

Support on Campus: How Trent Provides Resources for Sexual Assault Survivors

Final Report by:

Laura McCulloch

Host Organization: Arthur Newspaper

Faculty Supervisor: Joel Cahn

Trent Community Research Centre Project Coordinator: Ryan Sisson

Department: FRSC

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Trent University

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How Trent Provides Resources for Sexual Assault Survivors

Researcher: Laura McCulloch

Faculty Supervisor: Dr. Joel Cahn

TCRC Supervisor: Ryan Sisson

Host: The Arthur Newspaper

Host Supervisor: Leina Amatsuji-Berry and Lubna Sadek

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Abstract

The purpose of this study was to assess the quality of the resources and information present on campus and available on the Trent University website to achieve a better understanding of sexual violence resource availability and if improvements could be made. It also addressed education of the public about resource availability on the Trent campus, as well as within the City of Peterborough for those who have been victimized by sexual assault. This was achieved through the analysis of the Trent University website in comparison to nine other Ontario universities using criteria set out in Sexual Violence and Harassment Action Plan Act, and interviews with coordinators of resources available to those victimized by sexual assault. Through this analysis, it was concluded that Trent University adheres to all of the criteria mandated in Sexual Violence and Harassment Action Plan Act, but could improve by streamlining the university website, and that overall, the organizations operating the available supports suffer from a lack of funding, resources and personnel.

Introduction & Background

Within this project, there were two goals that I aimed to achieve. The first of these goals was utilizing the research I conducted to assess the quality of the sexual assault resources and information present on the Trent University campus, and on the Trent University website. This assessment was conducted to allow for a better understanding of what resources are available, and what information is present. Once this is determined, it can be ascertained if improvements needed to be made, and if so, what those improvements may need to be, as well as if more resources needed to be added. The secondary goal of this project was the education of the public and the Trent student body about the resources and supports available on campus, as well as within the city of Peterborough, for those who had been victimized by sexual assault.

Sexual assault ranks in the top five violent crimes against women in Canada, with university and college campuses among the most common sites of assault (1-3). The estimated

rates of sexual assault victimization among college and university students in North America ranges from 19-25%, and of those who are victimized, less than 20% of students utilize the resources available to them (4-7). Previous studies have shown that universities have not sufficiently educated students on what sexual assault is and have not provided adequate resources for those who have experienced it (5,7-9). Research has also shown a lack of consistency in how sexual assault was defined and measured (10), as well as a lack of uniformity of the content and availability of resources for victims of sexual assault (5). Another study has showcased that while universities convey sexual assault resource information through their official websites, the level of information provided was inadequate (5). According to a 2015 study, this is due to the domains lacking important definitions such as what consent is and what rape myths actually are. These domains can also be challenging to sort through due to information being situated in multiple locations within the website, making it difficult to have a consolidated set of material (5). Most institutions also did not provide information beyond these basic resources, often neglecting to discuss important issues such as the definition of consent, and how drug and alcohol intoxication affects consent (5).

Commonly reported barriers to victims reporting sexual assault include a lack of recognition that the experience was assault and therefore a crime, which indicates that there is a need for more education on what sexual assault is; wanting to avoid a public disclosure due to fear of negative feedback or stigma; and concern as to whether they can prove a crime occurred (11). Although education may not be enough alone to effectively change student behaviour, research suggests that students on average want more education on sexual assault and the resources available. Unfortunately, studies show that while students may be aware of the information available and where they can find said information, they have no idea where the sexual violence resources are located within their campuses (12,13). It is important to provide high-quality, accessible, and accurate information on sexual assault as this information could aid in decreasing the rates of sexual assault on college campus and increasing student safety, as shown through studies that have found that educating people has led to a decrease in the in belief

in or perpetuation of rape myths and rape culture, and helps to lower the tolerance for rape on campus (5). Communication of resource availability and education on how to respond to sexual assault can be seen through the use of websites, pamphlets, and training programs available on the university campuses. However, a study of 60 Canadian university websites found many websites were not well put together and only 15% were “excellent” with regard to sexual assault information (12). The websites that were considered insufficient were categorized as having little to no information, perpetuating victim-blaming attitudes, having a narrow focus on rape, or focused on telling women how to not be victims. Conversely, excellent websites contained detailed and victim-friendly information and identified programs on campus for sexual assault (12).

Sexual assault survivors have a lot of resources that they require to aid them in their healing process, which can be grouped into medical, legal, and psychological aids. Medical aids encompass the detection and treatment of injuries, screening and treatment for sexually transmitted infections, and administration of emergency contraception. Legal aids can include evidence collection, forensic evaluation and documentation, and the initiation of advocacy services. Psychological aids include crisis intervention and referral for support and follow-up treatment (11). Unfortunately, these resources are not always used. This is due in part to sexual assault survivors fearing stigma should they report, or if they believe what occurred cannot be considered rape, which is why high-quality education is vitally important (14). Cost and availability are also factors to be considered, and it has been found that sexual assault survivors are more likely to utilize resources if those resources are easily accessible, free or low-cost, all in one place, and have links between resources and referrals (15,14). Unfortunately, survivors have to go actively searching for these resources, which can be time consuming and frustrating (14). This is another reason why it is important to have clear, consolidated information. Sexual assault survivors also need validation and reassurance, which is an essential part of reporting as negative reactions such as victim blaming or their experiences being dismissed can have a negative effect on them both mentally and physically (8,14,16). Studies have shown that survivors who have experienced positive support from the resources used have reported better mental health, whereas unsupportive reactions can

increase the survivor's distress (15,16). A 2016 study shows that counselling services that fully support the victim's physical, mental, and psychological needs are perceived to be the most effective relative to other interventions (16). Confidentiality is also vital because many survivors are afraid of the consequences that may occur if they report, such as negative stigma, people not believing them, and the rapist coming after them (17,18). This serves to highlight why it is so important for campus staff to have training when dealing with the trauma that the survivors experience.

Campus policies for responding to survivors are also helpful in making sure the resources that can be utilized are uniform and consistent (11). These policies should encompass things such as training required for staff, relevant definitions such as what consent is, important contact information for survivors, and reporting processes. Research from a 2014 study on campus administrators' perceptions of reporting barriers have shown that most administrators believe that the presence of a dedicated person or office related to sexual violence is beneficial for survivors. Trained staff can benefit survivors by providing a wide-ranging response and having publicly designated offices to make it easier to report an assault (11). Unfortunately, there is no federal legislation in Canada that deals directly with the issue of combating sexual assault on university campuses due to the legislation regarding this matter being under provincial jurisdiction (19). However, the Sexual Violence and Harassment Action Plan Act, specifically the second schedule of the Ministry of Training, Colleges and Universities Act within this bill, accounts for this. This legislation was created to reduce sexual assault and violence on college and university campuses across the province of Ontario, and it required every college or university that receives ongoing funding from the government to formulate a stand-alone sexual assault policy by January 2017 and imposes a series of requirements for policies by colleges and universities (19). Campus policies must identify the processes to be followed by administration when responding to, and addressing claims of, sexual assault or violence involving enrolled students (19). This legislation also requires annual reporting from each college or university on a series of factors relating to sexual assault and violence on campus, as well as a full review of the policies, set to be once every

three years (19). This legislation applies when incidents and complaints of sexual violence are reported, and also serves to address any other matters required under the regulations, such as the requirement that colleges and universities implement other measures addressing sexual violence involving students. This information is relevant to this project because it outlines the regulations that the universities have to follow by law when they create sexual assault policies, and how they format their supports, which allows for the universities assessed to be evaluated on the sufficiency of the information and resources they provide.

Within this project, I also analyzed the results of the Student Voices on Sexual Violence Survey that was conducted on sexual assault in postsecondary education and that came out in the past year. This online survey, which was conducted roughly two years ago, gathered information about the perceptions and experiences of sexual violence of students, utilizing questions on the themes of perceptions of consent; knowledge of sexual violence supports, services and reporting procedures; experiences of sexual violence; satisfaction with institutional response to sexual violence; and the behaviour of bystanders (20). I focused on four sections of the study: perceptions of consent, knowledge of sexual violence supports, experience of sexual harassment, and service satisfaction. I chose the perceptions of consent and knowledge of sexual supports sections to analyze because they provide information on the level of knowledge that Trent students have about what sexual assault, sexual violence, and consent are and where the supports are located on-campus. This is important because it demonstrates how knowledgeable the students are, which aids in achieving the secondary goal of this project. I analyzed the sections regarding experience of sexual harassment and service satisfaction to get an idea of how many students are victimized, and the level of satisfaction the students have with the resources available. The importance of this is that it gave me an idea of how sufficient the sexual assault and sexual violence supports are, which is the primary goal of this project. This was a useful study as it gave me a general idea of what the student body thought of the resources and education materials available to them.

The reason this project is significant is that its goal is to understand what resources are available, how they can be improved if need be, and to try and increase the education of students,

so they are aware of what is available to them. Improved resources will be beneficial to those who need them as they can be more tailored to the victims. Education about these resources is also beneficial because then those who need the resources know what is available, where they are, and how to access them.

Methodology

The first method this project utilized was an assessment of the websites of the top nine universities in Ontario in comparison to Trent, using criteria based on the regulations from the Sexual Violence and Harassment Action Plan Act, such as the resources available, and ease of access to both information and resources on the universities' websites. The subsections I focused on specifically were subsections 3 to 6. The reason I chose to utilize this Act, and more specifically these subsections, is that this legislation clearly outlines what regulations the universities legally have to follow. This allows me to make an assessment on if the resources provided are sufficient and where they may need to make improvements, based on how well the universities adhere to the requirements in this bill. The Sexual Violence and Harassment Action Plan Act was created to reduce sexual assault and violence on campuses across Ontario, and it requires every campus receiving government funding to create sexual assault policy and policy requirements. Subsection 3 specified that every university should have a sexual assault policy that addresses the sexual violence on campus, sets out processes for how the colleges or universities will respond to and address the assault, and addressing any other topics deemed relevant. Subsection 4 specifies that the colleges and universities are required to ensure that student input is considered in the development of the sexual assault policy and should be factored in every time the policy is reviewed or amended. Subsection 5 states that every university or college is required to review their sexual assault policies once every three years and change it appropriately. Subsection 6 states that the sexual violence policy has to follow these regulations, and that the university or college must implement any other measure it is required to do under the regulations relating to sexual violence involving students enrolled at the college or university (21). Alongside these criteria, I

chose qualitative criteria such as ease of access and if the information is clear and coherent, as these criteria are important when conveying information so that the reader is able to understand the information they are viewing.

The universities were then compared based on a ranking system for how well they adhere to the criteria determined. One of the main criteria that was assessed was the ease of access. This can be summarized by how easy it is to find the information on sexual assault resources on the various campuses from the official university websites. This grouping was then further divided into how easy it is to find the information I was looking for, such as contact information and reporting processes; how clear the process of reporting is; and how consolidated the information is. The ease of discovery category is then further divided into the number of pages within the domain pertaining to assault resources, how long it takes to access the information, the searchability of the query, and the bounce rate of the site. The bounce rate is how quickly or frequently someone would leave a site and can be calculated by counting the number of single page visits and dividing that by the total visits (22,23). It is then represented as a percentage of total visits. This data can be acquired using website traffic software such as Google Analytics, or SEMrush (22). High bounce rate is indicative of a poorly constructed site; low bounce rate usually means things are running smoothly (23). From these bounce rates, the quality of the site can be assessed. Sometimes a high bounce rate is indicative of low page quality, or it can imply that the information is not present (23). The time taken to access the information also will be considered because it is important for the information to be immediately available. The next criteria are the breadth or depth of the information. This is then further divided into the subcategories of whether there are sexual assault programs available; whether there is an easily accessible, as well as updated version of the university's sexual assault policy; and whether resources such as health and counselling services are clearly outlined on the site. The presence of proper definitions for sexual assault, consent, rape myths and victim blaming were also analyzed. The next criterion analyzed was whether the website has information for both on-campus and off-campus resources, such as contact information and the exact location of on-campus resources. The final criteria examined

was whether or not there are specific sexual assault task forces or personnel present on campus, and whether the staff involved with these resources have sufficient training. I analyzed the university websites by going through each of them and looking for all the information they had regarding sexual assault, sexual violence, and resources that could be associated with these topics, such as healthcare and counselling. The information I found was then analyzed based on the factors highlighted above and scored according to a rating system. The websites were ranked on a numerical scale according to how well they fit the criteria set by the Sexual Violence and Harassment Action Plan Act. If they do not fit the criteria, or the required resource is not present, the university was scored a 0. If the requirement is partially fulfilled, the university was scored a 1. If the requirement is sufficiently fulfilled and the resource is present, the university was scored a 2. If the university exceeds the requirements and if additional resources were present while still fulfilling the requirements, they received a score of 3. This ranking system was also applied to additional website criteria, such as bounce rate and searchability, and these additional rankings were added to the overall university rankings. Once this was completed, I summed the ranking scores from all the criteria, and compared Trent's score to the other nine universities to see where Trent ranked.

The second method that was utilized were interviews of the personnel that are involved with the sexual assault supports on- and off-campus, such as Lindsay Haacke and Alisha Fisher from the Kawartha Sexual Assault Centre (KSAC) and Rachel Smylie from the Trent Central Student Association (TCSA). The reasoning behind these interviews were to gather more information on the KSAC and TCSA to aid this research project's goal of educating the public about the resources on- and off-campus that are available to them. Both the KSAC and TCSA representatives I spoke to were questioned on how the staff ensure the quality control of these resources (i.e. what research they conduct to develop the supports, how they assess resource usefulness), and where they can be improved if need be. Specifically in the case of KSAC, I asked for estimates on how many students utilized their resources; how they determined if their resources were sufficient; what resources were available; the frequency of the workshops they held; how

their staff was trained; the traffic of their online and over-the-phone resources; the base rates of sexual assault being reported and of their resources being used; the amount of staff or volunteers currently working on the online and over-the-phone resources; advice for someone who has experienced an assault and tips on how to report; and what was their most used form of initial communication. In the case of TCSA, I discussed the Cover Me initiative, where I asked questions surrounding that, as well as Rachel Smylie's perspective on the resources available on campus. When interviewing, in order to remain ethical and prevent biases, I did not request any personal information from the people I interviewed, or the persons utilizing their resources.

There were no biases in the case of volunteers, as I actively recruited the participants. When conducting this project, I submitted an ethics proposal for the Trent University's Research Ethics Board to review and to receive approval from the Forensic Science department. This proposal outlined the details of this project and the steps I would take to make sure it was ethical, such as drafting consent forms and letters of intent for each of the participants in my study that I interviewed, and not asking for any information deemed sensitive or personal. Within these letters of intent were the specification that the interviewee could withdraw at any time. This application was approved on January 9th, 2020.

Major Findings/Results

In the major findings for my online analysis, shown in Table 1 and Figure 1, I discovered that overall, the universities weren't doing as poorly as research has suggested that they are (5, 8, 13), with all of them having some form of sexual assault task force or administrator on campus, clearly outlined resources both on an off the campus, and sexual assault policies that were publicly available though not all of them had been updated. Within these policies, or within other pages on the websites, all of the universities analyzed had the definitions of sexual assault and consent explicitly stated. However, not all of the universities had information detailing what rape myths or victim blaming are, which should be amended. All of the universities also had resources, such as health services and counselling, that could be associated with aiding those who had been

victimized by sexual assault. All but McMaster University indicated a clear process for reporting an assault; and similarly, all but Queen's University indicated sexual assault education programs available for the student body. Trent ranked in second place in terms of adhering to the Sexual Violence and Harassment Action Plan Act with a score of 33 out of a possible 51. The categories where Trent University scored the highest were how the resources such as health services and counselling were outlined, and their sexual assault policy. However, similar to many of the other universities, while the breadth and depth of their information was great, there was a lot of it to take in, so making the website more streamlined would be helpful for those looking for services and resources.

In regard to the second method of interviewing, a lot of information was gained about the resources present at both the TCSA and KSAC. When questioned on the rate of student use of their resources, the KSAC staff were unable to give an exact number, but at the beginning of the previous fall semester they stated that they had talked to over 2000 students, the majority of them from Trent. Along with the previously mentioned services, they also offer monthly workshops at Trent, as well as workshops by community request. They also have a 24-hour crisis line, weekend webchat and many different groups that range from drop-in to booking. The KSAC launched the Survivor's Toolkit in March 2018. This resource was created in conjunction with the Peterborough Police, Victim Services, the Ontario Provincial Police (OPP), the Peterborough Family Health Team, and the Peterborough Regional Health Centre to create something again accessible for those who want to go to the hospital to get tested. It involves a guidebook outlining different procedures surrounding sexual assault and how to address it, such as legal aids and resources on next steps. It also involves a series of videos explaining what to expect during this process. Within the interview of the TCSA, we discussed the Cover Me initiative. This initiative involves the safe sex kits put into first-year orientation bags. The TCSA gives out around 2000 welcome bags during orientation week and then if there's extra kits, those are put in the office, or on the promotions desk in the main floor of the Student Centre so that they are easily accessible. The kits are little envelopes containing lubrication, condoms, and a small information card about how to make a dental dam as

well as what safe sex means. There are also resource cards in it, usually from Trent University and KSAC. The TCSA has been utilizing these kits for a long time, originally beginning with just condoms, and then expanded. The idea behind these kits are to familiarize students with talking about sex and how to have safe sex. KSAC stated that they have a surplus of service requests, but not enough staff or resources for those who need them. They have a waiting list that is months long, and said they would have hired more people, but are lacking in government funding. However, recent assaults (assaults that have occurred in the past year to year and a half) are given priority, and the KSAC stated in the interview that the KSAC staff try to get people taken into their services within a two-week span to have a consultation. This gave valuable information on the aspects of the resources provided, allowing for the education of the public on what services are available from the KSAC. In regard to the TCSA, the representative I spoke with also expressed that they are doing the best with what resources they have available, but that there is also a need for more funding and more personnel involved.

I also analyzed the results of the Student Voices on Sexual Violence Survey that was conducted on sexual assault in postsecondary education that has come out in the past year (20). This study served to cement my original belief that resources are not being effectively conveyed on university campus, as this study showed that on average only 22.4% of university students had knowledge of the sexual violence supports, services and reporting procedures on their campuses. I focused on four sections: perceptions of consent, knowledge of sexual violence supports, experience of sexual harassment, and service satisfaction. The section regarding perceptions of consent addresses opinions, attitudes, and beliefs about consent in various sexual situations. For this section, respondents were asked to indicate their level of agreement with statements such as “Consent does not need to be given at each step in a sexual encounter”, and “Mixed signals can sometimes mean consent”. Only five of the seven statements were negative, but in this survey higher disagreement percentages represent a more positive response, as these responses reflect disagreement with negative or potentially harmful opinions, attitudes, and beliefs about consent in

various sexual situations. Trent ranked in the top three schools in this category, shown through 93.1% of the 17,550 students surveyed strongly disagreeing with the above statements (20).

The section regarding knowledge of sexual violence supports, services and reporting procedures addresses understanding and knowledge about how and where to access institutional supports or find information related to reporting incidents of sexual violence. This section asked respondents to rate statements such as “I understand how to access academic accommodations related to sexual violence”, and “I know where to find information on filing a formal report about sexual violence at my university/college/private career college”. Higher percentages for agreement represented greater knowledge or understanding, while lower percentages for agreement represent less knowledge or understanding. Trent students did not do as well here, with only 25.9% of the 12,535 students that responded to this question agreeing with the above statements. This indicates that there is a need for more education of students regarding supports and services available (20).

The service satisfaction index evaluated the level of satisfaction respondents had with the institutional response when they told institution staff, faculty, administration or a service office about their sexual assault or sexual violence experience. It asked respondents questions such as if they were with how the university met their needs; how the university allowed respondents to have a say in how the situation was handled; and how the university minimized the number of times respondents needed to recount their experience in order to receive assistance. The response from Trent students indicated that 70.9% of the 618 students that responded to this question were satisfied with the resources available, so while not many people know of or how to use the services, those who have are happy with the resources available (20). The section regarding the experience of sexual harassment reflects the proportion of survey respondents who indicated that they experienced one or more incidents of sexual harassment since the beginning of the academic year.

The Sexual Harassment Experience questions asked respondents about the frequency of sexual harassment experiences that have occurred since the beginning of the academic year, such as someone being condescending to them because of their gender identity or sexual orientation;

touched them in a way that made them feel uncomfortable; or sent or posted unwelcome sexual comments, rumours, jokes, or pictures of them by text, email, social media, or other electronic means. Trent students ranked with a 68.9% rate of disclosure. This indicates that a high number of them have experienced at least one of the thirteen acts listed above, thus showing that sexual assault and violence on campus is still largely a problem (20). The findings of this report largely agreed with the other findings I made through my literature review of this project, in regard to a need for more resources on campus to educate students about the resources available and how to access them. It also supports my findings of how well Trent is doing in this area as compared to other Ontario universities. However, it did not cover the needs for more resources for the sexual assault supports, such as funding and an increase in staffing, which I have found through my interviews on the subject to be one of the major problems from an administrative standpoint (20). In comparison to the other universities, Trent students were more aware of what consent is, and were the most satisfied with their services out of all of the universities I compared them to. However, while it was within the top two universities for perceptions of consent, it ranked lower on student knowledge of resources available to them, with only 26% of students agreeing with the statements outlined in the knowledge of resources section, compared to the 59% that disagreed.

Discussion/Conclusion

The primary goal of this project was an assessment of the resources on- and off-campus that are available to Trent students to achieve a better understanding of what resources were available, and if the resources were sufficient. As to the quality of the resources on the Trent campus, the Student Voices on Sexual Violence Survey has shown that overall, 70.9% of students were satisfied with the supports for sexual violence and sexual assault on campus, and with the interactions they had with the support staff on-campus. This proves that the students deem the resources available as sufficient to their needs. Unlike the original hypothesis of a lack of resource availability and sufficiency based on prior research outlined previously, the resources on the Trent campus were also deemed satisfactory according to the requirements set out in the Sexual Violence

and Harassment Action Plan Act. Currently, based on the assessment made in this project, no improvements need to be made to the resources themselves besides a possible increase in the number of supports made available, and the streamlining of the university website. In regard to the off-campus resources, there is a shortage of resources for a surplus of victims. This shortage creates the problem of students being less likely to come forward if they think that they cannot be helped due to a lack of resources. However, as shown through the interviews conducted, an improvement that can be made on both on- and off-campus resources is an increase in funding, as well as hiring of more sexual assault prevention personnel so that face-to-face aid can be more readily available.

The secondary goal of this project was to educate Trent students on the resources available on-campus, and through off-campus organizations like the Kawartha Sexual Assault Centre, as well as what information is available to them. This was done through a three-part series of newspaper articles published in Trent University Peterborough's Arthur Newspaper detailing the results of the interviews and the website analysis that was conducted. Unfortunately, there is not really a gauge to determine how well educated students are after the articles were published, as the amount of students who read Arthur Newspaper is unclear, and I was unable to participate in the Celebration of Research event at Trent University on March 26th due to it being cancelled due to the COVID-19 pandemic. Due to this, the assessment of the traffic on both the website and the number of readers of Arthur Newspaper would provide valuable information as to how well the media available is conveying information on sexual assault and sexual violence resources. As I was also unable to gain the perspective from a Trent University representative on the resources on-campus, the level of education the Trent University website provides is unclear as I was unable to gain information regarding traffic on the website. Due to only 26% of students agreeing with the statements outlined in the knowledge of resources section of the Student Voices on Sexual Violence Survey, I determined that there needs to be an increase in the education of students on the resources available.

Further steps that can be done following this project to address these gaps are to gain a perspective from students as to how effective they think the resources available are, and get their

opinions as to whether or not they fit the criteria set out in Sexual Violence and Harassment Action Plan Act. There could also be more research into how students hear about the resources, which will allow the information regarding the supports to be conveyed more efficiently through more effective media. This will allow for an increase in education of resource availability. Another recommendation the streamlining of the sexual assault and sexual violence information on the Trent University website, to make consumption of the content easier. I would also recommend further research into how funds are being allocated to the resources, and a thorough assessment into whether the grants given are sufficient enough for resources and organizations to aid the amount of people who need their help. Unfortunately, due to my inability to get information from a representative of the university, I was unable to gather any information on the training provided for Trent University staff. This could potentially be a subject of future research, and I would recommend that it be addressed.

Tables & Figures

Table 1. Table of universities analyzed and their rankings

University	Criteria																	Overall Scores	
	Ease of Use					Breadth/Depth of Information								Location of Resources		Proper Personnel			
	Easy to Find			Clear Reporting Process	Consolidated Information	Sexual Assault Education Programs Available	Updated Sexual Assault Policy Publicly Available	Resources Outlined			Proper Definitions Present			On-Campus	Off-Campus	Proper Training for Staff	Sexual Assault Task Forces Present on Campus		
	Number of Pages	Number of Clicks	Searchability					Health Services Available	Walk Home/Safe on Campus Services Available	Counselling Available	Sexual Assault	Consent	Rape Myths/Victim Blaming						
U of T	3	2	3	2	2	2	2	2	0	2	2	2	2	0	2	2	2	2	32
Waterloo	2	2	1	1	2	2	1	2	2	2	2	2	2	0	2	2	2	2	29
York	2	3	2	2	2	2	2	1	0	2	2	2	2	2	2	0	2	2	30
Trent	2	3	3	2	2	1	2	2	2	2	2	2	2	2	2	0	2	2	33
Queen's	1	3	1	2	2	0	2	2	2	2	2	2	2	0	2	2	2	2	29
Western	1	3	2	2	2	2	2	2	0	2	2	2	2	2	2	0	1	1	29
McMaster	1	3	3	0	2	1	1	1	0	1	2	2	2	2	2	0	1	1	24
U Ottawa	1	3	1	2	2	1	1	2	2	2	2	2	2	2	2	1	1	1	29
Brock	2	3	1	2	2	1	2	2	0	2	2	2	2	0	2	2	1	1	27
Ryerson	2	3	3	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	34

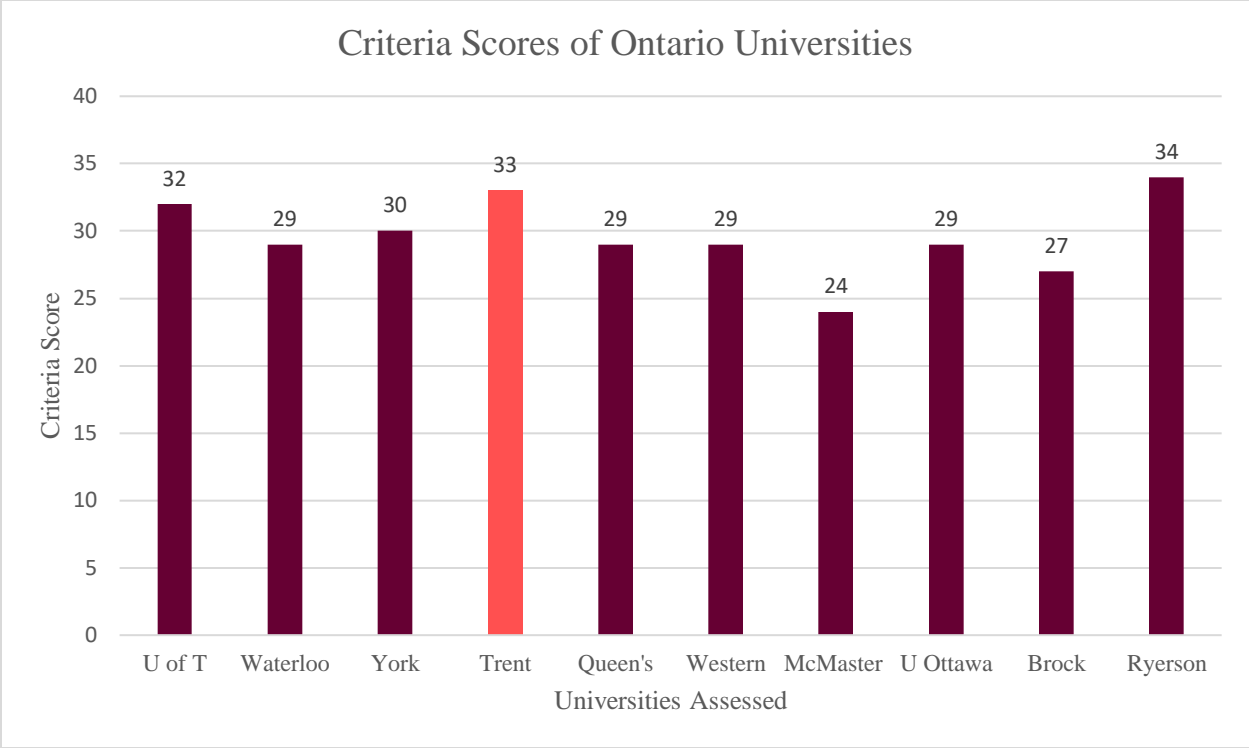


Figure 2. Graph comparing Trent University to nine other Ontario universities.

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