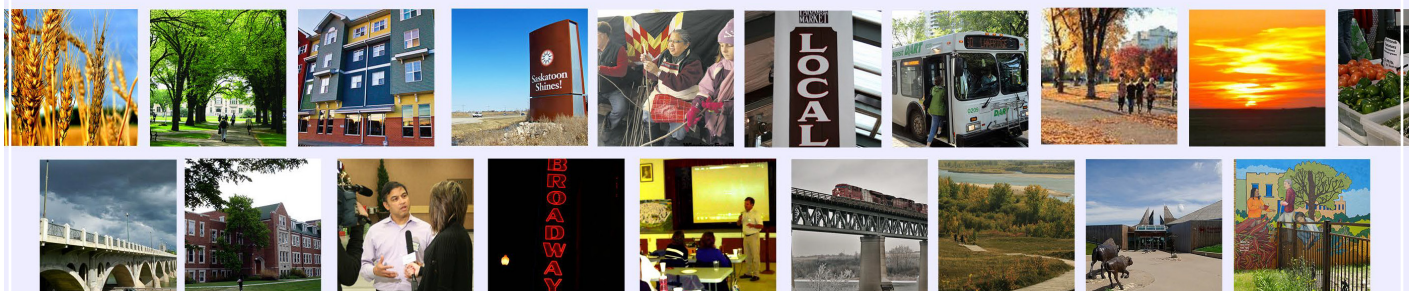




**CUISR**  
COMMUNITY-UNIVERSITY  
INSTITUTE FOR SOCIAL RESEARCH

# Coordinating and Enhancing Care and Advocacy for Sexual Assault Survivors: New Collaborations and New Approaches

Elizabeth Quinlan, Ally Clarke, and Natasha Miller



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# COORDINATING AND ENHANCING CARE AND ADVOCACY FOR SEXUAL ASSAULT SURVIVORS:

NEW COLLABORATIONS AND NEW APPROACHES

ELIZABETH QUINLAN, ALLY CLARKE, AND NATASHA MILLER

**COALITION AGAINST SEXUAL ASSAULT**



UNIVERSITY OF  
SASKATCHEWAN

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Community-University Institute for Social Research  
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# CONTENTS

ACKNOWLEDGEMENTS	i
ABSTRACT	ii
INTRODUCTION	1
METHODOLOGY	2
Environmental Scan	2
RESULTS & INTERPRETATION	4
Phase One: Campus Services	4
Phase Two: Community Services	6
Phase Three: Symposium	7
RECOMMENDATIONS	7
REFERENCES	10
APPENDIX A	11
APPENDIX B	13
APPENDIX C	16
LIST OF PUBLICATIONS	19

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## ABSTRACT

**S**EXUAL VIOLENCE and other forms of abuse are an unfortunate reality on many post-secondary campuses. A 2008 survey revealed that University of Saskatchewan students experience many forms of victimization while attending university, including sexual assault/abuse (23%), sexual harassment (50%), stalking (27%), emotional abuse (46%), and physical abuse (18%) (Haffner, 2008). Past efforts to address victimization on campus have led to successes, including an external review of the University's security procedures and the implementation of a Victim Advocate position from 2004 to 2009. However, the University of Saskatchewan currently lacks a service dedicated specifically to sexual violence issues and, as evident in the delayed alert issued following a high profile sexual assault in January 2012, improvements are needed in the ways in which sexual assault cases are handled on campus. A University Task Force was recently established to examine new approaches to preventing and responding to sexual violence, representing a positive step forward. However, the lack of representation from community groups with expert knowledge regarding sexual assault is considered a major limitation of this Task Force. Through a review of existing programs at Canadian post-secondary institutions and effective models of campus-community partnerships, as well as the input of local community experts, this report highlights best practices and offers key recommendations which can inform the efforts of the Task Force and allow for the creation of enhanced programming and new collaborations that will benefit the University of Saskatchewan community.

In order to identify successful and collaborative models for sexual assault prevention and care, an environmental scan of existing Canadian post-secondary and community services was conducted. Thirteen campus sexual assault and/or women's centres and 61 community anti-violence organizations were surveyed about their services, organizational structure and campus-community partnerships. Based on a review of the responses, a number of strengths and best practices were identified, including the importance of having a dedicated service on campus which offers a combination of specialized and accessible clinical services for sexual assault survivors as well as prevention/awareness initiatives targeting the broader university community. The importance of having well-trained staff and volunteers, adequate resources, and fostering strong relationships between campus and community groups were emphasized within the survey responses.

In addition to providing the basis for academic publications, the key findings of the environmental scans were reviewed at a half-day symposium in January 2013, during which 13 representatives from campus and community groups in Saskatoon gathered to synthesize the survey results into recommendations for collaborative models of sexual assault care and advocacy at the University of Saskatchewan. Three key recommendations emerged from the in-depth discussion at the symposium:

*1. Enhance post-assault care for sexual assault/abuse survivors and increase awareness throughout the campus community concerning sexual violence via the creation of dedicated specialized professional services with a mandate to address sexual violence issues.*

It is recommended that this service be overseen by two professionals with specialized training in sexual violence issues - a Sexual Assault Nurse Examiner (SANE) and a psychologist with a background in trauma therapy - who

will provide the necessary nursing care and psychological support, respectively, to survivors; advocate for sexual health and violence prevention through presentations and other outreach activities; and liaise with relevant university services (e.g., counselling services, student centres, campus safety) and other sexual assault experts in the larger community (e.g., the Saskatoon Sexual Assault Information Centre) to ensure continuity of care for survivors and the implementation of effective prevention initiatives. It is further recommended that this new service be accessible to all students, receive consistent funding and administrative support, and utilize well-trained student volunteers to assist with awareness events and other programming.

*2. Provide a single-point access to information about sexual assault on the University of Saskatchewan website page.*

It is recommended that a dedicated tab be created on the PAWS website, providing users with links to important information and referrals in an efficient and respectful manner, and that this information be easily accessible from the greater University of Saskatchewan website.

*3. Develop and implement a campaign utilizing “male champions” and allies to advance public education concerning sexual assault.*

In order to raise awareness and foster student engagement, especially among male students, it is recommended that a campus-wide campaign be developed in which prominent male public figures are identified as allies in preventing sexual assault and publicized on posters distributed and posted in all campus buildings, with special emphasis on the male-dominated colleges and programs.

By drawing upon the strengths identified within other existing post-secondary institutions, strengthening collaborations with local community experts and implementing the above-mentioned recommendations, the University of Saskatchewan can develop effective and appropriate sexual assault services to complement their existing structures, reaffirm an institutional commitment to health and safety, and improve the university experience for all of their students.



## INTRODUCTION

**D**ESPITE ONGOING EFFORTS at reform and education, gender-based violence remains a significant global problem. Recent crime statistics suggest that this is an issue close to home, as Saskatchewan had double the national average of violence against women in 2011 (Statistics Canada, 2013). The rate of violent crimes against university-aged women are nearly double the rate for women aged 35 to 44 (Statistics Canada, 2013), making sexual violence and other forms of abuse an unfortunate reality on many post-secondary campuses. The University of Saskatchewan is no exception. A 2008 survey of 362 University of Saskatchewan students revealed that, since starting university, approximately one half of the study's participants had experienced sexual harassment (50%) and emotional abuse (46%), while approximately one quarter had experienced some form of sexual assault/abuse (23%) and/or stalking (27%). Furthermore, 18% reported experiencing physical abuse since entering university (Haffner, 2008).

Historically, the majority of these kinds of incidents are not formally reported and do not receive public attention. However, concern about the overall incidence and impact of violence and trauma experienced by students, as well as the implications of more high profile incidents, have at various times sparked efforts to address sexual violence on campus. Seven years ago, two stranger-perpetrated sexual assaults took place on the University of Saskatchewan campus. These high profile incidents led to the formation of the Coalition Against Sexual Assault (CASA), a group of concerned staff, faculty, parents and students, consisting of both survivors and allies. Shortly after its inception, CASA was influential in initiating an external review of the University's security procedures that led to forty-five recommendations for service improvement and contributed to the implementation of a Victim Advocate position in 2004 under the student services umbrella of the University of Saskatchewan Student's Union. Unfortunately, despite successes, the Victim Advocate position was dismantled in 2009, leaving the University of Saskatchewan without a service dedicated specifically to sexual violence issues.

On January 1, 2012, the University of Saskatchewan witnessed another high profile sexual assault case on the campus grounds. The University administration declined to alert the campus community about this event until six weeks after the incident took place. Shortly thereafter the perpetrator was charged and is currently moving through the legal system. The delay in reporting was deemed unacceptable by many students and community members, and it seems probable that the existence of a Victim Advocate or related position on campus would very likely have decreased the amount of time taken to communicate the alert in this situation.

In the wake of the January 2012 assault, the University of Saskatchewan has established a Task Force to raise awareness about sexual assault and examine new approaches to preventing and responding to sexual violence. While on the surface this seems a positive development, there is no representation on the task force from community groups with expert knowledge regarding sexual assault and its various manifestations across race, class, gender, ability and other axes of inequality. Sexual assault is experienced by both campus and community women. Often the geographical, social and economic borders between campus and community are traversed by the same perpetrator. Despite this, groups involved in care and advocacy on sexual assault issues often work

in isolation from one another. Bringing together interested stakeholders from both campus and community has the potential to consolidate and enhance existing collaborations, while making it possible to envision new approaches to sexual assault care and advocacy which will extend beyond the campus boundaries and consider the needs of both community and campus women. As such, the University stands to benefit from the concrete, codified knowledge of these expert groups as it reviews existing practices and develops new policies and procedures regarding sexual assault prevention, advocacy, care and intervention.

The current project draws together the strengths of researchers, advocates, and service providers with various survivorship, advocacy interests, and expertise in diverse organizational contexts, and creates opportunities to share expert knowledge regarding sexual assault as it crosses race, class, gender, ability and other axes of inequality (see Appendix D for participating organizations). Through a review of existing programs and campus-community partnerships, this study highlights best practices, barriers to success, and key recommendations which will allow for the building of capacity and new collaborations in the high-demand areas of sexual assault survivorship and advocacy. Further, the project capitalizes on the fortuitous timing of the TransformUS process currently underway at the University of Saskatchewan, providing the University with specific ways in which to reaffirm student health and safety as an overarching institutional priority.

## METHODOLOGY

**T**HE PROJECT WAS FUNDED by the President's Advisory Council on the Status of Women and administered through the Community-University Institute for Social Research. In order to identify successful models for sexual assault prevention and care which utilize effective university-community collaborations, two methods were employed over three phases: 1) an environmental scan was conducted of existing programs and collaborations across Canada, and 2) a half-day symposium was held to bring together local stakeholders and develop concrete recommendations.

### **Environmental Scan**

#### *Phase One: Campus Services*

In the first phase of the environmental scan, a list of 243 Canadian post-secondary colleges and universities was compiled from the websites <http://www.find-universities.com/canada> and <http://www.univsource.com/canadaregion.htm>. The websites for each of these 243 post-secondary institutions were reviewed and 54 institutions were identified as having either a designated sexual assault centre or women's centre. Email requests were sent to a representative within each of these centres, describing the current study and requesting that they complete an attached questionnaire asking about their services, organizational structure, and level of collaboration with any other campus and community organizations (see Appendix A). Of these requests, 13 respondents completed the questionnaire, with 12 returning it by email and one centre answering the questions over the telephone. Three

organizations responded to say that their centre did not provide services targeting sexual violence and one individual reported feeling unable to complete the questionnaire as she was new to her position.

In addition to sending requests to the above-mentioned campus sexual assault and women's organizations, a review was conducted of the remaining 189 institutional websites in order to obtain contact information for a student union representative or, when not available, a general contact person. One hundred and six institutions were eliminated at this stage, due to having no English translation option on their website ( $n = 49$ ) and/or no available electronic contact information ( $n = 57$ ). An introductory email was sent to the identified contact person(s) at the remaining 83 institutions, inquiring about the existence of any specialized sexual assault-related services within their college or university. Twelve individuals responded to say that no services targeting sexual violence currently existed at their institution. No response was received from the remaining 71 institutions. Thus, the analysis is based on the 13 campus centres described in the paragraph above.

### *Phase Two: Community Services*

In the second phase of the environmental scan, an online survey was created for community anti-violence organizations using the online survey tool, Fluid Survey. This survey included questions about the services provided by each organization, their organizational structure, and the level of collaboration with any campus departments or programs in the region (see Appendix B). A list of 206 Canadian sexual assault centres and transition houses and 91 Canadian women's centres was then compiled from the Canadian Association of Sexual Assault Centres website (<http://www.casac.ca/>). Of these 297 centres, 148 were excluded (87 sexual assault and transition services and 61 women's centres) because they were previously contacted during the first phase of the study ( $n = 3$ ), had no English translation option on their website ( $n = 106$ ), had no available contact information ( $n = 28$ ), or were determined ineligible for the present study because their centre did not specifically serve survivors of violence ( $n = 11$ ). An introductory email was sent to the remaining 149 centres (119 sexual assault and transition services and 30 women's organizations), describing the study and requesting that they complete the online survey. Of the 149 community services contacted, a completed survey was received from 61 organizations, representing a response rate of 41%.

### *Phase Three: Symposium*

A half-day symposium was held at the Community Service Village in Saskatoon on January 18, 2013. Thirteen representatives from campus and community groups in Saskatoon gathered to review the key findings of the environmental scan and offer recommendations for collaborative models of sexual assault care and advocacy.

## RESULTS & INTERPRETATION

### **Phase One: Campus Services**

Thirteen campus organizations completed the questionnaire. Six of the respondents represented dedicated sexual violence services/centres: Mount Allison University's Sexual Harassment Advisor, McGill University's Sexual Assault Centre of the McGill Students' Society (SACOMSS), the University of Alberta's Sexual Assault Centre, the University of British Columbia's Sexual Assault Support Centre, the University of Toronto Assault Counsellor/Educator, and the University of Victoria's Anti-Violence Project (AVP). The remaining 7 respondents were centres which provide some sexual violence-related services as part of their larger mandate: Acadia University's Women's Centre, Durham College and the University of Ontario Institute of Technology (UOIT)'s Women's Centre, The University of Waterloo's Women's Centre, Queen's University's Sexual Health Resource Centre, Laurentian University's Women's Centre, the University of Saskatchewan's Students' Union Women's Centre, and York University's Centre for Women and Trans People.

A review of the responses provided indicates a number of similarities as well as differences between the various organizations. Regardless of whether their mandate was focused exclusively on sexual violence or not, all of the centres reported providing some form of support services to survivors of sexual violence, including peer support, professional individual counselling (provided by the University of Toronto Assault Counselor/Educator only), information and resources (including websites, pamphlets, and lending libraries with resources specific to sexual violence), and/or referrals to other services (including counselling, medical, legal, and housing services). Eight respondents specifically reported offering advocacy services, typically in the form of accompaniment to services (e.g., medical or legal providers) or assistance obtaining academic accommodations or other needed resources (e.g., housing, funding). Ten reported offering educational presentations and workshops on violence-related topics (e.g., sexual violence prevention, consent, healthy relationships, responding to disclosures) to interested campus groups, and ten reported participating in prevention initiatives, awareness campaigns and events such as Take Back the Night, December 6<sup>th</sup> Memorials, International Women's Day, Slut Walks and various forms of sexual violence awareness weeks.

While the majority of centres reported that their services are designed specifically for students, most stated that they would not turn away faculty, university staff or community members who sought assistance. The exceptions to this were the York University Centre for Women and Trans People, who reported that their crisis grants are only available to registered York University students, and the University of Toronto Assault Counsellor/Educator who, by virtue of her location within the campus Counselling and Psychological Services, offers counselling services to students only. One centre reported having a designated women/women-identified-only space while another reported serving women, trans people and non-gender-conforming people only. Of the remaining centres, although several mentioned that their services are focused mainly on women and trans people, all reported that services were available to those of any gender. The University of Victoria's Anti-Violence Project reported providing services for perpetrators, and Durham College & University of Ontario Institute of Technology (UOIT)'s Women Centre reported offering a program to men designed to help them engage with other

men about sexual violence as perpetrators, bystanders, and survivors.

The organizations varied in terms of whether they employ paid staff (n = 10) or were solely volunteer run (n = 3). Of those with paid staff, nine have some form of a paid coordinator who oversees a number of programs and/or the centre as a whole, four have a staff member specifically in charge of outreach or public relations, two have a staff member specifically in charge of volunteer coordination, one has a staff member responsible for financial and administrative duties, and two employ some kind of work study position(s). Services varied in terms of whether staff positions are full or part-time as well as whether staff are paid a wage or an honourarium. Required qualifications also vary, with the majority of organizations requiring a bachelor degree or less with considerable relevant experience. Several centres also require that staff members be current students. The University of Toronto Assault Counsellor/Educator was the only service to require a Master's degree, as professional counselling was part of this service's mandate.

With the exception of the University of Toronto Assault Counsellor/Educator, all organizations rely on volunteers to assist in service provision, with the number of volunteers employed within each organization ranging from approximately 5 to 150. Eight require that volunteers complete a formal training program, which typically includes training in sexual violence issues, anti-oppression beliefs and practice, active listening and peer support, and/or centre policies and procedures. Volunteers typically were responsible for maintaining office hours and daily centre operations, providing peer support services, providing outreach and educational presentations, and participating in event development and implementation.

Funding for the services varied and was often provided from more than one source. Respondents reported receiving funding from a dedicated student fee and/or student union funding (n = 10), from the university administration or other university departments (n = 4), from fundraising efforts (n = 4), and/or from a specific grant of some kind (e.g., Status of Women funding) (n = 2). Respondents were asked to rate the stability of their funding and their satisfaction with their funding on a scale of 1 to 10, with higher numbers indicating greater stability and satisfaction, respectively. Ratings of funding stability ranged from 5 to 10, with a mean rating of 8 and a mode of 10. Funding satisfaction ratings ranged from 5 to 10, with a mean rating of 7 and a mode of 8.

Respondents identified a number of strengths in their respective services, including offering a combination of clinical and prevention services; the provision of anti-oppressive services; excellent programs and events; dedicated, knowledgeable and/or skilled staff and volunteers; accessible and inclusive services; strong support from the student body; and the opportunity for volunteers to develop meaningful skills and experiences. Challenges and suggested improvements identified by respondents included the need for more funding to allow for expanded hours and programming and the hiring of more staff; more professional staff members to increase the scope of services provided; a larger space; updated resource materials; increased awareness of services; greater engagement and support from student body and/or volunteers; increased accessibility for hard to reach and vulnerable populations; a clearer strategic plan; and greater continuity of staff/less staff turnover.

Respondents reported collaborating with a number of on and off campus groups. On-campus, the majority of participants reported having relationships with university administration, student unions/student govern-

ment, residences, campus security, student health and counselling services, ombuds services, women's centres and groups, LGBT (lesbian, gay, bisexual and transgender) student centres and groups, Aboriginal and international student centres and groups, and student clubs and faculty departments (e.g., Women and Gender Studies). Within the community, participants reported collaborating with local sexual assault services; shelters; women's centres; police and RCMP; legal organizations; hospital departments and health related services; community services for LGBT, immigrant, Aboriginal and other cultural groups; and other postsecondary institutions. The specific forms of collaboration varied across centres but commonly included providing referrals to one another, offering educational workshops and presentations, committee participation, and event planning and implementation. Satisfaction with collaboration activities was typically moderate to high, with respondents reporting an appreciation of working toward common goals and facilitating the provision of referrals and services for students at their respective institutions. In terms of barriers or challenges in these relationships, several participants reported that high turnover among their staff and volunteers made the continuity of relationships difficult. In addition, several respondents reported a desire for better communication, increased time to spend building relationships, as well as a need to better clarify the roles and boundaries of respective services.

### **Phase Two: Community services**

Sixty-one community organizations completed the online questionnaire. The results indicate that the five most common services provided by community organizations across Canada are referrals to other services, public education on sexual violence, public events and outreach activities, one-on-one therapy or counselling for survivors, and advocacy activities for survivors.

Over three-quarters of the Canadian centres that responded to the questionnaire reported collaborations with universities and colleges (78%). Seventy percent of collaborations involved providing public education on sexual violence, while 55% involved the development and/or implementation of events or campaigns. For example, St. John's Assault Centre partners with Memorial University on the "Take Back the Night" march. Other collaborations indicated were the provision of medical care, collection of forensic evidence ("rape kits"), and student placements and internships.

Nearly three quarters of Canadian community centres (74%) indicated that they would like to see additional collaborations between their service and local campuses. Additional collaborations that they would like to see involve on-campus campaigns, curriculum development, training for students and staff, fundraising campaigns for centres on campus, free transportation to centres, space on campus, research, and safety audits. The 3 most commonly identified barriers to campus-community collaborations were a lack of centre resources, resistance from universities and colleges, and lack of a formally coordinated relationship between campuses and community centres.

### Phase three: Symposium

Based on a discussion of the findings of the environmental scan of Canadian community services, 15 recommendations were developed by the symposium attendees. Of these, three were identified as most appropriate and high-priority for the current University of Saskatchewan context. These three recommendations were refined and further elaborated during the symposium's subsequent in-depth discussion, as detailed in the following section

### RECOMMENDATIONS

THE FOLLOWING THREE RECOMMENDATIONS are based on a synthesis of results from all three phases outlined above.

*1. Enhance post-assault care for sexual assault/abuse survivors and increase awareness throughout the campus community concerning sexual violence via the creation of dedicated specialized professional services with a mandate to address sexual violence issues.*

Based on the results obtained during the campus and community environmental scans, as well as consultation with Saskatoon community groups, a number of characteristics are considered essential to the success of sexual assault programming on campus. First, it is important that professional staff members, with specialized training in the area of sexual violence, oversee the provision of anti-oppressive clinical services as well as prevention/awareness initiatives. Services should be accessible to all students, as well as sensitive to and inclusive of diversity. In order to avoid challenges faced by other campus centres, services should receive consistent funding from the university administration in order to allow for the provision of adequate space, resources, and programming, and reduce unnecessary staff turnover. Efforts should be made to recruit and train student volunteers to assist with awareness events and other programming, and strong community relationships should be developed with relevant contacts.

One particularly strong model of sexual assault services is the University of Alberta Sexual Assault Centre. This centre has an impressive and effective array of preventative and treatment services, is operated by full-time staff as well as rigorously trained volunteers, receives consistent funding through a dedicated student fee, and has a reputation for strong collaborations within the broader university and city community. The key components of the University of Alberta Sexual Assault Centre programming are thus recommended for implementation within the University of Saskatchewan, with a few suggested modifications.

Specifically, it is recommended that the University of Saskatchewan create a new service dedicated to sexual violence by recruiting two professional staff members with a background in posttraumatic recovery. As such, it is recommended that a psychologist with a background in trauma therapy be hired to provide specialized psychotherapy services to survivors. In addition, it is recommended that a Sexual Assault Nurse Examiner be hired to ensure that the necessary nursing care needs of survivors are met. Sexual Assault Nurse Examiners (SANEs) are a new professional group introduced in Saskatchewan in 2006 and hold registration under the Saskatchewan Registered Nurses Association. SANEs have the specialized knowledge and training to provide immediate and

follow-up nursing care to survivors, including administering a rape kit (collection of DNA for forensic analysis), when desired, as well as follow-up nursing care.

In addition to providing the above-mentioned direct services to survivors, these two professionals possess the necessary background to advocate for sexual health and violence prevention aimed across all university units through prevention-oriented presentations and other outreach activities, as well as liaise with relevant university services (e.g., counselling services, student centres, campus safety) and other sexual assault experts in the larger community (e.g., Saskatoon Sexual Assault Information Centre, Missing Women's Network, etc.) to ensure continuity of care for survivors and the implementation of effective prevention initiatives.

These two positions would complement and extend existing services offered by Student Health and Counselling Services as well as the Women's Centre by providing dedicated trauma-focused services. The addition of two professionals on campus with expertise in posttraumatic recovery would allow survivors to receive sensitive care in a timely manner, thereby reducing the demand on existing services as well as the wait time for survivors in need of assistance. In addition, awareness and public education activities would target existing myths and stereotypes about sexual violence held on campus and in the community as a way of preventing violence and creating a more supportive environment for survivors of violence. At the beginning of the appointment, it is recommended that the SANE and psychologist collaborate to conduct a campus-wide assessment of prevailing attitudes towards sexual assault to use as a baseline measure in the evaluation of the positions' effectiveness, as well as to guide education activities. This review could be undertaken through internet-based surveys and/or focus groups to safeguard confidentiality and anonymity of participants. Supports for survivors in the event of a disclosure are important when collecting information, as are considerations to ensure the assessment process is accessible and inclusive. Student union representatives should be actively engaged in the assessment process so that the experiences and perspectives of students are fully considered.

It is recommended that these positions operate on a permanent full-time basis, as the permanency of the positions would facilitate year-to-year continuity in programming and build a strong and accessible reputation on campus and in the community. The duties would include fostering strong relationships with various on- and off-campus partners both informally and formally through the creation of an 'advisory board' consisting of representatives from community-based women's and sexual assault organizations. Funding for the positions should be consistent, rather than based on grants and other one-time funding vehicles, in order to allow for the provision of necessary resources. Salaries and benefits should be consistent with that of other Registered Nurses and psychologists employed on campus, and commensurate with experience and qualifications. Suggested funding vehicles include a dedicated minimal student fee (e.g. \$2/student/term) supplemented with university funding.

While the key services would be provided by the professional staff members, the staff would liaise with volunteers in coordination with the USSU Women's Centre. Volunteers would be required to complete mandatory training and would be responsible for providing a first contact and peer support during office hours, arranging referrals, assisting with events and presentations, and offering other relevant services. This would reduce the burden on paid staff, make the services more accessible to those who prefer a student-run program, and provide students with the opportunity to acquire experience and skills.



*2. Provide a single-point access to information about sexual assault on the University of Saskatchewan website page.*

The PAWS website is a prominent feature in the lives of University of Saskatchewan students, administrative staff and faculty. Therefore, it is important to utilize the space to provide relevant information efficiently and respectfully regarding sexual assault services to the many different groups of people on the University of Saskatchewan campus. While it is recognized that Campus Safety recently made laudable changes to the section regarding sexual assault on their website, it is recommended that a dedicated tab be created on the PAWS website to provide users with information about sexual violence and links to important referrals, including the Saskatoon Sexual Assault and Information Centre 24 hour crisis line, which provides emergency support and information; Public Legal Education Association (PLEA), who provide legal information; Student Health and Counselling Services; the USSU Women's Centre; the USSU Pride Centre; community centres such as the Avenue Community Centre; and resident assistants. This information should be easily accessible and, for efficiency purposes, downloadable. In order to ensure that current and future students, staff and faculty have access to sexual assault information, it is also recommended that this information be easily accessed on the greater U of S website. Lastly, to ensure that the most pertinent information is provided, current students should be invited to contribute to the creation of the website content and design.

*3. Develop and implement a campaign utilizing "male champions" and allies to advance public education concerning sexual assault.*

In order to raise awareness and foster student engagement, especially among male students, a campus-wide 'male champion' campaign is recommended. The campaign will feature prominent male public figures identified as allies in preventing sexual assault. A diverse group of models should be recruited, including but not limited to university staff and students, local activists, First Nations leaders, religious and political leaders, and representatives from the transgender community. The campaign would be coordinated by the USSU Women's Centre, in cooperation with other student centres and groups (e.g., the Pride Centre, Aboriginal Student Centre, Help Centre, International Students Centre, Student Counselling, Student Health, and off-campus groups such as the Saskatoon Sexual Assault and Information Centre, Avenue Community Centre, Aids Saskatoon, and tribal councils). Posters should be distributed and posted in all campus buildings, with special emphasis on the male-dominated colleges such as Engineering, Agriculture, Sciences, Medicine and Veterinary Medicine. It is recommended that this campaign be released in September 2013 to facilitate the greatest contact with students new to the University.

By following these three recommendations, drawing upon the strengths and avoiding the limitations and challenges identified within other existing campus programs, the University of Saskatchewan has the capacity to develop effective and appropriate sexual assault services to complement their existing structure. Consistent with the TransformUS process currently underway, this report highlights specific ways in which the University of Saskatchewan can restructure their existing workforce and programming efforts to establish themselves as a leader among postsecondary institutions in their commitment to student safety, health and wellbeing.

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## APPENDIX A

### **Questionnaire for Campus Sexual Assault and Women's Centres**

*Hello! We are interested in knowing a little bit more about your centre and the services that you offer, in the hopes that this information may help us identify ways to improve the services provided to survivors of sexual assault in Saskatoon and the University of Saskatchewan community. We would appreciate if you would answer the following questions, in as much detail as you are comfortable. Thank you.*

1. What kind of services does your centre or program offer related to sexual violence? Please be as specific as possible.
2. Who is able to access these services (e.g., students, faculty, campus staff)?
3. What genders does your centre serve?
4. How long has your centre been in operation?
5. How many paid staff, if any, work at your centre?
6. Please describe their job titles and responsibilities.
7. What kind of training and qualifications are required in order to hold these positions?
8. How many volunteers, if any, work at your centre?
9. If applicable, what kinds of services do volunteers provide at your centre?
10. If applicable, what kind of training and qualifications must volunteers have to work at your centre?
11. Where does the funding for your centre's operating budget come from?
12. How stable is your funding from year to year, on a scale from 1 (very unstable) to 10 (very stable)?
13. How satisfied are you with your current level of funding, on a scale from 1 (very unsatisfied) to 10 (very satisfied)?
14. In your opinion, how effective is your centre in meeting its mandate/goals?
15. What is the best thing about your centre?
16. What, if anything, would make your centre and the work you do more effective?
17. What kind of collaboration, if any, does your centre have with other campus centres or departments? Please describe which groups or individuals you work with and the kinds of projects or activities you collaborate on.
18. What kind of collaboration, if any, does your centre have with community agencies working in the area of sexual violence (e.g., sexual assault centres, shelters, other anti-violence services)? Please describe which

agencies you work with and the kinds of projects or activities you collaborate on.

19. How satisfied are you with your current level of collaboration with these centres, departments and/or agencies, on a scale from 1 (very unsatisfied) to 10 (very satisfied)?
20. What works well in these relationships?
21. How could these relationships be improved?
22. Are there any other collaborations that you think would be useful for your centre? If yes, please describe.
23. Is there anything else you would like to add?

*Thank you for sharing your information with us. Your participation is very much appreciated!*

## APPENDIX B

### Survey for Community-based Sexual Assault Centres and Women's Centres

*Hello! Our research team at the University of Saskatchewan is currently conducting a study to identify promising models for addressing sexual violence on post-secondary campuses. As part of this project, we are conducting a review of the services that exist in communities across Canada in order to identify effective models that could improve the services available within the Saskatoon community and expand campus-community collaborations. Community agencies such as yours can act as important role models and sources of collaboration for campus-based services and we feel that your responses to the following questions will allow us to learn from your experiences and expertise. Thank you very much for your participation in this brief questionnaire!*

1. What kind of services does your centre offer related to sexual violence? (please select all that apply)
  - Crisis line services
  - One-on-one therapy or counselling for survivors
  - Support groups or group therapy for survivors
  - Housing/shelter living arrangements
  - Advocacy for survivors (e.g., legal accompaniment, negotiating accommodations for survivors, liaising with other services on behalf of survivors, etc.)
  - Referrals to other services (e.g., counselling resources, legal services, shelters or housing services, etc.)
  - Online resources (e.g., information, web-based support services, etc.)
  - Public education on sexual violence (e.g., presentations, workshops, etc.)
  - Public events/outreach activities (e.g., anti-violence campaigns, marches, protests, vigils, speakers, conferences, etc.)
  - Other (please specify)
2. Please briefly describe who your centre serves (e.g., the geographical region served, client age range, client gender, etc.)
3. Please provide the job titles and brief job descriptions of any paid staff who work at your centre (please include all front line and administrative staff)
4. How many volunteers, if any, work at your centre?
5. What kinds of services do volunteers provide to clients of your centre?
  - Crisis line services
  - One-on-one therapy or counselling for survivors
  - Support groups or group therapy for survivors
  - Housing/shelter living arrangements
  - Advocacy for survivors (e.g., legal accompaniment, negotiating accommodations for survivors, liaising with other services on behalf of survivors, etc.)

- Referrals to other services (e.g., counselling resources, legal services, shelters or housing services, etc.)
- Online resources (e.g., information, web-based support services, etc.)
- Public education on sexual violence (e.g., presentations, workshops, etc.)
- Public events/outreach activities (e.g., anti-violence campaigns, marches, protests, vigils, speakers, conferences, etc.)
- Other (please specify)

6. How long has your centre been operational?

- Less than 5 years
- 5 – 10 years
- 11 – 15 years
- 15 – 20 years
- More than 20 years

7. Where does the funding for your centre's operating budget come from? (please select all that apply)

- Provincial government
- Federal government
- Funding agency (e.g., United Way)
- Donations from the community
- Other (please specify)

8. How stable is your funding from year to year, on a scale from 1 (very unstable) to 10 (very stable)?

9. How satisfied are you with your current level of funding, on a scale from 1 (very unsatisfied) to 10 (very satisfied)?

10. Does your centre collaborate with any university or college departments or services in your region?

- Yes
- No

11. If yes to 10 -Which university or college departments or services do you collaborate with?

12. If yes to 10 In what ways do you collaborate with each of these departments or services? (please select all that apply)

- Operation of support services for survivors (e.g., crisis line, counselling, support groups, etc.)
- Providing advocacy for survivors (e.g., legal accompaniment, negotiating accommodations for survivors, liaising with other services on behalf of survivors, etc.)
- Providing referrals to other services (e.g., community or campus-based counselling resources, legal services, shelters or housing services, etc.)
- Development of online resources (e.g., information, web-based support services, etc.)
- Providing public education on sexual violence (e.g., presentations, workshops, etc.)

- Development and/or implementation of events or campaigns (e.g., anti-violence campaigns, marches, protests, vigils, speakers, conferences, etc.)
- Other (please specify)

13. If yes to 10 - How satisfied are you with your current level of collaboration with these campus departments or services, on a scale from 1 (very unsatisfied) to 10 (very satisfied)?

14. If yes to 10 - Are there any other collaborations that you would like to see between your centre and any on-campus departments or services?

- Yes
- No

15. If yes to 10 and yes to 14 - What kinds of additional collaboration would you like to see between your centre and any on-campus departments or services? Please be as specific as possible.

16. If no to 10 - Are there any particular reasons why your centre has not collaborated with any on-campus departments or services? Please be as specific as possible.

17. If no to 10 - Do you think there would be any benefits if your centre were to collaborate with any on-campus departments or services?

- Yes
- No

18. If no to 10 and yes to 17 - What kinds of collaboration with campus centres or departments do you think would be useful for your centre? Please be as specific as possible.

19. If no to 10 and no to 20 – Are there any particular reasons why you think it would not be useful to collaborate with on-campus centres or departments? Please be as specific as possible.

20. Is there anything else you would like to add?

*Thank you for sharing your information with us. Your participation is very much appreciated.*

## APPENDIX C

### January Symposium Participants

Disappeared Women's Network  
Coalition Against Sexual Assault, University of Saskatchewan  
USSU Women's Centre  
Saskatoon Sexual Assault and Information Centre  
International Women of Saskatoon  
Avenue Community Centre  
RESOLVE  
Community-University Institute for Social Research  
Saskatchewan Registered Nurses Association

### Symposium Agenda

#### Room Set-Up

Create a large storm cloud for one side of the room and a large blue sheet on the wall beside it to represent the sky

#### Lunch – 12 – 12:45

#### 12:45 Welcome and Explanation of the Afternoon & Goals

#### 1:00 Elder's Prayer.

#### 1:05 Creation of Group Agreement

#### 1:25 Visual Tour of Communities that Shared Great Ideas in the Survey

**1:50 – 2:05 Dot Voting to select 2-3 initiatives to focus on in Saskatoon & Break Into Small Groups with one initiative assigned to each group** (try to break into groups based on interest in the initiative)

**2:05 – 2:40 Small Group Work & 10 min Break** (Groups will be instructed to take a break before or after their group work based on the needs of the group but that we will come back together at 2:40 and to make sure they get a break before that)

In small groups, please look at how the initiative you are looking at could be implemented in Saskatoon. Specifically...

- 1) What would be the obstacles to successfully implementing this initiative in Saskatoon? (On clouds)
- 2) What existing organizations or projects should this initiative be connected with? Who are the potential



partners? (On rays of light)

3) What resources would be needed from the U of S to make this initiative possible? (On birds)

**2:40 Small Groups Report Back & Place Their Clouds, Rays of Light & Birds on the Sky**

**2:50 – 3:20 Blue Sky Conversation in Large Group – What other initiatives are a priority, if any? Choose not more than 1 or 2 to discuss in detail and identify obstacles, potential partners and resources from U of S for these projects**





**3:20 – 3:40 Open Sharing** – Questions & Discussion about any loose threads for people, the process going forward from here, etc.

**3:40 – 4:00 Closing Circle** – Please share something that you are taking away from today's discussion and anything else you need to say to close the day for you.



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