Western University Office of the Associate Vice President, Student Experience

When Consent is Understood as a Concept and Not as a Process:

Student Attitudes and Experiences of Gender-Based Violence at Western University.

Student Voices on Sexual Violence Campus Climate Survey

Data Analysis

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Available Supports both On and Off Campus:

The contents of this document may bring up strong feelings in some readers. Be assured you are not alone, and that there are many services and support groups available to assist in dealing with these. Advice and support are available through:

On-Campus:

- Tamara Will, Gender-Based Violence and Survivor Support Case Manager
 - o <u>support@uwo.ca</u>

Off-Campus:

- Anova
 - o 519-642-3000 or 1-800-265-1576 (24 hr crisis line)
- CMHA Crisis Services
 - 0 519-434-9191
- First Nations and Inuit Hope for Wellness Help Line (24/7)
 - 0 1-855-242-3310
- Youthline LGBTQQ2S+ helpline for youth by youth
 - 0 1-800-268-9688
 - o Txt 647-694-4275
 - Online chat youthline.ca
- Regional Sexual Assault and Domestic Violence Treatment Program
 - o Phone (Monday to Friday: 8 a.m. to 4 p.m.): 519-646-6100 ext. 64224
 - o After hours: 519-646-6100, press "0" and ask switchboard to page the nurse-on-call for sexual assault and domestic violence
- Reach Out
 - o t: 1-866-933-2023
 - o web chat: reachout247.ca
- Good2Talk confidential helpline
 - 0 1-866-925-5454

Overview of Findings, Recommendations and Priority Areas for Investment:

FINDING	RECOMMENDATION	PROGRESS	PRIORITY AREAS FOR INVESTMENT
Students demonstrate understanding consent as a concept, but do not have the tools, skills or abilities to navigate consent as a process across different sexual encounters and experiences in their daily lives.	Creation of GBV prevention education that transforms student's knowledge of consent from a concept to a process.	Design, implementation and research of Upstander++ which is an iteration of the evidence informed Upstander programme. Upstander ++ is intentionally designed to education students about healthy bodies; healthy relationships; and practicing consent as a process throughout different sexual experiences in their daily lives. Hiring of a GBV Education Prevention Coordinator. Creation of Western's GBV Education Prevention Framework	Hiring additional GBV educators Design of assessment and evaluation tools to monitor the effectiveness and frequency need of the Upstander ++ programme.
From our analysis, 4 types of Sexual Harassment were found to have higher frequency on our campus. The two forms of Sexual Harassment with the highest frequency	indicating we need to prioritize the design and implementation of educational programmes, supports and interventions that focus on redressing these 4 types of behaviours	EDI Education Coordinator recruitment under way. Hiring of a GBV Education Prevention Coordinator.	Design of education interventions and programmes with an EDI focus on the 4 types of Sexual Harassment that our analysis demonstrated occur

were related to	within our campus	Creation of	at a high rate on our
gender identity	community.	Western's GBV	campus.
and/or sexual		Education	Assessment of
orientation. The		Prevention	current Educational
second two forms		Framework.	Sanctions used to
for Sexual			address EDI code of
Harassment that			conduct violations.
emerged as having			Creation of an EDI
higher frequency of			Education
occurrence were			Framework
related to not			
practicing consent			
as a process			
throughout various			
sexual encounters.			
The one form of	Creation of GBV	Upstander++	Hiring additional
non-consensual	prevention education that	modules are	GBV educators
sexual assault that	transforms student's	intentionally	Design of
emerged with a	knowledge of consent	designed to	assessment and
pattern that	from a concept to a	challenge traditional	evaluation tools to
participant's	process.	consent education	monitor the
reported frequency	Creation of GBV	that has focused	effectiveness and
of incident	prevention education that	entirely on	frequency need of
increasing between	informs students about	penetrative vaginal	the Upstander ++
2 and 3 or more	the range of sexual	intercourse.	programme.
times in their lives	experiences that require	Upstander++	
was "someone	consent.	focuses on educating	
fondled, kissed or		that consent is a	
rubbed up against		process that needs to	
your body or		be practiced across a	
removed some of		range of sexual	
your clothes without		experiences from	
your consent (but		asking a person out	
did not attempt sexual		on a date; to how	
		you engage in	
penetration)." For instance, 13.6% or		touching in a public	
1102 participants		place; to penetrative sex acts.	
had experienced this		Digitization of	
form of assault one		Upstander ++.	
time. This number		Hiring of a GBV	
drops to 7.1% of		Education	
participants		Prevention	
reporting		Coordinator.	
experiencing this		Coordinator.	
experiencing uns			

form of assault 2			
times, and			
alarmingly increases			
to 8.8% or 713			
students reporting			
experiencing this			
form of Sexual			
Assault 3 or more			
times.			
Our analysis	The creation of	Creation of the	Ingrassing the
demonstrated that			Increasing the
	streamlined systems of	Student Support and	overall capacity of
students have a low	reporting that are trauma informed and reduce the	Case Management Team. This team	the Student Support and Case
degree of			
confidence about	number of times a	creates wrap around	Management team.
navigating our	student needs to repeat	support through a	Hiring of clinical
campus supports	their disclosure to	centralized model	counselling positions
and services and	receive appropriate	that requires a	with specialty in
have low	support and resources. Social media and	student to drastically	GBV survivor care
satisfaction in the		reduce the number	modalities.
number of times	communications	of times a student	Communications
they have to repeat	campaigns geared to	must repeat their	campaign that
their disclosure of	increase student	GBV disclosure in	increases awareness
GBV.	knowledge about GBV	order to navigate	of Westerns
Our analysis also	policies, supports and	and receive	supports, services
uncovered students	resources.	resources and	and policies related
had very low		supports.	to GBV.
degrees of		Updated Western's	
knowledge about our different GBV		Sexual Violence	
		Policy streamlining	
policies, supports		our reporting	
and resources.		process, where information is	
Our analysis demonstrated that		accessible and	
		combined into one	
student had a high degree of		identifiable resource	
satisfaction that		that students	
information about		recognize and feel	
how to obtain		confident using	
supports would be		within their lives.	
provided to the		Hiring of the full-	
student		time case manager	
Our analysis		who over sees	
uncovered that for		Gender-Based	
students who have		Violence and	
disclosed GBV they		Survivor Support.	
disclosed OD v tiley		Dai vi voi Duppoit.	

have a high degree of satisfaction that Western has worked to create an institutional environment where disclosure will be safe to discuss. As well, the majority of students report high satisfaction with respect to being believed when they disclosed GBV. Our analysis uncovered that Western currently has very low student engagement with respect to GBV educational interventions.	Increasing the number and frequency of GBV prevention education sessions. Digitization of GBV education sessions to increase student engagement. Development of tools that aid in the integration of GBV education best practices within cocurricular and curricular design. Innovative communications strategies and campaigns to increase student engagement.	Creation of Western's GBV Education Prevention Framework. Establishing RE:Shape week which is focused on educational programming about healthy bodies, sexuality and relationships. Hiring of a GBV Education Prevention Coordinator. Investment in digitization of current GBV programming. Hiring of a GBV	Hiring additional GBV educators.
majority of	underscore that's	Education	over year funding to
participants	students require	Prevention	allow for continued
indicated that they	educational interventions	Coordinator	design, assessment
felt it was	that challenge their	Ongoing	and implementation
	perceived understanding		of a wide range of
acceptable to tell	1	programming to	
stories about sexual	of consent and challenge		GBV prevention

experiences and	them to understand that	address root causes	programming on our
encounters. These	consent must be	of GBV.	campus.
perceptions about	practiced as a process of		
engaging in	engagement with their		
conversation about	peers and cannot only be		
sexual experiences	understood in conceptual		
may contribute to a	terms.		
campus culture			
where GBV rates of			
sexual harassment			
are high.			

Context:

Western has been committed to continuously improving our institutional response to gender-based violence (GBV) in our community through increased educational programming, enhanced supports and meaningful research. We understand that this commitment requires a focus on prevention and transparency with respect to incidents and reports of GBV on our campus.

Formal reports of GBV have been tracked since the launch of *Western's Sexual Violence Policy* in January 2017. Such reports capture a range of experiences that can include any violence, physical or psychological, carried out through sexual means or by targeting a person's sexuality, gender identity or expression. We recognize that formal reports of GBV do not reflect the full scope or picture of students' experiences of GBV, as students may choose many avenues to seek support or follow-up after experiencing GBV.

Formal tracking of incidents of reported GBV began in 2017, and since this date, Western has received 154 formal reports (between April 2017 and April 30, 2019, under the categories of Sexual Assault, Sexual Harassment, Indecent Exposure, and Cyber Harassment). Western recognizes that these

numbers are low in contrast to STATSCAN data, which reports 1 in 5 female students will experience gender-based violence before they leave university or college¹. As well, the Department of Justice reports that 83% of sexual assaults go unreported to Police².

GBV takes many forms, and many times, victims experience multiple incidences of violence at the same time, which work to reinforce one another.

- women are at a 20% higher risk of violent victimization than men when all other risk factors are taken into account;
- of all sexual assault incidents, nearly half (47%) were committed against women aged 15 to 24;
- Indigenous women (10%) were more than three times as likely to report being a victim of spousal violence as non- Indigenous women (3%). Indigenous identity is a key risk factor for victimization among women, even when controlling for the presence of other risk factors;
- women with a disability were nearly twice as likely as women without a disability to have been sexually assaulted in the past 12 months;
- lesbian and bisexual women are 3.5 times more likely than heterosexual women to report spousal violence.

GBV disproportionately impacts women, however, other diverse groups are at high risk including LGBTI2+ and gender non-binary individuals, Indigenous people, people with disabilities, children and youth³.

¹ Lichty, L., Campbell, R. and Schuiteman, J. (2008). Developing a University-Wide Institutional Response to Sexual Assault and Relationship Violence, Journal of Prevention & Intervention in the Community, 36:1-2. Pg. 6.

² Criminal Victimization in Canada, Statistics Canada, 2014, Available at: http://www.statcan.gc.ca/pub/85-002- x/2015001/article/14241-eng.pdf, page 5

³ https://cfc-swc.gc.ca/violence/knowledge-connaissance/about-apropos-en.html

In an effort to better understand the ways in which Gender-Based and Sexual Violence was occurring on campuses across Ontario, the Liberal Government launched the Student Voices on Sexual Violence Campus Climate Survey in January of 2018. Western was a partner in this survey and conducted its campus survey in February 2018. Western had a ~23% response rate accounting for 8137 student participants. Western has deep gratitude for these 8137 students who not only participated in this important survey but were also very brave in sharing their life experiences, and in many cases disclosing their own experiences of Gender-Based and Sexual Violence.

The following seven sections will present the findings from our internal analysis of the Student Voices on Sexual Violence Campus Climate Survey. Within each section, various questions from the Student Voices survey have been analysed to allow for a more nuanced understanding of the data collected from this survey. The specific questions analysed for each section and the corresponding data charts can be found in the appendix for reference.

Section 1: Western Student Attitudes and Experiences of Consent

When analysing the recently released Student Voices on Sexual Violence data tables, we made the decision to begin our analysis by understanding the overarching descriptive statistics. The data related to Western demonstrated we had higher rates of reported Sexual Harassment (71.6%) than the University Sector (63.2%). As well, within the dataset, Western has a higher rate of reported Sexual Assault Prevalence (32.4%) than the University Sector (23.0%). Western also had higher reported rates of Stalking Experience (24.2%) than the University Sector rate (23.7%).

In order to better understand these patterns, our team endeavoured to analyse the data available to us in the newly released (February 2020) data tables, provided to the University by the Provincial government. Our hope was that we might begin to better understand the prevalence of reported experiences of GBV by our students, and how we might begin to use these data as a means of redressing GBV on our campus.

We began our analysis by asking a simple, but critically important question: What are Western Students' reported attitudes and experiences of consent?

Question 14 of the survey relates to student perceptions, attitudes and knowledge about consent. Across the 7 questions related to the topic of consent, Western students overwhelmingly demonstrated that the majority of respondents have a clear, and consistent understanding of the

concept of consent. For instance, across the ~8000 participants, 90.4% of students responded that they understood that "consent must be given at each step of a sexual encounter." As well, 95.0% of students responded that they understood that "consent for sex one time" is not "consent for future sex." 94.9% of Western student participants demonstrated that they understood that "if someone invites you to their place they," are not "giving consent for sex." With 89.4% of respondents responding that they understood that "if you and your sexual partner are both drunk," you do need "to worry about consent". And further, 86.9% of students understood that "if a person doesn't physically resist sex," they have not "given consent."

This data clearly demonstrates that the overwhelming majority of respondents understand the concept of consent across a variety of different scenarios. This finding, led our research team to ask a second question of the data: If the overwhelming majority of Western students demonstrate a clear understanding of the concept of consent, why are our rates of reported sexual assault, stalking and sexual harassment so high?

To begin to answer this question, based on the available data, we developed the following hypothesis: Western students understand consent as a concept, but do not have the tools, skills or ability to enact consent as a process across different sexual encounters and experiences in their daily lives.

In order to uncover whether or not this hypothesis was true, the remaining sections of this report utilize the data available in the recently released data tables from the Provincial government to establish a more nuanced understanding of the ways in which students report experiencing GBV across various scales. By analyzing this data, we hope to uncover and better understand behavioural patterns, beliefs and attitudes that substantiate our working hypothesis. Within our analysis, building on our stated hypothesis, we further ask: *is the apparent disconnect between understanding consent as a concept, and the ability to enact consent as a process leading to Western Student's reported high rates of experiencing sexual harassment, sexual assault and stalking within our campus community?*

Section 2: Western Student Reported Experiences of Sexual Harassment

Before we begin discussing the data in section 2 of this report, we must highlight three important points related to how the Provincial Government has both constructed the survey and generated its descriptive statistics.

First, within the survey design, question 20 aims to uncover Sexual Harassment Experiences of participants. The first point to note about the design of question 20, is that the participants were asked to answer the questions in relation to a certain timeframe, that is, participants were asked to think about their experiences "since the beginning of the academic year at your university/college." Therefore, we need to be clear, that the experiences reported are not across a participant's life-course, but, relate to the academic year the survey was administered. For Western, that is the 2017/2018 academic year, as the survey was administered in February 2018.

Second, question 20 asks about a participant's experiences of 13 different forms (as sub questions) of Sexual Harassment ranging from "repeatedly told sexual stories or jokes that were offensive to you," to "made you feel threatened or treated you badly for refusing to have sex." The range in the types of harassment is important to consider. As an institution, we develop responses and educational interventions designed to mitigate student experiences of GBV in our campus community. These various types of gender-based violence take many forms that require specific approaches and interventions to redress the different ways in which these types of violence affect peoples' lives. Therefore, it is essential that each of the 13 sub questions within question 20 are not aggregated but understood as unique, requiring different and intentionally designed institutional responses depending on the type or form of GBV being discussed.

Third, the descriptive statistics, which are the statistics that were used in the initial report released by the Provincial Government, in the spring of 2019, represent any response that was affirmative (which ranged from rarely, sometimes, often, very often) to any of the 13 forms of harassment asked in question 20 to create the statistic that 71.6% of Western Students reported experiencing Sexual Harassment. Therefore, this descriptive statistic must be understood as the aggregate mean of all responses across the 13 sub questions and does not allow for a specific or

nuanced understanding of how Western students have experienced sexual harassment in their lives.

Methodology:

When we analysed the data related to question 20, we found some very interesting patterns emerge that might help us better understand the ways in which Western Students are experiencing Sexual Harassment in their lives. We approached our analysis by working with the data tables using the following logic:

- 1) We understood each of the 13 sub questions within question 20 as unrelated and our analysis was conducted to understand each of the forms of Sexual Harassment individually.
- 2) We wanted to better understand the range of experiences students were having as they related to affirmative responses. That is, amongst responses that would be considered affirmative in question 20 (*rarely, sometimes, often, very often*) we wanted to better understand how students were reporting experiences across this affirmative scale, in the hopes of better understanding how we might begin to redress GBV on our campus.
- 3) After working with the data, we compared the affirmative responses to each question in three different ways: First, we did a Level 1 comparison, which was to understand the difference in reports of "never" to the cumulative responses of "rarely," "sometimes," "often," and "very often" in an effort to generally understand rate. Second, we wanted to better understand rate as it related to only affirmative responses and created a Level 2 analysis where we compared responses between "rarely" to "sometimes," "often," and "very often". Third, we calculated the difference between our Level 1 analysis, and the Level 2 analysis. Where we saw a positive difference, we are able to report that affirmative responses were greater than the "rarely" or "never" responses, indicating that frequency of experience was high across participants for the given category being analyzed. Where there was a negative difference, we were able to report that affirmation is less than the "rarely" or "never" responses, indicating that frequency of experience is low across participants, but still does require educational interventions to address this behavior on our campus. Identifying which types of Sexual Harassment had positive

differences, that is their affirmative responses were higher than their "rarely" or "never" responses, indicate areas of priority concern for Western related to the design of programmes, supports and interventions needed to redress these types of identified GBV.

Within the analysis of question 20, **4 types** of Sexual Harassment were identified as having a *greater than* affirmation, with 9 types of Sexual Harassment having *less than* affirmation, indicating we need to prioritize the design and implementation of educational programmes, supports and interventions that focus on redressing these 4 types of behaviours within our campus community with urgency.

Of concern, the type of harassment that had the highest difference between our Level 1 and Level 2 analysis, with a +9% difference, was "made negative remarks about someone based on their gender identity or sexual orientation," followed by "treated you differently because of your gender identity or sexual orientation," with a +7.3% difference. The most recent STATSCAN data demonstrates similar findings, as does the literature, illustrating that people who identify their sexuality as being LGBTQ+, and individuals who identify their gender as being woman, or transgendered experience disproportionately high rates of GBV in their daily lives.

The other two forms of Sexual Harassment that emerged as having a positive % difference were "continued to ask you for dates, drinks, dinner etc., even though you said no," (+4.7%) and "touched you in a way that made you feel uncomfortable" (+1.0%). Both of these forms of Sexual Harassment are related to enacting consent as a process; that is, the positive % difference that emerged from our data analysis indicates that, as our hypothesis states, Western students understand the concept of consent (as demonstrated in survey question 14) but have a difficult time enacting consent as a process during their sexual encounters since these forms of harassment require students to modify their behavior based on the response of a partner or potential partner not related only to consent of penetrative sex acts. For instance, in question 20h "continued to ask you for dates, drinks, dinner etc., even though you said no," students clearly report that a "no" response did not lead to a cessation of behavior from their partner or potential partner indicating that students' reported knowledge about consent is conceptual and not related to understanding consent as a process that begins with initiating contact with a partner or potential partner.

Section 3: Western Student Experiences of Sexual Assault

Sexual Assault in any form, should not be tolerated. Western believes deeply it has a responsibility to respond to the needs of its students in intentional, and responsible ways in order to actualize its commitment to the necessary paradigm shift of ending GBV on our campus. As a result, we analysed the data related to questions 36 (non-consensual sexual experiences) and 37 (methods of coercion) to better understand the ways in which experience of sexual assault were occurring in the lives of participants. Western is grateful to the students who participated in this survey, as many of them, in particular in this section of the survey, courageously disclosed that they are survivors of sexual assault, and the ways in which this violence occurred in their lives.

Methodology:

It should be noted that the descriptive statistics, which are the statistics that were used in the initial report released by the Provincial Government, in the spring of 2019, were created by taking any response that was affirmative (which ranged from rarely, sometimes, often, very often) to the 4 types of sexual assault, and the 7 types of sexual coercion co-combined these affirmative responses to create the statistic that 32.4% of Western Students reported experiencing Sexual Assault.

For the analysis of data related to experiences of sexual assault, we took the stance that Sexual Assault in any form, should not be tolerated. Further, we took the stance that reported frequency of type of assault would not be considered as an indicator of importance, or priority response because no sexual assault, regardless of type or frequency should be tolerated or ranked as having more or less importance when we think about designing interventions, educational programming and supports for survivors.

We decided to approach our data analysis to question 36, Non-Consensual Sexual Experiences to understand if there were concerning patterns with respect to the reported rate that participants reported having experienced sexual assault within their lives. We used the University Sector rate as a comparative value, to understand if patterns were emerging at Western that indicated Western Students were reporting experiencing Sexual Assault more frequently within their lives, than the University Sector.

Across the 4 forms of Sexual Assault asked about in question 36, Western Students reported "never", or "0 times" experiencing these forms of Sexual Assault at consistently lower rates than the University Sector reported rate available in the data tables. However, of the 4 types of Sexual Assault listed, the overwhelming majority of Western Students reported having "never" or "0 times", experienced Sexual Assault.

We then analyzed those responses indicating having experienced Sexual Assault (1, 2 or 3 or more times). As a means of providing data to help inform and guide institutional responses to GBV, we wanted to better understand, for those students who had experienced Sexual Assault, how frequently were they reporting experiencing Sexual Assault in their lives.

Of students who reported having experienced Sexual Assault 1 time, Western scored higher than the University Sector rate across all 4 forms of sexual Assault. More concerning is that we were able to isolate, that with respect to participants who reported having experienced Sexual Assault 2 times, and 3 or more times, Western's reported frequency was higher than then University sector across all 4 forms of Sexual Assault.

When we isolated question 36a "someone fondled, kissed or rubbed up against your body or removed some of your clothes without your consent (but did not attempt sexual penetration)", we were able to establish that across all categories of frequency Western's rate was 3.3% higher than the University Sector. When we further analyzed this data, we uncovered that 13.6% or 1102 participants had experienced this form of assault one time in their life. 575 respondents, or 7.1% of respondents had experienced this form of assault 2 times, and 8.8% or 713 students reported experiencing this form of Sexual Assault 3 or more times. This was the only form of Sexual Assault where reported frequency of incident increased between 2 (7.1%) and 3 (8.8%) or more times. Once again, with respect to students' reported understanding of consent, and the ability to enact consent as a process throughout a sexual encounter, this concerning finding supports our hypothesis. That is, the pattern of assault and frequency of assault that emerges from question 36a, in comparison to the answers given to question 14, which demonstrated students' high degree of understanding of consent, indicates very strongly that Western students understand consent as a concept but do not practice consent as a process throughout their sexual experiences.

When we analyzed question 37, which relates to Methods of Coercion, we found that the only form of coercion that Western students reported that was higher than the University Sector

rate, was c. "taking advantage of you when you were drunk, had taken drugs, were asleep or unconscious" with 46.3% of participants, or 1213 students having experienced this form of sexual coercion. When we compare the response to question 37c, to question 14e, "if you and your sexual partner are both drunk," you do need "to worry about consent," we see an emergent and persistent disconnect between concepts of consent, and enacting consent. That is, 89.4% of students reported having understood that "if you and your sexual partner are both drunk," you do need "to worry about consent," but in relationship to responses related to sexual coercion related to having been "taken advantage of you when you were drunk, had taken drugs, were asleep or unconscious" 46.3% of students reported having had this experience in their lives. Thus, we contend, the concept of consent is clearly understood by our students, but they are not reporting engaging in sexual encounters where consent is enacted as a process throughout the sexual encounter.

Our recently analyzed 2013 and 2016 National College Health Assessment (NCHA) data corroborates this finding from the Student Voices on Sexual Violence Survey that alcohol and drug use has a negative correlation to student behavior, in particular as it relates to engaging in consent as a process throughout a sexual experience. In the NCHA, students were asked a series of 9 questions related to whether they drank alcohol and whether they experienced any of the listed "risky behaviours" with-in the last 12 months. The results from both 2013 and 2016 were similar in that Undergraduate students indicated "yes" that alcohol impacted whether they did something and later had regrets (38% in 2013; 38% in 2016); that whether they forgot where they were or what they did (36% in 2013; 29% in 2016); and the likelihood of having unprotected sex (19% in 2013; 22% in 2016).

Section 4: Western Student Responses Identifying their Relationship to Perpetrators of Gender-Based Violence and Where these Behaviours Occurred

Understanding student reported relationships to people or persons identified as committing GBV is important for us to understand. In particular, we were interested in using the data provided to us, to establish patterns about what types of relationships students had to those people who committed sexual harassment and non-consensual sexual assault. For instance, where the people who committed these forms of GBV known to their victims? Or were the people who committed these behaviours considered strangers or unknown to the victim? We were also interested in understanding if the people committing sexual harassment and non-consensual sexual assault were student peers? If these types of relationship patterns could be established using the available data, we could then further substantiate our working hypothesis, that students understand consent as a concept but not as a process, because we could substantiate that the reported rates of GBV were being committed by student peers, and therefore further validate our hypothesis that at Western a priority area of intervention is the need for GBV educational programming that focuses on teaching students that consent is a process, and not a concept only related to penetrative sex acts. This information would also allow our institution to prioritize the design and implementation of supports, services and educational interventions for our student population based on the relationships participants described as having to those people who committed both sexual harassment and non-consensual sexual assault.

Methodology:

In order to understand the reported relationships participants identified as having with people who committed sexual harassment or non-consensual sexual assault, we first analyzed across relationship type (acquaintance, friend, romantic partner, former romantic partner, relative/family excluding partner or spouse, co-worker, I was/am a student of theirs, and I was/am an employee of theirs) against the University Sector rate. An interesting pattern emerged in the analysis of question 26 "what was your relationship with the person(s) who committed the behavior(s)?" which is related to responses given in question 20, which asked about experiences of sexual harassment. Across the first four categories (acquaintance, friend, romantic partner,

former romantic partner) Western participants responded at a higher rate than the University Sector rate. Across the latter four categories (relative/family excluding partner or spouse, coworker, I was/am a student of theirs, and I was/am an employee of theirs) Western participants responded at a lower rate than the University Sector rate.

Based on this analysis, we focused on understanding and grouping the types of persons into categories of "Known Peer", "Known Other" or "Unknown". We categorized responses "acquaintance", "friend", "romantic partner" or "former romantic partner" as known. "Relative/family excluding partner or spouse", "co-worker", "I was/am a student of theirs", and "I was/am an employee of theirs" as "Known Other". Lastly, "Unknown" included responses "no relationship", "other" and "don't know". Most common, or the modal response, Western participants reported that the person who committed the sexual harassment behaviors were a "Known Peer" to the participant (acquaintance, friend, romantic partner, former romantic partner). Of those known peer categories, participants reported knowing the person who committed sexual harassment 33.2% as a "friend", 9.9% as a "romantic partner" and 9.1% as a "former romantic partner." 38.2% of participants reported knowing the person who committed sexual harassment as an "acquaintance." Thus, we can conclude the vast majority of participants know the person or people committing sexual harassment, and further, the majority of those people known to the participants were known very well as a friend, or in an intimate way as a partner or former partner across this dataset, with the modal response by participants being in the category we created as "known peer."

We wanted to understand if the same pattern emerged between the reported relationship type with respect to question 36 "Non-Consensual Sexual Experience". We analyzed the response to question 43 "What was your relationship with the person(s) who committed the behaviours", and most commonly, students reported that the person who committed the non-consensual sexual experience was a "Known Peer" to the participant. However, there was a high response rate (48.9%) of participants who reported having experienced non-consensual sex reporting that the person was "Unknown" to them.

Thus, the majority of students reporting both experiences of sexual harassment and nonconsensual sexual experiences knew the person committing the behavior well as a friend, romantic partner, or former romantic partner. We wanted to further understand the nature of these self-reported relationships, wanting to understand if these were peers, or other known, but non-peer perpetrators. To do this, we analyzed the data available to question 42, which asked participants to "describe the person(s) who committed the behaviours" identified in question 36 "Non-Consensual Sexual Experience". 58.2% of participants, or 1506 students, identified that the person who had committed the non-consensual sexual behavior was a fellow student. Western students identified that a fellow student committed non-consensual behavior at a higher rate than the University Sector rate of 49.5%.

To better understand when and where students have experienced GBV, 2 questions related to both question 20 "Sexual Harassment Experiences" and question 36 "Non-Consensual Sexual Experiences" were examined. Students were asked to answer "when did the behaviour(s) happen or start?" and "where did the behaviour(s) happen?" as they respectively relate to question 20 and 36. Across the data, there were two emergent themes: First, 52.4% of students who disclosed a sexual harassment experience and 39.6% of students who disclosed a nonconsensual sexual experience indicated they "don't know" when the behavior(s) happened or started. However, 20.0% of students who disclosed a sexual harassment experience and 28.4% of students who disclosed a non-consensual sexual experience answered the GBV happened "6 weeks or more after classes started". 61.9% of students who disclosed a sexual harassment experience and 82.2% of students who disclosed a non-consensual sexual experience indicated it happened "off-campus, not affiliated with your university (ex. restaurant, club, bar, off-campus *housing*)". This finding is important when we think about creating programming for students that should work to encourage students that their commitment to respect their fellow students extends off of our campus, and into the community, in particular as it relates to how peers interact within one another within the greater London community, and beyond.

Understanding the relationship between victims of GBV the perpetrators of this behavior and the locations where this behavior is happening is important for three reasons related to how we use this data to design and implement strategies to address these identified patterns of behaviour:

• First, because students overwhelmingly report that across both experiences of nonconsensual sex and sexual harassment that they knew the perpetrator we must prioritize educational interventions and programmes that addresses the prevalence of assault and harassment occurring by someone the victim knows. The high probability that a student knows the person who committed sexual harassment or non-consensual sexual assault requires that we are mindful about what types of formal reporting and resolution processes we make available to students as well.

- Second, because students report that with respect to non-consensual sexual experiences, the person committing the behavior is a fellow student we have an imperative, as an institution, to create educational programmes, services and supports that work to support survivors of GBV, knowing that the majority of victims will know the person that has committed the non-consensual sexual assault, and as this data reveals, the majority will know the person as a romantic partner. Intimate knowledge of the person committing GBV adds complexity to both the reporting process and the resolution process of instances of GBV.
- Third, the emergent pattern from this data revealed that the overwhelming majority of participants reported that the person committing the non-consensual sexual experience was committed by a student peer. This finding further substantiates our working hypothesis, that students understand, and can demonstrate their knowledge about consent as a concept, but do not have the skills or ability to enact consent as a process throughout and across different types of sexual encounter with their peers. Once again, because participants reported GBV being committed at such high rates by peers, we must create avenues for reporting where peers feel safe and supported reporting about a peer-to-peer instance of GBV, as well as robust resolution processes that include a multitude of options for how different forms of GBV may be resolved. For instance, restorative practice models may not only create deeper healing for victims, but also provide the person who committed the behavior deeper learning about their behaviours, the ways in which their behaviors have impacted their peers, and ways in which to modify their behavior in the future. As well, restorative practice models may be better accepted amongst peer groups as a means of seeking support and care, hopefully increasing Western's currently low rate of formal reporting related to instances of GBV within our student population.

Section 5: Student Perceptions of Western's Institutional Response to GBV

For this section of the report, we have approached our data analysis to answer the following question: What is the difference, if any, between students' reported perceptions of Western's institutional response(s) to GBV, and students' individual knowledge about process and supports related to GBV at Western. We have approached this section in this way for 2 important reasons:

- 1) From the available data our research team gathered and analyzed regarding Western's amended Sexual Violence Policy in November 2019, we found emergent trends that demonstrated students had low knowledge about Western's Sexual Violence Policy and processes related to the implementation of our SV policy (54% of participants reported low to moderate knowledge, with 11% reporting no knowledge, the modal response to our survey was then considered low knowledge).
- 2) From data gathered and analyzed regarding Western's amended Sexual Violence Policy we found that, women identifying student perceptions about Western's response to GBV on campus was most strongly associated with the bigram "taken seriously" when asked to describe their perceptions of the SV policy and its implementation on campus. Men identifying students most strongly associated bigram was "false allegations" when asked to describe their perceptions of the SV policy and its implementation on campus.

We wanted to better understand if these emergent data trends were unique to our study about Western's SV policy (which took place after the Student Voices on Sexual Violence Survey data collection, in the fall of 2019) were consistent with perceptions and knowledge captured within the Student Voices on Sexual Violence survey. If consistent, we would be able to draw some conclusions about persistent attitudes and beliefs across two separate timestamps, about our institutional response to sexual violence. As well we could better understand the ways in which student knowledge about our policies and responses impact their confidence and trust in our institutional responses to GBV. Together these data should allow us to draw conclusions about how we can best communicate vital information about supports, services and processes related to GBV on our campus with students.

Methodology:

The data related to student perceptions of institutional response can be understood through three scales we developed through our analysis of the data given in the data tables released by the Provincial government.

Scale 1: The first scale we created is related to confidence. This scale describes a student's level of confidence related to their ability to access supports and services on our campus. In Scale 1, we combined the responses of ("very unlikely," "unlikely," and "neither") to compare to student responses of ("likely" and "very likely"). We did this comparison so that we could understand how students whose reported perceptions about actions, supports and accommodations provided by the institution were considered to have low confidence (based on their response of "very unlikely," "unlikely," and "neither") against students whose reported perceptions about actions, supports and accommodations provided by the institution were considered to have high confidence (based on their response of "likely" and "very likely"). We included "neither" responses with "very unlikely" and "unlikely" because students who report "neither" demonstrate a perception of non-action on the part of the institution, because their "neither" response indicates that most likely they are unable to make an evaluative decision about the institutional response. Therefore, we correlated a students' inability to make either a positive or negative evaluation of our institutional response as being more closely related to "unlikely" or "very unlikely" responses.

Scale 2: The second scale we created is based on student reported satisfaction with institutional responses to any type of disclosure of sexual violence. In order to work with this data, and draw conclusions about student satisfaction, we co-combined student responses of ("very dissatisfied" "dissatisfied" and "neither") into a singular category of low satisfaction. High satisfaction was created by co-combining responses of ("satisfied" and "very satisfied"). We included "neither" responses with "very dissatisfied" and "dissatisfied" because students who report "neither" demonstrate that most likely they are unable to make an evaluative decision about their satisfaction with respect to our institutional response to their disclosure about an experience of GBV. Therefore, we correlated a students' inability to make either a positive or negative evaluation of our institutional response as being more closely related to "dissatisfied" or "very dissatisfied" responses.

Scale 3: The third scale we create describes a students' degree of knowledge related to institutional supports available, and how to access and utilize these available supports and services. To analyze responses to this question we developed a scale that co-combined responses of *("strongly disagree" "disagree"* and *"neither"*) to define low knowledge. We co-combined (*"agree"* and *"strongly agree"*) to define high knowledge. We included *"neither"* responses with *"strongly disagree"* and *"disagree"* because students who report *"neither"* demonstrate a lack of the required knowledge needed to navigate the supports and services available at Western. Therefore, we correlated a students' inability to make either a positive or negative evaluation of how to navigate our institutional

supports and services as being more closely related to responses indicating low knowledge ("strongly disagree" or "disagree").

Together, these scales will allow us to understand if there are emergent trends with how these scales interact, but also, how student perceptions about institutional services and supports and response to GBV are related to their personal knowledge about these services and supports.

Amongst participants, the two most common factors for not reporting an experience of GBV were "it would cause more trouble than it was worth," (61.3%) and "I didn't think it was serious enough," (56.6%). This reported perception amongst participants, indicates that students lack the confidence to report, and the belief that they would be supported throughout the entire process of reporting, due to their stated belief that reporting an experience of GBV would be "more trouble than it was worth."

Understanding that student perceptions about reporting were overwhelmingly lacking in confidence with respect to our institutional support throughout the reporting process, we wanted to further understand how students were reporting their perceptions about institutional responses to GBV within this dataset. In order to gain a more nuanced understanding about students' reported lack of confidence in our institutional response, we created Scale 1 to analyze question 15, "Perceptions of Institutional Response to Sexual Violence."

Question 15 is built from 8 independent categories and did not require a participant to have disclosed or used the institutional supports and services inquired about across the sections. We applied Scale 1 to these 8 categories to establish student confidence with respect to our institutional responses to these defined categories.

Through the analysis of question 15, across the 8 fields, we found the following emergent patterns with respect to three fields where more than half of student participants indicated low confidence in our institutional capacity to respond to GBV. In question 15d, 54.9% of students indicated low confidence that "academic accommodations would be provided to the student (i.e. extension on assignments, rescheduling exams, excused absence changing classes)" in response to a disclosure of experience GBV. In question 15h, 56.7% of students have low confidence that "action would be taken quickly to address the situation." In question 15g, 51.8% of students indicated that they had low confidence that the "situation would be handled appropriately" by Western. An encouraging finding from our analysis occurred within student responses to

question 15e, where 82.7% of students indicated that they had high confidence that "information about how to obtain supports would be provided to the student (i.e. information about counselling, health services, safety and security services)". Our analysis also uncovered that with respect to services and support for mental health and physical health, students had high confidence that both information (82.7 % question 15e) and supports (question 71.9 % 15f) would be given to students who reported GBV. An encouraging finding within our analysis is that 68.7% of students reported having a high degree of confidence that "they or a student would be believed" by the institution.

Using Scale 2, we analyzed question 49 "Helpfulness of Institutional Staff, Faculty, Administration or Service Office After Disclosure", 41% of students indicated that staff, faculty and service offices were not helpful, however and equal percentage (41%) of respondents perceived that staff, faculty and service offices were helpful. This equal split in student perceptions of the helpfulness of our institutional staff, faculty and service offices uncovers a polarized perception of our institutional capacity to support and respond to GBV.

Next, we wanted to better understand student perceptions about institutional responses to GBV, based on students who disclosed they had interacted with our supports and services because they had made a disclosure about experiencing GBV. We similarly analyzed using Scale 2 question 50, "Sexual Violence Experience(s) Follow Up-Satisfaction with Institutional Response" which is made up of 8 different variables.

Across the 8 fields related to question 50 interesting patterns emerged, four variables were indicated as having low satisfaction. In question 50f, the institution "kept you informed about how your situation was being handled," 60% of participants rated their satisfaction as low. In 50b, 57.1% of students had low satisfaction with respect to the institution meeting their "needs for academic accommodations."

The low degree of confidence reported by students in question 15d, which included all students regardless of whether they had disclosed or utilized campus services related to academic accommodation, is further demonstrated within question 50g, which demonstrates that for students who have disclosed GBV, and required an academic accommodation, there satisfaction was low. Therefore, a priority area for our institution, with respect to our response to GBV, is the design of programs and supports related to academic accommodation at our institution.

When we further analyzed the satisfaction data (which was only drawn from participants who had disclosed an experience of GBV and utilized campus services) in question 50c, we found that 56.5% of participants reported low satisfaction with whether the institution "*met your needs for supports*" (i.e. counselling, health services, housing, safety and security services).

When we compare the satisfaction of students who have disclosed and used supports and services related to the Health and Wellness team, to student confidence in receiving information and supports (drawn from participants regardless of whether or not they had disclosed and used these available supports and information) we see a disconnect between perceptions of these groups. The difference is related to perception based on non-disclosure and actual experience of an institutional response to a disclosure of GBV. Therefore, this finding indicates as an institution we need to improve the ways in which we provide services and supports to students who disclose experiences of GBV on our campus.

A clue to why there is a high degree of reported low satisfaction with student experiences related to disclosure and institutional response to experiences of GBV may be answered within the findings related to question 50e "minimized the number of times you needed to repeat your experience to receive assistance." 53.6% of participants responded that they had low satisfaction with respect to the number of times they needed to repeat their experience of GBV in order to receive assistance. This finding indicates that as an institution we need to find ways to coordinate our responsive care for students who disclose that they have experienced GBV and require care, support and services.

An encouraging finding from question 50a, is that 74.3% of students who have disclosed an experience of GBV at Western report high satisfaction with respect to being believed. Additionally, of those students who have disclosed an experience of GBV at Western have high satisfaction with their perception that Western has worked to create an institutional environment "where this type of experience is safe to discuss" (question 50g). When we compare student responses to 15a (drawn from participants regardless of whether or not they had disclosed and used available supports on campus) to the satisfaction of students who had disclosed an experience of GBV in 50a, we see similar trends with high confidence that students would be believed (15a) and high satisfaction that they were believed when disclosing an experience of GBV (50a).

The last area we analyzed relates to students' reported knowledge about our institutional supports. Question 18 "Knowledge of Institutional Supports" is broken into 5 variables and we applied Scale 3 to complete our analysis.

An emergent pattern occurred within the data related to question 18, in that the three questions with the highest demonstration of low student knowledge were related to a student's ability to navigate (c), understand (d) and file (e) a formal report of GBV at Western (question 18). With respect to a student's ability to "find information on filing a formal report about sexual violence at my university," 83.4% of students indicated having low knowledge. In terms of students' ability to "understand the formal reporting options at my university," 89.4% of students indicate low knowledge. Alarmingly, 90.3% of students indicated that they had low knowledge on "how to file a formal report regarding an incident of sexual violence at my university". These data are replicated within the data gathered and analyzed regarding Western's amended Sexual Violence Policy with 61% of respondents having not read the draft policy, and 71% of respondents indicating that they had infrequently engaged in conversations about Western's SV policy (infrequently meaning less than 2 times in the calendar year).

These data combine to highlight the need for a streamlined reporting process, where information is accessible and combined into one identifiable resource that students recognize and feel confident using within their lives.

Section 6: Western Student Experiences of Educational Programming and Interventions on campus

When analyzing data regarding individual engagement in programming and training on our campus we uncovered the following trends. Positively, 61.7% of students "saw university messaging about sexual violence on campus, online, through social media, or in a course outline/syllabus" since the beginning of the academic year. 58.2% of students indicated that they had discussed "the topic of sexual violence with friends or family" since the beginning of the academic year.

However, we uncovered that student engagement is low with only 16.5% of students reporting they attended in person a "session or programme on campus specifically about what you can do as a bystander" to GBV. Further, only 9.4% or 761 students "completed in-person or online training on [their] university's SV policy and processes".

These low engagement numbers combine in important ways with findings related to student perceptions and knowledge of our institutional response to GBV as well as high reported rates of non-consensual sexual experience and sexual harassment. With respect to student perceptions and knowledge about our institutional response to GBV low engagement and participation in evidence informed education programming can be understood as a major contributing factor to student's low confidence in our response to GBV, as well as their own low reported knowledge about our supports, services and processes related to GBV at Western.

With respect to high rates of both non-consensual sexual experience as well as high rates of reported experiences of sexual harassment, low engagement in proactive, evidence informed educational programming that educates students about consent as a process, rather than a concept can be understood as a contributing factor to the negative behaviours peers engage in with one another within different sexual contexts.

Section 7: Western's Campus Climate

One way we can use these data to better understand Western's campus culture is to look at peer norming data within the Student Voices on Sexual Violence survey and data collected through the NCHA survey (2013 and 2016), as well as qualitative data gathered and analyzed regarding Western's amended Sexual Violence Policy (2018). We will use these available data to draw conclusions about Western Campus Climate.

Within the Student Voices on Sexual Violence survey question 14 relates to social norming across 5 variables. One variable stands out because Western's rate is far above the University Sector rate. In question 14b, "to what extent would you say your friends approve of telling stories about sexual experiences," 59.8% of participants, or 4840 students responded that they "agree" and "strongly agree" with this statement that it is acceptable to their friends to "tell stories about sexual experiences". Alarmingly, only 18.1% or 655 students responded that they did not agree that their friends would approve of "telling stories about sexual experiences." These perceptions about engaging in conversation about sexual experiences may contribute to a campus culture where GBV rates of sexual harassment are high.

A common theme in both our 2013 and 2016 NCHA data was the discrepancy of actual and perceived behaviours. Students answered questions about their actual engagement in risky behaviours, including drinking, drug use, sexual activity and their perception of what their peers are engaging in. Within the Undergraduate population, students indicated that they believed their peers were engaging in more-risky behaviour then they actually are as a collective whole. For example, Undergraduate students perceive their peers to be using more illicit drugs and engaging in more sexual relationships with multiple partners than they actually are when correlated with the NCHA self-report data of these same behaviours. This discrepancy highlights a specific challenge to our campus culture, because literature states that adolescents' perceptions of their friends' behavior strongly predicts adolescents' own behavior, however, these perceptions often are erroneous⁴. This false belief of one's peer's behaviours ultimately feeds back into itself, negatively impacting personal behavior through peer effect, resulting in more students participating in these negative behaviours. Students who believe that respected members of their

⁴ (Prinstein, M. and Wang, S., 2005).

peer group engage in and value a specific behavior will feel pressured towards behavioral conformity. When combined with data about student's perceptions about telling stories about sexual experiences, one can conclude that perceptions based on these stories may foster exaggerated sexual behaviour norming on our campus.

A major themes within the Natural Language Processing (NLP) analysis we conducted on the qualitative data gathered through the Sexual Violence Policy review at Western, is that Women and Men respondents use very different words, and rate of word use to describe GBV regardless of whether they are Staff, Faculty or students. By using a combination of NLP techniques, we were able to establish that Men and Women use very different words to describe GBV; that the bigrams and trigrams of Men and Women respondents cluster across unique emergent themes related to gender; and most significantly, the vocabulary density of lexical words is strikingly different between Men and Women, with Women using similar and more homogenous vocabulary whereas Men tend to use a much wider range of heterogenous vocabulary.

In order to shift Western's current campus culture, we need to be mindful that because Men and Women are using very different lexicon to describe GBV, our campus culture is currently divided along gender lines and does not have a consistent lexicon that is used across genders when discussing GBV. That we were able to establish such distinct word use between Men and Women is a key finding from the NLP analysis and should be taken very seriously when we develop tools and materials regarding GBV to be used on campus, and in our policy documents.

Conclusions and Recommendations: Campus Climate and its relationship to perceptions of consent

We began the analysis of the Student Voices on Sexual Violence data asking the following question: is the apparent disconnect between understanding consent as a concept, and the ability to enact consent as a process leading to Western Student's reported high rates of experiencing sexual harassment, sexual assault within our campus community?

As we moved through our analysis of the data across the 7 sections of this report, we uncovered clear findings that support our hypothesis that students understand consent as a concept but are not practicing consent as a process across different types of sexual encounters in their lives. Students overwhelmingly report understanding consent as a concept (section 1 of this report).

- 1) Students report experiencing sexual harassment that targets their sexuality and gender at a high rate on our campus. They also report experiencing sexual harassment at a high rate on our campus that occurred when they *said no* to further dates, drinks, or dinner with a person seeking these engagements. Students also reported high rates of sexual harassment that occurred in the form of being touched in a way that made them feel uncomfortable. Each of these forms of sexual harassment indicate that students are not practicing consent as a process in the types of sexual encounters they are encountering and engaging in with their peers across time and space.
- 2) Students report that the most frequent type of non-consensual sexual experience they have experienced in their lives is "someone fondled, kissed or rubbed up against your body or removed some of your clothes without your consent (but did not attempt sexual penetration)". Alarmingly, this form of sexual assault had the highest reported frequency in the lives of student participants, with an increase in the reported frequency between "2 times" to experiencing "3 or more times" in their lives.
- 3) Students' report that they are experiencing sexual harassment and non-consensual sexual assault by people that they know, and further that for the majority of participants, the person that they reported as committing either sexual harassment or non-consensual sexual assault was a fellow student peer.

Together these four findings lead us to conclude that students are able to demonstrate that they understand the concept of consent, and are even able to demonstrate that understanding within the dataset, that for instance, if they or their partner are drunk, or under the influence of drugs, they must gain consent to engage in sexual activities. Yet, even with this knowledge, the data reveals that students are experiencing non-consensual sexual assault while they were intoxicated and that they have experienced this form of sexual assault multiple times in their lives. Further, the data reveals that student participants overwhelmingly identified that the person committing these behaviours was known to them, and majority of cases the known person was a fellow student peer.

One reason this pattern of behavior might be occurring on our campus is that a very low number of students are engaging in GBV educational programming that is designed to teach students about consent as a process and not only as a concept. Our data analysis revealed that only 16.5% of students reported they attended an in-person session or programme specifically about what you can do as a bystander to GBV. Thus, students are not learning about consent as a process and further, a very low percentage of our students are learning about how to intervene if they witness GBV. It must also be noted that with respect to bystander intervention, our programming must take seriously the fact that students report a) that they know the person or persons committing both sexual harassment and non-consensual sexual assault; and b) they identify the person known as a fellow student peer. The fact that peers and intimately known peers (friends or former romantic partners or current romantic partners) are reported as committing these behaviours in the data requires that we create processes where students feel comfortable reporting behaviours committed by fellow students. As well, we must create educational programming that recognizes this pattern in our campus culture, and creates interventions that opens dialogue for students to:

- a) Learn how to practice consent as a process across sexual encounters;
- b) Encourages students to have dialogue within their social circles that reduces GBV in all of its forms but focuses on reducing GBV in the form of sexual harassment against one's gender and sexual identity.

Our data analysis also revealed that students require a more streamlined process for formally reporting incidents of GBV on our campus. Student knowledge about our formal

reporting process was low, which might account for our low recorded numbers of formal reports. As well, our analysis revealed that only 9.4% or 761 students reported that they had completed in-person or online training regarding our campus' policies and processes. We must create more educational training for students to understand not only our policies and procedures but also how the process for using these policies and procedures works on our campus, and how students will be supported through this process.

As the data reveals, student peers are both committing sexual harassment and non-consensual sexual assault at a very high rate. For that reason, we must take very seriously the design of our reporting processes and support mechanisms for students to ensure protection and anonymity, as they will most likely and most often be reporting incidents of non-consensual sexual assault and sexual harassment committed by a student peer.

Thus, the data analysis of the Student Voices on Sexual Violence reveals that Western students understand the concept of consent, but do not have the tools, or knowledge necessary to practice consent as a process throughout a sexual experience across space and time. The result is that Western Students are committing sexual harassment and non-consensual sexual violence within their social circles at rates higher than the reported comparable University Sector rate. As an institution we must use this data and these findings to prioritize the creation of educational programming that addresses the fact that consent must be practiced as a process; that consent is required across sexual encounters from how one engages in asking a fellow peer out on a date, or to engage in an activity; to how peers manage themselves in a sexual encounter when they or their peers are intoxicated through the use of alcohol or drugs. Students require educational interventions that challenge their perceived understanding of consent and challenge them to understand that consent must be practiced as a process of engagement with their peers and cannot only be understood in conceptual terms.

Appendix

Section 1	1: Weste	ern Student	Attitudes ar	nd Exper	iences o	f Consen	t		
			> University Sec						
Q14: Student perceptions, attitudes and kn	owledge a	about consent							
	Mean	Strongly Disagree + Disagree	Strongly Agree + Agree	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total Responses
a. Consent must be given at each step in a s	sexual enco	ounter.							
University Sector	4.52	4.0%	90.5%	1.6%	2.3%	5.5%	23.6%	66.9%	116,383
University of Western Ontario	4.48	4.1%	90.4%	1.5%	2.6%	5.5%	26.8%	63.6%	8,128
c. If a person doesn't physically resist sex, th	hey have g	iven consent.							
University Sector	1.61	84.7%	4.4%	59.6%	25.1%	10.9%	3.3%	1.2%	116,204
University of Western Ontario	1.57	86.9%	4.0%	61.1%	25.8%	9.1%	3.1%	0.9%	8,120
d. Consent for sex one time is consent for fu	ıture sex.								
University Sector	1.33	93.9%	2.1%	76.4%	17.6%	4.0%	1.0%	1.1%	116,096
University of Western Ontario	1.31	95.0%	2.0%	77.2%	17.9%	3.0%	0.9%	1.1%	8,103
f. Mixed signals can sometimes mean conse	ent.								
University Sector	1.61	84.4%	4.0%	59.7%	24.7%	11.6%	3.4%	0.6%	116,195
University of Western Ontario	1.58	86.6%	3.9%	59.7%	26.9%	9.5%	3.2%	0.7%	8,118
		Unive	rsity Sector = U\	NO					
	Mean	Strongly Disagree + Disagree	Strongly Agree + Agree	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total Responses
g. If someone invites you to their place, the	y are giving	g consent for s	ex.						
University Sector	1.29	94.4%	1.2%	78.0%	16.4%	4.5%	0.8%	0.4%	116,360
University of Western Ontario	1.29	94.9%	1.2%	77.7%	17.2%	3.9%	0.9%	0.3%	8,122
		UWO	< University Sec	tor					
	Mean	Strongly Disagree + Disagree	Strongly Agree + Agree	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total Responses
b. If a person initiates sex, but during forep	lay says th	ey no longer w	ant to, the perso	on has not	given cons	ent to conti	inue.		
University Sector	4.62	4.2%	92.5%	2.9%	1.3%	3.2%	16.3%	76.2%	115,871
University of Western Ontario	4.65	4.0%	93.7%	2.8%	1.2%	2.3%	15.7%	78.1%	8,095
e. If you and your sexual partner are both a	lrunk, you	don't have to v	vorry about con	sent.					
University Sector	1.50	88.6%	2.1%	63.6%	25.0%	9.3%	1.5%	0.6%	116,281
University of Western Ontario	1.51	89.4%	2.2%	62.5%	26.9%	8.3%	1.6%	0.6%	8,122

		Sec	tion 2: V	Vestern	Student	Reported	Fynerei	nces of	Sexual Hara	ssment				
Level 1: co-combined responses o	f 'rarely' 'c								ocxuui iiui t	200111121112				
Level 2: co-combined responses of				- ,			OI allillin	30011						
Difference (%): the calculated diff														
Difference (%): the calculated diff	lerence be	tweetiteve	two (iligi			evel 2 Aggre	ration: A	ffirmation	. >					
Q20: Sexual Harassment of Studer				Alla	iysis of Le	Ver Z Aggre	gation. A	mination						
Q20: Sexual Harassillerit of Stude	115		Often +									Total	Total	
	Mean	Never+	l	Never	Davida	Camatimas	Often	Very	Total	Level 1	Level 2	students		Difference (%)
	iviean	Rarely	Very Often	Never	Rarely	Sometimes	Otten	Often	Responses	Level 1	Level 2		(Level 2)	Difference (%)
c. Made negative remarks about s	omaonaha	read on the	<u> </u>	dontitu ora	ovual orio	ntation						(Level 1)	(Level 2)	
University Sector	1.76	75.4%	6.6%	57.2%	18.3%	18.0%	5.0%	1.6%	116,085	42.9%	24.6%	-		
University of Western Ontario	1.76	70.3%	8.6%	49.6%	20.7%	21.2%	6.7%	1.8%	8,093	50.4%	29.7%	4079	2404	9.09
a. Treated you differently because						21.270	0.776	1.070	0,093	50.4%	29.770	4079	2404	9.07
. ,,						44.50/	4.50/	4.00/	445.055	25.00/	24.40/			
University Sector	1.66	78.9%	6.5% 7.5%	63.1% 58.9%	15.8% 16.9%	14.6%	4.6%	1.9%	116,266	36.9%	21.1%	-	-	- 7.00
University of Western Ontario	1.75	75.8%				16.7%	5.6%	1.9%	8,117	41.1%	24.2%	3336	1964	7.39
h. Continued to ask you for dates,	1								44.5	2=	4			
University Sector	1.52	83.7%	6.4%	72.5%	11.3%	9.9%	4.4%	2.0%	116,210	27.6%	16.3%	-	-	-
University of Western Ontario	1.63	80.8%	7.6%	66.3%	14.5%	11.6%	5.4%	2.2%	8,112	33.7%	19.2%	2734	1558	4.79
i. Touched you in a way that made		_	1							,				
University Sector	1.48	85.8%	4.0%	71.3%	14.5%	10.1%	2.9%	1.1%	116,077	28.6%	14.1%	-	-	-
University of Western Ontario	1.66	80.0%	5.9%	61.1%	18.9%	14.1%	4.4%	1.4%	8,096	38.8%	19.9%	3141	1611	1.09
				Ana	lysis of L	evel 2 Aggre	gation: A	ffirmatio	n <					
		Never+	Often +					Very	Total			Total	Total	Difference (%)
	Mean	Rarely	Very	Never	Rarely	Sometimes	Often	Often	Responses	Level 1	Level 2	students	students	Level 2
		Raiciy	Often					Oiteii	Responses			(Level 1)	(Level 2)	ECVCTE
m. Mocked or harassed you on the	e internet u	sing slurs o	r name-ca	lling relate	d to your	gender identit	y or sexua	lorientatio	n.					
University Sector	1.18	95.0%	1.5%	89.4%	5.6%	3.5%	0.9%	0.6%	116,163	10.6%	5.0%	-	-	-
University of Western Ontario	1.20	94.7%	1.6%	87.4%	7.3%	3.8%	1.1%	0.5%	8,104	12.7%	5.4%	1029	438	-0.29
j. Made you feel like you were beir	ng bribed, o	r implied b	etter treati	ment, if yo	u were to e	engage in sext	ual behavi	our.						
University Sector	1.25	92.5%	2.3%	85.1%	7.4%	5.2%	1.6%	0.7%	116,040	14.9%	7.5%	-	-	-
University of Western Ontario	1.32	90.7%	2.9%	80.6%	10.0%	6.5%	2.2%	0.7%	8,093	19.4%	9.4%	1570	761	-0.69
k. Made you feel threatened or tre	ated you b	adly for ref	using to h	ave sex.										
University Sector	1.27	92.0%	2.5%	84.4%	7.6%	5.5%	1.8%	0.8%	116,066	15.7%	8.1%	-	-	-
University of Western Ontario	1.35	89.8%	3.5%	79.2%	10.7%	6.7%	2.6%	0.8%	8,094	20.8%	10.1%	1684	817	-0.69
e. Repeatedly told sexual stories of	rjokes that	were offer	nsive to yo	u.										
University Sector	1.58	83.1%	4.9%	64.9%	18.2%	12.0%	3.6%	1.3%	116,178	35.1%	16.9%	-	-	-
University of Western Ontario	1.70	79.6%	6.2%	58.2%	21.4%	14.2%	4.8%	1.4%	8,104	41.8%	20.4%	3387	1653	-1.09
I. Sent or posted unwelcome sexua	alcomment	s, rumours	, jokes, or	pictures of	you by te	xt, email, soci	al media, c	r other ele	ctronic means.					
University Sector	1.27	92.0%	2.5%	84.1%	8.0%	5.4%	1.7%	0.8%	116,069	15.9%	7.9%	-	-	-
University of Western Ontario	1.33	90.6%	3.2%	80.2%	10.4%	6.2%	2.2%	1.0%	8,097	19.8%	9.4%	1603	761	-1.09
d. Put you down or was condescer	ndina to vo	u because	of vour aei	nder identi	tv or sexua	l orientation.			<u> </u>					
University Sector	1.46	86.6%	3.8%	72.6%	14.0%	9.6%	2.7%	1.1%	116,073	27.4%	13.4%	-	-	-
University of Western Ontario	1.51	85.6%	4.2%	68.9%	16.7%	10.2%	3.1%	1.1%	8,095	31.1%	14.4%	2518	1166	-2.3
b. Displayed, used, or distributed r							_		, 5,555	22.270	2 770		2230	2.5
University Sector	1.39	89.0%	2.7%	75.1%	13.9%	8.3%	2.0%	0.7%	116,100	24.9%	11.0%	_		
University of Western Ontario	1.46	86.9%	3.0%	70.5%	16.5%	10.0%	2.2%	0.8%	8,097	29.5%	13.0%	2389	1053	-3.59
g. Made remarks or gestures or us								0.070	5,557		23.070	2505	1033	3.5.
University Sector	1.50	85.7%	3.9%	69.3%	16.5%	10.4%	2.9%	1.0%	116,047	30.8%	14.3%	-		_
University of Western Ontario	1.61	82.6%	4.8%	61.7%	20.9%	12.6%	3.9%	0.9%	8,099	38.3%	17.4%	3102	1409	-3.5
f. Tried to talk to you about sexual					20.370	12.0/0	3,370	0.570	0,033	20.276	17.470	3102	1403	-3.5
University Sector	1.49	86.0%	3.9%	69.5%	16.5%	10.1%	2.9%	1.1%	116,009	30.6%	14.1%			
University Sector University of Western Ontario	1.49	84.0%	4.4%	62.4%	21.6%	10.1%	3.5%	0.9%		_	16.0%	3042	1294	
	1 1 5 9	84.0%	4.4%	62.4%	21.6%	11.6%	3.5%	0.9%	8,090	37.6%	16.0%	3042	1294	-5.69

		Section	on 3: Western St	udent Exper	einces of Sex	ual Assault			
Q36: Non-Consenual Sexual Exp	eriences								
	Mean	0 Times	1 Time	2 Times	3 or More Times	Total Responses	More than 1 Time	Total	
d. Even though it didn't happen,	someone TR	IED to have oral	anal or vaginal sex v	vith you without				students	
University Sector	1.14	91.3%	5.4%	1.7%	1.6%	115,955			
University of Western Ontario	1.18	88.6%	7.2%	2.1%	2.0%	8,096	11.3%	915	
a. Someone fondled, kissed, or ru									
University Sector	1.36	79.4%	10.3%	4.8%	5.5%	116,119			Ī
University of Western Ontario	1.54	70.5%	13.6%	7.1%	8.8%	8,106	29.5%	2391	
b. Someone had oral sex with yo					1 0.070		25.570	2001	
University Sector	1.07	95.7%	2.8%	0.9%	0.7%	115,976			Sexual Physical Assault
University of Western Ontario	1.08	94.3%	4.1%	1.0%	0.7%	8.093	5.8%	469	hysi ult
c. Someone put their penis, finge						5,000	5.070	.03	ual Phys. Assault
University Sector	1.09	93.9%	4.0%	1.2%	0.9%	115,981			N A
University of Western Ontario	1.12	91.6%	5.6%	1.6%	1.2%	8,100	8.4%	680	જ
Q37: Methods of Coercion		32.070	0.075	,,		0,200	3.470	000	
Q37: Methods of coercion	Yes	No	Total Responses			Total Students			
c. Taking advantage of you whei		-	<u> </u>	r unconscious.		Total ottations			
University Sector	41.6%	58.4%	26,674						
University of Western Ontario	46.3%	53.7%	2,620			1213			
, , , , , , , , , , , , , , , , , , , ,	Yes	No	Total Responses			Total Students			
f. Catching you off guard or igno	ring your bo	dy language or n	on-verbal signals.						
University Sector	59.9%	40.1%	26,655			4507			
University of Western Ontario	57.7%	42.3%	2,612			1507			
g. Any other means when you sa	id or showed	l you didn't want	to.						
University Sector	38.4%	61.6%	26,505						
University of Western Ontario	33.9%	66.1%	2,596			880			
b. Showing displeasure, criticizing				ıt not usina phys	ical force, after v	vou said vou didn't	want to.		
University Sector	29.8%	70.2%	26,599		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	, ,			l I
University of Western Ontario	25.7%	74.3%	2,615			672			
				hout you makin	a promises you	know word untrue	or continually process	na vou after	1
a. Telling lies, threatening to end you said you didn't want to.	the relations	mp, threatening	to spreau rumours a	bout you, makin	y promises you i	knew were untrue, (or continuony pressuri	ng you ajter	
University Sector	22.4%	77.6%	26,649			512			
University of Western Ontario	19.6%	80.4%	2,610			312			
e. Using force, for example holdii	ng you down	with their body	weight, pinning your	arms, or threate	ning you with a	weapon.			
University Sector	17.8%	82.2%	26,502						
University of Western Ontario	14.3%	85.7%	2,604			372			
d. Threatening to physically harn			,						
University Sector	6.2%	93.8%	26,515						
University of Western Ontario	4.3%	95.7%	2,611			112			
Q14: Consent	7.3/0	33.770	2,011						
The following questions exemplif	ies the disco	nnect hetween III	nderstanding the con	rent of consent	and the auestion	ahove (37c): appli	ina consent in a proce	255	
	Mean	Strongly Disagree + Disagree	Strongly Agree + Agree	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total Respons
		Бізабісс							
14 e If you and your several parts	ner are hoth	drunk you don't	have to warm about	consent					
<i>14 e. If you and your sexual parti</i> University Sector	ner are both 1.50	drunk, you don't 88.6%	have to worry about	consent. 63.6%	25.0%	9.3%	1.5%	0.6%	116,281

				es Identifying their Rela	tionship to Perpertr	ators of G	Gender-Based	Violence and Wher	e these Behaviour	s Occurred	1	
The following question is in refe												
Q26. What was your relationship	with the person(s) wh	no committed the b	ehaviour(s)? (Select o	all that apply)					1			1
	Acquaintance	Friend	Romantic	partner * Former romantic	partner * Relative/famil		Co-worker	I was/am a student of theirs	I was/am an employed of theirs	e No relationship	Other	Don't know
University Sector	36.5%	30.5%	8.7	7% 8.2%	2.2%	6	7.2%	4.2%	1.5%	38.2%	5.0%	7.9%
Jniversity of Western Ontario	38.2%	33.2%	9.9		1.6%	6	6.0%	3.7%	1.2%	38.2%	4.5%	6.4%
he following question is in refe	rence to Q36 - Non-Co	onsensual Sexual E	xperiences:	*	·							
Q43. What was your relationship			ehaviour(s)? (Select o									
University Sector	26.1%	24.7%	17.		1.4%	6	3.3%	0.8%	0.8%	37.8%	3.9%	5.4%
University of Western Ontario	26.4%	24.2%	16.		-		2.3%	-	-	41.2%	2.9%	4.8%
(includes former casual relationshi				f the relationship)								
Q42. Please describe the person(s	,	behaviour(s): (Sele	ect all that apply)									
	Employed at the	Other ***	Stud	Person with no af		r	Don't know	Number of Students		Nu	ımber of Res	sponses Gi
Indian males Constant	University** 1.9%	2.1%	49.	with your univ	ersity 10.55	· ·	11.4%	Responding 26,484			22	186
University Sector University of Western Ontario	1.4%	2.1%	49. 58.		8.8%		11.4%	2,589				136
*Faculty member, professor, instruc							12.0/0	2,363			3,1	130
**Person employed by your univers		r, administrator (101	example, Dean, Chair, D	rector, etc.,, teaching assistant (12	n, research assistant (IM), co	Jacii						
reison employed by your univers		estions (O 21 22	23) is in reference	e to Q20 - Sexual Harassmen	nt Evneriences:							
				behaviour(s) against you?	it Experiences.							
	Q21. How many	separate mainia	'as committed the l	r	Y	7						
			1	2	3		4	5 or mo	re	Total Re	sponses	
	Limit to reity Co et a		43.8%	27.7%	14.0%		3.3%	11.2%		70,9	002	
	University Secto			-						5,6		
	University of We		40.7%	28.5%	15.6%		3.0%	12.2%	•	3,0	131	
	Q22. When ala tr	ie benaviour(s) n	appen or start? (Se	elect all that apply)								
			Shortly before									
			my classes	During the first 2 weeks of	Between 2-6 week	s 6 we	eeks or more aft	er	Numb	Nu	umber of R	esponses
			started at the	classes	after classes starte		classes started	Don't kn	ow Stude	ents	Give	
			beginning of this	ciasses	arter classes starte	<u> </u>	ciasses started		Respo	nding	Give	"
			academic year									
	University Secto	r	12.3%	12.1%	18.4%		17.3%	55.6%	71,7	74	83,04	13
	University of We	stern Ontario	12.5%	12.7%	17.9%		20.0%	52.4%	5,6	72	6,553	1
	Q23. Where did t	he behaviour(s) I	happen? (Select all	that apply)								
				Off-campus, at your	Off-campus (Ex.,							
			On campus	university affiliated	restaurant, club, bar,		ne, phone, text,		I NI	umber of Res	sponses Gi	iven
			•	class/internship/activity	campus housing)	thro	ough social med	ia Respond	ing			
	University Secto	r	47.2%	10.8%	55.9%		32.2%	71.054	1	103,	.808	
	University of We		42.5%	9.5%	61.9%		30.9%	5,643		8,1		
				to Q36 - Non-Consensual S			30.370	5,015				
				behaviour(s) against you?	exual Experiences.							
	Q56. How many	separate mamaa	als committee the l	r	7	7						
			1	2	3		4	5 or mo	re	Total Re	sponses	
	Limit to waith t C+-		FC 70/	22.9%	11.10/		3.1%	C 20/		26,4	417	
	University Secto		56.7%		11.1%			6.2%		2,5		
	University of We		53.7%	24.7%	11.1%		3.4%	7.1%		2,3	102	
	Q39. When did th	ne penaviour(s) h	appen or start? (Se	elect all that apply)								
			Shortly before									
			my classes	During the first 2 weeks of	Between 2-6 week	s 6we	eeks or more aft	er	Numb	Nu	umber of Re	esponses
			started at the	classes	after classes starte		classes started	Don't kn	ow Stude	ents	Give	
			beginning of this		arter etasses starte		sscs-starteu		Respo	nding	GIVE	
			academic year									
	University Secto	r	18.4%	12.2%	19.9%		24.3%	41.7%	26,4	.75	30,86	51
	University of We	stern Ontario	16.4%	11.8%	19.9%		28.4%	39.6%	2,5	86	2,999	9
	Q40. Where did t	he behaviour(s) I	happen? (Select all	that apply)								
		(-)		Off-campus, at your	Off-campus (Ex.,							
			On campus	university affiliated	restaurant, club, bar,	Ott-	ne, phone, text,		Ni	umber of Res	sponses Gi	ven
				class/internship/activity	campus housing)	thro	ough social med	ia Respond	ing			
	University Secto	r	20.3%	7.6%	79.8%		12.4%	26,341		31,6	635	
	University of We		18.2%	5.9%	82.2%		10.7%	2,572		3,0		
	oniversity of We	sterii Oiitario	10.2/0	3.5/0	02.2/0		10.7/0	2,372		3,0	10	

Given 107,602 8,617

35,791 3,427

26,508 2,591

Section 5, Part 1: University Response Student Perceptions of Western's Institutional Response to Gender-Based Violence Q15: Perceptions of Institutional Response to SV Low Confidence: is defined as the co-combined responses of 'very unlikely', 'unlikely' and 'neither' to represent low confidence in a student's perception of actions, supports and accommodations at Western. High Confidence: is defined as the co-combined responses of 'very likely' and 'likely' represent high confidence in a student's perception of actions, supports and accommodations at Western. Mean Very Likely + Likely Very Unlikely Unlikely Neither Likely **Very Likely Total Responses** Low Confidence **High Confidence** Unlikely d. Academic accommodations would be provided to the student (for example, extension on assignments, rescheduling exams, excused absence, changing classes). University Sector 3.23 27.4% 8.1% 19.2% 32.8% 13.0% 115,814 26.9% University of Western Ontario 45.1% 21.8% 24.1% 54.9% 9.0% 32.5% 12.5% 8,087 45.0% b. The student's request about how to handle the situation would be considered. University Sector 3.53 16.9% 60.1% 3.3% 13.6% 23.1% 47.5% 12.6% 115,967 University of Western Ontario 14.5% 21.7% 49.4% 11.2% 17.7% 60.6% 3.51 17.7% 60.6% 3.2% 8,107 h. Action would be taken quickly to address the situation. University Sector 22.8% 46.7% 6.3% 16.5% 30.5% 34.3% 12.5% 115,985 University of Western Ontario 25.8% 6.7% 19.1% 10.1% 8,104 25.8% 43.3% 3.21 33.2% c. Steps would be taken to protect the privacy of the student 72.9% 2.2% 7.3% 17.6% 49.2% 23.6% 115,567 University Sector 3.85 9.5% University of Western Ontario 3 83 10.4% 73 9% 2 1% 8 3% 15 7% 52 1% 21.8% 8,078 10.4% 73.9% e. Information about how to obtain supports would be provided to the student (for example, information about counselling, health services, safety and security services). University Sector 4.03 80.2% 1.8% 4.2% 13.8% 49.2% 31.0% 115,815 University of Western Ontario 4.07 5.9% 82.7% 1.5% 4.4% 11.4% 51.2% 31.5% 8,092 5.9% 82.7% f. Supports would be offered to the student (for example, counselling, health services, housing, safety and security services) 70.0% 19.1% 46.5% 23.5% University Sector 2.6% 8.3% 115,689 3.80 10.9% University of Western Ontario 3.81 11.3% 71.9% 2.3% 9.0% 16.8% 49.1% 22.8% 8,073 11.3% 71.9% a. The student would be believed. 3.69 10.7% 66.8% 2.1% 8.5% 22.5% 51.8% 15.0% 116,149 University of Western Ontario 3.70 11.2% 68.6% 54.3% 14.4% 11.1% 68.7% 1.9% 9.2% 20.2% 8,111 a. The situation would be handled appropriately. 15.9% 4.3% 39.6% University Sector 51.7% 11.6% 32.4% 12.1% 115,826 University of Western Ontario 4.6% 13.8% 33.4% 18.4% 48.1% 48.2% 8,093 Q55: Influencers to informing regarding incident to allow for investigation People taking I thought I didn't Didn't think be People who do these I didn't want to get | I didn't I blamed Other than it was ings don't get brough identity to file a formal he person who did need any formally reported Students was serious Responses /taken not understand report he incident for me enough to justice anyway to find out sed iudge me it in trouble help Given

53.3%

61.3%

University of Western Ontario

52.7%

56.6%

29.8%

38.7%

27 9%

38.7%

35.1%

37.0%

26.7%

34.7%

25.7%

33.5%

26.3%

33.5%

25.4%

30.6%

25.0%

27.7%

22.8%

20.5%

24.3%

20.8% 26.3%

21.4% 19.7%

16.2%

16.2%

11.2%

2,178

173

9,754

894

Section 5, Part 2: University Response Student Knowledge of Western's Institutional Response to Gender-Based Violence Q18: Knowledge of Institutional Supports Low Knowledge: is defined as 'strongly disagree', 'disgaree' and 'neither' demonstrate a lack of the required knowledge needed to navigate the supports and services available at Western. High Knowledge: is defined as 'agree' and 'strongly agree' demonstrate sufficient knowledge to navigate the supports and services available at Western. Strongly **Strongly Agree** Strongly Neither agree nor Low High Strongly Mean Disagree + Disagree Agree **Total Responses** Knowledge Knowledge + Agree Disagree disagree Agree Disagree e. I know how to file a formal report regarding an incident of sexual violence at my university/college/private career college. **University Sector** 2.14 72.0% 12.2% 29.2% 42.7% 15.8% 9.3% 2.9% 116,171 University of Western Ontario 2.02 77.7% 9.7% 32.3% 45.4% 12.6% 7.5% 2.2% 8,103 90.3% 9.7% d. I understand the formal reporting options at my university/college/private career college. **University Sector** 2.20 13.8% 41.3% 17.1% 10.6% 3.1% 116,050 69.1% 27.8% University of Western Ontario 2.06 75.9% 10.7% 30.8% 45.2% 13.4% 8.4% 8,098 89.4% 10.6% 2.2% c. I know where to find information on filing a formal report about sexual violence at my university/college/private career college. University Sector 2.37 62.9% 19.7% 23.7% 39.2% 17.4% 15.6% 4.1% 116,031 University of Western Ontario 2.24 69.1% 16.6% 26.2% 42.9% 14.3% 13.5% 3.1% 8,090 83.4% 16.6% Strongly **Strongly Agree** Strongly Neither agree nor Strongly Low High Disagree + Mean Disagree **Total Responses** Agree Knowledge + Agree Disagree disagree Agree Knowledge Disagree a. I understand how to access academic accommodations related to sexual violence. University Sector 2.50 57.2% 23.2% 20.8% 36.3% 4.7% 116,308 19.6% 18.4% University of Western Ontario 2.45 60.3% 22.9% 21.7% 38.6% 16.7% 18.9% 4.1% 8,115 77.0% 23.0% b. I understand how to access supports (for example, counselling, health services, housing, safety and security services) related to sexual violence. University Sector 3.02 37.4% 43.1% 12.2% 25.2% 19.5% 34.5% 8.5% 115,912 University of Western Ontario 3.05 36.8% 45.3% 11.4% 25.4% 17.9% 37.3% 8.1% 8,080 54.7% 45.4%

Section	6: Western Student Exp	eriences of Educa	ational Programming a	and Interventions on	Campus	
	Individual	Engagement in Prog	gramming & Training on (Campus		
	University messaging about SV on campus, online, through social media, or in a course outline/syllabus	of SV with friends or	' '	Completed in-person or online training on your university's SV policies and processes	Number of Students Responding	Number of Responses Given
Q16. Since the beginning of this a	cademic year at your university/	college, which of the f	following have you done? (S	Select all that apply)*		
University Sector	60.5%	50.8%	10.4%	-	115,987	281,268
University of Western Ontario	61.7%	58.2%	16.5%	9.4%	8,099	20,752
* Only educational programming	that was discussed in the repor	t is included in this ch	art. Please see full Student	Voices on Sexual Violence	for all	

				Section 7: W	estern's	Campus Climate						
Q14: Peer Norms - To what extent would you say that your friends approve of												
	Mean	Strongly Disagree + Disagree	Strongly Agree + Agree	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Total Responses	Healthy Norm	Unhealthy Norm	
a. Having many sexual partners.												
University Sector	2.70	39.4%	25.3%	21.1%	18.3%	35.3%	19.8%	5.4%	116,455	-	-	
University of Western Ontario	2.91	32.8%	31.9%	15.1%	17.7%	35.2%	25.2%	6.8%	8,127	68.0%	32.0	
b. Telling stories about sexual exp	periences.				·				·			
University Sector	3.24	24.3%	49.0%	12.1%	12.3%	26.7%	37.3%	11.7%	115,894	-	-	
University of Western Ontario	3.49	18.1%	59.8%	8.2%	9.9%	22.2%	44.1%	15.7%	8,093	40.3%	59.8	
Peer Norms (a-e INDEX)*					·			•	•			
	Mean	Strongly Disagree + Disagree	Strongly Agree + Agree	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree		Total Responses		
University Sector	1.92	69.5%	15.6%	57.9%	11.6%	14.9%	12.0%	3.7%		581,081		
University of Western Ontario	2.03	66.6%	19.3%	54.7%	12.0%	14.0%	14.6%	4.7%		40,566		