

**Promoting Transformative Change at Western:
Report of the Action Committee on
Gender-Based and Sexual Violence**

Submitted to President Alan Shepard

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Executive Summary

What we did, and why

While gender-based and sexual violence (GBSV) is a complex, highly prevalent, and impactful problem across Canadian society, the events of September 10 and 11, 2021 shocked our campus, initiating an action plan to address GBSV and begin the complex process of shifting Western's culture. Part of this action plan was the convening of the Action Committee on Gender-Based and Sexual Violence (ACGBSV), comprised of students, faculty, staff and community experts. This report of the ACGBSV represents a synthesis of ideas from over 1,000 community members at Western and in London, providing forward-looking recommendations for how to prevent and respond to GBSV, and what we hope is a roadmap for transformative change at Western.

Key recommended actions

We detail 22 recommendations in five domains, each with implementation considerations and suggested evaluation indicators and metrics. The five domains are:

- Domain 1: Education & Training
- Domain 2: Survivor Supports & Resources
- Domain 3: Policy, Procedures & Accountability
- Domain 4: Environmental Safety
- Domain 5: Cross-Cutting Recommendations on Communication, Coordination & Culture Change

While each recommendation is considered high priority, we designate the following eight as of immediate or 'highest' priority:

1. Establish a GBSV Education Committee
2. Establish adequate survivor supports, including a minimum threshold
3. Establish a GBSV Reporting Dashboard
4. Include an anti-GBSV statement, and links to GBSV resources, in all Course Outlines/Syllabi
5. Establish primary prevention of GBSV as a focus in policy and practice
6. Prohibit intimate/sexual relationships between employees and students
7. Create a campus environment where people feel safe
8. Develop a multi-partner GBSV Communication Strategy

Immediate next steps

Culture change of the scale required will not be fast nor easy, and what we propose encompasses transformative actions for true and lasting change. Accountability and transparency are fundamental to (re)building trust across the university. We advocate an iterative approach where new strategies are tried, tested, improved, and (re)implemented to minimize harm, first and foremost to survivors. This iterative approach includes applying a developmental lens for respondents, and improving relationships among groups on and off-campus, and between Western and the public. We must avoid actions that are seen as tokenistic while recognizing that this process, linked to other large cultural changes underway, will take time, effort, and perseverance.

Acknowledgements

This work was conducted on the traditional territory of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. We respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada.

We further recognize that gender-based and sexual violence disproportionately affect specific groups and this is due to multiple and intersecting forms of structural and historical violence, including colonialism. These groups include women, racialized people, people with disabilities and Indigenous Peoples. Indeed, GBSV has direct links to and is used to further marginalize and dispossess Indigenous Peoples. Our work, and implementation of the recommendations in this report, must attend to this core truth and take an anti-colonial and inclusive approach to further the goals of truth and reconciliation.

Over 1,000 students, employees and community members from Western and its three Affiliate University College campuses (Huron, Brescia, and King's, herein "Western"), and the broader London community, provided their insights about gender-based and sexual violence (GBSV) on campus, and its impacts on our campus and community. People's willingness to engage and share ideas—especially on a difficult and too-often personal topic and amid an ongoing pandemic—showed us the value and importance of this task. Thank you.

We also thank Ziyana Kotadia, Vice President, University Affairs, University Students' Council (USC), for participating in two working groups to ensure comprehensive input from USC; Henah Yoo, a Sociology undergraduate student, for her assistance in reviewing literature and data on evaluation strategies; Jen MacGregor, Research Associate from the Arthur Labatt Family School of Nursing for her assistance developing and managing the two surveys in Qualtrics; and Sokun (Maly) Bun-Lebert and Jenna Lopez from the Centre for Research & Education on Violence Against Women and Children (CREVAWC) for supporting survey data analysis and reporting. Thanks also to Malcolm Ruddock, who provided writing support and strategic thinking, Roxanne Beaubien for liaising between the Committee and Western Communications, and Shona Casserly, Whitney Crosbie and Colleen Robinson, who managed logistics.

Finally, our sincere gratitude to our colleagues, the Action Committee members (see Appendix 1), who gave their time and expertise to carefully and thoughtfully craft the recommendations in this report. We managed most of the process through virtual meetings, and many of us did not meet each other in person until March 2022. We are truly grateful for your wisdom, collegiality, and commitment to meaningful change.

*Terry McQuaid & Nadine Wathen
Committee Co-Chairs*

Background

“There is a reckoning happening on campus at Western University. The London, Ont., post-secondary institution is reeling after allegations that young women were drugged & sexually assaulted started spilling out over social media following its orientation week ...”¹

The events of September 10 and 11, 2021 shocked our campus. The Safe Campus Coalition², a grassroots student-led group, organized a walkout to push for change. Media estimates suggested that as many as 10,000 students attended, along with employees and leadership. It was a palpable force for change. While an independent investigation has examined the September events, Western President Alan Shepard convened a committee, as part of a broader action plan³, of students, faculty, staff and community experts to provide forward-looking recommendations for how to prevent this kind of behaviour and begin the complex process of shifting Western’s culture away from being a “party school” where violent and misogynistic signs are hung on student porches⁴ and drugs are used to facilitate sexual assault.

Western, of course, is not alone in the societal problem of gender-based and sexual violence (GBSV). About 30% of Canadian women 15 years or older report sexual assault at least once since the age of 15, about four times more than men. Sexual minority people, people with disabilities, young people and Indigenous-identifying women were more likely to report these experiences. Also, a third of women in Canada reported past-year unwanted sexual behaviour (e.g., indecent exposure, unwanted sexual attention or physical contact) in a public place, more than double that reported by men.⁵ In 2019, most Canadian postsecondary students (71%) witnessed or experienced unwanted sexualized behaviours either on or off-campus, or online, that involved students or others from their school. Of these, 11% of woman-identifying and 4% of man-identifying students were sexually assaulted.⁶ A 2018 survey highlighted that Western’s problem has been particularly acute.⁷

This report presents action-oriented recommendations aimed at transforming Western’s culture and operations with respect to GBSV. The work, including new mandatory training, has already begun. But this is a large and complex task. It will be a long road and require sustained commitment and action from all campus members, with a primary role for students and their leaders. Western should take a systems approach to addressing gender-based and sexual violence on campus—beginning with communicating with and recruiting new students, and providing support that continues throughout their academic journey—to create meaningful, lasting change in our community and society at large.

¹ <https://www.theglobeandmail.com/podcasts/the-decibel/article-a-reckoning-over-alleged-sexual-assaults-at-western-university/>

² <https://www.safecampuscoalition.com/>

³ <https://news.westernu.ca/2021/09/western-action-plan-task-force-sexual-violence-student-safety/>

⁴ <https://lfpres.com/news/local-news/mayor-ed-holder-slams-rape-culture-signs-at-foco-parties>

⁵ <https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2019001/article/00017-eng.pdf?st=vs7BkivQ>

⁶ <https://www150.statcan.gc.ca/n1/daily-quotidien/200914/dq200914a-eng.htm>

⁷ <https://files.ontario.ca/tcu-summary-report-student-voices-on-sexual-violence-survey-en-2019-03.pdf>

Mandate & Guiding Principles

Mandate

The Action Committee on Gender-Based & Sexual Violence (ACGBSV) was established in October 2021 to make recommendations aimed at changing the campus culture at Western.

Specifically, the committee focused on four activities:

1. **listening** to a diverse range of student and community perspectives, including members of the Western and Affiliate University College campuses and of the broader London community, on Western's approach to prevention, education, and response to GBSV, particularly as it relates to key times of harmful activity (e.g., the first eight weeks of the academic year), but with attention to the entire student experience;
2. **identifying** gaps and opportunities in Western's policies, curricula, on-campus activities, and programming to address GBSV;
3. **collecting** ideas, including taking into consideration previous consultations, on best practices in addressing GBSV on campus;
4. **recommending** initiatives that will lead to meaningful, immediate, and visible change in Western's campus culture, prioritizing the prevention of sexual violence and the safety of all community members.

Guiding principles

Recognizing the ongoing impacts of intersecting forms of structural, historical and interpersonal violence experienced by people and communities, an equity-oriented, anti-racist, decolonial and anti-oppressive lens guided our work. The Committee sought to address and confront the link between GBSV and colonialism and other forms of racism and discrimination. Specifically, the Committee took a survivor-centric, intersectional and trauma- and violence-informed approach to all processes. Recommended actions prioritize the emotional and cultural safety for all involved, especially survivors.

The focus of recommended actions is on the student experience at Western and in London, starting when students are transitioning to Western and its Affiliated University Colleges, and continuing throughout their time here. A key goal is having strategies to prevent GBSV and respond to structural factors that normalize, enable and reify violence, including harmful cultural norms and beliefs operating on campus.

The Committee's Terms of Reference can be reviewed online.⁸

*Note: In addition to the work of the ACGBSV, an independent review examined the surrounding events of September 10-12, 2021. These were not examined by the ACGBSV.

⁸ https://president.uwo.ca/gbsv/gbsv_pdf/acgbsv_tofr.pdf

Process & Key Findings

Methodology

The Committee consulted with community members (broadly defined) concerning GBSV and campus safety and reviewed Western’s current relevant policies, programs and activities, and related best practices from other venues to develop a Western-specific set of recommended actions. Four working groups were formed to consider input and develop strategies for discussion in the larger group. Working groups focused on: Engagement/Consultation; Policy/Accountability; Coordination/Communications; and Evaluation. Most Committee members served on more than one group. In some cases, volunteers with specific expertise from outside the Committee were invited to participate on working groups.

Our call for feedback remained open throughout the Committee’s work, via the ACGBSV’s website⁹ and our email address.¹⁰ In addition, two surveys were launched in early 2022, and specific engagement activities and consultations were conducted, including student town halls, the Fall 2021 Academic Leaders Forum (with approximately 200 people in attendance), and numerous informal consultations. GBSV Prevention and Education Coordinators from Student Wellness held meetings with student and academic groups who provided feedback on current training, including logistics for implementing training campus-wide.

Our student groups were also active in soliciting input. The University Students’ Council (USC) conducted a post Orientation Week survey targeted at the orientation community and the first-year class, held Soph town halls and student focus groups, and led survivor and stakeholder consultations, supported by Anova.

Key outcomes of each ACGBSV meeting were posted on our website to ensure transparency in our process. We also engaged in numerous media and communications opportunities¹¹, in partnership with USC, the Society of Graduate Students (SOGS), and the Safe Campus Coalition.

In January 2022, to facilitate preparation for the Fall 2022 Academic year, four interim recommendations were released by the Committee; these have been integrated into the final recommendations below and updated with additional input, as appropriate.

Key themes

When we began our work, and continuing throughout our consultations, cynicism, especially among students, was common. While most people agree that GBSV is a complex issue that intersects with other “culture” problems at Western and in society more broadly — such as racism and other forms of discrimination and what has been called “toxic party culture”—there remains a sense among many that nothing can or will be done. This perceived lack of action and accountability at the individual and organizational levels, the belief that those using violence get a “free pass” and that “there is no justice for survivors,” leads to a broad lack of trust in the institution and its constituents, including student groups.

⁹ <https://president.uwo.ca/gbsv/>

¹⁰ actioncommittee@uwo.ca

¹¹ See News section at <https://president.uwo.ca/gbsv/index.html>

Large institutions are seen as rarely accountable for the various forms of oppression they often perpetuate. The *status quo* is reinforced through systems set up directly or indirectly to protect the institution, not individuals, from facing harm. Notwithstanding this structural reality, some of the cynicism we heard about is also due to a lack of coordinated and effective communication.

Various student groups, Student Experience, and the Western administration enacted multiple strategies during Fall 2021 and early Winter 2022, including mandatory education for first-year students in Residence, required disclosure support training for all employees, and vigorous actions by USC¹² and SOGS¹³. However, these actions were not always communicated proactively or effectively and were often conducted in silos, pre-empting a coordinated and collaborative approach. The Action Committee, through its process, sought to break down these silos, and develop a set of coordinated recommendations implicating the entire campus community, along with strong links to the broader London community, to ensure transparency, foster buy-in, demonstrate momentum, and ensure sustainability.

Survey highlights

Over 900 members of the campus community responded to the Climate survey, and over 60 people responded to the External Partner/Collaborator survey (Appendix 3). What follows is an overview of the key findings that informed our recommendations; a complete technical report will be shared later in Spring 2022.

Campus Climate Survey

This survey asked members of the Western community (including Affiliate University Colleges) about their direct and indirect experiences of GBSV, their awareness of on- and off-campus services, and their overall feelings of safety. They were also asked to identify the most important thing they thought would make campus safer. Here are some highlights:

- Two-thirds of participants were students and the other third faculty, staff, and administrators.
- Around one third of participants reported they had witnessed or experienced gender-based violence on campus in the past year. Students were much more likely to report witnessing or experiencing GBSV than faculty, staff and administrators.
- Around 1 in 5 undergraduates and 1 in 10 graduate/professional/post-doctoral students reported usually feeling unsafe or very unsafe on campus. Students who identified themselves as gender diverse or as female were considerably more likely to report feeling unsafe. Few students, faculty, staff and administrators who identified as male reported feeling unsafe on campus.
- At the time of the survey, around a third of participants reported having received workshops or training about GBSV. Of those who did, most graduate/professional/post-

¹² <https://westernusc.ca/executive-roadmap/sexual-and-gender-based-violence-prevention-response/>

¹³ <http://sogs.ca/announcements/>

doctoral students, faculty, staff and administrators felt that they were at least somewhat effective. Undergraduate students were less likely to have found the training to be effective.

- As part of the survey, participants were asked to report on their knowledge of 19 different campus (e.g., GBSV case manager, Health and Wellness, etc.) and community-based (e.g., Anova, Regional Sexual Assault Centre, etc.) services relevant to addressing GBSV. Staff, administrators and faculty were the most likely to be aware of resources and were the most likely to report feeling comfortable accessing them. However, even among this group, many services were not well known. Core GBSV services on campus (i.e., GBSV support case manager and GBSV case coordinator) were known by around a quarter of faculty and a third of staff/administration. Faculty/staff/administration were more likely to be aware of Anova.
- Students were often aware of three services: mental health counselling, health and wellness services, and the writing skills centre. Fewer than a third knew about core campus-based GBSV support services. Students were more likely to be aware of community services such as Anova and the CMHA Crisis Centre. Still, there are many campus- and community-based resources that are known by fewer than a quarter of students.
- Participants gave 522 responses to the question of what is needed to make campus safer. These suggestions were used by the ACGBSV to inform its recommendations.

Partner and Collaborator Survey

This survey asked members of the London Coordinating Committee to End Woman Abuse¹⁴ four open-ended questions. It was also an optional link from the end of the Climate survey. Sixty-four participants offered suggestions on strategies to make campus safer and more inclusive. Themes included:

Prevention/Education/Training

- Focus on prevention
- Require training about GBSV for all members of the Western community
- Have student-led events focused on GBSV prevention

Improve response to incidents

- Hold respondents accountable
- Believe and support survivors
- Improve supports

Policy/Procedure changes

- Improve reporting process for survivors
- Better communication
- Include GBSV content in admission process (interviews, recommendation letters)

¹⁴ <https://lccewa.ca/who-we-are>

Culture change

- Rethink Greek life
- Reimagine the transition to campus period (including Orientation Week)
- Make Western safe for equity-deserving populations

Physical/Environmental changes

- Better lighting, free transportation, increased foot patrols
- Consider gendered Residence options
- More security

Assessing Success/Evaluation

- Intersectionality considerations in metrics and processes
- More research and evaluation on key GBSV prevention and response strategies and on impacts of GBSV (broadly)
- Openly publish metrics (especially on accountability for respondents; results of complaints processes)
- Better (clear, consistent, regular) communication of progress on key indicators

Recommendations

The following recommendations are presented in five groupings, or “domains,” to reflect related areas of activity including one we envision as “cross-cutting” and focused on driving culture change. All recommendations include strategies for monitoring the success of specific actions to address GBSV prevention and response. We also present a suggested “dashboard” of indicators in Domain 3 to track overall progress in key areas and demonstrate accountability to the community.

While all recommendations are high priority, we have designated specific areas as ‘highest priority’ and encourage relevant actors to prioritize their implementation.

Domain 1: Education & Training

“Training on gender-based violence--and the attitudes that lead to it, such as misogyny, sexism, etc.--should be extended to and mandatory for all staff and faculty ... and should be enforced. In my experience as a past graduate student, TA, and now staff member, where I've encountered sexism the most is from faculty members during undergraduate courses (making "jokes", for example). When those attitudes are expressed to undergrads by faculty members in positions of power, it legitimizes misogyny as an acceptable, even preferred, perspective to hold at Western.” (Survey participant)

Many suggestions from our consultations were related to education and training. Western did roll out mandatory online and small-group education for first-year students in Residence in Fall 2021, and in Winter 2022, mandatory disclosure support training for employees. The Action Committee provided an interim recommendation in January 2022 specific to having new undergraduates complete the online GBSV education module prior to arriving on campus. Therefore, the following recommendations integrate existing and anticipated education and training.

Recommendation 1.1

HIGHEST PRIORITY: Establish a GBSV Education Committee.
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We recommend that Western establish a GBSV Education Committee to create a coordinated and collaborative mandatory training plan for all Western and Affiliate University College students throughout their entire academic life cycle (e.g., recruitment, application, admission, orientation, and other key touchpoints throughout their years of study, including application for student leadership and staff roles). This training, including initial and “refresher” sessions/modules, online/self-directed and in-person/facilitated, should be developed in collaboration and consultation with the USC, SOGS, and other relevant community partners, such as Anova and CREVAWC. It should also build on “lessons learned” from the initial roll-out in 2021-2. It must be survivor-centric, trauma- and violence-informed and attentive to intersecting forms of identity and oppression. The following accountability mechanisms are recommended:

- ✓ All applicants to Western must complete training to be admitted.
- ✓ All applicants to student Residence must complete training to live in Residence.
- ✓ Graduation will be dependent on completion of the required training across the academic continuum (i.e., inclusive of admission, annual updates to degree completion).
- ✓ Strategies to encourage and ensure student participation and completion are embedded, tracked and reported. Specifically, we recommend that students:
 - sign an attestation upon completion of each required training to demonstrate engagement with the training, and that they understand their rights, roles and responsibilities;
 - are offered a certificate of completion or other micro-credential to download and/or include on their transcripts to indicate completion of this education.
- ✓ The training will be reviewed annually and updated/improved as required.

Rationale/Implementation Considerations:

Training on GBSV for students has been occurring across campus and within student association activities. While several activities to encourage discussions around GBSV prevention are occurring, a gap has been identified in how groups (Western, USC, SOGS, CREVAWC, Anova) coordinate, collaborate and track outcomes related to the work being done in this area.

Training should include how a report or disclosure of GBSV can be made, what happens when a report is made, and the consequences of perpetrating GBSV. Many participants talked about how it was most important to offer training to men (i.e., the likeliest potential respondents). The value of having different training groups and topics for different genders was strongly supported, as was the need to consider ways that survivors could opt out of mandatory training to avoid re-traumatization. Advanced training may also be required for specific groups dependant on their responsibility or role within the university community.

Importantly, trained facilitators must provide sessions; the Committee is concerned, based on existing evidence, that the use of “peer” or “lay” facilitators may, due to a lack of training and/or the person’s own trauma and violence experiences, lead to additional harm to peer facilitator(s) and/or students receiving training. Finally, training must consider intersectionality; in the Climate survey, there were stark differences in the experiences of feeling safe based on intersectional identities, with gender diverse people feeling the most unsafe, followed by diverse women, women, diverse men, and men.

Specific to our Interim Recommendation, part of this training plan will focus on new students and their parents/caregivers before they arrive on campus and during students’ transition to campus life. We recommend that content be added to admission letters emphasizing expectations for student behaviour, articulating Western’s values specific to GBSV and promoting a safe and inclusive campus. Specific requirements are:

- a. Completing mandatory GBSV education modules by new students before they arrive on campus, including those in Residence and all who participate in Orientation Week activities.

- b. Including in the pre-campus arrival materials a formal attestation to be made by incoming students and their parents/caregivers that they have engaged with the training and understand their rights, roles, and responsibilities as new members of the Western community.
- c. Adding parent/caregiver/family-directed content specific to GBSV and social inclusion and linking this content to Student Experience's "Community Connections" program.¹⁵

Specific to tailored training for those most at risk of perpetrating GBSV or in high-risk contexts (e.g., athletics, fraternities), we recommend sharing the results of the ongoing evaluation of the current ManMade training to determine next steps.¹⁶ If continued, risk identification strategies (e.g., linked to Code of Conduct flags) should be carefully developed, and young male-identified persons well-placed to act as anti-GBSV champions/role models identified. Consider providing a micro-credential/certificate of completion on student transcripts.

We suggest the GBSV Education Committee undertake a continued review of what is covered in all current and proposed training and explore related topics/gaps, including additional upstander/bystander training and safe substance use education.

Evaluation indicator(s):

- ✓ A GBSV Education Committee is created, and a training plan across the academic life cycle is implemented, monitored, evaluated and continuously improved. While the GBSV Education Committee will develop specific additional metrics, the following should be considered:
 - Percent of students completing required training and signing the related attestation (note: this may not be 100% since a survivor-centric, trauma- and violence-informed approach means that some may opt-out due to previous experiences of GBSV that may make the training re-activating or otherwise harmful)
 - Impact of all training sessions/modules (mandatory & optional)
 - Link to disclosure process by asking on disclosure forms/during the support process whether training was helpful; this can inform continuous improvement
 - Awareness and use of on and off campus services and resources
 - experience with services (e.g., helpful/not helpful)

Recommendation 1.2

We further recommend that the GBSV Education Committee evolve the mandatory training plan for all employees. The employee training plan should mirror, wherever appropriate, the same key features that are listed under the student training plan above, including key touch points in the employment life cycle (application, recruitment, onboarding, refresher training, etc.). Key accountability indicators include but are not limited to:

¹⁵ https://www.uwo.ca/se/digital/incoming/community_connections.html

¹⁶ <https://www.uwo.ca/health/manmade.html>

- ✓ Strategies to encourage and ensure employee participation and completion are embedded, tracked and reported. Specifically, we recommend that employees:
 - sign an attestation upon completion of each required training to demonstrate engagement with the training, and that they understand their rights, roles and responsibilities;
 - are offered a certificate of completion or other micro-credential.
- ✓ Senior leaders at the Associate Vice-President or Associate Dean level (or equivalent) will be accountable for ensuring annual training compliance for all employees within their unit.
- ✓ Compliance should be discussed and demonstrated as part of annual performance reviews for all employees and as a condition of promotion to new roles.
- ✓ The training will be reviewed annually and updated/improved as required.

Augmented or customized training for first responders is strongly recommended as is the development of new training modules tailored specifically for Sophs and other student leaders, and graduate or upper-year students supervising or teaching other students (GTAs/GRAs/GFAs). This training would include online and facilitated in-person skill-building components, ensuring that these student mentors understand GBSV, EDI, and other aspects of student safety and well-being. The student leader training would be developed in collaboration and consultation with USC; SOGS and other relevant stakeholders would be consulted on aspects of training involving graduate students and, potentially, other groups of student mentors and CREVAWC and other partners would be consulted for content, evaluation strategies etc.

Rationale/Implementation Considerations:

To truly shift culture, everyone must be required to take training. Those in positions of authority over students (as teachers, research supervisors, administrators/leaders, Board of Governors and Senate Members, etc.) must be well-prepared to receive and act on disclosures; they must know what to say in the moment, how to be survivor-centred, and know what resources are available and how to access them. It is important for those with authority over students, who engage in GBSV discussions, “stay in their lane,” i.e., maintain appropriate boundaries and not try to “fix” problems outside their area of assigned work at Western.

The existing online training (launched Winter 2022) should be reviewed, focusing on user feedback, especially its utility in supporting survivors. Suggestions to enhance content include exploring additions from CREVAWC’s comprehensive online training module,¹⁷ attention to trauma- and violence-informed approaches, and intersectionality considerations.

In terms of developing tailored/supplemental training for student leaders, and graduate and upper-year students supervising or teaching other students (GTAs/GRAs/GFAs), we suggest

¹⁷ https://www.learningtoendabuse.ca/online-training/resp_disclosures/responding_to_disclosures_of_sexual_violence/story_html5.html

linking with the Centre for Teaching & Learning's TA eLearning Series and involving student groups as noted above.¹⁸

The need for extensive training on GBSV for campus security personnel (broadly defined) was emphasized in the Climate survey. For example, in addition to the now mandatory disclosure support training that all staff will complete, new Western Special Constable Service (WSCS) staff will also have additional training and support (e.g., specialized responder training, dialogues, and job shadowing with GBSV prevention and counselling staff). Implementing group-level dialogue sessions on GBSV during assigned professional development days for all WSCS staff is central to situating this service as trauma- and violence-informed and safe to access. Other first responders, such as SERT and Foot Patrol, should consider these ideas. At a minimum, this should include enhanced disclosure training and may require additional content and/or skills development, as determined by the GBSV Education Committee.

Evaluation indicator(s):

- ✓ The GBSV Education Committee develops a plan for GBSV training across the employment life cycle, addressing the accountability mechanisms outlined above.
- ✓ Student leaders, GTAs/GFAs/GRAs, and first responders are prioritized for tailored training.
- ✓ While the GBSV Education Committee will develop specific additional metrics, the following should be considered:
 - Percent of employees completing required training and signing the related attestation (note: this may not be 100% since a survivor-centric, trauma- and violence-informed approach means that some may opt-out due to previous experiences of GBSV that may make the training re-activating or otherwise harmful).
 - Impact of all training sessions/modules (mandatory & optional), including qualitative and quantitative data collection specific to how the training supported the disclosure process and awareness and referral to on and off-campus services and resources.

¹⁸ <https://teaching.uwo.ca/programs/allprograms/ta-elearningseries.html>

Domain 2: Survivor Supports & Resources

“Understand that it is incredibly hard for a survivor to reach out to a loved one for support, let alone a stranger who is associated with a service that has not really proven that action will be taken, past taking note of the incident... help me and my classmates do that by creating an environment where I know that should anything happen to me, I won’t ever be left to carry the burden on my own.” (Survey participant)

Recommendation 2.1

HIGHEST PRIORITY: Establish adequate survivor supports & resources.
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To support the increased training needs outlined above, and the anticipated increase in disclosures during the transition-to-campus period and beyond, we recommend that Western Student Experience hire at a minimum:

- a. One additional GBSV support case manager;
- b. One additional GBSV prevention and education coordinator.

Rationale/Implementation Considerations:

Ideally, even more staff—especially case managers—will be hired. They will represent diverse genders and other social locations to allow survivors to choose who supports them. However, we recognize that no matter how many are hired, as need increases (especially initially as survivors become more aware of, and trusting in, supports), there will need to be strategies to manage increased service needs. Potential strategies include professionally facilitated group counseling sessions (especially for those who might prefer this approach) and flexibility in counseling options. As noted above, our Committee cautions against moving to peer-based models, as these are not proven effective and can do harm, especially if peers are not well-prepared or themselves supported.

Evaluation indicator(s):

- ✓ A minimum of 4 staff are employed with attention to gender and other forms of diversity.
- ✓ As hiring increases, at least half of the GBSV staff should be case support managers to prioritize direct service to survivors, allowing the survivor to work with a counselor in their gender of choice.
- ✓ Options are developed to manage increased service demands, and they are continuously evaluated, ensuring that all supports are provided by trained and paid staff/facilitators.
- ✓ Time-to-service is tracked and reported, with the goal of reducing wait times.

Recommendation 2.2

We recommend ensuring that GBSV services are well-known to the entire campus community and easily accessible, while also de-stigmatized. Recommended strategies include:

- ✓ Create a centralized intake or triage system to manage concerns and complaints related to GBSV which serves both students and employees
 - consider a “hub” model where related issues are directed to appropriate resources from the same landing page/office (GBSV, discrimination, harassment, complex needs support).
- ✓ Create posters, graphics and other visual tools highlighting key pathways to the different types of on- and off-campus supports available and how to access them; link to the Western app and social medial channels and student-facing social media content.
- ✓ Ensure that staff in related areas, e.g., Health and Wellness triage, are aware of these pathways, are operating from a survivor-centric lens and refer GBSV survivors appropriately.

Rationale/Implementation Considerations:

Most students in the Climate survey were unaware of most services and supports available to them, including GBSV supports.

Evaluation indicator:

- ✓ Service and support information and response pathways are consolidated in a well-designed online space that is continually promoted to students and employees via links to training materials, posters in key locations (see below); inclusion in syllabi/course outlines and program orientation materials (see below), with Western/Affiliated University College/USC/SOGS apps and social media channels, and via first responders.
- ✓ The utility is tracked via key metrics such as views, link-outs, visits, shares, referrals, etc.

Recommendation 2.3

To enhance the availability and preparedness of paid (Housing) support staff in Residences, we recommend Western build on the “Health & Safety Advisor” program initiated in Fall 2021. This program should be carefully reviewed at the end of the Winter 2022 semester, including fulsome student feedback, to assess whether it met its stated goals. Based on this review, a comprehensive staffing model should be developed and continuously refined to ensure adequate resources are in place to support the 24/7 demands of Residences, beginning Fall 2022 and ongoing.

Rationale/Implementation Considerations:

While additional support in Residences on its face is a good idea, a concern, based on input to the Committee, is that using a student workforce in these roles (especially second or third years) may not result in the anticipated benefits. Staff must be developmentally ready and adequately prepared via training and *in situ* support to understand and implement their duties. Regardless of who is on-site in residences, they require appropriate training to support first-year students.

This recommendation, in particular, requires an iterative, continuous improvement approach to minimize potential harm to students in all their roles.

Evaluation indicator(s):

- ✓ The current program is reviewed and either adapted accordingly or re-considered. We note that the disruption of COVID precautions will skew data, so additional and ongoing evaluation in more usual circumstances is required. Key indicators include but are not limited to:
 - ✓ qualitative/experiential reports from students and advisors, as well as Housing staff, Sophs, Dons, etc.
 - ✓ use metrics, including advisors approached and what they did (referrals, emergency calls, etc.)

Domain 3: Policy, Procedures & Accountability

“Anonymous places to submit complaints regarding gender and sexual based violence (online platforms are preferred) where someone can also follow-up after looking into the case [and see] appropriate ramifications in place for offenders.”

“Incorporating [anti-GBSV] training into classrooms/syllabus for better access.”

(Survey participants)

Western has a very strong policy regarding Gender-Based and Sexual Violence¹⁹. Ontario legislation²⁰ (Bill 132, Schedule 3) also requires that this Policy be reviewed every three years and that Western report on specific activities. The Committee therefore reviewed specific strategies and pathways to enhance (as needed) and implement the procedures outlined in “PROCEDURE FOR POLICY 1.52 – Policy on Gender-Based and Sexual Violence”²¹; a priority is to emphasize, via Policies and Procedures, accountability and transparency.

Recommendation 3.1**HIGHEST PRIORITY: Establish a GBSV Reporting Dashboard.**

We recommend Western create a GBSV Reporting Dashboard that includes indicators both required by law (Bill 132) and other key metrics to demonstrate progress in preventing GBSV and improving responses to it. Metrics/indicators on the Dashboard should include, but may not be limited to:

Required by Bill 132 (with Committee-recommended enhancements):

- “The number of times supports, services and accommodation relating to sexual violence are requested and obtained by students enrolled at the college or university, and information about the supports, services and accommodation.”
 - Committee recommended enhancement: number of disclosures, and progress on supports used and outcomes at various stages of process
 - Committee recommended enhancement: number of dedicated GBSV staff (minimum 4 at all times) and EDIAD metrics
- “Any initiatives and programs established by the college or university to promote awareness of the supports and services available to students.”
- “The aggregate number of incidents and complaints of sexual violence reported by students, and information about such incidents and complaints.”
 - Committee recommended enhancement: number of complaints, and progress/resolution of complaints at various stages of process
- “The implementation and effectiveness of the policy.”

¹⁹ https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp152.pdf

²⁰ <https://www.ola.org/sites/default/files/node-files/bill/document/pdf/2016/2016-03/bill--text-41-1-en-b132ra.pdf> [Schedule 3]

²¹ https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp152_procedure.pdf

Additional indicators suggested via consultation and Committee process:

- Rates of completion of student and employee training, overall and by specific groups (student leaders, first responders, etc.) as outlined in the Education/Training section of this Report.
 - Proportion of attestations completed/submitted and linked to specific activities for which they are pre-requisites (transition to campus, Residence, Performance Evaluation, etc.)
- Percent of Senate Course Outlines that include a Statement on GBSV and link to resources.
 - Yearly random audit of Senate Course Outlines from Fall and Winter semesters.
 - Aim for 100% compliance
- Environmental safety audits: campus plans^{22,23} and implemented strategies are reviewed from a GBSV perspective annually and aligned with Safe Cities²⁴ planning.
 - Number of new/enhanced and targeted lighting, CCTV, “blue” emergency phones, and other design features
 - Number of new paid and volunteer security/safety personnel (WSCS, SERT, Foot Patrol)
 - EDIAD and use metrics (calls, responses, etc.)
- Use of GBSV checklist by Academic Units.
 - Yearly random audit of Academic Units regarding implementation of GBSV Checklist (see below)
 - Aim for 100% compliance

Rationale/Implementation Considerations:

This Dashboard is a roll-up of ways to assess the implementation and impact of key recommendation domains throughout this Report. It builds on the required reporting metrics mandated through Ontario Bill 132.

Key considerations to make these metrics trauma- and violence-informed and survivor-centric include not requiring 100% compliance in education. Some survivors (students and employees) might find the education re-traumatizing and have legitimate reasons to opt-out. Similarly, as support processes become more visible, accessible and safer, we anticipate that disclosures are likely to rise, at least initially. Such increases must be seen as a measure of success, not failure, and it will be important to emphasize this nuanced perception in reporting and in GBSV-related communications.

Evaluation indicator:

- ✓ The GBSV Reporting Dashboard is developed, implemented and made publicly available, and evaluated using metrics, community input, etc. The implementation team will be

²² https://www.ipb.uwo.ca/documents/western_open_space_strategy_2018.pdf;

²³ https://www.ipb.uwo.ca/documents/campus_master_plan_final_dec2015.pdf

²⁴ https://www.uwo.ca/health/safe_cities.html

required to determine the appropriate reporting intervals; some will be driven by legislative requirements and others by data availability. We recommend yearly reporting of all metrics, and some might require more frequent reports.

Recommendation 3.2

We recommend that Western's GBSV prevention and response staff and a GBSV support coordinator be included in Soph/student leader recruitment, hiring and training committee(s).

Rationale/Implementation Considerations:

A key concern from the events in September 2021 was that Sophs and other student leaders were not well-prepared to respond when events escalated. Some of this was due to COVID-19 protocols and fragmented communication. However, some was due to these young people (often not much older than the first-year students they were supervising) being ill-suited and/or ill-prepared for the kind of responsibility involved. Also, it was noted that diversity is not ideal in the usual cohorts of student leaders. This issue needs to be attended to in hiring and onboarding to ensure all new students feel included and find mentors they relate to, and who can support them when events warrant intervention.

This recommendation will create an ongoing mechanism to ensure that a coordinated and collaborative response to hiring key Orientation Week and Residence personnel between the University and USC is sustained, and those interacting with new students in mentorship roles are properly vetted, prepared and supported for the safety and inclusion of all students.

Evaluation indicator(s):

- ✓ GBSV staff are included on hiring committees and report on hiring and onboarding processes, including EDIAD considerations.

Recommendation 3.3

We recommend that Western commit to providing free menstrual products in all campus washrooms and include a statement to this effect in admission materials to demonstrate that Western has an inclusive stance on those who menstruate. [Note: This was also an Interim Recommendation and has not changed.]

Rationale/Implementation Considerations:

Ensuring that menstrual products are free and readily available to students who need them will help create a more equitable environment on campus and build a culture where menstruators feel empowered to move through spaces on campus with a sense of belonging. Providing these products in campus bathrooms of all genders will proactively demonstrate the value of gender equality, reinforce the normalization of menstruation, and reduce barriers to education that menstruators experience.

Evaluation indicator:

- ✓ Amount spent on menstrual products year over year, per population (students, staff, faculty) to gauge rates of spending/use.

Recommendation 3.4

We recommend that Western establish a centralized reporting and warning system to identify where/when GBSV issues may arise, including where no formal complainants are made, and provide a coordinated response. This centralized repository of data will require reviewing, assessing, tracking, and determining possible responses to complaints (that Western becomes aware of via social media and other channels) and ensuring the anonymity of survivors, including when (a) specific complainant(s) remain(s) unknown.

Rationale/Implementation Considerations:

Many people in our consultations spoke about the importance of having a way to report experiences and concerns anonymously, while still having the options of tangible actions, including provisions for safety and support for the survivor, warnings/intervention/education for the respondent, identification and action in campus spaces identified as unsafe, and follow-up communication. The overall value is that there should be 'no wrong door' to seeking support and intervention.

Similarly, Western sometimes becomes aware of potential GBSV issues that will not have an identified complainant who feels comfortable or safe to come forward. It is understood that there may be some limits to what Western can do in the case of anonymous reporting. Western's ability to address anonymous reports depends on several factors, including the information available to substantiate the report and permit a fair process.

Include, in policy, a process for anonymous (online) reporting where members of the Western community can share their experiences of GBSV/lack of safety, have the matter reviewed for action, and find out the outcome of their submission without identifying themselves.

The University should enhance communication and coordinate case management for GBSV concerns on our campus. Concerns may fall under multiple policies (see below) requiring enhanced system navigation and transparency in process and protocol. Considerations:

- Centralized Office for review of initial information in a non-judgmental fashion, ensuring person is heard, triaged to appropriate support and resources.
- The centralized triage model ensures consistency in the approach that no door is the wrong door, provides an efficient and transparent response regardless of which Policy is evoked (Employee/Student)
- Data is centralized, so anonymized; aggregate data can be communicated to the community via the GBSV Reporting Dashboard
- Shared responsibility with clear pathways of GBSV Prevention, through a public health lens, is established
- Implementation of support is provided as appropriate by relevant groups (Office of Human Rights, Gender-Based Violence Case Manager Support etc.).

Evaluation indicators:

- ✓ Annual reporting on key metrics with regard to the number, type, intervention and dispensation/outcome of anonymous complaints/reports.

- ✓ Annual reporting with regard to the type of complaint (discrimination, harassment, GBSV, anonymous), supports and referral provided.

Recommendation 3.5

We recommend that Western ensure that its GBSV policy is transparent and accessible, including:

- Using plain language and easy-to-understand graphics; this could be done by engaging students to help design communications that simplify the policy's key messages
- Creating a digital user guide using plain language that assists all parties to understand pathways to access resources and the process of submitting a complaint

Rationale/Implementation Considerations:

The Code of Student Conduct complements the Gender-Based Sexual Violence Policy, various collective agreements and *Policies 3.1 Health and Safety; 3.4 Conflicts of Interest; 1.46 Safe Campus Community; 1.35 Non-Discrimination/Harassment and Administrative Procedures; and 3.2 Employment Equity Policy*. This collection of policies can confuse GBSV survivors and respondents and highlights a need for increased transparency and coordination with respect to response mechanisms and procedures.

Evaluation indicator(s):

- ✓ Relevant policies are accessible and in plain language, with user guides to support implementation and use.

Recommendation 3.6

HIGHEST PRIORITY: Establish primary prevention of GBSV as a focus in policy and practice.

Related to 3.4, above, we recommend that Western expand ways of preventing GBSV in University policies, including mechanisms that reflect a culture where we intervene sooner to call-out bad behaviour before respondents 'cross over the line' to GBSV actions. This should include a process to assess multiple risk and vulnerability factors to monitor and inform the threshold for Western to act and intervene. This would result in education/action engaging individuals, groups, or units, where some degree of intervention or investigation is required.

Rationale/Implementation Considerations:

Currently, policy-driven responses to respondents are limited by formal disclosures. Survey participants identified the need for a policy to promote and require a much broader range of responses including the ability to engage respondents in conversations and be mandated to educational programs following 'minor' incidents such as behaving in ways that made people feel unsafe (e.g., following someone, contacting someone in frequent and undesired ways online, making inappropriate comments online, etc.). The GBSV Education Committee should explore specific educational and other strategies to focus on primary prevention of GBSV

through identification of high-risk behaviours. This can be integrated, for example, in strategies specific to upstander training (i.e., ManMade, see above), safer substance use education, etc.

Evaluation indicator(s):

- ✓ Annual reporting on key metrics on the GBSV Reporting Dashboard with regard to interventions, supports, sanctions implemented with respect to potential respondents, or units or divisions identified as problematic with respect to GBSV behaviours or cultures.

Recommendation 3.7

HIGHEST PRIORITY: Include an anti-GBSV statement, and links to GBSV resources, on all Senate Course Outlines and Syllabi.

We strongly recommend creating and making mandatory the inclusion of an anti-GBSV statement and related links to GBSV resources on all Senate Course Outlines and Syllabi.

We further recommend Western create a mandatory checklist for Academic Unit Leaders (program/departmental Chairs, Directors and/or designates) to complete at each start of Academic Year and for use in academic program orientation sessions, including:

- Listing and addressing all required and optional training and providing strategies on how to encourage/remind employees and students of their obligations to complete these
- Distributing and posting graphics and other information tools (in Unit spaces, and via emails, online) outlining available on- and off-campus supports and services, especially “pathways to supports” graphics
- Reminders to academic staff to include specific mandatory GBSV content on their Course Outlines/Syllabi
- Providing the procedures for ensuring safety when GBSV content is present informal discussions, including in classrooms (see below)

Rationale/Implementation Considerations:

The importance of statements on course outlines was reinforced in the Climate survey. The three campus supports most likely to be known to students (mental health counselling, health and wellness services and the writing skills centre) are those currently included on syllabi.

In addition, Academic Leaders endorsed the idea of more up-front resources to support and integrate GBSV content into program processes. Students in our consultations encouraged us to link GBSV material to academic orientation and program/course information to demonstrate Western’s commitment to a safe learning experience.

Western’s GBSV Education Framework will be an important resource for developing content in this area.

Evaluation indicator(s):

- ✓ Language for Senate Course Outlines and Syllabi is created and approved by the Senate Committee on Academic Policy & Awards (SCAPA).
- ✓ An Academic Unit GBSV Checklist and supporting resources (posters, graphics, tools) are created and distributed to Units.
- ✓ Unit implementation is assessed by annual random audit, aiming at 100% compliance.
- ✓ Feedback is sought from employees and students regarding utility, use and impact.

Recommendation 3.8

We recommend creating and supporting safe discussion spaces by ensuring that any formal space where campus members engage with GBSV content is prepared using a checklist of procedures to ensure physical, emotional and cultural safety.

Further, we recommend that University members are encouraged to keep at the top-of-mind EDIAD and GBSV considerations when planning events and when bringing guests to campus.

Rationale/Implementation Considerations:

When lectures, forums, conferences, etc. include the topic of GBSV—especially a focus on survivors’ lived/living experience—safeguards must be built in to avoid re-activating trauma (“triggering”) or making survivors feel they are expected to share details which may be harmful to them, or that they do not wish to share.

Safeguards can include everything from available on-site counselling to speaker guidelines, agenda structuring, etc. A guiding principle is to carefully consider whether individuals’ experiences are required to deliver the lecture’s/meeting’s etc. intended objectives. If so, those in attendance, especially those asked to share, are made fully aware, prepared, and supported. The University’s GBSV Education Framework will be an important resource for developing content in this area.²⁵, as will a specific procedural resource developed by CREVAWC, which has a list of actions that can be used as a basis for a standard resource prepared by Western and shared with all Academic Units and instructors.

Evaluation indicator(s):

- ✓ GBSV Discussion Procedures, including the above strategies, based on the GBSV Education Framework and CREVAWC’s resource, is created.
- ✓ Units are audited regarding including the GBSV Discussion Procedures document in the Academic Unit GBSV Checklist (see above).

²⁵ https://www.uwo.ca/health/student_support/docs/GBV-Framework-for-Website---Feb-2020.pdf

Recommendation 3.9**HIGHEST PRIORITY: Prohibiting intimate/sexual relationships between employees & students.**

We recommend that Western and its employee groups prohibit intimate/sexual relationships between employees and students.

Rationale/Implementation Considerations:

Currently, the issue of intimate/sexual relationships between employees, especially academic staff, and students is covered under conflict-of-interest provisions, for example, clauses 2.1 and 2.2 of the Collective Agreement between UWOFA and Western.²⁶ Given the risks to students, employees and Western, we suggest a close review of related policies from other universities that have moved to ban these relationships. For example UBC, which stipulates in its Sexual Misconduct policy²⁷ that prohibited relationships include those between:

- Faculty, or Teaching Staff Members, or emeriti and Students
- Staff and Students
- Coaching Staff Members and Student-athletes
- Faculty, Teaching Staff Members, emeriti and Medical Residents, Clinical Fellows, or Postgraduate trainees in the Faculty of Medicine.

Evaluation indicator(s):

- ✓ Policies and/or clauses are added to MAPP and relevant contracts/collective agreements prohibiting intimate/sexual relationships between employees and students.

Recommendation 3.10

We recommend that procurement processes are strengthened to ensure that all vendors, contractors or others who have formal business with Western, including providing on-campus services (e.g., food, cleaning), providing entertainment (e.g., musical acts), or working on campus (e.g., construction) are vetted and attested for robust GBSV practices and policies. This requirement, along with EDIAD, is made a basis for hire. We recommend that vendors and contractors doing business on campus and/or with Western students and/or employees attest to Western practices regarding safe and GBSV-free campus spaces. Failing to do so, or breach of these conditions, will result in contract termination.

Rationale/Implementation Considerations:

Who we bring on to campus is part of our culture. Cat-calling, sexual harassment or other forms of intimidation or discrimination, including in entertainment/musical acts, should be unacceptable to and for anyone on our campus or doing business with us.

²⁶ https://www.uwo.ca/facultyrelations/pdf/collective_agreements/faculty.pdf

²⁷ <https://svpro.ubc.ca/education/ubc-sexual-misconduct-policy-and-resources>

Evaluation indicator(s):

- ✓ Relevant clauses are added to procurement and other contracts and enforced with audits conducted to assess compliance.

Recommendation 3.11

We recommend that all new Western polices are created with a gender-based and sexual violence lens to help ensure that intersecting policies reflect Western's overarching GBSV plan.

Rationale/Implementation Considerations:

An intersectional and GBSV lens in policy and protocol creation ensures we are caring for everyone's needs on campus.

Evaluation indicator(s):

- ✓ Review policy and protocols through Western's Gender-Based Violence Framework.²⁸

²⁸ https://www.uwo.ca/health/student_support/docs/GBV-Framework-for-Website---Feb-2020.pdf

Domain 4: Environmental Safety

“Better advertising for walk home services; I was not aware that Western had these services until my second year here.”

“The lighting on campus should improve at night. There are some dark areas that are quite spooky.”

(Survey participants)

Recommendation 4.1**HIGHEST PRIORITY: Create a campus environment where people feel safe.**

We recommend that safe environmental design (lighting, CCTV, emergency “blue” phones, landscaping for visibility, etc.) be an ongoing and foundational priority within campus space plans. All previous commitments to safe campus design should be reviewed, and unspent resources that have been allocated for safety purposes should be used to address any identified safety gaps on an urgent basis.

Rationale/Implementation Considerations:

We heard from many students and employees about feeling physically unsafe on campus, especially at night. Strategies that can be used in public spaces (indoors and out) and when designing new campus spaces can enhance feelings of safety. It should be noted that sexual assaults are generally committed by those known to the survivor, however feeling unsafe, for whatever reason, limits a person’s ability to fully participate in campus life [see media story²⁹].

Safe campus plans are underway, but there is a lack of clarity regarding timelines and resources. For example, a full-time coordinator for the Crime Prevention Through Environmental Design (CPTED) role is required, but this is currently covered by a Western Special Constable, meaning less time for that person to provide service to the community and less attention to the community safety planning role.

Since many of these activities are linked to the Safe Cities initiative, with the Western campus identified as a key unsafe place, we suggest including members of the London Coordinating Committee to End Woman Abuse as part of an advisory group for this work.

Evaluation indicator(s):

- ✓ Current campus environmental plans are reviewed with an eye with EDIAD/GBSV.
- ✓ Number of new/enhanced and targeted lighting, CCTV, “blue” phones, and safe design features.
- ✓ Ongoing environmental assessments are done by special constables and Foot Patrol.
- ✓ A full-time CPTED officer is hired.
- ✓ Campus and community partners are engaged.

²⁹ <https://news.westernu.ca/2022/03/western-takes-steps-to-enhance-safety-on-campus/>

Recommendation 4.2

We recommend reviewing and enhancing the presence of security/safety personnel on campus.

Rationale/Implementation Considerations:

WSCS recently hired six new constables; we encourage them to continue monitoring the correct balance of security on campus, with careful attention to diversity and integration with the community.

Examine the approach to Foot Patrol, including an opt-out (rather than the current opt-in/call-for-service) model, apps, more presence after large classes, at the library, at off-campus locations, shuttle stops, etc. Conduct an audit of this service and examine existing external models that could serve as best practices.

Given that patrol-based security often puts racialized communities under increased surveillance and risk while potentially reinforcing myths about 'stranger danger' (as noted above, most GBSV occurs between those known to each other), we do not recommend patrol-based security but advocate for safety personnel tailored to our campus community.

Evaluation indicator(s):

- ✓ Number of new paid and volunteer security/safety personnel (WSCS, SERT, Foot Patrol)
 - EDIAD and use metrics (calls, responses, etc.)

Recommendation 4.3

In addition to reviewing Foot Patrol and other after dark safety personnel, we recommend that transit options—including late running shuttles between campuses, and to off-campus locations—be audited for use patterns and needs, including student and employee input. Once needs are identified, responsive services can be designed and implemented.

Rationale/Implementation Considerations:

We heard from many students, especially those beyond first year, and employees, about feeling unsafe on campus, especially at certain bus stops that are not well-lit, and also when walking on certain parts of campus. This is especially true at night, after late classes, exams, or library study sessions.

Evaluation indicator(s):

- ✓ Transit use, including free shuttles, has been audited and recommendations made to adjust services to increase safety of travel, especially after dark.

Domain 5: Cross-Cutting Recommendations on Communication, Coordination & Culture Change

“Make students aware of what's going on on campus. After o-week many students were confused about what happened to leave them ill-informed and unable to protect themselves. Transparency is required to move forward because the university's reputation is nowhere near as important as people's safety, mental health, and trauma.”

“Keep pressure on all of us to keep this front and centre and see this issue as not isolated from all campus issues concerning power imbalances at all intersections of identity.”

“Continue to build a community culture where we are all responsible for safety of each other on campus.”
(Survey participants)

Recommendation 5.1

HIGHEST PRIORITY: Developing a multi-partner GBSV Communication Strategy.

To enhance awareness of both survivor supports and processes and of Western’s stance on GBSV, we recommend Western develop a GBSV Communication Strategy to produce and share consistent and coordinated messages from among all relevant parties (the University and Affiliate University Colleges, employee groups, USC, SOGS, etc.), using multiple methods and channels geared to the various intended audiences.

Rationale/Implementation Considerations:

We repeatedly heard about a lack of awareness among all campus community members, especially students, regarding where to go for help or what to expect when seeking support for GBSV. Many participants also expressed concern that Western’s communications fail to centre survivors/students and instead focus on reputation management. Similarly, we heard that those developing and leading Orientation activities must also be more visible in suggesting solutions and taking responsibility, for example, when student leaders are not adequately trained or supported. Existing Orientation resources and strategies developed by USC and Western may assist in the implementation.³⁰

Initial foci/key messages:

- Promote university-wide understanding that the GBSV Case Manager is the primary on-campus source for disclosure support and system navigation, including referral to on and off-campus resources
- Recognizing that there are specific times and events that increase the risk of GBSV (e.g., transition to campus), it is important that campus partners developing and leading these

³⁰https://studentexperience.uwo.ca/student_experience/strategic_planning/OSP_Draft_October%206_Clean.pdf

activities should acknowledge responsibility and mistakes, take accountability, and assure the community that survivors will be believed and protected

- Western takes steps to understand and/or investigates all reports from any source (survivors, bystanders, social media, etc.) of GBSV and makes visible related consequences for respondents (see anonymous reporting and GBSV Reporting Dashboard recommendations, above)
- Creating a safe and accountable space for conversations about GBSV will lead to an increase in disclosures, especially early on; this should not be seen as a failure but rather serve as an indicator of survivors' trust in Western and its procedures
- The idea that a culture of safety and consent co-created by everyone on campus is the "new normal" at Western
- Be very clear in all messaging, posters, etc., on the important differences between disclosure for support, a formal complaint, what remains anonymous, what to expect during the process, etc.
- Break down old stories and beliefs that reinforce perceptions of Western as a "party school" - promote (physical, emotional, cultural) safety as part of Western's core values and engage everyone in enhancing this message using updated data and narratives
- It is important to see all members of our campus as stewards of community safety
- Ensure that people see the Western Special Constable Service as a safe place to disclose, seek support or information, and/or make a report of GBSV (and ensuring this is the case – see Education Domain)
- Transparent communication about how Western is addressing GBSV, especially on how respondents are being held accountable. The message needs to be that respondents will be held accountable (not that those at risk of being victimized need to be careful – i.e., victim-blaming)

Suggested strategies:

- Posters and stickers with key links distributed broadly across campus, and off-campus where students gather; similar content on social media channels
- "Safety minutes" or "safety message of the week" on social media
- A video like the University of Calgary's "I Believe You" (<https://youtu.be/YVfOfjFvFzY>) to show at sporting, cultural events, orientation, etc.
- Peer-to-peer posters/videos, student champions (e.g., men role modeling anti-GBSV attitudes)

Other considerations:

- All messages and strategies, media, etc. must be survivor-centric, trauma- and violence-informed, inclusive, and visible in private areas (e.g., posters in washroom stalls) as well as public areas. Consider 'trigger warnings' in GBSV-related communications
- Create space for involvement of broader London community in communications, discussions etc. especially key partners such as the London Coordinating Committee to End Woman Abuse and CREVAWC, who have expertise in communicating about GBSV.

Evaluation indicator(s):

- ✓ A Communication Strategy is developed, resourced and implemented.

Recommendation 5.2

We recommend Western lead a series of “Campus & Community Dialogues,” including but not limited to the following topics emerging from our consultations:

1. **Articulating, Reinforcing & Reintegrating Western’s Values** - a community-wide discussion to remind ourselves of why we are here, how we serve each other and the public, and how to “be in the world” to ensure that these values are reflected in our culture and our reputation.
2. **Re-imagining the Transition to Campus**– re-thinking and re-designing the transition to campus period and related events to focus on academic activities, instilling community values and social integration among first-year students and doing so in safe, inclusive and respectful ways for all. This will require full engagement of all campus and community partners.
3. **Re-thinking ‘Greek Life’** – the role that off-campus student groups (especially fraternities and sororities) play in party culture, sexual violence and other aspects of student life and behaviour was raised throughout our consultations. While these student groups have benefits, a re-examination of the costs and benefits is needed to mitigate or eliminate harm. Aspects of ‘Greek Life’ that might be considered include mandatory GBSV training, developing codes of conduct for preventing GBSV, GBSV reporting requirements and leadership responsibilities around addressing GBSV.

Rationale/Implementation Considerations:

Many people spoke of the need to shift Western’s culture as it relates to GBSV, and its “party culture.” The suggestion was to divest from that culture by changing how the university (broadly defined) communicates, reinventing the transition to campus period, re-imagining Greek life, and actively working to shift Western’s reputation. Related aspects of Western’s culture identified as requiring change were patriarchy/misogyny, racism, ableism and colonialism. Thus, Western should invest in:

- ✓ promoting safe, respectful, inclusive and equitable relationships and fostering a sense of accountability to avoid doing harm
- ✓ promoting a culture of responsibility and transparency
- ✓ supporting a culture of care and mutual support

Culture change must happen at *all* levels: the entire community (Western and Affiliate University College students and employees, and London more broadly) should be encouraged to engage in conversations about our shared values and goals. Participants specifically identified the need for employee training (especially faculty) and leadership on culture change issues relevant to GBSV.

Evaluation indicator:

- ✓ These Community Conversations and planned, implemented and evaluated in a survivor-centric, trauma- and violence-informed way.

Recommendation 5.3

We recommend Western establish two (2) interdisciplinary research positions – through PMA positions, fellowships and/or faculty roles and, ideally (for at least one) inclusive of Indigenous and non-Western ways of knowing/methodologies that support knowledge generation, analysis, and knowledge sharing regarding (i) policy implementation; (ii) ongoing review of policy effectiveness; and (iii) assessment of GBSV prevention initiatives at Western.

Rationale/Implementation Considerations:

While Western is known for its research expertise in GBSV, there is no centralized capacity to conduct research and evaluation specific to identifying gaps, developing evidence-informed programming, and evaluating outcomes to ensure continuous improvement. These positions would fill this gap and specifically work to ensure that the recommendations outlined in this report are evaluated.

These interdisciplinary researchers will work collaboratively with internal partners (e.g., CREVAWC, EDI, OII, Wellness and Well-being, faculty, staff, students, etc.) across the Western community and in consultation with external community partners, identifying existing and emerging areas where additional research could inform ongoing improvements in GBSV prevention, response, education, coordination, communication, etc.

Evaluation indicator(s):

- ✓ Given the scope of the task, hiring both as soon as possible is recommended. At a minimum, a first position would begin ASAP/in academic year 2022-2023, and a second in the following academic year.

Summary & Conclusions

Our University is a complex place. It includes multiple and overlapping groups of students and employees, alumni, vendors/contractors, visitors, community partners and members of the public, all interacting, formally and informally, on and off our campus spaces, including in public areas, private areas, businesses, classrooms, offices, etc. Adding to the complexity are Western's three Affiliate University Colleges (Brescia, Huron and King's), its research parks, its satellite campuses (Toronto, Hong Kong), and soon its downtown London location at 450 Talbot Street. We, therefore, recommend that GBSV policies and implemented recommendations should apply to all students and employees across the Western and Affiliate campuses, as well as to all external community members who have formal business in campus spaces (be they physical or virtual), including those who enter into contractual agreements with the University.

Four specific recommendation domains, and one cross-cutting domain, are detailed, with the following recommendations deemed 'highest priority' actions:

1. Establish a GBSV Education Committee
2. Establish adequate survivor supports and resources, including a minimum threshold
3. Establish a GBSV Reporting Dashboard
4. Include an anti-GBSV statement, and links to GBSV resources, in all Course Outlines/Syllabi
5. Establish primary prevention of GBSV as a focus in policy and practice
6. Prohibit intimate/sexual relationships between employees and students
7. Create a campus environment where people feel safe
8. Develop a multi-partner GBSV Communication Strategy

Culture change of the scale required will not be fast nor easy, and what we propose encompasses transformative actions for true and lasting change. Making these changes means that there may not be existing evidence or best practice available for "what works" in each recommendation domain, especially in our local context. Therefore, we have built on existing evidence and provided proposed indicators, metrics and evaluative strategies for each recommendation area and for overall accountability and transparent reporting purposes. Accountability and transparency are fundamental to (re)building trust across the University, a high priority given what we heard in our consultations regarding the sense that nothing can or would be done to meaningfully address GBSV.

The process of becoming a safe and inclusive campus will take time, effort, and perseverance. We therefore recommend an iterative approach where new strategies are tried, tested, refined/adapted/improved and (re)implemented such that they minimize harm, first to survivors but also to respondents, recognizing developmental stage and, as possible, a restorative approach to justice, and to relationships among groups on and off-campus, and between Western and the public. We must avoid actions that are seen as tokenistic while recognizing that this process is linked to other large cultural changes underway: equity,

diversity, inclusion, accessibility and decolonization (EDIAD³¹) and anti-racism work. We therefore recommend an initial internal review process engaging key Western actors, including the Office of Indigenous Initiatives and the Office of the Associate Vice-President of Equity, Diversity, and Inclusion, our student groups (USC and SOGS), and related offices in the Affiliated University Colleges.

Further, our recommendations are purposeful and survivor-centric. We anticipate inevitable resistance to change but also increases in disclosures when supports are made safer and more available. This will mean that we all must manage expectations, especially early on. Related to this, we need to balance the demands/expectations of the public for immediate and visible action with the needs of survivors, who will ultimately decide when and how to act and how much to share. It will take time and courage to do things differently.

We also need to account for the transition out of pandemic conditions, which will require patience. For example, volunteer- and student-driven activities, such as Foot Patrol and in-Residence supports, will require time to ramp up. Additionally, while in-person educational opportunities have been preferred over online/virtual alternatives, we require a flexible and person-centred approach that is sensitive to the abilities and needs of our campus community; our 'return to (a new) normal' should be equitable and accessible for all.

Ongoing communication and coordination among key groups on and off campus is crucial, recognizing that much work is happening, but it can become siloed or not visible across constituencies. Implementation strategies must carefully plan for and attend to collaborative communication, continuing the approach established in the Action Committee of authentic engagement and shared leadership from student groups, community partners and the Western/Affiliated College administrations.

Thank you for the opportunity to serve. We hope that these recommendations, and their implementation, begin our collective journey to safety from gender-based and sexual violence at Western, in London, and in society more broadly.

Members of the Action Committee on Gender-Based and Sexual Violence

³¹ We intentionally add the "A" to EDIAD to focus on creating accessible spaces and services for people with disabilities – this reflects the data briefly presented in the Background section regarding the increased rates of GBSV among people, especially women and gender minorities, with disabilities.

Appendices

Appendix 1: Action Committee Members

Shazad Chaudhary (he/him)

Research, Evaluation, and Innovation Specialist, Office of Indigenous Initiatives

Since obtaining an undergraduate degree at Western in 2006 and a postgraduate certificate at Humber in 2007, Shazad has spent over 14 years working for and with non-government and non-profit organizations, governments, Indigenous nations, and international consultants on projects related to water and climate, gender equality and social inclusion, community health, violence prevention, and peaceful coexistence. Shazad's career demonstrates a commitment to working with vulnerable communities and a dedication to intercultural awareness through diverse work experiences in Canada, the U.S., Gambia, Botswana, Iraq, and Jamaica.

Cassandra DeMelo (she/her)

Criminal Defence Lawyer, DeMelo Law

As the founding lawyer of DeMelo Law in London, Ontario, Cassandra represents both accused persons and complainants/victims in the criminal justice system. She holds two degrees from Western Law and is currently pursuing her PhD at Western Law where her research focuses on drug reform. Cassandra also serves as Vice-President of the Ontario Lawyers' Association.

Zamir Fakirani (he/him)

President, University Students' Council

Zamir served as a faculty and residence soph, as the Social Science Students' Council Secretary, Councillor, and then President of the USC. He sat on the REES Youth Advisory Board, an organization that provides a secure online platform for reporting sexual violence on campuses. And, as USC President, he planned a Week of Action mobilizing the student community against gender-based and sexual violence and to demand Western and all levels of government ensure a safer, more inclusive campus. Zamir holds an honours specialization in political science, philosophy and economics, and a minor in refugee and migrant studies from Western.

Lisa Highgate (she/her)

Associate Director, Residence Conduct & Conflict Resolution, Housing & Ancillary Services

Lisa's primary responsibility is to oversee the behaviour management program designed to support over 5,300 students who reside on campus. She has previously held roles in Student Experience and more recently as Special Advisor to the President (Anti-Racism). Prior to joining Western in 2016, Lisa provided crisis and trauma support for over 15 years in her role as a Family Consultant with the London Police. Holding certification as a Trauma Service Specialist, she mediated conflict and responded to complex crisis and trauma situations that occurred locally and in the U.S. Lisa holds undergraduate and graduate degrees from Western.

Kitt Kong (he/him)

Undergraduate Student Representative

Kitt is a third-year student in the Department of Geography & Environment, hoping to pursue a degree in Urban Development. He is passionate about work aimed at preventing and

responding to gender-based and sexual violence, and ready to represent undergraduate students from different walks of life. When not in class, Kitt enjoys fencing, hanging out with first-year students in his role as a soph at Saugeen-Maitland Residence, and organizing philanthropy events in the Greek life community. Outside school, he works with the Student's Commission of Canada as a facilitator and researcher.

Terry McQuaid (she/her) Committee Co-Chair

Director, Wellness & Well-being, Designate, Associate Vice-President Student Experience (Gender-Based & Sexual Violence)

Terry is a psychologist with over 15 years national leadership experience in equity, mental health, and sexual violence prevention. She leads and manages the medical and mental health, wellness education, student support and case management within Western's Student Experience portfolio. Previously she has held senior positions in personal safety and emergency planning, including responding to cases of sexual violence, anti-racism, high-risk matters, and community safety for students and employees, being responsible for ensuring compliance with institutional policies and procedures and applicable legislation while implementing risk management frameworks for specialized populations.

Kaitlyn Mendes (she/her)

Associate Professor, Department of Sociology, Canada Research Chair in Inequality & Gender

Kaity is an expert on rape culture in educational settings, and the role digital technology plays in both facilitating – and combatting – sexual violence. She regularly collaborates with a wide range of collaborators, including schools, educational unions, charities, artists, and the public. Insights from her research have been used to inform policies, practices, and public understanding on rape culture, and other contemporary gender inequalities.

Kimberly Reynolds (she/her)

Investigative Staff Sergeant, Western Special Constable Service

Prior to joining Western in 2017, Kim spent over two decades devoted to public service with the London Police Service. She gained knowledge, skills, and experience from a broad range of career opportunities that involved extensive training, case work, crime scene management and court appearances. Kim developed expertise in forensics and was a designated fingerprint examiner and firearms examiner. She has also instructed several courses as part of the Law, Security and Police Foundations program at Westervelt College. Kim is a life-long learner, continuing to study at Western and most recently obtained a Certificate in Emergency Management from Fanshawe College.

Jessie Rodger (they/them)

Executive Director, Anova: A Future Without Violence

Jessie leads Ontario's largest women's shelter and London-Middlesex's sexual assault centre. They specialize in community engagement and advocacy, and believe in holding space for those impacted by power and structural first. Jessie holds a Master of Social Work degree from Wilfrid Laurier University.

kirstyn seanor (they/them)

President, Society of Graduate Students, PhD Candidate, Library & Information Science

kirstyn's research examines the management of controversial materials such as pornography and erotica, focusing on how cataloguing is used as a medium to convey underlying assumptions and perceptions of sexual(ized) content, particularly online where content is often amalgamated and organized by fans and amateurs. kirstyn holds a bachelor degree in Political Science and Philosophy from the University of Ottawa and an MLIS degree from Western.

Katreena Scott (she/her)

Professor, Faculty of Education, Academic Director, Centre for Research & Education on Violence Against Women & Children

Katreena is a psychologist who leads an applied research program aimed at ending violence in family relationships, with specific expertise on addressing violence perpetration in men. She is internationally known for her research on empirically and ethically sound policies and practices for intervening with men who have used violence against their partners and/or children. Katreena also holds the Tier I Canada Research Chair in Ending Child Abuse and Domestic Violence.

Nadine Wathen (she/her) Committee Co-Chair

Professor Arthur Labatt Family School of Nursing, Canada Research Chair in Mobilizing Knowledge on Gender-Based Violence

Nadine's research examines responses to gender-based violence and interventions to reduce health inequities, with a focus on partnerships that enhance the use of research in policy and practice. She is Academic Director of the Centre for Health Equity and Social Inclusion and a member of the College of the Royal Society of Canada.

Appendix 2: Glossary/Terminology

(Note: where possible, these definitions are drawn from the University Policy on GBSV; additional definitions can be found at the related link below. ³²)

Complaint: according to Western’s GBSV Policy, a complaint is the sharing of information concerning an act of Gender-Based and Sexual Violence by a Survivor with the intention of initiating a formal process identified in this Policy. A **Complainant** is a member of the University Community who has filed a Complaint under the policy.

Disclosure: the sharing of information by a **Survivor** (a person who has experienced GBSV) with a Member of the University Community concerning an incident of Gender-Based and Sexual Violence. A Disclosure may or may not be for the purpose of accessing supports, services and/or Accommodations and is made to a **Disclosee**, i.e. a University employee, emeriti, visiting professor, contractors, affiliated persons or Student Leader but excludes healthcare providers, Health & Wellness employees, and members of the Student Emergency Response Team who receive a Disclosure in the provision of healthcare services to the Survivor.

Employees: Western and Affiliate University College employees include academic staff (faculty and other teaching staff) and administrative/support staff across academic and non-academic areas. We also recognize that some students/trainees, for example graduate teaching and research assistants, paid student leaders, post-doctoral trainees, etc., are also, in some circumstances, under employment contract with Western.

Equity, diversity, inclusion, accessibility and decolonization (EDIAD): We intentionally add the “A” to EDIAD to focus on creating accessible spaces and services for people with disabilities – this reflects the data briefly presented in the Background section regarding the increased rates of GBSV among people, especially women, with disabilities

First-responders: in the context of the on-campus response to GBSV, these include Western Special Constable Service (WSCS) staff, SERT, Foot Patrol, Sophs, Student Emergency Response Team (SERT), and others with the specific role of overseeing student safety and/or providing initial response to events/incidents of GBSV.

Gender-based and Sexual Violence (GBSV): Any sexual act or act targeting a person’s sexuality, gender identity and gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s Consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, cyber harassment and sexual exploitation.

Intersectionality: a framework for conceptualizing a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It considers people’s overlapping identities and experiences to understand the complexity of prejudices they face. This is especially important in the context of GBSV, where gender, race and ability (among other factors) strongly inter-relate to shape experiences of, and responses to, GBSV.

³² https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp152.pdf

Participant: in the context of this report this means someone who participated in the Committee's consultation process by participating in a survey, forum or other venue in which they provided input.

Residence: housing operated by the University excepting University owned apartments (e.g., Platt's Lane Estates).

Respondent specifically refers to those accused or GBSV in the context of a formal **Complaint** process as specified in Western's GBSV Policy.

Student leaders: for the purposes of this report, this includes Sophs, Dons and others in formal (paid or unpaid) mentorship roles, especially for first year students.

Trauma- and violence-informed and survivor-centric: These are often used as overlapping terms but are not identical; they each denote approaches to policy, procedure and practice that prioritize survivor emotional, physical and cultural safety in interactions with systems and services, but differ as follows:

Survivor-centric: At the individual level, a survivor-centric response means believing the survivor and prioritizing their well-being in the moment and when planning the next step, which their needs and preferences will dictate.

Trauma-and-violence informed: At the system level, TVIC may also mean balancing the needs of the respondent in a process that keeps them and the complainant/survivor safe. It may also need to prioritize the needs and safety of individuals over the public's expectations, e.g., for transparency and accountability.

Appendix 3: Surveys



Default Question Block

Gender-Based and Sexual Violence Climate Survey

This survey asks members of Western's campus community about their experiences of safety on campus, and knowledge of available services specific to gender-based and sexual violence. All questions are optional; we appreciate any information you feel able to provide as we build a safer campus culture. With thanks from the members of the Action Committee on Gender-Based and Sexual Violence (ACGBSV).

This survey will be open to community members until Thursday, February 17, 2022. Comments you share will be received anonymously and analyzed in aggregate form (i.e., nothing will be tracked or attributed to you) and will add to information gathered by the ACGBSV in consultation with other community stakeholders.

*If you are having trouble accessing this survey, please contact us at the following email:

actioncommittee@uwo.ca

Section One: Demographic information

1. Please identify if you are:

- Faculty Member
- Undergraduate Student
- Graduate Student
- Postdoctoral Scholar
- Staff Member
- Administrator
- Professional Program Student

2. With which campus are you primarily affiliated?

- Brescia University College
- Huron University College
- King's University College
- Western University (main campus)

3. Please tell us how you identify your gender (choose as many descriptors as you would like):

- Woman
- Transgender
- Two-Spirit
- Non-Binary
- Gender-Fluid
- Man
- Gender-Questioning
- Prefer Not to Say

4. Please indicate your current age range:

- 16-19 years old
- 20-23 years old
- 24-30 years old
- 31-36 years old
- 37-45 years old
- 45+ years old

5. Do you self-identify as an Indigenous* person?

*The term "Indigenous" here is based on the Canadian Constitution Act of 1982, as a person of First Nation (Status/Non-Status), Métis, or Inuit ancestry.

- Yes
- No
- I prefer not to say

Which option(s) from below best applies to you? Please select all that apply.

- First Nation
- Métis
- Inuit
- I prefer not to answer
- Additional

6. Which option(s) best describe the race you self-identify with? Please select all options that apply:

- Black (e.g. African ancestry, Afro-Caribbean, African American, African Canadian, etc.)
- East Asian (e.g. Chinese, Taiwanese, Japanese, Korean etc.)
- Indigenous Global (e.g. Māori, Australian Aboriginal, South American Indigenous, etc.)

- Latino/a or Latinx (e.g. South, Central American, Caribbean etc.)
- South Asian (e.g. Bangladeshi, Pakistani, Indian, Sri Lankan etc.)
- South East Asian (e.g. Vietnamese, Thai, Cambodian, Malaysian, Filipino/a, etc.)
- West Asian or Middle Eastern (e.g. Iranian, Afghani, Lebanese, Egyptian, Iraqi, Armenian, Israeli, Palestinian, etc.)
- White (e.g. Caucasian, European ancestry etc.)
- I prefer not to answer
- If you would like to self identify further, please do so in the space below.

6. You said yes to identifying as Indigenous. If applicable, please select additional race identities that you self identify with:

- Black (e.g. African ancestry, Afro-Caribbean, African American, African Canadian, etc.)
- East Asian (e.g. Chinese, Taiwanese, Japanese, Korean etc.)
- Indigenous Global (e.g. Māori, Australian Aboriginal, South American Indigenous, etc.)
- Latino/a or Latinx (e.g. South, Central American, Caribbean etc.)
- South Asian (e.g. Bangladeshi, Pakistani, Indian, Sri Lankan etc.)
- South East Asian (e.g. Vietnamese, Thai, Cambodian, Malaysian, Filipino/a, etc.)
- West Asian or Middle Eastern (e.g. Iranian, Afghani, Lebanese, Egyptian, Iraqi, Armenian, Israeli, Palestinian, etc.)
- White (e.g. Caucasian, European ancestry etc.)

I prefer not to answer

If you would like to self identify further, please do so in the space below.

Block 2

Section Two: General gauge on campus safety

1. In the past year have you witnessed or experienced gender-based violence on campus (i.e., violence experienced because of a person's gender, gender expression, gender identity or perceived gender)?

- Yes
- No
- Unsure

2. How safe do you usually feel on campus?

1 Very unsafe

2

3 Neutral

4

5 Very safe

Please tell us where, when or why you feel unsafe.

Block 2

Section Three: Resources, gauging measures in place, opportunities for growth

1. Have you attended any workshops or trainings on campus about gender-based or sexual violence in the last year?

- Yes
- No

If yes, how effective have you found on-campus training to be?

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Not effective | Slightly effective | Somewhat effective | Moderately effective | Very effective |
| <input type="radio"/> |

2. Please indicate which of the following resources you are aware of, if any: (choose as many as apply)

- Gender-Based Violence Support Case Manager
- Gender-Based Violence Response Coordinator
- Student Support Case Manager
- Mental Health Counsellor
- Health and Wellness Services
- Academic Education
- Learning Development & Success
- Writing Skills Centre
- New Student Success
- Undergraduate Student Association
- Graduate Student Association
- Peer Mentor Support
- Good2 Talk
- Reach Out
- CMHA Crisis Centre
- Anova
- Regional Sexual Assault Domestic Violence Treatment Centre
- First Nations and Inuit Hope for Wellness Help Line
- Youthline – LGBTQQ2S+ helpline
- None of the above

3. How comfortable do you feel accessing any of the following resources:

	Extremely uncomfortable	Somewhat uncomfortable	Neutral	Somewhat comfortable	Extremely comfortable
Gender-Based Violence Support Case Manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender-Based Violence Response Coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Support Case Manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental Health Counsellor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health and Wellness Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Development & Success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Skills Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Student Success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate Student Association	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate Student Association	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Mentor Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Extremely uncomfortable	Somewhat uncomfortable	Neutral	Somewhat comfortable	Extremely comfortable
Good2 Talk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reach Out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CMHA Crisis Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anova	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional Sexual Assault Domestic Violence Treatment Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First Nations and Inuit Hope for Wellness Help Line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youthline – LGBTQQ2S+ helpline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



4. Are there any other comments you would like to share about gender-based violence on campus?

5. Please list 1-5 words that describe your feelings or experiences with gender-based or sexual violence on

campus.

6. What one strategy would you recommend to make campus safer?

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Default Question Block

Gender-Based and Sexual Violence Partner & Collaborator Survey

This brief survey asks on and off campus (London area) community members their suggestions for specific actions we can recommend to improve safety with regard to gender-based and sexual violence. All questions are optional; we appreciate any information you feel able to provide as we build a safer campus culture. With thanks from the members of the Action Committee on Gender-Based and Sexual Violence.

If you are having trouble accessing this survey, please contact us at the following email:

actioncommittee@uwo.ca

1. In your opinion, what is the **biggest change** Western needs to implement to address sexual violence **on**

campus?



2. What is one thing **Western does well** to address sexual violence that we should continue or do more of?



3. Looking forward, what is the most important thing we would **need to measure** to know that we are improving in regard to sexual violence **on campus?**



4. What do you want Western to know about how sexual violence on campus impacts the London-Middlesex community?

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