

**University of Windsor
Board of Governors**

4.1.2.3: Report of the University of Windsor Sexual Violence Task Force

Item for: **Information**

Please accept this report on behalf of the University of Windsor's Sexual Violence Task Force, respectfully submitted for June 1, 2020 submission to the Ontario Ministry of Colleges and Universities.

Sincerely,

Dr. Cheryl Collier
Chair, Sexual Violence Task Force
University of Windsor

University of Windsor Sexual Violence Task Force Report

About the Task Force

In August 2019, the Provost's Office established a Sexual Violence Task Force (SVTF) to convene over the next several months with the purpose of fulfilling the following Terms of Reference as established by the Ontario Ministry of Colleges and Universities:

Task Forces—As stated during the Ministry's March 19, 2019 announcement, each institution is required to create a task force by September 30, 2019. The task force will be responsible for assessing the sufficiency of the University of Windsor's sexual violence policy, assessing the effectiveness of current programs and services to combat sexual violence on campus, and providing recommendations on the additional steps that the University of Windsor may take to ensure a safe environment for all. The task force should represent the diversity of the University of Windsor's student population, as well as faculty and administration. Each task force must submit their independent report to their respective board of governors and to the ministry by June 1, 2020. The rights and privacy of individuals is of utmost concern. The task force should not act as an investigative or adjudicative body responsible for receiving or investigating complaints or incidents of sexual violence.

The Task Force held its first meeting on September 23, 2019 comprised of 17 members of the campus community including students, staff and faculty. Membership included representation from the university's Sexual Misconduct Prevention and Response Office, the Office of Student Experience, the Accessibility Office, the university's Bystander Initiative, the University of Windsor Student Alliance, Residence Services, Campus Police, the Graduate Student Society, the Organization of Part-time University Students, the Provost's Office, Human Resources, the International Student Centre, the University of Windsor Faculty Association, as well as Associate Deans from the Faculty of Law and the Faculty of Arts, Humanities and Social Sciences and faculty researchers with expertise in sexual violence including the current Canada Research Chair in Sexual Violence. The SVTF met bi-monthly (approximately) between September 2019 and March 2020, to conduct work that informs this report.

The work undertaken by the SVTF had three primary points of focus, which were directed by the MCU's Terms of Reference: 1) a review and assessment of the sufficiency of the University of Windsor's current sexual violence policy; 2) an assessment of the effectiveness of current programs and services to combat sexual violence on campus; and 3) recommendations on additional steps that the University of Windsor may take to ensure a safe environment for all. What follows is a consensus report on all three of these areas drawing on the wide-ranging expertise of the task force membership. The membership approached its work with an overarching goal of maintaining and enhancing the strong leadership position that the University of Windsor holds in regard to sexual violence prevention research and action, as well as supporting a comprehensive and survivor-centred approach to responding to incidents of sexual violence across our campus community.

The Task Force notes that the University of Windsor has benefited from significant leadership in the field of sexual violence. Dr. Charlene Senn is a Canada Research Chair in Sexual Violence and is responsible for developing ground-breaking, research-based programming aimed at sexual assault resistance education. Her work, known as the *Enhanced Assess, Acknowledge, Act Program* (EAAA) or the *Flip the Script*TM program, has been incorporated into the university's sexual violence prevention programming. Dr. Senn founded the Sexual Assault Resistance Education (SARE) Centre at the University of Windsor and continues to work on world class action-oriented research in the field of campus-based sexual violence. The EAAA program has been widely sought by institutions across Canada and the United States, and implementation of this work on other campuses is made possible through training and support offered through the SARE Centre. Dr. Senn was also the co-creator of the *University of Windsor's Bystander Initiative to End Sexual Violence*. Due to the efforts of Dr. Senn and others, the University of Windsor has consistently been recognized as a leader in the field of sexual violence education, prevention and response. Notably, it has been ranked number one in this category by Maclean's magazine in its yearly rankings of Canadian universities (Maclean's 2014 & 2019).

The SVTF also had access to the recently-released provincial survey of university and college students regarding student “attitudes, beliefs and experiences related to sexual violence” in both a *Summary Report of the Student Voices on Sexual Violence Survey* (2019) and subsequent additional data release related to the *Student Voices* survey (both are posted to the [Sexual Misconduct and Response Office website](#) for public viewing). The *Student Voices* survey was conducted between February and April 2018 with a 26.5% response rate from the University sector. It should be noted that the *Summary Report* cautions any drawing of conclusions from the survey to the broader university community outside of the specific students who responded to the survey itself and to also avoid comparisons and rankings among and between institutions due to varied institutional level response rates and over/under-representation of various campus groups, accordingly (CCI Research 2019:4). As such, the SVTF appropriately weighed any relevant findings included in the *Student Voices* survey in its assessments of campus sexual violence initiatives. These are raised if appropriate in the findings below.

SVTF Review of the University of Windsor’s Policy on Sexual Misconduct

Background:

The University of Windsor’s [Policy on Sexual Misconduct](#) was established and approved by the University’s Board of Governors on March 22, 2016 and came into effect as of September 1, 2016. The policy was developed with input from a variety of relevant campus stakeholders and applies to all members of the campus community including students, staff, faculty, administration and members of the Board of Governors. The policy is a living document subject to review once every three years. It underwent its first such review in March 2019 and a revised version of the policy was subsequently approved by the Board of Governors on November 26, 2019.

The Sexual Misconduct Response and Prevention Officer at the university provides an annual report to the Board of Governors, which is subsequently posted to the SMRPO website. The report, which is guided by the policy, provides a yearly summary of the disclosures, reports, and complaints filed through the Sexual Misconduct Office as well as the sexual violence education and awareness initiatives undertaken on campus.

Assessment of the Policy on Sexual Misconduct:

Since the *Policy on Sexual Misconduct* had just recently undergone a thorough review by a committee of campus experts, chaired by the Associate Vice-President, Student Experience (and including a number of members that were also serving on the SVTF), the SVTF did not see a need for a detailed review of the content of policy at the present time. However, the SVTF has noted that there is an increased need for education about the policy both for the general campus community and those that have professional obligations within the institution. For the latter group in particular, it became evident that some stakeholders on campus appear to be inadequately informed about the nature and expectations of the policy. For example, there has been, on some occasions, a failure to recognize the importance of informing and involving the SMRPO when sexual misconduct occurs. Failure to consult the SMRPO increases the likelihood of inconsistency, inefficiency, and ineffectiveness in the handling of cases – all of which are to the detriment of those who have been harmed by sexual violence.

Consultation with the SMRPO is necessary for the following reasons: 1) to ensure a survivor-centred approach and the broad coordination of supports for those who have been harmed; 2) to ensure the appropriate paths to action are considered as the relevant policies and procedures are context specific and vary depending upon the parties involved; and 3) to ensure the SMRPO is able to track incidents across campus as part of its mandate and reporting responsibilities.

The SVTF would like to register the importance of nuance and that consultation with the SMRPO should not be conflated with unilateral mandatory reporting. The policy should carefully articulate this nuance and community members, particularly those in positions of authority, should be educated about these expectations. The SVTF noted that while it may be difficult to establish one set process for informal reporting and formal reporting/complaint filing across the campus, that it may be helpful to establish a broad checklist or process map for various reporting options for various stakeholders (staff, students, faculty, etc.) to avoid inconsistencies and lapses in communication that may unintentionally occur in the current context.

Recommendations:

1. That the university emphasizes to the campus community the important and central role of the Sexual Misconduct Response and Prevention Office (SMRPO) in all informal or formal reports of sexual misconduct for all campus stakeholders – not just students. This should also be affirmed in training of faculty, staff, and administrators across the university.
2. The SMRPO should be included in risk assessment for cases that relate to sexual violence.
3. That the next review of the university's *Policy on Sexual Misconduct* explores nuanced options for reporting obligations and consultation as it pertains to staff and faculty.
4. For the ease of stakeholder's understandings of policy and procedure, it is recommended that the SMRPO create a broad process reporting (informal and formal) option map to add to the existing *Policy on Sexual Misconduct* either before or at the policy's next review date.

SVTF Assessment of the Effectiveness of Current Sexual Violence Programs and Services on Campus

Background:

The University of Windsor has implemented a comprehensive strategy for addressing sexual violence on campus: 'Prevent. Resist. Support.'. The goal, foremost, is to prevent violence from occurring in the first place. The *Bystander Initiative* seeks to involve all members of the community as potential bystanders who can intervene and prevent violence from happening. Prevention is the ultimate goal, but we recognize that it is a long-term goal. Further, it is outward looking – it occurs when we see the harm that someone is trying to enact upon someone else and we disrupt it. Resistance, by contrast, is the action we engage in when we try to disrupt harm that is being directed towards us personally. We may not be able to prevent someone from trying to harm us, but we can resist it. Dr. Charlene Senn's research on this educational paradigm has proven that it is particularly effective, and thus the second prong of our sexual violence strategy involves widespread delivery of the *Flip the Script*[™] program to young women on campus, who are most at risk for sexual violence. We have invested in these educational programs as they bear the hope of long-term cultural change, but in the interim there is a need for consistent dedicated support for those already affected by sexual violence, which is offered to all members of the community through the Sexual Misconduct Response and Prevention Office.

These specific efforts are supported by a wide variety of services, programs, and events that are designed to increase awareness of sexual violence and engage our community. Awareness campaigns have increased in availability since the establishment of the Sexual Wellness and Consent Committee through the Sexual Misconduct Response and Prevention Office, which is now supported by a permanent part-time staff member. Further awareness campaigns have been coordinated as an extension of the *Bystander Initiative*, which is housed within the Women's & Gender Studies program. Other offices on campus that have been involved in awareness and education include the Office of Human Resources, Residence Services, Campus Police, the International Student Centre, the Office of Student Experience, as well as the Faculty of Arts, Humanities and Social Sciences.

The following is an overview of services and programs and public education offered to the campus community:

- **Support**
 - Individual and on-going support for survivors through SMRPO
 - Navigation of Policy – complaints, reports, etc. through SMRPO
 - Safety planning – through SMRPO - paired with Campus Police
 - Self care planning – through SMRPO
 - *Bounce Back* resiliency program – session for survivors of sexual violence offered through Bounce Back & the SMRPO
 - Monthly Survivors & Supporters wellness events – facilitated by the SMRPO

- **Education and Training**

- *Bringing in the Bystander*® *In Person Prevention Program (BITB)* (Canadian adaptation) -- Bystander Initiative led – through Women’s & Gender Studies program
- The *Flip the Script*™ Program (EAAA) – Research through the Psychology Department; technical support through the SARE Centre; campus implementation through the SMRPO
- *Responding to Disclosures* training – offered by the SMRPO for students, staff, and faculty
- Have You Asked? Campaign - Public education on Consent including workshops by the SMRPO
- Sex & Dating: The Canadian Context – workshop offered by the SMRPO in partnership with the International Student Centre (ISC)
- Wen-Do training (self defence) – offered by the SMRPO

- **Awareness & Advertising**

- Communications – websites (SMRPO; Student Experience) training materials; flyers/posters/advertising, social media, etc.
- Public education events – Many of these coincide with holidays to enhance public awareness, including Halloween, St. Patrick’s Day, Valentine’s Day, International Women’s Day – in partnership BITB & SMRPO
- Days of Remembrance – Transgender Day, Dec 6 National VAW Day; Transgender Day of Visibility – in partnership BITB & SMRPO
- Draw-the-Line poster campaign (6 weeks each winter semester) – Bystander Initiative led

The SVTF was limited in its capacity to formally evaluate the effectiveness of each of these programs and services given time constraints and organizational capacity; however, we conducted our assessment by looking to existing evaluations and reports, as well as general data from the *Student Voices* survey. Additionally, the SVTF considered the current capacity of the SMRPO to continue to administer the majority of these initiatives, particularly in light of the fact that the number of sexual misconduct incidents has increased steadily from 2016-2020 as documented to the Board of Governors in the SMRPO’s annual reports over the past four years.

The SVTF focused its assessment on the four cornerstones of our *Prevent. Resist. Support.* strategy, which includes

- the Bystander Initiative’s campus-wide delivery of the *Bringing in the Bystander*® *An In-Person Prevention Program* workshop
- the *Flip the Script*™ sexual assault resistance program (EAAA)
- the support services offered through the Sexual Misconduct Response and Prevention Office
- the coordination and delivery of *Responding to Disclosures* Training offered through the SMRPO.

Assessment: Bringing in the Bystander® *In Person Prevention Program*

The SVTF noted the strong success of the *Bringing in the Bystander* (BITB) program. This program was created by the University of New Hampshire and with permission was adapted to the Canadian context by the Bystander Initiative. It was established in 2010 at the University of Windsor with base funding from a Strategic Priority Fund grant and was first offered in the 2011-2012 academic year. It was expanded in Fall 2018 as part of the University’s Strategic Mandate Agreement (SMA) 2 commitment with the provincial government and the workshops are now offered to all year one students in all faculties at the University. This initiative represents one of the few cross campus, multi-faculty learning opportunities for all University of Windsor students on campus and is uniquely tied to students curricular learning. BITB 3-hour workshops are designed to counter bystander passivity in cases of sexual misconduct by teaching participants to:

- Notice situations that could lead to sexual violence
- Take responsibility for changing the situation
- Identify risks involved in intervention and determine how to safely intervene to de-escalate a situation
- Be an effective supporter of victims/survivors

University of Windsor researchers are in the process of conducting a multi-year study of the impact of the BITB workshops on the campus community (for a good current summary of the Bystander Initiative (BI) and BITB workshops, see the attached document). Early data from this research indicates that campus culture, awareness and willingness to act as a bystander is improving over time as the scope of the BI expands and more students participate in the training. BITB research also notes the leadership and experiential learning opportunities and skills development that occur through the academic courses created to train student facilitators of the BITB workshops. The culture change that promises to improve safety for all from sexual misconduct on our campus is still in progress and as such, the SVTF recommends the university continue to commit to BI training of upper year student facilitators and BITB workshops for first year students, as its stated commitment ends as SMA 2 shifts into the new SMA 3 agreement. The strong curricular emphasis on experiential learning inside of the BITB aligns well with SMA 3 commitments to enhance experiential learning opportunities across all faculties on campus. The SVTF notes that former university President Wildeman's addition of financial incentives provided to students to participate in the BITB workshops under the SMA 2 is likely unsustainable, but the coordinator of the BI team notes that the original (2011-2018) curricular incentivizing is more effective in attracting students and ultimately more cost-effective. The SVTF encourages a continued commitment to BITB student training in a cost-effective manner as the university moves into the SMA 3 Framework with the province.

Assessment: The Flip the Script™ Program

The SVTF noted the value of the *Flip the Script™* program, also known as the *Enhanced Assess, Acknowledge, and Act* program (EAAA). This program was created by Dr. Charlene Senn through the SARE Centre, a non-profit organization in Windsor, Ontario. The workshop is implemented on our campus in partnership between the SMRPO and the Student Experience Office. This 12-hour sexual assault resistance program aims to empower women to recognize red flags for coercive behaviour, and to defend themselves when needed. There are four components to this program:

- Assess: Recognize risk cues for sexual violence in situations and in men's behaviour.
- Acknowledge: Identify and overcome personal obstacles to prioritizing their own sexual rights in acquaintance situations.
- Act: Develop a toolbox of effective strategies to defend their bodies and boundaries.
- Relationships & Sexuality: Emancipatory sex-education.

This program fills an important gap in campus-based sexual violence prevention, as we know that bystander programs alone do not adequately address sexual violence. These societal level interventions take time to shift campus culture, and there are numerous situations where a bystander may not be present (<http://sarecentre.org/>). Research has shown the efficacy of this program; EAAA/FTS decreases sexual violence for women who complete the program for at least two years. For every 13 women enrolled in EAAA/FTS, one attempted or completed rape is prevented (sarecentre.org).

The University of Windsor has recently completed three years of participation in Dr. Senn's CIHR funded research trial via the SARE Centre. During this trial EAAA/FTS was offered on campus each year to all women students under the age of 26. Over 200 women completed this intensive workshop between 2017 – 2020. Feedback from the women who participate in this workshop indicates that they find it to be positive, empowering, and fun. Funding for this program was provided during this research trial, but at this point has not been guaranteed to continue. The SVTF suggests the University of Windsor should commit to the continued implementation of this program on our campus.

Assessment: The Sexual Misconduct Response and Prevention Office

The SMRPO was created to administer the University's *Policy on Sexual Misconduct*, support those who have been harmed by sexual violence, and coordinate public education and awareness on campus. When it was created in 2016, the SMRPO consisted of one full-time staff member – the Sexual Misconduct Response and Prevention Officer. The Officer provides confidential support to students, staff, and faculty who have been harmed by sexual violence, and oversees the educational and administrative portfolios of the Office. The number of sexual misconduct cases requiring support has increased each year and is expected to continue to increase for the foreseeable future.

Research shows that use of sexual misconduct services increases as potential service seekers become aware of the supports available to them – it is not because of a sudden increase in sexual violence on campus. The SMRPO has made a concerted effort to promote awareness of services on campus, but public awareness of sexual violence in general has increased steadily on university campuses as a result of the efforts of many to advertise services and in light of the success of global #Me Too and #Times Up! Campaigns since late 2017.

With the notable exception of the Bystander Initiative, the SMRPO coordinates the majority of sexual violence programs and services on campus, including the *Flip the Script*™ program. In 2019, the SMRPO added a half-time Sexual Wellness and Consent Coordinator (SWCC) staff position to develop and deliver programming to meet dedicated learning outcomes (e.g., understanding the scope of sexual violence, increasing capacity to negotiate consent, developing skills to provide support to survivors, increasing knowledge of campus and community resources, etc.). With the addition of this part-time staff member, the SMRPO has increased the amount of educational initiatives available on campus considerably.

The SVTF noted that despite the increase in awareness initiatives, many students on campus still seem to be unaware of the sexual violence supports and services available to them. This may be, in part, attributed to the fact that Windsor is a commuter campus. Reaching students with communications about the SMRPO is an ongoing challenge, even though the Office employs a variety of strategies to advertise their supports and services (posters, postcards, advertisements at events, emails, Daily News stories, social media, classroom visits, active participation in Windsor Welcome Week, etc.). During its deliberations, the SVTF found that some of the students appointed to the SVTF were unaware of what was available on campus. Notably, these students are engaged, elected members of campus student government. Further, the *Student Voices on Sexual Violence* provincial survey illustrated that a majority of students who participated in the survey were also not aware of these services. While this was not different from other university sector experiences, it shows a broad lack of awareness of current offerings that could and should be addressed.

The SVTF noted that the SMRPO has one part-time staff person assigned to education and training at the university at present. This was seen as a capacity weakness, particularly since evidence suggests more needs to be done to communicate the services and programming available. As such, the SVTF recommends that the SMRPO should immediately increase its staff component to include at least two trained support personnel (up from the current one staff person) to better support the increasing numbers of survivors on campus and to guide them through the sexual misconduct reporting process as necessary. This modest increase in staff capacity from the current 1.5 staff members to the recommended 2.5 staff members will also help support needed increases in educational/training activities of the office.

Assessment: Responding to Disclosure Training

The SMRPO conducts *Responding to Disclosure* Training workshops on campus throughout the academic year. This program uses a 3-step method for Responding – Recognize, Respond, and Refer; these steps highlight the importance of a supportive response and a referral to the SMRPO. These are made available as either mandatory (for example in Residence Services for incoming Resident Assistants) or optional training opportunities for persons across campus to better understand proper processes and actions to take when someone on campus discloses an incident of sexual misconduct. Where leadership encouraged staff to attend, the workshop uptake was good which suggests that buy-in from leaders is key to the uptake of the program when it is not mandatory. SVTF members noted that these workshops were found to be extremely important and effective in educating campus leaders who likely would encounter sexual misconduct disclosures. The SVTF found, however, that most disclosure training is in fact optional. It also heard that the uptake of this disclosure training was not as widespread or representative across the institution as it ideally should be and could lead to inconsistencies in the understanding of, and application of, the university's *Policy on Sexual Misconduct*. Additionally, some members of the SVTF became aware of a very problematic recent case of mishandling of a disclosure of sexual misconduct involving a student on campus that was illustrative of the lack of awareness of proper protocol for Disclosure, etc. As such, the SVTF recommends that more *Responding to Disclosure* training is provided as *mandatory* training to the following groups:

- All formal leadership positions on campus, including all senior administrators, managers, department heads, Deans, Associate Deans and Assistant Deans, Heads of Schools, WUFA executive members, etc.

- As a mandatory training module in GATAcademy training of all GAs and TAs on campus (it currently is an optional short presentation)
- As a mandatory session for all incoming faculty members during New Faculty Orientation

Additionally, the SVTF recommends that more disclosure training be available as *recommended* training (not mandatory) for the following groups:

- All existing faculty members – particularly since many students disclose to their professors for academic accommodation reasons
- All existing staff members

The *Student Voices* survey results show that awareness of supports, protocol and the policies on campus can be enhanced at the University of Windsor and all university and college campuses. One key tool to support this enhancement is the broadening of *Responding to Disclosure* training which also provides this information.

Recommendations:

5. Increased support for the SMRPO, including increased staffing from 1.5 to 2.5 members
6. Continued institutional support (including funding) for the *Bystander Initiative* training program and workshops and the *Flip the Script™* program (EAAA)
7. Institutionalize *Responding to Disclosure* Training on campus both *mandatory* and *recommended* to specific campus groups (as outlined above).

Summary List of SVTF Recommendations for the University of Windsor to ensure a Safe Campus Environment

In conclusion, the Sexual Violence Task Force members make the following seven recommendations to the University in order to protect and improve upon its standing as a leader in campus sexual violence prevention and response in the university sector and to ensure a safe campus environment for all stakeholders.

Recommendations:

1. That the University **emphasizes** to the campus community **the important and central role of the Sexual Misconduct Response and Prevention Office (SMRPO) in all informal or formal reports of sexual misconduct for all campus stakeholders** – not just students. This should also be affirmed **in training of faculty, staff, and administrators** across the university.
2. That the **SMRPO should be included in all risk assessments for cases** that relate to sexual violence.
3. That the **next review of the University's Policy on Sexual Misconduct explores nuanced options for reporting** obligations and consultation as it pertains to staff and faculty.
4. For the ease of stakeholder's understandings of policy and procedure, it is recommended that **the SMRPO create a broad process reporting (informal and formal) option map to add to the existing Policy on Sexual Misconduct** either before or at the policy's next review date.
5. That the University **increase its support for the SMRPO**, including a recommended modest staffing increase **from 1.5 to 2.5 trained staff members**, to assist in meeting the current and future increased support and educational demands of the office.
6. That the University **continue its institutional support (including cost-effective funding) for the Bystander Initiative training program and workshops and the Flip the Script™ program** (EAAA) under SMA 3.
7. That the university **institutionalizes the Responding to Disclosure Training on campus by expanding mandatory training to all managerial and leadership positions on campus and promoting greater recommended training** for specific campus groups, as outlined above.

BYSTANDER

A UWindsor Initiative to End Sexual Violence

Program Update

UWindsor's *Bystander Initiative (BI)* is a community-based prevention program designed to produce incremental changes in students' attitudes and behavior about sexual violence.

Our key message is: Preventing sexual violence on our campus is *everybody's business*. The long-term goal of cultivating this community responsibility is to influence a shift in campus culture to one that doesn't tolerate sexual violence and is supportive of victims/survivors.

Our method is institutionalization – that is, we seek to embed sexual violence prevention education into the fabric of the University. We do this by using the undergraduate curriculum in two novel ways:

- (i) We offer two experiential learning courses (described below) to educate students about sexual violence and to train workshop facilitators, and
- (ii) The 3-hour *Bringing in the Bystander In-Person Prevention Program™ (BITB)* workshop (described below) is embedded in several (currently nine) year 1 courses across campus. Students in these courses take the workshop as part of a course assignment or for bonus marks. In all cases, students can choose between workshop participation and another assignment.

Using the curriculum in these ways:

- Broadens student participation, especially the participation of men. In 2018-19 – the first year in which the workshop was offered to all first-year students in all Faculties – participation doubled.
- Enhances the legitimacy of the prevention message. For students, the curriculum defines the university and its purpose; hence, embedding prevention education in courses commands students' attention and respect.
- Ensures high quality workshop delivery. No other method can ensure a steady supply of well-educated and rigorously trained and supported facilitators in the numbers needed to sustain the program.
- Insulates the *BI* from shifts in funding priorities. On other campuses, where gender violence prevention education is led by student services staff, funding is often precarious and subject to ever-changing lists of urgent student needs and one-time project funding.
- Facilitates ongoing and sustainable changes in campus culture.

Background and Evolution

The University of Windsor is *the* Canadian post-secondary leader in addressing sexual violence, where prevention education is an institutional priority and recognized by the Maclean's 2019 ratings. The program dates from 2011-12 – well before #MeToo – and our commitment is deeper and more comprehensive than other institutions.

Today, the *BI* is the most visible piece of a multi-pronged effort to create a safer and more welcoming campus. As of last year, *BITB* workshops are offered to undergraduate students in all Faculties plus year 1 Law students. In 2018-19, 1800 undergraduates (including 44% of all year 1 students – our goal is 2/3) and 235 Law students attended.

The *BI* has three components. First is a 3-hour sexual violence prevention workshop. We chose *Bringing in the Bystander* (created by researcher-activists at the University of New Hampshire) because it is grounded in theory, encodes best practice program delivery methods, has been empirically evaluated and proven effective (most importantly for young men who commonly see sexual violence as a “women's issue” that does not affect them), and is scalable without loss of effectiveness. In collaboration with UNH, we created the 3-hour Canadian adaptation of *BITB*, which is now used on many other Canadian campuses.

BITB is built on the foundational insights of social psychologists, Latané and Darley who sought to explain why, in an emergency, so few of those who could help are willing to intervene. From their many studies, they concluded that bystander passivity is not evidence of indifference. Rather, passivity in emergency situations is explained by a series of barriers that are largely social. At every step in the decision-making process – Should I do something or just walk away? – the social forces that make it easier to turn away are more numerous and compelling than those that encourage us to step in and help. The result is the diffusion of responsibility: of the many people who witness an incident, only a handful actually do something to help, assuming someone else will.

Our workshop is designed to counter bystander passivity. Participants learn to:

- Notice situations that could lead to sexual violence (i.e. red flags)
- Take responsibility for changing the situation
- Identify the risks involved in intervention and determine how they could intervene (safely, creatively) to de-escalate the situation, and
- Be an effective supporter of victims/survivors.

The second element of the UW *BI* are two undergraduate courses that educate and train workshop facilitators.

- In course 1, students learn about sexual violence, sexual violence prevention, and the social psychology of bystander behaviour. This course has no prerequisite to ensure that students from any discipline or Faculty could take it. Students also engage in *Community Engaged Learning* (CEL) providing students the opportunity to advance the profile and visibility of our program within our campus community.
- In course 2 – which furthers and deepens students’ experiential learning – a selected group of students from course 1 intensify their knowledge, then, learn to co-facilitate the UW version of *BITB* to other students. Using best-practice methods, workshops are 20-25 students, offered separately to men and women (Trans or non-gender conforming students are invited to attend the workshop where they feel most comfortable) and led by student prevention educators who have completed Bystander course 1 and 2.

Note: We aim to have an even ratio of men to women enrolled in both Bystander courses. These courses can be taken as general social science electives or for program credit in Criminology, Psychology, Social Work, Sociology, and Women’s and Gender Studies.

The third element is message reinforcement. For six weeks in Winter term, we post *Draw-the-Line* campaign materials (developed by the Ontario Coalition of Sexual Assault Centres) in high traffic locations around campus: academic buildings, the library, the student centre, washrooms, and locker rooms.

- For students who have taken the Bystander workshop, *DTL* materials are reminders and reinforce what they have already learned.
- For students who have not taken the workshop, *DTL* materials encourage them to “think again” about everyday occurrences of sexual violence.

Our follow-up research, conducted by graduate students doing their experiential learning as part of their Applied Social Psychology practicum course, revealed that *DTL* materials are:

- Attractive and noticed by students
- Raise issues of concern in students’ lives, and
- Reinforce the bystander message that stopping sexual violence *is everyone’s responsibility*.

Value to the University of Windsor

Campus Profile: The *BI* has the potential to be a signature program for the University. The breadth and depth of our sexual assault prevention education sets us apart from other Canadian institutions, and this leadership is recognized by others. Drs Senn and Forrest have been invited to speak about the *BI* or given conference presentations on this subject 15 times over the last five years.

The *BI* arose from a unique partnership between faculty researchers with a strong commitment to the University and the Administration. Prompted by discussions initiated by the Administration in 2008, the *BI* was funded in 2011-12 through the Strategic Priority Fund. Initially a collaboration among FAHSS, Business, and Law, starting Fall 2018, Bystander workshops are now offered to all year 1 students in all Faculties as part of the University's SMA 2 commitment. This expansion marks the *BI* as a rare campus-wide project. Like many universities, students at Windsor are silo-ed by Faculty. *BITB* workshop participation is one thing that first year students in all Faculties have in common. As such, it is a bridge that connects students across programs and establishes a place from which we can build a campus-wide commitment to creating a safe and welcoming campus.

Student Response: Another important measure of value is student engagement. The majority of workshop participants' responses have been overwhelmingly positive and supportive. In fact, there has been a notable increase in students expressing gratitude in their post-workshop evaluations. Many describe the workshop as friendly, safe, non-judgmental, and engaging; others comment on the personal and practical value of what they learned; and even those who were not particularly interested at the start of the workshop, often say they were engaged by the end. When asked what they think would improve the workshop, the most common response is "nothing."

The response from Bystander students and workshop leaders has also been enthusiastic and positive. Course 2 students, who earn experiential learning credit for leading *BITB* workshops, emphasize the personal and professional value of the experience. For example, many have said they developed their public speaking skills, their inter-personal and communications skills, gained self-confidence, felt ready to address an important and controversial social issue, and learned to work collaboratively – all capacities of importance to prospective employers.

Effectiveness: The *BI* has the potential to affect change at the individual level and campus-wide level. We know from our research, conducted over a four-year period, that individual students' attitudes and behaviours are changing in ways that bystander education intends. Our adaptation of *BITB* increases participants' knowledge and skills and makes it more likely that male and female students will take action in problematic situations (published in *Psychology of Violence* in 2016). By comparison with a control group, students who attended the workshop reported:

- Increased readiness to take action and help others in the future
- Greater confidence that they had the skills needed to intervene, if needed, and
- Increased intention to help.

Workshop participants also expressed:

- Decreased concern that they do not have the skills needed to intervene, and
- Fewer concerns about what their friends would say if they did intervene

Importantly, these effects lasted to at least 4½ months (the length of our follow-up).

We have been asked whether the *BI* has reduced the incidence of sexual assault on campus. No program can do this directly. Even Dr. Senn's sexual assault prevention education for women, which reduces the incidence of sexual assault among the women who take the program, cannot influence the rate of sexual assault for the whole campus (unless taken by the majority of women students).

Reducing rates of sexual assault is not the central purpose of *BITB* or other bystander programs, which are designed to make campuses safer by cultivating pro-active attitudes and bystander behaviours in students of all genders. The *BI* equips students to create a campus culture with zero tolerance of all forms of sexual violence. For example, building students' capacity to respond to the many, everyday forms of demeaning language and coercive behaviour. If left unaddressed, these less recognized examples of sexual violence create a social environment where the behavior of the minority of students who perpetrate sexual violence are tolerated.

By contrast, on pro-active campuses such as ours, bystander training is offered to large numbers of students over a sustained period in order to create meaningful cultural change. For example, our workshop enables students to shut

down comments and jokes that belittle or express hostility towards women or de-escalate situations that often lead to sexual assault. In other words, the social environment on campus influences perpetrator behaviour—such that perpetrators of violence will find their opportunities limited because they are surrounded by others who are willing and able to challenge sexually aggressive language and behaviour. Moreover, it becomes easier for survivors to report their victimization and access help when we have created a campus culture that supports survivors.

Thus, we expect that, over time, this shift in social norms ought to reshape campus climate and contribute indirectly to a reduction in sexual assaults.

We will know more about the dynamic impacts of ongoing BI workshops in a few years' time. We have been gathering data from annual campus wide surveys about students' attitudes and experiences related to sexual violence at UW and a control site since 2011 and will continue to do so through 2020. Preliminary analysis of the data revealed positive changes in students' attitudes about sexual violence and strengthened connections to the University since the BI workshops began to reach more students. Sustained effort will be needed to maintain and extend these positive outcomes.