents of sexual harassment and sexual violence that the students experienced. Greater awareness of these circumstances should be helpful in identifying high risk settings and supporting student needs. For instance, the majority of students who described incidents of SVH indicated that the events did not take place on campus, yet in a majority of cases another student was involved. This illustrates the complexity of identifying boundaries to SVH within the student experience. The inclusion of a question on SVH that occurred during college-related activities in addition to a question on the campus itself provided an original insight. This may be particularly relevant to groups such as students on placement, those involved in extra-curricular events, and to postgraduate research students.

The responses to sexual harassment described by students show that less than half were able to tell the person to stop, only 17% asked someone for advice or support, and 5% reported the person. Many of the survey respondents appear to have adopted passive or minimising strategies, such as ignoring the person and doing nothing, avoiding the person or treating it as a joke. This pattern suggests the need to prioritise the empowerment of individuals exposed to harassment to feel confident in making active responses and engaging in help seeking. Adopting a socio-ecological perspective on this issue, that outcome is likely to be promoted not alone through targeted initiatives for people affected by harassment, but also to reach out across the whole HEI community to increase awareness and skills in this area.

The follow up questions provided a snapshot of the experiences students had in disclosing a distressing incident. Seventy per cent of students who responded to follow up questions about sexual harassment said that, prior to taking part in the survey, they had told someone about what had happened. The equivalent for follow up questions on sexual violence was 72%. There was a similar pattern in disclosure across both harassment and sexual violence in that males were less likely than females or non-binary students to say that they had told someone what had happened to them.

Typically, those students who disclosed the incident had told peers such as close friends, romantic partners, or roommates. None of the professional groups such as counsellors, lecturers, and other staff members had been told by more than 10% of students. The most commonly cited reasons for not disclosing to anyone included not identifying the incident as serious enough, feeling shame or embarrassment, and not wanting anyone to know. These reasons suggest the need for enhanced information to improve students' understanding of the nature of harassment and sexual violence and targeted stigma reduction initiatives.

### **Campus climate and culture change**

The national student survey provides insights into a number of components acknowledged to be important to implementing a campus climate approach to culture change on consent, sexual violence and harassment. The findings foreground the knowledge, skills and intentions among the students in relation to everyday practices and intentions that they identify with and support. Taken together, these comprise an important knowledge base to draw on in rolling out awareness raising, education, and training initiatives.

### **Campus environment, perceptions of the HEI, personal safety**

The following table highlights resources, challenges, and opportunities on a number of key factors that shape students' experiences relevant to consent, sexual violence and harassment. These include student knowledge of supports for people affected by sexual violence and harassment, perceptions of how the institution and peers react to reports of SVH, personal safety, and engagement to date with awareness raising and educational initiatives.

**Table 9.1: Summary of key findings on perceptions and beliefs of the campus environment, safety, and experiences of awareness raising and educational initiatives**

Topic	Resources	Challenges and opportunities
<p>Campus environment – Beliefs about institutional supports</p>	<p>Approximately four fifths (78%) of students indicated it was likely that HEI would maintain the privacy of the person making the report.</p> <p>Four items received support from more than 60% of students – that the HEI would take the report seriously (67%), support the person making the report (63%), take steps to protect the safety of the person making the report (62%), and that the HEI would do its best to honour the request of the person about how to go forward with the case (61%).</p>	<p>Less than half (45%) of the students said it was likely that the HEI would take action to address factors that may have led to the sexual violence and/or harassment.</p> <p>50% of students agreed that accommodations would be made to support the person (e.g. academic, safety), and 56% said that the HEI would handle the report fairly (56%). Males were more likely to believe that the institution would be supportive, followed by female students, then non-binary students and students who preferred not to say their gender. First Year undergraduate students tended to have the highest rate of agreeing that the institution would be supportive following a report of sexual misconduct, followed by Second Year students, Third Year+, Postgraduate students, and those who preferred not to say their year. Students who were bisexual, gay, lesbian, queer or another sexual orientation were slightly less likely than heterosexual or asexual students to agree that the institution would be supportive.</p>
<p>Negative expectations for how reports of sexual misconduct are viewed</p>	<p>A majority of students viewed it as unlikely that the institution would make a negative response, such as labelling the person making the report as a troublemaker.</p>	<p>25% of students said it was likely that their higher education institution would label the person making the report a troublemaker.</p>

Topic	Resources	Challenges and opportunities
		<p>27% said it was likely that their higher education institution would have a hard time supporting the person who made the report.</p> <p>By year in college, Third Year+ undergraduate students and Postgraduates thought it was likely that their HEI would take a negative response.</p> <p>Bisexual students and those who identified as gay, lesbian, queer, or with another orientation were more likely than heterosexual and asexual students to say that reporting sexual misconduct would meet with disapproval from their HEI.</p>
Student knowledge of campus supports	<p>A minority of students agreed that they had knowledge of campus supports.</p> <p>Approximately one in ten were neutral on whether they had knowledge of campus supports.</p>	<p>One quarter (26%) of students agreed that they knew where to go to get help on campus if they or a friend experienced sexual violence and/or harassment</p> <p>25% agreed that they knew where to go to make a report of sexual harassment or violence.</p> <p>One in ten (11%) of the students who responded to the survey agreed that they knew what happens when a student reports a claim of sexual violence.</p> <p>Male students were more likely to agree that they had relevant knowledge and awareness.</p>

Topic	Resources	Challenges and opportunities
<p>Student perceptions of peer responses to sexual violence and / or harassment reporting</p>	<p>A minority of students agreed that their peers would think negatively about a person who reported sexual violence or harassment.</p> <p>Overall, 15% agreed that the person making the report would be labelled a troublemaker by peers and a similar percentage of students agreed that that their peers would have a hard time supporting the person making the report.</p>	<p>43% of the respondents agreed that the alleged offender or their friends would retaliate against the person making the report.</p> <p>Females, non-binary students and students who preferred not to say their gender identity were more likely to agree that their peers would respond negatively.</p> <p>Those who identified as bisexual or as gay, lesbian, queer, or with another orientation were more likely than heterosexual and asexual students to agree that their peers would react negatively to someone reporting sexual misconduct.</p>
<p>Campus safety – Feelings of safety from sexual violence and harassment</p>	<p>A large majority of students agreed that they felt safe from sexual violence and harassment at their accommodation (79%), and a majority agreed that they felt safe on campus (59%).</p>	<p>A minority of students agreed that they felt safe from harassment and sexual violence when socialising on or around campus (33%), at night in the college town (20%), or when socialising in their home town (31%).</p> <p>Male students were more likely to agree that they felt safe. For instance, 68% of males agreed they felt safe from sexual violence and harassment when socialising at night in the college town, compared with 8% of females, 12% of students with a non-binary gender identity, and 27% of students who preferred not to state their gender identity.</p>



Topic	Resources	Challenges and opportunities
		<p>Perceptions of personal safety were consistently lower among bisexual students and students who preferred not to state their sexual orientation than for students who identified with other sexual orientations.</p>
<p>Perceptions of sexual violence and harassment on campus</p>	<p>Four in ten of students (42%) agreed that SVH is a problem at their HEI.</p> <p>Less than one in ten students (8%) agreed that there is not much need for them to think about SVH while at their HEI.</p>	<p>35% of students chose the neutral response to the statement that sexual violence and harassment is a problem at their higher education institution.</p> <p>29% agreed with the statement that there is not much they can do about SVH on their campus, and another 25% of students chose the neutral response to this statement.</p> <p>Male students were less likely than females to agree that SVH is a problem at their HEI and more likely to agree that there is not much need to think about SVH while in higher education.</p> <p>Students who were bisexual and students who were gay, lesbian, queer, or another sexual orientation were more likely to agree that SVH was a problem at their HEI than heterosexuals and asexual students.</p>
<p>Experiences of awareness raising and educational initiatives</p>	<p>The highest level of engagement with educational initiatives was for social media content (60%), Students' Union campaigns (51%), and poster campaigns (49%) about sexual consent, sexual violence or harassment.</p>	<p>25% of students indicated that they had not taken part in any activities or events related to consent, bystander, sexual violence or harassment initiatives.</p>

Topic	Resources	Challenges and opportunities
	<p>Two thirds (68%) of the students had discussed the topic of sexual violence and / or harassment with friends.</p> <p>Females (70%) and non-binary students (72%) were more likely to have discussed the topic than males (60%) and students who preferred not to say their gender (49%).</p>	<p>One third (34%) had heard about sexual violence or harassment at orientation / induction or had seen / heard about sexual violence in a student publication or media outlet.</p> <p>Almost three in ten (28%) of the students had taken part in a consent workshop.</p> <p>Engagement rates with the remaining initiatives included taking part in workshops on how to be an active bystander (9%), engaging with consent-based theatre performances (8%), or training related to tackling sexual violence (3%).</p> <p>Second Year and Third Year+ students tended to have a higher engagement rate with initiatives. The exception was that First Years were more likely to have taken part in consent workshops and bystander intervention training.</p>

### Consent, bystander intervention, rape myth beliefs

The following table describes the main findings arising from consent, bystander intervention, and rape myth survey topics. These can help to identify how to frame future work towards implementation of awareness raising, education, and training initiatives across all student groups. High levels of positive intentions and attitudes were identified toward active consent strategies and proactive bystander intervention. The nuanced findings highlighted below, such as potential barriers to enacting positive intentions, suggest a need for ongoing support with these issues.

**Table 9.2: Summary of key findings arising from consent, bystander intervention, and rape myth survey topics, highlighting student resources, challenges, and opportunities for enhancement.**

Topic	Resources	Challenges and opportunities
Behavioural Intentions for Consent Communication with a Partner – Verbal consent	Positive behavioural intentions toward verbal consent were described by between 73-85% of the students who responded to the survey.	More students chose the ‘Agree’ rather than the ‘Strongly agree’ response options on positive behavioural intention statements.
Initiator consent	Initiator consent behaviours received agreement from between one quarter and 60% of the students.	26% of students agreed with the statement ‘I would just keep moving forward in sexual behaviours or actions unless my partner stopped me’, and 22% of students were neutral toward this statement.
Passive consent	With respect to passive consent, half of the respondents (50%) disagreed with the statement ‘I would let my partner start sexual behaviour and not tell them to stop’, while 71% of students disagreed with the statement ‘I would let my partner go as far as they wanted’.	<p>More students chose the ‘Disagree’ rather than ‘Strongly disagree’ response options.</p> <p>Males had a higher rate of agreement with passive consent intentions (50% agreed that they would let their partner start and not tell them to stop, 31% said they would let their partner go as far as they wanted).</p>
Positive attitude to consent	Three quarters or more of the respondents expressed agreement with statements that sexual consent should always be obtained before the start of any sexual activity, that consent should never be assumed, and that verbal consent should occur before any sexual activity.	The agreement rate with the two remaining statements was lower among students, in always assuming that sexual consent is not present (69%) and that most people feel that asking for consent is something that should be done (62%).

Topic	Resources	Challenges and opportunities
		<p>Two statements had 20% or more students give a neutral rating ('When initiating sexual activity, I believe that one should always assume they do not have sexual consent'; 'Most people that I care about feel that asking for sexual consent is something I should i.e. do').</p> <p>Male students had a lower agreement level with several of the verbal consent statements than females.</p>
Awareness and discussion of consent	A majority of students (61%) agreed that they discussed sexual consent issues with their partner at times other than sexual activity.	<p>Just over half of the students (53%) agreed that they had heard other students discuss consent issues on campus.</p> <p>Students who agreed that they had heard consent discussed tended to select the 'Agree' rather than 'Strongly agree' response.</p>
Perceived behavioural consent – Barriers to consent	<p>82% of students agreed that they felt confident to ask for consent with a sexual partner.</p> <p>71% disagreed with the idea they would find it difficult to verbalise consent, and 69% disagreed that they would find verbally asking for consent awkward.</p>	<p>Approximately one in eight students chose the 'Neutral' response to each of these statements.</p> <p>19% of students agreed that they had a problem with confidence in verbalising consent.</p> <p>Male students were more likely to agree that verbally asking for consent is awkward (29%).</p>

Topic	Resources	Challenges and opportunities
Consent preparedness	<p>79% felt well informed about consent.</p> <p>65% of students agreed that they have all the skills they need to deal with sexual consent.</p>	<p>Agreement with the statement on having the skills for consent was lower than that for having knowledge about consent.</p> <p>Most of the students who agreed that they had knowledge and skills for consent chose the 'Agree' rather than the 'Strongly agree' response option.</p> <p>Fewer females (63%) or non-binary students (66%) than males (73%) agreed that they had all the skills they needed to deal with sexual consent.</p>
Likelihood of engaging in bystander intervention	<p>Ninety per cent or more of the student group as a whole said it was likely that they would confront a friend who planned to give someone alcohol to get sex, to challenge a friend who shared private pictures of their partner, or to check in with a friend who looks drunk when they go to a room with someone else at a party.</p> <p>Between 85% and 90% of students said it was likely that they would say something to a friend who takes a drunk person back to their room at a party, that they would object to a 'rape joke', and confront a friend if there were rumours that they had raped someone.</p>	<p>Three other bystander intervention statements received a moderate level of endorsement.</p> <p>These items did not directly involve an assault. Around three quarters of students said they would express concern if a friend made a sexist joke (76%) or would challenge a friend who uses "ho," "bitch," or "slut" to describe girls (75%). Six in ten (62%) said it was likely that they would challenge a friends' group who were competing for the most 'scores' on a night out.</p> <p>More students selected the 'Agree' response than did the 'Strongly agree' response on these statements.</p>

Topic	Resources	Challenges and opportunities
		<p>There was a large difference on two statements between males and females in likelihood of intervening (whether the students would object to a ‘rape joke’, whether the students would check in with a friend who looks drunk when they go into a room with someone at a party).</p>
<p>Responsibility for intervening as a bystander</p>	<p>Overall, seven in ten of the students (71%) said that they felt responsible for making a bystander intervention.</p> <p>Just over half of the students (55%) said they had made an intervention as a bystander to an incident of sexual violence or harassment over the last four years.</p>	<p>30% of the students did not feel well informed about making an effective intervention as a bystander to sexual violence or harassment, and 31% felt somewhat informed.</p> <p>Nearly three in ten students (29%) did not feel responsible to make a bystander intervention or did not know if they felt responsible.</p> <p>Senior undergraduates were less likely than First Years to say they felt well informed about making a bystander intervention.</p>
<p>Responding to a person affected by sexual violence or harassment</p>	<p>Almost all of the respondents (99%) said they would respond sympathetically to a friend who told them that they had been sexually assaulted.</p> <p>Nearly all students agreed that they would advise a friend to seek supports if they had been sexually assaulted (96%).</p>	<p>Approximately half of the students (47%) said they were ‘Fairly’ or ‘Completely informed’ about how to respond effectively to a disclosure of sexual violence or harassment.</p>

Topic	Resources	Challenges and opportunities
Female rape myths – ‘He didn’t mean to’	A majority or large majority of students responded to the ‘He didn’t mean to’ rape myth belief statements with a ‘Disagree’ or ‘Strongly disagree’ response.	<p>Three statements from the ‘He didn’t mean to’ sub-scale received agreement from 10% or more of the students who responded to this part of the survey.</p> <p>These refer to reasons that a man may rape or sexually assault someone – because they have a strong desire for sex, are drunk, or get too carried away.</p> <p>When combined with ‘neutral’ ratings on these items, one in four of the students were either neutral on these three statements or agreed with them.</p> <p>Two statements received agreement from more than 20% of male students.</p>
Female rape myths – ‘She asked for it’	Each of the ‘She asked for it’ rape myth belief statements was responded to with a ‘Disagree’ or ‘Strongly disagree’ response from 80% or more of the students.	<p>One statement on the ‘She asked for it’ sub-scale received agreement from 10% of the students (‘If a girl initiates kissing or hooking up, she should not be surprised if a man assumes she wants to have sex’).</p> <p>The same statement received an agreement response from 22% of male students and a ‘Neutral’ response from 18% of males.</p>

Topic	Resources	Challenges and opportunities
Male rape myths	<p>Almost nine out of ten of the students who responded to this section (89%) agreed that most men who are raped or sexually assaulted are very upset by the incident.</p> <p>The remaining statements described negative beliefs about male rape, and none of them had 10% or more of the students choose an ‘agree’ option in response.</p>	<p>The highest level of agreement was in response to the statement that a man can enjoy sex even if it is being forced on him (8%), and that the extent of a man’s resistance should be a major factor in determining if he was raped or sexually assaulted (7%).</p> <p>There was evidence of a slight gender difference in levels of agreement with statements about whether a man can enjoy sex even if it is being forced on him (males: 15%, females: 5%) and whether women who sexually assault men are sexually frustrated individuals (males: 12%, females: 4%).</p>


## 10. Recommendations

The survey itself should be seen as part of a broad range of initiatives and strategies that are underway across the higher education sector on consent, sexual violence and harassment, with the intention of supporting culture change. Specific recommendations that arise from this survey are summarised as follows:



**Table 10.1 Key recommendations arising from the analysis of the student survey findings.**

Topic	Key recommendation
Devising a long-term approach to research on student experiences.	<p>A strategic approach should be developed to maximise the efficacy of accessing and recording different sources of information and data about student experiences. For instance, information from complaints procedures, anonymous reporting, large surveys, and evaluation reports all provide important insights. Yet they use different data collection strategies and may not use the same terminology. If brought together as an integrated strategy, further insights can be obtained from the broad population level through to specific experiences of SVH. This approach should also identify methods to increase participation rates in large surveys.</p> <p>This could include potential partnership with other student survey projects to investigate how shorter modules on consent, sexual violence and harassment could be included in surveys that have already established a broad reach.</p>
Ensuring inclusion and diversity are fully represented in research on consent, sexual violence and harassment.	Further work is required to explore the experiences of high-risk groups and smaller or hard to reach groups. This may involve targeted outreach to achieve a high level of engagement with surveys and the use of qualitative strategies.
Building on the survey findings concerning campus environment.	Levels of knowledge and preparedness to engage with HEI supports and services were low in several respects. A targeted information and skills strategy is required to increase levels of knowledge and skills for accessing personal supports and reporting procedures.
Building on the survey findings concerning consent, bystander intervention, and rape myth beliefs.	Behavioural intentions and attitudes concerning positive, active consent and proactive bystander intervention were high in many respects. This provides a positive, values-based framework of education and training that engages all students in a non-threatening and empowering way. This strategy should adopt the goal of enhancing skills and reducing perceived barriers to act on positive intentions.
Building on the survey findings concerning sexual violence and harassment.	The students who took part in the survey described high levels of sexual violence and harassment. These findings suggest the need to continue to implement the 'Consent Framework' (DES, 2019) with adequate resourcing (Beres et al., 2019), while supporting HEIs with the adoption of an Action Plan approach to tackling sexual violence and harassment, while supporting shared learning across the sector and best practice approaches to trauma-informed policies and investigation procedures, alongside awareness raising, education, and training for all members of the HEI community.

The background features abstract geometric shapes in various shades of blue and teal. A large teal triangle is in the top right, a dark blue triangle is in the top left, and a dark blue horizontal bar is at the bottom. A white horizontal band is in the center, containing the text.

# 2 Analysis of Survey Responses

## 11. Student Survey Content and Methodology

### 11.1 Overview

The online survey used in this student survey was designed by the Higher Education Authority (HEA) Advisory Group on Ending Sexual Violence and Harassment in Irish Higher Education Institutions, which is led by the HEA Centre for Excellence for Equality, Diversity and Inclusion. This survey and a related survey of staff who work in the Irish higher education sector was requested by the Minister for Further & Higher Education, Research, Innovation & Skills in 2020.

The survey content was adapted from the Sexual Experiences Survey (SES) content used in the Active\* Consent / Union of Students in Ireland national survey of students in 2020 (Burke et al., 2020). This was in turn an adaptation of the Administrator-Researcher Campus Climate Collaborative (ARC3) Campus Climate Survey (Swartout et al., 2019). These sources were edited and adapted by the HEA Advisory Group. The Advisory Group also included additional statements and questions based on their analysis of what was required in a comprehensive survey tool relevant to the Irish higher education sector.

The campus climate survey methodology is used as a tool to support culture change in relation to issues of consent, sexual violence and harassment (SVH) (Swartout et al., 2019). The broad scope of the 'climate' of the campus reflects the underpinning influence of a socio-ecological approach to understanding and responding to sexual violence and harassment (Dills et al., 2016; Humphreys & Towl, 2020).

This approach is visible in guidelines from the Department of Further & Higher Education, Research, Innovation, & Skills, including the 'Framework for consent in higher education institutions: Safe, respectful, supportive and positive – Ending sexual violence and harassment in Irish higher education institutions' (Department of Education & Skills, 2019). The Framework identifies a number of student outcomes regarded as important indicators of a higher education institution that is active and engaged in addressing consent, sexual violence and harassment.

These include knowledge and skills among students regarding help seeking, supports and policies, levels of engagement in awareness, education and training, and levels of sexual violence and harassment experienced by students. The Framework highlights the importance of institutional values such as respect and inclusion to guide the process of change, expressed through student-centred and trauma-informed strategies, and supported by a coordinated and consistent set of institutional policies and procedures.

Campus climate surveys can play a key role in supporting the implementation of socio-ecological approaches to culture change in higher education. Survey tools such as the ARC3 typically comprise a set of independent measures and assessments that have been validated in previous research. The use of a campus climate survey enables information to be obtained on student attitudes, beliefs, knowledge, and experiences. The findings can in turn be used to inform the planning of relevant initiatives, including prevention of sexual violence and harassment, the promotion of positive consent and bystander intervention, supports for students affected by SVH, and staff training.

The main body of the HEA survey contained sections on:

- > Demographics
- > Campus climate
- > Campus safety
- > Peer perceptions of reporting
- > Experiences of awareness raising and educational initiatives
- > Consent communication behavioural intentions
- > Consent attitudes
- > Bystander intervention attitudes and practices
- > Rape myth beliefs
- > Sexual harassment victimisation
- > Sexual violence victimisation
- > Perceptions of survey participation

The survey was introduced by an extensive information section and warnings concerning the content of the survey, data protection and confidentiality. Each section of the survey included an introduction, and particularly sensitive sections of the survey asked students whether they wished to respond or skip the section concerned. Links to supports were provided at several points in the survey.

## 11.2 Survey Content

**Demographic questions.** The demographics module included items on age, gender identity, sex assigned at birth, disability status, ethnicity, sexual orientation, current higher education institution, international student status, year of study, discipline of study, living situation, and relationship status.

**Campus climate.** Perceptions of campus climate were derived from the Rutgers Campus Climate Survey (Rutgers University, 2014). This measure comprises items on attitudes and beliefs in relation to institutional responses to reports of sexual violence or harassment, such as perceptions of how the college would respond to an instance of sexual misconduct (e.g., my higher education institution would take the report seriously), answered on a 5-point scale ranging from 'Very unlikely' to 'Very likely'. Participants were asked to agree or disagree with statements regarding their awareness of on campus sexual misconduct supports and reporting procedures, e.g., If a friend or I experienced sexual violence and/or harassment, I know where to go to get help on campus.

**Campus safety.** Perceived personal safety in settings such as student accommodation and socialising was measured using adapted questions contained in the SES (2020) and ARC3, originally derived from the Safety Subscale of The General Campus Climate Survey (Cortina, et al., 1998). Students indicated how safe they felt from sexual violence at college using a 5-point response rating scale ranging from 'Strongly disagree' to 'Strongly agree' (e.g., 'I feel safe from sexual violence and harassment on or around this campus').

**Peer perceptions of reporting.** Students' anticipated peer responses to a disclosure of sexual assault were measured using three questions from the ARC3 Peer Responses subscale, which was adapted from the short form Social Reactions Questionnaire (Relyea & Ullman, 2015). Responses were rated on a 5-point response scale ranging from 'Strongly disagree' to 'Strongly agree'.

**Experiences of awareness raising and educational initiatives.** These items concerned student engagement with awareness raising and educational initiatives, and were adapted from the SES (2020) survey (Burke et al., 2020). Students were invited to select all that applied to their experience since starting college.

**Consent communication behavioural intentions.** Questions were adapted from the Consent To Sex Scale devised by Jozkowski and Peterson (2014). These questions assessed students' behavioural intentions in relation to showing consent in sexual intimacy and the cues they would use for indicating consent. Respondents used a 5-point response scale to indicate their agreement or disagreement that they would use each form of communication if they intended to consent to sex.

**Consent attitudes.** Individual consent attitudes regarding consent negotiation were assessed using items from sub-scales in the Sexual Consent Scale-Revised (SCS-R; Humphreys & Brousseau, 2010). Items were drawn from the sub-scales that assess positive attitudes to establishing consent, (lack of) perceived behavioural control, and awareness and discussion. Two questions assessed students' consent preparedness (e.g., 'I have all the skills I need to deal with sexual consent'). These items were developed by MacNeela et al. (2018) and originally designed to assess the impact of the SMART Consent workshop for third level students. There were five response options for this section of the survey on a scale from 'Strongly disagree' to 'Strongly agree'.

**Bystander intervention.** Bystander intervention attitudes and practices were assessed using items adapted from the Bystander Attitude Scale – Revised (McMahon et al., 2014) and items developed by the HEA Expert Group. These items related to how likely students were to intervene as a bystander, to challenge a friend who used sexist or offensive language, and how well students feel they can effectively intervene to prevent sexual violence or harassment. The response options varied according to the type of question, including a measure from 'Very unlikely' to 'Very likely', 'Not at all informed' to 'Completely informed', and a measure of frequency of behaviour.

**Rape myth beliefs.** Items from two sub-scales of the Updated Illinois Rape Myth Acceptance Scale (McMahon & Farmer, 2011) were included in the survey. This scale aims to understand attitudes and beliefs around sexual assault to assess general rape myth acceptance. It is used to assess whether endorsement of false gendered beliefs about rape would decrease following the programme. The sub-scales used were 'She asked for it' and 'He didn't mean to'. This section also included an adapted version of the Male Rape Myths Scale (Melanson, 1999). The statements in this section of the survey used a five-point response measure from 'Strongly disagree' to 'Strongly agree'.

**Sexual harassment victimisation.** The frequency and type of sexual harassment experienced by students was measured using a modified version of the Sexual Experiences Questionnaire (Fitzgerald et al., 1988, 1995) used in the ARC3 Campus Climate survey version. Additional items regarding sexualised comments related to one's gender, trans or non-binary identity, ethnicity, sexual orientation, and religious affiliation were included. Three items were also included measuring virtual harassment from the AAUW Knowledge Networks Survey (Nukukji, 2011). The frequency measure for sexual harassment statements was a five-point response from 'Never' to 'Many times' and also included a 'Not applicable' option.

**Sexual violence victimisation.** Measures of sexual violence experiences were derived from the Sexual Experiences Survey Short Form Victimization (SES-SFV) (Koss et al., 2007). This measure was adapted for the survey to include a specific measure for males who were made to perform vaginal or anal penetration without their consent, in order to be inclusive of as many potential misconduct situations as possible. An additional perpetrator tactic was included by the HEA Advisory Group (i.e., 'Simply engaging in the behaviour without any indication from me that such behaviour was welcome'). The response options were based on frequency for each type of sexual violence, with four options from '0 times' to '3 times+'.

## 12. Demographics of Respondents

Of the 7,901 completed responses to the online student survey, 73% were students at a university, 15% attended an Institute of Technology, 11% were students at a different higher education institution (HEI), and 0.4% preferred not to say which HEI they attended.

The characteristics of this sample of students are set out below through key demographic factors including age, gender identity, disability status, ethnicity, sexual orientation, year of study, living situation, and relationship status. In the main body of the report, some demographic characteristics are grouped together for convenience of reporting and as some demographic categories had low numbers.

Three quarters (77%) of the students who took part in the survey were female, one fifth (21%) were male, while 2% identified with a non-binary gender identity and 1% of the students preferred not to say their gender.

**Table 12.1: Gender composition of the student online survey respondents.**

	Female	Male	Non-binary	Prefer not to say	Total
Number	6,051	1,640	167	43	7,901
Percentage	76.6	20.8	2.1	0.6	100.0

Some female and male students indicated that their gender identity was not the same as that assigned at birth. Most of the students (86%) with a non-binary gender identity said their gender was different to that assigned at birth.

**Table 12.2: Percentage of students who said their gender identity was the same as assigned at birth, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Yes	99.5	98.4	7.2	23.3	96.9
No	0.3	1.3	86.2	11.6	2.4
Prefer not to say	0.2	0.4	6.6	65.1	0.7



The percentage of students who identified with each of the sexual orientation categories included in the online survey is indicated below. The largest percentage of students (70%) were heterosexual with 17% of the students identifying as bisexual. For convenience in reporting, the sexual orientations are grouped into five categories in the main body of the report: (a) Asexual (2% of the sample), (b) Bisexual (17%), (c) Gay, lesbian, queer, and other orientations (9%), (d) Heterosexual (70%), and (e) Prefer not to say (2%).

**Table 12.3: Percentage of students identifying with each sexual orientation, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Asexual	1.7	1.8	5.4	4.7	1.8
Bisexual	18.5	9.9	39.5	23.3	17.2
Gay	0.3	9.3	2.4	2.3	2.2
Heterosexual	71.3	75.4	4.2	14.0	70.4
Lesbian	2.5	0.0	10.8	11.6	2.2
Queer	2.6	1.4	32.3	14.0	3.1
Prefer not to say	2.2	1.4	0.6	27.9	2.1
Orientation not listed here	0.9	0.8	4.8	2.3	1.0

A total of 84% of the students were at an undergraduate level of study, while 16% were studying at postgraduate level, and 1% preferred not to say their level of study. In presenting findings by level of study, the students are grouped into five categories: (a) First Year (27% of students), (b) Second Year (24%), (c) Third Year+ of undergraduate study 32%), (d) Postgraduate (16%), and (e) Prefer not to say (1%).

**Table 12.4: Percentage of students at each year or level of study, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
First Year	26.3	28.6	26.9	32.6	26.9
Second Year	24.5	23.2	22.8	18.6	24.2
Third Year	19.2	15.1	19.2	9.3	18.3
Fourth Year	13.0	13.1	12.0	7.0	13.0
Fifth Year+	1.0	1.5	0.6	2.3	1.1
Postgraduate (taught)	9.4	10.6	11.4	18.6	9.7
Postgraduate (research)	5.8	6.9	5.4	2.3	6.0
Prefer not to say	0.8	0.9	1.8	9.3	0.9

Four fifths of the students were aged between 18 and 24 years, with students aged 25 to 34 years the next largest category (12%). Seven per cent were aged 35 or older, and 0.2% of students preferred not to say their age.

**Table 12.5 Percentage of participants in each age group, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Under 18	0.4	0.5	0.0	2.3	0.5
18-24	81.4	76.6	85.0	74.4	80.4
25-34	12.2	13.7	10.2	11.6	12.4
35-44	3.3	5.0	2.4	2.3	3.7
45-54	2.0	2.9	1.2	2.3	2.1
55-64	0.5	0.9	0.0	2.3	0.6
65+	0.1	0.3	0.6	0.0	0.2
Prefer not to say	0.1	0.1	0.6	4.7	0.2

Four fifths (81%) of the students who took part in the study identified their ethnicity as White Irish and another 11% identified as White Roma or another White background. Between one and two per cent of the respondents identified with other ethnic backgrounds, such as Asian or Asian Irish (1%), Indian / Pakistani / Bangladeshi (1%), Black or Black Irish (African) (2%), Other including mixed group/background (Arabic) (1%), and Other including mixed group/background (Mixed background) (1%).

**Table 12.6: Ethnicity of the survey respondents, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Asian or Asian Irish: Any other Asian background	1.0	1.1	1.8	0.0	1.0
Asian or Asian Irish: Chinese	1.1	0.7	1.2	2.3	1.0
Indian/Pakistani/Bangladeshi	1.1	2.0	0.6	4.7	1.3
Black or Black Irish (African)	1.6	1.6	0.6	2.3	1.6
Black or Black Irish (Any other Black background)	0.1	0.1	0.6	0.0	0.1
Other including mixed group/background (Arabic)	0.9	1.2	0.6	0.0	1.0
Other including mixed group/background (Mixed background)	1.3	1.4	0.6	0.0	1.3
Other including mixed group/background (Other)	0.6	0.4	0.6	7.0	0.6
White: Irish	80.8	81.2	76.0	51.2	80.6
White: Irish Traveller	0.1	0.1	0.6	2.3	0.1
White: Roma	0.2	0.3	0.0	0.0	0.2
Any other White background	10.8	9.3	16.2	20.9	10.6
Prefer not to say	0.3	0.5	0.6	9.3	0.4

One fifth (19%) of the students answered that they had a disability, including 20% of females, 14% of males, 56% of gender non-binary students, and 35% of students who preferred not to say their gender.

**Table 12.7: Disability status of the student respondents to the survey, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Yes	19.7	13.6	55.7	34.9	19.3
No	76.3	82.9	34.7	41.9	76.6
Prefer not to say	4.0	3.5	9.6	23.3	4.2

Those students who had a disability were asked to indicate what form of disability they experienced. They were limited to choosing one disability for the purposes of the survey. Most of the students who said they had a disability indicated a mental health difficulty (62%), followed by the category that included ASD, Asperger’s Syndrome, ADD and ADHD (13%), an ongoing physical illness (8%), a specific learning disability such as dyslexia (8%), a physical or mobility-related disability or sensory impairment (7%), and 2% of students preferred not to say their disability.

**Table 12.8: Percentage of students with a disability who indicated each type of disability, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Specific learning difficulty, e.g., dyslexia	7.8	13.3	3.3	13.3	8.4
Physical or mobility-related	4.1	8.1	2.2	6.7	4.6
Blind or visually impaired	0.9	1.9	0.0	0.0	0.9
Deaf or hard of hearing	1.2	1.4	0.0	0.0	1.1
Mental health difficulty	65.5	45.5	53.3	53.3	61.8
ASD or Asperger’s, ADD, ADHD	9.0	23.2	34.4	26.7	12.8
Ongoing physical illness	9.4	4.7	5.6	0.0	8.4
Prefer not to say	2.1	1.9	1.1	0.0	2.0

Almost one in ten (9%) of the students who took part in the survey were international students.

**Table 12.9: International student status, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Yes	9.1	9.5	12.6	16.3	9.3
No	90.6	90.1	86.2	72.1	90.3

Given the restrictions posed by the Covid-19 pandemic, there was a lower percentage of students living in student accommodation than would otherwise be the case. Most of the students (62%) lived at home, with an off-campus apartment or house the next most common choice (21%).

**Table 12.10: Percentage of students in each living situation, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Student accommodation on-campus	4.8	4.9	6.0	4.7	4.8
Student accommodation off-campus	8.9	7.1	3.0	4.7	8.4
Apartment/house off-campus	21.2	19.6	24.6	23.3	20.9
Sharing with the owner (Digs 5/7 days)	1.2	1.3	1.8	4.7	1.3
Living at home	61.9	64.8	58.1	51.2	62.4
Hostel/B&B	0.1	0.1	0.0	2.3	0.1
Homeless/hidden homeless	0.2	0.3	1.2	0.0	0.2
Other	1.4	1.3	3.0	0.0	1.4
Prefer not to say	0.3	0.5	2.4	9.3	0.5

Half of the students (51%) indicated that they were not in a relationship. The remaining students were in an exclusive relationship (38%), dating or seeing someone (9%), in an open relationship (1%), or preferred not to say (1%).

**Table 12.11: Relationship status of student respondents, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
I am not in a relationship	50.1	55.2	52.7	51.2	51.2
I have an exclusive relationship, such that neither of us can have sex or romantic relationships with other people	39.4	33.8	31.1	16.3	37.9
I have open relationship, that is, we can have sex with other people	0.7	1.3	6.0	4.7	0.9
I am dating/seeing someone	8.8	8.0	7.8	9.3	8.7
Prefer not to say	1.0	1.6	2.4	18.6	1.3

## 13. Campus Environment

### 13.1 Beliefs about Institutional Supports

This section explored the survey participants' perceptions of the likelihood of their higher education institution responding in particular ways to a student report of sexual misconduct. The section began with the following introduction: "The following statements describe how your higher education institution might handle it if a student reported an incident of sexual misconduct". The description of responses focuses on the percentage of students who responded 'Likely' or 'Very likely' to the statements.

The most positive rating was in response to the statement that their HEI would maintain the privacy of the person making the report. Approximately four fifths (78%) of students indicated it was likely that privacy would be maintained. Four items received support from more than 60% of students – that the HEI would take the report seriously (67%), support the person making the report (63%), take steps to protect the safety of the person making the report (62%), and that the HEI would do its best to honour the request of the person about how to go forward with the case (61%).

Two items received support from more than 50% of the students – that the HEI would handle the report fairly (56%) and that accommodations would be made to support the person (e.g. academic, safety) (50%). Less than half (45%) of the students said it was likely that the HEI would take action to address factors that may have led to the sexual violence and/or harassment.

**Table 13.1: Percentage of students who selected the ‘Very likely’ or ‘Likely’ option to statements that began ‘My higher education institution would ...’, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
My higher education institution would maintain the privacy of the person making the report	77.1	82.3	59.9	62.8	77.9
Would take the report seriously	64.1	77.2	52.7	53.5	66.5
Would support the person making the report	60.8	71.3	49.7	34.9	62.6
Would take steps to protect the safety of the person making the report	58.6	75.2	43.1	46.5	61.7
Would do its best to honour the request of the person about how to go forward with the case	58.6	69.8	44.3	39.5	60.5
Would handle the report fairly	53.9	64.3	42.5	27.9	55.7
Would make accommodations to support the person (e.g. academic, safety)	46.5	62.3	35.9	25.6	49.5
Would take action to address factors that may have led to the sexual violence and/or harassment	43.0	55.7	31.1	39.5	45.4

There were variations in responses to the items on how the institution would respond to a report (i.e., in the choice of ‘Unlikely’, ‘Neutral’, and ‘Likely’ options):

- > The percentage of students who selected one of the two ‘Unlikely’ options ranged from 6% (‘the HEI would maintain privacy of person making the report’) to 26% (‘the HEI would take action to address factors that may have led to SVH’).
- > The neutral option was selected by between 16% (‘the HEI would maintain privacy of person making the report’) and 32% of students (‘the HEI would handle the report fairly’).
- > One of the ‘Likely’ options was selected by from 45% (‘the HEI would take action to address factors that may have led to SVH’) and 78% of students (‘the HEI would maintain the privacy of person making the report’).

The range in response options selected is illustrated below in reference to a statement from this section on whether HEIs would handle the report fairly.



**Table 13.2: Illustrative range of responses to an item on institutional support, ‘My higher education institution would handle the report fairly’, for all students.**

	Unlikely	Neutral	Likely
My higher education institution would handle the report fairly	12.1	32.2	55.7

There was a consistent trend in responses to items in this section with males being more likely to believe the institution would be supportive, followed by female students, then non-binary students and students who preferred not to say their gender. There was typically a difference of 10% or more between male and female students in the percentage of students who said the institution was likely to be supportive. The difference between males and non-binary students or those who preferred not to say was typically 20% or more. Gender differences in perceptions of the institution are illustrated below.

**Table 13.3: Illustrative range of responses to an item on institutional support, ‘My higher education institution would handle the report fairly’, by gender.**

	Unlikely	Neutral	Likely
Female	12.2	34.0	53.9
Male	10.7	24.9	64.3
Non-binary	22.2	35.3	42.5
Prefer not to say	23.3	48.8	27.9

When responses are reviewed by the respondents’ year of study, First Year undergraduate students tended to have the highest rate of indicating that the institution would be supportive following a report of sexual misconduct, followed by Second Year students, Third Year+, Postgraduate students, and those who preferred not to say their year. Differences of this nature tended to be in the range of 5-15%. This pattern is illustrated below.

**Table 13.4: Illustrative range of responses to an item on institutional support, ‘My higher education institution would handle the report fairly’, by year in college.**

	Unlikely	Neutral	Likely
First Year	7.9	28.5	63.6
Second Year	12.0	31.5	56.5
Third Year+	15.0	35.1	49.9
Postgraduate	13.0	34.0	53.0

Reviewed by students’ sexual orientation, people who were bisexual, gay, lesbian, queer or had another sexual orientation gave slightly lower ratings of the institution being supportive than heterosexual or asexual students. Differences of this kind were typically in the range of 5-10%, as illustrated below.

**Table 13.5 Illustrative range of responses to an item on institutional support, ‘My higher education institution would handle the report fairly’, by sexual orientation.**

	Unlikely	Neutral	Likely
Asexual	11.0	32.4	56.6
Bisexual	16.3	37.5	46.1
Gay, lesbian, queer, other sexual orientation	18.4	37.9	43.7
Heterosexual	10.4	30.0	59.6
Prefer not to say	11.4	38.9	49.7

### 13.2 Negative Expectations for How Reports of Sexual Misconduct are Viewed

Three statements in this section of the online survey referred to students’ expectations for how reports of sexual misconduct would be viewed by their HEI. These items were phrased negatively, so choosing a ‘Likely’ option indicated the belief that people who reported sexual misconduct would be viewed negatively (e.g., as a ‘troublemaker’). Most students chose one of the ‘Unlikely’ options in response to these statements, indicating that a majority of students viewed it as unlikely that the institution would make a negative response.

**Table 13.6: Percentage of students who selected the ‘Very likely’ or ‘Likely’ option to negatively-worded statements that began ‘My higher education institution would ...’, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
My higher education institution would label the person making the report a troublemaker	11.3	10.1	15.0	16.3	11.2
My higher education institution would have a hard time supporting the person who made the report	20.0	15.2	32.9	25.6	19.2
My higher education institution would punish the person who made the report	6.1	6.4	7.2	14.0	6.2

The range of responses to the three negatively-worded statements was as follows:

- > Most students chose one of the two ‘Unlikely’ options, from 54% (‘the HEI would have a hard time supporting the person who made the report’) to 77% (‘the HEI would punish the person who made the report’).
- > The neutral option was selected by between 17% (‘the HEI would punish the person who made the report’) and 27% of students (‘the HEI would have a hard time supporting the person who made the report’).
- > One of the two ‘Likely’ options was selected by 6% (‘the HEI would punish the person who made the report’) to 19% of students (‘the HEI would have a hard time supporting the person who made the report’).

**Table 13.7: Range of responses on negatively-worded items concerning perceptions of the Higher Education Institution’s responses to students who report sexual misconduct, for all students.**

	Unlikely	Neutral	Likely
My higher education institution would label the person making the report a troublemaker	64.3	24.6	11.1
My higher education institution would have a hard time supporting the person who made the report	53.6	27.2	19.2
My higher education institution would punish the person who made the report	77.3	16.5	6.2

Male and female students had similar responses to these statements. Non-binary students and those who preferred not to say their gender identity displayed some differences from males and females, with a difference of up to 17% in the choice of a ‘Likely’ response, as illustrated below.

**Table 13.8: Illustrative range of responses to a negatively-worded item on institutional support, ‘My higher education institution would have a hard time supporting the person who made the report’, by gender.**

	Unlikely	Neutral	Likely
Women	51.8	28.2	19.9
Men	62.6	22.3	15.1
Non-binary	34.1	32.9	32.9
Prefer not to say	34.9	39.5	25.6

In terms of year of study, more Third Year+ undergraduate students and Postgraduates thought it was likely that their HEI would take a negative response. There was a range of approximately 1-10% in the selection of a ‘Likely’ response to negatively-worded items by year of study.

**Table 13.9: Illustrative range of responses to a negatively-worded item on institutional support, ‘My higher education institution would have a hard time supporting the person who made the report’, by year in college.**

	Unlikely	Neutral	Likely
First Year	62.2	24.6	13.3
Second Year	54.7	27.0	18.3
Third Year+	49.0	27.2	23.8
Postgraduate	47.1	31.8	21.1
Prefer not to say	53.6	27.2	19.2

There were also differences by sexual orientation in the range of 1-10% in the percentage of students who chose a ‘Likely’ response to these statements. Compared with heterosexual and asexual students, those who identified as bisexual or as gay, lesbian, queer, or with another orientation had a higher likelihood of believing that making a report of sexual misconduct would meet with disapproval from their HEI.

**Table 13.10: Illustrative range of responses to a negatively-worded item on institutional support, ‘My higher education institution would have a hard time supporting the person who made the report’, by sexual orientation.**

	Unlikely	Neutral	Likely
Asexual	46.9	33.1	20.0
Bisexual	46.4	30.4	23.2
Gay, lesbian, queer, other sexual orientation	42.2	30.1	27.7
Heterosexual	57.1	25.8	17.1
Prefer not to say	46.1	30.5	23.4

### 13.3 Student Knowledge of Campus Supports

This section of the survey asked students to respond to three statements about supports following sexual violence and harassment. They were asked to indicate their agreement or disagreement with items on knowledge of help on campus, what happens when a report of sexual violence or harassment is made, and where to go to make a report.

Combining the ‘Disagree’ / ‘Strongly disagree’ responses and the ‘Agree’ / ‘Strongly agree’ responses, one quarter (26%) of students agreed that they knew where to go to get help on campus if they or a friend experienced sexual violence and/or harassment and 25% agreed that they knew where to go to make a report of sexual harassment or violence. One in ten (11%) of the students who responded to the survey agreed that they knew what happens when a student reports a claim of sexual violence.

**Table 13.11: Range of responses on items concerning student knowledge, for all students.**

	Disagree	Neutral	Agree
If a friend or I experienced sexual violence and/or harassment, I know where to go to get help on campus	62.9	11.6	25.6
I would know where to go to make a report of sexual violence and/or harassment	64.7	10.3	25.0
I understand what happens when a student reports a claim of sexual violence and/or harassment at my higher education institution	78.4	10.8	10.9

The range of responses to the items among all students in selecting:

- > Disagree: Most students chose the ‘Strongly disagree’ or ‘Disagree’ option, ranging from 63% (where to get help on campus) to 78% (what happens when a report of SVH is made).
- > Neutral: A similar percentage of students chose the neutral option in response to these statements, from 10% (where to make a report of SVH) to 12% (where to get help on campus).
- > Agree: The percentage of students who chose the ‘Agree’ or ‘Strongly agree’ option ranged from 11% (what happens when a report of SVH is made) to 26% (where to get help on campus).

There were differences of approximately 10-15% between male and female or non-binary students in their agreement levels. Male students were more likely to agree that they had relevant knowledge and awareness, as illustrated below.

**Table 13.12: Percentage of students who selected the ‘Agree’ or ‘Strongly agree’ option in responding to items on student knowledge, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
If a friend or I experienced sexual violence and/or harassment, I know where to go to get help on campus	22.8	36.1	22.2	30.2	25.6
I would know where to go to make a report of sexual violence and/or harassment	22.0	36.0	23.4	27.9	25.0
I understand what happens when a student reports a claim of sexual violence and/or harassment at my higher education institution	8.9	17.7	9.6	25.6	10.9

**Table 13.13: Illustration of range of responses to student knowledge item, ‘If a friend or I experienced sexual violence and/or harassment, I know where to go to get help on campus’, by gender.**

	Disagree	Neutral	Agree
Female	66.8	10.5	22.8
Male	48.3	15.6	36.1
Non-binary	67.1	10.8	22.2
Prefer not to say	53.5	16.3	30.2
Prefer not to say	46.1	30.5	23.4

There were limited differences in awareness and knowledge by year of study. Postgraduates and students who preferred not to say their year in college tended to have the highest agreement levels with statements in this section.

**Table 13.14: Illustration of response range to student knowledge item, ‘If a friend or I experienced sexual violence and/or harassment, I know where to go to get help on campus’, by year in college.**

	Disagree	Neutral	Agree
First Year	61.5	13.7	24.8
Second Year	64.1	11.1	24.8
Third Year+	64.5	10.4	25.1
Postgraduate	60.8	10.9	28.3
Prefer not to say	49.3	14.5	36.2

Minor differences in levels of awareness and knowledge were noted among students by sexual orientation. Asexual students tended to have higher agreement rates than other sexual orientations. Differences in agreement levels by sexual orientation are illustrated below.

**Table 13.15: Illustration of response range to student knowledge item, ‘If a friend or I experienced sexual violence and/or harassment, I know where to go to get help on campus’, by sexual orientation.**

	Disagree	Neutral	Agree
Asexual	57.9	11.0	31.0
Bisexual	66.8	9.6	23.5
Gay, lesbian, queer, other sexual orientation	64.7	10.5	24.9
Heterosexual	61.8	12.2	26.0
Prefer not to say	63.5	11.6	25.6

### 13.4 Student Perceptions of Peer Responses to Sexual Violence and/or Harassment Reporting

The statements in this section assessed students’ perceptions of how their peers would react to a student making a report of sexual misconduct. These statements were negatively worded and used a 5-point response scale from ‘Strongly disagree’ to ‘Strongly agree’.

A minority of students agreed that their peers would think negatively about a person who reported sexual violence or harassment. Overall, 15% agreed that the person making the report would be labelled a troublemaker and a similar percentage of students agreed that their peers would have a hard time supporting the person making the report. However, 43% of the respondents agreed that the alleged offender or their friends would retaliate against the person making the report.

**Table 13.16: Percentage of students who considered it ‘Likely’ or ‘Very likely’ that peers would react in negative ways to reporting sexual violence or harassment, by gender and for the total sample.**

	Women	Men	Non-binary	Prefer not to say	Total
Students would label the person making the report a troublemaker	15.8	9.5	19.2	32.6	14.6
Students would have a hard time supporting the person who made the report	16.5	7.9	22.8	18.6	14.9
The alleged offender(s) or their friends would try to get back at the person making the report	46.3	29.1	56.3	41.9	42.9

The range of responses to these statements was as follows:

- > Disagree: Combining the ‘Strongly disagree’ and ‘Disagree’ responses, a similar percentage of students (63%) disagreed that students would label the person a troublemaker or would have a hard time supporting the person, while 19% disagreed that the person would experience retaliation for reporting sexual misconduct.
- > Neutral: A total of 22-23% of students gave a neutral rating of whether the person would be labelled a troublemaker or that other students would have a hard time supporting the person, while 38% of students were neutral as to whether there would be retaliation.



- > Agree: A similar percentage (15%) of students agreed that students would label the person a troublemaker or would have a hard time supporting the person, while 42% agreed that the alleged offender(s) or their friends would try to get back at the person making the report.

**Table 13.17: Breakdown of responses to items on student perceptions of peer reactions to reports of sexual violence or harassment, for all students.**

	Disagree	Neutral	Agree
Students would label the person making the report a troublemaker	62.7	22.6	14.6
Students would have a hard time supporting the person who made the report	62.7	22.4	14.9
The alleged offender(s) or their friends would try to get back at the person making the report	19.0	38.1	42.9

There was a consistent gender difference in ratings of these items. Females, non-binary students and students who preferred not to say their gender identity were more likely to agree that their peers would respond negatively. There was a difference of 6-17% between females and males depending on the item.

**Table 13.18: Illustration of response range to an item on student perception of peer support, 'The alleged offender(s) or their friends would try to get back at the person making the report', by gender.**

	Disagree	Neutral	Agree
Women	17.1	36.5	46.3
Men	26.3	44.6	29.1
Non-binary	10.8	32.9	56.3
Prefer not to say	25.6	32.6	41.9

There were minor differences by year of study in responses to negatively worded statements about peer responses to a report of sexual misconduct. Rates of agreement typically varied by approximately 5% by year of study. The rate of agreement was slightly lower among first year students.

**Table 13.19: Illustration of response range to student knowledge item, ‘The alleged offender(s) or their friends would try to get back at the person making the report’, by year in college.**

	Disagree	Neutral	Agree
First Year	18.8	41.8	39.4
Second Year	18.3	38.3	43.4
Third Year+	18.6	34.9	46.4
Postgraduate	20.8	38.2	41.0
Prefer not to say	20.3	33.3	46.4

Agreement ratings tended to differ by 10-15% across sexual orientation categories. Compared with heterosexual and asexual students, those who identified as bisexual or as gay, lesbian, queer, or with another orientation were more likely to agree with negatively worded statements on their peers’ responses to someone reporting sexual misconduct.

**Table 13.20: Illustration of response range to student knowledge item, ‘The alleged offender(s) or their friends would try to get back at the person making the report’, by sexual orientation.**

	Disagree	Neutral	Agree
Asexual	19.3	37.2	43.3
Bisexual	13.0	31.3	55.7
Gay, lesbian, queer, other sexual orientation	15.0	34.4	50.6
Heterosexual	21.0	40.2	38.8
Prefer not to say	20.3	33.3	46.4

## 14. Campus Safety

### 14.1 Feelings of Safety from Sexual Violence and Harassment

Survey participants responded to five statements about perceptions of personal safety in college-related settings. Three of the settings were in connection with socialising, one was at the students' accommodation and the other on or around the campus. A five-point scale from 'Strongly disagree' to 'Strongly agree' was used for these statements. The 'Agree' and 'Strongly agree' responses on the five-point scale are compiled into one measure of agreement below.

A 'Not applicable' option was also made available. Of the two general settings, 5.7% of the participants said that the item about safety on campus was not applicable and 29.1% said the item about safety at their accommodation was not applicable. Twelve per cent (12.4%) indicated that socialising at night on or around the campus was not applicable, 10.7% that socialising in the college town was not applicable, and 15% said that socialising in their home town (if different from the college town) was not applicable. The figures reported below were calculated once the 'Not applicable' responses are filtered and refer only to students who indicated that the setting concerned was applicable to them.

The highest rate of agreement among the students who responded to these statements was in terms of feeling safe at their accommodation (79%), followed by feeling safe on campus (59%). A minority of students agreed that they felt safe from harassment and sexual violence when socialising on or around campus (33%), at night in the college town (20%), or when socialising in their home town (31%).

**Table 14.1: Breakdown of responses to items about campus safety, all students.**

	Disagree	Neutral	Agree
I feel safe from sexual violence and harassment at my accommodation	9.7	11.3	79.0
I feel safe from sexual violence and harassment on or around this campus	22.1	19.4	58.6
I feel safe from sexual violence and harassment when I am socialising at night on or around this campus	46.7	20.2	33.2
I feel safe from sexual violence and harassment when I am socialising at night in my home town (if different to college town)	51.8	17.1	31.1
I feel safe from sexual violence and harassment when I am socialising at night in the college town	64.7	15.1	20.1

The range of responses to these statements was as follows:

- > Disagree: There was a wide range in the percentage of students who disagreed with these statements, from 10% (feeling safe at their accommodation) to 65% (feeling safe when socialising at night in the college town).
- > Neutral: There was a limited range in the percentage of students who chose the neutral rating in response to these statements, from 11% (feeling safe at their accommodation) to 20% (feeling safe on or around the campus).
- > Agree: There was a wide range in the percentage of students who chose one of the ‘Agree’ options, from 20% (feeling safe socialising at night in the college town) to 79% (feeling safe at their accommodation).

**Table 14.2: Percentage of students who gave an ‘Agree’ or ‘Strongly agree’ response to items about campus safety, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
I feel safe from sexual violence and harassment at my accommodation	75.3	92.1	77.5	63.0	79.0
I feel safe from sexual violence and harassment on or around this campus	51.7	86.7	47.1	41.0	58.6
I feel safe from sexual violence and harassment when I am socialising at night on or around this campus	22.1	78.5	19.0	36.4	33.2
I feel safe from sexual violence and harassment when I am socialising at night in my home town (if different to college town)	19.8	75.5	19.8	32.4	31.1
I feel safe from sexual violence and harassment when I am socialising at night in the college town	8.2	67.6	11.6	27.3	20.1

There was a clear gender difference in responses to these statements. Male students were more likely to agree that they felt safe than females, non-binary students, or students who preferred not to indicate their gender. The difference among males and females was over 50% for two of the statements. For instance, 68% of males agreed they felt safe from sexual violence and harassment when socialising at night in the college town compared with 8% of females, 12% of students with a non-binary gender identity, and 27% of students who preferred not to state their gender identity.

**Table 14.3: Breakdown of responses to an illustrative item on campus safety, ‘I feel safe from sexual violence and harassment on or around this campus’, by gender.**

	Disagree	Neutral	Agree
Female	26.1	22.2	51.7
Male	5.1	8.2	86.7
Non-binary	32.5	20.4	47.1
Prefer not to say	33.4	25.6	41.0

The rate of agreement with these statements did not vary considerably by year of study, with differences typically between 5-10%. First Year students had a higher rate of choosing the ‘Not applicable’ response, given that they were less likely to be on campus during the time the survey was carried out.

**Table 14.4: Breakdown of responses to an illustrative item on campus safety, ‘I feel safe from sexual violence and harassment on or around this campus’, by year in college.**

	Disagree	Neutral	Agree
First Year	21.0	24.5	54.5
Second Year	21.6	18.0	60.3
Third Year+	24.1	17.2	58.7
Postgraduate	19.4	17.0	63.6
Prefer not to say	27.7	32.3	40.0

The rate of agreement with these statements varied by sexual orientation, with differences of up to 20% between sexual orientation groups. Across all settings, heterosexual students were more likely to agree that they felt safe. Perceptions of personal safety were consistently lower among bisexual students and students who preferred not to state their sexual orientation than was the case for students of other sexual orientations.

**Table 14.5: Breakdown of responses to an illustrative item on campus safety, ‘I feel safe from sexual violence and harassment on or around this campus’, by sexual orientation.**

	Disagree	Neutral	Agree
Asexual	21.5	23.7	54.8
Bisexual	29.6	21.6	48.8
Gay, lesbian, queer, other sexual orientation	28.7	18.0	53.3
Heterosexual	19.4	18.6	62.0
Prefer not to say	21.0	28.0	50.9

## 14.2 Perceptions of Sexual Violence and Harassment on Campus

Three statements in the survey asked about whether sexual violence and harassment were a problem on campus. These statements considered the issue from different perspectives and prompted different patterns of responses. ‘Agree’ and ‘Strongly agree’ responses on the five-point scale are combined below. Four in ten of students (42%) agreed that SVH is a problem at their HEI while 29% agreed with the statement that there is not much they can do about SVH on their campus. Less than one in ten students (8%) agreed that there is not much need for them to think about SVH while at their HEI.

**Table 14.6: Breakdown of responses to items about perceptions of SVH on campus, for all students.**

	Disagree	Neutral	Agree
I think sexual violence and harassment is a problem at my higher education institution	23.4	34.7	41.9
I don't think there is much I can do about sexual violence and harassment on this campus	46.1	24.7	29.2
There isn't much need for me to think about sexual violence and harassment while at higher education institution	80.2	11.4	8.4

The different focal areas included in the statements were reflected in variations in response patterns. This is indicated in the table below, which indicates that four out of five students disagreed with the statement that there is not much need to think about SVH, which suggests a high level of awareness of the issue, while over half (54%) were neutral or agreed in response to the statement that there was not much they could do about SVH on the campus, and one quarter (23%) disagreed that SVH is a problem at their HEI. Similarly, the percentage of students who gave a neutral rating varied considerably, from 11% (no need to think about SVH) to 35% (SVH is a problem at their HEI), and the percentage of students who agreed with statements also varied considerably (from 8% to 42%).

**Table 14.7: Percentage of students who chose ‘Agree’ or ‘Strongly agree’ response options to statements on perceptions of SVH on campus, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
I think sexual violence and harassment is a problem at my higher education institution	44.5	31.0	56.9	37.2	41.9
I don’t think there is much I can do about sexual violence and harassment on this campus	29.6	27.4	30.5	34.9	29.2
There isn’t much need for me to think about sexual violence and harassment while at higher education institution	5.6	18.9	2.4	14.0	8.4

Male students were less likely than females to agree that SVH is a problem at their HEI and more likely to agree that there is not much need to think about SVH while in higher education. Students with a non-binary gender identity were particularly likely to agree that SVH is a problem at their HEI.

**Table 14.8: Breakdown of responses to an illustrative item on campus safety, ‘I think sexual violence and harassment is a problem at my higher education institution’, by gender.**

	Disagree	Neutral	Agree
Female	20.6	34.9	44.5
Male	34.8	34.2	31.0
Non-binary	12.6	30.5	56.9
Prefer not to say	30.2	32.6	37.2

Differences in ratings of these statements by year in college were generally small, with the percentage agreement rate among survey respondents in each year of college years usually within 5-10% of each other. One difference observed was that Third Year+ students were more likely to agree that SVH is a problem at their HEI compared with other students.



**Table 14.9: Breakdown of responses to an illustrative item on campus safety, ‘I think sexual violence and harassment is a problem at my higher education institution’, by year in college.**

	Disagree	Neutral	Agree
First Year	25.1	42.0	32.9
Second Year	23.4	32.7	43.8
Third Year+	20.8	29.8	49.3
Postgraduate	25.6	34.9	39.4

Agreement levels on these statements were usually within 10% across students by sexual orientation. Differences were larger on the illustrative statement below. Students who were bisexual and students who were gay, lesbian, queer, or another sexual orientation were more likely to agree that SVH was a problem at their HEI. Heterosexuals and asexual students had the lowest agreement levels with these items.

**Table 14.10: Breakdown of responses to an illustrative item on campus safety, ‘I think sexual violence and harassment is a problem at my higher education institution’, by sexual orientation.**

	Disagree	Neutral	Agree
Asexual	32.4	33.1	34.5
Bisexual	16.3	30.4	53.5
Gay, lesbian, queer, other sexual orientation	16.9	32.3	50.7
Heterosexual	25.8	36.0	38.2
Prefer not to say	22.2	34.7	43.1

## 15. Experiences of Awareness Raising and Educational Initiatives

As part of the survey, students were asked whether they had engaged with awareness raising and educational programming since they had started college. Ten distinct initiatives were presented that referred to consent, bystander intervention, and awareness of sexual violence or harassment. The students indicated which of these initiatives they had engaged with.

There was an option in this part of the survey for students to indicate that they had not engaged in any activities or events related to consent, bystander, sexual violence or harassment. A total of 25% of students indicated that they had not taken part in any initiatives.

The students could also indicate whether they had discussed the topic of sexual violence and / or harassment with friends. Two thirds (68%) of the survey respondents indicated that they had done so.

Three initiatives emerged as having had a relatively high rate of engagement. Half or more of the students had engaged with social media content (60%), Students’ Union campaigns (51%), or poster campaigns (49%) about sexual consent, sexual violence or harassment. There was a consistent rate of engagement with these initiatives by females, males, and gender non-binary students, with those students who preferred not to say their gender having a somewhat lower rate of engagement.

**Table 15.1: Percentage of students who attended high prevalence preventative initiatives, by gender and for the students as a whole.**

	Female	Male	Non-binary	Prefer not to say	Total
Viewed a social media campaign on consent, sexual violence or harassment (e.g. posts or videos on Instagram, Snapchat, Facebook, Twitter)	60.3	58.0	59.9	39.5	59.7
Seen a Students’ Union campaign about sexual violence and/or harassment	51.0	50.9	49.7	41.9	50.9
Seen posters about sexual violence and/or harassment (e.g., raising awareness, preventing rape, defining sexual misconduct, sexual violence and sexual harassment)	48.5	50.1	50.9	44.2	48.8

The remaining seven initiatives had a rate of engagement among students between 5-34%. One third (34%) had heard about sexual violence or harassment at orientation / induction or had seen / heard about sexual violence in a student publication or media outlet. Almost three in ten (28%) of the students had taken part in a consent workshop.

The next set of initiatives in terms of engagement rates were to take part in workshops on how to be an active bystander (9%), consent-based theatre performances (8%), or training related to tackling sexual violence (3%). There was a broadly consistent rate of engagement with these initiatives by females and males. Non-binary students in particular described a higher rate of engagement.

**Table 15.2: Percentage of students who attended other preventative initiatives, by gender and for the students as a whole.**

	Female	Male	Non-binary	Prefer not to say	Total
Seen or heard about sexual violence and/or harassment in a student publication or media outlet	33.4	37.9	43.1	37.2	34.6
Heard about sexual violence and/or harassment at orientation/induction	33.4	37.7	38.3	32.6	34.4
Taken part in consent workshops (e.g. Smart Consent, Active* Consent or other workshop)	28.0	25.9	43.7	30.2	27.9
Attended an event or programme about what you can do as a bystander to stop sexual violence and/or harassment (e.g. bystander intervention training)	9.4	8.7	13.2	18.6	9.3
Attended a viewing of a drama on consent, sexual violence or harassment (e.g. 'The kinds of sex you <i>might</i> have in college' play about consent)	7.2	8.5	13.8	9.3	7.6
Visited my higher education institution website for information on sexual violence and/or harassment	4.7	6.0	9.0	7.0	5.0
Taken part in specific training relating to tackling sexual violence and/or harassment (e.g., disclosure training offered by a rape crisis centre)	2.9	3.0	3.6	9.3	2.9

Two thirds (68%) of the students had discussed the topic of sexual violence and / or harassment with friends. This was most likely to be reported by females (70%) and non-binary students (72%), and least likely among males (60%) and students who preferred not to say their gender (49%).

Males (30%) and students who preferred not to state their gender (35%) were more likely than females (24%) or non-binary students (20%) to have not attended any activities or events on consent, sexual violence or harassment.

**Table 15.3: Percentage of students who had discussed the topic of sexual violence and/or harassment with friends and who had not attended any preventative initiatives, by gender and for the students as a whole.**

	Female	Male	Non-binary	Prefer not to say	Total
Discussed the topic of sexual violence and/or harassment with friends	69.7	60.0	71.9	48.8	67.6
I have not taken part in any activities/events related to consent/bystander intervention/sexual violence awareness raising	24.0	29.7	20.4	34.9	25.2

Second Year and Third Year+ students had the highest rates of engagement with awareness raising and educational initiatives. By comparison, the rate of engagement among First Year students tended to be approximately 10-20% lower. Postgraduate students had an engagement profile similar to First Years, with this group reporting the lowest level of viewing a social media campaign (44%).

**Table 15.4: Percentage of students who attended high prevalence preventative initiatives, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate
Viewed a social media campaign on consent, sexual violence or harassment (e.g. posts or videos on Instagram, Snapchat, Facebook, Twitter)	56.2	65.0	66.3	44.4
Seen a Students' Union campaign about sexual violence and/or harassment	42.7	53.8	59.8	41.9
Seen posters about sexual violence and/or harassment (e.g., raising awareness, preventing rape, defining sexual misconduct, sexual violence and sexual harassment)	35.0	55.1	60.1	39.3

Considering the set of seven initiatives with a lower level of student engagement by year in college (i.e., First Year, Second Year, Third Year+, and Postgraduate students), two of the initiatives had the highest rate of engagement among Second Year or Third Year+ students ('Heard about sexual violence and/or harassment at orientation/induction', 'Seen or heard about sexual violence and/or harassment in a student publication or media outlet').

Two initiatives had a higher level of engagement among First Year students ('Taken part in consent workshops (e.g. Smart Consent, Active\* Consent or other workshop', 'Attended an event or programme about what you can do as a bystander to stop sexual violence and/or harassment (e.g. bystander intervention training)'). The remaining three initiatives had a similar profile of engagement by year in college.

**Table 15.5: Percentage of students who attended other preventative initiatives, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Heard about sexual violence and/or harassment at orientation/induction	36.1	41.1	34.8	20.8	29.0
Seen or heard about sexual violence and/or harassment in a student publication or media outlet	29.6	35.7	40.1	29.6	37.7
Taken part in consent workshops (e.g. Smart Consent, Active* Consent or other workshop)	42.6	28.1	24.0	10.6	26.1
Attended an event or programme about what you can do as a bystander to stop sexual violence and/or harassment (e.g. bystander intervention training)	12.9	9.4	7.5	6.5	18.8
Attended a viewing of a drama on consent, sexual violence or harassment (e.g. 'The kinds of sex you <b>might</b> have in college' play about consent)	7.4	10.9	7.1	4.1	5.8
Taken part in specific training relating to tackling sexual violence and/or harassment (e.g. disclosure training offered by a rape crisis centre)	3.1	2.3	3.0	3.4	5.8
Visited my higher education institution website for information on sexual violence and/or harassment	4.3	4.8	5.0	6.3	13.0

Between 21-23% of undergraduate student groups had not taken part in any activities or events described in this section of the survey. The non-engagement rate of Postgraduate students was notably higher than it was for undergraduate students.

**Table 15.6: Percentage of students who had not attended any preventative initiatives, by gender and for the students as a whole.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Discussed the topic of sexual violence and/or harassment with friends	58.7	72.1	76.8	57.7	55.1
I have not taken part in any activities/events related to consent/bystander intervention/sexual violence awareness raising.	21.4	22.4	23.1	40.2	26.1

Bisexual students and students who were gay, lesbian, queer or another sexual orientation had a higher rate of engagement with social media and Students' Union campaigns. Asexual students and those who preferred not to state their sexual orientation tended to have lower rates of engagement.

**Table 15.7: Percentage of students who attended high prevalence preventative initiatives, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other sexual orientation	Heterosexual	Prefer not to say
Viewed a social media campaign on consent, sexual violence or harassment (e.g. posts or videos on Instagram, Snapchat, Facebook, Twitter)	55.2	67.0	65.0	57.5	56.3
Seen a Students' Union campaign about sexual violence and/or harassment	47.6	55.9	53.4	49.6	46.1
Seen posters about sexual violence and/or harassment (e.g., raising awareness, preventing rape, defining sexual misconduct, sexual violence and sexual harassment)	48.3	52.4	50.1	48.1	40.7

A similar trend was apparent in rates of engagement with several of the other initiatives. Bisexual students and students who were gay, lesbian, queer or another sexual orientation had higher rates of engagement with seeing or hearing about sexual violence and/or harassment in a student publication or media outlet and taking part in consent workshops.

With the exception of the relatively low frequency activity of visiting the higher education institution website for information on sexual violence and/or harassment, the lowest rate of engagement for each of these initiatives was among asexual or heterosexual students.

**Table 15.8: Percentage of students who attended other preventative initiatives, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other sexual orientation	Heterosexual	Prefer not to say
Heard about sexual violence and/or harassment at orientation/induction	29.7	36.4	35.6	33.8	38.9
Seen or heard about sexual violence and/or harassment in a student publication or media outlet	26.9	40.6	41.6	32.4	34.7
Taken part in consent workshops (e.g. Smart Consent, Active* Consent or other workshop)	29.0	35.4	37.9	24.9	27.5
Attended an event or programme about what you can do as a bystander to stop sexual violence and/or harassment (e.g. bystander intervention training)	11.0	10.8	12.4	8.5	10.8
Attended a viewing of a drama on consent, sexual violence or harassment (e.g. 'The Kinds of Sex You Might Have in College' play about consent)	4.1	8.9	9.6	7.2	4.2



	Asexual	Bisexual	Gay, lesbian, queer, other sexual orientation	Heterosexual	Prefer not to say
Taken part in specific training relating to tackling sexual violence and/or harassment (e.g. disclosure training offered by a rape crisis centre)	1.4	3.4	4.6	2.7	1.8
Visited my higher education institution website for information on sexual violence and/or harassment	10.3	6.5	5.4	4.5	4.2

Bisexual students and students who were gay, lesbian, queer or another sexual orientation had a higher rate of reporting that they had discussed the topic of sexual violence and/or harassment with friends. There was a difference of approximately 10% compared with heterosexual students.

There was a slight difference of approximately 5% in the rate of non-engagement in awareness raising or educational initiatives by sexual orientation. Just over one quarter of the asexual students (28%), heterosexuals (27%), and those who preferred not to say their sexual orientation (26%) said that they had not taken part in any activities or events.

**Table 15.9: Percentage of students who had not attended preventative initiatives, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other sexual orientation	Heterosexual	Prefer not to say
Discussed the topic of sexual violence and/or harassment with friends	55.9	77.4	74.3	64.8	64.7
I have not taken part in any activities/events related to consent/bystander intervention/sexual violence awareness raising	27.6	19.3	22.6	26.9	26.3

## 16. Consent Attitudes and Practices

This section of the survey asked students about their behavioural intentions and attitudes toward consent. The behavioural intention statements referred to how students would normally communicate consent to sexual activity. The statements on consent attitudes concerned feelings and perceptions toward topics such as verbal consent and barriers to consent. Students responded on a 5-point scale with options from ‘Strongly disagree’ to ‘Strongly agree’.

### 16.1 Behavioural Intentions for Consent Communication with a Partner

Students were asked to indicate whether they would use particular behavioural strategies to communicate their consent to sexual activity. The section on statements on behavioural intentions began with the following instructions: “The following statements concern how you would normally communicate consent to sexual activity. Using the scale provided, please indicate how strongly you agree or disagree with each statement”.

The statements that followed referred to three types of behaviour:

- > Verbal consent: The use of direct verbal strategies to ask or tell a sexual partner about their interest in sexual behaviour.
- > Initiator consent: Non-verbal strategies that involve one person moving forward with sexual behaviours.
- > Passive consent: Non-verbal strategies that refer to the person letting their partner initiate sexual behaviour with them.

The three types of consent included in this section provide an insight on the degree to which students intend to adopt consent practices that are consistent with clarity and mutual agreement. Commonly accepted definitions of consent tend to emphasise freely given, clearly communicated agreement to sexual intimacy. The achievement of consent is promoted by adopting clear verbal consent. The two non-verbal forms of consent measured in this section are potentially problematic, for instance if a person initiated sexual intimacy without checking with their partner, or if a person believed that passive consent was present when their partner was in fact consenting.

Overall, a majority of students were supportive of verbal behavioural strategies, while fewer students agreed that they intended to use initiator or passive consent strategies. There was also considerable variation in how the different forms of initiator or passive behaviours were evaluated.

## 16.2 Verbal Consent Strategies

There were consistently high levels of agreement with the intention to use verbal consent strategies. All except one of the strategies were supported by three quarters of the survey respondents. None of the statements were disagreed with by more than one in ten of the students, with a slightly higher percentage of students choosing the neutral option in response to each statement. The table below combines ‘Strongly disagree’ and ‘Disagree’ responses as well as ‘Agree’ and ‘Strongly agree’ responses.

**Table 16.1: Illustrative examples of the range of responses given to verbal consent items, for all students.**

	Disagree	Neutral	Agree
I would ask my partner if they are interested in engaging in sexual intercourse	5.3	9.2	85.5
I would tell my partner what types of sexual behaviour I want to engage in	8.5	12.8	78.7
I would tell my partner I am interested in engaging in sexual intercourse	7.8	13.8	78.4
I would suggest having sex to my partner	8.7	18.0	73.2

There was consistency in ratings across the statements:

- > Disagree: From 5% (‘I would ask my partner if they are interested in engaging in sexual intercourse’) to 9% (‘I would suggest having sex to my partner’) disagreed that they would engage in verbal consent behaviours.
- > Neutral: From 9% (‘I would ask my partner if they are interested in engaging in sexual intercourse’) to 18% (‘I would suggest having sex to my partner’) chose the neutral option with regard to verbal consent strategies.
- > Agree: From 73% (‘I would suggest having sex to my partner’) to 86% (‘I would ask my partner if they are interested in engaging in sexual intercourse’) chose ‘Agree’ or ‘Strongly agree’ in relation to verbal consent behaviours.

The table below illustrates the range in response options in reference to one of the verbal consent statements on whether they would tell their partner what types of sexual behaviour they want to engage in. While a high percentage of students agreed that they would tell their partner what behaviour they wanted to engage in, most of these students chose the ‘Agree’ response option rather than the ‘Strongly agree’ response.

**Table 16.2: Breakdown of responses to an illustrative verbal consent behaviour, all students.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I would tell my partner what types of sexual behaviour I want to engage in	2.3	6.3	12.8	57.4	21.3

Typically, more females and non-binary respondents indicated agreement with the statements than males or students who preferred not to disclose their gender. The size of these differences was limited except among respondents who did not disclose their gender.

**Table 16.3: Percentage of students who ‘Agreed’ or ‘Strongly agreed’ that they would use verbal consent strategies to communicate consent to sexual activity, by gender and for the student group as a whole.**

	Female	Male	Non-binary	Prefer not to say	Total
I would ask my partner if they are interested in engaging in sexual intercourse	85.9	84.2	89.2	67.4	85.5
I would tell my partner what types of sexual behaviour I want to engage in	80.2	73.0	88.0	58.1	78.7
I would tell my partner I am interested in engaging in sexual intercourse	79.6	74.3	80.8	53.5	78.3
I would suggest having sex to my partner	73.8	72.4	67.1	51.2	73.3

The responses to one illustrative statement are broken down by response categories in the example below. Non-binary students had the highest level of strong agreement with this statement, while female students had a higher level of choosing the ‘Agree’ option, and male students had a relatively high rate of choosing the ‘Neutral’ response option.

**Table 16.4: Illustrative item showing the breakdown of responses to a verbal consent item ‘I would tell my partner what types of sexual behaviour I want to engage in’, by gender.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Female	1.9	6.3	11.6	58.8	21.4
Male	3.1	6.6	17.3	53.4	19.6
Non-binary	4.2	1.2	6.6	53.3	34.7
Prefer not to say	9.3	11.6	20.9	37.2	20.9

There was a high degree of consistency in agreement levels across year of study. Those who preferred not to say their year of study differed to some extent from the other year groups, typically by approximately 10%.

**Table 16.5: Illustrative item showing the breakdown of responses to a verbal consent item ‘I would tell my partner what types of sexual behaviour I want to engage in’, by year in college.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
First Year	2.7	6.1	14.3	55.8	21.1
Second Year	1.6	6.1	12.2	59.4	20.7
Third Year+	1.8	5.9	12.0	58.7	21.5
Postgraduate	3.1	7.4	12.5	55.2	21.8
Prefer not to say	7.2	8.7	13.0	46.4	24.6

Reviewed by students’ sexual orientation, people who were asexual had the highest rate of selecting the ‘Strongly disagree’ option. This may be reflective of lower rates of engagement in sexual activity experienced by asexual people. Compared with heterosexual students and those who preferred not to say their orientation, those who identified as bisexual or as gay, lesbian, queer, or with another orientation were more likely to Strongly agree with the illustrative statement below, with a difference of over 10% between these groups and heterosexual students.

**Table 16.6: Illustrative item showing the breakdown of responses to a verbal consent item ‘I would tell my partner what types of sexual behaviour I want to engage in’, by sexual orientation.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Asexual	16.6	7.6	13.8	44.1	17.9
Bisexual	1.3	3.8	8.6	57.2	29.1
Gay, lesbian, queer, other sexual orientation	1.5	4.0	9.1	55.1	30.2
Heterosexual	2.2	7.0	14.0	58.3	18.5
Prefer not to say	3.6	8.4	19.2	53.3	15.6

### 16.3 Initiator Consent Strategies

These consent strategies involve non-verbal strategies to initiate or progress physical intimacy. Initiator strategies were represented in the survey by three statements. Responses to these statements varied considerably. To communicate their consent to intimacy, one quarter of students (26%) agreed that they would keep moving forward in sexual behaviour unless their partner stopped them, a third of the students (35%) agreed they would move their partner’s hand to their pants or lower body, and over half (60%) of the students agreed that they would initiate sexual behaviour. Approximately one quarter of the students chose the ‘Neutral’ option in response to these statements.

**Table 16.7: Breakdown of responses to consent initiator items, for all students.**

	Disagree	Neutral	Agree
I would initiate sexual behaviour	13.4	26.8	59.9
I would move my partner’s hands to my pants or lower body	40.1	24.4	35.4
I would just keep moving forward in sexual behaviours or actions unless my partner stopped me	52.1	21.8	26.1

Range among all students in selecting response options:

- > Disagree: Between 13% ('I would initiate sexual behaviour') and 52% ('I would just keep moving forward in sexual behaviours or actions unless my partner stopped me') disagreed that they would adopt these strategies.
- > Neutral: From 22% ('I would just keep moving forward in sexual behaviours or actions unless my partner stopped me') to 27% ('I would initiate sexual behaviour') chose the 'Neutral' option.
- > Agree: Between 26% ('I would just keep moving forward in sexual behaviours or actions unless my partner stopped me') and 60% ('I would initiate sexual behaviour') chose the 'Agree' or 'Strongly agree' option.

A full breakdown of responses is presented below on the statement on moving forward with intimacy unless the person is stopped. Most of the students who agreed with this statement chose the 'Agree' rather than 'Strongly agree' option, and most of those who disagreed chose the 'Disagree' rather than the 'Strongly disagree' option.

**Table 16.8: Illustration of breakdown of responses to a consent initiator behaviour, for all students.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I would just keep moving forward in sexual behaviours or actions unless my partner stopped me	16.8	35.3	21.8	22.7	3.4

When responses are compared by gender, female and male students had a broadly similar profile of agreement with the statements, while non-binary students and those who preferred not to say were less likely to agree with these statements.

**Table 16.9: Percentage of students who chose the ‘Agree’ or ‘Strongly agree’ option in response to consent initiator behaviours, by gender and for all students.**

	Female	Male	Non-binary	Prefer not to say	Total
I would initiate sexual behaviour	60.4	59.0	55.1	34.9	59.9
I would move my partner’s hands to my pants or lower body	37.4	28.7	34.7	20.9	35.4
I would just keep moving forward in sexual behaviours or actions unless my partner stopped me	25.9	28.2	13.8	16.3	26.1
I would suggest having sex to my partner	73.8	72.4	67.1	51.2	73.3

**Table 16.10: Illustration of breakdown of responses to a consent initiator behaviour, ‘I would just keep moving forward in sexual behaviours or actions unless my partner stopped me’, by gender.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Female	16.1	36.3	21.6	23.0	2.9
Male	17.1	31.5	23.3	22.9	5.2
Non-binary	35.3	37.7	13.2	13.3	0.6
Prefer not to say	30.2	27.9	25.6	7.0	9.3

There were limited differences in agreement levels of 10% or less on consent initiator statements by year in college. There was a slight trend toward First Year students expressing less agreement with consent initiator behaviours than students from other year groups.



**Table 16.11: Illustration of breakdown of responses to a consent initiator behaviour, ‘I would just keep moving forward in sexual behaviours or actions unless my partner stopped me’, by year in college.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
First Year	19.1	35.5	22.5	20.0	2.8
Second Year	17.1	35.7	21.4	22.1	3.6
Third Year+	15.2	35.8	21.2	24.4	3.4
Postgraduate	15.3	33.5	22.3	25.2	3.8
Prefer not to say	24.6	33.3	21.7	14.5	5.8

The rate of agreement with initiator statements varied somewhat by sexual orientation. This is illustrated below where there was a range of approximately 14% between students with different sexual orientations. Heterosexual students were slightly more likely to indicate that they would just keep moving forward with intimacy until stopped by their partner. Just under half (49%) of these students disagreed with this statement, compared with 62% of students who were gay, lesbian, queer, or another sexual orientation.

**Table 16.12: Illustration of breakdown of responses to a consent initiator behaviour, ‘I would just keep moving forward in sexual behaviours or actions unless my partner stopped me’, by sexual orientation.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Asexual	37.9	25.5	21.4	10.3	4.8
Bisexual	17.4	39.5	18.8	21.3	2.9
Gay, lesbian, queer, other sexual orientation	25.0	36.7	16.3	18.1	3.9
Heterosexual	15.1	34.1	23.1	24.2	3.4
Prefer not to say	18.0	43.1	22.8	14.4	1.8

#### 16.4 Passive Consent Strategies.

These consent strategies involve communicating consent by being passive in response to intimacy from another person. The use of passive strategies can be a conscious choice, however sometimes passive consent is attributed to a person when in fact that person may be unresponsive because they are intoxicated or fearful to refuse.

Responding to these statements with a disagreement response indicated that the person did not intend to use passive consent strategies. More students disagreed than agreed that they would use passive consent. Half of the respondents (50%) disagreed with the statement ‘I would let my partner start sexual behaviour and not tell them to stop’ and one third agreed (34%) with it, while 71% of students disagreed with the statement ‘I would let my partner go as far as they wanted’ and 16% agreed that they would use this strategy.

**Table 16.13: Breakdown of responses to the passive consent strategies, for all students.**

	Disagree	Neutral	Agree
I would let my partner start sexual behaviour and not tell them to stop	50.2	15.4	34.3
I would let my partner go as far as they wanted	71.0	12.9	16.1

The range of responses to these two passive consent strategies was as follows:

- > Disagree: Most students chose the ‘Strongly disagree’ or ‘Disagree’ options, ranging from 50% (‘I would let my partner start sexual behaviour and not tell them to stop’) to 71% (‘I would let my partner go as far as they wanted’).
- > Neutral: This response option was selected by between 13% of students (‘I would let my partner go as far as they wanted’) and 15% of students (‘I would let my partner start sexual behaviour and not tell them to stop’).
- > Agree: The ‘Agree’ or ‘Strongly agree’ options were selected by between 16% of students (‘I would let my partner go as far as they wanted’) and 34% of students (‘I would let my partner start sexual behaviour and not tell them to stop’).

The range in response options selected by respondents is illustrated below in reference to the statement on whether they would let their partner start sexual behaviour and not tell them to stop. One fifth (21%) of the students Strongly disagreed that they would do this to communicate their consent, while 6% Strongly agreed that they would use this strategy.

**Table 16.14: Breakdown of responses to one illustrative passive consent strategy, for all students.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I would let my partner start sexual behaviour and not tell them to stop.	21.0	29.2	15.4	28.2	6.2

There was a consistent gender difference in ratings of the two passive consent items. Male respondents had the highest rates of agreement for each statement. The percentage agreement rate for females was approximately 20% lower than it was for males.

**Table 16.15: Percentage of students who chose the ‘Agree’ or ‘Strongly agree’ option for the passive consent strategies, by gender and for all students.**

	Female	Male	Non-binary	Prefer not to say	Total
I would let my partner start sexual behaviour and not tell them to stop	30.3	49.8	32.3	23.3	34.4
I would let my partner go as far as they wanted	11.9	31.6	15.6	14.0	16.1

The difference in ratings by gender is reflected in the detailed breakdown of responses to the statement about letting the other person start sexual behaviour and not telling them to stop. One third (32%) of males disagreed that they would use this strategy, including 12% who Strongly disagreed. Another 18% of males were neutral about it, and 50% agreed they would use it, including 14% who Strongly agreed. By comparison, over half (55%) of females disagreed that they would use it, including 24% who Strongly disagreed. Another 15% of females were neutral, while 30% agreed they would use this strategy, including 4% who Strongly agreed.

**Table 16.16: Illustrative example of breakdown of responses to the passive consent strategy, ‘I would let my partner start sexual behaviour and not tell them to stop’, by gender.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Female	23.6	31.5	14.6	26.1	4.1
Male	11.5	20.9	17.8	36.2	13.5
Non-binary	24.0	26.3	17.4	26.3	6.0
Prefer not to say	18.6	27.9	30.2	14.0	9.3

Responses to the statement ‘I would let my partner start sexual behaviour and not tell them to stop’ were broadly consistent by year of study, except among students who preferred not to say their year in college.

**Table 16.17: Illustrative example of breakdown of responses to the passive consent strategy, ‘I would let my partner start sexual behaviour and not tell them to stop’, by year in college.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
First Year	22.6	29.2	16.8	25.2	6.3
Second Year	20.0	29.6	16.6	28.5	5.3
Third Year+	18.5	29.7	14.3	30.9	6.6
Postgraduate	25.2	27.4	13.2	27.8	6.4
Prefer not to say	21.7	31.9	23.2	15.9	7.2

Agreement ratings were similar across the students’ sexual orientation categories, except for asexual students and those who preferred not to say their orientation.

**Table 16.18: Illustrative example of breakdown of responses to the passive consent strategy, ‘I would let my partner start sexual behaviour and not tell them to stop’, by sexual orientation”.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Asexual	40.0	29.7	11.0	15.2	4.1
Bisexual	18.8	29.5	14.6	32.4	4.8
Gay, lesbian, queer, other sexual orientation	23.7	28.0	15.4	26.8	6.1
Heterosexual	20.9	29.1	15.5	27.9	6.6
Prefer not to say	16.2	34.1	24.6	20.4	4.8

### 16.5 Consent Attitudes

A range of consent attitudes were included in the survey. Taken together, the statements and items in this section refer to self-beliefs, evaluations, and appraisals of actions and strategies related to consent. There were four types of consent attitude items in this section of the survey:

- > Positive attitude to consent: These statements refer to positive beliefs about obtaining active consent.
- > Awareness and discussion: Perceptions of whether peers discuss consent.
- > Behavioural control: Potential barriers to active consent.
- > Consent preparedness: Summary statements that refer to knowledge, skills and self-efficacy to manage consent situations.

Overall, most students expressed positive attitudes to consent and agreed that they had relevant knowledge and skills concerning consent. Fewer students said they were aware of their peers discussing consent. About one fifth of students felt shy or lacked confidence in engaging in active, verbal consent.

Five positive statements about active consent were included. These statements were preceded by instructions that read “This scale is interested in your attitudes towards consent. For each of the following statements indicate how strongly you agree or disagree”.

A large majority of respondents to the survey held positive consent attitudes. The highest levels of agreement were that sexual consent should always be obtained before the start of any sexual activity, that consent should never be assumed, and that verbal consent should occur before any sexual activity. Three quarters or more of the respondents expressed agreement with these statements. Over 60% of the respondents agreed with the two remaining positive attitude statements on assuming that sexual consent is not present and on other people’s views of verbal consent.

**Table 16.19: Breakdown of responses to positive consent attitude items, for all students.**

	Disagree	Neutral	Agree
I feel that sexual consent should always be obtained before the start of any sexual activity	3.0	9.1	87.9
Before making sexual advances, I think that one should assume “no” until there is clear indication to proceed	4.9	9.9	85.1
I feel that verbally asking for sexual consent should occur before proceeding with any sexual activity	7.6	16.3	76.0
When initiating sexual activity, I believe that one should always assume they do not have sexual consent	9.4	21.2	69.4
Most people that I care about feel that asking for sexual consent is something I should do	9.4	28.3	62.3

The range in ratings is summarised below:

- > Disagree: The ‘Strongly disagree’ or ‘Disagree’ options were chosen by between 3% of students (‘I feel that sexual consent should always be obtained before the start of any sexual activity’) and 9% of students (‘When initiating sexual activity, I believe that one should always assume they do not have sexual consent’; ‘Most people that I care about feel that asking for sexual consent is something I should do’).
- > Neutral: From 9% of students (‘I feel that sexual consent should always be obtained before the start of any sexual activity’) to 28% of students (‘Most people that I care about feel that asking for sexual consent is something I should do’) chose the ‘Neutral’ option.
- > Agree: Between 62% of students (‘Most people that I care about feel that asking for sexual consent is something I should do’) and 88% of students (‘I feel that sexual consent should always be obtained before the start of any sexual activity’) chose the ‘Agree’ or ‘Strongly agree’ options in relation to positive attitude to consent items.

The range in response options selected is illustrated below in reference to a statement from this section on whether students feel that verbally asking for sexual consent should occur before proceeding with any sexual activity. More than three quarters of students indicated some level of agreement with this statement, with a similar percentage of students choosing the ‘Strongly agree’ and ‘Agree’ options.

**Table 16.20: Illustrative example of the breakdown in responses to a positive consent attitude item, all students.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I feel that verbally asking for sexual consent should occur before proceeding with any sexual activity	1.3	6.3	16.3	36.9	39.2

There was generally a gender difference of 1-11% between male and female students in agreement levels across positive attitude to consent items. Female students were more likely to agree with the statements. The largest gender difference was in agreement levels that verbal consent should be present before proceeding with any sexual activity and in assuming that consent is not present. Overall, non-binary students were more likely to indicate agreement with positive attitudes to consent items (i.e., over 80% agreement across each item).

**Table 16.21: Percentage of students who agreed with positive consent items, by gender and for the students as a whole.**

	Female	Male	Non-binary	Prefer not to say	Total
I feel that sexual consent should always be obtained before the start of any sexual activity	89.0	83.4	94.6	83.7	87.9
Before making sexual advances, I think that one should assume “no” until there is clear indication to proceed	86.1	80.9	91.6	83.7	85.1
I feel that verbally asking for sexual consent should occur before proceeding with any sexual activity	78.3	67.3	86.8	72.1	76.1
When initiating sexual activity, I believe that one should always assume they do not have sexual consent	71.3	61.2	82.0	65.1	69.4
Most people that I care about feel that asking for sexual consent is something I should do	62.1	61.3	81.4	58.1	62.4

The breakdown of responses to the statement “I feel that verbally asking for sexual consent should occur before proceeding with any sexual activity” indicates that, compared with the other gender groups, a smaller percentage of male students chose the ‘Strongly agree’ response option and a higher percentage chose the ‘Neutral’ option.

**Table 16.22: Illustrative example of breakdown of responses to positive attitude to consent item, ‘I feel that verbally asking for sexual consent should occur before proceeding with any sexual activity’, by gender.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Female	0.7	5.5	15.5	38.1	40.2
Male	3.2	9.7	19.8	33.7	33.7
Non-binary	0.6	2.4	10.2	28.7	58.1
Prefer not to say	9.3	4.7	14.0	30.2	41.9

Analysed by year of study, first year students had the highest rate (46%) of strong agreement with having verbal consent before any sexual activity. Postgraduate students had the lowest rate of strong agreement (30%).

**Table 16.23: Illustrative example of breakdown of responses to positive attitude to consent item, ‘I feel that verbally asking for sexual consent should occur before proceeding with any sexual activity’, by year in college.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
First Year	0.7	4.3	14.5	34.2	46.3
Second Year	1.0	6.1	13.9	36.8	42.2
Third Year+	1.4	7.3	17.5	38.4	35.3
Postgraduate	2.3	7.9	20.9	38.7	30.2
Prefer not to say	5.8	4.3	8.7	36.2	44.9

Analysed by sexual orientation, people who were asexual tended to have stronger agreement rates than other sexual orientations. For example, 56% of asexual students strongly agreed that verbally asking for consent should occur compared with 36% of heterosexuals who Strongly agreed.

**Table 16.24 Illustrative example of breakdown of responses to positive attitude to consent item, ‘I feel that verbally asking for sexual consent should occur before proceeding with any sexual activity’, by sexual orientation.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Asexual	0.7	4.1	7.6	31.7	55.9
Bisexual	0.5	5.2	12.7	36.4	45.2
Gay, lesbian, queer, other sexual orientation	1.2	5.1	12.4	32.3	49.0
Heterosexual	1.5	6.9	17.8	37.8	36.0
Prefer not to say	3.0	1.8	17.4	33.5	44.3

## 16.6 Awareness and Discussion

The next set of consent attitude items referred to awareness and discussion concerning consent. These statements referred to having discussed consent with a partner at times other than during sexual encounters and having heard other students discuss consent. A majority of students agreed that they discussed sexual consent issues with their partner (61%) while 20% disagreed that they had done this. Half of the respondents (53%) agreed that they had heard other students discuss consent issues on campus while 30% disagreed with this statement.



**Table 16.25: Breakdown of responses to the items on awareness and discussion of consent, all students.**

	Disagree	Neutral	Agree
I have discussed sexual consent issues with my current (or most recent) partner at times other than during sexual encounters	19.8	19.7	60.5
I have heard sexual consent issues being discussed by other students on campus	29.8	16.8	53.4

The range in response options selected is illustrated below, taking the statement on whether students have heard sexual consent issues being discussed by other students on campus.

**Table 16.26: Breakdown of responses to illustrative awareness of consent item, all students.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I have heard sexual consent issues being discussed by other students on campus	8.9	20.9	16.8	35.3	18.1

There were differences in ratings of these statements by gender identity. Females and non-binary students held the highest rates of agreement when compared to men or those who preferred not to say their gender identity. There was a difference of 14% between non-binary students and males on the item “I have heard sexual consent issues being discussed by other students on campus”, as illustrated in the table below.

**Table 16.27: Percentage of students who selected ‘Agree’ or ‘Strongly agree’ options in response to the awareness and discussion items, by gender and for students as a whole.**

	Female	Male	Non-binary	Prefer not to say	Total
I have discussed sexual consent issues with my current (or most recent) partner at times other than during sexual encounters	61.7	55.7	67.1	51.2	60.5
I have heard sexual consent issues being discussed by other students on campus	54.8	47.4	61.7	51.2	53.4

When reviewing the full breakdown of responses to this statement, there was a comparable percentage of students across gender categories who Strongly agreed that they had heard sexual consent discussed by other students.

**Table 16.28: Breakdown of responses to consent awareness item, ‘I have heard sexual consent issues being discussed by other students on campus’, by gender.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Female	8.3	20.6	16.3	36.0	18.8
Male	11.7	23.1	17.7	32.1	15.4
Non-binary	4.2	12.6	21.6	40.7	21.0
Prefer not to say	14.0	9.3	25.6	34.9	16.3

Responses to the statement “I have heard sexual consent issues being discussed by other students on campus” differed somewhat by year of study. Second and Third Year+ students were more likely to indicate agreement with this statement than First Year students, potentially because of an accumulative effect over time and also possibly because of limited exposure to the campus environment among the 2020-2021 intake of First Year students. Rates of agreement varied by approximately 17% between undergraduate groups. Postgraduate students also had relatively low rates of strong agreement (14%) that they had heard consent discussed on campus.

**Table 16.29: Breakdown of responses to consent awareness item, ‘I have heard sexual consent issues being discussed by other students on campus’, by year in college.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
First Year	12.2	26.1	22.7	26.5	12.6
Second Year	7.2	20.7	13.5	38.3	20.3
Third Year+	5.6	16.2	12.2	43.2	22.8
Postgraduate	12.6	22.7	20.5	30.2	14.1
Prefer not to say	13.0	11.6	26.1	26.1	23.2

Responses differed between sexual orientation categories on whether students had heard consent being discussed. Bisexual or gay, lesbian, queer, students were more likely to agree or Strongly agree with this statement when compared with heterosexual, asexual students, or those who preferred not to say their orientation.

**Table 16.30 Breakdown of responses to consent awareness item, ‘I have heard sexual consent issues being discussed by other students on campus’, by sexual orientation.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Asexual	9.7	24.8	21.4	27.6	16.6
Bisexual	7.1	17.1	13.7	38.8	23.3
Gay, lesbian, queer, other sexual orientation	7.8	15.3	15.1	39.1	22.8
Heterosexual	9.4	22.5	17.4	34.3	16.4
Prefer not to say	13.2	16.8	24.0	31.1	15.0

### 16.7 Perceived Behavioural Control

These items refer to barriers and difficulties that someone can experience in relation to enacting positive, active consent. Two of the items are phrased negatively and one is phrased positively. Overall, the majority of students perceived they had control over consent behaviours. Eight in ten (82%) of the students agreed that they felt confident to ask for consent with a sexual partner. Furthermore, 71% disagreed with the idea they would find it difficult to verbalise consent, and 69% disagreed that they would find verbally asking for consent awkward. Nevertheless, approximately one in eight students chose the ‘Neutral’ response to each of these statements and 19% of students agreed that they had a problem with confidence in verbalising consent.

**Table 16.31 Breakdown of responses to perceived behavioural control items, all students.**

	Disagree	Neutral	Agree
I feel confident that I could ask for consent from a sexual partner	5.6	12.1	82.3
I would have a hard time verbalising my consent in a sexual encounter because I am too shy	69.1	12.4	18.5
I think that verbally asking for sexual consent is awkward	70.6	11.2	18.2

The range in response options selected is illustrated below in reference to a statement from this section on that whether students think that verbally asking for sexual consent is awkward. A similar percentage of students chose the ‘Strongly disagree’ option as chose the ‘Disagree’ option. Most of the students who agreed that asking for consent is awkward chose the ‘Agree’ rather than the ‘Strongly agree’ option.

**Table 16.32: Breakdown of responses to illustrative perceived behavioural control item, all students.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I think that verbally asking for sexual consent is awkward	33.1	37.5	11.2	15.1	3.1

In the following two tables, responses are compared by gender. Male students were more likely to agree that verbally asking for consent is awkward (29%) in comparison to women (16%), non-binary students (8%), or students who preferred not to say (16%).

**Table 16.33: Percentage of students who selected ‘Agree’ or ‘Strongly agree’ in response to perceived behavioural items, by gender and for students as a whole.**

	Female	Male	Non-binary	Prefer not to say	Total
I feel confident that I could ask for consent from a sexual partner	82.8	80.2	89.2	74.4	82.3
I would have a hard time verbalising my consent in a sexual encounter because I am too shy	18.1	19.1	25.1	25.6	18.5
I think that verbally asking for sexual consent is awkward	15.5	29.4	8.4	16.3	18.2

**Table 16.34: Breakdown of responses by gender to the item, ‘I think that verbally asking for sexual consent is awkward’.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Female	35.6	39.0	9.9	13.4	2.1
Male	21.5	33.0	16.0	22.3	7.1
Non-binary	55.7	28.7	7.2	7.8	0.8
Prefer not to say	32.6	32.6	18.6	9.3	7.0

The rate of agreement with perceived behavioural control statements was comparable by year of study, with the percentage of students who agreed that asking for consent is awkward varying by approximately 5% across the groups. Third Year+ students and Postgraduate students were most likely to agree that it is awkward to ask for consent.

**Table 16.35: Breakdown of responses by year in college to the item, ‘I think that verbally asking for sexual consent is awkward’.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
First Year	36.1	35.6	11.0	13.8	3.5
Second Year	34.0	37.6	11.9	13.1	3.5
Third Year+	32.3	38.9	10.1	16.4	2.4
Postgraduate	28.3	37.7	12.4	18.0	3.5
Prefer not to say	30.4	37.7	15.9	13.0	2.9

The rate of agreement with these statements varied by sexual orientation. Heterosexual students were the group most likely to agree (17%) or strongly agree (4%) that verbally asking for consent is awkward. Agreement that verbal consent is awkward was lower among bisexual students, students who preferred not to state sexual orientation, and students who were gay, lesbian, queer, or other sexual orientation. Additionally, over 80% of bisexual students indicated disagreement that verbally asking for consent would be awkward, while the comparable figure for heterosexual students was 67%.

**Table 16.36 Breakdown of responses by sexual orientation to the item, ‘I think that verbally asking for sexual consent is awkward’.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Asexual	40.7	26.2	15.9	15.2	2.1
Bisexual	44.2	38.0	7.4	9.2	1.3
Gay, lesbian, queer, other sexual orientation	46.6	31.6	8.5	11.4	1.9
Heterosexual	28.6	38.3	12.3	17.1	3.8
Prefer not to say	32.9	40.7	12.6	10.8	3.0

### 16.8 Consent Preparedness

Two items were used to assess the preparedness of students with regard to consent. These items indicate the self-appraisal of how well informed the person is and whether the person has the skills they need to manage sexual consent.

The full breakdown of responses is set out in the table below. Almost two thirds of students agreed that they had all of the skills that they need to deal with consent, comprising 44% who chose the ‘Agree’ option and 21% who chose the ‘Strongly agree’ option. Almost four in five students agreed that they were well informed about consent, comprising 49% who chose the ‘Agree’ option and 30% who chose the ‘Strongly agree’ option.

**Table 16.37: Breakdown of responses to consent preparedness items, all students.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I have all the skills I need to deal with sexual consent	2.3	14.5	18.4	44.0	20.8
I feel well informed about sexual consent	1.4	7.8	12.3	48.9	29.6

More males (73%) than females (63%) or non-binary students (66%) agreed that they had all the skills they needed to deal with sexual consent. Fewer students who preferred not to say their gender agreed that they were well informed or had the skills they need.

**Table 16.38: Percentage of students who chose ‘Agree’ or ‘Strongly agree’ options in relation to consent preparedness items, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
I have all the skills I need to deal with sexual consent	62.6	72.9	65.9	60.5	64.8
I feel well informed about sexual consent	77.9	80.2	85.6	67.4	78.5

Examining the responses to the item about having skills to deal with consent, females had the lowest rate of choosing the ‘Strongly agree’ option (19%), compared with 27% of males and 31% of non-binary students.

**Table 16.39: Breakdown of responses to consent preparedness item, 'I have all the skills I need to deal with sexual consent', by gender.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Female	2.3	16.0	19.1	43.8	18.7
Male	2.1	8.9	16.1	45.5	27.4
Non-binary	2.4	14.4	17.4	35.3	30.5
Prefer not to say	9.3	11.6	18.6	39.5	20.9

The rate of agreement with the two consent preparedness items were broadly consistent across year in college. This is illustrated below in responses to the item 'I have all the skills I need to deal with sexual consent'. The percentage of Third Year+ students who agreed that they had the skills they need was lower than the comparable figure for First Year or Second Year students.

**Table 16.40: Breakdown of responses to consent preparedness item, 'I have all the skills I need to deal with sexual consent', by year in college.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
First Year	1.9	12.5	18.0	44.4	23.2
Second Year	2.1	14.3	17.7	45.7	20.1
Third Year+	2.6	15.4	19.6	43.1	19.3
Postgraduate	2.6	16.5	18.1	42.5	20.2

Agreement with consent preparedness items was broadly similar across sexual orientations. Heterosexual students had a slightly lower rate of Strongly agreeing that they had the skills they need to deal with sexual consent.

**Table 16.41: Breakdown of responses to consent preparedness item, 'I have all the skills I need to deal with sexual consent', by sexual orientation.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Asexual	2.8	13.1	22.1	37.2	24.8
Bisexual	2.8	13.0	16.8	44.4	23.0
Gay, lesbian, queer, other sexual orientation	2.2	13.3	20.1	39.8	24.6
Heterosexual	2.2	15.0	18.4	44.5	19.9
Prefer not to say	2.4	14.4	22.8	45.5	15.0

## 17. Bystander Intervention

### 17.1 Likelihood of Engaging in Bystander Intervention

Students responded to nine items intended to assess the likelihood of engaging in bystander intervention. The items were highly endorsed by students, indicating a positive attitude toward being an active bystander. For convenience, the responses are grouped below into two categories: (a) Items that had ‘Likely’ or ‘Very likely’ percentage rates in excess of 85% for students as a whole, and (b) Items with a lower rate of student likelihood in intervening.

‘Not at all likely’ and ‘Unlikely’ responses are combined below, as are ‘Likely’ and ‘Very likely’ responses. Ninety per cent or more of the student group as a whole said it was likely that they would confront a friend who planned to give someone alcohol to get sex, to challenge a friend who shared private pictures of their partner, or to check in with a friend who looks drunk when they go to a room with someone else at a party.

Between 85% and 90% of students said it was likely that they would say something to a friend who takes a drunk person back to their room at a party, that they would object to a ‘rape joke’, or confront a friend if there were rumours that they had raped someone.

**Table 17.1: Breakdown of responses to highly endorsed bystander intervention items, all students.**

	Unlikely	Neutral	Likely
Confront a friend who plans to give someone alcohol to get sex	1.6	2.5	95.9
Challenge a friend who shares private pictures of their partner	2.8	3.5	93.6
Check in with my friend who looks drunk when they go to a room with someone else at a party	4.9	4.7	90.5
Say something to my friend who is taking a drunk person back to their room at a party	4.5	6.5	89.0
Object to a “rape joke” being told by another	6.5	6.9	86.6
Confront a friend if there are rumours that they raped someone	5.7	8.4	85.9



The range of responses to the high endorsement bystander items was as follows:

- > Unlikely: From 2% ('Confront a friend who plans to give someone alcohol to get sex') to 7% ('Object to a "rape joke" being told by another') of students selected the 'Not at all Likely' or 'Unlikely' response options.
- > Neutral: Between 3% ('Confront a friend who plans to give someone alcohol to get sex') and 8% ('Confront a friend if there are rumours that they raped someone') of students chose the neutral option.
- > Likely: From 86% ('Confront a friend if there are rumours that they raped someone') to 96% ('Confront a friend who plans to give someone alcohol to get sex') of students selected the 'Likely' or 'Very likely' option.

**Table 17.2: Full breakdown of responses to illustrative highly endorsed bystander intervention items, for all students.**

	Not at all likely	Unlikely	Neutral	Likely	Very likely
Check in with my friend who looks drunk when they go to a room with someone else at a party	1.0	3.9	4.7	29.7	60.8
Say something to my friend who is taking a drunk person back to their room at a party	0.6	3.9	6.5	33.4	55.6

Three other bystander intervention statements received a moderate level of endorsement. These items did not directly involve an assault. Around three quarters of students said they would express concern if a friend made a sexist joke (76%) or would challenge a friend who uses "ho," "bitch," or "slut" to describe girls (75%). Six in ten (62%) said it was likely that they would challenge a friends' group who were competing for the most 'scores' on a night out (62%).

**Table 17.3: Breakdown of responses to moderately endorsed bystander intervention items, for all students.**

	Unlikely	Neutral	Likely
Express concern if a friend makes a sexist joke	12.0	11.7	76.3
Challenge a friend who uses "ho," "bitch," or "slut" to describe girls	12.5	12.6	74.9
Challenge friends' group who are competing for most 'scores' on a night out	17.8	19.7	62.3

The range of responses to these items was:

- > Unlikely: From 12% ('Express concern if a friend makes a sexist joke') to 18% ('Challenge friends' group who are competing for most 'scores' on a night out') of students said it was 'Not at all likely' or 'Unlikely' that they would intervene.
- > Neutral: Between 12% ('Express concern if a friend makes a sexist joke') and 20% ('Challenge friends' group who are competing for most 'scores' on a night out') chose the neutral option to these statements.
- > Likely: From 62% ('Challenge friends' group who are competing for most 'scores' on a night out') to 76% ('Express concern if a friend makes a sexist joke') of students said it was 'Likely' or 'Very likely' that they would intervene.

The table below shows the full breakdown of responses to one of the moderately endorsed bystander intervention items for all students. This illustrates that, while a large majority of students said it was likely that they would intervene, this was made up of 35% of students who said it was 'Likely' that they would intervene and 42% who said it was 'Very likely' that they would do so.

**Table 17.4: Full breakdown of responses to illustrative moderately endorsed bystander intervention items, for the whole student group.**

	Not at All Likely	Unlikely	Neutral	Likely	Very likely
Express concern if a friend makes a sexist joke	3.7	8.4	11.7	34.7	41.6

Female and non-binary students consistently had the highest rate of saying they were likely to engage in bystander intervention actions, with the exception of one statement (confronting a friend if there were rumours that they had raped someone). There was a large difference between males and females on two statements, whether the students would object to a 'rape joke' and whether the students would check in with a friend who looks drunk when they go into a room with someone at a party.

**Table 17.5: Percentage of students who chose ‘Likely’ or ‘Very likely’ response options to bystander intervention items, highly endorsed items by gender and for the whole group of students.**

	Female	Male	Non-binary	Prefer not to say	Total
Confront a friend who plans to give someone alcohol to get sex	97.0	92.0	98.2	79.1	95.9
Challenge a friend who shares private pictures of their partner	95.0	88.6	96.4	79.1	93.6
Check in with my friend who looks drunk when they go to a room with someone else at a party	95.2	72.6	96.4	81.4	90.5
Say something to my friend who is taking a drunk person back to their room at a party	91.3	80.2	95.2	79.1	89.0
Object to a “rape joke” being told by another	92.3	65.3	92.2	72.1	86.6

Examining the items with a moderate level of endorsement, fewer male students again chose the ‘Likely’ or ‘Very likely’ responses. There was a large gap of 20% or more between the percentage of males selecting these responses compared with females or non-binary students. Those students who preferred not to say their gender gave responses falling between the gendered groups.

**Table 17.6: Percentage of students who chose ‘Likely’ or ‘Very likely’ response options to bystander intervention items, moderately endorsed items by gender and for the whole group of students.**

	Female	Male	Non-binary	Prefer not to say	Total
Express concern if a friend makes a sexist joke	83.4	48.5	94.0	72.1	76.3
Challenge a friend who uses “ho,” “bitch,” or “slut” to describe girls	78.8	59.7	86.8	62.8	74.9
Challenge friends’ group who are competing for most ‘scores’ on a night out	66.1	46.8	80.2	60.5	62.3

There were limited differences in endorsement of bystander intervention items by year in college. The largest range difference of this nature was related to whether students would be likely to “confront a friend if there are rumours that they raped someone”, with a difference of 7% between First Year students and Postgraduate students to do so.

**Table 17.7: Percentage of students who chose ‘Likely’ or ‘Very likely’ response options to bystander intervention items, highly endorsed items by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Confront a friend who plans to give someone alcohol to get sex	96.1	96.8	95.6	94.7	94.2
Challenge a friend who shares private pictures of their partner	92.8	93.8	94.7	92.9	87.0
Check in with my friend who looks drunk when they go to a room with someone else at a party	91.6	92.1	89.7	88.0	84.1
Say something to my friend who is taking a drunk person back to their room at a party	91.1	90.1	88.2	85.6	88.4
Object to a “rape joke” being told by another	86.2	85.8	87.2	87.6	82.6
Confront a friend if there are rumours that they raped someone	88.8	86.1	85.5	81.8	75.4

Similarly, there were limited differences across year groups for the moderately endorsed items presented in the table below. The lowest rate of likelihood that students would intervene relates to the item about challenging friends who are competing for ‘scores’ on a night out, whereby 61% Second Year students indicated they would be likely to intervene. The highest rate of likelihood for intervention related to challenging a friend who uses “ho,” “bitch,” or “slut” to describe girls, whereby 79% of postgraduate students indicated they would intervene.

**Table 17.8: Percentage of students who chose ‘Likely’ or ‘Very likely’ response options to bystander intervention items, moderately endorsed items by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Express concern if a friend makes a sexist joke	74.9	76.0	78.6	74.6	71.0
Challenge a friend who uses “ho,” “bitch,” or “slut” to describe girls	72.8	73.8	75.7	78.7	72.5
Challenge friends’ group who are competing for most ‘scores’ on a night out	62.6	61.0	61.5	65.7	63.8

There were limited differences in endorsement of bystander intervention statements by sexual orientation. People who were asexual, bisexual, gay, lesbian, queer or had another sexual orientation were more likely to indicate they would intervene than heterosexual students on certain statements, including ‘rape jokes’, intervening if a friend is taking a drunk person back to their room, and confronting a friend who is going to give alcohol for sex. Differences of this kind tended to be less than 10%, as illustrated below.

**Table 17.9: Percentage of students who chose ‘Likely’ or ‘Very likely’ response options to bystander intervention items, highly endorsed items by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, or other	Heterosexual	Prefer not to say
Confront a friend who plans to give someone alcohol to get sex	97.2	97.6	97.3	95.3	94.6
Challenge a friend who shares private pictures of their partner	91.0	97.0	94.9	92.7	94.6

	Asexual	Bisexual	Gay, lesbian, queer, or other	Heterosexual	Prefer not to say
Check in with my friend who looks drunk when they go to a room with someone else at a party	86.9	95.7	94.3	88.9	88.6
Say something to my friend who is taking a drunk person back to their room at a party	90.3	94.0	91.2	87.6	86.2
Object to a “rape joke” being told by another	86.2	92.4	93.1	84.4	88.0
Confront a friend if there are rumours that they raped someone	82.8	90.1	89.1	84.7	80.2

There were some differences across sexual orientation for the moderately endorsed items presented in the table below. For example, heterosexual students were the least likely to intervene (73%) by expressing concern if a friend makes a sexist joke in comparison to 87% of bisexual students. Heterosexual students were also the least likely to intervene on the other two items, as illustrated in the table below.

**Table 17.10: Percentage of students who chose ‘Likely’ or ‘Very likely’ response options to bystander intervention items, moderately endorsed items by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, or other	Heterosexual	Prefer not to say
Express concern if a friend makes a sexist joke	75.9	86.7	85.9	72.6	76.6
Challenge a friend who uses “ho,” “bitch,” or “slut” to describe girls	75.9	79.4	83.2	72.7	78.4
Challenge friends’ group who are competing for most ‘scores’ on a night out	65.5	69.8	67.2	59.8	65.3

## 17.2 Responsibility for Intervening as a Bystander

Students were asked to respond to three statements concerning responsibility for intervening as a bystander, being informed about how to make an effective bystander intervention, and whether they made such an intervention in the past four years:

- > Overall, seven in ten of the students (71%) said that they felt responsible to make a bystander intervention, whereas 5% said they did not feel responsible, and almost one quarter (24%) did not know.
- > Thirty per cent of the survey respondents did not feel well informed about making an effective intervention as a bystander to sexual violence or harassment. A similar proportion felt somewhat informed (31%), and the remaining 39% felt ‘Fairly’ or ‘Completely’ informed.
- > Just over half of the students (55%) said they had made an intervention as a bystander to an incident of sexual violence or harassment over the last four years, including 20% who said they had done this three times or more.

There was no difference between males and females in the likelihood of feeling responsible for intervening in sexual violence or harassment. There was a particularly high percentage of non-binary students who said that they felt responsible to intervene in the case of sexual violence or harassment.

**Table 17.11: Students’ responses to the item ‘In the context of sexual harassment and/or violence, I feel a responsibility to make an intervention where I am not directly involved’, by gender and total percentage of students.**

	Female	Male	Non-binary	Prefer not to say	Total
Yes	71.5	70.0	80.8	65.1	71.4
No	4.2	6.2	2.4	7.0	4.6
Don’t know	24.2	23.8	16.8	27.9	24.0

There was a consistent level of feeling informed about making an effective intervention as a bystander to sexual violence or harassment. Students with a non-binary gender identity (44%) had the highest level of feeling ‘Fairly’ or ‘Completely’ informed.

**Table 17.12: Distribution of responses about being informed to the item ‘Make an effective intervention as a bystander to an act of sexual harassment and/or violence’, by gender and total percentage of students.**

	Female	Male	Non-binary	Prefer not to say	Total
Not informed at all	12.3	9.6	7.8	18.6	11.7
Slightly informed	18.5	18.0	19.2	9.3	18.5
Somewhat informed	31.4	28.9	28.7	32.6	30.9
Fairly informed	30.9	34.6	34.1	30.2	31.8
Completely informed	6.5	8.8	10.2	9.3	7.1

There was a gender difference in the percentage of students who said they had made an intervention over the past four years. A total of 59% of women and 39% of men indicated that they had made an intervention over the past four years. While 23% of females said they had done this three times or more over that time, the equivalent figure for males was 7%.

**Table 17.13: Students’ responses to the item ‘In the last four years I have made an intervention as a bystander to incident(s) of sexual harassment and/or violence’, by gender and total percentage of students.**

	Female	Male	Non-binary	Prefer not to say	Total
0 times	41.2	61.3	40.7	53.5	45.4
1 time	20.1	19.4	22.8	14.0	19.9
2 times	16.1	11.8	15.0	16.3	15.2
3+ times	22.7	7.4	21.6	16.3	19.5

There was consistency in the level of agreement about feeling responsible to intervene across year in college.



**Table 17.14: Students' responses to the item 'In the context of sexual harassment and/or violence, I feel a responsibility to make an intervention where I am not directly involved', by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Yes	73.2	72.3	69.0	71.9	71.0
No	3.4	4.6	5.6	4.8	1.4
Don't know	23.4	23.1	25.4	23.3	27.5

Nearly half (45%) of First Year students said they felt 'Fairly' or 'Completely informed' about making an effective intervention, compared with 36% of students in the Third Year+ cohort. Just over half of the students who preferred not to say their year in college felt 'Fairly' or 'Completely informed'.

**Table 17.15: Distribution of responses about being informed to the item 'Make an effective intervention as a bystander to an act of sexual harassment and/or violence', by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Not informed at all	8.9	11.9	12.5	14.7	10.1
Slightly informed	16.8	17.8	20.5	18.6	17.4
Somewhat informed	29.5	32.4	31.5	30.2	21.7
Fairly informed	35.8	31.0	29.9	29.8	34.8
Completely informed	9.0	6.9	5.6	6.8	15.9

The percentage of students who had made an intervention in the past four years increased slightly across year in college. Students in First Year, Postgraduates, and students who preferred not to say their year in college were slightly more likely to say that they had not made a bystander intervention regarding sexual violence or harassment.

**Table 17.16: Students’ responses to the item ‘In the last four years I have made an intervention as a bystander to incident(s) of sexual harassment and/or violence’, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
0 times	48.9	42.4	42.5	50.2	47.8
1 time	19.8	21.4	19.7	18.9	13.0
2 times	13.1	16.6	16.0	14.5	17.4
3+ times	18.1	19.6	21.8	16.5	21.7

There was a trend toward feeling responsible to make a bystander intervention among bisexual students and students who were gay, lesbian, queer or another orientation. While 80% of bisexual students said they felt responsible, the comparable figure for heterosexual students was 69%.

**Table 17.17: Students’ responses to the item ‘In the context of sexual harassment and/or violence, I feel a responsibility to make an intervention where I am not directly involved’, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, or other	Heterosexual	Prefer not to say
Yes	69.0	80.1	76.0	68.8	70.1
No	6.2	2.5	4.2	5.2	3.0
Don’t know	24.8	17.4	19.8	26.0	26.9

Similarly, the rate of feeling informed about how to make a bystander intervention was almost 10% lower among asexual and heterosexual students and those who preferred not to say their orientation, as illustrated in the table below.

**Table 17.18: Distribution of responses about being informed to the item ‘Make an effective intervention as a bystander to an act of sexual harassment and/or violence’, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, or other	Heterosexual	Prefer not to say
Not informed at all	11.0	8.5	8.8	12.9	10.2
Slightly informed	17.9	14.5	18.4	19.4	22.8
Somewhat informed	32.4	31.8	29.6	30.6	36.5
Fairly informed	31.7	37.4	34.7	30.2	26.9
Completely informed	6.9	7.9	8.4	6.9	3.6

Two thirds of bisexual students (64%) had made an intervention in the past four years, which was higher than the other sexual orientation groups such as asexuals (43%) or heterosexuals (52%).

**Table 17.19: Students’ responses to the item ‘In the last four years I have made an intervention as a bystander to incident(s) of sexual harassment and/or violence’, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, or other	Heterosexual	Prefer not to say
0 times	57.2	33.8	43.9	48.0	52.7
1 time	17.2	20.8	21.4	19.7	18.0
2 times	13.1	18.5	15.0	14.4	15.0
3+ times	12.4	27.0	19.8	17.9	14.4

### 17.3 Responding to a Person Affected by Sexual Violence or Harassment

Almost all of the respondents (99%) said they would respond sympathetically to a friend who told them that they had been sexually assaulted, and that they would advise a friend to seek supports if they had been sexually assaulted (96%). By comparison, approximately half of the students (47%) said they were ‘Fairly’ or ‘Completely informed’ about how to respond effectively to a disclosure of sexual violence or harassment.

**Table 17.20: Students’ responses to items on how they would respond to someone who was sexually assaulted, for all students.**

	Unlikely	Neutral	Likely
Respond sympathetically to a friend who tells you they have been sexually assaulted	0.4	0.8	98.9
Advise a friend who tells you they have been sexually assaulted to seek supports	0.9	2.7	96.4

A relatively large percentage of gender non-binary students (60%) and students who preferred not to say their gender (56%) said they could respond effectively to a disclosure. This was 10% or more higher than the equivalent figure for females and males.

**Table 17.21: Distribution of responses to the item ‘Respond effectively to a disclosure of an incident of sexual harassment and/or violence’, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Not informed at all	8.5	7.5	1.8	7.0	8.2
Slightly informed	16.7	14.7	16.2	9.3	16.2
Somewhat informed	28.5	28.2	22.2	27.9	28.3
Fairly informed	35.9	37.4	44.3	41.9	36.5
Completely informed	10.4	12.3	15.6	14.0	10.9

The highest percentage of students who felt ‘Fairly’ or ‘Completely informed’ was among First Years (51%) and those who preferred not to say their year in college (57%), compared with 45% of the students in Third Year+.

**Table 17.22: Distribution of responses to the item ‘Respond effectively to a disclosure of an incident of sexual harassment and/or violence’, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Not informed at all	6.6	8.0	9.1	8.9	10.1
Slightly informed	14.0	16.1	17.4	17.8	17.4
Somewhat informed	28.6	29.1	28.9	26.0	15.9
Fairly informed	38.2	37.2	34.8	35.6	34.8
Completely informed	12.6	9.6	9.8	11.7	21.7

Nearly six in ten of bisexual students (58%) said they felt ‘Fairly’ or ‘Completely informed’ about responding effectively to a disclosure of sexual violence or harassment, while 53% of students who were gay, lesbian, queer, or another orientation. This was a higher level of feeling informed than among asexual or heterosexual students (44%) or students who preferred not to say their sexual orientation (41%).

**Table 17.23: Distribution of responses to the item ‘Respond effectively to a disclosure of an incident of sexual harassment and/or violence’, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, or other	Heterosexual	Prefer not to say
Not informed at all	10.3	5.5	5.2	9.1	7.8
Slightly informed	12.4	12.1	16.2	17.2	21.6
Somewhat informed	33.1	24.4	25.4	29.4	29.3
Fairly informed	31.7	43.4	38.9	34.6	35.3
Completely informed	12.4	14.6	14.2	9.7	6.0

## 18. Attitudes towards Female and Male Rape Myths

This section of the survey included measures of gender-based attitudes toward sexual violence and harassment, known as ‘Rape Myths’. Prior to this section, the students were asked whether they wished to respond to questions about attitudes to sexual violence and harassment. A total of 6,770 students indicated that they would like to respond to these items, representing 85% of the total sample. This included 86% of female students, 85% of males, 90% of gender non-binary students, and 81% of students who preferred not to say their gender. A total of 1,131 students said they wanted to skip this section, representing 15% of the sample.

Two of the sub-scales from the Updated Illinois Rape Myth Acceptance (IRMA) Scale (McMahon & Farmer, 2011) were included along with an adapted version of a measure of male rape myths (Melanson, 1999). A rape myth statement presents a false belief about the causes of rape and sexual assault to survey participants, who respond on a five-point scale from ‘Strongly disagree’ to ‘Strongly agree’.

One of the female rape myth sub-scales that was included is titled ‘She asked for it’, which includes statements that describe women having some responsibility if they are raped. The other female rape myth sub-scale is called ‘He didn’t mean to’. It contains statements about men not being fully responsible if they were to rape someone. The male rape myth statements attribute responsibility to men if they are sexually assaulted.

### 18.1 Female Rape Myths

The responses of students who responded to this section of the survey are presented below. The rape myth statements are organised by each sub-scale, with ‘Disagree’ / ‘Strongly disagree’ responses and ‘Agree’ / ‘Strongly agree’ responses combined. Overall, a large majority of the students disagreed with the female rape myth statements. In comparing responses to the two sub-scales, the statements from the ‘He didn’t mean to’ sub-scale typically received more agreement or neutral responses than statements in the ‘She asked for it’ sub-scale.

Three statements from the ‘He didn’t mean to’ sub-scale received agreement from 10% or more of the students who responded to this part of the survey. These refer to having a strong desire for sex, being drunk, or getting too carried away as reasons that a man may rape or sexually assault someone. When combined with ‘neutral’ ratings on these items, one in four of the students were either neutral on these three statements or agreed with them.

Between 2-8% of students agreed with the other three statements concerning male responsibility. The two statements that received lowest support stated that rape or sexual assault cannot occur under certain conditions (i.e., if the man is drunk or when both people are drunk).

**Table 18.1: Breakdown of responses to rape myth statements from the ‘He didn’t mean to’ sub-scale, percentages of all students who disagreed, were neutral, or agreed.**

	Disagree	Neutral	Agree
When guys rape or sexually assault, it is usually because of their strong desire for sex	62.9	17.3	19.7
If a man is drunk, he might rape or sexually assault someone unintentionally	74.4	12.6	13.0
Men don’t usually intend to force sex on a woman, but sometimes they get too sexually carried away	72.4	15.2	12.4
Rape or sexual assault happens when a man’s sex drive gets out of control	80.1	11.8	8.1
If both people are drunk, it can’t be rape or sexual assault	88.4	8.8	2.7
It shouldn’t be considered rape or sexual assault if a man is drunk and didn’t realise what he was doing	94.1	4.3	1.6

One statement on the ‘She asked for it’ sub-scale received agreement from 10% of the students (‘If a girl initiates kissing or hooking up, she should not be surprised if a man assumes she wants to have sex’). Another statement on this sub-scale received a ‘neutral’ or ‘agree’ response from a combined percentage of 10% or more of the students (‘If a girl acts like a slut, eventually she is going to get into trouble’). The remainder of the statements from this sub-scale received agreement from between 1-3% of students.

**Table 18.2: Breakdown of responses to rape myth statements from the ‘She asked for it’ sub-scale, percentages of all students who disagreed, were neutral, or agreed.**

	Disagree	Neutral	Agree
If a girl initiates kissing or hooking up, she should not be surprised if a man assumes she wants to have sex	80.1	10.2	9.7
If a girl acts like a slut, eventually she is going to get into trouble	86.6	7.4	5.9
If a girl is raped or sexually assaulted while she is drunk, she is at least somewhat responsible for letting things get out of control	95.3	2.1	2.6
When girls are raped or sexually assaulted, it’s often because the way they said “no” was unclear	93.6	4.7	1.7
When girls go to parties wearing revealing clothing, they are asking for trouble	96.6	2.0	1.4
If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped or sexually assaulted	97.9	1.3	0.8

Taking the two sub-scales together, the range of responses to the statements was:

- > Disagree: From 63% (‘When guys rape or sexually assault, it is usually because of their strong desire for sex’) to 98% (‘If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped or sexually assaulted’) of students selected the ‘Disagree or ‘Strongly disagree’ response options.
- > Neutral: Between 1% (‘If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped or sexually assaulted’) and 17% (‘When guys rape or sexually assault, it is usually because of their strong desire for sex’) of students chose the neutral option.
- > Agree: From 1% (‘If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped or sexually assaulted’) to 20% (‘When guys rape or sexually assault, it is usually because of their strong desire for sex’) of students selected the ‘Agree’ or ‘Strongly agree’ option.

The following example illustrates the full breakdown of responses to illustrative items from the two female rape myth sub-scales. Thus, the large majority of students who disagreed that rape or sexual assault happens when a man’s sex drive gets out of control comprised 59% of students who Strongly disagreed with the statement and 22% who chose the ‘Disagree’ response. A similar pattern can be seen in the breakdown of responses to the illustrative female rape myth statement.



**Table 18.3: Illustration of breakdown of responses to one example each of ‘He didn’t mean to’ and ‘She asked for it’ female rape myth statements, for all students.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Rape or sexual assault happens when a man’s sex drive gets out of control	58.5	21.7	11.8	6.5	1.5
If a girl initiates kissing or hooking up, she should not be surprised if a man assumes she wants to have sex	57.8	22.3	10.2	8.2	1.5

There was a consistent gender difference across ratings of statements from the ‘He didn’t mean to’ sub-scale. Typically, a higher percentage of male students than females agreed with these rape myth items (i.e., depending on the statement, there was a difference of 2-11% between females and males). Gender non-binary students had the lowest rate of agreement with these statements.

**Table 18.4: Percentage of students who chose ‘Agree’ or ‘Strongly agree’ response to rape myth statements from the ‘He didn’t mean to’ sub-scale, by gender and for all students.**

	Female	Male	Non-binary	Prefer not to say	Total
When guys rape or sexually assault, it is usually because of their strong desire for sex	18.5	25.5	10.0	11.4	19.7
If a man is drunk, he might rape or sexually assault someone unintentionally	10.6	22.2	11.3	11.4	13.0
Men don’t usually intend to force sex on a woman, but sometimes they get too sexually carried away	11.5	16.9	4.0	2.9	12.4
Rape or sexual assault happens when a man’s sex drive gets out of control.	7.3	11.6	3.3	5.7	8.1
If both people are drunk, it can’t be rape or sexual assault	1.4	7.7	0.7	2.9	2.7
It shouldn’t be considered rape or sexual assault if a man is drunk and didn’t realise what he was doing	1.1	3.4	1.3	2.9	1.1

The illustrative statement below shows how students differed by gender in their agreement patterns. There was a difference of 7% in the rate of disagreement between females (81%) and males (74%), with a slightly higher percentage of males choosing the ‘neutral’ or ‘agree’ options.

**Table 18.5: Breakdown of responses on illustrative statement from the ‘He didn’t mean to rape myth sub-scale, ‘Rape or sexual assault happens when a man’s sex drive gets out of control’, by gender.**

	Disagree	Neutral	Agree
Female	81.4	11.3	7.3
Male	73.8	14.7	11.6
Non-binary	92.7	4.0	3.3
Prefer not to say	88.6	5.7	5.7

There was also a consistent gender difference in agreement levels on the ‘She asked for it’ sub-scale. The difference in agreement rates between females and males varied from 1-15%. Again, gender non-binary students had the lowest rate of agreement with rape myth statements.

**Table 18.6: Percentage of students who chose ‘Agree’ or ‘Strongly agree’ response to rape myth statements from the ‘She asked for it’ sub-scale, by gender and for all students.**

	Female	Male	Non-binary	Prefer not to say	Total
If a girl initiates kissing or hooking up, she should not be surprised if a man assumes she wants to have sex	6.6	21.8	3.3	11.4	9.7
If a girl acts like a slut, eventually she is going to get into trouble	4.2	12.7	1.3	11.4	5.9
If a girl is raped or sexually assaulted while she is drunk, she is at least somewhat responsible for letting things get out of control	1.6	6.3	0.7	5.7	2.6
When girls are raped or sexually assaulted, it’s often because the way they said “no” was unclear	1.6	2.5	0.0	2.9	1.7
When girls go to parties wearing revealing clothing, they are asking for trouble	0.8	3.7	0.0	2.9	1.4
If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped or sexually assaulted	0.5	2.0	0.0	0.0	0.8

The breakdown of responses to a statement from the ‘She asked for it’ sub-scale illustrates the difference between males and other gender groups. A total of 61% of male students disagreed with the statement that a female should not be surprised if a man assumes she wants to have sex. A further 18% of males chose the ‘neutral’ response option and 22% chose one of the two ‘agree’ options. By comparison, 85% of female students disagreed with the statement, 8% chose the ‘neutral’ option, and 7% chose one of the ‘agree’ response options.

**Table 18.7: Breakdown of responses on illustrative statement from the ‘She asked for it’ rape myth sub-scale, ‘If a girl initiates kissing or hooking up, she should not be surprised if a man assumes she wants to have sex’, by gender.**

	Disagree	Neutral	Agree
Female	85.0	8.3	6.6
Male	60.6	17.6	21.8
Non-binary	88.7	8.0	3.3
Prefer not to say	82.9	5.7	11.4

Given the high rate of disagreement with the statements, a full analysis of responses by year in college and sexual orientation is not presented here. In summary, the percentage of students who chose one of the ‘agree’ response options showed some variation by year in college, with differences of 1-10% between these groups.

The rate of agreement was higher among First Year undergraduate students while Third Year+ students tended to have a slightly higher rate of disagreement compared to other year groups. Responses to one of the ‘He didn’t mean to’ statements and one of the ‘She asked for it’ statements are illustrated below.

**Table 18.8: Breakdown of responses on illustrative statement from the ‘He didn’t mean to’ rape myth sub-scale, ‘Rape or sexual assault happens when a man’s sex drive gets out of control’, by year in college.**

	Disagree	Neutral	Agree
First Year	74.1	14.9	11.0
Second Year	79.4	12.9	7.7
Third Year+	83.1	10.1	6.8
Postgraduate	85.4	8.6	6.0
Prefer not to say	81.5	9.3	9.3

**Table 18.9: Breakdown of responses on illustrative statement from the ‘She asked for it’ rape myth sub-scale, ‘If a girl initiates kissing or hooking up, she should not be surprised if a man assumes she wants to have sex’, by year in college.**

	Disagree	Neutral	Agree
First Year	80.6	10.1	9.3
Second Year	79.8	10.0	10.1
Third Year+	81.0	9.7	9.3
Postgraduate	78.2	11.5	10.3
Prefer not to say	70.4	14.8	14.9

There were limited differences by sexual orientation in the percentage of students who chose the ‘Agree’ or ‘Strongly agree’ response options to female rape myth statements. Agreement ratings tended to differ by 1-7% across sexual orientation categories. Where differences occurred, those who identified as bisexual or as gay, lesbian, queer, or with another orientation were less likely to agree with female rape myths than heterosexual and asexual students. These trends and the modest differences in ratings associated with sexual orientation are illustrated below.

**Table 18.10: Range of responses on example item from the ‘He didn’t mean to’ rape myth sub-scale, ‘Rape or sexual assault happens when a man’s sex drive gets out of control’, by sexual orientation.**

	Disagree	Neutral	Agree
Asexual	84.3	9.9	5.8
Bisexual	86.7	8.2	5.1
Gay, lesbian, queer, other sexual orientation	86.6	6.7	6.7
Heterosexual	77.6	13.4	9.1
Prefer not to say	78.2	14.1	7.7

**Table 18.11: Breakdown of responses on illustrative statement from the ‘She asked for it’ rape myth sub-scale, ‘If a girl initiates kissing or hooking up, she should not be surprised if a man assumes she wants to have sex’, by sexual orientation.**

	Disagree	Neutral	Agree
Asexual	81.8	6.6	11.6
Bisexual	85.5	8.5	6.0
Gay, lesbian, queer, other sexual orientation	87.8	6.4	5.8
Heterosexual	77.5	11.3	11.1
Prefer not to say	84.5	7.0	8.4

## 18.2 Male Rape Myths

Ten statements representing male rape myths were included in the survey. These were followed by a five-point rating scale similar to that used following the female rape myth statements. One of the ten statements was phrased in a positive direction (‘Most men who are raped or sexually assaulted are very upset by the incident’), so that ‘Agree’ or ‘Strongly agree’ responses reflect a rejection of a rape myth in that instance.

The remainder of the statements were phrased so that ‘Disagree’ or ‘Strongly disagree’ reflected a rejection of rape myths. The two ‘agree’ response options are combined in the tables below, as are the two ‘disagree’ response options.

Almost nine out of ten of the students who responded to this section (89%) agreed that most men who are raped or sexually assaulted are very upset by the incident. None of the remaining statements had 10% or more of the students choose an ‘agree’ option in response to it. The highest level of agreement was in response to the statement that a man can enjoy sex even if it is being forced on him (8%), and that the extent of a man’s resistance should be a major factor in determining if he was raped or sexually assaulted (7%).

**Table 18.12: Percentage of students who selected or ‘Disagree’, ‘Neutral’, or ‘Agree’ response options in response to male rape myth statements, for all students.**

	Disagree	Neutral	Agree
Most men who are raped or sexually assaulted are very upset by the incident	4.3	6.6	89.1
A man can enjoy sex even if it is being forced on him	83.7	8.8	7.5
The extent of a man’s resistance should be a major factor in determining if he was raped or sexually assaulted	83.4	10.0	6.6
Many men claim rape or sexual assault if they have consented to homosexual relations but have changed their minds afterwards	61.1	32.9	6.0
Women who sexually assault men are sexually frustrated individuals	79.7	14.6	5.7
Most men who are raped or sexually assaulted are somewhat to blame for not escaping or fighting off the attacker	96.4	1.8	1.9
Most men who are raped or sexually assaulted are somewhat to blame for not being more careful	97.0	1.5	1.4
If a man engages in kissing and petting and he lets things get out of hand, it is his fault if the other person forces sex on him	97.3	1.7	1.0
Men who wear tight or skimpy clothes are asking for trouble	97.1	2.0	0.9
Most men who have been raped or sexually assaulted have a history of promiscuity	91.8	7.6	0.6

Apart from the statement that ‘Most men who are raped or sexually assaulted are very upset by the incident’, the range of responses to the statements were:

- > Disagree: From 61% (‘Many men claim rape or sexual assault if they have consented to homosexual relations but have changed their minds afterwards’) to 97% (multiple statements) of students selected the ‘Disagree or ‘Strongly disagree’ response options.
- > Neutral: Between 2% (multiple statements) to 33% (‘Many men claim rape or sexual assault if they have consented to homosexual relations but have changed their minds afterwards’) of students chose the ‘neutral’ response option.
- > Agree: From 1% (multiple statements) to 8% (‘A man can enjoy sex even if it is being forced on him’) of students selected the ‘Agree’ or ‘Strongly agree’ response options.

**Table 18.13: Illustration of full breakdown of responses to an example male rape myth statement, ‘The extent of a man’s resistance should be a major factor in determining if he was raped or sexually assaulted’, for all students.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The extent of a man’s resistance should be a major factor in determining if he was raped or sexually assaulted	65.7	17.7	10.0	4.9	1.7

There was a small gender difference in ratings of some of the male rape myth statements. Comparing male and female responses, the rate of agreement with the male rape myths differed by between 1-10%. Females (91%) and those who preferred not to say their gender (100%) were more likely to agree than the other groups that ‘Most men who are raped or sexually assaulted are very upset by the incident’. There was evidence of a slight gender difference in levels of agreement with statements about whether a man can enjoy sex even if it is being forced on him (males: 15%, females: 5%) and whether women who sexually assault men are sexually frustrated individuals (males: 12%, females: 4%).

**Table 18.14: Percentage of students who selected ‘Agree’ or ‘Strongly agree’ options in response to the male rape myth items, by gender and for students as a whole.**

	Female	Male	Non-binary	Prefer not to say	Total
Most men who are raped or sexually assaulted are very upset by the incident	90.7	83.5	83.5	100.0	89.1
A man can enjoy sex even if it is being forced on him	5.3	15.2	11.3	11.4	7.5
The extent of a man’s resistance should be a major factor in determining if he was raped or sexually assaulted	5.7	10.2	0.7	14.3	6.6
Many men claim rape or sexual assault if they have consented to homosexual relations but have changed their minds afterwards	6.0	6.6	2.7	5.7	6.0
Women who sexually assault men are sexually frustrated individuals	3.9	12.4	2.7	11.4	5.7
Most men who are raped or sexually assaulted are somewhat to blame for not escaping or fighting off the attacker	1.7	2.7	0.7	5.7	1.9
Most men who are raped or sexually assaulted are somewhat to blame for not being more careful	0.9	3.5	0.0	8.6	1.4
If a man engages in kissing and petting and he lets things get out of hand, it is his fault if the other person forces sex on him	0.5	2.9	0.0	2.9	1.0
Men who wear tight or skimpy clothes are asking for trouble	0.3	3.1	0.0	11.4	0.9
Most men who have been raped or sexually assaulted have a history of promiscuity	0.4	1.4	0.0	2.9	0.6



Gender differences in responses to male rape myth statements are illustrated below. In the example, nearly all gender non-binary students disagreed with the statement that ‘the extent of a man’s resistance should be a major factor in determining if he was raped or sexually assaulted’. By comparison, 77% of the male students disagreed with the statement, 13% chose the ‘neutral’ option, and 10% agreed with the statement. The profile of female students’ responses was broadly similar to that of the male students, with somewhat more females choosing one of the ‘disagree’ response options.

**Table 18.15: Illustration of breakdown of responses to an example male rape myth statement, ‘The extent of a man’s resistance should be a major factor in determining if he was raped or sexually assaulted’, by gender.**

	Disagree	Neutral	Agree
Female	84.7	9.6	5.7
Male	77.3	12.5	10.2
Non-binary	97.3	2.0	0.7
Prefer not to say	74.3	11.4	14.3

There were limited differences in responses to male rape myth statements by year in college, with rates of agreement typically varying by 1-5% between year in college groups, as illustrated below. The rate of agreement was slightly higher among First Year undergraduate students and those who preferred not to say their year in college.

**Table 18.16: Illustration of breakdown of responses to an example male rape myth statement, ‘The extent of a man’s resistance should be a major factor in determining if he was raped or sexually assaulted’, by year in college.**

	Disagree	Neutral	Agree
First Year	80.9	11.7	7.4
Second Year	83.1	10.2	6.7
Third Year+	84.5	9.0	6.5
Postgraduate	85.9	9.0	5.1
Prefer not to say	85.2	7.4	7.4

There were limited differences in agreement ratings with male rape myth statements by sexual orientation. Agreement ratings tended to differ by 1-7% across the sexual orientation categories. Asexual students and those who preferred not to say their sexual orientation were slightly more likely to agree with male rape myth statements than other sexual orientations, as illustrated below.

**Table 18.17: Illustration of breakdown of responses to an example male rape myth statement, ‘The extent of a man’s resistance should be a major factor in determining if he was raped or sexually assaulted’, by sexual orientation.**

	Disagree	Neutral	Agree
Asexual	80.2	8.3	11.6
Bisexual	88.9	7.0	4.1
Gay, lesbian, queer, other sexual orientation	88.1	6.4	5.5
Heterosexual	81.4	11.3	7.3
Prefer not to say	86.6	8.5	4.9

## 19. Students' Experiences of Sexual Harassment

The campus climate survey included a section on sexual harassment experienced by students. The first part of this set of statements listed a range of behaviourally-specific forms of sexual harassment.

These items cluster into the following categories:

- > Sexualised comments – Referring to race / ethnicity, gender, sexuality, religion, or trans / non-binary identity.
- > Sexist hostility – Remarks and treatment that is derogatory and has a sexist basis.
- > Sexual hostility / Crude gender harassment – Derogatory remarks and treatment that has a sexual basis.
- > Unwanted sexual attention – Persistent efforts by an individual to have a sexual or romantic relationship that is unwanted.
- > Sexual coercion – Bribery or special treatment that is provided contingent on sexual behaviour.
- > Sexual harassment via electronic communication or visual/written materials – The use of the Internet or communication platforms as a basis for harassment, including pornography and sexual images that are not on the Internet.

The survey respondents were given a standard wording at the beginning of this section: “In the last four years, have you been in a situation in which someone related to your HEI: Please choose an appropriate response for each item”. The response options were ‘Never’, ‘Once or twice’, ‘Sometimes’, ‘Often / Many times’, and ‘Not applicable’.

### 19.1 Respondent Numbers

Following a description of the topic, the students were asked whether they wished to answer this set of questions. A total of 7,319 students indicated that they would like to answer the questions (92.3% of the respondents) and 582 students said they did not wish to answer them (7.3%). This comprised 93.2% of females who took part in the survey, 90.2% of males who took part in the survey), 95.2% of gender non-binary students, and 90.7% of students who preferred not to say their gender.

The following student groups responded to the questions about the incidence of sexual harassment:

By gender:

- Female: 5,642
- Male: 1,479
- Gender non-binary: 159
- Prefer not to say: 39

By sexual orientation:

- Asexual: 131
- Bisexual: 1,286
- Gay, lesbian, queer, or another sexual orientation: 623
- Heterosexual: 5,133
- Prefer not to say: 146

By year in college:

- First Year: 1,924
- Second Year: 1,791
- Third Year+: 2,400
- Postgraduate: 1,140
- Prefer not to say: 64

## 19.2 'Not applicable' Responses

The statements concerning experiences of sexual harassment included a 'Not applicable' option. Unless otherwise stated, the tables presented below on sexual harassment experiences refer to the percentage of students who had a particular experience once the students who had said the item was 'Not applicable' were filtered from the analysis. Illustrative examples of the full breakdown of responses to statements are provided as well, which represent the 'Not applicable' responses.

Relatively low numbers of 'Not applicable' responses were recorded in response to some statements (e.g., 2.2% of participants selected the 'Not applicable' response following an item about being treated differently because of gender). For other items, the percentage of total responses that were 'Not applicable' was higher, typically around 7-9%. For instance, 7.7% of students said it was not applicable to them to respond to an item about someone making sexualised comments about gender. A final group of statements recorded a higher rate of 'Not applicable' responses. These statements referred to religion (20.4% chose the Not applicable response) or trans / non-binary identity (47.5% chose the Not applicable response).

The table below identifies the percentage of students who chose the 'Not applicable' option for each of the sexual harassment statements.

**Table 19.1: Number and percentage of students who chose the ‘Not applicable’ option to each of the forms of sexist harassment presented in the survey, for those students who chose to respond to the questions on sexual harassment.**

	Not applicable response chosen
<b>Sexualised Comments</b>	
Made sexualised comments that included reference to your race or ethnicity?	N=961 (13.1% of the total)
Made sexualised comments that included reference to your trans and/or non-binary identity?	N=3,479 (47.5%)
Made sexualised comments that included reference to your identity as female or male?	N=563 (7.7%)
Made sexualised comments that included reference to your sexuality?	N=627 (8.6%)
Made sexualised comments that included reference to your religion?	N=1,495 (20.4%)
<b>Sexist Hostility</b>	
Treated you “differently” because of your gender (for example, mistreated, slighted, or ignored you)?	N=162 (2.2%)
Made offensive sexist remarks (for example, suggesting that people of your sex are not suited for the kind of work you do)?	N=140 (1.9%)
Put you down or was condescending to you because of your gender?	N=137 (1.9%)
<b>Sexual Hostility</b>	
Repeatedly told sexual stories or jokes that were offensive to you?	N=154 (2.1%)
Made unwelcome attempts to draw you into a discussion of sexual matters (for example, attempted to discuss or comment on your sex life)?	N=153 (2.1%)
Made offensive remarks about your appearance, body, or sexual activities?	N=135 (1.8%)
Made gestures or used body language of a sexual nature which embarrassed or offended you?	N=140 (1.9%)

	Not applicable response chosen
<b>Unwanted Sexual Attention</b>	
Made unwanted attempts to establish a romantic sexual relationship with you?	N=157 (2.1%)
Continued to ask you for dates, drinks, dinner, etc., even though you said “No”?	N=207 (2.8%)
<b>Sexual Coercion</b>	
Made you feel like you were being bribed with some sort of reward or special treatment to engage in sexual behaviour?	N=223 (3.0%)
Implied better treatment if you were sexually cooperative?	N=248 (3.4%)
<b>Sexual Harassment via Electronic Communication or Visual/Written Materials</b>	
Displayed, used, or distributed sexist or suggestive materials (for example, pictures, stories, or pornography which you found offensive)?	N=195 (2.7%)
Sent or posted unwelcome sexual comments, jokes or pictures by text, email, or other electronic means (for example via WhatsApp, Snapchat, Facebook, etc.)?	N=193 (2.6%)
Spread unwelcome sexual rumours about you by text, email, or other electronic means (for example via WhatsApp, Snapchat, Facebook, etc.)?	N=224 (3.1%)
Commented on your sexual or gender identity in a negative way by text, email, social media or other electronic means?	N=514 (7.0%)

### 19.3 Follow Up Questions

Following the statements on sexual harassment, the students were asked if they wished to respond to follow up questions about the incident that had the greatest impact on them. Of the 7,319 students who said they wanted to respond to the items about sexual harassment, 4,178 (57.1%) said they wanted to respond to the follow up questions. A total of 3,141 students said they did not wish to respond to these questions (42.9% of those who responded to the sexual harassment section).

The respondents who had chosen to review the follow up questions were asked if, prior to the online survey, they had told anyone about the incident. The final set of follow up questions asked if they had told someone, who the student had told, and, if they had not told someone before about what had happened to them, why they did not choose to tell another person.

Of the 4,178 students who said they wanted to respond to follow up questions, 4,109 replied as to whether they had told someone about the incident previously. A total of 2,933 students said they had told someone before, comprising 71.4% of the students in this sub-sample. There were 1,176 students who replied to say they had not told someone about the incident prior to the survey (28.6% of the sub-sample).

### 19.4 Sexualised Comments

This set of statements comprised five ways in which sexualised comments could be experienced – on the basis of female / male gender identity, trans or non-binary identity, with references to sexuality, race or ethnicity, or religion. As indicated above, these statements were described as ‘Not applicable’ by between 8-48% of the participants.

A majority of the respondents (60%) who responded to these statements as applicable described experiencing sexualised comments in relation to gender and sexuality. Four in ten (42%) of the students had experienced sexualised comments referencing their sexuality, 22% described sexualised comments related to their race or ethnicity. Approximately one in ten had experienced sexualised comments related to their religion (11%) or trans / non-binary identity (8%). Forty five per cent of non-binary students described sexualised comments related to their trans / binary identity, and this group also experienced a relatively high rate of sexualised comments referencing their sexuality (68%).

**Table 19.2: Percentage of students who experienced forms of sexualised comments, by gender and for the whole sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Made sexualised comments that included reference to your identity as female or male	65.3	39.2	60.9	74.3	59.8
Made sexualised comments that included reference to your sexuality	42.2	38.0	67.7	67.6	42.0
Made sexualised comments that included reference to your race or ethnicity	23.3	19.0	19.9	37.5	22.3
Made sexualised comments that included reference to your religion	10.5	10.6	11.1	20.0	10.6
Made sexualised comments that included reference to your trans and/or non-binary identity	5.6	6.3	45.5	37.0	7.6

The illustrative examples below show that up to 27% of students had experienced sexualised comments related to female or male identity ‘Often’ or ‘Many times’, and a similar percentage had experienced this form of harassment ‘Once or twice’ or ‘Sometimes’.

**Table 19.3: Illustrative examples of breakdown of frequency of sexualised comments, all students.**

	Never	Once or twice	Sometimes	Often	Many times	Not applicable
Made sexualised comments that included reference to your identity as female or male	37.1	13.6	14.4	9.3	17.8	7.7
Made sexualised comments that included reference to your sexuality	53.0	11.5	10.5	6.0	10.4	8.6



Male students typically described a lower level of exposure to sexualised harassment. The percentage of males who said they had this experience was as much as 25% lower than that experienced by women, non-binary students, or those who preferred not to say their gender.

In the table below, a full breakdown of responses to one of the items in this section is given by participant gender. It shows that over 30% of females, non-binary students, and those who preferred not to say their gender had the experience 'Often' or 'Many times', while 9% experienced these comments 'Often' or 'Many times'.

**Table 19.4: Illustrative examples of breakdown of frequency of 'Sexualised comments that included reference to your identity as female or male', percentage of students by gender.**

	Never	Once or twice	Sometimes	Often	Many times	Not applicable
Female	31.8	13.0	15.3	10.7	20.9	8.3
Male	58.0	16.4	11.7	3.6	5.7	4.5
Non-binary	32.7	11.3	9.4	10.7	19.5	16.4
Prefer not to say	23.1	15.4	5.1	17.9	28.2	10.3

Turning to sexual orientation, bisexual students and students who were gay, lesbian, queer, or another orientation were more likely than the other groups to have experienced sexualised harassment in the form of various sexualised comments in the past four years.

**Table 19.5: Percentage of students who experienced forms of sexualised comments, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Made sexualised comments that included reference to your identity as female or male	50.8	70.8	60.0	57.5	53.4
Made sexualised comments that included reference to your sexuality	46.8	67.0	67.9	31.8	37.2

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Made sexualised comments that included reference to your race or ethnicity	25.4	23.6	22.4	21.9	22.9
Made sexualised comments that included reference to your religion	13.9	10.6	9.0	10.6	13.6
Made sexualised comments that included reference to your trans and/or non-binary identity	15.6	11.5	20.8	4.5	12.2

Bisexual respondents were most likely to have experienced sexualised comments that referenced their identity as female or male ‘Often’ (12%) or ‘Many times’ (24%). Asexual students were the most likely to have never experienced sexual comments of this kind (47%), as illustrated in the table below.

**Table 19.6: Illustrative examples of breakdown of frequency of ‘Sexualised comments that included reference to your identity as female or male’, percentage of students by sexual orientation.**

	Never	Once or twice	Sometimes	Often	Many times	Not applicable
Asexual	47.3	13.7	9.9	11.5	13.7	3.8
Bisexual	27.1	13.1	16.3	12.0	24.2	7.3
Gay, lesbian, queer, or other orientation	36.8	15.4	14.1	10.8	14.9	8.0
Heterosexual	39.2	13.5	14.3	8.6	16.6	7.8
Prefer not to say	42.5	15.8	8.9	3.4	20.5	8.9

There was broad consistency in the percentage of undergraduate students who experienced sexualised comments. Postgraduate students tended to have slightly lower rates of experiencing sexualised comments. Students who preferred not to say their year in college tended to describe the highest incidence of these forms of harassment.

**Table 19.7: Percentage of students who experienced forms of sexualised harassment, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Made sexualised comments that included reference to your identity as female or male	55.9	62.2	64.5	52.6	67.2
Made sexualised comments that included reference to your sexuality	40.2	42.9	45.3	36.4	52.7
Made sexualised comments that included reference to your race or ethnicity	23.7	22.8	22.4	18.9	28.6
Made sexualised comments that included reference to your religion	10.0	10.8	11.4	9.3	18.4
Made sexualised comments that included reference to your trans and/or non-binary identity	8.1	7.6	7.3	6.7	19.4

The rate of experiencing sexualised comments did not vary considerably by year of study, with a range of difference less than 10%. More senior undergraduate students described higher exposure to sexualised comments in the past four years than First Year students. Notably, a quarter of those who preferred not to disclose their year group had experienced sexualised comments of this kind ‘many times’.

**Table 19.8: Illustrative examples of breakdown of frequency of ‘Sexualised comments that included reference to your identity as female or male’, percentage of students by year in college.**

	Never	Once or twice	Sometimes	Often	Many times	Not applicable
First Year	40.8	13.1	11.6	9.1	17.8	7.5
Second Year	35.0	14.1	15.1	10.3	18.1	7.3
Third Year+	32.6	13.3	16.6	10.1	19.1	8.3
Postgraduate	43.9	14.7	13.2	6.7	14.1	7.5
Prefer not to say	31.3	10.9	20.3	7.8	25.0	4.7

### 19.5 Sexist Hostility

Three statements in the survey referred to examples of sexist hostility, in which gender is the focus of the harassment. There was a similar incidence of each of the forms of harassment involving sexist hostility. Each of these experiences was described by approximately two thirds of the respondents.

**Table 19.9: Percentage of students who experienced forms of sexist harassment, by gender and total percentage across all students.**

	Female	Male	Non-Binary	Prefer not to say	Total
Treated you “differently” because of your gender (for example, mistreated, slighted, or ignored you)	75.7	41.1	85.9	71.1	69.0
Put you down or was condescending to you because of your gender	75.3	34.7	74.4	75.7	67.1
Made offensive sexist remarks (for example, suggesting that people of your sex are not suited for the kind of work you do)	71.6	34.9	70.9	73.0	64.2

The breakdown of responses to each of the sexist hostility statements is shown below. It was similar across the three statements, and shows that approximately one third of the respondents said they did not experience that form of harassment, one third experienced it ‘Once or twice’ or ‘Sometimes’, and nearly one third had experienced it ‘Often’ or ‘Many times’.

**Table 19.10: Breakdown of frequency of sexist hostility, for all students.**

	Never	Once or twice	Sometimes	Often	Many times	Not applicable
Treated you “differently” because of your gender (for example, mistreated, slighted, or ignored you)	30.3	16.0	19.1	10.6	21.8	2.2
Put you down or was condescending to you because of your gender	32.3	17.6	16.4	10.9	20.9	1.9
Made offensive sexist remarks (for example, suggesting that people of your sex are not suited for the kind of work you do)	35.1	16.1	15.8	10.7	20.4	1.9

Females, non-binary students, and those who preferred not to say their gender described higher levels of sexist harassment than males. For instance, there was a difference of 34% between the percentage of females and males who indicated they had been treated differently because of gender. In response to the same item, 38% of females said that they had this experience ‘Often’ or ‘Many times’, compared with 10% of males. The full range of responses to this statement are illustrated below, including the percentage of students who said this statement was ‘Not applicable’.

**Table 19.11: Illustrative example of sexist hostility, ‘Treated you “differently” because of your gender (for example, mistreated, slighted, or ignored you)’, by gender.**

	Never	Once or twice	Sometimes	Often	Many times	Not applicable
Female	23.8	15.7	20.8	12.2	25.5	1.9
Male	56.9	17.4	12.3	3.9	6.2	3.4
Non-binary	13.8	14.5	24.5	15.7	29.6	1.9
Prefer not to say	28.2	7.7	10.3	5.1	46.2	2.6

Bisexual students had the highest rate of experiencing sexist hostility, with a difference of just over 10% with heterosexual students on these items. Bisexual students also had the highest percentage of students experiencing gender-based harassment ‘Often’ or ‘Many times’ (e.g., 44% of these students compared with 30% of heterosexuals).

**Table 19.12: Percentage of students who experienced forms of sexist hostility, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Treated you “differently” because of your gender (for example, mistreated, slighted, or ignored you)	63.8	79.2	69.0	66.6	69.7
Put you down or was condescending to you because of your gender	62.0	77.7	62.2	65.1	66.7
Made offensive sexist remarks (for example, suggesting that people of your sex are not suited for the kind of work you do)	62.5	73.4	64.6	62.0	62.9

**Table 19.13: Illustrative example of sexist harassment, ‘Treated you “differently” because of your gender (for example, mistreated, slighted, or ignored you)’, by sexual orientation.**

	Never	Once or twice	Sometimes	Often	Many times	Not applicable
Asexual	35.1	13.0	17.6	13.7	17.6	3.1
Bisexual	20.5	14.6	19.7	14.4	29.4	1.4
Gay, lesbian, queer, or other	30.3	14.9	19.7	8.3	24.4	2.2
Heterosexual	32.7	16.5	19.0	9.7	19.8	2.4
Prefer not to say	29.5	18.5	17.1	13.7	18.5	2.7

There was a slight trend toward students in later years of undergraduate study to describe experiencing sexist hostility more often, reflected in a difference of approximately 10% between First Years and students in Third Year+ being put down or condescended to because of gender.

**Table 19.14 : Percentage of students who experienced forms of sexist harassment, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Treated you “differently” because of your gender (for example, mistreated, slighted, or ignored you)	65.5	70.5	73.0	63.7	71.4
Put you down or was condescending to you because of your gender	61.9	68.5	72.0	62.5	77.4
Made offensive sexist remarks (for example, suggesting that people of your sex are not suited for the kind of work you do)	60.9	65.4	69.4	56.7	71.4
Made sexualised comments that included reference to your religion	10.0	10.8	11.4	9.3	18.4

**Table 19.15: Illustrative example of sexist harassment, ‘Treated you “differently” because of your gender (for example, mistreated, slighted, or ignored you)’, by year in college.**

	Never	Once or twice	Sometimes	Often	Many times	Not applicable
First Year	33.2	14.6	17.3	10.2	21.0	3.7
Second Year	29.0	15.6	19.7	12.5	21.7	1.6
Third Year+	26.6	17.2	20.6	10.3	24.1	1.2
Postgraduate	35.3	17.0	18.0	8.5	18.3	2.9
Prefer not to say	28.1	4.7	20.3	17.2	28.1	1.6

### 19.6 Sexual Hostility / Crude Gender Harassment

This set of statements comprised forms of sexual harassment that had a verbal or non-verbal basis. Depending on the statement, 49-59% of the respondents reported experiencing sexual hostility or crude gender harassment.

**Table 19.16: Percentage of students who experienced forms of sexual hostility / crude gender harassment, by gender and total percentage across all students.**

	Female	Male	Non-Binary	Prefer not to say	Total
Repeatedly told sexual stories or jokes that were offensive to you	62.1	29.1	62.4	63.2	55.4
Made offensive remarks about your appearance, body, or sexual activities	62.6	41.2	64.3	51.4	58.2
Made unwelcome attempts to draw you into a discussion of sexual matters (for example, attempted to discuss or comment on your sex life)	63.4	40.7	63.7	57.9	58.7
Made gestures or used body language of a sexual nature which embarrassed or offended you	55.6	23.0	52.5	51.4	48.9

Each form of sexual hostility was described by approximately one third of the respondents to have occurred ‘Once or twice’ or ‘Sometimes’. Nearly one quarter (24%) experienced offensive remarks about their appearance, body, or sexual activities ‘Often’ or ‘Many times’.



**Table 19.17: Breakdown of responses to sexual hostility / crude gender harassment items, for all students.**

	Never	Once or twice	Sometimes	Often	Many times	Not applicable
Repeatedly told sexual stories or jokes that were offensive to you	43.6	19.1	14.0	9.2	11.9	2.1
Made offensive remarks about your appearance, body, or sexual activities	41.0	18.1	14.8	8.9	15.4	1.8
Made unwelcome attempts to draw you into a discussion of sexual matters (for example, attempted to discuss or comment on your sex life)	40.4	19.6	15.1	8.6	14.2	2.1
Made gestures or used body language of a sexual nature which embarrassed or offended you	50.1	18.3	12.5	7.2	10.1	1.9

There was a notable gender difference in the experience of sexual hostility, illustrated by a difference of approximately 20-30% between females and males in the incidence of these forms of harassment. Nearly three in ten (28%) of females said they experienced offensive remarks about their appearance, body, or sexual activities ‘Often’ or ‘Many times’, compared with one in ten of the male students. Females and gender non-binary students had similar rates of experiencing sexual hostility.

**Table 19.18: Illustrative breakdown of responses, ‘Made offensive remarks about your appearance, body, or sexual activities’, by gender.**

	Never	Once or twice	Sometimes	Often	Many times	Not applicable
Female	36.7	17.8	15.6	9.9	18.1	1.9
Male	57.8	19.2	11.9	4.7	4.8	1.6
Non-binary	35.2	20.1	14.5	11.3	17.6	1.3
Prefer not to say	43.6	7.7	12.8	7.7	17.9	10.3

Bisexual students were more likely to experience sexual hostility. There was a consistent difference of approximately 10% between bisexuals and other students in the incidence of these forms of harassment.

**Table 19.19: Percentage of students who experienced forms of sexual hostility / crude gender harassment, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Repeatedly told sexual stories or jokes that were offensive to you	51.1	67.6	57.6	52.3	53.5
Made offensive remarks about your appearance, body, or sexual activities	55.0	67.1	56.8	56.5	50.0
Made unwelcome attempts to draw you into a discussion of sexual matters (for example, attempted to discuss or comment on your sex life)	57.7	66.3	57.9	57.0	56.6
Made gestures or used body language of a sexual nature which embarrassed or offended you	49.2	56.6	44.4	47.6	45.8

The illustrative example below shows that 30% of bisexual students experienced offensive remarks about their appearance, body, or sexual activities ‘Often’ or ‘Many times’, compared with 23% of heterosexual students.

**Table 19.20: Illustrative breakdown of responses, ‘Made offensive remarks about your appearance, body, or sexual activities’, by sexual orientation.**

	Never	Once or twice	Sometimes	Often	Many times	Not applicable
Asexual	45.0	13.0	13.0	10.7	18.3	0.0
Bisexual	32.3	19.7	16.2	9.5	20.6	1.7
Gay, lesbian, queer, or other orientation	42.4	18.5	14.6	9.0	13.6	1.9
Heterosexual	42.7	17.9	14.6	8.8	14.1	1.9
Prefer not to say	49.3	13.7	13.7	4.8	17.1	1.4

Among undergraduate students, First Years were slightly less likely to say they had experienced sexual hostility over the past four years, followed by Second Years and then students in Third Year+. There was no difference among these groups with respect to experiencing sexual hostility ‘Often’ or ‘Many times’. Those students who preferred not to say their year in college described the highest rates of sexual hostility.

**Table 19.21: Percentage of students who experienced forms of sexual hostility / crude gender harassment, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Repeatedly told sexual stories or jokes that were offensive to you	51.7	55.9	61.0	49.1	55.0
Made offensive remarks about your appearance, body, or sexual activities	57.7	59.7	63.1	46.1	63.9
Made unwelcome attempts to draw you into a discussion of sexual matters (for example, attempted to discuss or comment on your sex life)	56.6	59.7	64.9	47.2	67.2
Made gestures or used body language of a sexual nature which embarrassed or offended you	47.3	50.3	53.0	40.1	61.9

**Table 19.22: Illustrative breakdown of responses, ‘Made offensive remarks about your appearance, body, or sexual activities’, by year in college.**

	Never	Once or twice	Sometimes	Often	Many times
First Year	41.1	16.6	13.8	9.2	16.6
Second Year	39.8	18.7	14.3	9.7	16.1
Third Year+	36.5	19.5	17.4	9.5	15.8
Postgraduate	52.7	16.9	11.6	5.3	11.3

### 19.7 Unwanted Sexual Attention

Two statements in the section on sexual harassment referred to unwanted sexual attention. More than half (56%) of the respondents to these questions said that they had experienced someone make unwanted attempts to establish a romantic sexual relationship with them. A total of 45% of the respondents said someone had continued to ask them for a date even though they had said ‘no’. Approximately one in five of the students said these experiences had taken place ‘Often’ or ‘Many times’.

**Table 19.23: Percentage of students who experienced forms of unwanted sexual attention, by gender and for all students.**

	Female	Male	Non-binary	Prefer not to say	Total
Made unwanted attempts to establish a romantic sexual relationship with you	62.0	33.3	56.1	41.2	56.0
Continued to ask you for dates, drinks, dinner, etc., even though you said “No”	51.8	18.0	38.7	42.4	44.6

**Table 19.24: Breakdown of responses to unwanted sexual attention items, all students.**

	Never	Once or twice	Sometimes	Often	Many times	Not applicable
Made unwanted attempts to establish a romantic sexual relationship with you	43.1	19.5	13.0	8.8	13.5	2.1
Continued to ask you for dates, drinks, dinner, etc., even though you said “No”	53.8	16.0	9.0	7.3	11.1	2.8

Unwanted sexual attention was much more commonly described by females than by males. There was a difference of almost 30% between females and males in the incidence of someone making unwanted attempts to establish a romantic sexual relationship. A quarter of the females said this had happened ‘often’ or ‘many times’. Non-binary students and those who preferred not to say their gender also experienced this form of harassment more commonly than males.

In the table below, a full breakdown of responses to one of the items in this section is given. It shows that 7% of males, 26% of females, 22% of non-binary students, and 28% of those who preferred not to say their gender had experienced unwanted attempts to establish a romantic sexual relationship ‘Often’ or ‘Many times’.

**Table 19.25: Illustrative example of sexual harassment, ‘Made unwanted attempts to establish a romantic sexual relationship with you’, by gender.**

	Never	Once or twice	Sometimes	Often	Many times	Not applicable
Female	37.2	19.9	14.7	10.2	16.0	2.1
Male	65.2	18.2	6.8	3.3	3.9	2.2
Non-binary	43.4	18.2	14.5	6.9	15.7	1.3
Prefer not to say	51.3	5.1	2.6	15.4	12.8	12.8

Bisexual respondents to the survey were most likely to describe having experienced unwanted sexual attention. There was a difference of 10-15% between this group and the other sexual orientation groups on the item concerning unwanted attempts to establish a sexual relationship.

**Table 19.26: Percentage of students who experienced forms of unwanted sexual attention, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Made unwanted attempts to establish a romantic sexual relationship with you	53.1	64.1	50.8	54.9	45.8
Continued to ask you for dates, drinks, dinner, etc., even though you said “No”	42.0	50.7	41.2	43.8	37.3

The table below illustrates that 28% of bisexual students experienced unwanted sexual attention ‘Often’ or ‘Many times’, compared with 21% of heterosexual students.

**Table 19.27: Illustrative example of unwanted sexual attention, ‘Made unwanted attempts to establish a romantic sexual relationship with you’, by sexual orientation.**

	Never	Once or twice	Sometimes	Often	Many times
Asexual	46.6	18.3	10.7	9.2	14.5
Bisexual	35.4	20.4	14.5	11.4	17.0
Gay, lesbian, queer, or other	48.0	19.1	11.9	7.1	11.6
Heterosexual	44.0	19.5	13.0	8.3	12.8
Prefer not to say	52.7	14.4	7.5	8.2	14.4

There was a difference of 10% in the incidence of First Years and students in Third Year+ describing unwanted attempts to establish a romantic sexual relationship with them. The Postgraduate students who responded to these statements were least likely to say they had been asked for dates even though they had said ‘no’, whereas students who preferred not to say their sexual orientation were more likely to describe unwanted sexual attention.

**Table 19.28: Percentage of students who experienced forms of unwanted sexual attention, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Made unwanted attempts to establish a romantic sexual relationship with you	52.0	58.5	62.3	44.7	67.2
Continued to ask you for dates, drinks, dinner, etc., even though you said “No”	44.6	45.1	48.7	34.3	56.7

Nearly a quarter (24%) of the Second Year and Third Year+ undergraduate students described experiencing unwanted attempts to establish a romantic sexual relationship ‘often’ or ‘many times’.

**Table 19.27: Illustrative example of unwanted sexual attention, ‘Made unwanted attempts to establish a romantic sexual relationship with you’, by year in college.**

	Never	Once or twice	Sometimes	Often	Many times	Not applicable
First Year	46.4	16.9	11.4	8.5	13.5	3.3
Second Year	41.0	21.0	12.7	9.7	14.3	1.3
Third Year+	37.3	22.0	15.3	9.6	14.6	1.3
Postgraduate	53.5	16.1	11.5	6.0	9.7	3.2
Prefer not to say	31.3	25.0	12.5	10.9	15.6	4.7

## 19.8 Sexual Coercion

The statements on sexual coercion referred to students’ experiences of feeling they were bribed to engage in sexual behaviour or that better treatment had been implied if they were sexually cooperative. Nearly three in ten (29%) of the students who responded to the survey said they felt like they were being bribed with a reward or special treatment to engage in sexual behaviour, and 27% responded that someone had implied better treatment if they were sexually cooperative.

**Table 19.28: Percentage of students who experienced forms of sexual coercion, by gender and total number of students.**

	Female	Male	Non-Binary	Prefer not to say	Total
Made you feel like you were being bribed with some sort of reward or special treatment to engage in sexual behaviour	33.9	11.4	32.5	38.9	29.3
Implied better treatment if you were sexually cooperative	31.4	9.0	33.1	36.1	27.0

The breakdown of responses to sexual coercion is illustrated below. Approximately one in ten of the students indicated each type of this sexual harassment happened ‘often’ or ‘many times’.

**Table 19.29: Breakdown of responses to unwanted sexual attention items, all students.**

	Never	Once or twice	Sometimes	Often	Many times
Made you feel like you were being bribed with some sort of reward or special treatment to engage in sexual behaviour	68.6	10.5	6.9	4.6	6.5
Implied better treatment if you were sexually cooperative	70.6	9.3	5.8	4.4	6.5

Among the gender groups, male students were least likely to say that they had experienced sexual coercion. Approximately one in ten of the male students who responded to each statement described experiencing sexual coercion. The rate for females and non-binary students was typically three times higher. The students who preferred not to say their gender described the highest rates of sexual coercion.

The table below shows the full breakdown of responses to one of the illustrative items by gender. This illustrates that, while a majority of students said they ‘never’ experienced this form of sexual coercion, approximately 13% of female and non-binary students experienced this ‘often’ or ‘many times’.



**Table 19.30: Illustrative breakdown of responses, ‘Implied better treatment if you were sexually cooperative’, by gender.**

	Never	Once or twice	Sometimes	Often	Many times	Not applicable
Female	66.1	10.6	6.7	5.2	7.8	3.5
Male	88.4	4.1	2.1	1.1	1.4	2.8
Non-binary	64.8	10.1	9.4	6.9	5.7	3.1
Prefer not to say	59.0	7.7	7.7	0.0	17.9	7.7

Bisexual students described the experience of sexual coercion more commonly than other sexual orientation groups. There was a difference of approximately 10% in the incidence of sexual coercion experiences among this group compared with the other sexual orientations.

**Table 19.31: Percentage of students who experienced forms of sexual coercion, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Made you feel like you were being bribed with some sort of reward or special treatment to engage in sexual behaviour	26.0	37.0	28.6	27.7	24.1
Implied better treatment if you were sexually cooperative	23.0	32.1	24.3	26.2	22.5

The table below shows the full breakdown of responses to one of the illustrative items by sexual orientation. A total of 15% of bisexual students experienced someone implying better treatment if they were sexually cooperative ‘Often’ or ‘Many times’, compared with approximately 10% of the other sexual orientation groups.

**Table 19.32: Illustrative breakdown of responses, ‘Implied better treatment if you were sexually cooperative’, by sexual orientation.**

	Never	Once or twice	Sometimes	Often	Many times
Asexual	74.0	6.1	5.3	4.6	6.1
Bisexual	65.7	10.3	6.1	5.6	9.1
Gay, lesbian, queer, or other orientation	72.9	8.5	5.1	4.5	5.3
Heterosexual	71.3	9.3	5.9	4.1	6.0
Prefer not to say	73.3	5.5	4.8	3.4	7.5

There was a consistent rate of experiencing sexual coercion across the three undergraduate student categories by year. Postgraduate students had the lowest rate of sexual coercion, with approximately one in five indicating that it had happened to them.

**Table 19.33: Percentage of students who experienced forms of sexual coercion, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Made you feel like you were being bribed with some sort of reward or special treatment to engage in sexual behaviour	30.3	30.6	31.5	20.6	35.5
Implied better treatment if you were sexually cooperative	27.4	27.6	29.9	18.6	32.8

The illustrative example below shows that 20% of students who preferred not to disclose their year of study had experienced this form of sexual coercion ‘Often’ or ‘Many times’, compared to 7% of Postgraduate students.

**Table 19.34: Illustrative breakdown of responses, ‘Implied better treatment if you were sexually cooperative’, by year in college.**

	Never	Once or twice	Sometimes	Often	Many times	Not applicable
First Year	69.1	8.2	5.6	4.6	7.6	4.8
Second Year	70.3	9.4	5.9	4.6	6.9	3.0
Third Year+	68.3	11.4	6.7	4.5	6.6	2.6
Postgraduate	78.7	6.5	4.6	3.0	3.9	3.3
Prefer not to say	64.1	7.8	3.1	9.4	10.9	4.7

### 19.9: Sexual Harassment Via Electronic Communication or Visual / Written Materials

This set of statements described harassment that takes place via phone text, through email, or other electronic means such as the use of social media platforms, or through offensive pictures, stories, or pornography. Depending on the statement, between 19-50% of respondents indicated they had been exposed to harassment of these kinds.

The most common form of harassment of this type was the display, use, or distribution of sexist or suggestive materials (for example, offensive pictures, stories, or pornography), which was described by 50% of the students. This was followed by 42% of students who said someone had sent or posted unwelcome sexual comments, jokes or pictures by text, email, or other electronic means (for example via WhatsApp, Snapchat, Facebook, etc.).

Nearly a quarter (24%) of the survey participants indicated that someone had spread unwelcome sexual rumours about them using electronic means, and nearly one in five (19%) said someone had commented on their sexual or gender identity in a negative way using electronic means.

**Table 19.35: Percentage of students who experienced forms of sexual harassment via electronic communication or visual / written materials, by gender and for the total sample.**

	Female	Male	Non-Binary	Prefer not to say	Total
Sent or posted unwelcome sexual comments, jokes or pictures by text, email, or other electronic means (for example via WhatsApp, Snapchat, Facebook, etc.)	47.4	21.6	51.3	39.5	42.2
Spread unwelcome sexual rumours about you by text, email, or other electronic means (for example via WhatsApp, Snapchat, Facebook, etc.)	26.6	15.8	25.6	27.8	24.4
Commented on your sexual or gender identity in a negative way by text, email, social media or other electronic means	19.4	13.1	50.0	45.9	18.9
Displayed, used, or distributed sexist or suggestive materials (for example, pictures, stories, or pornography which you found offensive)	54.5	30.5	60.6	54.3	49.8

The full breakdown of responses is shown below. For example, 25% of the survey respondents described having been sent or posted unwelcome sexual comments, jokes or pictures by text, email, or other electronic means ‘once or twice’ or ‘sometimes’, compared with 16% of students who had this experience ‘often’ or ‘many times’.

**Table 19.36: Breakdown of responses to sexual harassment via electronic communication or visual / written materials, all students.**

	Never	Once or twice	Sometimes	Often	Many times	Not applicable
Sent or posted unwelcome sexual comments, jokes or pictures by text, email, or other electronic means (for example via WhatsApp, Snapchat, Facebook, etc.)	56.4	15.2	9.7	5.7	10.5	2.6
Spread unwelcome sexual rumours about you by text, email, or other electronic means (for example via WhatsApp, Snapchat, Facebook, etc.)	73.3	11.8	5.2	2.5	4.2	3.1
Commented on your sexual or gender identity in a negative way by text, email, social media or other electronic means	75.4	7.6	4.3	2.2	3.6	7.0
Displayed, used, or distributed sexist or suggestive materials (for example, pictures, stories, or pornography which you found offensive)	48.9	16.5	13.8	7.1	11.0	2.7

The incidence of having had someone send or post unwelcome content was higher among females, gender non-binary students, and those who preferred not to say their gender. Nearly half of the women (47%) had someone send or post unwelcome sexual comments, jokes or pictures, compared with one in five (22%) of the male students. There was also a large gender difference in being exposed to sexist or suggestive materials, with a difference of 24% between female and male students. There was a smaller difference of 6-16% between females and males in the experience of unwelcome sexual rumours or negative comments on sexual or gender identity.

The illustrative example below provides a full breakdown of responses to one statement in this category by gender. Over a quarter (27%) of females said they had been subject to unwelcome sexual comments, jokes or pictures by text, email, or other electronic means ‘Once or twice’ or ‘Sometimes’, while 19% said this had happened ‘Often’ or ‘Many times’. The rate of non-binary students having this experience was slightly higher.

**Table 19.37: Illustrative breakdown of responses, someone having ‘Sent or posted unwelcome sexual comments, jokes or pictures by text, email, or other electronic means (for example via WhatsApp, Snapchat, Facebook, etc.)’, by gender.**

	Never	Once or twice	Sometimes	Often	Many times
Female	51.1	16.3	10.7	6.8	12.4
Male	76.7	11.1	5.5	1.6	2.9
Non-binary	47.2	17.0	13.2	4.4	15.1
Prefer not to say	59.0	12.8	7.7	7.7	10.3

Bisexual students described the highest incidence of each form of harassment via electronic communication or visual / written materials. There was a difference of up to 13% in the incidence of bisexual students describing one of these experiences and that of heterosexual students. Gay, lesbian, queer, or other students had a relatively high incidence rate (33%) of negative comments on their gender or sexual identity and someone having displayed, used, or distributed sexist or suggestive materials (55%).

**Table 19.38: Percentage of students who experienced forms of sexual harassment via electronic communication or visual / written materials, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Sent or posted unwelcome sexual comments, jokes or pictures by text, email, or other electronic means (for example via WhatsApp, Snapchat, Facebook, etc.)	39.8	52.3	44.1	39.8	34.3
Spread unwelcome sexual rumours about you by text, email, or other electronic means (for example via WhatsApp, Snapchat, Facebook, etc.)	20.3	29.9	23.1	23.4	20.6
Commented on your sexual or gender identity in a negative way by text, email, social media or other electronic means	21.0	34.3	32.9	13.0	19.7
Displayed, used, or distributed sexist or suggestive materials (for example, pictures, stories, or pornography which you found offensive)	48.0	60.0	54.4	46.7	50.4

These differences by sexual orientation are illustrated below in the full breakdown of responses to one of the statements. More than one quarter (29%) of bisexual students said someone had sent or posted unwelcome sexual comments, jokes or pictures by text, email, or other electronic means ‘Once or twice’ or ‘Sometimes’, and 22% said it happened ‘Often’ or ‘Many times’.

**Table 19.39: Illustrative breakdown of responses, someone having ‘Sent or posted unwelcome sexual comments, jokes or pictures by text, email, or other electronic means (for example via WhatsApp, Snapchat, Facebook, etc.)’, by sexual orientation.**

	Never	Once or twice	Sometimes	Often	Many times
Asexual	58.8	15.3	10.7	3.1	9.9
Bisexual	46.7	18.4	10.7	6.8	15.2
Gay, lesbian, queer, or other orientation	54.7	16.5	10.3	5.6	10.8
Heterosexual	58.6	14.4	9.4	5.5	9.4
Prefer not to say	63.0	11.0	8.9	5.5	7.5

Compared with other undergraduate years, First Year students described a similar or slightly higher level of unwelcome sexual comments, rumours, or comments on their gender or sexual identity compared with other undergraduate students. This trend is different to most of the other statements in the section on harassment, whereby Second Year and Third Year+ students tended to describe higher incidence rates. Postgraduate students described a lower incidence of electronic-based harassment experiences and students who preferred not to say their year in college indicated the highest rate of electronic forms of harassment.



**Table 19.40: Percentage of students who experienced forms of sexual harassment via electronic communication or visual / written materials, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Sent or posted unwelcome sexual comments, jokes or pictures by text, email, or other electronic means (for example via WhatsApp, Snapchat, Facebook, etc.)	45.3	44.0	44.3	29.5	49.2
Spread unwelcome sexual rumours about you by text, email, or other electronic means (for example via WhatsApp, Snapchat, Facebook, etc.)	27.9	23.7	26.2	15.7	29.5
Commented on your sexual or gender identity in a negative way by text, email, social media or other electronic means	22.1	20.2	18.5	11.7	31.0
Displayed, used, or distributed sexist or suggestive materials (for example, pictures, stories, or pornography which you found offensive)	48.7	51.7	54.2	38.9	54.2

In the illustrative example below, the highest rate of having had someone sent or post unwelcome sexual comments, jokes or pictures by text, email, or other electronic means ‘Often’ or ‘Many times’ was among First Year students (19%). The highest rate of having this experience ‘Once’ or ‘Sometimes’ was among Third Year+ students (27%) and students who preferred not to say their year in college (31%).

**Table 19.41: Illustrative breakdown of responses, ‘Sent or posted unwelcome sexual comments, jokes or pictures by text, email, or other electronic means (for example via WhatsApp, Snapchat, Facebook, etc.)’, by year in college.**

	Never	Once or twice	Sometimes	Often	Many times
First Year	52.7	14.6	10.0	6.4	12.6
Second Year	54.9	15.5	9.8	6.6	11.2
Third Year+	54.5	16.8	10.6	5.5	10.5
Postgraduate	68.3	12.6	6.6	3.5	5.9
Prefer not to say	48.4	12.5	18.8	4.7	10.9

### 19.10: Follow Up Questions on Sexual Harassment

After the main set of sexual harassment questions, the students were asked if they wished to respond to follow up questions on a particular incident. They were asked: “If you experienced one of the situations described in the last question, we would like to ask some follow up questions about the ONE SITUATION that had the greatest effect on you”.

The students could choose to answer these questions or skip to the next question. They were told: “If this is not applicable to you or you are not comfortable answering questions about specific instances of sexual harassment you should skip to the next section”.

A total of 3,496 females said they wished to answer the follow up questions on sexual harassment. This represented 62.0% of the females who had chosen to answer the initial set of sexual harassment questions.

There were 551 males who chose to answer the follow up questions (37.3% of the males who had answered the initial sexual harassment questions), along with 111 gender non-binary students who answered the follow up questions (69.8% of the group who answered the initial questions).

A total of 20 students who preferred not to say their gender identity chose to answer the follow up questions (51.3% of the group who answered the initial questions).

The students who went on to answer the follow up questions on an incident of sexual harassment were first asked to indicate what form the harassment incident took. They could indicate more than one type of experience being involved in the incident. Overall, the most commonly cited forms of harassment were ‘unwanted sexual attention’ and ‘unwanted sexual touching’, with female and gender non-binary students particularly likely to refer to these forms of harassment.

**Table 19.42: The form(s) of sexual harassment that the incident entailed, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Sexist or sexually offensive language, gestures or pictures	48.8	41.6	58.6	65.0	48.2
Unwanted sexual attention	59.8	43.4	59.5	50.0	57.6
Unwanted touching	57.8	40.3	52.3	50.0	55.3
Subtle or explicit bribes or threats	13.2	9.8	22.5	15.0	13.0

Nearly all of the female students who responded to the follow up questions said a man had been responsible for the incident that they cited. A similar pattern was noted among non-binary students, although 14% of this group indicated a woman had been involved (the students could cite more than one person being involved in the incident). Many male students (43%) indicated that a man had been involved, but most said that a woman had been involved (60%).

**Table 19.42: The gender identity of the person responsible for the incident, by gender.**

	Female	Male	Non-binary	Prefer not to say	Total
A man	97.7	43.0	92.8	65.0	48.2
A woman	2.5	60.1	14.4	30.0	57.6
Another gender	0.3	1.8	4.5	5.0	55.3

Over half of the students who responded to this section of the survey said that the person responsible for the incident was another student. One in eight said that they did not know if the person who harassed them was a student.

**Table 19.43: Percentage of students who said the person responsible was another student, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Yes	54.3	55.5	56.8	65.0	54.6
No	33.2	32.2	32.4	30.0	33.0
Don't know	12.5	12.3	10.8	5.0	12.4

Five per cent of female students said the person responsible for the incident was a staff member at their own or another higher education institution, with a similar rate among male students (4%) and non-binary students (7%). A slightly higher rate (10%) was described by students who preferred not to say their gender.

**Table 19.44: The percentage of students who said the person responsible was a HEI staff member, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Yes	5.0	4.4	7.2	10.0	5.0
No	92.4	93.6	90.1	80.0	92.4
Don't know	2.6	1.9	2.7	10.0	2.6

Over one in five of the students who responded said that the harassment incident had taken place on campus. Slightly fewer students said it had happened during an activity related to their higher education institution (e.g., club/society event, placement, trip away).

**Table 19.45: Percentage of students who said the incident happened (a) On campus, or (b) during a college-related activity, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Happened on campus	21.8	23.8	28.8	40.0	22.3
Happened during college activity	16.8	17.1	19.8	20.0	17.0

The students who took part in this section of the survey were asked how they responded to the incident. There were some broad similarities in responses by gender, for example in the percentage of students who ignored the person as much as possible or who avoided the person as much as possible / treated it like a joke. Compared to the other gender groups, a smaller percentage of male students told the person to stop or asked someone for advice and / or support. A small percentage of students by gender (0-5%) had reported the person responsible for the incident.

The students were asked if they had told someone about the incident they described prior to taking part in the online survey. Broken down by gender, 73% of females, 61% of males, 78% of gender non-binary students, and 45% of students who preferred not to say their gender indicated that they had told someone prior to the survey.

**Table 19.46: Responses made to the incident, percentage of students by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
I told the person to stop	45.4	33.6	45.0	45.0	43.8
I ignored the person and did nothing	39.4	37.6	34.2	45.0	39.0
I avoided the person as much as possible. I treated it like a joke	35.2	37.4	40.5	55.0	35.7
I asked someone for advice and/or support	17.3	8.7	29.7	10.0	16.5
I reported the person	5.0	3.1	5.4	0.0	4.7
Did you tell anyone about the incident before this questionnaire? (Yes)	73.0	60.6	77.5	45.0	70.2

The students who had disclosed to someone about the incident were asked to indicate who they had told. They could pick more than one choice. By far the most popular choice was to tell a close friend (85%), followed by a romantic partner (38%), parent or guardian (20%), and roommate (19%). None of the other groups were disclosed to by 10% or more of the students who had told someone about the incident.

**Table 19.47: Percentage of students who told friends, family, or professionals, among those students who did tell someone, by gender.**

	Female	Male	Non-binary	Prefer not to say	Total
Close friend	84.2	87.3	83.7	66.7	84.5
Romantic partner	37.5	37.5	51.2	33.3	37.9
Parent or guardian	20.8	16.5	18.6	44.4	20.4
Roommate	19.0	16.8	24.4	22.2	19.0
Off-campus counsellor	6.2	1.3	15.1	0.0	5.9
Other family member / Doctor/nurse	5.5	4.8	5.8	11.1	5.5
On-campus counsellor	4.4	3.8	9.3	22.2	4.6
Off-campus rape crisis centre staff	3.2	1.0	3.5	0.0	2.9
Higher education institution lecturer or staff	2.9	1.3	3.5	0.0	2.7
Garda Síochána	2.8	0.6	2.3	0.0	2.6
Students' Union representative	1.3	1.6	2.3	0.0	1.4
Higher education institution health services	1.0	0.0	0.0	0.0	0.9
Campus security	0.7	0.6	0.0	0.0	0.7
Religious (e.g., Priest, Nun, Rabbi, Imam, Pastor, Monk, Guru, etc.)	0.2	0.3	0.0	0.0	0.2

Students who had not told anyone about the incident before the survey were asked to indicate their reasons for not doing so. They could choose more than one reason. A majority (63%) indicated that they had not done so because they thought the incident was not a crime. The next most common reason was to put the incident behind them (45%), because they handled it themselves (35%), because they felt shame or embarrassment (33%), or that they did not want anyone to know (31%).

Several additional reasons were typically cited by 10% or more of each gender group – that they thought the incident would be viewed as their fault, not wanting involvement with authorities such as the HEI or the Gardaí, that they did not think anything could be done, or that they would not be believed.

**Table 19.48: Percentage of students who indicated particular reasons for not telling anyone about the incident, among those students who did not tell anyone before the survey, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
I thought that it was not serious enough, not a crime	64.9	56.6	68.0	54.5	63.4
I wanted to put it behind me	47.4	35.1	44.0	72.7	45.4
I handled it myself	33.4	45.4	28.0	27.3	35.3
I felt shame or embarrassment	36.8	17.6	28.0	45.5	33.3
I didn't want anyone to know	34.1	19.0	20.0	9.1	31.0
I thought that the incident would be viewed as my fault	21.7	14.6	24.0	9.1	20.4
I didn't want involvement with the higher education institution authorities/Gardaí or courts	20.0	10.7	12.0	18.2	18.2
I didn't think the higher education institution /Gardaí could do anything	17.9	8.8	20.0	9.1	16.2
Thought I wouldn't be believed	14.9	16.1	16.0	9.1	15.1
I didn't want the person arrested, jailed, deported, stressed out	8.4	8.8	4.0	18.2	8.5
I was scared of offender	8.1	3.4	12.9	18.2	7.5
I didn't want relationship to end	6.2	6.8	4.0	18.2	6.4

Seventy asexual students chose to answer the follow up questions. This represented 53.4% of the asexual students who had chosen to answer the initial set of sexual harassment questions. There were 852 bisexual students who chose to answer the follow up questions, representing 66.3% of bisexual students who had answered the initial set of questions.

A total of 372 students were gay, lesbian, queer, or another sexual orientation chose to answer the follow up questions (59.7% of the group who had answered the initial questions), along with 2,813 heterosexual students (54.8% of those who answered the initial questions). Seventy one of the students who preferred not to say their gender identity answered the follow up questions, representing 48.6% of this group of students who had answered the initial questions on sexual harassment.

Analysed by sexual orientation, a similar profile of forms of sexual harassment were cited in relation to the follow up incident, with bisexual and heterosexual students somewhat more likely to refer to the incident involving unwanted touching. A large majority of each sexual orientation group indicated a man had been responsible for the incident, and over half of each group said the person was another student. A similar percentage of each group indicated that the person responsible was a staff member. Bisexual and heterosexual students were slightly less likely to indicate that the incident had taken place on campus or in a college-related activity.

**Table 19.49: The form(s) of sexual harassment that the incident entailed, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Sexist or sexually offensive language, gestures or pictures	51.4	52.1	50.0	46.5	52.1
Unwanted sexual attention	60.0	57.5	57.5	57.6	56.3
Unwanted touching	45.7	59.3	48.1	55.6	46.5
Subtle or explicit bribes or threats	12.9	15.4	14.8	12.0	14.1

**Table 19.50: The gender identity of the person responsible for the incident, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
A man	90.0	94.5	92.5	88.5	95.8
A woman	10.0	7.6	9.9	11.6	7.0
Another gender	0.0	0.7	1.3	0.4	2.8



**Table 19.51: Percentage of students who said the person responsible was another student, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Yes	52.9	59.5	57.3	52.7	57.1
No	29.4	30.5	29.3	34.5	30.0
Don't know	17.6	10.0	13.4	12.8	12.9

**Table 19.52: The percentage of students who said the person responsible was a staff member, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Yes	5.9	4.0	6.6	5.0	8.6
No	89.7	94.3	89.6	92.4	87.1
Don't know	4.4	1.7	3.8	2.6	4.3

**Table 19.53: Percentage of students who said the incident happened (a) On campus, or (b) during a college-related activity, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Happened on campus	32.8	23.1	28.4	20.7	35.7
Happened during college activity	20.6	17.5	21.0	15.9	28.6

There was a broadly consistent pattern of responses made following the incident between different sexual orientation groups. Differences of 5-10% were recorded between the groups by sexual orientation.

**Table 19.54: Responses made to the incident, percentage of students by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
I ignored the person and did nothing	32.9	40.0	34.1	39.5	39.4
I avoided the person as much as possible. I treated it like a joke	35.7	35.8	40.6	35.0	38.0
I told the person to stop	51.4	46.8	41.1	43.2	39.4
I reported the person	7.1	4.6	6.7	4.4	4.2
I asked someone for advice and/or support	17.1	21.8	21.2	14.3	15.5

The students were asked whether they had told anyone about the incident they described, prior to taking part in the online survey. Broken down by sexual orientation, the percentage of students who had told someone about the incident was 63.2% of asexual students, 77.9% of bisexual students, 71.6% of students who were gay, lesbian, queer or another sexual orientation, 68.3% of heterosexuals, and 67.6% of students who preferred not to say their sexual orientation.

Broadly similar patterns of telling other people about the incident were noted across the different sexual orientation groups. Asexual students were particularly likely to tell a close friend, while bisexual students and students who were gay, lesbian, queer, or another sexual orientation were most likely to tell a counsellor.

**Table 19.55: Percentage of students who told friends, family, or professionals, among those students who did tell someone, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Close friend	93.0	83.9	87.0	84.3	78.3
Romantic partner	30.2	39.8	41.2	37.1	30.4
Parent or guardian	25.6	20.2	20.6	20.0	32.6
Roommate	7.0	19.4	19.8	19.0	15.2
Off-campus counsellor	4.7	10.3	9.5	3.9	8.7
Other family member Doctor/nurse	4.7	5.6	5.3	5.4	8.7
On-campus counsellor	7.0	7.6	5.3	3.4	4.3
Off-campus rape crisis centre staff	2.3	4.2	3.4	2.4	4.3
Higher education institution lecturer or staff	0.0	2.9	4.6	2.5	0.0
Garda Síochána	2.3	2.9	2.3	2.5	2.2
Students' Union representative	4.7	1.7	2.3	1.1	0.0
Higher education institution health services	2.3	0.8	1.1	0.9	0.0
Campus security	4.7	0.8	0.0	0.7	0.0
Religious (e.g., Priest, Nun, Rabbi, Imam, Pastor, Monk, Guru, etc.)	0.0	0.3	0.4	0.2	2.2

The reasons cited for not telling anyone about the incident were broadly similar across sexual orientation groups. Notable trends for each group included:

- > Asexual students being more likely to say they handled the incident themselves and that they would not be believed.
- > Bisexual students were more likely to say the incident was not a crime.
- > Students who were gay, lesbian, queer, or another sexual orientation were more likely to say they thought the HEI or Gardaí could not do anything.
- > Heterosexual students were more likely to say they did not want anyone to know about the incident.
- > Students who preferred not to say their orientation were more likely to say the incident was not a crime and that they did not want anyone to know.

**Table 19.56: Percentage of students who indicated particular reasons for not telling anyone about the incident, among those students who did not tell anyone before the survey, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
I thought that it was not serious enough, not a crime	56.0	67.4	61.5	62.6	77.3
I wanted to put it behind me	40.0	51.9	48.1	43.9	40.9
I felt shame or embarrassment	32.0	38.5	33.7	32.0	40.9
I didn't want anyone to know	28.0	31.0	24.0	31.5	45.5
I handled it myself	48.0	34.8	26.9	36.3	27.3
I thought that the incident would be viewed as my fault	24.0	28.3	20.2	18.6	18.2
I didn't want involvement with the higher education institution authorities/Gardaí or courts	24.0	19.3	23.1	16.9	27.3
I didn't think the higher education institution / Gardaí could do anything	16.0	19.8	26.0	14.2	18.2
Thought I wouldn't be believed	24.0	16.0	14.4	14.6	18.2
I didn't want the person arrested, jailed, deported, stressed out	8.0	11.2	12.5	7.4	9.1
I was scared of offender	8.0	8.6	6.7	7.2	13.6
I didn't want relationship to end	4.0	10.7	7.7	5.1	13.6

A total of 1,041 First Year students answered the follow up questions, representing 54.1% of the First Years who had answered the initial set of sexual harassment questions. There were 1,053 Second Year students who chose to answer the follow up questions, which was 58.8% of those students who had answered the sexual harassment questions. A total of 1,472 students in Third Year+ of undergraduate study responded to the follow up questions, representing 61.3% of the group who had answered the initial questions.

There were 580 Postgraduate students who chose to answer the follow up questions, which was 50.9% of the group who had responded to the initial sexual harassment questions. Thirty two students who preferred not to say their year in college answered the follow up questions, representing 50.0% of the students who had responded to the initial set of sexual harassment questions.

There were broadly consistent patterns in the form that the follow up incident took by year in college. Postgraduate students were somewhat less likely to say that the incident involved unwanted sexual attention or unwanted touching. Students who preferred not to say their year in college were most likely to indicate that the incident involved unwanted sexual attention.

**Table 19.57: The form(s) of sexual harassment that the incident entailed, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Sexist or sexually offensive language, gestures or pictures	52.1	46.2	46.7	47.9	53.1
Unwanted sexual attention	57.0	61.0	58.2	50.3	68.8
Unwanted touching	56.2	58.3	56.5	45.5	56.3
Subtle or explicit bribes or threats	16.1	13.4	12.0	8.8	18.8

There was a consistent pattern across year in college in terms of the gender of the person responsible for the incident. Students in First Year were less likely to say the person was another student. The large difference in this feature may be attributable to Covid-19 conditions whereby First Years were less likely to have had on campus experiences.

**Table 19.58: The gender identity of the person responsible for the incident, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
A man	89.9	89.6	90.8	90.3	90.6
A woman	10.5	11.6	9.4	11.4	15.6
Another gender	0.9	0.6	0.5	0.2	6.3

**Table 19.59: Percentage of students who said the person responsible was another student, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Yes	39.8	55.8	63.8	55.0	56.3
No	47.9	29.2	24.7	34.6	37.5
Don't know	12.3	14.9	11.5	10.4	6.3

Postgraduate students (15%) and those who preferred not to say their year in college (16%) were more likely to say that the person responsible for the incident of harassment was a staff member. This compared to rates of 2-5% for undergraduate years.

**Table 19.60: The percentage of students who said the person responsible was a staff member, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Yes	2.0	2.9	4.6	14.6	15.6
No	96.3	94.6	92.9	81.2	78.1
Don't know	1.8	2.5	2.5	4.2	6.3

Compared to the other undergraduate students, First Year students were much less likely to say the incident happened on campus or that it happened in a college-related activity. Postgraduate students and those who preferred not to say their year in college had higher rates of describing the incident as happening on campus or during a college-related activity compared with Second Year and Third Year+ students.

**Table 19.61: Percentage of students who said the incident happened (a) On campus, or (b) during a college-related activity, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Happened on campus	11.1	21.1	25.3	35.3	43.8
Happened during college activity	6.0	13.8	22.2	28.1	34.4
Don't know	1.8	2.5	2.5	4.2	6.3

There was a similar percentage of students across year in college who had told someone about the follow up incident before taking part in the online survey, comprising 70.6% of First Years, 71.6% of Second Years, 73.2% of students in Third Year+, 68.0% of Postgraduates, and 68.8% of students who preferred not to say their year in college.

Across year in college, the students who responded to this part of the survey indicated similar responses made to the incident. Those who preferred not to say their year in college were more likely to indicate they had avoided the person as much as possible / treated the incident like a joke, and less likely to indicate that they had sought support or advice.

**Table 19.62: Responses made to the incident, percentage of students by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
I ignored the person and did nothing	42.4	39.0	36.3	40.0	37.5
I avoided the person as much as possible. I treated it like a joke	35.6	36.8	35.9	32.4	53.1
I told the person to stop	41.4	44.9	45.5	42.1	37.5
I reported the person	5.3	3.9	4.6	5.7	3.1
I asked someone for advice and/or support	16.8	15.1	16.0	19.8	12.5
Did you tell anyone about the incident before this questionnaire? (Yes)	70.6	71.6	73.2	68.0	68.8

Among students who had told someone about the incident, there were comparable patterns of who they had told by year in college. Those who preferred not to say their year in college were somewhat different in their patterns of disclosure, being less likely to tell a close friend, parent or guardian.

**Table 19.63. Percentage of students who told friends, family, or professionals, among those students who did tell someone, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Close friend	81.2	86.1	86.8	81.9	72.7
Romantic partner	38.3	34.8	38.0	42.6	45.5
Parent or guardian	21.3	19.9	19.7	21.7	9.1
Roommate	13.0	18.3	23.3	19.9	9.1
Off-campus counsellor	7.2	4.1	5.9	6.2	13.6
Other family member Doctor/nurse	3.9	5.4	6.1	6.2	13.6
On-campus counsellor	2.2	2.5	6.2	7.8	13.6
Off-campus rape crisis centre staff	2.8	2.5	3.4	2.3	9.1
Higher education institution lecturer or staff	1.1	0.9	3.9	5.7	9.1
Garda Síochána	3.2	2.1	2.6	1.8	4.5
Students' Union representative	0.8	0.7	1.9	2.1	4.5
Higher education institution health services	0.8	0.3	0.8	2.3	0.0
Campus security	0.4	0.0	1.2	1.0	0.0
Religious (e.g., Priest, Nun, Rabbi, Imam, Pastor, Monk, Guru, etc.)	0.1	0.0	0.4	0.3	4.5

Among those students who had not told someone about the incident before the survey, those who preferred not to say their year in college again had a different profile of reasons to other students. Separately, Second Year students were more likely to indicate that they thought the incident was not a crime.



**Table 19.64 Percentage of students who indicated particular reasons for not telling anyone about the incident, among those students who did not tell anyone before the survey, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
I thought that it was not serious enough, not a crime	59.2	68.4	63.1	63.2	60.0
I wanted to put it behind me	49.5	46.1	44.3	39.0	60.0
I felt shame or embarrassment	31.4	34.7	36.9	24.7	70.0
I didn't want anyone to know	34.1	32.3	30.9	22.5	50.0
I handled it myself	38.5	32.3	34.3	37.9	20.0
I thought that the incident would be viewed as my fault	21.4	20.2	21.1	14.8	70.0
I didn't want involvement with the higher education institution authorities/Gardaí or courts	15.7	17.8	19.1	19.8	40.0
I didn't think the higher education institution /Gardaí could do anything	14.7	18.5	14.9	15.9	50.0
Thought I wouldn't be believed	15.4	15.8	14.7	11.5	60.0
I didn't want the person arrested, jailed, deported, stressed out	8.4	9.4	7.5	8.2	30.0
I was scared of offender	8.4	7.7	7.0	4.4	50.0
I didn't want relationship to end	4.7	7.7	7.0	4.9	20.0

## 20. Students' Experiences of Sexual Violence

### 20.1 Respondent numbers

The section on sexual violence began with a statement about whether the respondents wished to answer these questions. This question was responded to by 7,866 students, of whom 5,962 selected 'I would like to answer these questions' 75.8% and 1,904 chose 'I would like to skip these questions' 24.2%. The rate of opting to answer the items on sexual violence by gender was 76.5% among women (n = 4,605), 73.2% among men (n = 1,197), 80.2% among gender non-binary students (n = 134), and 61.9% among students who preferred not to say their gender identity (n = 26).

Questions about the experience of sexual violence were presented in six sections, on:

- > Sexual touching
- > Oral sex
- > Vaginal penetration
- > Anal penetration
- > Being made to perform anal or vaginal sex
- > Attempted oral, anal, or vaginal sex

Each section began with a key statement. For example, in regard to sexual touching it read:

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Since I enrolled at my higher education institution, someone touched me in a sexual manner, kissed, or rubbed up against the private areas of my body (lips, breast/chest, crotch or bottom) or removed some of my clothes without my consent (but did not attempt sexual penetration).

The key statement in each case emphasised that the reference period was 'since I enrolled at my higher education institution'. The initial statement was followed by presentation of six tactics that a perpetrator might use. The tactics presented fall into three categories:

#### Coercion

- > Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.
- > Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.

#### Incapacitation, force, or threat of force

- > Taking advantage of me when I was too drunk or out of it to stop what was happening.
- > Threatening to physically harm me or someone close to me.
- > Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.

#### Engaging in the behaviour without indication that the behaviour was welcome.

- > Simply engaging in the behaviour without any indication from me that such behaviour was welcome.

The students indicated whether they had each experience 0 times, 1 time, 2 times, or 3+ times. The first two categories (coercion and incapacitation, force, or threat of force) are derived from the ARC Campus Climate Survey and Sexual Experiences Survey (Koss et al., 2007). The third category ('simply engaging in the behaviour without indication that the behaviour was welcome') was designed by the HEA Advisory Group for this survey.

After these sections the students were asked if they wished to complete follow up questions. They were asked:

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If you experienced one of the situations described in the questions in this section, we would like to ask some follow up questions about the ONE SITUATION that had the greatest effect on you.

Of the students who had answered the questions on sexual violence, 2,551 respondents selected the 'I would like to answer these questions' option (representing 43% of the students who had responded to the sexual violence sections) and 3,411 chose the option 'I would like to skip these questions' (57% of the students who had responded to the sexual violence sections).

A total of 48% of the females who had completed the first part of the sexual violence section of the survey said they wanted to answer the follow up questions, along with 22% of males, 46% of gender non-binary students, and 39% of students who preferred not to say their gender.

The responses to the sections are presented below. The percentages presented in each section are calculated from the students who responded to that section. Information is provided on the percentages of the total group of students who responded to the statements and questions, and is further broken down by gender, sexual orientation, and year in college.

## 20.2 Non-Consensual Sexual Touching

The opening statement for this set of items introduced the topic of non-consensual sexual touching as follows:

---

Since I enrolled at my higher education institution, someone touched me in a sexual manner, kissed, or rubbed up against the private areas of my body (lips, breast/chest, crotch or bottom) or removed some of my clothes without my consent (but did not attempt sexual penetration).

The overall percentage of students who indicated that they had experienced this form of sexual assault is presented below, along with a breakdown of percentages by gender. The responses are based on an overall number of 5,962 students. This is made up of 4,605 females, 1,197 males, 134 gender non-binary students, and 26 students who preferred not to say their gender.

The most frequent type of experience was non-consensual sexual touching without any indication that the behaviour was welcome (45% of students overall). When reviewed by gender, males (22%) were less likely to report this non-consensual behaviour than women (52%), non-binary students (46%), or students who preferred to say their gender (31%).

The next most common experience was being taken advantage of when the person was too drunk or out of it to stop what was happening (31% of students overall). Females (36%) and non-binary students (31%) in particular described a higher rate of having this experience, which was reflective of the pattern of responses to this section of the survey. Students who preferred not to say their gender recorded relatively high levels of non-consensual sexual touching on several of the statements.

**Table 20.1: Percentage of students who experienced non-consensual sexual touching, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	19.6	8.4	20.1	15.4	17.3
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	28.1	9.2	28.4	23.1	24.3
Taking advantage of me when I was too drunk or out of it to stop what was happening	36.2	12.9	30.6	19.2	31.3
Threatening to physically harm me or someone close to me	4.6	1.9	9.0	7.7	4.2
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	17.2	4.2	17.2	11.5	14.5
Simply engaging in the behaviour without any indication from me that such behaviour was welcome	51.2	21.7	45.5	30.8	45.0

Each of the strategies referred to above is an example of coercion, incapacitation, force, or threat of force. The responses to the questions that featured these perpetrator tactics were combined to create composite percentages.

After these responses were compiled, students were more likely to report incapacitation, force, or threat of force (35%) than coercion (29%). Males were less likely overall to report coercion (13%) or incapacitation, force, or threat of force (15%) than the other gender groups, with a range difference between males and female or non-binary students of up to 20% or more.

All perpetrator tactics of engaging in non-consensual sexual touching were grouped together into strategies of coercion and incapacitation, force or the threat of force. Almost half (49%) of females described having some experience of non-consensual sexual touching, followed by non-binary students (43%), those who preferred not to say their gender (27%), and males (20%).

**Table 20.2: Percentage of students who experienced sexual touching through coercion, incapacitation, force, or threat of force, by gender and in total.**

	Female	Male	Non-binary	Prefer not to say	Total
Coercion	33.1	12.7	31.3	23.1	28.9
Incapacitation, force, or threat of force	40.8	14.8	35.1	19.2	35.3
Total, through either type of tactic	49.1	20.1	42.5	26.9	43.0

The breakdown of responses to one of the perpetrator tactics is provided below as an illustrative example. One in five (19%) of females said they had one experience of sexual touching while too drunk or out of it to give consent, while 18% said this had happened twice or more.

**Table 20.3: Percentage of students who selected each sexual touching response option on ‘Taking advantage of me when I was too drunk or out of it to stop what was happening’, by gender.**

	0	1 time	2 times	3+ times
Female	63.8	18.6	8.9	8.7
Male	87.1	8.3	2.7	1.9
Non-binary	69.4	19.4	3.0	8.2
Prefer not to say	80.8	3.8	3.8	11.5

The percentage of survey respondents who experienced non-consensual sexual touching is described below by sexual orientation. The 5,962 students who responded to this section comprised 107 asexual, 1,059 bisexual, 502 gay, lesbian, queer or other orientation, and 4,189 heterosexual students, as well as 105 students who preferred not to say their orientation.

There was a relatively consistent difference across sexual orientations in responses to these statements. Bisexual students were more likely than other sexual orientations to have been taken advantage of when too drunk or out of it to stop what was happening (39%), with a range of 19% between sexual orientations. The incidence of non-consensual touching among bisexual students without any indication from them that such behaviour was welcome was 57%, compared with 35% for asexual people. These patterns are illustrated in the table below.

**Table 20.4: Percentage of students who experienced non-consensual sexual touching, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	14.0	21.3	16.3	16.5	17.1
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	25.2	31.5	22.5	22.8	20.0
Taking advantage of me when I was too drunk or out of it to stop what was happening	19.6	38.6	28.3	30.3	21.9
Threatening to physically harm me or someone close to me	7.5	7.3	6.2	3.1	3.8
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	15.9	19.8	15.1	13.1	12.4
Simply engaging in the behaviour without any indication from me that such behaviour was welcome	34.6	56.7	44.2	42.7	35.2

Combining the different perpetrator tactics in the table below, bisexual students were more likely than those who identified with other sexual orientations to experience sexual touching through coercion (36%), incapacitation, force or threat of force (44%). This represents a rate 10% or so higher than for heterosexual students. Asexual students were the group who were least likely to experience sexual touching through these means.

**Table 20.5: Percentage of students who experienced sexual touching through coercion, incapacitation, force, or threat of force, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Coercion	29.0	36.3	26.5	27.5	23.8
Incapacitation, force, or threat of force	26.2	44.2	32.9	33.9	24.8
Total, through either type of tactic	36.4	53.0	38.8	41.4	32.4

One in five (19%) bisexual students experienced non-consensual touching once while too drunk or out of it to give consent and 19% experienced it twice or more. A total of 14% of heterosexual students and those who were gay, lesbian, queer or another orientation had this experience twice or more.

**Table 20.6: Percentage of students who selected each sexual touching response option on ‘Taking advantage of me when I was too drunk or out of it to stop what was happening’, by sexual orientation.**

	0	1 time	2 times	3+ times
Asexual	80.4	9.3	5.6	4.7
Bisexual	61.4	19.5	9.9	9.2
Gay, lesbian, queer, other	71.7	14.3	6.0	8.0
Heterosexual	69.7	16.3	7.0	7.0
Prefer not to say	78.1	8.6	8.6	4.8

The breakdown of non-consensual sexual touching by year in college comprised 1,437 First Years, 1,490 Second Years, 2,026 in Third Year+, 957 Postgraduate students, and 52 students who preferred not to say their year in college.

There was a relatively consistent difference across year groups in ratings of these items. There was a cumulative pattern whereby Second Year and Third Year+ students were more likely to have experienced some form of non-consensual sexual touching. For example, Third Year+ students were approximately twice as likely (57%) than First Year students (28%) to have experienced non-consensual behaviour without any indication from them that such behaviour was welcome.



**Table 20.7: Percentage of students who experienced non-consensual sexual touching, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	10.6	18.4	23.0	13.5	25.0
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	15.2	25.8	31.6	20.4	21.2
Taking advantage of me when I was too drunk or out of it to stop what was happening	20.8	32.7	40.0	26.5	28.8
Threatening to physically harm me or someone close to me	2.7	4.4	5.1	3.8	9.6
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	9.7	15.0	18.6	12.2	17.3
Simply engaging in the behaviour without any indication from me that such behaviour was welcome	28.1	49.1	56.9	39.3	40.4

There was a range of difference of approximately 20% across year groups in the experience of non-consensual touching through sexual coercion, and of incapacitation, force, or threat of force. A cumulative pattern is evident whereby Second Year and Third Year+ students were more likely to report these experiences than First Year students.

**Table 20.8: Percentage of students who experienced sexual touching through coercion, incapacitation, force, or threat of force, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Coercion	17.9	31.3	37.5	23.6	28.8
Incapacitation, force, or threat of force	23.6	37.6	44.3	30.6	32.7
Total, through either type of tactic	28.3	46.9	54.1	35.8	36.5

Third Year+ students were the most likely to have experienced being taken advantage of when too drunk or out of it to stop what was happening twice or more (20%). Among the other undergraduate groups, 15% of Second Year students and 8% of First Year students had this experience twice or more. One in eight (13%) of Postgraduate students had this experience twice or more, as did 17% of students who preferred not to say their year in college.

**Table 20.9: Percentage of students who selected each sexual touching response option on ‘Taking advantage of me when I was too drunk or out of it to stop what was happening’, by year in college.**

	0	1 time	2 times	3+ times
First Year	79.2	12.3	4.2	4.2
Second Year	67.3	17.7	7.8	7.2
Third Year+	60.0	19.9	9.7	10.4
Postgraduate	73.5	13.7	7.1	5.7
Prefer not to say	71.2	11.5	7.7	9.6

### 20.3 Non-Consensual Oral Sex

The opening statement in this section was “Since I enrolled at my higher education institution, someone had oral sex with me or made me have oral sex with them without my consent”. Responses to this section of the survey were provided by 5,962 students, consisting of 4,605 females, 1,197 males, 134 gender non-binary students, and 26 students who preferred not to say their gender.

The most frequent category of students who described this experience was in response to the statement that the person responsible simply engaged in the behaviour without any indication from them that such behaviour was welcome (15%). When reviewing this form of perpetrator behaviour by gender groups, males were less likely to say they had experienced non-consensual oral sex because someone simply engaged in it (7%) compared with women (17%), non-binary students (18%), or students who preferred not to say their gender (19%). This incidence rate was followed closely by students who experienced non-consensual oral sex while too drunk or out of it to stop what was happening (14%).

**Table 20.10: Percentage of students who experienced non-consensual oral sex, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	8.0	2.8	11.9	15.4	7.1
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	10.8	3.3	13.4	15.4	9.4
Taking advantage of me when I was too drunk or out of it to stop what was happening	15.3	6.4	13.4	15.4	13.5
Threatening to physically harm me or someone close to me	1.8	0.8	1.5	3.8	1.6
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	8.1	2.3	6	3.8	6.9
Simply engaging in the behaviour without any indication from me that such behaviour was welcome	16.9	7.2	17.9	19.2	15.0

The perpetrator tactics were aggregated into coercion and incapacitation, force, or threat of force. Overall, non-consensual oral sex through incapacitation, force, or threat of force (15%) was more common than through coercion (12%). Men were less likely overall to describe coercion (4%) than other gender groups such as females (13%), and less likely to describe incapacitation, force, or threat of force (7%) than other genders such as females (18%). There was a difference of 13% between males and females in the overall incidence rate for any form of non-consensual oral sex, with 21% of females indicating that they had experienced it.

**Table 20.11: Percentage of students who experienced non-consensual oral sex through coercion, incapacitation, force, or threat of force, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Coercion	13.4	4.0	14.2	15.4	11.6
Incapacitation, force, or threat of force	17.6	6.9	14.9	15.4	15.4
Total, through either type of tactic	21.4	8.4	19.4	19.2	18.7

The breakdown of experiences of non-consensual oral sex is illustrated below using the example of someone taking advantage of the person when they were too drunk or out of it to stop what was happening. Nine per cent of women reported experiencing this form of non-consensual oral sex on one occasion and 6% said they had this experience twice or more. A similar pattern was described by gender non-binary students and those who preferred not to say their gender. The comparable figures for males were 4% (one experience) and 2% (more than one experience).

**Table 20.12: Percentage of students who selected each non-consensual oral sex response option on ‘Taking advantage of me when I was too drunk or out of it to stop what was happening’, by gender.**

	0	1 time	2 times	3+ times
Female	84.7	9.1	3.3	2.9
Male	93.6	4.1	1.0	1.3
Non-binary	86.6	7.5	3.7	2.2
Prefer not to say	84.6	7.7	0.0	7.7

The number of students in each sexual orientation group who responded to the items on non-consensual oral sex was as follows: 107 asexual students, 1,059 bisexuals, 502 students who were gay, lesbian, queer, or another orientation, 4,189 heterosexuals, and 105 students who preferred not to say.

Across sexual orientations, the most common form that non-consensual oral sex took was by the person responsible ‘simply engaging in the behaviour without any indication from me that such behaviour was welcome’. Asexual people were less likely to have experienced this form of non-consensual oral sex (9%) than bisexual students (19%), gay, lesbian, queer, or other students (17%), heterosexual students (14%), or students who preferred not to say their gender (14%).

**Table 20.13: Percentage of students who experienced non-consensual oral sex, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	4.7	10.3	6.8	6.3	7.6
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	3.7	12.1	10	8.8	7.6
Taking advantage of me when I was too drunk or out of it to stop what was happening	6.5	16.6	15.1	12.8	7.6
Threatening to physically harm me or someone close to me	3.7	2.4	2.0	1.3	1.0
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	3.7	8.7	7.4	6.5	5.7
Simply engaging in the behaviour without any indication from me that such behaviour was welcome	9.3	19.4	16.5	13.8	14.3

The tactics used during non-consensual oral sex were compiled into coercion and incapacitation, force, or threat of force. Bisexual students were more likely than other students to report coercion (16%) and incapacitation, force, or threat of force (19%) than other sexual orientations. Overall, nearly one quarter (24%) of bisexual students described non-consensual oral sex through coercion, incapacitation, force or threat of force. Students who were gay, lesbian, queer, or another orientation had the next highest rate of this form of sexual assault (19%), followed by heterosexual students (18%).

**Table 20.14: Percentage of students who experienced non-consensual oral sex through coercion, incapacitation, force, or threat of force, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Coercion	4.7	15.8	12.0	10.7	9.5
Incapacitation, force, or threat of force	6.5	18.9	16.7	14.7	8.6
Total, through either type of tactic	6.5	23.8	19.1	17.9	12.4

Bisexual students were more likely than students who identified with other sexual orientations to have experienced this form of sexual violence while too drunk or out of it to stop what was happening, on one occasion (9%) or on two or more occasions (7%). This compares with 8% of heterosexual students who had this experience once and 5% who indicated that it happened twice or more.

**Table 20.15: Percentage of students who selected each non-consensual oral sex response option on ‘Taking advantage of me when I was too drunk or out of it to stop what was happening’, by sexual orientation.**

	0	1 time	2 times	3+ times
Asexual	93.5	3.7	1.9	0.9
Bisexual	83.4	9.3	3.8	3.6
Gay, lesbian, queer, other	84.9	8.4	3.0	3.8
Heterosexual	87.2	7.9	2.6	2.3
Prefer not to say	92.4	3.8	2.9	1.0

The 5,962 students who responded to this section of the survey were made up of 1,437 First Years, 1,490 Second Years, 2,026 students in Third Year+, 957 Postgraduate students, and 52 students who preferred not to say their year in college.

There was a cumulative pattern across year in college, whereby Second Year and Third Year+ students were more likely to have experienced some form of non-consensual oral sex. The largest percentage of students who reported this form of non-consensual sexual violence occurring was among Third Year+ students. Twenty per cent of this group indicated that the person responsible simply engaged 'in the behaviour without any indication from me that such behaviour was welcome', compared with 11% of First Year students and 15% of Second Year students. Eighteen per cent of the Third Year+ students said it had happened to them when they were too drunk or out of it to stop what was happening.

**Table 20.16: Percentage of students who experienced non-consensual oral sex, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	4.5	7.0	9.6	5.5	9.6
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	6.3	10.1	12.2	6.6	11.5
Taking advantage of me when I was too drunk or out of it to stop what was happening	9.5	13.3	17.9	10.7	13.5
Threatening to physically harm me or someone close to me	1.5	1.3	2.0	1.1	3.8

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	5.0	6.8	9.3	4.6	7.7
Simply engaging in the behaviour without any indication from me that such behaviour was welcome	10.5	15.2	19.5	11.6	13.5

When perpetrator tactics were combined into coercion and incapacitation, force, or threat of force, 25% of Third Year+ students overall described experiencing non-consensual oral sex through any strategy. One in five of the Third Year+ students described the experience of incapacitation, force, or threat of force and 15% of them described this happening through coercion.

**Table 20.17: Percentage of students who experienced non-consensual oral sex through coercion, incapacitation, force, or threat of force, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Coercion	7.7	11.8	15.4	9.0	13.5
Incapacitation, force, or threat of force	11.3	15.2	19.9	12.2	13.5
Total, through either type of tactic	13.3	18.6	24.5	14.9	17.3

Turning to the illustrative example of being too drunk or out of it to stop what was happening, 10% of Third Year+ students indicated that they had one experience of non-consensual oral sex when too drunk or out of it to stop what was happening, and a further 8% said it had happened to them twice or more. The incidence of this experience increased with each year category in undergraduate studies.



**Table 20.18: Percentage of students who selected each non-consensual oral sex response option on ‘Taking advantage of me when I was too drunk or out of it to stop what was happening’, by year in college.**

	0	1 time	2 times	3+ times
First Year	90.5	6.3	1.7	1.5
Second Year	86.7	8.2	2.3	2.8
Third Year+	82.1	10.3	3.9	3.6
Postgraduate	89.3	6.2	2.8	1.7
Prefer not to say	86.5	1.9	7.7	3.8

## 20.4 Vaginal Penetration

The opening statement for this section was: “Since I enrolled at my higher education institution, someone put their penis, fingers, or other objects into my vagina without my consent”. This section was intended to be specific to females and gender non-binary students. Depending on the item, there were 17-18 students who preferred not to say their gender. As this is a small group it is not included in the reporting on this section.

The number of females who responded to this section varied from 3,237-3,363 depending on the question. Overall, approximately 72% of the female students who said they wished to answer this set of questions answered the questions on vaginal penetration and 28% did not. A lower number of females chose to respond to statements in this section compared with the other sections on sexual violence (e.g., 4,605 females responded to the items on non-consensual oral sex). The number of gender non-binary students who responded to items in this section varied from 81-87.

The percentages below refer to those females and non-binary students who chose to answer the questions in this section. For example, 14.4% of the 3,266 females who responded said this had happened to them through the coercive tactic of someone showing their displeasure, criticising their sexuality or attractiveness, or getting angry but not using physical force, after they said they didn’t want to.

As with the previous sections on sexual violence, the most common tactic described by students were for the perpetrator to simply engage in the behaviour without any indication that such behaviour was welcome. This happened to 30% of females and 33% of non-binary students who responded to this section. The next most frequent response was that it happened when the person was too drunk or out of it to stop what was happening (28% of females and 24% of non-binary students).

**Table 20.19: Percentage of female and non-binary students who experienced non-consensual vaginal penetration.**

	Female	Non-binary
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	13.2	12.6
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	14.4	16.5
Taking advantage of me when I was too drunk or out of it to stop what was happening	28.2	24.1
Threatening to physically harm me or someone close to me	2.8	4.9
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	15.6	13.6
Simply engaging in the behaviour without any indication from me that such behaviour was welcome	30.0	32.9

The responses to the different perpetrator tactics were compiled into overall figures for coercion and for incapacitation, force, or threat of force. Nearly one in five (19%) of the females who responded to these statements described experiencing non-consensual vaginal penetration through coercion, while 31% had this experience while incapacitated, forced, or threatened with force. Non-binary students had a similar incidence as females to coercion (17%) or incapacitation, force, or threat of force (28%). Combining the experience of non-consensual vaginal penetration by any tactic, 34% of females said that this had happened to them, as did 31% of non-binary students.

**Table 20.20: Percentage of female and non-binary students who experienced non-consensual vaginal penetration through coercion, incapacitation, force, or threat of force.**

	Female	Non-binary
Coercion	19.0	16.5
Incapacitation, force, or threat of force	30.7	28.4
Total, through either type of tactic	34.2	30.9

Examining the breakdown of responses to one of the tactics, 17% of females said they had one experience of non-consensual vaginal penetration when too drunk or out of it to stop what was happening. By comparison, 11% said this had happened to them twice or more.

**Table 20.21: Percentage of female and non-binary students who selected each non-consensual vaginal penetration response option on 'Taking advantage of me when I was too drunk or out of it to stop what was happening?'**

	0	1 time	2 times	3+ times
Female	71.8	17.3	5.6	5.2
Non-binary	75.9	13.3	2.4	8.4

As the number of non-binary gender identifying students was small when broken down by sexual orientation and year in college, the experiences of female students only are reported below. Depending on the item, this comprised between 52-54 asexuals, 624-643 bisexuals, between 204-211 students who were gay, lesbian, queer, or another sexual orientation, 2,309-2,405 heterosexuals, and 46-50 students who preferred not to say their orientation.

Female students who identified as bisexual were more likely than other female students to describe experiencing non-consensual vaginal penetration across each perpetrator tactic. A total of 38% of bisexual females indicated that they had experienced non-consensual vaginal penetration by someone simply engaging in the behaviour without any indication that such behaviour was welcome. Over a quarter (28%) of the heterosexual females described this experience. One third (34%) of bisexual women said they had experienced non-consensual vaginal penetration while too drunk or out of it to stop what was happening, compared with 27% of heterosexual women.

**Table 20.22: Percentage of female students who experienced non-consensual vaginal penetration, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	14.8	18.0	10.4	12.0	16.0
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	9.4	20.5	14.1	12.9	15.2
Taking advantage of me when I was too drunk or out of it to stop what was happening	21.2	33.8	24.6	27.2	27.1
Threatening to physically harm me or someone close to me	1.9	4.5	4.9	2.2	2.1
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	17.3	22.6	13.2	13.9	16.3
Simply engaging in the behaviour without any indication from me that such behaviour was welcome	19.2	38.0	29.1	28.1	32.7

Experiences of non-consensual vaginal penetration were compiled into overall percentages for coercion and for incapacitation, force, or threat of force. Bisexual students were more likely overall to report coercion (26%) and incapacitation, force, or threat of force (38%) than other sexual orientation categories.

Combining these tactics a total of 43% of bisexual women described experiencing non-consensual vaginal penetration through coercion, intoxication, force or the threat of force. The comparable figure for heterosexual women was 33%.

**Table 20.23: Percentage of female students who experienced non-consensual vaginal penetration through coercion, incapacitation, force, or threat of force, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Coercion	17.0	25.5	17.0	17.5	19.6
Incapacitation, force, or threat of force	23.1	38.2	25.5	29.4	25.5
Total, through either type of tactic	23.1	42.8	27.5	32.8	30.4

One in five of the bisexual women who responded to this section of the survey described one experience of non-consensual vaginal penetration while too drunk or out of it to stop what was happening. A further 14% of this group said it had happened to them twice or more. The comparable figures for heterosexual women were 17% (one experience) and 10% (more than one experience).

**Table 20.24: Percentage of female students who selected each non-consensual vaginal penetration response option on ‘Taking advantage of me when I was too drunk or out of it to stop what was happening’, by sexual orientation.**

	0	1 time	2 times	3+ times
Asexual	78.8	11.5	3.8	5.8
Bisexual	66.2	19.9	6.5	7.4
Gay, lesbian, queer, other	75.4	11.6	6.3	6.8
Heterosexual	72.8	17.3	5.4	4.5
Prefer not to say	72.9	14.6	6.3	6.3

Depending on the particular statement on the survey, there were between 734-757 First Year female students who said they wanted to answer questions on sexual violence and who responded to vaginal penetration questions. There were also 773-811 Second Years, 1,185-1,226 students in Third Year+, 517-540 Postgraduates, and 27-29 students who preferred not to say their year in college.

Examining the responses by year in college, there was a cumulative pattern whereby female Second Year and Third Year+ students were more likely to have experienced some form of non-consensual vaginal penetration than First Year students. For instance, the percentage of First Year students who described non-consensual vaginal penetration was up to half the percentage described by Third Year+ students.

The largest percentage of students who reported this form of non-consensual sexual violence occurring was 37% of Third Year+ students, who indicated that the person responsible simply engaged ‘in the behaviour without any indication from me that such behaviour was welcome’. This was followed by 37% of Third Year+ students who had this experience when too drunk or out of it to stop what was happening.

**Table 20.25: Percentage of female students who experienced non-consensual vaginal penetration, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	8.7	12.2	17.5	11.3	10.3
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	10.7	15.1	17.6	11.3	14.8
Taking advantage of me when I was too drunk or out of it to stop what was happening	17.2	28.6	36.7	23.4	29.6
Threatening to physically harm me or someone close to me	1.9	2.5	3.8	2.1	3.7
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	10.6	14.2	20.5	14.0	11.1

The perpetrator tactics were combined into overall percentages for coercion and incapacitation, force or threat of force. Female Third Year+ students were more likely to report incapacitation, force, or threat of force (39%) than coercion (24%). Overall, 44% of Third Year+ female students had some experience of non-consensual vaginal penetration. First Year students were less likely overall to report coercion (13%) or incapacitation, force, or threat of force (19%) than other year groups.

**Table 20.26: Percentage of female students who experienced non-consensual vaginal penetration through coercion, incapacitation, force, or threat of force, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Coercion	13.3	19.5	24.1	15.0	14.8
Incapacitation, force, or threat of force	18.6	32.2	39.3	26.2	29.6
Total, through either type of tactic	21.3	36.0	43.5	28.7	29.6

Among female Third Year+ students, 22% experienced this form of sexual violence once and 15% experienced it twice or more. This was the highest level of repeated experience of non-consensual vaginal penetration across undergraduate year groups. It compared with 14% for female Postgraduate students who had this experience once and 9% who had the experience twice or more.

**Table 20.27: Percentage of female students who selected each non-consensual vaginal penetration response option on ‘Taking advantage of me when I was too drunk or out of it to stop what was happening’, by year in college.**

	0	1 time	2 times	3+ times
First Year	82.8	11.4	2.4	3.4
Second Year	71.4	18.3	5.8	4.6
Third Year+	63.3	21.7	7.6	7.4
Postgraduate	76.6	14.4	5.2	3.8
Prefer not to say	70.4	11.1	11.1	7.4

## 20.5 Anal Penetration

The opening statement for this section was as follows: “Someone put their penis, fingers, or other objects into my anus without my consent”, followed by the list of perpetrator tactics. 5,962 students responded to this set of items. This comprised 4,605 women, 1,197 men, 134 non-binary gender, and 26 students who preferred not to say their gender.

The most common form of experiencing non-consensual anal penetration was by the person responsible ‘simply engaging in the behaviour without any indication from me that such behaviour was welcome’ (described by 8% of students), followed by being too drunk or out of it to stop what was happening (5%). When reviewing this item by gender, men were less likely to describe this form of non-consensual behaviour than women, non-binary students, or students who preferred not to say their gender.

**Table 20.28: Percentage of students who experienced non-consensual anal penetration, by gender and total.**

	Female	Male	Non-binary	Prefer not to say	Total
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	3.4	1.2	3.0	0.0	2.9
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	3.8	1.4	2.2	3.8	3.3
Taking advantage of me when I was too drunk or out of it to stop what was happening	5.9	2.3	6.0	3.8	5.2
Threatening to physically harm me or someone close to me	1.2	0.3	0.7	0.0	1.0
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	4.1	1.8	0.7	0.0	3.5
Simply engaging in the behaviour without any indication from me that such behaviour was welcome	9.5	3.3	9.0	7.7	8.2



The perpetrator tactics were combined into overall percentages for coercion and incapacitation, force, or threat of force. Overall, students were slightly more likely to report non-consensual anal penetration through incapacitation, force, or threat of force (6%) than through coercion (4%). Comparatively, 7% of women who answered this part of the survey described anal penetration through incapacitation, force, or threat of force, and 5% through verbal coercion. Combining the two categories together, a total of 9% of females experienced non-consensual anal penetration, along with 8% of non-binary students.

**Table 20.29: Percentage of students who experienced non-consensual anal penetration through coercion, incapacitation, force, or threat of force, by gender and in total.**

	Female	Male	Non-binary	Prefer not to say	Total
Coercion	4.9	1.9	3.7	3.8	4.3
Incapacitation, force, or threat of force	7.3	2.9	6.0	3.8	6.4
Total, through either type of tactic	8.6	3.6	7.5	3.8	7.5

A full breakdown of responses is provided below for one of the perpetrator tactics (Taking advantage of me when I was too drunk or out of it to stop what was happening'). Most of the students who described this experience said it happened once. For example, 4% of female students who answered this section said it happened to them once and 2% of the females said it had happened twice or more.

**Table 20.30: Percentage of students who selected each non-consensual anal sex response option on 'Taking advantage of me when I was too drunk or out of it to stop what was happening', by gender.**

	0	1 time	2 times	3+ times
Female	94.1	4.0	0.9	1.0
Male	97.7	1.8	0.1	0.4
Non-binary	94.0	5.2	0.0	0.7
Prefer not to say	96.2	0.0	0.0	3.8

Of the 5,962 students who responded to this set of items, there were 107 asexuals, 1,059 bisexuals, 502 students who were gay, lesbian, queer or other orientation, 4,189 heterosexual students, and 105 who preferred not to say their orientation.

Bisexual students were more likely to have experienced this form of sexual violence than students with a different sexual orientation, including 11% of the bisexual students who said that it had happened simply by someone engaging in the behaviour without any indication from them that such behaviour was welcome. The exception to this pattern was related to being taken advantage of when drunk. Students who were gay, lesbian, queer or another orientation were slightly more likely to report this (8%) than bisexual students (7%).

**Table 20.31: Percentage of students who experienced non-consensual anal penetration, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	1.9	4.5	3.2	2.5	2.9
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	0.9	4.8	4.6	2.8	1.9
Taking advantage of me when I was too drunk or out of it to stop what was happening	0.9	7.4	8.0	4.5	2.9
Threatening to physically harm me or someone close to me	0.0	1.3	1.2	1.0	1.0
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	0.0	5.2	5.0	3.1	1.9
Simply engaging in the behaviour without any indication from me that such behaviour was welcome	4.7	10.9	10.2	7.4	6.7

The different perpetrator tactics were combined for overall percentage figures. Students who were gay, lesbian, queer, or identified with another orientation experienced the highest levels of non-consensual anal penetration through any tactic (11%), followed by bisexual students (10%).

**Table 20.32: Percentage of students who experienced non-consensual anal penetration through coercion, incapacitation, force, or threat of force, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Coercion	2.8	6.0	5.6	3.7	2.9
Incapacitation, force, or threat of force	0.9	8.8	9.4	5.7	2.9
Total, through either type of tactic	3.7	9.9	10.8	6.8	3.8

Examining the full breakdown of responses to an illustrative perpetrator tactic (someone taking advantage of the person when they were too drunk or out of it to stop it happening), the typical pattern was for this to have happened once.

**Table 20.33: Percentage of students who selected each non-consensual anal sex response option on 'Taking advantage of me when I was too drunk or out of it to stop what was happening', by sexual orientation.**

	0	1 time	2 times	3+ times
Asexual	99.1	0.0	0.9	0.0
Bisexual	92.6	5.6	0.8	0.9
Gay, lesbian, queer, other	92.0	5.2	1.0	1.8
Heterosexual	95.5	3.0	0.7	0.8
Prefer not to say	97.1	1.9	0.0	1.0

The 5,962 students who responded to this set of items comprised 1,437 in First Year, 1,490 in Second Year, 2,026 students in Third Year+, 957 Postgraduates, and 52 who preferred not to say their year in college.

There was a relatively consistent pattern across year groups in ratings of these items. The highest figures were among students who preferred not to say their year in college (15% indicating that someone simply engaged ‘in the behaviour without any indication from me that such behaviour was welcome’) and Third Year+ students (10% said that someone simply engaged ‘in the behaviour without any indication from me that such behaviour was welcome’).

**Table 20.34: Percentage of students who experienced non-consensual anal penetration, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	2.6	3.1	3.2	2.4	5.8
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	3.5	3.0	3.8	2.0	7.7
Taking advantage of me when I was too drunk or out of it to stop what was happening	4.0	4.7	6.4	4.9	9.6
Threatening to physically harm me or someone close to me	1.1	0.7	1.1	1.1	3.8
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	3.3	3.0	4.1	3.2	5.8
Simply engaging in the behaviour without any indication from me that such behaviour was welcome	6.1	7.5	10.4	7.5	15.4

When the perpetrator tactics were combined into overall measures of coercion and of incapacitation, force or threat of force, a comparable percentage of students by year group said they experienced non-consensual anal penetration through coercion and through incapacitation, force or threat of force. Overall, 9% of Third Year+ students said they had this experience through either form of perpetrator tactic along with 10% of students who preferred not to say their year in college.

**Table 20.35: Percentage of students who experienced non-consensual anal penetration through coercion, incapacitation, force, or threat of force, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Coercion	4.0	4.2	4.8	3.3	7.7
Incapacitation, force, or threat of force	5.1	5.8	7.7	6.1	9.6
Total, through either type of tactic	6.3	7.1	9.1	6.7	9.6

Taking an illustrative breakdown of responses to one perpetrator tactic, 4% of Third Year+ students said they experienced anal penetration when they were drunk or too out of it to stop what was happening and 2% said it happened twice or more.

**Table 20.36: Percentage of students who selected each non-consensual anal sex response option on 'Taking advantage of me when I was too drunk or out of it to stop what was happening', by year in college.**

	0	1 time	2 times	3+ times
First Year	96.0	2.7	0.7	0.6
Second Year	95.3	3.5	0.7	0.5
Third Year+	93.6	4.1	1.0	1.3
Postgraduate	95.1	3.6	0.4	0.9
Prefer not to say	90.4	7.7	0.0	1.9

## 20.6: Being Made to Perform Vaginal or Anal Sex

The opening statement for this section was as follows: “Since I enrolled at my higher education institution, someone made me perform anal or vaginal sex (putting my penis into their anus or vagina) without my consent”. This statement was followed by the set of perpetrator tactics.

This section of the survey was intended for males to answer as a means of recording when they were made to perform sex without their consent. Depending on the statement, between 796-815 men responded to the individual items in this part of the survey, along with between 63-65 gender non-binary respondents. The responses given by the male and gender non-binary students are presented in the tables below. Between 12-13 respondents who preferred not to say their gender responded to these items however due to the size of this group these students are not included in the tables.

As with the previous sections of the sexual violence component of the survey, the highest incidence of non-consenting experience was in relation to someone simply engaging in the behaviour without any indication that such behaviour was welcome (7% of males who answered this section and 16% of gender non-binary students). The next most common tactic was for someone to take advantage of the person when they were too drunk or out of it to stop what was happening (7% of males and 14% of gender non-binary students).

**Table 20.37: Percentage of male and non-binary students who experienced being made to perform anal and / or vaginal sex.**

	Male	Non-binary
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	3.7	7.7
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	5.0	11.1
Taking advantage of me when I was too drunk or out of it to stop what was happening	6.6	14.3
Threatening to physically harm me or someone close to me	1.5	1.6
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	2.3	7.9
Simply engaging in the behaviour without any indication from me that such behaviour was welcome	7.2	15.9

When the perpetrator tactics were combined, 6% of male students indicated that they had been made to perform vaginal or anal sex through coercion and 7% said it had happened as a result of incapacitation, force or threat of force. Overall, 8% of male students who answered this part of the survey had this experience. By comparison, 11% of non-binary students performed sex as a result of coercion and 16% as a result of incapacitation, force or threat of force. A total of 18% of gender non-binary students overall had the experience of being made to perform sex.

**Table 20.38: Percentage of male and non-binary students who experienced being made to perform anal and / or vaginal sex through coercion, incapacitation, force, or threat of force.**

	Male	Non-binary
Coercion	5.6	11.1
Incapacitation, force, or threat of force	6.8	15.9
Total, through either type of tactic	8.2	17.5

Examining the breakdown of these figures in relation to one perpetrator tactic, 4% of men said they were made to perform sex once and 3% said it had happened twice or more. A higher percentage of gender non-binary students (14%) said it had happened once to them and none said it had happened twice or more.

**Table 20.39: Percentage of male and non-binary students who selected each response option on 'Taking advantage of me when I was too drunk or out of it to stop what was happening', being made to perform anal and / or vaginal sex.**

	0	1 time	2 times	3+ times
Male	93.4	4.0	1.1	1.5
Non-binary	85.7	14.3	0.0	0.0

Given the low numbers of non-binary students in each sexual orientation category, only the male students are reported in the following tables. Among the males who chose to answer this set of questions, there were 14-15 asexual students, 84-85 bisexuals, 84-88 students who were gay, lesbian, queer, or other orientation, 603-617 heterosexuals, and 10 people who preferred not to say their gender. The asexual group and those who preferred not to say their sexual orientation are not broken down in the tables below due to low numbers.

As with previous sexual violence sections in the survey, two perpetrator tactics were more commonly cited. All three of the sexual orientations in the table below had a similar level of 7% of students who indicated that they had been made to perform sex when someone took advantage of them when they were too drunk or out of it to stop what was happening. Similarly, 7% of bisexual and heterosexual students said that this had happened by someone simply engaging in the behaviour without any indication from them that such behaviour was welcome, rising to 10% of students who were gay, lesbian, queer or another sexual orientation.

**Table 20.40: Percentage of male students who experienced being made to perform anal and / or vaginal sex, by sexual orientation.**

	Bisexual	Gay, lesbian, queer, other	Heterosexual
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	3.5	3.4	3.7
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	5.9	7.0	4.6
Taking advantage of me when I was too drunk or out of it to stop what was happening	7.1	7.1	6.6
Threatening to physically harm me or someone close to me	1.2	1.2	1.5
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	3.6	4.7	1.8
Simply engaging in the behaviour without any indication from me that such behaviour was welcome	7.1	10.6	6.9

When the perpetrator tactics were combined, a similar percentage of males across all three sexual orientations listed below said they had been made to perform sex. The highest percentage of students who were made to perform sex across any perpetrator tactic was among students who were gay, lesbian, queer or another orientation (10%).



**Table 20.41: Percentage of male students who experienced being made to perform anal and / or vaginal sex through coercion, incapacitation, force, or threat of force, by sexual orientation.**

	Bisexual	Gay, lesbian, queer, other	Heterosexual
Coercion	5.9	7.1	5.5
Incapacitation, force, or threat of force	6.0	8.3	6.8
Total, through either type of tactic	7.1	9.5	8.3

**Table 20.42: Percentage of students who selected each response option on ‘Taking advantage of me when I was too drunk or out of it to stop what was happening’, being made to perform anal and / or vaginal sex, by sexual orientation.**

	0	1 time	2 times	3+ times
Bisexual	92.9	4.7	1.2	1.2
Gay, lesbian, queer, other	92.9	3.5	1.2	2.4
Heterosexual	93.4	4.1	1.0	1.5

Only the males who responded to these items are included in the tables below on year in college as the number of gender non-binary students in each category is small. Of the males who chose to respond to this section, there were 204-213 First Years, 208-211 Second Years, 235-239 Third Year+ students, 138-143 Postgraduates, and nine who preferred not to say their year in college.

The percentage of male students who described having been made to perform sex was larger for Second Year and Third Year+ students. It exceeded one in ten male students who answered this section in the survey for two of the perpetrator tactics – being made to perform sex as a result of being too drunk or out of it to stop what was happening (12% of Third Year+ students) and by someone simply engaging in the behaviour without any indication that it was welcome (12%).

**Table 20.43: Percentage of male students who experienced being made to perform anal and / or vaginal sex, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	1.4	3.8	5.4	3.5
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	1.9	3.3	7.6	7.2
Taking advantage of me when I was too drunk or out of it to stop what was happening	1.9	4.8	12.3	6.4
Threatening to physically harm me or someone close to me	0.5	1.4	1.3	2.9
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	1.0	1.4	3.0	3.5
Simply engaging in the behaviour without any indication from me that such behaviour was welcome.	2.0	5.2	11.8	10

The cumulative impact of year in college is indicated in the table below, with a higher percentage of Second Year and Third Year+ male students indicating they were made to perform sex. This amounted to 14% of Third Year+ male students who responded to these questions who described being made to perform sex through coercion and / or incapacitation, force or threat of force.

**Table 20.44: Percentage of male students who experienced being made to perform anal and / or vaginal sex through coercion, incapacitation, force, or threat of force, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate
Coercion	1.9	4.3	8.9	7.2
Incapacitation, force, or threat of force	2.5	4.8	12.3	6.5
Total, through either type of tactic	3.4	5.8	14.1	8.7

A full breakdown of responses is provided below for an illustrative perpetrator tactic. Eight per cent of the Third Year+ male students described being made on one occasion to perform anal or vaginal sex when they were too drunk or out of it to stop what was happening. Five per cent of Third Year+ students said this had happened to them twice or more.

**Table 20.45: Percentage of students who selected each response option on ‘Taking advantage of me when I was too drunk or out of it to stop what was happening’, being made to perform anal and / or vaginal sex, by year in college.**

	0	1 time	2 times	3+ times
First Year	98.1	1.9	0.0	0.0
Second Year	95.2	2.4	1.4	1.0
Third Year+	87.7	7.6	1.3	3.4
Postgraduate	93.6	2.9	2.1	1.4

## 20.7: Attempted Oral, Anal, or Vaginal Sex

5,962 students responded to this set of items, which began with the phrasing: “Someone TRIED to have oral, anal, or vaginal sex with me without my consent”. This comprised 4,605 women, 1,197 men, 134 non-binary gender, and 26 who preferred not to say their gender.

One in five of the total student group who responded to these statements said they had someone try to have non-consensual oral, anal, or vaginal sex with them by that person simply trying to engage in the behaviour without any indication that this was welcome. A similar percentage (19%) said an attempt had been made to have sex with them when they were too drunk or out of it to stop what was happening.

Compared with males, the females, non-binary students and those who preferred not to say their gender experienced a high rate of attempted penetration while too drunk or out of it to stop what was happening or because the other person simply engaged in the behaviour (between 19-25%).

Non-binary students and those who preferred not to say their gender were the most likely to report coercive strategies, such as the perpetrator showing displeasure, criticising them or getting angry (22% of non-binary students, 23% of students who preferred not to say their gender).

**Table 20.46: Percentage of students who experienced someone trying to have non-consensual oral, anal, or vaginal sex with them, by gender and for the total sample.**

	Female	Male	Non-binary	Prefer not to say	Total
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	13.9	4.1	17.2	26.9	12.1
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	16.6	4.7	22.4	23.1	14.4
Taking advantage of me when I was too drunk or out of it to stop what was happening	21.8	6.3	18.7	19.2	18.7
Threatening to physically harm me or someone close to me	3.2	1.4	4.5	7.7	2.9
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	12.1	2.5	9.7	11.5	10.1
Simply engaging in the behaviour without any indication from me that such behaviour was welcome	23.5	7.5	24.6	23.1	20.3

Overall, three in ten of non-binary students (29%), females (30%), or students who preferred not to say their gender (31%) said that someone had tried to have non-consensual sex with them. The comparable figure for males was 9%.

**Table 20.47: Percentage of students who experienced someone trying to have non-consensual oral, anal, or vaginal sex with them, through coercion, incapacitation, force, or threat of force, by gender and in total.**

	Female	Male	Non-binary	Prefer not to say	Total
Coercion	20.6	6.1	23.1	30.8	17.8
Incapacitation, force, or threat of force	24.6	7.1	21.6	19.2	21.0
Total, through either type of tactic	29.9	9.1	29.1	30.8	25.7

A similar percentage of female and non-binary students indicated they had one experience of attempted non-consensual oral, anal, or vaginal sex (10-12%), with 10% of females and 8% of non-binary students indicating this had happened to them twice or more. Twelve per cent of the students who preferred not to say their gender indicated this had happened three times or more.

**Table 20.48: Percentage of students who selected each response option on ‘Taking advantage of me when I was too drunk or out of it to stop what was happening’, attempted oral, anal, or vaginal sex, by gender.**

	0	1 time	2 times	3+ times
Female	78.2	11.7	4.5	5.6
Male	93.7	3.3	1.6	1.5
Non-binary	81.3	10.4	3.0	5.2
Prefer not to say	80.8	7.7	0.0	11.5

The 5,962 students who responded to this set of items comprised 107 who were asexual, 1,059 bisexuals, 502 students who were gay, lesbian, queer or another orientation, 4,189 heterosexual students, and 105 who preferred not to say their sexual orientation.

Bisexual students reported the highest incidence of attempted oral, anal, or vaginal penetration across almost all perpetrator behaviours. Across the other sexual orientations there were relatively consistent patterns, as illustrated in the table below. For example, students most frequently reported non-consensual oral, anal or vaginal sex occurring by the person

responsible ‘simply engaging in the behaviour without any indication from me that such behaviour was welcome’. Bisexual students were most likely to have experienced this form of non-consensual behaviour (28%), compared with a range of 17-21% among the other sexual orientations.

**Table 20.49: Percentage of students who experienced someone trying to have non-consensual oral, anal, or vaginal sex with them, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	14.0	17.5	11.8	10.7	9.5
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	16.8	20.1	14.5	12.9	14.3
Taking advantage of me when I was too drunk or out of it to stop what was happening	15.0	24.4	18.9	17.4	15.2
Threatening to physically harm me or someone close to me	6.5	4.3	4.4	2.2	4.8
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	9.3	13.9	9.8	9.4	6.7
Simply engaging in the behaviour without any indication from me that such behaviour was welcome	16.8	28.3	20.9	18.3	19.0

When the perpetrator tactics were combined, one quarter of bisexual students who completed this section of the survey indicated that they experienced attempted penetration through coercion (25%) or incapacitation, force or the threat of force (27%). When all perpetrator tactics were combined, one third of bisexual students reported some experience of attempted non-consensual oral, anal, or vaginal sex. The combined figure for the other sexual orientations ranged from 22-25%.

**Table 20.50: Percentage of students who experienced someone trying to have non-consensual oral, anal, or vaginal sex with them, through coercion, incapacitation, force, or threat of force, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Coercion	19.6	24.5	17.1	16.2	14.3
Incapacitation, force, or threat of force	17.8	26.8	21.1	19.7	15.2
Total, through either type of tactic	25.2	32.8	25.1	24.1	21.9

Exploring the full breakdown of responses to the tactic of being taken advantage of when too drunk or out of it to stop what was happening, 11% of bisexual students had this experience once and 13% experienced it twice or more. Students who were gay, lesbian, queer or another orientation had a similar profile of this type of experience as heterosexual students, with 10% indicating it had happened to them once and between 7-9% indicating it had happened twice or more.

**Table 20.51: Percentage of students who selected each response option on ‘Taking advantage of me when I was too drunk or out of it to stop what was happening’, attempted oral, anal, or vaginal sex, by sexual orientation.**

	0	1 time	2 times	3+ times
Asexual	85.0	7.5	3.7	3.7
Bisexual	75.6	11.0	5.7	7.7
Gay, lesbian, queer, other	81.1	10.0	3.0	6.0
Heterosexual	82.6	9.9	3.5	3.9
Prefer not to say	84.8	5.7	3.8	5.7

The 5,962 students who responded to this set of items comprised 1,437 First Years, 1,490 Second Years, 2,026 students in Third Year+, 957 Postgraduates, and 52 who preferred not to say their year in college.

In nearly all cases there was a higher percentage of students in each successive undergraduate year category who reported attempted non-consensual oral, anal, or vaginal penetration. The profile for Postgraduate students was similar to that of First Year undergraduates. Students who preferred not to say their year in college tended to have a relatively high level of exposure to this form of sexual violence.

**Table 20.52: Percentage of students who experienced someone trying to have non-consensual oral, anal, or vaginal sex with them, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to	10.1	12.8	14.5	8.5	15.4
Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to	11.2	15.8	17.6	10.1	15.4
Taking advantage of me when I was too drunk or out of it to stop what was happening	14.3	18.3	23.9	14.2	25.0
Threatening to physically harm me or someone close to me	2.9	2.4	3.3	2.5	5.8
Using force, for example holding me down with their body weight, pinning my arms, or having a weapon	9.6	9.7	11.7	8.5	7.7
Simply engaging in the behaviour without any indication from me that such behaviour was welcome	15.7	19.5	26.2	16.2	19.2



Reviewing the experience of attempted penetration through different tactics, 22% of Third Year+ students indicated experience of coercion and 26% described incapacitation, force or the threat of force. Overall, 32% of Third Year+ students described experiencing some form of perpetrator behaviour in relation to attempts to have non-consensual sex. One quarter of Second Year students and those who preferred not to say their orientation indicated exposure to one or more of these strategies.

**Table 20.53: Percentage of students who experienced someone trying to have non-consensual oral, anal, or vaginal sex with them, through coercion, incapacitation, force, or threat of force, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate	Prefer not to say
Coercion	14.1	18.7	22.0	13.1	19.2
Incapacitation, force, or threat of force	16.6	20.7	26.4	16.3	25.0
Total, through either type of tactic	20.4	25.7	32.4	19.5	25.0

A similar percentage of Third Year+ students had one experience of attempted oral, anal, or vaginal sex (13%) as had two or more such experiences (11%). Between 6-8% of First Year, Second Year, and Postgraduate students had this experience twice or more.

**Table 20.54: Percentage of students who selected each response option on ‘Taking advantage of me when I was too drunk or out of it to stop what was happening’, attempted oral, anal, or vaginal sex, by year in college.**

	0	1 time	2 times	3+ times
First Year	85.7	7.9	3.6	2.7
Second Year	81.7	10.1	4.0	4.3
Third Year+	76.1	12.9	4.1	6.9
Postgraduate	85.8	6.9	3.0	4.3
Prefer not to say	75.0	9.6	9.6	5.8

## 20.8 Sexual Violence Follow Up Questions

The 5,962 students who responded to questions on sexual violence were asked if they wanted to answer follow up questions on the incident that had the greatest effect on them. The specific wording to begin the section on follow up questions was:

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If you experienced one of the situations described in the questions in this section, we would like to ask some follow up questions about the ONE SITUATION that had the greatest effect on you. If this is Not applicable to you or you are not comfortable answering questions about specific instances of sexual violence you should skip to the next section.

A total of 2,551 respondents said they wanted to respond to these questions, representing 42.8% of those who answered the items on sexual violence. This comprised 2,216 females (48.1% of those who had chosen to answer the initial questions on the incidence of sexual violence), 264 males (22.1% of those who had chosen to answer questions on sexual violence), 61 gender non-binary students (45.5% of those who had chosen to answer questions on sexual violence), and 10 students who preferred not to say their gender (38.5% of those who had chosen to answer questions on sexual violence). Not all of the students who indicated their willingness to respond to the follow up section chose to reply to each of the questions included in that section.

A total of 2,396 students responded to the item about their relationship to the other person, comprising 2,097 females, 236 males, 53 gender non-binary students, and 10 students who preferred not to say their gender. The number of students who preferred not to say their gender identity was low across the items in this section (10 or less) and they are not reported.

Among those students who responded to these questions, the most common responses were that the person responsible was a stranger (29%), an acquaintance (28%), and that it was a friend (21%). This pattern was consistent across genders. When compared with male and female students, non-binary students were twice as likely to recount this incident of violence as taking place with a romantic partner (21%). Less than 1% of the students indicated that the person responsible was a HEI staff member.

**Table 20.55: Percentage of students who indicated their relationship to the person responsible for the incident, by gender and for the total sample.**

	Female	Male	Non-binary	Total
Stranger	29.0	33.1	22.6	29.1
Acquaintance	27.9	25.4	20.8	27.6
Friend	20.6	19.1	22.6	20.5
Romantic partner	10.3	11.0	20.8	10.8
Former romantic partner	11.0	10.2	9.4	10.9
Relative/family	0.7	0.0	1.9	0.6
Higher Education Institution lecturer / staff	0.4	0.8	1.9	0.5
Tutor	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0

Three separate questions were posed about the gender identity of the person who was responsible for the incident that had the greatest effect on them. As these were separate questions, the total percentage does not add to 100%.

Nearly all of the female students (97%) said that the person was a man, and a large majority of non-binary students (85%) said it was a man. The responses from male students were more mixed, with 30% saying it was a man and 64% that it was a woman.

**Table 20.56: Percentage of students who indicated the gender identity of the other person, by gender and for the total sample.**

	Female	Male	Non-binary	Total
Man	96.8	30.3	85.2	89.5
Woman	1.8	64.4	13.1	8.7
Other	0.1	1.9	1.6	0.4

A total of 2,483 students responded to the next item which referred to whether the person was a student, comprising 2,169 females, 244 males, 60 gender non-binary students, and 10 students who preferred not to say their gender. The majority of students across genders indicated that the person responsible for the incident was a student at their HEI.

**Table 20.57: Percentage of students who indicated that the other person was a student at their Higher Education Institution or another Higher Education Institution, by gender and for the total sample.**

	Female	Male	Non-binary	Total
Yes	56.5	60.7	60.0	57.1
No	30.4	25.8	28.3	29.8
I don't know	13.1	13.5	11.7	13.1

A total of 2,485 students responded to an item on whether the person was a staff member, including 2,171 females, 245 males, 60 gender non-binary students, and nine people who preferred not to say their gender. Overall, 1.4% of students indicated that the person responsible was a staff member at their HEI or another institution.

In the earlier survey statement, 12 students indicated that their relationship to the perpetrator was that of a higher education institution lecturer / staff, while 43 students responding to this statement said that the person responsible was a staff member at their higher education institution or another institution. This distinction between their HEI lecturer / staff and the person being a staff member at their HEI or another institution may account for the difference between the two figures.

**Table 20.58: Percentage of students who said the other person was a staff member at their Higher Education Institution or another Higher Education Institution, by gender and for the total sample.**

	Female	Male	Non-binary	Total
Yes	1.2	3.3	3.3	1.4
No	96.1	92.2	93.3	95.7
I don't know	2.7	4.5	3.3	2.9

There were 2,478 students who responded to the item on whether the incident happened on campus (2,164 females, 244 males, 60 gender non-binary, 10 who preferred not to say their gender). Students were more likely to report that the incident of sexual violence took place off campus (88%) than on campus (12%). This was a consistent finding across genders.

**Table 20.59: Percentage of students who said the incident took place on campus, by gender and for the total sample.**

	Female	Male	Non-binary	Total
Yes	11.9	12.3	15.0	12.1
No	88.1	87.7	85.0	87.9
I don't know	2.7	4.5	3.3	2.9

A total of 2,480 students responded to a question on whether the incident happened on an event related to the HEI, such as a club / society event, placement, or trip away (2,166 females, 244 males, 60 gender non-binary, 10 people who preferred not to say). One in eight of the students said it did happen during an activity related to their HEI, rising to 16% for males.

**Table 20.60: Percentage of students who said the incident happened during an activity related to their higher education institution (e.g., club / society event, placement, trip away), by gender and for the total sample.**

	Female	Male	Non-binary	Total
Yes	11.2	16.0	18.3	11.9
No	88.8	84.0	81.7	88.1

Overall, 2,485 students responded to the item on whether alcohol or drugs were being used prior to the incident, including 2,170 females, 245 males, 60 gender non-binary students, and 10 students who preferred not to say their gender.

Over half (52%) of the students who responded indicated that the person who was responsible for the violence had been using alcohol prior to the incident. A smaller percentage of students indicated that the perpetrator had been using both alcohol and drugs (12%), had been using drugs (1%), or had not been taking alcohol or drugs (18%). These patterns were relatively consistent across genders, although more male survivors of sexual violence said the person responsible had been using alcohol (60%).

**Table 20.61 Percentage of students who said the other person had been using alcohol or drugs prior to the incident, by gender and for the total sample.**

	Female	Male	Non-binary	Total
They had been using alcohol	51.4	60.0	40.0	52.0
They had been using drugs	0.7	0.4	1.7	0.7
They had been using both alcohol and drugs	11.7	9.8	18.3	11.6
They had not been using either alcohol or drugs	18.2	11.8	21.7	17.7
I don't know	18.1	18.0	18.3	18.0

A total of 2,479 students responded to an item on whether they had been using alcohol or drugs at the time of the incident, comprising 2,165 females, 244 males, 60 gender non-binary students, and 10 students who preferred not to say their gender. A majority of students recounted that they had been using alcohol before the incident occurred (69%). Very few students reported the use of drugs prior to the incident (0.3%) or that they had been using both alcohol and drugs (5.2%). A quarter of students (26%) had not taken alcohol or drugs.

**Table 20.62 Percentage of students who had been using alcohol or drugs prior to the incident, by gender and for the total sample.**

	Female	Male	Non-binary	Total
I had been using alcohol	69.6	61.9	56.7	68.5
I had been using drugs	0.3	0.0	1.7	0.3
I had been using both alcohol and drugs	4.8	9.0	11.7	5.3
I had not been using either alcohol or drugs	25.3	29.1	30.0	25.9

The students who answered the follow up questions were asked about three personal reactions during the incident itself (feeling scared, like their life was in danger, that the other person would hurt them). There were 2,460 students who responded to these items on a five-point scale from 'Not at All' to 'Extremely', including 2,147 females, 243 males, 60 gender non-binary students, and 10 who preferred not to say.

Combining the 'Very' and 'Extremely' responses, nearly half of females and non-binary students felt very or extremely scared, and over a quarter of females and non-binary students felt strongly that the other person would hurt them. Males were less likely to report feeling very or extremely scared (19%), that their life was in danger (5%) or that the other person would hurt them if they didn't go along (12%).

**Table 20.63: Percentage of students who reported personal reactions of fear and threat during the incident ('Very' and 'Extremely' responses combined), by gender and for the total sample.**

	Female	Male	Non-binary	Total
Scared	48.4	18.5	45.0	45.3
Like the other person would hurt you if you didn't go along	25.2	12.3	26.7	23.9
Like your life was in danger	8.8	4.6	13.3	8.5

The students who answered this part of the survey were asked if they had told anyone about the incident prior to the survey. There were 2,485 responses to this item, including 2,169 females, 246 males, 60 gender non-binary students, and 10 who preferred not to say their gender. Overall, 72% of the students had told someone. There was a range of 20% by gender, with 73% of females, 63% of males, and 83% of non-binary students indicating that they had told someone about the incident.

**Table 20.64: Percentage of students who had told someone about the incident before taking part in the survey by gender and for the total sample.**

	Female	Male	Non-binary	Total
Yes	72.5	62.6	83.3	71.7
No	27.5	37.4	16.7	28.3

The students were then asked specific follow up questions depending on whether they had told someone about the incident or not. The students who had told someone about the incident were asked who they told. Those who did not tell someone were asked to indicate their reasons for not disclosing to someone.

A total of 1,782 students responded to the follow up item asking who they told about the incident. Of these, 1,573 were female, 154 were male, 37 were gender non-binary, and five preferred not to say their gender. A large majority (85%) of the students who had told someone else said that they had told a close friend, with one third (36%) indicating that they had told a romantic partner.

Telling a parent/guardian (17%) or a roommate (22%) were the next most common choices. The remaining options mainly referred to professionals such as HEI staff members, counsellors, and the Gardaí. These were described by less than one in ten of the students who had told someone about the incident. Non-binary students had a higher rate of accessing off-campus support services such as counsellors compared with their peers across other genders.

**Table 20.65: Choices for disclosure among students who had told someone about the incident prior to taking part in the survey, percentage by gender and for the total sample.**

	Female	Male	Non-binary	Total
Close friend other than roommate	84.4	87.7	90.0	84.8
Romantic partner	35.5	33.8	44.0	35.6
Roommate	22.1	19.5	26.0	22.0
Parent or guardian	17.1	13.0	16.0	16.7
Off-campus counsellor	8.3	3.2	26.0	8.4
Other family member / Doctor or nurse	7.4	7.1	6.0	7.4
On-campus counsellor	6.2	7.8	10.0	6.6
Off-campus rape crisis centre staff	5.5	1.9	2.0	5.2
Garda Síochána	3.6	1.3	0.0	3.3
Higher Education Institute lecturer or staff	2.7	0.6	2.0	2.5
Higher Education Institution health services	1.4	1.3	2.0	1.4
Students' Union representative	0.9	1.9	2.0	1.1
Other	0.6	1.3	4.0	0.8
Campus security	0.6	0.6	0.0	0.6
Religious (e.g., Priest, Nun, Rabbi, Imam, etc.)	0.4	0.6	0.0	0.4

A total of 703 students responded to the items on why they did not tell anyone about the incident before taking part in the survey. This included 596 females, 92 males, 10 gender non-binary students, and five students who preferred not to say their gender.

These students who had not told someone else prior to completing the survey about the incident they described were asked to indicate the reasons for non-disclosure. Four of the reasons were cited by approximately half of the students, that it 'was not serious enough, not a crime', wanting to put it behind them, shame or embarrassment, and not wanting anyone to know. Two further reasons were cited by approximately one third of the students who responded to this part of the survey – that the incident would be viewed as their fault and that they handled it themselves.



More female students (37%) said they thought the incident would be viewed as their fault compared with males (27%) or non-binary students (20%). Females were also most likely to report feeling shame or embarrassment (51%).

**Table 20.66: Reasons given by students who did not disclose the incident of sexual violence to anyone prior to the survey, percentage by gender and for the total sample.**

	Female	Male	Non-binary	Total
I thought that it was not serious enough, not a crime	54.5	40.2	40.0	52.2
I wanted to put it behind me	51.7	42.4	50.0	50.5
I felt shame or embarrassment	51.2	30.4	40.0	48.5
I didn't want anyone to know	50.7	35.9	20.0	48.1
I thought that the incident would be viewed as my fault	36.7	27.2	20.0	35.1
I handled it myself	30.5	39.1	30.0	31.4
I thought that I wouldn't be believed	20.5	26.1	30.0	21.3
I didn't want involvement with the Higher Education Institution authorities / Gardaí or courts	21.0	15.2	0.0	20.1
I didn't think that the higher education institution / Gardaí could do anything	16.8	14.1	30.0	16.6
I didn't want relationship to end	15.4	14.1	30.0	15.6
I didn't want the person arrested, jailed, deported, stressed out	10.7	12.0	20.0	11.1
I was scared of offender	11.1	7.6	30.0	11.0

Reviewing the follow up questions by sexual orientation, a total of 2,398 students responded to the item about their relationship to the person responsible for the incident (38 asexual students, 534 bisexuals, 197 students who were gay, lesbian, queer, or another orientation, 1,598 heterosexuals, and 29 students who preferred not to say their orientation). A relatively consistent profile was apparent across sexual orientations.

**Table 20.67: Percentage of students who indicated their relationship to the person responsible for the incident, by sexual orientation**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Stranger	31.6	26.6	27.4	30.0	34.5
Acquaintance	15.8	27.3	24.4	28.4	27.6
Friend	31.6	18.9	21.3	20.8	13.8
Romantic partner	13.2	14.4	13.2	9.1	17.2
Former romantic partner	7.9	11.6	12.2	10.6	6.9
Relative/family	0.0	0.9	0.5	0.6	0.0
Higher Education Institution lecturer / staff	0.0	0.2	1.0	0.6	0.0
Tutor	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0

The percentage of students who identified the other person as a man ranged from 88-94% by sexual orientation group, and was highest among bisexual students and those who preferred not to say their orientation.

**Table 20.68: Percentage of students who indicated the gender identity of the other person, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Man	90.2	94.3	88.0	87.9	93.8
Woman	4.9	7.3	11.0	9.1	3.1
Other	0.0	0.0	1.9	0.3	3.1

Of the 2,483 students who responded to the item on whether the other person was another student, 39 were asexuals, 557 were bisexual, 203 were gay, lesbian, queer or another orientation, 1,653 were heterosexual, and 31 preferred not to say. The majority of students across sexual orientations indicated that the person responsible for the incident was a student at their HEI.

**Table 20.69: Percentage of students who indicated that the other person was a student at their Higher Education Institution or another Higher Education Institution, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Yes	59.0	56.6	56.7	57.4	48.4
No	30.8	30.7	33.0	29.2	22.6
I don't know	10.3	12.7	10.3	13.4	29.0

The 2,485 students who responded to the item on whether the other person was a staff member was made up of 39 asexuals, 556 bisexuals, 205 students who were gay, lesbian, queer or another orientation, 1,654 heterosexuals, and 31 people who preferred not to say their orientation. A relatively low percentage of the students across sexual orientations (1-3%) reported that the person responsible was a staff member, either at their own HEI or another HEI.

**Table 20.70: Percentage of students who said the other person was a staff member at their Higher Education Institution or another Higher Education Institution, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Yes	2.6	1.6	2.9	1.1	0.0
No	94.9	95.9	92.2	96.0	96.8
I don't know	2.6	2.5	4.9	2.8	3.2

A total of 2,485 students responded to the item on whether the incident took place on campus. This consisted of 39 asexuals, 555 bisexual students, 204 students who were gay, lesbian, queer or another orientation, 1,650 heterosexuals, and 30 students who preferred not to say their orientation. Across sexual orientation categories, students were more likely to report that this incidence of sexual violence took place off campus than on campus.

**Table 20.71: Percentage of students who said the incident took place on campus, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Yes	15.4	10.8	18.1	11.6	20.0
No	84.6	89.2	81.9	88.4	80.0

A total of 2,480 students responded to the item on whether the incident had taken place during a college-related activity (39 asexual students, 556 bisexuals, 204 students who were gay, lesbian, queer, or another orientation, 1,650 heterosexuals, and 31 students who preferred not to say). There was a consistent percentage of students across orientations who said the incident had taken place during a college-related activity (12-18%).

**Table 20.72: Percentage of students who said the incident happened during an activity related to their higher education institution (e.g., club / society event, placement, trip away), by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Yes	17.9	11.7	13.7	11.5	12.9
No	82.1	88.3	86.3	88.5	87.1

There were 2,485 students who answered the item on whether the perpetrator had been drinking or using drugs prior to the incident, including 39 asexuals, 557 bisexuals, 206 students who were gay, lesbian, queer or another orientation, 1,652 heterosexuals, and 31 people who preferred not to say.

Heterosexual students (55%) were most likely to indicate that the person who was responsible for the violence had been using alcohol prior to the incident, at a rate 10% or more higher than other orientations. The heterosexual students were also least likely to say that the perpetrator had not been taking alcohol or drugs (16%).

**Table 20.73: Percentage of students who said the other person had been using alcohol or drugs prior to the incident, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
They had been using alcohol	41.0	47.9	41.3	55.3	35.5
They had been using drugs	0.0	1.1	1.0	0.5	0.0
They had been using both alcohol and drugs	10.3	12.6	14.6	11.0	6.5
They had not been using either alcohol or drugs	20.5	19.7	25.7	15.7	32.3
I don't know	28.2	18.7	17.5	17.4	25.8

Of the 2,479 students who completed the item on whether they had been using alcohol or drugs prior to the incident, there were 39 asexual students, 556 bisexuals, 204 students who were gay, lesbian, queer, or another orientation, 1,649 heterosexuals, and 31 students who preferred not to say. The majority of students indicated that they had been using alcohol before the incident occurred, with a range of 17% across sexual orientations.

Heterosexual students were most likely to report the consumption of alcohol (72%). Students who preferred not to say their orientation and students who were gay, lesbian, queer, or another orientation were the least likely to say they had been using alcohol (55%). Very few students reported the use of drugs prior to the incident. There was a range of 24-45% of students across sexual orientations who had not consumed either alcohol or drugs. Heterosexual and bisexual students were least likely to say they had not been consuming alcohol or drugs.

**Table 20.74: Percentage of students who had been using alcohol or drugs prior to the incident, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
I had been using alcohol	59.0	64.4	54.9	72.0	54.8
I had been using drugs	0.0	1.1	0.5	0.1	0.0
I had been using both alcohol and drugs	2.6	7.4	9.3	4.3	0.0
I had not been using either alcohol or drugs	38.5	27.2	35.3	23.7	45.2

There were 2,460 students who responded to the item about feeling fearful or under threat during the incident. This comprised 39 asexual students, 551 bisexuals, 203 students who were gay, lesbian, queer, or another orientation, 1,637 heterosexuals, and 30 students who preferred not to say their orientation. The percentages in the table below represent those students who felt ‘Very’ or ‘Extremely’ scared, in danger, or that the other person would hurt them.

The highest percentage of students who felt very or extremely scared during the incident was among bisexual students (56%), while 16% of students who were gay, lesbian, queer or another sexual orientation felt that their life was in danger. Approximately three in ten of the asexual and bisexual students and those who were gay, lesbian, queer, or another orientation felt strongly that the other person would hurt them if they did not go along with the sexual violence that took place.

**Table 20.75: Percentage of students who reported personal reactions of fear and threat during the incident (‘Very’ and ‘Extremely’ responses combined), by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Scared	46.2	55.9	47.7	41.3	46.6
Like your life was in danger	7.7	8.7	15.5	7.7	6.7
Like the other person would hurt you if you didn’t go along	28.2	30.9	29.9	20.8	23.3

There were 2,485 students who responded to the item about whether they told anyone about the incident before taking part in the survey. Of these students, 39 were asexual, 558 were bisexual, 205 were students who are gay, lesbian, queer, or another orientation, 1,652 were heterosexuals, and 31 preferred not to say their orientation. A similar percentage of students across sexual orientations had told someone before the survey, comprising 67% of asexuals, 75% of bisexuals, and 72% of gay, lesbian, queer, and other students, 71% of heterosexuals, and 61% of those who preferred not to say.

**Table 20.76: Percentage of students who had told someone about the incident before taking part in the survey, by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer, other	Heterosexual	Prefer not to say
Yes	66.7	75.3	72.2	70.8	61.3
No	33.3	24.7	27.8	29.2	38.7

The students who answered that they had told someone about the incident were asked to say who they had told (more than one answer was possible). This group comprised 1,782 students (26 asexual, 420 bisexual, 148 who were gay, lesbian, queer or another orientation, 1,169 heterosexuals, and 19 who preferred not to say their orientation). Asexual students were less likely to tell a romantic partner, roommate, parent or guardian, or off-campus counsellor.

**Table 20.77: Choices for disclosure among students who had told someone about the incident prior to taking part in the survey, percentage by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer	Heterosexual	Prefer not to say
Close friend other than roommate	88.5	84.3	85.8	84.9	61.3
Romantic partner	26.9	38.8	39.9	34.2	38.7
Roommate	11.5	20.7	23.6	22.4	
Parent or guardian	7.7	18.6	12.8	16.7	
Off-campus counsellor	7.7	14.3	13.5	5.5	
Other family member / Doctor or nurse	7.7	7.6	6.1	7.2	

	Asexual	Bisexual	Gay, lesbian, queer	Heterosexual	Prefer not to say
On-campus counsellor	7.7	9.0	8.8	5.4	
Off-campus rape crisis centre staff	3.8	6.2	6.8	4.5	
Garda Síochána	3.8	2.6	2.0	3.6	
Higher Education Institute lecturer or staff	0.0	2.9	4.7	2.1	
Higher Education Institution health services	0.0	1.2	2.7	1.3	
Students' Union representative	0.0	1.2	2.0	0.9	
Other	0.0	1.4	1.4	0.5	
Campus security	0.0	0.7	0.0	0.6	
Religious (e.g., Priest, Nun, Rabbi, Imam, etc.)	0.0	0.5	0.7	0.3	

A total of 703 students who had not told anyone about the incident provided information on the reasons why they had not done so. Of these, 13 were asexual, 138 bisexual, 57 were gay, lesbian, queer or another orientation, 483 were heterosexual, and 12 preferred not to say. For consistency with the previous tables, the asexual group are included in the table below despite including a low number of students.

Given the small group size of asexual students and those who preferred not to say their orientation, limited comparisons are possible across sexual orientation categories. The reasons for deciding not to disclose the incident to another person were broadly consistent across the larger sexual orientation categories.



**Table 20.78: Reasons given by students who did not disclose the incident of sexual violence to anyone prior to the survey, percentage by sexual orientation.**

	Asexual	Bisexual	Gay, lesbian, queer	Heterosexual
I thought that it was not serious enough, not a crime	53.8	58.0	43.9	51.6
I wanted to put it behind me	30.8	52.9	54.4	49.5
I felt shame or embarrassment	53.8	52.9	43.9	47.0
I didn't want anyone to know	38.5	52.2	43.9	47.0
I thought that the incident would be viewed as my fault	46.2	44.2	31.6	32.7
I handled it myself	23.1	27.5	31.6	32.9
I thought that I wouldn't be believed	30.8	25.4	26.3	19.3
I didn't want involvement with the Higher Education Institution authorities / Gardaí or courts	15.4	26.1	24.6	17.8
I didn't think that the higher education institution / Gardaí could do anything	15.4	23.2	29.8	13.0
I didn't want relationship to end	30.8	15.9	22.8	13.9
I didn't want the person arrested, jailed, deported, stressed out	0.0	17.4	22.8	8.1
I was scared of offender	30.8	14.5	21.1	8.5

In terms of responses to the follow up questions by year in college, a total of 2,398 students responded to the follow up questions on their relationship to the other person who was responsible for the incident. This comprised 425 First Years, 631 Second Years, 1,007 students Third Year+, 318 who were Postgraduate students, and 17 who preferred not to say their year in college. The latter group is not reported here because of the low number involved.

When compared across year groups, First Year students were the least likely to say that the incident of sexual violence was perpetrated by a stranger (22%) and more likely to say that it was an acquaintance (31%) or friend (23%).

**Table 20.79 Percentage of students who indicated their relationship to the person responsible for the incident, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate
Stranger	22.1	32.6	29.3	31.8
Acquaintance	30.8	24.4	28.9	25.8
Friend	22.6	21.4	19.4	19.5
Romantic partner	10.1	10.8	10.6	11.6
Former romantic partner	12.5	9.8	11.2	9.4
Relative/family	1.4	0.6	0.5	0.0
Higher Education Institution lecturer / staff	0.5	0.3	0.1	1.9
Tutor	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0

There was a consistent picture by year in college with respect to the identity of the perpetrator – between 88-91% of each year group said that the perpetrator was a man.

**Table 20.80: Percentage of students who indicated the gender identity of the other person, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate
Man	87.8	89.7	90.7	87.8
Woman	10.0	10.0	7.3	8.5
Other	0.9	0.3	0.3	0.0

There were 2,483 students who said whether the other person was a student at their HEI. Of these, 440 of the students were in First Year, 640 in Second Year, 1,047 were in Third Year+, 339 were Postgraduate students, and 17 preferred not to say their year in college.

Across year groups, there were varied responses as to whether the perpetrator was another student. There was a year-by-year trend toward the perpetrator being a student. A total of 62% of the Third Year+ students said the person was a student, compared with 47% of First Year students.

**Table 20.81: Percentage of students who indicated that the other person was a student at their Higher Education Institution or another Higher Education Institution, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate
Yes	47.3	56.4	61.9	54.9
No	43.0	26.3	25.4	33.9
I don't know	9.8	17.3	12.7	11.2

A total of 2,485 students said whether the other person was a staff member at their HEI. Of these, 439 were in First Year, 642 in Second Year, 1,049 were in Third Year+, 338 were Postgraduates, and 17 preferred not to say. Postgraduates (4%) represented the largest percentage of students who indicated that the person responsible was a staff member.

**Table 20.82: Percentage of students who said the other person was a staff member at their Higher Education Institution or another Higher Education Institution, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate
Yes	0.9	0.8	1.2	3.6
No	97.7	96.3	95.9	91.7
I don't know	1.4	3.0	2.9	4.7

There were 2,478 students who indicated whether the incident happened on campus. Of these, 437 were in First Year, 640 in Second Year, 1,046 in Third Year+, 338 were postgraduates, and 17 preferred not to say their year in college. There was little difference by year in college in whether the incident took place on campus.

**Table 20.83: Percentage of students who said the incident took place on campus, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate
Yes	11.4	10.8	12.4	13.9
No	88.6	89.2	87.6	86.1

Of the 2,480 students who indicated whether the incident happened during a HEI-related activity, 439 were in First Year, 638 in Second Year, 1,047 in Third Year+, 339 were Postgraduate students, and 17 preferred not to say. There was evidence of a year-by-year trend in whether the incident happened during a HEI-related activity. A total of 14% of Third Year+ students said the incident happened during such an activity, compared with 10% of Second Year students and 4% of students in First Year. The highest percentage was among Postgraduates (18%).

**Table 20.84: Percentage of students who said the incident happened during an activity related to their higher education institution (e.g., club / society event, placement, trip away, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate
Yes	4.1	9.6	14.3	18.3
No	95.9	90.4	85.7	81.7

Of the 2,485 students who said whether the other person was using alcohol or drugs at the time of the incident, 440 were in First Year, 642 in Second Year, 1,048 in Third Year+, 338 were postgraduates, and 17 preferred not to say their year in college. First Year students were least likely to indicate that the person responsible had been using alcohol prior to the incident, with a difference of 10% or more between this group and the other student groups. First Years were also the most likely to say that the person responsible had not been using alcohol or drugs.

**Table 20.85: Percentage of students who said the other person had been using alcohol or drugs prior to the incident, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate
They had been using alcohol	41.4	51.2	55.3	57.1
They had been using drugs	1.4	0.3	0.8	0.3
They had been using both alcohol and drugs	13.6	11.1	10.8	11.8
They had not been using either alcohol or drugs	24.8	18.4	15.8	13.0
I don't know	18.9	19.0	17.3	17.8

A total of 2,503 students said whether they had been using alcohol or drugs themselves prior to the incident, including 437 First Years, 641 Second Years, 1,071 Third Year+ students, 338 Postgraduates, and 17 who preferred not to say their year in college.

Across year groups, the majority of students recounted that they had been using alcohol before the incident occurred, with a difference of 13% between First Years and students in Third Year+ or Postgraduate students. Between 23% (Postgraduates) and 33% (First Year students) had not consumed either alcohol or drugs.

**Table 20.86 Percentage of students who had been using alcohol or drugs prior to the incident, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate
I had been using alcohol	58.6	69.6	71.2	71.3
I had been using drugs	1.4	4.4	0.2	0.0
I had been using both alcohol and drugs	7.3	0.0	4.9	5.6
I had not been using either alcohol or drugs	32.7	26.1	23.7	23.1

There were 2,460 students who indicated their feelings of fear and threat at the time of incident (432 First Years, 636 Second Years, 1,038 in Third Year+, 338 Postgraduates, and 16 who preferred not to say). First Year students were the most likely to say they had been ‘Very’ or ‘Extremely’ scared during the incident (53%) or that the other person would hurt them if they did not comply (27%).

**Table 20.87: Percentage of students who reported personal reactions of fear and threat during the incident (‘Very’ and ‘Extremely’ responses combined), by year in college.**

	First Year	Second Year	Third Year+	Postgraduate
Scared	53.0	42.9	44.1	43.2
Like the other person would hurt you if you didn’t go along	27.3	23.1	23.4	21.5
Like your life was in danger	8.8	7.2	9.0	9.0

A total of 2,485 students said they had told someone about the incident before taking part in the survey. This comprised 441 students in First Year, 641 in Second Year, 1,048 in Third Year+, 338 Postgraduates, and 17 who preferred not to say their stage in college. There was a similar percentage of students across genders who had told someone before the survey, from 69% of First Years to 76% of Postgraduate students.

**Table 20.88: Percentage of students who had told someone about the incident before taking part in the survey, by year in college.**

	First Year	Second Year	Third Year+	Postgraduate
Yes	69.4	70.8	72.0	76.0
No	30.6	29.2	28.0	24.0

There were 1,782 students who indicated who they had told about the incident. This included 306 First Years, 454 Second Years, 755 students in Third Year+, 257 Postgraduates, and 10 students who preferred not to say their year. There were limited differences by college year in patterns of disclosure. Postgraduate students had a higher rate of accessing on-campus support services such as counsellors (12%) compared with other year groups,

**Table 20.89: Choices for disclosure among students who had told someone about the incident prior to taking part in the survey, percentage by year in college.**

	First Year	Second Year	Third Year+	Postgraduate
Close friend other than roommate	83.7	87.2	84.6	82.1
Romantic partner	35.6	34.1	33.8	43.6
Roommate	17.0	20.9	24.9	21.4
Parent or guardian	18.0	15.0	15.5	22.2
Off-campus counsellor	8.5	5.5	8.5	11.7
Other family member / Doctor or nurse	6.2	5.5	7.7	10.1
On-campus counsellor	2.0	3.3	8.5	12.1
Off-campus rape crisis centre staff	4.2	3.5	5.7	7.0
Garda Síochána	0.0	4.2	2.4	4.4
Higher Education Institute lecturer or staff	0.7	0.7	3.3	5.1

	First Year	Second Year	Third Year+	Postgraduate
Higher Education Institution health services	1.3	0.7	1.5	2.7
Students' Union representative	0.7	0.9	0.9	2.3
Other	0.3	1.1	0.8	0.8
Religious (e.g., priest, nun, rabbi, imam, etc.)	0.3	0.2	0.3	1.2
Campus security	0.7	0.0	0.8	0.8

Of the 703 students who indicated why they had not told anyone about the incident prior to taking part in the survey, 135 were in First Year, 187 in Second Year, 293 in Third Year+, 81 were Postgraduates, and seven preferred not to say their year in college.

The students in Second Year (57%) and in Third Year+ (55%) were most likely to say that they thought the incident was not a crime, whereas First Year students were most likely to say they wanted to put the incident behind them (59%). First Years (18%) were also more likely to say they did not want the other person to be arrested, jailed, deported, or stressed out, while Postgraduates (30%) were the most likely to say that they did not want involvement with the Higher Education Institution authorities / Gardaí or courts.

**Table 20.90: Reasons given by students who did not disclose the incident of sexual violence to anyone prior to the survey, percentage by year in college.**

	First Year	Second Year	Third Year+	Postgraduate
I thought that it was not serious enough, not a crime	42.2	57.2	54.6	49.4
I wanted to put it behind me	59.3	48.1	50.2	43.2
I felt shame or embarrassment	48.9	47.6	51.5	40.7
I didn't want anyone to know	54.1	47.6	46.8	46.9
I thought that the incident would be viewed as my fault	35.6	30.5	38.6	32.1

	First Year	Second Year	Third Year+	Postgraduate
I handled it myself	33.3	29.4	31.4	35.8
I thought that I wouldn't be believed	27.4	21.4	18.8	19.8
I didn't want involvement with the Higher Education Institution authorities / Gardaí or courts	19.3	21.9	16.7	29.6
I didn't want relationship to end	17.0	17.6	13.7	14.8
I didn't think that the higher education institution / Gardaí could do anything	15.6	17.1	16.0	18.5
I didn't want the person arrested, jailed, deported, stressed out	17.8	11.8	9.2	4.9
I was scared of offender	9.6	9.6	12.6	9.9



## 21. Perceptions of Survey Participation

At the end of the survey, the students were asked to provide feedback on their experience of having taken part in it. Three statements were provided as prompts for this reflection, in relation to whether answering the questions was distressing, if carrying out research on the topics covered is seen as important, and whether participation in the survey was a personally meaningful experience. Each statement had a set of five response options.

The first statement asked the students:

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For the questions that were asked about different experiences with sexual misconduct, please rate whether you found answering these questions to be more or less distressing than other things you sometimes encounter in day to day life.

The response options were ‘Much more distressing’, ‘Somewhat more distressing’, ‘Neutral’, ‘Somewhat less distressing’, and ‘Much less distressing’. A total of 42% of the students described responding to sexual misconduct questions as more distressing than experiences in day to day life, with 34% indicating it was somewhat more distressing and 8% that it was much more distressing. A similar percentage (42%) chose the ‘neutral’ response, and 16% said it was less distressing.

**Table 21.1: Percentage of students who chose each response option regarding distress in completing questions about experiences of sexual misconduct, for all students.**

	Much more distressing	Somewhat more distressing	Neutral	Somewhat less distressing	Much less distressing
Level of distress	7.5	34.3	42.0	8.3	7.9

More females (44%) and gender non-binary students (47%) said that taking part was more distressing than everyday experiences, at a rate approximately 10% higher than that for males (33%) or students who preferred not to say their gender (35%).

Asexual (41%) and heterosexual students (40%) were less likely to say that participation was more distressing compared with bisexual students (47%), students who were gay, lesbian, queer or another sexual orientation (46%), and students who preferred not to say their orientation (50%).

There was little variation by year in college in the rate of students who said that taking part in the survey was more distressing than day to day life (40-43%). The exception was students who preferred not to say their year in college, 33% of whom indicated that responding to questions on sexual misconduct was more distressing.

The second statement asked:

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For the questions that were asked about different experiences you may have had such as non-consensual sexual experiences or touching someone without their consent, please rate how important you believe it is for researchers to ask about these types of events in order to study the impact of such experiences.

The response options were ‘Definitely not important’, ‘Not important’, ‘Neutral’, ‘Important’, ‘Definitely important’. A large majority (86%) of students responded that it is important to study the impact of non-consensual sexual experiences. Very few (1%) students said it was not important to do so, and 13% were neutral on this topic.

**Table 21.2: Percentage of students who chose each response option regarding perceived importance of asking about sexual misconduct, for all students.**

	Definitely not important	Not important	Neutral	Important	Definitely important
Level of importance	0.4	0.7	12.6	26.7	59.6

More females (89%) and gender non-binary students (84%) said that it was important to research these experiences than males (78%) or students who preferred not to say their gender (72%).

There was a similar percentage of students by sexual orientation who indicated that taking part was important. There was a difference of approximately 5% between orientations (84-89%) in those who agreed that it was important, with the exception of an agreement rate of 80% among students who preferred not to say their orientation.

Considered by year in college, there was broad consistency in whether student groups felt that survey participation was important. The rate of agreement ranged from 83-87%, with the exception of students who preferred not to say their year in college, 74% of whom agreed that surveys were important.

The third statement was: “I found participating in this study personally meaningful”. The response options were ‘Strongly disagree’, ‘Disagree’, ‘Neutral’, ‘Agree’, and ‘Strongly agree’. Three quarters (74%) of students responded that taking part in the survey was meaningful for them, including 29% who Strongly agreed and 45% who agreed. One in five of the students chose the ‘Neutral’ option, and 6% of them disagreed that participation was meaningful.

**Table 21.3: Percentage of students who chose each response option regarding survey participation as personally meaningful, for all students.**

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Level of agreement	2.0	3.8	19.8	45.4	29.0

More females (78%) and gender non-binary students (77%) found the experience to be personally meaningful than males (62%) or students who preferred not to say their gender (47%).

The rate of agreement was broadly similar across sexual orientation categories. Between 72-74% of these groups agreed that taking part was meaningful for them. The exception was bisexual students, 79% of whom agreed that participation was meaningful.

There was little variation by year of college in agreement levels on whether taking part was meaningful, ranging from 71-76%. Students who preferred not to say their year in college were less likely to say that participation was meaningful (64%).

## **Appendix: National Survey of the Experiences of Students in relation to Sexual Violence and Harassment**

### **Background**

The Higher Education Authority (HEA) is committed to ensuring a national institutional campus culture which is safe, respectful and supportive and to supporting higher education institutions to foster a campus culture that is clear in the condemnation of unwanted and unacceptable behaviours.

The HEA has a statutory responsibility to promote the attainment of equality of opportunity in higher education (HE). The higher education student experience is not only concerned with the pursuit of academic excellence, but also to prepare students to engage with and make positive contributions to society. Creating a positive student experience empowers individuals to foster a culture of respect, dignity and integrity. Preventing and remedying all forms of sexual harassment and sexual violence in Irish HE is essential to ensuring a safe environment for all students and staff.

At the request of the Minister for Further and Higher Education, Research, Innovation and Science, Simon Harris, T.D., the HEA is conducting a national survey to monitor the experiences of students in relation to sexual violence and harassment with a view to informing national equality, diversity and inclusion planning processes. We would welcome your participation in this survey to gain insight into your view on/experience of sexual violence and harassment as a student in Irish higher education. The survey normally takes approximately 10-15 minutes to complete.

### **Sexual Misconduct, Sexual Harassment and Sexual Violence**

Sexual Misconduct is defined as any form of unwelcome behaviour of a sexual nature that may be subject to disciplinary proceedings. This includes crimes of sexual violence, sexual cyberbullying of any kind including non-consensual taking and/or sharing of intimate images, creating, accessing, viewing, or distributing child pornography material online or offline, stalking behaviours whether online or offline in a sexual context, and any verbal or physical harassment in a sexual context.

Sexual misconduct can be committed by a person of any gender and it can occur between people of the same or different genders. It is often gender targeted and perpetrated to demean, diminish, and intimidate. Sexual misconduct may occur between strangers or acquaintances, including people involved in an intimate or sexual relationship.

For the purposes of this survey, sexual violence and sexual harassment collectively refer to physical contact or non-physical conduct of a sexual nature in the absence of clear, knowing and voluntary consent. It also refers to conduct that derogates, demeans, or humiliates a person based on that person's sex or gender. Examples include sexual or gender-based harassment, stalking, and sexual violence.

The following survey is adapted from the Administrator-Researcher Campus Climate Collaborative (ARC3) Campus Climate Survey. Questions have been adapted and developed in consultation with the HEA Advisory Group on Ending Sexual Violence and Harassment in Irish Higher Education Institutions.

More information can found here:

<https://campusclimate.gsu.edu>

<https://hea.ie/assets/uploads/2021/04/Advisory-Group.pdf>

### **Who should take part and why should you take part?**

All undergraduate and postgraduate students in HEIs in the Republic of Ireland, regardless of their personal experience of sexual violence and/or harassment. We aim to assess awareness among all students of policies and supports to address sexual violence and harassment in Irish HE and to survey students for their views on/experiences of sexual violence and harassment in Irish HE.

By taking part in this survey you are helping us to identify areas for improvement, and ways to make those improvements. The survey results will be collated to provide an overall picture of student views on/experiences of sexual violence and harassment across the Irish higher education sector.

PLEASE NOTE: PARTICIPATION IN THIS SURVEY IS VOLUNTARY AND NO IDENTIFYING INFORMATION IS REQUESTED.

### **Personal demographic details**

We do not ask you for your name or contact details in this survey, nor do we collect IP addresses of participants, meaning that no-one will be able to connect these with your survey answers. The results will be presented in summary form so no individual can be identified. To understand your answers in more context, we would be grateful if you could provide us with some personal demographic information as part of this survey. The amount of information you provide us with is entirely up to you; please only disclose information with which you are comfortable, but the more you provide, the more useful it will be for us when analysing your survey response. Where you do not wish to disclose information, please choose the 'prefer not to say' option. All of the information you provide will be held confidentially in full compliance with data protection legislation as outlined below.

Please take care not to identify yourself or any other people when filling in any open text boxes, as this is an anonymous survey.

### **Trigger Warning**

This survey asks about your personal experience with sexual misconduct, specifically sexual harassment and violence. Some of the language used in this survey is explicit and some people may find it uncomfortable, but it is important that we ask the questions in this way so that you are clear what we mean. Information on how to get help, if you need it, appears below, at relevant points in the survey and at the end of the survey.

<https://hea.ie/assets/uploads/2021/04/Links-to-supports.pdf>

### **Data protection and confidentiality**

The survey will not ask you to provide any identifying information and your responses are confidential and anonymous. In the event of any publication or presentation of the survey results, no personally identifiable information will be shared. Survey responses will be reported at a national level rather than as individual cases or at the level of HEI.

Survey responses are anonymous. Please only answer questions with which you are comfortable. All data collected through this survey will be held securely and confidentially in accordance with our security policies. The data will not be used for any purpose other than the following: to provide an overall picture of student experiences of and views on sexual violence and harassment across the Irish higher education sector; to inform HEI planning process in relation to sexual violence and harassment. Access to the national data set will be confined to a

small group within the HEA Executive, who will be responsible for its subsequent analysis. HEI specific data will be shared with individual institutions for planning purposes only. The HEA will only process data in line with the General Data Protection Regulation 2018 and the Data Protection Act 2018. If we appoint a data processor, this will be subject to a data processing agreement and they will only process data under our instructions. At no point will the information you provide be shared in a way that would allow you to be personally identified. Any published material will be anonymised.

The HEA regrets that it is not in a position to personally meet with any individuals who provide a submission or to address personal grievances. Respondents are requested not to submit any details of grievances which are the subject of legal proceedings.

If you have any questions about this survey that have not been answered by this information page, please contact [SVHsurveys@hea.ie](mailto:SVHsurveys@hea.ie).

For more information on how the HEA as data controller processes personal data, please see the link to our Data Privacy Notice below.

[https://hea.ie/about-us/data\\_protection/](https://hea.ie/about-us/data_protection/)

## Demographics

To understand your answers in more context we would be grateful if you could provide us with some personal demographic information as part of this survey. The amount of information you provide us with is entirely up to you; please only disclose information with which you are comfortable, but the more you provide, the more useful it will be for us when analysing your survey response to ensure that the voices of all student groups are included. Where you do not wish to disclose information, please choose the 'prefer not to say' option. All of the information you provide will be held confidentially in full compliance with data protection legislation as outlined below.

### 1. What is your age?

- = Under 18
- = 18-24
- = 25-34
- = 35-44
- = 45-54
- = 55-64
- = 65 and over
- = Prefer not to say

### 2. What is your gender identity?

Please choose only one of the following:

- = Female
- = Male
- = Gender Non-binary
- = Prefer not to say

### 3. Is your gender identity the same as the gender you were assigned at birth?

Please choose one of the following:

- = Yes
- = No
- = Prefer not to say

### 4. What sex were you assigned at birth?

Please choose only one of the following:

- = Female
- = Male
- = Prefer not to say



**5. Do you have a disability including a mental or physical illness?**

Please choose only one of the following:

- = Yes
- = No
- = Prefer not to say

**6. What is your disability?**

Please choose only one of the following:

- = Specific learning difficulty e.g. dyslexia
- = Physical or mobility related disability
- = Blind or visually impaired
- = Deaf or hard of hearing
- = Mental health difficulty
- = ASD or Aspergers ADHD or ADD
- = Significant ongoing physical illness
- = Other, please specify:
- = Prefer not to say

**7. With which ethnic group do you most identify?**

The categories below are those to be used by the Central Statistics Office for Census 2022. While the HEA acknowledges their limitations, we use them here per the recommendation of the National Athena SWAN Ireland Intersectionality Working Group in their May 2020 statement on the use of ethnicity categories in Irish higher education:

<https://hea.ie/assets/uploads/2020/07/Intersectionality-WG-Statement-on-Ethnicity-Categories-in-Irish-HE.pdf>

Please choose only one of the following:

- = Asian or Asian Irish
  - = Chinese
  - = Indian/Pakistani/Bangladeshi
  - = Any other Asian background
- = Black or Black Irish
  - = African
  - = Any other Black background
- = Other including mixed group/background
  - = Arabic
  - = Mixed Background
  - = Other

- = White
  - = Irish
  - = Irish Traveller
  - = Roma
  - = Any other White background
  - = Prefer not to say

### **8. What is your sexual orientation?**

Please choose only one of the following:

- = Asexual
- = Bisexual
- = Gay
- = Heterosexual/straight
- = Lesbian
- = Queer
- = Prefer not to say
- = A sexual orientation not listed here.

### **9. What higher education institution do you currently work in?**

Please choose only one of the following:

- = Athlone Institute of Technology
- = Dublin City University
- = Dun Laoghaire Institute of Art and Design
- = Dundalk Institute of Technology
- = Galway-Mayo Institute of Technology
- = Griffith College
- = Institute of Technology Carlow
- = Institute of Technology Sligo
- = Letterkenny Institute of Technology
- = Limerick Institute of Technology
- = Maynooth University
- = Munster Technological University
- = National College of Ireland

- = National University of Ireland, Galway
- = Royal College of Surgeons in Ireland
- = St Angela's College / National College of Art & Design / Mary Immaculate College
- = Technological University Dublin
- = Trinity College Dublin
- = University College Cork
- = University College Dublin
- = University of Limerick
- = Waterford Institute of Technology
- = HECA HEI: CCT/DBS/Dorset College/GBS/Hibernia College/ICHAS/IICP/OTC/Setanta
- = College/SQT/SNMCI
- = Dropdown list of HEIs
- = A HEI not listed here
- = Prefer not to say

**10. Are you an international student studying in an Irish higher education institution?**

Please choose only one of the following:

- = Yes
- = No
- = Prefer not to say

**11. What year of study are you in?**

Please choose only one of the following:

- = First year undergraduate
- = Second year undergraduate
- = Third year undergraduate
- = Fourth year undergraduate
- = Fifth or more undergraduate
- = Post-graduate taught (e.g., HDip, MSc)
- = PhD/Masters by research
- = Prefer not to say

**12. In what field are you currently studying?**

Please choose only one of the following:

- = Arts and Humanities (Sociology, Politics, Psychology, Education, Languages, Archaeology etc.)
- = Business (Economics, Marketing, Accounting & Finance, Tourism & Event Management etc.)
- = Creative Arts (Drama, Art & Design, Music etc.)
- = Engineering (Biomedical, Civil, Electronic, Mechanical etc.)
- = Health Science (Medicine, Nursing & Midwifery, Physiotherapy, Occupational Therapy, Social Care etc.)
- = IT (Computer Science, Software Engineering etc.)
- = Law (Civil, International etc.)
- = Science (Environmental, Natural, Mathematics, Physics, Chemistry, etc.)
- = Other
- = Prefer not to say

**13. Which of the following best describes your living situation?**

Please choose only one of the following:

- = Student accommodation on-campus
- = Student accommodation off-campus
- = Apartment/house off-campus
- = Sharing with the owner (Digs 5/7 days)
- = Living at home
- = Hostel/B&B
- = Homeless/hidden homeless
- = Other
- = Prefer not to say

**14. Select the option that best characterises your current relationship:**

Please choose only one of the following:

- = I am not in a relationship
- = I have an exclusive relationship, such that neither of us can have sex or romantic relationships with other people
- = I have open relationship, that is, we can have sex with other people
- = I am dating/seeing someone.
- = Prefer not to say

**Campus Environment**

***For the purposes of this survey, sexual violence and sexual harassment collectively refer to physical contact or non-physical conduct of a sexual nature in the absence of clear, knowing and voluntary consent. It also refers to conduct that derogates, demeans, or humiliates a person based on that person's sex or gender. Examples include sexual or gender-based harassment, stalking, and sexual violence.***

**Trigger Warning**

This survey asks about your personal experience with sexual misconduct, specifically sexual harassment and violence. Some of the language used in this survey is explicit and some people may find it uncomfortable, but it is important that we ask the questions in this way so that you are clear what we mean. Information on how to get help, if you need it, appears below, at relevant points in the survey and at the end of the survey.

<https://hea.ie/assets/uploads/2021/04/Links-to-supports.pdf>

**15. The following statements describe how your higher education institution might handle it if a student reported an incident of sexual misconduct. Using the scale provided, please indicate the likelihood of each statement.**

Please choose the appropriate response for each item:

Scale = Very Unlikely – Unlikely – Neutral – Likely – Very Likely

- = My higher education institution would take the report seriously.
- = My higher education institution would maintain the privacy of the person making the report.
- = My higher education institution would do its best to honour the request of the person about how to go forward with the case.
- = My higher education institution would take steps to protect the safety of the person making the report.
- = My higher education institution would support the person making the report.
- = My higher education institution would make accommodations to support the person (e.g. academic, safety).
- = My higher education institution would take action to address factors that may have led to the sexual violence and/or harassment.
- = My higher education institution would handle the report fairly.
- = My higher education institution would label the person making the report a troublemaker.
- = My higher education institution would have a hard time supporting the person who made the report.
- = My higher education institution would punish the person who made the report.

**16. Using the scale provided, please indicate your level of agreement with the following statements.**

Please choose the appropriate response for each item:

Scale = Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree

- = If a friend or I experienced sexual violence and/or harassment, I know where to go to get help on campus.
- = I understand what happens when a student reports a claim of sexual violence and/or harassment at my higher education institution.
- = I would know where to go to make a report of sexual violence and/or harassment.

**17. Since you came to this higher education institution, which of the following have you done? Please check all that apply.**

Please choose all that apply:

- = Taken part in consent workshops (e.g. Smart Consent, Active\*Consent or other workshop)
- = Attended an event or programme about what you can do as a bystander to stop sexual violence and/or harassment (e.g. bystander intervention training)
- = Taken part in specific training relating to tackling sexual violence and/or harassment (e.g. disclosure training offered by a rape crisis centre)
- = Attended a viewing of a drama on consent, sexual violence or harassment (e.g. 'The Kinds of Sex You Might Have in College' play about consent)
- = Seen a Students' Union campaign about sexual violence and/or harassment
- = Heard about sexual violence and/or harassment at orientation/induction
- = Discussed the topic of sexual violence and/or harassment with friends
- = Seen posters about sexual violence and/or harassment (e.g., raising awareness, preventing rape, defining sexual misconduct, sexual violence and sexual harassment)
- = Visited your higher education institution website for information on sexual violence and/or harassment
- = Seen or heard about sexual violence and/or harassment in a student publication or media outlet
- = I have not taken part in any activities/events related to consent/bystander intervention/sexual violence awareness raising.

**18. If you have not taken part in any activities/events related to consent/bystander intervention/sexual violence awareness raising please explain why.**

If this question does not apply please continue to the next question.

**19. Since coming to your higher education institution, have you received written (e.g., leaflets, emails) or verbal information (e.g., presentations, training, online seminar) from anyone at your higher education institution about the following?**

Please choose all that apply:

- = The definitions of types of sexual violence and/or harassment
- = The definition of consent
- = How to report an incident of sexual violence and/or harassment
- = Where to go to get help if someone you know experiences sexual violence and/or harassment
- = Student code of conduct
- = I haven't received information on any of these
- = Don't know

**20. Reporting can be formal (e.g. official report to higher education institution authorities) or informal (e.g. disclosing an incident to a staff member). Using the scale provided, please indicate your level of agreement with the following statements.**

**If someone were to report a case of sexual violence and/or harassment to your higher education institution.**

Please choose the appropriate response to each item.

Scale = Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree

- = Students would label the person making the report a troublemaker.
- = Students would have a hard time supporting the person who made the report.
- = The alleged offender(s) or their friends would try to get back at the person making the report.

## Campus Safety

### **21. Using the scales provided, please indicate the extent to which you agree or disagree with the following statements. I feel safe from sexual violence and harassment:**

Scale = Strongly Disagree – Disagree – Neutral – Agree - Strongly Agree – Not Applicable

- = On or around this campus.
- = At my accommodation.
- = When I am socialising at night on or around this campus.
- = When I am socialising at night in the college town.
- = When I am socialising at night in my home town. (if different to college town)

### **22. Using the scales provided, please indicate the extent to which you agree or disagree with the following statements.**

Please choose the appropriate response for each item.

Scale = Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree

- = I think sexual violence and harassment is a problem at my higher education institution.
- = I don't think there is much I can do about sexual violence and harassment on this campus.
- = There isn't much need for me to think about sexual violence and harassment while at higher education institution.

## Consent Attitudes and Practices

### **23. The following statements concern how you would normally communicate consent to sexual activity. Using the scale provided, please indicate how strongly you agree or disagree with each statement.**

Please choose the appropriate response for each item:

Scale = Strongly Disagree – Disagree – Agree - Strongly Agree

- = I would let my partner start sexual behaviour and not tell them to stop
- = I would let my partner go as far as they wanted
- = I would initiate sexual behaviour
- = I would move my partner's hands to my pants or lower body
- = I would just keep moving forward in sexual behaviours or actions unless my partner stopped me
- = I would tell my partner what types of sexual behaviour I want to engage in
- = I would suggest having sex to my partner
- = I would tell my partner I am interested in engaging in sexual intercourse
- = I would ask my partner if they are interested in engaging in sexual intercourse



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**24. This scale is interested in your attitudes towards consent. For each of the following statements indicate how strongly you agree or disagree.**

Please choose the appropriate response for each item:

Scale = Strongly Disagree – Disagree – Neutral – Agree - Strongly Agree

- = I think that verbally asking for sexual consent is awkward
- = I would have a hard time verbalising my consent in a sexual encounter because I am too shy
- = I feel confident that I could ask for consent from a sexual partner
- = I feel that verbally asking for sexual consent should occur before proceeding with any sexual activity
- = When initiating sexual activity, I believe that one should always assume they do not have sexual consent
- = Most people that I care about feel that asking for sexual consent is something I should do
- = Before making sexual advances, I think that one should assume “no” until there is clear indication to proceed
- = I have heard sexual consent issues being discussed by other students on campus
- = I have discussed sexual consent issues with my current (or most recent) partner at times other than during sexual encounters
- = I feel that sexual consent should always be obtained before the start of any sexual activity

**25. Using the scales provided, please indicate the extent to which you agree or disagree with the following statements.**

Please choose the appropriate response for each item:

Scale = Strongly Disagree – Disagree – Neutral – Agree - Strongly Agree

- = I have all the skills I need to deal with sexual consent
- = I feel well informed about sexual consent

**Bystander Attitudes and Practices**

**26. Please indicate how likely you are to engage in the following behaviours:**

Please choose the appropriate response for each item:

Scale = Not at all likely – Unlikely – Neutral – Likely - Very likely

- = Check in with my friend who looks drunk when they go to a room with someone else at a party
- = Say something to my friend who is taking a drunk person back to their room at a party
- = Express concern if a friend makes a sexist joke
- = Challenge a friend who uses “ho,” “bitch,” or “slut” to describe girls
- = Confront a friend who plans to give someone alcohol to get sex

- = Confront a friend if there are rumours that they raped someone
- = Object to a “rape joke” being told by another
- = Challenge a friend who shares private pictures of their partner
- = Challenge friends’ group who are competing for most ‘scores’ on a night out
- = Respond sympathetically to a friend who tells you they have been sexually assaulted
- = Advise a friend who tells you they have been sexually assaulted to seek supports

**27. In the context of sexual harassment and/or violence, I feel a responsibility to make an intervention where I am not directly involved.**

Please choose only one of the following:

- = Yes
- = No
- = I don’t know

**28. In the last four years I have made an intervention as a bystander to incident(s) of sexual harassment and/or violence.**

- = 0 times
- = 1 time
- = 2 times
- = 3+ times

**29. Using the scale provided, please rate how informed you feel you are to:**

Scale = Not informed at all – slightly informed – somewhat informed – fairly informed – completely informed

- 1 Make an effective intervention as a bystander to an act of sexual harassment and/or violence.
- 2 Respond effectively to a disclosure of an incident of sexual harassment and/or violence.

**Experiences of Sexual Harassment**

For the purposes of this survey, sexual violence and sexual harassment collectively refer to physical contact or non-physical conduct of a sexual nature in the absence of clear, knowing and voluntary consent. It also refers to conduct that derogates, demeans, or humiliates a person based on that person’s sex or gender. Examples include sexual or gender-based harassment, stalking, and sexual violence.

**Trigger Warning**

This survey asks about your personal experience with sexual misconduct, specifically sexual harassment and violence. Some of the language used in this survey is explicit and some people may find it uncomfortable, but it is important that we ask the questions in this way so that you are clear what we mean. Information on how to get help, if you need it, appears below, at relevant points in the survey and at the end of the survey.

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**30. If you are not comfortable answering these questions you have the option to skip to the next section.**

Please choose only one of the following:

- = I would like to answer these questions
- = I would like to skip these questions

**31. In the last four years, have you been in a situation in which someone related to your HEI:**

Please choose the appropriate response for each item:

Scale = Never - Once or twice – Sometimes – Often - Many times

- = Treated you “differently” because of your gender (for example, mistreated, slighted, or ignored you)?
- = Displayed, used, or distributed sexist or suggestive materials (for example, pictures, stories, or pornography which you found offensive)?
- = Made offensive sexist remarks (for example, suggesting that people of your sex are not suited for the kind of work you do)?
- = Made sexualised comments that included reference to your race or ethnicity?
- = Made sexualised comments that included reference to your trans and/or non-binary identity?
- = Made sexualised comments that included reference to your identity as female or male?
- = Made sexualised comments that included reference to your sexuality?
- = Made sexualised comments that included reference to your religion?
- = Put you down or was condescending to you because of your gender?
- = Repeatedly told sexual stories or jokes that were offensive to you?
- = Made unwelcome attempts to draw you into a discussion of sexual matters (for example, attempted to discuss or comment on your sex life)?
- = Made offensive remarks about your appearance, body, or sexual activities?
- = Made gestures or used body language of a sexual nature which embarrassed or offended you?
- = Made unwanted attempts to establish a romantic sexual relationship with you?
- = Continued to ask you for dates, drinks, dinner, etc., even though you said “No”?

- = Made you feel like you were being bribed with some sort of reward or special treatment to engage in sexual behaviour?
- = Implied better treatment if you were sexually cooperative?
- = Sent or posted unwelcome sexual comments, jokes or pictures by text, email, or other electronic means (for example via WhatsApp, Snapchat, Facebook, etc.)?
- = Spread unwelcome sexual rumours about you by text, email, or other electronic means (for example via WhatsApp, Snapchat, Facebook, etc.)?
- = Commented on your sexual or gender identity in a negative way by text, email, social media or other electronic means?

**32. If you experienced one of the situations described in the last question, we would like to ask some follow up questions about the ONE SITUATION that had the greatest effect on you.**

**If this is not applicable to you or you are not comfortable answering questions about specific instances of sexual harassment you should skip to the next section.**

Please choose only one of the following:

- = I would like to answer these questions.
- = I would like to skip these questions.

**33. The situation involved:**

Please choose all that apply:

- = Sexist or sexually offensive language, gestures or pictures
- = Unwanted sexual attention
- = Unwanted touching
- = Subtle or explicit bribes or threats

**34. The other person was a:**

Please choose all that apply:

- = Man
- = Woman
- = Other

**35. Was the other person a student at your higher education institution or another higher education institution?**

Please choose only one of the following:

- = Yes
- = No
- = Don't know

**36. Was the other person a staff member at your higher education institution?**

Please choose only one of the following:

- = Yes
- = No
- = Don't know

**37. Did this happen on campus?**

Please choose only one of the following:

- = Yes
- = No

**38. Did this happen during an activity related to your higher education institution (e.g. club/society event, placement, trip away)?**

Please choose only one of the following:

- = Yes
- = No

**39. Please tell us how you reacted to the situation:**

Please choose all that apply:

- = I ignored the person and did nothing.
- = I avoided the person as much as possible. I treated it like a joke.
- = I told the person to stop.
- = I reported the person.
- = I asked someone for advice and/or support.

**40. Did you tell anyone about the incident before this questionnaire?**

Please choose only one of the following:

- = Yes
- = No

#### **41. Who did you tell?**

Please choose all that apply:

- = Roommate
- = Close friend other than roommate
- = Romantic partner
- = Parent or guardian
- = Other family member
- = Doctor/nurse
- = Religious (e.g., Priest, Nun, Rabbi, Imam, Pastor, Monk, Guru etc.)
- = Off-campus rape crisis centre staff
- = Off-campus counsellor
- = On-campus counsellor
- = Higher education institution health services
- = Campus security
- = Garda Síochána
- = Students' Union representative
- = Higher education institution lecturer or staff
- = Other. Please Specify \_\_\_\_\_

#### **Answer = No**

#### **42. Why did you not tell anyone?**

Please choose all that apply:

- = I thought that I wouldn't be believed
- = I thought that the incident would be viewed as my fault
- = I didn't think the higher education institution /Gardaí could do anything
- = I was scared of offender
- = I thought that it was not serious enough, not a crime
- = I felt shame or embarrassment
- = I didn't want anyone to know
- = I didn't want involvement with the higher education institution authorities/Gardaí or courts
- = I didn't want the person arrested, jailed, deported, stressed out
- = I handled it myself
- = I wanted to put it behind me
- = I didn't want relationship to end

**43. Have you ever acted in a sexually inappropriate manner at your higher education institution such that another person was slighted/disadvantaged/made to feel uncomfortable?**

Please choose only one of the following:

- = Yes
- = No
- = Don't know

### **Sexual Violence**

For the purposes of this survey, **sexual violence and sexual harassment** collectively refer to physical contact or non-physical conduct of a sexual nature in the absence of clear, knowing and voluntary consent. It also refers to conduct that derogates, demeans, or humiliates a person based on that person's sex or gender. Examples include sexual or gender-based harassment, stalking, and sexual violence.

The following questions concern sexual experiences that you may have had that were unwanted. We know that these are personal questions, so we did not ask your name or other identifying information. Your information is completely confidential. We hope that this helps you to feel comfortable answering each question honestly. Fill the bubble showing the number of times each experience has happened to you. If several experiences occurred on the same occasion - for example, if one night someone told you some lies and had sex with you when you were drunk, you should indicate both.

### **Trigger Warning**

This survey asks about your personal experience with sexual misconduct, specifically sexual harassment and violence. Some of the language used in this survey is explicit and some people may find it uncomfortable, but it is important that we ask the questions in this way so that you are clear what we mean. Information on how to get help, if you need it, appears below, at relevant points in the survey and at the end of the survey.

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**44. If you are not comfortable answering these questions you have the option to skip to the next section.**

**Please choose only one of the following:**

- = I would like to answer these questions
- = I would like to skip these questions

**45. Since I enrolled at my higher education institution, someone touched me in a sexual manner, kissed, or rubbed up against the private areas of my body (lips, breast/chest, crotch or bottom) or removed some of my clothes without my consent (but did not attempt sexual penetration) by:**

Please choose the appropriate response for each item.

Scale = 0 times - 1 time - 2 times - 3+ times

- = Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.
- = Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.
- = Taking advantage of me when I was too drunk or out of it to stop what was happening.
- = Threatening to physically harm me or someone close to me.
- = Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.
- = Simply engaging in the behaviour without any indication from me that such behaviour was welcome.

**46. Since I enrolled at my higher education institution, someone had oral sex with me or made me have oral sex with them without my consent by:**

Please choose the appropriate response for each item.

Scale = 0 times - 1 time - 2 times - 3+ times

- = Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.
- = Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.
- = Taking advantage of me when I was too drunk or out of it to stop what was happening.
- = Threatening to physically harm me or someone close to me.
- = Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.
- = Simply engaging in the behaviour without any indication from me that such behaviour was welcome.



**47. NOTE: If this question is not relevant to you please skip to the next question.**

**Since I enrolled at my higher education institution, someone put their penis, fingers, or other objects into my vagina without my consent by:**

Please choose the appropriate response for each item.

Scale = 0 times - 1 time - 2 times - 3+ times

- = Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.
- = Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.
- = Taking advantage of me when I was too drunk or out of it to stop what was happening.
- = Threatening to physically harm me or someone close to me.
- = Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.
- = Simply engaging in the behaviour without any indication from me that such behaviour was welcome.

**48. NOTE: If this question is not relevant to you please skip to the next question.**

**Since I enrolled at my higher education institution, someone made me perform anal or vaginal sex (putting my penis into their anus or vagina) without my consent by:**

Please choose the appropriate response for each item.

Scale = 0 times - 1 time - 2 times - 3+ times

- = Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.
- = Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.
- = Taking advantage of me when I was too drunk or out of it to stop what was happening.
- = Threatening to physically harm me or someone close to me.
- = Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.
- = Simply engaging in the behaviour without any indication from me that such behaviour was welcome.

**49. Since I enrolled at my higher education institution, someone put their penis, fingers, or other objects into my anus without my consent by:**

Please choose the appropriate response for each item.

Scale = 0 times - 1 time - 2 times - 3+ times

- = Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.
- = Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.
- = Taking advantage of me when I was too drunk or out of it to stop what was happening.
- = Threatening to physically harm me or someone close to me.
- = Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.
- = Simply engaging in the behaviour without any indication from me that such behaviour was welcome.

**50. Since I enrolled at my higher education institution, someone TRIED to have oral, anal, or vaginal sex with me without my consent by:**

Please choose the appropriate response for each item.

Scale = 0 times - 1 time - 2 times - 3+ times

- = Telling lies, threatening to end the relationship, threatening to spread rumours about me, making promises I knew were untrue, or continually verbally pressuring me after I said I didn't want to.
- = Showing displeasure, criticising my sexuality or attractiveness, getting angry but not using physical force, after I said I didn't want to.
- = Taking advantage of me when I was too drunk or out of it to stop what was happening.
- = Threatening to physically harm me or someone close to me.
- = Using force, for example holding me down with their body weight, pinning my arms, or having a weapon.
- = Simply engaging in the behaviour without any indication from me that such behaviour was welcome.

**51. If you experienced one of the situations described in the questions in this section, we would like to ask some follow up questions about the ONE SITUATION that had the greatest effect on you.**

**If this is not applicable to you or you are not comfortable answering questions about specific instances of sexual violence you should skip to the next section.**

Please choose only one of the following:

- = I would like to answer these questions
- = I would like to skip these questions

**52. The other person was a (select all that apply if more than one other person):**

Please choose all that apply:

- = Man
- = Woman
- = Other

**53. What was your relationship to the other person?**

Please choose only one of the following:

- = Stranger
- = Acquaintance
- = Friend
- = Romantic partner
- = Former romantic partner
- = Relative/family
- = Higher education institution lecturer/staff
- = Tutor
- = Other, please specify:

**54. Was the other person a student at your higher education institution or another higher education institution?**

Please choose only one of the following:

- = Yes
- = No
- = I don't know

**55. Was the other person a staff member at your higher education institution or another higher education institution?**

Please choose only one of the following:

- = Yes
- = No
- = I don't know

**56. Did this happen on campus?**

Please choose only one of the following:

- = Yes
- = No

**57. Did this happen during an activity related to your higher education institution (e.g. club/society event, placement, trip away)?**

Please choose only one of the following:

- = Yes
- = No

**58. Had the other person been using alcohol or drugs just prior to the incident?**

Please choose only one of the following:

- = They had been using alcohol
- = They had been using drugs
- = They had been using both alcohol and drugs
- = They had not been using either alcohol or drugs
- = I don't know

**59. Had you been using alcohol or drugs just prior to the incident?**

Please choose only one of the following:

- = I had been using alcohol
- = I had been using drugs
- = I had been using both alcohol and drugs
- = I had not been using either alcohol or drugs

**60. During the incident, to what extent did you feel:**

Please choose the appropriate response for each item:

Scale = Not at all – Slightly – Somewhat – Very - Extremely

- = Scared
- = Like your life was in danger
- = Like the other person would hurt you if you didn't go along

**61. Did you tell anyone about the incident before this questionnaire?\***

Please choose only one of the following:

- = Yes
- = No

**Answer = Yes****62. Who did you tell? \***

Please choose all that apply:

- = Roommate
- = Close friend other than roommate
- = Romantic partner
- = Parent or guardian
- = Other family member
- = Doctor/nurse
- = Religious (e.g., Priest, Nun, Rabbi, Imam, Pastor, Monk, Guru etc.)
- = Off-campus rape crisis centre staff
- = Off-campus counsellor
- = On-campus counsellor
- = Higher education institution health services
- = Campus security
- = Garda Síochána
- = Students' Union representative
- = Higher education institution lecturer or staff
- = Other. Please Specify \_\_\_\_\_

**Answer = No**

**63. Why did you not tell anyone?\***

Please choose all that apply:

- = I thought that I wouldn't be believed
- = I thought that the incident would be viewed as my fault
- = I didn't think the higher education institution /Gardaí could do anything
- = I was scared of offender
- = I thought that it was not serious enough, not a crime
- = I felt shame or embarrassment
- = I didn't want anyone to know
- = I didn't want involvement with the higher education institution authorities/Gardaí or courts
- = I didn't want the person arrested, jailed, deported, stressed out
- = I handled it myself
- = I wanted to put it behind me
- = I didn't want relationship to end

**General attitudes to and perceptions of sexual violence and harassment**

We'd like to ask you some final questions relating to your attitudes to and perceptions of consent, sexual violence and harassment. We are asking these questions develop a picture of student attitudes to and perceptions of these issues to inform future training/education initiatives that may be necessary and to measure changes to attitudes/perceptions over time.

**Trigger Warning**

The following questions ask about general attitudes to sexual violence and harassment. Some of the language used in these questions is explicit and some people may find it uncomfortable, but it is important that we ask the questions in this way so that you are clear what we mean.

Information on how to get help, if you need it, appears below, at relevant points in the survey and at the end of the survey.

<https://hea.ie/assets/uploads/2021/04/Links-to-supports.pdf>

**64. If you are not comfortable answering these questions you have the option to skip to the next question.**

Please choose only one of the following:

- = I would like to answer these questions.
- = I would like to skip these questions.

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**65. For this part of the survey we would like you read each of the following statements and indicate how true each is to you, from strongly disagree to strongly agree.**

Please choose the appropriate response for each item:

Scale = Strongly Disagree – Disagree – Neutral – Agree - Strongly Agree

- = If a girl is raped or sexually assaulted while she is drunk, she is at least somewhat responsible for letting things get out of control.
- = When girls go to parties wearing revealing clothing, they are asking for trouble.
- = If a girl goes to a room alone with a guy at a party, it is her own fault if she is raped or sexually assaulted.
- = If a girl acts like a slut, eventually she is going to get into trouble.
- = When girls are raped or sexually assaulted, it's often because the way they said "no" was unclear.
- = If a girl initiates kissing or hooking up, she should not be surprised if a guy assumes she wants to have sex.
- = When guys rape or sexually assault, it is usually because of their strong desire for sex.
- = Guys don't usually intend to force sex on a girl, but sometimes they get too sexually carried away.
- = Rape or sexual assault happens when a guy's sex drive gets out of control.
- = If a guy is drunk, he might rape or sexually assaulted someone unintentionally.
- = It shouldn't be considered rape or sexual assault if a guy is drunk and didn't realise what he was doing.
- = If both people are drunk, it can't be rape or sexual assault.

**66. For this part of the survey we would like you read each of the following statements and indicate how true each is to you, from strongly disagree to strongly agree.\***

Please choose the appropriate response for each item:

Scale = Strongly Disagree – Disagree – Neutral – Agree - Strongly Agree

- = The extent of a man's resistance should be a major factor in determining if he was raped or sexually assaulted
- = A man can enjoy sex even if it is being forced on him
- = Most men who are raped or sexually assaulted are very upset by the incident
- = Many men claim rape or sexual assault if they have consented to homosexual relations but have changed their minds afterwards
- = Most men who are raped or sexually assaulted are somewhat to blame for not escaping or fighting off the woman
- = If a man engages in kissing and petting and he lets things get out of hand, it is his fault if his partner forces sex on him

- = Most men who are raped or sexually assaulted are somewhat to blame for not being more careful
- = Most men who have been raped or sexually assaulted have a history of promiscuity
- = Women who rape or sexually assault men are sexually frustrated individuals
- = Men who wear tight or skimpy clothes are asking for trouble

### **Additional Information**

**67. For the questions that were asked about different experiences with sexual misconduct, please rate whether you found answering these questions to be more or less distressing than other things you sometimes encounter in day to day life.**

Please choose only one of the following:

- = Much More Distressing
- = Somewhat More Distressing
- = Neutral
- = Somewhat Less Distressing
- = Much Less Distressing

**68. For the questions that were asked about different experiences you may have had such as non- consensual sexual experiences or touching someone without their consent, please rate how important you believe it is for researchers to ask about these types of events in order to study the impact of such experiences.\***

Please choose only one of the following:

- = Definitely Not Important
- = Not Important
- = Neutral
- = Important
- = Definitely Important

**69. I found participating in this study personally meaningful.\***

Please choose only one of the following:

- = Strongly Disagree
- = Disagree
- = Neutral
- = Agree
- = Strongly Agree



**70. If there is anything else you would like to add about sexual consent or misconduct in your higher education institution? If so, please use the box below.**

**Like the rest of your responses to this survey, any information you provide is anonymous and will only be reported grouped with all other comments.**

**Please do not identify anyone by name in your survey comments.**

Thank you for completing the survey.

If you are affected by any of the issues raised in this survey, a list of organisations that may be able to provide help and advice, if you need it, can be found here:

<https://hea.ie/assets/uploads/2021/04/Links-to-supports.pdf>

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