

**Step in Step Up, UR Action Against Gender-Based Violence Sexual Violence Awareness
Survey Results**

University of Regina

2023

Researchers and Survey Team

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Land Acknowledgment

Welcome to the University of Regina, with three federated colleges, the First Nations University of Canada, Campion College, and Luther College. The University of Regina is situated on Treaty 4 lands with a presence in Treaty 6. These are the territories of the nêhiyawak, Anihšînāpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation. Today, these lands continue to be the shared Territory of many diverse peoples from near and far. The nêhiyawak originally referred to Regina as oskana kâ-asastēki which literally means "The place where bones are piled up." This is why Regina's nickname is "Pile O'Bones" and this is the origin of the name of our current location in Wascana Park.

Ethics

The Step in Step Up, UR Action Against Gender-Based Violence Sexual Violence Awareness Survey was reviewed and received approval through the University of Regina ethics board. Ethics approval was given on December 10, 2021. Safeguards that the ethic application had in place are clear and transparent informed consent with minimal risk to students. The survey had multiple resources for students to utilize at the beginning and at the end of the survey. The resources were given if students needed them as the topic of sexual violence is sensitive in nature.

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Glossary of Terms

(As used by the University of Regina Glossary unless identified)

Consent: The active, ongoing, informed, and voluntary agreement to engage in physical contact or sexual activity.

Disclosure: Sharing of information pertaining to an incident of sexual violence/misconduct. A disclosure does not automatically constitute a report with a subsequent investigation.

Gender: refers to an individual's personal and social identity as a man, woman or non-binary person (a person who is not exclusively a man or a woman) (Stats Canada, 2021).

Rape Culture: A culture in which dominant ideas, social practices, media images, and societal institutions implicitly or explicitly condone sexual violence/misconduct by normalizing or trivializing such conduct, including by blaming persons subject to such conduct as being responsible for their abuse/treatment.

Report or Complaint: A formal written or verbal statement accounting an incident of sexual violence/misconduct which initiates an investigation.

Sexual Assault: The intentional sexual contact or touching of another person with any object or body part without consent, or by force. It can include unwanted kissing, fondling, oral sex, anal sex, intercourse, or other forms of penetration, or any other unwanted act of a sexual nature.

Sexual Harassment: Conduct, comment, gesture or contact of a sexual nature that is offensive, unsolicited, or unwelcome

Sexual Stealthing: when a partner secretly removes a condom during sex without the other person's consent (Loveisrespect, 2023).

Sexual Violence Misconduct: Any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature that is committed, threatened or attempted against a person without the person's consent. It includes but is not limited to sexual assault; sexual harassment; stalking; indecent or sexualized exposure; public masturbation; voyeurism; technology-facilitated sexual violence/harassment; and knowingly publishing, distributing, transmitting, selling, making available or advertising (collectively, "distribution") an intimate image of a person, through electronic or hardcopy means, without their consent.

Stalking: Repeated conduct that is carried out over a period of time and which causes someone to reasonably fear for their safety or the safety of someone else with or without physical injury. Stalking behaviours include, but are not limited to, non-consensual communications (face to face, phone, e-mail, social media); threatening or obscene gestures; surveillance; sending unsolicited gifts; "creeping" via social media/cyber-stalking; and uttering threats.

Technology-facilitated Sexual Violence or Harassment: Online or technology-facilitated sexually-based behavior that constitutes or leads to harm against the physical, psychological and/or emotional state of an individual or group. It includes but is not limited to online or technology-facilitated sexual comments or advances; attempts to obtain a sexual act; threats and intimidation; sexual coercion; spreading rumours; sending damaging messages, photos or videos; impersonations; and other forms of online or technology-facilitated sexually-based behaviour that damage a person's feelings, self-esteem, reputation, and/or mental health.

Voyeurism: the practice of obtaining sexual gratification from observing others (Merriam-Webster, 2023)

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Executive Summary

Background

In 2015 the University of Regina, hereafter referred to as UR, began its journey to build policies, procedures, and positions to prevent, educate and respond to sexual and gender-based violence. In 2017 Student for Consent Culture Canada released the Our Turn National Action Plan where the UR was evaluated and graded. The UR received a D on a scale of A+ to D-. In 2018, the UR founded the Sexual Violence Prevention and Response (SVPR) Office to respond to sexual violence and build policies surrounding sexual violence on campus. In 2022, the SVPR office wanted to understand students' knowledge of gender-based violence and distributed the Step in Step Up: UR Action Against Gender-Based Violence survey. The purpose of the survey is to collect data regarding the UR students' understanding of gender-based and sexual violence. The Sexual Violence Prevention and Response Office aims to use the data to inform future programming.

Data Collection

Data was collected between September and October 2022. The survey was voluntary based that was distributed through student affairs email to all registered students in 2022, along with posters and social media.

Analysis

Survey data was collected anonymously through Qualtrics. Quantitative data was analyzed through SPSS statistical software and qualitative data was analyzed using Atlas.ti software that has the ability to use artificial intelligence to help with analysis. A variety of statistical tests were used to identify statistically significant relationships between variables and to determine the direction of the relationship.

Sample Size and Demographics

There were 327 respondents that started the survey. The survey was designed for students to skip questions based on a respondent's comfort level as the nature of the survey was sensitive in nature due to the topic of sexual violence.

Student respondents were grouped together for data analysis purposes. (Percentages are in parentheses)

Table 1: Demographics of student respondents.

Demographics	%	Demographics	%
Under 20 years old	46.2%	Off-campus in Regina	40.1%
21- 40 years old	47.2%	At home with a guardian	36.1%
41 years and older	6.6%	Off-campus outside Regina	8.4%
Females	61.9%	Other housing	4.0%

Males	12.9%	UR campus	86.2%
Sexual and gender diverse	25.2%	First Nations campus	2.5%
International Student	6.9%	Saskatoon campus	4.9%
Undergraduate	92.1%	Other campus	6.4%
Master level	6.4%	White	71.8%
Ph.D.	1.5%	Other ethnic minority	19.3%
		Indigenous, Metis and	
On-campus residence	11.4%	Inuit	8.9%

Note: There were multiple ways to identify as gender and ethnicity. The UR acknowledges that gender is fluid and students were able to self-identify their gender with open text boxes. This was the same with gender. Students who identified as multiple ethnicities were grouped into ‘other ethnic minorities.

Key Findings

- A majority of students (75.3%) feel safe at the UR.
- Students are ambiguous about how the UR would handle a report of sexual misconduct. Students have a strong feeling that the UR will not punish a student who makes a report but students do feel that the UR would have a hard time supporting the person who made the report and would unlikely provide accommodations for the person.
- Only 22.6% of students know where to go to make a report of sexual misconduct, more students know what happens when a claim is made and just over half of students know where to go to get help on campus.
- Students are wanting information on how to report a claim of sexual misconduct.
- Over 70% of students respondents are not aware of the Sexual Violence Prevention and Response Office of Respectful University, and Student Conduct Office and their functions
- UR students have a good understanding of sexual consent between partners with over 90% of students negotiating sexual encounters in a way that is respectful and understanding of the consent statements.
- In the bystander intervention questions, students found many of the statements not applicable to them or do not intervene. More research is needed on why students found these situations to be not applicable to them or in the specific circumstances students do not intervene.
- Over half of all student respondents feel safe from sexual harassment, sexual violence, and dating violence on campus. Where there is only 43.4% of students feel safe from stalking.
- Students are wanting quality education about gender-based violence and suggested partnering with different departments within the University. Students suggested groups, and classes to distribute information and tailor education based on the needs of the groups.
- Students reported a sense of distrust and lack of transparency in the UR when handling gender-based violence misconduct.

Moving forward

The following recommendations are based on the results of the survey that can be used for the UR to move forward on bringing awareness to gender-based violence on campus.

1. Survey results indicate that students are wanting information on resources for gender-based violence on campus. It is recommended to use a variety of knowledge mobilization techniques to engage and distribute information to students. Some specific recommendations are;
 - Build on students' suggestions of using social media platforms to convey what resources are available on campus and what their function is.
 - Continue to utilize posters around the campus to bring awareness to resources such as, Respectful University Services, the Student Conduct Office, the office of SVPR, and their websites.
 - Use infographics on the website and on campus to build a conversation on sexual misconduct as students are curious about gender-based violence and resources.

2. While the general perception of the UR is positive, students are feeling there is a lack of trust and transparency at the UR in regard to sexual misconduct and gender-based violence. Institutional betrayal occurs when that institution fails to either prevent harm or to respond supportively and effectively to victims who have been harmed within the context of that institution (Smith & Freyd, 2013). It is recommended that;
 - Having campus security and staff trained to respond fairly and supportively to incidents of sexual misconduct can be a way to rebuild trust in the UR, “students are more likely to report a risk of violence on campus if they have greater trust in campus authorities” (Banyard, 2015).
 - SVPR and Student Conduct can work together to ensure students feel they are treated fairly, supported, and provided options and accommodations when a report is made. Continue to inform students of the function of their office and advertise any reports from SVPR for transparency.
 - The UR as an institution can rebuild the trust that students felt is lost through historical sexual misconduct by policies, education, fostering relationships with other services on campus, and ongoing evaluation of programs (Marques et al, 2020).
 - Complete a campus community risk assessment to ensure spaces and places on campus are safe for all students from gender-based violence, this can help respond to students' hesitations about places on campus that are of concern. Risk assessments can provide a safe learning environment for all students (Khan et al, 2019).

3. Overwhelmingly, students at the UR are looking for information on reporting an incident of sexual misconduct. Specifically, students want to know where, how, and what happens when a report of sexual misconduct or sexual violence is made. Recommendations are;
 - Utilizing posters with discreet information on reporting. It is suggested to use QR codes to link to the website where students can find information on reporting sexual misconduct.
 - Infographic with pathways on the options for reporting and the general process steps after a report of sexual misconduct is made.
 - Students are concerned with revenge and how to report sexual misconduct incidents when the person is in a position of power. Research shows that third-party reporting or anonymous reporting can help to ensure the safety of students and campus. This reporting option can be used when students do not want to go through the investigation process themselves when they want the information on an incident to be known to student affairs and it can show a pattern of unsafe people or places and will help with campus risk assessments (Khan et al, 2019, CUPE, 2021). The UR has these reporting options and it is recommended the SVPR promote the current options to students through education, social media, and other provisions.

4. Students suggested partnering with groups around campus to get information distributed about gender-based violence. This is currently being done to the best of the UR's capacity. Students are feeling this needs to continue and reach a wider audience. It is recommended that;
 - The SVPR connect with a variety of department and groups within the UR. Specific groups that students suggested are UR Pride, UR International, athletes and coaches, professors, media groups, and housing. Other suggestions of The Owl and Women's Centre and health centre could be utilized to distribute information to a wider audience.
 - Tailor education based on the specific needs of the above groups as students reported feeling unsafe within specific departments to build safety on campus, increase bystander skills, peer responses to sexual misconduct, and to grow the UR capacity on gender-based violence.
 - Using a small series of messages to distribute knowledge in these groups is a way to build capacity and change. Research suggests a series of messages through a students and staff tenure about gender-based violence that push people just a bit further each time, moving them toward more substantial changes via baby steps that do not seem too uncomfortable or new and will encourage students and staff to change the way they think and respond to sexual misconduct (Banyard, 2015, Protetch & Rosser, 2021)

5. Students report wanting quality education on gender-based violence at the UR for both students and staff. It is recommended to;
 - Continue and expand the current Bystander Intervention Program with an evaluation element to ensure it is meeting the needs of the UR.
 - Included staff in the training to ensure they are prepared for disclosures, can provide accommodations, and are knowledgeable on gender-based violence. Faculty, staff, and administrators should be part of the education as they are the leaders who can initiate important discussions of norms and model new behaviour, and be the first point of contact for victims (Banyard, 2015, Khan et al, 2019). This also encourages trust in the UR as students expressed frustration in professors not having empathy when reporting an incident of sexual misconduct.
 - Offering different scripts to students to respond to peer disclosures and sexual misconduct when on and off campus can be useful to build confidence in students. Research shows that teaching scripts on how to intervene with students builds confidence and reduces uncertainty in students for intervention to happen when on or off campus (Banyard, 2015).

6. Provide support to sexual and gender diverse at the UR. Students who identify as gender diverse are feeling less safe on and around campus, taken less seriously, and feel less supported and protected. Recommendations to help UR gender-diverse students are;
 - Partnering with UR Pride to help determine the needs of gender-diverse students in relation to gender-based violence and building trust with current supports on campus. Research supports collaboration with LGBTQ2S+ organizations and support services (Khan et al, 2019).
 - Tailoring gender-based education and support to gender-diverse students that will build knowledge on sexual misconduct and safety in students.
 - Promoting safety from sexual harassment and stalking for gender-diverse students as they are key areas where gender-diverse students are feeling most unsafe on campus. This can be done through education and programming or by mobilizing knowledge through infographics.
 - Promising practice in working with gender-diverse individuals and sexual violence is creating peer support for students who are knowledgeable in support and disclosures (Canadian Women's Foundation & Wisdom2Action ,2022). SVPR can work with UR Pride to establish peer support that will build bystanders within their community.

7. Other individual areas to focus on are specifically from the research results that can be enhanced or incorporated into education and advertisement.
 - Incorporating 'myth busting' around the areas of being open and talking about sexual experiences, having multiple sexual partners, and having sex with someone whenever you choose because you are dating.

- Provide information on the SVPR and student conduct's ability to offer accommodations when a student reports sexual misconduct in a way that will allow students to know the options yet not misuse them.
 - Increase visibility for students to read past reports completed by the SVPR on gender-based violence at UR.
 - Define different types of sexual misconduct for students along with the difference between a report and disclosure and the laws.
 - Due to more males agreeing that consent is not needed at each step in a sexual encounter, when there are mixed signals, when inviting someone over and drinking together, education can be tailored to male-identifying students.
 - Provide provisions specifically surrounding keeping students safe from stalking and sexual harassment on and around campus.
 - Students discussed working with specific groups that they feel have concerns with gender-based violence. These groups are athletes and international students. This may be connected to stereotypes or myths but is valuable information as they are students' voices.
8. Continue to send out this survey every 3 years to see what changes are working, what changes are not successful when made previously, and what information students are needing at that specific period in time, along with the current climate on sexual awareness at the UR. The 3-year period was set out in the ethics application and is sustainable for a cross-sectional study.

Introduction and Background

In 2015, the University of Regina, hereafter known as UR, created a position within campus security that was specific to supporting, educating, and investigating sexual violence misconduct. Within this year the development of the original Sexual Violence Policy. During this time the Man Up Against Violence project was initiated, which was a project that highlighted the prevalence of violence in Saskatchewan and the role that all citizens play in reducing gendered violence. In 2016 the UR released the Gender-Based Violence Prevention Needs Assessment Report. This report indicated the need to improve policies and develop a position and task force to respond to gender-based violence. In 2017, Student for Consent Culture Canada (SFCC) released Our Turn National Action Plan, giving student unions the evidence-based tools, they need to end sexual violence on campus. At the time of publishing the 2017 report, 20 student unions and groups across Canada signed onto the Our Turn Action Plan and for 1 year following. Each group completed a scorecard based on the checklist of clauses and policy evaluation set out by SFCC. UR Student Union was one of the groups that signed on to analyze the UR. The UR was evaluated on sexual violence policies and clauses and received a disappointing grade of D (NationalOurTurnScorecard, 2017) This grade identified the weaknesses and strengths of the current policies in place. This started the URs' recognition of a need to change how they responded to and viewed sexual violence on campus. This led to the founding of the Sexual Violence Prevention and Response Office. The University of Regina Sexual Violence Prevention and Response Office, hereafter known as SVPR, was founded in 2018 when the University of Regina, hereafter known as UR, recognized the need for an office to respond to and prevent sexual violence on campus.

In 2019, *Courage to Act; Developing a National Draft Framework to Address and Prevent Gender-Based Violence at Post-Secondary Institutions (PSI) in Canada* report was released by Women and Gender Equity Canada. This report is a response to several Provincial Governments passing legislation mandating post-secondary institutions within their province to establish stand-alone sexual violence policies. This report created a framework that addressed key policy areas, promising practices, and prevention plans (Khan et al, 2019). In the school year 2019-2020 UR SVPR and the UR Student Conduct Coordinator were selected to participate in *Courage to Act* to explore further promising practices for preventing and responding to gender-based violence in Canada PSI. The UR continues to be involved with the *Courage to Act* Project through training and participation in focus groups and projects.

In 2022 the SVPR wanted to get an understanding of student voices regarding sexual violence awareness. The SVPR office along with the Student Conduct Office researched and developed a survey to gain an understanding of gendered-based violence throughout the UR This survey was called *Step in Step Up: UR Action Against Gender-Based Violence* and was distributed in 2022. The purpose of the survey is to collect data regarding the UR students' understanding of gender-based and sexual violence. The sexual violence Prevention and Response Office aim to use the data to inform future programming. The SVPR office has seen an increase in utilization by 23% over 2021-2022 for survivors (Thera, L, 2022). Since the start of the SVPR there has been a steady increase of utilization and to continue the growth of

SVPR it is important to understand students' needs and ideas about sexual violence on campus. As research states, a sound climate survey can provide actionable information across a campus' social ecology (e.g., individual, group, institution) regarding sexual misconduct (Campbell et al, 2009). Which is what the UR aims to get out of completing the awareness survey.

Methodology

Survey Information

The Step in Step Up: UR Action Against Gender-Based Violence survey was released in 2022. The primary objectives of the survey are to understand students' awareness of gender-based and sexual violence, understand how students understand the perception of their peers in relation to sexual violence peer norming, and to determine what campus resources for sexual violence students are aware of.

The survey is a 27-question survey with 11 questions containing multiple questions within it, totaling a possible 78 questions to complete. These questions explore the general view on safety at the UR, peer norms, perception of campus regarding sexual misconduct, peer responses, consent, bystander intervention, campus safety, and demographics, and students were invited to add their comments at the end of the survey with their perception, experiences or opinions. See Appendix one for survey items.

The time to complete the University of Regina survey is 15-30 minutes. There was no compensation for completing the survey.

Due to the nature of the survey on sensitive topics, students were given information on potential risks at the beginning and debriefing information at the end of the survey along with resources on counseling and sexual violence.

Data Collection

Cross-sectional survey data were collected between September 5, 2022, and closed on October 28, 2022, from students. It was a volunteer-based survey that was distributed to the UR, the First Nation University of Canada, Luther College, Campion College, and students doing distance or online courses. The survey was distributed through a variety of means. Students were emailed through Student Affairs; students were given information on the survey through tabling activities in common areas around campus and encouraged to participate through access points such as QR codes or email. There were also posters hung around Regina's main campus and UR housing buildings. The QR code was posted on the SVPR social media sites. Students that were both full-time, part-time, and casual students were encouraged to complete the survey. In the email or link to the survey, there was a brief introduction to the survey and a link to the survey inviting them to complete the questionnaire.

The survey data was collected anonymously through an online data platform called Qualtrics. Anonymous means that student responses could not be matched to one's identity. Qualtrics randomly assigns a respondent a response ID to ensure no duplicate responses were

collected. Qualtrics collected IP address information from students, the actual IP address was not recorded. This ensured responses were not from an automated machine or spam. Qualtrics encrypted the data to increase security and confidentiality.

Safeguards were built into the survey through attention questions that help validate data and to ensure respondents were reading the questions. There were 3 attention-check questions throughout the survey. The checks were factual and respondents needed to choose the response they were advised to do so in the question. The number of people who failed the attention checks was 19 over the course of 3 questions. According to research through Qualtrics keeping respondents who fail attention checks in surveys does not make the data more representative than removing them and sometimes failed attention checks mean survey fatigue (Qualtrics, 2023). Those who failed the attention check questions remained a part of the data.

Sample Size and Demographics

The sample size of participants that started the survey is 327 individuals. 205 of the respondents completed the survey and 122 people did not complete the full survey. The uncompleted surveys ranged from 4-61% of incompleteness. 324 consented to the survey and continued. Uncompleted surveys are included in the analysis as they have important information to contribute to the overarching UR. The survey is also designed to allow individuals to skip questions if felt uncomfortable or did not want to answer.

The total number of students to whom the survey was distributed, was 15,639. This was the number of students registered in 2021. The survey did not include staff at the University.

Within the survey's demographic portion, students could pick from a range of options that best represented themselves. However, demographics are grouped together in analytic categories for data analysis purposes. (Percentages are in parentheses)

Age; Under 20 years old (46.2%), 21-40 years old (47.2%), 41 years old and older (6.6%).

Gender; Female (61.9%), Male (12.9%), Sexual and gender diverse (25.2%).

International student; No (93.1%), Yes (6.9%)

Year of School; Undergraduate (92.1%), Master Level (6.4%), Ph.D. (1.5%)

Housing; On-campus residence halls or dorms (11.4%), Off-campus housing in Regina (40.1%), At home with parents or guardians (36.1%), Off-campus housing outside of Regina (8.4%), Other (4%).

Campus Attending: The University of Regina (86.2%), First Nations University Regina Campus (2.5%), Saskatoon Campus (4.9%), others (6.4%).

Ethnicities: White (71.8%), Other ethnic minorities (19.3%), Indigenous, Metis and Inuit (8.9%)

It is recognized that gender is fluid and respondents were able to identify their gender through pre-categorized identifiers or they had the ability to type in their identifying gender. For the sake of research analysis gender was grouped into three categories of female, male, and sexual and gender diverse. On trend, females were the majority of respondents at 61.9%. A strength of the survey is the 25.2% of gender and sexual diverse individuals that responded.

Table 2: Gender identity of student respondents

Gender	N	%
Cis Women	125	61.9%
Cis Man	26	12.9%
2SLGBTQIAP+	22	10.9%
Non-Binary	8	4.0%
My gender is not listed here	7	3.5%
Gender queer	6	3.0%
Trans Man	4	2.0%
Prefer not to answer	4	2.0%

There were multiple ways to identify one’s ethnicity. The survey had check all boxes that students can identify with. There was the ability to identify more than one ethnicity along, with writing in the way a student self-identifies their own ethnicity. Those who identified as more than one ethnicity were grouped into the ‘other ethnicity’ category. Ethnicity was categorized into three categories, White, Indigenous, Metis and Inuit and, other ethnicities.

Survey Design

The survey was based on the survey Administrator Researcher Campus Climate Collaboration (ARC3). The ARC3 climate campus survey was created by ARC3 which is a collaboration of students, legal affairs professionals, campus advocates, students, campus law enforcement, and sexual assault and harassment researchers. It is a response to the United States White House Task Force on Keeping Students Safe on Campus and Title IX (9). This survey is an evidence-based survey that is guided by principles of inclusiveness, transparent processing, integrity in research, equal focus on victimization and perpetration, civil rights approach, consent, education, addressing intersexuality, and multiple contextual factors affecting risk. The ARC3 is framed as educational and as an intervention tool. Each topic of the survey is backed by research and the references are sent as a part of the ARC3 survey package. Along with the references, articles, and survey, there are tips on recruitment, incentives, diversity, sample size, adapting a survey to Qualtrics, and report on ARC3s’ pilot studies (Campusclimate, 2023).

The UR reviewed the full survey and choose the questions that best represent the information the research team wanted to gain. The research team used the ARC3 survey as it is considered the foremost data collection survey for sexual violence trends in higher education It is used by many institutions globally and provides a baseline to measure trends between and among different campus environments.

The survey was designed to be used on Qualtrics. Qualtrics is a web-based survey platform that conducts research, surveys, feedback, and pools using a variety of means. It is commonly used by the UR, which has an institutional license, and can be used by students and staff for teaching at the UR.

Data Analysis

The survey data was collected on Qualtrics and was cleaned, organized, and analyzed in SPSS.

The survey data is both qualitative and quantitative in nature. Questions were a combination of Likert scales, dichotomous questions, check all that apply questions, and open text box. The focus of the analysis was on quantitative data as the majority of the questions are quantitative responses.

For the purpose of this report, the top two ratings and bottom two (i.e., agree and strongly agree) are combined to denote a singular category for student responses for each statement where there are scale questions. The overall responses are presented and when appropriate they are analyzed by gender, age, and race. This enables rich data to be extracted on differences between demographics to answer the survey questions.

Statistical Analysis

The following statistical tests were used to analyze the data. Contingency tables were used to identify the relationship between dependent and independent variables. The chi-Squared (X^2) test was used to determine the significance between variables with Cramer's V (V) reported for the measurement of effect. To understand the differences of means between variables, the statistical test of Analysis of Variance (ANOVA) was used to determine the statistical significance. For the ANOVA test a post hoc of Tukey HSD means (M) test was used for assessing the direction of the relationship. Reporting the eta squared (η^2) to measure the effect size when the homogeneity of variances was not violated. When the homogeneity of variances was violated, Welch's test was used for significance with Games-Howell post hoc test, which was used to assess the relationship. T-test (t) was used for variables with 2 different groups.

One of the most commonly used indicators of internal consistency for a survey is the Cronbach's alpha coefficient. Ideally, the Cronbach alpha coefficient should be above .7 (DeVellis & Thorpe, 2012). The following high reliability is discussed when the Cronbach alpha coefficient is .7 or higher on particular questions

Table 3: Effect size interpretations used in this report

Effect size interpretation	Small	Medium	Large
Cohen's d	0.2	0.5	0.8
Eta-squared (η^2)	0.01	0.06	0.14
Cramer's V (V)	0.01	0.03	0.5

Qualitative Analysis

Several of the questions in the survey have open text boxes and comment box that allow for qualitative responses. The ARC3 survey was designed to get students' responses rather than develop a theory of the data (Swartout et al, 2018). The open comment boxes that are in the UR survey allowed for students to voice their concerns and comments. These questions are important for our research to gain students' perspectives and opinions on the survey and sexual violence awareness.

The open text boxes are analyzed using the Sort and Sift, Think and Shift method which was utilized in the journal article Measuring Campus Sexual Misconduct and its Context, The Administrator-Researcher Campus Climate Consortium (ARC3) Survey (2019). This is a hybrid method of analyzing data that works to understand the content, dimension, and properties of data by "diving in" to and exploring the relationship to the data, then "stepping back" to reflect and think deeply about the data results, and repeating this process as a researcher goes through the data (Maietta et al, 2021, Maietta et al, 2024). Our approach for analyzing the UR survey data has gone through the six core phases of the Sort and Sift method; data inventory, written reflection, reflective diagrams, categorization, bridging, and data presentation (Fryer et al, 2015, Maietta et al, 2006) The method is guided by the 4 principles of traditional quantitative research methods, grounded theory, narrative research, case study, and phenomenological theory (Maietta et al, 2021).

Qualitative software was used for data analysis. Atlas.ti was chosen to help organize, refine, code, and visualize the data. Atlas.ti was the data tool recommended by Swartout et al (2019) journal that was part of the package for the ARC survey. A combination of manual entry and artificial intelligence (AI) coding was used. AI gives the ability to review different themes and sub-codes that AI has labeled to give a deeper understanding of the data and any missed themes that could be utilized (Atlas.ti, 2023). Atlas.ti recommends results are reviewed to ensure one's output is accurate. This was carefully and continually reviewed through the analytical process. This software program complements the Sort and Sift, Think, and Shift methods.

Quotes are used in this research report to maintain the respondents' authenticity and to capture ideas and concepts reported by students. Any identifying information has been removed from the comments. Using block quotes to capture students' ideas gives voice to students and does not minimize the responses students may feel when responding to the survey questions.

Survey Limitations

Sexual Violence is a sensitive topic that can bring a variety of physical and emotional responses from individuals who are completing it. The topic can be a deterrent for individuals who have experienced sexual violence or those who feel that it is not a topic they are interested in or a topic students can relate to. This corresponds to research by Graham et al (2020) who stated the top reason for students not to attend or complete programming on sexual violence is they think it is relevant to others but not to themselves, they already know about sexual violence

and what will someone think of me if I do this. In the qualitative analysis, several students commented with similar responses that indicated gender-based violence has not happened to them or sexual violence is not relevant to them. This could be one of the reasons for the limited responses.

Another challenge in reporting quality data was the design of the survey which gave the ability to skip questions when students felt uncomfortable with the question. This was also a strength of the survey as it gives participants power and control over answering questions due to the sensitive nature of the questionnaire.

A possible limitation of the survey is the length of time of 15-30 minutes to complete the full survey if all questions were relevant to the student. This may lead to survey fatigue if it takes longer to complete and due to the sensitive nature of the survey students were able to stop and come back to the questions. The fatigue of answering a sensitive survey could have been a deterrent of answering the survey in full.

The survey did not capture the students' voices who identify as having a disability. Students with disability are at a higher rate to be a victim of sexual violence (Government of Canada, 2022). It is important to ensure their voices are captured when surveys are distributed with accommodations if necessary.

It is acknowledged that the survey results do not represent the UR as a whole. The survey brings value to students' voices and the needs of students. The results should be interpreted with caution and not as prevalence rates for the entirety of UR. This is due to the overall response rate being extremely small. 2.1 % of the UR population responded to the survey.

Detailed Results

General Safety on the University of Regina Campus

I feel safe at the University of Regina

Most students at the UR feel an overall sense of safety while on campus. Specifically, 75.3% of students feel safe on campus while 24.7% feel unsafe or feel neutral about their safety at the UR campus. While there was no significant association between general safety, age, and year of schooling, it was found that the younger respondents feel safer on campus than those who are older, $\chi^2(8, N = 197) = 8.44, p = .391$. Those who are in an undergraduate degree are generally feeling the safest on campus, then master's level and Ph.D. students who are feeling the most unsafe on and around campus, $\chi^2(9, N = 203) = 10.50, p = .231$. Safety was analyzed by gender to understand the different perspectives of who feels safe on campus. It was found that a majority of all genders are feeling safe. While there is a statistically significant association, there is a small effect between gender and safety $\chi^2(8, N = 202) = 18.22, p < .020, V = .212$. With male-identifying students feeling the safest and sexual and gender diverse students feeling the most unsafe. There was a statistical significance between being an international student and safety on campus. With 92.5% of international students feeling safe on campus, and under 1% feeling unsafe, $\chi^2(4, N = 203) = 14.01, p < .007, V = .26$. There is a statistically significant difference between international students ($M = 3.5, SD = .85$) compared to non-international

students ($M=2.92$, $SD = .81$). International students are feeling safer on campus with a large effect size, $t(32) = 2.94$, $p = .006$. Cohens $d = .81$ compared to their non-international peers.

See table 3 for the percentage of students who feel safe, neutral, and unsafe on the UR of campus

Table 4: Percentage of gender and international students' feeling of safety on campus

Students	Safe	Neutral	Unsafe
General overall safety	75.3%	21.0%	3.7%
Females	76.8%	18.4%	4.8%
Males	92.4%	3.8%	3.8%
Sexual and gender diverse	68.6%	25.5%	5.9%
International	92.8%	0.0%	7.2%
Undergraduate	76.0%	20.0%	4.0%
Master Level	85.0%	7.5%	7.5%
Ph.D. Level	66.7%	0.0%	33.3%
Under 20 years old	79.1%	15.4%	5.5%
21 - 41 years old	76.3%	19.4%	4.3%
41+ years old	53.8%	38.5%	7.7%

Qualitative responses on the general safety on campus. Students feel that the UR genuinely has the best interest of student safety in mind but there are key areas students have pointed out that can be improved.

“I believe that this organization specifically genuinely has the intention of protecting students” (Participant 153).

Students felt there is safety concerns on campus that need to be addressed where the UR could work with security on campus to help mitigate feeling unsafe.

“More needs to be done on the campus in terms of security awareness to help students feel safe” (Participant 78).

Peer Norms

This question discusses friends' attitudes towards situations that students may relate to. Peer norming is how students view their peers and how they want to fit into a larger society. Peer norms are also social norms within a campus. This question gives an idea of student responses to topics often not openly discussed. Students have a tendency to want to fit in with peer. In bullying literature, defenders of victims select friends that are similar to them and that may help in bystander action (Banyard, 2015). Getting an idea of what students feel their friends would do in certain circumstances gives an overall view of the general perception of what students feel they would do when they encounter an incident of gender-based violence. The ARC 3 peer norm questions were used to assess the guidance and advice participants receive from peers that may influence of dating violence and sexual violence (DeKeserdy & Kelly, 1995).

Peer social support

To what extent would your friends approve of having many sexual partners. When students talk about having many sexual partners, they felt a portion of their friends would disapprove (31.7%), approve, (31.4%), and be neutral (36.9%) in their response. There is not a

clear majority in how students feel their friends would think about having many different sexual partners. Interestingly, when broken down between age and gender an overwhelming majority (61.5%) of respondents over 41 years old feel their friends would disapprove, $\chi^2(8, N=201) = 9.57, p = .297$. Although there was no significance by gender or age it is noted that more males than females and sexual and gender diverse students would be disapproving of having multiple partners. However, there is a medium statistical significance between racialized students ($M = 1.56, SD = 1.17$) and white students ($M = 2.20, SD = .1$), $F(2,198) = 6.57, p = .002, \eta^2 = .062$. There is no difference between Indigenous, Metis, and Inuit ($M = 1.83, SD = .86$) and other students. More white students approve of having many sexual partners compared to other racialized students.

To what extent would your friends approve of telling stories about sexual experiences. A majority of students (31.4%) feel that their friends would approve of telling stories about sexual experiences and 31.7% of students feel their friends would disapprove of telling stories. There was no significant association between telling stories about sexual experiences and gender. Students who are 21-40 years old felt that their friends would approve more than other ages of telling stories, while those who are over 41 years old feel their friends would disapprove more. There is a small statistically significant relationship between gender and telling stories of sexual experiences, $\chi^2(8, N=201) = 20.58, p = .008, V = .23$. Male respondents (36.4%) feel that their friends would be more disapproving of telling stories about their sexual experiences than females (18.5%) and sexual and gender diverse (13.7%) students.

To what extent would your friends approve of getting someone drunk or high to have sex with them. A majority of all students feel their friends would disapprove of getting someone intoxicated to have sex (97.9%). There was no significant association between age and gender. All genders did not approve of getting someone intoxicated to have sex. 2.4% of females and 1.9% of sexual and gender diverse students are neutral in their responses and 100% of males disapprove of getting someone high or drunk in order to have sex with them: $\chi^2(4, N=202) = 7.44, p = .115$. All ages of students do not approve of getting someone intoxicated to have sex with them with only 3.2% of 21-40 years old being neutral in their response, $\chi^2(4, N=197) = 3.98, p = .408$

To what extent would your friends approve of forcing someone to have sex. 100% of student respondents say their friends would not approve of forcing someone to have sex. There is no significant associations between gender or age as all students responded with a majority strongly disapproving of forcing someone to have sex.

To what extent would your friends approve of using physical force such as hitting or beating, to resolve conflict. A majority of the students feel their friends (99.3%) would disapprove of physically forcing someone to resolve conflict. There was no significant association between age and gender with physical force.

To what extent would your friends approve of insulting or swearing at your dates. A majority (96.5%) of students responded that their friends would not approve of insulting or swearing at dates. That leaves 3.5% of students that are neutral (2.8%) or approved (.7%). There

is no significant association between age and gender for insulting or swearing at dates. Interestingly, there are 14.7% of students of all genders are neutral in response, $X^2(6, N = 202) = 8.49, p = .205$.

To what extent would your friends approve of lying to someone in order to have sex with them. A majority of students (96.8%) of students feel their friends would disapprove of lying to someone in order to have sex with them. Although there is no significant association between lying to someone to sex with them and age, there is a small significant association between lying to someone in order to have sex and gender $X^2(6, N=201) = 12.95, p = .044, V = .179$. Males (4%) approve more significantly of lying to someone than females (0%) and sexual and gender diverse students (1.9%).

Table 5: Peer Norms – To what extent would your friends approve of

Peer social support items	Approve	Disapprove
Forcing someone to have sex.	0.0%	100.0%
Having many sexual partners.	31.4%	31.7%
Telling stories about sexual experiences.	50.5%	20.6%
Getting someone drunk or high to have sex with them.	0.3%	97.9%
Lying to some in order to have sex with them.	1.0%	96.8%
Using physical force, such as hitting or beating to resolve conflict with dates.	0.3%	99.3%
Insulting or swearing at their dates.	0.7%	95.6%

Note: Percentages do not equal 100% due to not adding neutral responses to this table.

My friends tell me that it is all right for someone to hit a date in certain situations. A majority (93%) of student responses feel that their friends would not be okay with hitting a person in certain situations. This leaves 7% that agree (2.8%) and are neutral (4.2%) in their response. There is no significant association between gender and age.

My friends tell me that someone you are dating should have sex with you when you want. A majority (85.7%) of students feel their friends would tell them that even if you're dating someone you cannot have sex with them whenever you want. Although, there is 14.2% of students are neutral (9%) or agreeable (5.2%) that their friends would either give advice that they can have sex with someone whenever they want while dating or they are unsure how their friends would respond. There is no significant association between age and gender.

My friends tell me that when you spend money on a date the person should have sex with you. 98.2% of students feel their friends would say that they cannot expect their date to have sex with them when they spend money on them and 1.7% of students think otherwise. There is a small statistically significant association between gender and expecting someone to have sex with you when money is spent on you, $X^2(6, N=201) = 12.87, p = .045, V = .179$. More females and sexual and gender diverse students disagree with the statement of spending money on a date the expectation is to have sex. More males agree that if a person spends money on a

date they do not have to have sex with them than females (98.3%) and sexual and gender diverse students (96%).

My friends tell me that you should respond to a date’s challenges to your authority by insulting them or putting them down. A majority of students (96.2%) feel that their friends are not agreeable to insulting or putting someone down when one’s authority is challenged. That leaves 3.7% of students are neutral (1.7%) or agreeable (2%). There is no significant association between gender and insulting someone. There is a small statistically significant association between age and responding to a date’s challenge to authority by putting them down, $\chi^2(8, N = 195) = 18.42, p = .018, V = .217$. Those who are under 20 years old (98.9%) agree that you cannot insult someone who challenges your authority on a date than those who are 21-40 years old (95.6%) and 41 years and older (92.3%).

My friends tell me that it is all right to physically force a person to have sex under certain circumstances. An overwhelming majority of students (99.7%) feel that their friends would not be okay to force someone to have sex under certain circumstances. There is no significant association between gender or age.

Table 6: Friends’ agreeance to gender-based violence

My friends tell me that	Agree	Disagree
It is all right to hit a date in certain circumstances	2.8%	93.0%
Someone you are dating should have sex with you whenever	5.2%	85.7%
When you spend money on a date that person should have sex with you	1.0%	98.2%
You should respond to a dates challenge to your authority by insulting them or putting them down	2.0%	96.2%
It is all right to physically force a person to have sex under certain circumstances	0.3%	99.7%

Perception of Campus Regarding Sexual Misconduct

The perceptions of campus regarding sexual misconduct questions are used to gain an understanding of students’ opinions on UR response to misconduct, their sense of community at the UR, educational messages and resources that students are aware of on campus, and how and where students are learning about gender-based violence.

The University of Regina Handle a Student Report of Sexual Misconduct

According to ARC3 Campus Climate Survey, the institutional response to the sexual misconduct scale, has good internal consistency, with a Cronbach alpha coefficient reported of .93. In this current study, the Cronbach alpha coefficient was .73, which is lower in reliability than the

How likely would the UR take a report of sexual misconduct seriously. A majority (63.5%) of students feel that the UR would take a student reporting an incident of sexual misconduct seriously. There are 21.7% of students feel unsure about how the UR would handle a

report and 14.7% of students feel the UR would unlikely take a report seriously. There is a mixed view of confidence on how seriously the UR would take a report of sexual misconduct. Students' perception of how seriously the UR would take a report of sexual misconduct, the results indicated that the mean score for sexual and gender diverse students ($M = 2.37, SD = 1.11$) was statistically significantly lower mean scores compared to males ($M = 3.19, SD = 1.06$) with a medium effect size, $F(2, 198) = 5.47, p = .005, n^2 = .05$. Males feel the UR would take a report of sexual misconduct more seriously than sexual and gender diverse. International students ($M = 3.62, SD = .5$) feel that UR would take a report more seriously than those students who are not international students ($M = 2.62, SD = 1.06$), $t(23.11) = 6.64, p = <.001, Cohens d = 1.03$.

How likely would the UR maintain the privacy of the person making a report of sexual misconduct. The majority (76.8%) of students feel that the UR would maintain the privacy of the person making the report. There are 15.5% of students that are unsure how the UR would maintain the privacy of a student and 7.8% of students feel the UR would not be confidential when reporting sexual misconduct.

How liked would the UR do its best to honour the request of the person about how to go forward with the case of sexual misconduct. A majority (63.5%) of students feel the UR would do its best to honor the request of the person about how to go forward with the case. 21.7% of students are unsure how the UR honor a person's request and 14.7% feel that the UR would not honor the request of a student.

How likely would the UR take steps to protect the safety of the persons making the report. A majority (64.8%) of students feel that the UR would take steps to protect the safety of the person making the report of sexual assault. 14.7% feel the UR would not protect the student that makes the report and 20.5% are unsure how the UR would protect the safety of a person. Students' perception of the UR taking steps to protect the safety of the person making the report of sexual misconduct indicates that the mean score for females ($M = 2.80, SD = .99$) was statistically significantly different from males ($M = 3.07, SD = .84$). Sexual and gender diverse students ($M = 2.31, SD = 1.14$) was statistically significantly different from males with a medium effect size $F(2, 198) = 6.03, p = .005, n^2 = .06$. Males did not differ significantly from females. Males feel that the UR would protect the safety of the person making the report more than females and sexual and gender diverse students. International students ($M = 3.35, SD = .93$) feel that the UR would take steps to protect the safety of the person making the report than non-international students ($M = 2.65, SD = 1.03$) with a large effect size, $t(200), 2.45, p = .015$ Cohens $d = 1.03$.

How likely would the UR support the person making the report of sexual misconduct. A majority (65%) of students feel that UR would support the person making the report. There are 24.9 % of students are unsure about how the UR would support someone who makes a report. 10.1 % of students feel the UR would not be supportive. The perception of how the UR would support the person making a report of sexual misconduct indicates that the mean score for sexual and gender diverse students ($M = 1.72, SD = 1.16$) was statistically significantly higher mean scores compared to males ($M = 1.07, SD = 1.01$) with a medium effect size, $F(2, 197) = 3.08, p = .048, n^2 = .03$. Sexual and gender diverse students student feel that the UR would

support students higher than males. International students ($M = 3.42$, $SD = .85$) feel the UR would support the person making the report of sexual misconduct more than non-international students ($M = 2.68$, $SD = .99$) with a large effect size, $t(199)$, 2.704 , $p = .007$, Cohens $d = .98$.

How likely would the UR provide accommodations to support the person making a report of sexual misconduct. 44% of students feel the UR would accommodate students who make a report of sexual misconduct. There are 30.5 % of students who are unsure if the UR would provide accommodations. That leaves 25.3% of students feel the UR would not provide accommodate students.

How likely would the UR handle a report of sexual misconduct fairly. Over half (57.8 %) of students feel the UR would handle a report of sexual misconduct fairly. There are 29.1 % of students are not sure if the UR would be fair and 13.2% of students feel the UR would not handle reports fairly. The perception of how fair the UR would handle a report of sexual misconduct indicates that the mean score was for those Under 20 years old ($M = 2.57$, $SD = .91$) which was statistically significantly different from 41 +-year-old ($M = 3.23$, $SD = .60$). Students who are 41+years old had a statistically significant difference between those who are 21-40 years old ($M = 2.41$, $SD = 1.03$), $F(2, 193) = 4.29$, $p = .05$, $n^2 = .04$. Age had a medium effect on the perception of how fairly the UR would handle a report. Students who are older feel the UR would handle a report of sexual misconduct better than younger students.

How likely would the UR label the person making a report of sexual misconduct report a troublemaker. The majority of students (62.4%) feel the UR would not label someone a troublemaker but there are 13.9 % of students feel the UR would label the person making the report a troublemaker. This leaves, 23.6% of students that are not sure how the UR would label a person a troublemaker. There is a medium statistically significant difference between students who are white ($M=1.53$, $SD = 1.03$) compared to Indigenous, Metis, and Inuit students ($M = .94$, $SD = .80$), white and other racialized students ($M = .11$, $SD = 1.08$), $F(2,196)$, 4.83 , $p = .007$, $n^2 = .05$. White identifying students feel the UR would label students a troublemaker when a person reports an incident of sexual misconduct more than Indigenous and other racialized students. troublemakers

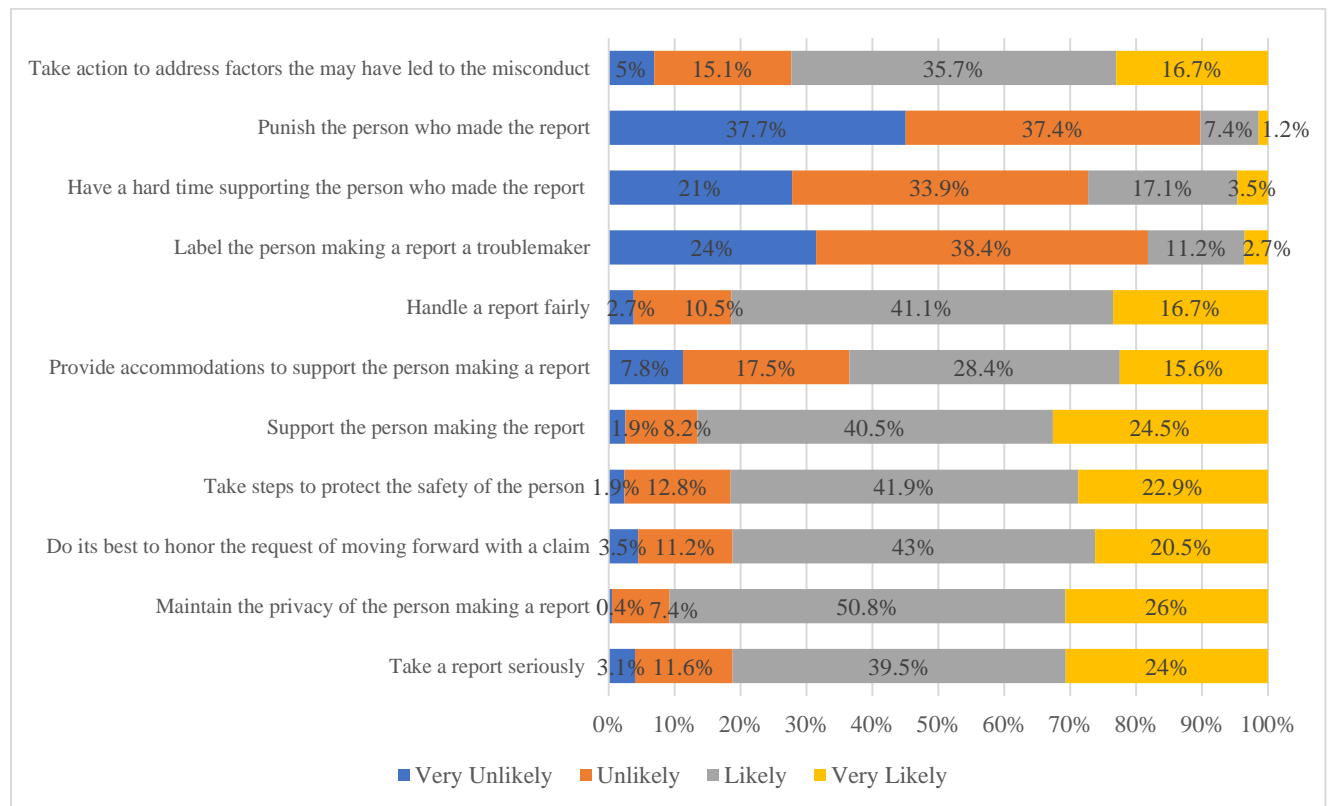
How likely would the UR have a hard time supporting the person who made the report. Over half of the students (54.9%) feel that the UR would not have a hard time supporting the person who made the report. There are 24.5% of students who are unsure how the UR of would support a person and 20.6% of students feel that UR would have a hard time supporting the person who has made a report of sexual misconduct. There is a statistically significant difference between white students ($M = 1.62$, $SD = 1.02$) and indigenous students ($M = 1.34$, $SD = 1.17$), $F(2, 197)$, 1.17 , $p = .044$, $n^2 = .03$. More white students feel the UR would have a hard time supporting a person who made a report compared to Indigenous students.

How likely would the UR punish the person who made the report. A majority of students (75.1%) feel the UR would not punish the person making a report. There are 16.3 % of students are unsure if UR would punish a student. That leaves 8.6% of students who feel the UR would punish a person that made a report of sexual misconduct.

How likely would the UR take action to address factors that may have led to the sexual misconduct. Over half of students (52.4 %) feel that the UR would take action to address the factors that led to sexual misconduct. There are 27.5% of students that feel that they don't know how or what the UR would do and 20.1% of students that feel the UR would not address any factors that led to sexual misconduct. International students ($M = 3.07, SD = 1.0$) feel that UR would take action to address factors that may have led to sexual misconduct more than non-international students ($M = 2.32, SD = 1.09$) with a large effect size, $t(200), 2.48, p = .014$, Cohens $d = 1.08$.

Overall, these tests show that males feel the UR would take a report of sexual misconduct more seriously than sexual and gender diverse students with gender having a medium effect on how students perceive the UR being serious about a report. Males feel like the UR would take the steps to protect their safety when making a report of sexual misconduct more than females and sexual and gender diverse students. Females feel like the UR would take more steps to protect them than sexual and gender diverse students. Students who identify as sexual and gender diverse students feel that the UR would have a hard time supporting them if they made a report of sexual misconduct compared to male-identifying students. Older students feel the UR would handle a report of sexual misconduct more fairly than younger students.

Figure 7: How likely the UR would handle a report of sexual misconduct by percentage



Qualitative discussion on trust in the UR when reporting a claim of sexual misconduct. There was also frustration in comments that was connected to students not feeling heard when reporting

a claim of sexual misconduct. Students feel that the UR would not be able to handle a report fairly and unsure if the UR can support the person making the report.

“I do not know how the U of R would handle sexual misconduct cases, as I cannot recall the last time it had one, which leads me to believe that there have been cases, but they are not made known. Based on my research and understanding of sexual violence/misconduct cases at other universities and in general, I cannot say that the U of R or the RCMP would handle a report fairly or the way a victim would hope they would” (Participant 48).

There was a consensus of uncertainty on how the UR would provide accommodations to someone experiencing an incident of sexual misconduct and the safety of the person making the report. Many students did not feel safe bringing forward an incident of sexual misconduct due to the stigma that surrounds sexual misconduct.

“I believe that this organization specifically genuinely has the intention of protecting students. However, I am skeptical that the university as a whole would take these matters as seriously as they needed to be, especially for example if exceptions were needed to be made by professors for a survivor. In my experience, some professors have little to no empathy for external situations in the student's life and I would be genuinely scared to address a situation such as outlined in this survey with them” (Participant 153).

Campus Sexual Misconduct Resources

According to ARC3 Campus Climate Survey, the campus sexual misconduct resources scale, has good internal consistency, with a Cronbach alpha coefficient reported of .86. In the current study, the Cronbach alpha coefficient was .85.

If a friend or I experience sexual misconduct, I know where to go to get help on campus. A majority of students (58.4%) do not know where to go for help, this leaves 28.3% of students that do know where to go when help is needed on campus. There are 13.3% of students responded neutral which is interrupted as they do not have a good understanding on where to go on campus when they need help. There is no significant association between age on knowing where to get help, $X^2(8, N=202) = 14.20, p = .077$. The comparison between the mean score for sexual and gender diverse students ($M = 1.49, SD = 1.22$) was statistically significantly lower compared to males ($M = 2.34, SD = 1.32$) with a medium effect size, $F(2,199) = 5.02, p = .007, \eta^2 = .05$. There is a statistically significant difference between males and females ($M=1.57, SD = 1.17$). This means, that males know where to go for help more than sexual and gender diverse students and females. International students ($M = 2.57, SD = 1.22$) feel they know where to go for help more than non-international students ($M = 1.58, SD = 1.20$) with a large effect size, $t(201), 2.95, p = .004$ Cohens $d = 1.20$.

I understand what happens when a student reports a claim. There is a majority of students (65.5%) that do not know or are neutral about knowing what happens when a student reports a claim of sexual misconduct. There is no significant association between age with knowing what happens when a claim is made, $X^2(8, N=197) = 8.75, p = .364$. Younger students are less aware of knowing what happens when a claim is reported than older students. Males

(38.4%) are more understanding of what happens when a claim is made than females (19.2%) or sexual and gender diverse students (17.6%). The level of agreement of understanding what happens when a student reports a claim of sexual misconduct by gender which, indicates that the mean score for sexual and gender diverse students ($M = 1.13$, $SD = 1.11$) was statistically significantly lower mean scores compared to males ($M = 1.92$, $SD = 1.38$) with a medium effect size. There is a statistically significant difference between males and females ($M = 1.13$, $SD = 1.24$), $F(2,199) = 2.38$, $p = .028$, $n^2 = .04$. This indicates that males have a greater understanding of what happens when a report of sexual misconduct is made than those who identify as sexual and gender diverse students and females. International students ($M = 2.57$, $SD = 1.39$) have a better understanding of what happens when a claim is made than non-international students ($M = 1.25$, $SD = 1.84$) with a large effect size, $t(201)$, 3.97 , $p < .001$, Cohens $D = 1.19$.

I know where to go to make a report of sexual misconduct. There are only 22.6% of students that know where to go to make a report of sexual misconduct. There is no significant association between where to make a report and gender $X^2(8, N = 202) = 13.53$, $p = .095$, and age, $X^2(8, N = 197) = 9.25$, $p = .322$. Males (46.1%) have a better understanding of where to go to make a report than females (20%) or sexual and gender diverse students (19.6%). A majority of each age group did not know where to report, with those who are 21-40 years old (26.8%) knowing more about where to go than those under 20 years old (17.5%) and over 41 years old (23%). International students ($M = 2.35$, $SD = 1.33$) feel they know where to go to make a report of sexual misconduct than non-international students ($M = 1.35$, $SD = 1.92$) with a large effect size, $t(201)$, 2.99 , $p = .003$ Cohens $d = 1.39$.

Qualitative comments on campus sexual misconduct resources. A reoccurring topic within the qualitative comments was students looking for more information on how to disclose an incident of sexual misconduct. Students are looking for more information on making a claim and then what happens.

“More info on how to disclose incidents regarding sexual violence may help students feel safer, or know what to do if it happens. discreet strategies such as an email or posters leading to resources may help more than a message in a public setting, such as at housing orientation, where the opinions or reactions of others have an impact on the way we register this information” (Participant 134).

Students gave thoughts on how to mobilize information to students on reporting an incident of sexual misconduct. This student felt there is a need for more advertising.

“I find that I don't know much about how to report an incident, or where to go to do so. I feel like there should be more advertising about how to report something” (Participant 136).

This student felt that social media needed to be used more on where to report an incident of sexual misconduct.

“Essential information such as where to report an incident, and where to find help should be often reminded through the means that most of the students use - social media. Emails

are not effective enough, as many students wouldn't pay as much attention to them as to an Instagram post for example” (Participant 151).

Students have a good understanding of where they want to find information and what information they need to disclose and report an incident.

Table 8: Understanding of the process of sexual misconduct resources

Sexual Misconduct Resources	Yes	No
I know where to get help	28.3%	58.4%
I understand what happens when a claim is made	22.5%	66.5%
I know where to go to make a report	22.6%	64.9%

Received Information before coming to the University

Before coming to the University, a majority (62.7%) of students received some information or education about sexual violence or misconduct. The majority of information on sexual violence is learned in secondary school (35.9%), with social media (21.6%) coming in second highest, other sources (20.3%) are third highest, family (15.7%) and friends (6.5%). Other sources were an open text box where students can comment where they have received information about sexual violence. The comments were grouped into 3 main categories of friends, family, education, internet (33.3%), workplace (26.7%), and other sources (40%).

Table 9: Where students received information prior to coming to the UR

Options	%
Overall, received information prior to coming to the UR	62.7%
Secondary school	35.9%
Social media	21.6%
Other sources	20.3%
Family	15.7%
Friends	6.5%

Note: Percentages do not add up to 100% as it was a check all that apply question.

Since coming to the University of Regina What Have You Done

This check all that apply questions are on what students have done since coming to the UR. Since coming to the UR students over 20% of students have seen more posters about sexual violence than doing any other option presented. Students have been discussing sexual violence/misconduct with friends than any other topics. There have been between 13% -17.5% of students who are discussing sexual violence/misconduct in class or with their family members and are hearing or seeing sexual violence being addressed in student media. There have been fewer (under 2.5%) students attending rallies and volunteering for organizations that address sexual violence/misconduct.

Table 10: What students have done since coming to the University of Regina

Topics	n	%
Seen posters about sexual violence/misconduct (e.g., raising awareness, preventing rape, defining sexual misconduct)	125	28.5%
Discussed the topic of sexual violence/misconduct with friends	109	24.8%
Discussed sexual violence/misconduct with a family member	77	17.5%
Seen or heard about sexual violence/misconduct in a student publication or media outlet	59	13.4%
Discussed sexual violence/misconduct in class	58	13.2%
Seen crime alerts about sexual violence/misconduct	42	9.6%
Attended an event or program about what you can do as a bystander to stop sexual violence/misconduct	26	5.9%
Seen or heard campus administrators or staff address sexual violence/misconduct	26	5.9%
Visited the University of Regina website with information on sexual violence/misconduct	26	5.9%
Take a class to learn more about sexual violence/misconduct	23	5.2%
Read a report about sexual violence/misconduct rates at the University	16	3.6%
Attended a rally or other campus event about sexual violence/misconduct	11	2.5%
Volunteered or interned at an organization that addresses sexual violence/misconduct	9	2.1%

Note: Percent totals will not add up to 100% as students could check all that apply

Qualitative responses to information on sexual misconduct provided by the UR. Students feel there is a lack of data and reports about sexual misconduct at the UR. The lack of data has substantiated the distrust and lack of transparency students feel happen at the UR.

"Start with data. Publish it. Be transparent. Be accountable instead of covering up what actually occurs on the campus. There is an opportunity for the University of Regina to be a leader in the postsecondary sector, but the "status quo" seems more important... and students know it" (Participant 102).

It came up several times in the comments that students wanted more data and reports about sexual misconduct and incidents released within the educational institution. Students feel that data can be an educational tool to lessen the stigma of sexual violence.

"Publishing data and statistics on the campus, using the appropriate methods of anonymity to protect perpetrators and victims, is one of many ways to help alleviate a stigma that has been built up on the campus" (Participant 102).

There was a narrative on the lack of quality educational opportunities that the UR has for gender-based violence. Students discussed wanted education that challenges the stigma and sexism.

"I agree that sexual violence and misconduct is an incredibly important issue. I think that good education on this is incredibly important. But it needs to be good, honest education,

not polarized rhetoric. I am concerned that a lot of the discussion is polarized and out of line with reality” (Participant 103).

“Discussion of how traditional gender roles and hegemonic masculinity contribute to sexual violence should be a part of the training. How to identify sexism, sexual misconduct, and sexual violence must be taught and the training must include practical examples of how a bystander can disrupt sexual violence” (Participant 196).

Since Coming to the University of Regina have you received information.

Students are receiving nearly 50% more information about the student code of conduct or honor code (23.7%) than any other information about sexual violence and misconduct through written or verbal information. Students are receiving the least amount of information about how to report an incident of sexual misconduct (8%). Students are receiving limited information on the definitions of sexual misconduct (12.5%), how to prevent sexual misconduct (11.4%), and where to go to get help if someone experiences sexual misconduct (11.2%).

Table 11: Verbal or written information students received at the University of Regina

Types of written or verbal information	n	%
About the student code of conduct or honor code	104	23.7%
The definitions of types of sexual misconduct	55	12.5%
About how to help prevent sexual misconduct	50	11.4%
About where to go to get help if someone you know experiences sexual misconduct	49	11.2%
How to report an incident of sexual misconduct	35	8.0%

Note: Percent totals will not add up to 100% as students could check all that apply

Qualitative responses to receiving information on sexual misconduct at the UR. Students feel that there is a need for more information on how to report incidents of sexual misconduct.

“I find that I don't know much about how to report an incident, or where to go to do so” (Participant 136).

One student felt it was hard to report an incident as they did not feel safe when the perpetrator is someone in power.

“I feel there is a culture at the university where I cannot report sexual harassment when the perpetrator is/was someone in a position of power” (Participant 167).

One student wanted to know more information on the terms of sexual misconduct and the legal side of the topic.

“More awareness in terms of what it means and what are the laws surrounding this topic”
(Participant 116).

How Aware are you of Campus and Community Resources

According to ARC3 Campus Climate Survey, the campus resources scale has good internal consistency, with a Cronbach alpha coefficient reported of .86. In the current study, the Cronbach alpha coefficient was .78.

Figure 12 shows the percentage of students that are extremely and very aware of the services available on the UR campus.

How aware are you of the Office for Sexual Violence and Prevention and Response (SVPR) at the University of Regina and its function. Over half of the students are not aware of the office for SVPR (72.2%). This leaves 27.3% of students that are somewhat aware or not aware of the office. There is no statistical association between age and when knowing where and what the office for SVPR, $X^2(8, N=197) = 6.43, p = .599$. There is a smaller statistical association between gender and being aware of the office for SVPR, $X^2(8, N=202) = 17.09, p = .029, V = .206$. There are more male (19.2%) students that are aware of the OSVPR than females (6%) and sexual and gender diverse students (7.8%). International students ($M = 1.64, SD = 1.28$) are more aware of the office for SVPR than non-international students ($M = .79, SD = 1.06$) with large effect size, $t(200), 2.51, p = .013$ Cohens $d = 1.05$.

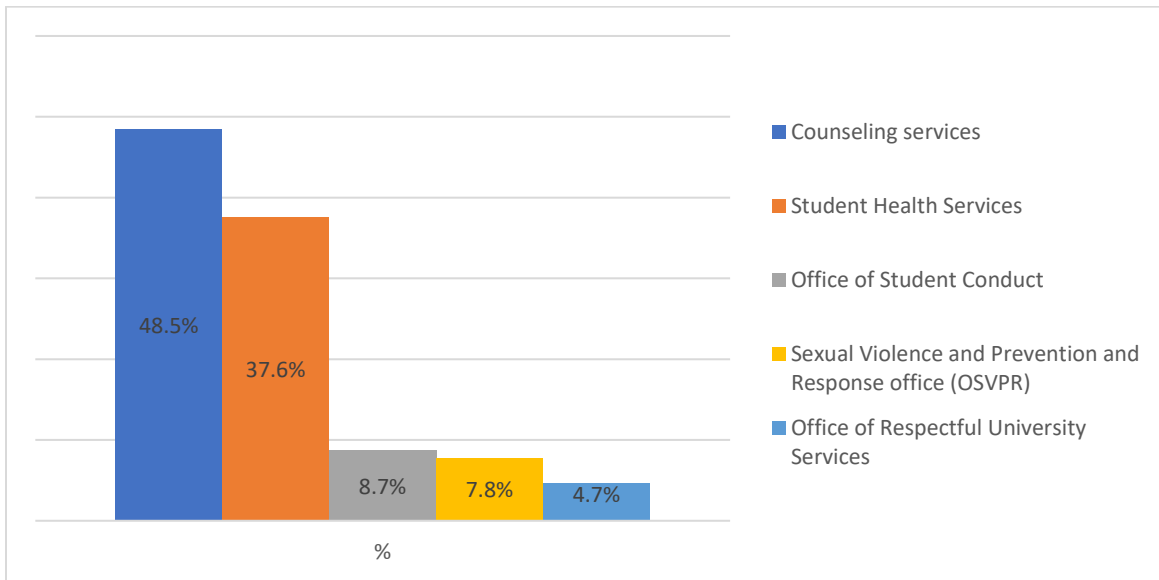
How aware of you of the Office of Student Conduct at the University of Regina and its function. Over half the students are not aware of the Office of Student Conduct (74.3%). There is no statistical association between age, $X^2(8, N=196) = 9.51, p = .301$, and gender, $X^2(8, N=201) = 8.69, p = .369$, when being aware of the Office of Student Conduct. Interestingly, males (11.5%) and sexual and gender diverse students (11.7%) are more aware of the Office of Student Conduct than females (8%).

How aware are you off the Office of Respectful University Services at the University of Regina and its function. A majority of the students are not aware of the Office of Respectful University Services (84.4%). There is no significant association between gender, $X^2(8, N=202) = 12.68, p = .123$, and age $X^2(8, N=197) = 6.70, p = .569$. Again, males (7.6%) slightly more are aware of the Office of Respectful University Services than females (4%) and sexual and gender diverse students (5.8%).

How aware are you of the counseling services of the University of Regina and its function. Students are more aware of the counseling services within the University of Regina than any other office with only 20.1% of students not being aware of its service. There is a statistically significant association between age and being aware of counseling services, $X^2(8, N=195) = 19.76, p = .011, V = .21$. Students who are under 21-40 years old (56.5%) are more aware of the office than those who are under 20 years old (48.8%) and 41 years older (38.4%). There is no significant between gender and being aware of counseling services. Sexual and gender diverse students (60%) are slightly more aware than males (57.6%) and are more aware than females (46.7%).

How are you of the Student Health Services (Student Wellness Centre) at the University of Regina and its function. A majority of students are aware of the Student Health Services with 28.2% are not aware of the services. There is no significant association between gender, $X^2(8, N = 202) = 4.06, p = .852$ and age, $X^2(8, N = 197) = 4.44, p = .816$. Males (46.1%) and sexual and gender diverse students (43.1%) are more aware of student health services than females (33.6%).

Figure 12: Services students are aware of on the University of Regina campus by percentage.



Qualitative responses to resources on campus. One student discussed their distrust of accessing resources on campus when a student reports a claim of sexual misconduct and how the student is portrayed by the UR when they request support.

“While I believe that the University has the resources to offer support to students, I wonder how much of it the student has to ASK for and advocate for themselves -- what do the supports to feel safe look like, and does asking for them explicitly ostracize or other the student who needs the support?” (Participant 109).

Another student did not know the resources on campus existed for sexual misconduct and education on gender-based violence.

“Before this survey, I did not know we had such organizations” (Participant 48).

Peer Responses

The peer response scale assesses participants’ anticipated responses from peers if they told them they have experienced sexual misconduct and universities’ anticipated response when reporting an incident of sexual misconduct.

Reaction Responses to a Person Who Experienced Sexual Violence

If you experience sexual violence/misconduct and told your friends/peers, they would respond by telling you that you were irresponsible or not cautious enough. A majority (78.9%) of students feel their peers would not tell them that they are irresponsible or not being cautious. 15.9% of students feel their friends would sometimes say they should be more cautious and responsible. 5.1% of students do feel their friends would frequently tell them they should be more cautious if they disclosed a sexual violence or misconduct experience.

If you experience sexual violence/misconduct and told your friends/peers, they would respond by telling you it would be all right or by holding you. A majority (69.2%) of students' peers feel their friends would be supportive and tell them they would be okay or comfort them if they disclosed sexual violence or misconduct. 21.8% of students feel their friends would sometimes be supportive of them if they were to disclose an incident of sexual violence. There are 9% of students that feel their friends would frequently not be supportive of them.

If you experience sexual violence/misconduct and told your friends/peers, they would respond by telling you that you could have done more to prevent this experience from occurring. A majority (73.2%) of students say that their peers would not tell them they could have prevented a sexually violent experience. 16% of students feel their friends would sometimes say they could have done more to prevent an incident of sexual misconduct. 10.8% of students feel their friends would frequently say their friends would tell them there was more than a person could be done to prevent an assault.

If you experience sexual violence/misconduct and told your friends/peers, they would respond by telling you they would provide information and discuss options. Just over half of the students (50.3%) feel their peers would provide information and options on what to do when they have experienced a sexually violent experience. 28% of students report that only sometimes would their peers would provide information and options on sexual misconduct. 21.8% of students feel their friends would not provide any information on sexual violence.

If you experience sexual violence/misconduct and told your friends/peers, they would avoid talking to you or spending time with you. A majority (83.5%) of students say that their peers would not avoid talking or spending time with them when after they experienced a sexual assault. 10.8% feel their friends would sometimes stop talking to them if they disclosed an incident of sexual violence or misconduct. 5.6% of students feel their friends would stop talking to them if they disclosed to peers. International students ($M = 1.17, SD = 1.19$) feel their friends would avoid talking to them if they experience sexual misconduct than non-international students ($M = .61, SD = .88$) with a large effect size, $t(195), 2.09, p = .038$, Cohens $d = .89$.

If you experience sexual violence/misconduct and told your friends/peers, they would treat you as if you were a child or somehow incompetent. A majority (84%) of students would never treat their peers as a child or incompetent after they report a sexual assault. 9.9% of students feel their friends would sometimes treat them as a child or incompetent due to disclosing sexual misconduct. 6.1% of students feel their friends would frequently treat them as incompetent or as a child when they disclose sexual violence or misconduct experiences.

If you experience sexual violence/misconduct and told your friends/peers, they would help you get information of any kind about coping with the experience. Over half of the students (53.6 %) feel their peers would help them get information about coping with an experience of sexual misconduct. 25.1 % of students their peers would only sometimes help get information. 21.3 % feel their peers would not help them get information.

If you experience sexual violence/misconduct and told your friends/peers, they would make you feel like you didn't know how to take care of yourself. A majority of students (83.5%) feel their peers would never make them feel like they didn't know how to take care of themselves after they experience sexual violence/misconduct incident. 9.9% of students feel their friends would sometimes make them feel like they don't know how to take care of themselves. 6.6% of students feel their friends would frequently make them feel like they don't know how to take care of themselves.

Table 13: How students feel their peers would respond if they disclosed an incident of sexual violence or misconduct

Responses	n	Never	Always
Saying you are irresponsible or not cautious	214	78.9%	5.1%
Reassuring you that you are a good person	213	9.4%	74.7%
Telling you it would be all right	211	9.0%	69.2%
Saying you could have done more to prevent it	212	73.2%	10.8%
Provide information and discuss options	211	21.8%	50.3%
Avoid talking to you	212	83.5%	5.6%
Treating you like a child or incompetent	212	84.0%	6.1%
Giving you information about coping	211	10.3%	53.6%
Making you feel that you don't know how to take care of yourself	212	83.5%	6.6%

Note: Percentages do not equal 100% as Never/Rarely are grouped together and Always/Frequently are grouped together and neutral responses are not reported in this table.

Reporting a case of Sexual Violence to the University

According to ARC3 Campus Climate Survey, the General Responses subscale has good internal consistency, with a Cronbach alpha coefficient reported of .85. In the current study, the Cronbach alpha coefficient was .88.

If someone were to report a case of sexual violence/misconduct to the University of Regina, other students would label the person making the report a troublemaker. Over half of the students (59.8%) feel the university would not label the person making a report a troublemaker. 22.7% of students responded neutrally showing the uncertainty of how other students would label the person who made a report. This leaves, 17.6% believing peers would label them a troublemaker. The perception of students' peers labeling them a troublemaker, if a report of sexual misconduct indicates that the mean score for males ($M=.92, SD=.812$) was statistically significantly different from sexual and gender diverse students ($M=1.66, SD=1.04$),

$F(2,196) = 4.50, p = .006, n^2 = .04$. Gender had a medium effect on the perception of how students would label each other a troublemakers if they made a report of sexual misconduct. Sexual and gender diverse students feel that their peers would label them a troublemaker more than males if they made a report of sexual misconduct.

If someone were to report a case of sexual violence/misconduct to the University of Regina, other students would have a hard time supporting the person who made the report. Over half of the students (52.8%) feel the UR of would be able to positively support students who make a report. There are 28.7% of students who are unsure how the UR would support the person who made the report. 18.5% of students agree that the UR would have a hard time supporting someone.

If someone were to report a case of sexual violence/misconduct to the University of Regina, the alleged offender(s) or their friends would try to get back at the person making the report. The perception of students who are fearful of revenge from the perpetrator’s friends if a report of sexual misconduct was made by gender which, indicates the mean score for sexual and gender diverse students ($M = 2.60, SD = 1.10$) was statistically significantly higher mean scores compared to males ($M = 2.60, SD = 1.10$) with a medium effect size. $F(2,197) = 3.80, p = .024, n^2 = .04$. Interestingly, 43.3% of students are worried about the revenge of an alleged offender’s friends if they make a report of sexual violence or misconduct to the UR. 36.4% of students are unsure if they would be worried or not about the friends of the offender. There are only 20.3% of students who are not worried about revenge from the friends of the offender.

Table 14: How students would react when a report of sexual misconduct is reported to the UR

Student reactions	n	Agree	Neutral	Disagree
Other students would label the person a troublemaker	216	17.5%	22.7%	59.8%
Other students would have a hard time supporting the person	216	18.5%	28.7%	52.8%
The friends of the offender would try to get back at the person	217	43.3%	36.4%	20.3%

Consent

The sexual consent attitude scale section of the survey is to assess beliefs, attitudes, and behaviors with respect to how sexual consent can be negotiated between sexual partners (Humphreys & Herold, 2007). In this report, consent, if not 100% agreeable is not consensual. For the purpose of this section of the report, neutral responses to the following questions are viewed as negative and grouped into the negative group.

Statements on Consent

Consent must be given at each step in a sexual encounter. The majority of students (96.6%) agree that consent needs to be given in each step of a sexual experience. This leaves 3.4% of students that feel consent does not need to be given at each step of a sexual encounter. There is no statistical association between ongoing consent and age, $X^2(6, N=196) = 2.23, p =$

.897. There is a small statistical association between gender and ongoing consent, $X^2(6, N=201) = 15.67, p = .016, V = .2$. There are more males (11.5%) that do not agree that consent must be given at each step of a sexual encounter than females (.08%) and sexual and gender diverse students (1.9%).

If a person initiates sex, but during foreplay says they no longer want to, the person has not given consent to continue. The majority of students (96.2%) agree that if a person says they no longer want to continue consent to continue is not given. 3.8% of students disagree that a person's consent can be revoked to continue sex once started. There is a small statistically significant association between age and continual consent once a person initiates sex, $X^2(6, N=196) = 14.66, p = .023, V = .19$. There are 2% of those who are under 20 years old do not agree consent can be revoked once initiated. 1% of 21-40 years old once sex is initiated it can not be revoked. 15.3% of students over 41 years and older believe that once a person initiates sex, but during foreplay and they change their mind they are still consensual to continue the sexual encounter. There is no association between gender and continual sex once sex has been initiated and they wish to stop, $X^2(6, N=201) = 9.77, p = .135$.

If a person doesn't physically resist sex, they have given consent. A majority of students (91.9%) disagree that if a person does not resist physically it implies, they give consent for sex. There are 8.1% of students who feel if there is no physical resistance to sex that implies that sex is consensual. There is a high neutral response of 5.7% in this question, which suggests students are uncertain if physical resistance equates to consent. There is no significant association between gender, $X^2(8, N=201) = 8.32, p = .403$, age, $X^2(8, N=196) = 13.35, p = .10$, and physically resisting sex.

Consent for sex one time is consent for future sex. A majority of students (97.1%) agree that sex for consent is needed for each sexual encounter. This leaves 2.9% of students who do not agree that consent is needed each time. A small statistically significant association between age, $X^2(6, N=196) = 23.6, p = <.001, V = .25$, and gender, $X^2(6, N=201) = 16.5, p = .011, V = .20$, and consent for sex one time is consent for the future. Those who identify as sexual and gender diverse students are more agreeable that there is not a need for ongoing consent than females (1.6%). 100% of males agree that consent is needed for future sex. More 41 years and older (15.3%) students feel that consent is not needed for future sex than sexual and gender diverse students (1.1%) and female students (1%).

If you and your sexual partner are both drunk, you don't have to worry about consent. The majority of students (96.2%) agree that if you are both drunk you do need to worry about consent. That leaves, 3.8% feel that consent does not matter when you are both drinking. There is no significant association between gender, $X^2(6, N=201) = 10.78, p = .095$, age, $X^2(6, N=196) = 6.03, p = .420$, and consent while drinking. There are more males (7.6%) who agree that consent does not matter if you are both drinking than females (3.2%) and sexual and gender diverse students (2%). There are more students who are under 20 years old (4.4%) that agree that consent does not matter when drinking than 41 years and older (3.2%) and 21-40 years old (1%) age group.

Mixed signals can sometimes mean consent. A majority of students (90.6%) agree that mixed signals do not mean consent. This leaves, 9.4% of students feeling that mixed signals can equal consent. There is a significant association between age and mixed signals, $X^2(8, N=196) = 25.55, p = .001, V = .26$. More students who are 41 years and old (15.3%) agree that mixed signals can sometimes mean consent than those students who are under 20 years old (6.6%) and 21–40 years old (7.5%). There is no association with gender, $X^2(8, N=201) = 15.19, p = .056$. Males are more agreeable that mixed signals mean consent than females (1.6%) and sexual and gender diverse students (0.6%). The impact of gender on consent, when there are mixed signals, indicates that the mean score for males ($M = .65, SD = .75$) differed from sexual and gender diverse students ($M = .24, SD = .62$). Males felt that mixed signals can mean consent more than sexual and gender diverse students and females ($M = .33, SD = .72$) with small effect size, $F(2, 198) = 3.14, p = .045, \eta^2 = .01$.

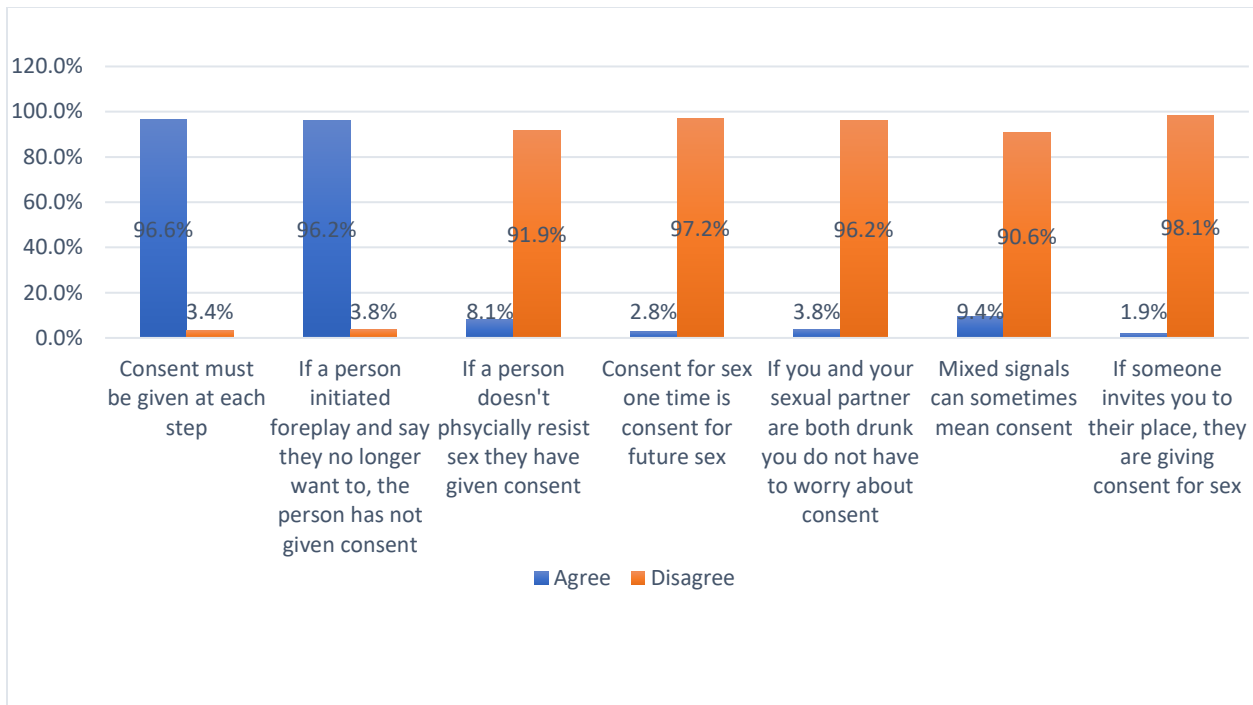
If someone invites you to their place, they are giving consent for sex. A majority of students (98.1%) agree that if someone invites you over that does not mean they are giving consent for sex. There is a statistically significant association between gender, $X^2(8, N=201) = 27.07, p = <.001, V = .26$, age, $X^2(8, N=196) = 21.17, p = .007, V = .23$, and an invitation to come over equal consent for sex. There are more males (3.8%) than sexual and gender diverse students (2%) and females (1.6%) who agree if someone asks you over to their place, they are giving consent for sex. Students over 41 years old agree more that if someone invites you over to their place, they are agreeing to sex than those who are under 20 (1.1%) and 21-40 years old (1%) students.

Qualitative responses on consent. Students discussed consent within the open comments. The discussion of mixed signals and explicit consent came up.

One student discussed the narrative of sexual situations that can be confusing and consent is sometimes difficult to maneuver especially when there is alcohol involved.

“I know women who have said that they experienced very difficult sexual situations that were confusing or ambiguous. Yet, I hear activists saying that those do not exist, that if there is not verbal sober consent then it is sexual assault. But if you talk with people about their sexual experiences, explicit verbal consent is rare. Situations can be confusing” (Participant 103).

Figure 15: Percentage of students that agree or disagree to the consent statements



Note: Neutral responses to the following questions are grouped into the negative response grouping for these questions.

Bystander Intervention

The bystander attitude questions assess the frequency of specific behaviors of students that students used in a situation where a friend or stranger was at risk for experiencing sexual violence or misconduct (ARC3, 2015). According to ARC3 Campus Climate Survey, the bystander attitude scale (Banyard et al., 2002) has good internal consistency, with a Cronbach alpha coefficient reported of .94. In the current study, the Cronbach alpha coefficient was .93. The questions on bystander intervention are a 6-scale response with the option of answering not applicable. There was no statistically significant association between age, gender, and the bystander intervention question.

Situations that Occurred on or off Campus

How often did you walk a friend who has had too much to drink home from a party, bar or other social event. There are 33% of friends who walked someone home who had too much to drink. 18.5% of students did not help friends who had too much to drink home and 13.1% of students sometimes helped walk their friend home when they had too much to drink. 35.4% of respondents say this question was not applicable. Non-international students ($M = 3.43$, $SD = 1.65$) were more likely to walk a friend home than international students ($M = 2.35$, $SD = 1.90$) with a large effect size $t(200)$, 2.33 , $p = .021$ Cohens $d = 1.09$.

How often did you talk to the friends of a drunk person to make sure they don't leave them behind at a party, bar, or other social events. A majority of students (33.5%) have made sure they talked to friends of a drunk person to make sure they did not leave the person

behind. 10.7% of students sometimes made sure their friends did not leave anyone behind and 18.5% did not talk to the friends of a drunk person to make sure they did not get left behind. There are 37.4% of students who say this situation did not apply to them. Non-international students ($M = 3.48$, $SD = 1.72$) are less likely to talk to friends of a drunk person to ensure they do not get left behind than international students ($M = 2.35$, $SD = 1.91$) with a large effect size, $t(200)$, 2.34, $p = .02$, Cohens $d = 1.74$.

When the following situation arose either on-campus or off-campus during your time as a UR student, how often did you speak up against sexist jokes. The majority of students (40.3%) spoke up against sexist jokes. There were 22.4% of students who did not speak up against sexist jokes and 18.4% of students would someone speak up. 18.9% of students felt these questions did not apply to them.

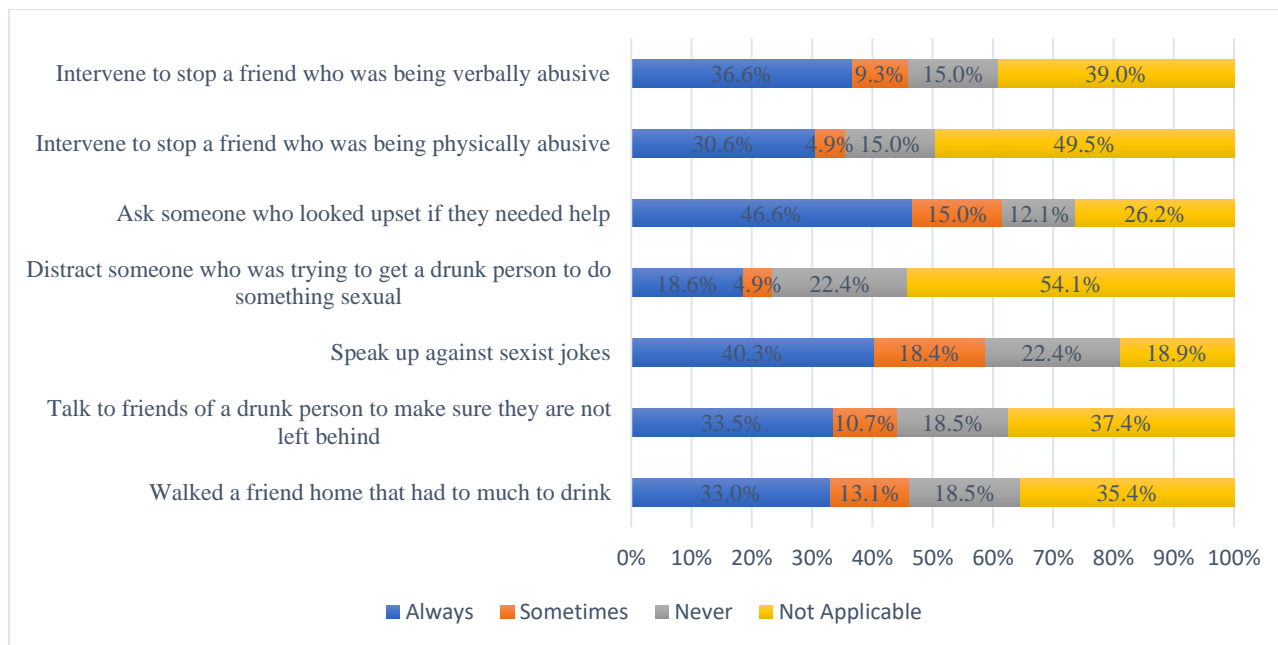
How often did you distract someone who was trying to take a drunk person to another room or trying to get them to do a sexual act. The majority of the students (54.1%) feel this question did not apply to them. There are 4.9% of students felt they have distracted someone who was trying to take a drunk person to another room or coercing them into a sexual act. There are 22.4% of students who say they would rarely try to distract someone and 18.6% of students will try to distract a person when they are trying to take a drunk person into a room.

How often did you ask someone who looks very upset at a party if they are okay or need help. A majority of students (46.6%) will make sure to talk to someone if they look upset at a party. There are 15% of students who will sometimes talk to someone at a party and 12.1% of students who will not go up to someone who is upset. 26.2% of students feel this question does not apply to them. Non-International students ($M = 3.42$, $SD = 1.46$) are more likely to talk with someone if they look upset at a party than international students ($M = 2.50$, $SD = 1.99$) with a large effect size, $t(200)$, 2.22, $p = .027$, Cohens $d = 1.50$.

How often did you intervene to stop a friend who was being physically abusive to another person. A majority of students (49.5%) say this question is not applicable to them. There are 30.6% of students who have intervened at a party or event when someone is physically abusive to another person. 4.9% of students will sometimes intervene and 15% have not intervened when there is physical abuse happening at a party. Non-international students ($M = 3.85$, $SD = 1.64$) are more likely than international students ($M = 2.92$, $SD = 1.89$) to intervene in a physically abusive situation with a large effect size, $t(200)$, 2.01, $p = .046$ Cohens $d = 1.65$.

How often did you intervene to stop a friend who was being verbally abusive to another person. A majority of students (39%) of students feel this question is not applicable to them. There is 36.6% of students have intervened when someone was verbally abusive to another person. 9.3% of students will sometimes intervene and 15.1% of students have not intervened when there is a person being verbally abusive to another person.

Figure 16: Situations that occurred on or off campus that students encountered



Qualitative responses on bystander intervention. Students discussed the need for bystander intervention training and the role this training can provide in changing the culture on campus by including information gender-based violence.

“I strongly believe that the university should implement MANDATORY bystander intervention training for ALL first-year students. This training should educate students about all forms of sexual violence and the rape culture that exists which perpetuates sexual violence, gendered stereotypes, and a culture of silence that protects the perpetrator while blaming the victim. Discussion of how traditional gender roles and hegemonic masculinity contribute to sexual violence should be part of the training” (Participant 196).

Campus Safety

The campus safety questions are used to assess participants’ sense of safety on campus specifically to sexual harassment, dating violence, sexual assault, and stalking (ARC3). These campus safety questions are a 5-scale response questions. Higher scores indicate a greater perception of safety from sexual misconduct on campus (ARC3)

Safety on Campus

According to ARC3 Campus Climate Survey, the Safety Subscale of the General Campus Climate Survey (Cortina, Swan, Fitzgerald, & Waldo, 1998) has good internal consistency, with a Cronbach alpha coefficient reported of .91 In the current study, the Cronbach alpha coefficient was .92

On or around the UR campus, I feel safe from sexual harassment. A majority of students (57.4%) feel safe from sexual harassment on campus. There is 26.7% of students are neutral in their response which may indicate they are uncertain on their safety from sexual

harassment. There is 15.9% feel they are not safe on campus from sexual harassment. There is no significance between age and safety from sexual harassment, $X^2(8, N=196) = 5.97, p = .650$. The younger (under 20 years old – 21.1%) the students the more likely they feel safe from sexual harassment on campus than their older students (21-40 years old; 11.8%, 41+ years old; 7.6%). There is a medium statistically significant association between gender and sexual harassment, $X^2(8, N=201) = 47.48, p = <.001, V = .34$. Males feels the safest from sexual harassment on campus than their female (16%) and sexual and gender diverse students (22%) students. International students ($M = 3.21, SD = .97$) feel safe from sexual harassment than non-international students ($M = 2.52, SD = 1.02$) with a large effect size, $t(200), 2.44, p = .016, Cohens d = 1.01$.

On or around the UR campus, I feel safe from dating violence.

A majority of the students (61.5%) feel safe on campus from dating violence. There are 11.5% who do not feel safe from dating violence and 27% of students feel uncertain on their safety from dating violence on campus. There is a statistically significant association between gender and feeling safe from dating violence on campus, $X^2(8, N=199) = 34.65, p = <.001, V = .3$. Males (96.1%) feel the safest on campus from dating violence compared to females (58.8%) and sexual and gender diverse students (51%). There is no significance between age and dating violence on campus, $X^2(8, N=194) = 5.37, p = .72$.

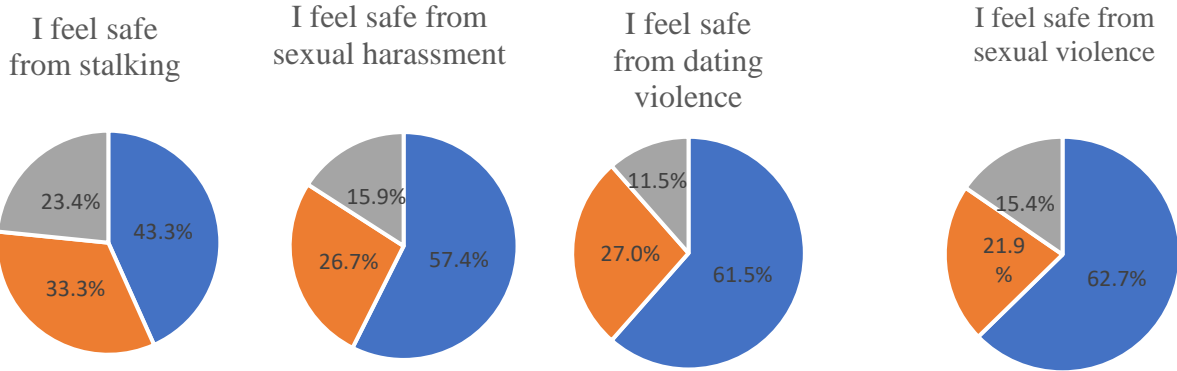
On or around the UR campus, I feel safe from sexual violence.

A majority of students (62.7%) of students feel safe from sexual violence around or on campus. This leaves 15.4% of students who do not feel safe and 21.9% are neutral which can indicate some students are unsure of their safety on campus. There is not a significant association between age and sexual violence, $X^2(8, N=195) = 2.76, p = .949$. 62.2% of students under 20 years old are feeling the most safe on campus compared to 21-40 years old (61.9%) and 41 years and older (61.5%). There is a statistical significance between gender and sexual violence, $X^2(8, N=200) = 50.16, p = <.001, V = .35$. Male students are feeling the safest (100%) with females (57.2%) and sexual and gender diverse students (58%) students being behind males. International students ($M = 3.21, SD = .97$) feel safe from sexual violence than non-international students ($M = 2.59, SD = 1.05$) with a large effect size $t(199), 2.17, p = .036, Cohens d = 1.04$.

On and around the UR campus, I feel safe from stalking.

A majority of students (43.4%) feel safe from stalking on campus. There are 33.3% of students are uncertain if they do feel safe from stalking and 23.4% of students do not feel safe from any stalking on campus. There is a medium significant association between gender, $X^2(8, N=200) = 34.31, p = <.001, V = .32$, and feeling safe from stalking, with a small significant association between age and feeling safe from stalking, $X^2(8, N = 201) = 21.6, p = .006, V = .23$. A majority of males (80.7%) do feel safe from stalking with females (37.9%) and sexual and gender diverse students (38%) feeling less safe. 53.8% of 41 and older years students feel safe from stalking, with 44.4% of those under 20 years old feeling safe and 40.2% of 21-40 years old students feel the least safe

Figure 17: Percentage of students safety on campus



Agree (blue) Neutral (orange) Disagree (grey)

Qualitative responses to feeling safe on campus. Students feel there are spaces on campus that are unsafe from sexual misconduct. Some of the specific areas are studio spaces where individuals are working alone, in the housing units on campus, and walking to their car.

“I wish there was something that could be done to make studio spaces feel safer. Working alone in a studio to get class work done as a solitary woman can be an issue” (Participant 52).

“One issue that I have with U of R's dealing with sexual violence and offenses is that fact that we house adult athletes in student housing. The practice of housing [athletes] has led to sexual misconduct” (Participant 184).

Violence on Campus

Violence on campus questions measures a student’s perception of sexual misconduct on campus. Higher scores indicate a stronger perception that sexual misconduct is not a part of campus life at the institution (ARC3, 2015).

I don’t think sexual violence is a problem at the UR. A majority of students (42.5%) of students feel there is a sexual violence issue on campus. There are 38.8% are unsure if there is a problem on campus and 17.9% of students feel there is not a problem. There is a statistically significant association between gender and thinking there is a sexual violence problem at the UR, $X^2(8, N=200) = 19.23, p = .014, V = .2$. There is no significance between age and perception of safety from sexual violence on campus, $X^2(8, N=195) = 11.47, p = .179$. International students ($M = 2.85, SD = .77$) feel there is no sexual violence problem at the UR than non-international ($M = 1.52, SD = 1.0$) with a large effect size, $t(199), 4.88, p = <.001, Cohens d = .99$.

I don’t think there is much I can do about sexual violence on this campus. A majority of students (57.7%) feel there is something they can do about sexual violence on campus. 25.9% of students are unsure what they can do and 21.4% of students feel there is not anything they can

do. There is no significance between age and gender and thinking there is nothing that a student can do about sexual violence on campus.

There isn't much need for me to think about sexual violence while at University. A majority of students (65.4%) feel that there is a need to be cognizant of sexual violence while on campus. There is 22.3% of students responded neutrally which can represent uncertainty about sexual violence. This leaves a total of 12.4% of students that agree that there is no need for students to think about sexual violence. There is a statistically significant association between gender and thinking about sexual violence at the UR, $\chi^2(8, N=201) = 21.6, p = .006, V = .23$. There is no significance with age, $\chi^2(8, N=196) = 3.24, p = .92$. International students ($M = 1.85, SD = 1.29$) feel there is no need to think about sexual violence on campus than non-international students ($M = 1.12, SD = 1.03$) with a large effect size, $t(200), 2.51, p = .013$ Cohens $d = 1.05$.

Table 18: Perception of sexual violence and misconduct at the UR

Safety from sexual misconduct/violent situations	n	Agree	Disagree
I don't think sexual violence is a problem at the UR	201	17.9%	45.2%
I don't think there is much I can do about sexual violence on campus	201	21.4%	52.7%
There isn't much need for me to think about sexual violence while at the UR	202	12.4%	65.4%

Note: Totals do not equal 100% as neutral responses are not shown in graph

Qualitative responses to violence on campus. Students believe there are sexual misconduct incidents that happen at the UR and have put thought into what is needed at the UR for students to feel safe.

“Assault can take place at the U of R in broad daylight because predators feel comfortable enough here” (Participant 22).

“I think the university needs to take potential threats of sexual violence seriously” (Participant 93).

Students seem to feel a sense of frustration on campus and want the UR to be accountable on gender-based violence.

“Students want transparency, accountability, and strong ethics on the campus... not a Public Relations (PR) group that covers things up when something goes wrong” (Participant 102).

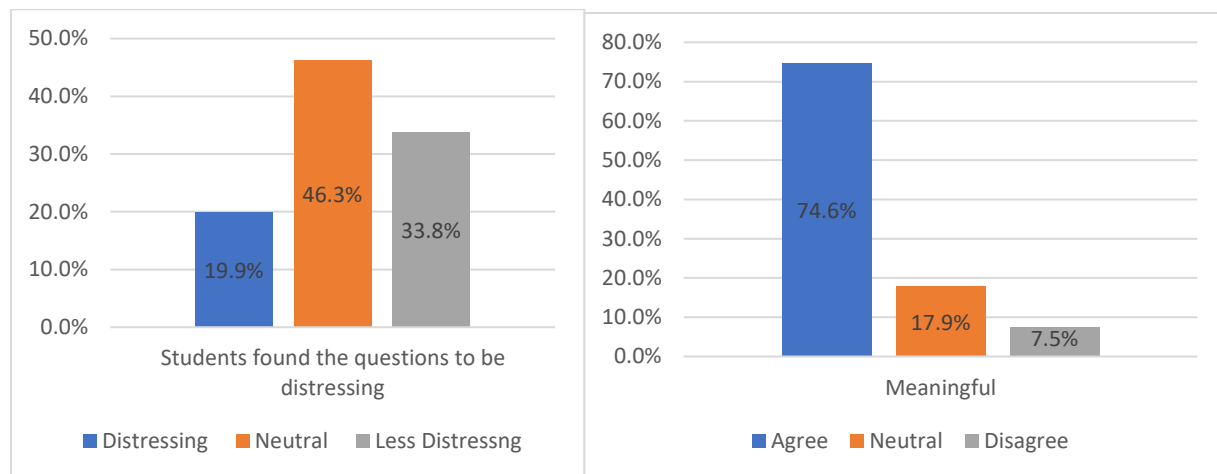
Additional Information

Are these questions to be more or less distressing than other things you sometimes encounter in day-to-day life. A majority of students (46.3%) of student replied neutrally, which likely indicates they did not find it stressful or not distressing. 33.8% of students found that the

survey was less distressing than the everyday situations they encounter and 19.9% of students found it more distressing.

I found participating in this study personally meaningful. A majority of students (74.6%) found the survey personally meaningful. 17.9% responded neutrally and 7.5% of the students who responded did not find meaning in the survey for themselves.

Figure 19: Percentage of students who found the survey distressing and meaningful



Qualitative responses on the meaningfulness of the survey. There were several appreciative comments about distributing the survey and the groups working to help victims of sexual misconduct.

“I appreciate the work that specific groups have done to educate students on sexual violence and misconduct” (Participant 102).

“Thank you for sending out this survey as I know it will help improve the security and protection of the vulnerable student bodies on campus” (Participant 78).

Conclusion

Overall, the Step in Step Up: UR Action Against Gender-Based Violence Sexual Violence Awareness survey was successful in gaining an understanding of students’ awareness of gender-based violence, peer norms, and the resources students are aware of on campus.

The outcomes of the survey can be used to understand gaps in services, enhance programming that students at the UR are specifically looking for, and how students are perceiving the UR when it comes to sexual misconduct. The outcomes may also provide insight into how to prevent and manage incidents of sexual assault at the UR.

While the survey results cannot be generalized for the students at the UR as a whole due to the smaller sample size. The voices of those who responded are valuable to the UR.

The UR is dedicated to using the results to improve the campus culture, educate students on preventing sexual violence, and to increased knowledge on gender-based sexual violence.

What We Are Hearing

General safety

Students at the UR are feeling an overall sense of safety while they are on campus. Students who identify as sexual and gender diverse students are feeling less safe on campus which indicates that the UR can improve on increasing safety with gender diverse students. Safety was a large part of the narrative within the qualitative comments. Students identified places where they feel unsafe on campus such as housing dorms, studio spaces, and athletics. Students want to feel believed by whomever they are reporting an incident to, they especially feel weary of reporting misconduct when the perpetrator is in a position of power. Students feel that the more they know about how to report incidents of sexual violence the safer they may feel on campus.

We are hearing that a majority of students do feel safe on campus from sexual misconduct. Students feel the safest against sexual violence on campus whereas students feel the most uncertain and apprehensive about stalking on campus. Under half of student's respondents think there is a sexual violence program on campus with over half of students feel there is something that they can do about sexual violence on the UR campus.

Peer norms

The majority of the student respondents feel their friends are supportive and do not condone gender-based violence. Interestingly, students at the UR feel more uncertain about how their friends would perceive them in certain situations such as telling stories about sexual experiences and having many sexual partners. This indicates there is work to be done on campus regarding the myths of having multiple partners and talking about your experiences being viewed as negative. Student respondents at the UR feel their friends would not condone being physically or verbally abusive with someone when they are dating. This is positive to hear about UR students.

Perception on campus

Overall, the majority of students feel the UR would handle a report of sexual misconduct positively. However, when students were asked specific questions on how the UR would react to a student making a claim of sexual misconduct, there are 15.5% to 30.5% of students who are uncertain how the UR would react to a claim of sexual misconduct. The specific questions that students showed a negative or uncertain response from students are where they were asked if the UR would have a hard time supporting a person who is making a report, providing accommodations to support the person making the report, and taking steps to address the factors that led to sexual misconduct. The qualitative data also reports there is a lack of trust in the UR when a report is made and students are wanting transparency, accountability, strong ethics and to feel safe when reporting a sexual misconduct to the UR. This is also shown by the number of

times students discussed their perceived “cover-ups” and a negative campus culture in their qualitative responses.

Students have a generally positive outlook on the UR to maintain the privacy of students or to not punish the person making a report but students reported that the UR would unlikely provide accommodations for those who report an incident. This is a specific area that the Student Conduct Office and the office of SVPR can work to build students' knowledge.

Students feel the UR needs to work on providing information on the resources on campus for those who are experiencing sexual misconduct or want to report a claim of sexual misconduct. Only half of the student respondents know where to go to get help on campus, and even fewer students know where or how to go about making a report of sexual misconduct claim. Most students know what happens when they report a claim. It appears students at the UR are receiving most of their knowledge on sexual and gender-based violence from secondary school and social media. This connects with the qualitative data where students say social media is where students go to look for information. Around campus, students are seeing posters about sexual misconduct and talking to their friends, and students are learning about gender-based violence through the student code of conduct. The UR can use this information by utilizing posters to get friends to talk about gender-based violence and the student code of conduct to deliver information about gender-based violence. There is a low percentage of student responses to the questions that ask about attending the bystander program, heard staff discuss sexual misconduct, visiting the sexual violence prevention and response website, volunteered or attended a rally, or read a report of sexual misconduct.

Under half of all student respondents are not aware of any resources on campus, Students are least likely aware of the Office of the Respectful University services, student conduct office, and SVPRO. Students are more aware of counseling services and Student Health Services. The lack of awareness of campus resources was reflected in the qualitative responses. More females and gender-diverse students have a lower response to knowing where resources are. Suggestions by students are to partner with groups within the University which would help to increase information and education within specific groups.

The qualitative responses show that there is a distrust in the UR. This seems to be due to historical incidents that may have happened around campus and also the lack of data that students feel is reported. Students do believe that the UR has the ability to be a leader in post-secondary institutions with transparency and accountability.

Peer responses

Overall, students are feeling supported by their peers if they disclosed an incident of sexual violence. Students feel their friends are not consistent in providing information, options, and information on coping with sexual violence. This may be due to not all students knowing the options and resources available and a lower number of students attending programming to learn how to respond to a disclosure. Students seem to be concerned about revenge from the offender's friend who committed the sexual misconduct with 43% of students concerned and another 36% are neutral in their response which shows an uncertainty.

Consent

A majority of students have a good understanding of consent and what consent means and looks like in various situations. There are some situations that could be further expanded and educated on. The statements that could use further education are, if a person does not physically resist sex, they have given consent and mixed signals sometimes mean consent. Through the consent questions, males seem to report that they agree more that mixed signals mean consent, drinking together there is not a need for consent, inviting someone over means consent and consent is needed each step of the way.

Bystander Intervention

The bystander attitude questions show how students respond to situations of sexual misconduct on or around campus. More students respond positively in reacting to a situation of sexual misconduct on or around campus than not responding. There are a high number of not applicable responses to the bystander attitude questions. They range from 26% to 54% of students who feel the situations do not pertain to them. Due to the wording of the bystander intervention attitude questions, it is unclear why students felt the questions were not applicable to them. Further clarification and research could be completed to see why this was. Students did feel the most comfortable talking to someone that is upset rather than trying to intervene in a situation. Students suggested mandatory bystander intervention to help students feel confident in intervening when gender-based violent situations occur. Another student recommended classroom visits by campus resources so students can ask questions and learn about the various supports around campus.

Education

Education was the major theme in the qualitative data responses. Students discussed the need for staff, students, coaches, and professors to have an understanding of sexual misconduct and how to handle disclosures of sexual misconduct. Students are looking for quality education that goes deeper into the stigma of sexual violence, reporting, and traditional gender roles and discusses how to keep one's self physically safe with tangible scenarios to best intervene in sexual misconduct. Students suggested partnering with different groups within the university to bring awareness to sexual violence and misconduct.

Moving forward

The following recommendations are based on the results of the survey that can be used for the UR to move forward on bringing awareness to gender-based violence on campus.

1. Survey results indicate that students are wanting information on resources for gender-based violence on campus. It is recommended to use a variety of knowledge mobilization techniques to engage and distribute information to students. Some specific recommendations are;

- Build on students' suggestions of using social media platforms to convey what resources are available on campus and what their function is.
 - Continue to utilize posters around the campus to bring awareness to resources such as, Respectful University Services, the Student Conduct Office, the office of SVPR, and their websites.
 - Use infographics on the website and on campus to build a conversation on sexual misconduct as students are curious about gender-based violence and resources.
2. While the general perception of the UR is positive, students are feeling there is a lack of trust and transparency at the UR in regard to sexual misconduct and gender-based violence. Institutional betrayal occurs when that institution fails to either prevent harm or to respond supportively and effectively to victims who have been harmed within the context of that institution (Smith & Freyd, 2013). It is recommended that;
- Having campus security and staff trained to respond fairly and supportively to incidents of sexual misconduct can be a way to rebuild trust in the UR, “students are more likely to report a risk of violence on campus if they have greater trust in campus authorities” (Banyard, 2015).
 - SVPR and Student Conduct can work together to ensure students feel they are treated fairly, supported, and provided options and accommodations when a report is made. Continue to inform students of the function of their office and advertise any reports from SVPR for transparency.
 - The UR as an institution can rebuild the trust that students felt is lost through historical sexual misconduct by policies, education, fostering relationships with other services on campus, and ongoing evaluation of programs (Marques et al, 2020).
 - Complete a campus community risk assessment to ensure spaces and places on campus are safe for all students from gender-based violence, this can help respond to students' hesitations about places on campus that are of concern. Risk assessments can provide a safe learning environment for all students (Khan et al, 2019).
3. Overwhelmingly, students at the UR are looking for information on reporting an incident of sexual misconduct. Specifically, students want to know where, how, and what happens when a report of sexual misconduct or sexual violence is made. Recommendations are;
- Utilizing posters with discreet information on reporting. It is suggested to use QR codes to link to the website where students can find information on reporting sexual misconduct.
 - Infographic with pathways on the options for reporting and the general process steps after a report of sexual misconduct is made.
 - Students are concerned with revenge and how to report sexual misconduct incidents when the person is in a position of power. Research shows that

third-party reporting or anonymous reporting can help to ensure the safety of students and campus. This reporting option can be used when students do not want to go through the investigation process themselves when they want the information on an incident to be known to student affairs and it can show a pattern of unsafe people or places and will help with campus risk assessments (Khan et al, 2019, CUPE, 2021). The UR has these reporting options and it is recommended the SVPR promote the current options to students through education, social media, and other provisions.

4. Students suggested partnering with groups around campus to get information distributed about gender-based violence. This is currently being done to the best of the UR's capacity. Students are feeling this needs to continue and reach a wider audience. It is recommended that;
 - The SVPR connect with a variety of department and groups within the UR. Specific groups that students suggested are UR Pride, UR International, athletes and coaches, professors, media groups, and housing. Other suggestions of The Owl and Women's Centre and health centre could be utilized to distribute information to a wider audience.
 - Tailor education based on the specific needs of the above groups as students reported feeling unsafe within specific departments to build safety on campus, increase bystander skills, peer responses to sexual misconduct, and to grow the UR capacity on gender-based violence.
 - Using a small series of messages to distribute knowledge in these groups is a way to build capacity and change. Research suggests a series of messages through a students and staff tenure about gender-based violence that push people just a bit further each time, moving them toward more substantial changes via baby steps that do not seem too uncomfortable or new and will encourage students and staff to change the way they think and respond to sexual misconduct (Banyard, 2015, Protetch & Rosser, 2021)

5. Students report wanting quality education on gender-based violence at the UR for both students and staff. It is recommended to;
 - Continue and expand the current Bystander Intervention Program with an evaluation element to ensure it is meeting the needs of the UR.
 - Included staff in the training to ensure they are prepared for disclosures, can provide accommodations, and are knowledgeable on gender-based violence. Faculty, staff, and administrators should be part of the education as they are the leaders who can initiate important discussions of norms and model new behaviour, and be the first point of contact for victims (Banyard, 2015, Khan et al, 2019). This also encourages trust in the UR as

students expressed frustration in professors not having empathy when reporting an incident of sexual misconduct.

- Offering different scripts to students to respond to peer disclosures and sexual misconduct when on and off campus can be useful to build confidence in students. Research shows that teaching scripts on how to intervene with students builds confidence and reduces uncertainty in students for intervention to happen when on or off campus (Banyard, 2015).
6. Provide support sexual and gender diverse at the UR. Students who identify as gender diverse are feeling less safe on and around campus, taken less seriously, and feel less supported and protected. Recommendations to help UR gender-diverse students are;
- Partnering with UR Pride to help determine the needs of gender-diverse students in relation to gender-based violence and building trust with current supports on campus. Research supports collaboration with LGBTQ2S+ organizations and support services (Khan et al, 2019).
 - Tailoring gender-based education and support to gender-diverse students that will build knowledge on sexual misconduct and safety in students.
 - Promoting safety from sexual harassment and stalking for gender-diverse students as they are key areas where gender-diverse students are feeling most unsafe on campus. This can be done through education and programming or by mobilizing knowledge through infographics.
 - Promising practice in working with gender-diverse individuals and sexual violence is creating peer support for students who are knowledgeable in support and disclosures (Canadian Women’s Foundation & Wisdom2Action ,2022). SVPR can work with UR Pride to establish peer support that will build bystanders within their community.
7. Other individual areas to focus on are specifically from the research results that can be enhanced or incorporated into education and advertisement.
- Incorporating ‘myth busting’ around the areas of being open and talking about sexual experiences, having multiple sexual partners, and having sex with someone whenever you choose because you are dating.
 - Provide information on the SVPR and student conduct’s ability to offer accommodations when a student reports sexual misconduct in a way that will allow students to know the options yet not misuse them.
 - Increase visibility for students to read past reports completed by the SVPR on gender-based violence at UR.
 - Define different types of sexual misconduct for students along with the difference between a report and disclosure and the laws.
 - Due to more males agreeing that consent is not needed at each step in a sexual encounter, when there are mixed signals, when inviting someone

over and drinking together, education can be tailored to male-identifying students.

- Provide provisions specifically surrounding keeping students safe from stalking and sexual harassment on and around campus.
 - Students discussed working with specific groups that they feel have concerns with gender-based violence. These groups are athletes and international students. This may be connected to stereotypes or myths but is valuable information as they are students' voices.
8. Continue to send out this survey every 3 years to see what changes are working, what changes are not successful when made previously, and what information students are needing at that specific period in time, along with the current climate on sexual awareness at the UR. The 3-year period was set out in the ethics application and is sustainable for a cross-sectional study.

Mental Health and Other Resources

On Campus:

Lynn Thera, MSW, RSW
Coordinator, Sexual Violence Prevention & Response,
Counselling Services
Phone: 306-585-5172
Sexual.violence.response@uregina.ca

Counselling Services – University of Regina
Location: Room 251 Riddell Centre
Phone: 306-585-4491
<https://www.uregina.ca/student/counselling/index.html>

The Sun Life Financial Psychology Training Clinic
Clinic Location: College West 020 (Below the UofR Bookstore)
Confidential Phone Line: 306-585-5685
<http://www.uregina.ca/arts/psychology/training-clinic.html>

UR Pride
Location: RC 225
Phone: 306-586-8811 ext 207

Chaplaincy Offices
Luther College: <https://luthercollege.edu/university/student-life/chaplaincy>
Campion College: <http://campioncollege.ca/campus-life/campus-ministry>

ta-tawâw Student Centre
Location: RI 108
Phone: 306-337-3153

First Nations University Elders and Counselling
Regina: 306-790-5950 ext 3129
Saskatoon: 306-931-1800 ext 5483
Northern Campuses: 306-765-3333 ext 7510

In the Regina Community:

Regina Sexual Assault Centre
1830 MacKay St.
Regina,
Phone: (306) 522-2777 or 24 hr support line (306)- 352-0434

Mental Health Clinic
Location: 3rd Floor, 2110 Hamilton Street, Regina
Phone: 306-766-7800

Regina General Hospital Emergency Department
Location: 1440 - 14th Avenue, Regina SK, S4P 0W5
Phone: 306-766-4444

Pasqua Hospital Emergency Department
Location: 4101 Dewdney Avenue, Regina SK, S4T 1A5
Phone: 306-766-2222

Other Saskatchewan Resources:

Saskatchewan Crisis Services/Hotline: dial 8-1-1 for professional health advice.

Regina Mobile Crisis Services: (306) 757-0127

Crisis ad Suicide Number (306) 525-5333

Saskatoon Mobile Crisis Service: (306) 933-6200

Prince Albert Mobile Crisis Unit: (306) 764-1011

Southwest Crisis Services: (306) 778-3386 or 1-800-567-3334

FHHR Mental Health & Addiction Intake Worker: 1 (877) 564-0543 or (306) 691-6464

West Central Crisis & Family Support Centre: (306) 463-6655

North Saskatchewan Piwapan Women's Center crisis line (306) 425-4090

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Appendix 1

Step In Step Up: UR Action Against Gender-Based Violence Sexual Violence Awareness Survey



Step In Step Up: UR Action Against Gender-Based Violence Sexual Violence Awareness Survey

Participants needed.

The purpose of this survey is to collect data regarding University of Regina students' understanding of gender-based and sexual violence. The Sexual Violence Prevention and Response Office will use the data to inform future programming.

For more information about this study please contact:

Step In Step Up: UR Action Against Gender-Based Violence
Email: Sexual.Violence.Response@uregina.ca

To volunteer for this survey, go to:

https://uregina.eu.qualtrics.com/jfe/form/SV_cSKXC3SBzv3aylE

**This survey has been reviewed and received approval through the University of Regina
Review Ethics Board.**

Promotional Material

Logo



Email Introduction to Survey

Dear [name],

The University of Regina is dedicated to fostering a caring community. Every student at the University of Regina has a right to an education free from discrimination, and the University of Regina is committed to ensuring that all students have the opportunity to fully benefit from the school's programs and activities. Sexual violence, sexual harassment, stalking, and intimate partner violence can interfere with a student's academic performance and emotional and physical well-being. Preventing and remedying sexual misconduct at the University of Regina is essential to ensuring a safe environment in which our students can learn.

You have been selected to give important information to the University of Regina about your experiences since you enrolled. The overall goal of the survey is to provide the University of Regina with important information on sexual violence/misconduct awareness and responses.

Your voice is extremely important, and we want you to feel comfortable in answering these questions freely and honestly. Your anonymity is a priority, and whatever information you share on this survey cannot be identified: we cannot access your IP address or link your survey to your name, student ID, or email address.

This survey has been reviewed and received approval through the University of Regina Review Ethics Board.

If you have any questions or would like to speak to one of the survey researchers, please email us:
SISU@uregina.ca

The survey will take approximately 15-30 minutes to complete.

Please click on the link to complete the survey:

https://uregina.eu.qualtrics.com/jfe/form/SV_cSKXC3SBzv3aylE

Online Survey Consent Form

Project Title: Step In Step Up: UR Action Against Gender-Based Violence- Sexual Violence Awareness Survey

Survey Team:

The Survey Team consists of staff members from University of Regina Student Affairs, Lynn Thera, Sexual.Violence.Response@uregina.ca, and Lindsay Robertson, Student.Conduct@uregina.ca, and University of Regina Faculty of Social Work, Amanda Gebhard, Amanda.Gebhard@uregina.ca

Purpose and Objectives of the Survey:

The primary goals of this survey are:

- To understand student awareness of gender-based and sexual violence.
- To understand how students understand the perceptions of their peers in relation to sexual violence (peer norming).
- To determine what campus resources for sexual violence students are aware of.

What you will be asked to do if you decide to participate:

- Complete an online survey, which will take between 15 and 30 minutes.
- You will be asked to provide demographic information and will be asked questions about your understanding of sexual violence and the resources available to students.

Potential risks to you if you decide to participate:

Some survey participants may experience a strong emotional response to questions regarding sexual violence. This may be especially true of people who find they get upset when they think about negative things that have happened in the past.

Should you require further assistance, emergency telephone numbers and referral sources can be found at the bottom of this page and at the end of the online survey.

You may want to make sure that a friend, family member, or other support person will be around as you complete the survey, in case you find that it is upsetting.

Potential Benefits:

- There are no known benefits directly to you related to participating in this study.
- This research may be helpful in the future for the Sexual Violence Prevention and Response Centre and university administrators to understand the types of programming that may be most effective to both prevent and manage incidents of sexual violence on campus.
- It may also contribute to understanding the likelihood of individuals reaching out for support during a difficult time, based on whether or not they perceive an institution as supportive.

Compensation:

There is no compensation for completing the survey.

Confidentiality:

- This survey is completely confidential.
- If you have questions or need to email the researchers, that information will be kept separate from the survey results in order to enhance anonymity.
- All information collected in this survey will be kept confidential – only the research team will have access to the raw data, and any of your responses presented in media articles or other presentations will be combined with the responses of other participants.
- Security in Qualtrics includes data encryption, in order to increase data security and confidentiality.
- When data collection is complete, data will be downloaded from Qualtrics and deleted from the Qualtrics website.
- Data will be stored for at least five years in a password locked file on computers located at the University of Regina that only the survey team members (the researchers named above) have access to.

Right to Withdraw:

- Your participation is voluntary and you can answer only those questions that you are comfortable with. You can skip any questions you do not feel comfortable answering. You may withdraw from the survey for any reason, at any time prior to submission without explanation or penalty of any sort.
- Should you wish to withdraw, you may leave the online survey at any time by closing your browser window.
- The data collected will be stored in password-protected documents for at least 5 years.
- Once the survey has been submitted, it may not be withdrawn as the data is anonymous and cannot be linked back to a name.

Follow up:

- A summary of the survey results will be posted to the University of Regina Sexual Violence Prevention and Response Website ([Sexual Violence Prevention and Response | Sexual Violence, University of Regina \(uregina.ca\)](https://www.uregina.ca/sexual-violence-prevention-and-response)) as early as Spring/Summer 2022.

Questions or Concerns:

- You may contact the Step In Step Up team by contacting any of the researchers listed above, or by emailing SISU@uregina.ca. We are happy to answer any questions, comments, or

concerns you may have. Please note, that if you contact a researcher it will affect your anonymity in this project.

- This project has been approved on ethical grounds by the University of Regina Research Ethics Board on December 10, 2021. Any questions regarding your rights as a participant may be addressed to the committee at 306.585.4775 or research.ethics@uregina.ca. Out of town participants may call collect.

On Campus Sexual Violence Support and Mental Health Resources:

Lynn Thera, MSW, RSW

Coordinator, Sexual Violence Prevention & Response,

Phone: 306-585-5172

[Sexual Violence Prevention and Response | Sexual Violence, University of Regina \(uregina.ca\)](#)

Counselling Services – University of Regina

Location: Room 251 Riddell Centre

Phone: 306-585-4491

<https://www.uregina.ca/student/counselling/index.html>

Consent: By clicking on “I Agree” below, YOUR FREE AND INFORMED CONSENT IS IMPLIED and indicates that you understand the above conditions of participation in this study. Please print or save a copy of this consent form for your records before proceeding to the survey.

Survey Questions

General

1. I feel safe at the University of Regina (Strongly disagree/disagree/neutral/agree/strongly agree)

Peer Norms

Instructions: The following items refer to your friends' attitudes. When the word date is used, please think of anyone with whom you have a romantic or sexual relationship- short or long term.

1. To what extent would your friends approve of (Strongly disapprove/ disapprove/ neutral/ approve/ strongly approve)
 - a. Having many sexual partners
 - b. Telling stories about sexual experiences
 - c. Getting someone drunk or high to have sex with them
 - d. Forcing someone to have sex.

- e. Using physical force, such as hitting or beating to resolve conflicts with dates
 - f. Insulting or swearing at their dates.
2. My friends tell me that: (Strongly disagree/disagree/neutral/agree/strongly agree)
 - a. It is alright for someone to hit a date in certain situations
 - b. Someone you are dating should have sex with you when you want.
 - c. When you spend money on a date, the person should have sex with you in return.
 - d. You should respond to a date's challenges to your authority by insulting them or putting them down.
 - e. It is alright to physically force a person to have sex under certain conditions.

Perceptions of Campus Regarding Sexual Misconduct

Sexual Violence/Misconduct refers to any sexual act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature that is committed, threatened or attempted against a person without that person's consent. Examples include but are not limited to sexual assault, sexual stealthing (taking off a condom without consent during sexual intercourse), or sexual exposure; voyeurism; stalking; knowingly publishing, distributing, transmitting, selling, making available or advertising an intimate image of a person without their consent.

1. The following statements describe how the University of Regina might handle it if a student reported an incident of sexual misconduct. Using the scale provided, please indicate the likelihood of each statement (Very unlikely/unlikely/neutral/likely/very likely)
 - a. The institution would take the report seriously.
 - b. The institution would maintain the privacy of the person making the report
 - c. The institution would do its best to honor the request of the person about how to go forward with the case.
 - d. The institution would take steps to protect the safety of the person making the report.
 - e. The institution would support the person making the report.
 - f. The institution would provide accommodations to support the person (e.g. Academic, housing, safety).
 - g. The institution would handle the report fairly.
 - h. The institution would label the person making the report a troublemaker.
 - i. The institution would have a hard time supporting the person who made the report.
 - j. The institution would punish the person who made the report.

2. Using the scale provided, please indicate your level of agreement with the following statements (Strongly disagree/disagree/neutral/agree/strongly agree)
 - a. If a friend or I experienced sexual misconduct, I would know where to go to get help on campus.

b. I understand what happens when a student reports a claim of sexual misconduct at the University of Regina.

c. I would know where to go to make a report of sexual misconduct.

3. Before coming to the University of Regina, had you received any information or education (that did not come from the University of Regina) about sexual violence/misconduct? (Yes/No)

4. Only viewable if 'Yes' is chosen in question 3: Where did you receive this information or education? (Click all that apply)

1. Secondary School
2. Family
3. Friends
4. Social Media
5. Other (open text)

5. Since coming to the University of Regina which of the following have you done? Please check all that apply.

1. Discussed sexual violence/misconduct in class
2. Discussed the topic of sexual violence/misconduct with friends
3. Discussed sexual violence/misconduct with a family member
4. Attended an event or program about what you can do as a bystander to stop sexual violence/misconduct.
5. Attend a rally or other campus event about sexual violence/misconduct or sexual assault.
6. Seen posters about sexual violence/misconduct (e.g. raising awareness, preventing rape, defining sexual misconduct).
7. Seen or heard campus administrators or staff address sexual violence/misconduct
8. Seen crime alerts about sexual violence/misconduct
9. Read a report about sexual violence/misconduct rates that the University of Regina
10. Visited the University of Regina website with information on sexual violence/misconduct.
11. Volunteered or interned at an organization that addresses sexual violence/misconduct.
12. Seen or heard about sexual violence/misconduct in a student publication or media outlet.
13. Taken a class to learn more about sexual violence/misconduct.

6. Since coming to the University of Regina have you received written (e.g. brochures, emails) or verbal information (e.g. presentations, training) from anyone at the University of Regina about the following? (Check all that apply)
1. The definitions of types of sexual violence/misconduct
 2. How to report an incident of sexual violence/misconduct
 3. Where to go to get help if someone you know experiences sexual violence/misconduct
 4. How to help prevent sexual violence/misconduct
 5. Students' behavioural expectations as stated in the Student Code of Conduct
7. Please use the scale to indicate how aware you are of the function of the campus and community resources specifically related to sexual violence/misconduct response at the University of Regina listed below (Not at all aware/slightly aware/somewhat aware/very aware/extremely aware)
1. Office for Sexual Violence Prevention and Response
 2. Office of Student Conduct
 3. The Office of Respectful University Services
 4. Counselling Services
 5. Student Health Services (Student Wellness Centre)

Peer Responses

1. The following is a list of reactions that people sometimes have when responding to a person who has experienced sexual violence/misconduct. If you experienced sexual violence/misconduct and you told your friends/peers, how would they respond? (Never/Rarely/Sometimes/Frequently/Always)
 1. Tell you that you were irresponsible or not cautious enough
 2. Reassure you that you are a good person
 3. Comfort you by telling you it would be all right or by holding you.
 4. Tell you that you could have done more to prevent this experience from occurring.
 5. Provide information and discuss options.
 6. Avoid talking to you or spending time with you.
 7. Treat you as if you were a child or somehow incompetent.
 8. Help you get information on any kind about coping with the experience.
 9. Make you feel like you didn't know how to take care of yourself.

2. If someone were to report a case of sexual violence/misconduct to the University of Regina (Strongly disagree/Disagree/Neutral/Agree/Strongly Agree)
 1. Other students would label the person making the report a troublemaker
 2. Other students would have a hard time supporting the person who made the report.

3. The alleged offender(s) or their friends would try to get back at the person making the report.

Consent

1. Using the scale provided, please indicate the degree to which you agree or disagree with the following statements (Strongly Disagree/Disagree/Neutral/Agree/ Strongly Agree)
 1. Consent must be given at each step of a sexual encounter
 2. If a person initiates sex, but during foreplay says they no longer want to, the person has not given consent to continue.
 3. If a person doesn't physically resist sex, they have given consent.
 4. Consent for sex one time is consent for future sex.
 5. If you and your sexual partner are both drunk, you don't have to worry about consent.
 6. Mixed signals can sometimes mean consent.
 7. If someone invites you to their place, they are giving you consent for sex.

Bystander Intervention

1. When the following situations occurred either on-campus or off campus during your time as a University of Regina student, how often did you do any of the following (Never/Rarely/Sometimes/Most of the Time/Always/N/A)
 1. Walked a friend who had too much to drink home from a party, bar, or other social event.
 2. Talked to the friends of a drunk person to make sure that they don't leave them behind at a party, bar, or other social event.
 3. Spoke up against sexist jokes
 4. Tried to distract someone who was trying to take a drunk person to another room or trying to get them to do something sexual.
 5. Ask someone who looks very upset at a party if they are okay or need help.
 6. Intervene to stop a friend who was being physically abusive to another person.
 7. Intervene to stop a friend who was being verbally abusive to another person.

Campus Safety

1. Using the scales provided, please indicate the degree to which you agree with the following statements (Strongly Disagree/Disagree/Neutral/Agree/Strongly Agree)
 1. On or around this campus, I feel safe from sexual harassment.
 2. On or around this campus, I feel safe from dating violence
 3. On or around this campus, I feel safe from sexual violence
 4. On or around this campus, I feel safe from stalking.

2. Using the scale provided, please indicate the degree to which you agree with the following statements (Strongly Disagree/Disagree/Neutral/Agree/Strongly Agree)
1. I don't think sexual violence is a problem at the University of Regina
 2. I don't think there is much I can do about sexual violence on campus
 3. There isn't much need for me to think about sexual violence while at University.

Demographics

Please answer the following questions about yourself.

1. What is your age? [text box]

1. In terms of gender, how do you identify?

1. cis woman
2. cis man
3. trans woman
4. trans man
5. non-binary
6. gender queer
7. prefer not to answer
8. My gender is not listed here [text box]

2. With which racial and ethnic group(s) do you identify? Select all that apply.
Identities are complex, multiple and fluid, and the survey categories may not capture how everyone identifies. For this reason, we have added a line under each option and an additional text box to include any specific identification information you wish to share that is not listed here.

1. Indigenous, First Nations, Métis or Inuit
[text box]
2. Hispanic or Latinx
[text box]
3. Black, Caribbean, African, or African Canadian
[text box]
4. White
[text box]
5. Asian
[text box]
6. Middle Eastern
[text box]
7. Northern African
[text box]
8. Hawaiian or Pacific Islander
[text box]

9. Another option not listed
[text box]
 10. Prefer not to answer.
2. Are you an International Student (yes/no)
3. What year of school are you in?
 1. First year undergraduate
 2. Second year undergraduate
 3. Third year undergraduate
 4. Fourth year undergraduate
 5. Fifth or more year undergraduate
 6. Graduate Masters level
 7. Graduate PHD level
4. Which campus do you attend?
 1. University of Regina Main Campus
 2. First Nations University Regina Campus
 3. Saskatoon Campus
 4. Other [Text box]
5. Which of the following best describes your living situation
 1. On-campus residence hall/dormitory
 2. Off-campus housing in Regina
 3. Off-campus housing outside of Regina
 4. At home with parent(s) or guardian(s)
 5. Other

Additional Information

1. Distress

For the questions that were asked about different experiences with sexual misconduct, please rate whether you found these questions to be more or less distressing than other things you sometimes encounter in day to day life (Scale Much more distressing to Much less distressing)

2. Importance

For the questions that were asked about different experiences you may have had, such as non-consensual sexual experiences or touching someone without their consent, please rate how important you believe it is for researchers to ask about these types of events in order to study the impact of such experiences. (Scale Definitely not important to Definitely important).

3. Meaningful

I found participating in this study personally meaningful (Strongly Disagree/Disagree/Neutral/Agree/Strongly Agree)

4. If there is any additional information you would like to provide about the University of Regina's culture related to sexual misconduct, please use the box below. Like the rest of the responses to this survey, any information you provide is anonymous and will only be reported grouped with all other comments. The information you provide will be used to inform and improve support, policies, and practices at the University of Regina and will not be used to investigate specific incidents or individuals. Disclosing an incident here does not constitute reporting the incident to the University of Regina and will not result in any action, disciplinary or otherwise. Please do not identify anyone by name in your survey responses. If you identify anyone by name, the names will be removed before the University of Regina receives the data. [text box]

Online Debriefing Information

Thank you for participating in the Step In Step Up: UR Action Against Gender-Based Violence- Sexual Violence Awareness Survey

This survey is intended to explore the campus climate surrounding sexual violence culture at the University of Regina.

If you or anyone you know has been affected by sexual violence, support is available to you at the Office of Sexual Violence Prevention and Response. To arrange a meeting with the SVPR please email sexual.violence.response@uregina.ca. You can also visit the SVPR website at: [Sexual Violence Prevention and Response | Sexual Violence, University of Regina \(uregina.ca\)](https://www.uregina.ca/sexual-violence-prevention-and-response/)

The University of Regina Sexual Violence/Misconduct Policy and Procedures can be accessed online via: [Sexual Violence/Misconduct | Policy, University of Regina \(uregina.ca\)](https://www.uregina.ca/sexual-violence-misconduct-policy/)

Please print this page for your records. If you do not have immediate access to a printer, you may save this page as a PDF document and email it to yourself.

Instructions on how to save this page as a PDF

For Internet Explorer, Firefox or Google Chrome:

Select “Print” or press Ctrl + P
Save as PDF

For Safari:

File Print or press command + P
PDF Save as PDF

The results of this survey will be published in the Sexual Violence Prevention and Response Office annual report, which will be accessible via the SVPR website in July 2022: www.uregina.ca/sexual-violence/

Mental Health and Other Resources

On Campus:

Lynn Thera, MSW, RSW
Coordinator, Sexual Violence Prevention & Response,
Counselling Services
Phone: 306-585-5172
Sexual.violence.response@uregina.ca

Counselling Services – University of Regina
Location: Room 251 Riddell Centre
Phone: 306-585-4491
<https://www.uregina.ca/student/counselling/index.html>

The Sun Life Financial Psychology Training Clinic
Clinic Location: College West 020 (Below the UofR Bookstore)
Confidential Phone Line: 306-585-5685
<http://www.uregina.ca/arts/psychology/training-clinic.html>

UR Pride
Location: RC 225
Phone: 306-586-8811 ext 207

Chaplaincy Offices
Luther College: <https://luthercollege.edu/university/student-life/chaplaincy>

Campion College: <http://campioncollege.ca/campus-life/campus-ministry>

ta-tawâw Student Centre

Location: RI 108

Phone: 306-337-3153

First Nations University Elders and Counselling

Regina: 306-790-5950 ext 3129

Saskatoon: 306-931-1800 ext 5483

Northern Campuses: 306-765-3333 ext 7510

In the Regina Community:

Regina Sexual Assault Centre

1830 MacKay St.

Regina,

Phone: (306) 522-2777 or 24 hr support line (306)- 352-0434

Mental Health Clinic

Location: 3rd Floor, 2110 Hamilton Street, Regina

Phone: 306-766-7800

Regina General Hospital Emergency Department

Location: 1440 - 14th Avenue, Regina SK, S4P 0W5

Phone: 306-766-4444

Pasqua Hospital Emergency Department

Location: 4101 Dewdney Avenue, Regina SK, S4T 1A5

Phone: 306-766-2222

Other Saskatchewan Resources:

Saskatchewan Crisis Services/Hotline: dial 8-1-1 for professional health advice.

Regina Mobile Crisis Services: (306) 757-0127

Crisis ad Suicide Number (306) 525-5333

Saskatoon Mobile Crisis Service: (306) 933-6200

Prince Albert Mobile Crisis Unit: (306) 764-1011

Southwest Crisis Services: (306) 778-3386 or 1-800-567-3334

FHHR Mental Health & Addiction Intake Worker: 1 (877) 564-0543 or (306) 691-6464

West Central Crisis & Family Support Centre: (306) 463-6655

North Saskatchewan Piwapan Women's Center crisis line (306) 425-4090

