



Maastricht University

Sexual Violence and Sexual Harassment among Maastricht University Students

Authors

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Definitions

Sexual violence refers to non-consensual penetrative acts (also known as rape), attempted non-consensual penetrative acts (attempted rape), and non-consensual sexual touching (such as groping, kissing, fondling, etc.).

Sexual harassment refers to behaviours with sexual connotations that do not include sexual touching, but may include e.g., sending unsolicited sexual images or making inappropriate sexual remarks.

Sexual misconduct is a collective term that refers to any kind of sexual misconduct.

Perpetrator refers to a person who carries out an act of sexual misconduct.

Victim refers to a student who reports having experienced sexual misconduct while enrolled at Maastricht University.

LGBQ students refers to lesbian, gay, bisexual or queer/questioning students.

Genderqueer refers to a student who identifies with a combination of male and female genders, or both, or neither.

Prevalence refers to the degree to which sexual violence or sexual harassment occurs.

Maastricht University (UM) resources refers to UM offices or instances where students can report sexual violence or sexual harassment or find support after experiencing these acts (e.g., UM confidential advisor, UM psychologists).

Executive summary

Background

A 2021 report commissioned by Amnesty International showed that a large percentage of students experience sexual misconduct while attending a university or a university of applied sciences in the Netherlands (I&O Research, 2021). For instance, 11% of female students and 1% of male students reported experiencing non-consensual sexual penetration, and 31% of female students and 11% of males reported experiencing non-consensual sexual touching in this report. The same survey also showed other worrying trends, such as that 61% of students reported not knowing where to find support at their university after being raped, and 64% of students reported not knowing where to report rape at their university. It should be noted that this survey was administered only in Dutch and no data were provided for Maastricht University (UM) students specifically.

In 2020, we conducted a survey among UM students on sexual misconduct. The results of this survey expand on the results described in the Amnesty International report by e.g. allowing for the inclusion of responses by non-Dutch speakers (by conducting the survey in English) and including questions on more types of sexual misconduct, i.e., sexual violence and sexual harassment. Further, as the survey was accessible to only UM students, our survey allows for a local examination of sexual violence and sexual harassment at UM. The goal of this survey was to gather information about students' experiences of sexual violence and sexual harassment while they are enrolled at UM and of students' experiences of support that UM offers in this context.

More concretely, our research questions were the following:

- 1) How extensive is the experience of sexual violence among the UM student population?
- 2) How extensive is the experience of sexual harassment among the UM student population?
- 3) What are the perceived characteristics of the perpetrators of sexual violence and sexual harassment?
- 4) Do students know about UM resources, and are these resources used when students experience sexual violence or sexual harassment?

Method

In June 2020, an adapted version of the American Association of Universities (AAU) campus climate survey¹ was implemented at UM. Students were approached with a request to fill in an online Qualtrics survey on sexual well-being via e.g., a pop-up on StudentPortal, messages on social media, and requests to student organisations and student associations. To increase responses, students were offered the opportunity to participate in a lottery and win 50 euros. In total, 2887 students responded. The results below present the data as percentages and absolute numbers only; no (additional) statistical analyses were performed. Caution must be maintained with drawing conclusions from the data when comparing subgroups (e.g., comparing genderqueer groups versus male and female identifying students) due to the low number of respondents in some sub-groups.

Results

Participants

- A total of 2474 respondents (86%) were included in the numbers and percentages in this report. Respondents who were younger than 18 years were excluded², as well as those who did not fill in at least one item in the sexual harassment or sexual violence section³. Some exchange students and former students also filled in the survey, but since we did not actively advertise the survey to these groups, the sample sizes of these groups were very small, therefore, we also did not make sub-groups of these students.
- For an overview of the sample characteristics, see Table 1.

Table 1 - Demographics of Respondents

Nationality	1458 EU 801 Dutch 150 non-EU 65 unknown
Faculty	321 FPN 602 SBE 528 FHML 329 Law 306 FASoS 350 FSE 38 unknown
Year of Study	638 1 st year bachelor 1107 2 nd -4 th year bachelor 712 post-graduate 17 other*
Disability	1951 no disability 384 mental/learning disability only 61 physical disability only 25 both physical and mental/learning disability 53 unknown
Sexual Orientation	1928 heterosexual 538 LGBTQ** 8 unknown
Gender	1730 cis and trans women 707 cis and trans men 33 genderqueer 4 unknown
Member of a student, study, or sport association	785 non-members 1689 members*** including: 1077 sport association members, 677 student association members, 546 study association members, 314 other extra-curricular association members

Note: *other year of study = exchange and alumni students.
LGBTQ = students that identify as lesbian, gay, bisexual, queer and/or questioning. *respondents could select more than one association.

1 Cantor, D., Fisher, B., Chibnall, S., Harps, S., Townsend, R., Thomas, G., Lee, H., Kranz, V., Herbison, R., & Madden, K. (2019). *Report on the AAU Campus Climate on Sexual Assault and sexual misconduct*. [https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7_\(01-16-2020_FINAL\).pdf](https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7_(01-16-2020_FINAL).pdf)

2 Seven respondents who pressed "decline to state" on the age question were included in the analysis.

3 Students who did not fill in the questions in the sexual violence and sexual harassment section did not contribute to answering our main research questions. In all but three cases, students who did not answer a question in the sexual harassment section also did not answer a question in the sexual violence section.

Frequency of students' reporting sexual violence and sexual harassment

- ⇒ 46.9% (1161) of students reported experiencing at least one incident of sexual violence and/or sexual harassment since enrolling at UM. This includes 26.5% (655) of students who experienced sexual violence at least once and 38.7% (957) of students who experienced sexual harassment at least once.
- ⇒ For students who reported experiencing sexual violence, 9.8% (243) of students experienced non-consensual penetration (rape), and 25.4% (628) of students experienced non-consensual touching (i.e., fondling, kissing and/or groping).
- ⇒ Students who reported incidences of sexual violence appeared to be distributed equally across faculties (for the data, please see p. 17).
- ⇒ Prevalence rates of sexual violence and sexual harassment appeared to be higher among students who have a disability, identify as LGBTQ, and/or are female or genderqueer. Students who were a member of a student, study, or sport association also appeared to experience more sexual violence than students who are not members (p. 17, p. 25).
- ⇒ The most common locations where acts of sexual violence occurred were 'other housing' (i.e., student rooms) and restaurants/bars/clubs. 36.5% and 31.6% of respondents reported experiencing sexual violence in these places, respectively. It is not known what the most common locations for sexual harassment were, since we did not ask this specifically.

Consequences of experiences of sexual violence and/or sexual harassment

- ⇒ Negative consequences following incidents were reported by 73.0% (478) of respondents who experienced sexual violence. Also, 70.7% (463) of these respondents reported experiencing personal consequences, including e.g., feelings of hopelessness and helplessness, or feeling numb and detached. Academic consequences, e.g., decreased class attendance, and changing career plans were reported by 30.5% (200) of these respondents. Finally, physical consequences, such as injury, contracting a sexually transmitted infection (STI) and pregnancy, were reported by 6.1% (40) of these respondents.
- ⇒ For students who reported having experienced sexual harassment, 36.5% (349) disclosed that they experienced negative consequences. 32.4% (310) of respondents reported experiencing social consequences (e.g., reported feelings that the incident created an intimidating or

hostile social, academic, or work environment), and 10.3% (99) respondents reported experiencing academic consequences.

Characteristics of perpetrators

- ⇒ When asked about the characteristics of the perpetrators of sexual violence, 86.7% (568) of the respondents reported that the perpetrator was male, 8.1% (53) of the respondents reported that the perpetrator was female, and 0.9% (6) reported that the perpetrator had another gender.
- ⇒ Perpetrators were more likely to be known by the victim, with only 30.7% (201) of the respondents who experienced sexual violence and 16.9% (162) of the respondents who experienced sexual harassment indicating not knowing or recognising the perpetrator.
- ⇒ Most students who experienced sexual violence and/or sexual harassment reported that their perpetrator was associated with UM in some way (61.1% (400) of students who reported experiencing sexual violence reported this; 94.8% (908) of students who reported being sexually harassed reported this).

Contact of UM resources after experiencing sexual violence and/or harassment

- ⇒ 93.5% (2314) of respondent reported being aware of at least one UM resource (such as the confidential advisor, UM psychologists) when provided with a list of UM resources.
- ⇒ 5.6% (37) of those who reported experiencing sexual violence and 10.2% (98) of those who reported experiencing sexual harassment contacted such a UM resource following the incident.
- ⇒ Several reasons were given for not contacting a UM resource following an incident of sexual violence or sexual harassment. For students who experience sexual violence, these included personal reasons (88.9% (510)), a lack of trust in the institution (29.3% (168)), and a lack of information about how each resource could help (18.1% (104)). For students who experienced sexual harassment, the reasons that were named included personal reasons (87.9% (755)), a lack of trust in the institution (25.0% (215)), and a lack of information about how each resource could help (16.8% (144)).

Knowledge of definitions of sexual violence at Maastricht University, where to report incidences of sexual violence, and where to get help

- 52.1% (1290) of students reported that they were “not at all” knowledgeable on where to get help in case they or a friend experienced sexual violence or other sexual sexual misconduct. It is possible that while students reported knowing about certain offices or instances, they were not aware of all services and resources provided by by these offices or instances.
- 69.5% (1719) of students indicated they did “not at all” know where to report an incident of sexual violence, and 81.9% (2025) of students reported that they were “not at all” knowledgeable on what would happen if they were to report an incident of sexual violence or sexual harassment.

Conclusion

These data indicate that a large percentage of UM students have experienced sexual violence and sexual harassment. For sexual violence, the incidences reported by UM students are slightly higher than those reported by students in the Amnesty International (2021) report: i.e. 9.8% of students at UM reported having experienced non-consensual sexual penetration while being enrolled at UM, compared to 6% nationally in the Amnesty International report (I&O Research, 2021).

Based on the frequency plots, we can tentatively conclude that sexual violence and sexual harassment affect all faculties and all years of affiliation. Female and genderqueer students appear to experience more sexual violence and sexual harassment than male students. Students with a non-heterosexual orientation appear to experience more sexual violence and sexual harassment than students with a heterosexual orientation. Students with one or more disabilities also seem to experience more sexual violence and sexual harassment than students without a disability. Students who are a member of a study, student, or sport organization appear to experience sexual violence and sexual harassment more than students who are not a member. As mentioned before, we still need to analyze these data statistically and for some subgroups the sample size is small. However, these findings are comparable to findings reported at other universities, where students with a non-heterosexual orientation (Cantor et al., 2019), non-male gender (Cantor et al., 2019; Krebs et al., 2011), a disability (Cantor et al., 2019; Scherer et al., 2016), as well as those affiliated with student, study, and/or sports organisations (Armstrong et al., 2006;

Cantor et al., 2020; Franklin, 2016) have been shown to experience more sexual violence compared to their peers.

The numbers reported by students in our survey appear to be higher than the numbers of students who actually contacted the UM resources following an experience of sexual violence (e.g., the numbers provided by the confidential advisor and UM psychologists). This is to be expected: studies have shown that sexual violence and sexual harassment are crimes that are usually underreported (Krebs et al., 2016). In our study, for both sexual violence and sexual harassment, students list several reasons for why they did not seek support or report an incident of sexual violence to UM: among these are personal reasons (such as feeling shame), but also a lack of trust in UM, as well as a lack of information about resources. Feelings of shame and embarrassment are common barriers mentioned in other research papers to formal disclosure among university students, as are concerns about confidentiality (Sabina & Ho, 2014), as well as worrying about reprisal from the perpetrator or thinking that nothing would come from reporting the assault (Spencer et al., 2017).

While students mostly do appear to know about UM resources (93.5% indicated that they knew about at least one resource)⁴, more than half of students (52.1%) reported that they were “not at all” knowledgeable on where to get help in case they or a friend experienced sexual violence. 61% of students reported the same in the Amnesty International survey. 69.5% of UM students indicated they did “not at all” know where to report an incident of sexual violence, compared to 64% of students in the Amnesty International survey. This, together with reported reasons given by students on why they did not go to a UM resource after experiencing sexual harassment or sexual violence, may go some way to explain why only a fraction of students who experience sexual violence (5.6%) or sexual harassment (10.2%) contact a UM resource. Further studies should focus on which other outside resources students may use (such as Centrum Seksueel Geweld or Slachtofferhulp Nederland).

There are some limitations to this report, which need to be mentioned. As mentioned before, the lack of focus on outside instances should be rectified in any further research that examines sexual violence or sexual harassment among our student population. We also recommend using more open questions, so students can elaborate on their answers.

⁴ It is possible that despite asking students if they were knowledgeable about the services and resources those offices provided, students answered affirmative based on name-recognition only, but that they were not aware of the specific services and resources offered.

Additional research during a non-pandemic period is further recommended, though, as we state in the discussion below, it is unclear how the COVID-19 pandemic has influenced the data.

Based on the above data and available literature on this topic, we would like to make the following additional recommendations:

Recommendations

- ↳ Sexual violence and sexual harassment affect the whole community. As such, it would be good to examine how **collaborations between the municipality, relevant institutions** (such as Centrum Seksueel Geweld and the police), **and UM** can reduce the number of sexual violence and sexual harassment incidents experienced by students.
- ↳ Since the report commissioned by Amnesty International demonstrated that sexual misconduct affects students at more universities in the Netherlands than just UM, a **pan-university working group** that works on reducing sexual violence and sexual harassment among university (incl. university of applied sciences) students in the Netherlands could take big steps towards tackling these issues in Dutch higher education. Caring University is an example of a successful enterprise that targets students' wellbeing; a similar model could be explored in the context of sexual violence and harassment.
- ↳ UM students appear to be unknowledgeable on where to find support if they or a friend experience sexual violence. They are also not sure where to file a report or what happens when such a report has been filed. It would be helpful to re-examine **UM's communication** regarding these topics to ensure that students are clear about the available resources, and what can be expected from disclosing to them. Since victims of sexual violence appear to not use generalised support services (O'Sullivan & Carlton, 2001), a sexual violence support centre may allow students to find help more directly.
- ↳ Studies show that protective social responses (and not receiving negative social responses) can strongly influence the process of recovery after sexual violence and the likelihood of disclosure (Bogen et al., 2019). Best practice shows that **support for victims** of sexual misconduct should be embedded in a trauma-informed framework (DePrince & Gagnon, 2018). This framework could encompass outside support services (i.e., Centrum Seksueel Geweld) as well as internal UM support services.

The authors of this report recommend consulting a 2020 policy recommendation⁵ that examines how trauma informed support could be implemented at UM.

- ↳ A large portion of the UM student community reports experiencing sexual violence and/or sexual harassment. To decrease numbers, it would be helpful to offer **effective, evidence based prevention programmes** to UM students. Pilot programmes of these are currently running and are being tested at UM. Good examples from other universities (such as the university of Otago)⁶ point to a comprehensive system, which includes e.g., giving at-risk groups of students (i.e., those students most at risk to experience or perpetrate sexual violence) prevention training.
- ↳ The original AAU survey was repeated after four years, since campus climate surveys are not intended as singular events but rather as monitors. It would therefore be good to **repeat this UM survey** (or a similar one) regularly. Based on limitations in the current survey design we recommend the following expansions: e.g., (1) the inclusion of stalking and intimate partner violence sections, (2) questions pertaining more clearly to external support providers, (3) the relation with alcohol and drug use, and (4) more open questions to allow for further elaboration. We also recommend further research into rape myth beliefs among the UM community, since these have been linked to e.g., a decreased chance of disclosure by victims and a decrease in consent-seeking intention (LeMaire et al., 2016).
- ↳ Given that students also cited distrust in UM as a reason for not reporting, we recommend that **reporting and support procedures are re-evaluated** to ensure the (perception of) safety of all students and that regular quality control of these services with a focus on their trauma supportiveness is implemented.

5 Wellum, A., Lange, G., Geijen, W., Spanakis, J., Rasch, M., Vital-Durand, C., & Adams, E. (2020). Sexual Violence Support and Prevention Centre at UM. *A copy of the report can be acquired via one of the authors.*

6 Beres, M. A., Treharne, G. J., & Stojanov, Z. (2019, 2019/11/02). A whole campus approach to sexual violence: the University of Otago Model. *Journal of Higher Education Policy and Management*, 41(6), 646-662. <https://doi.org/10.1080/1360080X.2019.1613298>

Introduction

In June 2021, Amnesty International published a report presenting the results of a national survey on sexual violence among students in higher education in the Netherlands. The report made headlines in the national media through its findings that, while enrolled in higher education, one in ten students has experienced rape (11% female students; 1% male students), and one in five students has experienced being sexually touched against their will (31% female students; 11% male students). Despite the high numbers of affected students, only 4% of students stated that they knew exactly where to report sexual violence at their university, and 6% stated that they knew where to find information about what to do if someone was raped⁷. Only 2% of male students and 0% of female students reporting knowing exactly what their university's procedure would be if a sexual violence were reported (I&O Research, 2021).

By all accounts, the numbers of students who reported experiencing sexual violence during their studies is worrying. The consequences of sexual violence have been well documented. Sexual violence – in particular, rape – can carry physical consequences such as injuries, unwanted pregnancies, and/or catching a sexually transmitted infection (STI). Psychological consequences, such as anxiety, depression, and PTSD, have also been frequently recorded (Carey et al., 2018; Kilpatrick et al., 2007; Koss et al., 1994). Academically, students' experience of sexual violence is associated with a decrease in their grade point average (Potter et al., 2018; Stermac et al., 2020), and a decreased class attendance (Kelly & Stermac, 2008), or dropping out of their chosen educational program (Krebs et al., 2007), or the university itself (Baker et al., 2016; Mengo & Black, 2016).

A reason why the Amnesty International's report was surprising to many seems to be that numbers of incidents of reported sexual violence were much higher than had been previously reported. At Maastricht University (UM), for example, no more than six incidences of sexual violence and no more than three incidences of sexual harassment were reported to the confidential advisor per year between 2015-2019. Additionally, 41 incidences of sexual violence or sexual harassment were brought to the UM psychologists in 2020 and 2021 combined.

The apparent increase in numbers in the Amnesty International report may be explained by the fact that victims of sexual violence or sexual harassment are more inclined to seek help than report the incident. Based on the numbers of the Amnesty International alone, it is worth examining the discrepancy between UM's officially reported numbers and those reported in the Amnesty International report. One reason might be that the Amnesty International report was based on self-report survey data with behaviourally specific questions that used graphic language to describe elements of potential victimisation, thus cueing respondents to recall their experiences. It also assessed a wide range of victimisation, including non-consensual sexual touching, non-consensual sexual penetration, and as attempted non-consensual penetration. Research has shown that these steps are necessary to allow for the counting of incidences by people who have actually been sexually victimised (Fisher, 2004). To measure sexual violence incidents among university students, behaviourally specific measures that include clear examples, detailing a range of sexual violence is strongly recommended and has become standard practice in campus climate studies on sexual violence (Fedina et al., 2018).

While the Amnesty International report is thus an important step to gaining a clearer overview of sexual violence prevalence rates in higher education in the Netherlands, we suggest that individual universities should conduct their own research into sexual violence prevalence rates for three reasons: 1) the report commissioned by Amnesty International does not answer questions about the prevalence of sexual harassment, which may also impact students' physical, mental, and academic well-being; 2) the report also does not ask questions about sexual violence or sexual harassment at individual universities; and (3), since the survey was only administered in Dutch, international universities such as UM should be wary when extrapolating the results to their own student population.

⁷ Around 30% of students reported that they were somewhat knowledgeable of each of these two issues.

The report you are currently reading adds to the narrative in several ways. Administered in June 2020, the results of the survey whose findings we report on here presents relatively recent results of a campus climate survey among UM students and can therefore give a clear(er) picture of e.g., students' overall knowledge of UM's policies and support systems and UM students' reported experience of sexual violence and sexual harassment. Since the survey was administered in English, the answers of non-Dutch-speaking students can also be considered. Additionally, questions were asked not just about sexual violence (including rape, attempted rape, and non-consensual sexual touching) but also sexual harassment, thereby broadening our picture of sexual misconduct. Finally, the study mentioned in this report was financially supported by a UM Diversity and Inclusivity grant.

Our research questions were the following:

- 1) How extensive is the experience of sexual violence among the UM student population?
- 2) How extensive is the experience of sexual harassment among the UM student population?
- 3) What are the perceived characteristics of the perpetrators of sexual violence and sexual harassment?
- 4) Do students know about UM resources, and are these resources used when students experience sexual violence or sexual harassment?

Methods

Materials

In June 2020, UM students were invited to fill in a survey on sexual well-being. By clicking on the link, a browser window opened to an adapted, digital version of the AAU Campus Climate Survey⁸ (for a full version of the questions asked to UM students, please see Appendix B). The AAU Campus Climate Survey is the largest of Campus Climate Surveys conducted in the US, with more than 150,000 students from 27 US universities participating. In our study, the survey was adapted in the following ways:

- ↳ questions on race were not included,
- ↳ questions on nationality were included,
- ↳ sections on stalking and interpersonal partner violence were omitted⁹, and for almost all questions (97.7%), students were given the option to “decline to state”, so that students did not have to answer sensitive questions if they preferred not to.

Participants

A total of $N = 2887$ students from UM responded to a call to participate in a “sexual well-being survey”. From this sample, respondents were excluded if they were aged under 18 years old and if they had not filled in at least one question in the sexual violence section or the sexual harassment section. In excluding these students, we (1) followed the protocol that was used by US universities who distributed the AAU climate survey and (2) ensured that only data that answered our main research questions were included.

As an incentive, respondents could submit their name to a lottery to win 50 euros. In total, 400 euros were made available for the lottery. The invitations included a link to the survey, which was administered using qualtrics software. Upon clicking the link, students first received more information about the survey, including the promise of anonymity. Students agreed to this via a consent form and indicated that they were at least 18 years old. To address the possibility that answering questions about sexual violence might elicit painful memories from survivors, a list of support resources was made available to all respondents upon completion of the survey. Ethical approval for this study was given by the Ethics Review Committee of the Faculty of Psychology and Neuroscience (ERCPN, number: ERCPN- OZL 219_33_02_2020). Caution must be maintained with drawing conclusions from the data when comparing subgroups (e.g., comparing genderqueer groups versus males and females groups) due to the low number of respondents in some subgroups.

8 Cantor, D., Fisher, B., Chibnall, S., Harps, S., Townsend, R., Thomas, G., Lee, H., Kranz, V., Herbison, R., & Madden, K. (2019). *Report on the AAU Campus Climate on Sexual Assault and sexual misconduct*. [https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7_\(01-16-2020_FINAL\).pdf](https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7_(01-16-2020_FINAL).pdf)

9 We omitted these sections since we did not want students to be distracted from our main research questions concerning sexual violence and sexual harassment, and we did not want the survey to become too long.

Results

Demographics

After data cleaning, as described in the 'Participants' section, 2474 (86%) respondents were included in the analyses. Table 1 displays the demographics of respondents. For demographic criteria, students could select among a range of options in how they described themselves. For gender, for example, respondents were asked to choose among eight response options. Using the responses to these questions, students were then placed into one of four groups: 1) woman, 2) man, 3) genderqueer (including e.g., nonbinary, questioning, or not listed), or 4) unknown. See Appendix A for more information on how groups were formed.

Table 1 - Demographics of Respondents

Nationality	1458 EU 801 Dutch 150 non-EU 65 unknown
Faculty	321 FPN 602 SBE 528 FHML 329 Law 306 FASoS 350 FSE 38 unknown
Year of Study	638 1 st year bachelor 1107 2 nd -4 th year bachelor 712 post-graduate 17 other*
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Sexual Orientation	1928 heterosexual 538 LGBTQ** 8 unknown
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Note: *other year of study = exchange and alumni students.
LGBTQ = students that identify as lesbian, gay, bisexual, queer and/or questioning. *respondents could select more than one association.

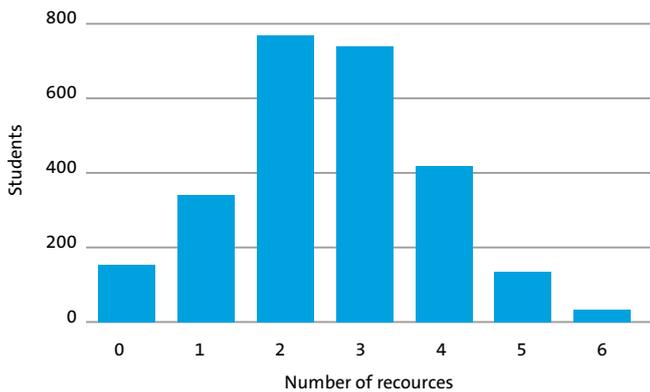
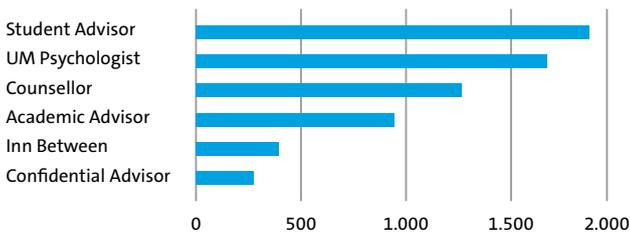
Knowledge

Awareness of UM resources

Students were asked whether they are aware that UM offers a list of services and resources. The listed resources comprised the confidential advisor, the InnBetween, academic advisors, student counsellors, UM psychologist, and student advisors. Students were asked to select all the resources they were aware of and therefore could select anywhere between none and all six resources. As shown in Figure 1, students were most aware of the student advisor and UM psychologist. 51.5% (1273) of students were aware of three or more resources. Only 1% (25) were aware of all six resources and only 6.5% (160) of students were aware of none of the available resources.

Figure 1 – Awareness of UM resources

“Are you aware of the services and resources provided by the following? (Mark all that apply)”



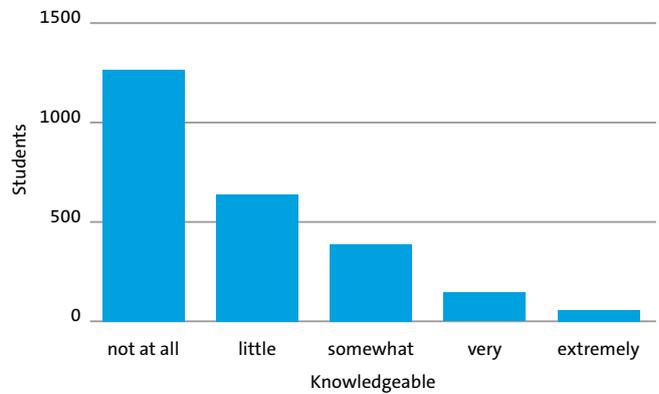
Note: Above, the bar graph shows how many students are aware of each resource at UM. Below, the bar graph shows how many resources students are aware of, from no resources to all 6 listed resources.

Knowledge about where to get help at Maastricht University

Despite many students indicating that they knew of at least some of the UM resources in the list, Figure 2 illustrates that many students report they would not know where at UM they could get help following an incident of sexual violence or sexual harassment. Indeed, 52.1% (1290) of students are ‘not at all’ knowledgeable on where to get help.

Figure 2 - Knowledge about where to get help at Maastricht University

“How knowledgeable are you about where to get help at Maastricht University if you or a friend experienced sexual violence or other sexual misconduct?”

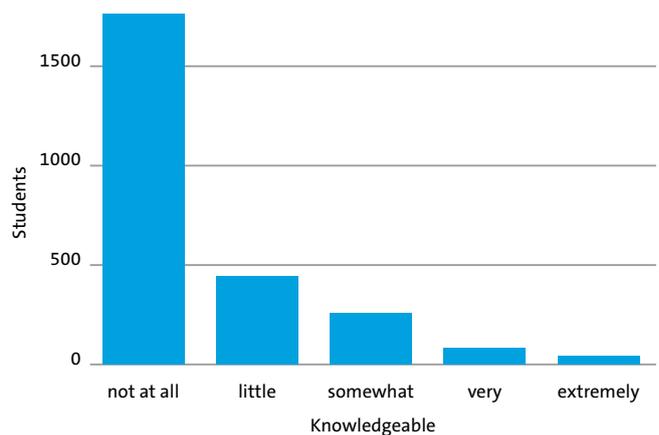


Knowledge about making a report at Maastricht University

As shown in Figure 3, students indicated that they perceive themselves as ‘not at all’ knowledgeable on where to report an incident of sexual violence or misconduct, with 69.5% (1719) of students indicating so.

Figure 3 - Knowledge about making a report at Maastricht University

“How knowledgeable are you about where to make a report of sexual violence or other sexual misconduct at Maastricht University?”

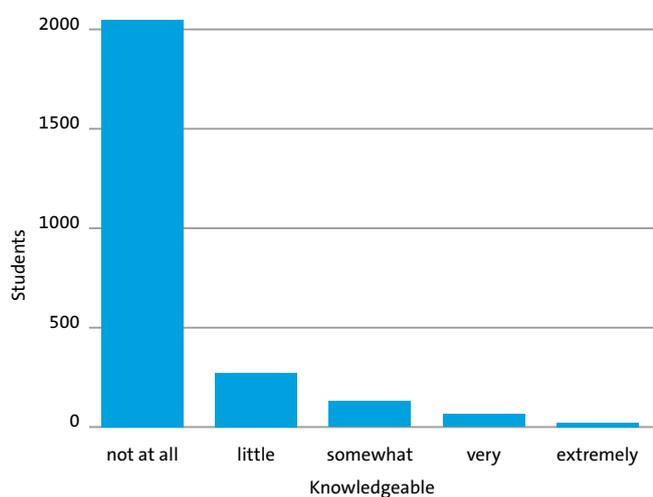


Knowledge about what happens when a student reports sexual violence at Maastricht University

As well as not knowing where to report incidents of sexual violence or harassment, students also frequently reported not knowing what would happen if they were to report an incident. As shown in Figure 4, 81.9% (2025) of students reported being 'not at all' knowledgeable on what happens when a student reports an incident.

Figure 4 - Knowledge about what happens when a student reports sexual violence at Maastricht University

"How knowledgeable are you about what happens when a student reports an incident of sexual violence or other sexual misconduct at Maastricht University?"

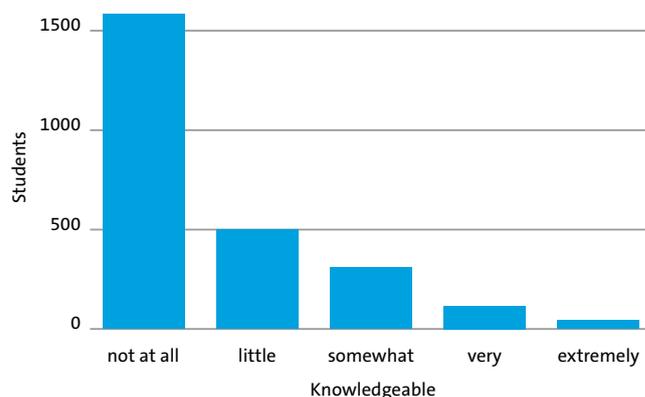


Note: The y-axis extends further than other figures, due to the number of students selecting the option 'not at all'.

Knowledge of UM definitions of sexual violence

The definition of sexual violence and sexual harassment, as used by UM, is also largely unknown to students. As shown in Figure 5, the vast majority (82.8 %, 2049) of students are 'not at all' or only 'a little' knowledgeable of such definitions, according to the self-reports.

Figure 5 - Knowledge of UM definitions of sexual violence
Student responses to the question "How knowledgeable are you about how sexual violence and other sexual misconduct are defined at Maastricht University?"



Sexual Violence

In this report, sexual violence refers to both non-consensual penetrative and non-penetrative acts. Non-consensual penetrative acts, commonly known as rape, refer to the insertion of a penis, digit, or an object into the vagina, anus, or mouth. Non-consensual non-penetrative acts include touching someone’s breast, chest, crotch, groin or buttocks, or kissing, groping, or rubbing against the other in a sexual way. The survey asked about various methods that were used to obtain sexual violence via separate questions. Each question specified the type of sexual violence, as described above, and the method used. Methods include:

- use of physical force or threats of physical force,
- threatening serious non-physical harm or promising rewards,
- carrying out the acts while the person was unable to consent or unable to stop what was happening (i.e., inebriated), or
- carrying out acts without the person’s active, ongoing voluntary agreement.

In total, there were nine questions in this section: four of which recorded penetrative sexual violence, four that recorded non-penetrative sexual violence, and one that recorded attempted penetrative sexual violence.

The questions in this section of the survey were presented by order of methods used to carry out acts of sexual violence, with questions asking, “since you have been a student at Maastricht University, has someone...”. Each question then specified a method and type of sexual violence, while giving examples to ensure students understood what they were being asked. Students could then select the answer “yes”, “no”, or “decline to answer”. See Appendix B for specific question phrasing.

Prevalence

26.5% (655) of all respondents reported experiencing at least one incident of sexual violence since enrolling as a student at UM by at least one of the four methods outlined above. Specifically, 9.8% (243) of students experienced non-consensual penetration (rape), and 25.4% (628) of students experienced non-consensual touching (i.e., fondling, kissing and/or groping). The most frequently reported method to obtain these acts was lack of active consent, followed by (threat of) physical force, and inability to consent or stop what was happening. Finally, a minority of students reported that sexual violence was obtained through verbal coercion (i.e., the use of non-physical harm or promised rewards). The exact prevalence of each method can be seen in Table 2.

Table 2 – Prevalence of Methods of Sexual Violence

Method	Prevalence of sexual violence (number)	Prevalence of non-consensual non-penetrative acts (number)	Prevalence of non-consensual penetrative acts (number)
Through any method	26.5% (655)	25.4% (628)	9.8% (243)
Lack of active consent (Threat of) physical force	18.7% (462)	17.8% (441)	8.9% (220)
Victim unable to consent or stop what was happening	16.6% (411)	16.2% (402)	6.5% (161)
Verbal coercion	11.0% (272)	10.8% (266)	5.6% (139)
	0.4% (9)	0.4% (9)	0.4% (9)

Note: Table shows the prevalence of different methods used by perpetrators to obtain acts of sexual violence – all sexual violence acts together, and both non-consensual sexual touching and rape separately, in separate columns. Both percentage of all students and number of students are shown. Students were able to select all methods and acts relevant to their attack, therefore multiple methods and multiple acts may be selected by each respondent.

The prevalence of sexual violence across different subgroups of those students who filled in the survey is shown in Table 3. Students were grouped based on faculty, year of study, disability, sexual orientation, gender, and membership to student, study, sports, and other associations. Details on how these groups were formed can be found in Appendix A.

Table 3 - Prevalence of Sexual Violence Across Groups of Students

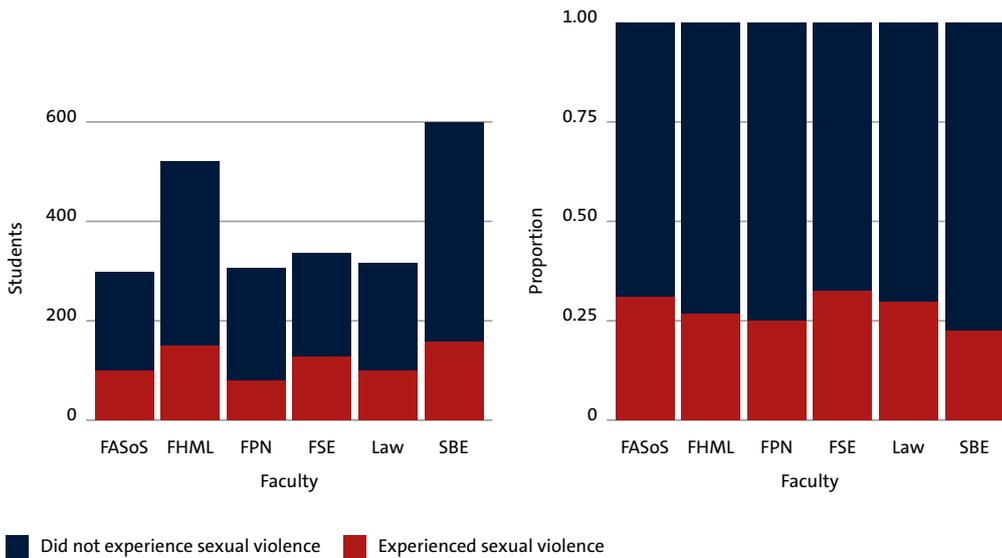
Category	Group	Prevalence of Sexual Violence (number)	Prevalence of non-consensual non-penetrative acts (number)	Prevalence of non-consensual penetrative acts (number)
Faculty	SBE	22.1% (133)	21.4% (129)	6.5% (39)
	FPN	24.6% (79)	23.4% (75)	10.9% (35)
	FHML	25.4% (134)	24.4% (129)	8.9% (47)
	Law	29.2% (96)	27.1% (89)	13.7% (45)
	FASoS	29.7% (91)	28.8% (88)	11.4% (35)
	FSE	31.4% (110)	30.3% (106)	10.6% (37)
Year of Study	1st Year Bachelor	19.0% (121)	17.7% (113)	6.0% (38)
	2nd-4th Year Bachelor	32.1% (355)	31.3% (346)	12.9% (143)
	Post-graduate	23.7% (169)	22.5% (160)	7.9% (56)
Disability	None	23.8% (477)	22.8% (457)	7.8% (157)
	Mental/Learning Only	36.2% (139)	34.6% (133)	17.4% (67)
	Physical Only	39.3% (24)	37.7% (23)	18.0% (11)
	Both	60.0% (15)	60.0% (15)	32.0% (8)
Sexual Orientation	Heterosexual	23.4% (452)	22.6% (435)	8.0% (154)
	LGBQ*	37.4% (201)	35.5% (191)	16.2% (87)
Gender	Male-identifying	9.8% (69)	9.5% (67)	2.7% (19)
	Female-identifying	32.9% (570)	31.5% (545)	12.6% (218)
	Genderqueer	45.5% (15)	45.5% (15)	15.2% (5)
Member of student, study, or sport association	Non-member	16.1% (126)	15.0% (118)	6.1% (48)
	Member	31.3% (529)	30.2% (510)	11.5% (195)

Note: *Table shows percentage of students within each group who experienced sexual violence, as well as the number of students within each group that experienced sexual violence. Students were able to select all methods and acts relevant to their attack, therefore multiple methods and multiple acts may be selected by each respondent. LGBQ = students that identify as lesbian, gay, bisexual, queer and/or questioning.

Sexual violence within faculties

As can be seen in Figure 1, in all faculties, over 20% of students reported experiencing at least one incident of sexual violence since enrolling as a student at UM (see Table 3). Across faculties, 22.1% to 31.4% of all students reported having experienced sexual violence. Therefore, the data highlights experiences of sexual violence as a university-wide issue, across all faculties.

Figure 6 - Prevalence of Sexual Violence Among Students Stratified by Faculty



Note: The bar chart on the left shows the raw numbers of students who indicated whether they experienced or did not experience sexual violence, stratified by faculty. The bar chart on the right shows the proportion of students, within each faculty, who indicated having experienced and not experienced sexual violence.

Year of affiliation

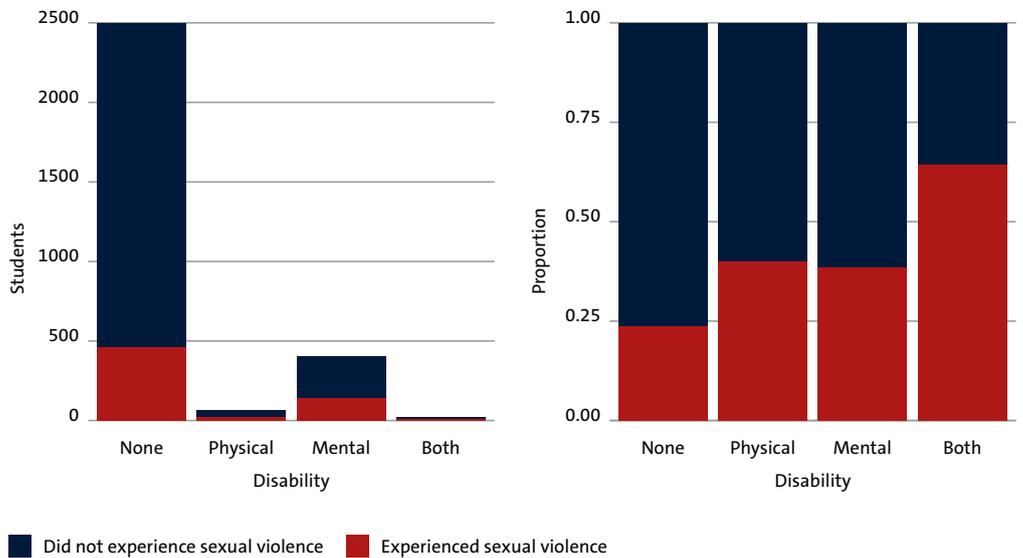
Additionally, the data clearly shows that sexual violence affects students across all years of study, from first year bachelor students through to post-graduate students. As Table 3 shows, 19% (121 out of 638) of first year bachelor students have experienced at least one incident of sexual violence since enrolling at UM. Furthermore, 32.1% (355 out of 1107) of students in their second, third, or fourth year of bachelor’s studies, and 23.7% (169 out of 712) of postgraduate students¹⁰ reported that they experienced sexual violence since enrolling.

Disability

60% of students (15 out of 25) who have both a mental/learning and physical disability have experienced at least one incident of sexual violence since enrolling at UM. Similarly, just over a third of students with either a mental/learning disability or a physical disability have experienced incidents of sexual violence since enrolling at UM (36.2% [139 out of 384] and 39.3% [24 out of 61] respectively). These data are visualised in Figure 7.

¹⁰ Postgraduate students included master students but not PhD students.

Figure 7 - Prevalence of Sexual Violence Among Students Stratified by Disability Profile

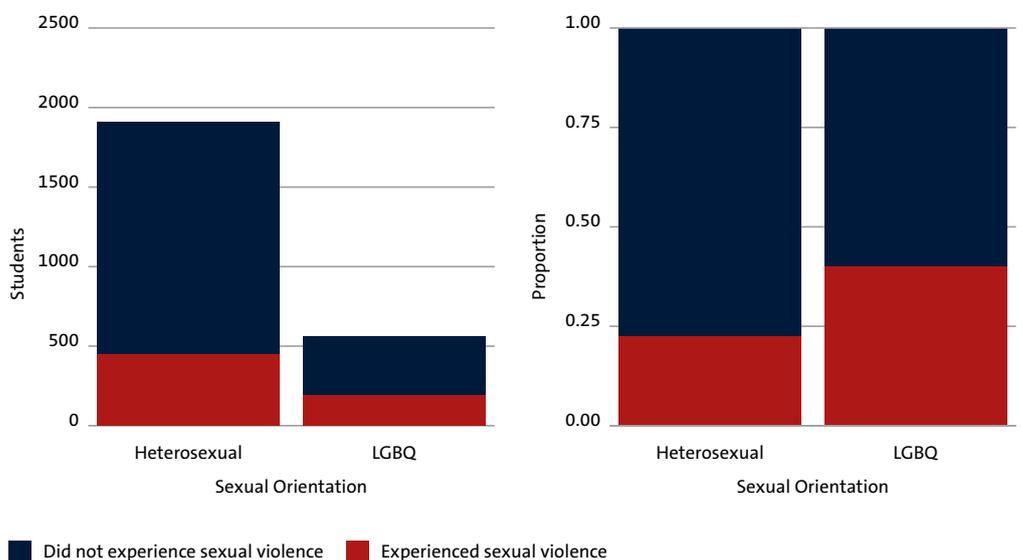


Note: The bar chart on the left shows the raw numbers of students who indicated whether they experienced or did not experience sexual violence, stratified by disability profile. The bar chart on the right shows the proportion of students with no disability, a physical disability, mental/learning disability, or both, who indicated having experienced and not experienced sexual violence.

Sexual orientation

Table 3 (page 19.) also shows the prevalence of sexual violence across students that identify with different sexual orientations. As can be seen, sexual violence is a prevalent issue for both students identifying as heterosexual and as LGBTQ (see also Figure 3). Indeed, 23.4% (452 out of 1928) of students who identify as heterosexual indicate that they have experienced sexual violence, and 37.4% (201 out of 538) of students who identify as LGBTQ indicate having experienced sexual violence since enrolling at UM.

Figure 8 - Prevalence of Sexual Violence Among Students Stratified by Sexual Orientation

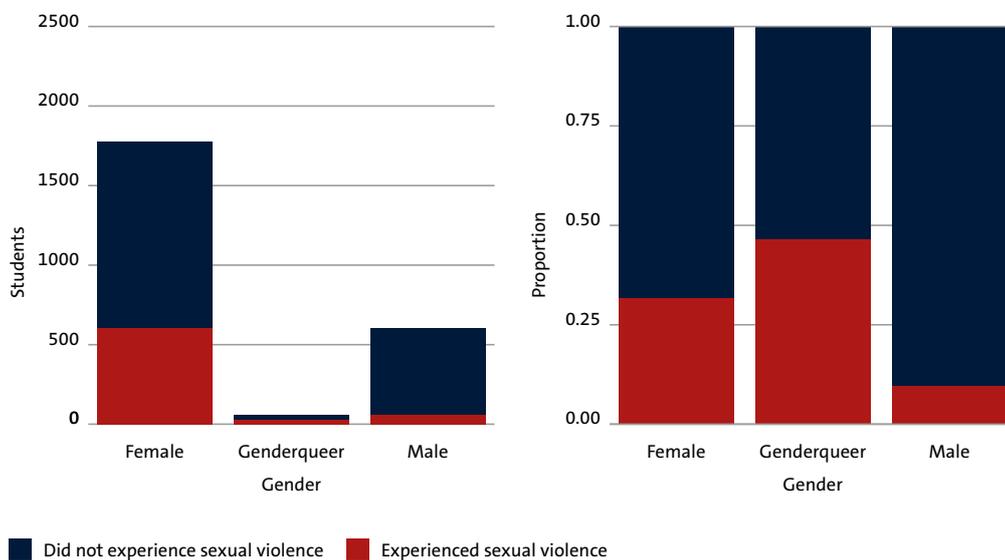


Note: The bar chart on the left shows the raw numbers of students who indicated whether they experienced or did not experience sexual violence, stratified by sexual orientation. The bar chart on the right shows the proportion of students identifying as heterosexual and LGBTQ that indicated having experienced and not experienced sexual violence.

Gender

The survey results also show that sexual violence is an issue across genders. 9.8% (69 out of 707) of male-identifying students reported having experienced sexual violence since enrolling as a student at UM. In comparison, 32.9% (570 out of 1730) of female-identifying students and 45.5% (15 out of 33) of genderqueer students reported experiencing sexual violence at least once since enrolling at UM (see Figure 9).

Figure 9 - Prevalence of Sexual Violence Among Students Stratified by Gender

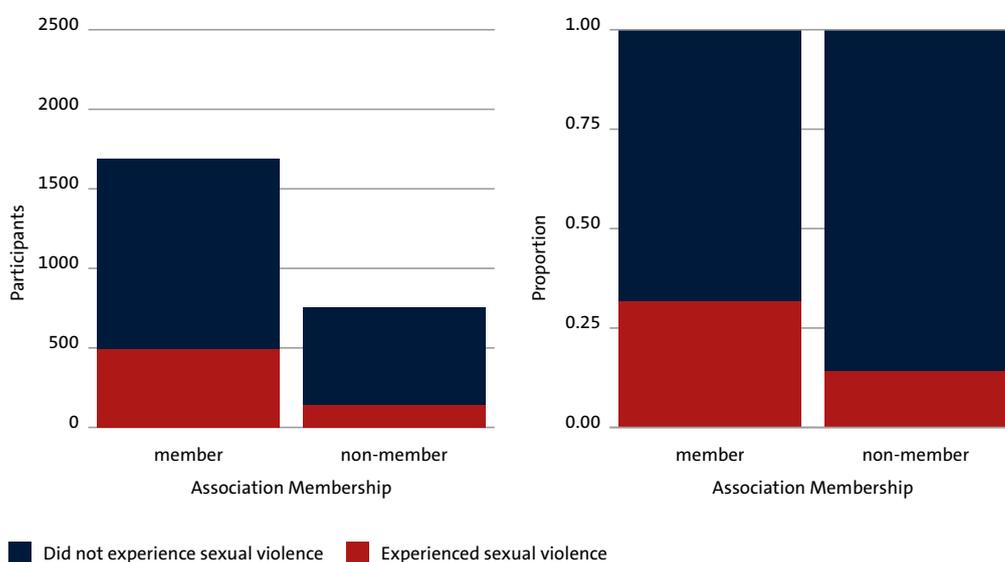


Note: The bar chart on the left shows the raw numbers of students who indicated whether they experienced or did not experience sexual violence, stratified by gender identity. The bar chart on the right shows the proportion of students identifying as female, male, or genderqueer who indicated having experienced and not experienced sexual violence.

Student, study, sport, and extra-curricular associations

Sexual violence appears to be an issue among students who participate in UM student associations, study associations, sport associations, and/or other extracurricular associations. Indeed, 31.3% (529 out of 1689) of students who are a member of a student, study, sport and/or extra-curricular association report having experienced at least one incident of sexual violence. In contrast, 16.6% (126 out of 785) students who are not a member of these associations experienced sexual violence since enrolling at UM. These data are visualised in Figure 10.

Figure 10 - Prevalence of Sexual Violence Among Students Stratified by Association Membership



Note: The bar chart on the left shows the raw numbers of students who indicated whether they experienced or did not experience sexual violence, stratified by association membership. The bar chart on the right shows the proportion of students who do or do not have membership to a study, student, sport, or other association, who indicated having experienced and not experienced sexual violence.

Incident and Perpetrator Characteristics

Respondents who indicated that they had experienced an incident of sexual violence were asked follow-up questions about the incident and the perpetrator. Respondents could decline to answer a question. Sexual touching and rape are both considered sexual violence and it cannot be said that one is worse than the other for the individual. Given this argument, and for purposes of readability, we have not distinguished between the different forms of sexual violence here.

Location of sexual violence incidents

Respondents were asked about where the sexual violence incident took place. Those who experienced more than one incident of sexual violence since enrolling at UM were asked to keep in mind the “instance that impacted or affected them the most” when answering questions in this section. Therefore, if a respondent experienced more than one incident, characteristics of the most impactful incident was recorded.

Table 4 shows the prevalence of sexual violence at different locations. The most common locations where acts of sexual violence took place were ‘other housing’¹¹ and restaurants/bars/clubs, at which respectively 36.5% (239 out of 655) and 31.6% (207 out of 655) of respondents reported experiencing sexual violence. The least commonly indicated locations for sexual violence incidents were tutorial rooms, laboratories, and fieldwork settings, with 0.3% (2 out of 655) of students who experienced sexual violence reporting incidents occurring here.

¹¹ ‘Other housing’ most likely refers to student rooms in this case.

Table 4 – Locations of Sexual Violence

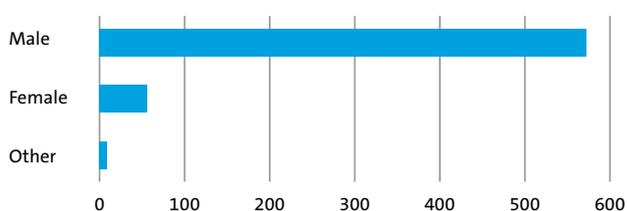
Location	Prevalence Proportion (number)
University building	1.1% (7)
Student association building	1.5% (10)
Other association space	2.6% (17)
Other housing	36.5% (239)
Tutorial room, lab or fieldwork setting	0.3% (2)
Faculty or staff office	0.0% (0)
Restaurant, bar or club	31.6% (207)
Other non-residential building	0.6% (4)
Outdoor or recreational space	7.3% (48)
Some other place	10.5% (69)

Note: Table shows the number of students who indicated that they had experienced an incident of sexual violence in a location. The percentages refer to the percentage of students who indicated an incident happening in the location, out of the students who indicated experiencing at least one incident of sexual violence since enrolling at UM.

Perpetrator characteristics

When asked about the characteristics of the perpetrator, students were able to select all options that applied (such as male/female; known/unknown) – with either one or multiple perpetrators in mind. Most students (86.7%, 568 out of 655) indicated at least one perpetrator to be male, compared to a minority of students (8.1%, 53 out of 655) who reported the perpetrator to be female. 1% (6 out of 655) of students reported that the perpetrator had another gender. These numbers can be compared visually in Figure 11.

Figure 11 – Reported Gender of Sexual Violence Perpetrators



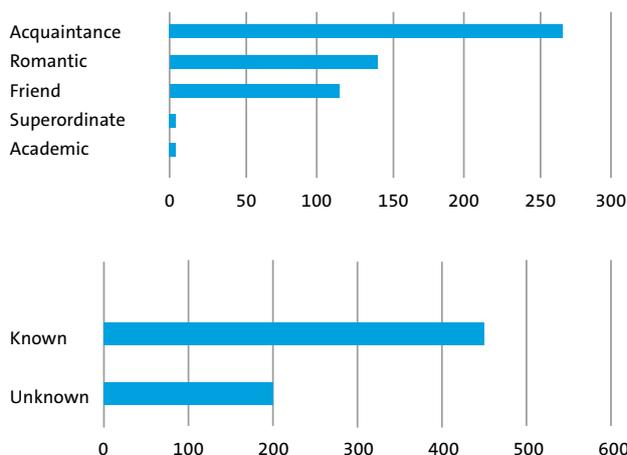
Note: Bar graph displays the gender of perpetrators of sexual violence, as indicated by students who experienced sexual violence.

Most students 69.3% (454 out of 655) who experienced sexual violence reported knowing their perpetrator. Only 30.7% (201 out of 655) of students indicated not knowing their perpetrator. Students mostly indicated their perpetrator

was associated with UM¹² in some way, with 61.1% (400 out of 655) of students reporting their perpetrator as associated with UM. 20.9% (137 out of 655) of students reported that the perpetrator was not associated with UM, and 19.8% (130 out of 655) of students reported not knowing the perpetrator’s association to UM.

As can be seen in Figure 12, most students (40.3%, 264 out of 655) reported being attacked by an acquaintance, followed by someone with whom they had a romantic association (either present or past romantic or intimate relationships; 20.9%, 137 out of 655 students), or a friend (18%, 118 out of 655 students). Finally, a minority of students indicated being attacked by an academic associate (e.g., tutor, course coordinator or mentor; 1%, 5 out of 655 students) or a superordinate (e.g., coach or supervisor; 1%, 5 out of 655 students). Details of the types of relationships in each of these groupings can be found in Appendix A.

Figure 12 – Association Between Students and Their Perpetrators



Note: Bar graph displays the different relationships between students and the perpetrator of sexual violence against them. The numbers on the x-axis indicate how many students indicated each relationship they had with the perpetrator of their experienced sexual violence. Bar graph above shows the different relationships between a known perpetrator and the victim, whereas the bar graph below shows the numbers of victims that knew and did not know their perpetrator.

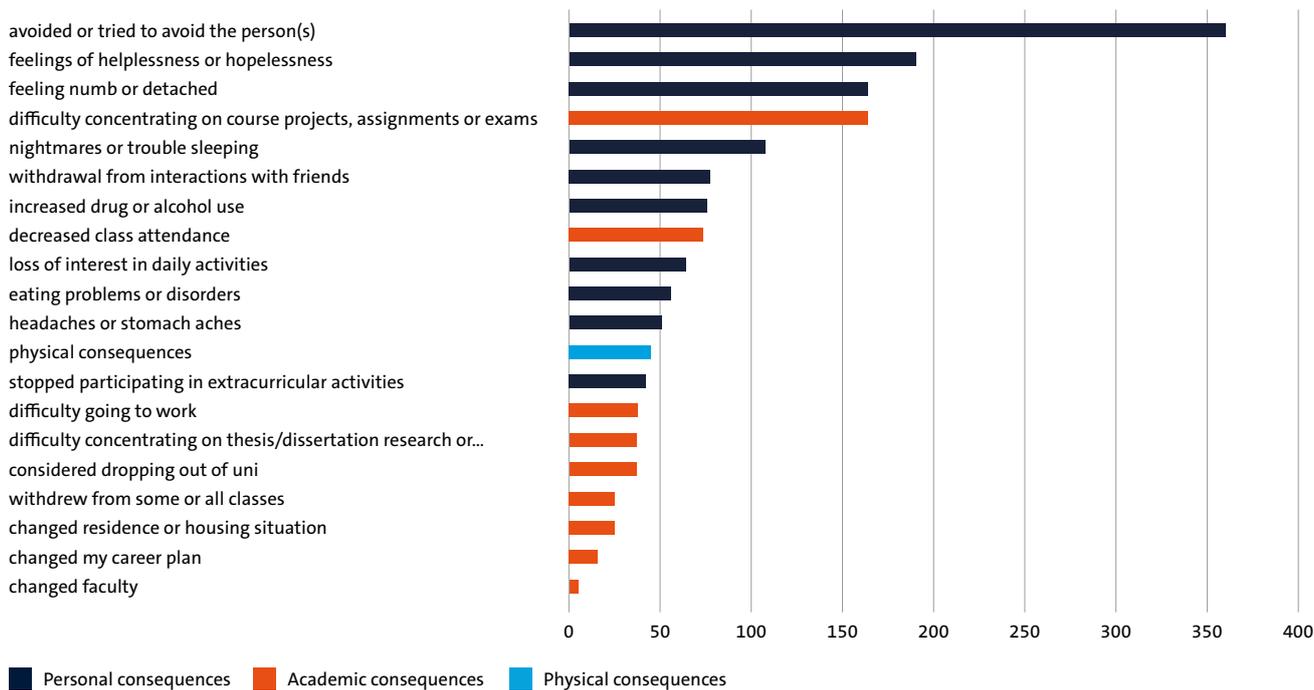
12 UM association can refer to a fellow student, an academic staff member, a support staff member, etc.

Consequences of Experiencing Sexual Violence

Students were able to select multiple options regarding the consequences of sexual violence that they experienced following the incident (e.g., feelings of helplessness or hopelessness, changing of housing situation, etc. For full list of options see Figure 8 below). 73.0% (478 out of 655) of students who reported experiencing sexual violence since enrolling at UM indicated experiencing at least one adverse consequence (academic, personal, or physical – see Figure 8) following the incident. 30.5% (200 out of 655) of students who experienced sexual violence indicated having experienced adverse academic consequences. As shown in Figure 8, the most common forms of academic consequences were difficulties concentrating on course projects, assignments, or exams. Other academic consequences included decreased class attendance, changing faculty, or considering dropping out of university altogether.

As well as academic consequences, many personal consequences were also reported by students. Indeed, 70.7% (463 out of 655) of the students who experienced sexual violence reported experiencing personal consequences. As can be seen in Figure 8, the most common personal consequence was (attempting) to avoid the perpetrator, followed by feelings of helplessness and hopelessness, and feeling numb or detached. Finally, 6.1% (40 out of 655) of students who experienced an incident of sexual violence reported experiencing physical consequences following the incident. These included physical injury, contracting an STI, and becoming pregnant. These physical consequences are shown in Figure 13.

Figure 13 – Adverse Consequences Experienced by Students Following Incidents of Sexual Violence



Note: Bar graph displays the different consequences experienced by students following incidents of sexual violence. The numbers on the x-axis indicate how many students selected each consequence.

Help-Seeking and Resource Use by Victims of Sexual Violence

The following section of the survey measured the use of UM resources and students’ reasons for not using these resources following an incident of sexual violence. As with previous sections, students were able to select more than one option if multiple answers were relevant to them.

As was discussed in the ‘Knowledge’ section, 93.5% (2314 out of 2474) of all students were aware that UM offered at least one of the following resources: UM psychologist, the confidential advisor, student counsellor, study advisor, academic supervisor, and/or the InnBetween. Despite the majority of students being aware of a UM resource, only 5.8% (38 out of 655) of students who reported experiencing at least one incident of sexual violence since enrolling at UM indicated that they contacted one of these resources.

Students who indicated having experienced sexual violence and having **not** contacted a UM resource were asked to give reasons for not contacting any UM resource. 89.9% (510 out of 574) of students who did not contact a UM resource following the incident indicated that this was due to personal reasons, 29.3% (168 out of 574) due to lack of trust in the institution, and 18.1% (104 out of 574) due to a lack of information regarding UM resources. Personal reasons included students’ feelings of embarrassment, shame or worrying that it would be too emotionally difficult, or feeling they (the student) could handle the situation themselves. Reasons indicating a lack of trust in the institution included students fearing the information they share would not be kept confidential, fearing not being believed, and fearing retaliation. For the full list of reasons given for not contacting UM resources, see Appendix C.

Other reasons for not contacting UM indicated a lack of understanding around incidents of sexual violence, such as what constitutes or defines sexual violence and when a

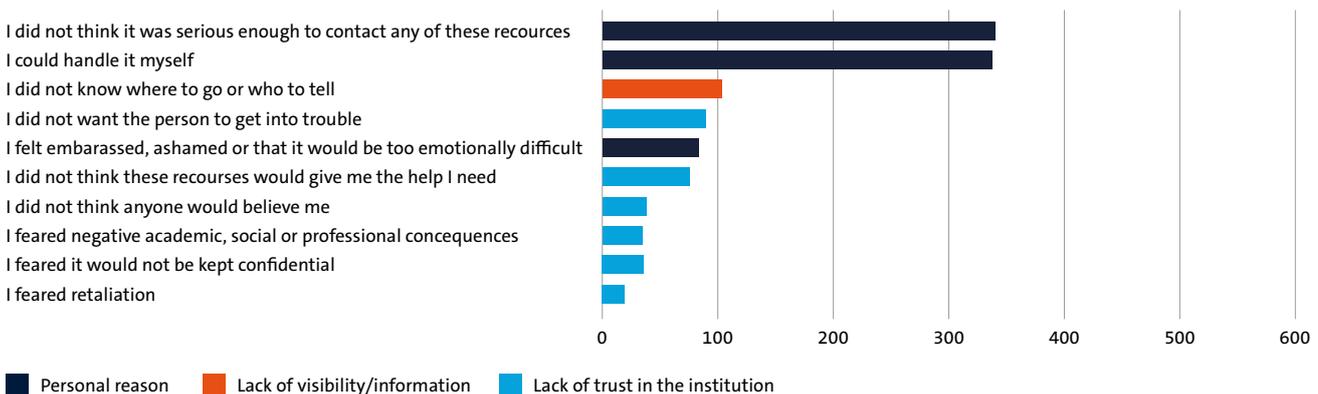
person can and should reach out for support. The most common of these reasons for not contacting UM was a belief that events like these seem common, followed by the student not being injured or hurt, and because the event happened in a context that began consensually.

Only 16 students answered the question about whether they disclosed to anyone outside of UM resources. Out of these, 81.3% (13 out of 16) reported doing so. This included disclosing to a friend, family member, romantic partner, a GP, a therapist, or counsellor. 18.7% (3 out of 16) of students reported that they did not disclose the incident to anyone else. However, caution should be taken when interpreting these results due to the low number of respondents on this question.

Alcohol and drugs

Alcohol and drugs were involved in many cases of sexual violence. 74.8% (490 out of 655) of students who had experienced at least one incident of sexual violence since enrolling at Maastricht University indicated that drugs or alcohol were involved in the incident. 61.7% (404 out of 655) of students who reported experiencing an incident of sexual violence indicated that the perpetrator had consumed alcohol prior to the incident, and 10.1% (66 out of 655) indicated the perpetrator had consumed drugs. 67.8% (444 out of 655) of students who experienced an incident of sexual violence indicated that they had consumed alcohol prior to the incident, and 6.6% (43 out of 655) indicated having consumed drugs. Finally, 1.5% (10 out of 655) of students who had experienced sexual violence indicated having involuntarily consumed drugs or alcohol prior to the incident. However, it should be mentioned that only those students who reported experiencing an incident of sexual violence were asked about their alcohol/drug consumption. We did not ask students who reported not experiencing a sexual violence incident about alcohol/drug consumption, which may make the picture incomplete.

Figure 14 - Reasons For Not Contacting UM Resources



Sexual Harassment

The survey measured various types of sexual harassment behaviours through a series of questions. All harassment behaviours and the specific phrasing of questions can be found in Appendix B. Behaviours included making sexual remarks, jokes or stories that are insulting or offensive, making inappropriate comments about someone's body, saying crude or sexual things, using social media to send offensive sexual remarks, and continuing to ask a person to go out, get dinner, have drinks or have sex even though they said "no". Compared to sexual violence, physical touch is not involved.

Students were for example asked: "Has a student, or someone employed by or otherwise associated with Maastricht University made sexual remarks or told sexual jokes or sexual stories that were insulting or offensive to you?" Each question specified the harassment behaviour being measured, and students could select the answer "yes", "no", or "decline to answer".

Prevalence

38.7% (957) of students reported being harassed at least once since enrolling as a student at UM. Table 5 summarises the prevalence of sexual harassment per student sub-group. Sub-groups were created based on responses given to questions on host faculty, year of study, disability, sexual orientation, gender, and membership to student, study, sports, and other associations. Details on how these groups were formed can be found in Appendix A.

Table 5 - Percentages of Students Who Have Experienced Sexual Harassment Since Enrolling in Their Studies at UM.

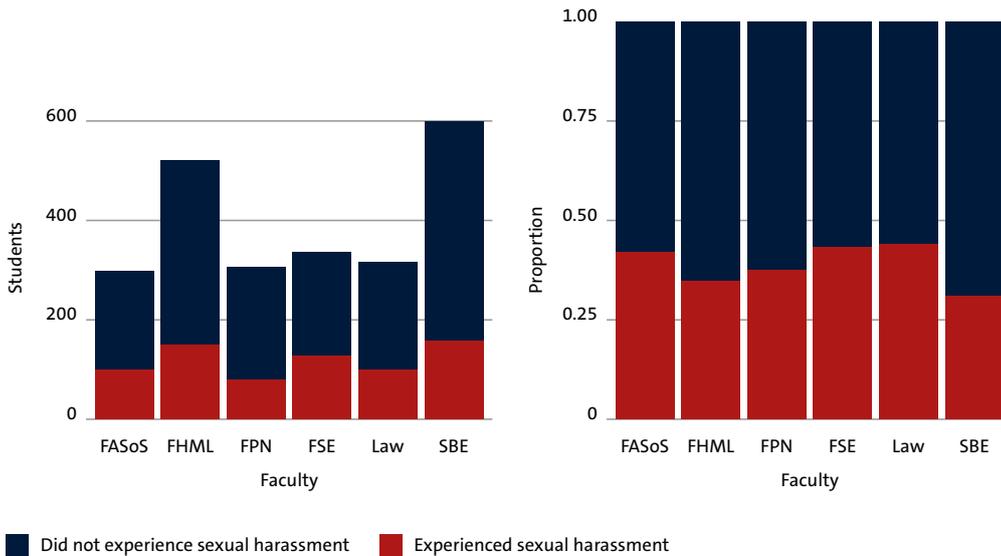
Category	Group	Prevalence of Sexual Harassment (number)
Faculty	SBE	32.1% (193)
	FHML	34.7% (183)
	FPN	37.7% (121)
	FASoS	43.5% (133)
	FSE	45.4% (159)
	Law	45.6% (150)
Year of Study	1st Year Bachelor	30.3% (193)
	2nd-4th Year Bachelor	44.7% (495)
	Post-graduate	36.0% (256)
Disability	None	35.9% (719)
	Physical only	42.6% (26)
	Mental / Learning only	50.3% (193)
	Both	76.0% (19)
Sexual Orientation	Heterosexual	35.4% (683)
	LGBQ*	50.4% (271)
Gender	Male-identifying	29.1% (206)
	Female-identifying	42.3% (731)
	Genderqueer	51.5% (17)
Member of student, study, or sport association	Non-member	32.2% (253)
	Member	41.7% (704)

Note: *LGBQ = students that identify as lesbian, gay, bisexual, queer and/or questioning. Table shows the number of students within each group who experienced sexual harassment, as well as the proportion of students within each group that experienced sexual harassment (in percentages).

Sexual harassment within faculties

In all faculties, over 30% of students reported having experienced at least one form of sexual harassment since enrolling. These prevalences range from 32.1% (193; SBE) to 45.6% (150; Law faculty) and highlight sexual harassment as an issue across the university. Figure 15 displays these prevalences.

Figure 15 - Prevalence of Sexual Harassment Among Students Stratified by Faculty



Note: The bar chart on the left shows the raw numbers of students who indicated whether they experienced or did not experience sexual harassment, stratified by faculty. The bar chart on the right shows the proportion of students within each faculty who indicated having experienced and not experienced sexual harassment.

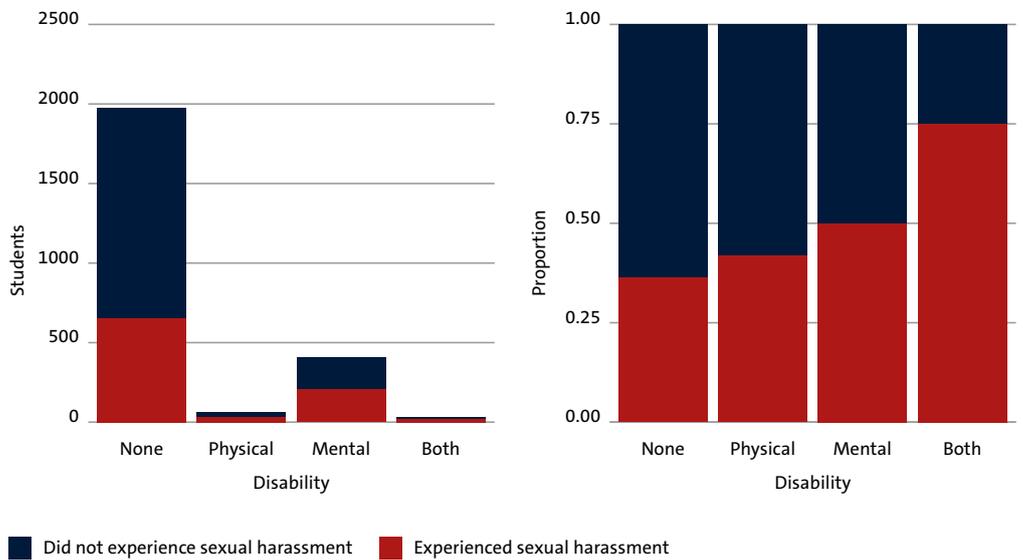
Year of study

The data shows that students across all years report on experiences of sexual harassment. It is important to reiterate that respondents were asked to indicate if they had experienced any form of sexual harassment since enrolling as a student at UM. We can see that 30.3% (193 out of 638) of first year bachelor students and 44.7% (495 out of 1107) of second to fourth year bachelor students reported having experienced sexual harassment. Furthermore, 36.0% (256 out of 712) of post-graduate students reported having experienced sexual harassment since enrolling as a student at UM.

Disability

As can be seen in Figure 16, comparatively few students reported having a physical disability only or a physical and mental/learning disability. 76.0% (19 out of 25) of students with both a mental/learning disability and a physical disability reported having experienced sexual harassment. Similarly, 50.3% (193 out of 384) of students with a mental/learning disability only and 42.6% (26 out of 61) of students with a physical disability only reported having experienced sexual harassment.

Figure 16 - Prevalence of Sexual Harassment Among Students Stratified by Disability Profile

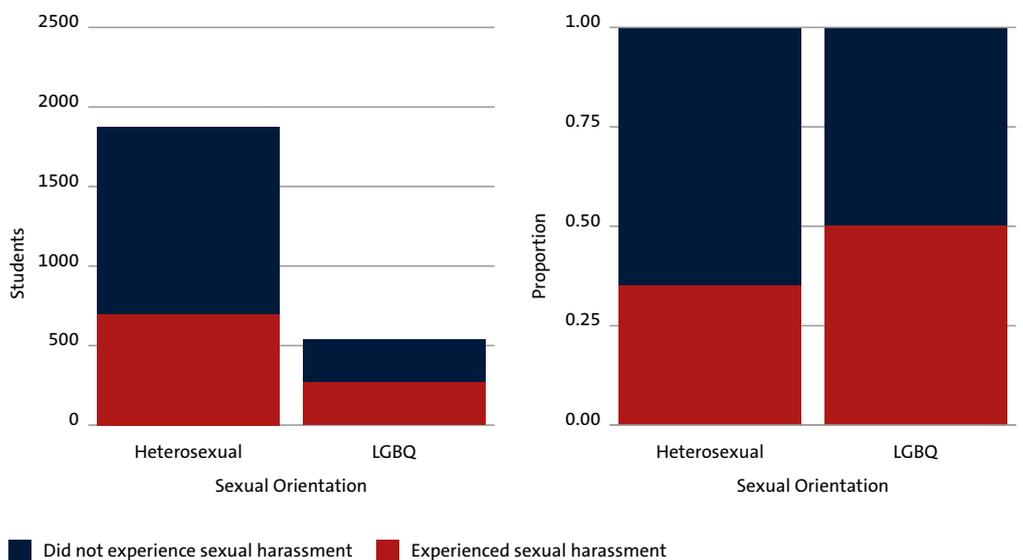


Note: The bar chart on the left shows the raw numbers of students who indicated whether they experienced or did not experience sexual harassment, stratified by disability profile. The bar chart on the right shows the proportion of students that have no disability, a physical disability, a mental/learning disability, or both, who indicated having experienced and not experienced sexual harassment.

Sexual orientation

The prevalence of sexual harassment experienced by students who identify with different sexual orientations are also displayed in Table 3. Sexual harassment is reported by 35.4% (683 out of 1928) of students who identify as heterosexual, and 50.4% (271 out of 538) of students who identify with being LGBTQ. As shown in Figure 17, a large proportion of LGBTQ students report having experienced sexual harassment.

Figure 17 - Prevalence of Sexual Harassment Among Students Stratified by Sexual Orientation



Note: The bar chart on the left shows the raw numbers of students who indicated whether they experienced or did not experience sexual harassment, stratified by sexual orientation. The bar chart on the right shows the proportion of students identifying as heterosexual or LGBTQ who indicated having experienced or not experienced sexual harassment.

Gender

Students of all genders reported experiencing sexual harassment at least once since enrolling at UM. Indeed, 29.1% (206 out of 707) of male-identifying students, 42.3% (731 out of 1730) of female-identifying students and 51.5% (17 out of 33) of genderqueer-identifying students reported having experienced at least one incident of sexual harassment since enrolling at UM. This data is visualised below in Figure 18.

Figure 18 - Prevalence of Sexual Harassment Among Students Stratified by Gender

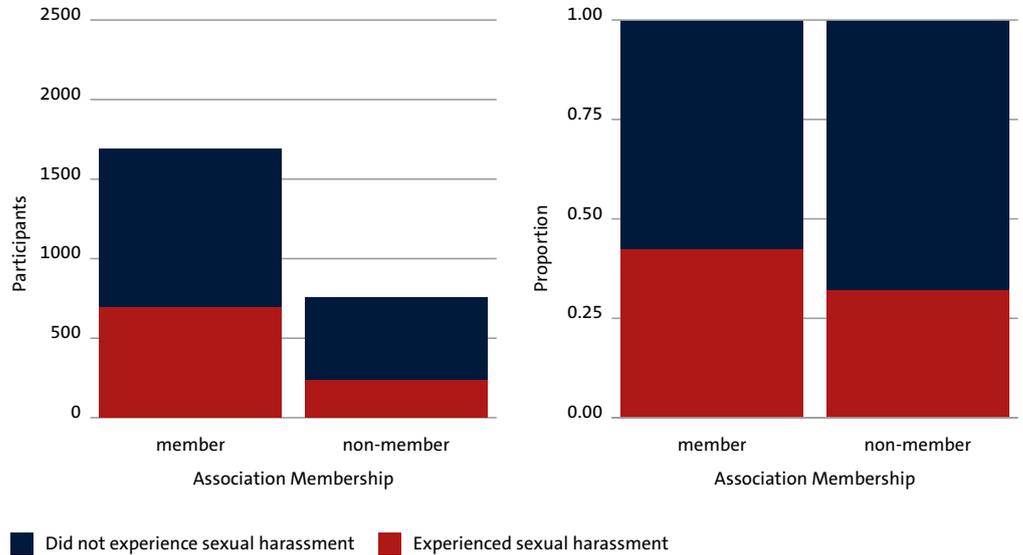


Note: The bar chart on the left shows the raw numbers of students who indicated whether they experienced or did not experience sexual harassment, stratified by gender identity. The bar chart on the right shows the proportion of students identifying as male, female, and genderqueer who indicated having experienced or not experienced sexual harassment.

Membership of a study, student, sport, or other association

As Table 5 (page 27) shows, 41.7% (704 out of 1689) of students who are a member of a study, student, sport, or other association have experienced sexual harassment since enrolling at UM. Furthermore, 32.2% (253 out of 785) of students who do not have a membership to any association reported that they had experienced sexual harassment. These data are visualised below in Figure 19, with students grouped into members and non-members.

Figure 19 - Prevalence of Sexual Harassment Among Students Stratified by Association Membership



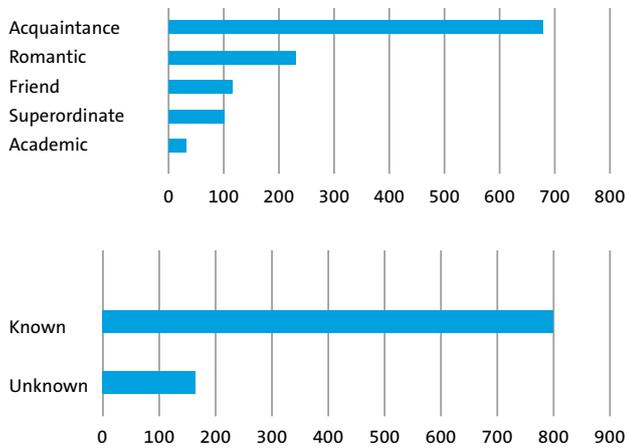
Note: The bar chart on the left shows the raw numbers of students who indicated whether they experienced or did not experience sexual harassment, stratified by whether a student is a member of a sport, student, study, or other extra-curricular association or not. The bar chart on the right shows the proportion of students who are and are not an association member that indicated having experienced and not experienced sexual harassment.

Perpetrator Characteristics

In this section of the survey, students were asked to select all given options that applied to the person(s) who harassed them. For example, when asked if their harasser was associated with UM, students could select both ‘associated to UM’ and ‘not associated to UM’ if different harassers were differently associated.

Most students (94.9%, 908 out of 957) who experienced sexual harassment reported being harassed by someone who was associated with UM. As can be seen in Figure 20, most students who experienced sexual harassment were harassed by an acquaintance (69.9%, 669 out of 957 students). Students were also harassed by friends (25.4%, 243 out of 957 students), and people they were associated with academically (e.g., tutor, course coordinator or mentor; 11.0%, 105 out of 957 students) or romantically (someone with whom the student has either a present or past romantic or intimate relationship; 12.4%, 119 out of 957 students). Finally, students reported being harassed by people who were their superordinate (e.g., the students’ coach or supervisor; 4%, 38 out of 957 students), and 16.9% (162 out of 957) of students reported being harassed by someone they did not know or recognise. Specific relationship groupings can be found in Appendix A.

Figure 20 – Association Between Students and Their Harassers



Note: The bar graph displays the different relationships between students and the person who harassed them. The numbers on the x-axis indicate how many students indicated each relationship they had with the perpetrator of their experienced sexual harassment. Bar graph on the above shows the different relationships between a known harasser and the victim, whereas the bar graph below shows the numbers of victims that knew and did not know their harasser.

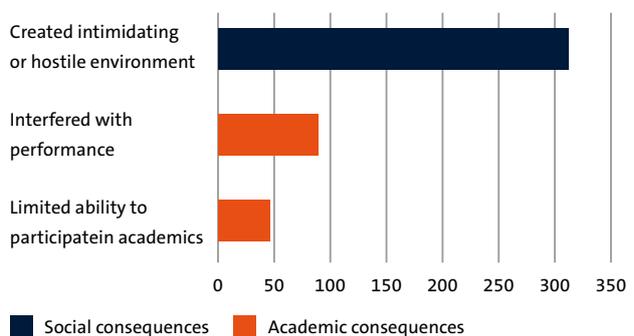
Consequences of Experiencing Sexual Harassment

In this section, respondents were again able to select all answers that applied to them. Therefore, each student could indicate having experienced between zero and all the consequences listed.

36.5% (349 out of 957) of those students who experienced sexual harassment since enrolling at UM reported experiencing at least one adverse consequence because of the incident. Social consequences were the most common of these, with 32.4% (310 out of 957) of students who experienced sexual harassment reporting that the incident created an intimidating, hostile, or offensive social, academic, or work environment.

Academic consequences were also experienced by many students, with 10.3% (99 out of 957) of those that experienced sexual harassment reporting at least one. Academic consequences included students feeling that the incident interfered with their academic or professional performance (9.0%, 86 out of 957 students), and that the incident limited their ability to participate in academic programmes (4.9%, reported by 47 out of 957 students). These results are visualised in Figure 21.

Figure 21 – Adverse Consequences Experienced by Students Following Incidents of Sexual Harassment



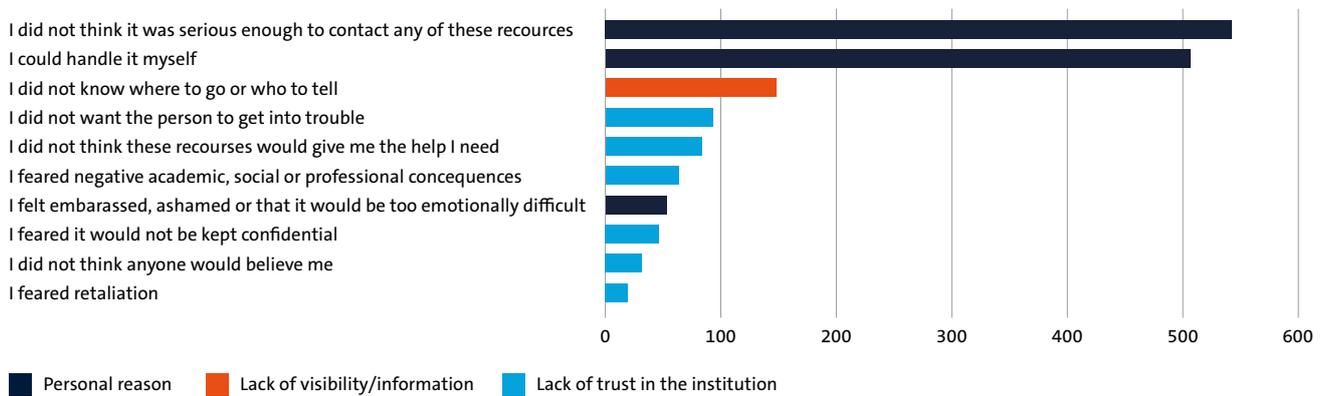
Note: The bar graph displays the different consequences experienced by students following incidents of sexual harassment (957 students). The numbers on the x-axis indicate how many students indicated each consequence.

Help-Seeking and Resource Use by Victims of Sexual Harassment

Of those students who experienced sexual harassment since enrolling at Maastricht University, only 10.2% (98 out of 957) contacted one of the Maastricht University resources listed (e.g., UM psychologist, confidential advisor). Thus, 98.8% (859 out of 957) of students who experienced sexual harassment did **not** contact a UM resource. As was shown in the ‘Knowledge’ section, this was not due to a lack of awareness of the resources. Indeed, 87.9% (755 out of 859) of students who did not contact a UM resource following an incident of sexual harassment indicated having personal reasons for doing so. These reasons included being embarrassed, ashamed, and believing that reporting the incident would be too emotionally challenging. 25.0% (215 out of 859) of students who did not contact a UM resource indicated that this was due to reasons centred around a lack of trust in the institution, such as fearing they would not be believed, or fearing retaliation. Finally, 16.8% (144 out of 859) of students who did not contact a UM resource indicated that this was due to a lack of information on the resources available. Specific reasons given can be found in Appendix C.

In terms of disclosing incidents of harassment to people outside of UM resources, 77.1% (738 out of 957) of students who experienced sexual harassment did so to at least one (other) person. This included disclosing to friends, family members, sexual or romantic partners, and university staff other than UM resource staff.¹³ It is worth noting that 19.1% (183 out of 957) of students who experienced sexual harassment indicated not disclosing the event to anyone else, and 3.8% (36 out of 957) declined to state.

Figure 22 – Reasons For Not Contacting UM Resources



¹³ Exact numbers for professional resources – ie, *Stitching Seksueel Geweld*, GP, *Slachtofferhulp Nederland*, etc. – are not known.

Discussion

Official reported numbers (i.e., those recorded by the confidential advisor or the UM psychologists) suggest that sexual violence and sexual harassment is fairly infrequent among the UM student population. However, **self-reported numbers by students** indicate that sexual violence and sexual harassment is much more prevalent at UM than this. This report shows that at least 46.9% (1161 out of 2474) of students reported experiencing at least one incident of sexual violence or sexual harassment while enrolled at UM. In particular, one in ten (9.8%, 243 out of 2474) students reported experiencing non-consensual sexual penetration and one in four (25.4%, 628 out of 2474) students reported experiencing being sexually touched against their will or without their consent. For sexual violence, this number is slightly higher than the numbers reported by students across the Netherlands in the Amnesty International report, where 6% of students reported experiencing non-consensual sexual penetration and 21% reported experiencing non-consensual sexual touching while enrolled at university or a university of applied sciences (I&O Research, 2021). It is not known how UM compares in terms of sexual violence to individual universities in the Netherlands.

The **discrepancy** between incidences reported to the confidential advisor and UM psychologists and the number of incidences students reported in the survey are in line with the observation that numbers of sexual violence that are reported to official instances (e.g., the police) are usually an underrepresentation of the actual number of instances. For example, in the United States, rape is assumed to be one of the most underreported crimes (Allen, 2007). Researchers estimate that only 1.1-4.2% of students who experienced sexual violence actually reported it to the police, and less than 8% reported it to the university itself (Krebs et al., 2016). It is therefore important to also include self-report surveys such as this one to gain a more complete picture of the prevalence of sexual violence within a community.

The **number** of students who report sexual violence and/or sexual harassment incidents seems to be roughly equally spread across **faculties** (although numbers differed for specific non-consensual sexual acts, such as rape). All years of **affiliation** appear to be affected. The prevalence of sexual violence at UM seems to follow similar trends found at other universities: students with **disabilities** appear to report experiencing sexual violence or sexual harassment more often compared to students without disabilities (Cantor et al., 2019; Scherer et al., 2016), as do **LGBQ students** (compared to heterosexual students) (Cantor et al., 2019; Krebs et al., 2011), **female students** (compared to male students) (Cantor et al., 2019; Krebs et al., 2011), and students who are members of a **student, study or sport association** (compared to students who are not members) (Armstrong et al., 2006; Cantor et al., 2020; Franklin, 2016).

The **methods** for obtaining sexual violence were lack of active, ongoing consent, or through (threats of) physical force and incapacitation. Sexual violence was mostly perpetuated by **someone the victim knew**, and happened mostly in “**other housing**”, i.e., student rooms. **Perpetrators** were usually male. In both cases of sexual violence and sexual harassment, the perpetrator was mostly reported to be someone **associated with UM** in some way (61.1% for sexual violence; 94.4% for sexual harassment). These findings are similar to the ones found in the AAU report where the vast majority of perpetrators were usually male and someone the student knew, as well as someone affiliated with the university in some way (Cantor et al., 2019).

Most students (73.0%) who experience sexual violence reported at least one **negative consequence** after experiencing the incident; around one in three students (36.5%) who reported experiencing sexual harassment also reported at least one negative consequence following the incident. Almost one in three (30.5%) students who reported experiencing sexual violence reported experiencing an adverse academic consequence, and most students (70.3%) said that the incident changed their feelings or behaviour. This is in line with other research, which showed that students sexual violence affected students' academic achievements (i.e., Mengo & Black, 2016). For students who reported experiencing sexual harassment, social consequences were the most commonly reported (32.4%), although one in ten students (10.3%) also reported experiencing adverse academic consequences.

Despite the fact that almost all students were aware at least of one **key resource** at Maastricht University (i.e., UM psychologist, confidential advisor), over half of respondents said they did not know where to file a report (69.9%) or get support (52.1%) in the event of experiencing an incident of sexual violence or sexual harassment. Further, 81.9% of respondents reported not knowing what would happen if they reported an incident of sexual violence. This is similar to the outcome of the study commissioned by Amnesty International where 64% of respondents said they did not know where to report an incident of sexual violence at their university, and 52.1% said they did not know where to find support for an incident of sexual violence at their university (I&O Research, 2021). This may explain in part why, once students experience an incident of sexual violence while enrolled at UM, most did not go to the university to seek support or report the incident.

When students who reported experiencing an incident of sexual violence were asked about the reasons for not **disclosing or seeking support at UM**, most (89.0%) reported that this was due to personal reasons (i.e., feeling shame or embarrassment), 29.3% reported this was due to a lack of trust in UM, and 18.1% due to a lack of information regarding resources. The same reasons were given for students who reported experiencing sexual harassment but had not come forward to report or find support at UM. This is unfortunate, since studies suggest that social reactions can influence the process of recovery after sexual violence and the likelihood of possible disclosure (Bogen et al., 2019). For example, receiving positive social responses (via emotional support or tangible aid) may act as a protective factor against negative health outcomes (Ullman et al., 2007). Negative social reactions (such as victim blaming or questioning believability of the victim) are associated with victims experiencing PTSD, depression, and self-blame (Relyea & Ullman, 2015).

Limitations

There are some limitations with this report. Firstly, since the survey was administered primarily to students who were enrolled in a programme at UM, students who may have potentially dropped out of a UM programme were less likely to be included. We do not know therefore whether some of these students dropped out due to experiencing sexual violence or sexual harassment. Studies have shown that students who experience sexual violence are more likely to drop out of university compared to students who did not experience this (Baker et al., 2016)¹⁴. Further research that examines sexual violence and sexual harassment among students who dropped out of UM and the reasons for why students drop out of Maastricht University may shed more light on this issue.

Secondly, this survey was disseminated after four months of lock-down due to the COVID-19 pandemic. What lock-down means for sexual violence and sexual harassment estimates is not known, and how this would affect the prevalence rate of sexual violence and sexual harassment in higher education is not clear. However, this type of survey is intended to be a monitor, not a one-off survey. We therefore recommend repeating the survey regularly.

As mentioned before, this survey did not include intimate partner violence or stalking, which were part of the original AAU report (Cantor et al., 2019). This report also does not include student attitudes regarding rape myths.

Rape myths are beliefs which may subtly shift the blame from the perpetrator to the victim and may influence the behaviour of potential victims, perpetrators, and bystanders (Beshers & DiVita, 2021). For example, female university students who strongly endorse rape myth beliefs were less likely to disclose or report a rape (LeMaire et al., 2016). Male students who strongly endorse rape myths showed lower intentions of seeking consent (Hust et al., 2019). The Amnesty International (2021) report found that certain rape myths were still strongly endorsed among respondents. For example, three out of ten students reported that if someone is dressed in sexy clothing, this person would be more likely to be raped; 15% of respondents said that a woman is more at risk of being raped when she has sex with many people (I&O Research, 2021). We recommend that further research at UM includes both intimate partner violence and stalking, as well as rape myth prevalence.

14 It is unclear how sexual harassment influences students' academic performance.

A final limitation may be a selection bias in those students who responded to the survey. It is possible that in particular those students who had strong opinions about the topic or certain experiences were more inclined to respond. However, in the survey advertisement students were asked to report on their experience on sexual wellbeing, not sexual violence or sexual harassment; therefore, it is less likely that the survey was filled out only by students with strong beliefs or activist tendencies.

Conclusion

The good news is that, as with sexual violence prevalence studies, we need not reinvent the wheel. Other universities around the world have experimented with support and policies to reduce sexual violence on their campus; we can learn from their best practice guidelines (Beres et al., 2019). Similarly, effective prevention trainings that have been shown to reduce sexual violence at universities exist (Beres et al., 2019; Senn et al., 2015; Senn et al., 2017). The question will be which of these guidelines, trainings and programmes are best translated to a Dutch context. But as an international university, we have the advantage that not everything need be tailored to a national audience; it is possible that fewer adaptations will need to be made at UM.

Regardless, a first step has been made. Action can only follow when one has a better idea of how many students are affected by sexual violence or sexual harassment, whether university resources are effectively optimised, etc. We suggest that this report is the first step towards a realistic representation of sexual violence and sexual harassment at UM. While it makes for a confronting read, a realistic understanding our environment is sometimes necessary in order to enact change.

Based on the data above and literature about this topic, we would like to make the following recommendation:

Recommendations

- ↳ Sexual violence and sexual harassment affect the whole community. As such, it would be good to examine how **collaborations between the municipality, relevant institutions** (such as Centrum Seksueel Geweld and the police), **and UM** can reduce the number of sexual violence and sexual harassment incidents experienced by students.
- ↳ Since the report commissioned by Amnesty International demonstrated that sexual misconduct affects students at more universities in the Netherlands than just UM, a **pan-university working group** that works on reducing sexual violence and sexual harassment among university (incl. university of applied sciences) students in the Netherlands could take big steps towards tackling these issues in Dutch higher education. Caring University is an example of a successful enterprise that targets students' wellbeing; a similar model could be explored in the context of sexual violence and harassment.
- ↳ UM students appear to be unknowledgeable on where to find support if they or a friend experience sexual violence. They are also not sure where to file a report or what happens when such a report has been filed. It would be helpful to re-examine **UM's communication** regarding these topics to ensure that students are clear about the available resources, and what can be expected from disclosing to them. Since victims of sexual violence appear to not use generalised support services (O'Sullivan & Carlton, 2001), a sexual violence support centre may allow students to find help more directly.
- ↳ Studies show that protective social responses (and not receiving negative social responses) can strongly influence the process of recovery after sexual violence and the likelihood of disclosure (Bogen et al., 2019). Best practice shows that **support for victims** of sexual misconduct should be embedded in a trauma-informed framework (DePrince & Gagnon, 2018). This framework could encompass outside support services (i.e., Centrum Seksueel Geweld) as well as internal UM support services. The authors of this report recommend consulting a 2020 policy recommendation¹⁵ that examines how trauma informed support could be implemented at UM. A large portion of the UM student community reports experiencing sexual violence and/or sexual harassment.

To decrease numbers, it would be helpful to offer **effective, evidence based prevention programmes** to UM students. Pilot programmes of these are currently running and are being tested at UM. Good examples from other universities (such as the university of Otago)¹⁶ point to a comprehensive system, which includes e.g., giving at-risk groups of students (i.e., those students most at risk to experience or perpetrate sexual violence) prevention training.

- ↳ The original AAU survey was repeated after four years, since campus climate surveys are not intended as singular events but rather as monitors. It would therefore be good to **repeat this UM survey** (or a similar one) regularly. Based on limitations in the current survey design we recommend the following expansions: e.g., (1) the inclusion of stalking and intimate partner violence sections, (2) questions pertaining more clearly to external support providers, (3) the relation with alcohol and drug use, and (4) more open questions to allow for further elaboration. We also recommend further research into rape myth beliefs among the UM community, since these have been linked to e.g., a decreased chance of disclosure by victims and a decrease in consent-seeking intention (LeMaire et al., 2016).
- ↳ Given that students also cited distrust in UM as a reason for not reporting, we recommend that **reporting and support procedures are re-evaluated** to ensure the (perception of) safety of all students and that regular quality control of these services with a focus on their trauma supportiveness is implemented.

15 Wellum, A., Lange, G., Geijen, W., Spanakis, J., Rasch, M., Vital-Durand, C., & Adams, E. (2020). Sexual Violence Support and Prevention Centre at UM. *A copy of the report can be acquired via one of the authors.*

16 Beres, M. A., Treharne, G. J., & Stojanov, Z. (2019, 2019/11/02). A whole campus approach to sexual violence: the University of Otago Model. *Journal of Higher Education Policy and Management*, 41(6), 646-662. <https://doi.org/10.1080/1360080X.2019.1613298>

Appendices

Appendix A – Groupings

Demographics

Host faculty

- ↳ Respondents could indicate in which faculty they are enrolled. If they were enrolled at more than one, they were asked to choose the faculty they consider their primary faculty.
- ↳ Options listed:
 - ↳ Faculty of Psychology and Neuroscience
 - ↳ School of Business and Economics
 - ↳ Faculty of Health, Medicine and Economics
 - ↳ Faculty of Law
 - ↳ Faculty of Arts and Social Sciences
 - ↳ Faculty of Science and Engineering
 - ↳ Decline to State

Year of study

- ↳ Respondents were asked of their current student affiliation with Maastricht University, from the following options:
 - ↳ Bachelor (year 1)
 - ↳ Bachelor (year 2)
 - ↳ Bachelor (year 3)
 - ↳ Bachelor (year 4+)
 - ↳ 1-year Master (year 1)
 - ↳ 1-year Master (year 2+)
 - ↳ 2-year Master (year 1)
 - ↳ 2-year Master (year 2)
 - ↳ 2-year Master (year 3+)
 - ↳ Exchange student visiting UM
 - ↳ Decline to state
 - ↳ Other (e.g., alumnus)
- ↳ Students were then grouped into the following:
 - ↳ 1st year Bachelor
Bachelor (year 1)
 - ↳ 2nd-4th year Bachelor
Bachelor (year 2-4+)
 - ↳ Post-graduate
All Master options
 - ↳ Other
Exchange student visiting UM
Other (e.g., alumnus)

Disability

- ↳ Respondents were asked if they identify as a student with:
 - ↳ Mental disability or learning disability
 - ↳ Physical disability
 - ↳ None of the above
 - ↳ Decline to state

Sexual orientation

- ↳ Respondents were asked if they consider themselves to be:
 - ↳ Heterosexual or straight
 - ↳ Gay or lesbian
 - ↳ Bisexual
 - ↳ Asexual
 - ↳ Queer
 - ↳ Questioning
 - ↳ Not listed
 - ↳ Decline to state
- ↳ Groups were then formed, wherein students that indicated “heterosexual or straight” only formed the “heterosexual” group, and students who selected any other option, except decline to state, formed the “LGBQ” group.

Gender

- ↳ Respondents were asked to indicate an option that best described their gender identity from the following:
 - ↳ Woman
 - ↳ Man
 - ↳ Trans woman (male-to-female)
 - ↳ Trans man (male-to-female)
 - ↳ Nonbinary or genderqueer
 - ↳ Questioning
 - ↳ Not listed
 - ↳ Decline to state
- ↳ Groups were then formed in the following way:
 - ↳ The group “female-identifying” comprises students who selected ‘woman’ or ‘trans woman’
 - ↳ The group “male-identifying” comprises students who selected ‘man’ or ‘trans man’
 - ↳ The group “genderqueer” comprises students who selected ‘nonbinary or genderqueer’, ‘questioning’, or ‘not listed’

Membership to student, study, sports, and other associations

- ↳ Respondents were asked if, since they have been a student at Maastricht University, they had been a member of or participated in any of the following:
 - ↳ Student association
 - ↳ Study association
 - ↳ UM sports or a UM sport association
 - ↳ Other extracurricular activities affiliated with the university (e.g., UM choir)
 - ↳ None of the above
 - ↳ Decline to state

Relationships Between Victim and Perpetrator

↳ When asked about the relationship the respondent had to the perpetrator of sexual violence or harassment, they were given a list of options. These options are grouped in the following ways:

- ↳ Romantic associations:
 - Someone I was involved or intimate with at the time
 - Someone I previously had been involved or intimate with
- ↳ Academic associations
 - Tutor or course coordinator
 - Mentor or advisor
- ↳ Friend
- ↳ Loose acquaintances
 - Co-worker
 - Classmate
 - Fellow student from course or university
 - Someone I know or recognise, but was not a friend
- ↳ Superordinate
 - Coach or trainer
 - Boss or supervisor
- ↳ Unknown
 - Did not know or recognise this person
- ↳ Decline to state

Appendix B - Survey Questions

Below are the survey questions, as presented to respondents, asking of the prevalence of incidents of sexual violence and sexual harassment since the respondent has enrolled as a student at Maastricht University. Each question is shown below as a bullet-point, following the information that was shown to respondents before questions were shown. Each question was presented on a separate page to respondents.

Sexual Violence

This next section asks about nonconsensual or unwanted sexual contact you may have experienced while attending Maastricht University. The sexual behavior may have been performed on you or you may have been made to perform the sexual behaviors on another person. The person with whom you had the nonconsensual or unwanted contact could have been someone you know, such as someone you are currently or were in a relationship with, a co-worker, a professor, or a family member. Or it could be someone you do not know. Please consider anyone who did this, whether or not the person was associated with Maastricht University. The following questions separately ask about contact that occurred because of physical force, incapacitation due to alcohol and/or drugs, and other types of pressure.

The first few questions ask about incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting, or kicking you, or using or threatening to use a weapon against you.

The first few questions ask about incidents that involved force or threats of force against you. Force could include someone using their body weight to hold you down, pinning your arms, hitting, or kicking you, or using or threatening to use a weapon against you.

- ↳ Since you have been attending Maastricht University, has someone used physical force or threats of physical force to do the following with you:
- ↳ Sexual penetration. When one person puts a penis, fingers, or object inside someone else's vagina or anus, or
 - ↳ Oral sex. When someone's mouth or tongue makes contact with someone else's genitals.

- ↳ Since you have been attending Maastricht University, has someone used physical force or threats of physical force in an unsuccessful attempt to do any of the following with you
 - ↳ Sexual penetration. When one person puts a penis, finger, or object inside someone else's vagina or anus
 - ↳ Oral sex. When someone's mouth or tongue makes contact with someone else's genitals.
- ↳ Since you have been attending Maastricht University, has someone used physical force or threats of physical force to do any of the following with you:
- ↳ kissing
 - ↳ touching someone's breast, chest, crotch, groin or buttocks
 - ↳ grabbing, groping or rubbing against the other in a sexual way, even if the touching is over the other's clothes.

The next questions ask about incidents when you were unable to consent or stop what was happening because you were passed out, asleep, or incapacitated due to drugs or alcohol. Please include incidents even if you are not sure what happened.

- ↳ Since you have been attending Maastricht University, has any of the following happened to you while you were unable to consent or stop what was happening because you were passed out, asleep or incapacitated due to drugs or alcohol:
- ↳ Sexual penetration. When one person puts a penis, finger, or object inside someone else's vagina or anus
 - ↳ Oral sex. When someone's mouth or tongue makes contact with someone else's genitals.
- ↳ Since you have been attending Maastricht University, has any of the following happened to you while you were unable to consent or stop what was happening because you were passed out, asleep or incapacitated due to drugs or alcohol:
- ↳ kissing
 - ↳ touching someone's breast, chest, crotch, groin, or buttocks
 - ↳ grabbing, groping or rubbing against the other in a sexual way, even if the touching is over the other's clothes.

The next questions ask about incidents when someone coerced you by threatening serious non-physical harm or promising rewards.

- ↳ Since you have been a student at Maastricht University, has someone had contact with you involving penetration or oral sex by threatening serious non-physical harm or promising rewards such that you felt you must comply? Examples include:
 - ↳ Threatening to give you bad grades or cause trouble for you at work
 - ↳ Promising good grades or a promotion at work
 - ↳ Threatening to share damaging information about you with your family, friends or authority figures
 - ↳ Threatening to post damaging information about you online.
- ↳ Since you have been a student at Maastricht University, has someone had contact with you involving kissing or other sexual touching by threatening serious non-physical harm or promising rewards such that you felt you must comply? Examples include:
 - ↳ Threatening to give you bad grades or cause trouble for you at work
 - ↳ Promising good grades or a promotion at work
 - ↳ Threatening to share damaging information about you with your family, friends or authority figures
 - ↳ Threatening to post damaging information about you online.

The next questions ask about incidents that occurred without your active, ongoing voluntary agreement.

- ↳ Since you have been a student at Maastricht University, has someone had contact with you involving penetration or oral sex without your active, ongoing voluntary agreement? Examples include someone:
 - ↳ initiating sexual activity despite your refusal ignoring your cues to stop or
 - ↳ slow down went ahead without checking in or
 - ↳ while you were still deciding otherwise failed to obtain your consent or
 - ↳ did not use/remove the contraception that you agreed upon to use.
- ↳ Since you have been a student at Maastricht University, has someone kissed or sexually touched you without your active, ongoing voluntary agreement? Examples include:
 - ↳ initiating sexual activity despite your refusal
 - ↳ ignoring your cues to stop or slow down
 - ↳ went ahead without checking in or while you were still deciding
 - ↳ otherwise failed to obtain your consent.

Sexual Harassment

These next questions ask about behaviours you may have experienced while being a student at Maastricht University.

- ↳ Since you have been a student at Maastricht University, has a student, or someone employed by or otherwise associated with Maastricht University made sexual remarks or told sexual jokes or sexual stories that were insulting or offensive to you?
- ↳ Since you have been a student at Maastricht University, has a student, or someone employed by or otherwise associated with Maastricht University made inappropriate or offensive comments about your or someone else's body, appearance or sexual activities?
- ↳ Since you have been a student at Maastricht University, has a student, or someone employed by or otherwise associated with Maastricht University said crude or gross sexual things to you or tried to get you to talk about sexual matters when you didn't want to?
- ↳ Since you have been a student at Maastricht University, has a student, or someone employed by or otherwise associated with Maastricht University used social or online media to do any of the following that you didn't want:
 - ↳ send offensive sexual remarks, jokes, stories, pictures or videos to you
 - ↳ communicate offensive sexual remarks, jokes, stories, pictures or videos about you.
- ↳ Since you have been a student at Maastricht University, has a student, or someone employed by or otherwise associated with Maastricht University continued to ask you to go out, get dinner, have drinks, or have sex even though you said, "No"?

Appendix C – Reasons for Not Contacting Resources

Below are the reasons listed in the survey, and selected by students, for not contacting Maastricht University resources following an incident of sexual violence or sexual harassment. These reasons were grouped in the following ways:

Personal reasons

- ⇒ I felt embarrassed, ashamed or that it would be too emotionally difficult
- ⇒ I did not think it was serious enough to contact any of these programs or resources
- ⇒ I could handle it myself

Lack of trust in the institution

- ⇒ I did not think anyone would believe me
- ⇒ I did not want the person to get into trouble
- ⇒ I feared negative academic, social, or professional consequences
- ⇒ I feared it would not be kept confidential
- ⇒ I feared retaliation
- ⇒ I didn't think the resources would give me the help I needed

Lack of information for the UM resources

- ⇒ I did not know where to go or who to tell
- ⇒ When students selected the option "other" or "I did not think it was serious enough to contact any of these programs or resources", they were given further options. Those that were selected by students are listed below:
 - ⇒ Events like these seem common
 - ⇒ I was not injured or hurt
 - ⇒ The event happened in a context that began consensually
 - ⇒ Alcohol and/or other drugs were present
 - ⇒ The reaction by others suggested that it wasn't serious enough to contact any of these programs or services
 - ⇒ I contacted other programs or services that I felt were appropriate
 - ⇒ I was too busy
 - ⇒ Because of the person's gender, I thought it would be minimised or misunderstood

Students were also able to select "other" here, and type in a response. Here are some of these responses:

- ⇒ Following an incident of sexual harassment:
 - ⇒ They are comments/questions I get so often as a transgender person that they just roll [off] me. I know they're not meant to be inappropriate by the person making the comment/asking the question
 - ⇒ I discussed it with my psychologist outside of UM. I also didn't realize at the time that it was going beyond my boundaries
 - ⇒ fear of consequence on how other people would see me
 - ⇒ It is difficult to report, because there is no evidence about it.
 - ⇒ The person had to judge me during my internship.
 - ⇒ Men are not taken seriously regarding this issue whatsoever
 - ⇒ Didn't know his name/how to tell someone about him
 - ⇒ Already gone through sexual abuse and did not want to relive the experience
 - ⇒ Because others already did that and nothing was being done
 - ⇒ Because it seem[s] common and encouraged among students, I feared social consequences for speaking up.
 - ⇒ I said no twice before hand but when it was happening I was too embarrassed/insecure to say no again
 - ⇒ they won't do anything anyway
- ⇒ Following an incident of sexual harassment
 - ⇒ I did not know his name/how to find him
 - ⇒ I did not know how to evaluate the situation, since the person at the time was my boyfriend. Now ex boyfriend
 - ⇒ I wasn't sure if what happened was sexual abuse because I had said no beforehand and again when the person tried, but then I was too embarrassed/insecure to say it again
 - ⇒ I was very inexperienced at this time. I did not know my limits and wanted to gain sexual experience. So my goals and wants and beliefs kind of clashed with what I felt at this very moment

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