

# Western's Gender-Based Violence Board Report

## June 2020

### Context

Western University continues to engage in a number of strategic initiatives designed to advance education and prevention of gender-based and sexual violence (GBSV) on our campus, and increase our capacity to respond to disclosures and complaints. Several steps have already been taken to increase collaboration across the University to improve upon current practices, align with Federal and Provincial Legislation, and continue to strive to be leaders in GBSV prevention and response.

In March 2019, the provincial government mandated post-secondary institutions to provide their Board of Governors with an annual report on work underway to address GBSV. This report provides the annual update on the progress made beginning January 2017 through to April 30, 2020, accounting for three cycles of data collection:

- Cycle 1: January 1, 2017 - April 30, 2018
- Cycle 2: May 1, 2018 - April 30, 2019
- Cycle 3: May 1, 2019 - April 30, 2020

To outline the preventative programming and responsive care interventions that are provided to Western students, as well as to provide a snapshot of how our GBSV efforts will continue to be developed, this report is divided into four sections:

- Section One: Outlines prevention education underway at Western.
- Section Two: Summarizes the responsive care provided to survivors who discuss incidences of GBSV.
- Section Three: Provides an overview of formal complaints and investigations made under the Sexual Violence Policy including a summary of sanctions imposed.
- Section Four: Discusses the next steps planned to increase prevention and response to GBSV at Western.

### Section 1: Prevention Education

Gender-based violence is a messy, complex and personal topic. At Western we are partnering with faculty to study our gender-based prevention work to ensure the initiatives we develop both reflect and develop best practices. This approach has provided opportunities for us to think critically and creatively about the content we deliver, our pedagogical choices and modes of delivery, our approaches to assessment, and what epistemological values underpin our approach to knowledge mobilization and translation.

- From September 2019 to March 2020, the Gender-based Violence Prevention Education Coordinator offered 42 gender-based violence prevention programs that engaged 907 participants. Programming was delivered to a broad representation of various undergraduate and graduate student groups and unions, faculties, departments, other post-secondary institutions and community and national partners. Examples of prevention education programs offered from September 2019 – March 2020 included:



Upstander Workshop	By participating in this program, students learn about the impacts of sexual violence has on individuals and communities; examine the link between sexually violent behaviour and a culture of sexual violence; and, learn how to safely apply upstander intervention skills to intervene in situations of sexual violence and other situations in which a person may be at risk of being harmed.
Male Allies on Campus Workshop	This session is designed and delivered to male-identifying students on campus. By participating in this program, students develop important leadership skills in how to stand up against sexual and gender-based violence; acknowledge how their actions, words and behaviours can impact others; and, demonstrate what it means to be a male ally.
Educating in the Grey Zone	This session introduces participants to Western's theoretical approach to gender-based violence prevention education. Participants explore gender-based violence 101, the limitations of historical approaches to prevention, new and promising directions for prevention education.
Disclosure Training	Student volunteers at the Wellness Education Centre (WEC) received focussed student leader training on the process of receiving and responding to a disclosure as part of their onboarding/training program.
On-campus Bar Staff Training	This training program was offered to student staff at the on-campus bars and restaurants. By participating in this program, student staff learn how to keep patrons and staff safe from harassment and violence. This includes how to build consent culture in the working environment, educating staff to understand the scope and impacts of gender-based violence, how to identify inappropriate behaviour, and skills to respond to unsafe situations.
Student Leader Training (SOPHs, RAs, and Student Councillors and Executive members)	By participating in this program, students learn how to recognize sexual violence as it is defined in Western University's Policy on Gender-based and Sexual Violence; understand the University's process for responding to and addressing incidents of gender-based violence, including the process for receiving a disclosure; and, refer someone to the support and resources available for survivors and respondents.
Social Programming	Including re:SHAPE Week (Western's new Gender-based Violence Awareness Week)
Educational Sanctions	Respondents implicated in complaints of gender-based or sexual violence are required to complete education/training sessions to help them understand the implications of their choices and actions.

Preventing gender-based and sexual violence (GBSV) and supporting other post-secondary institutions do the same has been a priority for Western.

- Since 2016, Western's Upstander program has been delivered on campus, rolled out across the province and components of the program have been used throughout Canada and internationally. Student Experience is now working on a robust research programme to test the efficacy of the Upstander program and various conditions for increased impact. Preliminary data was collected in Fall 2019 & Winter 2020. The data is currently under analysis.
- In 2019-20, Student Experience led the development of a Gender-Based Violence Prevention Education Framework, which will be released in September 2020. The Framework will be used to inform all proactive education and training on gender-based and sexual violence to ensure our approach is consistently evidence informed.
- In 2020: The development of the GBV Prevention Education Framework was finalised. The framework allows for increased knowledge regarding which programs and opportunities are more desirable; provides guidance in the development of effective and impactful programs and interventions; and, can be used as a tool or rubric when deciding whether to adopt new interventions or programs. The draft framework is currently in the final stages of review in anticipation of a projected release in Fall 2020.
- Western's Gender-based Violence Prevention Education Framework articulates an approach that informs all gender-based violence prevention education on-campus. This approach is based on the guiding models of upstream/primary prevention and public health.
- As a result of this taking an increasingly evidence-informed, programmatic approach to gender-based violence prevention education, we have introduced a shift in the kinds of educational programs we are offering, to whom, and with what impacts.



## Section 2: Responsive Care

### Student Meetings and Disclosures

Since the implementation of the Sexual Violence Policy, the number of disclosures and referrals to Student Experience continues to increase (See Table 1). The increase in numbers is likely a reflection of the growing awareness across the University community of the supports and resources available to survivors of gender-based and sexual violence. It suggests our efforts in education and outreach are working, and that survivors increasingly feel safer reaching out to the University for support. We hope that the numbers will continue to increase over the next few years and eventually level off as our prevention work takes root.

In 2019-20, the Gender-based Violence & Survivor Support Case Manager received 139 new unique student referrals, 118 of which met with the case manager. These meetings included students who experienced an incident of GBSV within the past year (81 students), students who experienced a historical incident of GBSV (25 students), and students who had experienced both recent and historical incidences of GBSV (12 students). In total, there were 410 meetings which resulted in direct support for student survivors.

Recognizing the importance of collecting data on our responsive care for survivors of gender-based and sexual violence, this year a focus was placed on tracking the number of referrals/disclosures and those that followed-up by accessing supports. This was done in anticipation of the implementation of a centralized disclosures mechanism, an important addition to the 2020-2023 GBSV Policy.

Table 1 reflects disclosures to the Gender-based Violence & Survivor Support Case Manager and does not include formal complaints made to the University. Note that information about student classification, academic year and referral source was not tracked until cycle 3.

**Table 1: Disclosures**

		Reporting Cycle			
		Cycle i January 1, 2017 - April 30, 2017	Cycle 1 May 1, 2017 - April 30, 2018 <sup>1</sup>	Cycle 2 May 1, 2018 - April 30, 2019 <sup>2</sup>	Cycle 3 May 1, 2019 - April 30, 2020
Total New Referrals		0			139
Unique Students Seen <sup>3</sup>			90	122	118
Student Classification <sup>4</sup>	Domestic Student		0	114	111
	International Student		0	8	7
	Undergraduate Student		0	112	101
	Graduate Student		0	10	17
Academic Year	1st Year Student		0	32	33
	2nd Year Student		0	45	23
	3rd Year Student		0	19	26
	4th Year Student		0	16	19
	Graduate Student		0	10	17
Registration of Student	Main Campus		0	97	107
	Affiliate Campus		0	25	11
Referral Source	Campus Partner		0	73	65
	Community Partner		0	11	21
	Self-Referral		0	38	32
Disclosures made to Affiliate Campus Resources	Brescia	0	0	3	3
	King's	0	4	4	8
	Huron	0	0	4	3

1. January 1, 2017 – April 30, 2017 was included in original cycle based on date of implementation for the Sexual Violence Policy. Due to role transition date from January 1, 2018 - April 30, 2018 is not reflected in Cycle 1. During Cycle 1 data was not tracked in the same manner as Cycle 2.

2. May 1, 2018-June 30, 2018 data is not reflected in Cycle 2 due to role transition.

3. In Cycle 2 the total number of referrals received was tracked. In Cycle 3 the number of referrals received, and the number of unique students seen was tracked in anticipation of the Notification of Disclosures policy being implemented in Cycle 4

4. After Cycle one a decision was made to implement more discrete tracking to better understand the specifics of referrals being made.

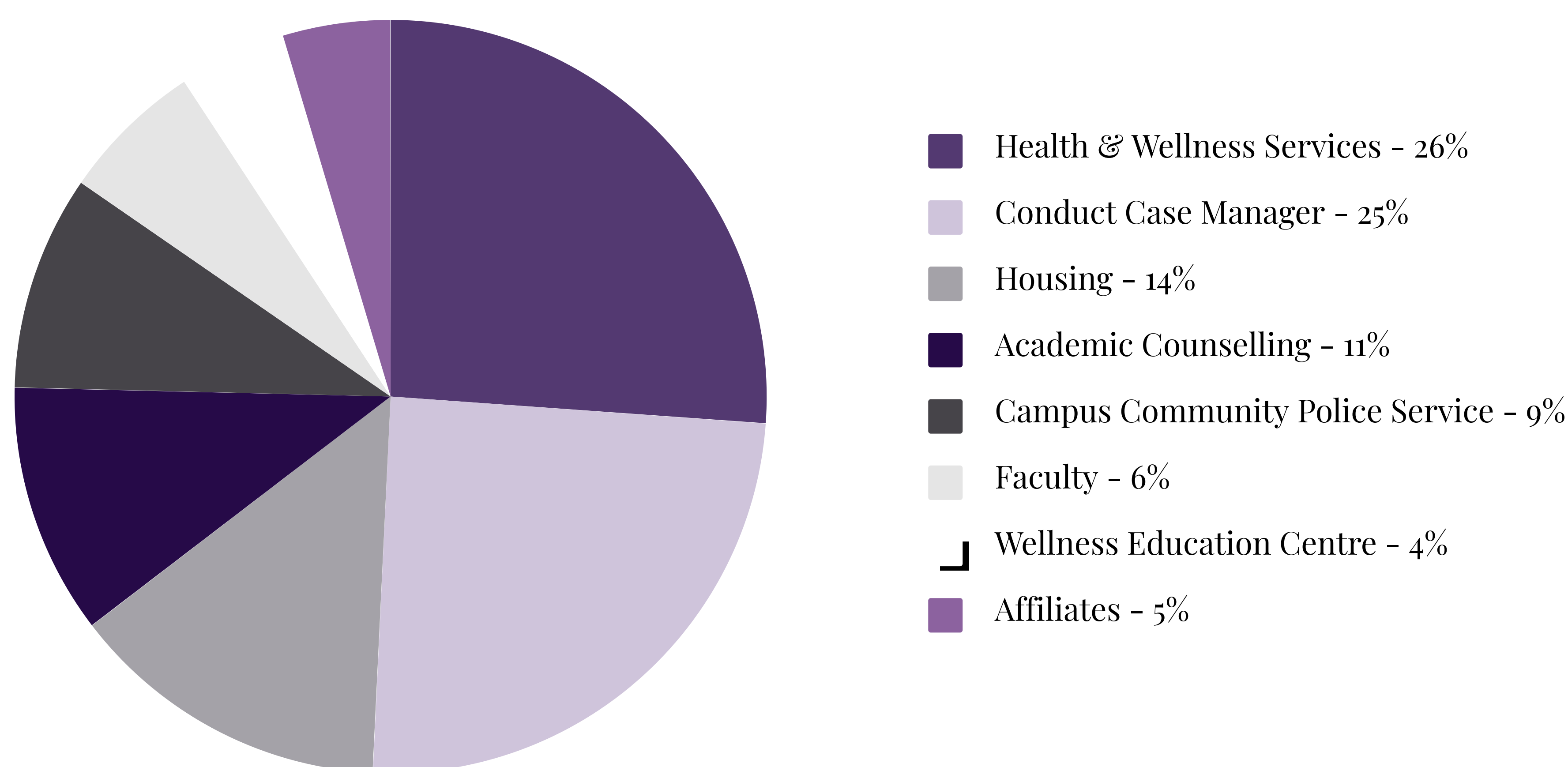
The data outlined in the chart is collected by the Gender-based Violence & Survivor Support Case Manager and classified in order to determine trends in student populations accessing formal support on campus. In 2019-20 the data illustrates that domestic and undergraduate students accessed the Gender-based Violence & Survivor Support Case Manager office at higher rates. While these trends make sense given the sizable domestic and undergraduate populations at Western, the data also validates our belief that increased outreach is necessary for international and graduate student. As such, we will continue to work closely with partners such as Western International, School of Graduate and Post-Doctoral Studies and the Indigenous Student Centre, to expand our GBSV preventative educational and awareness of supports.

## Referrals

In 2019-20, we began to track the number of disclosures and/or referrals. Referrals to the Gender-based Violence & Survivor Support Case Manager in 2019-20 came from three sources (see Graph 1): Campus Partners (65 referrals), Self-Referral (32 referrals), and Community Partners (21 referrals). Similar to the previous year, the Campus Partners that most frequently referred to the Gender-based Violence & Survivor Support Case Manager were Health & Wellness Services and the Student Support and Case Management Office. A minimal number of referrals were made by the Affiliates and the Wellness Education Centre. The Regional Sexual Assault & Domestic Violence Treatment Program was the Community Partner most frequently referring to the Gender-based Violence & Survivor Support Case Manager.

As the disclosure process is now becoming centralized, it is important that all members of the Western community know which supports are available for student survivors and how to access them. To judge the efficacy of this process, throughout the 2020-2021 academic year we will also be tracking how often these outreach efforts result in a follow-up meeting with the Gender-based Violence & Survivor Support Case Manager.

**Graph 1: Referral sources 2019/2020**



## Updated Policy on Gender-based and Sexual Violence

As mandated by the Provincial Government, throughout the 2019-20 academic year Western undertook a formal review of its Sexual Violence Policy, and the new Policy on Gender-based and Sexual Violence came into effect on May 1, 2020. A notable change was made to the new Policy regarding gender-based violence disclosures: all student related gender-based violence disclosures made to a Western Staff, Faculty or Student Leader will now be referred to the Gender-based Violence Survivor Support Case Manager.



Furthermore, the recognition and inclusion of all forms of gender-based violence was added to the Policy. The previous version focused exclusively on sexual violence, and under the new Policy, students experiencing domestic violence, family violence, bullying, and online harassment are offered gender-based violence supports. Access to these supports will help ensure survivors consistently receive accurate information, resources, and options. We expect this expansion will further increase the amount of disclosures received in the coming year and the centralization of this process will ensure consistent information is provided to all those disclosing.

The updated policy also recognizes that by providing support, information, and care to respondents, we are working to ensure that survivors receive resolutions to their complaints that are meaningful, safe, and trauma-informed. Providing support for respondents, in addition to care for survivors, is a priority for Student Experience. We will continue to investigate designing evidence-informed respondent care and look to best-practices across North America to ensure all students are receiving the support and resources they need as we work through these challenging cases.

The process of informal resolutions for complainants and respondents of gender-based and sexual violence remains an area of continued development. With the new policy including this pathway as an option for those involved, the addition of the Gender-based & Sexual Violence Response Coordinator will dedicate time to this project. Working closely with Equity and Human Rights Services, establishing an informal resolution pathway will be a priority for the upcoming academic year.

## Section 3: Formal Complaints & Investigations

Formal reports of sexual violence have been tracked since the launch of Western's Sexual Violence Policy in January 2017. Such reports capture a range of experiences that can include any violence, physical or psychological, carried out through sexual means or by targeting sexuality, gender expression or identity. We recognize that formal reports of sexual violence through our office do not reflect the full scope or picture of students' experiences of sexual violence, as students may choose many avenues to seek support or follow-up after experiencing sexual violence. In 2019-20, we saw the number of formal reports of sexual violence decreased from 24 in 2018-19 to 15 in 2019-20 (See Table 2).

Category of Incident	Sanction Type	Reporting Cycle			
		Cycle i January 1, 2017 - April 30, 2017	Cycle 1 May 1, 2017 - April 30, 2018	Cycle 2 May 1, 2018 - April 30, 2019	Cycle 3 May 1, 2019 - April 30, 2020 <sup>5</sup>
Total Complaints	Main Campus	11	29	24	15
	Brescia	0	0	0	0
	Huron	0	0	4	11
	King's	0	0	1	2
Sexual Assault	<b>TOTAL</b>	7	12	21	13
	Anonymous Complaints or No action Requested <sup>6</sup>	3	4	7	9
	Educational Sanctions <sup>7</sup>	1	15	15	0
	Restrictions on Campus	3	6	10	3
	Suspension	0	0	1	0
Sexual Harassment	<b>TOTAL</b>	2	12	7	11
	Anonymous Complaints or No action Requested	2	1	0	4
	Educational Sanctions	0	8	3	5
	Restrictions on Campus	0	5	2	2
	Suspension	0	1	2	0
Indecent Exposure	<b>TOTAL</b>	0	1	1	3
	Anonymous Complaints or No action Requested	0	1	1	3
	Educational Sanctions	0	0	0	0
	Restrictions on Campus	0	0	0	0
	Suspension	0	0	0	0
Sexual Exploitation	<b>TOTAL</b>	0	0	0	2
	Anonymous Complaints or No action Requested	0	0	0	1
	Educational Sanctions	0	0	0	0
	Restrictions on Campus	0	0	0	1
	Suspension	0	0	0	0
Cyber Harassment	<b>TOTAL</b>	0	1	1	2
	Anonymous Complaints or No action Requested	0	1	0	1
	Educational Sanctions	0	0	0	0
	Restrictions on Campus	0	0	0	1
	Suspension	0	0	0	0

8, 9, 10

The data on formal complaints shows that while the number of disclosures increase, suggesting students are becoming more aware of resources and supports available to them and that the increased preventative outreach is working, the number of complaints is reducing. The decrease in complaints is disconcerting, and yet, it aligns with Justice Canada's (2014) report that 83% of sexual assault goes unreported. Results from the Student Voices on Sexual Violence survey conducted by the provincial government in 2017 indicated that Western students were confused about when and how to file a formal complaint. The new policy, which came into effect on May 1, 2020 streamlines the complaint process making it easier for a student to seek a resolution from the University. In addition, providing more opportunities for students to seek informal resolutions is a priority, as students are seemingly less interested in participating in formal processes that often take weeks or even months to resolve. The new Policy offers an informal resolution pathway for gender-based and sexual violence complaints, and the addition of the Gender-based & Sexual Violence Response Coordinator role (recruitment underway) will allow Western to establish an informal resolution pathway for survivors and respondents. This will be a priority for the 2020-2021 academic year.

5. Some cases remain in the sanctioning process at the time of this report and may not be represented in the totals

6. Anonymous Complaints are those in which the complainant does not want to participate or the respondent was unable to be identified and as such were unable to be actioned, complaints were always connected to resources.

7. Educational Sanctions could include: written apologies, educational seminars, reflection papers and awareness or education programming.

8. Outcomes noted above were reached through processes which may have included the respondent's agreement to enter into behaviour contracts (informal resolution) and formal processes which included fulsome investigation with imposed sanctions.

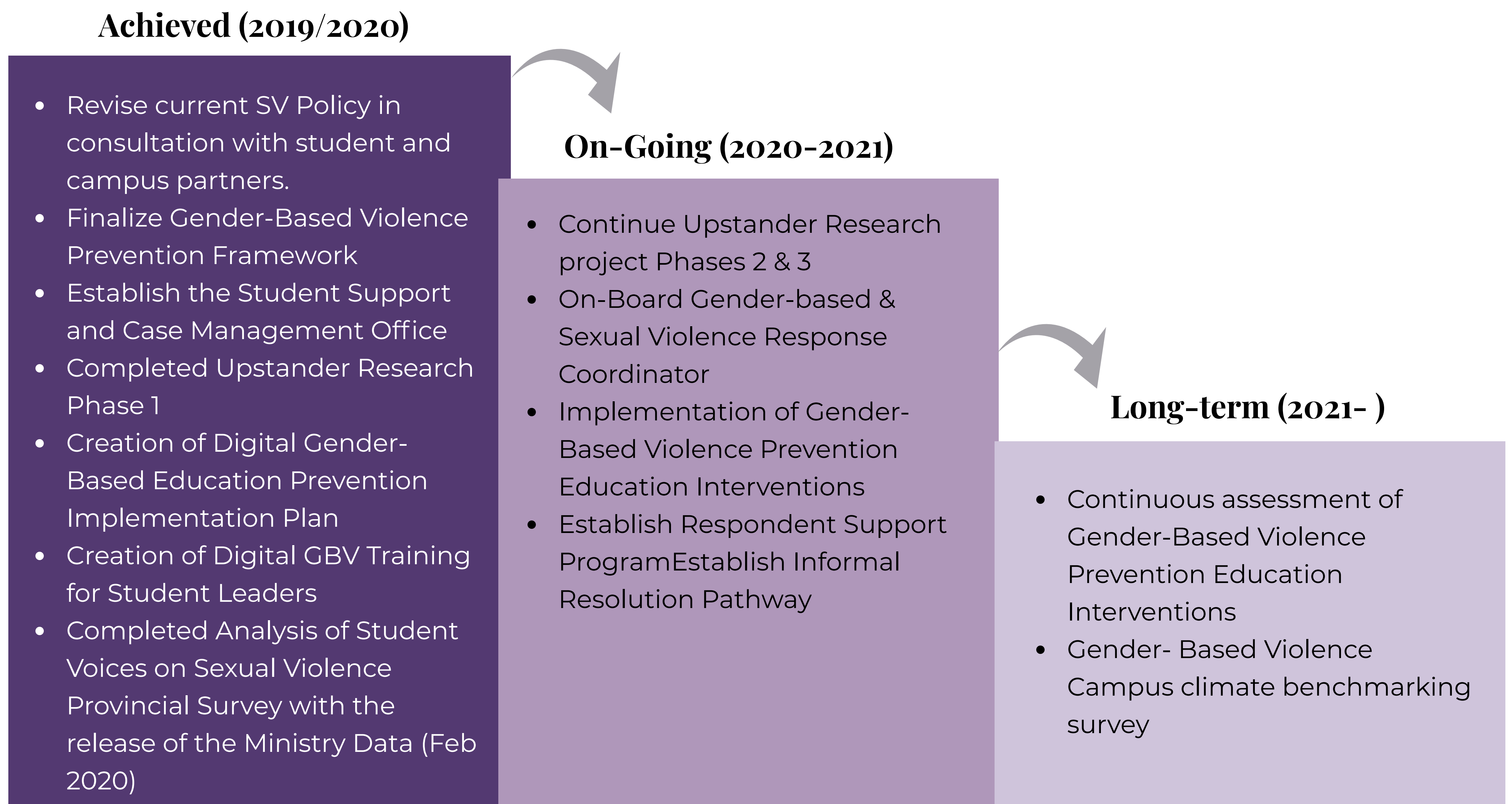
9. Complaints may result with multiple sanctions (i.e. Educational and Restrictions)

10. Data includes Affiliate Data (Cycle 2 - Brescia - 0, Huron - 4, King's - 1; Cycle 3: Brescia - 0, Huron - 11, King's - 2)



## Section 4: Next Steps

During the 2019-20 academic year, Western Student Experience achieved all of its Gender-based and Sexual Violence goals through a collaborative, cross-departmental effort. The graphic below outlines our achievements within the past year and identifies the areas we are looking to continue developing in the future. This work will also continue to support our campus ecosystem as we work to deliver: 1) consistent educational programming; 2) meaningful policies and procedures, as well as, 3) innovative research and assessment in order to understand what impact our work is having on our campus community, and where we need to continue to focus our efforts for the future. Over the next two years, we commit to engaging in the following next steps:



As we look ahead to our 2020-2021 and long-term goals, it is rewarding to recognize the achievements we have made within gender-based and sexual violence education and prevention, and the significant role that campus partners from across the institution have played in developing these efforts. We look forward to continuing to improve the supports, resources and pathways available to students in their journey towards thriving.