

The University of Manitoba Campus Climate Survey on Sexual Violence: A Final Report

**Prepared for the Sexual Violence Steering Committee
University of Manitoba**

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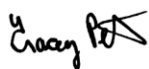
Preface

Writing this report has been one of the most emotionally challenging tasks of my academic career, even though I have written about sexual violence, homophobia/transphobia, and suicide in the past. Especially in regard to the qualitative comments, I have carried these words with me. Many were hard to read, several made me cry, others were humbling (e.g., being called a “clueless White male asshole”), and some gave me hope (e.g., when a student wrote in an open-ended text box “I know some of the results will be hard to read--stay strong, stay-human”).

This report was also difficult to write because I heard how frustrated and angry many students are with the UM in regard to sexual violence, especially in light of some well publicized incidents, but also from reading heart wrenching narratives from several students where it is clear that we, as an entire University community, got it wrong. It is not my intention to offer excuses, as I know nothing of these incidents beyond what is public discourse, but I would be remiss if I did not highlight how many really good people are at this University. When I go to the University’s website on sexual violence (www.umanitoba.ca/sexual-violence) it reads: “We care.” I can appreciate the impossibility that the words “we care” may mean for many students (current and former) or for anyone who has experienced sexual violence in any form. But we do care. So many of us care. Over the past couple of years, I have had the pleasure of working with a dedicated group of students, staff, and faculty who unequivocally care and whose mission is to make the University a safe place free of sexual violence for everyone. It is in this spirit that the report is written.

Finally, I would like to express my heartfelt gratitude to the students who participated in the Survey. Thank-you for your openness and honesty; and, in particular, to those who have experienced sexual violence and found the courage to survive, I acknowledge you, I hear you, and I am sorry.

Sincerely,

A handwritten signature in black ink, appearing to read "Tracey Peter", with a stylized flourish at the end.

Tracey Peter
October 2018

EXECUTIVE SUMMARY

The University of Manitoba is committed to fostering a work and learning environment that embraces the principles of equity, diversity, and inclusion. Creating a culture in which sexual violence is not tolerated – and where those who do experience it are adequately supported – is an important step toward achieving this goal. While considerable work has been done over the past several years to address concerns about sexual violence, it is evident that a comprehensive sexual violence prevention, education and response strategy would benefit the University. As part of the consultation process to inform development of such a strategy, a survey of all UM students was commissioned to explore their perceptions of sexual violence on campus.

The survey was designed to gain insight into students' attitudes and experiences regarding sexual violence, including the nature of any incidents, their knowledge and perceptions of resources, preferences for receiving information and supports, and beliefs about the safety and values of the University in responding to sexual violence. The intention of the survey was to identify areas of greatest risk, determine gaps in services, and collect information helpful to the development of a comprehensive sexual violence prevention, education, and response strategy.

Definitions

For survey purposes, the following definitions were used:

Sexual violence – Defined as any violence (physical, emotional, or psychological) of a sexual nature.

Sexual harassment – Defined as unwanted sexual attention, including physical (e.g., slapping or pinching), verbal (e.g., unwanted sexual comments) and non-verbal conduct (e.g., gestures or posting pictures of a sexual nature).

Sexual assault – Defined as any of the following acts without consent/permission:

- Touching in a sexual way;
- Forced kissing or fondling;
- Forced oral, anal or vaginal penetration (rape)

Who participated in the survey?

An invitation to participate in the *Sexual Violence Survey* was distributed via email to all students of the University of Manitoba in the spring of 2018. Approximately 1500 students responded to the survey, which represents about 5% of the student population. About two-thirds of the respondents identified as female, 30% identified as male, and about 2% expressed another gender identity. While female students are overrepresented, the demographic profile of the respondents is otherwise roughly comparable to that characterizing the overall student population. *However, it is important to note that because we had a very low participation rate,*

and the respondents were not randomly selected, we cannot generalize the findings to all students. In other words, the findings are illustrative of the perceptions and experiences of the students who responded but do not necessarily reflect the perceptions and experiences of the student body as a whole. As a result, we limited our reporting of percentages or proportions since they do not represent actual prevalence data. Despite these limitations, we believe that much important and helpful information was nevertheless gleaned through the survey.

What did we learn?

General perceptions

More than 80% of participants reported being happy and feeling safe at the UM. Sexual and gender minority participants reported being less happy, as did participants with mental health disabilities. Male participants felt safer on campus than other participants, while participants at the Bannatyne campus felt less safe than those on the Fort Garry campus.

University response to crisis situations

Overall, more than two-thirds of participants agreed that UM administrators would handle a crisis situation well. Sexual and gender minority participants were less likely to agree with this statement. Perceptions of support for students going through a difficult time were most favorable among males and first-year participants and least favorable among gender minority and upper-year participants.

Perceptions of sexual violence risk

Female and gender minority participants were more likely than male participants to perceive a risk of sexual violence on campus. Perceptions of risk of sexual violence were also higher among sexual minority participants, participants with disabilities, upper-year participants, and Black African or Caribbean participants.

Incidents of sexual violence

Owing to limitations in the survey sample, reports of incidents should not be viewed as a reliable index of prevalence rates for sexual violence, although the patterns described are more likely to be valid.

More than half of the participants experienced some form of sexual harassment on or off campus. Female and gender minority participants were twice as likely as male participants to have experienced uncomfortable sexual comments or gestures. Indigenous and Black African or Caribbean participants were the most likely racialized groups to experience sexual harassment.

Almost three-quarters of participants from professional programs¹ experienced sexual harassment. Many participants experienced harassment by multiple sources, with the greatest number committed by people who were neither UM students nor faculty/staff. Less than half of the participants experienced sexual harassment by other students. Older participants and participants who were graduate students were most likely to experience sexual harassment by faculty/staff members.

Almost half of the participants experienced some form of sexual assault prior to attending UM, most often in the form of unwanted touching. Nearly one-third of participants experienced some form of sexual assault while attending UM, again most often in the form of unwanted touching. Female participants, gender minority participants, and male sexual minority participants were considerably more likely to experience sexual assault than heterosexual male participants. Almost 80% of the sexual assaults were committed by somebody who was not known to be a UM student or staff/faculty member. Most assaults occurred off campus at an event not associated with UM (e.g., party, club, social). Almost half of the assaults on campus occurred outdoors on UM property. A combined total of almost 40% of assaults occurred either in student residences or at the campus pub.

More than half of the participants experiencing sexual assault at UM disclosed the incident to a close friend. Almost one-third of the participants, however, did not disclose the incident to anybody, with about 10% not reporting their assault on campus because they did not know how to do so. Other common barriers to disclosing assaults included minimization of the experience, a wish to forget the experience, and a concern that reporting would reduce the energy to meet school and work demands. Participants who experienced an assault involving oral, anal, or vaginal sex were twice as likely to report the incident to a UM staff member than participants who experienced unwanted touching. Incidents committed by a UM student or staff/faculty member were also more likely to be disclosed to UM staff members than assaults committed by people who were unknown or not associated with UM. Despite this, almost half of the participants assaulted by a staff/faculty member indicated that they did not report the assault because they did not think anything would happen if they did so. A smaller proportion of participants assaulted by a staff/faculty member indicated that they did not disclose the incident due to fears of being blamed, negative reactions by others, or retaliation.

Sexual violence myths and misconceptions

Several survey items covered myths and misconceptions about sexual violence. While the content of these survey items is distasteful and possibly distressing, it was important to explore patterns of endorsement within our campus community. Overall, myths and misconceptions were more strongly endorsed by first-year participants, male participants, and participants who were international students. More than half of the participants agreed with statements suggesting women are to blame for sexual harassment and sexual assault if they are dressed

¹ To enhance privacy, participants were not asked to report their faculty or program. Instead, they were asked to simply indicate whether they were in an undergraduate, graduate, professional, or other program.

‘suggestively.’ About half of the male international student participants agreed with the statement that ‘men can get too carried away sexually and force sex on a woman.’ About 40% of the male participants agreed that ‘sexual assault accusations are often used as a way of getting back at men,’ with almost two-thirds of male international student participants endorsing this statement. In contrast to these endorsements, almost three-quarters of all participants strongly disagreed that ‘a woman who is drunk is at least somewhat responsible for being sexually assaulted.’

Services for sexual violence at the University

Two-thirds of the participants overall did not know if the University supports for people who experience sexual violence are adequate. Despite this, participants who experienced sexual harassment were much more likely to feel that the services are inadequate, even more so when they experienced harassment by a faculty/staff member. Almost half of the participants who disclosed their experience of sexual assault to a faculty/staff member felt that the services were inadequate. When asked what services were needed at the University, there was strong overall endorsement for mandatory training for staff/faculty on responding to disclosures, awareness training on supports and reporting processes for students, and establishment of a ‘one-stop’ sexual assault centre on campus. Less than half the participants favored mandatory training for students on consent and responding to disclosures.

Sexual violence reporting at the University

About 80% of participants overall felt that UM would take a report of sexual violence seriously. However, less than two-thirds of female Indigenous participants agreed with this view. Participants who had experienced or observed sexual violence on campus also had lower rates of agreement that reports of sexual violence would be taken seriously. Participants who disclosed their experiences of sexual harassment or assault to a faculty/staff member held the most negative perceptions of how UM would respond to a report of sexual violence, even more so when a faculty/staff member committed the sexual violence. In line with this, three out of five participants overall indicated that they would fear retaliation when reporting sexual violence. Female participants in professional programs held the most negative perceptions related to reporting sexual violence.

Sexual violence prevention

Over two-thirds of the participants agreed that there are things they can do about sexual violence at UM. About half of the participants overall indicated that they would be likely to take a class to learn more about sexual violence, participate in a rally against sexual violence, or join an organization that works to stop sexual violence. Despite this, very few participants reported any involvement in current sexual violence prevention initiatives on campus, including *Consent Culture Workshops* and *Bringing in the Bystander* training. However, even without formal training, participants indicated that they would take steps to help a friend who disclosed a

sexual assault to them, report a student who was sexually harassing others, and confront a student who makes inappropriate sexual comments/gestures.

Where do we go from here?

Although the survey results are illustrative rather than inclusive of the entire student population, the following observations should be helpful to the Sexual Violence Steering Committee as part of its strategic planning process to address sexual violence on campus:

- Participants hold a favorable perception of the University overall
- Participants have a less favorable perception of the University with respect to how it responds to sexual violence
- Perceptions of sexual violence risk vary across sexual and gender identities as well as racialized identity, age, and disability status
- Sexual harassment occurs frequently on and off campus, with higher levels reported by female and gender minority participants as well as Indigenous and Black African or Caribbean participants
- A large number of participants have experienced some form of sexual assault prior to or while attending the University, mostly in the form of unwanted touching
- Most of the assaults our students experience are committed by people who are not part of the University community and occur off campus at events not associated with the University
- Many of the assaults on campus occur outdoors, but incidents also occur in student residences and the campus pub
- Myths about sexual violence are more likely to be endorsed by male participants and international student participants
- Participants are not aware of the sexual violence supports and resources on campus
- Participants are not aware of the sexual violence reporting process
- Most participants who experience sexual assault do not report this to the University
- Participants who report sexual assaults to the University often have negative experiences
- Participants fear a range of negative consequences if they report sexual violence on campus, particularly if the incident was committed by a staff/faculty member
- Participants are motivated to take steps to prevent sexual violence
- Targeted educational programming and supports are necessary to respond to the needs of specific groups on campus

Resources

To access information about sexual violence resources available at UM, see:

- Sexual Violence Support & Education – <http://umanitoba.ca/sexual-violence/>
- Office of Human Rights and Conflict Management - http://umanitoba.ca/human_rights/

Here is a list of additional resources in Winnipeg:

- Klinik Community Health Centre (870 Portage Avenue) offers Sexual Assault Crisis Counselling (<http://klinik.mb.ca/in-person-counselling/sexual-assault-crisis-counselling/>). To talk to someone in person you can go to: 870 Portage Avenue, Monday to Thursday, 8:30 am to 8:00 pm; Friday, 8:30 am to 5 pm; and Saturday, 10 am to 4 pm or call 204-784-4049
- Ka Ni Kanichihk's Heart Medicine Lodge offers culturally-based support for Indigenous women who have experienced sexual violence (<http://www.kanikanichihk.ca/programs/heart-medicine-lodge/>). They are located at 455 McDermot Ave. The hours of operation vary, but can call (204-953-5820) or email (admin@kanikanichihk.ca)

INTRODUCTION

The University of Manitoba (herein UM) holds the safety of our campus community as one of its highest priorities. Despite this, the University is certainly not immune to sexual violence, nor has it been static in response to the changing conversation about sexual violence on campus and in our society. Since the formation of the Sexual Assault Working Group in April, 2014, we have seen significant changes in the sexual violence landscape, including the introduction of *The Sexual Violence Awareness and Prevention Act* (Bill 15)² and its accompanying policy guide³, the launch of *Our Turn*, a national student-led action plan to end campus sexual violence⁴, and the rapid growth of the international #MeToo campaign intended to empower people to break the silence that surrounds sexual violence and hold perpetrators accountable for their actions.⁵ Along with this, we have seen significant activity at the institutional level. These include: the University's *Sexual Assault Policy* in 2016 (which is currently being revised for 2019), the establishment of a tripartite institution-wide Sexual Violence Steering Committee (SVSC) with subcommittees focusing on students, faculty members, and support staff, development of a comprehensive website outlining key resources for preventing and responding to sexual violence on campus⁶, and the appointment of a Sexual Violence and Resource Specialist.

While these are all laudable developments, it is evident that the University would further benefit from the development of a comprehensive sexual violence prevention, education and response strategy. Commissioned by the Sexual Assault and Violence Steering Committee in 2017, under the joint executive sponsorship of the Vice-Provost (Students) and Associate Vice-President (Human Resources), we were invited to undertake a survey of all UM students regarding their perceptions of sexual violence on campus.

The aim of the survey was to gain insight into students' attitudes and experiences regarding sexual violence, including the nature of any incidents, their knowledge and perceptions of resources, preferences for receiving information and supports, and beliefs about the safety and values of the University in responding to sexual violence. This report discusses the results of the Sexual Violence Needs Assessment Survey, which collected information from over 1,500 UM students in the spring of 2018.

The purpose of the survey, and thus this report, is to identify areas of greatest risk, determine gaps in services, and begin to systematically prioritize the deployment of resources as part of a campus sexual violence prevention, education, and response strategy. In particular, this report will be distributed widely throughout the campus community. The survey findings will also be

² *The Sexual Violence Awareness and Prevention Act* <https://web2.gov.mb.ca/bills/41-1/b015e.php>

³ *Manitoba Post-secondary Sexual Violence Policy Guide: Promoting Awareness and Prevention* https://www.edu.gov.mb.ca/docs/sexual_violence/guide.pdf

⁴ *Our Turn: A National, Student-led Action Plan to End Campus Sexual Violence* https://ssmu.ca/wp-content/uploads/2017/10/our_turn_action_plan_final_english_web.pdf?x26516

⁵ #MeToo Movement <https://metoomvmt.org/>

⁶ The UM website on sexual violence prevention and education www.umanitoba.ca/sexual-violence/prevention-education.html

shared with key stakeholder groups in order to aid in the further development of sexual violence prevention programming and policy. Specifically, the report will inform the following university-wide committees, which are comprised of UM students, faculty, staff, and administration:

- UM Sexual Violence Steering Committee (SVSC), formerly known as the Sexual Assault and Violence Steering Committee (SAVSC)
- Respectful Work and Learning Environment (RWLE) and Sexual Assault Policy Committee

We wish to express our deepest respect for all who participated in the survey, especially those who wrote so eloquently and powerfully in the open-ended spaces. We thank you and hope that you will recognize your contributions and your voices in this report.

Study background

The survey was part of a larger needs assessment, which involved consultation with more than 20 campus stakeholders (see Appendix 1) and an environmental scan of sexual violence resources at the UM and elsewhere. A senior undergraduate UM student was hired to oversee the needs assessment, and it was quickly identified that a large-scale survey of students was a necessary component to ensure that all students had an opportunity to have their voices heard. Thus, working with SAVSC, the Executive Director, Student Support, and the lead author of this report, a draft version of the survey was developed and, following review and approval by senior administrators, submitted to the institutional Research Ethics Board and Survey Review Committees for approval prior to inviting UM students to participate.

In the development of the survey, we wish to particularly acknowledge our reliance on the University of New Brunswick's Sexual Assault Climate Survey⁷ as a model in both process and content. We worked closely through several draft versions of the survey with SAVSC and UMSU (who has a representative on SAVSC; see the section below) to ensure that it resonated with their knowledge of sexual violence prevention and related issues.

Project team

The UM Sexual Violence Needs Assessment Survey has benefitted considerably from the work and insight provided by members of SAVSC, who worked closely with the research team throughout the project, but especially with the questionnaire design construction. Below are the representative groups, offices, or constituencies who make up SAVSC:

- Health and Wellness Educator (co-chair)

⁷ The UNB Sexual Assault Climate Survey
<https://www.unb.ca/initiatives/assets/documents/sexualassault/assault-climate.pdf>

- Employee Wellness Specialist (co-chair)
- Student Counselling Centre
- Human Rights and Conflict Management
- Student Advocacy & Accessibility
- Student Residences
- Legal Office
- Office of Risk Management/Security Services
- University of Manitoba Students Union (UMSU)
- Graduate Students Association (GSA)
- Faculty delegate
- International Centre
- Indigenous Student Centre
- LGBTTTQ* delegate
- Community sexual violence delegate from Klinik Community Health Centre

Working definitions

Disability – In Canada, definitions of “disability” recognize its complexity as it covers a broad range and degree of conditions, and it may be present since birth, caused by an accident, or developed over time. According to the Manitoba Human Rights Code, disability must be defined in broad and flexible terms; however, most conditions fit into one of two categories (although they are not all-inclusive): mental and/or physical⁸. For the purposes of the present report “disability” encompasses these categories, but is separated when differences between the two distinctions are found.

Gender identity – A person’s deeply felt internal and individual experience of gender. This could include an internal sense of being a man, woman, androgynous, neither, or some other gender. A person’s gender may or may not correspond with social expectations associated with the sex they were assigned at birth. Since gender identity is internal, it is not necessarily visible to others (Taylor et al., 2015). In this report, gender identity refers to male, female, and transgender, two spirit and other non-binary identities – although we recognize and appreciate that gender identity is far more nuanced than these categories.

Heterosexual – Traditionally, heterosexuality assumed the sex/gender binary to be accurate and referred to an individual’s exclusive attraction to the “opposite” sex. Put another way, heterosexual orientation referred to a cisgender (i.e., a person whose gender identity aligns with conventional social expectations for the sex assigned to them at birth) man’s attraction to a cisgender woman, and vice versa. Some transgender, non-binary and intersex people may also identify as heterosexual (Taylor et al., 2015).

⁸ <http://manitobahumanrights.ca/v1/education-resources/resources/policies-pages/policies-i-4.html>

Indigenous – In Canada, Indigenous refers to people who identify as First Nations, Métis, or Inuit. Indigenous is the preferred designation rather than the official federal government term “Aboriginal” (Taylor et al., 2015).

LGBQ – Stands for Lesbian, Gay, Bisexual, and Queer and is used to refer to sexual orientations that differ from the dominant cultural norms of cisgender heterosexuality. However, these terms are broad classifications intended to encompass a wide spectrum of identities related to sexual identity. We use them for analytical convenience, recognizing that there are many other related terms that individuals may self-select to describe their sense of identity (Taylor et al., 2015). In this report, LGBQ is also referred to as sexual minority as the bifurcation to the dominant discourse of sexual majority/heterosexuality.

Racialized groups – “Race” refers to the invention of different subspecies of people based on physical and cultural characteristics such as skin colour, accent or manner of speech, name, clothing, diet, beliefs and practices, leisure preferences, places of origin, etc. Racialization, then, is “the process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life” (Ontario Human Rights Commission, 2005, p. 11). Recognizing that race is a social construct, this report describes people as “racialized identity” or “racialized groups” instead of the more outdated and inaccurate terms “racial minority,” “visible minority,” or “non-White” (Taylor et al., 2015).

Sexual assault – Defined as any of the following acts without consent/permission:

- Touching in a sexual way;
- Forced kissing or fondling;
- Forced oral, anal or vaginal penetration (rape).

Sexual harassment – Is broadly defined as unwanted sexual attention (McKay-Panos, 2012). It can include physical (e.g., slapping or pinching), verbal (e.g., unwanted sexual comments) and non-verbal conduct (e.g., gestures or posting pictures of a sexual nature).

Sexual violence – Ka Ni Kanichihk⁹ defines sexual violence as any violence (physical, emotional or psychological) of a sexual nature. It has a strong negative effect on physical and mental health.

Sexual identity – Classifies a person’s potential for emotional, intellectual, spiritual, intimate, romantic, and/or sexual interest in other people, often based on their sex and/or gender. Also known as attraction, this may form the basis for aspects of one’s identity (e.g., gay, lesbian, bisexual, heterosexual, etc.) and/or behaviour (Taylor et al., 2015).

Transgender or Trans – A person who does not identify either fully or in part with the gender conventionally associated with the sex assigned to them at birth. Transgender (or trans) is often

⁹ <http://www.kanikanichihk.ca/>

used as an umbrella term to represent a wide range of gender identities and expressions (Taylor et al., 2015).

Two Spirit – An umbrella term that reflects the many words used in different Indigenous languages to affirm the interrelatedness of multiple aspects of identity, including gender, sexuality, community, culture and spirituality. Prior to the imposition of the sex/gender binary by European colonizers, many Indigenous cultures recognized Two Spirit people as respected members of their communities and accorded them special status as visionaries, healers and medicine people based upon their unique abilities to understand and move between masculine and feminine perspectives. Some Indigenous people identify as Two Spirit rather than, or in addition to, identifying as LGBTQ (Taylor et al., 2015).

METHODOLOGY

Survey instrument

The self-report survey was a 42-item questionnaire (note: an item can contain multiple questions) that included the following core concepts: demographic information; general views about the campus and beliefs about the University's ability to respond to difficult situations; beliefs about how the University would respond to a sexual assault report; perceptions of risk and knowledge of supports at the University; preferences for enhanced sexual violence supports on campus; acceptance of common rape myths; beliefs relating to sexual violence as a problem; endorsement of attitudes and experiences supporting prevention of sexual violence; experiences of and attitudes related to sexual harassment and assault; experiences of disclosure and help-seeking; and awareness of campus and community support and reporting services. Included in the survey were seven open-ended questions where students were invited to explain or elaborate on their experiences, perspectives, and opinions. See Appendix 2 for survey items.

Participants were also given the opportunity to provide an email address if they would like to be entered into a draw for a chance to win one of five \$100 University Bookstore gift cards. In addition, students were asked if they wanted to receive a summary report of the research findings, and included their email address if they indicated "yes." Due to the nature of the survey, information about sexual violence resources were included at the beginning of the survey, at the introduction of survey items that could be potentially 'triggering,' and at the end of the survey.

This research was approved by the University's Research Ethics Board (REB) as well as the UM Survey Review Committee. Informed consent was obtained by having students "agree" to participate in the survey after reading a detailed description of the project and what their participation would entail. Students were told that their participation was completely voluntary, and that they could choose to withdraw their consent at any time without consequence. In addition, students could decline to answer any question, and this option was set up for every question.

Data collection

Cross-sectional survey data were collected between April 3rd and May 9th, 2018. Students received an email inviting them to participate in a confidential online survey and were provided a link to the questionnaire. The survey took approximately 20 minutes to complete, although response time varied considerably depending on the extent to which students provided textual comments in the open-ended questions. All responses were recorded anonymously, meaning that students' responses could not be matched with their identity (e.g., IP addresses were not recorded and if students provided email addresses for the summary report or the prize draw, their information was stored separately from their survey responses).

Sample size and participant demographics

An invitation to participate in the survey was emailed to all full- and part-time students at the University, including students in Extended Education and the International College of Manitoba (ICM). In total, 1,530 students participated in the survey. A brief description of the sample is as follows:

- ⇒ Over two-thirds (68.4%) of students were female, while 29.7% were male, and 1.9% identified as a gender minority (i.e., trans, two spirit, or other gender non-binary);
- ⇒ The average age of students was 23.86 years (SD = 5.95 years; Median = 22 years), with 30.9% being under the age of 21 and 64.9% under the age of 24;
- ⇒ Three out of five students (60.4%) identified as White and not combined with another racialized identity¹⁰. Students were well represented in the following racialized identities: 7.9% as South Asian (e.g., Indian, Pakistani, Sri Lankan); 7.4% as Southeast Asian (e.g., Filipino, Vietnamese); 7.3% as Indigenous (First Nations, Inuit, or Métis), 7.1% as Asian (e.g., Chinese, Japanese, Korean); 4.8% as Black African or Caribbean; and 5.2% as another racialized identity (e.g., West Asia/Middle East, North Africa, Latin American);
- ⇒ A total of 15.1% of participants reported being international students;
- ⇒ The vast majority of participants identified as heterosexual (83.7%) while 16.3% reported being lesbian, gay, bisexual, or another sexual minority term (e.g., queer);
- ⇒ Most students reported not having a disability (81.5%), while 16.2% indicated having a mental illness/disorder or other psychological disability, and 2.0% reported having a physical disability¹¹;
- ⇒ Over a quarter (25%) of participants reported being in their first-year of studies at the UM, followed by 21.8% in their second year, 17.3% in their third year, 14.7% in their fourth year, and 20.2% in their fifth year or more;

As shown in Table 1, with the exception of gender, the sample participant data parallel the larger UM population of students.

Table 1: Sample/participant demographics by the UM's population data

	Sample	Population
Female	68.4%	54%
Male	29.7%	46%
Trans, two spirit, gender non-binary	1.9%	--
Indigenous Students	7.3%	8.3%
International Students	15.1%	17.9%
Undergraduate (including second professional degree) Program	84.9%	87%
Graduate Program	15.1%	13%

¹⁰ Students who identified as white as well as a racialized identity (n = 129) were coded into the minority identity status. This was most common for Indigenous identified students (n = 75) and other racialized students (n = 29).

¹¹ Totals do not add up to 100% because the measure was a 'check all that apply' question for students who answered 'yes' to having a disability.

Despite the similarities between the sample and the UM population data, it is extremely important to caution readers that the results from this report cannot be interpreted as prevalence rates for two important reasons. First, while over 1,500 students completed the survey, the overall response rate was extremely small (about 5%) considering during the 2018 winter term, there were 24,345 undergraduate students and 3,587 graduate students¹². Second, one would anticipate that students who have had direct or indirect (i.e., observed or had someone disclose to them) experience with sexual violence would be more likely to participate in a survey of this kind. Thus, even though the results presented in this report cannot be interpreted as prevalence rates (i.e., the overall percent of all UM students who have experienced sexual violence), they are useful in terms of identifying groups of students who are at an increased risk for sexual violence. They are also important because it provides an opportunity for students who have been affected by sexual violence, especially when such acts are affiliated with the UM in any manner, to have a voice and to be able to share their experiences. It is only by hearing these experiences that we can collectively work together as a university community to put an end to acts of sexual violence.

Data analyses

In order to accommodate the closed- and open-ended nature of the survey instrument, both quantitative (i.e., statistical) and qualitative analyses were utilized.

Statistical analyses

In order to determine whether there are substantive differences within groups across important outcome measures, the following statistical analyses were used. In particular, bivariate relationships were examined, appropriate to the level of measurement, between the variables. Specifically, contingency tables were used when both the independent and dependent variable were discrete (i.e., nominal or ordinal level of measurement) with chi-square as the test of significance and Cramer's V (V) as a measure of effect size. Difference of means were used when the outcome/dependent variable was continuous with independent sample t-test or one-way Analysis of Variance (ANOVA) as the tests of statistical significance and Cohen's d or η^2 (η^2) as measures of effect size (respectively). For ANOVA, Tukey post-hoc comparisons were used to assess the relationship between the groups of the explanatory variable (i.e., independent variable). Table 2 provides basic guidelines for interpreting the strength of relationship/effect size for each statistic (Cohen, 1988). These recommendations should be interpreted cautiously but are helpful to compare the relative importance of different explanatory measures on the outcome variable.

¹² See: <http://umanitoba.ca/admin/oia/students/index.html>

Table 2: Effect size interpretation

	Small	Medium	Large
Cohen's d (d)	0.2	0.5	0.8
Eta-squared (η^2)	0.01	0.06	0.14
Cramer's V (V)	0.1	0.3	0.5

All indices have been mean-centred following the principles of the standard normal curve (i.e., a mean of zero and a standard deviation of one) whereby individual respondents are located either below or above the average score of zero according to standard deviation units.

Qualitative analyses

Central to post-positivist arguments is that all knowledge is partial and individual narratives are critical in order to provide context, especially to closed-ended/quantitative questions. As Dorothy Smith (1975, p. 95) so eloquently writes, "In learning to speak our experience and situation, we insist upon the right to begin where we are, to stand as subjects of our sentences, and to hear one another as the authoritative speakers of our experience." Such an approach typically favours qualitative methods – as allocating space for student narratives is unequivocally political, especially in its transformative promise.

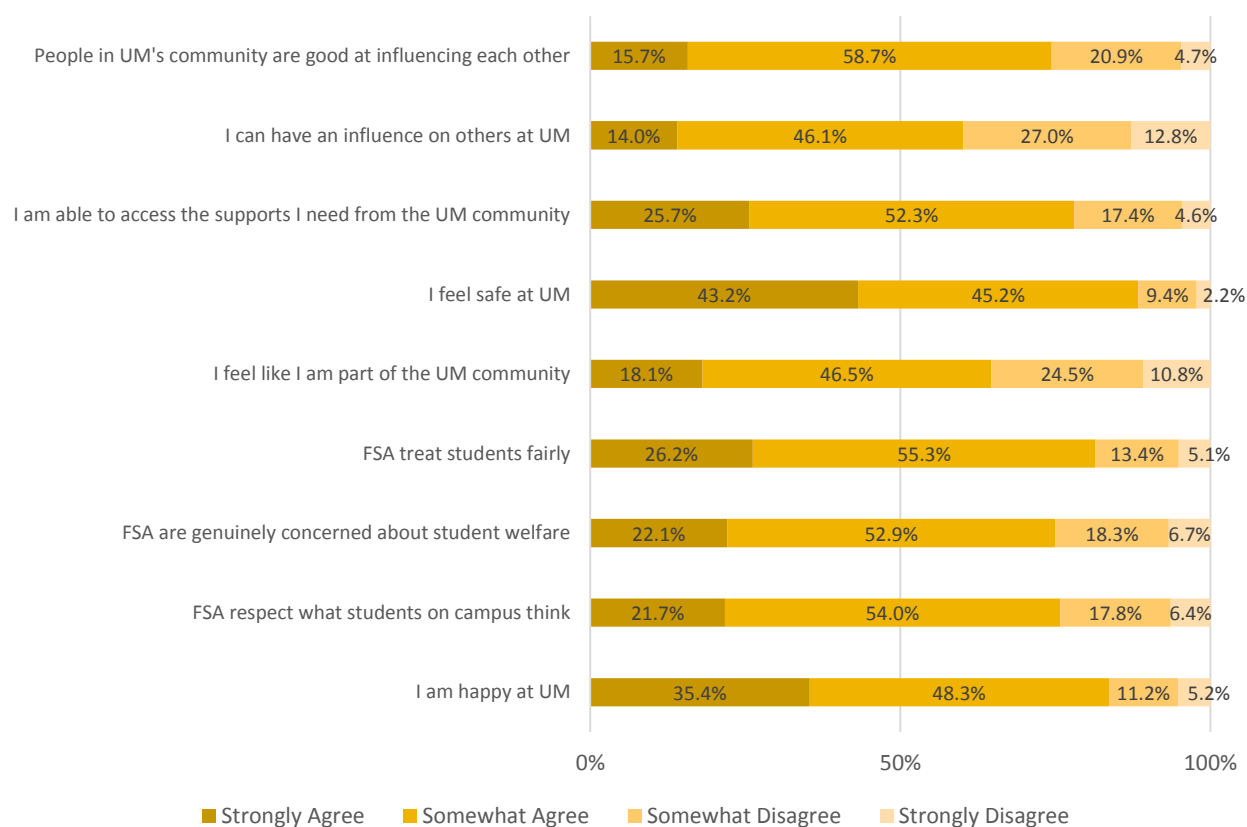
In particular, feminist and other marginalized groups have a longstanding tradition of giving voice, especially to individuals who have experienced trauma or other forms of social injustice. In this regard, especially for students who have experienced sexual violence (directly or indirectly), giving preference to their voices (as opposed to silencing them by only including the analysis of 'experts') is a way to validate their experiences and to make it authentic. As such, a qualitative analysis of the seven open-ended questions was conducted using categorizing and contextualizing strategies (Maxwell, 1996). Categorization schema involve verbatim coding within thematic groupings, and contextualizing strategies focus on individual narratives in an attempt to highlight emerging commonalities. In order to retain the authenticity of the student narratives, minimal editing was done for spelling or grammar, although some statements were edited for length and/or to remove any potentially identifying information. Finally, as a means of preserving the authority of students' voices, all qualitative narratives are block-indented in a distinctive font throughout the report.

DETAILED RESULTS

General perceptions of the UM

Overall, students are positive in their perceptions about the UM. Figure 1 presents the findings for each general perception statement (note: “FSA” stands for “faculty, staff, and administrators”).

Figure 1: General perceptions of the UM



Happy at the UM

The vast majority of students report being happy at the UM (83.7% agree). While there were no significant differences between males (83.8%) and females (84.5%) in agreement, trans, two spirit and non-binary identified students were less likely to feel happy at the UM (66.7%)¹³. Similar differences were found between heterosexual (85.3%) and sexual minority students (77.2%)¹⁴ as well as with students who reported having a mental illness/disorder/psychological

¹³ $\chi^2[2, n=1476] = 6.27, p=.043, V=.07$

¹⁴ $\chi^2[1, n=1460] = 9.9, p=.002, V=.08$

disability (79.3% vs. 84.9% who do not)¹⁵. There were no significant differences between students feeling happy at the UM and the following factors: age, racialized identity, physical disability, year of study, degree type, campus students primarily attend, and international student status.

Feeling safe at the UM

Nearly 9 out of 10 (88.4%) students feel safe at the UM. However, student perceptions of safety differed by gender¹⁶. Specifically, male students (94.5%) were more likely than female (86.3%) and trans, two spirit and non-binary (82.1%) students to feel safe on campus. In addition, a greater number of heterosexual (89.2%) than sexual minority (83.8%) students indicated that they feel safe at the UM¹⁷. Students enrolled in undergraduate degrees (89.7%) were more likely than students completing professional or graduate degrees (84.0%) to report feeling safe at the UM¹⁸. Perceptions of safety at the UM also differed by students primarily attending the Fort Carry campus (90.2%) versus the Bannatyne campus (75.3%)¹⁹. Two female students from the Bannatyne campus write:

It would be reassuring to have something implemented that makes young people feel safer in the Bannatyne Campus area. There are often unstable individuals walking around in that area that makes walking to the parkades scary for many students, especially at night. Having someone from campus security walk you to your car doesn't make me feel any better as they're also strangers, are alone with you and could overpower you in an empty lot.

There are individuals that hang around the Bannatyne campus that are not students and are sometimes seen harrassing students. It's scary to walk to the Tecumseh Parkade out of fear of being assaulted by men that are often in that area.

Another female student who studies primarily at the Bannatyne campus writes:

Issues around parking are also a major practical barrier to feeling safe on campus, particularly at Bannatyne, but not exclusively. Many students must park in residential areas and are thus not anywhere near a security button, or would not use security services or be with another person (as suggested by 'general safety precautions' email circulated following an assault) during their daily attendance of classes.

Building on the previous narratives, another female student, while she appreciates the unique challenges present at an inner-city campus, offers some practical suggestions on how to increase safety at the Bannatyne campus:

¹⁵ $\chi^2[1, n= 1460] = 4.63, p=.031, V=.06$

¹⁶ $\chi^2[2, 1488] = 21.61, p<.001, V=.12$

¹⁷ $\chi^2[1, 1471] = 5.63, p=.018, V=.06$

¹⁸ $\chi^2[1, 1489] = 7.62, p=.006, V=.07$

¹⁹ $\chi^2[2, 1480] = 32.56, p<.001, V=.15$

The Bannatyne campus has been feeling more and more unsafe. I know that the community surrounding this campus is a challenging one, but perhaps more security and locking the doors to the university earlier may be helpful.

While locking doors earlier may keep out unwanted people, it also denies or restricts access by students, staff, and faculty members, which can result in unsafe situations. As one female student writes about her experience at the Fort Garry campus in regard to facility doors being locked early:

U of M needs to be more proactive with campus security. I have waited up to an hour outside of my Faculty building waiting for someone to come and let me in because I forgot my keys in my locker. Not to mention, the buildings are being locked at different times constantly - this makes it unnerving for students who are studying late to know when they will be able to access buildings. I often return to a building that is locked 1 hour before the closing schedule says it should be. This has been brought up with Faculty administration, yet continues to be an issue. I don't know much about sexual assault reports - but having students outside, alone at night - and having security not readily available in these situations - is not safe.

Several other locations were also identified in the qualitative narratives as being particularly unsafe. These include the tunnels, bus stops, travel on buses, parking lots, student residences, and fitness facilities. Below are some comments by students.

As a woman I would say the only time I am a little concerned about my safety is going home late at night by transit. I feel that the stations are a little isolated and lonely.

It is not on U of M but there are some males touching females on the bus, that bus towards school. (Male student)

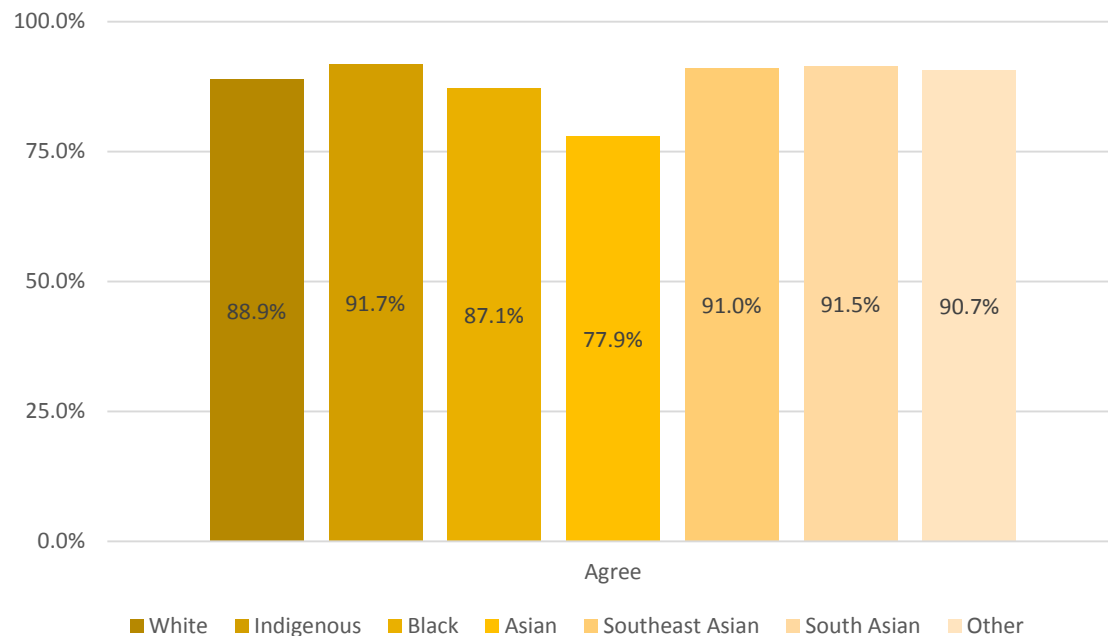
Man on the bus on my way to U of M sat very uncomfortably close to me even though we were the only ones on the bus. He placed his hand on my thigh. I froze in fear. (Female student)

More should be done to protect residence students on campus from sexual violence, sexual harassment, and sexual assault, because these incidents happen far more in residence than anywhere else on campus. (Male student)

These incidents could be avoided by having a women's only section at the gym, or allowing students with gym memberships elsewhere opt-out of the gym membership at ALC... I do not feel it's fair or even equitable to charge \$130+ for a membership where I feel assaulted and undressed by guys' eyes and stares.

As illustrated in Figure 2, differences were also observed among students from various racialized groups²⁰. The racialized group least likely to feel safe at the UM was Asian (e.g., Chinese, Japanese, Korean) students (77.9%), followed by Black African/Caribbean students (87.1%). White (88.9%), Southeast Asian (e.g., Filipino, Vietnamese; 91.0%), South Asian (e.g., Indian, Pakistani, Sri Lankan; 91.5%), Indigenous (i.e., First Nations, Inuit, Métis; 91.5%), and other racialized (e.g., West Asia/Middle East, North Africa, Latin American; 90.7%) students were more likely to agree that they felt safe at the UM²¹.

Figure 2: Feeling safe at UM by racialized identity



Several students provided qualitative comments in order to elaborate why they do not feel safe on campus, which highlights the importance of addressing safety within an intersectional and inclusive framework. For example, two female students write:

The fort Garry and Bannatyne campus are full of patriarchy and bureaucracy and racism. I do not necessarily feel safe when I am at the two campuses.

I appreciate the University of Manitoba focusing on sexual violence, however I have a suggestion on what they could focus on next - racism. So far, there are no repercussions from displays of racism, and the reporting procedures go nowhere. It is a very helpless sequence of events.

²⁰ $\chi^2 [6, 1486] = 15.09, p=.02, V=.10$

²¹ Female students across each racialized group were slightly less likely to report feeling safe at the UM, compared to male students, but these differences were not statistically significant. Data for trans, two spirit and non-binary identified students across racialized groupings were too small to conduct a trivariate analysis.

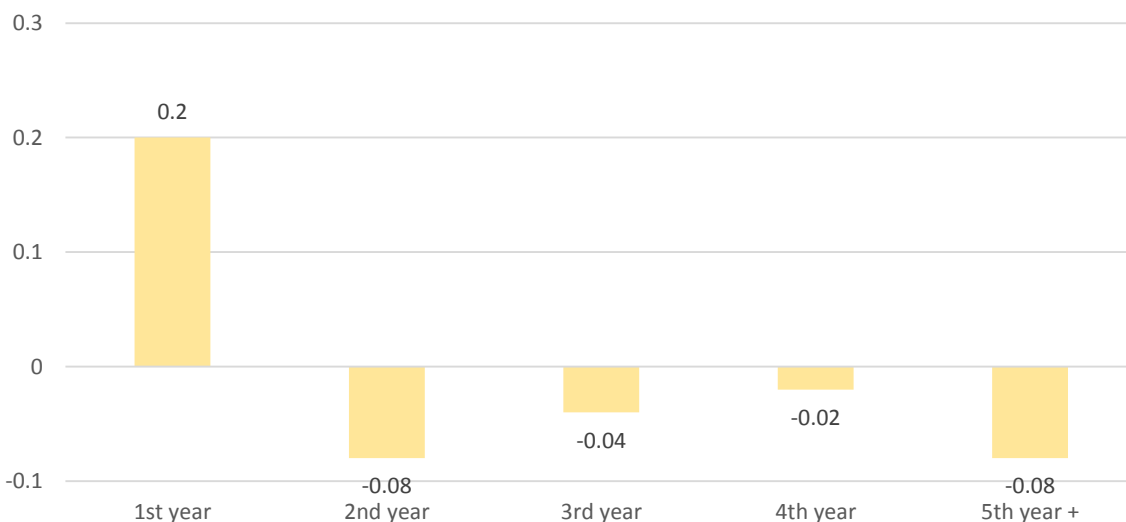
Overall index of general perceptions

Given the high internal reliability of the nine individual general perception questions about the UM ($\alpha = .87$; Figure 1), an overall index was computed in order to analyze overall trends. Index scores were standardized so that groups could be compared to a mean (M) of zero. As such, negative scores represent below average general perceptions and positive scores represent above average general perceptions.

Specifically, there were significant differences between gender identity and general perception of the UM²². Tukey post-hoc comparisons of the three groups indicate that gender minority individuals (M = -.46) had significantly lower perception scores than male (M = .16, $p = .001$) and female students (M = -.05, $p = .027$), and female respondents had significantly lower perception scores than male students ($p < .001$). Similarly, there were significant differences between heterosexual (M = .06) and sexual minority (M = -.26) students²³.

As shown in Figure 3, first-year students were more likely to hold favourable perceptions of the UM (M = .20) than non-first year students²⁴. Graduate students had the highest perception of the UM (M = .11), followed by undergraduate students (M = .004). Professional or other second degree (non-graduate students) students have the lowest perception of the UM (M = -.23)²⁵. Post-hoc comparisons of the three groups show that professional or second-degree students' perceptions are significantly lower than undergraduate students ($p = .034$) and graduate students ($p = .007$), but there are no differences between graduate and undergraduate students ($p = .14$).

Figure 3: General perception of the UM by year of study



²² $F(2,1498) = 10.14$, $p < .001$, $\eta^2 = .01$

²³ $t(1481) = -4.6$, $p < .001$, Cohen's $d = .32$

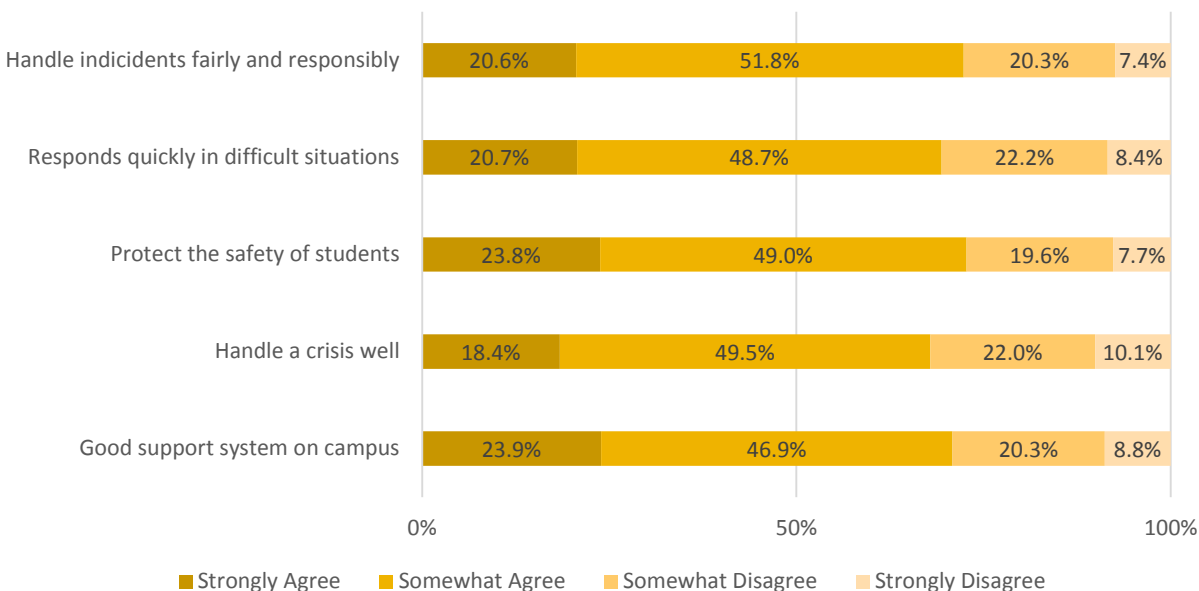
²⁴ $F(4,1496) = 5.07$, $p < .001$, $\eta^2 = .01$

²⁵ $F(2,1497) = 3.72$, $p = .025$, $\eta^2 = .01$

University's ability to respond to difficult situations

The majority of students hold favourable views in regard to the UM's ability to respond to difficult situations (Figure 4).

Figure 4: UM's ability to respond to difficult situations



The handling of crisis situations by Administrators

Overall, 67.9% of students agreed with the following statement: “If a crisis happened on campus, UM administrators would handle it well.” However, trans, two spirit and non-binary identified students (46.2%) were less likely to agree with the statement, compared to male (70.4%) and female (67.7%) students²⁶. Significant differences were also observed between sexual minority (59.6%) and heterosexual (69.9%) students²⁷ as well as between international (66.4%) and domestic (76.5%) students²⁸.

Support systems on campus for students in crisis situations

In addition, 70.8% of students agreed that “there is a good support system on campus for students going through a difficult time.” Male students (75.8%) were the most likely gender group to agree with this statement, followed by female students (69.5%), while only 50% of

²⁶ $\chi^2 [2, n = 1335] = 6.803$ $p = .004$, $V = .07$

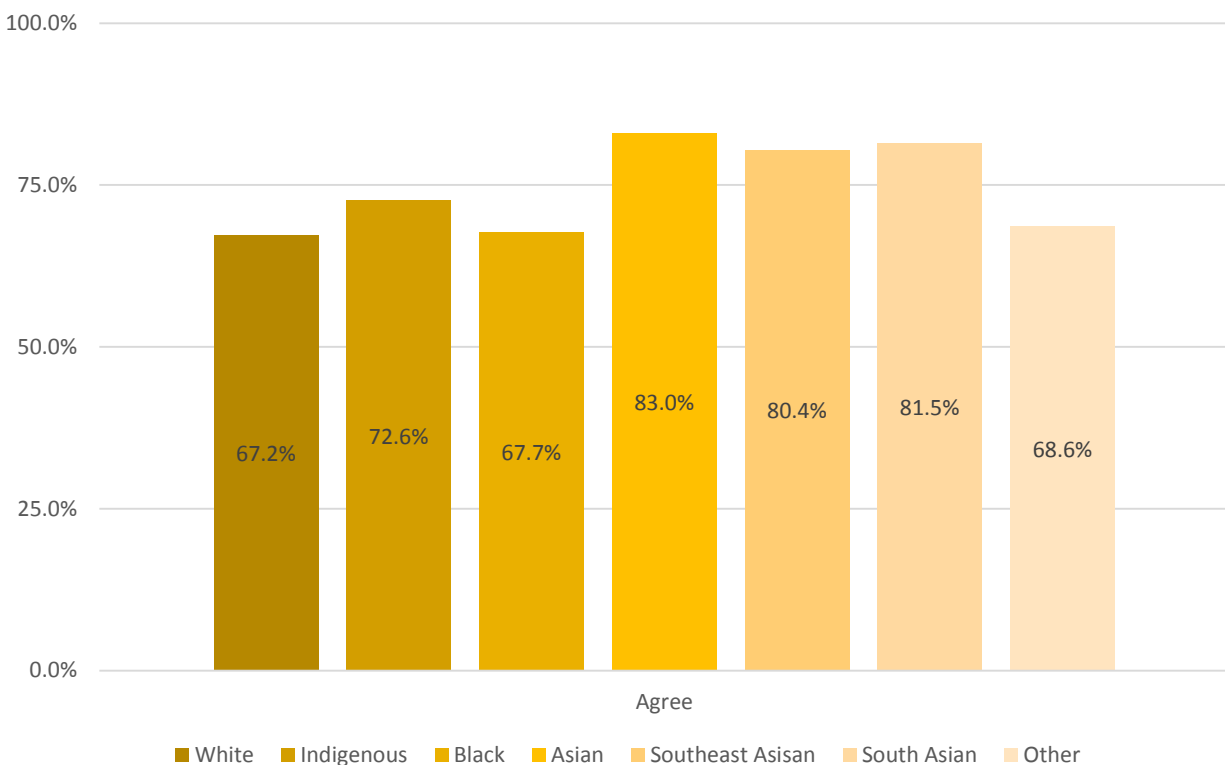
²⁷ $\chi^2 [1, n = 1319] = 8.912$ $p = .003$, $V = .08$

²⁸ $\chi^2 [1, 1346] = 7.963$ $p = .005$, $V = .08$

trans, two spirit, and non-binary identified students agreed²⁹. Similarly, heterosexual students (74.5%) were more likely to agree than sexual minority students (53.6%)³⁰.

Overall, racialized students (76.6%) were more likely than White students (67.2%) to agree that there is a good support system on campus for students who need assistance; however, there was considerable variability across racialized groups (Figure 5)³¹. White (67.2%) and Black African/Caribbean students (67.7%) were the least likely to agree that there are good supports on campus, while Asian (83%), South Asian (81.5%), and Southeast Asian (80.4%) were the highest. Being an international student made no overall difference; however, White international students were the least likely to agree (61.5% vs. 67.5% for White domestic students) that there were good supports on campus for students going through a difficult time, followed by Asian (74.3%; compared to 88.1% for domestic Asian students) and Southeast Asian (75%; compared to 81.8% for domestic Southeast Asian students) international students. Conversely, South Asian domestic students (77.4%) were less likely to agree to the statement than international South Asian students (86.7%).

Figure 5: Supports for crisis situations at the UM by racialized identity



²⁹ $\chi^2 [3, n = 1321] = 12.055, p = .006, V = .09$

³⁰ $\chi^2 [1, 1325] = 39.47, p < .001, V = .17$

³¹ $\chi^2 [6, 1342] = 22.98, p = .001, V = .13$

Perceived support on campus for students going through a difficult time was highest among first-year students (79.2% vs. 67.8% for non-first year students). The most pronounced difference between first-year (82.2%) and other students was found in comparison to non-first year international students (64%).

Overall index of the University's ability to respond to difficult situations

As with the general perception questions in the previous section, there was a high degree of internal reliability ($\alpha = .91$) for all five statements gauging students' perceptions of the UM's ability to respond to difficult situations. As such, an overall index was created in order to examine overall trends – again with negative scores representing below average perceptions and positive scores indicating above average views. Significant differences were found between heterosexual ($M = .06$) and sexual minority ($M = -.30$) students³², domestic ($M = -.04$) and international students ($M = .20$)³³, and students who identified as having a disability ($M = -.25$) versus those who did not ($M = .06$)³⁴.

Male students ($M = .20$) held the most favourable opinions of the UM's ability to respond to difficult situations, while gender minority students (i.e., trans, two spirit and non-binary) reported the least favourable opinions ($M = -.74$), and female students collectively had slightly lower than average opinions ($M = -.06$)³⁵. Significant differences were also observed in relation to the number of years students have spent studying at the UM³⁶. Specifically, first-year students ($M = .33$) had more favorable views than students who had been studying at the UM for two ($M = -.11$), three ($M = -.04$), four ($M = .07$), and five or more years ($M = -.22$).

Risk of sexual violence on UM's campuses

Given that sexual violence was the focus of the survey, several questions were asked in order to examine perceptions of sexual assault and harassment at the UM. Level of agreement to a series of statements measuring incidents and risk of sexual violence at the UM can be found in Figure 6.

Sexual violence as a problem at the UM

Two-thirds (67.6%) of students agree that the number of sexual assaults occurring on UM campuses is low, which is slightly higher than their agreement that the number of sexual assaults occurring off campus at a university-sponsored event is low (58.6%). Similarly, only 41.5% of students overall agreed with the statement, "sexual violence is a problem at the UM." Male students (26.3%) were the least likely group to indicate that they thought sexual violence is a problem at the UM, while 47.2% of female students and 73.7% of gender minority

³² $t(1418) = -4.96, p = <.001$, Cohen's $d = .34$

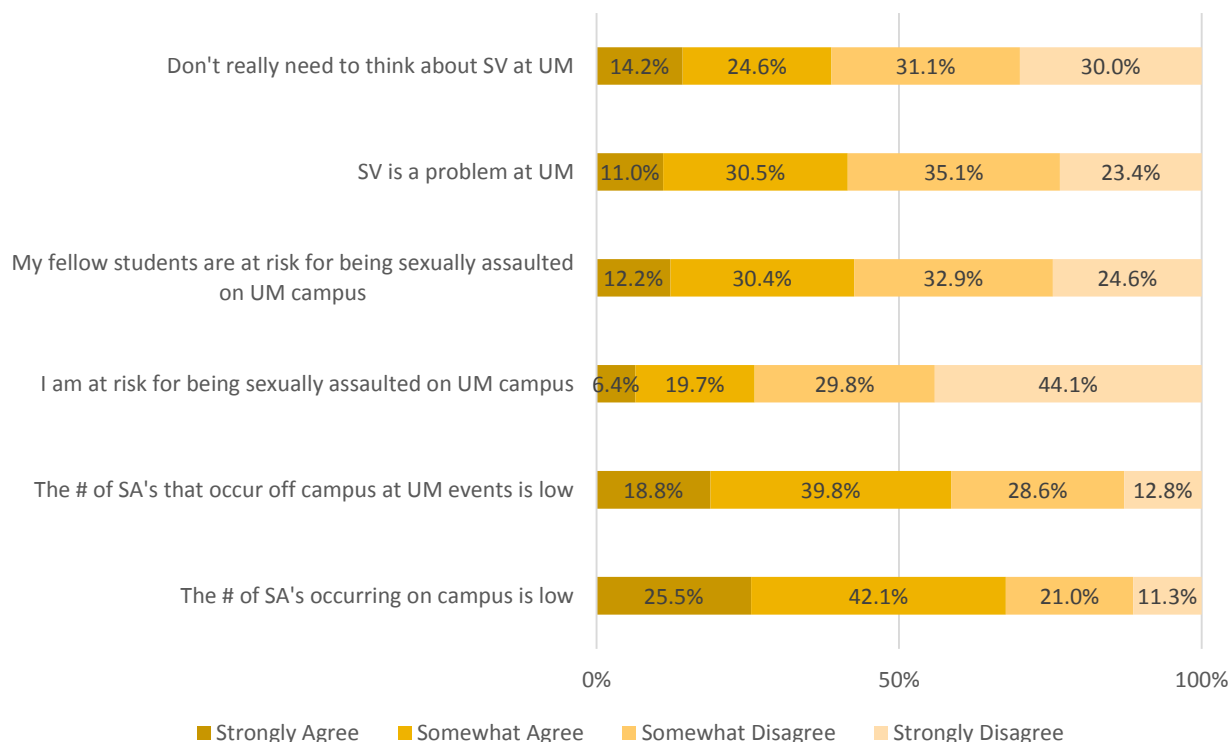
³³ $t(1429) = -3.14, p = .002$, Cohen's $d = .23$

³⁴ $t(1402) = 4.5, p = <.001$, Cohen's $d = .32$

³⁵ $F(2,1420) = 17.66, p = <.001, \eta^2 = .02$

³⁶ $F(4,1421) = 15.06, p = <.001, \eta^2 = .04$

Figure 6: Perceptions of incidents and risks of sexual violence at the UM



students agreed that it is a problem³⁷. Compared to heterosexual students (37.3%), sexual minority students (62.6%) were more likely to agree that sexual violence is a problem at the UM³⁸. Students with a disability (54.8% vs. 37.7% of those who do not³⁹) and non-first year students (43.8% vs. 35.7% of first-year students⁴⁰) were also more likely agree that sexual violence is a problem at the UM.

Students who did not agree that there are adequate services in place at the UM to support people who experience sexual violence were more likely to agree that sexual violence is a problem (79.2%) than those who reported there were sufficient services (21.5%) or those who did not know about services on campus (36.7%)⁴¹. Not surprisingly, students who reported having a friend or acquaintance who experienced sexual harassment (68.8% vs. 29.6% who did not)⁴², observed a situation they thought could have led to a sexual assault (69.3% vs. 34.7% who did not)⁴³, personally experienced sexual harassment (52.6% vs. 27.6% who did not)⁴⁴, or

³⁷ $\chi^2 [2, 1079] = 47.43, p < .001, V = .21$

³⁸ $\chi^2 [1, 1067] = 39.92, p < .001, V = .19$

³⁹ $\chi^2 [1, 1064] = 19.44, p < .001, V = .14$

⁴⁰ $\chi^2 [1, 1079] = 5.24, p = .022, V = .07$

⁴¹ $\chi^2 [2, 1082] = 151.9, p < .001, V = .38$

⁴² $\chi^2 [1, 1080] = 142.4, p < .001, V = .36$

⁴³ $\chi^2 [1, 1082] = 82.12, p < .001, V = .28$

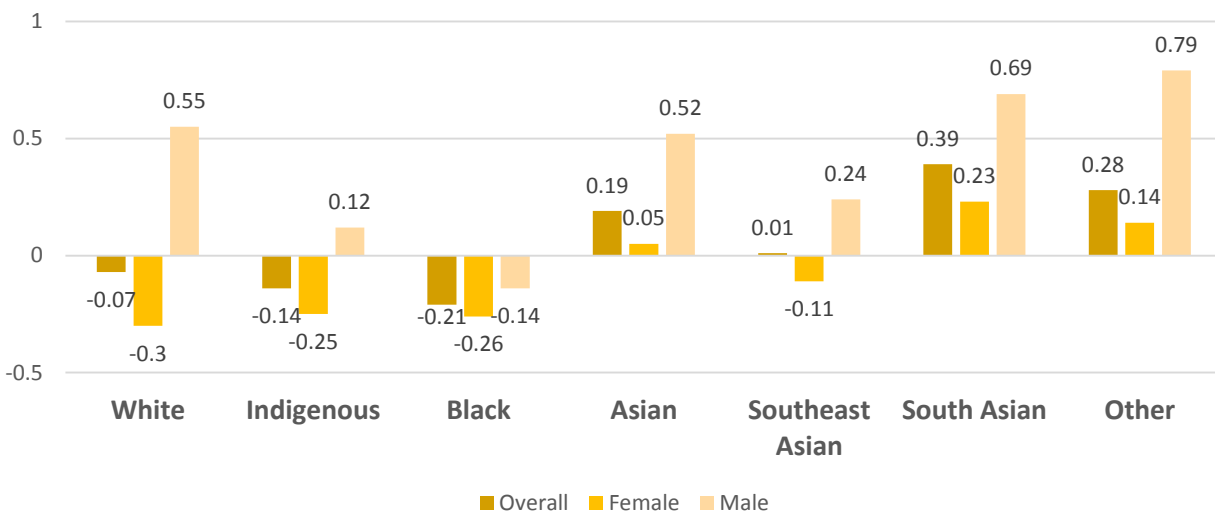
⁴⁴ $\chi^2 [1, 1075] = 68.31, p < .001, V = .25$

have experienced a sexual assault since attending the UM (57.1% vs. 32.8% who did not)⁴⁵ were more likely to agree that sexual violence is a problem at the UM.

Overall index of sexual violence risk at the UM

An overall index was created based on the six statements measuring perceptions of sexual violence incidents and risk (as shown in Figure 6) ($\alpha = .89$). In general, male students ($M = .50$) are more likely to perceive the campus as safe, while female ($M = -.19$) and gender minority ($M = -.68$) students were less likely to perceive the campus as safe⁴⁶. Similar distinctions were observed between heterosexual ($M = .09$) and sexual minority ($M = -.48$) students⁴⁷. The following groups had higher perceptions of incidents and risk: students who identified as having a disability ($M = -.36$ vs. $M = .10$ for those who did not⁴⁸), non-first year students ($M = -.06$ vs. $M = .16$ for first-year students⁴⁹), and domestic students ($M = -.04$ vs. $M = .23$ for international students⁵⁰). There were also differences between racialized identity overall⁵¹ and when split by gender (see Figure 7). As a group, Black African and Caribbean students were less likely to perceive the campus as safe, even after controlling for gender. White male students were more likely to perceive the campus as safe ($M = .55$) than White female students ($M = -.03$).

Figure 7: Perceptions of incidents and risk of sexual violence by racialized identity



⁴⁵ $\chi^2 [1,1012] = 53.35, p < .001, V = .23$

⁴⁶ $F(2,1422) = 153.13, p < .001, \eta^2 = .18$

⁴⁷ $t(1427) = -8.17, p < .001, \text{Cohen's } d = .57$

⁴⁸ $t(1427) = 6.67, p < .001, \text{Cohen's } d = .45$

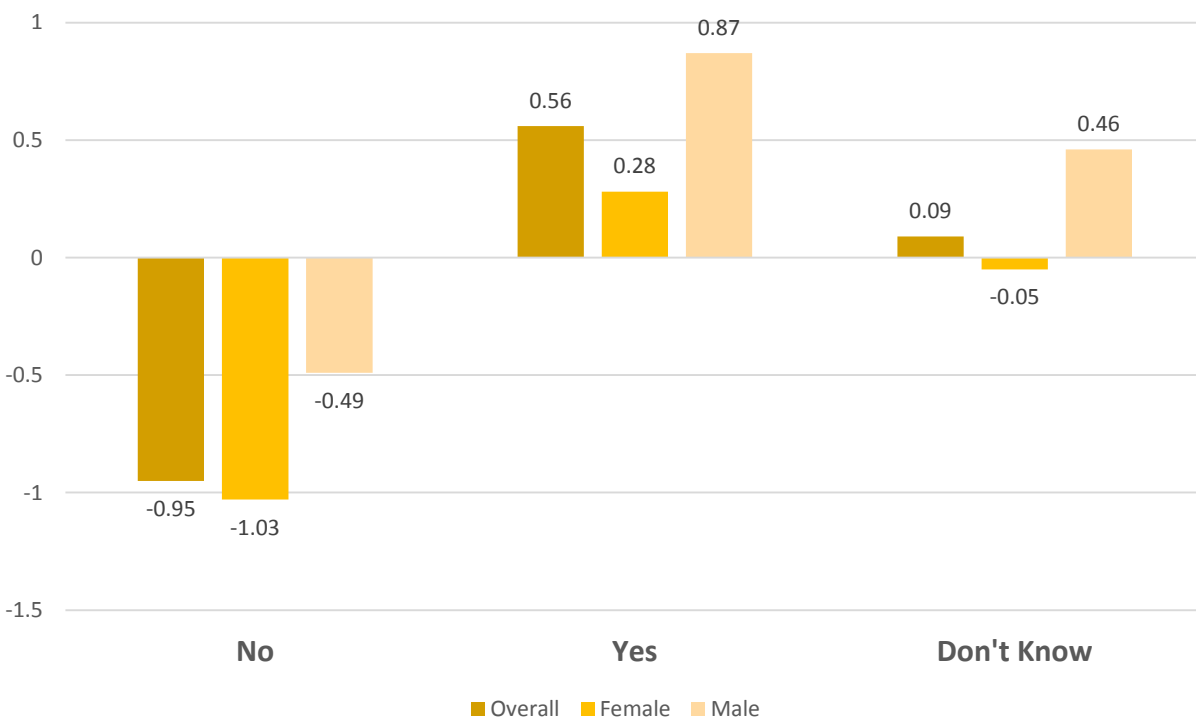
⁴⁹ $t(1444) = -3.49, p < .001, \text{Cohen's } d = .21$

⁵⁰ $t(1455) = -3.67, p < .001, \text{Cohen's } d = .28$

⁵¹ $F(6,1441) = 35.54, p < .001, \eta^2 = .13$; data for trans, two spirit and non-binary identified student was suppressed due to low sample size.

Perceptions of incidents and risk of sexual violence also differed by students' opinion of whether there are adequate services at the UM to support those who have experienced sexual violence (see Figure 8)⁵². Students who thought the services were inadequate were more likely to have below average perceptions (i.e., there is an increased risk of sexual violence) ($M = -.95$), which remained even when male ($-.49$) and female (-1.03) identities were held constant⁵³. Conversely, students who agreed that the services were adequate held above average perceptions that the campus was safe with less risk of sexual violence ($M = .56$), which remained even when controlling for gender identity (Male = $.87$; Female = $.28$)⁵⁴.

Figure 8: Perceptions of incidents and risks of sexual violence by adequacy of services/gender



There were also significant differences for students who had observed or experienced sexual harassment or assault in any way connected to the UM⁵⁵. Not surprisingly, students who had observed or experienced any form of sexual violence connected to the UM were less likely to perceive the campus as safe ($M = -.5$) than students who have not had these experiences ($M = .31$) (see Figure 9).

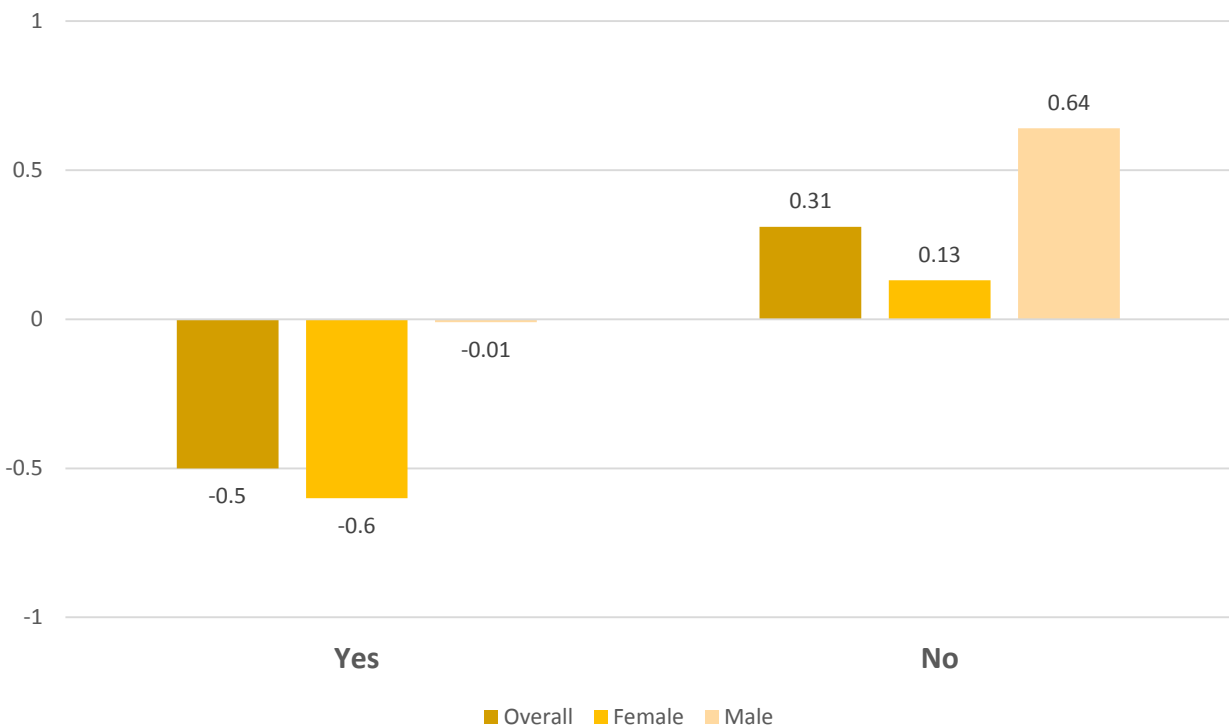
⁵² $F(2,1447) = 187.1, p < .001, \eta^2 = .21$

⁵³ Data for trans, two spirit and non-binary identified student was suppressed due to low sample size.

⁵⁴ Data for trans, two spirit and non-binary identified student was suppressed due to low sample size.

⁵⁵ $t(1264) = 15.74, p < .001, \text{Cohen's } d = .89$

Figure 9: Perceptions of incidents and risk of sexual violence by direct or indirect experiences with sexual harassment or assault connected to the UM



Qualitative comments of sexual violence risk

The correlation between perceptions of sexual violence risk and observations or experiences with sexual harassment or assault on campus was also evident in many of the qualitative narratives written by students. Below are two examples of comments made by female students who have observed and/or experienced sexual harassment on campus:

Certain areas are known by the students as being "pick up spots" especially after certain hours, this doesn't mean consent on the side of women but many male students feel it is okay to bother and approach women without consent and continuously bother them until they are forcefully told to go away. This kind of event happens in the tunnels especially in the evening which is extremely threatening and feels like there is no safe escape or way to handle the situation. In all honesty the majority of sexual harassment I have experienced has come from absolute strangers cornering me somewhere on campus.

A lot of people make unwanted advances that make me feel unsafe. This has occurred both in the hospital and on Bannatyne campus grounds.

There were also several comments written by students who either knew about a sexual assault on campus or had experienced sexual violence at the UM. As one female student writes:

My friend was sexually assaulted, and their assaulter is still walking around on campus, it makes me feel very unsafe not just for them but others and myself as well.

Another female student commented on how, even though she feels safe on campus, she employs strategies in order to protect herself from sexual violence. She writes:

I do not feel unsafe at the UofM, but I generally stick to open paths and places that I know with people I trust. This said, sexual assault still happens, and we need to do our best to protect those who are victims, and educate those who are perpetrators. They need to know that this won't be tolerated and that there will be consequences.

Incidents of sexual violence

Given the nature of the survey, it was important to acquire information on incidents of sexual violence, and whether or not they were related to the UM in any form. As such, a series of questions asked students about the following: personal experience(s) with sexual harassment; personal experiences with sexual assault; disclosure of sexual harassment from a friend or an acquaintance; and observing a situation that could have led to a sexual assault. Each will be discussed below in more detail. As noted earlier, the small and non-representative nature of the sample means that these incidents, while illustrative, should not be seen as reflections of the prevalence of sexual violence on campus.

Personal experiences with sexual harassment

Sexual harassment is broadly defined as unwanted sexual attention (McKay-Panos, 2012). It can include physical (e.g., slapping or pinching), verbal (e.g., unwanted sexual comments) and non-verbal conduct (e.g., gestures or posting pictures of a sexual nature). Overall, 56.3% of students who participated in the survey reported experiencing some form of sexual harassment. Incidents of personal experiences with sexual harassment varied considerably among students of different gender groups. Female students (68.5%) and trans, two spirit and non-binary students (65.2%) were more likely than male students (26.8%) to have experienced an incident of sexual harassment where they were made to feel uncomfortable by comments or gestures of a sexual nature⁵⁶. A significant difference was also observed between heterosexual (53.0%) and sexual minority (73.3%) students⁵⁷. Overall, racialized students (48.8%) were less likely than White students (61.0%) to have had such experiences⁵⁸; however, significant differences were found between students of specific racialized groups. For example, Indigenous students (63.5%) were the most likely group to report experiencing sexual harassment, followed by 56% of Black African or Caribbean and other racialized students (47.0%). Southeast Asian students reported the lowest incidence of sexual harassment (38.6%), followed by South Asian (43.7%) and Asian

⁵⁶ $\chi^2 [2, 1234] = 177.2, p < .001, V = .38$

⁵⁷ $\chi^2 [1, 1220] = 29.33, p < .001, V = .16$

⁵⁸ $\chi^2 [1, 1231] = 17.45, p < .001, V = .12$

(44.2%) students⁵⁹. Differences were also observed between students who identified as having a disability (70.8%) compared to those who did not (52.6%)⁶⁰. Students who identified as having a disability were also more likely to have experienced sexual harassment in comparison to both international (47.9%) and domestic students (57.8%) as well as in comparison to students pursuing different degree types (undergraduate, 55.9% vs. graduate, 52.9%)⁶¹. Notably, students in professional programs reported one of the highest levels of sexual harassment (72.5%).

Among students who reported experiencing sexual harassment, 41.2% indicated that at least one of the perpetrators was a UM student, while 9.0% disclosed that at least one of the perpetrators was a UM faculty or staff member. Over three-quarters (79.2%) indicated sexual harassment by somebody who was neither a student nor faculty/staff. Because students can experience multiple incidents of sexual harassment, these totals will not add to 100%. Students aged 27 and older were less likely to indicate experiencing sexual harassment by UM students (29.0%) compared to students under 21 (43.4%), 21 to 23 (45.0%), and 24 to 26 (43.5%) years of age⁶². Sexual minority students (48.0%) were more likely to report sexual harassment by another student compared to heterosexual students (38.8%)⁶³. Compared to White students (38.5%), a greater number of racialized students (46.8%) indicated experiencing sexual harassment from other students⁶⁴.

As mentioned, a smaller number of students indicated experiencing sexual harassment by UM faculty or staff (9.0%). Even though no student should ever experience sexual harassment by faculty or staff (or from other students or anyone in society), certain groups were more likely to experience these incidents than others. For example, there was an inverse relationship with sexual harassment by faculty/staff and age with students 27 and older being most likely to indicate these experiences (16.7%) and students under 21 being least likely to indicate these experiences (3.8%)⁶⁵. Further, graduate students were more likely to indicate experiencing sexual harassment by faculty/staff (23.2%) than professional or second-degree undergraduate students (15.7%) and general undergraduate students (5.8%)⁶⁶.

Personal experiences with sexual assault prior to attending the UM

Klinic Community Health Centre defines sexual assault as any of the following acts without consent:

- Any non-consensual sexual contact that is verbal, emotional or physical.

⁵⁹ $\chi^2 [6, 1231] = 32.23, p < .001, V = .16$

⁶⁰ $\chi^2 [1, 1221] = 25.31, p < .001, V = .14$

⁶¹ $\chi^2 [2, 1234] = 8.75, p = .013, V = .08$

⁶² $\chi^2 [3, 673] = 10.5, p = .015, V = .13$

⁶³ $\chi^2 [1, 671] = 4.11, p = .043, V = .08$

⁶⁴ $\chi^2 [1, 677] = 4.33, p = .037, V = .08$

⁶⁵ $\chi^2 [4, 673] = 27.17, p < .001, V = .18$; 13.9% of students between 24 and 26 reported sexual harassment from faculty/staff and 6.3% of students between 21 and 23 years of age.

⁶⁶ $\chi^2 [2, 677] = 32.48, p < .001, V = .22$

- An act of violence or aggression involving a sexual attack that is verbal, emotional or physical.
- Unwelcome sexual comments, harassment or threats that make you feel uncomfortable, violated or under attack.
- Touching in a sexual way without permission.
- Forced kissing or fondling.
- Forced oral, anal or vaginal penetration (rape).

Almost half of the students surveyed (46.9%) reported some experiences with sexual assault prior to attending UM (53.1% indicated no such experiences). Among students who experienced sexual assault prior to attending UM, 45.1% experienced sexual assault in the form of touching, 8.5% experienced oral sex, and 10.5% experienced vaginal or anal sex (note that students could select “all that apply” as they could have experienced multiple acts of sexual assault). Of the students who reported some manner of sexual assault prior to attending the UM, older students were more likely to have replied “yes.” Specifically, 60.4% of students 27 years of age or older reported experiencing sexual assault before attending the UM, followed by 52.6% between the ages of 24 and 26, 45.5% between 21 and 23 years old, and 38.4% who were under 21 years of age⁶⁷. Prior experiences with sexual assault were also more common among female (55.7%) and gender minority (63.6%) students than male students (25.3%)⁶⁸. Sexual identity also revealed important differences as LGBTQ students (62.6%) were more likely than heterosexual students (44.0%) to have prior experiences with sexual assault⁶⁹, which was even more pronounced when further split by gender. For example, 47.1% of male sexual minority students reported prior experience with sexual assault, which is comparable to female heterosexual students (53.4%), lower than LGBTQ female students (66.9%) and higher than heterosexual male students (22.1%)⁷⁰. Overall, White students were more likely to report experiencing sexual assault prior to attending the UM (52.3%) compared to racialized students (38.7%)⁷¹; however, there were significant differences between racialized students. Specifically, Black African or Caribbean (54.3%) and Indigenous students (50.6%) were more likely to have had prior experiences with sexual assault than Southeast Asian (20.7%), Asian (35.0%), South Asian (36.9%), and other racialized students (41.0%). Students who reported having a mental illness/disorder or a psychological/psychiatric disability were more likely to have experienced sexual assault before attending the UM than students who did not (42.9%)⁷².

Experiences with sexual assault since attending the UM

Nearly one third (30.4%) of students reported experiencing sexual assault since attending the UM, with 29.1% experiencing sexual violence in the form of touching, 4.4% oral sex, and 5.7%

⁶⁷ $\chi^2 [3, 1160] = 28.75, p < .001, V = .16$

⁶⁸ $\chi^2 [2, 1174] = 89.35, p < .001, V = .28$

⁶⁹ $\chi^2 [1, 1165] = 23.01, p < .001, V = .14$

⁷⁰ Data for trans, two spirit and non-binary identified student was suppressed due to low sample size.

⁷¹ $\chi^2 [1, 1172] = 20.56, p < .001, V = .13$

⁷² $\chi^2 [1, 1161] = 33.85, p < .001, V = .17$

vaginal or anal sex (note that students could select “all that apply” as they could have experienced multiple acts of sexual assault). Female (37.6%) and trans, two spirit, and non-binary (36.4%) were more likely to have experienced sexual assault than male students (12.2%)⁷³. Moreover, female LGBTQ students were more likely to experience sexual assault (48.9%) than female heterosexual students (35.1%)⁷⁴, and male sexual minority students (29.4%) were more likely to have experienced sexual assault than male heterosexual students (10.5%)⁷⁵. Asian (35.8%), White (34.1%), and Indigenous (33.0%) students were more likely to report experiencing sexual assault since attending the UM, followed by 21.4% of South Asian, 20.5% of Southeast Asian, 18.8% of Black African or Caribbean, and 13.1% of other racialized students⁷⁶. Students who disclosed having a mental illness/disorder (44.5%) were also more likely to have experienced sexual assault than students who do not (26.8%)⁷⁷. In addition, the occurrence of sexual assault since attending the UM increased with the number of years students have been studying at the University. Specifically, 17.4% of first-year students indicated experiencing sexual assault, followed by 25.0% of second year, 35.2% of third year, 35.9% of fourth year, and 44.6% of students who have been studying at the UM for five years or longer⁷⁸.

Overall, 54.5% of students reported experiencing sexual assault either prior to or since attending the UM. Additional bivariate analyses revealed similar results outlined in the above two sub-sections.

Incident information for sexual assault experiences

Over three-quarters (78.1%) of students who experienced sexual assault since attending the UM reported that at least one of the perpetrators was not a UM student, faculty or staff member, or that they did not know who the perpetrator was. One third (32.5%) of the perpetrators, however, were UM students, and 2% were UM faculty or staff members. Due to the small number of students who reported experiencing sexual assault by faculty or staff members, further bivariate analyses could not be conducted in order to protect the residual identity disclosure of survey participants according to the Statistics Act of Canada⁷⁹.

When the perpetrator was a UM student, there were differences in terms of the age of the student who experienced the sexual assault. Specifically, students under 21 (38.9%), those between 21 and 23 years of age (36.8%), and students between 24 and 26 (30.1%) were more likely to report that the perpetrator was a UM student, compared to 17.0% of students aged 27

⁷³ $\chi^2 [2, 1172] = 71.76, p < .001, V = .25$

⁷⁴ $\chi^2 [1, 814] = 9.57, p = .002, V = .11$

⁷⁵ $\chi^2 [1, 319] = 9.88, p = .002, V = .18$

⁷⁶ $\chi^2 [6, 1170] = 24.69, p < .001, V = .15$

⁷⁷ $\chi^2 [1, 1161] = 24.62, p < .001, V = .15$

⁷⁸ $\chi^2 [3, 1177] = 55.23, p < .001, V = .22$

⁷⁹ See: <https://www150.statcan.gc.ca/n1/pub/12-539-x/2009001/control-controle-eng.htm>

and older⁸⁰. In addition, racialized students (38.7%) were slightly more likely to report being sexually assaulted by a UM student than White students (29.8%)⁸¹.

According to student responses of personal experiences with sexual assault, most of the assaults took place off-campus and not at a UM sponsored event (77.8%); however, a third of the incidents took place on a UM campus (33.8%), and 8.7% took place off-campus but at a UM sponsored event⁸². Another 7.3% of students did not know /could not remember where exactly the sexual assault took place.

In total, 39.3% of sexual assault incidents took place on a UM campus or at an event affiliated with the UM. Racialized students (51.6%) were more likely than White students (33.6%) to identify the perpetrator as a UM student⁸³. Specifically, Southeast Asian students were most likely to report that the sexual assault took place on a UM campus or an event affiliated with the UM, followed by Asian (62.2%), Indigenous (50.0%), other racialized (47.6%), Black African or Caribbean (40.9%), and South Asian (35.3%) students.

Students who reported experiencing a sexual assault on campus were asked where on campus the incident took place. Almost half (48.0%) of the incidents took place outside on UM property, followed by 40.2% that took place at an undisclosed inside space (e.g., library, lab, washroom, office, tunnel, multi-purpose room), 17.5% in student residences, and 17.2% at the campus bar (The Hub).

Given the sensitive nature of disclosing acts of sexual assault, we did not want to invalidate students' experiences by simply having them check "quantitative boxes," thereby rendering them somewhat voiceless. As such, we also asked students if there was anything else they wanted to add in regard to their experience with sexual assault. Students did not have to write comments, but over 100 students elaborated on their experience(s) of sexual violence. Below are some of their narratives:

I left because I was raped by another student. I reported it and nothing was done. Later I found out that two other girls were also sexually assaulted by the same person. The University of Manitoba could have done much more to make myself and the other survivors feel safe. The rapist is still enrolled at school and faced no real punishment. (Female student)

I was studying late one night last semester and realized a man was filming me with his phone. I got up to leave only to have him follow me. In this instance I wish there had been some form of security present. There have also been multiple times that I have unmistakably been touched inappropriately in passing while walking. (Female student)

⁸⁰ $\chi^2 [3, 546] = 16.26, p=.001, V=.17$

⁸¹ $\chi^2 [1, 546] = 4.33, p=.038, V=.09$

⁸² Totals do not add up to 100% because students could select more than one category of perpetrator and/or location.

⁸³ $\chi^2 [1, 565] = 17.04, p<.001, V = .17$

I was once at a social where it was a victory that only one man tried to kiss me without my consent unlike the usual handful. (Female student)

I feel students (especially first year students) are pressured into going to socials and parties where they may not know anyone/feel comfortable and are then more vulnerable to being assaulted or harassed. This has definitely been my own experience. (Female student)

It is important to point out that not all incidents of sexual violence exist within a male perpetrator/female victim dichotomy. Several male students wrote about sexual experiences against their will and without their consent. Below are some narratives from male students about their experiences with sexual violence:

A sober woman, without any form of communication beforehand, began kissing me while I was somewhat intoxicated. I hope that a situation like this would not be passed off simply because I am a man and I "always want it" because it was something that took me off guard and was a situation of sexual actions for which I was not given the ability to consent and was forcefully placed into.

She forced herself on me after I said no. I chose not to press charges.

Several students also wrote in the open-ended comments about experiencing sexual violence on transit buses, which occurred on their way to campus or on their way home.

Going to and from campus on the buses I've been assaulted twice. I now know that I can report it, but because of previous experiences where I wasn't listened to, I didn't report anything on these occasions either. I almost expect that at some point someone will attempt to grab my body or my hair. What troubles me is that this has happened in broad daylight and I was surrounded by people who were also taking the bus to campus. And everyone's eyes were still fixed forward. I found a quiet corner, checked myself for bruises and cried. (Female student)

Please secure the bus towards the school, some males sit way too close to females and it is uncomfortable and feel like I was sexually assaulted on the bus. (Female student)

Disclosing sexual assault

Students who reported experiencing a sexual assault since attending the UM were also asked if, and to whom, they disclosed the incident(s) (see Table 3). Male students who experienced sexual assault were more likely to report disclosing to no one (51.5%) than female students (27.5%)⁸⁴.

⁸⁴ $\chi^2 [4, 602] = 28.42, p < .001, V = .15$; data for trans, two spirit and non-binary identified student was suppressed due to low sample size.

Table 3: Who students disclosed incident(s) of sexual assault to

Who disclosed to	n	%
No one	189	30.9%
Close friend	356	58.3%
Boyfriend/girlfriend/partner	159	26.0%
Friend /acquaintance	145	23.7%
Parent	78	12.8%
Family member who is not a parent	57	9.3%
Off campus support	50	8.2%
Roommate	33	5.4%
Counselor at UM /Student Counselling Services	23	3.8%
Faculty or staff (including residence staff)	22	3.6%
Campus security	8	1.3%
Other UM service	14	2.3%
Other	11	1.8%

Note: Percent total will not add to 100% because students could select all responses that apply

Overall, 13.9% of students who experienced any form of sexual assault disclosed the incident(s) to at least one UM staff member. Students who reported having a disability (psychological or physical) were more likely to have disclosed to at least one UM staff member (25.5%), compared to students who did not indicate having a disability (9.8%)⁸⁵. Students who experienced oral, anal, or vaginal sex as part of the assault (26.1%) were more likely to have reported the incident to a UM staff member than students who experienced sexual touching (14.1%) or who experienced the assault prior to attending the UM (10.0%)⁸⁶. Students who reported that the perpetrator was also a UM student were more likely to disclose to at least one staff member (21.5%) than students who indicated that the perpetrator was not a UM student (12.0%)⁸⁷. Finally, students who experienced sexual violence when the perpetrator was a faculty or staff member were more likely to have disclosed to at least one UM staff member (26.2%) than students who did not experience violence from faculty or staff (13.4%)⁸⁸.

Several qualitative comments reflected negative experiences with faculty or staff in regard to disclosing sexual violence. For example, one female student commented that the lack of training had a negative impact on her experience of disclosing to a faculty/staff member. She writes:

In my case I have had to disclose past experiences of sexual assault and rape to staff at the U of M that did not happen on campus, but were affecting my school performance. I think that staff should be trained as to how to respond to disclosures, as I know there are unfortunately many other students who have had similar past experiences that can

⁸⁵ $\chi^2 [2, 595] = 23.64, p < .001, V = .20$

⁸⁶ $\chi^2 [4, 596] = 19.18, p = .001, V = .13$

⁸⁷ $\chi^2 [2, 539] = 9.93, p = .007, V = .14$

⁸⁸ $\chi^2 [2, 575] = 7.33, p = .0026, V = .11$

affect their performance at school, and the supports that they need. From my perspective, it was a huge risk to choose to disclose, and if I knew that staff had training in how to handle these situations it may not have been such a difficult decision for me to make... I ended up meeting with a staff member to talk about my past experiences and seek out more information in relation to these experiences... She let me know that she always told her clients not to report assaults (due to the frequent negative experiences with the justice system for sexual assault victims) and gave me the same advice. I found it horrifying that she had decided it was her place to try to make this decision for people who had experienced sexual assault and were coming to her. I think that part of your training for staff (if you choose to do it) should emphasize that trying to influence whether or not they report is not their decision or their place when a student chooses to disclose to them.

In addition, student residences were mentioned several times, both by students who experienced sexual assault and by those who knew about incidents of sexual violence.

The attitude of "Don't say anything" is ridiculously prevalent. This is especially so in a community where letting people know about such assaults taking place result in the person doing the reporting being told that they are "upsetting the balance of the community". [Female student]

A friend of mine was sexually assaulted in one of the residences, most everyone knew about it (including at least one staff member) but the response, when told about it, was "Well, she was drunk, what did she expect him to do?" This behaviour truly shocked and sickened me, as they obviously knew about the assault and defended the assailant rather than the victim. Also, this assailant has boasted about other acts he has taken part in towards women but claims, even though the women were clearly drunk, that it was all "consensual". [Female student]

Another student wrote about her experience of sexual assault by another student – both of whom lived in residence. Her words are powerful, disturbing (but not toward her), honest, and deserve to be heard.

I was raped in a residence building on the U of M campus by another student who also attends the University of Manitoba. I reported the incident to Security Services, requesting that my rapist be removed from the building we both lived in on campus... [however] I see him almost daily, and I avoid visiting my friends who live in the same residence building that he now lives in, out of fear of running into him. Not long afterwards... I was sexually assaulted AGAIN by the SAME individual... He also attempted to assault one of my friends who was there that night. I reported this incident as well, yet nothing more was done to ensure my safety on campus or in residence, nor did he face any sort of punishment or consequence... I decided to file a formal complaint to the Office of Human Rights and Conflict Management on campus, and we waited for the University to hire an investigative lawyer to look into the case so that she could determine whether or not he should be properly punished for what he did to me on more than one occasion. Once the investigator was hired I was interviewed and interrogated

about what had happened to me to the point where I began to cry during the interview. I was warned repeatedly and told that I was not allowed to tell anyone about the investigation or talk to anyone about it. I was bound by confidentiality clauses to not talk to any of my friends about what was happening in my life, and it made everything so much worse, because I had no one I was ALLOWED to confide in. I understand the University's intent with the confidentiality, but the way it is implemented is extremely unfair. They essentially made everything much harder to deal with, when I was already in an impossible situation. I am told that the investigator will decide whether the University's policies have been breached... and that is all I will know at the end of the investigation... I think the University's sexual assault policies are appalling, and they are rarely taken seriously. The University of Manitoba should be embarrassed to have dealt with this situation in the ways that they have.

Several students also commented on their frustrations when reporting to campus security. One female student from the Bannatyne campus writes:

Tecumseh parkade is awful, the entrance is in between two tall buildings off a parking lot. I do not feel safe entering this parkade, especially late. I was hassled and touched by a man begging for money outside of the Emily Street parkade, it's better lit but when I called U of M security they said to call HSC security. I was super pissed. They really need to coordinate the security efforts. I didn't have the time to call the second number and other women were still being harassed by the man. In a moment of stress, the man should not have told me to call another number he should just notify the proper person on my behalf. There needs to be some practical things done to fix these issues. These would be the easier fixes.

Another female student writes:

I had my butt slapped by a guy at a UM event, but when my friend told security about it, nothing was done.

Not all experiences with disclosing sexual violence on campus, however, were negative. Below are two comments from students:

I reported a sexual assault and the faculty and administration handled it well. I will be forever grateful for that. (Male student)

My experience with sexual harassment at UM was fairly positive. I was only there in support of a friend but I was pleasantly surprised that the staff members who handled it, handled it well. (Female student)

Despite the fact that many students have experienced sexual violence, and struggle in dealing with that violence on both a personal and institutional level, there was considerable relief expressed in response to the survey. As one female student writes:

It's great that you are conducting this survey, this alone makes me feel like these issues are in fact being taken seriously on campus. (Female student)

Other students expressed their gratitude for conducting a survey on sexual violence. Below are some of their narratives:

Thanks for asking about this and making some initiative on the subject. I've never had issues but I hope that even surveying people who may have experienced or been the route of an incident might help them think about making reports/what they've done. (Male student)

Thank you for your efforts and caring about us. (Female student)

Thanks! I hope this helps reduce sexual harassment and violence for all students. This is good and noble work. (Male student)

Reasons for not disclosing sexual assault

Students who reported not disclosing to anyone were asked why they kept the incident(s) to themselves (see Table 4). Over half (56.3%) minimized the experience by stating it was not serious enough to talk about, while 41.1% "just wanted to forget it happened." Over a quarter (26.6%) of students did not report because they did not think anything would happen, and 23.4% indicated that they simply did not have the energy to deal with reporting the incident due to school or work demands. As one female student writes:

Both my friend and I have experienced sexual assault on the University of Manitoba Bannatyne campus. I chose not to report because I am constantly pressed for time, I do not specifically remember what my attacker looked like, and I was trying to focus on an upcoming stressful exam.

The same student also commented that some students do not report because they do not think anything will happen even if they do. She writes:

My friend did report, and said that the person she reported to about it tried to minimize the significance of her experience. She said that there were many people on the list of complaints before her.

Several students confirmed in the qualitative comments that they did not report because they did not know how to disclose the incident or they did not know what to say. Below are two narratives from female students:

I didn't know what to do, and wasn't sure if it was sexual harassment or assault.

Too nervous/didn't know what to say.

Table 4: Why students did not disclose incident(s) of sexual assault

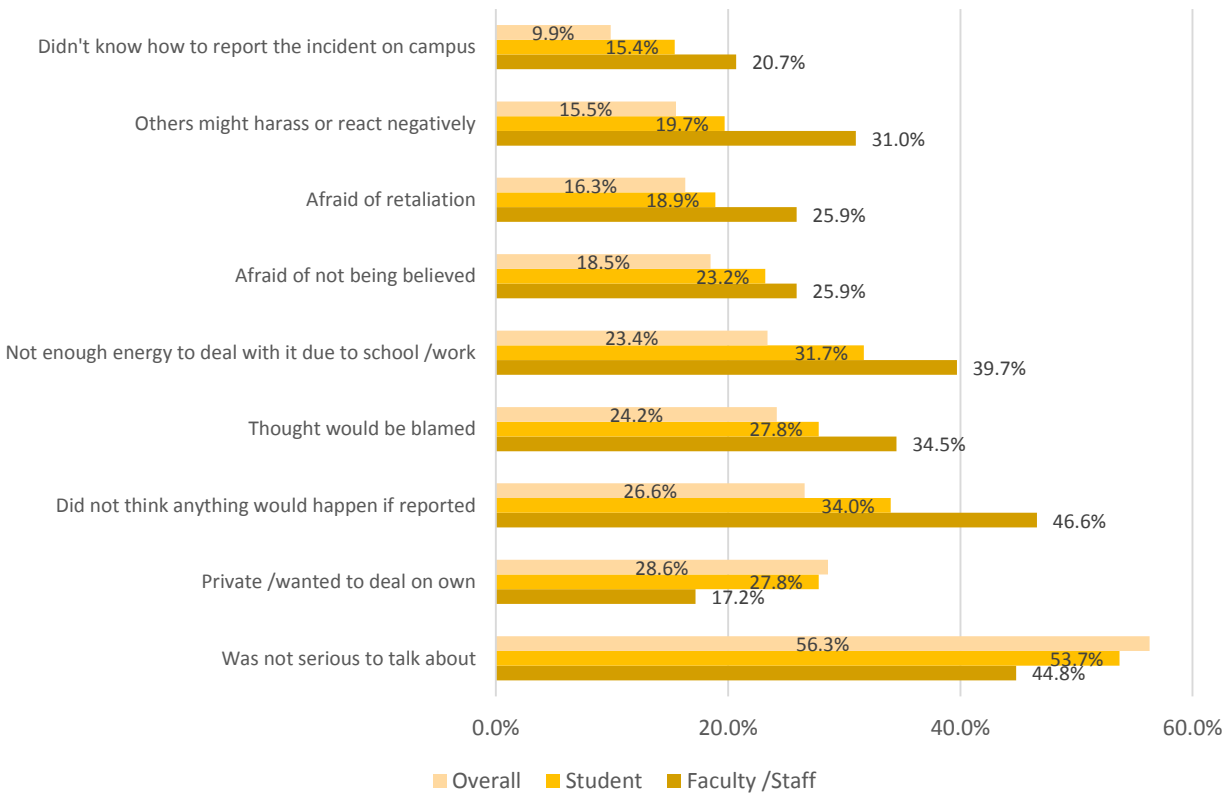
Reason	n	%
I didn't think what had happened was serious to talk about	279	56.3%
I just wanted to forget it happened	204	41.1%
I was too ashamed /embarrassed	166	33.5%
It's a private matter /I wanted to deal with it on my own	142	28.6%
I didn't think anything would happen, even if I did report it	132	26.6%
I thought I would be blamed	120	24.2%
I didn't have the energy to deal with it due to school, work, etc.	116	23.4%
I was afraid of not being believed	92	18.5%
I was afraid the person would retaliate	81	16.3%
I thought others might harass me or react negatively towards me	77	15.5%
I didn't know how to report the incident on campus	49	9.9%
I didn't want to get the person in trouble	49	9.9%
I didn't want to lose control of the situation by having people tell me what to do	39	7.9%
Don't know	26	5.2%
Other reason	37	7.5%

Note: Percent total will not add to 100% because students could select all responses that apply

Figure 10 highlights some differences in reasons for not disclosing to anyone by whether or not the perpetrator was a UM student or a faculty/staff member. Overall percentages are based on all respondents who did not disclose sexual violence (as shown in Table 3). Data are not presented in Figure 10 when there was very little difference between the overall, student, and faculty/staff groupings. Students who experienced sexual violence perpetrated by a faculty/staff member were more likely to have stayed silent because they did not know how to report the incident on campus (20.7%), which was substantially higher than the overall data (9.9%), and somewhat higher than when the perpetrator was a UM student (15.4%).

Students who experienced sexual violence when the perpetrator was a faculty or staff member were more likely to give the following reasons for not disclosing: did not think anything would happen if reported (46.6%); not enough energy to deal with it due to school/work (39.7%); would be blamed (34.5%); others might harass or react negatively (31.0%); afraid of retaliation (25.9%); and afraid of not being believed (25.9%). These students were less likely to have selected that it was a private matter (17.2%) or that it was not serious enough to talk about (44.8%) as reasons for not disclosing to anyone.

Figure 10: Reasons for not disclosing to anyone by perpetrator of the sexual violence



Additional qualitative comments on reasons for not disclosing sexual violence

Several students wrote about why they did not disclose their experiences with sexual violence, which confirm many of the quantitative findings. For some it was due to stigma, fear, shame, self-blame, and embarrassment, which are often associated with sexual violence. As one female student writes:

The stigma is alive and well. The shame and embarrassment of being harassed even when the victim is in no way responsible, is unbearably heavy and a very real barrier to seeking help. Please do more to help and raise awareness.

One male student writes that he did not disclose his experience with sexual assault because he downplayed the incident to himself and blamed himself, at least initially.

I blamed myself for a long time following these incidents and did not allow myself to realize the severity.

Similarly, another male student who witnessed an act of inappropriate sexual touching by a female student writes about the difficulty many men have in disclosing sexual violence when the perpetrator is female.

Victim looked uncomfortable with unwanted touches on inner thigh, but did not tell her to stop. People also have different reaction and perception to female-on-male assault and harassment.

In addition, another female student commented that she was unsure of how to report for several reasons. First, she has not personally experienced sexual violence (at least not in regard to the incident she is writing about). Second, the individual in question is a faculty member. Third, she believes there is a culture within her faculty not to report, even though many individuals (both students and staff) are aware of the inappropriate behaviour. Nevertheless, she writes about the precautions she undertakes – some of which is simply being fortunate enough to not have a class with the perpetrating faculty member.

I have been warned about male faculty members on campus that I should make sure I am "not alone in the elevator with him if you know what I mean". This has been known for years among students and staff in the faculty yet nothing is done to this perpetrator, i.e. the faculty member, a prof. Because nothing has happened to me directly, I am not able to report based on rumours alone but it concerns me that it seems like there is a culture at Bannatyne campus that men can get away with these things and clearly women don't feel comfortable to report sexually inappropriate behaviour by superiors and long-time male staff members. I'm lucky I don't have classes with him but I definitely keep my distance from him after hearing stories from multiple female students and staff.

Awareness of sexual violence from a friend or an acquaintance

In addition to experiencing sexual harassment or sexual violence, students were asked, "since the start of the academic year, has a friend or acquaintance told you that she or he had experienced sexual harassment or sexual assault." In total, 28.2% of students answered "yes." Male students (15.4%) were less likely than female (32.9%) and gender minority (41.7%) students to indicate having a friend or an acquaintance disclose sexual violence to them⁸⁹. Similar differences were also observed between heterosexual students (25.1%) and sexual minority students (42.7%)⁹⁰.

Observation of a situation that could have led to a sexual assault

Similar to the disclosure of sexual violence from a friend or an acquaintance, students were asked, "since the start of the academic year, have you observed a situation you think could have led to a sexual assault," to which 17.0% answered "yes." Female students (19.3%) were more likely than male students (11.2%) or trans, two spirit, or non-binary students (17.4%) to indicate that they witnessed an incident that could have led to a sexual assault⁹¹. The association between age and whether students reported observing a situation that could have

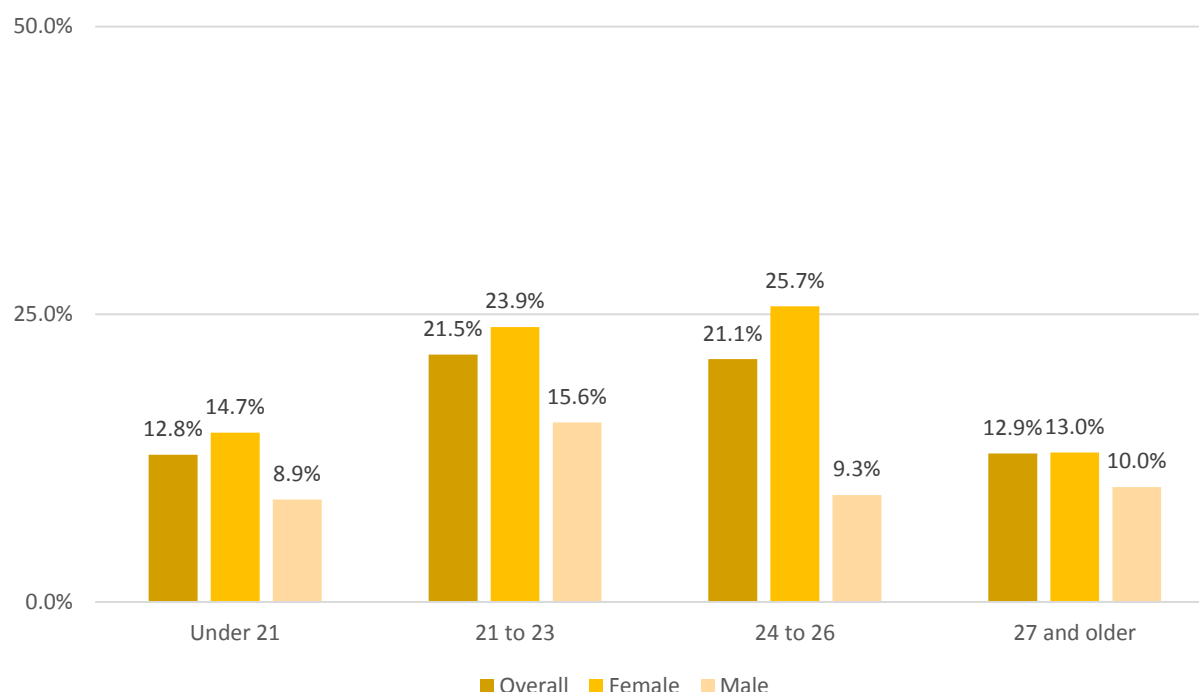
⁸⁹ $\chi^2 [2, 1248] = 40.47, p < .001, V = .18$

⁹⁰ $\chi^2 [1, 1236] = 27.0, p < .001, V = .15$

⁹¹ $\chi^2 [2, 1245] = 11.61, p = .003, V = .10$

led to a sexual assault was curvilinear; in other words, students under 21 (12.8%) and those 27 years of age and older (12.9%) were less likely to have indicated yes, compared to students aged 21 to 23 (21.5%) or between the ages of 24 and 26 (21.1%)⁹². As illustrated in Figure 11, when the data were further split by male/female, there were significant differences among female students, but not for male students⁹³.

Figure 11: Observed a situation that could have led to a sexual assault by age/gender



Incident information for sexual violence disclosures or observations

Students who either observed a situation that could have led to a sexual assault or who reported that a friend or acquaintance disclosed sexual violence to them, were asked a series of follow-up questions. In total, 35.0% of students knew someone or had observed possible sexual violence. Over three-quarters (76.6%) reported that the survivor in at least one of the incidents was a UM student, while 42% indicated observing or had someone disclose to them an incident of sexual violence from someone who was not a UM student. In addition, 4.2% of students reported observing sexual violence or something that could have led to a sexual assault where the target was a UM faculty or staff member. There were slight differences among students who observed or were the recipient of a disclosure where the survivor was also a UM student depending on where they lived before attending the UM; for example, students who came from outside Canada (91.4%), who moved within Canada but outside of Manitoba (85.7%), or who lived outside of Winnipeg but within the province (79.4%) were more likely to report “yes” than

⁹² $\chi^2 [3, 1231] = 15.95, p=.001, V=.11$

⁹³ Data for trans, two spirit and non-binary identified student was suppressed due to low sample size.

students who were originally from Winnipeg (72.8%) or who live within driving distance from Winnipeg (69.8%).

Although we did not directly ask students if they live in residence, many qualitative comments support the data that students who have moved to attend the UM are more likely to have witnessed or to have someone disclose incidents of sexual violence when the survivor is also a UM student. For example, one female student wrote about serial sexual assaults that occurred in residence, and she expressed frustration that, from her perspective, the University has not addressed the matter adequately.

There is a current student who sexually assaulted a close friend of mine as well as other girls that attend U of M... I do not feel it is fair that he is still allowed to partake in numerous activities on the Fort Garry campus, live in residence... as well as go to the Hub (as this was one of the places that he sexually assaulted a girl at). I am incredibly disappointed that this has all happened and that he is allowed to continue his academic as well as extracurricular activities on campus. I am much more hesitant now to tell people that they should attend this school, as I do not want them to have to endure what my friend and other victims have had to put up with.

While most students reported that at least one of the perpetrators was not a UM student (60.2%), 45.3% acts of sexual violence were perpetrated by a UM student, while another 9.6% were from a UM faculty or staff member. For students who had observed or had someone disclose sexual violence when the perpetrator was a UM student, the only significant difference was among international students (62.3%) who were more likely to have answered “yes” than domestic students (42.6%)⁹⁴.

Students who indicated being 27 years of age or older were more likely to have observed or to know about an incident of sexual violence where the perpetrator was a UM faculty or staff member (25.0%) compared to students between 24 and 26 years of age (10.0%) or students under 24 years of age (6.0%)⁹⁵. Graduate students (26.5%) were also more likely to be aware of sexual violence when the perpetrator was a UM faculty or staff member (26.5%) compared to professional or second-degree undergraduate students (14.3%) or general undergraduate students (6.6%)⁹⁶. As one female graduate student writes:

I would like to say that I just started feeling very unsafe dealing with my graduate supervisor as he is... insisting on us to meet every now and then, even during the evenings ... and during weekends... I feel he likes to see me just for the sake of harassment. It might be sexual harassment but I don't really know. I am very concerned and I do not even know what can I do now?

⁹⁴ χ^2 [1, 393] = 7.12, $p=.008$, $V=.14$

⁹⁵ χ^2 [3, 389] = 21.8, $p<.001$, $V=.24$

⁹⁶ χ^2 [2, 393] = 19.94, $p<.001$, $V=.23$

Overall, 43.5% of students reported observing, knowing about, or experiencing sexual violence that was connected to the UM in some manner (e.g., the perpetrator was a student, faculty, or staff member, or the violence occurred on one of the University's campuses). Similar differences were observed for gender identity (Trans, two spirit, and non-binary, 58.3%; Female, 50.4%; and Male, 25.8%)⁹⁷, sexual identity (LGBQ, 59.5%; heterosexual, 40.1%)⁹⁸, mental illness/disability (Yes, 55.6%; No, 40.3%)⁹⁹, and number of years studying at the UM (1st year, 36.8%; 2nd year, 42.7%; 3rd year, 44.7%; 4th year, 43.6%, 5 or more years, 51.9%)¹⁰⁰.

Awareness of the reporting procedures at the UM

Students who reported experiencing any form of sexual violence or who had observed sexual violence (either through a disclosure from a friend/acquaintance or by witnessing an incident) that was affiliated with the UM in any way, were asked if they were aware of the reporting procedures at the UM. Only a small number of students indicated that they were aware of the reporting procedures (15.9%). There were few differences between groups of students who observed or experienced sexual violence connected to the UM in any way; however, international students were slightly more likely to indicate that they were aware of the reporting procedures at the UM (26.9%) than domestic students (14.5%)¹⁰¹. Students who disclosed the sexual assault they personally experienced to at least one UM staff or faculty member were somewhat more likely to indicate being aware of the reporting procedures at the UM (22.7%) than students who disclosed but not to anyone affiliated with the UM (15.0%) or who did not disclose to anyone (11.7%)¹⁰². In addition, students who observed or experienced any sexual violence when the perpetrator was a UM student were more likely to indicate being aware of the reporting procedures at the UM (18.1%) than incidents where the perpetrator was not a UM student (9.5%)¹⁰³. There were no significant differences in being aware of the reporting procedures at the UM when the perpetrator of the sexual violence was a faculty or staff member (21.9% vs. 14.7% when the perpetrator was not a faculty or staff member)¹⁰⁴.

Myths and misconceptions of sexual violence

In order to address issues of sexual violence at the UM, it is important to examine students' pre-existing perceptions within a larger socio-cultural framework. While the content of these survey items is distasteful and possibly distressing, we do know that some students adhere to these beliefs and as such need to explore the extent to which these myths and misconceptions pervade our campus community. In line with this, the purpose of these questions is to identify, for educational and programming purposes, the number of students who participated in the

⁹⁷ $\chi^2 [2, 1271] = 64.99, p < .001, V = .23$

⁹⁸ $\chi^2 [1, 1259] = 27.48, p < .001, V = .15$

⁹⁹ $\chi^2 [1, 1257] = 16.89, p < .001, V = .12$

¹⁰⁰ $\chi^2 [4, 1273] = 13.61, p = .009, V = .10$

¹⁰¹ $\chi^2 [1, 431] = 5.24, p = .022, V = .11$

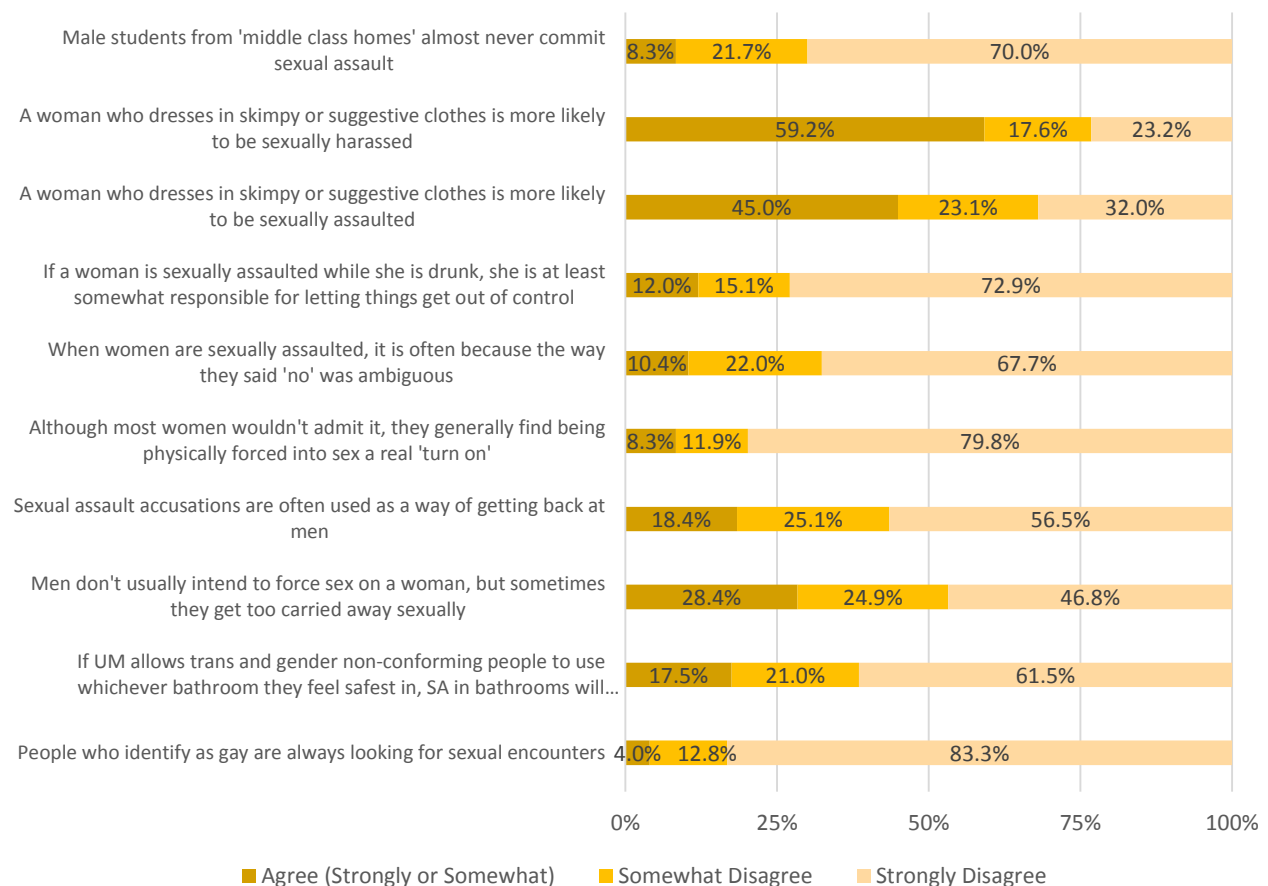
¹⁰² $\chi^2 [1, 389] = 3.85, p = .146, V = .15$

¹⁰³ $\chi^2 [1, 431] = 4.73, p = .030, V = .11$

¹⁰⁴ $\chi^2 [1, 431] = 2.10, p = .147, V = .07$

survey who hold these views and whether some groups are more likely to subscribe to such views than others. Per item responses are presented in Figure 12.

Figure 12: Myths and misconceptions regarding sexual violence



Misconceptions involving transgender individuals

In regard to the statement “If UM allows transgender and gender non-conforming people to use whichever bathroom they feel safest in, sexual assault in bathrooms will increase,” slightly less than 1 in 5 (17.5%) of students agreed. Not surprisingly, no trans, two spirit, and non-binary identified students agreed with the statement, while 27.5% of male and 13.8% of female students agreed¹⁰⁵.

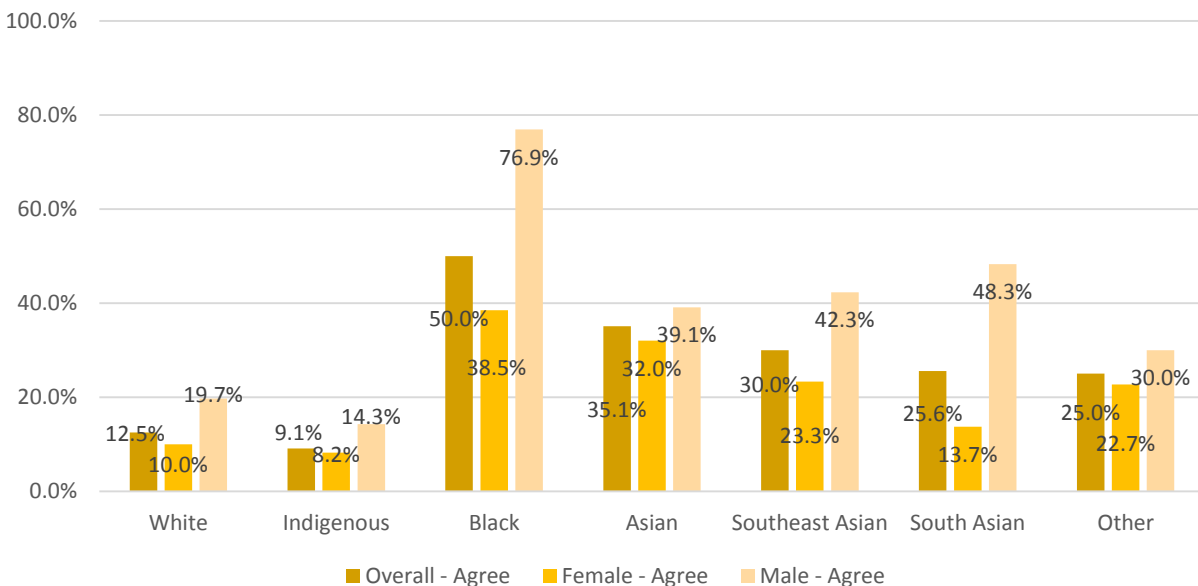
Even though many students agreed that ‘gender open’ washrooms could lead to more sexual violence, one student commented how entrenched fear of sexual violence is for many students, and how she wished more cis-male students understood the extreme level of such fear, especially for trans individuals. She writes:

¹⁰⁵ $\chi^2[4, n=1143] = 40.5, p < .001, V = .19$

I think most cis men don't realize just how intense a fear rape is for many cis women and trans individuals (especially feminine openly trans people) and it would be nice if they realized that rape is (usually) a scarier idea for women than say, murder, as it's extremely more likely to happen and then not be taken seriously.

There were also differences in agreement between first-year (26.2%) and non-first-year (14.7%) students¹⁰⁶ as well as between international (40.1%) and domestic students (14.3%)¹⁰⁷. As shown in Figure 13, there was significant variation across the racialized identities of students, with Indigenous students being the least likely to agree (9.1%) and Black African/Caribbean students the most likely to agree (50%)¹⁰⁸. Results were also significant when the data were further split by female/male, with males being more likely to agree than females across all racialized identities.

Figure 13: Trans-based sexual violence myth agreement by racialized identity/gender



Misconceptions pertaining to males getting too carried away sexually

Over a quarter (28.4%) of all students agreed with the statement: “Men don’t usually intend to force sex on a woman, but sometimes they get too carried away sexually.” Males were more

¹⁰⁶ $\chi^2 [2, 1147] = 22.01, p < .001, V = .14$

¹⁰⁷ $\chi^2 [2, 1154] = 66.7, p < .001, V = .24$

¹⁰⁸ $\chi^2 [12, 1140] = 94.48, p < .001, V = .20$

likely to agree with the statement (43.3%) than female students (22.7%)¹⁰⁹. In addition, Asian students were most likely to agree (51.3%), while White students were the least likely group to agree (23.6%)¹¹⁰. International students (42.8%) were more likely to agree that “men cannot control themselves sexually” than domestic students (26.2%)¹¹¹. When the analysis was further split by gender and international student status, results show that 52.5% of male international students agreed with the statement, followed by 41% of male domestic students, 35.4% of female international students, and 21.3% of female domestic students. Finally, students who agreed that sexual violence was a problem at the UM were less likely to agree that men sometimes get too carried away sexually (22.6% vs. 32.9% who did not think sexual violence was a problem)¹¹².

One male student commented that it is not necessarily that men get too carried away sexually, but rather that women should expect sexual violence. He writes:

Just overheard them talking about a party they went to. If they choose to go to a party where the goal is to get laid then they should expect to experience some form of indirect or direct sexual assault.

False claim accusations

Nearly one in five (18.4%) students agreed that “sexual assault accusations are often used as a way of getting back at men.” There were significant gender differences with male students being more likely to agree (41.1%) than female students (9.4%)¹¹³. International students were more likely to agree with the statement (39.2%; male = 63.3% and female 23.6%) than domestic students (15.4%; male = 36.2% and female 7.8%)¹¹⁴. Figure 14 illustrates the tremendous variability between racialized groups as well as gender identity (gender minority identity was not included due to a small sample size). In addition, students who maintain that the services in place at the UM to support people who experience sexual violence are adequate were more likely to agree with the statement (35.9%) than those who did not think the services are adequate (8.4%) or who did not know (16.7%)¹¹⁵. Similarly, students who agree that sexual violence is a problem at the UM (10.2% vs. 24.9% who did not think it was a problem) were less likely to agree that accusations are often used as a way to get back at men¹¹⁶.

¹⁰⁹ $\chi^2 [4, 1167] = 58.73, p < .001, V = .16$; data for trans, two spirit and non-binary identified student was suppressed due to low sample size.

¹¹⁰ $\chi^2 [8, 1169] = 16.1, p = .041, V = .08$

¹¹¹ $\chi^2 [2, 1179] = 18.36, p < .001, V = .13$

¹¹² $\chi^2 [2, 1032] = 27.59, p < .001, V = .16$

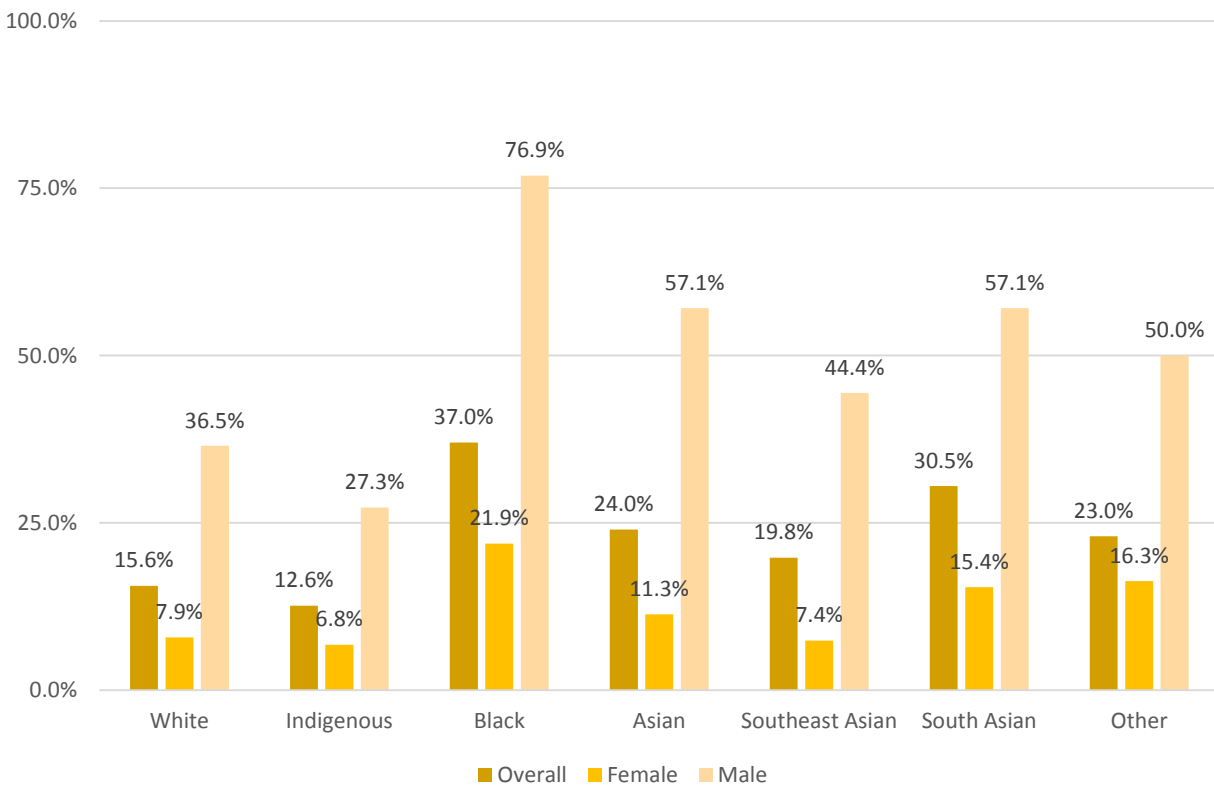
¹¹³ $\chi^2 [4, 1185] = 203.1, p < .001, V = .29$; data for trans, two spirit and non-binary identified student was suppressed due to low sample size.

¹¹⁴ $\chi^2 [2, 1196] = 54.84, p < .001, V = .24$

¹¹⁵ $\chi^2 [4, 1190] = 95.11, p < .001, V = .20$

¹¹⁶ $\chi^2 [2, 1040] = 64.78, p < .001, V = .25$

Figure 14: Myth agreement that accusations are often used to get back at men by racialized identity/gender



Even though research estimates that only between 2% and 10% of university-based cases of sexual violence are considered to be false allegations (Lisak et al., 2010), the misconception that it is significantly higher is apparent in both the quantitative and qualitative findings. As one male student writes:

I believe that sexual assault is a very serious problem that has to be identified and taken in consideration. However I also believe that at some level, this is going far beyond from what it really is. I am supporting the strict policy about sexual harassment, however at this level of support in UM we can encounter another serious problem. Sexual assault can be used as a manipulation. For example, if I talk to women in a public place for more than 10 seconds, I could be accused of harassment.

Another male student writes:

I am not a fan of the current method of socially crucifying someone for being accused of sexual assault. If there is reasonable evidence then yes, this person should be pursued and punished. But rules like "drunk doesn't mean consent" are somewhat odd if both parties are intoxicated and commit in the moment. If one person wakes up the next day and regrets it, this is no grounds for sexual assault. It's obviously a difficult

topic, but making false claims is almost the equivalent of being guilty for the accused.

Another male student addressed his concerns that it is too easy for people to make false claims of sexual violence, and the result is a lack of due process. He writes:

Unfortunately, the UM (along with other institutions in society) have wholly removed due process from the sexual assault and harassment resolutions. Rather than acting fairly and in accordance with law, these institutions now assume that the accused is guilty simply because someone said they "sexually harassed" them, and regardless of whether any evidence exists. In addition, we allow victims rather than the system to define the terms sexual harassment or assault, leading to cases such as the Aziz Ansari [American actor] one, where the "victim" had a bad date and thought that constituted sexual harassment. People are so fragile nowadays that to some, even looking at them in the wrong way makes them think you assaulted them, which is ridiculous. The real victims in today's society are the ones being accused, who have their reputations and lives completely destroyed by malicious accusations aimed at discrediting their personal opinions or which are used as revenge for unrelated events.

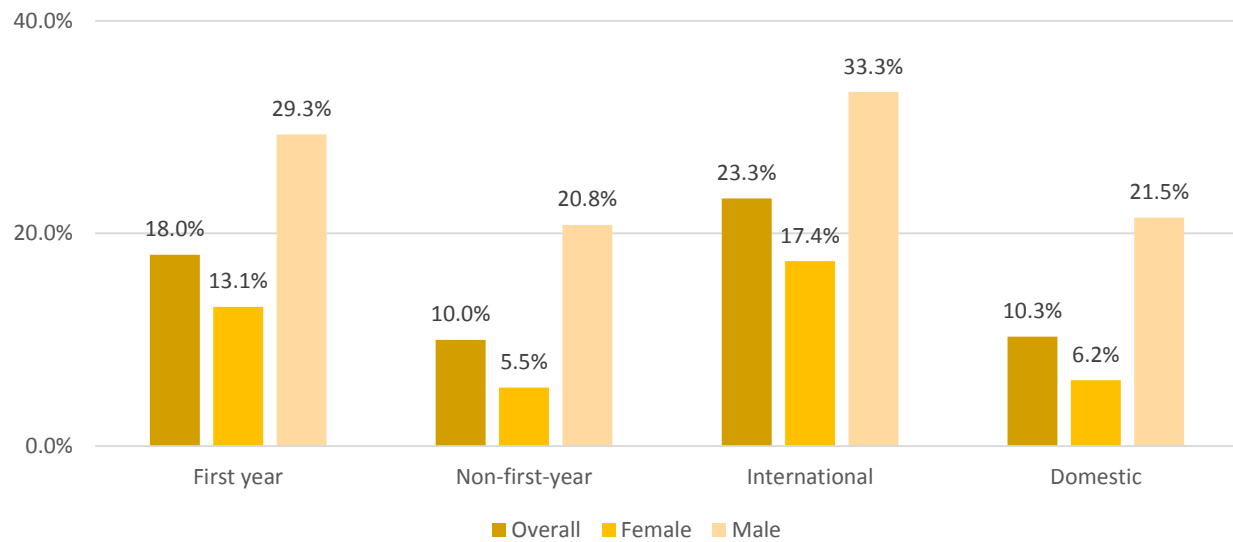
It is important, however, to point out that not all male students share these attitudes; in fact, the majority do not. One male student, for example, commented about how distressing it is to listen to many of his peers brag about their inappropriate behavior toward women.

In the change room at the Active Living Centre, strangers commenting on sexual experiences they've had with women in a degrading way toward the women.

Consent and alcohol consumption

While almost three-quarters (72.9%) of students strongly disagreed with the statement "If a woman is sexually assaulted while she is drunk, she is at least somewhat responsible for letting things get out of control," 12% did agree. Males (23.7%) were more likely to agree than females

Figure 15: Myth agreement about women's responsibility when drinking by student status/gender



(7.4%)¹¹⁷. First-year students were more likely to agree (18%) than non-first-year students (10%),¹¹⁸ even when gender identity was analyzed (Figure 15). Similar distinctions were found between international (23.3%) and domestic (10.3%) students (see also Figure 15)¹¹⁹. One racialized female student commented on the lack of understanding many international students have in regard to sexual violence laws in Canada, especially around issues of consent and alcohol consumption.

Some students from different backgrounds have no idea how strong or how weak sexual related laws are in Canada... Where I come from, people tried not to report it or if it was related to alcohol, it seemed like it was okay to do sexual assault... In my opinion, U of M needs to provide more lectures about sexual laws and what victims have to do and give them [information that] it's okay to get help in Canada.

Another female student, who experienced sexual violence by a UM student, writes about some of the myths and misconceptions her perpetrator held – one of which was in regard to women and drinking.

This individual/perpetrator had very conservative ideals and no prior education about sexual violence and sexual harassment in his life (neither at home, high school, nor university). He felt that if a woman chooses to drink alcohol (regardless of who pays for the drinks) that her consent is still valid. I think this had a lot to do with lack of education in other contexts of his life as well - especially in more conservative and male-dominated roles.

¹¹⁷ $\chi^2 [4, 1210] = 86.87, p < .001, V = .19$; data for trans, two spirit and non-binary identified student was suppressed due to low sample size.

¹¹⁸ $\chi^2 [2, 1210] = 17.82, p < .001, V = .12$

¹¹⁹ $\chi^2 [2, 1222] = 26.11, p < .001, V = .15$

Several students also commented on the general confusion around the concept of consent, especially how alcohol affects issues of consent. As one male student writes:

Policy feels like fluff. There is literally a bar on campus, yet I was told that if you're under the influence of alcohol you cannot give sexual consent.

A female student also writes about the issue of consent and alcohol:

I think there needs to be more general awareness and education around consent culture especially when there are so many parties and events where drinking is involved and I think that's when the lines get blurry, figuratively and literally, on what is consensual, assault or rape.

Another student (unreported gender identity) commented on issues of assumed blame in regard to sexual violence and alcohol consumption, which illustrates the misconception that if a woman is drinking and is sexually assaulted, it is somehow her fault.

Residence sexual assault happens so often to so many people but because there is the perception that when a woman is drunk it is her fault, it goes unreported.

Finally, a female student commented that student residences are fraught with sexual violence, particularly around issues of alcohol and consent. She writes:

The number of people living in residence that are sexually assaulted is much higher than you would ever believe. This issue needs to be dealt with immediately so that no other young people are hurt while living on campus. Some students don't even know that having sex with a person who is extremely drunk is considered rape!

Female appearance and sexual harassment

The highest agreement from students was to the statement: "A woman who dresses in skimpy or suggestive clothes is more likely to be sexually harassed" (59.2%). Male students (72.4%) were more likely to agree than female (53.7%) and gender minority (60.9%) students¹²⁰. Undergraduate students (61.7%) were also more likely to agree than graduate (51.4%) or professional or second-degree students (50%)¹²¹.

Although not directly related to the statement about women dressing in "suggestive clothes," fitness facilities are places where individuals often wear tight-fitting attire (e.g., shorts and tank tops). Some of the qualitative narratives from female students commented on the high prevalence of sexual harassment at the UM's fitness facilities. Below are two comments from female students:

¹²⁰ $\chi^2 [4, 1199] = 38.49, p < .001, V = .13$

¹²¹ $\chi^2 [4, 1200] = 12.2, p < .001, V = .07$

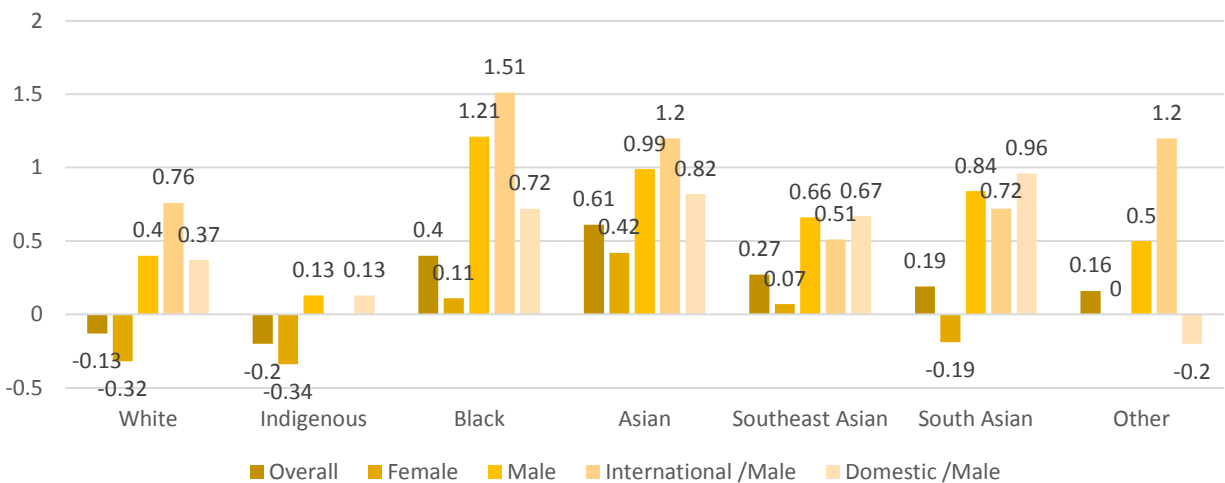
Sexual harassment happens in the gym a lot.

A women's only section for the gym, I do not want to lift weights as my butt is being looked at by men.

Overall myths and misconceptions index

While the pattern of specific item endorsement is important to examine for programming purposes, from a community perspective it is important to look at overall endorsement of myths and misconceptions across specific groups of students. Thus, an overall index was computed for all the myth and misconception questions ($\alpha = .85$) where negative scores reflect below average agreement and positive scores correspond to above average agreement. Students' perceptions varied significantly by age¹²² with younger students reporting above average agreement to sexual myths and misconceptions. Similarly, first-year students ($M = .19$) had higher scores than students who were further along in their studies ($M = -.06$)¹²³. Students who primarily attend the Fort Garry campus had significantly higher myths and misconception scores ($M = .20$) than those studying at the Bannatyne or other campuses ($M = -.52$)¹²⁴.

Figure 16: Overall myths index by racialized identity/gender/international status



Consistent with all of the individual items, male students ($M = .51$) had higher scores than females ($M = -.21$) and trans, two spirit, and non-binary identified students ($M = -.50$). There were also significant differences between racialized identities (Figure 16)¹²⁵. International students ($M = .51$) also had higher scores, compared to domestic students ($M = -.08$)¹²⁶.

¹²² $F(3,1232) = 4.33, p = .005, \eta^2 = .01$

¹²³ $t(1247) = 3.76, p < .001, \text{Cohen's } d = .25$

¹²⁴ $F(6, 1243) = 11.66, p < .001, \eta^2 = .05$

¹²⁵ $F(2, 1239) = 4.05, p = .02, \eta^2 = .01$

¹²⁶ $t(1258) = -7.01, p < .001, \text{Cohen's } d = .55$

Some of the qualitative comments provided by students highlighted the various myths and misconceptions believed to be held by some male students. For example, one female student comments:

I observed male international students acting creepy towards females at the U of M, and didn't do anything because was I scared to and because it happens literally all the time.

Another female student writes:

I have way too many stories of young male students from the U of M acting out, coming on too strong and not knowing what is appropriate.

A female graduate student provided comments in regard to her numerous experiences with sexual harassment by other students, which suggests a possible relationship between holding myths and misconceptions and inappropriate behaviour.

There have been times when my personal body functions have been brought up and mocked in front of a group of people, even when I am not contributing to the conversation... jokes [about bodily functions] are commonly aimed at individuals, even when they are silent and uncomfortable. Perhaps these are not entirely sexual harassment (one reason why sexual harassment isn't always brought up - it isn't always clear when the line is crossed) but these are just a few examples of the uncomfortable situations I have experienced in the past year.

As previously mentioned, although the majority of male students do not hold these myths and misconceptions to be true, several were adamant in their claim that such a culture does not exist – anywhere. As one male student writes:

Rape culture does not exist on any campus in Canada.

Others note that it is a matter of using common sense and that most people realize that sexual violence is wrong. For instance, one male student writes:

I feel most people understand that this is wrong so... Not saying there shouldn't be any services, but again it should be common sense for everyone to understand not to commit either sexual assault or sexual harassment.

Some male students commented that issues of sexual violence in which the focus is on men as perpetrators “paints all men with the same brush,” which they believe is unfair, unhelpful, and ultimately alienating. Below are examples from two male students:

Just that presenting a very us vs them mentality and painting men in such a poor light (especially in the context of some of these questions, like Jesus these are heavily loaded) does not help a cause like this because it alienates a lot of people that want to help by lumping half the

population in with a small percentage of very evil people. As a man answering this survey, some of these questions are plain insulting and a real turn off to wanting to help in this cause even when I fully support all victims of sexual assault/harassment.

I feel offended when I have to sit on "sexual assault training". I feel that this stuff is really a no brainer and forcing me to sit through that sort of thing makes me feel as though I'm being told I'm the problem. I get that some people need some guidance on boundaries, but a large group presentation isn't going to change them.

It was also noted by several students that the culture of sexual violence at the UM is simply a microcosm of the larger society in which we live. As one female student writes:

Rape culture is very embedded in our present day community, and the U of M is NOT an island, not immune, not better than the rest of society. Don't ignore or pretend these issues aren't very real and present every single day.

Another female student writes that issues of basic consent need to be taught at an early age.

Consent culture needs to be taught to children in a non-sexual context before they even hit puberty. It's not the UofM's fault what condition students are in before they get here - but sadly it does need to teach consent because so many people don't learn the idea before they get here.

Students who indicated that the services in place at the UM were adequate recorded higher myths and misconception scores ($M = .50$) than those who thought the services were inadequate ($M = -.50$) or did not know about any services ($M = .02$)¹²⁷. Similarly, students who disagreed that sexual violence was a problem at the UM scored higher ($M = .24$) than those who agreed ($M = -.30$)¹²⁸. Myths and misconceptions were lower among students who had taken a course on sexual violence prevention training on campus (e.g., "Bringing in the Bystander" or "UMSU Consent Culture Training") ($M = -.22$) than those who did not ($M = .02$)¹²⁹.

Students who had a friend or acquaintance disclose sexual harassment since the start of the academic year ($M = -.32$) had lower myths and misconception scores than those who did not ($M = .12$)¹³⁰. Students who had observed a situation they think could have led to a sexual assault were also less likely to agree to the index on myths and misconceptions ($M = -.15$) than those who had not ($M = .11$)¹³¹. Lower scores were also reported among students who had personal experience with sexual harassment in which they were made to feel uncomfortable by comments or gestures of a sexual nature ($M = -.20$) compared to those who did not indicate

¹²⁷ $F(2, 1251) = 54.74, p < .001, \eta^2 = .08$

¹²⁸ $t(1083) = 8.93, p < .001, \text{Cohen's } d = .56$

¹²⁹ $t(1238) = 2.06, p = .040, \text{Cohen's } d = .24$

¹³⁰ $t(1248) = 7.27, p < .001, \text{Cohen's } d = .47$

¹³¹ $t(1245), p < .001 \text{ Cohen's } d = .34$

having these experiences ($M = .25$)¹³². Students who had observed or experienced sexual harassment or assault that was connected to the UM in some manner were also less likely to agree to the list of myths and misconceptions ($M = -.18$) than those who did not ($M = .13$)¹³³.

Services at the UM

Several survey questions were designed to collect information on students' perception, use, and satisfaction with services and resources on campus related to sexual violence. In particular, students were asked to comment on the adequacy of services, their knowledge of sexual violence resources on campus, services needed at the UM, and counselling and other first-point of contact services. Each is discussed in more detail below.

Adequacy of services

Students were asked to respond to the following question: Do you think the services in place at the UM to support people who experience sexual violence (harassment or assault) are adequate? Almost two-thirds (66.8%) of students reported that they did not know, followed by 17.5% who thought they were adequate, and 15.7% who reported that they were inadequate. Female (18.5%) and gender minority students (29.6%) were more likely to report that the services were inadequate (18.5%) than male students (8.2%)¹³⁴. Similar differences were observed between sexual minority (27.5%) and heterosexual students (13.4%)¹³⁵, as well as between students who identified as having a mental illness or psychological disability (24.3%) and those who did not (13.8%)¹³⁶.

In addition, students who agreed that sexual violence is a problem at the UM were more likely to view the services provided at the UM as inadequate (33.9%) than students who do not agree that sexual violence is a problem at the UM (6.3%)¹³⁷. Students who reported taking a course on sexual violence prevention training on campus (e.g., Bringing in the Bystander or UMSU consent culture training) were more likely to indicate that the services at the UM for people experiencing sexual violence were inadequate (34.6%) than students who did not take any training courses (15.1%)¹³⁸.

There were also substantial differences in perceptions of service adequacy among students who have experienced or know of someone who has experienced sexual violence. For instance, 32.9% of students who had a friend or acquaintance tell them about an experience of sexual harassment since the start of the school year thought the services were inadequate, compared to 10.0% of students who did not have a friend or acquaintance experience sexual

¹³² $t(1232) = 8.05, p < .001, \text{Cohen's } d = .46$

¹³³ $t(1170) = 4.67, p < .001, \text{Cohen's } d = .31$

¹³⁴ $\chi^2 [4, 1468] = 64.60, p < .001, V = .15$

¹³⁵ $\chi^2 [2, 1451] = 31.70, p < .001, V = .15$

¹³⁶ $\chi^2 [2, 1452] = 17.09, p < .001, V = .11$

¹³⁷ $\chi^2 [2, 1082] = 151.9, p < .001, V = .38$

¹³⁸ $\chi^2 [2, 1245] = 21.53, p < .001, V = .13$

harassment¹³⁹. Similar differences were found between students who, since the start of the academic year, observed a situation that could have or did result in a sexual assault (35.4%), compared to those who did not observe such a situation (12.5%)¹⁴⁰. Students who experienced sexual harassment were also more likely to indicate that the services on campus were inadequate (24.9%) than students who did not (6.5%)¹⁴¹; however, students who reported experiencing sexual harassment by a faculty or staff member (57.4%) were even more likely to indicate that the services are inadequate than when the harasser was not a faculty or staff member (21.2%)¹⁴². The same pattern was observed among students who experienced sexual assault since attending the UM, as 28.7% reported that the services were inadequate compared to 10.9% of students who did not experience sexual assault¹⁴³. Of the students who experienced sexual assault, 45.2% who disclosed to at least one UM faculty or staff member indicated that the services were inadequate, compared to 20.5% who disclosed but not to anyone affiliated with the UM or 19.4% who did not disclose the sexual assault¹⁴⁴.

Knowledge of sexual violence resources at the University

Students were asked to provide their level of agreement to the following statement: “If I were sexually assaulted (on or off campus), I would know where to get help at the UM.” Less than a third (31.9%) agreed (11.2% strongly and 20.7% somewhat) with the statement, while 29.2% somewhat disagreed and 36.0% strongly disagreed. Younger students were less likely to agree than older students (26.4%, under 21; 35.6%, between 21 and 23; 30.8%, between 24 and 26; and 39.6%, 27 years and older)¹⁴⁵. Female students were less likely to agree (29.4%) than male (41.1%) or trans, two spirit, or non-binary gender identified (42.3%) students¹⁴⁶. Agreement with the statement was less likely for White (29.1%) and Indigenous (29.1%) students, and more likely among South Asian (51.3%), Black African or Caribbean (42.6%), other racialized (42.6%), Asian (37.8%), and Southeast Asian (35.2%) students¹⁴⁷. International students were also more likely to agree that they would know where to get help at the UM if they experienced sexual assault (47.4%) than domestic students (30.6%)¹⁴⁸.

Several students highlighted, in the qualitative narratives, their lack of knowledge in regard to sexual violence services or information on campus. As one female student writes:

Personally, I do not know of where to publicly find any contingency plans on the university's website of precautionary measures that are to be/would be taken in this situation. Actually that being said, I am

¹³⁹ $\chi^2 [2, 1252] = 108.01, p < .001, V = .29$

¹⁴⁰ $\chi^2 [2, 1248] = 68.81, p < .001, V = .24$

¹⁴¹ $\chi^2 [2, 1237] = 86.10, p < .001, V = .26$

¹⁴² $\chi^2 [2, 675] = 39.63, p < .001, V = .24$

¹⁴³ $\chi^2 [2, 1179] = 57.29, p < .001, V = .22$

¹⁴⁴ $\chi^2 [2, 601] = 29.11, p < .001, V = .16$

¹⁴⁵ $\chi^2 [3, 1413] = 15.98, p = .001, V = .11$

¹⁴⁶ $\chi^2 [2, 1434] = 18.85, p < .001, V = .12$

¹⁴⁷ $\chi^2 [6, 1431] = 30.53, p < .001, V = .15$

¹⁴⁸ $\chi^2 [1, 1446] = 22.86, p < .001, V = .13$

unaware of any contingency plans for any critical incident situation or active threat, which actually is very scary to me now that I think about it
- maybe a further survey or email should be sent out if these exist?

Students who think the services at the UM to support people who experience sexual violence are adequate were significantly more likely to agree that they would know where to get help at the UM if they experienced sexual assault (73.7%) than students who think the services are inadequate (30.8%) or who do not know about the University's services (23.3%)¹⁴⁹. As one female student writes:

I have received help which has been great but it wasn't easy to find and I didn't know about any of the options.

Additionally, students who reported taking a course on sexual violence prevention at the UM (i.e., "Bringing in the Bystander" or "Consent Culture" workshops) were more likely to agree that they would know where to get help (53.9%) than students who have not participated in such training at the UM (30.6%)¹⁵⁰. Although not significant, students who reported knowing someone who had experienced sexual violence or had observed sexual violence were less likely to agree that they would know where to get help on campus (29.2%) than students who did not know someone who had experienced sexual violence or had not observed sexual violence themselves (33.8%). Similarly, students who indicated that they have personally experienced sexual harassment were less likely to agree that they would know where to get help at the UM (28.9%) than students who did not report experiencing sexual harassment (36.7%)¹⁵¹. Among students who experienced sexual harassment, this difference was even more pronounced when the perpetrator was a UM faculty or staff member (17.7%) than when it was not (30.5%)¹⁵². In addition, students who reported experiencing sexual assault since attending the UM were somewhat less likely to know where to get help at the UM (29.3%) than students who had not (34.5%), although this difference was not statistically significant. However, students who disclosed their sexual assault experiences to at least one UM faculty or staff member were significantly more likely to know where to get help (42.9%) than students who disclosed their sexual assault experiences to no one (30.4%) or disclosed but not to anyone affiliated with the UM (27.3%)¹⁵³. Finally, students who either observed or experienced sexual violence that was connected to the UM in some manner were less likely to know where to get help (27.9%) than students who had not (35.4%)¹⁵⁴.

¹⁴⁹ $\chi^2 [2, 1438] = 225.5, p < .001, V = .40$

¹⁵⁰ $\chi^2 [1, 1217] = 17.86, p < .001, V = .12$

¹⁵¹ $\chi^2 [1, 1215] = 8.31, p = .004, V = .08$

¹⁵² $\chi^2 [1, 671] = 4.45, p = .035, V = .08$

¹⁵³ $\chi^2 [2, 598] = 7.68, p = .021, V = .11$

¹⁵⁴ $\chi^2 [1, 1249] = 7.81, p = .005, V = .08$

Services needed at the UM

Whether students were aware of the services offered at the UM or not, all students were asked what services they think are needed at the UM to appropriately deal with the issue of sexual assault. As shown in Table 5, four initiatives were consistently identified among all groups of students. These include: mandatory training for UM faculty and staff on how to respond to disclosures of sexual violence (76.0%); general awareness training for students on sexual assault supports on campus (73.0%); general awareness training for students on the formal sexual assault reporting process on campus (72.8%); and a sexual assault centre that would address the physical, emotional, and academic needs of people who have experienced sexual violence (66.5%).

Table 5: Services needed at the UM to appropriately deal with sexual violence

	Overall	Female	Male	Trans*
Mandatory training for UM faculty and staff on how to respond to disclosures of sexual violence	76.0%	81.8%	66.3%	85.2%
General awareness training for students on sexual assault supports on campus	73.0%	76.5%	68.5%	77.8%
General awareness training for students on the formal sexual assault reporting process on campus	72.8%	77.5%	65.2%	81.5%
A sexual assault centre that addresses the physical, emotional, and academic needs of people who have experienced sexual assault	66.5%	71.5%	58.4%	74.1%
Peer led support groups	49.8%	50.8%	51.0%	44.4%
A unique 'sexual violence office' that acts as a referral point for students who have experienced sexual violence	49.5%	53.0%	44.7%	48.1%
Mandatory training for students on sexual violence and consent	44.7%	49.8%	32.6%	66.7%
Mandatory training for students on how to respond to disclosures of sexual violence	40.9%	44.6%	33.7%	51.9%

Note: Percent total will not add to 100% because students could select all responses that apply

In general, male students were less likely to support one of these four initiatives than female or gender minority students (e.g., trans). Sexual minority (e.g., gay, lesbian or bisexual) students were more likely to support mandatory training for UM faculty and staff on how to respond to disclosures of sexual violence (88.2%) than heterosexual students (73.7%) as well as mandatory training for students on sexual violence and consent (59.5% vs. 41.5%). Professional and second-degree undergraduate students were also more likely to identify mandatory training for

faculty and staff (87.5%) than general undergraduate (76.2%) and graduate (71.5%) students. Students who think sexual violence is a problem on campus were more likely than those who do not (88.1% vs. 69.8%) to support mandatory training for faculty and staff as well as to identify mandatory training for students on sexual violence and consent as an important service (62.1% vs. 32.2%). Similarly, students who reported that the current services on campus are inadequate were more likely to identify mandatory training for faculty and staff as important (90.4%) than students who think the services are adequate (61.3%) or who did not know about the University's services (76.6%).

Support for a sexual assault centre was higher among students who do not think the current services at the UM are adequate (76.8%), compared to students who indicated that the services are adequate (57.4%) or who do not know about the University's services (66.5%). Students who have experienced sexual harassment were also more likely to identify supporting a sexual assault centre on campus (71.7% vs. 62.2% of students who reported not experiencing sexual harassment). Further, among students who indicated experiencing sexual harassment, there was little difference for support of a sexual assault centre when the perpetrator was a UM student (73.3% vs. 70.6% for not a student) or when the perpetrator was a faculty or staff member (73.3% vs. 71.5% for not a faculty or staff member). Similarly, students who indicated experiencing sexual assault since attending the UM were only slightly more likely to support a sexual assault centre (70.1%) than students who did not indicate experiencing sexual assault since attending the UM (65.5%). Of the students who experienced sexual assault, support for a designated sexual assault centre was lowest when the perpetrator was a UM student (63.8% vs. 73.9% when not a student) and only slightly higher when the perpetrator was a faculty or staff member (72.7% vs. 70.5% when not). However, support was the highest among students who experienced sexual assault and had disclosed the incident to at least one UM staff or faculty member (81.0%), compared to 69.8% who disclosed but not to anyone affiliated with the UM or 65.6% who did not disclose to anyone.

Some students provided further comments voicing their support for a sexual assault centre on campus. Two students, in particular, suggested that such a facility would be better than mandatory training for students. They write:

I don't feel that students should have mandatory training for sexual assaults, but I feel that there should be a first point of contact i.e. sexual assault centre for students to go to so they can go through the reporting process. (Female student)

I think 'mandatory' training is heavy-handed and by its nature lends itself to disparagement. Voluntary training that individuals can opt for at their own convenience would be a better choice. A sexual assault centre could run this training, as well as serving as a referral point for students / faculty who need additional support, training, or information. (Male student)

Several students provided further explanations about why they were skeptical of a designated sexual assault centre. For instance, one female student writes that such a centre would only

work if students had trust in the University that they would be believed and adequately supported.

I think one of the most important steps for a university to take is to let the students know that U of M is there for them in every possible way. For example, if you just have a condensed sentence saying this is the office to report a possible assault, I can tell you 100% [that] getting through that door is going to be hard/near impossible. There's way more emotions than shame, so basically portraying that you believe them before they walk into that door is going to help.

Another male student questioned whether some students would feel comfortable going to a service centre that had 'sexual assault' in its title.

Since not everyone is comfortable reporting to a sexual assault office, since the name is in the title, I think other resources should be available to at least get the person started in reporting it. I think it would be helpful to have even academic advisors to refer the person to an office because it seems like an ordinary process.

Although supportive of a sexual assault centre, one female student questioned how issues around confidentiality could be maintained.

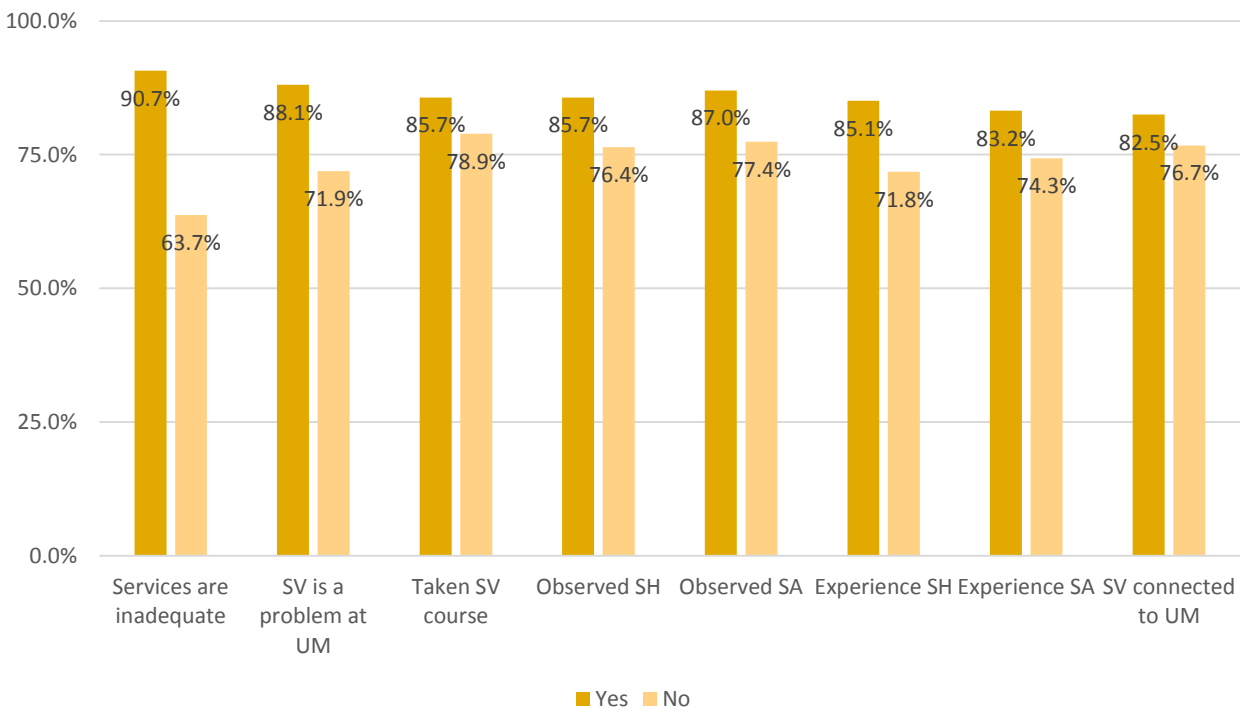
I also like the idea of a centralized unit to support people who have experienced sexual assault, but I don't understand how this would be a confidential service unless it was embedded within another program (e.g. counselling services).

Instead of a separate sexual assault centre, several students supported the idea of providing an integrated service for students. For instance, one female student writes:

A more easily accessible mental health centre to deal with the aftermath or fears of sexual assault.

As shown in Figure 17, support for mandatory training for faculty and staff on how to respond to disclosures of sexual violence were higher among students who reported that the current services at the UM are inadequate (90.7% vs. 63.7% for adequate) as well as those who believe sexual violence is a problem at the UM (88.1% vs. 71.9% who do not). Generally, students who observed or experienced any form of sexual violence were more likely to support mandatory training for faculty and staff, although the difference is not as large for this service compared to some of the other suggested services.

Figure 17: Support for mandatory training for faculty/staff on sexual violence response to disclosures



Several students wrote qualitative comments in regard to mandatory training for faculty and staff. For one female student, such training is necessary because some faculty and staff are not currently aware that their behaviour is inappropriate.

The stances of some profs and graduate advisors are promoting sexual violence against students, which is very alarming. Even when confronted they don't recognize their views are dangerous and can lead/have led to sexual violence against their students.

Another female student writes that mandatory training needs to highlight the power relationship between students and faculty/staff.

Training for faculty and staff on sexual violence, consent, power relations in the workplace, appropriate relationships with students and other staff.

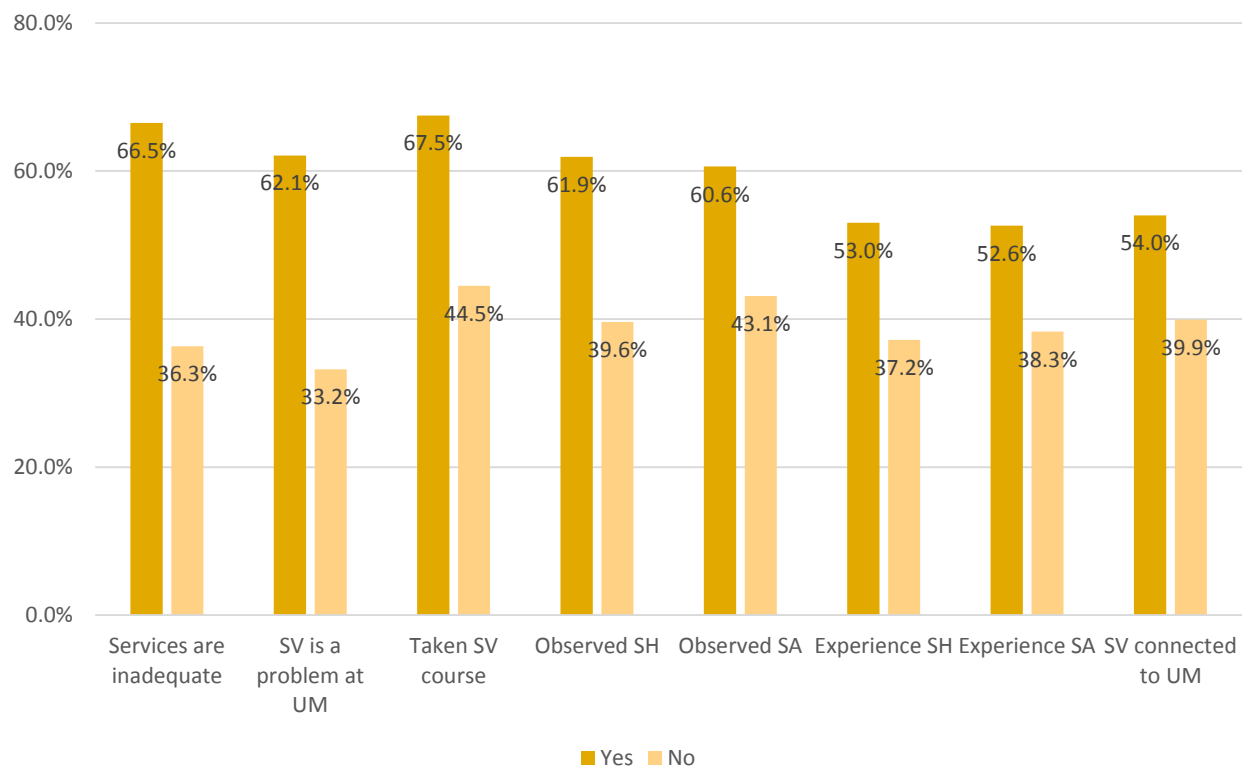
Finally, another female student supports the idea of mandatory training for faculty and staff, because of the high degree of contact they have with students.

UMSU mandates that a certain percentage of student body council members for respective faculties are required to attend Consent Culture training at the beginning of the Fall term in order to be able to be able to hold various events (socials, etc.) throughout the year. Why isn't this

training mandatory for U of M faculty and staff? As people who interact with students every day, faculty and staff should be required to attend Consent Culture training. Two-thirds of Canadians do not understand what consent is - those with university degrees are not immune to this ignorance... Of course, this is not to say that mandating faculty and staff to attend Consent Culture training will make our campus 100% free from sexual assault, but it is a step in the right direction to make students feel safer on campus.

In addition, students who reported taking a course on sexual violence prevention training on campus were more likely to support the implementation of mandatory training for students on sexual violence and consent (67.5%) than students who did not take such a course (44.5%). Students who indicated that the services at the UM to support people who experience sexual violence are inadequate were also more likely to identify mandatory training for students on sexual violence and consent (66.5%), compared to 36.3% of those who think the services are adequate and 42.7% of those who did not know about the University's services. Further, as illustrated in Figure 18, students who reported experiencing sexual harassment (SH) or sexual assault (SA), or observed (i.e., had a friend or acquaintance disclose or witness an incident) sexual violence (SV) were more likely to support implementing mandatory training for students on sexual violence and consent.

Figure 18: Support for mandatory training for students on sexual violence and consent



One female student who also works at the University supports mandatory training based on her personal experience with sexual harassment.

I find with the current over-sexualized generation, "lines are overstepped" way too much. Especially from students. They need to know when they are being inappropriate. I'm a [position] and I have had a student be too "forward" with me. I knew how to handle him...; however, even I was surprised by him.

Opinions, especially for mandatory training around issues of sexual violence and consent, were very polarized. While some students expressed that such training is a vital component to sexual violence prevention, others commented that it would have little or no impact. As one male student writes:

The current system is adequate. Teaching people to consent is extremely belittling and bad people will still be bad people regardless of what we teach them at this age.

Another female student was critical of mandatory training, although she is in support of optional training. She writes:

I like the idea of optional training for students on how to respond to disclosure, and sexual violence and consent, but making it mandatory will just make people resent it. Perhaps the training sessions could be more widely advertised and offered at a variety of times so working students could attend.

One female student provided comments in regard to her experience with existing training on sexual violence at student orientation.

I am glad that there are measures taken to reduce the likelihood of sexual violence but I have noticed there is still a power dynamic in which many men still do not understand consent and I don't see many people paying attention to or caring about the presentations about sexual violence during orientation.

However, two female students comment that more should be done on campus to increase general awareness that is inclusive, questions common misconceptions, and educates the University community on the reporting process.

General awareness on sexual violence and consent—e.g., there are posters on defensive drinking at the Hub [campus bar], there could also be some around campus on what consent looks like.

We should make sure to focus efforts and help for men as well, even if it is the case that they are assaulted at a lower rate. Also, there should be education on the process of investigation (not just the reporting/support aspect) of sexual assault and how confidentiality of all parties (alleged perpetrator included) is kept. This is both to ensure fair process is given

and to shut people up about how easy "one false accusation" can "ruin a man's life" (and statistics on how many people's lives are ruined by rape vs by false accusations of rape vs false accusations of murder, vs false accusations of petty theft). I realize that this diverges from the primary goal of sexual assault services (which is to prevent and support), but if possible it would also help. It's also difficult because education on these topics also creates a pushback from a certain group of people but what can you do I guess.

Many students were in support of mandatory training for students. As one male student writes:

Huge yes to mandatory training for students regarding sexual violence and consent, cannot emphasize that enough.

One female student notes that mandatory training has the potential to effect positive social change toward sexual violence prevention.

YES YES YES to mandatory training for all!!! This could be LIFE CHANGING for so many people, and would hugely positively impact society!

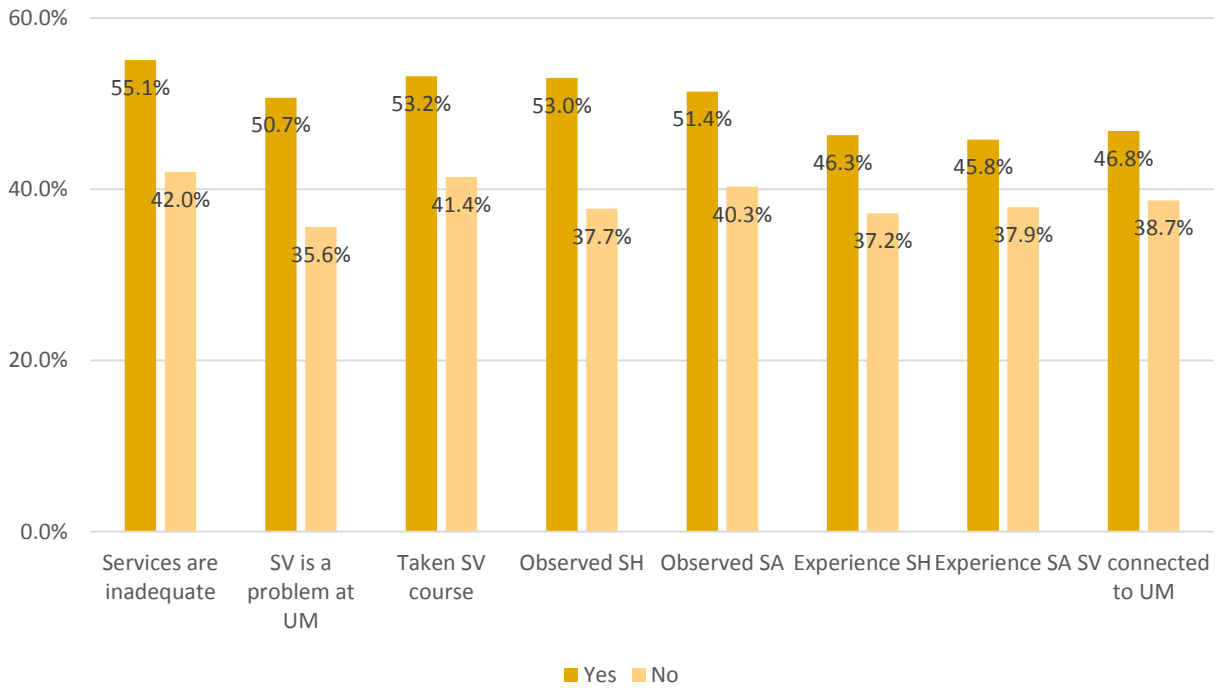
Other female students felt that mandatory training should target specific groups, including faculty and staff, international students and Bison student-athletes. They write:

Male international students need mandatory training that in Canada, women are their equal, are not their property, and that leering at women who walk by is inappropriate. Also old sexist male professors should have mandatory training.

There should be a mandatory course administered to all Bison athletes regarding sexual assault and sexual harassment.

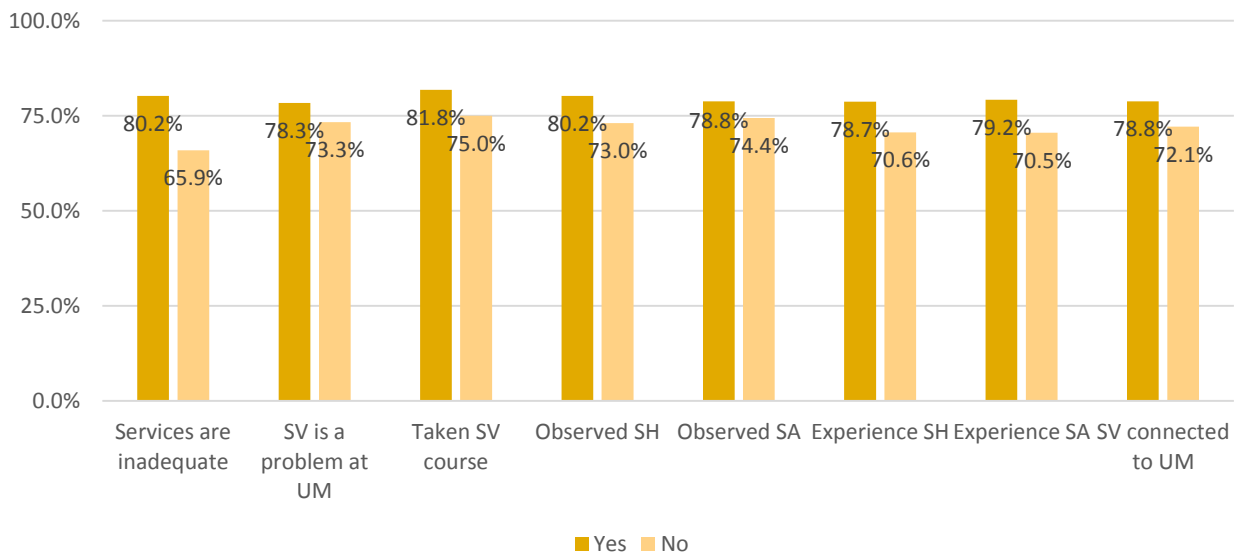
Similar to training on sexual violence and consent, students who believe sexual violence is a problem on campus or have direct or indirect experience with sexual violence were more likely to support the idea of mandatory training for students on how to respond to disclosures of sexual violence (see Figure 19).

Figure 19: Mandatory training for students on responding to sexual violence disclosures



Overall, there was considerable support for general awareness training for students on the formal sexual assault reporting process on campus (72.8%, see Table 5). However, students who reported that the current services at the UM are inadequate (80.2%) were more likely to support this initiative than students who believe the services are adequate (65.9%). As shown in Figure 20, students who observed or experienced any form of sexual violence were more likely

Figure 20: General awareness training for students on sexual assault reporting on campus



to support general awareness training for students on the formal reporting process than students with no direct or indirect experience with sexual violence, but the difference is not as large as with some of the other initiatives.

Some students commented on the need to educate students about issues of sexual harassment, and the need for the University to create an environment in which sexually inappropriate behaviour will not be tolerated. For example, one female student writes:

I feel that the general, non-individualized reports such as getting constant comments at the gym or in the tunnels after a certain hour are not treated with enough seriousness or handled well.....overall the University has not looked into educating students on how to treat other persons with respect and that there will be no sexual harassment allowed.... I refuse to attend the gym anymore due to this very issue that still has not been resolved and I feel unsafe on campus after certain hours.

Counselling and other first-point of contact services

There were no closed-ended, quantitative survey questions asking students about counselling services; however, several students commented on issues related to counselling in the open-ended text boxes. One male student offered some practical suggestions to improve services and messages for students with experiences of sexual violence.

It is sometimes even difficult to realize you're in a difficult, very unhealthy relationship since sexual assault has many layers and is so complex.....In high school, when I was sexually assaulted in a relationship, I didn't know what to think of it. It didn't result in rape, but consent was very questionable at the time and when I talked to my guidance counsellor about it I learned that what happened would be classified as assault. So, I believe a wide variety of services should be promoted for helping people, ranging from along the lines of "Unsure if it's assault? Let's start by talking about it." or "Let us help you find your voice, make an appointment with us" for smaller first steps that can let people talk about it since situations like these feel so confusing and complicated. However there should be serious very blatant services as well where the person reporting it gets straight to the point in making the complaint. Like I said, sexual assault and sexual violence have a wide range of complexities, which deserves a wide range of services to help victims of sexual assault. Also, something I haven't heard in sexual assault conversations is something relevant to my experience. If I even saw the phrase "it doesn't bother you until after he leaves you that you didn't consent", would have made me think twice about dismissing the fact I didn't really want to do anything at the time. We need a wide variety of messages and services. We need more conversation about sexual assault, on top of the services that are given

Some students commented on the need for more anonymous or third-party reporting services at the UM. As one female student writes:

There has been success with anonymous online based reporting systems on other campuses that encourage people to disclose the incident immediately even if they do not intend to file a complaint. There are options to time delay the release of the information or even chose only to disclose once another complaint has been made against the same person. A system like this could help significantly with reporting. I know many women who are not interested in reporting because it is a lot to go through emotionally and they see it as not worth it when they already need to process what has happened. A system like this if promoted properly has the ability to help with the lack of reporting while still giving a feeling of protection to the victim if they want it.

Other students commented on the need for a “soft place to land” in which students feel supported from first-contact. For example, one male student suggests that the UM adopt online reporting, but also provide a service where students could make an appointment to see a counsellor online, which he argues has several benefits.

I think another beneficial service the UofM could have would be an online report, where a student could make an appointment as well. With it being online, it might even be easier for the person to speak up about sexual assault. From my personal experience, I know that it is hard having a voice in a situation like that.... Since sexual assault is so complex, there should be different types of help offered. I think the UofM should even have services that seem like a small step in just talking about it, which then could build up to the person actually reporting it. Empowering people to have a voice should be a step taken to promote these services. Reporting it to an online service which could lead to an appointment would at least give the UofM the ability to make an appointment because it's less intimidating than actually asking for help from a person. A phone service might also be beneficial in even analyzing if an assault did occur.

Another male student also supports the idea of a designated phone number on campus, which he suggests would be less intimidating than having the first-point of contact being face-to-face.

A hotline for students to call who may be afraid or unwilling to physically enter an office for support.

Several students offered comments to improve the existing counselling services at the UM, especially in terms of access and validation. As two female students write:

I wish above all that for counselling services there is NO WAITLIST.

I have tried to access counselling services on campus and found that the counsellors could not take me on as a client and chalked my issues up as "university stress." I now see a therapist that charges \$185 per hour instead. The counselling services should be better funded so that all students can access counselling whenever they need.

Another male student who had experience with the existing counselling service questions the usefulness of its approach.

I disclosed the incident to a staff member who got me in touch with counselling. While I appreciated the staff member's help, the counselling services were very difficult to access (even though the staff member made an effort to contact these services and explain my time-sensitive situation). They are over-burdened and have lacklustre/subpar services. I was extremely disappointed with the social-work approach of these services - asking open-ended questions when I needed a more direct approach to solve practical issues. I felt like I was talking to a stranger at a bus stop.

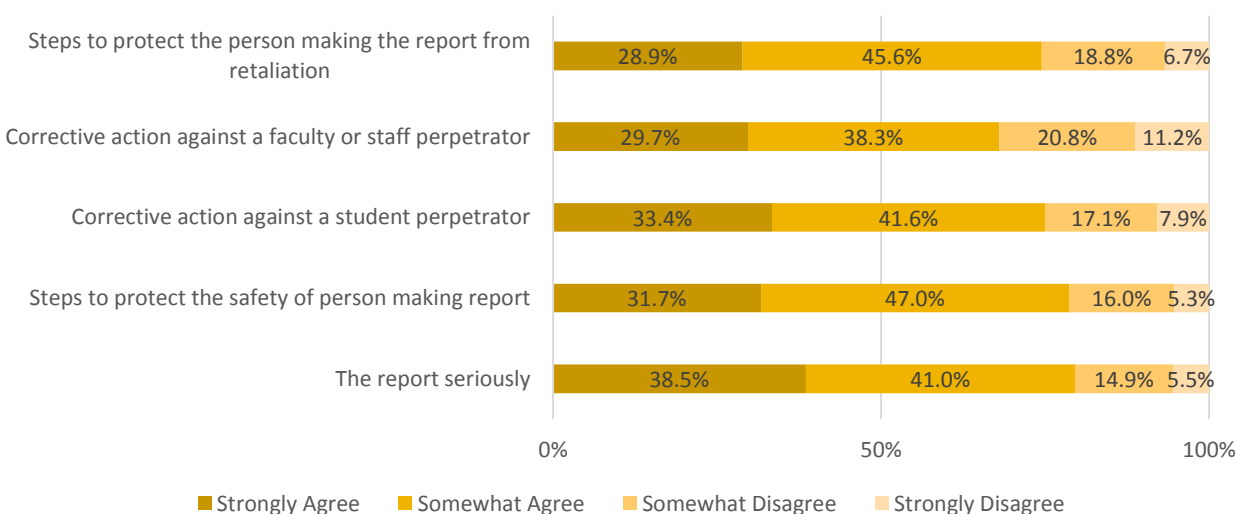
Finally, one student illustrated the importance of providing student support services that are inclusive, regardless of sexual and gender identity. She writes:

LGBT support services so that students who aren't cisgender or heterosexual have somewhere to go where their identity will be understood and not dismissed if dealing with sexual assault.

Perceptions of reporting sexual violence at the UM

The survey also examined students' perceptions of reporting sexual violence on campus in terms of the response they believe the UM would take. Per item results for each of the statements are illustrated in Figure 21. Overall, students' perceptions were more positive than negative in terms of reporting sexual violence on campus.

Figure 21: Perceptions of reporting sexual violence on campus (UM would take...)

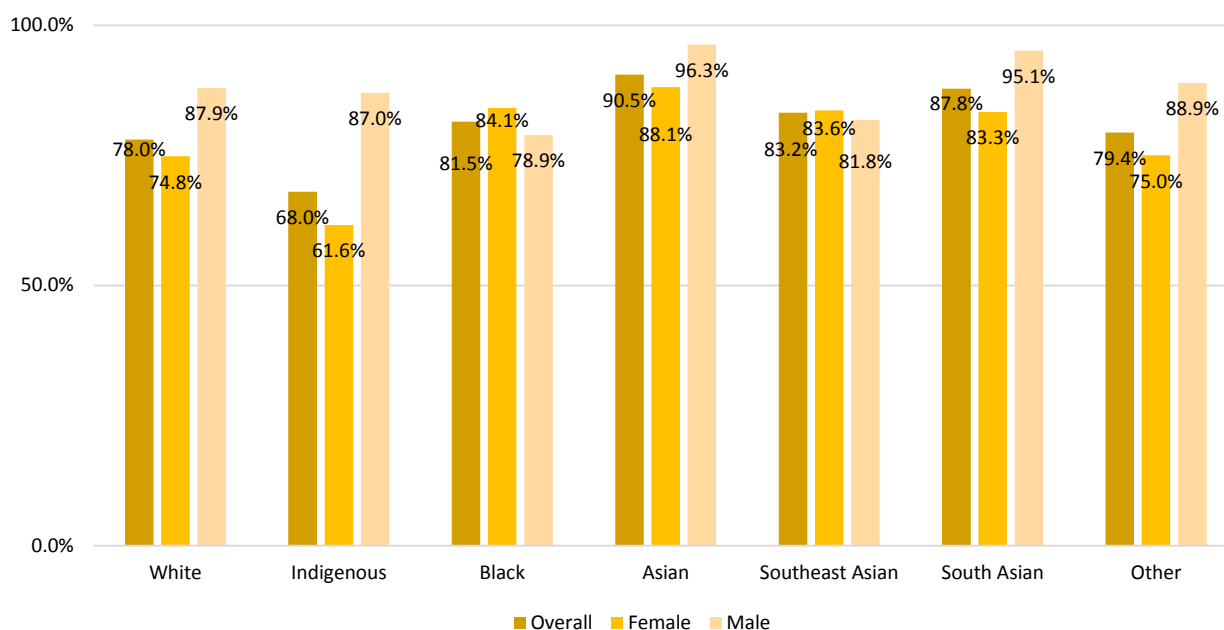


Views on whether the UM would take a report of sexual violence seriously

Four out of five (79.5%) students agreed that the UM would take a report of sexual violence seriously. However, male students (88.0%) were more likely to agree than female (76.3%) or trans, two spirit, or non-binary students (69.2%)¹⁵⁵. Heterosexual students were also more likely to trust the University's ability to handle a report of sexual violence (81.8%) than sexual minority students (67.4%)¹⁵⁶. Significant differences were also observed between students of various racialized identities¹⁵⁷. There were no significant differences across racialized identities for male students¹⁵⁸; but there was for female students (see Figure 22)¹⁵⁹. In particular, Indigenous female students were the least likely to agree that the UM would take a report of sexual violence seriously (61.6%). Students who identified as having a disability were also less likely to agree (72.0%) than students who did not report having a disability (81.4%)¹⁶⁰, as were non-first year students (76.5%) compared to first-year students (88.8%)¹⁶¹.

Students who thought sexual violence was a problem on campus were significantly less likely to agree (64.6%) that the UM would take such reports seriously, compared to students who

Figure 22: UM would take a report of sexual violence seriously by racialized identity/gender



¹⁵⁵ $\chi^2 [2, 1398] = 25.78, p < .001, V = .14$

¹⁵⁶ $\chi^2 [1, 1381] = 24.01, p < .001, V = .13$

¹⁵⁷ $\chi^2 [6, 1393] = 21.88, p = .001, V = .13$

¹⁵⁸ $\chi^2 [6, 400] = 6.53, p = .37$

¹⁵⁹ $\chi^2 [6, 958] = 20.1, p = .003, V = .15$

¹⁶⁰ $\chi^2 [1, 1379] = 11.1, p = .001, V = .09$

¹⁶¹ $\chi^2 [1, 1397] = 24.71, p < .001, V = .13$

disagreed that sexual violence was a problem on campus (90.3%)¹⁶². In addition, students who reported that the services in place at the UM to support people who experience sexual violence were inadequate were less likely to agree that the University would take a report seriously (40.4%), compared to those who indicated that the services were adequate (93.6%) or who did not know about the services at the UM (85.7%)¹⁶³.

Students who reported experiencing or observing some form of sexual violence connected to the UM were less likely to agree that the University would handle a report of sexual violence seriously (69.4% vs. 87.1%)¹⁶⁴. These results varied according to who was the perpetrator. For example, students who reported experiencing sexual harassment from a faculty or staff member were less likely to agree that the UM would take the report seriously (43.3%) than students who indicated experiencing sexual harassment, but not from faculty or staff (75.0%)¹⁶⁵. The difference was less pronounced among those who indicated experiencing sexual harassment when the perpetrator was a UM student (64.8% vs. 77.4% who were sexually harassed but not by a UM student)¹⁶⁶. Similar results were found for experiences of sexual violence; however, due to low cell counts among students who experienced sexual assault from a faculty or staff member, results cannot be reported due to our ethical requirements to uphold participant confidentiality (e.g., the standard practice is not to report on results that have less than 5 responses in any particular category). Of the students who reported experiencing a sexual assault, those who disclosed to at least one UM faculty or staff member were less likely to agree that the University would take the report seriously (55.7%), compared to students who disclosed to no one (73.1%) or disclosed but not to anyone affiliated with the UM (80.1%)¹⁶⁷.

Overall index on perceptions of reporting

An overall index was computed using the five statements about perceptions of how the UM would respond to a report of sexual violence. Students' perceptions of how well the UM would respond to a report of sexual violence varied by age as students under the age of 21 were more likely to hold favourable views ($M = .21$) than students between the ages of 21 and 23 ($M = -.13$) or between 24 and 26 ($M = -.24$) or who were 27 years or older ($M = -.10$)¹⁶⁸. Similarly, undergraduate students were more likely to hold positive views on the UM's ability to respond effectively to reports of sexual violence ($M = .04$) than graduate students ($M = -.08$) or professional /second degree students ($M = -.33$)¹⁶⁹. Significant differences were also found

¹⁶² $\chi^2 [1, 1042] = 102.77, p < .001, V = .31$

¹⁶³ $\chi^2 [2, 1389] = 265.1, p < .001, V = .44$

¹⁶⁴ $\chi^2 [1, 1205] = 56.97, p < .001, V = .22$

¹⁶⁵ $\chi^2 [1, 649] = 27.22, p < .001, V = .21$

¹⁶⁶ $\chi^2 [1, 649] = 12.4, p < .001, V = .14$

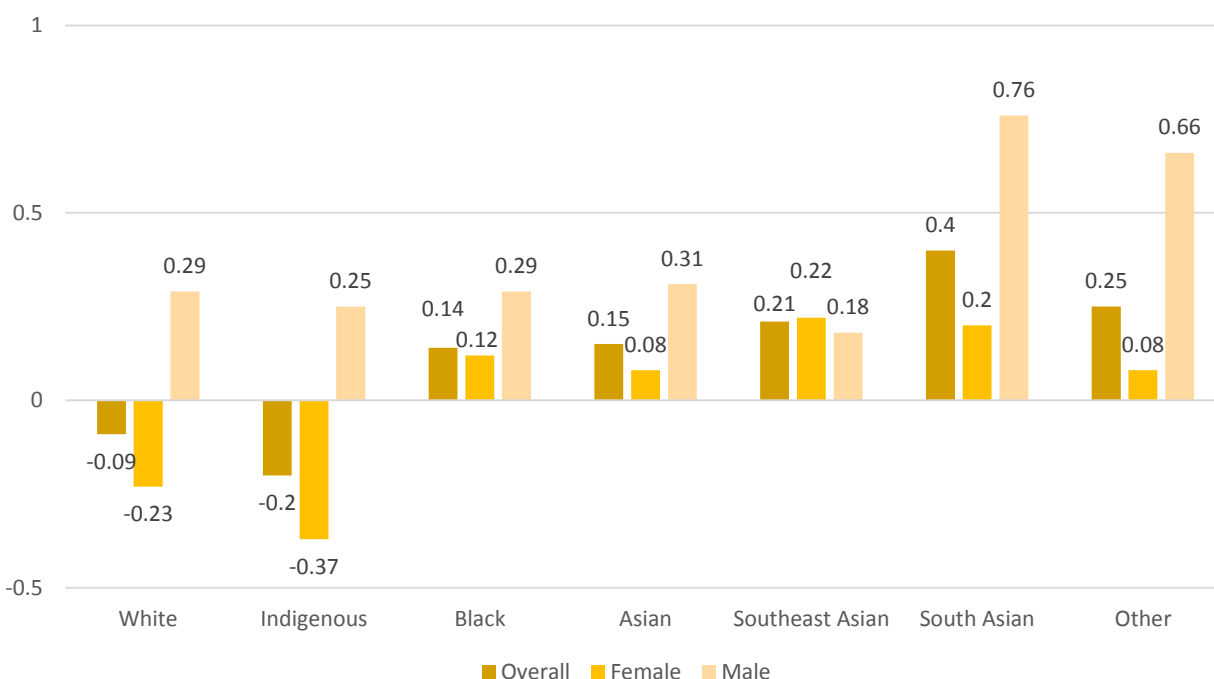
¹⁶⁷ $\chi^2 [2, 570] = 20.05, p < .001, V = .19$

¹⁶⁸ $F(3, 1387) = 11.87, p < .001, \eta^2 = .03$

¹⁶⁹ $F(2, 1408) = 5.65, p = .003, \eta^2 = .01$

between gender¹⁷⁰ and perceptions of how the UM would respond to sexual violence as well as between racialized identities¹⁷¹ (see Figure 23).

Figure 23: Perceptions of how the UM would respond to a report of sexual violence by racialized identity/gender



Students who thought that the services in place at the UM to support people who experience sexual violence are inadequate had significantly lower perception scores ($M = -1.12$) than those who reported that the services are adequate ($M = .65$) or those who do not know ($M = .11$)¹⁷². In addition, students who think sexual violence is a problem on campus were more likely to hold negative perceptions in terms of how the UM would handle a report of sexual violence ($M = -.50$) than those who do not think sexual violence is a problem on campus ($M = .32$)¹⁷³. Students who had a friend or acquaintance disclose an experience of sexual harassment since the start of the academic year were more likely to have negative perceptions ($M = -.48$) than those who did not ($M = .17$)¹⁷⁴. Similarly, students who observed a situation that they think could have led to a sexual assault had significantly lower perception scores ($M = -.59$) than those who did not report having such experiences ($M = .10$)¹⁷⁵. Differences were also observed

¹⁷⁰ $F(2, 1407) = 34.29, p < .001, \eta^2 = .05$

¹⁷¹ $F(6, 1404) = 7.09, p < .001, \eta^2 = .03$

¹⁷² $F(2, 1399) = 285.1, p < .001, \eta^2 = .29$

¹⁷³ $t(1049) = 14.02, p < .001, \text{Cohen's } d = .87$

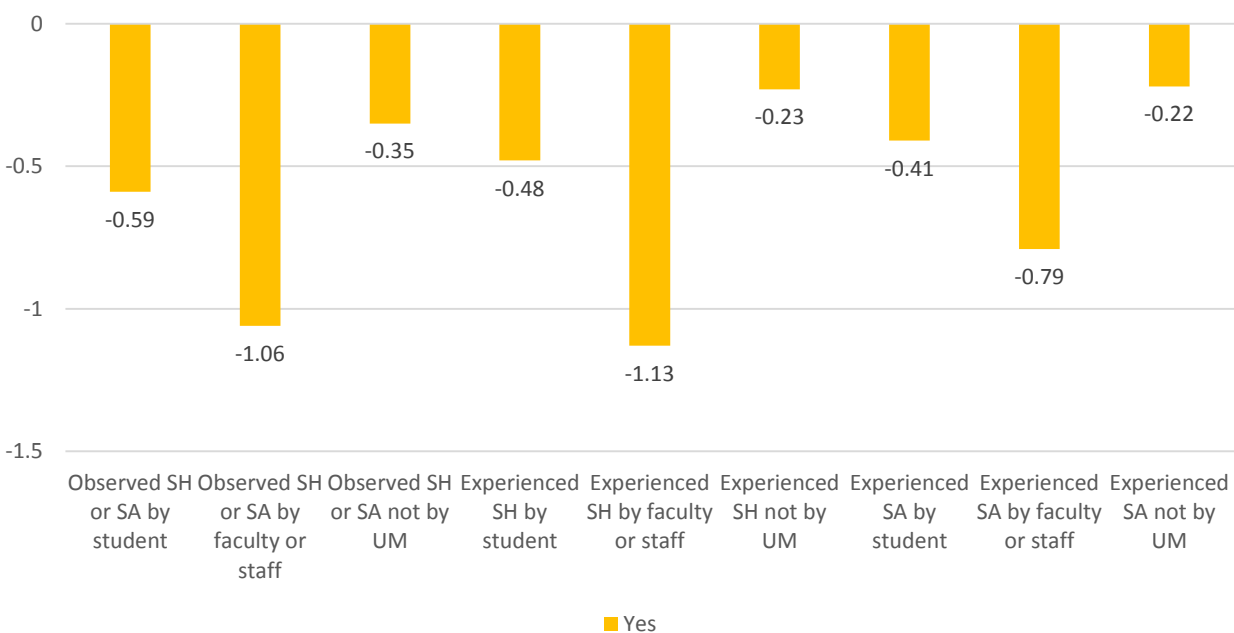
¹⁷⁴ $t(1192) = 538.3, p < .001, \text{Cohen's } d = .66$

¹⁷⁵ $t(1190) = 9.35, p < .001, \text{Cohen's } d = .68$

among students who reported knowing someone who had experienced a sexual assault ($M = -.44$ vs. $M = .21$ for those who did not).

Students who reported experiencing sexual harassment (i.e., made to feel uncomfortable by comments or gestures of a sexual nature) were more likely to have negative perceptions of how the UM would respond to a report of sexual violence ($M = -.27$) than students who have not experienced sexual harassment ($M = .30$)¹⁷⁶. Similarly, students who experienced sexual assault held below average perceptions of the University's response to sexual violence ($M = -.22$) than students who reported not experiencing sexual assault ($M = .27$)¹⁷⁷. For students who experienced sexual assault, those who indicated that the incident took place on an UM campus or as part of an event affiliated with the UM held more negative perceptions of the University's ability to respond to such violence ($M = -.39$) than students who did not experience sexual assault on campus ($M = -.10$)¹⁷⁸. Further, among those who experienced sexual assault or harassment, students who disclosed the incident to at least one UM faculty or staff member held the most negative perceptions of how the University would respond to a report of sexual violence ($M = -.60$), compared to students who disclosed the incident but not to anyone affiliated with the UM ($M = -.14$) or who disclosed to no one ($M = -.11$)¹⁷⁹.

Figure 24: Perceptions of how the UM would respond to a report of sexual violence for students who observed or experienced assault (SA) or harassment (SH) by the perpetrator of the offence



¹⁷⁶ $t(1178) = 10.22, p < .001, \text{Cohen's } d = .61$

¹⁷⁷ $t(1118) = 8.70, p < .001, \text{Cohen's } d = .53$

¹⁷⁸ $t(541) = 3.33, p = .001, \text{Cohen's } d = .29$

¹⁷⁹ $F(2, 571) = 8.0, p < .001, \eta^2 = .03$

Additional questions asked students about the perpetrators of acts of sexual violence (Figure 24). Students who experienced sexual harassment by a faculty or staff member ($M = -1.13$), observed /had a friend or acquaintance disclose to them either sexual harassment or assault perpetrated by a faculty or staff member ($M = -1.06$), or experienced sexual assault by a faculty or staff member ($M = -.79$) recorded the highest negative perceptions of how the University would respond to a report of sexual violence. When the perpetrator was a student, perceptions were less negative than when the perpetrator was a faculty or staff member, but more negative than when the perpetrator was neither a student nor a faculty or staff member (see Figure 24).

Qualitative comments on reporting sexual violence at the UM

Many students provided further qualitative narratives on how, in their opinion, the UM responds to reports of sexual violence. One of the consistent themes was in relation to the perception that the University was not authentic in its commitment to effectively deal with issues of sexual violence. For instance, many students commented that the University was only concerned with looking like it had an adequate policy toward sexual violence prevention, but it does not translate to anything meaningful in practice, especially when it concerns faculty or staff. As one female student writes:

It seems like the U of M cares more about looking like it has a sexual violence policy instead of actually prosecuting offenders.

Another male student comments that issues of inappropriate behaviour from faculty and staff extend beyond sexual violence.

I chose not to answer regarding "UM would take corrective action against the perpetrator who was a faculty member or staff" because I have heard reports of teachers making racist comments in classrooms and the faculty doing nothing. Because of this and as far as I know, the UM has a culture of covering things up as it relates to incidents that involve unethical activity by staff.

Although several students wrote about negative experiences they had reporting sexual violence on campus, some commented that the University addressed the issue adequately, and in a supportive manner. As one female student who knew about an incident of sexual harassment from a staff member writes:

A fellow classmate of mine was being sexually harassed by a staff member a couple of years ago. This staff member had also sent inappropriate messages on social media to myself and several other female students. She ended up bringing a complaint forward and myself and 2 other students shared the messages we had received as well, and an investigation was conducted. Overall I felt our department head was very supportive and took the matter seriously. The investigator was empathetic and kind, which makes all the difference.

Not all students, however, believe that the University should become involved when allegations of sexual violence are made. As one male student writes:

The UM is limited, or if it isn't then it should be limited, on what it can do when it comes to allegations of sexual assault. The university is not a court, and it does not employ fully trained police officers, which means that these types of things are best handled not by the university.

Similarly, two other male students comment that the University is not equipped to investigate incidents of sexual violence, which should solely be the job of the police.

Stop wasting our tuition on unnecessary things. The police can deal with sexual assault/harassment better than a university.

All sexual assault reports go to the police, U of M. NO ands ifs or buts about it. You are not the police.

Qualitative comments on publicized incidents

Many of the comments made by students referred to incidents of sexual violence at UM as publicized in media reports. These media portrayals are influential and, for some students, serve as the predominant source of information about these incidents. As such, it is important to convey the spirit of students' thoughts, perceptions, and experiences in response to publicized incidents of sexual violence.

Many students, both male and female alike, wrote about their frustrations in regard to the lack of transparency and communication on the part of the University. Below are narratives from some students:

The administration did a terrible job of letting the rest of the university know once it had been made public... The follow up email from [President] Barnard was vague and not comforting.

The whole incident is absolutely disgusting... There NEEDS to be a full disclosure policy...U of M needs to take a serious look at their policies and be completely transparent when they re-write them.

It seems there continues to be a lack of action against perpetrators (at least through what has emerged in the media), and an overall insensitivity coming from administration regarding sexual assault (e.g., sending a "general safety precautions" email following an assault that misplaced responsibility and was way off the mark). (Female student)

One female student expressed her frustration by highlighting the contradiction of what the University has been trying to instill in its students – that of integrity.

I believe that what the university did contradicts the very value that they are trying to instill in their fellow students - integrity. As a young woman

who went through a very similar and personal situation, it was heartbreaking to hear that... allegations were not taken seriously. I hope things change for the better and that the university will continue to be open about discussing the reality of sexual misconduct, and will provide better resources to those who need it. (Female student)

Many students commented about their lack of faith in the University to effectively deal with sexual violence on campus, especially when the alleged perpetrators are faculty or staff members. Two female students write:

Actions speak louder than words. Why are [alleged perpetrators] allowed to teach and seem protected even by the administration for so long?

The situation was handled so poorly that I have pretty much no hope for the university until there are major reforms in both university and government systems.

For some students, the perception that punitive action is not taken in some cases has resulted in them internalizing that “the University does not care about students’ safety.” For many of these students, they believe that the University is more concerned about its public image than the wellbeing of students. They write:

The U of M is responsive rather than proactive... I consider the U of M to take a lacklustre approach to students’ concerns until it balloons into a larger issue receiving public/media attention. This made the U of M appear to care more about the face of the institution rather than the well-being of students. (Female student)

This university has consistently under-reported the actual amount of sexual assaults occurring on this campus, sacrificing the safety of students for a positive image. The university tries to contain situations from the press and other students instead of taking action to prevent sexual assault on campus. The university would rather have students raped than actually be accountable and take responsibility for the hostile environment that exists on campus and in residence. The retraumatizing process and victim blaming is one of the many ways this university continues to suppress sexual assault reports. (Male student)

The University’s response... was inadequate and disappointing. There was little indication that the university felt the need to investigate their response to reports of sexual harassment. The president’s message that the university’s policies work came across as inaccurate, dismissive, and unconcerned with student safety and well-being. (Female student)

The current attitude would be to protect the University's reputation and the primary concern would be how it might look in the news rather than any real concern for the victim. (Male student)

UofM has so much meaningless branding and marketing BS - it's all just saying polished pretty words and none of it means anything. The administration has no integrity on anything anyway. It's all just politics

and lip service - why would their sexual assault response be any different? Naw, UofM is just another big company covering its butt. Students are just customers here. (Gender minority student)

The end result for some is that students are now even more vulnerable on campus because many do not feel anything will be done if they report incidents of sexual violence. As one male student writes:

Years and years passed without any action taking place. Because of this, more victims were left vulnerable.

Another female student writes:

To allow [these] actions to go unchecked, reminds every female on campus that the lens that this university views females through, is that we are still of lesser value than someone who is male, brings attention and donations to the programming.

Understanding the process of reporting sexual violence at the University

Students were asked to give their level of agreement with the following statement: “I understand the process of what happens when a student reports a sexual assault at the UM.” The vast majority of students disagreed either strongly (42.4%) or somewhat (31.8%), while only 7.1% strongly agreed, followed by 14.7% who somewhat agreed. Female students were less likely to agree (20.0%) than male (29.0%) or trans, two spirit, or other non-binary gender identified students (33.3%)¹⁸⁰. Indigenous (12.1%) and White students (18.2%) were also less likely to agree, while South Asian students (46.1%) were the most likely to agree, followed by Black African or Caribbean (33.9%), Southeast Asian (29.0%), Asian (28.6%), and other racialized (28.2%) students¹⁸¹. International students were more likely to agree (42.9%) than domestic students (19.3%)¹⁸².

In addition, students who believe that the services at the UM to support people who experience sexual violence are adequate were more likely to agree that they understand the process of what happens when a student reports a sexual assault at the UM (53.6%) than students who think the services are inadequate (27.6%) or students who do not know about the University’s services (13.4%)¹⁸³. As well, students who reported that they have taken a course on sexual violence prevention at the UM were more likely to agree (37.7%) than students who have not taken a course (20.1%)¹⁸⁴. Students who reported knowing someone or had observed sexual violence were slightly more likely to agree (24.8%) than students who did not (19.9%)¹⁸⁵. However, students who personally experienced sexual harassment were somewhat less likely

¹⁸⁰ $\chi^2 [2, 1420] = 14.99, p=.001, V=.10$

¹⁸¹ $\chi^2 [6, 1419] = 61.88, p<.001, V=.21$

¹⁸² $\chi^2 [1, 1433] = 57.11, p<.001, V=.22$

¹⁸³ $\chi^2 [2, 1426] = 186.2, p<.001, V=.36$

¹⁸⁴ $\chi^2 [1, 1209] = 13.22, p<.001, V=.11$

¹⁸⁵ $\chi^2 [1, 1215] = 3.98, p=.046, V=.06$

to agree that they understand the reporting process at the UM (19.6%) than students who reported not experiencing sexual harassment (24.4%)¹⁸⁶. Even though the difference was not statistically significant, when the perpetrator was identified as a UM student, agreement was 23.8% (vs. 18.5% when the perpetrator was not a student); and when the perpetrator was a faculty or staff member, agreement was 23.0% (vs. 20.5% when the perpetrator was not faculty or staff). There was also no difference between students who experienced sexual assault since attending the UM versus those who had not in their agreement about understanding the reporting process at the UM (21.3% vs. 22.0%), nor was there any difference between students who had observed or experienced sexual violence that was connected to the UM in some manner and those who had not (22.6% vs. 20.7%). However, among students who experienced sexual assault, when the incident took place on a UM campus or an event affiliated with the UM, these students were more likely to agree that they understand the reporting process (29.0%) than students who experienced sexual assault that did not occur on campus (16.2%)¹⁸⁷.

Issues pertaining to full disclosures

Several students wrote in the open-ended comments that the University's policy on sexual violence needs to be based on full disclosures of offenders' identities. Below is a narrative from one female student:

Policy of FULL DISCLOSURE of names of staff/faculty who are sexual offenders of any degree. This information needs to be public.

Some students, however, questioned notions of full disclosure for several reasons, including due process rights and issues around false reporting. Below are some of these narratives from students.

Burden of proof is the cornerstone of the modern justice system, please take false reporting seriously and don't unjustly punish those wrongly accused. (Male student)

I notice none of your questions... asked what the university would do to protect the accused from having their careers ruined by vengeful allegations. (Female student)

It's good to take action against aggressors of sexual assault, but do not go over the top, as in, treat people as innocent until proven guilty. Being accused alone should carry no punishment, only when sufficient evidence is provided. (Male student)

Similarly, opinions on what should happen when allegations of sexual violence are made were also quite polarized. For example, some students were adamant in their assertions that more

¹⁸⁶ $\chi^2 [1, 1203] = 3.89, p=.049, V=.06$

¹⁸⁷ $\chi^2 [1, 561] = 13.10, p<.001, V=.15$

should be done to protect the individual who reports sexual violence. As one female student writes:

I am not quite sure of the current policy for this or if it is a case to case basis, but if the UM takes steps to protect the safety of the person making the report I believe it should be done to make that student's life easier, not the (alleged) perpetrator. Ex. If both were students that were in the same class at the same time slot, the perpetrator should be made to switch to another section in order to ensure the safety and comfort of the person making the report instead of the person making the report being made to switch to a different section while the report is being further investigated.

Others wrote about the complexity of disclosing sexual violence. One female student suggests that a range of options would be the most helpful.

I think as a culture we are unsure where the "line" is. Tools to address sexually inappropriate behaviour without reporting to police or endangering someone's job/education would be helpful, as there are times I feel someone is out of line but the formal approach may have larger consequences than I want. On the other hand, I hear about people who have done horrible things and gotten away with it with a slap on the wrist. A larger range of reactions to/consequences for perpetrators might help.

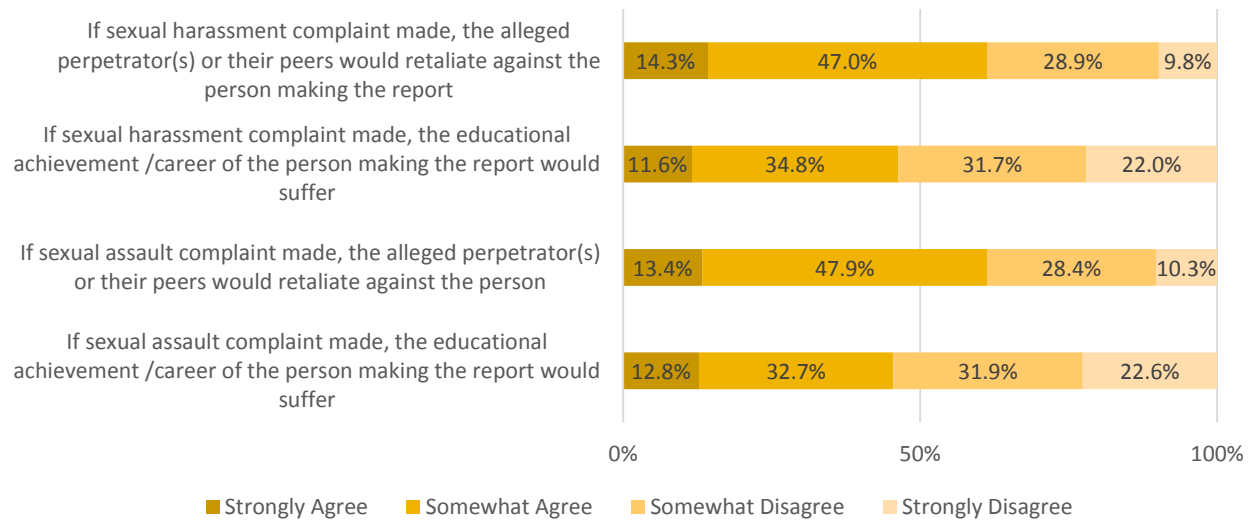
Finally, some students commented that the current system of reporting sexual violence at the UM is not based on the legal rights of alleged perpetrators, which is exacerbated due to unclear definitions of what constitutes sexual violence. For instance, one male student writes:

Mandatory information or training sessions completely would be a waste of everyone's time and resources. People understand that sexual assault and harassment is wrong, but unfortunately, institutions have strayed from the traditional legal definitions of these actions and moved towards a system where the "victim" gets to decide what constitutes each. You will never be able to provide enough training to students since there are 1000 different definitions between 1000 different people.

Fears related to reporting sexual violence

Regardless of whether they have experienced sexual violence (directly or indirectly), all students were presented with a series of closed-ended statements designed to measure their perceptions of reporting sexual violence at the UM (Figure 25).

Figure 25: Perceptions of reporting sexual violence at the UM



Fear of retaliation for reporting sexual harassment

Three out of five (61.3%) students agreed with the statement “If a sexual harassment complaint was made, the alleged perpetrator(s) or their peers would retaliate against the person making the report.” Female (64.0%) and trans, two spirit, and non-binary (66.7%) students were slightly more likely to agree than male students (55.9%)¹⁸⁸ as well as LGBTQ (69.0%) versus heterosexual (59.9%) students¹⁸⁹. As one female LGBTQ student writes:

I was the one being harassed and action would put me [in] more danger.

In addition, other racialized (56.9%), Black African or Caribbean (58.3%) and White (58.9%) students were less likely to agree than Southeast Asian (74.4%), Asian (68.3%), Indigenous (67.8%), and South Asian (63.0%) students¹⁹⁰.

Students who reported that the services in place at the UM to support people who experience sexual violence are inadequate were more likely to agree that if someone makes a sexual harassment complaint, the alleged perpetrator(s) or their peers would retaliate against the person making the report (75.9%), compared to 49.2% who maintain the services are adequate (49.2%) or who did not know about the University’s services (61.0%)¹⁹¹. Similar differences were observed between students who think sexual violence is a problem at the UM (73.8%) versus those who do not (51.4%)¹⁹².

¹⁸⁸ $\chi^2 [2, 1284] = 7.58, p=.023, V=.08$

¹⁸⁹ $\chi^2 [2, 1268] = 5.85, p=.016, V=.07$

¹⁹⁰ $\chi^2 [2, 1283] = 12.65, p=.049, V=.10$

¹⁹¹ $\chi^2 [2, 1285] = 34.20, p<.001, V=.16$

¹⁹² $\chi^2 [2, 994] = 50.97, p<.001, V=.23$

Fear of educational repercussions for reporting sexual assault

Overall, 45.5% of students agreed with the statement “If a sexual assault complaint was made, the educational achievement/career of the person making the report would suffer.” Gender minority (54.2%) and female (48.6%) students were more likely to agree than male students (38.3%)¹⁹³. Similar differences were found between LGBTQ (57.3%) and heterosexual (43.0%) students¹⁹⁴.

Students who reported knowing someone who experienced sexual violence or who observed a situation that could have led to a sexual assault (61.8%) were more likely to agree that if someone makes a sexual assault complaint, the educational achievement/career of the person making the report would suffer than students who did not observe sexual violence (37.8%)¹⁹⁵. For example, one male student who was aware of an incident of sexual harassment did not disclose in order to respect the wishes of his friend who was afraid of the negative impact.

The survivor of the harassment asked me not to disclose the incident as they were concerned with dealing with the repercussions.

In addition, students who experienced sexual assault (52.3%) were more likely to agree than students who did not report experiencing sexual assault (37.7%)¹⁹⁶. Of those who experienced sexual violence, students who disclosed to at least one UM faculty or staff member were more likely to agree (66.3%) than students who disclosed but not to anyone affiliated with the UM (52.8%) or who did not disclose to anyone (47.5%)¹⁹⁷.

For one gender minority student, their decision not to report the incident of sexual violence was based on fears of potential career repercussions, especially because the perpetrator was a faculty member who they perceived would be immune from consequences.

Because the faculty member is a "trusted" member of the community and there would have been NO consequences for them, but for me the consequences would bleed into my life post-graduation.

Overall index for fear of reporting sexual violence

Similar to other items with high internal reliability, an overall index was created in order to examine aggregate data on students' general perceptions of reporting sexual violence on campus ($\alpha = .819$). Compared to male students ($M = .12$), female ($M = -.06$) and gender minority ($M = -.14$) students were less likely to have positive perceptions of reporting sexual violence on campus¹⁹⁸. Similar differences were observed between heterosexual ($M = .05$) and

¹⁹³ $\chi^2 [2, 1367] = 12.75, p=.002, V=.10$

¹⁹⁴ $\chi^2 [2, 1354] = 15.27, p<.001, V=.11$

¹⁹⁵ $\chi^2 [2, 1173] = 62.46, p<.001, V=.23$

¹⁹⁶ $\chi^2 [2, 1104] = 23.58, p<.001, V=.15$

¹⁹⁷ $\chi^2 [2, 577] = 7.83, p=.020, V=.12$

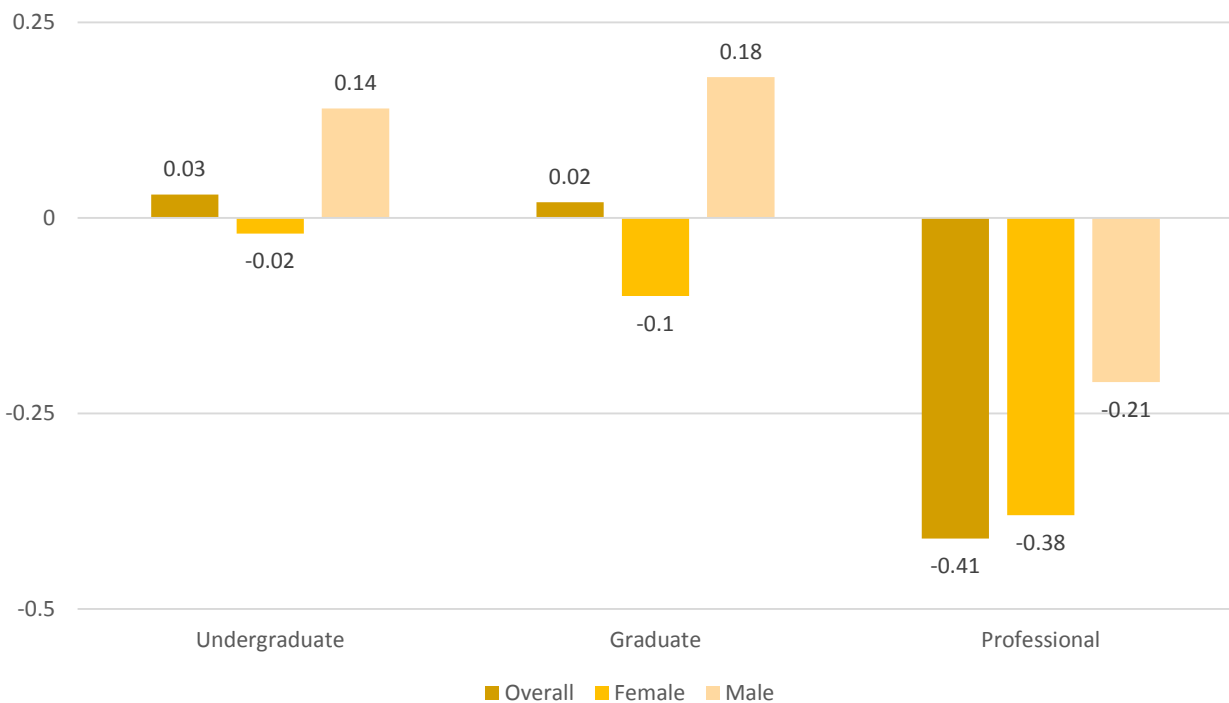
¹⁹⁸ $F(2,1387) = 5.04, p = <.001, \eta^2 = .01$

sexual minority ($M = -.23$)¹⁹⁹ students as well as with students who identified having a disability ($M = -.12$) compared to those who did not ($M = .04$)²⁰⁰.

Overall, there were no substantial differences between racialized identities; however, when the analysis was further split by gender identity, there were significant differences among male students. In particular, White ($M = .27$), Indigenous ($M = .05$), and other racialized ($M = .14$) males were more likely to have positive perceptions of reporting sexual violence on campus, while Black African or Caribbean ($M = -.10$), Asian ($M = -.02$), Southeast Asian ($M = -.35$), and South Asian ($M = -.09$) males generally held negative perceptions.

In addition, undergraduate ($M = .03$) and graduate ($M = .02$) students were more likely to have positive perceptions of reporting sexual violence at the UM than professional or second undergraduate degree students ($M = -.41$)²⁰¹; however, when the analysis was split by gender, all female students reported having negative perceptions of reporting sexual violence at the UM (see Figure 26).

Figure 26: Perceptions of reporting sexual violence by degree type



¹⁹⁹ $t(1373) = -3.80, p = <.001, \text{Cohen's } d = .28$

²⁰⁰ $t(1371) = 2.2, p = .028, \text{Cohen's } d = .16$

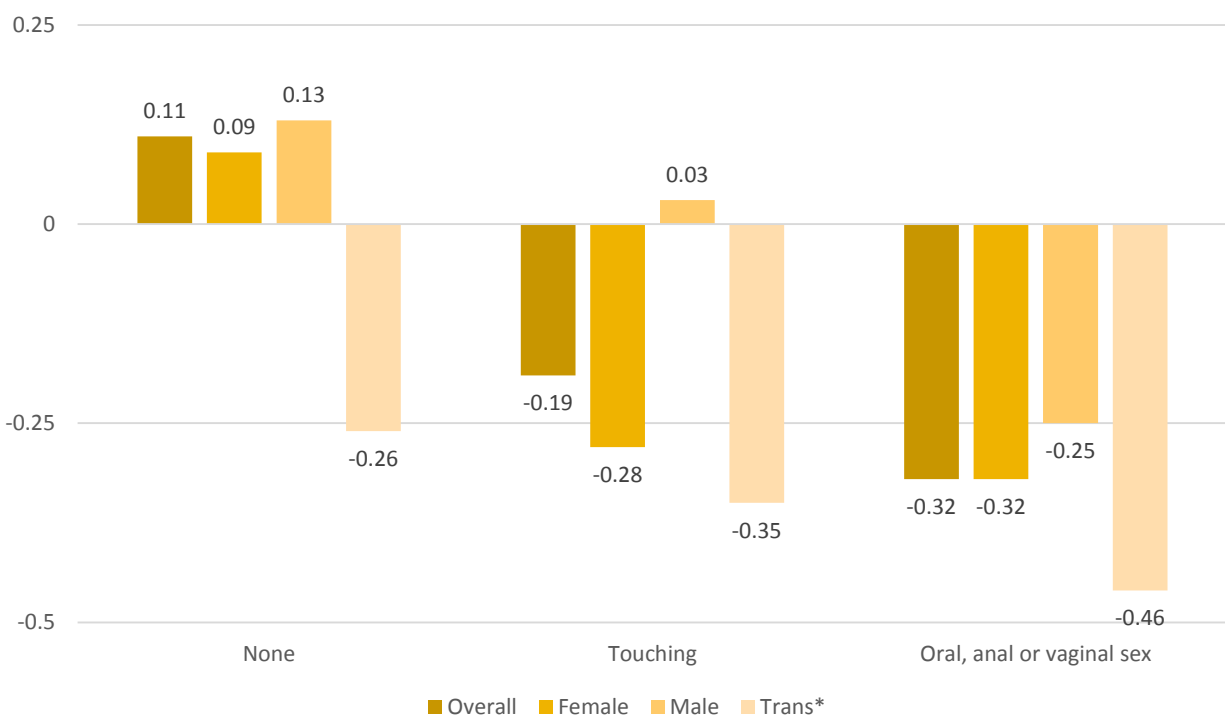
²⁰¹ $F(2,1389) = 7.2, p = <.001, \eta^2 = .01$

Students who reported that the services in place at the UM to support people who experience sexual violence are adequate were more likely to hold positive perceptions about reporting sexual violence ($M = .38$) than those who believe the services are inadequate ($M = -.54$)²⁰², which was consistent for both male (adequate $M = .47$; inadequate $M = -.77$) and female (adequate $M = .26$; inadequate $M = -.53$) students. As one female student writes:

You shouldn't care if it relates to the U of M or U of M events, but you should care if your students or staff experience these sorts of things. This is another image problem. Offer supports on campus that are better than this, offer counselling for profs/faculty not just students. Make this place a community.

Overall, students who experienced sexual assault since attending the UM were more likely to hold negative perceptions, which also increased with the type of sexual assault experienced (Figure 27).

Figure 27: Perceptions of reporting by experiences with sexual assault since attending the UM

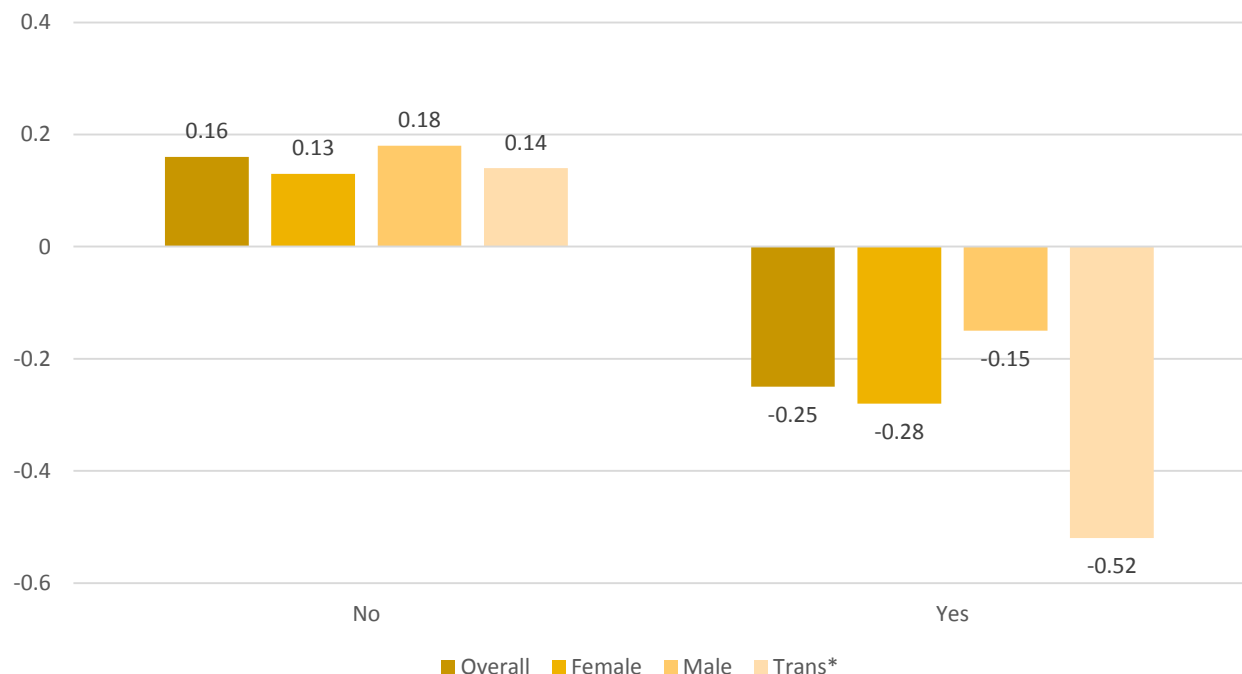


²⁰² $F(2,1389) = 54.77, p < .001, \eta^2 = .07$

Students who observed or experienced sexual harassment or assault that was connected to the UM in some manner generally had negative perceptions of reporting sexual violence ($M = -.25$) compared to those who did not ($M = .16$)²⁰³, which was consistent even when the data were further analyzed by gender identity; however, the disparity was particularly pronounced for gender minority students (see Figure 28).

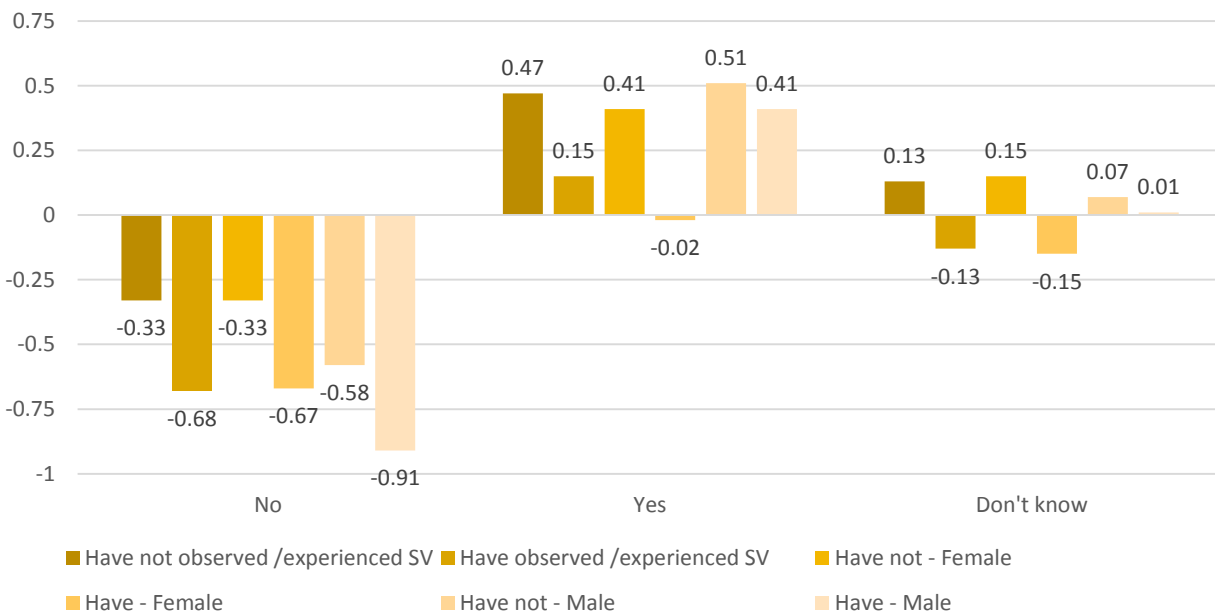
Even when the data were further split by whether or not students observed or experienced sexual violence, students who reported that there are adequate services at the UM scored higher on the perceptions of reporting index ($M = .15$ vs. $M = .47$ for students who have not observed or experienced sexual violence) (see Figure 29). Moreover, female students who observed or experienced sexual violence connected to the UM, but perceived the services on campus as adequate, were significantly more likely to hold more favourable perceptions of reporting ($M = -.02$) than those who indicated that the services are inadequate ($M = -.67$) or students who did not know about the services ($M = -.15$). The difference was even more pronounced for male students who observed or experienced sexual violence and reported that the services are adequate ($M = .41$), compared to males who had observed or experienced sexual violence but indicated that the services are inadequate ($M = -.91$) or who did not know ($M = .01$).

Figure 28: Perceptions of sexual violence reporting by experiences of sexual violence (direct or indirect) connected to the UM



²⁰³ $t(1210) = 7.27, p = <.001, \text{Cohen's } d = .42$

Figure 29: Perceptions of reporting by adequacy of services - filtered by direct or indirect experiences of sexual violence/gender



Student engagement in sexual violence prevention

Several survey questions addressed issues around student engagement in sexual violence prevention. Specifically, students were asked if they have taken a course on sexual violence prevention at the UM, the likelihood of participation in sexual violence prevention initiatives, and responsibility for sexual violence prevention on campus. Each will be discussed in more detail below.

Taken a course on sexual violence prevention

Only 6.2% of the students surveyed reported taking a course on sexual violence prevention training on campus (e.g., Bringing in the Bystander or UMSU Consent Culture training). First-year students were significantly less likely (1.6%) than non-first year students (7.8%) to have completed a course on sexual violence prevention²⁰⁴. Students who were completing a professional or second undergraduate degree (20.3%) were more likely than those completing a general undergraduate (5.6%) or a graduate degree (3.7%) to have taken a course on sexual violence prevention.

²⁰⁴ $\chi^2[1, n=1241] = 12.67, p < .001, V = .11$

Likelihood of participating in sexual violence intervention and prevention initiatives

Overall, students were more likely to support informal intervention strategies (see Figure 30). For instance, almost all students indicated that it was very likely (74.6%) or somewhat likely (21.3%) that they would get help (e.g., find resources) for a friend who discloses a sexual assault to them. Moreover, the vast majority of students stated that they would likely report a student who continues to engage in sexually harassing or unwanted behaviours (50.8% very likely; 36.9% somewhat likely), and most students indicated that they would confront another student who makes inappropriate or negative sexual comments/gestures like inappropriate jokes (35.8% very likely; 37.4% somewhat likely). The likelihood of participating in more formal sexual violence prevention initiatives was substantially less. For instance, about half of the students reported that they would likely: take a class to learn more about sexual violence (49.5%); participate in a rally to stop sexual violence (e.g., take back the night) (48.2%); or join/volunteer with an organization that works to stop sexual violence (49.0%).

Figure 30: Likelihood of participation in sexual violence intervention and prevention initiatives

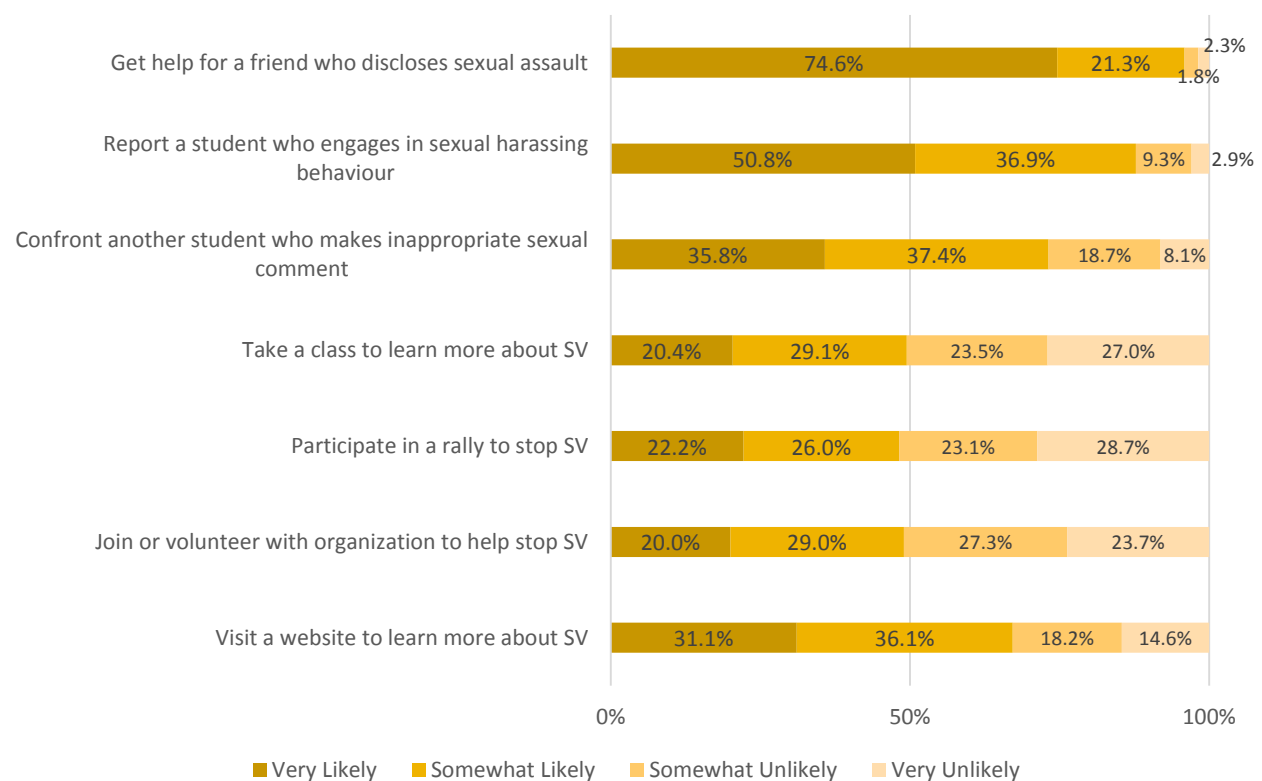
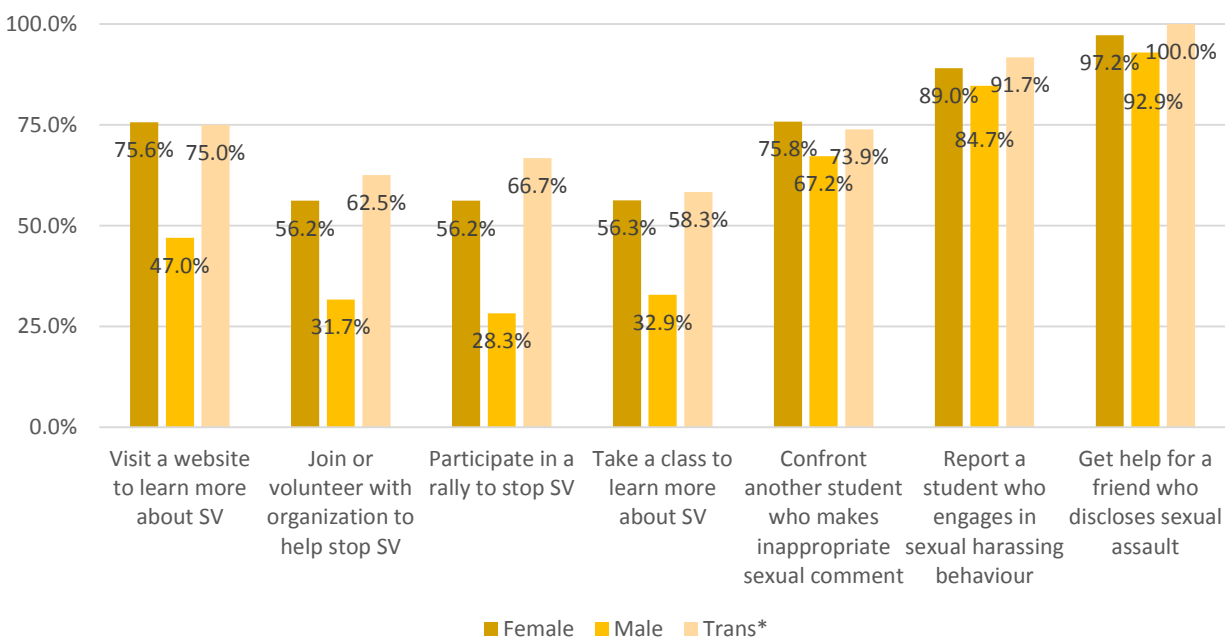


Figure 31: Likelihood of participation in sexual violence prevention initiatives by gender identity



There were few significant differences in the likelihood that students would engage in various sexual violence intervention tactics or prevention activities. However, there were important differences by gender identity among females and transgender, two spirit and non-binary versus male students, especially in regard to sexual violence prevention activities like joining a volunteer group, participating in a rally, etc. (see Figure 31).

One male student commented on how, even though he did not literally confront the offending individual, nevertheless acted to stop an act of sexual violence that took place on the bus. He writes:

Put myself between them during the duration of the bus ride.

Another female student provided an explanation as to why she did not intervene when an act of sexual violence was taking place on the bus. She writes:

I was afraid that the perpetrator would turn on me. It's like that one woman that stood up for another woman that was being harassed on the bus and she got punched. My personal safety is my top priority.

Other students, however, commented on how they did intervene. Below are two narratives from female students:

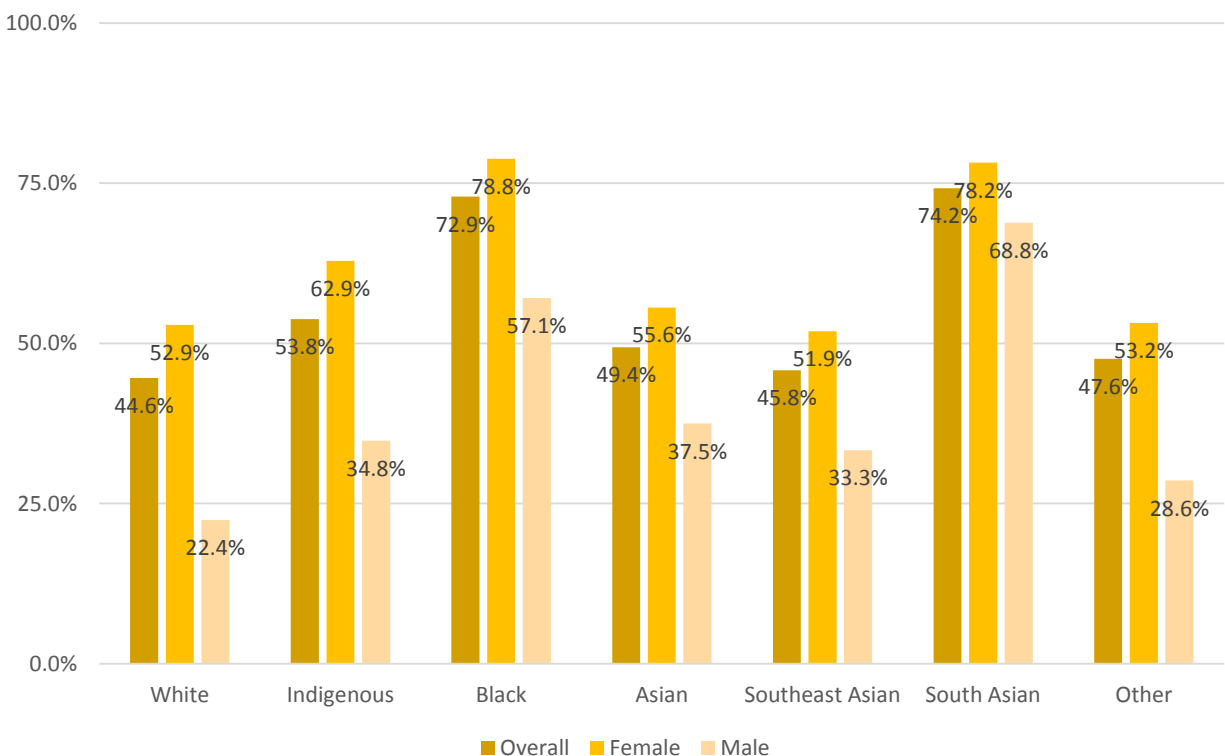
I asked the obviously intoxicated woman if she knew the dude who was trying to drag her off somewhere and since she didn't seem to, I stayed with her until he left.

A guy would not leave a girl alone...on campus, and he kept bothering her to the point where she was clearly uncomfortable, she even put her headphones in and he was still trying to get her number. I told him that she clearly wasn't interested and he needed to respect that and leave her alone.

Some differences were observed between students of various racialized identities. For example, South Asian students (74.2%) and Black African or Caribbean students (72.9%) indicated the highest likelihood of joining or volunteering with an organization that works to stop sexual violence, while White (44.6%), Southeast Asian (45.8%), and Asian (49.4%) students were the least likely groups²⁰⁵ (see Figure 32). Females in all of the racialized categories were more likely to consider joining an organization that works to stop sexual violence than male students of the same racialized group. White male students were the least likely group (22.4%) while Black African or Caribbean females were the most likely group (78.8%) followed closely by South Asian female students (78.2%).

Similarly, Black African or Caribbean (89.6%) and Indigenous (79.2%) were more likely to agree that they would confront another student who makes inappropriate or negative sexual comments or gestures, while Southeast Asian (60.7%) and Asian (63.7%) were the least likely.

Figure 32: Likelihood of volunteering with a sexual violence organization by racialized identity/gender



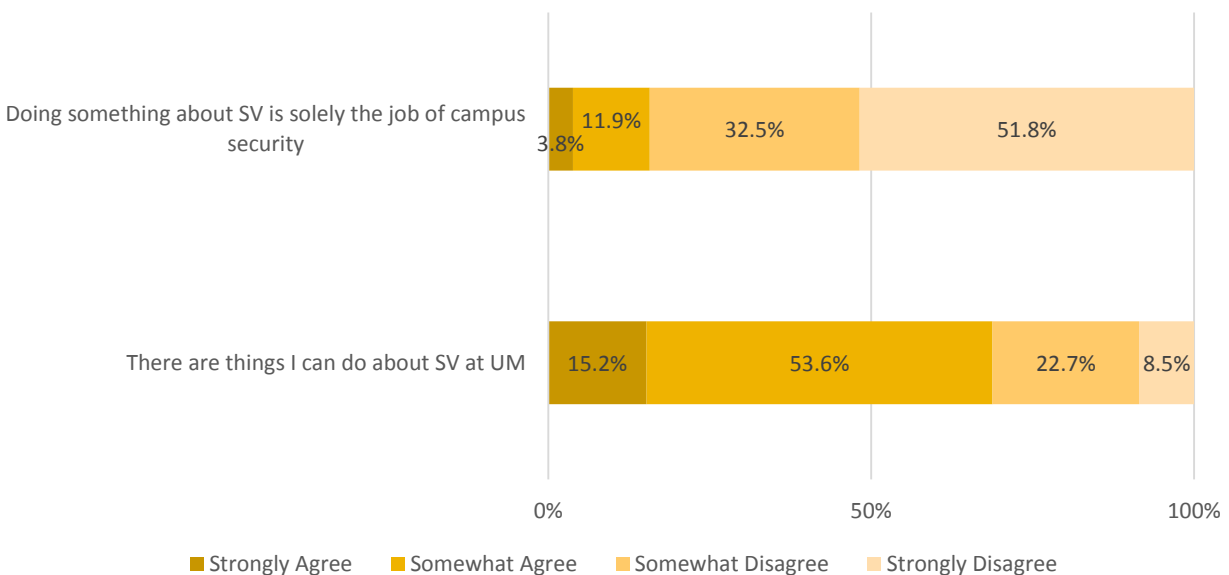
²⁰⁵ $\chi^2[6, n=1220] = 40.74, p < .001, V = .18$

When further analyzed by female gender identity, Southeast Asian (63.6%) and Asian (69.1%) students were the least likely female group to confront another student, while Black African and Caribbean (90.9%), South Asian (80.4%), and Indigenous (80.0%) females were the most likely group. For males, the likelihood to confront was the lowest for Asian (52.0%) and Southeast Asian (55.6%) students and highest for Black African or Caribbean (85.7%), other racialized (80.0%), and Indigenous (76.0%) students.

Responsibility for sexual violence prevention on campus

Two agreement statements assessed issues of responsibility in sexual violence prevention at the UM (Figure 33). Over two-thirds of students (68.8%) agreed that “there are things I can do about sexual violence at the UM.” Agreement increased with age with 75.5% of students 27 years and older confirming that there were things they could do about sexual violence at the UM, compared to 61.8% of students under 21 who agreed (21 to 23 years, 69.1%; 24 to 26 years, 69.8%)²⁰⁶. Gender minority students were substantially more likely to agree that there are things they can do about sexual violence on campus (85.0%), while females were somewhat more likely (70.4%) than males (64.5%) to agree²⁰⁷. Students who have taken a course on sexual violence prevention (80.0%) were more likely to agree than students who have not taken such training at the UM (68.0%)²⁰⁸. Students who reported knowing someone or had observed sexual violence were more likely to agree (72.5%) than students who did not (66.6%)²⁰⁹.

Figure 33: Responsibility for sexual violence prevention on campus



²⁰⁶ $\chi^2[3, n=1118] = 11.96, p=.008, V=.10$

²⁰⁷ $\chi^2[2, n=1134] = 6.14, p=.046, V=.07$

²⁰⁸ $\chi^2[1, n=1127] = 4.72, p=.030, V=.07$

²⁰⁹ $\chi^2[1, n=1138] = 4.30, p=.038, V=.06$

Similarly, students who have experienced sexual assault were somewhat more likely to agree (71.4%) than students who did not report experiencing sexual assault (65.9%)²¹⁰.

There was little difference between students who think the services at the UM are adequate or inadequate and agreement with the statement that there are things students can do about sexual violence at the UM (72.2% vs. 63.3% for inadequate and 69.1% for don't know about the services). However, significant differences were found when the data were further filtered to only include students who indicated that they think sexual violence is a problem at the UM. Specifically, students who believe sexual violence is a problem and who reported that the services are inadequate were more likely to agree that there are things they can do about sexual violence prevention (79.2%) than students who believe sexual violence is a problem but maintain that the services are adequate (21.5%) or those who do not know about the services (36.7%)²¹¹.

Few students agreed (15.7%) with the statement "doing something about sexual violence is solely to the job of campus security," and over half (51.8%) strongly disagreed. Students under 21 years of age were more likely to agree (23.8%) than students between the ages of 21 and 23 (14.8%) or 24 to 26 (15.1%) as well as students 27 years or older (6.3%)²¹². Similarly, first-year students were more likely to agree (23.5%) than non-first year students (13.0%)²¹³ or general undergraduate students (17.4%), compared to graduate (8.5%) and professional or second degree undergraduate (10.1%) students²¹⁴. Additionally, students who primarily study at the Bannatyne campus were more likely to agree (20.5%) than students who attend the Fort Garry campus (15.4%)²¹⁵. Black African or Caribbean (26.5%), Southeast Asian (26.2%), Asian (24.1%), other racialized (23.8%), and South Asian (20.7%) students were more likely to agree than White (12.0%) or Indigenous (12.9%) students²¹⁶. International students were also more likely to agree (25.3%) than domestic students (14.2%)²¹⁷.

Students who indicated that the services on campus to support people who experience sexual violence are adequate were more likely to agree that doing something about sexual violence is solely the job of campus security (24.0%) than students who think the services are inadequate (13.7%) or who do not know about the University's services (14.3%)²¹⁸. Students who reported taking a course at the UM on sexual violence prevention training were less likely to agree (7.8%) than students who have not (16.3%)²¹⁹. In addition, students who reported experiencing sexual harassment were less likely to agree (12.8%) than students who did not indicate experiencing

²¹⁰ $\chi^2[1, n = 1067] = 3.77, p = .052, V = .18$

²¹¹ $\chi^2[c, n = 1082] = 151.9, p < .001, V = .38$

²¹² $\chi^2[3, n = 1211] = 33.92, p < .001, V = .17$

²¹³ $\chi^2[1, n = 1227] = 19.32, p < .001, V = .13$

²¹⁴ $\chi^2[2, n = 1227] = 11.15, p = .004, V = .10$

²¹⁵ $\chi^2[1, n = 1222] = 7.79, p = .020, V = .08$

²¹⁶ $\chi^2[6, n = 1221] = 28.77, p < .001, V = .15$

²¹⁷ $\chi^2[1, n = 1237] = 12.98, p < .001, V = .10$

²¹⁸ $\chi^2[6, n = 1228] = 12.14, p = .002, V = .11$

²¹⁹ $\chi^2[1, n = 1217] = 3.94, p = .047, V = .06$

sexual harassment (18.7%)²²⁰ or who indicated experiencing sexual assault (12.5% vs. 18.6% who have not)²²¹.

Suggestions from students to improve the Campus climate

Many students provided textual comments in which they offered suggestions on how to actively engage in sexual violence prevention on campus. Several students suggested that more posters or other forms of public dissemination are needed, especially pertaining to services offered, reporting procedures, and the University's sexual violence policy. Below are some suggestions offered by students:

It would be good to see posters on campus that detail how the university would respond to various reports and what people should do. (Male student)

I don't think there is enough advertising about supports and process for students who have been assaulted... I think a lot more could be done to raise the profile of the Sexual Assault and Violence Steering committee and the resources available to students, through social media and email, that isn't lost in other updates. (Female student)

There is no information about how UoM has handled and is handling sexual assault on campus. I have not seen any public and visible dissemination tools that show the policy of the institution. Instead, I have seen very sexist posters that make women the responsible person for sexual assaults. (Female student)

More advertisement needs to be done for any of the programs/ support systems currently in place, as well as for filing reports, the process by which they are reviewed, and the consequences for said perpetrator. (Female student)

It was also suggested that all University-sponsored events where alcohol is being consumed have designated people who provide peer-support and are trained in sexual violence response. One example is Red Frogs²²², a service organization associated with the UM student group, Segue. As one female student writes:

I think that it should be mandatory that Red Frogs is at the socials held by the U of M community or at least talked to to see if we are available.

A few female students offer practical sexual violence prevention strategies in regard to the bus stops at the Fort Garry campus.

²²⁰ $\chi^2[1, n=1215] = 7.81, p = .005, V = .08$

²²¹ $\chi^2[1, n=1151] = 8.13, p = .004, V = .08$

²²² For more information, see: <http://www.segueuofm.com/red-frogs/>

Please add another help button nearby the main bus waiting area on UM (UM station). I personally feel more unsafe when I tend to go back home late from UM and if I would call for help, it would require me to run across the street just to the help button than to respond on the spot.

If it is possible increase more lighting near the bus stops as most of the assaults happen at the bus stops, and the bus stops are now moved far back such as the 60, 160, 185 bus stops at Fort Garry.

Another female student suggests increasing student awareness of existing services such as SafeWalk and other resources as well as simply making sure the campus is better illuminated at night. Her latter suggestion confirms a well-established body of research on criminogenic prevention by increasing street lighting (see for example, Pain, 1991).

I wish more knew about the crisis lines and other available resources. I am a young woman and wish new students coming into school know about security such as safe walks. It does get sketchy at night on campus. More lights need to be on campus... It is needed and will help.

Other students wrote that they would like to see more communication and public outreach from the University as this would send a strong message that sexual violence is not tolerated. As one female student writes:

It is not necessarily the U of M's fault for the sexual assault that occurs (that is on the perpetrator), though the U of M COULD do more to advocate against sexual harassment and its stance on it-- this may then reduce the frequency of sexual assault on campus as the consequences, and student understanding on them, will be increased.

Similarly, some students wrote that they would like more transparency and communication from the University administration. This is especially the case for campus residences, which, as one female student writes, are like a small community with a high degree of inter-student communication, but often lacking in meaningful action from University officials.

I believe that there needs to be more community awareness when a situation arises because often when something happens, especially in residence, everyone knows about it very quickly but there is no response from UofM administration, it is just ignored or pushed under the rug. There needs to be more action from administration to acknowledge the incident and maybe stop the rumors from flying because word on campus travels fast so everyone knows what happens and we need to be reassured that we are being protected by our university.

Some students offered more macro-level suggestions to improve the campus climate in regard to sexual violence prevention. These students appreciate that instigating broader socio-cultural change will be more difficult, but nevertheless essential.

The difficult fixes will be changing the culture to not accept sexually inappropriate behaviour and sexist attitudes at UM and in society in

general. In light of #metoo, I hope this has started to change, but I still see these issues. (Female student)

Be the university that can lead others, incite change and really help and change the stigma around sexual assault. And if several women tell you they were assaulted by the same guy, listen. (Female student)

Another female student writes about the collective responsibility we all have when it comes to sexual violence prevention.

One of the biggest issues is a lack of empathy. Men need to be confronted with the reality of what is happening to women and vulnerable individuals every day. They can't be allowed to dismiss it as women complaining or getting each other worked up, or conspiring against them. They need to hear that it hurts us, from us, in an appropriately safe space for everyone. I have no doubt that the men that have attacked me in my life had needs that were not being met, but they are not sexual. They are social and by extension, related to mental health. But the onus is always on me to report, remember everything accurately and even to produce 'evidence' such as pictures of marks weeks afterwards. Why don't we start by educating our men? So I'd love to see the university really get behind advocating for women publicly and where needed, politically. Don't just pass the buck to women on campus and call it 'self-empowerment'... What we need to see is community will and engagement beyond ourselves. We need to be supported... If I had seen that happen to another girl, I would've beaten that guy's head with my damn phone. Which turns one assault into two. The cost of having to fight back is sometimes more pain. So let's work on prevention through awareness and empathy raising, please.

Conclusion

This sexual violence survey was conducted as part of the consultation process to better understand the institutional climate with respect to sexual violence and, more specifically, to gather data to inform development of a comprehensive sexual violence prevention, education, and response strategy for the University of Manitoba.

The survey was designed to gain insight into students' attitudes and experiences regarding sexual violence, including the nature of any incidents, their knowledge and perceptions of resources, preferences for receiving information and supports, and beliefs about the safety and values of the University in responding to sexual violence.

The intention of the survey was to identify areas of greatest risk, determine gaps in services, and collect the information necessary to begin to systematically prioritize the deployment of resources as part of a campus sexual violence prevention, education, and response strategy.

While the self-selective nature of the sample limits the generalizability of the results, particularly with respect to prevalence data, the compelling nature of survivors' stories, and the lessons that UM can learn from these, nevertheless provides valuable perspective on the perceptions, experiences, fears, and hopes among our students.

Here is what we heard:

Many students perceive the university to be lacking in transparency, communication, and effective tools in their response to campus sexual violence. In particular, many survivors report not knowing what resources are available to them, often do not feel safe disclosing or reporting, and often report being re-traumatized when they choose to do so (both within the campus community and with other agencies or social institutions).

While many students understand the UM climate to be a reflection of the "rape culture" evident within our broader society, it was concerning to see that there are students who deny its existence or who contribute to the culture by upholding many of its myths and misconceptions. It is clear that there is some fundamental educational work necessary to address these inappropriate, outdated, and potentially dangerous beliefs on our campus.

It is also clear that there will be no "one size fits all" response to sexual violence at UM. Certain groups need to be targeted to raise awareness of prevention programs, increase knowledge about supports and resources, and deliver timely and accessible services in response to incidents of sexual violence.

Finally, we heard that most students are willing to do more to address sexual violence at UM. As such, it is incumbent upon the institution to listen to their voices, honour their experiences,

and respond to their needs in a respectful, timely, and comprehensive manner. Ideally this report serves as an impetus to such action at the University of Manitoba.

Resources

Primary sources for information about sexual violence resources at the UM:

- Sexual Violence Support & Education – <http://umanitoba.ca/sexual-violence/>
- Office of Human Rights and Conflict Management - http://umanitoba.ca/human_rights/

Here is a list of additional resources in Winnipeg:

- Klinik Community Health Centre (870 Portage Avenue) offers Sexual Assault Crisis Counselling (<http://klinik.mb.ca/in-person-counselling/sexual-assault-crisis-counselling/>). To talk to someone in person you can go to: 870 Portage Avenue, Monday to Thursday, 8:30 am to 8:00 pm; Friday, 8:30 am to 5 pm; and Saturday, 10 am to 4 pm or call 204-784-4049
- Ka Ni Kanichihk's Heart Medicine Lodge offers culturally-based support for Indigenous women who have experienced sexual violence (<http://www.kanikanichihk.ca/programs/heart-medicine-lodge/>). They are located at 455 McDermot Ave. The hours of operation vary, but can call (204-953-5820) or email (admin@kanikanichihk.ca)

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Appendix 1

List of UM and Community Stakeholder Consultees

Representatives from each of the following constituencies were consulted as part of a sexual violence needs assessment:

UMSU
Student Support Case Management
Services for Students at Bannatyne Campus
Office of Risk Management
Klinik
Student Advocacy
Human Resources
CUPE
Bison Sports and Active Living
UNIFOR
AESES
St. Andrew's College
Engineering Students Association
Music Students Association
Women's and Gender Studies
ICM
Diversity Consultant, HR
Student Accessibility Services
Student Counselling Centre
St. John's College
UMSU Peers Program
Human Rights and Conflict Management
Legal Office
Norrie Campus
Indigenous Students Centre
LGBTQ Students Association
Student Residences
Security Services
International Centre

Appendix 2

Copy of Survey Instrument Items

1. In what year were you born?
2. What is your current gender identity?
 - ☐ Female
 - ☐ Male
 - ☐ Trans – F2M
 - ☐ Trans – M2F
 - ☐ Two Spirit
 - ☐ Gender neutral or gender free
 - ☐ Other – please specify _____
 - ☐ Choose not to answer
3. Which term best describes your sexual orientation?
 - ☐ Heterosexual
 - ☐ Bisexual
 - ☐ Gay
 - ☐ Lesbian
 - ☐ Pansexual or metrosexual
 - ☐ Queer
 - ☐ Questioning
 - ☐ Other – please specify _____
 - ☐ Choose not to answer
4. How would you describe your ethnic/racialized background? (Check all that apply)
 - ☐ White
 - ☐ First Nations
 - ☐ Métis
 - ☐ Inuit
 - ☐ Black Caribbean (e.g., Jamaican, Bahamian, etc.)
 - ☐ Black African (e.g., Nigerian, Somalian, Sudanese, etc.)
 - ☐ Asian (e.g., Chinese, Japanese, Korean, etc.)
 - ☐ Southeast Asian (e.g., Cambodian, Filipino, Laotian, Malaysian, Thai, Vietnamese, etc.)
 - ☐ South Asian (e.g., Indian, Pakistani, Sri Lankan, etc.)
 - ☐ Arab (e.g., West Asia/Middle East, North Africa, etc.)
 - ☐ Latin American (e.g., Central American, South American)
 - ☐ Other – please specify _____
 - ☐ Choose not to answer

5. Do you identify as having a disability? [Can check 'yes' multiple times]
- ☐ No
 - ☐ Yes, a physical disability
 - ☐ Yes, a mental illness/disorder or psychological/psychiatric disability
 - ☐ Other – please specify _____
 - ☐ Choose not to answer
6. How many years have you been studying at the UM?
- ☐ First year
 - ☐ Second year
 - ☐ Three years
 - ☐ Four years
 - ☐ Five years or more
 - ☐ Choose not to answer
7. In what degree program are you studying in?
- ☐ Undergraduate degree
 - ☐ Graduate degree
 - ☐ Professional degree
 - ☐ Other – please specify _____
 - ☐ Choose not to answer
8. What campus/program do you primarily attend?
- ☐ Bannatyne
 - ☐ Distance Education
 - ☐ English Language Centre
 - ☐ Extended Education
 - ☐ Fort Garry
 - ☐ Inner City
 - ☐ International College of Manitoba (ICM)
 - ☐ Other – please specify _____
 - ☐ Choose not to answer
9. Are you an international student?
- ☐ No
 - ☐ Yes
 - ☐ Choose not to answer
10. [If no] Did you move:
- ☐ I did not move as I am from Winnipeg
 - ☐ I did not move as I live driving distance outside of Winnipeg

- ☐ Outside of Manitoba to attend UM
- ☐ Outside of Winnipeg (but within Manitoba) to attend UM
- ☐ Other – please specify _____
- ☐ Choose not to answer

11. The following statements are in regard to your views about the University of Manitoba (UM). [Strongly agree, somewhat agree, somewhat disagree, strongly disagree] [Randomize]

- ☐ I am happy to be at the UM
- ☐ Faculty, staff and administrators at UM respect what students on campus think
- ☐ Faculty, staff and administrators at UM are genuinely concerned about student welfare
- ☐ Faculty, staff and administrators at UM treat students fairly
- ☐ I feel like I am a part of the UM community
- ☐ I feel safe at UM
- ☐ I am able to access the supports I need from the UM community
- ☐ I can have an influence on others at the UM
- ☐ People in UM's community are good at influencing each other

12. The following statements are about your beliefs about **UM's ability to respond to difficult situations in general**. [Strongly agree, somewhat agree, somewhat disagree, strongly disagree] [Randomize]

- a. University officials (administrators, campus security) at UM do enough to protect the safety of the students
- b. If a crisis happened on campus, UM administrators would handle it well
- c. UM responds quickly in difficult situations
- d. University officials handle incidents fairly and responsibly
- e. There is a good support system on campus for students going through a difficult time

13. The following statements are about your beliefs about **how UM would respond to a report of sexual assault** [Strongly agree, somewhat agree, somewhat disagree, strongly disagree] [Randomize]

- a. UM would take the report seriously
- b. UM would take steps to protect the safety of the person making the report
- c. UM would take corrective action against the offender who was a student
- d. UM would take corrective action against the offender who was a faculty member or staff
- e. UM would take steps to protect the person making the report from retaliation

14. Is there anything else you wish to add in regard to UM's response to sexual assault reports?

15. How strongly do you agree or disagree to the following statements? [Strongly agree, somewhat agree, somewhat disagree, strongly disagree] [Randomize]
- I believe that the number of sexual assaults occurring on the UM campus is low
 - I believe the number of sexual assaults that occur at off-campus events or programs connected to UM is low
 - I believe I am at risk for being sexually assaulted on UM campus
 - I believe my fellow students are at risk for being sexually assaulted on UM campus
 - If someone makes a sexual harassment complaint, the alleged offender(s) or their peers would retaliate against the person making the report
 - If someone makes a sexual harassment complaint, the educational achievement/career of the person making the report would suffer
 - If someone makes a sexual assault complaint, the alleged offender(s) or their peers would retaliate against the person making the report
 - If someone makes a sexual assault complaint, the educational achievement/career of the person making the report would suffer
 - I believe that students at UM would intervene if they witnessed a sexual assault
 - If I were sexually assaulted (on or off campus), I would know where to get help at UM
 - I understand the process of what happens when a student reports a sexual assault at UM
16. Do you think the services in place at UM to support people who experience sexual violence are adequate? (yes /no /Don't know)
17. Whether you are aware of the services offered at UM or not, what services do you think are needed at the UM campus (Bannatyne, Fort Garry, or Inner City) to appropriately deal with the issue of sexual assault? (please check all that apply) [Randomize, except the other]
- ☐ A sexual assault centre that addresses the physical, emotional, academic needs of people who have experienced sexual assault
 - ☐ A unique "sexual violence office" that acts as a referral point for students who have experienced sexual violence
 - ☐ Mandatory training for UM faculty and staff on how to respond to disclosures of sexual violence
 - ☐ Mandatory training for students on sexual violence and consent
 - ☐ Mandatory training for students on how to respond to disclosures of sexual violence
 - ☐ Peer led support groups
 - ☐ General awareness training for students on the formal sexual assault reporting process on campus

- ☐ General awareness training for students on sexual assault supports on campus
- ☐ Other (please specify)

18. How strongly do you agree or disagree to the following statements? [Strongly agree, somewhat agree, somewhat disagree, strongly disagree] [Randomize]

- a. People who identify as gay are always looking for sexual encounters
- b. If UM allows transgender and gender non-conforming people to use whichever bathroom they feel safest in, sexual assault in bathrooms will increase
- c. Men don't usually intend to force sex on a woman, but sometimes they get too carried away sexually
- d. Sexual assault accusations are often used as a way of getting back at men
- e. Although most women wouldn't admit it, they generally find being physically forced into sex a real "turn-on"
- f. When women are sexually assaulted, it is often because the way they said "no" was ambiguous
- g. If a woman is sexually assaulted while she is drunk, she is at least somewhat responsible for letting things get out of control
- h. A woman who dresses in skimpy or suggestive clothes is more likely to be sexually assaulted
- i. A woman who dresses in skimpy or suggestive clothes is more likely to be sexually harassed
- j. Male students from "middle class homes" almost never commit sexual assault

19. How strongly do you agree or disagree to the following statements about issues of sexual violence at the UM? [Strongly agree, somewhat agree, somewhat disagree, strongly disagree] [Randomize]

- a. I think sexual violence is a problem at UM
- b. There are things I can do about sexual violence at UM
- c. I don't really need to think about sexual violence at UM
- d. Doing something about sexual violence is solely the job of UM campus security

20. How likely are you to participate in the activities/scenarios outlined in the following statements? [Very likely, somewhat likely, somewhat unlikely, strongly unlikely] [Randomize]

1. Visit a website to learn more about sexual violence (does not have to be at UM)
2. Join or volunteer with an organization that works to stop sexual violence
3. Participate in a rally to stop sexual violence (e.g., take back the night)
4. Take a class to learn more about sexual violence
5. Confront another student who makes inappropriate or negative sexual comments/gestures (e.g., an inappropriate joke)
6. Report a student who continues to engage in sexual harassing or unwanted sexual behaviors

7. Get help (e.g., find resources) for a friend who tells me he or she has been sexually assaulted
21. Have you taken a course on sexual violence prevention training on campus (e.g., “Bringing in the Bystander” or UMSU Consent Culture training)?
- ☐ No
 - ☐ Yes, please specify the program _____
 - ☐ Choose not to answer
22. The next set of questions have to do with experiences (self and peers) related to sexual harassment and assault. Please remember that all your responses are confidential, and you can choose not to answer questions that are uncomfortable to you.
- Since the start of the academic year, has a friend or acquaintance told you that she or he had experienced **sexual harassment**?
- ☐ Yes
 - ☐ No
 - ☐ Choose not to answer
23. Since the start of the academic year, has a friend or acquaintance told you that she or he had experienced **sexual assault**?
- ☐ Yes
 - ☐ No
 - ☐ Choose not to answer
24. Since the start of the academic year, have you observed a situation you think could have led to a sexual assault? [If no, skip to the next section]
- ☐ Yes
 - ☐ No
 - ☐ Choose not to answer
25. If you answered “yes” to knowing some who experienced sexual harassment or a sexual assault or observed a situation that could have led to a sexual assault, **who was the person who was the victim (or potential victim)?** If more than one incident/person, check all that applies to these multiple incidents/people
- ☐ Friend who attends UM
 - ☐ Friend who does not attend UM
 - ☐ Acquaintance who attends UM
 - ☐ Acquaintance who does not attend UM
 - ☐ Student you recognize/know from class
 - ☐ Staff or faculty member
 - ☐ Stranger

- ☐ Other – please specify _____
- ☐ Choose not to answer

26. Who was the presumed offender?

- ☐ Friend who attends UM
- ☐ Friend who does not attend UM
- ☐ Acquaintance who attends UM
- ☐ Acquaintance who does not attend UM
- ☐ Student you recognize/know from class
- ☐ Staff or faculty member
- ☐ Stranger
- ☐ Other – please specify _____
- ☐ Choose not to answer

27. Did you take any type of action?

- ☐ Yes, please specify what action(s) you took _____
- ☐ No, please specify why not _____
- ☐ Choose not to answer

28. The next question(s) have to do with any personal experiences you may have had with **sexual harassment**. Have you ever been made to feel uncomfortable by comments or gestures of a sexual nature?

- ☐ No
- ☐ Yes
- ☐ Choose not to answer

29. [If yes] Who was it by? (Please check all that apply)

- ☐ Friend who attends UM
- ☐ Friend who does not attend UM
- ☐ Acquaintance who attends UM
- ☐ Acquaintance who does not attend UM
- ☐ Student you recognize/know from class
- ☐ Staff or faculty member
- ☐ Stranger
- ☐ Other – please specify _____
- ☐ Choose not to answer

30. Do you have anything else you wish to add about your experience(s) with sexual harassment, particularly as it related to UM?

31. The next question(s) have to do with any personal experiences with **sexual assault**.

TRIGGER WARNING: *Some of the questions asked in this survey used explicit language, including anatomical names of body parts and specific behaviors to ask about sexual situations. This survey also asked about sexual assault and other forms of sexual violence that might be upsetting. The results might remind you of experiences that you, or a friend or family member, have gone through. If you would like to talk to someone immediately about questions or concerns relating to sexual assault or intimate partner violence, please contact one of the following resources:*

Immediate Resources – available 24 hours a day, 7 days a week

- Sexual Assault Crisis Line – 204-786-8631 or 1-877-435-7170 (TTY: 204-784-4097)
- Manitoba Suicide Prevention and Support Line - 1-877-435-7170

Prior to attending UM, have you experienced any of the following types of sexual contact you did not want? (Please check all that apply)

- ☐ No
- ☐ Sexual touching (e.g., forced kissing, inappropriate grabbing, rubbing up against you in a sexual way, even if it was over your clothes)
- ☐ Oral sex (e.g., someone's mouth or tongue making contact with your genitals, or, your mouth or tongue making contact with someone else's genitals)
- ☐ Vaginal or anal sex
- ☐ Choose not to answer

32. Since becoming a student at UM, have you experienced any of the following types of sexual contact you did not want? (Please check all that apply)

- ☐ No
- ☐ Sexual touching (e.g., forced kissing, inappropriate grabbing, rubbing up against you in a sexual way, even if it was over your clothes)
- ☐ Oral sex (e.g., someone's mouth or tongue making contact with your genitals, or, your mouth or tongue making contact with someone else's genitals)
- ☐ Vaginal or anal sex
- ☐ Choose not to answer

33. [If yes] Was the perpetrator(s): (Please check all that apply, especially if there were multiple incidents)

- ☐ Friend who attends UM
- ☐ Friend who does not attend UM
- ☐ Acquaintance who attends UM
- ☐ Acquaintance who does not attend UM
- ☐ Student you recognize/know from class
- ☐ Staff or faculty member

- ☐ Stranger
- ☐ Other – please specify _____
- ☐ Don't know
- ☐ Choose not to answer

34. Where did the incident(s) take place? (Please check all that apply)

- ☐ On a UM campus
- ☐ Off campus, at a UM sponsored event
- ☐ Off campus, and not at a UM sponsored event
- ☐ Don't know
- ☐ Choose not to answer

35. [If on campus] Where on campus did the incident(s) occur? (Please check all that apply)

- ☐ University residence
- ☐ The Hub (campus bar)
- ☐ Other inside space on campus (e.g., library, lab washroom, office, tunnel, multi-purpose room)
- ☐ Outside on UM property
- ☐ Other – please specify
- ☐ Don't know
- ☐ Choose not to answer

36. Is there anything else you would like to add? (Note: we will also be conducting a qualitative analysis of the findings, so your comments are most appreciated, and the same rules of confidentiality will apply to your text-based comments).

37. Who did you disclose the incident(s) to? (Please check all that apply)

- ☐ No one
- ☐ Close friend
- ☐ Friend/acquaintance
- ☐ Roommate
- ☐ Partner (e.g., boyfriend/girlfriend)
- ☐ Parent
- ☐ Family member who is not a parent
- ☐ Faculty or staff (including residence staff)
- ☐ Campus security
- ☐ Counselor at UM /Student Counselling Services
- ☐ International Student Advisor
- ☐ Student Advocacy
- ☐ UM Health Centre
- ☐ Student union affiliated group (e.g., Womyn's Centre)

- ☐ Off campus support (e.g., counselor, doctor, police, Clinic sexual assault line)
- ☐ Other – please specify _____
- ☐ Choose not to answer

38. [If did not disclose the assault] Why did you keep the incident(s) to yourself? (Please check all that apply)

- ☐ It's a private matter /I wanted to deal with it on my own
- ☐ I didn't think what had happened was serious enough to talk about
- ☐ I just wanted to forget it happened
- ☐ I was too ashamed/embarrassed
- ☐ I was afraid of not being believed
- ☐ I thought I would be blamed
- ☐ I thought others might harass me or react negatively towards me
- ☐ I was afraid the person who did it would retaliate
- ☐ I didn't know how to report the incident on campus
- ☐ I didn't think anything would happen, even if I did report it
- ☐ I didn't want to lose control of the situation by having people tell me what to do
- ☐ I didn't want to get the other person in trouble
- ☐ I was scared that I, or another person, would be punished for other violations (e.g., underage drinking or drug use)
- ☐ I didn't have the energy to deal with it due to school, work, etc.
- ☐ Other – please specify _____
- ☐ Don't know
- ☐ Choose not to answer

39. [If on-campus or at an off-campus UM sponsored event or with UM affiliated individual] Were you aware of the reporting procedures at the UM?

- ☐ No
- ☐ Yes
- ☐ Choose not to answer

40. [If yes] Did you make a report?

- ☐ No
- ☐ Yes
- ☐ Choose not to answer

41. [If yes] How helpful did you find the university procedures in dealing with the incident(s)?

42. Is there something else you would like to add about your experience(s)?

43. You are almost done! Would you like to be entered in the draw for a chance to win 1 of 5 gift cards for \$100 at the UM Bookstore?

Please note: we require an email address for the draw. Your email address will be stored separately and therefore cannot be used to identify you to your responses.

- ☐ Yes (please enter email address in textbox below)
- ☐ No

44. Please provide your email address

45. Would you like to receive a copy of the summary results?

46. Click here if you have already entered an email address and would like to use the same email to be sent a summary report of the research findings.

- ☐ Yes, use the email address provided for the draw

47. If you have not already, please provide your email address, if you wish to receive a copy of the summary results. Please note: your email address will be stored separately and cannot be used to identify you to your responses.

48. You have reached the end of the survey – **THANK-YOU SO MUCH!**

Is there something else that you would like to add?

Once again, we recognize that some of the questions asked in this survey pertaining to sexual situation may have been upsetting or triggering. If you would like to talk to someone immediately about questions or concerns relating to sexual assault or intimate partner violence, we encourage you to contact one of the following resources:

Immediate Resources – available 24 hours a day, 7 days a week

- Sexual Assault Crisis Line – 204-786-8631 or 1-877-435-7170 (TTY: 204-784-4097)
- Manitoba Suicide Prevention and Support Line - 1-877-435-7170

Below is a list of additional information on sexual violence resources at the University of Manitoba

- Sexual Violence Support & Education – <http://umanitoba.ca/sexual-violence/>
- Office of Human Rights and Conflict Management - http://umanitoba.ca/human_rights/

Below is a list of additional resources in Winnipeg

- Klinik Community Health Centre (870 Portage Avenue) offers Sexual Assault Crisis Counselling (<http://klinik.mb.ca/in-person-counselling/sexual-assault-crisis-counselling/>). To talk to someone in person you can go to: 870 Portage Avenue, Monday to Thursday, 8:30 am to 8:00 pm; Friday, 8:30 am to 5 pm; and Saturday, 10 am to 4 pm or call 204-784-4049
- Ka Ni Kanichihk's Heart Medicine Lodge offers culturally-based support for Indigenous women who have experienced sexual violence (<http://www.kanikanichihk.ca/programs/heart-medicine-lodge/>). They are located at 455 McDermot Ave. The hours of operation vary, but can call (204-953-5820) or email (admin@kanikanichihk.ca)