

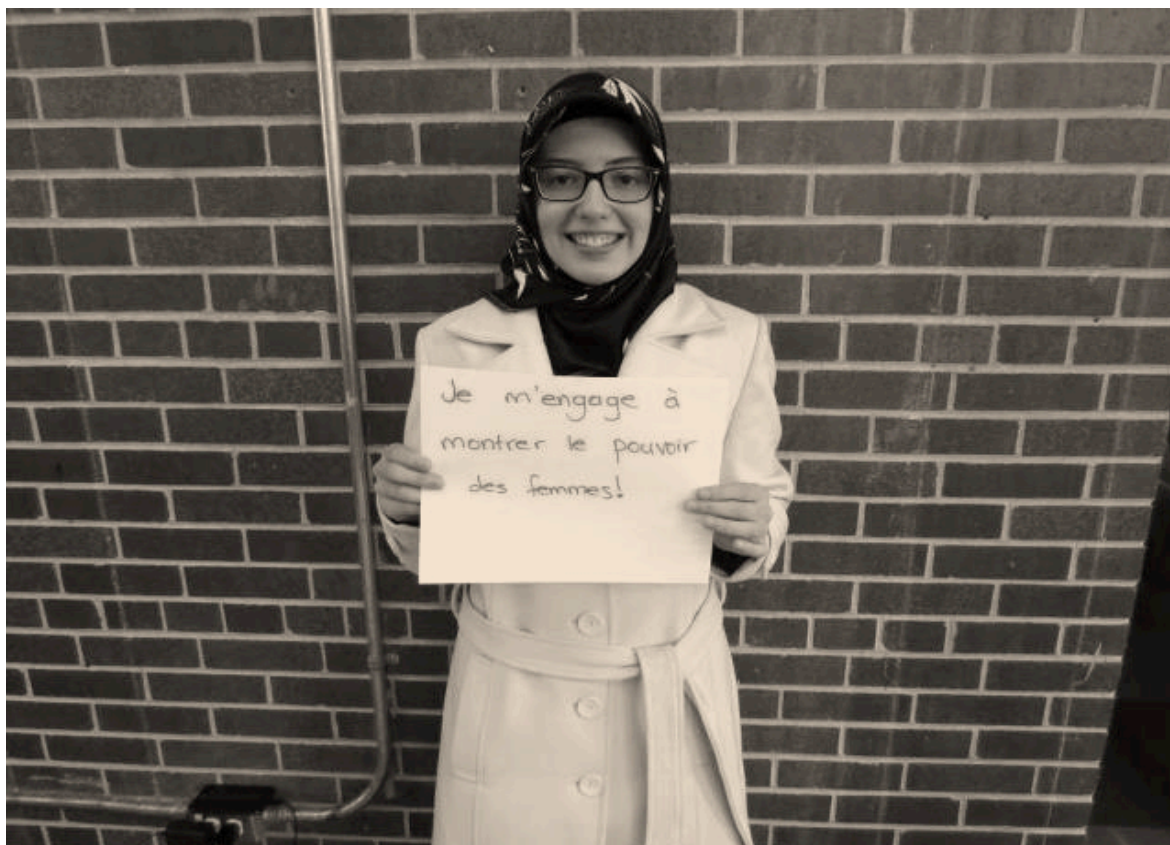


Ottawa Rape
Crisis Centre

Gender-Based Analysis Perceptions Report

“Student Voices, Community Voices”

April 2013



Prepared by: Ottawa Coalition to End Violence Against Women.

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Acknowledgments

The authors would like to gratefully acknowledge the support and confidence of Status of Women Canada in selecting the Ottawa Coalition to End Violence Against Women (OCTEVAW) and the Ottawa Rape Crisis Centre (ORCC) for the “Preventing Violence Against Women on University Campuses” Project Call Out. It is our sincere hope that this project will continue to contribute to our understanding and continued development and implementation of strategies to prevent violence against women on Canadian campuses.

The ideas and opinions expressed in this work are those of the authors and do not necessarily reflect the views of the Government of Canada

We are grateful to Ottawa community students, interviewees and participants who gave generously of their time and expertise to the Safety Audit and Community Development Process. It could not have been conducted without their involvement and ongoing commitment to end violence against women.

Project Partners

OCTEVAW is an incorporated, non-profit, non-partisan organization composed of a network of member organizations and individuals located within the City of Ottawa and surrounding regions. Our members include women abuse and rape crisis agencies, victim services, child protection services, hospital and police representatives, the crown, probation and parole, health and counselling services, academic researchers and other concerned community members.

The Ottawa Rape Crisis Centre is a pro-active, anti-racist, feminist organization. We counsel and support women, educate for change and work to create a safe and equitable community. Through education, empowerment and respect the ORCC serves to rally voices in the community around the issues of sexual violence and feminism. This may include: sexual assault, rape, childhood sexual assault/abuse, incest, sexual harassment and ritualized abuse. We also provide services to family, friends, and partners/spouses of women who have been sexually assaulted. For more information please visit: [ORCCs website](#).

Background of the Project.

The Ottawa Coalition to End Violence Against Women (OCTEVAW) is proud to announce that it is receiving funding from Status of Women Canada for a project targeting students at four post-secondary institutions here in Ottawa: the University of Ottawa, Carleton University, La Cité collégiale along with Algonquin College. In partnership with the Ottawa Rape Crisis Centre (ORCC), the project will identify and respond to the issues of violence affecting women identified people on campus. This project has two main components that seek to engage young people with preventing violence against women on university and college campuses.

OCTEVAWs Gender-Based Perceptions Audit Process

This project will address institutional barriers, community barriers and other factors (for example: policies, programs, practices, social dynamics, security provisions, perceptions of emotional and physical safety issues) that limit the efforts of campus communities to address the issue of violence against young women.

This project has aimed to build partnerships and collaboration between campus community stakeholders to identify and respond to the specific needs of young women on their campuses, expand their understanding of these issues, and in consultation with campus community stakeholders, help carry out strategies and approaches to prevent, reduce and raise awareness surrounding issues of gender-based violence in their campus communities.

During 2012-2013 OCTEVAW and four campuses in Ottawa worked in partnership to begin the process of a developing a **gender-based analysis perceptions report** that combines the principles of *physical safety* and emotional safety, a **gender-based analysis** and gender awareness, anti-oppression and intersectional analysis. During this process we have worked with stakeholders to help identify their priorities, viewpoints, barriers, perceptions, opportunities and strategies to prevent violence against women on campuses through our steering committees, volunteer recruitment, sexual assault forums, and community consultation process.

This report also draws on the promising and innovative strategies of the **Bystander Intervention Model** to engage stakeholders in reducing and preventing violence against young women within campus communities.

Campus Selection Process.

Four campuses were immediately chosen for their geographic location within the greater Ottawa area as well as their ongoing participation in preventing violence against women on campuses. The partner agencies and community partners felt it prudent to evaluate and incorporate all four post-secondary campuses located geographically within the greater Ottawa region to get a broad representation of the policies, services, programs, initiatives, campaigns, barriers and support resources that exist across the nations capital. It is important to note that while these campuses share many of the same issues and responses they also are diverse in needs, communities and experiences. This is why it is important for this project and campaign initiative to reflect the needs of all four campuses. These schools include the University of Ottawa, La Cite Collegiale, Carleton University and Algonquin College.

Recruitment Process

Our recruitment process for this report and larger project consultation began in the Summer of 2012. Upon realizing that awareness regarding OCTEVAW as an agency was minimal within campus communities OCTEVAW engaged on campuses using two smaller public education campaigns to start building relationships on campuses. These two campaigns were the “Pledge It” Campaign as well as the “Consent is Not a Grey Area” Campaign. These two campaigns were implemented on the University campuses and college campuses through a short presentation in different first year classes as well as during tableing sessions at different campus agency fairs. The Consent is Not a Grey Area campaign was especially engaging for first year students in order to grasp the concept of consent, the issue of gender-based violence as well as recognizing OCTEVAW as an organization. This helped recruit volunteers and stakeholders for the multiple steering committees as well as raise awareness regarding this project. The project coordinator thus became more familiar with campus services, communities, organizations and individual student leaders on all four campuses.

Conceptualizing Emotional Safety & Rape Culture

Each survivor has their own pattern of needs to achieve a sense of emotional safety and to manage trauma responses when they do arise. Here are some things that advocates can do to help support survivors to feel emotionally safe and to manage trauma responses. Many stakeholders identified the value in considering emotional safety in preventing violence against women on campuses. Emotional safety demands communities and stakeholders to consider the impacts of sexual violence and rape culture in strategies and responses. Emotional safety is an emotional, psychological, embodied, and holistic experience that compliments feelings of physical safety. All of the unique experiences related to emotional and physical safety suggest an environment of healing that cultivates support and pro social behaviours which aims to deconstruct rape culture and negative impacts of gender-based violence.

Campus Community Partners.

Carleton University.

- **Administration:** Carleton University Equity Services, Department of University Safety, Residence Life Services
- **Faculty:** Rena Bivens (Adjunct Professor, Pauline Jewett Institute of Women's and Gender Studies), Patrizia Gentile (Associate Professor, Director of Institute of Interdisciplinary Studies), Dan Irving (Associate Professor, Human Rights Department), Gundel Lake (Adjunct Professor, Social Work Department), Canadian Studies Department, Sexuality Studies Department.
- **Carleton University's Undergraduate Students Association (CUSA):** Women's Centre, GLBTQ Centre, Aboriginal Centre, Race, Ethnicity and Culture Hall, Human Rights Students Association, Foot Patrol, Carleton Disability Awareness Centre, Social Work Student Society.
- **Carleton University Rideau River Residence Association**
- **Carleton University's Graduate Students Association**
- **Carleton University Ontario Public Interest Research Group**

La Cite Collegiale.

- **Administration:** Comité de santé et sécurité des femmes
- **Faculty:** Kim Dube (Professeur Psychologie)

University of Ottawa

- **Administration:** Office for Prevention of Discrimination and Harassment, Protection Services, Training and Prevention Unit, Safety Division
- **Faculty:** School of Social Work, Women Studies Department
- **Student Federation of the University of Ottawa (SFUO):** Women's Resource Centre, Pride Centre, OPIRG UofO, Students for Sexual Empowerment, Centre for Students with Disabilities, Foot Patrol, International House, Sustainability Centre, Centre for Equity and Human Rights and Campaigns
- **Residents Association of UOttawa**
- **Graduate Students Association of the University of Ottawa**

Algonquin College.

- **Administration:** Administration Vice President, Director of Security Services, Student Support Services, Counselling Services
- **Algonquin Students Association:** Queer Student Alliance

Community Organizations

- Centre d'aide et de lutte contre les agressions à caractère sexuel
- Crime Prevention Ottawa
- Comité Réseau d'Ottawa
- Draw the Line Campaign
- Coalition for a Carleton Sexual Assault Support Centre
- Men for Equality and Non Violence
- OPIRG- Ottawa
- InSol Women's of Colour Collective (Ottawa)
- Vaginas Against Violence

Community Steering Committees.

There are two steering committees that meet on a monthly basis, or when needed that community stakeholders engage with this project:

- **Gender Based Analysis Steering Committee** (12 members)
- **Social Media Steering Committee** (14 members)

Student Committees.

There are three student committees where our committed student volunteers actively engage in this project. These committees meet monthly and often times weekly in order to centre their voices in this project and move the project forward:

- **Gender Based Analysis Research Committee** (12 members)
- **Social Media Steering Committee** (15 members)
- **App Development Committee** (8 members)

We would like to thank all of our student and community volunteers and members who continually engage in this project and ensure that this process follows a community-led model. If it wasn't for their hard work and continuous dedication this project and process would not have been possible or as dynamic as it has been.

Introduction.

Campus violence has become increasingly common in universities across North America, with national research indicating that one fifth to one fourth of all women experience sexual violence during their four to five-year educational careers (Karjane, Fisher, & Cullen, 2005). The devastating impact of rape on survivors has been well documented, including negative outcomes on physical and mental health, academic performance, and interpersonal relationships (McMahon & Banyard 2012). Over the past several decades many campuses have focused efforts on making campuses more equitable for men, women, and people of all genders, yet the campus experience remains impacted. In terms of campus safety, dangerous environments and violent experiences remain a reality for many women students. Across race, level of involvement, gender expression, and area of study, women identified students report their social environment as threatening, high-risk, unsafe, and many conceptualize their campuses as embedded in “rape culture”.

While the struggles for gender equity have come some positive changes (such as a growing number of undergraduate and graduate students as well as faculty and administrators who identify as women) a closer look also reveals the documented change of women student’s emotional health, self-confidence, self-esteem, and perceptions of physical and emotional safety. Something has been occurring on Canadian campuses that is creating barriers to women’s well-being, despite academic gains. Moreover, the rates of sexual assault and gender-based violence against women have not changed in the last few decades. As a result campus administrations and student communities remain committed to improving safety policies and practices, raising awareness and education, developing and implementing support services, as well as increasing transparency and accountability to its diverse community stakeholders.

This preliminary report presents the themes and findings of a Campus Safety Audit Process across four Ottawa campuses facilitated by the Ottawa Coalition to End Violence Against Women (OCTEVAW).

The **first section** provides an overview of the *Gender Based Analysis Report* including a literature review, methodology process, discussion and preliminary findings of existing systems, women’s priorities, needs and gaps. The **second section** discusses the social environment, including constituents’ perception of physical and emotional safety, programs and services related to violence, opportunities, and valuable resources. The **third section** focuses on services and programs, promising strategies and best practices for prevention of gender-based violence on campus. The **fourth section** provides a brief overview of the second phase of the project including the mobile application and the role of social media in the prevention of violence against women on campuses in Ottawa.

Project Overview.

This project will address institutional barriers and other factors (e.g., institutional policies and programs, social dynamics, security provisions, support services, student services, physical safety and emotional safety, etc.) that create barriers for campus communities to address the issue of violence against women.

The first phase of this project is the creation of a citywide campus *Gender Analysis Perceptions Report*. A **Gender-Based Analysis** (GBA) is an analytical tool that structurally integrates a gender perspective into the development of policies, programs, services and legislation. It helps to assess differential impact and to identify the complex social barriers that women, men, trans and gender non-conforming people experience. A **gender-based analysis** makes possible for policy, programming, and services to be undertaken with an appreciation of gender differences while promoting agency and self-determination. Consequently, this report seeks to identify and build upon the perceptions of students regarding sexual violence and prevention strategies. This report is adapted to local campus needs with regards to gender-based violence and young women's needs within their campus communities through a gender-based analysis perspective. This Gender-Based Analysis Perceptions Report is to work towards reflecting the needs and priorities of young women and campus stakeholders to identify their priorities, viewpoints, needs, barriers, perspectives, and the development of potential strategies for addressing gender-based violence on Ottawa campuses.

*The purpose of this preliminary **Gender-Based Analysis Perceptions** report is threefold:*

1. Identifying Existing Systems, Mechanisms, Women's Needs and Barriers
2. Identifying Women's Priorities, Opportunities, and Valuable Resources
3. Identifying and Implementation of Promising Strategies and Best Practices for Preventing Violence Against Women on Campuses

Additionally, the second phase of this project consists of the development and implementation of a social media campaign and Mobile Application using the Bystander Approach. The **Bystander Intervention Model** emphasizes the role of peers in taking action to prevent violence against women. The Coalition aims for a citywide launch of this social media campaign this upcoming September 2013. This social media campaign seeks to engage young people to prevent violence against women on campuses through a multi-faceted approach of prevention, intervention, and support through a lens of education and engagement with the Bystander Approach through social media. ***This will consist of:*** Social Media Campaign, Posters, Postcards, PSAs, online advocacy space, blogs & videoblogs, Bystander Toolkit & Violence Prevention, and a Mobile Application (for iOS, iPad, Android, and Mobile Site platforms).

Literature Review.

KEYWORDS *sexual assault, sexual violence, gender-based violence, rape culture, violence against women on campuses, sexual assault on campus, intersectionality, bystander intervention model, continuum of violence, patriarchy, heteropatriarchy, emotional safety, women student's perceptions of safety, physical safety on campuses, violence against women on campuses, sexual assault and universities, risk factors and sexual assault, risk factors and violence against women on campus, community development, community consultation, intersectionality, anti-oppression, masculinities, pro social behaviours, rape culture, culture of violence, emotional safety, emotional justice, emotional health, social media and feminism, mobile application and social welfare.*

The following academic databases were accessed to find relevant literature: Google Scholar, PubMed, PsycInfo, Social Work Abstracts, Social Services Abstracts, CPI.Q, Indigenous Studies Portal, LGBT Life with Full Text, Violence Against Women, Social Sciences with Full Text.

We found relevant grey literature resources through organizations such as METRAC, White Ribbon Campaign, University of Victoria, University of Alberta, Canadian Women Studies Reader, Crime Prevention Ottawa, Sexual Assault Support Centre of Ottawa, Carleton Equity Services, MOSAIC International, Step Up, the Centre for Addiction and Mental Health.

Canadian Government ministries that we scanned were the Ontario Ministry for Children and Youth, the BC Ministry for Children and Youth, the Ontario Ministry for Education, and the Ontario Ministry for Health.

Note: *This report addresses the topic from the angle of broad organizational and structural practices rather than clinical interventions or specific clinical programming. The findings of this report are intended to address broader organizational approaches that include anti-oppressive framework, holistic models, ecological approach to preventing violence against women, community development, cultural relevancy, as well as implementing of a gender-based analysis and framework within prevention strategies on campuses.*

It is important for community and peer workers, mental health practitioners, student organizations, campus administrations and faculties, and service providers to understand the unique experiences and issues faced by young women and marginalized genders. It is also important to note that this report is working towards centering the experiences women from many diverse experiences and backgrounds, who are overrepresented with experiencing mental health issues, stigmatization, victimization, violence, and sexual violence who also face greater barriers to accessing relevant services.

The Facts about Gender-Based Violence.

What is gender-based violence?

According to the United Nations, “gender-based violence is violence involving men and women, in which the female is usually the victim; and which is derived from unequal power relationships between men and women. Violence is directed specifically against a woman because she is a woman, or affects woman disproportionately. It includes, but is not limited to, physical, sexual and psychological harm (including intimidation, suffering, coercion, and/or deprivation of liberty within the family, or within the general community). It includes that violence which is perpetrated or condoned by the state”. (*United Nations, United Nations Population Fund, Gender-based Violence - A Price Too High*).

Who is affected by gender-based violence?

Gender-based violence affects everyone. Campuses do not exist in a vacuum and are not exempt from endemic social problems. Our report would like to highlight that campuses are communities of students, staff, and faculty, which means that survivors, allies, and perpetrators of gender-based violence live, work, and study at our campus. Most sexual assault survivors are between the ages of sixteen and twenty-five, the age range of most students when they are enrolled in post-secondary institutions. (*Violence Against Women, National Crime Victimization Survey, Bureau of Justice Statistics, 1995*).

Who are the perpetrators of gender-based violence?

Studies done at Canadian universities suggest that the vast majority of students (at least 80%) who are sexually assaulted know their assailants. (*Sexual Assault on Campus, C. Bohmer and A. Parrot, Lexington Books, 1993*). For example, 90-95% of survivors who come to the University of Alberta Sexual Assault Centre have been sexually assaulted by someone they know. Fewer than 5% of assaulted students report the crimes to the police. (“Young People’s Attitudes Towards Acquaintance Rape.” J White and JA Humphrey, 1991).

What is a Gender-Based Analysis?

A **Gender-Based Analysis** (GBA) is an analytical tool that we have used within our process that structurally integrates a gender perspective into the development of policies, programs, services and legislation. It helps to assess differential impact and to identify the complex social barriers that women, men, and all genders experience. A **gender-based analysis** makes possible for policy, programming, and services to be undertaken with an appreciation of gender differences while promoting agency and self-determination. Consequently, this report seeks to identify and build upon perceptions of students regarding sexual violence and prevention strategies using a gender-based analysis and intersectional analysis. These approaches are key in the development and implementation of prevention strategies that do justice to the unique experiences of our stakeholders within campus communities.

What is the Bystander Intervention Model?

The **bystander intervention model** approach is gaining popularity amongst our campus communities as a means for engaging communities in sexual assault prevention, especially on our campuses. Stakeholders throughout the research process have expressed the need for practical tools to use in preventing violence against women. Consequently, the model of Bystander Intervention is timely and innovative in this regard. Many bystander programs are teaching community members how to intervene without first assisting them to identify the full range of opportunities when they can intervene. Bystander education involves teaching everyone how to intervene and take responsibility in situations that involve violence and/or potentially harmful behaviours. This new role involves interrupting a situation that could lead to an incident of sexual violence before it happens, intervening appropriately at the time the offensive behaviour occurs, speaking out against social norms that support sexual and gender-based violence, and learning skills to do effective and supportive allyship work with women and survivors of violence.

Benefits of a Bystander Intervention Model:

- 1) Discourages victim blaming. Shifts responsibility to communities.
- 2) Offers chance to change social norms and behaviours. Community takes pro-social behaviour and helps deconstruct stigma and violence.
- 3) Shifts responsibility to men and women, while encouraging men to become active agents in changing and preventing violence against women.

What is the Continuum of Violence?

To understand the range of ways in which individuals can intervene as bystanders to prevent sexual assault, and the ways in which these are connected, the continuum of sexual violence model developed by Kelly (1987) and Stout and McPhail (1998) provided a foundational framework. The notion of a continuum is based on a feminist perspective that conceptualizes various forms of sexual violence against women not as separate, discrete acts but rather as connected and all based in patriarchal power and control. The concept of a continuum of violence purports that there exist a range of behaviors that escalate in severity and violence and that are linked to one another.

It is our hopes as we continue to work with community stakeholders to develop a dynamic conceptual design to engage students and stakeholders in the concept of the continuum of violence. Many stakeholders have expressed interest in understanding the complexities of violence as well as they have expressed witnessing many different types of knowledges and experiences. Throughout our consultation processes the Bystander Intervention Model has provided a solution-focused framework that would incorporate the continuum of violence while deconstructing issues and barriers surrounding stakeholders perceptions of emotional safety. Many stakeholders highlighted that a wide range of behaviours and context exist within their campus communities from rape jokes, to problematic language, to harassment, and sexual assault. The continuum of violence is a great tool in assessing risk and preventing violence against women before it happens. It has also proven to be a great tool in engaging stakeholders no matter their knowledge level and experience with the issue of gender-based violence on campuses. We hope to use this image in our mobile application and within our public education and campaign materials.

Gender-Based Methodology

OCTEVAW incorporated components of a participatory action research model rooted in the diverse voices and perspectives of students, staff and faculty (Kemmis and McTaggart, 2003). Our approach engages community members, including those with an increased risk of experiencing violence and barriers to accessing services, to define their own needs and solutions. It is based upon a survivor-led model and tradition of valuing the lived realities of stakeholders who are “experts of their own experience” and experts of their own sense of safety (Klein, 1983; Fonow and Cook, 1991; Smith, 1999; Whitman, 2008). Qualitative and quantitative methods were used to collect and analyze data and extract recurring themes, in partnership with individuals and groups who are impacted by social inequities based on gender, race, age, disability, ethnicity, faith, sexual orientation and income level. As such, diverse women, men and other marginalized genders had the opportunity to voice their experiences and share their perceptions of safety, gender-based analysis, and conceptualizations of “rape culture”. This process was facilitated through working with community partners and establishing steering committees where students, staff, faculty, and community members have shared their knowledge, expertise and experiences.

By employing a range of qualitative and quantitative methods (focus groups, one on one interviews, and an online survey) we were able to assess the perceptions of physical and emotional safety of diverse community members and campus members. Consequently, campus communities we’re able to express and identify what concerns were important to them and how to improve the overall social environment and culture on campus. OCTEVEAW drew upon quantitative and qualitative methods to evaluate results by using mixed methods, which highlighted and strengthened data derived from the research and gender-analysis audit process. This approach has a number of advantages. It can impart thoroughness in the research and convey researchers’ intentions. Student research volunteers were given a quantitative research methods training that centred anti-oppressive practice in an effort to centre marginalized experiences and to deconstruct structural barriers such as racism, classism, ableism, homophobia, sexism, etc. This process also facilitated shared ownership, community-based analysis of social problems, and a focus on community development and action.

Methods practiced in the consultation process included an internal review of over 25 campus related documents; an external literature review of promising practices; a comparative examination of safety practices at other North American universities; an online survey; 12 focus groups (2 La Cite Collegiale, 3 Algonquin College, 4 Carleton University, 1 Community Wide); 16 stakeholder interviews; one town hall meeting; a community consultation, twelve site tours of the four campuses; 26 consultative meetings with campus stakeholders, and the establishment of four steering committees (Gender-Based Analysis Committee, Social Media Committee, Student Committee and App Development Committee).

Data Analysis

Consistent with the research's grounding framework in anti-oppression and community development (Participatory Action Research) we used the constant comparative method to code the focus group transcripts into meaningful pieces where themes, key messages and students perceptions of safety and needs were then compared and contrasted accordingly. After the themes were pulled and transcriptions were coded, data were grouped into categories, and each new piece of data was checked with data already in the category to search for overlaps and recurring themes. The categories revolved around how women students viewed their campus environment (i.e., high-risk, dangerous, safe, sexist, etc.). The categories were then sorted into the themes that emerged from the data. To enhance trustworthiness each researcher independently coded the focus group transcripts and then met to discuss the categories, clarify meaning, and reach consensus. One researcher kept a written trail of all research procedures and the other completed the first draft of the findings. All raw data and recordings were then destroyed afterwards to ensure confidentiality.

Our **Gender-Based Analysis Perceptions Report** in review of METRAC and York University's safety audit thus provides a rare opportunity for women and other marginalized groups to share concerns, reduce stigmatization and barriers, engage in Bystander Intervention Strategies and have a voice in institutional prevention strategies, and get involved in building solutions and support.

It is our hopes to continue this research report and provide a Final Gender-Based Analysis Perceptions Report at the beginning of 2014 in order to fully do justice to the complexities of issues and experiences of our campus communities. Due to the limitations and barriers that we have experienced in the research process, as well as the recognition that the prevalence of sexual assault and gender-based violence occurs within the first eight weeks of the school year indicates that further research and investigation is needed in order to fully develop a well-rounded best practices that reflect the needs and priorities of young women on our post-secondary campuses.

** Survey and Focus Group Questionnaire is available in Appendix A*

Community Consultation Process.

On Thursday, March 7th, 2013, OCETVAW held a public community consultation at Under One Roof on Bank St. for feedback and advice on the safer campuses project and gender-analysis perceptions report. The objective of this community consultation was to provide an update on the project and create a space for all ages, identities, experiences, and knowledge levels to share their ideas and critiques regarding the report, the project, and the development of the campaign and mobile application. OCETVAW was joined by the executive director of Ottawa Rape Crisis Centre and a representative from Status of Women, along with community members from Women's Resource Centre, Planned Parenthood Ottawa, Equity Services Carleton University, the Graduate Students Union of Carleton University, and the Undergraduate Students Union of Carleton University. Moreover, OCETVAW volunteers and student committee members were present. All of these various stakeholders engaged in the presentation and gave their feedback on the project and its development. The feedback OCETVAW received at this consultation can be summarized into various themes.

Feedback Themes

Mobile App Names

OCETVAW is currently trying to select a name for the app that is both inviting to all individuals regardless of their involvement with end violence against women, and offers an indication of the services the app will provide. One suggestion proposed by a community member was to have a name contest on twitter and Facebook to help create a pool of potential names. Another individual recommended two names: ByActor (not bystander) or Aunt Sam (wants you-recruiting to end VAW). As a result of the feedback from this process as well as consultations with various student community groups the name that was selected for the mobile application and larger campaign was "RISE".

Program Elements

Community members had various suggestions involving the actual content of the app as this was a main focus of the consultation on March 7th 2013. The mobile application has been a very engaging and interesting piece thus far in the project. It is also the only mobile application of its kind and nature to be developed in Canada and specifically for campuses communities to engage in gender-based violence prevention strategies. A couple of individuals asked for a list of scenarios that could be put into practice depending on a person's knowledge and confidence level (these compliment the strategy of *Bystander Intervention*).

For example, questions put forth were: “What do I do to intervene that matches my level of comfort?” and “How do I help once the event has passed?” Another person asked for different ways for app users to connect and share strategies of ending violence against women. Further, an individual requested the availability of GPS functionality so users could be directed to resources closest to them. As a result we have developed functions on the mobile application that would include a GPS map and resource list, as well as an engaging function that would generate tools and responses for people to be able to intervening when witnessing gender-based violence that would match their experience, knowledge and comfort levels.

They suggested looking at the OC TRANSPO app and the AroundMe app for possible examples. Others recommended having facts, statistics, and quotes to help build knowledge and confidence of the user. Many stakeholders were thoroughly excited and engaged in the mobile application piece as it dominated the conversation throughout the community consultation process. Many other students suggested trainings, workshops, and education campaigns that would compliment that mobile application. It was also mentioned that the mobile application should be translatable into mobile website. As a result we have made sure that these recommendations were translated into the actual app.

One individual suggested having an entertainment or forum option to spark participation. For example, offer scenarios to find out what is the most common response and leave open a textbox so people can enter personal responses. After the user finishes playing there would be statistics available to help facilitate intervention and information showing the most used option. As a result we are making sure that the applications functions would be action-based and interactive so that the user can also give their knowledge, share their experiences, and feedback into the app itself. As a result the functions of the application are two fold to provide stakeholders with prevention tools and education but also for community stakeholders to provide their own suggestions, feedback, and priorities. This mobile application will serve to continuously collect this data as well as educate students and provide them with action and solution-based prevention strategies that fit their context, needs and knowledge capacities.

There were also some concerns brought up by the community members addressing the content in the app. For example, one person asked how different orientations and identities would fit into the bystander intervention model. Another individual wanted to know if the app would address reproductive violence. There was also an emphasis placed on making sure definitions were clear since not everyone realizes what constitutes violence against women, this why we are noting the importance of providing all types of educational pieces that would fit various knowledge levels, comfort levels, and experience levels.

Stakeholders present also wanted to make sure that the language being used was accessible and the design was user-friendly in order to allow for open discussions. As a result we are ensuring that the application will be accessible, translated into both languages (English and French), as well as have some functionality around confidentiality and discreetness in order to protect a persons privacy.

There was also a concern about affectively assessing how men understand violence against women and making sure the app made sense to engage men as well. Further, an individual pointed out there needs to be a format that informs about the different types of violence people may confront such as men approaching women, dating violence, verbal threats/harassment, and public/private (bar versus house). As a result the content of the app and the Bystander Scenario function will work to address different contexts on the continuum of violence and work to include many different perspectives and do justice to the unique experiences of different identities and populations.

Campaign and Application Launch

Various individuals identified methods OCTEVAW can take to spread awareness about the mobile app as well as the larger awareness campaign to prepare for the launch in September 2013. One suggestion involved engaging with the on-campus living community, while others expanded by recommending getting involved with each school's orientation week. That is, include material about the app in Frosh kits with the QR code to download app and a link on student government websites.

Many stakeholders also mentioned the need to provide workshop and action-based pieces surrounding the launch of the campaign and application. Some stakeholders mentioned that it would be great for a social media piece to exist where people can send in their own videos, suggestions and help spread the message virally as well as on campus. Residences and classrooms were spaces where students would like to see the campaign and message though other students would also like for their to be engagement with the broader community. They also mentioned the usefulness of a Bystander Intervention Toolkit that would be available in print and online where people could have fact sheets, work sheets, and different tools to use to engage in Bystander Intervention that could be available at different student services and community spaces. Many students expressed the need for ongoing trainings for campus security as well as faculty and student leaders to engage in preventing violence and assessing risk.

Report Limitations & Barriers

It is important at the outset to understand the exclusions and limitations of this report and community development process.

While exploring issues around preventing violence against young women on campuses, inevitably many issues that negatively affect the lives of women, men and all genders have appeared, and merit further exploration. It is important to note that campus communities are diverse in their experiences and identities and that the needs and priorities of different campus communities and populations are also diverse and unique. Moreover, we would like to point out that a multi pronged prevention approach is needed in order to fully do justice to the complexity of experiences of young women on campuses, this means an array of different strategies need to be explored, developed and implemented across campuses and experiences.

The report will focus specifically on issues related to violence against women on campuses, as well as engaging men the prevention and reduction of gender-based violence. To do so we are grounding our framework in the potential for the **Bystander Intervention Model** in preventing violence against women on campuses that has been demanded by our campus stakeholders. Moreover, campus stakeholders have expressed the need for more exploration and discussions around the concept of *emotional safety* to compliment our communities' focus on *physical safety* as this has not been done previously.

Of course this report will not be able to illustrate all of the possibilities of prevention strategies but rather will provide a great place to set some grounding frameworks and make connections between recurring themes on campuses. We hope to continue our research process in the Fall of 2013 in order to fully capture the initiatives, priorities, and strategies that are solution focused within our campus communities and translate this into a final bilingual report in early 2014.

The *major barrier* in our research process was receiving ethics clearance from the Universities in order to continue doing focus groups and interviews with stakeholders. Due to the long wait for ethics clearance we have yet to fully investigate the research process at the University of Ottawa as we are still waiting for their clearance, which is why it is important for us to continue this dynamic research. Moreover, due to the work of one of OCTEVAW's member agencies W.I.S.E on the issues of physical safety and safety audits this report will give emphasis to women's perceptions of emotional safety as well physical safety to compliment this work being already done, as well as to compliment the gaps that stakeholders have highlighted surrounding perceptions and solutions around *emotional safety and rape culture*.

Preliminary Findings & Discussion

With the acknowledgment that this report is evolving and incomplete, and that it is our intentions to continue this research process.

Existing Systems, Young Women's Needs & Barriers.

- *Some risk factors* identified by stakeholders that contribute to violence against women on campuses were: systemic oppression (such as racism, sexism, homophobia, ableism etc.), barriers to culturally relevant services (for example the needs of young indigenous women may be different than the needs of other young women), lack of alternative support services, stigmatization and victim blaming, lack of awareness, shame and silence, disconnection between administration and student bodies.
- *Some needs* identified by campus stakeholders were: more public education and awareness campaigns, more alternative support services on and off campus, development and implementation of trainings regarding gender-based violence and using a gender-based analysis, meaningful involvement of men, practical tools to engage and assess prevention and violence (Bystander Intervention was highlighted here) more services for marginalized populations (such as GLBTQ and racialized students), implementation of effective safer spaces and anti-discrimination policies, sensitivity training for campus security and foot patrols, as well as more resources provided by administrations.
- *Some barriers* identified by research participants were: barriers surrounding emotional safety and health such as guilt, shame, isolation, post-traumatic stress disorder, shame-based trauma, depression, negative mental health outcomes etc. Many research participants spoke about institutional responses' focus on "stranger danger" which ultimately does not do justice to the issue- many survivors disclose to their friends and are sexually assaulted by people they know thus participants want campaigns and services to reflect this reality. Many participants criticized self-defense programs stating that these type of programs perpetuate victim blaming and ultimately might not work in preventing violence. Young women expressed that many people have unique and diverse experiences and therefore prevention strategies should be multi-faceted and use diverse approaches.

Priorities, Opportunities & Valuable Resources.

- Some priorities identified by research participants were: education, awareness, culturally relevant support services, gatekeeper trainings, concepts of emotional safety, specific population services, meaningful involvement of men, and more practical tools in risk assessment, and violence prevention.
- Some ideas for improvement related to perceptions of emotional and physical safety were: improvements to mental health services, having alternative services available on campus (for ex: peer support, and counsellors), improvement to security services, improvements to safety related policies, programs, support systems and reporting systems, increased public education, awareness, and outreach by both administrations and student governing bodies, improvements for campaigns and support services for women of marginalized communities, more accountability and transparency from administrations and student governments in issues related to sexual violence against women and rape culture. Many women in this research process also voiced their concerns regarding having more mandatory department trainings for their TAs, professors, and other staff on campuses.
- Many research participants expressed that safety is often a unique and broad concept and that campuses generally only focus on physical safety and do not focus on issues of emotional safety and mental health. Many participants named their campus communities as valuable resources in preventing violence and providing support. Over 75% of participants expressed that they would prefer to disclose their experiences to a peer and over 64% of respondents expressed that they would benefit from more practical tools in providing support and preventing violence.
- Opportunities for improvement expressed by a large portion of participants included: creating more connection between campus safety, administration and student government bodies on issues related to gender-based violence, establishing better policies and practices regarding reporting on campus, the need for more gatekeeper training and capacity building among student leaders, faculty, teaching assistants, administrative staff, and service providers on campus on an ongoing basis. Many research respondents highlighted frosh week, or welcome week as an area for opportunity and growth in regards to building capacity for education, awareness, and building prevention.
- Research participants also expressed the area of media, and social media as an area for growth and opportunity regarding building prevention, education and support services.

- Many research participants expressed that gender-based violence happens to not only women but to other marginalized genders as well which is also rooted in misogyny, gender inequities, sexism and that campus strategies need to include these experiences in their building capacity goals and efforts in preventing violence.
- Many research participants expressed their appreciation and the value of student led services and centres that do public education around these issues such as women centres, sexual assault support centres, and equity based services.

Promising Strategies & Best Practices.

Promising strategies and best practices that recurred within the research process and amongst participants were:

- Multi-faceted and multi-level education campaigns and awareness initiatives that are sustained throughout the whole calendar year, as well as sustained for more than just one year as school populations change every year, as well as every four years.
- Collaboration between campus security, administrations and student governments (more clear communication and support between these)
- Meaningful involvement and engagement of men in the development, implementation of prevention efforts and support services
- Prevention efforts that are supported by high-level governing bodies such as upper administration, board of governors and management.
- Community engagement and development strategies (engaging many different campus organizations in these processes from the beginning)
- Clear and concise policies and procedures that are created and implemented widely throughout multiple levels and networks on campus
- Engaging community organizations in conversations regarding violence on campus because this issue is not isolated to campus
- Specific prevention efforts, campaigns, and support services targeted in residences (where applicable) as students living in residence are often isolated and face greater barriers to accessing services
- Establishment of multiple partnerships between sectors, across community members, and stakeholders.
- Explicit statements of commitment to the issue of preventing violence against women on campuses by campus administrations and student governments as well as the development of short term, medium term, and long term objectives and performance indicators in preventing gender-based violence on campuses.
- More programming and services dedicated to intimate partner violence as well as sexual assault. Many sexual assault services lack in their ability to deal with intimate partner violence, which is a reality of many students living on and off campuses.

- Establishment of ad-hoc and specialty steering committees to address the issues of gender-based violence on campus. These committees need to include administration, faculty, community organizations, student governments, and students in their processes.
- Meaningful involvement of marginalized groups on campus as well as campaigns and services that reflect their unique experiences (such as GLBTQ students, indigenous students, students living with disabilities, young mothers, international students etc.)
- Need for support services to be located centrally on campus to ensure accessibility for victims of sexual violence. Many students have expressed that they often do not know where to seek support and often feel shame and stigmatization in seeking support on campus.
- Many students expressed interest in the development of a prevention and support toolkit that would be easily accessible to all students (a web page, a media hub, a printed booklet etc.) in order to access relevant information.
- The Positive Space and Safer Space policies and programs should be implemented campus wide to foster more inclusive spaces free from discrimination and violence for people of all genders.
- Increase of in kind resources (eg. Meeting spaces, equipment, office supplies) to support student-led activities and to create more sustainable programs and initiatives.
- Continue to offer free self-defense classes and trainings for all students including men.
- Rape Culture 101 and other educational trainings should be mandatory for all gatekeepers, faculty, teaching assistants, student leaders, and frosh/welcome-week participants.
- Development and implementation of more peer support networks and capacity trainings for student organization. Research with students has begun to document the powerful role that informal helpers (peers networks) may play in both preventing violence and supporting survivors. The **Bystander Intervention Model** is one model that has been suggested and well-documented in preventing violence against women on campuses and increasing community capacities and shared responsibility.
- The development and implementation of a campus climate survey every 4 years that would not only evaluate physical safety but would include perceptions of emotional safety as well. This survey would be a multi-level and organizational survey for administration, faculty, students and staff.
- Development and implementation of specific roles that would engage students, staff, faculty, and administrations in the prevention of violence against women on campuses. These roles could include tools in interrupting harmful situations, providing education and awareness around identifying sexual violence, and developing peer networks support skills (for example: peer support, active listening, and ASIST trainings).

Mechanisms, Models & Campus Strategies

School Administrations:

- Carleton University is the first university in the province of Ontario to have a Coordinator of Sexual Assault Services. The Coordinator provides information and referrals; public education and training on sexual assault and sexual harassment; short-term counseling and safety planning; and liaises with the campus community and the wider Ottawa community. Recently the Coordinator, the Department of University Safety and a host of student groups created a series of public service announcements on sexual violence. Carleton has created a Sexual Assault Services Advisory Committee and a Sexual Assault Protocol Committee to support the coordination of services on campus.
- Carleton University and the University of Ottawa both have sexual assault crisis lines and counselling services available to students
- Both University campuses have committed resources to build physical safety mechanisms such as safety lights and posts, emergency phones, SMS text messaging systems, sexual assault and gender-based violence related policies, Safety buttons, Mirrors and video cameras, Access card systems after hours
- Both College campuses have counselling services dedicated to supporting survivors of sexual violence
- College campuses are beginning to commit resources to developing safety measures
- Stakeholders have highlighted the need for more discussions, engagement and mechanisms to compliment issues of emotional safety.
- Some of the ideas and suggestions that stakeholders have expressed surrounding emotional safety was the implementation of alternative services (having both a sexual assault support centre, and peer support model), education and campaigns surrounding Bystander Intervention and the Continuum of Violence.
- Stakeholders have highlighted the need for more policies and programs that would meet the needs of emotional health and emotional safety related to gender based violence
- Stakeholders have highlighted the need for more meaningful ways for young men to engage in preventing violence. Review of the literature and community consultation processes have noted that Bystander Intervention Model is a great tool for engaging men and allies in preventing gender-based violence as this is not only a women's issue, as it affects everyone within campus communities.

Students and Stakeholders:

- Many stakeholders have expressed their concerns with the lack of education and awareness surrounding the issue of gender-based violence on campuses. Though many stakeholders understand the issue they have identified their peer group they continually interact with as lacking information and understanding (for example: young women understand the issue of sexual violence, but young men do not know to identify it).
- Many student organizations and governments have collaborated to identify gaps and priorities with us, the main strategy that has been highlighted is bringing awareness through campus communities and social media and developing practical tools for people to assess risk and intervene when witnessing behaviours from all spectrums of the continuum of violence.
- Student organizations have developed campaigns around raising awareness though stakeholders have identified that these campaigns often dissipate after the first two months of the school year. Stakeholders identify that meaningful engagement and prevention needs to happen throughout the whole school year with solution focused and action-based tools for everyone to engage in preventing violence (not just using campaigns and slogans, but rather practical and tangible tools that are action-based and not just passive information).
- Student services have been actively engaged in developing their own campaigns and strategies, at Carleton University the women centre has developed their own peer support model and the Consent is Sexy Campaign that promotes pro social behaviours in the same way that Bystander Intervention Models use). Stakeholders identified that not only Women Centres need to be actively engaged, that young men and other communities on campus need to be actively engaged.
- College campuses are in the beginning stages of developing their own student groups dedicated to preventing violence and gender-based issues (Algonquin College has recently begun a young women's peer support group and education based group). Many stakeholders have identified that colleges need to have more action-based strategies for students to engage in and often lack in the support and funding that student bodies have at the University level. College stakeholders also identified the lack of student space to come together and develop these strategies.
- Stakeholders have highlighted that their main concerns are regarding the lack of communication between administrations and student governing bodies as well as the lack of knowledge of their peer group surrounding the issue of gender-based violence and it's relation to emotional safety. Stakeholders have identified that many students and faculty understand physical safety mechanisms but that often the root of the problem is embedded in structures of oppression and stigmatization.

- Many stakeholders have expressed their concern with reactive solutions rather than preventative measures that are solution focused and action-based. Many stakeholders would like to see more strategies that focus on prevention and deconstructing the root of the issue (gender inequities on campus, gender norms, negative impacts of oppression and marginalization) that could compliment the mechanisms in place surrounding physical safety measures (such as lights, emergency stations, and surveillance technology).
- Planned Results (stakeholders can, but the group their interacting with cannot), have collaborated to identify gaps and priorities, considered strategies the main thing people are noting is the lack of education and awareness > this needs to be addressed, preliminary action being taken, we can assist over time with this, time to nurture this, this is going to be a continued piece.
- Students have also expressed their concerns with emotional safety over social media and technology. They would like to see more being done by administrations regarding policies and programming surrounding cyber bullying, harassment, stalking, and sexual harassment. Many students are actively engaged on social media and this often is a very grey area in terms of creating solutions. The jurisdiction needs to be made more explicit and administrations need to find more solutions regarding social media and online technology. Perceptions of emotional safety regarding online and social media were quite negative amongst a high number of participants and stakeholders.

Recurrent Themes.

Myths, Misconceptions and Silence

Social norms shape our attitudes, beliefs and behaviours. They influence our intuitive understanding of what is acceptable and what is not. Our social norms contribute to, and are reinforced by, a general misunderstanding of sexual violence. Many stakeholders and participants related social norms and behaviours to the cultivation of rape culture and concepts of emotional safety. Many participants expressed that due to structural inequities that are gender-based these social norms impact their perceptions of emotional safety on campus especially regarding behaviours that perpetuate stigmatization and violence (such as rape jokes, lack of understanding surrounding issues of consent, victim blaming, negative messages around sexuality, etc.)

Many participants expressed their concerns surrounding misconceptions surrounding gender-based violence and sexual assault (which are often referred to as “rape myths” although they apply to the broad scope of sexual violence). Participants expressed that these myths trivialize the severity and impacts of sexual violence and also create confusion around understandings of sexual violence and consent. Students also expressed that often myths and misconceptions surrounding sexual assault contribute to a social context in which survivors are reluctant to report, feel guilt and isolation, remain silent, blame themselves for what happened or are not believed. Participants expressed that these create a climate of victim blaming, stigma and silence surrounding the issue and create an environment in which perpetrators are excused for their actions. When speaking about myths and silence one woman identified student said:

“Those who have experienced sexual violence may face barriers upon not seeking outside support or not wishing to disclose. Heck, the person may remain silent because they know inside that they won’t be believed. I know for myself I often stay silent surrounding the issue. It’s like you know it happens so often and like nobody wants to say anything. I mean even look here right now we’re all having a hard time even talking about this stuff.”

Victim Blaming & Stigmatization

Societal beliefs about women being inherently objects and victims of sexual and other forms of violence were engrained in students’ thinking about physical and emotional safety and contributed to the culture of fear and young women’s perceptions of safety on campus. *Victim blaming* was brought up a lot during many of the interviews as many women expressed that sexism, rape culture, and gender inequity were responsible for societies obsession with blaming women for any unwanted negative attention or sexual victimization.

Many of the women during this research process expressed that they were not immune from facing the stereotype that somehow they bring unwanted negative attention upon themselves for how they dress, what they were drinking, where they were, and whether or not they were sexually active.

Even though women did not necessarily explicitly state the connections they recognized between gender inequities and violence many women expressed experiences and narratives that highlighted these relationships and connections between violence against women on campus and structures such as gender inequity, sexism, and rape culture. Many of the women during the research process also spoke about the impact of the media, popular movies, music artists, and social media in also perpetuating rape myths and false information. The women stated that because of this “rape culture” and “victim blaming” culture that it made it that much harder to disclose sexual violence or access services. A 19 year old women identified student from Algonquin College recounted being told by someone she knew who had social work experience and that she was not, *“acting like a person who had just been sexually assaulted”*. Consequently, she was called a liar and was blamed for the assault, which she expressed, really affected her emotional health and academic performance.

Socialization of Safety

During this research process young women reported and expressed that being a women in our current society meant worrying about personal safety (physical but also emotional safety), experiencing sexual violence and victimization, and being blamed for violence against their person. During our focus groups and interviews women recounted messages and narratives that they have received from parents, peers, partners, supports, media, institutions and society as a whole that constantly tell them that they should fear and always be in fear of their own safety.

Women’s attitudes about safety revealed that, even if they felt safe on their particular campus, thinking about their own personal safety and the safety of their peers was a constant part of their lives and lived experiences. A woman from one of the undergraduate student focus groups expressed that:

“To me this is a very safe campus. I don’t necessarily feel threatened when I walk to my car at night in the parking lot. The University has taken great steps and measures to increase physical safety on our campus. I know that these experiences are unique to me. The one thing though that I keep experiencing that really affects me is the amount of shaming and victim blaming coming from our own friends and other students. So I guess it is hard to really feel safe emotionally when I know that rape culture is all around me, all of the time.”

This comment revealed something that has been expressed by many other

young women students: that feeling safe on campus is a unique experience for everyone, and that it doesn't just encompass the aspect of *physical safety* (emergency posts, safe paths, lights, foot patrols and video cameras) that it also involves women's conceptualizations of their *emotional safety* (stigmatization, feelings of isolation, victim blaming, triggering material in the classroom, etc.)

During the same focus group the student's remark sparked another women identified student to respond:

"Even though being at [this campus], while it's certainly much safer than in the past, at least to me, I still very much worry about my own safety probably you know, at least a few times a day, you know because I am a woman."

When she was asked about feelings of safety, impacts and barriers another young women (a graduate student) said that:

"I think there are many barriers [to accessing services]. The most significant one I think would be that a person would have to feel safe enough to come forward. There has to be a space where people could feel comfortable seeking info. And this space should be a place where a person will be free of experiencing any shame or victim blaming. This happens way too often on our campus, and not only from the administration but from other students too. I think that makes it hard because we all know that people will always disclose to their close friends first and sadly a lot of friends aren't equipped with the tools to support their friend and aren't equipped with the right knowledge around sexual assault."

Another student from a focus group at one of the university campuses expressed:

"Well, what happens when we step off the safe path? We all know what happens, we will get blamed for our own rape. And this is horrible because, it like, it makes it that much harder for people to even share their story let alone get some support around it."

Sexual Assault and Responsibility.

All services that participated in this project agreed that sexual assault and violence against women is an issue on campus. However, the priority the issue was given varied considerably. As expected the sexual assault centres, crisis line and women's centres had dedicated services and programming around sexual assault (for example Consent in Sexy Week, and Sexual Assault Awareness Week). However many of the departments and faculty did not necessarily explicitly do anything to combat sexual violence within their classrooms. Some professors however did try to include public education and trigger warnings within their classrooms to support survivors. This varied by professor, and generally was seen within departments like social work, women and gender studies, and sexuality studies. There are no departmental policies that necessarily or explicitly focus on prevention or education around violence against women on campuses.

More interesting was the responses from the health and counselling services. Most of the health centres deferred to local hospitals for forensic collection and immediate medical intervention. Most health centres did not offer services above and beyond what would typically be available to sexually active students (STI and pregnancy testing).

Given that they did not consider themselves an emergency or urgent care facility, they felt less power in providing sexual assault response. While some centres do provide sexual assault awareness programming, it was less compared to other awareness campaigns such as eating disorders, fitness, sexual health, etc. Similarly, in interviewing the coordinators of the counseling services centres, they would often refer to other services on campus that were more focused on sexual assault (ex. Women's Centre, Equity Services or the Human Rights Centre).

Perhaps the most telling difference during our consultation process was in perceived responsibility. The dedicated services were willing to assist community members and students regardless of where or when the assault occurred. These centres and their staff felt responsible for the care, advocacy and support of survivors. Conversely, health and counselling services were far more focused on sexual assaults that occurred on campus, in particular within the residences.

This is not to say that they would deny service to a student who was assaulted off campus. Yet, the focus of their responses and the structure of their answers implied that the scope of their concern was limited to what occurs on the physical grounds of the university. They conveyed that while sexual assaults occurring off campus were a tragic incident that they would support their students through, the university itself was not ultimately responsible for that student's care and emotional health.

Student organizations we're also varied in their perceptions of responsibility. Many of the student organizations we're actively engaged in prevention strategies namely public education and advocacy type campaigns. Most of the student organizations however did not have the capacity to provide any type of support services, and women identified students have identified that education campaigns dissipated after the first eight weeks of school rather than having ongoing education and awareness throughout the school year.

Adequacy of Campus Response to Sexual Violence

Furthermore, the divide between dedicated sexual assault services (centres and crisis line) and the non-specific services (counselling and health) was equally as apparent in terms of the perceived adequacy of campus response to sexual assaults. The dedicated services readily discussed the challenges they are currently experiencing with service delivery and the areas they would like to see future growth occur in. The general consensus for the dedicated services was one of “we’re doing the best we can with what we have,” but acknowledge that there is always room for improvement, new areas for outreach and students who are not receiving services. Schools without dedicated services (most notably college campuses rather than Universities) much more readily stated that current services were adequate and did not need amelioration. Interestingly, the women’s centres and student government organizations were mixed in how they described the adequacy of response to sexual assault on campus.

Availability of Service Providers.

Most services were more than happy to participate and went further as to offer support and resources to the future of this project. While most non-specific services were polite and helpful in answering questions, they did not go out of their way to participate i.e. return calls. Many of the prevention and support services are also involved in our steering committees.

Unfortunately, not all services were interested or able to participate in this project. Generally specific services and student organizations we’re more likely to participate in this project and participation varies from time of year due to the nature of this work being donated in kind.

“Victims are often afraid or embarrassed to report this kind of thing. It is important that they know that they can get help and support and that these people are there to help them in the best way that they can.” –College student

Sexual Assault Service’s Impact to Schools Reputation

In general, having a dedicated sexual assault response on campus is perceived as having a positive impact on the overall reputation of its campus. That being said, the rationale that each centre provided behind this positive impact varied. All the service providers and coordinators interviewed did agree that a successful sexual assault services and prevention strategies is the result of balancing student needs, internal politics, a dedicated workforce, funding and sustainability, and strong core values of the program.

Impact through Social Media Engagement

Social media and online students presence are creating an interesting third space where public education, awareness, and prevention strategies are taking place. Many students who are actively engaged in anti-violence and prevention are engaging online and through social media. Many students and young women have identified this third space as a great opportunity for student organizations and campus administrations to engage its students in promoting prevention strategies and raising awareness around prevention and support through the use of online tools, campaigns and knowledge dissemination.

Need for Engaging Young Men in Violence Prevention

Many stakeholders identified the need for finding meaningful ways to engage men in preventing violence against women on campuses. Considering the vast majority of gender-based violence is perpetrated by men, specifically against women and marginalized genders. Many men identified participants also expressed the need to find ways for men to engage in positive behaviours and prevent violence as most men may never use or condone sexual assault. The root causes of gender-based violence can almost exclusively be narrowed down to two things; the condition of gender inequality and structural oppression for women, and the violent, harmful and controlling aspects of gender norms which are the result of structural power imbalances.

“When I was living in residence last year, I overheard two men talking in the hallway after coming home from Hull. One said to the other ‘I can’t believe I haven’t been laid yet, I thought university girls were supposed to be easy, especially after going out [to Hull].’” – Student

Stakeholders, particularly men, expressed the need to find new and dynamic ways to engage men in the discussions in ways that make sense to them. Many men expressed that typically violence prevention tools work to shame men, or assume that men are “already raping people”. Stakeholders who are men would like more action-based ways to engage in violence prevention and less messages that just continue to say to women “stop getting raped” or less commonly messaging towards men to “stop raping women.”

“Also at the heart of this issue on campus I think is a lack of education and “setting of the tone” during orientation week. We need to orient students to the [campus] community, I know that inclusion and issues about gender are an integral part to our health as a university community.” –Undergraduate Student

Women students in general reported male peers being shocked to learn how much women think about and fear for their safety on campus. Another woman from the student union focus group stated, *“We were talking about that [women’s perceptions of safety] in our class and the guys were just like shocked. Like they never thought about that because they don’t have to worry about it themselves.”*

Disconnection between Administration and Student Organizations

Many stakeholders (students, faculty, and administrative staff) highlighted the lack of communication between different bodies on campuses. Moreover, the general public rarely understands the political and power dynamics between administrative bodies, student governing bodies and student organizations. By working to engage multi-level approaches and bridge gaps between communication stakeholders have expressed that this may take the shame and blame off of solely administrations and would foster community accountability and responsibility. Most administrations are often seen as solely responsible for taking steps to preventing violence and stakeholders have expressed that students and faculty also need to be engaged in taking these steps as well. Many communities do not realize the internal dynamics and gaps and in order to achieve solution-focused and meaningful prevention strategies that are also community focused administrations and student governments need to work together and foster partnerships in preventing violence.

Promoting Pro Social Behaviours

Given that campuses continue to be an at-risk environment for unwanted sexual experiences and gender-based violence, new and more effective tools for prevention are needed. During the gender-based analysis process many community stakeholders and students expressed the need for an effective tool in assessing and preventing violence that would also bring the issue of gender norms and issues into the discussion. The Bystander Intervention framework presents one such approach. It seems to be well received by students and to have an impact on their attitudes. The message that all community members have a role to play in ending sexual violence also makes the framework potentially adaptable to other constituencies on college campuses, including faculty and staff. It also raises interesting questions about ways in which a bystander framework may be used to integrate many different topics on which student affairs staff conducts trainings.

Promoting a culture of active and meaningful engagement (such as Bystander Intervention Models) could also be used to diminish incidents of violence, discrimination or stigmatization on campus. It fits well with recent work that aims to train student peers to better identify and help to connect distressed friends with campus professionals and resources as well as builds capacities for shared responsibility within campus communities.

Lack of Education and Awareness

The largest gap that stakeholders identified throughout this process was the lack of education amongst their peer group and communities as well as the unique and diverse knowledges and experiences of different populations on campuses. Many stakeholders have stated that campaigns and strategies that are dynamic, creative, and implemented from multiple perspectives would be best practices for engaging all people in ending violence against women on campuses.

“To be honest with you I wouldn’t be able to tell if I even saw a sexual assault. I don’t know what that looks like. Like how do you tell?” –Anonymous college student

Many participants and stakeholders (particularly young men) have expressed silence and lack of awareness around assessing risk and violence. Young men feel that violence is an issue but highlight that would not be able to name violence if they saw it. Moreover, many young women identified the need for more positive sexuality messaging and education around consent and sex positivity. Women particularly feel that men do not engage the same way as women and the general consensus amongst young women was the need to find ways that meet men where they are at.

“I believe that most sexual assault cases revolve around a lack of knowledge about consent by the campus population. I think that education of the student body on this issue is an extremely important undertaking. Like it’s not just about the absence of no right?”

Many stakeholders expressed the trivialization of sexual violence on campuses. For example rape jokes and rape culture were brought up many times by participants and the need for programming, education, and policies that would compliment this need.

“I feel that sexual assault issues on campus are taken far too lightly which sets a horrible precedent for future issues. Many students have the mentality that discrimination against certain groups of people is not actually discrimination without the intention of it being so, but prejudice should not be at the foot of a joke, no matter the intention. I feel that sexual assault issues often stem from ignorance of the effect of one's words on others and this is an issue that needs to be addressed continually.” –Women identified undergraduate student

Our Bystander Intervention Mobile App



Upon much consultation and review with our student committees we have selected a name for our mobile application.

Here is a preview of the conceptual design of the application.

“Rise” compliments the Bystander Intervention Model well as it prompts stakeholders to “rise to- the occasion” in terms of witnessing violence, intervening and preventing it.

R-	Reflect
I-	Intervene
S-	Support
E-	Educate

Mobile Application Functions:

Bystander Intervention Feature:

This feature will highlight different contexts and scenarios that the user can engage with the mobile application. Users will choose their context and situation and the button will generate responses and action-based tools people can use to intervene in different situations of violence. Some areas highlighted by participants to be included were: public transit, campus bars, residences, libraries, outside, etc. This button will provide information regarding the Bystander Intervention Model and allow students to engage in intervening and preventing gender-based violence on campus.

Resources Feature:

This feature is a GPS and map button that will categorize support services, security services, and community resources on different maps. Maps of different campuses and the larger Ottawa community will be made available to stakeholders who are seeking support. We also hope to provide some suggestions and tips for supporting friends because we are aware that most survivors disclose to their peers prior to seeking support.

Community Priorities Feature:

This is a platform that enables groups to collect and prioritize ideas in a transparent, democratic and bottom-up way – a great flexible service providing on demand, or over time, information concerning your community. You can use Community Priorities to create a website, widget, and mobile website where visitors can vote on ideas and upload new ones. The point is to inspire participation – meaningful participation – by a simple interface with practically no barriers to entry. The intuitive and fun voting process yields powerful results. This button will continually collect stakeholder's suggestions and data regarding their priorities regarding sexual violence on campus. It also allows for the coordinators to pose questions to stakeholders.

Postcard Advocacy Feature:

This feature will allow the users to create advocacy postcards using preset themes and logos or generate their own photos and messaging regarding violence against women on campuses. Stakeholders have and are helping to create the content of all buttons on the application as well the themes of the postcards. These postcards will be share-able on social media platforms and will raise awareness both online and offline.

It is important to note that our mobile app development team have expressed that this app will be easily translatable to other campuses across Canada.

Social Media Case Study.

An interesting case study throughout the process of this report and analysis was the impact of social media and the mechanisms stakeholders use social media to engage in preventing violence.

“OTTAWA — Controversial rapper Rick Ross will no longer be performing in Ottawa on Tuesday following a storm of criticism over his most recent song that seems to glorify date rape.

The Carleton University Students’ Association announced late Friday that ticket refunds would be available — hours before its partner in hosting the Miami rapper posted on its Facebook page that the show was cancelled.

“Due to the protest surrounding Rick Ross latest song “U.O.E.N.O.” the concert Pandemonium scheduled (April 9), is now officially cancelled because of security concerns,” promoter Urban Jamz Ent. announced Friday night.”

Read more:

<http://www.ottawacitizen.com/entertainment/Rick+Ross+Ottawa+concert+canceled/8203969/story.html#ixzz2Rz2rByhK>

Student groups and organizations rallied on Facebook and Twitter to ensure that Rick Ross would not be playing during the Ottawa University and Carleton University Pandemonium student concert.

The students expressed that the performers lyrics of his latest song condoned date rape and sexual violence and therefore student fees should not be used to promote or endorse the Rick Rock performance. The controversy created quite a following and many students were adamant that he should not play for our campus communities due to his lyrics perpetuation of rape culture. Many students however did not understand how the lyrics were tied in with perpetuation of rape culture and felt that those students we’re simply complaining and that music had nothing to do with sexual violence or condoning it.

The following is a statement provided by a student organization surrounding the Rick Ross performance at Pandemonium in Ottawa:

[#ItHappensHere](#) [#ShameOnCusa](#) [#SayNotoRickRoss](#)

[Trigger Warning for discussions regarding sexual violence & rape culture]

For those who don't know Rick Ross is a hip-hop artist whose most recent song features lyrics that normalize rape culture and misogyny. The song, released in February, is called U.O.E.N.O or You ain't even know, and it features lyrics that many hip-hop enthusiasts and feminist activists deem as not only oppressive and promoting rape culture, but also [harmful](#). Ross collaborated with Atlanta rapper Rocko for the single, which features these lyrics:

[TW] The lyrics blatantly and openly talk about drugging a woman and taking her home: "Put molly all in her champagne/ She ain't even know it/ I took her home and I enjoyed that/ She ain't even know it," raps Ross.

*Molly is another name for the powder or crystal form of MDMA, which is commonly found in ecstasy. MDMA can be an energizer, distorter and/or enhancer. Although, date rape is of huge prevalence especially on University and college campuses it is important for us to remember that sexualized violence and substance use are not inherently mutually exclusive. Consequently, rape and sexual assault are rooted within structures of power, control and domination.

The Carleton University Undergraduates Students Union (CUSA) have sponsored and endorsed Rick Ross to perform in its upcoming Pandemonium on April 9th. Pandemonium is an annual concert hosted by and for University students in Ottawa. Though even the University of Ottawa Students Association (SFUO) is [taking a stance](#) against Rick Ross's performance.

The discourses that blame feminine of centre people for the violence they experience but some how miss the role that society as a whole have in that violence desperately needs our attention and support.

Too often in this culture, and especially within a campus context, safety means the survivor has to leave. This is evident in the many comments written to survivors and activists on [the Cancel Rick Concert funded by Carleton Students & CUSA](#). We blame their choices and actions because honestly we can't seem to comprehend the massive collective fail or our own complicity in the sustaining and promotion of rape culture. "It's just a song. It doesn't mean anything". Then again, it was only last year when a few members from CUSA council and CUSAs current executive joked about kidnapping a woman and putting her in the trunk of a car.

Prepared by: Ottawa Coalition to End Violence Against Women.

Then, the brutally honest question many of us are left thinking is this:

If this is not rape culture, what is?

[TW] As illustrated in the recent [Steubenville, Ohio case](#) we point fingers at the survivor and try to deny the fact that perpetrators are human products of a society that benefits from aggression, rape culture and violence. These are not isolated incidents- these are real and alarming global-socio-political issues that are happening within a specific context. Only a few months ago was a woman [gang raped on a bus in India](#) and left to die. Just last week a [Carleton University Student was charged](#) with one count of assault and one count of sexual assault. And not surprisingly a few days ago a student at the University of Ottawa and former assistant to a Conservative MP has [pleaded guilty](#) to a variety of charges including sexual and criminal harassment. And, let's not forget the [woman](#) who was beaten and sexually assaulted in a Carleton University lab in 2007.

Carleton and Ottawa students are concerned the CUSA executive will continue to support and endorse Rick Ross with our student funds. A move that will contradict what many students have been fighting and challenging on Carleton Campus. Please so no to Rape Culture and support survivors!

Some Statistics on sexual violence:

1. Most sexual assault survivors are women between 16 and 25.
2. 40% of women in Canada have been sexually assaulted.
3. 20-25% of college-aged women will be victims of sexual assault at some point during their college careers.
4. Studies done at Canadian universities suggest that the vast majority of students who are sexually assaulted know their assailants.
5. Fewer than 5% of sexually assaulted students report their crimes to the police.

1- Violence Against Women, National Crime Victimization Survey, Bureau of Justice Statistics, 1995

2- Measuring Violence Against Women, Statistics Canada, 2006.

3- Dangerous Domains: Violence Against Women in Canada, Holly Johnson, Nelson Canada, 1996

4- Sexual Assault on Campus, C. Bohmer and A. Parrot, Lexington Books, 1993

For example, 90-95% of survivors who come to the University of Alberta Sexual Assault Centre have been sexually assaulted by someone they know.

See URL: <http://ualberta.ca/SAC>.

5- "Young People's Attitudes Towards Acquaintance Rape." J White and JA Humphrey, 1991, in Acquaintance Rape: The Hidden Crime, ed. Andrea Parrot, John Wiley & Sons

Moving Forward.

The results of this preliminary gender-based analysis perceptions audit are promising. They indicate that, even among stakeholders with various knowledge and experience levels that there is room to engage everyone in preventing violence against women on campus through the use of a gender-based analysis and the Bystander Intervention Model where participants have the opportunity to both plan how to intervene and practice skills for acting as an empowered bystander using scenarios that are typical on a campus. These will be promoted and facilitated through the development of our campaign, our mobile application as well as the development of a Bystander Toolkit for students and administrations. What is most exciting about our research process and current findings is that everyone in the community is given an active and positive role to play in the work of violence prevention. The student committees and steering committees in the current project play key and visible roles in the broader campus community as well as the development and implementation of effective programming, policies, strategies, and solutions-focused practices to deconstructing identified gaps and barriers. Based on previous research about the importance of community and social norms in sexual violence incidence on campuses, such modeling (Gender-Based and Bystander Intervention) holds promise for decreasing sexual violence on campuses. Moving forward we will continue to engage in the research process as we await the ethics clearance with the University of Ottawa, and our hopes are to finalize this report in a bilingual version that will provide key outcomes and evidence in how the Bystander Intervention Model is a promising and dynamic strategy to preventing violence on Ottawa campus.

If anything our research process has highlighted that ending violence against women by promoting gender equality requires us to review and challenge traditional and socially constructed gender roles in the community, and within our larger institutions. This research and stakeholders have also highlighted that when developing policies and strategies to address men's violence against women, particularly on campus, that it is important to consider the impact of these social norms, social environments, emotional safety, and to encourage greater share of responsibilities among men and women on campuses and establish better communication amongst multiple levels and bodies across campuses. It is our hopes to continue this research process, as this was only the grounding framework, and to ensure that we continue to research and overcome the many barriers we have faced in the research process. It is our hopes to have a finalized report completed by early 2014 that will be available in both languages, and that will reflect the experiences and realities of stakeholders on campuses, as well as reflect the outcomes and challenges of our larger campaign, social media, and tool kit launch in September 2013.

Appendix A

Confidential Responses to Focus Group Questions

Section I: About You

We greatly appreciate your input and realize that some of the response options may be a bit limiting or do not capture your unique experience. For any of the following questions, please feel free to describe yourself in the space provided :

Self-Identified Gender:

Age :

Year of study:

Discipline:

Are you an international student?

Do you live in residence?

**With the acknowledgment that marginalized communities are over represented as being at-risk to experiencing sexual violence and also face greater barriers to accessing relevant services :*

Feel free to describe your sexual identity and/or sexual orientation :

Feel free to describe what best reflect(s) your ethnic/racial background :

Feel free to describe any other aspect of your identity/ies :

Section II : Questions

1. **What is your definition of sexual violence ?**
2. Do you think violence against women/sexual violence against women is a problem amongst students/amongst your peers?
3. Have you heard experiences of sexual violence against women ?
If so, from whom?
4. Have you witnessed a scene of violence against women/sexual violence against women on campus / off campus ?

5. How did you feel when you witnessed them?
6. If so, how did you respond/act?
7. If so, what actions did you take and why ? If you were not able to respond or take action, what do you feel might have prevented you?
8. Looking back, what could you have done ? Or, what could others do ?
9. Do you think a campaign would help ? Or, what would you like to see in a prevention campaign that addresses sexual violence against women?
10. How would you conceptualize your own safety in regards to sexualized violence on campus? What does “safety” mean to you?
11. What could be done to overcome these barriers to responding/acting or intervening ?
12. What services on campus are you aware of to access information or support services regarding sexual violence ? How did you come to learn about these services ?
13. Are there any barriers to accessing these services (physically, psychologically, emotionally) ?
14. What do you think could be done to reduce/deconstruct these barriers?
15. Is there anything else that you would like to share with us regarding the questions ? Is there anything we missed that you would like to be discussed ?

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