

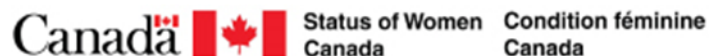
# Preventing Violence against Women at St. Francis Xavier University Project

## Policies & Procedures Guide

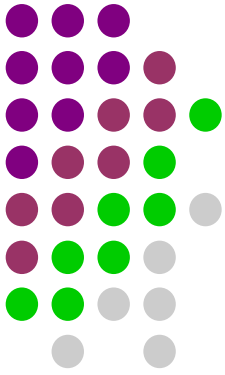
July 28, 2014

Prepared by the Campus Community Advisory Committee, Student Team,  
and Project Coordinator of the Preventing Violence against Women  
at St. Francis Xavier University Project (2012-2014)

Principal Authors: Dayna Barnes (Student Team Leader 2013-2014) and  
Annie Chau (Project Coordinator)







## Preface

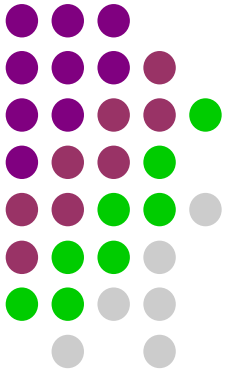
Preventing Violence against Women at St. Francis Xavier University (a two-year, Status of Women Canada-funded project) has developed a comprehensive and collaborative guide to improving the policies and procedures that address violence against women and gender-based violence on campus.

The Policies & Procedures Guide was developed by a diverse Advisory Committee that includes faculty members in Women's and Gender Studies, the Human Rights & Equity Advisor, the Student Conduct Coordinator, and executive members of the Students' Union and was principally authored by Dayna Barnes (Student Team Leader) and Annie Chau (Project Coordinator). It is meant to be a lasting and dynamic document to be used as an ongoing resource for campus community members to work towards a learning and working environment free of violence.

The following guidelines are drawn from the following resources: Ontario Women's Directorate's *A Resource Guide for Ontario's Colleges and Universities*, Students Active For Ending Rape (SAFER)'s *Change Happens: A guide to reforming your campus sexual assault policy*, American College Health Association's *Prevention of Sexual Violence on Campus: An Assessment Tool*, and Sexual Assault Task Force Oregon's *Recommended Guidelines for Comprehensive Response and Prevention on Campus*. Also included are the experiences, insights, and knowledge of Advisory Committee members and students in addressing and preventing violence.

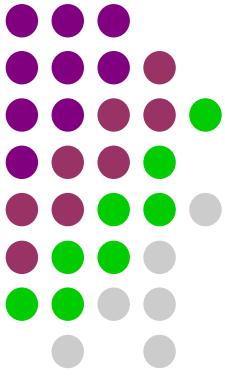
This guide was created in response to reviewing the current policies and procedures concerning students that address the issues of violence against women and gender-based violence at StFX (the *Sexual Assault Response – Health & Counselling*, the *Community Code – Student Life*, and the *Discrimination & Harassment Policy – Human Rights & Equity*). In consultation with Advisory Committee members, community partners, and students, it was evident that more than simple revisions need to be made to the current policies and procedures. In addition to this feedback, student-led and student-based research via campus wide surveys, focus groups, discussion groups, and campus safety audits/walkabouts is referenced throughout this guide. The reports from this research can be found by contacting the Antigonish Women's Resource Centre & Sexual Assault Services Association.

Because the current policies and procedures at StFX are far from substantial in addressing and preventing violence against women and gender-based violence, the Advisory Committee believes it was important to collaborate on and create a stand-alone, independent document that provides guidance to campus community members (staff, faculty, students, administrators, and community members) trying to navigate these current policies and procedures with new and relevant resources. In doing so, this guide offers recommendations as to how current policies and procedures could be improved. It is the objective of the Advisory Committee that the recommendations in this guide be developed and incorporated by the university. The hope is that ultimately, this Policies & Procedures Guide itself be developed, ratified, and acknowledged by the university.



## Note

Please note that the focus of the project and this guide is to address violence against women specifically (as stipulated by the funding). We believe that addressing all forms of violence in all areas of our community is critical in changing the culture of violence and we also acknowledge that violence cuts across many factors including gender identity.



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## Terminology

We acknowledge the use of specific terms throughout this document and the challenges that arise in choosing to use certain terms and what can be implicitly or explicitly communicated, for example, the use of the term “survivor” and “victim”. Many use the term “survivor” to refer to someone who has experienced sexual violence. Others, including the justice system, use the term “victim”. This guide uses both terms.<sup>1</sup> Further, the terms violence against women, gender-based violence, and sexual violence are used interchangeably throughout this document. While distinct, they also carry similar characteristics regarding gender, sexuality, and violence. Finally, violence itself is a broad term describing overt and covert forms.

Please note that the purpose of this guide is to be a starting point of discussion and action on the issues of violence against women and gender-based violence, which includes contesting problematic terminology that is used.

## Definitions

### Violence against Women

The 1993 UN Declaration on the Elimination of Violence against Women has defined violence against women as: Any act of gender-based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or in private life (UN 1993).<sup>2</sup>

### Sexual Violence

*Changing Attitudes, Changing Lives: Ontario’s Sexual Violence Action Plan* defines sexual violence as any violence, physical, or psychological, carried out through sexual means or by targeting sexuality. This includes sexual abuse, sexual assault, rape, incest, childhood sexual abuse, and rape during armed conflict. It also includes sexual harassment, stalking, indecent or sexualized exposure, degrading sexual imagery, voyeurism, cyber harassment, trafficking, and sexual exploitation.<sup>3</sup>

### Regarding Sexual Assault...

Sexual assault is not about love, lust, or unsatisfied sexual desire. Sexual assault involves the use of power, force, or control over. In many cases, no overt physical force is used. Instead, the survivor/victim may be threatened with words, manipulated, or pressured into doing something they do not want to do. In other instances, the survivor/victim may be unable to provide consent.<sup>4</sup>

Sexual assaults are more frequently committed by someone the survivor/victim knows – a friend, acquaintance, date, teacher, family member, professor, advisor, or coach. Sexual assault often occurs in a private place, such as the residence of the survivor/victim or perpetrator, but can also take place in public such as a party or other social event. It can happen in dating, acquaintance, common-law, or married relationships. It can happen in both heterosexual and same-sex relationships.

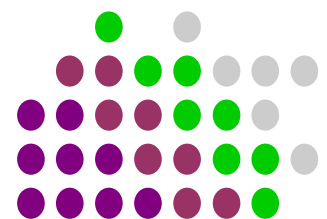
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1 Ontario Women’s Directorate, 2

2 United Nations 1993

3 Changing Attitudes, Changing Lives, 6

4 Ontario Women’s Directorate, 3





## Sexual Assault in the Criminal Code

While the project and this guide are focused on how violence against women and gender-based violence are addressed on campus, we must recognize that such instances of violence can be deemed as criminal acts (sexual assault, sexual harassment), as stipulated in the Criminal Code of Canada.<sup>5a</sup> ([http://www.mun.ca/sexualharassment/sexual\\_harassment/criminal\\_code.php](http://www.mun.ca/sexualharassment/sexual_harassment/criminal_code.php))

### Sexual Assault – Section 265

(1) A person commits an assault when:

- (a) Without the consent of another person, he applies force intentionally to that other person, directly or indirectly;
- (b) He attempts or threatens, by an act or a gesture, to apply force to another person, if he has, or causes that other person to believe on reasonable grounds that he has, present ability to effect his purpose; or
- (c) While openly wearing or carrying a weapon or an imitation thereof, he accosts or impedes another person or begs.

(2) This section applies to all forms of assault, including sexual assault, sexual assault with a weapon, threats to a third party or causing bodily harm and aggravated sexual assault.

(3) For the purposes of this section, no consent is obtained where the complainant submits or does not resist by reason of:

- (a) the application of force to the complainant or to a person other than the complainant;
- (b) threats or fear of the application of force to the complainant or to a person other than the complainant;
- (c) fraud; or
- (d) the exercise of authority.

(4) Where an accused alleges that he believed that the complainant consented to the conduct that is the subject matter of the charge, a judge, if satisfied that there is sufficient evidence and that, if believed by the jury, the evidence would constitute a defence, shall instruct the jury, when reviewing all the evidence relating to the determination of the honesty of the accused's belief, to consider the presence or absence of reasonable grounds for that belief.

### Criminal Harassment – Section 264

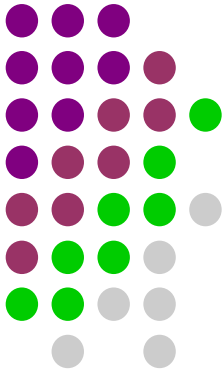
(1) No person shall, without lawful authority and knowing that another person is harassed or recklessly as to whether the other person is harassed, engage in conduct referred to in subsection (2) that causes that other person reasonably, in all the circumstances, to fear for their safety or the safety of anyone known to them.

(2) The conduct mentioned in subsection (1) consists of:

- (a) repeatedly following from place to place the other person or anyone known to them;
- (b) repeatedly communicating with, either directly or indirectly, the other person or anyone known to them;
- (c) besetting or watching the dwelling-house, or place where the other person, or anyone known to them, resides, works, carries on business or happens to be; or
- (d) engaging in threatening conduct directed at the other person or any member of their family.

To view the complete Criminal Code of Canada, visit the Department of Justice, Canada.





## About the Project

Aforementioned, this guide comes from Preventing Violence against Women at St. Francis Xavier University (Preventing VAW at StFX), a two-year project funded by Status of Women of Canada. At StFX, as on many post-secondary campuses, the extent to which violence against women occurs and its impact on the student body remains largely hidden. Although some work has been done to document certain types of gender-based violence, little has been done to assess the impact of this violence. Further, while some measures have been taken to raise awareness among the student body about gender-based violence, much more needs to be done to ensure that students have the support and safety services they need, that policies and procedures are in place to address violence when it happens, and that the whole campus community is educated about how wider societal issues of gender impact institutional climate and individual constructions of gender and violence.

Through this project, the Antigonish Women’s Resource Centre & Sexual Assault Services Association (AWRC & SASA) worked collaboratively with staff, faculty, students, administrators, and community members, using a collaborative, intersectional, gender-based approach, to make visible the many forms that gender-based violence takes and the impact it has on diverse members of the student body.

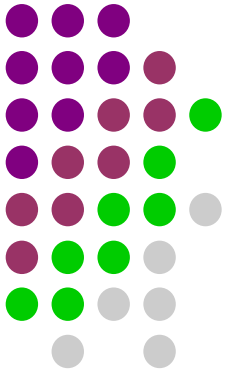
### Preventing VAW at StFX aimed to:

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

### Engagement of Young People – Student Team “UnSilence the Violence”

The project depended on the needs, efforts, and ideas of young people at StFX, offering many opportunities where students could take on leadership roles on campus and in the community and addressing the areas they believe are the most important to them to stop violence against women and gender-based violence. Through students engaging other students, the broader campus community was mobilized to take action. The Student Team was called “UnSilence the Violence”, involving 15 students in each of the two years of the project. They were:

- Alex Gass
- Ashley Julian
- Bilha Ndomo
- Brianna Boyle
- Bridget Houston
- Brooke Harrison
- Dayna Barnes
- Elizabeth Gunsinger
- Haily Maio
- Heather MacKean
- Josie Brewer
- Kaitlin Taves
- Karen Gillis
- Katherine Murphy
- Lauren Wilks
- Moira O’Neil
- Nathaniel Pelley
- Sean MacLean
- Shawna Hines
- Stephanie MacKinnon
- Susan Agobia
- Tanya Mtetwa
- Tatiana Atkins
- Victoria Paddon
- Wan Li



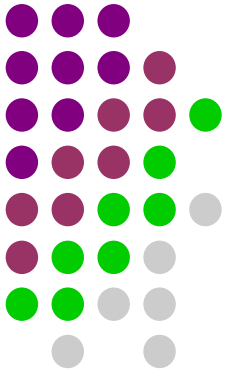
## Engagement of Campus Community – Advisory Committee and Partners

Further, an Advisory Committee and Partners representing diverse organizations and departments in the community and on campus guided the project. They include:

- Amy Brierley (Tessa Burns), StFX Students' Union
- Ben Gunn-Doerge, StFX Students' Union
- Brandon Hamilton, StFX Students' Union
- Brenda Berthiaume, StFX International Student Advising
- Cathy MacDonald, StFX Faculty of Nursing
- Corinna Fitzgerald, StFX Student Life
- Dave MacNeil, StFX Facilities Management
- Gary Waterman, StFX Football Coach
- Hailey Vidler, StFX Students' Union
- Heather Blackburn (Angela Fougere), Sexual Assault Nurse Examiner (SANE) Program
- Jonathan Williams, Students Nova Scotia
- Karen Gillis, StFX Alumni and Community Member
- Krista McKenna, StFX Athletics
- Leo MacPherson, StFX Athletics
- Leslie MacLaren, StFX Academic Vice-President
- Lucille Harper, AWRC & SASA
- Marie Brunelle, StFX Human Rights & Equity Office
- Michelle Keats, Naomi Society
- Molly Peters, StFX Aboriginal Student Advising
- Nancy Forestell, StFX Faculty of Women's and Gender Studies and AWRC & SASA
- Rachel Hurst, StFX Faculty of Women's & Gender Studies and LGBTQ Student Advising
- Rashida Glasgow-Symonds, StFX Black Student Advising
- Robert Proctor, StFX Safety & Security
- Sean Ryan, StFX Staff Students' Union
- Shannon Fear, RCMP
- Shannon Travers (Michelle Treleaven) – StFX Residence Life
- Sheila Sears (Angela Marshall), StFX Health & Counselling
- Taylor Mason (Rachel Mitchell), StFX Students' Union
- Tyson Ball (Megan Turner), StFX Student Conduct Office

## Project Summary

Below is a brief summary of highlights of the work and findings accomplished in the project. The three main aspects of the project were: Collaborative Partnerships with Students and Other Campus Community Members, Research of Student-Based Experiences of Violence against Women, and Action on Student-Based Issues of Violence against Women: Awareness Campaigns & Education Programs – “Bringing In The Bystander”.

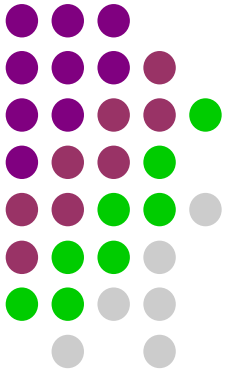


## Collaborative Partnerships with Students and Other Campus Community Members

- 30 students on the Student Team, “UnSilence the Violence”
- 2 Research Assistant students
- 4 Summer students
- 6 Service Learning students
- 20 Advisory Committee Members and Partners, on campus and off campus representation
- 1 Independent External Evaluator
- 2 Research Consultants
- In connection with other campus community projects across Canada (Status of Women Canada)
- In partnership with Students Nova Scotia – representing Students’ Unions at Acadia, Cape Breton, Dalhousie, Mount Saint Vincent, and Saint Mary’s Universities

## Research of Student-Based Experiences of Violence against Women

- Campus Safety Audits/Walkabouts \*
  - ◆ 41 campus community members, mostly female students, participated in Campus Safety Audits/Walkabouts from October 2012 to January 2013 to offer insight as to how the campus community experiences safety or the lack of safety, exploring the physical and social environments of campus.
  - ◆ One 40-page report of the results and recommendations was prepared. 30 copies were made and distributed to key stakeholders on campus. The report is available at the university library in print and digital form. Further, presentations for Safety & Security, Facilities Management, Students’ Union, and the public were held to advocate for the recommendations.
- Focus Groups \*
  - ◆ 40 campus community members, mostly female students, participated in Focus Groups from January to March 2013 to offer insight as to how the campus community understands violence.
  - ◆ One 44-page report of the results and recommendations was prepared. 30 copies were made and distributed to key stakeholders on campus. The report is available at the university library in print and digital form.
- Surveys \*
  - ◆ 193 students participated in surveys in April 2013 to offer insight as to how students experience violence and the impacts of violence. 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.
- A summary of the research done for Preventing VAW at StFX is attached.
- Policies & Procedures Guide
- Recommendations for StFX Senior Administrators (attached)
- Project representation on the Steering Committee for Students Nova Scotia’s Report on Sexual Assault on Campuses and Social Media Campaign released in January and February 2014



## Action on Student-Based Issues of Violence against Women: Awareness Campaigns & Education Programs – “Bringing In The Bystander”

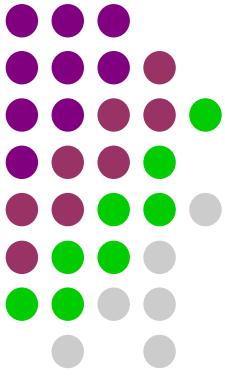
About 5,600 students and campus community members were involved in awareness campaigns. They include:

- Homecoming Poster Campaign – <http://takethepledge.tumblr.com>
- Take Back The Night Rally and March
- What is Violence Workshop
- 16 Days of Activism against Gender-Based Violence Poster Campaign and Coffee-house
- One Billion Rising Video & Resistance Dance – [http://youtu.be/3\\_nyJcYTl8](http://youtu.be/3_nyJcYTl8)
- Welcome Week Hydration/Information Stations and Tumblers
- Students’ Union Violence against Women Awareness Week Activities
- Women’s History Month Poster Campaign
- X-Men Football Halftime Show
- Hypersexualization Workshop
- December 6th/National Day of Remembrance and Action on Violence against Women Event
- International Women’s Week/Day Activities
- Stigma Video – <http://youtu.be/-HbMAvJYqg8>

### StFX is “Bringing In The Bystander” to Address Violence against Women

“Bringing In The Bystander” teaches bystanders how to intervene safely and effectively, asserting that “everyone in the community has a role to play in ending sexual violence”. It’s based on the founding work on bystander intervention by Jackson Katz (Mentors in Violence Prevention). Evaluation results show the effectiveness of the program for increasing participants’ knowledge, attitudes, and behaviours regarding responses to sexual violence.

- 116 people from campus communities in Nova Scotia – Acadia, Cape Breton, Mount Saint Vincent, Saint Mary’s, Dalhousie, and StFX Universities – were trained as trainers in September 2013 and July 2014
  - ◆ 73 were students and campus community members at StFX and in Antigonish. (Additionally, 30 attended a public event on the program in September 2013.)
- 503 participants (students and campus community members at StFX, CBU, NSCC – Port Hawkesbury and Marconi Campuses, and in Antigonish and Sydney) have been engaged in the program since the training of trainers
- A total of 649 students and campus community members have been involved



## Background on the Issues

StFX is not unlike other campus communities, in which there are significant challenges in addressing sexual violence. Most campuses lack a pro-active, survivor/victim-based, consistent, comprehensive, and collaborative response to violence against women and gender-based violence; however, this does not contest the importance of working towards this. Institutions should provide education and guidance to staff, faculty, students, administrators, and community members on how each plays an important role in influencing attitudes and behaviours to reduce the incidence of violence against women and gender-based violence and to promote values which celebrate positive, consenting sexuality and sexual diversity.

Anyone can experience sexual violence; however, it is a highly gendered offense, affected by race, socioeconomic status, ethnicity, culture, age, and many other factors. It is also a kind of violence that is particularly and specifically prevalent and evident on campuses.

Campus communities are meant to be safe and inclusive learning environments; however, they are often a place where young women face overt and covert forms of sexual violence. There is a significant lack of data for universities and other post-secondary institutions in Nova Scotia on these issues. Other provinces, such as Ontario, have collected some data on sexual violence on campuses. The Canadian Federation of Students of Ontario found that many cases of sexual violence occurred within the first 8 weeks of classes and 4 out of 5 female students reported experiencing relationship violence.<sup>5</sup> Women aged 18 to 24 years old experience the highest rates of sexual violence in Canada.<sup>6</sup>

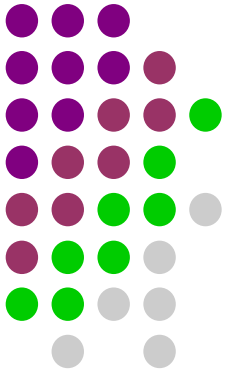
In Antigonish, the Sexual Assault Nurse Examiner (SANE) Program reported it responded to six (6) STFX students who were victims of sexual assault during the 2013-2014 academic year. **Half of these cases occurred within the first two weeks of September.** It should be noted that these numbers do not reflect the actual rate of sexual violence and sexual assault experienced by STFX students, as most victims do not tell anyone or seek help.

Statistics on reporting must come with an important caveat – we know that only a small percentage of survivors/victims report at all. In a campus wide survey conducted by **Preventing VAW at StFX in March/April 2013, of the 193 students who responded, about 25% indicated experiencing violence against women and gender-based violence (while at StFX and/or before coming to StFX).** This is evidence that despite the small size of the university, there is still a dire need for campus community members (staff, faculty, students, administrators, and community members) to be aware and educated on how to better respond and prevent sexual violence.



<sup>5</sup> Canadian Federation of Students— Ontario, Fact Sheet

<sup>6</sup> Canadian Federation of Students—Ontario, Fact Sheet



## Objectives of the Policies & Procedures Guide

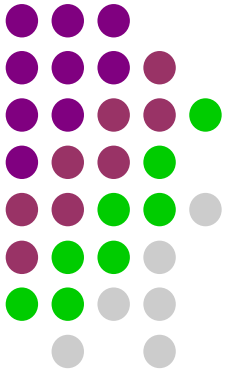
The Policies & Procedures Guide provides some initial guidance and resources to the campus community (staff, faculty, students, administrators, and community members) in trying to navigate the current policies and procedures. It is meant to offer recommendations as to how the current policies and procedures could be improved and ultimately, have such recommendations institutionalized and adopted by the university. This guide is designed to aid in the facilitation of improving the university's policies and procedures. We hope that, as such, it is useful.

## Policies & Procedures Guide Sections

Pro-active, survivor/victim-based policies and procedures that respond and prevent sexual violence should be:

- A. A resource and framework for a consistent, comprehensive, and collaborative approach
- B. Sex-positive
- C. Accessible to all campus community members (staff, faculty, students, administrators, and community members)
- D. Inclusive of LGBTQ, Aboriginal, International, and Students of Colour Communities \*
- E. Makes visible the issue
- F. Helps to improve communication between survivor/victim and institution
  - I. Disclosure
  - II. Reporting
- G. Helps to improve communication between institution and broader campus community
- H. Promotes and supports student engagement and organizing around the issue
  - I. Committed to prevention and educational activities that are continuous, multifaceted, and relevant to students' experiences
  - J. Committed to ongoing, annual feedback and revision

\* This term does relate to the needs of Black students at StFX – there is a Black Student Advising Office at StFX that provides support to this community of students; however, it is generalized to include students who are from other racialized backgrounds.



## Outline for the Policies & Procedures Guide

### A. Is a resource and framework for a consistent, comprehensive, and collaborative approach

- Connects the current policies and procedures – *Sexual Assault Response, Community Code, Discrimination & Harassment* (current StFX policies and procedures that address violence against women and gender-based violence)
  - ◆ Increases the visibility of the current policies and procedures
  - ◆ Analyzes and attempts to fill the gaps of the current policies and procedures in addressing violence against women and gender-based violence
- Connects campus and community resources
- Outlines the specific responsibilities of staff, faculty, students, administrators, and community members, acknowledging such individuals as both entry points for disclosure and agents of action
- Educates/trains staff, faculty, students, administrators, and community members – the guide itself can be referred to/used by such people on an ongoing basis

### B. Is sex-positive

- Includes a statement of commitment to a sex-positive approach
  - ◆ Emphasizes that sex be consensual, ethical, inclusive, honest, and enjoyable

### C. Is accessible to all campus community members (staff, faculty, students, administrators, and community members)

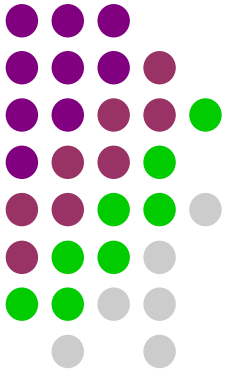
- Uses language that is accessible to all staff, faculty, students, administrators, and community members
- Is published, presented, and made available in multiple formats for education/training and for reference for all staff, faculty, students, administrators, and community members

### D. Is inclusive of LGBTQ, Aboriginal, International, and Students of Colour Communities

- Uses language that is inclusive of these communities and appreciates that the experiences of violence (the impact, the resources available, and even the vulnerability to violence itself) are unique to each community and to each individual
- Incorporates the lived knowledge of these communities and addresses the specific and diverse challenges expressed by these communities
- Includes these communities in all activities and in all levels of decision-making and also the ongoing revision, monitoring, development, and improvement of policies and procedures related to violence against women and gender-based violence

### E. Makes visible the issue

- Includes clear definitions of sexual harassment, sexual assault, violence against women, gender-based violence, and sexual violence
- Acknowledges the dynamics of violence against women and gender-based violence
  - ◆ Looks at: relationship violence, dating violence, consent, social pressures around alcohol/drugs and sex, drug and alcohol consumption as they impact sexual violence, rape myths, the effects of violence, and the issues around disclosure and reporting (and why those exist)



- Provides some analysis of gender
- Provides some analysis of historical, cultural, religious, and social influences
- Provides some analysis of intersecting factors in addition to gender
- Provides some analysis of power, privilege, oppression, and violence
- Offers some statistics and explanation of the statistics of the incidence and prevalence of the issue
  - ◆ Incorporates and refers to the research done for Preventing VAW at StFX
- Includes Criminal Code definitions

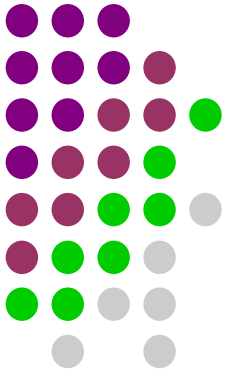
#### **F. Helps to improve communication between survivor/victim and institution**

- Outlines easy to understand, simple, and clear support options, so that survivors/victims understand these well to make informed decisions
  - ◆ Includes Survivor's/Victim's Rights
  - ◆ Emphasizes that all support options are confidential, non-judgemental, and self-determinant
  - ◆ Public statement emphasizing that support is important to the institution – that support is valued and evaluated (and by whom it is) consistently
  - ◆ Clarifies and communicates the role and responsibility of the Critical Incident Stress Management (CISM) Team (and its oversight)
- Outlines easy to understand, simple, and clear reporting and discipline options and processes, so that survivors/victims understand these well to make informed decisions
  - ◆ Includes multiple, known, and anonymous options
  - ◆ Public statement emphasizing that reporting is important to the institution – that reporting is valued and evaluated (and by whom it is) consistently
    - ◆ Following up on reporting and communicating about reporting, encouraging more survivors/victims to report is stated as important
    - ◆ Clarifies and communicates the role and responsibility of the Critical Incident Stress Management (CISM) Team (and its oversight)
  - ◆ Promotes a survivor/victim-based approach – balancing the burden of proof, providing amnesty for survivors/victims, offering options to survivors/victims to avoid retaliation and confrontation by their perpetrators
  - ◆ Emphasizes that reporting and discipline processes have timely and public oversight (and by whom does it) and that those who are conducting these processes are diverse and trained in the issues
  - ◆ Coincides with the Criminal Code

#### **G. Helps to improve communication between institution and broader campus community**

- Includes campus wide alerts/notices not just for “stranger danger”, but includes the important mention of acquaintance and partner assault as well and communicates that acquaintance assault is the most common form of sexual assault
- Public statement by the StFX President committing leadership on preventing and addressing acts of violence against women and gender-based violence and the ongoing revision, monitoring, development, and improvement of policies and procedures related to violence against women and gender-based violence
  - ◆ Engaging in honest and ongoing critical analysis/evaluation of how the institution addresses the issues
- Collaborating with, being open to learning from, and seeking support from campus community members in addressing and preventing this issue (i.e. Sexual Assault Nurse Examiner [SANE] Program, Antigonish Sexual Assault Response Team [ASART])
- Providing explanations on potentially misinterpreted statistics to ensure a clearer picture of the issue, as most violence goes unreported and as most violence occurs between acquaintances and partners





- Translating and promoting the work done on the issues as a positive to the university and not a negative, working with university communications

#### **H. Promotes student engagement and organizing around the issue**

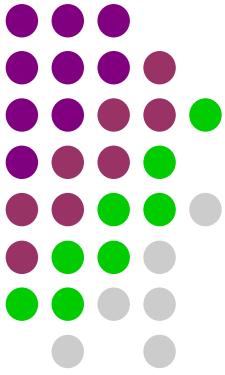
- Encourages students to organize, conduct research, and advocate for themselves, validating the work students do and their lived experiences
  - ◆ Incorporates and refers to the student-based research done for Preventing VAW at StFX
- Includes students in all activities and in all levels of decision-making and also the ongoing revision, monitoring, development, and improvement of policies and procedures related to violence against women and gender-based violence
- Engages students at all levels of power – not just those directly involved in Students' Union
- Is inclusive of LGBTQ, Aboriginal, International, and Students of Colour Communities

#### **I. Is committed to prevention and education activities that are continuous, multifaceted, and relevant to students' experiences**

- Includes student-based areas of concern
  - ◆ Looks at: dating violence, consent, social pressures around alcohol/drugs and sex, drug and alcohol consumption as they impact sexual violence, rape myths, the effects of violence, and the issues around disclosure and reporting (and why those exist)
- Involves key programming in the first eight weeks of classes, particularly Welcome Week, and complimentary programming throughout the rest of the year
- Engages campus community members (of all genders) as responsible and caring leaders/bystanders, mainstreaming the issue and the solutions
- Is sustainable and funded with institutional commitment
- Includes peer-led opportunities for all campus community members (staff, faculty, students, administrators, and community members)
- Is inclusive of LGBTQ, Aboriginal, International, and Students of Colour Communities

#### **J. Is committed to ongoing, annual feedback and revision**

- Includes tools for the ongoing revision, monitoring, development, and improvement of policies and procedures related to violence against women and gender-based violence and of this guide itself
- Provides multiple and accessible forums for feedback, with special focus on getting student feedback
  - ◆ Incorporates and refers to the student-based research done for Preventing VAW at StFX
- Communicates responses and follows up on actions done, as a timeline and barometer of change



## Full Recommendations for Policies and Procedures

### A. Is a resource and framework for a consistent, comprehensive, and collaborative approach

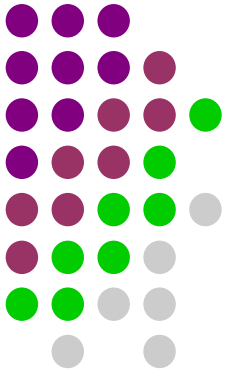
To address violence against women and gender-based violence specific to the student body, StFX has the following policies and procedures – *Sexual Assault Response* (Health & Counselling), *Community Code* (Student Life), and *Discrimination & Harassment* (Human Rights & Equity). Navigating these policies and procedures and the offices and/or departments under which they are housed are significant challenges for staff, faculty, students, administrators, and community members. For a consistent, comprehensive, and collaborative approach to violence, the current policies and procedures need to be better connected, particularly in terms of clarifying the messages and the roles and responsibilities of campus community members. In connecting them, gaps in the policies and procedures can be better identified and addressed. To understand the reaches and limitations of the current policies and procedures, a Policy Map is attached.

It is recommended that StFX increases the visibility of the current policies and procedures and ensures the accessibility and availability of these policies and procedures to all staff, faculty, students, administrators, and community members – the documents should be available as online resources as well as hard copies in shared public spaces on campus (i.e. the Students' Union, Library, Health & Counselling Centre, Service Learning Office, Safety & Security, and Athletics). This would increase the visibility of the policies and procedures, increasing awareness and holding accountability of the institution to them as well.

In order for the policies and procedures to remain relevant to StFX, the institution must commit to ongoing analysis and continuous efforts to fill the gaps in addressing violence against women and gender-based violence. There should also be a commitment from the institution to continuously work to educate, train staff, faculty, students, administrators, and community members – the policy and procedure guide could be referred to and/or used by such people on an ongoing basis.

The institution should work to connect campus services with community resources (a Campus Community Services Map is attached). In doing so, not only would campus community partnership be strengthened, but it would also help to foster collaboration. The institution should work to identify and outline the specific responsibilities of staff, faculty, students, administrators, and community members, acknowledging such individuals as both entry points for disclosure and agents of action when instances of sexual violence occurs.

Below are recommendations from the Ontario Women's Directorate for the roles and responsibilities for campus community members that can provide for a consistent, comprehensive, and collaborative approach.



## Common / Shared Roles

### Model positive behaviours and attitudes by:

- Demonstrating respectful behaviour in personal relationships
- Valuing diversity
- Resolving conflicts in constructive and non-violent ways
- Speaking out against negative attitudes and intervening when comments are made that promote rape myths, sexual violence, and discrimination
- Having open discussions with peers about sexual violence on campus
- Responding in a sympathetic, non-judgmental, and supportive way when a sexual assault or another act of sexual violence is disclosed
- Being a supportive listener when survivors wish to discuss their experiences
- Respecting survivors' privacy and how much information they choose to disclose
- Promoting confidentiality of the survivor and the accused and discouraging rumours and allegations
- Being aware of the response protocol and how to contact the sexual violence response team
- Willingly participating in investigations
- Participating in training and public education initiatives on sexual violence

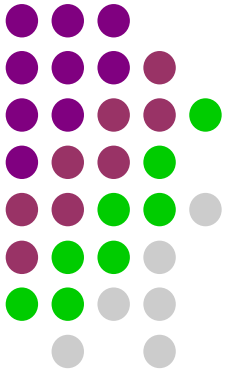
### Unique Responsibilities

#### **Senior Administrators** (i.e. President, Vice-President, Chancellor, Provost, Vice-Provost, Deans)

- Playing a leadership role in raising awareness about sexual violence
- Endorsing a formal sexual violence policy
- Initiating and supporting the development of a sexual violence response protocol
- Allocating resources for training campus members on the policy and protocol

#### **Faculty and Teaching Staff** (i.e. professors, instructors, lecturers, researchers, teaching assistants)

- Providing survivors with appropriate academic considerations, such as extensions on assignments or supporting a request to drop a class or continue studies from home
- Making students aware of opportunities to attend campus-wide training, lectures, workshops or events relating to sexual violence
- Recognizing that many campus members have authority over students, and it is necessary to maintain appropriate relationships
- Looking for opportunities to include sexual violence in teaching materials, curriculum, and course content



### **Residence Staff and Campus Housing**

- When the victim and perpetrator live in the same residence, organizing a change in living arrangements, preferably of the perpetrator, so the victim can maintain peer support
- Encouraging students living in residences to organize and participate in sexual violence awareness activities

### **Campus Health**

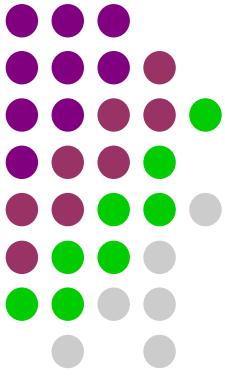
- Creating an atmosphere where victims feel comfortable disclosing and seeking help
- Following established medical procedures for responding to students who have experienced sexual assault, and making referrals where appropriate
- Participating in continuing education on sexual violence
- Conducting medical testing or referring to the nearest sexual assault/domestic violence treatment centre, for the following:
  - Sexual Assault Evidence Kit
  - Drug and alcohol-facilitated assaults
  - Sexually transmitted infections
  - HIV/AIDS
  - Pregnancy

### **Counselling Staff**

- Creating an atmosphere where victims feel comfortable disclosing and seeking help
- Participating in continuing education on sexual violence
- Offering short-term and long-term counselling and peer group supports for victims of sexual violence
- Referring to other campus and local services (for example, hospital services, sexual assault centres, peer-supports, emergency shelters, mental health services, community health centres)

### **Campus Security / Police**

- Issuing a campus safety alert after a disclosure, when it is determined that the campus may be at risk
- Conducting internal campus investigations
- Offering the victim the opportunity to be interviewed by security or police of the same gender, if the victim chooses
- Working with local authorities and cooperate with their investigations
- Implementing institutional procedures for dealing with the alleged perpetrator while an investigation is taking place
- Following best practices in creating campuses that are physically safe
- Assessing the physical safety of the campus through regular safety audits
- Tracking incidents to identify commonalities between reported incidents, such as a similar location, residence, or perpetrator description



### Registrar and Academic Advisors

- Assisting with academic accommodations, petitions (for example, requests for the waiver of an academic regulation, degree requirement or academic deadline when a student has experienced undue hardship or disadvantage), dropping courses, and other academic needs of the survivor

### Student Associations / Societies

- Engaging in awareness activities to promote a better understanding of sexual violence and the institution's policies and protocols
- Providing feedback on institutional policies, resources, and protocols
- Participating in campus sexual violence awareness activities
- Following the Student Code of Conduct
- Providing feedback on institutional policies, resources, and protocols

[http://www.citizenship.gov.on.ca/owd\\_new/english/resources/publications/campus\\_guide/campus\\_guide.pdf](http://www.citizenship.gov.on.ca/owd_new/english/resources/publications/campus_guide/campus_guide.pdf)

### B. Is sex-positive

The institution should include a statement of commitment to a sex-positive approach, such as the following one from Colorado State University:

*As a broad ideology and worldview, sex positivity is simply the idea that all sex, as long as it is healthy and explicitly consensual, is a positive thing. [We use] sex positivity within our programming about consent because it allows for a more nuanced understanding of how gender socialization, patriarchy, and sexism have an impact on sexual violence.*

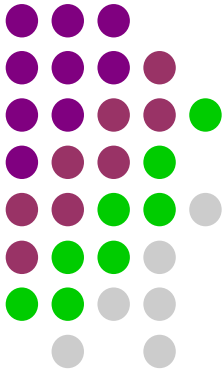
This section should emphasize that sex is consensual, ethical, inclusive, honest, and enjoyable. Further, this should include a section on consent to aid all community members in beginning the discussions on the complexities of sexual consent. This can be followed by a review of the myths and misconceptions surrounding sexual violence that are prevalent in the greater culture and on campuses. Reference should be made to the Ontario Women's Directorate, who has provided guidance and language for these sections.<sup>7</sup> Consent according to the Ontario Women's Directorate is defined as Consent is central to sexual assault. The Criminal Code of Canada defines consent as it relates to sexual assault as the voluntary agreement to engage in sexual activity. An individual must actively and willingly give consent to sexual activity. Simply stated, sexual activity without consent is sexual assault.

Consent:

- Is never assumed or implied
- Is not silence or the absence of "no"
- Cannot be given if the victim is impaired by alcohol or drugs, or is unconscious
- Can never be obtained through threats or coercion
- Can be revoked at any time
- Cannot be obtained if the perpetrator abuses a position of trust, power or authority <sup>8</sup>

<sup>7</sup> Ontario Women's Directorate, 5

<sup>8</sup> Ontario Women's Directorate, 4



### **C. Is accessible to all campus community members (staff, faculty, students, administrators, and community members)**

In identifying specific roles and responsibilities (as mentioned previously), the language used must also be accessible to all staff, faculty, students, administrators, and community members. Policies and procedures must be made public and be available in multiple formats (in digital and hard copies) for education/training and for reference for all staff, faculty, students, administrators, and community members. They should be found in shared public spaces on campus (i.e. the Students' Union, Library, Health & Counselling Centre, Service Learning Office, Safety & Security, and Athletics).

Accessibility must also mean that policies and procedures be open to feedback from campus community members in the efforts for these policies and procedures to remain relevant and effective for the campus.

### **D. Is inclusive of LGBTQ, Aboriginal, International, and Students of Colour Communities**

The risks and experiences of violence against women and gender-based violence varies greatly from community to community, so the language used (as well as the assumed knowledge and/or cultural understanding) must be inclusive of these communities and appreciate that the experiences of violence (the impact, the resources available, and even the vulnerability to violence itself) are unique to each community and to each individual.

Each community should be included in the activities, decision-making, and ongoing revision, monitoring, development, and improvement of policies and procedures related to violence against women and gender-based violence. The institution can ensure the representation of the diverse communities at StFX by ensuring to include the Aboriginal Student Advisor, the Black Student Advisor, the International Student Advisor, the LGBTQ Student Advisor, and the Human Rights & Equity Advisor to be an integral part of the creation policies and procedure, along with student services staff and student government representation. Lived knowledge of these communities should be incorporated into the policies and procedures as well, as they can illuminate the challenges expressed by these communities with regards to sexual violence.

### **E. Makes visible the issue**

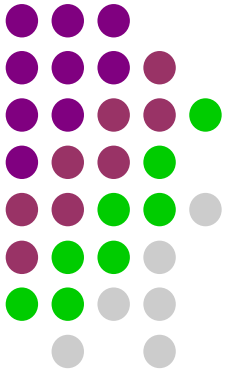
Formal protocols can play a critical role in creating an environment where everyone on campus knows what sexual violence is and that it is unacceptable – further, that survivors/victims will receive the services they need and perpetrators will be held accountable. Policies and protocols are particularly beneficial when combined with public education and prevention initiatives, as well as ongoing improvements to the safety of the campus.<sup>9</sup>

According to the Ontario Women's Directorate, the institution should communicate a commitment to action on these issues.

*A public commitment demonstrates leadership and acts as a catalyst to engage the entire campus community in taking action. A statement by the President or Executive Head announcing that a sexual violence policy and protocol will be developed affirms this commitment. This statement can also include the identification of a project champion and team that will develop the policy and protocol and describe how students and others can become involved. Progress reports can be posted on the institution's website. A public commitment is critical to mobilizing the campus community. Student leaders, faculty, and staff can help strengthen this commitment through their ongoing support.<sup>10</sup>*

<sup>9</sup> Ontario Women's Directorate, 11

<sup>10</sup> Ontario Women's Directorate, 12



To making the issues more visible, clear definitions of sexual harassment, sexual assault, sexual violence, violence against women, gender-based violence, and sexual violence must be communicated in policies and procedures, as well as in awareness campaigns on campuses.

It is also recommended that policies and procedures acknowledge the dynamics of violence against women and gender-based violence, ensuring to examine relationship violence, dating violence, consent, social pressures around alcohol/drugs and sex, drug and alcohol consumption as they impact sexual violence, rape myths, the effects of violence, and the issues around disclosure and reporting (and why those exist); again, the Ontario Women's Directorate has provided a strong outline on these issues which St. Francis Xavier University could adapt. Some of the key points identified by the Ontario Women's Directorate are:

- Understanding Sexual Violence in your Community
- Developing a campus response to Sexual Assault
- Resources to support a response to Sexual Assault

Because these policies and procedures are meant to serve all campus community members, they must provide not only a gender analysis of the issues, but as well offer analyses of the historical, cultural, religious, and social influences of sexual violence. This will require the institution to acknowledge the connections between power, privilege, oppression, and violence.

In providing statistical data, explanations of the statistics to accurately reflect the prevalence of the issue must also be included. Incorporating and referring to the student-based research done for the Preventing VAW at StFX Project would be a start.

In addition, policies and procedures should include the Criminal Code of Canada's definitions of sexual harassment and sexual assault. Further, definitions from bodies like the United Nations on violence against women and gender-based violence can be good starting points in reviewing the local/campus policies and procedures on these issues.

#### **F. Helps to improve communication between survivor/victim and institution**

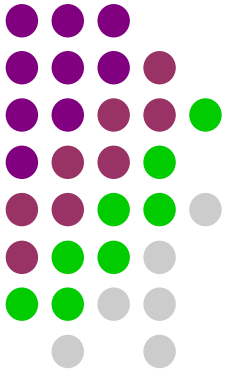
The institution should provide a clear, easy to comprehend, simple outline that describes support options, so that survivors/victims understand these well to make informed decisions. This outline should include:

- I. **Disclosure:** The institution must outline clear supportive roles if disclosure is given. First responders to sexual violence must be adequately prepared to be the initial support person.

There are many reasons why students may be reluctant to disclose or report. Some are not clear about the types of behaviours that constitute sexual violence. Survivors/victims may feel that something has taken place that "is not right", but they may not understand that they have experienced sexual violence. This can be particularly true when the perpetrator is a friend, a partner, or an acquaintance.<sup>11</sup>

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<sup>11</sup> Ontario Women's Directorate, 9



Fear and apprehension about the reactions of others can be significant barriers to disclosing or reporting as well. This can include:

- Concerns about being believed or blamed
- Feeling ashamed and guilty for what happened
- Fear of institutional sanctions or a police investigation where underage drinking or the use of illegal drugs were involved
- Fear of reprisal by the perpetrator or his friends
- Peer pressure to not report, especially if the perpetrator has significant status on campus and/or part of the survivor's/victim's peer group.

When students do choose to disclose, the first person they tell will likely be someone they trust such as a friend, family member, roommate, classmate, coach, staff, and/or faculty member. The nature of that response can have a significant impact on the survivor's/victim's wellbeing and their decision-making about taking the next steps to seek support.<sup>12</sup>

**II. Reporting:** Policies and procedures should outline the guidelines to reporting incidents of sexual violence. This should be written in partnership with the Sexual Assault Nurse Examiner (SANE) program and the local RCMP branch to ensure that the support person is able to inform the survivor/victim of the process should they choose to formally report the incident(s) to the authorities – the police and/or the institution itself.

Adopting an empowered support model will allow the survivor/victim to make informed choices regarding reporting. Survivors/victims should not be forced, pressured, or coerced to report.

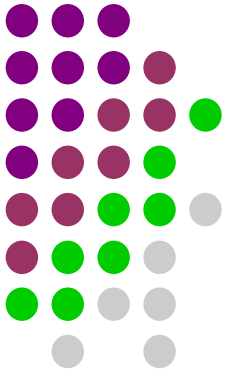
Concerns about the reporting process can also discourage people from coming forward. Survivors/victims may be worried about confidentiality and believe that reporting to authorities will open up their personal lives to public judgment and scrutiny. Some may feel a sense of vulnerability when thinking about the possible physical examinations and questions they may face. Others may be anxious that by reporting they will “lose control” of what happens to them. Survivors/victims may believe that they will be forced to press charges or take other actions dictated by authorities. They may be concerned that their parent(s)/guardian(s) will be notified and that they will be pulled out of school or have their living arrangements changed.

Some survivors/victims may not report because they believe that nothing will happen to the perpetrator.

Cultural beliefs and values can also influence an individual's decision to tell someone or report. Survivors/victims may fear that contacting services will result in other community members learning about the assault. They may believe that a disclosure could result in being ostracized by family or friends.<sup>13</sup>

It should be emphasized and reiterated in the related policies and procedures that all support options are confidential, non-judgemental, and self-determinant and includes multiple, known, and anonymous options.





To protect survivors/victims, the institution should create Survivor's/Victim's Rights, consulting with the Antigonish Sexual Assault Response Team (ASART) to do so.

The institution should make a public statement emphasizing that support is important to the institution – that support is valued and evaluated (and by whom it is) consistently, it should ensure to clarify and communicates the role and responsibility of the Critical Incident Stress Management (CISM) Team (and its oversight).

Institutional policies and procedures can play a valuable role in creating campus environments where survivors/victims feel safe coming forward and getting the help they need.

The public statement should also emphasize that reporting is important to the institution, encouraging more survivors/victims to report as clearly stated values by the institution. The language used in the public statement should promote a survivor/victim-based approach, balancing the burden of proof, providing amnesty for survivors/victims, offering options to survivors/victims to avoid retaliation and confrontation by their perpetrators.

The public statement should put emphasis on reporting and discipline processes that have timely and public oversight (and by whom does it) and that those who are conducting these processes (who are they/what is their position) are diverse and trained in the issues of sexual violence.

Institutional policies and procedures can play a valuable role in creating campus environments where survivors/victims feel safe coming forward and getting the help they need.

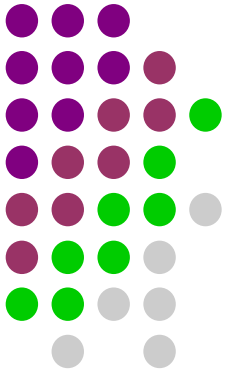
#### **G. Helps to improve communication between institution and broader campus community**

The institution has significantly fallen behind on any form of communication to the campus community with regards to notifying its members of incident(s) and/or threats of sexual violence. This should be implemented and include campus wide alerts not just for “stranger danger”, but also include information regarding acquaintance and partner assault as well, communicating that acquaintance assault is the most common form of sexual assault. The institution could refer to Carleton University’s Emergency Notification System (ENS), which allows students to register via email or cell phone text for notifications from the campus safety and security team who is responsible for issuing notices to the broader campus community.<sup>14</sup> Further, the notices would create a more open environment, rather than promoting a culture of rumour and fear.

At the beginning of each academic year, the StFX President in partnership with Safety & Security should issue a public statement committing their leadership on preventing and addressing acts of violence against women and gender-based violence and the ongoing revision, monitoring, development, and improvement of policies and procedures related to these issues. Campus leaders must be able to engage in honest and ongoing critical analysis on how the institution addresses the issues sexual violence.

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<sup>14</sup> Carleton University, <http://carleton.ca/safety/protect-yourself/emergency-notification-system/>



*Successful primary prevention of sexual violence requires the recognition of the problem at the highest levels of campus leadership.<sup>15</sup>*

This must include ongoing collaboration with, being open to learning from, and seeking support from campus community members in addressing and preventing these issues (i.e. SANE, ASART, AWRC & SASA). Working together to provide clear explanations on potentially misinterpreted statistics will help to ensure clarity on the issues, as most violence goes unreported and as most violence occurs between acquaintances and partners.

Translating and promoting the work done on these issues, as a positive to the university (as a way to recruit and retain students) and not a negative, requires working with university communications.

*All levels of prevention are necessary to stop the occurrences of sexual violence and to significantly improve health status of campus communities. True primary prevention is population-based using environmental and system level strategies, policies and actions that prevent initial actions from actually occurring.<sup>16</sup>*

The institution has taken recent steps to foster a pro-social campus community by supporting the “Bringing In The Bystander” Program. However, the institution requires significant work in the areas of open communications with the campus community.

#### **H. Promotes student engagement and organizing around the issue**

The institution should support and encourage students to organize, conduct research, and advocate for themselves and the campus community, as we know that peer-driven campaigns have significantly more impact than campaigns coming from the “top-down”. The institution should validate the work that students do and their lived experiences that they bring to these campaigns. Incorporating and referring to the student-based research done for Preventing VAW at StFX would again be a good start.

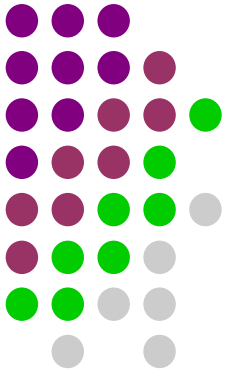
The institution should act as a student-friendly resource, fostering student leadership and advocacy surrounding these relevant campus issues. The institution should ensure to include students in all activities and in all levels of decision-making, as well as in the ongoing revision, monitoring, development, and improvement of policies and procedures related to violence against women and gender-based violence. Student leadership should engage students at all levels of power – not just those directly involved in the Students’ Union, but that is also inclusive of LGBTQ, Aboriginal, International, and Students of Colour Communities.

#### **I. Is committed to prevention and education activities that are continuous, multifaceted, and relevant to students’ experiences**

Prevention and education activities Includes research on student-based areas of concern, for example bi-annual, student-led discussion groups to examine the issues occurring at StFX, such as: dating violence, consent, social pressures around alcohol/drugs and sex, drug and alcohol consumption as they impact sexual violence, rape myths, the effects of violence, and the issues around disclosure and reporting (and why those exist). The feedback provided can be used to guide the institution and student awareness and advocacy campaigns. This would ensure relevance and that the issues being targeted are effective for the StFX campus community.

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<sup>15</sup> ACHA, 5  
<sup>16</sup> ACHA, 5



Key programming (such as “Bringing In The Bystander”) should be promoted and offered in the first eight weeks of classes, particularly Frosh Week, and complimentary programming throughout the rest of the year should follow. Open space discussions surrounding sexual health and health promotion should include the issues of consent and identification of sexual violence. The institution should engage campus community members (of all genders) as responsible and caring leaders/bystanders, mainstreaming the issue and the solutions, so everyone can participate.

There has been significant interest expressed by StFX campus community members in implementing some of the aforementioned prevention and education programs. However, they are struggling with sustainability and funding, aspects that require full institutional commitment.

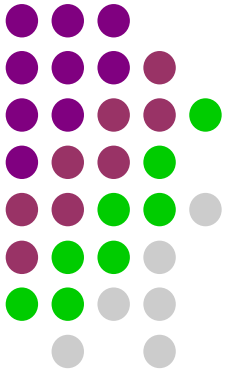
Funds from the institution must support both the formal (Students’ Union) campaigns and informal (student-led) campaigns. In order for the institution to model violence prevention in the community and in the province, it must also be prepared to provide financial support to leading groups working to address sexual violence.

**J. Is committed to ongoing, annual feedback and revision**

The institution should develop tools for the ongoing revision, monitoring, development, and improvement of policies and procedures related to violence against women and gender-based violence. There should be a committee comprised of staff, faculty, students, administrators, and community members who annually review the findings from the previous year and make amendments and revisions to the policies and procedures. The revisions need to be made public.

The annual feedback and review should host multiple and accessible forums for feedback, with a special focus on getting student feedback. The annual review should make use of the research done for Preventing VAW at StFX that were previously prepared by “UnSilence the Violence”.

All communicated responses should be considered during the annual review and follow-ups on actions should be done in a timely manner. Each year there should a timeline created and barometer of change to measure successes and challenges against.



## Conclusion of Recommendations

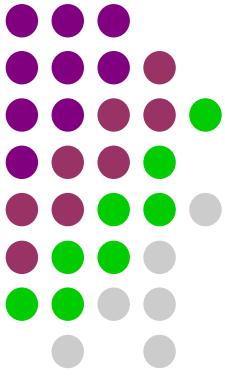
The Advisory Committee and Student Team of Preventing Violence against Women at StFX, calls upon university administration to take a lead on issues of violence against women on and off campus beyond the project's end. The following recommendations are based on local research, promising practices, and 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).

### ***I. Foundation for Cultural Change***

- A. 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.
- B. 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.
- C. 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.
- D. 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.

### ***II. Proactive Response to Incidents of Sexualized Violence***

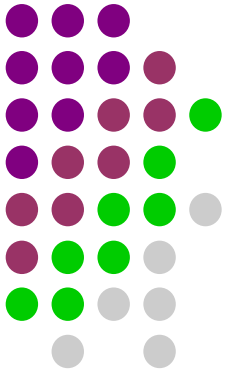
- A. Bridge Reporting and Responding Gaps** – the University should review, revise, make accessible, and clearly communicate reporting and responding procedures to all campus community members. This will require the concerted coordination of first responders to incidents of sexual assault.
- B. Investigate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



### **III. Coordinated Prevention of Sexualized Violence**

- A. 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.
- B. 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.
- C. 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.
- D. 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.



## Acknowledgements

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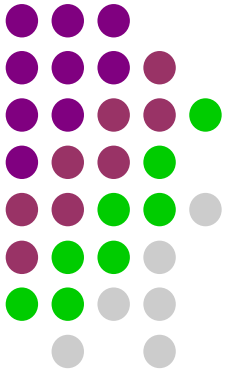
To all the students, especially those part of UnSilence the Violence, who spear-headed the trainings, workshops, research, and report writing and coordinated the activities of the project. We were very fortunate over the two years of the project to work with such dedicated, advocacy-driven students. The students provided the project with so much valuable insight as to what was happening on campus and in the community. They acted as peers and resources to the greater student body at StFX and as leaders for change.

To the Students' Union for their continuous support and promotion of the project on campus. Having the support of the Students' Union allowed for partnering for special events, like O-Week and helped with the promotion of "Bringing In The Bystander".

To the Advisory Committee members for their ongoing support and guidance they provided to the students, for their continual support in the development of the recommendations for the policy and procedure guide, and for their overall dedication to the success of the project.

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## Citations

1- Developing a Response to Sexual Violence: A Resource Guide For Ontario's Colleges and Universities

[http://www.citizenship.gov.on.ca/owd\\_new/english/resources/publications/campus\\_guide/campus\\_guide.pdf](http://www.citizenship.gov.on.ca/owd_new/english/resources/publications/campus_guide/campus_guide.pdf)

2- United Nations 1993, Declaration to End Violence against Women

<http://www.un.org/documents/ga/res/48/a48r104.htm>

3- Changing attitudes, Changing lives Ontario's Sexual Violence Action Plan March 2011

<http://www.women.gov.on.ca/english/resources/publications/svap2011.pdf>

4- Canadian Federation of Students- Ontario, Fact Sheet

<http://www.women.gov.on.ca/english/resources/publications/svap2011.pdf>

5- Carleton University, Safety and Security Emergency Notification System

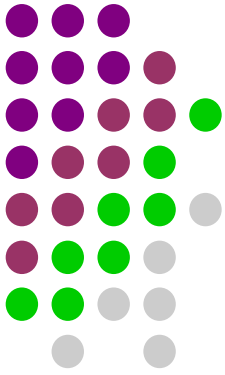
<http://carleton.ca/safety/protect-yourself/emergency-notification-system/>

6- ACHA Tool Kit: Shifting the Paradigm: Primary Prevention of Sexual Violence

[http://www.acha.org/sexualviolence/docs/acha\\_psv\\_toolkit.pdf](http://www.acha.org/sexualviolence/docs/acha_psv_toolkit.pdf)

7- University of New Hampshire, Prevention Innovations: Bringing In The Bystander

<http://cola.unh.edu/prevention-innovations/bringing-bystander%C2%AE>



## Links for Preventing Violence against Women at StFX

*Justice Minister Peter MacKay launches Bringing In The Bystander violence intervention program, highlights work of Preventing Violence Against Women at StFX*

<http://www.stfx.ca/news/view/13586/>

*Saint Mary's Twitter scandal prompts consent talks – The CBC*

<http://www.cbc.ca/news/canada/nova-scotia/saint-mary-s-twitter-scandal-prompts-consent-talks-1.2515121>

*Program to target sexualized violence – The Chronicle Herald*

<http://thechronicleherald.ca/novascotia/1153259-program-to-target-sexualized-violence>

*Study probes safety at StFX – The Casket*

<http://www.thecasket.ca/archives/27884>

*One Billion and Rising Video*

[http://youtu.be/3\\_nyJcYTI8](http://youtu.be/3_nyJcYTI8)

*Say No to Stigma at StFX Video*

<http://youtu.be/-HbMAvJYqg8>

*Homecoming Poster Campaign—Take the Pledge*

<http://takethepledge.tumblr.com>

*UnSilence the Violence*

<http://unsilencetheviolencestfx.wordpress.com/>

*Antigonish Women's Resource Centre & Sexual Assault Services Association*

<http://www.antigonishwomenscentre.com/>