



# Sexual Violence Prevention and Response Office Report to the Board of Governors

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## **Territorial Acknowledgment**

*The University of Waterloo acknowledges that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, and community building, and is centralized within the Office of Indigenous Relations. Sexual violence was, and continues to be, a tool of colonialism, the impacts of which continue today as highlighted by the National Inquiry into Missing and Murdered Indigenous Women and Girls.*

## **Introduction**

Gender-based violence remains an urgent social justice and public health issue on our campus and beyond. On June 28, 2023, a horrific act of gender-based violence was committed in a classroom against a faculty member and two students. This was a targeted act of violence by the perpetrator, who caused harm because of the course's focus on gender. This incident demonstrates the everyday realities of gender-based violence on campus – those reflective of systemic gendered ideologies that reproduce inequity and permeate social institutions, including post-secondary institutions, by manifesting as violence. The Sexual Violence Prevention and Response Office (SVPRO) stands alongside campus partners seeking to address structural violence at the University of Waterloo, including (but not limited to) the Office of Equity, Diversity, Inclusion, and Anti-Racism (EDI-R), Office of Indigenous Relations, and Campus Wellness. Providing meaningful support and care to students and campus community members who are impacted by violence is at the heart of our work.

The SVPRO remains committed to addressing and preventing sexual and gender-based violence on campus through direct service, educational programming, awareness-raising initiatives, and evaluation. Following the height of COVID-19, this reporting period coincided with an increase in resuming to in-person campus activities, translating in an upward trend of in-person interactions with our office, and strong engagement with campus community members and collaborative partners.

Notably, we experienced an increase in direct service requests for both in-person and virtual support from survivors, alongside an increase in requests from campus community members seeking consultations. We found that students were often prompted to seek our support because of the anticipation of being in shared spaces with those who had caused harm and navigating the impacts associated with this. Cases coming forward during this timeframe continued to be complex in nature, requiring a greater degree of case management and reliance on campus partners to co-create opportunities for care within our system. The SVPRO deeply values our partnerships with other departments and units on campus, which serve not only to streamline referrals, but provide collaborative opportunities for new and enhanced ways of offering support. These partnerships also allow us to address the needs expressed in a way that considers the student holistically and acknowledges that the impacts of sexual violence can affect many parts of a survivor's life.

Expanding our offerings and trainings was a highlight of this reporting period, which resulted in an unprecedented number of interactions with students, staff and faculty through educational programming and awareness-raising activities. An increase in educational programming offerings brought new opportunities for learning about sexual and gender-based violence for campus community members. This included trainings, educational workshops, interactive boothing, and annual campaign initiatives addressing sexual and gender-based violence, where positive interactions were affirmed through the office's increased in-person visibility and recognizability. The SVPRO saw an increase in student, staff, and faculty engagement through educational programming, indicating a greater cross-campus reach in sharing knowledge and skills-building around sexual and gender-based violence, building a consent culture, responding to disclosures, active bystander intervention, and addressing harm in workplace settings. This resulted in our office engaging in over 8000 interactions with campus community members across all of our initiatives during this reporting period. Moreover, this number increased to 9737 interactions when we consider the additional 1496 interactions via our asynchronous online programming, marking a striking 250% increase in the total number of interactions across all our office's initiatives in comparison to our last reporting period.

Further, the educational deliverables achieved during this reporting period include initiatives with Renison University College, Conrad Grebel, Campus Housing, Athletics and Recreation, Co-operative Education, and Faculties and Departments including Engineering, Gender and Social Justice, Sexuality, Marriage and Family Studies, Architecture, and Optometry. Our collaboration with these campus partners resulted in establishing joint educational offerings, developing scaffolded education programming, and piloting educational programming for the first time.

We are grateful for these collaborations, and are excited by the prospect of engaging students, staff, and faculty through their campus life course in a way that considers the unique spaces and campus identities they occupy.

The reporting period also saw the inauguration of the SVPRO's Sexual Violence Prevention Strategy Influencer Community, which is a group of over 50 campus community members working to build awareness about, and prevent sexual and gender-based violence in everyday life, on campus, and beyond. This group is born out of the SVPRO's strategic planning related to sexual violence prevention that began in Spring 2022, and included campus community engagement. Prevention efforts are anchored in public health approaches, with the goal of building a protective, supportive campus environment that mitigates gender-based risk of harm and advances health promotion and consent. We are deeply appreciative to our group members and are excited to continue to harness their perspectives and efforts as a collective.

As the SVPRO heads into its sixth year, we hope to continue to build capacity, as an office and institutionally, to support and meet the needs of students, staff and faculty in response and prevention-oriented ways. This includes continuing to deliver strong direct service support, providing educational programming with increased breadth and depth, engaging in awareness-raising initiatives, and growing our efforts across campus that engage community-level involvement to promote a safe and healthy campus community, free of sexual and gender-based violence.

## **About the Sexual Violence Prevention & Response Office (SVPRO)**

The Sexual Violence Prevention and Response Office (SVPRO) commits to addressing sexual and gender-based violence on campus, including supporting all UW community members that have experienced, or been impacted by sexual violence. This includes students, staff, faculty, and visitors across UW's main campus, satellite campuses, and affiliated and federated Institutes and Colleges.

The SVPRO is guided by anti-oppressive, survivor-centered, intersectional, trauma-informed, evidence-based, and collaborative approaches. We apply these approaches to our work across direct service delivery, educational programming, awareness-raising initiatives, and evaluation.

What do these approaches mean?

- **Survivor-centered:** empower survivors by prioritizing their rights, wishes, and well-being.
- **Trauma-informed:** recognize the prevalence and pervasive impact of trauma on peoples' lives, promote survivors' safety and recovery, and minimize harm from retraumatization.
- **Intersectional:** recognize how social positionality along lines of race, Indigeneity, class, gender, sexual orientation, citizenship status, and other social locations inform experiences of power, oppression, and privilege.
- **Anti-oppressive:** seek to acknowledge and dismantle intersectional systems of oppression that produce structural and everyday inequities.



- **Evidence-based:** consult scholarship, grey literature, and institutional evaluation research to deliver effective service delivery and programming.
- **Interdisciplinary:** utilize multiple fields of study, theoretical frameworks, and methodologies to inform sexual violence response and prevention.
- **Collaborative:** emphasize collaboration across different campus and community groups to meaningfully advance the work of sexual violence response and prevention.

Our services include, but are not limited to the following:

- Providing supportive responses, delivering education, training, and awareness initiatives, and offering consultations and recommendations that are guided by our approaches.
- Working with individuals from a trauma-informed framework and seeking to embed principles of trauma-informed care and response in policies and procedures.
- Engaging current legislation, literature, research, and promising practices on sexual violence response and prevention.
- Consulting with, and prioritizing the lived experiences of, those impacted by sexual violence.
- Evaluating and measuring institutional interventions addressing campus sexual violence – engaging in data collection and analysis, and utilizing findings to identify trends, gaps, and recommendations for future directions.
- Building strong collaborations with campus partners, Kitchener-Waterloo community organizations, and provincial and federal networks addressing gender-based violence on campuses.
- Utilizing a public health approach to campus sexual violence prevention.



## **SVPRO Highlights: What's New?**

This reporting period marked the Sexual Violence Prevention and Response Office's fifth year serving the University of Waterloo community, bringing new and exciting changes!

### **New branding**

The SVPRO is pleased to unveil their new, official office branding, with key design elements capturing three pillars/spheres of our office's work: (1) direct response, (2) prevention, and (3) systems change. Branding was designed by artist Stephanie Scott, who specializes in murals and environmental branding through fine arts and graphic design, blending both traditional and digital media. The branding draws inspiration from and utilizes nature and the environment to symbolize each of the three pillars/spheres of our office work, primarily denoted through birds and flowers. We hope our branding will effectively advance messaging about our work and resonate with campus community members. Our office is excited to embed new branding across our communications and promotional digital media materials, on our website, within our educational

programming content, and on office swag. We hope our use of branding across as many mediums will assist with our office’s recognition and visibility on and off campus. We include the artistic vision behind Stephanie Scott’s designs below.

Pillar/sphere capturing SVPRO’s work	Design elements
<p><b>Direct response</b></p> <p>Selected nature elements: <b>gladiolus and the sparrow</b></p> <ul style="list-style-type: none"> <li>• Gladiolus are considered the flowers of gladiators, and represent moral integrity, strong character, and generosity. These qualities are related to “Direct Response”, as having strong character and integrity can greatly assist in guiding people through any challenging situation they may face.</li> <li>• The sparrow is small yet strong, and shows that you don’t have to be large to have your voice heard or to make a difference. They are highly intelligent, and powerful as a group. They are very suitable for “Direct Response” as they show that even things that seem small can make an important change, and that those changes can be achieved by working together. This would relate to the therapeutic groups for UW students, as well as male allyship</li> </ul>	
<p><b>Prevention</b></p> <p>Selected nature elements: <b>chamomile and the heron</b></p> <ul style="list-style-type: none"> <li>• Chamomile works well as a symbol for “Prevention”, as this sphere of SVPRO helps provide strength to individuals and assist their personal growth through tough times. In folklore, chamomile was considered a “plant doctor” and was planted next to weaker plants to help strengthen them. It symbolizes patience, healing, wisdom, and energy in times of adversity. This is similar to how SVPRO helps people navigate challenging situations and grow to become stronger.</li> <li>• The heron is a symbol of wisdom, balance, and patience. It represents taking in all information before acting. This works well to symbolize “Prevention”, as it is all about gaining knowledge and wisdom, in order to respond in the best way possible.</li> </ul>	

**Systems change**

Selected nature elements: **water lilies and the robin**

- The water lily is a very optimistic flower, which works well for “Systems Change”. It represents rebirth, new beginnings, harmony, life, and purity of heart. In Egyptian folklore the Sun God was born from the water lily to light up the dark world. This would represent a positive outlook on the future, and a fresh start for individuals.
- Much like the water lily, robins are a very positive sign, associated with rebirth and new beginnings. They are one of the first signs of spring, representing positive change, hope, renewal, and growth. All of these make them a great symbol for “Systems Change”



**Sexual Violence Prevention Strategy**

Findings across various studies on sexual violence, across local, national, and global contexts, point to what the World Health Organization describe as a ‘pervasive... global public health problem of epidemic proportions’ (WHO, 2013). Sexual violence prevention efforts can benefit from adopting a public health approach to address its roots causes, namely, understanding sexual and gender-based violence as one of health inequity, where health outcomes are disproportionately adverse for women, especially women with multiple social locations of disadvantage. The social ecological model, as a public health analytic, conceptualizes health as an interplay between individual, interpersonal, community, and social spheres. Under this framing, the SVPRO sought to create a prevention strategy influencer community that seeks to operationalize community-level approaches to prevention, through collaboration across various campus spaces and units. January 2023 marked the official launch of SVPRO’s Sexual Violence Prevention Strategy. The Sexual Violence Prevention Strategy Influencer Community is a group of campus community members, across various campus spaces, working toward sexual violence awareness and prevention at the University of Waterloo. This group consists of over 50 members, representing campus spaces including: Campus Housing, Athletics and Recreation, Campus Wellness, Finance, School of Architecture, Faculty of Engineering, Faculty of Arts, Faculty of Mathematics.

Prevention strategy goals include:

- Building awareness around the prevalence and root causes of sexual violence.
- Fostering a consent culture on campus.
- Building institutional courage.
- Addressing and preventing campus sexual violence using a public health science lens.

Some of the initiatives undertaken by prevent strategy members include: a book club, featuring ‘Sexual Citizens’, a landmark study on sex, power, and assault on campus, which presents a tripartite framework to make sense of sexual violence on campus – sexual citizenship, sexual projects, and sexual geographies; a mapping exercise, which encourages members to consider our campus spaces drawing on Hirsch

and Khan's 'sexual geographies' concept to map power and inequity on campus, through spatial analysis of campus spaces including administrative spaces, athletic spaces, classrooms and labs, commons and/or lounge areas, food and dining halls, residential or housing spaces, interior foyers or lobbies, libraries, offices, social, and outdoors spaces; and self-directed research, learning, and knowledge mobilization, where they conduct research about sexual violence on campus in Canada by sharing a scholarly journal article, book, report (governmental or non-governmental), news article, editorial, and/or op-ed on sexual violence on campus within the Canadian context. The intention is to create and build a research hub within our community, and generate opportunities for conversation about the issue. The SVPRO is excited to continue to grow its prevention efforts through this group and is seeking to include other modes of engagement for the group including speaker series sessions, trainings, and infographic development on SVPRO supports and programming that can be distributed to the wider campus community.

### **Colleges Scaffolded Education Plan**

The SVPRO developed educational programming for college university staff and faculty at Conrad Grebel College and Rension College. It included asynchronous online content, alongside 2 topic-specific workshops, including (1) Responding to Disclosures of Sexual Violence and (2) Trauma within Community: Impacts, Supports, and Setting Healthy Boundaries. Programming embedded both exploratory and learning content across its three parts, taking a scaffolded approach to provide College staff and faculty with a comprehensive understanding of sexual violence and relevant topics centered around response, trauma, and care. The first part of the programming consisted of the *Sexual Violence Foundations* asynchronous exploratory content, which sought to provide a foundational overview of sexual violence, including its definition as an umbrella term, as well as relevant concepts related to sexual violence including consent, consent culture, sexual violence myths, and how to seek support at the University of Waterloo. The 'Responding to Disclosures of Sexual Violence' workshop purposed the SVPRO existing training on equipping staff and faculty community members with necessary knowledge and skills to appropriately respond to a disclosure of sexual violence, based on best practice. Finally, 'Trauma within Community: Impacts, Supports, and Setting Healthy Boundaries' focused on the impacts of trauma, including vicarious trauma, how to set and maintain healthy boundaries, and how to engage in community care.

### **Co-operative Education (CEE): Creating Positive and Supportive Workplaces**

In 2022, alongside the addition of the CEE Workplace Sexual Violence Education Coordinator/Facilitator, Co-operative Education and the SVPRO sought to identify what learning opportunities CEE staff would be interested in, in relation to knowledge and skills development to support CEE students who experience sexual violence. After administering a survey to all CEE staff to gauge interest and identify key areas to expand opportunities for learning, educational programming was developed to support creating positive and supportive workplaces for CEE students and staff. This pilot included three sessions, focusing on (1) microaggressions, (2) unconscious bias, and (3) bystander intervention and communication.



### **Piloting of Active Bystander Intervention (BSI) training for staff and faculty**

After a successful piloting of the SVPRO's Active Bystander Intervention training for students, the SVPRO sought to create and expand the programming to the staff and faculty audience. In line with public health approaches to sexual violence prevention, community-based prevention efforts, including bystander intervention training, have been recommended as effective primary prevention sexual violence strategies, where strategies target the root causes of sexual violence through intervention, and prevent it before it occurs. Bystander intervention encourages active awareness and action in situations that pose imminent risk of harm to others, identifying problematic behaviour that can lead to an incidence of sexual violence – this is especially important for staff and faculty whose time and institutional memory on campus exceeds students' average life course. When evaluated, bystander intervention programming has been shown to be an effective prevention strategy in raising awareness on sexual violence, decreasing rape myths, fostering a culture of consent, increasing protective environments, and encouraging pro-social behaviour. This training, then, will be especially useful for staff and faculty to address harm internally within their own campus spaces, and potentially incidents involving students. The piloting of this training included 5 sessions across 5 different campus units/departments and 119 attendees. Findings from the pilots' performance monitoring and evaluation data demonstrate positive changes across all evaluation indicators, where continued roll out of the training is planned for the upcoming year.

### **Launch of new LEARN shell: *Sexual Violence on Campus: Foundations for Support and Prevention***

In collaboration with the Centre for Extended Learning (CEL), the SVPRO developed a series of self-guided micro-modules designed to educate about sexual violence, which is now live on LEARN. The *Sexual Violence on Campus: Foundations for Support and Prevention* course consists of modules that provide the basics about sexual violence, including its definition as an umbrella term, as well as consent, consent culture, rape culture, sexual violence myths, and how to seek support on campus. The hope is that this course can provide a baseline understanding of sexual violence for all University of Waterloo members, and can generate continued interest in community learning, response, and action on campus.

### **Re-Launch of What Were You Wearing? Exhibit**

The SVPRO hosted *What Were You Wearing?* Exhibit, an art installation that draws on student-survivor descriptions of what they were wearing during an experience of sexual violence. The art exhibit features and recreates these outfits, based on these student-survivor descriptions, in an attempt to create a survivor-centered medium whereby students can engage, personally. The exhibit originates out of the University of Arkansas, where the art installation was originally conceptualized, and draws inspiration by Dr. Mary Simmerling's poem, 'What I Was Wearing'. The exhibit was open for two days and well-attended and received by students and diverse campus community members – as a resounding success and innovative medium to mobilize knowledge about sexual violence and victim-blaming myths, the SVPRO will be making the exhibit a standardized annual event at the University of Waterloo.



## Launch of Talking to Children About Consent

The SVPRO launched a workshop focused on sharing knowledge with staff and faculty on how to approach talking to children and young people about consent. The workshop provides an opportunity for attendees to discuss and answer questions about how and why it is important to teach young children about consent and boundaries, and touches on the power and importance of language and politeness conditioning.

## On the Horizon – upcoming initiatives

The SVPRO is excited to share upcoming initiatives with key community partners to be rolled out during the next reporting period. We will be actively monitoring these initiatives and will share relevant process evaluation data in next year's report.

1. A year-long plan with Campus Housing: developed over the past year, this plan engages three target audiences within Residence Life through sexual and gender-based violence- specific educational or awareness-raising programming. Target audiences include (1) Residence Life (RL) professional staff, (2) Student Staff (SDRX), (3) residents. Topic will vary by target audience, but will engage understandings about the complaints process, and responding to disclosures of sexual violence within campus housing.
2. Continued and expanded educational programming to CEE Staff: based on workshops delivered under the SVPRO & CEE: Creative Positive and Supportive Workplaces educational portfolio, programming includes delivering additional and new workshops, as relevant, to provide an increase depth and breadth of concepts initially explored – through refreshers or boosters. This may include developing educational content on ableism in the workplace; unconscious bias; bystander intervention and developing an account manager-specific training module. This also includes educational programming specifically developed for employers of CEE students.
3. Developing and delivering standardized male and female varsity athlete training in conjunction with Athletics and Recreation for incoming varsity male and female athletes, year over year.
4. NeuroMinds Collective: In collaboration with Campus Wellness, the NeuroMinds Collective is a drop-in space for students where neurodiversity is celebrated, understood, and supported. These drop-in sessions will provide students who share diverse cognitive profiles, including ADHD, Autism, Dyslexia, and more, an opportunity to build a tight-knit network where they can express their thoughts, concerns, and achievements in a judgment-free zone. This grew from a SVPRO workshop entitled “Dating and Neurodiversity”, opening a conversation about dating as a neurodivergent person, as well as dating someone who is neurodivergent.

# Services & Statistics

This section provides an overview of the SVPRO’s direct service delivery reach.

## 2022 Calendar Year

Student Supports and Services	2022
Total Direct Service Provision (unique individuals) - survivors	104
Carry over*	18
Consultations with others on campus	89
Formal Complaints under Policy 42	5

*\*Carry over refers to the number of students who “carried over” from the prior year(s) and continued to access services and support from SVPRO.*

## Spring and Fall 2022, Winter Term 2023

	Spring 2022	Fall 2022	Winter 2023	Total
<b>Direct Service:</b>	19	51	54	124
<b>Consultations</b>	18	39	35	92
<b>P42 Formal Complaints</b>	0	0	0	0

Student Experiences of Sexual Violence*	Spring/Fall 2022, Winter Term 2023
Sexual Assault	63
Sexual Harassment	28
Other forms of Gender-Based Violence (Including stalking, voyeurism, indecent exposure, sexual exploitation, childhood sexual abuse, cyber sexual violence, intimate partner violence)	31

*\*some individuals may have sought support for more than one type of harm*

## Trends

This reporting period saw no formal reports submitted under Policy 42, which contrasts with five reports being made during the Winter 2022 term. Over this reporting period, we noticed an increase in survivors reporting to the Police, which resulted in steps being taken from a campus perspective to adhere to the conditions laid out on the accused at the time of arrest. This often includes conditions including no contact orders and not attending the survivors place of residence or employment. There was also an increase in survivors seeking to address the harm they experienced through an informal conversation between the person who was alleged to have caused harm and their Associate Dean. The purpose of this conversation is to name the needs of the survivor in an academic context and explore the willingness of the other party to agree to these. This might include such things as: no contact, seating arrangements in the classroom, ensuring they are not assigned to the same group in class, and others depending on the program requirements and as required on a case-by-case basis. This approach enables a trauma-informed, survivor centered way of acknowledging the needs of the survivor without engaging in a formal policy process.

## Accommodations & Support

Due to the rise of in-person learning and work in Winter term 2022, the accommodation and support needs in the 2022 Spring and Fall terms, as well as Winter 2023 continued to center around impacts related to trauma including difficulty with concentration, decreased ability to focus, sleep challenges, loss of social connections, and more. Many students reported that the sexual violence they experienced exacerbated pre-existing challenges in their lives. A priority for most focused on creating an increased sense of safety in the learning environment and anticipating challenges in the academic space. Accommodation and support options are available to anyone that we are supporting and are determined on a case-by-case basis. The top three accommodation requests over this report period continued to be:

- Academic accommodations (supported through AccessAbility Services and facilitated by a referral from the SVPRO)
- Letters of support for petitions
- Safety planning (planning with the student for how to get to and from classes, where to sit while in class, sources of support before, during and after class, and navigating campus)

### **Other supports and recommendations discussed and offered (when appropriate):**

- Counselling and/or treatment supports that are either local to the person who experienced the harm or available through the University
- Coping and managing strategies, including grounding techniques, provision of sensory-focused items such as fidget toys and other coping items
- Support in preparing Policy 42 complaints and/or exploring information resolution.

Referrals for continued support are always provided as an option. This is not an exhaustive list and depends on individual needs. The top three referral requests where a warm hand-off is provided include:

- UW Counselling Services
- Sexual Assault Support Centre of Waterloo Region
- Sexual Assault/Domestic Violence Treatment Centre

**Other services often discussed and offered (when appropriate):**

- Victim Services of Waterloo Region
- Off-campus counselling services
- Peer Support Groups on Campus (Women's Centre, Glow, RAISE)
- Community Justice Initiatives
- UW Special Constables or Waterloo Regional Police Service (where appropriate)

## Understanding the Numbers

### Direct Service Requests

As noted above, there was an increase in direct service requests during this reporting period which could be attributed to the shift back to on campus activities in the Winter term, as well as increased education and awareness-raising activities. We believe that direct service requests do not reflect the number of incidences of sexual violence experienced by our campus community, but rather the capacity for our members to seek support from the SVPRO at any given time. Coming forward to disclose an experience and seek additional information or potential pathways can be an overwhelming consideration when students, staff, and faculty are managing many other stressors in their lives. The impacts of sexual violence are especially pronounced for students, whose well-being and academic outcomes may be adversely affected by their experience(s).

### Consultations

The number associated with consultations is reflective of initial consultations and do not demonstrate the ongoing nature of many of these interactions. Consultations may include: debriefing a disclosure that was received or an incident that was witnessed, discussing how to navigate next steps when a disclosure or complaint has come forward, sharing resources and supports available to both the person who received the disclosure as well as the person who disclosed, helping those receiving disclosures to determine when their limits to confidentiality may apply, and more. It is also an opportunity for SVPRO staff to offer support to those who have received disclosures, as this can be impactful as well.



## **Formal Policy Complaints**

The formal complaint pathway under Policy 42 is not often the preferred method of addressing harm for many reasons. In fact, it may be accessed only as a result of other options not meeting a survivor's needs. In many instances, survivors seek to mitigate the impacts they are experiencing solely through means that relate to themselves, such as workplace and/or academic accommodations and referrals to supports and services. In other circumstances, our policy may not apply (for example, if the person who caused harm is not a part of our campus community). In yet other instances, an informal process has been pursued and met the needs of the survivor which did not necessitate the need for a formal complaint. In some cases, a joint complaint has been put forward by more than one survivor regarding the same individual of concern.

## **Sexual Violence and Gender-Based Violence (SGBV)**

The Ontario government defines sexual violence as “any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation” (Sec. 17, Ministry of Training, Colleges, Universities Act, 2016). This definition is also reflected in University of Waterloo Policy 42 – Prevention of, and Response to, Sexual Violence.

We have included the broader language of gender-based violence to acknowledge and capture those forms of sexual violence which are not reflected within the above definition, including intimate partner violence, where official reports have risen across the country, and increased incidents have been identified in the community and on campus. Gender-based violence can be defined as “any form of violence that is committed against someone based on their gender identity, gender expression or perceived gender” (Status of Women Canada). This umbrella term may include, but not be limited to: intimate partner violence, emotional abuse, human trafficking, reproductive coercion, technology-facilitated violence, forced marriage, financial abuse, stealthing or non-consensual condom removal, threats of violence to coerce sex, and other forms of harm.

We recognize that sexual violence remains a prevalent and ongoing problem across Canadian post-secondary institutions, including the University of Waterloo. Women disproportionately experience gender-based and sexual violence, including on campus, with Indigenous, racialized, 2SLGBTQ+, poor, non-status women, and women with disabilities particularly at risk, where prevalence and experience of sexual violence differ across these (intersectional) lines, and necessitate unique protective factors and institutional interventions to mitigate risks for harm.

## SVPRO Initiatives & Engagement

This section provides metrics capturing SVPRO’s campus reach across its initiatives/offerings (education, training, awareness-raising) and online programming administered for this reporting period.

### Overall reach

Indicator	Metric
Number of unique initiatives/offerings offered	217
Total reach across all initiatives/offerings, by number of participants	8241

### Trainings

Indicator	Metric
Total number of trainings administered	57
Total reach across trainings, by participants	2000

### R2D training

Indicator	Metric
Number of trainings administered	18
Number of participants	488

### BSI Training for Students

Indicator	Metric
Number of trainings administered	35
Number of participants	1444

### BSI Training for Staff and Faculty

Indicator	Metric
Number of trainings administered	4
Number of participants	68

### Online programming: *Sexual Violence Foundations* via Waterloo LEARN

Indicator	Metric
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Total number of interactions with course, by number of participants	<b>162</b>
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**Online programming:** Sexual Violence Awareness: Referral and Support (SVPRO101) via Waterloo LEARN

Indicator	Metric
Total number of interactions with course, by number of participants	<b>1334</b>

Indicator	Metric
Total reach across all initiatives/offerings, by number of participants	<b>8241</b>
Total reach across all online programming, by number of participants	<b>1334</b>
Sum of reach across all initiatives, by number of participants	<b><u>9737</u></b>

## SVPRO Initiatives

This reporting year, the SVPRO administered 217 offerings, consisting of various educational programming, training, and awareness-raising initiatives. This translated into an overall reach of 8241 participants. Additionally, we reached 1496 participants through online asynchronous programming administered through Waterloo LEARN. Overall, our office reached a sum of 9737 participant interactions across all our initiatives/offerings, marking an exciting, unprecedented reach. We highlight some of our initiatives/offerings in the chart below, though it is not an exhaustive list.

Offering	Audience	Term
<p><b>Pornography and SV Culture</b> Using the latest research, this workshop uncovers how pornography changes thought patterns both consciously and unconsciously. Discussions center around whether or not it is possible to ethically consume pornographic content, with themes discussed from an academic lens.</p>	<ul style="list-style-type: none"> <li>Staff</li> </ul>	Spring 2022
<p><b>Social Media and Gender-Based Violence 101</b> This workshop seeks to build understanding around how tech-facilitated gender-based violence happens in modern society, where smart practices around prevention efforts are presented.</p>	<ul style="list-style-type: none"> <li>Students</li> </ul>	Spring 2022



<p><b>Understanding Pride</b> This workshop discuss the origins of Pride and unpack the many layers that led to today's celebrations/honour of Pride, with a focus on the how colonial ideas of heteronormativity have led to power imbalance leading up to having a Pride month.</p>	<ul style="list-style-type: none"> <li>▪ Students</li> </ul>	<p>Spring 2022</p>
<p><b>Responding to Disclosures Training (R2D)</b> A training designed to educate on best practices for supportively responding to disclosures of sexual violence, including building confidence in preparedness for response. The training focuses on the following: understanding sexual violence, rape myths, where to seek support, how to examine one's own behaviors and beliefs, and how to ensure survivors are treated with respect and dignity, receive support needed to feel comfortable remaining a part of our campus community, and continue their path towards healing.</p>	<ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Faculty</li> <li>▪ Centre for Teaching Excellence</li> <li>▪ Student leaders</li> <li>▪ Teaching assistants</li> </ul>	<p>Spring 2022 Fall 2022 Winter 2023</p>
<p><b>Picture a Scientist: Screening and Discussion</b> A piloted screening and post-discussion of the documentary film, <i>Picture as Scientist</i>, which sheds light on the experiences of sexual violence, in all of its forms, by women scientists in STEM. The film educates on the prevalence of sexism in STEM, and shares perspectives on how to make science more diverse and equitable. A follow-up discussion focused on film takeaways, gender bias, and male allyship. The goal of the session is to prompt consideration of ways to advance equity in engineering at UW, counteract the 'leaky pipeline', and best-support women-identifying and other marginalized students who are underrepresented in STEM.</p>	<ul style="list-style-type: none"> <li>▪ Students</li> </ul> <p>Collaborative partner: Engineering</p>	<p>Spring 2022 Fall 2022 Winter 2023</p>
<p><b>Orientation Leader Training</b> Training provided to orientation leaders on understanding sexual violence, unpacking rape culture, best practices for responding to disclosures, active bystander intervention, and creating a consent culture on campus.</p>	<ul style="list-style-type: none"> <li>▪ Orientation leaders</li> </ul>	<p>Fall 2022</p>
<p><b>Knowledge, Consent, and Support = Power Training</b> A first-time standalone offering, Knowledge, Consent, and Support = Power, is a training designed for first-year female athletes, educating on sexual violence, consent, rape myths, and bystander intervention, with an emphasis on encouraging consent culture.</p>	<ul style="list-style-type: none"> <li>▪ First year female athletes</li> </ul> <p>Collaborative partner: Athletics and Recreation</p>	<p>Fall 2022 Winter 2023</p>

**Engineering Wellness Module – Sexual Violence component**

A series of ten online modules designed to educate engineering students on sexual violence. It covers the importance of learning about sexual violence, particularly for engineering students, the intersection between truth, reconciliation, and sexual violence, sexual violence, myths about sexual violence, sexual harassment in the workplace and classroom, consent, consent culture, sexual violence culture, best practices for responding to disclosures, active bystander intervention strategies, and information about supports provided by SVPRO.

- Engineering students

Fall 2022

Collaborative partner:  
Engineering

**Healthy Relationships**

These sessions focused on how to create, build, and maintain healthy relationships, with a focus on understanding and practicing healthy boundaries and consent in everyday life.

- Students

Fall 2022

**Bystander Intervention Training**

A training designed to educate on sexual violence and equip campus community members with relevant knowledge and skills to intervene in a situation or harm, or where sexual violence is imminent. This includes teaching on sexual violence, sexual violence culture, consent, intersectionality, identifying the role of an active bystander, five strategies for intervention, and how to safely and effectively intervene.

- Students

Winter 2022

**Male Allies**

Workshops designed for men-identifying students seeking to understand and practice male allyship, with the goal of engaging and encouraging men, with their unique privilege and responsibility, to address systemic and everyday forms of gender-based violence.

- Students

Winter 2023

**Public Education Agreement with Sexual Assault Support Centre of Waterloo Region (SASC)**

SVPRO continued the public education agreement with SASC which includes education on campus as well as assistance and guidance on events run through the SVPRO. Additionally, SASC is regularly welcomed into classes, student services, and student clubs to provide interactive learning on ending sexual violence, practicing consent, bystander intervention, male allyship, and more.

- Students
- Collaborative partner:  
SASC

Spring 2022  
Fall 2022  
Inter 2023



<b>SVPRO Annual Awareness-Raising Events</b>	<b>Event purpose</b>	<b>Term</b>
<b>Sexual Violence Awareness Month (SVAM)</b>	Events in May designed to raise awareness about the prevalence of sexual violence, sexual violence culture, and how to move towards a consent culture.	Spring 2022
<b>Take Back the Night</b>	In collaboration with SASC, Take Back the Night (TBTN) consists of a solidarity mark to stand with survivors of gender-based and sexual violence. TBTN is an international event and non-profit organization with the mission of ending sexual, relationship, and domestic violence, in all forms.	Fall 2022
<b>16 Days of Activism Against Gender-Based Violence</b>	Each year, the University of Waterloo joins with organizations, governments, and groups worldwide to participate in 16 Days of Activism Against Gender-based Violence to encourage actions in everyday life to stop gender-based violence. 16 Days begins on November 25, coinciding with the International Day for the Elimination of Violence Against Women, and concludes on December 10, on International Human Rights Day.	Fall 2022
<b>Purple4Prevention</b>	#Purple4Prevention invites students and employees to take a stand against sexual and gender-based violence, and to show solidarity with survivors by purchasing and wearing a customized purple t-shirt.	Fall 2022
<b>Consent Weeks</b>	A week of events to normalize dialogue about consent, explore how to engage in healthy, positive, respectful relationships, and embed consent in everyday life and practices.	Fall 2022 Winter 2023
<b>What Were You Wearing? Exhibit</b>	<i>What Were You Wearing?</i> Exhibit is an art installation that draws on student-survivor descriptions of what they were wearing during an experience of sexual violence. The art exhibit features and recreates these outfits, based on these student-survivor descriptions, in an attempt to create a survivor-centered medium whereby students can engage, personally.	Winter 2023
<b>Safe Love Week</b>	A week of events through the GSA focusing on sexual education, including self-love, healthy relationships, and safe relations.	Winter 2023

## Evaluation Research on Trainings: Key Findings

This reporting year brought continued efforts to measure the effectiveness of SVPRO offerings and initiatives, including designing evaluation plans, conducting evaluation research, and producing reports of findings based on analysis of collected data. The SVPRO remains committed to building an evidence base of internal evaluation data to support programming decision-making based on identified strengths and gaps. We are excited to share the findings of some of our trainings and educational programming during this reporting period, which demonstrated strong outcomes, signaling continued roll out.

### **Findings by training type**

We share some of the key findings that emerged out of our evaluation research for our two standardized trainings, which demonstrate positive trends across all indicators used to measure training effectiveness. As a result, SVPRO is keen to administer these trainings more extensively across mixed and diverse campus spaces, and is seeking to reach high representativeness across campus with its active bystander intervention training (which is moving out of the piloting phase and into its official rollout next reporting year).

### **Responding to Disclosures (R2D)**

Survey data demonstrates positive increases in the following areas: (1) understanding of myths related to sexual violence that perpetuate victim blaming; (2) knowing what consent means and looks like; (3) confidence in ability to support someone who has experience sexual violence/harassment; (4) ability to respond supportively and non-judgmentally to a survivor who has disclosed sexual violence; and (5) understanding of sexual violence. In addition, data demonstrated 92% of respondents felt prepared to respond to a disclosure of sexual violence.

### **Active Bystander Intervention (BSI) - staff and faculty**

Results from survey data indicate an increase in respondents' understandings of the key concepts including: active bystander, social ecological model, sexual violence, microaggression, and intersectionality model.

Findings also demonstrated the following:

- Positive increase in understanding what characterizes an active bystander.
- Positive increase in understanding how to apply the active bystander intervention model to address situations of harm (sexual violence, microaggressions, etcetera)
- Positive increase in recognizing the circumstances and barriers (social location, power dynamics, etcetera) that can make it difficult for someone to intervene in a situation of harm.
- Positive increase in likelihood to intervene in situation of harm if they were to encounter it.
- Most respondents were correctly able to characterize each bystander intervention strategy, between 96-100%, part of the 5D Active Bystander model (direct, delay, delegate, distract, and document), by matching each strategy with its description.



### **Active Bystander Intervention (BSI) - students**

Results from survey data indicate an increase in respondents' understandings of the key concepts including: active bystander, sexual citizenship, sexual violence, sexual violence culture, community, consent, and intersectionality.

Findings also demonstrated the following:

- Positive increase in likelihood to intervene if respondents noticed a situation where someone was experiencing harm or potential harm on campus.
- Positive increase in respondents feeling that they have the appropriate skills to intervene in a situation of harm or potential harm on campus.
- Positive increase in respondents' confidence in their ability to intervene in a situation of harm or potential harm on campus.
- Positive increase in how knowledgeable respondents are to seek support at the University of Waterloo if they or a friend experience harm.
- Most respondents were correctly able to characterize each bystander intervention strategy part of the 5D Active Bystander model (direct, delay, delegate, distract, and document), by matching each strategy with its description.
- Most indicated confidence on positive ends of the likert scale, in their ability to intervene in a situation of harm.

### **Colleges Scaffolded Education Programming Pilot**

Overall, findings demonstrate that the *Colleges Scaffolded Education Programming Pilot* was successful. It saw favourable and effective outcomes in meeting learning objectives, alongside increased knowledge and understanding of the programming's key exploratory and learning/skills-building areas, including: sexual violence, consent culture, consent, and vicarious trauma. In addition, survey data demonstrated positive increases in participants' confidence in their ability to respond to a disclosure of sexual violence and knowledge about where to direct a student if they experience sexual violence. Overall, 82% of respondents would recommend the 3-part educational programming to a peer.