Engaging Young People to Prevent Violence Against Women on Post Secondary Campuses

Preventing Violence Against Women at St. Francis Xavier University

Final Evaluation Report

Submitted to:

Antigonish Women's Resource Centre &
Sexual Assault Services Association (AWRC&SASA)

Antigonish, Nova Scotia

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Executive Summary

The project, "Preventing Violence Against Women at St. Francis Xavier (StFX) University

" was developed as part of a call for proposals for "Engaging Young People to Prevent Violence Against Women on Post Secondary Campuses." The project was a two-year project which ran from April 2012- July 2014 of the Antigonish Women's Resource Centre and Sexual Assault Services Association (AWRC&SASA). The project was funded by Status of Women Canada. Additional funding support for the Bringing In The Bystander program was provided by the following:

- The Nova Scotia Advisory Council on the Status of Women;
- Sisters of St. Martha;
- Students Union, Women's and Gender Studies and Human Rights & Equity Office, St. Francis Xavier (StFX) University;
- Saint Mary's University;
- Dalhousie University (Halifax and Truro);
- Students Nova Scotia;
- Crime Prevention Nova Scotia;
- Halifax Sexual Health Centre.

The project had the following goals:

1. Better meet the service needs of survivors and the safety needs of the campus community, appreciating that those from marginalized populations are particularly vulnerable to violence.
2. Increase education and prevention of violence against women among students, faculty and administration.
3. Improve, develop and implement university policies and procedures addressing violence against women that reflect intolerance of all forms of violence and the transparency and accountability of the administration to the wellbeing of the campus community.

The project involved recruiting, training and supporting a Student Team that worked with the Project Coordinator to implement project activities with an Advisory Committee made up of university and community partners. Activities took place primarily on the campus of St. Francis Xavier University in Antigonish, although some activities expanded beyond the campus to Antigonish town and county, other universities, communities and agencies.

Project activities in year 1 included research led by the Student Team and supported by the Project Coordinator to gather information about violence against women and associated issues related to safety and security on campus. These activities included safety audits (Walkabouts), focus groups, and a student survey. Findings and recommendations were documented in reports. Research also began on the policies and procedures and a decision was made to develop a policies and procedures guide in year 2.

Project activities in year 2 included discussion groups led by the Student Team and Bringing In The Bystander (BITB) *Train the Trainer* events and workshops facilitated by the Student Team and other trainers; as well as organizing BITB trainers' forums to build capacity to sustain the BITB program in

Nova Scotia. The policies and procedures guide was completed in the second year which included recommendations based on project findings, promising practices and key reports produced by Saint Mary's University President's Council (December, 2013) and Students Nova Scotia (January, 2014). During both years the Student Team planned and organized nineteen events and campaigns to raise awareness about the issue, this initiative, and leadership by a student team.

The above activities involved engaging the university community in multiple strategies aimed at preventing violence against women. The strategies included providing information and resources, strengthening knowledge and skills, educating students as peer educators as well as professionals and service providers who could and did (in this project) transmit their knowledge and skills to others; building partnerships and coalitions; and changing organizational practices. Some activities included one or more strategies or one strategy led to another; for example, the BITB *train the trainer* events led to delivering workshops by those trainers. Together these strategies had the potential for more impact than one strategy alone.

The Student Team appreciated the opportunity to be involved and to be leaders in this initiative. They strengthened their knowledge of violence against women and the associated issues related to safety and security of the campus community. They strengthened their leadership and facilitation skills and increased their understanding of changes required to improve education and support services, as well as policies and procedures needed to effectively respond to and prevent violence against women. As leaders they learned more about themselves, gained insights and critical thinking skills. They learned more about engaging others in critical discussion about issues. They learned to engage constructively with people with diverse perspectives and developed the confidence to speak up and challenge others. They felt respected and listened to by others, particularly managers and administration on campus.

Participants in discussion groups, focus groups and bystander training appreciated the opportunity for critical thinking and discussion in a supportive environment, as well as the information and resources they received. Well over two-thirds of evaluation respondents increased their understanding of violence against women, contributing factors and forms of violence.

Participants in the focus groups and discussion groups increased their knowledge of issues and ways to improve safety and security, education, resources and supports available for students and survivors. Participants in the discussion groups indicated their intention to take action by supporting their peers, being more aware of their surroundings, educating others and addressing inequities such as homophobia and gender violence.

Those involved in the BITB workshops increased their knowledge of the concept of bystander intervention, how to recognize inappropriate behaviour, and how to respond safely and appropriately and developed skills for intervention. They increased their sense of the responsibility for creating change, understanding this as a community issue, and their willingness to commit to intervention. Furthermore, participants in the BITB *Train the Trainers* were willing to transmit their knowledge to others whether through facilitation of bystander workshops or other education opportunities. In the bystander capacity building sessions, participants were committed to building

further partnerships and networks and/or establishing the program elsewhere, a definite indicator of success.

The BITB program expanded beyond the campus community into Antigonish town and county, to other communities of Sydney and Yarmouth, and to other universities and community college campuses. Teachers and representatives of school boards and other agencies participated in various events and expressed interest in the BITB program. The project proactively engaged the First Nations community by offering the BITB workshop in Paqtnkek Mi'kmaw Nation and adapting the program with appropriate and relevant aboriginal statistics and information. A member of Student Team, who is aboriginal, engaged other team members in organizing and supporting several events that focused on raising awareness about First Nations experience with violence against women. Where ethnicity was tracked in focus groups and discussion groups, over half of the participants identified as International, African descent, Black, person of colour, Asian, Hispanic, part of the LGBTQ community or having a disability. Excluding the broader awareness campaigns and events where participation was estimated, of the participants where gender was known, about 31% males compared to 69% females participated in various project activities. The largest participation by males was in the bystander program where 35% of participants were males.

Based on their evaluation, the university and community partners were actively engaged in providing advice and support to this project. The partners understood their role and the project, felt included in planning and felt supported and valued for their contribution. They identified they were willing to take future action to address safety and security, improving support services, addressing policies and procedures, and improving education and prevention. The partnership enabled the range of prevention strategies and the expansion of the project to other communities, universities, community colleges and agencies.

With respect to project goals, the project partially achieved the first and third goals by identifying the service and safety needs of the campus community, as well as guidelines for developing policies and procedures. The policies and procedures guide reflects the findings of project research and input by those most affected by those policies – students, faculty and staff. What will be an important next step by the university is to follow-up to implement the processes and recommendations included in the policies and procedures guide.

The project achieved the second goal, with the implementation of several strategies that engaged over 5,300 participants. Over 4000 participants received information and resources through community education campaigns and events. Over 1,200 participants were engaged in critical discussion about the issue, increased their understanding of violence against women and identified associated issues related to safety and security of the campus community. Of those, over 500 participants increased their knowledge of and intervention skills and many of those were willing to commit to taking action on the issue, including intervening as a bystander. Just over 100 became engaged as trainers and were interested and willing to educate others to strengthen others' knowledge and skills. Finally, almost 300 students, faculty and staff participated in research activities to inform the policies and procedures guide which, when used, has the potential to change

organizational practices within the university to effectively respond to and prevent violence against women.

Given the positive results of this evaluation and momentum created through this project; *and*

- that the University has established a BITB Committee that is developing a strategic plan; *and*

- that a number of Student Team members are returning to the university and are interested in remaining involved; *and*

- that the Advisory Committee members were interested in taking action in a number of significant areas; *and*

- that the policies and procedures guide is available to be implemented, *and*

- that there is potential to shift the culture of the university over the next few years,

THE FOLLOWING IS RECOMMENDED:

- That the university implement the recommendations in the Policies and Procedures Guide, *Preventing Violence Against Women at St. Francis Xavier University Project* (see Appendix B);

- That funding be secured to adequately support and sustain the *Unsilence the Violence* Student Team with visible office space and remuneration, as their specific knowledge and skills are required to deliver the BITB program and effectively engage students, particularly new students to campus.

- That the university continue with the BITB training throughout the campus community and particularly for security, housing, bar staff and students union;

- That the university consider the project findings related to Safety and Health (Appendix A) and determine appropriate ongoing processes (such as implementing the safety audit annually) and services to improve health and safety for students and the campus community.

- That the community and university partners continue to strengthen the response and prevention of violence against women and gender-based violence on campus and within the broader Antigonish community.

1. Introduction

The project, "Preventing Violence Against Women at St. Francis Xavier (StFX) University" was developed as part of a call for proposals for "Engaging Young People to Prevent Violence Against Women on Post Secondary Campuses." The project was a two-year project which ran from April 2012- July 2014 of the Antigonish Women's Resource Centre and Sexual Assault Services Association. The project was funded by Status of Women Canada. Additional funding support for the Bringing In The Bystander program was provided by the following:

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The project had the following goals:

1. Better meet the service needs of survivors and the safety needs of the campus community, appreciating that those from marginalized populations are particularly vulnerable to violence.
2. Increase education and prevention of violence against women among students, faculty and administration.
3. Improve, develop and implement university policies and procedures addressing violence against women that reflect intolerance of all forms of violence and the transparency and accountability of the administration to the wellbeing of the campus community.

The project proposal outlined proposed activities to meet these goals over a two-year period including recruiting, training and supporting a Student Team that worked with the Project Coordinator to implement project activities with university and community partners. Activities took place primarily on the campus of St. Francis Xavier University in Antigonish, although some activities expanded beyond the campus to Antigonish town and county, other universities, communities and agencies.

An external evaluator was hired to work with the Project Coordinator to assess the effectiveness of the project in meeting its goals. The evaluator in consultation with the Project Coordinator designed an evaluation framework that would guide the evaluation.

This report is the final evaluation report which provides an overview of project activities and outputs, the reflection of participants in various project activities, and the extent to which the project has met its' goals.

The report is organized into the following sections:

1. **Introduction,** this section, which introduces the project, the evaluation framework and evaluation methodology.

2. **Project Implementation & Outputs**, which outlines a description of project activities and outputs.

3. **Engaging Young People as Leaders**, which presents outcomes from the student leaders' perspective.

4. **Engaging the University Community**, which presents the outcomes of the education and prevention activities from the perspective of students, faculty, administration and expansion to the broader community.

5. **Engaging University & Community Partners**, which presents the outcomes of the community-university partnership from the partners' perspectives.

6. **Conclusions & Recommendations**, which provides conclusions drawn from the evaluation findings and makes recommendations to further violence response and prevention at StFX University and future projects.

1.1 Evaluation Framework

The Outcomes Evaluation Framework (Appendix C) identifies three outcome/success areas. Within each outcome/success area, specific outcomes were identified as well as qualitative and quantitative indicators for each outcome. Three sections of the report are organized around the outcome/success areas and report on the respective indicators as follows:

1. Engaging Young People as Leaders;

2. Engaging the University Community;

3. Engaging University and Community Partners.

1.2 Evaluation Planning and Methodology

The evaluation has gathered both quantitative and qualitative information from student leaders, participants in various project activities and project partners.

As mentioned above, the evaluation plan included the Outcomes Evaluation Framework (Appendix C) which has guided the evaluation information gathering and analysis. The Evaluator worked with the Project Coordinator and Women's Centre Executive Director to develop the evaluation plan. The methods for gathering information were as follows:

- Tracking system for participation in project activities;
- Pre-training and post-training questionnaires for the student team for two training sessions per year (4 training sessions/8 forms);
- Individual questionnaires and a focus group with youth leaders at the end of each academic year (2 questionnaires and 2 focus groups);
- Individual questionnaires for the Advisory Committee at the end of each year (2 forms).

- Participant evaluation questionnaires for project workshops and forums held on campus and in the community. This included forms for focus groups, group discussions, bystander train the trainer's workshops, bystander workshops, bystander forum and capacity building workshop (6 forms).
- A final individual interview with Project Coordinator at the end of the project;
- Review Advisory Committee minutes, project reports, plans and summaries;
- Review the Project Coordinator's monthly reports;

The evaluator worked with the Project Coordinator to design all evaluation forms based on the evaluation framework indicators and the objectives of each session being evaluated. All the questionnaires with the exception of one provided a space for participants to voluntarily self identify their gender and a checklist for individuals to identify their ethnicity.

The evaluator designed a process for all evaluation questionnaires to be administered and provided a training session for the student leaders about evaluation and the process for administering the forms to ensure confidentiality. All evaluation forms, with the exception of the student team, were administered by the Project Coordinator and the student leaders. Completed forms were put into an envelope at the end of each session, sealed and returned to the evaluator.

The evaluator administered the final questionnaire for the youth leaders, conducted the youth leader focus group, and conducted the individual interview with the Project Coordinator at the end of the project. The evaluator reviewed all minutes, project reports, summaries, and monthly reports.

To ensure confidentiality, all participant evaluations were completed anonymously. The student leader focus groups and Project Coordinator interview were recorded with permission from participants, understanding that their names would not be used in the evaluation report and confidentiality would be maintained. No individual names have been used in the report.

1.3 Evaluation Scope and Limitations

It was not within the scope of this evaluation to do a broader survey of the university community to assess whether this project had an impact on broader community awareness of this issue. It was possible to track some awareness campaigns; for example, how many resources or promotional items (such as tumblers) were given out, but it was not always possible to track how many participated in some events such as the *Take Back the Night* march. The Project Coordinator, who attended all the events, estimated to the best of her ability how many people attended.

The evaluation allowed for keeping track of participation in project activities including training sessions, safety audits, focus groups, discussion groups, specific talks, and forums.

The evaluation forms were designed for participants to indicate their gender and ethnicity; however, this was voluntary and not everyone completed this part of the form.

2. Project Implementation & Outputs

This section describes various activities to implement the project and summarizes the project outputs. It is organized in the following sections:

2.1: Engaging Young People as Leaders;

2.2: Campus Safety Audits – Walkabouts;

2.3: Focus Groups & Discussion Groups;

2.4: Student Survey;

2.5: Bringing In The Bystander (BITB) Program;

2.6: Policies and Procedures;

2.7: Educational Events and Campaigns to Raise Awareness;

2.8: Project Promotion;

2.9: Advisory Committee;

2.10: Challenges and Opportunities;

2.11: Summary of Project Outputs.

It is important to note that a number of activities in the first year (2012-13) were data gathering activities to identify issues related to safety and security, supports and services, and policies and procedures. These activities included the safety audits (Walkabouts), focus groups, student survey and data gathering related to policies and procedures. Only one of these was evaluated (the focus groups) as others were assessments on their own and the findings from these activities were summarized (see Appendix A) and were used to inform activities for year 2 (2013-14) and project recommendations (see Appendix B).

2.1 Engaging Young People as Leaders

Each year the Student Team, *Unsilence the Violence,* was made up of fifteen (15) students with three (3) Student Facilitators and twelve (12) Student Leaders who were recruited to organize and lead the activities on campus. After the first year, returning team members were given the option to continue for the second year. A "Handover Day" was planned with both Student Teams as part of the orientation for new team members. Four students returned to the Student Team in the same roles (1 Facilitator; 3 Leaders) in year 2. In the second term of the first year, two student leaders left the project due to graduating and moving from Antigonish, and, in 2013-14, one team member left during the year for personal reasons.

In 2012-13, the Student Team organized and implemented the campus safety audits (Walkabouts), focus groups, events, and campaigns. They prepared reports with recommendations which were submitted to the project Advisory Committee. The Student Team presented their findings and recommendations to StFX University Safety and Security and Facilities Management, the Student Union and the public. A summary of the findings from the Walkabouts, focus groups and a student survey were summarized under the headings: Safety and Health, Policy and Experience/Impact and are included as Appendix A.

In the second year, Student Team activities focused on facilitating Bringing In The Bystander (BITB) workshops, discussion groups, events, and campaigns. The Student Team prepared a report based on the findings from the discussion groups and presented their report to the project Advisory Committee.

In order to carry out their role, the Student Team participated in two training events each year. Training topics varied for each training event, depending on upcoming project activities. Overall, they included the following:

- Orientation to the project, project objectives, and their role as a group leader or facilitator;
- Building and strengthening understanding of violence against women, the impacts of violence, and resources available to support women who experience violence;
- Building and strengthening understanding how different forms of oppression relate to this project and violence prevention; and, how different forms of oppression interact and can affect an individual's experience of and/or vulnerability to violence
- Promoting, leading and reporting a campus safety audit (year 1);
- Facilitation skills and processes to conduct and facilitate a focus group (year 1);
- Processes to conduct and facilitate discussion groups for research (year 2).
- Facilitation of the Bystander Program (year 2);
- Ways to engage the campus community in activities and discussion (year 2);
- Strategies/methods for communicating messages to different audiences;
- Processes the team would be using including: gender based analysis, the process getting for consent to participate, confidentiality, managing a crisis situation if one occurs, strategies to deal with opposition, and what to do if a disclosure happens.
- Coping strategies such as stress management;
- Evaluation processes for group discussions.

The students worked in three teams of four with a Student Facilitator leading each team. Throughout the first year, the Project Coordinator met regularly with the Student Facilitators and the Student Team as a whole. The students were expected to report weekly on their work but the Project Coordinator reported that this proved to be challenging from a time management and technical perspective (as the team was to report online using Survey Monkey).

2.2 Campus Safety Audits – Walkabouts

Seven campus Walkabouts were conducted by the Student Team with forty-one (41) campus community participants. Thirty-six (36) of the 41 participants completed the surveys. Of the 36 survey respondents, 34 were current students, one was a visiting alumni and one a staff member. Of the 34 students, 12 identified as living on campus, 21 as off campus, and one didn't identify. Of the total 41 participants, 27 identified as female and 9 as male. Seventeen (17) of 41 self-identified from diverse communities including: Lesbian/Gay/Bi/Queer/Transgender and Transsexual, Aboriginal, Person living with disabilities, international, person of colour, Black, and Asian.

The Student Team prepared a detailed report which was presented to the Advisory Committee and key stakeholders in spring 2013. The report includes reflections from the Student Team and recommendations in the following areas: (a) lighting; (b)signs and maps; (c) traffic; (d) transportation; (e) isolation; (f) visibility; (g) maintenance; (h) accessibility; and, (i) security.

2.3 Focus Groups & Discussion Groups

The Student Team organized seven (7) focus groups between January and April 2013 and three (3) discussion groups in March 2014. Of the seven focus groups, five were completed and two had no attendance.

The purpose of the focus groups was to identify issues related to violence against women within the campus community and factors that contribute to violence against women; as well as, ways to improve education on this issue, supports for survivors, safety and security on campus, and policies needed to prevent violence against women. The focus group process included an introduction and explanation of the project followed by completion of a survey (individually), where participants were asked to comment on guidelines that should be met in constructing workable and effective policy. The second part of the focus group involved deeper discussion and reflection on issues related to violence against women, its impact, and ways to address and prevent it.

There were 40 participants in the focus groups, with 36 identified as female and 4 as male. With respect to ethnicity: 14 identified as International; 9 as African descent or Black; 3 as Asian descent, 2, living with a disability; and, 1 as part of the LGBTQ community. These were organized on campus and took place during the day and evenings to accommodate schedules.

The Student Team prepared a detailed report which included the results from the surveys and discussion as well as recommendations for improving safety, education on campus, and improving reporting and discipline policies. They also identified some challenges encountered in engaging students to participate and noted their disappointment with not being able to engage either men or the Aboriginal students. Also, the length of the focus group meant it became harder to engage students as the term was coming to an end, which was further exacerbated by the three-week faculty strike at the university. The report recommends more engagement with all groups on campus and with community members in the future. The Student Team also provided their own reflection on their experience.

In March 2014, the Student Team conducted three discussion groups to continue to engage the campus community in discussion of violence against women. The purpose of these discussion groups was to explore the following: (1) identity the ways that identity can make an individual feel marginalized or vulnerable to violence; (2) safety issues on campus; (3) the role of alcohol and drugs related to one's ability to feel safe; (4) different forms of violence; (5) the role that StFX can play in creating a violence-intolerant, safer environment for the campus community; and (6) resources students can turn to for assistance. The discussion group process included an introduction and explanation of the project followed by discussion and reflection on the above issues, and finished with completion of a survey (individually) with questions on the same topics. The Student Team prepared a report on their discussion group findings which was submitted to the Project Advisory Committee.

There were a total of 21 participants in the discussion groups with 15 identified as female and 6 as male. With respect to ethnicity, 3 identified as International, 1 as a person of colour, 1 as living with a learning disability and mental health, 1 as "Caucasian", 1 as "Hispanic and a dual citizen, and, 1 as part of the LGBTQ community.   Eight identified as living on campus and 11 as living off campus.

The Student Team presented the focus group and discussion group reports to the Advisory Committee and key stakeholders. The reports are available at the university library in print and digital form.

2.4 Student Survey

The purpose of the survey was to gather information from the students in order to inform initiatives to address and prevent violence against women on campus. An application was made to the university Research Ethics Board to approve the survey and focus group questions and process. With the support of the Advisory Committee and StFX faculty, a student survey was developed and distributed to students in April with a completion date of April 19, 2013. There were some delays in distribution due to the Ethics Board approval process and accessing a resource person with expertise to assist with designing the survey. As a result, the survey was not able to be distributed until the end of the school year which is a particularly busy time for students. As an incentive, students who completed the survey were eligible to win an iPad Mini. The decision was made to do a "paper" survey rather than an online survey as part of the student engagement process. The initial target was to have 500 students complete the survey online so the data would statistically represent the student population.

Six hundred and fifteen (615) surveys were distributed and 193 were completed. Of the 193 students, about 25% experienced violence against women and gender-based violence. A draft summary was prepared and distributed to Advisory Committee members of the project. The Survey results were used to inform the overall findings (see Appendix A) based on information gathered in 2012-13 by the Student Team.

2.5 Bringing In The Bystander (BITB)

The *BITB program* is a pro-social sexualized violence intervention program. BITB is based on founding work related to bystander prevention by Jackson Katz (Mentors in Violence Prevention). Bystander programs address gender-based violence using an approach which sees women not only as victims and men not only as perpetrators. Rather, it sees them as persons who live, work, and study in an environment in which they have the power and duty to prevent violence. It involves them in taking personal responsibility to shift individual attitudes and behaviours as well as social norms and systems.

The first of its kind to be introduced to university and college campuses in Atlantic Canada, it is a research and evaluation-based training program founded by the University of New Hampshire. The program uses a feminist, anti-oppression model that is youth-focussed and adaptable to different communities. It is based on the assumption that most people know about and witness incidents of violence, but fail to act because they do not have the leadership and role modelling skills to do so.

The program teaches people how to intervene safely and effectively in situations of sexualized violence or following incidences of violence. Moreover, it works to change the social culture in which sexualized violence flourishes.

This project had planned to introduce the BITB program to StFX University through training trainers, including the Student Team, who would then deliver the program over the school year 2013-14. To build the capacity to deliver the program, a *Train the Trainer* event was planned for September. However, a number of high profile events in Nova Scotia in 2013 sparked interest in the BITB program. One of these was the well publicized video of students involved in a rape chant during Orientation Week 2013 at Saint Mary's University. The video went viral and resulted in calls for education and culture change on university campuses. As a result, Saint Mary's University's President's Council prepared a report, *Promoting a Culture of Safety, Respect and Consent at Saint Mary's University and Beyond (*December 2013). This StFX project and the Bringing In The Bystander program was referenced in the report (p. 37). The report Preface begins with the following:

> *To some the link between a rape chant as part of the Orientation Week 2013 on Saint Mary's University's campus and the broad mandate of this Council is not obvious. Others recognize clearly that the rape chant is symptomatic of the need to prevent sexualized violence on all university campuses and make them safer, and more respectful places for all members of university communities. It is also important to note at the outset, that these broader issues are not unique to Saint Mary's University but are part of a much larger picture on many university campuses and in the larger society. The Saint Mary's rape chant is one manifestation of what the Council discusses as rape culture and the failure to create university communities that are safe, respectful and inclusive.*

These events created opportunities for the Project Coordinator to speak to a broader audience about the project and plans for the upcoming BITB *Train the Trainer* event at StFX University. The increased awareness of the BITB program led to the following events over the 2013-14 year.
- Thirty (30) people attended a public event on the program in September 2013.
- Four *Train the Trainer* events were held in September 2013 and in July 2014 with a total of 116 participants;
- Five hundred and three (503) campus community members and community members from Antigonish town and county, Sydney and Yarmouth participated in BITB workshops organized and delivered by this project between November 2013 and July 2014.
- Peter MacKay, Minister of Justice and MP for Central Nova, came to speak about the project and the Bystander Program at a public event held on campus in March 2014. One hundred and twenty (120) people participated in this event.
- A *Trainer's Forum* was held in April 2014 with 13 participants;
- A *Capacity Building Day* for trainers was held in July 2014 with 23 participants.

Train the Trainers Events
A total of 116 people from campus communities in Nova Scotia as well as representatives from community organizations participated in the four *Train the Trainer* events. The university campuses that were represented included Acadia, Cape Breton, Mount Saint Vincent, Saint Mary's, and StFX

Universities. Seventy-three (73) of 116 were students and campus community members at StFX and Antigonish town and county.

Table 1 shows participation in each session by students, university staff, faculty, management and administration as well as community organizations and schools. Student participation was 47 or 42% of the total participation in the events. Participants in the September session were not asked to identify their gender, so that information is not available. Of the 38 participants in the July session, 30 identified as female, 7 as male and 1 said N/A.

Table 1: Participants in the BITB *Train the Trainers* Events 2013-14

Participation	September 2013	July 2014	Total
Student	36	11	47
University staff	4	10	14
University Faculty	5		5
University Management/ Administration	8	2	10
Community Organization	19	14	33
Schools	2	1	3
Did not indicate	4		4
	78	**38**	**116**

Participation in Bringing In The Bystander (BITB) Workshops

As shown in Table 2, there was a total participation of 503 in BITB workshops supported by this project. Of the 503 participants, 317 identified as female, 174 identified as male and 12 did not identify their gender.

Twenty (20) workshops were held on St. FX University campus for a total participation of 344 students and campus community members. Sessions on campus included the following: Education students (26); X-athletes and coaches (204); Residence Advisors (40); Development Studies students (20); International students (2); X-Pride (1); X Patrol (student police) (34); An open event at the Inn (campus pub) (1); Student Union members (9); and Youth Activism Conference (7).

Three workshops were held for Nova Scotia Community College (NSCC) students at the Port Hawkesbury campus and the Marconi campus in Sydney with a total of 54 participants. Eight (8) community workshops with a total of 50 participants were held in Antigonish town and county, including a workshop in Paqtnkek Mi'kmaw Nation. Four (4) community workshops were held in Sydney and Yarmouth with a total of 62 participants.

Where appropriate, the bystander workshops were adapted with information and statistics relevant to the participants. For example, the information in Paqtnkek Mi'kmaw Nation as adapted with statistics and information relevant to violence against aboriginal women.

Table 2: Participants in the BIBT Workshops 2013-14

Location	Number of Workshops	Number of Participants
StFX University Campus	20	344
Antigonish Town and County	6	43
NSCC, Port Hawkesbury	2	34
NSCC, Marconi Campus	1	20
Sydney	3	44
Yarmouth	1	18
Total	**33**	**503**

Trainers' Forum and Capacity Building Day

Those who had participated in *Train the Trainer* events were invited to participate in a *Trainers' Forum* in April 2014. The purpose of the forum was to share experiences in delivering the program, including challenges and successes, as well as to discuss possible adaptations and resources available. The time of year was unavoidable, given the project timetable, but proved somewhat challenging for attendance with students and faculty involved in end of year activities and exams. There were thirteen (13) participants in the forum. Of the 13 participants, 9 identified as female, 2 identified as male and 2 did not identify their gender.

A second *Capacity Building Day* was held in July 2014. Objectives for the day were to discuss next steps to sustain the BITB program, specifically provincial short and long term goals; how to coordinate the efforts provincially; funding and other program resources; and ideas for planning and organization over the next year (2014-15). There were twenty-three (23) participants in the session. Of those, 18 identified as female, 3 identified as male, and 2 did not identify their gender.

Additional Outputs
Other outputs, in addition to the various training events, workshops and forums, are as follows:
- Created resources to help with the facilitation of the workshops and have collected promising practices.
- Developed strategies to sustain the program provincially, including developing local capacity to offer *Train the Trainers* in the program and building a provincial network.
- Have begun to move forward with engaging the Strait Regional School Board to consider this program. Other groups are engaging and getting involved in this program and strategy as well.

- Were awarded a one-time Community Crime Prevention & Reduction Investment Grant from Nova Scotia Crime Prevention.
- StFX University has created a BITB Committee as a result of this project.

2.6 Policies & Procedures

The initial plan was to have Service Learning Students assist with collecting and synthesizing information related to policies and procedures. However, it was determined that the anticipated tasks were beyond the skill level of the students and therefore, no students were assigned for the first term (September to December 2012). The Advisory Committee established a working group to develop a plan to gather information. The Project Coordinator was then tasked to do the policy analysis and conduct one-on-one interviews with those at StFX who are responsible for enacting them in the areas of discipline, support, and safety. Through these interviews, gaps and barriers would be identified, along with solutions and connections, to prevent and address violence against women on campus. The plan was to have this completed by the end of year one. Despite best intentions, the Project Coordinator was not able to complete this task due to time constraints.

In spring 2013, the Policies and Procedures Working Group decided not to proceed with one-on-one interviews and to develop a new plan for this activity. At their March 2013 meeting, the Working Group decided to develop a stand-alone guide, which will include best practices from several guides (Ontario Women's Directorate and Students Active for Ending Rape). This will act to guide the Campus Community Action Plan. Regarding current policies (Sexual Assault Response, Community Code, and Discrimination & Harassment), the Project Coordinator reported that there is a need for a document that connects these together as a broader document.

The Policies and Procedures Guide, *Preventing Violence against Women at St. Francis Xavier University Project,* was completed in July 2014. As noted in the "Objectives of the Policies & Procedures Guide," the guide provides initial guidance and resources to the campus community (staff, faculty, students, administrators, and community members) in trying to navigate the current policies and procedures. It is meant to offer recommendations as to how the current policies and procedures could be improved and, ultimately, have such recommendations institutionalized and adopted by the university.

The guide includes ten sections intended to ensure **"**pro-active, survivor/victim-based policies and procedures that respond to and prevent sexual violence." The guide includes the full recommendations for each of these ten sections: (1) resource and framework for a consistent, comprehensive, collaborative approach; (2) sex positive; (3) accessible; (4) inclusive; (5) makes the issue visible; (6) communication between survivor/victim and the institution; (7) communication between the institution and the community; (8) student engagement; (9) commitment to prevention and education; and (10) commitment to ongoing feedback and revision.

Recommendations based on the research conducted by this project, promising practices and key reports by Saint Mary's University President's Council (December 2013) and Students Nova Scotia (January 2014) are included in the "Conclusion" section of the guide (see Appendix B of this report

for recommendations). In this section of the guide, the Advisory Committee and the Student Team call upon university administration to take a lead on issues of violence against women on and off campus beyond the project's end.

**Table 3: Educational Events and Campaigns to Raise Awareness
about the Project and Preventing Violence against Women**

Outputs	Total Outputs	# Participants	Total Females	Total Males	Gender not identified
• Take Back the Night (100) 2012 and 2013	2	200*	100*	100*	--
• X-Men against Violence Against Women Poster Campaign (12 X-Men plus organizers)	1	14	2	12	--
• What is Violence Workshop	1	9	7	2	--
• National Day of Remembrance and Action on Violence Against Women (100)	2	200*	100*	100*	--
• Human Rights Day (99)	1	198	99	99	--
• One Billion Rising Video and Resistance Dance 2013 (100 involved in making the video; 1,000 online views; 29 participants at the dance)	1	1129	568	561	--
• Welcome Week Hydration/Information Stations and Tumblers (1,250 tumblers) August/September 2013	1	1,370*	685*	685*	--
• X-Men Football Halftime Show 2013	1	150*	75*	75*	--
• Sisters in Spirit 2013	1	40	20	20	--
• Women's History Month Poster Campaign 2013	1	--			
• Hypersexualization Talk 2013	1	11	7	4	--
• 16 Days of Activism Against Gender Violence Poster Campaign and Coffee House 2013 and 2014	2	200*	100*	100*	--
• Show Your Love with X-Athletics 2014	1	200*	100*	100*	--
• International Women's Week Events – 2013 & 2014	2	224	112	112	--
• Stigma Video	1	200*	100*	100*	--
Total	**19**	**4.145**	**2,075**	**2070**	

*Estimated numbers for some events based on Project Coordinator's observation

2.7 Educational Events and Campaigns to Raise Awareness

Over the two years, several awareness events and campaigns were organized by the Student Team and/or the Project Coordinator with university and community partners. Their purpose was to raise awareness about the project and about preventing violence against women at StFX University.

As shown in Table 3, over the 2-year period, there were nineteen (19) events with a participation of about 4,000 members of the campus community and residents of Antigonish Town and County. Note that some of the numbers for the larger events are an estimation of those who attended made by the Project Coordinator who attended all of the events.

2.8 Project Promotion

With the assistance of the Student Team and Service Learning Students, the Project Coordinator developed brochures and a display board. The Student Team started a Facebook Page to promote their work: https://www.facebook.com/UnsilenceTheViolenceAtSTFX. Various project activities and events were promoted through news releases, posters and word of mouth.

2.9 Advisory Committee

The Advisory Committee is made up of representatives from the St. FX campus and community agencies with a membership of twenty (20) members. These partners are shown in Table 3. Meetings were held regularly throughout the two years of the project. Over the two year period participation varied due to individuals leaving positions on campus; however, generally eight to twelve members participated in each meeting.

Table 4: Project Partners

St. FX University Partners	Antigonish Town and County Partners
- Students' Union - Health & Counselling - Student Life – Student Conduct, LGBTQ, Aboriginal, and Black Student Advising - Residence Life - Safety & Security - Facilities Management - Human Rights & Equity - Academics – Nursing and Women's & Gender Studies	- Antigonish Women's Resource Centre & Sexual Assault Services Association - Sexual Assault Nurse Examiner Program - Naomi Society - RCMP

In the first year (2012-13), the Advisory Committee formed several working groups to support the project activities. These included: Policies and Procedure Analysis; Student Team Training and

Management; Campus Safety Audits; Focus Groups; Surveys; and Special Events. At the end of the first year, four factors to address gender-based violence were identified by the Advisory Committee and Project Coordinator, which became goals for the 2013-14 academic year. These factors were as follows:

1. Positively changing student culture;
2. Getting senior administration buy-in;
3. Developing policies and programs;
4. Engaging the broader community.

Over the two years, the Advisory Committee played an important role in providing advice and support to the Project Coordinator, in receiving reports from the Student Team, supporting research related to the BITB program, and assisting with developing the policies and procedures guide.

In January and February 2014 the Advisory Committee, Student Team, and Project Coordinator created a set of recommendations in consultation with the Academic Vice President of the university. These recommendations are included in the policies and procedures guide.

Another important partnership that developed through the first year of the project and further developed in the second year was a strong relationship between the project and the Students' Union. The Students Union was represented on the Advisory Committee and involved in hiring the Project Coordinator. In addition, one Student Union executive member, VP Services, had a keen interest in the issues of sexual violence. Because of the ongoing connection with them, the mandate of VP Services was focused on addressing sexual violence.

This strong relationship with the Students' Union enabled a strategic connection with Students Nova Scotia, an advocacy group representing student governments at various post-secondary campuses in the province. The relationship with Students Nova Scotia allowed for provincial funding to be put towards to the BITB *train the trainers* in September 2013, and further enabled the connection with other campuses and communities to extend the BITB training. It also resulted in the Project Coordinator being a member of the steering committee for the research report commissioned by Students Nova Scotia, *Student Safety In Nova Scotia: A Review of Student Union Policies and Practices to Prevent Sexual Violence* (January 2014) and the social media campaign related to sexual assault on campuses. Beyond this provincial exposure, this relationship opened the project to other areas of the country, in which universities and communities from Dalhousie University, University of Toronto, University of British Columbia, McGill, McMaster, UPEI, Saint Mary's University, Labrador Violence Prevention, and the publication "University Affairs", expressed interest in using this program and the model created here."

2.10 Project Challenges and Opportunities

A number of challenges in the first year (2012-13) caused delays and required some changes to the original workplan. The first was the requirement of the Service Learning Program which meant that the policies and procedures activities, which were originally intended for the Service Learning Students, were assigned to the Advisory Committee volunteers and Project Coordinator. Secondly,

the need to have the student survey and focus group questions go through the university the Research Ethics Board for approval meant a delay in moving forward those two activities. Thirdly, the strike on campus in the second term (after Christmas) meant that some events had to be held off campus, while others were put on hold. After the strike both faculty and the Student Team experienced increased pressures to balance their involvement with the project with commitments to work and school to catch up after the 3-week strike.

Other challenges in 2012-13 were ensuring coordination with student activities related to another project, Resisting Violence Project, and the Student Team managing their time with the project and their school work. This was also mentioned by the students themselves in their evaluation.

The Project Coordinator and the Advisory Committee worked to overcome these challenges. The student survey and focus groups were completed by the end of the school year; however, not as many focus groups were held as anticipated. During the strike many students left campus and after the strike there were pressures for students to catch up to finish the term and therefore it was difficult to engage students to participate in the focus groups. The policies and procedures activities were not completed as originally planned, however, the Advisory Committee and Project Coordinator developed and implemented a plan to move this forward in the second year with the completion of the Policies and Procedures Guide in July 2014.

In September 2013, the project was poised to introduce bystander training to the campus as part of the project activities over the second year. However, as noted in the BITB section, a number of high profile events in Nova Scotia sparked interest in the program from other campuses and communities, as well as within StFX University. The project saw this as an opportunity and delivered more programs than originally anticipated, including additional events for trainers. However, this meant that fewer than anticipated discussion groups were held.

The Project Coordinator and Advisory Committee members pointed out that change in key staff and administrative positions created some project challenges. For example, the Director of Health and Counselling Services left the position in fall of 2012 and the position was filled temporarily half-time in January 2014. This delayed the ability to work effectively on service needs of survivors.

2.11 Summary of Project Outputs

The project outputs are summarized in Table 5 and organized in the three outcome areas: Engaging Young People as Leaders and Engaging Community & University Partners (shown together) and Engaging the University Community. Total project outputs are 94 with a total participation of over 5,300.

Table 5: Summary of Project Outputs 2012 - 2014

Outputs	Total Outputs	Total # Participants	Total Females	Total Males	Gender not Identified
Engaging Young People as Leaders and Engaging University & Community Partners					
Student Team (2 teams)	2	30	25	5	
Student Team Training Events	4	as above	as above	as above	
Advisory Committee	1	22	19	3	
StFX University BITB Committee	1	20	13	7	
Engaging the University Community					
Walkabout Toolkit: Participant Survey, Map and Worksheet	1	--			
Campus Safety Audits - Walkabouts	6	41	27	9	5
Report of Walkabouts Results and Recommendations March 2013	1				
Focus Group Toolkit – Survey, Focus Group Guide, Group Participant Kit and Evaluation Form.	1	--			
Focus Groups	5	40	36	4	
Focus Group Report (distributed to 30 campus stakeholders)	1				
Student Survey	1	193	150	43	
Student Survey Report	1	--			
Discussion Groups	3	21	15	6	
Discussion Group Toolkit – Survey, Discussion Group Guide, Group Participant Kit and Evaluation Form.	1	--			
Discussion Group Report	1	--			
Bringing In The Bystander (BITB) *Train the Trainer*	4	116	30	7	79*
Bringing In The Bystander (BITB) Workshops	33	503	317	174	12
Other BITB Events (public meeting, press conference, crime prevention grant.)	2	150	87	63	--
BITB Trainers Forum and Capacity Building Day	2	36	27	5	4
Policies and Procedures Guide	1	--			
Student Team Presentations	3	49	29	20	
Semi-total	**75**	**1,221**	**775**	**346**	**100**
Educational Events and Campaigns to raise awareness (see Table 3) See below for total numbers	19	4,145*	**2075**	**2070**	
Total Outputs and Participation	**94**	**5,366**	**2,850**	**2,416**	**100**

* One workshop did not identify the gender of participants

** Estimated numbers for some events See Table 3

3. Results - Engaging Young People as Leaders

This section reports on the results of the Student Team training in both years, what the students learned through their involvement and leadership, their reflection on what difference this project has made and suggestions for next steps. The subsections are as follows:

3.1   Results of Student Team Training Year 1 and Year 2;

3.2   Increased understanding of violence against women and changes required to improve safety and security of the campus community;

3.3   Strengthened leadership, facilitation and team skills;

3.4   Reflection on what difference this project has made.

3.5   Suggested next steps for the Student Team and the university.

3.1 Results of Student Team Training Year 1 and Year 2

Table 1 shows the evaluation of the two training sessions related to the knowledge and skills team members needed in order to undertake their role in the project. The team members were asked to assess their confidence levels for each topic "pre" and "post" training to enable an indication of a change in their level of confidence.

Fifteen students participated in the first training session. As shown in Table 6, it is apparent that confidence levels increased for all topic areas overall based on the results from the pre-survey and post survey. For most topics except for confidentiality, a number of respondents indicated before training that they were not *confident, somewhat confident or neutral*. In the post training survey, most respondents identified as being *confident or very confident* in the topic areas. In fact, 10 or more or 66% of respondents said they were *very confident* in seven (7) of the eleven (11) topic areas.

Thirteen students participated in the second training program; however, only twelve students submitted post training evaluation forms.   As shown in Table 6, the second training program follows a similar pattern as the first. The areas where there was least confidence prior to training were conducting/facilitating focus groups and communication strategies. Post training, most participants indicated they were either *confident or very confident*. Also, respondents were much more confident post training related to coping strategies, what to do if a disclosure occurs, and how to deal with opposition.

Table 7 shows the evaluation of the two training sessions by the Student Team members for year 2. They rated their level of confidence related to both the knowledge and skills they were going to need to be part of the team and lead various project activities.   The team members were asked to assess their confidence levels for each topic "pre" and "post" training to enable an indication of a change in their level of confidence. Twelve students participated in the first training session.

Table 6: 2012-13 Evaluation of Student Team Training Showing
Pre and Post Training Confidence Levels

Topic	Evaluation Time	Not Confident	Somewhat Confident	Neutral	Confident	Very Confident
First Training Program – 15 Respondents						
Good understanding of the project purpose and objectives	Pre	1	2	5	6	2
	Post				**4**	**11**
Know what is expected as a group leader and/or facilitator	Pre		1	9	5	
	Post				**3**	**12**
Good understanding of who project partners are	Pre	1	3	5	6	
	Post				**2**	**13**
Know how to promote, lead and report a campus safety audit	Pre	5	4	2	2	2
	Post			1	**6**	**8**
Know the process for getting consent from peers to participate	Pre	4	5	3	2	1
	Post				**5**	**10**
Understand why it is important to maintain confidentiality	Pre				5	10
	Post					**15**
Know how to manage a crisis if one arises.	Pre		3	6	3	3
	Post			1	**5**	**9**
Good understanding of gender-based analysis	Pre		1	4	8	2
	Post				**8**	**7**
Good understanding of why violence against women occurs	Pre	1	2	2	8	2
	Post				**7**	**8**
Good understanding of the impact of violence against women	Pre		2	2	7	4
	Post			1	**3**	**11**
Aware of resources available to support women who experience violence.	Pre		3	5	7	
	Post			1	**2**	**12**

Topic	Evaluation Time	Not Confident	Somewhat Confident	Neutral	Confident	Very Confident
Second Training Program: 12 Respondents						
Good understanding of the process involved in conducting a focus group	Pre	2	1	5	3	1
	Post			**1**	**6**	**5**
Confident to facilitate a focus group	Pre	2	3	2	4	1
	Post			**1**	**5**	**6**
Good understanding of strategies/methods to communicate messages to different audiences	Pre	1	4	4	1	2
	Post			**1**	**7**	**4**
Aware of coping strategies that I can use to support me in this work	Pre		1	7	2	2
	Post				**5**	**7**
Aware of what to do when a disclosure happens	Pre		4	5	3	
	Post			**1**	**7**	**4**
Aware of strategies to deal with opposition	Pre		3	6	2	1
	Post			**2**	**4**	**6**

Table 7: 2013-14 Evaluation of Student Team Training: Pre and Post Training Confidence Levels

Topic	Time	Not Confident	Somewhat Confident	Neutral	Confident	Very Confident
First Training Program – 12 Respondents						
Know what is expected as a group leader and/or facilitator	Pre		5	2	3	1
	Post		**1**		**5**	**6**
Good understanding of issues associated with violence against women	Pre			4	7	1
	Post				**5**	**7**
Good understanding of how to facilitate discussion groups for research	Pre		3	2	4	3
	Post				**7**	**5**
Good understanding of strategies/methods to communicate messages to different audiences	Pre	1	1	2	6	2
	Post			**1**	**7**	**4**
Understand the impact of sexual trauma	Pre		3	2	5	2
	Post			**2**	**3**	**7**
Aware of coping strategies that I can use to support me in this work	Pre	1	1	3	5	2
	Post			**1**	**5**	**6**
Understand the importance of consent when engaging in sexual activity	Pre				4	8
	Post				**3**	**9**
Good understanding of gender-based analysis	Pre		1	2	8	1
	Post				**8**	**4**
Good understanding of the impact of violence against women	Pre			3	7	2
	Post				**3**	**9**
Aware of laws related to gender-based violence	Pre	2	3	2	5	0
	Post			**2**	**4**	**6**
Second Training Program: 10 Respondents						
Aware of ways to engage the campus community in activities and discussion	Pre		2	1	4	3
	Post			1	3	6
Good understanding of how different forms of oppression relate to this project and violence prevention	Pre		1		6	3
	Post				**2**	**8**
Good understanding of how different forms of oppression interact and can affect an individual's experience and/or vulnerability to violence	Pre				6	4
	Post				**3**	**7**
Good understanding of strategies/ methods to communicate messages about this project	Pre				9	1
	Post				**1**	**9**
Knowledge of group facilitation processes and tools	Pre				8	2
	Post				**3**	**7**
Ability to use engagement strategies to involve the university community	Pre			2	7	1
	Post					
Use facilitation knowledge and skills to facilitate group discussion sessions	Pre			1	5	4
	Post				**1**	**9**
Facilitating sections of the Bystander Program	Pre			2	3	5
	Post				**1**	**9**
Able to communicate how my work on this project will help/relate to future career/job goals	Pre				6	4
	Post				**1**	**9**

Similarly, to year 1, Table 7 shows that overall the confidence levels increased after the training session. The areas where there was least confidence prior to training were what is expected of a group leader/facilitator, awareness of laws related to gender-based violence, facilitating discussion groups, understanding the impact of sexual trauma and personal coping strategies. After this training session, most participants, ranging from 10 to 12 or 83% to 100% of the team members were *confident or very confident* with the topics.

Ten students participated in the second training event in January 2014. What is different about this training is that, in the pre survey, for about half of the topics most team members were either *confident or very confident* before the training began. The post training survey showed that a number of team members increased their confidence levels to *very confident*.

3.2 Increased Understanding of Violence Against Women and Changes Required to Improve Safety and Security of the Campus Community

One of the outcome areas for the Student Team was increased understanding of violence against women and changes required to improve Safety and Security of the Campus Community. To assess the extent to which this outcome was achieved, at the end of each academic year Student Team members completed an evaluation form and participated in a focus group to reflect on their participation in the project. Twelve (12) members of the Student Team completed the evaluation form the after first year and thirteen (13) members completed the form after the second year.

For both years, the questions were very similar. There were some different questions related to project activities each year. For example, in the first year, questions focused on the campus safety audits and conducting focus groups. In the second year, questions focused on use of engagement strategies, and facilitating discussion groups and the bystander program. In the second year, one question focused on building a deeper analysis of violence against women among team members – how different forms of oppression interact and impact on an individual's experience and/or vulnerability to violence.

Their responses to the survey are reported according to the following success indicators in the evaluation framework:
- Increased understanding of violence against women and associated issues related to safety and security of the campus community;
- Increased knowledge of education required, services required, and changes in policies and procedures to improve safety and security of the campus community;

- ***Increased understanding of violence against women and associated issues related to safety and security of the campus community.***

Overall the Student Teams strengthened their understanding of violence against women, understanding that a number of students came to the project with some understanding of this issue.

All respondents (100%) in year 1 and 92% of respondents in year 2 *agreed or strongly agreed* that they had increased their understanding of why violence against women occurs. Ninety-two percent (92%) of respondents in year 2 indicated they had learned more about how different forms of oppression interact and can impact on an individual's experience and/or vulnerability to violence.

All respondents in both years (100%) agreed *or strongly agreed* they had increased their understanding of needs and issues related to violence against women within the campus community and safety and security within the campus community.

- ***Increased knowledge of education required, services required, and changes in policies and procedures to improve safety and security of the campus community.***

All respondents in both years (100%) *agreed or strongly agreed* they had increased their understanding of and changes required to improve education and prevention. All respondents (100%) in year 1 compared to 69% of respondents in year 2 increased their understanding of changes required to improve support services.

Eighty-three percent (83%) of respondents in year 1 said they had increased their understanding of current campus policies and procedures related to violence against women. In year 2, 100% of respondents indicated they had increased their understanding of changes required to improve policies and procedures related to violence against women.

3.3 Strengthened Leadership, Facilitation and Team Skills

The second outcome area for the Student Team was strengthened leadership, facilitation and team skills. The results are reported according to the following success indicators in the evaluation framework:
- Developed knowledge and skills to facilitate and promote project activities (safety audits, focus groups, using media to communicate messages, promote activities).
- Developed planning and leadership skills including peer engagement;
- Express satisfaction with working with campus and community partners and being part of a team;
- Felt valued for their participation and contribution to the project and the team;

- ***Developed knowledge and skills to facilitate and promote project activities.***

All respondents, 12 of 12 or 100% in year 1 said they were *confident or very confident* in promoting, leading and reporting on campus safety audits and conducting focus groups. Twelve (12) of 13 or 92% of respondents in year 2 said they were *confident or very confident* facilitating project discussion groups and facilitating the Bystander program.

Eighty-three percent (83%) of respondents in year 1 and 100% of respondents *agreed or strongly agreed* they had learned more about gender-based analysis.

Most members of the Student Team said they were *confident or very confident* with strategies and methods to communicate messages violence prevention campaigns and events to different

audiences, 83% in year 1 and 100% in year 2. With respect to promoting specific project activities only 66% in year 1 and 79% in year 2 indicating they were *satisfied or very satisfied.*

In their final focus group, the Student Team discussed some challenges with promotion overall. Part of the challenge was that they were a new team with a new initiative in 2012-13 and it took a while for the campus community to learn about them and their focus. So, they felt like they were in constant promotion mode for two years. What they were finding even more discouraging was that the campus community was becoming more aware of them, partly due to the Bystander training initiative, and students and faculty were showing interest just as the project was winding down. This presented as new challenge as the returning team members wanted to continue; but, at the time of the focus group, had no information about what the possibilities were for the upcoming year. The following comments reflect this discussion:

> *I felt as if our role required more promotion – I wished we had just gotten past that. I wish the students just knew about it. It has taken the two years for us get known.*

> *Several people are saying they want to be part of this…but I have no information about what is going to happen next. We have promoted – finally people know who we are but we have no future information as to whether this will continue.*

- ***Developed planning and leadership skills including peer engagement***

In both years, over eighty percent (80%) of respondents said they were *satisfied or very satisfied* with leading organizing and reporting on project activities.

Eighty-three percent (83%) of respondents in year 1 and fewer respondents in year 2, 69%, indicated they were *satisfied or very satisfied* with their role in engaging peers, faculty and staff in project activities. When asked about what challenges they faced, several Student Team members mentioned getting people to participate in project activities was a challenge as articulated in the following comments:

> *It was definitely really challenging to gather interested participants to take part in project events and activities.*

> *Getting people to commit to be present in group discussions, walkabouts or workshops was challenging, probably due to people's engagements and conflicting events.*

There were some challenges related to personal planning and organization and for the team. These included taking a while to clearly understanding their role and expectations of their role, communication among team members and teams, time management, procrastination, scheduling and balancing courses with project tasks. Occasionally there were overlaps in planning between the three smaller teams. The facilitators, who led each of the three teams, expressed some difficulties with their role, particularly with maintaining project communication to their team members; feeling like the role was more supervisory than they would have liked; and, in one case, feeling like she was not able to fully engage her team in meetings or to follow emails.

The students offered a range of suggestion to address planning and organizational challenges. They all agreed that there was a need to find a way for more collaborative planning between all teams and group members.

They proposed that having a designated space on campus would resolve a number of the challenges related to communication, coordination and engaging the campus community in activities. For example, a designated space would serve as a communication centre for check-ins and as a common space planning and organizing events and activities. It would also serve to promote prevention of violence against women and raise the profile of the role of the Student Team, the Bystander program and other events. Further, it would provide an opportunity to better engage the campus community through providing a safe space for students to drop in to learn about events, services and resources.

> *Our voice will be clearer and louder if people will be able to recognize us and our faces – what would help would be a space so people could drop by… right now we are just floating around.*

- ***Express satisfaction with working with campus and community partners and being part of a team.***

  Over 83% of respondents in year 1 and over 85% in year 2 they were *satisfied or very satisfied* with working with campus and community partners and being part of a team.

  While they identified some challenges in the previous section, overall the students' appreciated being part of a team is illustrated in the following comments:

  > *My team was awesome; we worked hard and were able to engage many people*

  > *I really enjoyed being part of the student team*

  > *This team was incredible and inspiring – so cohesive! (It) really helped in working within and outside the group.*

  > *The team dynamic was so supportive and really added to helping with the initiatives.*

  > *I valued the opportunity to work with a great group of leaders. We met weekly, completed our reports, and effectively led the bystander training and discussion groups. My group enjoyed working with me on Aboriginal led projects including Sisters Expo/Vigil, Orange T-Shirt day representing Residential School Survivors, and the 2014 Mawio'mi which focused on Honouring our Women.*

  > *My team was awesome; we worked hard and were able to engage many people*
  >
  > *This team was incredible and inspiring – so cohesive! (It) really helped in working within and outside the group.*

- ***Felt valued for their participation and contribution to the project and to the team.***

  When asked about the extent to which they felt valued for their contribution and participation, all respondents (100%) in year 1 and between 85% and 92% in year 2 said they felt *valued or very valued* for their contribution to the project overall and to the project team.

When asked what they appreciated most about the project, a number of responses were related to being able to work on something they are passionate about and making a difference to being inspired by being involved with the team. The following are some of these comments:

Working on an issue I am passionate about, seeing results and making new friends.

Having the platform to make a difference on campus.

The unity of the project team and group overall.

I appreciated the togetherness and the friendships made.

The opportunity to meet with an amazing student team. Discovering issues that relate to violence not only towards women but also men.

Student Team members also talked about gaining insight and critical thinking skills; learning more about themselves and about engaging others in critical discussion about issues; learning to engage constructively with people with different perspectives; having the confidence, skills and language to speak up and challenge others; being respected and listened to by others; and, gaining employability skills.

> *Working on an issue I am passionate about, seeing results and making new friends.*
>
> *We have learned that there is so much more behind all the things that we see in our everyday lives so we can all say that we all changed our way of thought and are critical thinkers. And we are giving others the room to think critically.*

We are so much more equipped – more public about it. This year, we are much more putting a face on it. That required a lot of learning. We gained a lot of insight.

Through this opportunity, we have learned that there is so much more behind all the things that we see in our everyday lives so we can all say that we all changed our way of thought and are critical thinkers. And we are giving others the room to think critically.

We have the confidence, skills and language to be able to make an educated informative defence of issues. It has very much created the pro-social in all of us. … So, when we do hear someone speaking on campus, just to create the thought – not to start an argument - just to say " hey think about what you are saying, think about the perspective." It gave us the empowerment to speak out.

I am a lot more educated and (have more) understanding how to approach this topic to a broad range of people and how to talk about it in difficult situations. Talking to my peers can be hard. My boyfriend's friends said, "Oh you are such as feminist," and I can talk about it and not get upset.

All the community engagement and we get to meet so many different people and what so many people are thinking. Learning how to engage with different people.

For me, it opened my eyes to how to get people to listen to what you are saying. I am confident and people come to me and ask things.

We got listened to. I set up a meeting with the Director of Athletics and when I went there, the whole team at the table. Everyone showed up and listened to our ideas. I felt success right there and it has been a high ever since.

I found the best feeling I ever got from any job – what I learned about myself, engaging people and presenting. The amount I have learned is invaluable. What I appreciated so much was that when someone gave me the feedback from a session we were facilitating. Wow, we can do this. It is possible. It was a very special feeling. It will also continue with us.

It has offered us employability skills. I feel grateful that I have been given an opportunity to work on this. I hope employers will recognize in the future.

3.4 Reflection on What Difference this Project Has Made

When reflecting on what difference this project has made, members of the Student Team mentioned the positive feedback they received from both female and male students. They told stories they heard from students. They pointed out that, if this project hadn't happened, they wouldn't know about these stories because it is difficult for survivors to talk about this issue. Consequently, because the impact of violence isn't always visible, this is a hard issue to advocate for in comparison to other issues.

This led to discussion about how important it has been to raise the visibility about this issue on campus and the potential to continue the momentum started through this project. Team members discussed the potential to change the culture on campus and for the university to raise its profile as a pro-social university that is a safe place for students.

This section begins with the students' discussion and the stories they told followed by their reflection on the potential continued role for the university.

It is just beginning. Without the continuation, it will be easily forgotten. We are at a peak point where we are hitting momentum and we have a lot of returning students who could carry this on next year.

I had a girl at one of our bystander workshops come up to me after and she was first year who disclosed everything that was happening to her and until that day she had no idea how to deal with what she was experiencing. So, to her, we made all the difference. To her it was like everything we could have done. I think it so important that these 18 year olds are coming here and they don't know what is going on until after the fact. Like, I can look back at my first year and being inexperienced and seeing things and rationalizing them. The difference we made in this girl's year it is really important that we educate frosh who are coming and are so young and just at the beginning and they are the most vulnerable on campus. I think this is so vital to keep making this difference for the youngest.

I found with athletes we had more males. They are approaching us saying they wanted to be involved. It showed that these guys get interested in something they might not have had interest in before. One of the guys who came to our discussion group came to me and he is one of my really good friends. And he was saying he was afraid to come to the events we had because he wasn't sure what to expect and actually coming opened his eyes to so many things like he didn't understand how much alcohol could affect these things and, like, all this stuff was coming out. He was saying, like, it was such a valuable lesson and I want to get more guys out there to your events because what you guys are teaching actually makes a difference in how I think and what I will do things going forward. Having this male feedback made me realize that this isn't just for females. Males can take a lot out of this and he was just one of the many examples. It shows that this training should definitely continue. Even going through it ourselves, the amount of stuff you get out of this (bystander) training is incredible.

For young men, we are creating a narrative that opposes a traditional narrative when you come to university … and when you have a group like this that is standing up and talking about respect and consent and creating a positive narrative, and dialogue and conversation that would usually get hushed.

This is what we have started this year. It may not be visible everywhere but we have sparked so much interest and that is going to carry with them forever. And that is why this project is so important, because we are giving someone knowledge.

I met one student … and he wanted me to just let everyone know that "I am so excited by what you guys are doing." … He said that this is an issue that he can relate with. It is close to home … and this brings in the need for the space we are talking about. He explained to me that his mom went through this and that he watched his dad beat his mom and his stepfather the same. At one point he ended up fighting his stepfather … And his best friend has been tragically raped. And hearing that students are taking this on was very exciting for him.

With regards to making a difference, we have to consider if we hadn't had these two years to promote the project … what if we didn't have the two years at all, we wouldn't be telling these stories.

It is not even an option. People need this outlet. First year is like culture shock to the extreme. When I came here I didn't have an adult to talk to. There wasn't a safe space. It is comfortable to have a safe space where they can disclose this information.

It is a necessity – people can turn a blind eye to it, but there is not one person that this doesn't affect.

It has given people a sense that it is okay to talk about these things and finally things aren't being swept under the rug anymore. … Just having a discussion group where people can have a safe place to talk is liberating for people.

With administration, this is an opportunity. I would like to see a positive spin on it. Do you want to be a school that is progressive? Parents will see the school as a safe school and a safe community. … this should be funded and even a small amount is going to go a long way because we are so dedicated.

And every year it will get easier.

It is a ripple effect…if this is year 2, then the first and second year students are somewhat empowered and knowledgeable about what is happening, so in another two years down the road, these students will be the seniors and they will be well versed in this. And it is usually our seniors who are the ones who are welcoming our juniors and first year students, so if we are creating a bottom up inclusive, informed place, it makes it safer for everyone … if have all of our leaders 4th year down who are aware and we have a safe space that is welcoming and it is part of the tour and people know about it. Having it peer run is the biggest thing because we are here to support each other.

A lot of people (in our sessions) asked how much it happens… you can't see it on someone…so you don't see the importance of it, so it will always be quiet … It is not an illness – you can't see it on a person. It is not something that is visible at all. I just think that it will always be hard in a way because it is easier to advocate for other things in comparison. So, this (work we are doing) is really important.

3.5 Next Steps Suggested by the Student Team

Based on their reflection in the previous section and their experience in the project, the Student Team would like to see the university actively support and fund a Student Team on an ongoing basis to lead the violence prevention work on campus. Leading violence prevention on this scale requires skills and knowledge to lead programs, to support peers to find appropriate resources and services they need, and to work collaboratively with university and community partners.

The Student Team recommended that the university provide a visible space on campus that is accessible to engage the broader campus community and that the Student Team be paid a wage for their work.

At the time of writing this report, about ½ of the Student Team has returned to campus this year. To date they have received a small fund of $2,100.00 to be able to continue the work.

4. Results - Engaging the University Community

The second evaluation outcome area was engaging the university community in education and violence prevention initiatives to address the second goal of the project: *to increase education and prevention of violence against women among students, faculty and administration.* As indicated in the project implementation section of this report, the Bringing In The Bystander (BITB) program expanded beyond the campus to Antigonish town and county, other universities, communities, and agencies.

This project used a variety of strategies of address prevention of violence. One model for prevention of sexual assault can be found in a guidebook, *Tools For Change, An Introduction to the Primary Prevention of Sexual Assault,* a publication of the Texas Association of Sexual Assault by Morgan J. Curtis and Tim Love. It proposes a "Spectrum of Prevention" (Davis, Fujie Parks & Cohen, 2006, p. 7) which has different levels of strategies that can be employed in doing prevention work. They propose that employing strategies at just one level is not ideal for creating lasting, systemic change. Multiple tactics need to be used in order for efforts to be far reaching and comprehensive.

Of the strategies on their spectrum outlined below, the first five are not too different from the strategies used in this project:

1. *Community Education* which reaches groups of people with information and resources.
2. *Strengthening individual skills and knowledge* which enhances an individual's capacity to speak up and/or intervene to prevent an act of violence;
3. *Educating service providers and professionals* which enhances their knowledge and skills and they will transmit this to others. Note that service providers is a broad term intended to cover educators, elected officials, managers, health professionals, etc.
4. *Fostering coalitions and partnerships* which bring together groups individuals for broader goals and impact.
5. *Changing organizational practices* which involves changing institutional policies, procedures and regulations to improve response to and prevention of violence.
6. *Influencing policy legislation* which involves developing strategies to influence policies and laws.

This model is introduced here, because it may help to think about the various strategies employed in this project and the level of impact of the strategies all together. Because this project is based on peer education, the strategy (3. above) that focuses on educating service providers would be altered for this project to add "peer educators."

When looking at these strategies in relation to project implementation alone (Section 2), this project has employed the strategies in the following ways:

- Promoting *community education* through events, campaigns, focus groups and discussion groups. In addition, both the discussion groups and the focus groups had an element of

strengthening individual knowledge through specific opportunities for critical thinking and discussion.

- The BITB program is an excellent example of *strengthening individual knowledge and skills* to be an active pro-social bystander*.*

- The BITB *Train the Trainer* takes individual knowledge and skills to another level of teaching it to others, therefore moving it beyond one's own knowledge and skills to transmitting it to others.

- The Student Team participated in training to *strengthen their knowledge and skills* and transmitted this to other students, faculty and staff within this project.

- University faculty, staff and administrators, service providers and other professionals participated in various project activities related to several strategies: *community education, strengthening knowledge and skills and train the trainers (transmitting to others).*

- This project was made possible and supported by the *community-university partnership* through the Advisory Committee. This community-university partnership enabled all the project strategies to be implemented. It also supported the project to extend beyond the university to *strengthen knowledge and skills* in Antigonish town and county, other universities, community colleges, schools, agencies, and communities throughout Nova Scotia and to work with other organizations such as Students Nova Scotia.

- This led to developing new *partnerships and coalitions* to continue to establish and sustain the BITB program across Nova Scotia.

- Finally, the findings of the *community education and research* conducted by the Student Team in the first year through safety audits and focus groups, as well as the student survey, were used to inform the Guidelines for Policies and Procedures which is intended to directly influence *changing organizational/institutional practices.*

So, together these strategies have the potential to have a much bigger impact than using one alone. Also, when taken together over time, the intent is to effectively change attitudes, beliefs and behaviours of an entire community which ultimately changes the culture within which violence against women is fostered. For this project, the work was focused on the *university community,* however, as noted above, the influence extended beyond one university community to other communities.

With that introduction, this section is intended to report on the outcomes of the project activities that encompass the first three of the above strategies. These activities were evaluated according to the project indicators. Depending on the purpose of the activity, the indicators may focus on any one of or more of the following: information and resources; strengthening knowledge; strengthening knowledge *and* skills; willingness to take action (change behaviour); and building coalitions and partnerships. Another common indicator was whether participants felt supported to share their experiences, ideas and opinions as the project aimed to provide a supportive learning environment for discussion of potentially sensitive topics.

This section is organized around the specific project activities as follows:

4.1 Focus Groups and Discussion Groups;

4.2 Building Capacity to Deliver Bystander Training;

4.3 Bringing In The Bystander (BITB) Workshops.

4.1 Focus Groups and Discussion Groups

To further discussion of issues related to violence against women on campus, five (5) focus groups with 40 participants were held in 2013 and three (3) discussion groups with 21 participants were held in 2014. Of the 40 participants in the focus groups, 37 or 93% completed the evaluation questionnaire. Of the 21 participants in the discussion groups 21 or 100% of the participants completed the evaluation form.

Overall, the responses to these two processes were very positive with participants encouraging the Student Team to do "more of the same." Unfortunately, in the first year the Student Team faced some challenges with doing more groups due to events on campus such as the faculty strike which caused delays and postponements. The second year, the intention was to offer more discussion groups, however, the focus turned to offering the Bystander Program due the high interest on campus for students to have this training.

While the two sessions had a different focus, the topics were similar. The focus groups were intended *to identify* issues, supports, strategies, and policies; whereas, the discussion groups were intended *to increase understanding* about similar topics. This section will report on the participants' evaluation of both processes under the following general headings:

- Increased knowledge of intersecting factors of oppression;
- Increased knowledge of issues and factors contributing to violence against women, forms of violence;
- Increased knowledge of issues and ways to improve safety and security, education, resources and supports available for students and survivors.
- Increased knowledge of policies that are needed and the role the university can play to prevent violence against women;
- Felt supported to talk about experiences and ideas for action to address violence against women.

- ***Increased knowledge of intersecting factors of oppression.***
  This topic was discussed in the discussion groups and 19 of 21 or 90% of respondents said they *strongly agree or somewhat agreed* that the session helped increase their understanding of the ways that identity can make an individual feel vulnerable to violence. Two or 10% of respondents said they *somewhat disagreed or strongly disagreed.*

- ***Increased knowledge of issues and factors contributing to violence against women and forms of violence.***
  Of the focus group respondents, 36 or 97% agreed they had identified issues related to violence against women and 34 or 92% *agreed or strongly agreed* they had identified factors that contribute to violence against women.

  Of the discussion group respondents, 18 or 86% *agreed or strongly agreed* they had increased their understanding of factors that contribute to violence against women and 19 or 90% *agreed or strongly agreed* they had increased their understanding of different forms of violence. The following comment reflects this finding:

  > *I got more informed about gender violence and felt like I could give my input to further help progress on this issue.*

  > *Being able to have conversations about an issue that is important in the community.*

- ***Increased knowledge of issues and ways to improve safety and security, education, resources and supports available for students and survivors.***

  Related to safety and security, over 90% of focus group respondents *agreed or strongly agreed* they had identified ways to make improvements to safety and security for all within the campus community.

  Similarly, twenty (20) or 95% of discussion group respondents *agreed or strongly agreed* they had increased their understanding of safety issues on campus. Slightly less, 19 or 90% of discussion group respondents said they had learned more about the role of alcohol and drugs related to one's ability to feel safe.

  > *I appreciated being informed on different resources around campus that were unknown prior to this focus group.*
  >
  > *Great way to educate and make aware of issues.*

  Related to education about the violence against women, over 90% of focus group respondents *agreed or strongly agreed* they had identified ways to improve education about the issue.

  With respect to resources and supports available, twenty-nine (29) or 78% of the focus group respondents *agreed or strongly agreed* that they had identified ways to improve supports for survivors; however, 8 or 22% remained neutral. Seventeen (17) or 81% of the discussion group respondents *agreed or strongly agreed* that they had increased their understanding of resources that students can turn to for assistance.

  When asked what they appreciated about the sessions, a number of participants commented about the usefulness of the information and resources available as follows:

  > *I appreciated being informed on different resources around campus that were unknown prior to this focus group.*

  > *Information and the ability to discuss issues.*

Lots of useful information.

Information was excellent – leaders were great.

Others talked about what they had learned, as indicated by these comments:

> *I had a great time and learned a lot of things from this. It sparked great interest in my mind and made me more aware.*

Still others were pleased that there was an effort to create change on this issue as noted by the following:

> *Knowing that people want to make a change*

> *It is AWESOME that we are addressing this.*

> *I had a great time and learned a lot of things from this. It sparked great interest in my mind and made me more aware.*

- ***Increased knowledge of policies that are needed and the role the university can play in preventing violence against women.***

Most of the focus group respondents, 34 or 92%, *agreed or strongly agreed* that they had identified policies needed to prevent violence.

Eighteen (18) or 86% of the discussion group respondents *agreed or strongly agreed* they had increased their understanding of the role that StFX can play in creating a violence-intolerant, safer environment for the campus community.

- ***Felt supported to talk about experiences and ideas for action.***

Almost all of the respondents in both processes said they felt supported to talk about their ideas, 35 of 37 or 95% in the focus groups and 18 or 86% in the discussion groups.

When asked what they appreciated most about the session, participants commented on the ability to discuss the issues in a comfortable setting. Some of their comments are:

> *I liked how open this session was. I felt very free to say anything and not be judged.*

> *I liked being able to sit down and look at the male perspective.*

> *Everyone opened up about their experience and input.*

> *That I felt safe and that I could be open and be myself.*

> *I liked how open this session was. I felt very free to say anything and not be judged.*

> *The openness of the group and ability to say what we wanted to say.*

> *I liked being able to sit down and look at the male perspective.*

> *I liked the personal feel and the level of comfort in such a small group*

Being able to have conversations about an issue that is important in the community and being in a comfortable environment

Hearing different cultural views

- **Indicate intention to take action on violence against women.**

Discussion group participants were asked to complete the following statement, "As a result of this session, I can take the following action or actions to support a violence-free, safer environment." Participants gave a variety of answers, that included, supporting their peers, being more aware of surroundings, educating others about the issues and services, being an active bystander and taking action to address social inequities such as homophobia and gender violence. The following are some of the comments:

> *I want to talk about this in schools I work in down the road.*
>
> *Take action against homophobia and gender violence and help people.*

Noticing/stepping in when people are too drunk and making bad decisions.

Being more aware of friends and myself in situations when we go out drinking together.

Be a better bystander.

Ensure future students are aware of services

I want to talk about this in schools I work in down the road.

Take action against homophobia and gender violence and help people.

Become an ally for people to speak with. Bring information to my place of work and to my community involvement.

4.2 Building Capacity to Deliver Bystander Training

To build capacity to deliver the bystander training, the project organized four train the trainer events and two follow-up planning sessions. There were 116 participants in the train the trainer events and 36 participants in the planning days.   This section reports on the evaluation of these sessions.

4.2.1 Bystander Train the Trainer Sessions

Of the 116 participants in the train the trainer sessions, 113 or 97% completed evaluation forms. The results are reported for the following indicators:
- Increased knowledge of sexual violence and knowledge & skills related to bystander intervention
- Felt supported to talk about experiences and ideas for action
- Willingness to commit to intervention.

- ***Increased knowledge of sexual violence and knowledge & skills related to bystander intervention.***
  In the evaluation form, respondents were first asked to respond to five statements related to the following:
  - Increased knowledge of the scope and causes of sexual violence.
  - Increased my ability to recognize inappropriate behaviour (an incidence of violence) and I would label it as a problem.
  - Developed skills for direct and indirect intervention while keeping safety in mind.
  - Increased my sense of responsibility for creating change in my community related to sexual violence.
  - Increased understanding of how to respond to sexual and relationship violence safely and appropriately.

  The response to the statements was very positive, with between 102 and 109 or 90% to 96% of respondents indicating they are either *confident or very confident* for each of the above statements.

  When asked what they appreciated about the session, many respondents indicated they appreciated that the content was well researched and the professionalism and knowledge of the facilitators as illustrated by these two comments.

  > *The content was well researched.*

  > *Co-ed facilitators were very knowledgeable, patient and engaging.*

- ***Felt supported to talk about experiences and ideas for action.***
  When asked if they felt supported to talk about their experiences and felt safe to express their opinions, 96 or 85% of respondents indicated they *agree or strongly agree* with the statement. When asked what they appreciated about the session, a number of respondents indicated they appreciated the interactive sessions, the openness and style of the presenters, and the ability to have input.

  > *The space created to have these discussions.*

  > *That all opinions and comments were well received in a respectful manner.*

  > *Validating what people had to say by the presenters.*

  > *I appreciated how judge free the environment was. Also, how respectful everyone was.*

  > *It was a purposeful group, thoughtful, tied to making change.*

  A number of participants mentioned they appreciated the diversity of participants from throughout the province, reflected in the following comments:

  > *Great to see such a diverse group of people who are willing to address the issue.*

  > *Witnessing work being done throughout the province.*

  > *Diverse people from different backgrounds.*

  > *The diverse representation of community service providers and stakeholders.*

- ***Willingness to commit to play a role in decreasing sexual violence.***

Almost all respondents, 107 or 95%, said they were willing to play a role in decreasing sexual violence. Five respondents indicated "don't know" and one was left blank. Participants identified a range of roles including: pro-social and active bystander, intervener, speak up more, be more aware of signs around me, educated ally, help others, educator, trainer, facilitator, engage others in conversations, policy work, advocate, and activist. Some of the many comments follow:

> *Be an active bystander and an educated ally.*
>
> *I hope to train the bar staff, housing team, students union and students on the importance of being a pro-social bystander.*

Trainer, advocate, activist.

Continuing my current role in sexual education as well as pursuing more training related to public education, consent and sexual assault. Actively bystanding!

An active bystander and educated ally.

Continuing to work on changing cultural norms round sexual violence and acknowledging that we all can play a role in violence prevention.

Advocacy, policy development, program development, implementation, monitoring and evaluation. Being a "thorn!"

Being more aware of signs around me and speaking up more about situations.

Anything I need to (do) to keep people safe while keeping myself out of harm.

Address social issues within my own community group of students.

Use it with pre-service teachers as part of their training.

I hope to train the bar staff, housing team, students union and students on the importance of being a pro-social bystander.

I've always wanted to save the world. I can start by making everyone feel safe!

As a student leader, ensure that other leaders are trained, run campaigns, and live out being a bystander in my day-to-day life.

4.2.2   Trainers Forum and Capacity Building Day

Two sessions were held in the spring and summer of 2014 as an opportunity to share experiences as trainers and to have an opportunity to discuss next steps to sustain the Bystander Program provincially.

Of the 13 participants in the forum, 12 or 92% completed the evaluation forms. All participants agreed or strongly agreed that they had an opportunity to learn more about challenges and barriers with program content and implementation as well as to discuss what worked well. They also agreed they had an opportunity to discuss possible adaptations to the program and resources available.

When asked what they appreciated, several commented appreciating the opportunity to share experience in delivering the program, the commitment to the program, and the collaboration between StFX and the community partners. Several commented that it was unfortunate that more people from other universities were unable to attend as their insights and contribution would have been helpful.

The next session, the capacity building day, did have more participation from other universities. All 23 participants completed evaluation forms. Nineteen (19) or 83% *agreed or strongly agreed* that they had an opportunity to discuss how to coordinate the work provincially. Fewer, 15 or 65% agreed or strongly agreed they had the opportunity to discuss goals for what moving forward provincially.

Just over half, 13 or 56%, said they had an opportunity to share ideas for planning and organizing on their own campus. Several participants indicated "N/A" or did not complete this topic because they weren't there representing a university or community college.

Many participants, nineteen (19) or 83%, were *neutral or somewhat disagreed* that they had a good opportunity to discuss funding and other resources for the program.

When asked what they personally hoped to accomplish over the next year the responses reflect the different interests in the group. Several participants were interested in creating a sustainable model that is coordinated provincially. Others were interested in implementing the program on their university or community college campus and sustaining the program at StFX. Others were interested in doing training within their school board and introducing the program with adaptations to high school students. Still others were interested in delivering the program within their community.

4.3 Bringing In The Bystander (BITB) Workshops

There were 503 participants in the program and, of those, 501 completed evaluations. Of the 501 completed evaluations, 174 respondents identified as male and 317 identified as female, and 10 did not identify their gender. This analysis compares the 317 females to 174 males for a total of 491 respondents.

In the evaluation, participants were asked how confident they were in eight different areas as a result of the workshop. Table 1 shows the participants' responses by gender and in each of five categories (not confident, somewhat confident, neutral, confident and very confident) as a percentage of the total female and male responses.

The responses are organized according to the following indicators:
- Increased knowledge of the scope and causes of sexual violence.
- Increased understanding of the concept of bystander intervention, how to recognize inappropriate behaviour, and how to respond safely and appropriately.
- Developed skills for intervention.

- Increased sense of responsibility for creating change and willingness to commit to intervention.
- Felt supported to talk about experiences and ideas for action

- ***Increased knowledge of the scope and causes of sexual violence.***

A review of the table shows that well over the majority of the respondents *felt confident or very confident* in each of the eight categories. Over 90% of the females and over 80% of males indicated that, as a result of the workshop, had increased knowledge of the scope and causes of sexual violence. When asked what they appreciated most, several commented about what they had learned about sexual violence. The following reflects those comments from both male and female participants. One observation is that more males than females commented about learning about the issue when asked the open-ended question.

> *The realization of how hard it must be to deal with daily life after a sexually violent incident (male).*
>
> *Facts and truths about how society views sexual violence (female)*

> *Increased awareness. (male)*
>
> *The realization of how hard it must be to deal with daily life after a sexually violent incident. (male)*
>
> *The way they implemented our own experiences and caused us to look at them in the eyes of someone being abused. (male)*
>
> *The awareness of what constitutes sexual violence. (male)*
>
> *The way they implemented our own experiences and caused us to look at them in the eyes of someone being abused.(male)*
>
> *It helped me understand that this kind of stuff can happen to anyone and that it is good to be aware of the situation because if that was you, wouldn't you expect someone to help you? (male)*
>
> *Making sure everyone is aware and knows what sexual assault is. (female)*
>
> *Facts and truths about how society views sexual violence. (female)*

- ***Increased understanding of the concept of bystander intervention, how to recognize inappropriate behaviour, and how to respond safely and appropriately.***

Over 90% of the females and over 80% of males indicated they understood the concept of bystander intervention, had an increased understanding of how to recognize inappropriate behaviour and label it as a problem, as well as an increased understanding of how to respond to sexual and relationship violence safely and appropriately.

Table 8: Participants response to evaluation questions shown by gender and as a percentage of the number of responses for each category

Topic	Gender	Number	Not Confident	Somewhat Confident	Neutral	Confident	Very Confident
Understanding of the concept of bystander intervention	Female	317				38%	62%
	Male	174		1%	7%	42%	50%
Increased awareness of scope and causes of sexual violence	Female	316	1%	1%	7%	41%	50%
	Male	174	3%	2%	13%	42%	40%
Increased ability to recognize an incidence of sexual violence and label as a problem	Female	316	1%	1%	7%	41%	50%
	Male	174	1%	3%	14%	45%	37%
Increased understanding of how to respond to sexual and relationship violence safely and appropriately	Female	316		2%	10%	48%	40%
	Male	174	1%	3%	15%	48%	33%
Developed skills for direct and indirect intervention, while keeping safety in mind	Female	316		3%	10%	48%	39%
	Male	173	2%	4%	20%	47%	27%
Understand barriers that I may experience to bystander intervention	Female	308*		1%	6%	45%	48%
	Male	170*		1%	10%	54%	35%
Understand my role in bystander intervention	Female	316		1%	2%	38%	59%
	Male	174		1%	6%	45%	48%
Increased my sense of responsibility for creating change related to sexual violence	Female	316		1%	6%	38%	55%
	Male	174	1%	2%	17%	38%	42%

*In one session, the evaluation form was adjusted and this question was not asked (8 females and 4 males in the group).

Over 90% of the males (93%) and females (97%) said they understood their role in bystander intervention, while 87% of the males and 90% of the females said they understood barriers they may experience in bystander intervention.

When asked what they appreciated about the session, several commented about learning about bystander intervention and what they can do as follows:

> *I appreciated the different scenarios in the videos. Now have a better understanding of what I can do. (male)*
>
> *Was informative about my role as a bystander. (male)*
>
> *Opened my eyes to how situations can look harmless but be harmful. (male)*
>
> *I am more aware of things I had previously taken for granted or rebuffed as normal. (female)*
>
> *I think it is important that individuals are being trained to be aware of the situation and helping to train others and making them aware of how to proceed in these situations. (female)*
>
> *How easily subtle you can be to intervene positively. (female)*

> *I appreciated the different scenarios in the videos. Now have a better understanding on what I can do (male).*
>
> *How easily subtle you can be to intervene positively (female).*

- **Developed skills for intervention.**

  Related to skills for intervention, 73% of the males and 87% of the females said they felt *confident or very confident* in this area. It should also be noted, however, that 20% of the males and 10% of the females said they felt *neutral*, and another 6% of the males and 2% of the females were either *not confident or only somewhat confident* with respect to skills for intervention. This could be an area for improvement when offering future programs.

  > *It made me more aware of how I can intervene in other ways than physical interactions especially when I'm not working as security or first aider at events. (female)*

- **Increased sense of responsibility for creating change and willingness to commit to intervention.**

  When asked if they had increased their sense of responsibility for creating change in their community related to sexual violence, 80% of the male and 93% of the female respondents indicated they were *confident or very confident*.

  Related to this, when asked if as a result of this session they are willing to commit to intervening in a case of sexual violence before, during or after an incident, 92% of the males 95% of the females said "yes." Over 90% of both males and females indicated that they had more empathy for those who have experienced sexual violence.

  Participants commented that the session opened their eyes that this is a community issue:

  - *Community coming together to address an issue. (male)*
  - *The fact that it even exists and shows that our university is looking out for us. (male)*

- *The First Nations communities experience domestic violence and delivering this session creates community. (female)*
- *Taking the time to reflect on dominant culture on campus, our own actions and draw parallels to StFX and problematic behaviour. (female)*

- **Felt supported to talk about experiences and ideas for action.**

When asked about participation in the program, most participants, over 73% of the males and over 82% of the females said they "agree" or "strongly agree" that they felt supported to talk about their experiences, felt safe to express their opinions and share ideas, and were listened to and respected by the group.

> *As a male did not feel as bashed as I have felt in similar presentations. (male)*
>
> *Although I had high anxiety, I felt comfortable. (female)*

When asked what they appreciated most about the session, many participants commented about the openness, interactive discussion, the ability to express their ideas, and support from the facilitators as follows:

Openness, stories, sharing ideas.. (male)

Sharing my feelings, thoughts, etc. (male)

Openness and safety of talking without being judged. (male)

I enjoyed that the opportunity was granted to everyone to present their opinion. (male)

As a male did not feel as bashed as I have felt in similar presentations. (male)

That the instructors were able to talk about it in certain ways to make it more understandable. (male)

Open discussion; reassuring that it was okay to take a break. (female)

I felt comfortable and the instructors were very knowledgeable. (female)

Although I had high anxiety, I felt comfortable. (female)

The presenters were very supportive, clear and warm. (female)

Presenters understood the topic well and were good at communicating with us. (female)

Although many felt positive about their ability to participate, between 16% and 23% of the males and between 10% and 15% of the females said they felt *neutral or somewhat disagree* that they felt supported to talk about their experiences, felt safe to express their opinions and were listened to and respected by the group. Some said they weren't comfortable to talk because they didn't know others in the group; while others said it was difficult to talk about such a personal topic as follows.

I didn't trust people in the room. (male)

We were divided into groups; however, I feel I would have felt more comfortable having discussions with my own team rather than people I'm not as comfortable with. (female)

I didn't say much, but the presenters tried to make it a comfortable environment to talk, even though I had nothing to say. (male)

Hard to express feelings and personal scenarios because of the nature of this topic. Not the presenters' fault, just reality. (male)

In addition to the comments above, when asked what they most appreciated about the session, participants also mentioned the tools used to prompt thinking and discussion such as videos, real life examples, and the "4 things" exercise. Many also mentioned what they learned and the insights they had gained during this session. The following are general comments provided by male and female participants in the program.

> *Honestly, it was amazing. A lot to take in but definitely made you think (and) changed your mind a bit on situations. (male)*
>
> *Coming from someone who could have used bystander intervention, this was wonderful. Thank you. (female)*

Great use of video and research. (male)

The "4 Things" activity was very hard but we need things like this to make us think. (male)

I found the empathy exercise extremely effective and the way in which a safe space to share thoughts was created. (male)

Good presenters, powerful message and sheet exercise was good. (male)

That it was about both genders, not just females. (male)

Honestly, it was amazing. A lot to take in but definitely made you think (and) changed your mind a bit on situations. (male)

I appreciated the examples. It really made the point hit home. (female)

I felt the "4 things" helped us to realize the importance of intervening and making changes. (female)

The interactive aspects, the information videos. Very well presented. (female)

This definitely prepared me well. (female)

Very applicable to campus life. (female)

Coming from someone who could have used bystander intervention, this was wonderful. Thank you. (female)

5.Results - Engaging University & Community Partners

The AWRC&SASA formed an Advisory Committee made up of community and university partners to support and provide advice on project activities, reports and recommendations.

To assess their involvement, committee members completed an evaluation form in April 2013 (completion of year 1) and again in April 2014 (completion of year 2). The evaluation form provided a number of statements under several headings. The statements were designed based on the indicators in the evaluation framework for this outcome area (see Appendix C: Engaging University and Community Partners).

This section reports on their responses for both years (with the exception of the last topic) under the following headings:

- Understanding of roles and partnerships
- Understanding of the project
- Inclusion in project planning
- Participation: felt supported, valued for contribution and satisfied with involvement
- Appreciation for project
- Future Actions (asked at end of year 2).

In 2013, 10 members (50%) completed the form and in 2014, 8 members (40%) completed the form. The responses were similar for both years.

- ***Understanding of roles and partnerships.***
  Related to roles and partnerships, all respondents indicated they have a good understanding of their role and that positive partnerships have been formed and strengthened to carry out this project.

- ***Understanding of the project***
  Over 80% indicated that they have a increased their understanding of various aspects of the project ranging from the focus on student engagement, student needs and issues, current campus policies, to changes required to improve safety and security, support services and education and prevention.

- ***Inclusion in project planning***
  All respondents (100%) said they were included in project planning, well informed, and satisfied with the project framework. In 2013, 80% said they believed the project would improve coordination between the campus and the community and is committed to sustainable efforts; whereas, in 2014, all respondents (100%) agreed to this statement.

  One member pointed out that the project took place in a time of many changes in key staff and administrative positions which made it particularly challenging to implement some of the objectives.

- ***Participation: felt supported, valued for contribution and satisfied with involvement***
Over the two years, over 75% of the respondents indicated they felt supported to discuss their ideas, felt valued for their contribution and were satisfied with their involvement in the project. One respondent in 2013 indicated s/he was only somewhat satisfied with her/his ability to talk about ideas and experiences, and in 2014, two respondents said they felt "neutral" about their involvement.

- ***Express appreciation for the project and partners.***
At the end of year 1 (April 2013) , when asked what they most appreciated about the project, respondents mentioned getting to meet and engage with other committee members, ongoing analysis and communication, moving an action plan forward, and working together to address the issue. Several committee members made note of their appreciation for the skills, knowledge and commitment of the Project Coordinator. Some of their comments follow:

> *Valued understanding how the various groups on campus can work together and separately to reduce gender-based violence*

> *Getting to meet people working in several different and various aspects of StFX and community*

> *Ongoing communication and analysis of new ways to engage students regarding this topic. All of the committee members are well informed and committed to the project.*

> *Setting the framework for what will be done to change the policies and procedures.*

> *Valued understanding how the various groups on campus can work together and separately to reduce gender-based violence*

> *That all opinions are heard and valued. The committee is composed of both community and university.*

> *Opportunity to move an action plan forward.*

> *Annie is such an asset to this project. She is so hard working and responsive to (our) input.*

- ***Identify future actions.***
At the end of year 2 (April 2014), the respondents were asked if they would be taking any action as a result of this project related to: (a) addressing safety and security; (b) improving support services; (c) addressing policies and procedures; and (d) improving education and prevention. All respondents (100%) indicated they would be taking action in two or more of the areas. The following are their comments:

> *I hope to advocate in any way possible to affect policy changes in the students union and with the university and also be a part of the improving education and prevention through being involved.*

> *I hope to advocate in any way possible to affect policy changes in the students union and with the*

university and also be a part of the improving education and prevention through being involved … I really appreciated the space to have conversations that this created and the fact that the group focused on collaboration from a variety of stakeholders. (StFX Student)

I am committed to improve access to support services both on and off campus to students through increasing awareness and remaining involved in planning and evaluations as needed. (community organization).

Via role to staff; feedback on campus committees and lobby for change on campus (StFX staff)

Continuing to participate on the Advisory Committee; supporting student initiatives to address violence against women; calling for policy change; and offering community support for education and prevention. (community organization)

Including bystander into classroom teaching; offering student involvement. (StFX Faculty)

Supporting students; continuing to be on the Advisory Committee. (StFX Faculty)

Supporting students; putting pressure on administrators and student union (StFX Faculty)

Suggestions to improve future similar projects included the following:

Advisory Committee members provided some suggestions for future similar project which included having management support and buy-in right at the beginning of the project, having the sustainability conversation sooner, and have more specific and measurable objectives and timelines for the committee.

Similarly, to the Student Team, committee members recommended that the BITB training be sustained and to conduct a research project on the benefits of the program.

At the time of writing the evaluation report, the university has established a BITB Committee that is developing a strategic plan. A meeting has been set up to discuss next steps.

6.Conclusions & Recommendations

The purpose of the evaluation is to assess the effectiveness of the project in meeting its goals. The goals were as follows:

1. Better meet the service needs of survivors and the safety needs of the campus community, appreciating that those from marginalized populations are particularly vulnerable to violence.

2. Increase education and prevention of violence against women among students, faculty and administration.

3. Improve, develop and implement university policies and procedures addressing violence against women that reflect intolerance of all forms of violence and the transparency and accountability of the administration to the wellbeing of the campus community.

Within these goals, the evaluation framework identified three outcome areas. The first outcome area was engaging students on campus as leaders of the initiative with support from the Project Coordinator. The second was engaging the university community in various project activities, including students, faculty, staff, and administration. The third outcome area was engaging university and community partners who would jointly bring their expertise and resources to support the Project Coordinator, the Student Team and general engagement of the campus community. The intent was that, through these broader outcome areas, project activities would be undertaken and completed, outputs would be produced and tracked, and the goals would be achieved.

This section draws overall conclusions based on the evaluation information and makes recommendations for future program delivery.

6.1 Engaging Young People as Leaders

Overall, the two Student Teams' evaluation of their training and involvement in the project was very positive. It is evident that they appreciated being part of the team and the opportunity to be leaders on this topic. They strengthened their knowledge of violence against women and the associated issues related to safety and security of the campus community. They strengthened their leadership and facilitation skills through planning, promoting and leading/facilitating safety audits, focus groups, discussion groups and bystander programs with students, faculty, staff and the Antigonish community. Through these activities, they increased their understanding of changes required to improve education and support services as well as policies and procedures needed to effectively respond to and prevent violence against women. They prepared reports with their findings and recommendations which were circulated to decision makers on campus.

As leaders they learned more about themselves, gained insights and critical thinking skills. They learned more about engaging others in critical discussion about issues. They learned to engage constructively with people with diverse perspectives and developed the confidence to speak up and challenge others. They felt respected and listened to by others, particularly managers and administration on campus.

On reflecting on what difference this project has made from their perspective, the Student Team mentioned the positive feedback by both female and male students. This led to an important discussion about how difficult it is for survivors to talk about their experiences and the importance of this project in raising the visibility of the issues. They raised a further discussion about the momentum created through this project and the potential to change the culture on campus within a few years and for the university to raise its profile as a pro-social university that is a safe place for students.

The Student Team experienced some challenges with planning, communication and coordination among teams and team members. They proposed that an office on campus would have alleviated a number of those challenges. Being a new initiative, they felt they were constantly promoting the initiative and themselves as a Student Team leading the initiative. On the positive side, they felt that they had generated interest and were being recognized as the project was starting to wind down. They wanted to see the momentum created through this project continue, with Student Team established as a group on campus and with a visible office where the campus community could remain engaged with this issue. They also felt that the Student Team should be remunerated for their work as it requires particular skills to deliver the bystander programs and to support students with information and resources.

6.2 Engaging the University Community

There were a number of strategies employed to raise awareness and to prevent violence against women. As outlined in Section 4, these strategies include community education; strengthening knowledge and skills; educating peer educators, faculty, staff, and service providers who would be or did transmit their knowledge to others; developing coalitions and partnerships; and changing organizational practices. In this project research was used as a strategy to identify issues associated with violence against women and the findings were then used for community education and for changing organizational practices.

These strategies were not always used on their own, but often used together; for example, the bystander training provided information and resources, but also focused on increasing knowledge and skills. Or, one strategy led to or informed another; for example, the findings from the focus groups, safety audits and the survey informed the policies and procedures guide which aims to change organizational practices.

With respect to evaluation, there were some activities that were not directly assessed within the scope of this evaluation; for example, community education awareness campaigns and events were not directly evaluated other than participation was tracked. An estimated 4,000 people participated in these events and the Student Team *proactively* gave out information and resources related to the project and the issue. Similarly, participation was tracked and findings were documented for the safety audits and the student survey and the findings were used to inform the development of the policies and procedures guide.

Participants in the focus groups, discussion groups and bystander workshops and capacity building events provided feedback. It is evident that those who participated appreciated the opportunity for critical thinking and discussion in a supportive environment, as well as the information and resources they received. Well over two-thirds of evaluation respondents increased their understanding of violence against women, contributing factors and forms of violence.

Participants in the focus groups and discussion groups increased their knowledge of issues and ways to improve safety and security, education, resources and supports available for students and survivors.   Participants in the discussion groups indicated their intention to take action by supporting their peers, being more aware of their surroundings, educating others and addressing inequities such as homophobia and gender violence.

Those involved in the BITB workshops increased their knowledge of the concept of bystander intervention, how to recognize inappropriate behaviour, and how to respond safely and appropriately and developed skills for intervention. They increased their sense of the responsibility for creating change, understanding this as a community issue, and their willingness to commit to intervention. Furthermore, participants in the Bystander *Train the Trainers* were willing to transmit their knowledge to others whether through facilitation of bystander workshops or other education opportunities. In the bystander capacity building sessions, participants were committed to building further partnerships and networks and/or establishing the program elsewhere, a definite indicator of success.

Another indicator of success is the expansion of the BITB program beyond the campus community into the community of Antigonish town and county, to other communities of Sydney and Yarmouth, and to other universities and community college campuses. Teachers and representatives of school boards and other institutions participated in various events and expressed interest in the bystander program.

Finally, an indicator of success was the numbers of participants from traditionally marginalized populations and male participants. The project proactively engaged the First Nations community by offering the BITB workshop in Paqtnkek Mi'kmaw Nation and adapting the program with appropriate and relevant aboriginal statistics and information. A member of Student Team, who is aboriginal, engaged other team members in organizing and supporting several events that focused on raising awareness about First Nations experience with violence against women. Where ethnicity was tracked in focus groups and discussion groups, almost 36 or 60% of 61 participants identified as International (17), African descent, Black, person of colour (10), Asian (3), Hispanic (1), part of the LGBTQ community (2) or having a disability (3). Excluding the broader awareness campaigns and events where participation was estimated, of the 1,121 participants where gender was known, about 346 or 31% males compared to 775 or 69% females participated in various project activities. The largest participation was in the bystander program where, of the 491 participants where gender was known, 174 or 35% were males.

6.3 Engaging University and Community Partners

Based on their evaluation, both the university and community partners were actively engaged in providing advice and support to this project. The partners understood their role and the project, felt included in planning and felt supported and valued for their contribution. They identified they were willing to take future action to address safety and security, improving support services, addressing policies and procedures, and improving education and prevention. The partnership enabled the range of prevention strategies and the expansion of the project to other communities, universities, community colleges and agencies.

6.4 Achieving Project Goals

Based on project outputs and outcomes, to what extent did the project achieve its overall goals?

With respect to Goal 1, the project did identify the service and safety needs of the campus community and made recommendations in their reports and through the policy and procedures guidelines. Participants with diverse experiences including gender (dis)ability, and ethnicity participated and provided input into project findings which informed the recommendations.

The project achieved Goal 2, with the implementation of several strategies that engaged over 5,300 participants. Over 4000 participants received information and resources through community education campaigns and events. Over 1,200 participants were engaged in critical discussion about the issue, increased their understanding of violence against women and identified associated issues related to safety and security of the campus community. Of those, over 500 participants increased their knowledge of and intervention skills and many of those were willing to commit to taking action on the issue, including intervening as a bystander. Just over 100 became engaged as trainers and were interested and willing to educate others to strengthen others' knowledge and skills. Finally, almost 300 students, faculty and staff participated in research activities to inform the policies and procedures guide which, when used, has the potential to change organizational practices within the university to effectively respond to and prevent violence against women.

With respect to Goal 3, this goal was partially addressed through the development of a policies and procedures guide which reflects the findings of project research and input by those most affected by those policies – students, faculty and staff. What will be an important next step by the university is to follow-up to implement the processes and recommendations included in the policies and procedures guide.

6.5 Recommendations

Given the positive results of this evaluation and the momentum created through this project; *and*

- that the University has established a BITB Committee that is developing a strategic plan, *and*

- that a number of Student Team members are returning to the university and are interested in remaining involved, *and*

- that Advisory Committee members were interested in taking action in a number of significant areas, *and*

- that the policies and procedures guide is available to be implemented, *and*

- that there is potential to shift the culture on campus over the next few years*,*

THE FOLLOWING IS RECOMMENDED:

6.5.1 That the university implement the recommendations in the Policies and Procedures Guide, *Preventing Violence against Women at St. Francis Xavier University Project* (See Appendix B);

6.5.2 That funding be secured to adequately support and sustain the *Unsilence the Violence* Student Team with visible office space and remuneration, as their specific knowledge and skills are required to deliver the BITB program and effectively engage students, particularly new students to campus.

6.5.3 That the university continue with the BITB training throughout the campus community and particularly for security, housing, bar staff and students union;

6.5.4 That the university consider the project findings related to Safety and Health (Appendix A) and determine appropriate ongoing processes (such as implementing the safety audit annually) and services to improve health and safety for students and the campus community.

6.5.5 That the community and university partners continue to strengthen the response and prevention of violence against women and gender-based violence on campus and within the broader Antigonish community.

APPENDIX A: Project Findings 2012-13

Preventing Violence against Women at StFX University

The Preventing Violence against Women at StFX Project has identified student experiences and issues of violence against women and gender-based violence through conducting campus safety audits/walkabouts, focus groups, and surveys from 2012 to 2013. From students, we know that:

Safety and Health

- Women feel less safe than men, particularly when alone, when it is dark out, and when there is high consumption of alcohol and drugs (at events or big parties). Alcohol was the most cited reason for feeling unsafe. Other reasons for feeling unsafe include sexism, homophobia, and partner violence.
- In addition to lighting, other infrastructure safety issues that need to be addressed are: adding crosswalks, adding sidewalks, pruning trees and bushes, maintaining roadways and pathways, improving the flexibility of the Students' Union drive home service (Drive U), and increasing the student-led patrol service (X Patrol).
- Many women and men do not know where to go for help in emergencies.
- Many agreed that support services are important for survivors, but what support services are actually available was generally unknown.
- It was suggested that all staff be trained in basic response and that there be more extensive training for those who may receive disclosures of violent experiences from students.

Policy

- Students noted the lack of communication from the university re: sexual assault.
- Students remarked that there is little student input when it comes to developing policies that directly impact them. It was suggested that the administration is unresponsive when students ask such critical questions and further, that there are not accessible and comfortable spaces where students can ask such questions.
- Students and other campus community members are not well aware of the policies; further, the policies are not written in an accessible way. Knowledge of the reporting and discipline procedures (and the oversight of such procedures) is largely unknown.
- Education and prevention activities must be incorporated into policies.
- Campus and community collaboration is an important piece in addressing and preventing violence against women and gender-based violence. This must be incorporated into policies.

Experience/Impact

- Some rape myths, particularly those that are victim-blaming and perpetrator-deflecting, are prevalent in our campus community.

- Both women and men have said they heard, witnessed, or experienced discrimination on campus due to sexual orientation, gender identity, ethnicity/race, and pressures around sex and alcohol/drugs.
- The main reasons for feeling marginalized, silenced, or otherwise excluded at StFX are gender identity and socio-economic status.
- The main reasons for feeling vulnerable to violence at StFX are gender identity and sexual orientation.
- Students indicated that sexual harassment, street harassment, sexual coercion, and unwanted touching/fondling/kissing are acts of sexual violence they feel most at risk of experiencing at StFX.
- About 40% of students responded yes to knowing someone who has experienced violence against women or gender-based violence.
- About 25% of students indicated personal experiences of violence against women and gender-based violence themselves – about 91% were female and 9% were male.
- Primary reasons for not reporting sexual violence include: "I didn't want people to know", "I didn't want to expose my perpetrator", "I didn't want an investigation", "I wanted to remain anonymous", "I was worried people would judge", "I was worried people would think it was not a big deal", and "Perpetrator was in my group and I was worried that I would lose those friends".

APPENDIX B: Recommendations for StFX University
included in the Policies and Procedures Guide,
Preventing Violence against Women at St. Francis Xavier University Project
July 2014.

The Advisory Committee and Student Team of Preventing Violence against Women at StFX, calls upon university administration to take a lead on issues of violence against women on and off campus beyond the project's end. The following recommendations are based on local research, promising practices, and key reports: *Promoting a Culture of Safety, Respect, and Consent at Saint Mary's University and Beyond* (December 2013 – SMU's President's Council) and *Student Safety In Nova Scotia: A Review of Student Union Policies and Practices to Prevent Sexual Violence* (January 2014 – Students Nova Scotia).

Foundation for Cultural Change

- Communicate a Commitment to Action – the University President and Chair of the Board of Governors should jointly issue a public statement expressing StFX's commitment to the prevention of sexualized violence and the promotion of a safe, inclusive, and respectful learning and working environment. The statement should detail how the university will be accountable on the issues.

- Create an Action Team and Identify a Lead – the University should create an action team representing diverse campus community members, including students, focused on addressing and preventing sexualized violence. This will require a dedicated position to coordinate efforts. Roles for all campus community members should be explicitly communicated.

- Review and Revise Policies – the University should review, revise, make accessible, and clearly communicate the Community Code, the Sexual Assault Response, the Discrimination & Harassment Policy, and all other relevant policies to reflect consistency, transparency, and collaboration in addressing and preventing sexualized violence across the campus community.

- Engage with the Broader Community – the University should work with the broader community (i.e. Antigonish Town & County and other Nova Scotian campus communities) to address and prevent sexualized violence, encouraging greater coordination and partnership on the issues.

Proactive Response to Incidents of Sexualized Violence

- Bridge Reporting and Responding Gaps – the University should review, revise, make accessible, and clearly communicate reporting and responding procedures to all campus community members. This will require the concerted coordination of first responders to incidents of sexual assault.

- Investigate and Discipline Perpetrators – the University's procedures for the investigation and discipline of sexualized violence should be consistent, transparent, accessible, clearly communicated, and in line with the promotion of a safe, inclusive, and respectful learning and working environment.

- Communicate about Sexualized Violence – the University should clearly and accurately communicate to the campus community, in a timely manner through emailed safety bulletins, about incidents and vulnerabilities of sexualized violence, without victim-blaming messages (i.e. Student Life email on date rape drugs sent Nov. 26, 2013). Communication policies should reflect a consistent and proactive stance.

Coordinated Prevention of Sexualized Violence

- Review and Redesign O-Week – the University and the Students' Union should jointly review and redesign O-Week to reflect a safe, inclusive, and respectful learning and working environment.

- Integrate the Bystander Program – the University should build and sustain the *Bringing In The Bystander* Program to further its ongoing development, as a campus leader on this type of programming in the province. This program should be mandatory for all campus community staff, particularly representatives and staff of the Students' Union.

- Gather Data and Shed Light on the Problem – the University should biannually conduct research and report on issues of sexualized violence to further develop policies, procedures, services, and programs. Safety audits of the physical environment (i.e. facilities) and social environment (i.e. events) of campus should be conducted to make spaces safer for all campus community members and visitors.

- Educate on Key Topics – the University, in collaboration with local experts, should develop and implement an education action plan including workshops to nurture dialogue and critical thought on issues of consent, alcohol, equity, gender, sexuality, and relationships.

It is at the request of the Preventing Violence against Women at StFX Student Team and Advisory Committee that St. Francis Xavier University implement the above recommendations and work to develop a policy and procedure manual that guides the campus community on both the prevention and response to sexual violence and violence against women. We ask that the University commit to developing the policy and procedures manual in a timely manner and that it be developed in partnership with the Student Team and Advisory Committee that supported the project and aided in developing the aforementioned recommendations. In doing so, the University can foster a pro-social campus community that commits to the safety of all persons on campus.

APPENDIX C: Outcomes Evaluation Framework – September 2012
Preventing Violence against Women at StFX University

OUTCOME/SUCCESS AREA	TYPE OF EVIDENCE/DATA		SOURCE OF DATA	TIME
	EXPERIENTIAL/QUALITATIVE INDICATORS	QUANTITATIVE INDICATORS		
1. Engaging Young People as Leaders				

1 (a) Strengthened leadership, facilitation and team skills	*30 young leaders indicate the following:*
	 - *Developed knowledge and skills in:*
	  - Planning and leadership, including peer engagement
	  - Gendered-based analysis
	  - Facilitation skills: conducting focus groups and safety audits
	  - Working with and using various media for violence prevention campaigns/awareness events
	  - Increased knowledge of university policies and procedures and advocacy skills
	  - Working with campus and community partners
	  - Writing reports
	  - Developing workshops
	 - Express satisfaction with carrying out their leadership role
	 - Felt valued for their participation and contribution to the project and the team
	 - Identify benefits and challenges of working in a team
	 - Identify successes and challenges in facilitating audits and focus groups, in developing and delivering violence prevention campaigns/awareness events, workshops, and policy change initiatives
		# of leaders
		 # of training and planning sessions
		 # of violence prevention campaigns/awareness events
		 # of safety audits
		 # of workshops
		 # of policy change initiatives
		 # of reports
			Coordinator reports
			
			 Student Team reports
			
			 Evaluation forms
			
			 Student Team interviews/focus groups
			
			 List of Student Team
				End of training sessions
				
				 End of first year (first team of 15 leaders)
				
				 At end of project (second team of 15 leaders)

1 (b) Increased understanding of violence against women and changes required to improve safety and security of the campus community	*30 young leaders indicate the following:* - Identify an increased understanding of violence against women and associated issues related to safety and security of the campus community - Identify increased knowledge of education required, services required, and changes in policies and procedures to improve safety and security of the campus community - Felt supported to talk about experiences and ideas to address violence against women - Identify lessons learned from project activities designed to address violence against women	# of focus groups # of safety audits # of safety/security factors identified	Student Team reports Evaluation forms Student Team interviews/focus groups	End of training sessions End of first year (first team of 15 leaders) At end of project (second team of 15 leaders)

APPENDIX C: OUTCOMES EVALUATION FRAMEWORK – SEPTEMBER 2012

PREVENTING VIOLENCE AGAINST WOMEN AT STFX UNIVERSITY

OUTOCME/SUCCESS AREA	TYPE OF EVIDENCE/DATA		SOURCE OF DATA	TIME
	EXPERIENTIAL/QUALITATIVE INDICATORS	QUANTITATIVE INDICATORS		
2. Engaging the University Community				
2 (a) Increased education and prevention of violence against women among students, faculty and administration	*Students:* - Identify an increased awareness of different forms of violence against women - Report increased knowledge of gender equity and women's rights - Report increased knowledge of intersecting factors of oppression - Identify increased knowledge of the role of bystanders, men, alcohol, and hypersexualization has on violence against women. - Report increased knowledge of support services available. - Felt supported to talk about experiences and ideas for action to address violence against women. - Are able to identify the role that they can play to end violence against women - Indicate their intention to continue to take action on violence against women	# of participants in focus groups # participating from traditionally marginalized populations # of participants in violence prevention campaigns/awareness events # of participants in safety audits # of participants in workshops # of participants in policy change initiatives	Student survey (pre and post) Evaluation forms Coordinator reports Student Team reports	Beginning and end of student year End of awareness events/training sessions As completed throughout project
2 (b) Better meet the service needs of survivors and safety needs of campus community.	*Students/Service Providers/Administration* - Report increased awareness of health and safety services available on campus and in the community - Report increased knowledge of how students can access health and safety services on campus and in the community	# of incidents reported (pre and post) # of services used (pre and post)	Statistics from partnering services Selected interviews Student survey (post)	End of Project
2 (c) Improved policies and procedures related to addressing violence against women	*Students/Project Participants/Faculty/Administration* - Report increased knowledge of university policies and procedures related to addressing violence against women - Report increased knowledge of how to advocate for changes in policy - Report successes, challenges and lessons learned in policy advocacy	# of policy and procedure issues identified through focus groups and audits # of policy change initiatives # of participants in policy change initiatives # of policies in development or adopted	Student Team Reports Evaluation focus group/selected interviews	End of the project

APPENDIX C: Outcomes Evaluation Framework – September 2012
Preventing Violence against Women at StFX University

OUTOCME/SUCCESS AREA	TYPE OF EVIDENCE/DATA		SOURCE OF DATA	TIME
	EXPERIENTIAL/QUALITATIVE INDICATORS	QUANTITATIVE INDICATORS		
3. Engaging University and Community Partners				
3 (a) Involving university and community partners	*University and community partners:* - Identified positive partnerships formed and strengthened - Report an understanding of their role in the project - Report an understanding of the focus on student engagement and inclusion of diverse groups/agencies to effectively address violence against women - Indicated they were included in planning activities and were well informed of project activities and outcomes. - Report increased understanding of student needs, issues related to violence against women, and the safety and security of the campus community. - Indicate increased knowledge of current campus policies and procedures related to violence against women and changes required to improve safety and security of campus community. - Report an increased understanding of support services required to meet student needs. - Felt supported to talk about experiences and ideas - Felt valued for their participation and contribution - Report overall satisfaction with the project framework, project development, implementation and coordination. - Report satisfaction with their involvement in the project. - Indicate improved coordination between the campus and community in response to violence against women on campus. - Report a commitment to sustainability of the effort undertaken through this project - Identify successes, challenges and lessons learned in addressing violence against women on university campuses - Report appreciating the opportunity to share information and network around the issue of violence against women.	# of diverse agencies/departments involved (community/university/ cultural) # involved on Advisory Committee # of campus and community partners involved in project activities # of safety/security factors identified # of policy change initiatives # of communication, assessment, and workshop tools # of reports and action plans, focusing on 1) support and safety, 2) education and prevention, and 3) policies and procedures	Advisory Committee minutes Advisory Committee survey Project Coordinator reports Student Team reports Selected interviews with Advisory Committee members and project partners List of Advisory Committee members Reports and Action plans Communication, assessment, and workshop tools	Ongoing Administered during the project (pre/post) End of project