CAMPUS SAFETY PROJECT

"Taking Women's Safety in Our Hands"

Preventing and Reducing Violence Against Young Women on Post-secondary Campuses:

A Best Practices Guide

Based on University of Toronto Mississauga (UTM) and Interim Place's *CampUS Safety Project*

interim place

closing the door on abuse – opening the door on hope

UNIVERSITY OF TORONTO MISSISSAUGA

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Introduction

Colleges and universities in Canada are home to women who are at the highest statistical risk of experiencing gender-based violence: young women between the ages of 15 and 25 years[1]. In this, it makes sense that campus administration, social service providers and campus police come together to consider ways to address violence against women on campuses – where young women live, study, work and play. Campus staff and stakeholders ought to be asking:

- *What safety concerns are young women facing at this post-secondary campus?*

- *What help is available to support young women affected by violence at our university or college? What are the gaps?*

- *What measures is our post-secondary institution undertaking to prevent and reduce violence against young women on campus?*

The CampUS Safety Project, initiated by Interim Place and the University of Toronto Mississauga (UTM) and occurring between 2012 and 2014, is a two year project *Engaging Young People to Prevent Violence Against Women on Post-Secondary Campuses,* and is funded by Status of Women Canada. The goals of the CampUS Project are to enhance opportunities for UTM to actively prevent and reduce violence against young women; and to support measures to address violence against young women on the UTM campus. A CampUS Advisory Committee comprised of UTM support staff, campus police, campus social service staff, students and student leaders, and non-campus (external) representatives from a variety of anti-violence and women's organizations offered leadership to the Project.

Informed by the perspective of gender-based analysis, the CampUS Safety Project engaged young people attending UTM and UTM staff to:
- Share their thoughts about campus safety and young women's perceptions of safety at UTM
- Share their thoughts about the prevalence of violence against women both on and off campus
- Share ideas on how UTM can play a role in preventing and reducing violence against young women

Information and recommendations gathered throughout this consultative process resulted in a Community Safety Plan comprised of four concrete priorities, which was implemented at UTM in the final year of the Project. The Community Safety Plan was implemented with a view of sustainability; and the support of student volunteers, UTM and Interim Place staff, UTM administration and the Advisory Committee.

This Guide is a review of best practices and our recommendations, based on the CampUS Safety Project experience. We hope that other post-secondary institutions considering strategies for addressing violence against young women on campus will find it useful.

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[1] Canadian Women's Foundation, 2012, as cited in *An Exploratory Study Of Women's Safety At The University Of Toronto Mississauga: A Gender-Based Analysis by* Paula DeCoito Ph.D. Social Planning Council of Peel. July 2013, 19.

What Made *CampUS* Innovative?

A number of processes and foundational objectives helped *CampUS* to be innovative in its work on the UTM campus.

Engaging in a Consultative Process (Needs Assessment) on Campus
The consultative process – or Needs Assessment – engaged students to share their experiences of gender-based violence on and off-campus, their perceptions of safety on campus, and to make recommendations towards addressing and preventing violence against women at UTM.

Consultations occurred with 307 students (mostly female) and 15 service providers at UTM between January and March of 2013. Consultations consisted of:
- On-line survey of 211 students
- 7 focus groups with a total of 70 students
- Interviews with 15 UTM service providers (administrative staff, program staff, student leaders, and the UTM Campus Police)
- 6 safety walkabouts on the UTM campus carried out by 26 UTM students over a two day period

The Needs Assessment findings supported those working on the Project's *CampUS* Advisory Committee to identify 4 focused priorities for addressing violence against women at UTM. Following this, two Working Groups, co-lead by UTM staff and a UTM student on the Advisory Committee, collaborated with UTM students to help operationalize the four priorities.

These clear and valuable priorities would not have been identified without the preceding consultative process.

Student Engagement
Students took on various roles on the *CampUS* Advisory Committee. The Committee recruited student participation from:
- UTM Sexual Education Centre (UTMSEC)
- UTM Students' Union (UTMSU)
- UTM Women's Centre
- UTM Association of Graduate Students (UTMAGS)
- The UTM student body (students not affiliated with a particular group)

Students attended Advisory Committee meetings, participated in the Needs Assessment, participated in workgroups that developed from the Advisory Committee, provided outreach about the project into the larger campus community, co-chaired meetings and working groups and operationalized priorities.

In addition, *CampUS* Advisory members, Project Manager and volunteers participated in numerous events and tabling opportunities that engaged students over the life of the Project. Events included:
- Frosh Leaders Training
- Peer Health Educators Training
- Orientation Week Fair

- Campus pub nights
- UTSU Brown Bag Activity
- Safety Day BBQ
- Oscar Peterson Hall events
- Light the Night
- Women's Self-Defence,
- International Day for the Elimination of Violence Against Women
- International Women's Day
- *CampUS* Volunteer Training
- Montreal Massacre Memorial
- Health & Wellness Fair
- *CampUS* project launch event
- *CampUS* Safety Plan launch event

On-campus student engagement and contact with the student body was continuous, and proved essential to *CampUS*'s success.

Advisory Committee
The *CampUS* Advisory Committee is comprised of UTM support staff, campus police, campus social service staff, students and student leaders, and non-campus (external) representatives from a variety of anti-violence and women's organizations. The range of Advisory Committee membership (on-campus staff, representatives and students; as well as external representatives and stakeholders) and representation from a variety of sectors contributed to a broad range of expertise, networks and access to information. Sectors represented on the *CampUS* Advisory Committee included:

1. *Criminal justice partners such as campus police and community safety office.* Criminal justice partners bring necessary expertise about the law, legal processes, crime prevention and security mechanisms, and procedures for reporting incidences of violence against women
2. *Women's organizations, such as UTM's Women's Centre, shelter and sexual assault centres.* Women's grassroots organizations and organizations offering frontline service to abused women bring expertise about women's experiences of violence, supportive services, innovative service structures, and systems meant to support survivors of violence
3. *Campus social and student services, such as health and counselling services.* On-Campus social and student services bring expertise about the presenting needs of students and available on-campus supports. Campus social and student services also have an established and positive relationship with students and student leaders. Many of these services also provide peer leader training, "welcome week" or "frosh" training, or train-the-trainer models to student leaders, where violence against women information, resources and training can also be a good fit
4. *Diversity, equity and anti-oppression services, groups or departments.* Representatives and staff from these groups bring important expertise about the needs of marginalized populations on campus, such as women with disabilities, lesbian, gay, trans and queer-identified students, and racialized students. They may also have established relationships with a variety of student, activist and other groups, and bring knowledge about campus policy and procedures related to anti-oppression and equity work.

5. *Students and student leaders.* Students bring important lived information about student and campus life. See Student Engagement, above, for more information.

The *CampUS* Advisory Committee functioned to keep those working on the overall Project connected and engaged, promoted dedicated time for planning and goal-setting tasks, and allowed for following-up on and summarizing completed work.

The Committee met monthly throughout the duration of the Project. Meetings were co-chaired by two members of the Committee.

Additional smaller working groups were created to address specific focused tasks (i.e. implementing a specific Priority or event) and met separately from the Advisory Committee.

Project Manager (Leadership)
A hired Project Manager brought consistent leadership and action to the overall Project. The Project Manager was responsible for:
- Facilitating and focusing Advisory Committee tasks
- Leading and following up on action items between meetings
- Engaging stakeholders in the Project
- Ensuring effective communication between stakeholders
- Ensuring that Project reports, deliverables and priorities were met

Effective and Consistent Communication
A commitment to effective communication, and means for maintaining consistent and clear communication amongst stakeholders (particularly Advisory Committee members) was a critical component of *CampUS's* effectiveness. Both the leadership in the project (i.e. Project Manager, project leaders Interim Place and University of Toronto-Mississauga) and Committee members actively sought and demonstrated a commitment to these principles. Examples of effective and consistent communication in *CampUS*'s processes include:
- Consistent use of Advisory Committee meeting agendas and minutes to maintain transparent processes, report on Project Manager's activities, and track Project achievements
- Project Manager's role in keeping all stakeholders and Committee members up to date, and orienting new Committee members to the work
- Consistent use of Advisory Committee meeting agendas and minutes to report on working group activities and track working group achievements
- Consistent communication between the Advisory Committee and UTM students
- The engagement of University of Toronto Mississauga's online database and file-storage system (Blackboard) in *CampUS,* including offering UTORid access to all non-UofT Advisory Committee members, in order to share Project reports, summaries and other relevant files
- Consistent communication and/or invitation to all *CampUS*-engaged events, such as tabling events, campus events related to safety and/or women's issues, and Project launch and media dates. Particularly, this communication aimed to engage Advisory Committee members and other Project allies, and served to maintain active participation in the overall Project's work

Gender-Based+ Analysis

Gender-Based Analysis (GBA) is a tool the federal government uses to assess the impacts of policies, programs or initiatives on diverse groups of women and men, girls and boys. GBA helps recognize and respond to the different situations and needs of the Canadian population. Gender is a major factor in GBA, but it also takes into consideration factors such as age, education, language, geography, culture and income[2]. (The + notes these various social components, in addition to gender).

Within *CampUS, a* GBA+ analysis noted that one's experience of violence and safety from violence was informed by gender. In the case of the UTM consultations, attention was paid to differences observed between male and female students; as well as differences among female students from different ethnic backgrounds. Issues related to women living with disabilities, women who identify as lesbian, gay, bisexual, transgender, or queer (LGBTQ), and women living in residence at UTM were also considered.

While there were relatively few differences observed among female students from different ethnic backgrounds with respect to their perceptions of women's safety at UTM, female students' experiences of violence (and perceptions of safety) differed from that of male students'[3]. Overall, male students were more likely than female students to see the UTM campus as unsafe for young women: 15% and 3.6% respectively[4].

In addition, the GBA identified that while all females experienced violence and safety concerns, some populations experienced barriers to receiving appropriate violence prevention and healing supports: "Students and service providers indicated that while the UTM campus is very multicultural and inclusive, there are some groups that experience challenges related to their personal or cultural characteristics, mainly: Muslim women; women living with disabilities; and women identifying as LGBTQ"[5].

Following the Needs Assessment, these considerations were implemented into the project's identified Priorities, with particular consideration and analysis for marginalized populations.

Different Kinds of Change: Our Priorities

Research on best practices for preventing and reducing violence against women on post-secondary campuses (Chege, 2012) identifies three levels for addressing violence against women.

- Primary Level: Organizational policies, procedures, and activities aimed at prevention and reduction
- Secondary Level: Organizational policies, procedures and actions focused on institutional intervention and responses to actual incidents of violence against women on post-secondary campuses.

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[2] For more information on Gender-Based Analysis (GBA), please visit http://www.swc-cfc.gc.ca/pol/gba-acs/index-eng.html.

[3] DeCoito, P. and Social Planning Council of Peel. *An Exploratory Study Of Women's Safety At The University Of Toronto Mississauga: A Gender-Based Analysis: Executive Summary And Recommendations*. July 2013, 3

[4] Ibid, 8.

[5] Ibid, 9.

- Tertiary Level: Organizational policies, procedures, programs and services focused on providing on-going and long-term support to victims of violence after the violent incidents have taken place and have been responded to by the relevant authorities[6]

A best practice model integrates a combination of all three levels.

CampUS's identified Priorities (four areas for change and enhancement) represent a combination of all three levels, as follows:

1. Priority 1: Primary
   Students Preventing and Reducing Violence Against Young Women (engaging and training female and male students in the area of gender-based violence)
2. Priority 2: Primary
   Applying An Intersectional Gender-based Lens to Safety Audits: Planning for Young Women's Physical Safety Needs at UTM (addressing physical safety concerns such as lighting and emergency phones on campus)
3. Priority 3: Secondary
   Campus Police Reporting Process for Incidents of Violence Against Young Women (reviewing campus police reporting procedures, and enhancing these to be more accessible to women who have experienced violence)
4. Priority 4: Tertiary
   Healing Supports for Young Women (identifying and enhancing on and off-campus healing resources, such as counselling services for women who have experienced violence)

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[6] Chege, 2012, as cited in *An Exploratory Study Of Women's Safety At The University Of Toronto Mississauga: A Gender-Based Analysis: Executive Summary And Recommendations* by Paula DeCoito Ph.D. Social Planning Council of Peel. July 2013, 4

☝ Tips on Innovation

- ✓ **Consult with students living on and off-campus** about gender-based violence, their perceptions of safety on campus, and their recommendations for addressing and preventing violence against women. You can do this through a variety of consultation methods:
  - o An on-line survey
  - o Focus groups
  - o Interviews
  - o Walkabout safety audits of the physical campus environment

- ✓ **Engage students and student leaders** in all components of your project.

- ✓ **Strike an Advisory Committee to oversee and guide your project**. The Committee ought to have consistent leadership (i.e. a paid Project Manager, where possible; and committee co-facilitators) and be comprised of stakeholders from diverse sectors and stakeholders:
  - o Students
  - o Criminal justice partners
  - o Women's organizations
  - o Campus social and student services
  - o Diversity, equity and anti-oppression services, groups or departments

- ✓ **Ensure effective and consistent communication** amongst your stakeholders, committee members and allies. Processes that support communication include:
  - o Consistent use of meeting agendas and minutes to plan and report on Project activities, action items and achievements
  - o Identified means for communication between committee members/project leaders and students
  - o Identified means for sharing project reports, summaries and other relevant files
  - o Consistent communication about tabling events, campus events related to safety and/or women's issues, and project launch and media dates.

- ✓ **Use a Gender-Based+ Analysis** in your projects analysis of violence against women, student life and safety planning. Use a gender-based+ analysis when considering strategies for improvement and change as well.

- ✓ **Strategies for change, safety enhancements, and violence prevention ought to include a variety of actionable priorities** that address violence on *primary, secondary* and *tertiary levels* (see page 5 for more detailed information).

- ✓ **Engage senior leadership,** e.g. senior administration and student union leaders

What Resources Supported *CampUS'*s Work?

A number of additional *resources helped CampUS in its work o*n UTM campus.

Campus Police Safety Grant
CampUS applied for and successfully received a grant from UTM Campus Police. Funds were used towards promotional items and student resources: pens, pencils and cellphone wallets with community safety card inserts, including crisis numbers and referral information.

These items are very useful at student events and tabling events for creating opportunities for interacting with students. Investigate and access this opportunity on your own campus if you can!

Work-Study Student Positions
The *CampUS* Advisory Committee was able to hire two work-study students as Women's Safety Outreach Leaders. These hires supported outreach activities and student engagement. Investigate and access this opportunity on your own campus if you can.

Accessing Other Campaigns and their Tools
Many violence prevention resources exist that may be relevant to your campus work. *CampUS* accessed tools and resources from other Canadian violence prevention and campus educational campaigns. Campaigns we accessed:

Draw the Line
Website: www.draw-the-line.ca
Draw The Line is an educational campaign developed by the Ontario Coalition of Rape Crisis Centres to challenge attitudes and social myths about sexual violence. Draw the Line challenges us to think about how we can respond to real-life scenarios of sexual consent, harassment and assault. Draw The Line provides resources, such as posters, postcards and social media about sexual violence.

Other Status of Women Canada funded campus projects
Website:
http://www.vawlearningnetwork.ca/sites/learningtoendabuse.ca.vawlearningnetwork/files/L_B_1
0.pdf for a summary of projects http://www.swc-cfc.gc.ca/med/news-nouvelles/2012/1114-15-
eng.html
CampUS engaged with other Status of Women Canada-funded campus project staff in Ontario. Collaborative meetings helped us to gain insight on what other campuses were doing to address violence against women, what was working for others, what challenges they were facing, and how they addressed these challenges.

What Ensures *CampUS'*s Sustainability?

Planning for the sustainability of your project is crucial. If your project has modest or time-limited funding, stakeholders ought to plan for the work's sustainability beyond the fund's duration. If it is not funded, stakeholders will want to consider how to implement and maintain the work with minimal or pre-existing campus resources.

Either way, planning for the prolonged existence of the work should be considered at all stages of the project. For example, you will want to consider:
How will the project remain current?
How will it continue its work on campus?
Who will be responsible for the project, ongoing?

A number of processes and foundational objectives are in place to help *CampUS* to continue its work at UTM, even beyond the SWC funded period:

UTM Staff Engagement
Due to their work on the Advisory Committee, a number of on-campus staffs are apprised of the project and its deliverables. They remain committed to ongoing operationalizing of these deliverables on-campus ongoing, e.g.:

- Campus Police and Campus Safety Office, will continue to use policy and reporting procedures enhanced by the Project's work
- Campus Social Services and Student Affairs departments, which will:
  - continue to disseminate information and resources on violence against women developed by the Project to students
  - continue to use information on violence against women developed by the Project in student leader training curriculums
  - maintain relationships with off-campus services and partnerships to deliver improved healing supports to young women on campus
- Diversity, equity and anti-oppression services, groups or departments, which will continue to use policy and reporting procedures enhanced by the Project's work; and disseminate information and resources on violence against women developed by the Project to students and staff

Investment in the Project: UTM Administration
The institution's administration can provide important support to the sustainability of your project. Administration can strengthen your project by having clear knowledge about how it supports students, endorsing its activity, and committing to operationalize new or enhanced policy or procedures. *CampUS* engaged the support of UTM's administration by meeting with them to offer updates and progress on the Priorities. UTM administration also committed to joining Priority Workgroup (Applying An Intersectional Gender-based Lens to Safety Audits: Planning for Young Women's Physical Safety Needs at UTM), and notable physical enhancements to support a safer physical environment have taken place.

UTM Student Leader Engagement
Each year students graduate and move on, while new students enter the institution. Methods of student engagement and tools (i.e. resources, information on violence prevention, student leadership and outreach strategies) developed during the Project's duration can be used and adapted year after year.

At UTM, the Campus Women's Centre (a student-run organization) will continue to disseminate information and resources on violence against women developed by the Project to students. In addition, the Women's Centre has agreed to take on the student outreach component of *CampUS*, moving forward, with the support of the Health & Counselling Centre and Equity & Diversity Office:
- A Safety Ambassador position, supported by the Women's Centre will coordinate outreach efforts during the course of the year
- The Safety Ambassador will be given an honorarium for 40 hours of work
- The Safety Ambassador and Women's Centre will hold 2 student trainings per year, and lead various outreach activities during the year

Students who serve as Project volunteers or ambassadors are also encouraged to include their *CampUS* activities and achievements on transition reports.

Student/Volunteer Training Curriculum
Student/Volunteer Training Curriculum developed by the Advisory Committee will continue to be available in Frosh/Welcome Week, Peer Health Educator, and student Violence Against Women ambassadors' training.

Community Partnerships
The relationships that were built between community agencies and UTM departments and services during the project allow for continued sharing of information, resources and supports for women on and off campus, ongoing.

CampUS Advisory Committee: Members

	Member	Organization/Affiliation
1.	Rose Attalla	CampUS Women's Safety Outreach Leader
2.	Nythalah Baker	UTM Equity & Diversity Office
3.	Jacqueline Benn-John	Interim Place
4.	Alison Burnett	UTM Health & Counselling Centre
5.	Sandra Danial	UTM Women's Centre & Alumna
6.	Sara da Silva	UTM Association of Graduate Students
7.	Bobbi-Jo Duff	UTM Campus Police
8.	Sharon Floyd	Interim Place
9.	Toni Francis	Peel Committee Against Woman Abuse
10.	Adam Fraser	UTM Department of Student Housing & Residence Life
11.	Andrew Iozzo	Male Student-at-Large
12.	Hafsa Ishtiaq	UTM Sexual Education Centre
13.	Tyler James	Male Student-at-Large
14.	Chad Jankowski	UTM Health & Counselling Centre
15.	Jennifer Keeler	Trillium Health Partners, Sexual Assault and Domestic Violence Services
16.	Sherisse Mohammed	CampUS Women's Safety Outreach Leader
17.	Angela Nijhar	Peel Committee Against Woman Abuse
18.	Len Paris	UTM Campus Police
19.	Nicole Pietsch	Ontario Coalition of Rape Crisis Centres

20.	Khadijeh Rakie	MIAG Centre For Diverse Women & Families
21.	Anna Rondinelli	UTM Women's Centre
22.	Ro'a Saafan	UTM Students' Union
23.	Rohini Sheth	Sexual Assault/Rape Crisis Centre of Peel
24.	Azher Siddiqui	U of T Community Safety Office
25.	Dr. Joan Simalchik	UTM Department of Historical Studies
26.	Harsimer Singh	UTM Women's Centre & Alumna
27.	Yasmine Youssef	UTM Student's Union & Alumna

Additional Resources

Preventing Violence Against Women Everywhere.
A Paper Prepared for an Expert Group Meeting on Prevention of Violence Against Women and Girls (focus on Post-Secondary Institutions).
Author: Fatuma Chege
United Nations, Bangkok, Thailand, August 2012.

This paper reviews best practices in prevention of violence against women n campuses.

Draw the Line
Draw The Line is an educational campaign developed by the Ontario Coalition of Rape Crisis Centres to challenge attitudes and social myths about sexual violence. Draw the Line challenges us to think about how we can respond to real-life scenarios of sexual consent, harassment and assault. Draw The Line provides resources, such as posters, postcards and social media about sexual violence.
Website: www.draw-the-line.ca

Campus projects funded by Status of Women Canada
In 2012, Status of Women Canada provided twenty-one Canadian organizations with two-year funding to promote equality and reduce gender-based violence on college and university campuses. All projects build partnerships and collaboration between campuses and community stakeholders, identify factors associated with violence on campus, and develop responses to gender-based violence within their campus community.
Website:
http://www.vawlearningnetwork.ca/sites/learningtoendabuse.ca.vawlearningnetwork/files/L_B_1 0.pdf for a summary of projects http://www.swc-cfc.gc.ca/med/news-nouvelles/2012/1114-15-eng.html

Women's Safety Audits: What Works and Where? by Women in Cities International
Comprehensive information on conducting a safety audit, including practical best practices.
Website: http://www.unhabitat.org/downloads/docs/7381_86263_wici.pdf

METRAC
METRAC's resource offers information and statistics about campus safety and violence against young women in Canada.
Websites:
Campus Safety: http://www.metrac.org/about/downloads/newsletter.spring.summer.13.pdf
Campus Safety Audit Services:
http://www.metrac.org/programs/safety/downloads/metrac.campus.safety.audit.services.packag e.pdf (note: This is a fee-for-service program)

Creating A Safety Plan
The Peel Committee Against Woman Abuse offers a user-friendly resource on safety planning for women experiencing violence.
Available on their website: http://www.pcawa.net/safety-planning-guide.html