

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

Summary of Survey Findings

Authors | Pádraig MacNeela, Kate Dawson,
Theresa O'Rourke, Siobhán Healy-Cullen,
Lorraine Burke, William F. Flack

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 ' HELLO ' to 50808	https://text50808.ie/
Samaritans	National Helpline - 116 123	https://www.samaritans.org/ireland/samaritans-ireland/
Dublin Rape Crisis Centre	Dublin Rape Crisis Centre's 24-hour helpline - 1800 77 8888	https://www.drcc.ie/Your local Rape Crisis Centre/Network https://www.rapecrisishelp.ie/find-a-service/
HSE		https://www2.hse.ie/services/sexual-assault-treatment-units/rape-sexual-assault-where-to-get-help.html
Sexual Assault Treatment Units		https://www2.hse.ie/sexual-assault-treatment-units/
Women's Aid	24-hour helpline - 1800 341 900	https://www.womensaid.ie/
Men's Aid	National Confidential Helpline - 01 554 3811	https://www.mensaid.ie/
Your local Gardaí		https://www.garda.ie/en/crime/sexual-crime/
HSE My Options	Freephone - 1800 828 010	https://www2.hse.ie/unplanned-pregnancy/
LGBT Ireland	National Helpline - 1890 929 539	https://lgbt.ie/

Contents

Summary of the Survey Findings	4
1. Overview of the Survey	5
2. Demographics of Respondents	6
3. Campus Environment	7
4. Campus Safety	7
5. Peer Perceptions	8
6. Behavioural Intentions and Attitudes	8
7. Students' Experiences of Sexual Harassment	12
8. Students' Experiences of Sexual Violence	17
9. Discussion of Findings	25
10. Recommendations	39
 Appendix: National Survey of the Experiences of Students in relation to Sexual Violence and Harassment	 41
 Bibliography	 71

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, 1197 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
Campus environment – Beliefs about institutional supports	<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>
Negative expectations for how reports of sexual misconduct are viewed	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.	25% of students said it was likely that their higher education institution would label the person making the report a troublemaker.

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>
<p>Student knowledge of campus supports</p>	<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
Student perceptions of peer responses to sexual violence and / or harassment reporting	<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>
Campus safety – Feelings of safety from sexual violence and harassment	<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% of 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 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
<p>Female rape myths – ‘He didn’t mean to’</p>	<p>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>	<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>
<p>Female rape myths – ‘She asked for it’</p>	<p>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>	<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.

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.

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/

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

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.

<https://hea.ie/assets/uploads/2021/04/Links-to-supports.pdf>

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.

<https://hea.ie/assets/uploads/2021/04/Links-to-supports.pdf>

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 to 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.

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>

Bibliography

Beres, M., Treharne, G., & Stojanov, Z (2019). A whole campus approach to sexual violence: the University of Otago Model. *Journal of Higher Education Policy & Management*, 41, 646-662.

Bondestam, F., & Lundqvist, M. (2020). Sexual harassment in higher education: A systematic review. *European Journal of Higher Education*, 10, 397-419.

Burke, L., O'Higgins, S., McIvor, C., Dawson, K., O'Donovan, R., & MacNeela, P (2020). *Sexual Experience Survey: Sexual violence and harassment experiences in a national survey of higher education institutions*. Galway: National University of Ireland, Galway.

Cortina, L. M., Swan, S., Fitzgerald, L. F., & Waldo, C. (1998). Sexual harassment and assault: Chilling the climate for women in academia. *Psychology of Women Quarterly*, 22, 419-441.

Department of Education & Skills (2019). *Framework for consent in higher education institutions: Safe, respectful, supportive and positive – Ending sexual violence and harassment in Irish higher education institutions*. <https://www.gov.ie/en/publication/678fee-framework-for-consent-in-higher-education-institutions-safe-respectf/>

Dills, J., Fowler, D., & Payne, G. (2016). *Sexual violence on campus: Strategies for prevention*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

Fitzgerald, L. F., Gelfand, M. J., & Drasgow, F. (1995). Measuring sexual harassment: Theoretical and psychometric advances. *Basic and Applied Social Psychology*, 17, 425-445.

Fitzgerald, L.F., Shullman, S.L., Bailey, N., Richards, M., Swecker, J., Gold, Y., Ormerod, A.J., & Weitzman, L.M. (1988). The incidence and dimensions of sexual harassment in academia and the workplace. *Journal of Vocational Behavior*, 32, 152-175.

Humphreys, C. J., & Towl, G. J. (2020). *Addressing student sexual violence in higher education: A good practice guide*. Emerald Group Publishing.

Humphreys, T. P., & Brousseau, M. M. (2010). The Sexual Consent Scale – Revised: Development, reliability, and preliminary validity. *Journal of Sex Research*, 47, 420-428.

- Jozkowski, K. N., & Peterson, Z. D. (2014). Assessing the validity and reliability of the perceptions of the consent to sex scale. *Journal of Sex Research, 51*, 632-645.
- Koss, M., Abbey, A., Campbell, R., Cook, S., Norris, J., Testa, M., Ullman, S., West, C., White, J. (2007). Revising the SES: A collaborative process to improve the assessment of sexual aggression and victimization. *Psychology of Women Quarterly, 31*, 357-370.
- McMahon, S., & Farmer, G. L. (2011). An updated measure for assessing subtle rape myths. *Social Work Research, 35*, 71-81.
- McMahon, S., Allen, C. T., Postmus, J. L., McMahon, S. M., Peterson, N. A., & Lowe Hoffman, M. (2014). Measuring bystander attitudes and behavior to prevent sexual violence. *Journal of American College Health, 62*(1), 58-66.
- Melanson, P. K. (1999). *Belief in male rape myths: A test of two competing theories* (Doctoral dissertation). Queen's University, Kingston, Ontario, Canada.
- Muehlenhard, C. L., Peterson, Z. D., Humphreys, T. P., & Jozkowski, K. N. (2017). Evaluating the one-in-five statistic: Women's risk of sexual assault while in college. *Journal of Sex Research, 54*. 549-576.
- Nukulij, P. (2011). *AAUW Knowledge Networks: Harassment at school survey*. Retrieved from <http://www.aauw.org/files/2013/02/crossing-the-line-harassment-atschool-survey-methodology.pdf>
- Relyea, M., & Ullman, S. E. (2015). Measuring social reactions to female survivors of alcohol-involved sexual assault: The Social Reactions Questionnaire–Alcohol. *Journal of Interpersonal Violence, 30*, 1864-1887.
- Rutgers University. (2014). *#iSPEAK: Rutgers Campus Climate Survey*. Retrieved from: http://socialwork.rutgers.edu/Libraries/VAWC/new_doc_to_upload_for_ispeak.sflb.ashx
- Swartout, K. M., Flack, W. F., Cook, S. L., Olson, L. N., Smith, P. H., & White, J. W. (2019). Measuring campus sexual misconduct and its context: The administrator-researcher campus climate consortium (ARC3) survey. *Psychological Trauma: Theory, Research, Practice, and Policy, 11*, 495–504.

