



**Metropolitan Action Committee on
Violence Against Women and Children**

Creating a Safer Campus: Final Report on Mount Allison University's Campus Safety Audit

Submitted to: Mount Allison Students' Union (MASU)

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The views expressed herein are solely those of the authors and do not necessarily represent the official policy of Mount Allison University. Any modification of this report without the prior, written consent of METRAC is prohibited.

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1. INTRODUCTION and BACKGROUND

In August 2012, the Mount Allison Students' Union (MASU) at Mount Allison University, with funding from the Status of Women Canada in partnership with the Metropolitan Action Committee on Violence Against Women and Children (METRAC) commenced a Campus Safety Audit, aimed at enhancing safety policies and practices for addressing gender based violence on campus.

The Campus Safety Audit was undertaken between August 1, 2012 and March 31, 2013 and was informed by the voices of students, staff and faculty members. This Final Report presents the findings and recommendations drawn from data gathered through participatory audit processes; and from the literature on promising practices for promoting a safe campus environment for students.

Overall Goal, Objectives and Activities

METRAC worked collaboratively with the Students Union of Mount Allison University, to develop and implement a comprehensive Safety Audit aimed at achieving two objectives:

1. To facilitate a participatory and inclusive process in conducting an integrated and holistic safety audit of the University's main campus;
2. To recommend changes to the physical and social environments on campus intended to enhance safety for students and reduce opportunities for multiple forms of violence and crime, with an emphasis on the prevention of gender-based violence.

The safety audit work was structured in five (5) distinct phases with related activities undertaken as outlined below:

Phase 1 - Background Research and Policy Review

- a. Consulted with the Project Manager.
- b. Developed a critical work path.
- c. Conducted site tours of internal and external spaces.
- d. Reviewed safety-related policies and procedures.

Phase 2 - Data Collection

- a. Interviewed 10-12 key informants.
- b. Designed and administered an on-line survey.

- c. Held six focus group discussions with students, student groups and others.

Phase 3 - Safety Audit Trainings

- a. Facilitated three safety audit training sessions.
- b. Trained 22 Safety Audit Leaders.

Phase 4 - Safety Audit Walkabouts

- a. Tailored an audit tool specifically for Mount Allison University.
- b. Supported Safety Audit Leaders to organize and lead walkabouts on campus.

Phase 5 - Final Comprehensive Report

- a. Submitted the Final Report to the Mount Allison Students Union, for feedback on March 8, 2013.
- b. Submission of the revised report May 8, 2013

This Final Report begins with an introduction to safety initiatives at Mount Allison University, followed by a context of the unique barriers to safety for postsecondary academic institutions located in rural communities, as well as general background information on campus safety issues. It then describes METRAC's methodology for collecting and analyzing safety audit data. The next section presents findings of the varied data gathered from the views and experiences of students, staff and faculty members of Mount Allison University. The report concludes with several recommendations to the Students Union and the University's Administration, intended for implementation to decrease the risks of gender-based violence towards students, and to increase safety for everyone on campus.

METRAC's Campus Safety Audit Model

In 1989, METRAC and the Council of Ontario Universities and Colleges developed a *Campus Safety Audit Guide* which evolved into METRAC's Campus Safety Audit Model. It combines a gender-aware lens with principles of Crime Prevention through Environmental Design (CPTED), and a social ecological framework that recognizes safety-related behaviors are shaped by multiple levels of influence – individual, group, institutional and community, societal factors, as well as the existence and implementation of policies and practices (Langford, 2004; Southern California Injury Prevention Research Center, 2009). METRAC's audit process brings together students, faculty and staff to assess and evaluate physical features and attitudinal factors within the environment that can contribute to a safer campus. The audit builds upon and strengthens existing safety policies,

structures and practices, thereby enabling a renewed commitment to the ongoing and sustainable safety of students and all members of the campus community.

Mount Allison University

Mount Allison University has been in existence since 1843. It is located within a small rural Maritime town, in Sackville, New Brunswick, with a total population of 5,558 people. The campus holds 12 buildings on 77 acres of land. Mount Allison offers 40 liberal arts and science programs to approximately 2,500 students, of which 1,200 students live in residence. The University has a tradition of excellence and a reputation as one of Canada's leading post-secondary institutions for undergraduate education. It is also known to have produced the highest number of Rhodes Scholars per capita of any university in the Commonwealth.

Safety Initiatives at Mount Allison University

When considering safety practices at Mount Allison University, it is important to recognize the specific cultural backdrop that informs its safety policy and institutional frameworks (Churchill, 2013). It appears that the University utilizes "a deliberately low-regulation, highly community-based security policy and practice, whose aim is to maximize opportunities for student self-regulation and self-development" (Churchill, 2013). Current values upheld by the institution foster a high degree of personal autonomy and responsibility to students, so that the Security Department is intentionally modest and not highly visible (Churchill, 2013).

The Mount Allison Students' Union (MASU) which represents all students enrolled at Mount Allison University is an active leader in addressing safety concerns of students. MASU's work is guided by core values of accountability, proactivity, and responsiveness, collaboration and respect. These principles provide the building blocks of a safe campus experience for its members. In response to growing student concerns, MASU conducted research to review security and safety at Mount Allison University (MASU, 2012). The research generated a current security profile for Mount Allison compared to similar universities within the region. Additionally, MASU administered a campus wide survey and its results surfaced trends in students' opinions about safety on campus at Mount Allison (MASU, 2012).

The University has safety initiatives and policies to address issues pertaining to sexual harassment; assault and crime prevention on its campuses. These include, but are not limited to the following:

A Security Department comprised of a Security Supervisor and two (2) officers. This department works in cooperation with the local Royal Canadian Mounted Police, and in collaboration with

student security staff delegated to monitor events, pub security, residence parties or any events where liquor is served.

- A “Crime Watch” web-based program designed for students and staff to report crimes online.
- Seven (7) emergency phones located around campus.
- Policies aimed at addressing Sexual Assault, Sexual Harassment, Alcohol, and other protocols discussed in the section on Policies.

Differing Contexts of Rural and Urban Communities

The realities of universities and colleges that are located in rural communities differ from those of urban and mainstream institutions. Postsecondary institutions situated in rural communities tend to be much smaller than those located in urban areas. The culture of rural communities tends to emphasize privacy, strong connections to family and friends and traditional beliefs (Fraser, 2011). Crime rates tend to be much lower in rural areas than on urban and suburban campuses although crime associated with urban areas is now being seen in rural and remote communities (Office for Victims of Crime, 2002). Rural and remote postsecondary campuses tend to be more homogeneous in demographics (Fraser, 2011).

The underreporting of crime may be more significant in rural areas since people do not want to get people they know into trouble (Fraser, 2011). A lack of racial diversity on rural and remote postsecondary campuses can make it difficult for racialized and international students to report crimes and to access support services (Office for Victims of Crime, 2002). In addition, members of rural campuses may have a false sense of security because crime rates tend to be much lower in these areas than on urban and suburban campuses (Office for Victims of Crime, 2002).

The general public has a perception that rural communities do not have issues with crime and safety. Francisco and Chenier (2007), in their analysis of crime rates across Canada, found rates for violent crime are highest in small urban areas, while rural areas report higher crime rates than urban areas. New Brunswick and Quebec reported the highest rates of violent crime in urban areas, whereas rural areas in Saskatchewan and Manitoba had the highest rates of violent crime (Francisco and Chenier, 2007). Safety in rural communities should not be taken for granted. Safety should be assessed in rural, small urban and urban communities to encourage improvements and preventive actions for creating safer environments.

BACKGROUND ON CAMPUS SAFETY ISSUES

Campus safety is increasingly regarded as an important factor that students and their families consider when applying for admission to colleges and universities. Numerous reports have documented the challenges universities face as they strive to build and sustain safer campuses. Issues of *Sexual Harassment and Assault, Alcohol and Substance Use; Mental Health; and Discrimination and Exclusion* must be addressed as universities prepare themselves to be preventative and responsive in protecting student safety, integrating new ideas while at the same time maintaining and enhancing the best of what they have already. The context within which a school operates will affect how a school will respond to safety issues, such as the size of the school, its location, resources available and the commitment of the school to improve safety. Each of the above mentioned safety issues will be discussed generally and specifically to Mount Allison's particular operating environment.

Sexual Violence

Broadly defined, sexual violence is:

“any violence, physical or psychological, carried out through sexual means or by targeting sexuality. This includes sexual abuse, sexual assault, rape, incest, childhood sexual abuse and rape during armed conflict. It also includes sexual harassment, stalking, indecent or sexualized exposure, degrading sexual imagery, voyeurism, cyber harassment, trafficking and sexual exploitation “ (Ontario Colleges and Universities, p. 3-4, 2013).

Sexual violence is a gendered issue: 93% of persons who are sexually assaulted are women, while 97% of perpetrators of this crime are men (Ontario Colleges and Universities, 2013). Women and transgendered persons are at greatest risk for gender-based violence, and the risk is heightened by factors such as race and ethnicity, socio-economic status, faith, gender identity, sexual identity, and disability (Sandals, 2009). Women who are students at post-secondary institutions are at high risk of being victims of sexual violence while on campus (Cullen, Fisher and Karjane, 2002). Eighty percent (80%) of female students who are victims of rape are assaulted by someone that they know, that is, by a partner, ex-partner, classmate, or friend and 70% of campus assaults occur in residences, while 50% take place on dates (DeKeserdy and Kelly, 1993; University of Alberta, n.d.; Cullen et al, 2002).

Female students feel vulnerable to sexual assault. One-fifth of female students report that they give in to unwanted sexual intercourse because they are overwhelmed by a partner's continued arguments and pressure, while 6% say they had unwanted sexual intercourse because a man used

physical force (Cullen et al, 2002). Another 13% of women students report that when they were drunk or high, a man attempted unwanted sexual intercourse (Cullen et al, 2002).

The beliefs of male students, who are often the perpetrators of campus sexual assaults, continue to be a cause for concern. For example, 20% of male students agree that forced sex is acceptable if someone spends money on a date, is stoned, drunk, or has been dating someone for a long time, while 60% of Canadian college-aged males indicate that they will commit sexual assault if they are certain that they will not get caught (Johnson, 1996; Hensijky, 1992).

Rates of sexual assault on university campuses make a compelling case for universities to develop prevention programs that teach men how not to sexually assault and how to prevent other forms of gender-based violence. Such programs must include information that explains the legal definition of sexual assault; how to receive and give 'enthusiastic' consent; the role of alcohol and other substances in campus sexual assault; and how bystanders can intervene to prevent friends from committing these assaults. Programs and services should be monitored and evaluated to ensure that these meet the needs of the campus community and that these are up to date and relevant (Ontario Colleges and Universities, 2013).

Universities must first demonstrate institutional will and commitment to ending gender-based violence on campuses, in order to effectively prevent and respond to it (Barry and Cell, 2009). This commitment is evidenced by having clear policies and procedures that address campus sexual assault, programs and services that are informed by the needs of survivor, and actions that hold perpetrators accountable (Barry and Cell, 2009).

Policies provide the framework in which organizations and institutions operate. Sound policies explain how institutions will mitigate as well as respond to incidents related to safety, and resolve conflicts. Some policies are mandated by laws such as the provincial human rights code, and employment standards. Others demonstrate the extent to which an organization's leadership is proactively creating equitable, inclusive and safe spaces in which persons can learn, socialize and work. The American Association of University Professors (2013) states that "the success of any policy requires leadership to 'provide appropriate ethical standards and to provide suitable internal procedures to secure their observance (p.1)." Langford (2004) notes that while strong policies are an integral element to creating safe campus environments, they must also be accompanied by clear procedures that are understood, promoted and enforced.

One promising practice which is utilized to respond more effectively to sexual harassment and assault is the Sexual Assault Response Team (SART) model. This model is guided by six principles (Barry and Cell, 2009):

- i. Victim/Survivor-Driven – the model is based on the needs of survivors of sexual violence and so encourages survivors to report assault;
- ii. Timely and Accessible – the majority of assaults take place during the evenings and on weekends so services need to be available during these “non-business” times and offers multiple ways to access services;
- iii. Comprehensive and Coordinated – the SART should be a cross-functional team that includes health services, advocacy, housing and academic accommodations, Security Services, and law enforcement;
- iv. Offers Specialized, Cross-Training of all frontline Responders;
- v. Addresses the Needs of Survivors and the Justice System – ensures that perpetrators are held accountable; and
- vi. Compliant with all Federal and Provincial laws and regulations (Barry and Cell, 2009).

Barry and Cell (2009) describe Montclair State University’s SART model. The Team is co-led by the Director of the school’s Health Centre and its Chief of University Police. The Team meets monthly or whenever an assault is reported to monitor and evaluate the model. Below is a diagram of this school’s SART.

Figure: Montclair State University's Sexual Assault Response Team



Alcohol and Drug Use

Alcohol overconsumption has become a major safety concern on university and college campuses. A study conducted by the Centre for Addiction and Mental Health (CAMH) entitled the *Canadian Campus Survey*, surveyed 6 282 full-time undergraduate students and reports that 62.7% of students consume five or more drinks per week, while 34.8% have 8 or more drinks per week at the beginning of the school year (The Alcohol Policy Network, 2004). The research finds that 16.1% of students are heavy, frequent drinkers: 20.6% of male students and 12.5% of female students, a difference that is statistically significant.

In Atlantic Canada, 24.5% of students are said to be heavy, frequent drinkers, which is significantly higher than the national average (CAMH, 2005). Alcohol overconsumption, including binge drinking, is a serious issue for students, particularly for first year students and during the first eight weeks of school. The CAMH study found that 70.4% of students living on university residences

miss classes due to having a hangover, while 7.3% miss classes because they are drunk (The Alcohol Policy Network, 2004).

The use of drugs is also common on university and college campuses and the link between the use of alcohol and other drugs and sexual and campus violence is well known. While the roots of violence are multiple and no one factor can be singled out, alcohol and drug use can increase risks of violence (METRAC, 2010). Students consume alcohol and drugs for social experimentation, because they are bored, to boost moods and energy, to increase social skills, and to have a heightened sexual experience.

In rural communities the use of alcohol and drugs may begin at earlier ages than in urban and suburban areas because there are fewer recreational and social activities for youth (Office of the Victims of Crime; Fraser, 2011). This is rate is 16.1 for students in Atlantic Canada. When the survey asked about gender-based violence, the percentage of students reporting alcohol-related sexual harassment is 9.8% and this rate is 14.8% in Atlantic Canada. Differences are noted when gender is considered: 4.2% of male students report sexual harassment but 14.3% of females report this, a difference that is statistically significant (CAMH, 2005). For unplanned sexual relations due to alcohol 14.1% of students report this, 19.9% of students in Atlantic Canada, and 15.8% of male students and 12.8% of female students (CAMH, 2005).

Students may not realize the effects of drug use, such as behavioural, emotional and cognitive changes (DeJong and Langford, 2009). CAMH (2005) notes that 10.0% of students report alcohol-related assault (10.8% of males and 9.3% of females). DeJong and Langford (2009) argue that campus sexual violence that includes the use of alcohol or other substances can lead to depression, social isolation, post-traumatic stress disorder, and being unable to acknowledge if the assault was a result of substance use. Unfortunately, perpetrators commonly rationalize and excuse their violent behavior by referencing the influence of alcohol (Roark, 1987).

University and college campuses may find it challenging to prevent and respond to alcohol and substance abuse because most students are of the provincial legal drinking age, alcohol is readily available both on and off campus, and often alcohol consumption is considered to be a part of students' social life while at school (The Alcohol Policy Network, 2004). Schools must provide education programs that encourage responsible drinking as well as harm reduction and other support services for students who identify that they have problems with the use of alcohol and other substances.

Hate-based Activities

Discrimination and hate based crimes are the second most common forms of violence that take place on university and college campuses (Youthline, n.d.). Jewish peoples are 25% more likely than other race or religious groups to be targeted for hate crimes on-campus (Brock University, 2004). Lesbian, gay, bisexual, transgender, transsexual and queer (LGBTQ) community members face discrimination on campuses. EGALE Canada's National Education Survey conducted in 2011 notes that almost two-thirds of queer and transgender students report feeling unsafe at school (cited in Canadian Federation of Students-Ontario, 2012). In 2009, 74% of reported hate crimes were linked to a student's sexual orientation, while more than one-third of students experienced sexual harassment (Canadian Federation of Students-Ontario, 2012). Furthermore, these forms of violence are directly tied to students' race, religion, gender identity, and sexual orientation (Switzer, 2010; Canadian Federation of Students-Ontario, 2012).

Mental Health Effects of Violence and Hate

Violence on campus impacts students' mental health. Ashcroft, Daniels and Nedelkoff (2001) report that increases in incidents of homophobia, sexual assault/harassment, and racism affect students' ability to participate within campus life, resulting in various physical and emotional issues. For example, when a woman is sexually assaulted on campus, she may develop signs of trauma, anxiety, fear, depression, and be unable to concentrate on her academics (Cullen et al, 2002; Carr, 2005).

Hate-based incidents can affect one's mental health (Ashcroft et al, 2001). LGBTQ students confronted with overt homophobia because they do not meet the "norms" of society can be further devalued by other students and campus members, making their experience on campus isolating and very difficult (Canadian Federation of Students, 2012). These incidents also impact not only the person targeted but also the wider campus community, such as friends of the victim, other students living in the same residence where the incident may have taken place, faculty members and staff.

The underreporting of campus violence acts may hinder appropriate responses to this violence, and is more challenging on campuses located in rural communities. Cullen et al (2002) state that lack of acknowledgement and understanding of rape may prevent persons from reporting and, instead, they may choose to deal with the situation on their own. Persons may not be aware of support services available to them, both on and off-campus. Students may not report these crimes because they are afraid of meeting with the perpetrator in student disciplinary or legal proceedings (Ashcroft et al, 2001). Students who are victimized on rural campuses may be more

likely to know the offender. This poses significant issues around confidentiality and protection since “everyone knows everyone” (Office for Victims of Crime, 2002).

Ensuring that programs and services are available to those who have experienced violence both directly and indirectly will help campuses to better respond to acts of violence. In rural communities, these services may be limited and victims may be reluctant to use them. As well, services for perpetrators of violence may be limited in rural and remote areas (Office for Victims of Crime, 2002). Students may need support to decide whether or not to report the violence and to pursue remedies through the campus judicial or criminal justice systems, in addition to support in regards to health, academic matters and housing issues. Without these services, survivors of violence will continue to experience negative emotions, resulting in longer term impacts such as depression, anxiety and stress, which will lead student survivors to stop their academic studies and to withdraw from the school. In order to assist students who experience violence, it is important for colleges and universities to provide adequate support services, such as counselling and other mental health services to address any psychosocial issues. Postsecondary institutions must respond to gender-based violence in ways that are survivor-centered, compassionate and focused on positive outcomes for students.

2. METHODOLOGY

METRAC's Safety Audit Process is informed by a blend of feminist research methods, participatory action research, and community development strategies. Feminist research may be described as "driven by, and aimed toward, a desire to challenge multiple hierarchies of inequalities within social life" (Doucet and Mauthner, 2006: 42). It adheres to the principle that people who study, work, live and use a campus on a daily basis are the "safety experts" in that space and therefore have the greatest understanding of any safety concerns and assets (Klein, 1983; Fonow and Cook, 1991; Smith, 1999; Whitman, 2008). Participatory action research is rooted in the diverse voices and perspectives of women and vulnerable community members who are disproportionately impacted by violence (Kemmis and McTaggart, 2003).¹ Community development strategies result in a transfer of skills and knowledge to communities affected by an issue, in order to build local capacity to carry out their own safety initiatives. In this way, METRAC's Safety Audit process included training sessions for community members to lead audit processes, and working with students, faculty and staff as core participants of the Safety Assessment at Mount Allison University.

Qualitative and quantitative data were collected as part of the audit process through key informant interviews, focus group discussions, an on-line survey of students, and audit trainings and walkabouts on the main campus. The University's safety-related policies and procedures were also reviewed. Data were collected between September 1 and December 7, 2012.

Eleven key informant interviews were held with members of staff, administration and student leaders. Six focus groups were held separately with students, staff and faculty members. METRAC's consultants used semi-structured interview schedules to guide discussions. Each focus group and most of the interviews were audio recorded. Participants provided their consent before any interviews were recorded. They were informed that their answers would remain anonymous and that no one from the University would have access to the recording. Persons were also told that they may request to have the recording stopped at any time during the interview, as well as to decline to answer any questions. In some cases, persons requested that the interview not be recorded. Copies of the interview questions are attached in the Appendices.

¹ Participatory research has distinct traits: shared ownership, community-based analysis of social problems and a focus on community action. In the context of the assessment, these traits translate into recognition that spaces are often created and maintained in ways that do not suit safety needs of all people. METRAC's safety audit thus provides a rare opportunity for women and other marginalized groups to share safety concerns, have a voice in institutional safety planning, and get involved in building solutions.

The audio recordings were transcribed to provide a full record of the interviews and focus groups. For interviews that were not recorded, notes that were taken during the interview were typed into a transcript. The transcripts were uploaded and analyzed using the QSR Nvivo software program. Findings were grouped by themes and compared and contrasted with the literature. A total of 53 persons were interviewed: 11 in interviews and 42 in focus groups. Of the participants, 8 were staff and administrators, 4 were faculty members, 1 off- campus person and 40 were students.

We developed a survey for students that was reviewed by the Student Union's Project Manager before it was administered. Students completed the survey on-line. The URL link to the survey was emailed to students by the Students' Union and this link was also embedded on the Council's website. The survey was available from November 26 - December 7, 2012. A total of 475 persons completed the on-line safety surveys, representing 20.9% of Mount Allison's student population. The majority of respondents identify as female (80%), 19% as males and 1% of respondents did not identify their gender. Females are overrepresented in the sample since women account for approximately 60% of Mount Allison's student population. This suggests that campus safety may be a very important issue to female students. Respondents range in age from 17 years to 43 years. Ninety five percent of survey respondents are between the ages of 17 to 22 years and 3.8% between 23 to 43 years.

More than a quarter of respondents, 26.3%, are first year students, 19.4% are second year students, 23.4% are third year students, 24.4% are fourth year students and fifth year students represent 3.4%. Almost 3% of respondents did not indicate their school year.

Surveys results were uploaded into SPSS and analyzed to determine averages, percentages, and means. A copy of the survey is attached in Appendices.

METRAC provided training on the Campus Safety Audit Process, for students and staff at Mount Allison. A total of 14 persons participated in the safety audit trainings held on November 13 and 14, 2012. Sixteen persons took part in the campus walkabout on the evening of November 14 and they completed surveys to assess the physical and social safety environments on campus. These surveys were entered and analyzed to determine averages, percentages, means, etc. A copy of the walkabout survey is included in the Appendices.

Mount Allison University has in place a number of policies that enhance safety on campus. While policies are an integral element of a safe campus environment, they must also be accompanied by clear procedures that are promoted and enforced (Langford, 2004). As part of the Campus Safety Audit, we reviewed the University's safety-related policies and procedures. We requested all such policies from the Vice-President, Administration in September 2012. We received the following nine policies:

- Policies and Procedures with Respect to Sexual Harassment
- Policies and Procedures with Respect to Sexual Assault
- Policies and Procedures on Support Available to Students who have been subjected to Racism
- Mount Allison Residence Community Alcohol Policy
- Liquor Policy
- Policies and Procedures for Student Governance
- Emergency Response Plan Policy
- Policy on Students with Disabilities
- Policy on Workplace Harassment

Each policy was read to identify whether or not Mount Allison is maintaining a policy environment that contributes to creating a safe, equitable and inclusive learning experience for its students. Policies were examined by comparing and contrasting these with promising practices in relation to gender-based violence prevention and response. This included identifying any barriers to safety that the policies and procedures may create, noting any gaps, and specifying any language that needs to be improved in order to create a safer campus.

Findings were developed based on the quantitative and qualitative data collected through the various means (key informant interviews, focus groups, on-line survey, review of safety-related policies and campus walkabouts). These are discussed in Section 4. A number of recommendations for strengthening and improving campus safety attributes are presented in Section 5. The number of students who took part in both the walkabouts and surveys is low in comparison to the wider student population. Thus the data has limitations that should be considered when reviewing the recommendations. These limitations mean that the data should not be considered generalizable to the experience of all students, but instead should indicate broad themes for consideration during safety planning. Mount Allison Students Union may want to consider consulting with students on an on-going basis, for example once a year, to receive feedback on campus safety issues.

3. RECOMMENDATIONS

3.1 Strengthening Policies and Procedures

In keeping with standard audit practice, METRAC conducted a review of the University's policies, specifically those linked to personal safety. We set out to identify whether or not Mount Allison is maintaining a policy environment that contributes to creating a safe, equitable and inclusive learning experience for its students. This process required our auditors to examine policies and compare and contrast them with promising practices in the field of prevention and response to gender-based violence. We also sought to identify barriers to safety embedded within policies and procedures; noted any gaps, and checked for language clarity and neutrality.

Most policies appear as if they have not been reviewed recently, or in the past 3-5 years. The University should ensure that its policies and procedures are relevant and current by conducting regular policy reviews and updates every 3-5 years. Steps must be taken to create a schedule for policy review which shows dates for when a policy is to be reviewed, date of actual review, and date of approval. All dates should be recorded on the policy. METRAC also noted some language used in the policies is outdated and should be revised to incorporate gender neutral language and language that reflects the school's values of equity and inclusion.

Below are specific revisions that should be made to each policy in order to strengthen Mount Allison's policy environment as it relates to providing the foundation for a safer campus.

3.1.1 Policies and Procedures with Respect to Sexual Harassment, Policy #1003

Policies and Procedures with Respect to Sexual Harassment apply to all members of the University, that is, students, staff and faculty. These Policies and Procedures were approved by the Board of Regents on October 21, 1994.

Recommendations:

- i. Clarify the content of these policies and procedures, in order to increase understanding and reduce confusion, as follows:
 - Explain why sexual assault is included here, since there is a separate policy for sexual assault. Include this explanation in the Policy Statements or General section of the Policies.
 - Provide more information as to why the University will not discipline a member twice, particularly as it relates to serial harassers.

- Provide the rationale for setting a time limit of 1 year for accepting complaints. If this time limit complies with, or differs from New Brunswick’s Human Rights Code, then state this.
- Include a statement that explains the gendered (disproportionate impact on women) nature of sexual harassment and assault.
- ii. Develop the content of these policies and procedures, to reduce information gaps and increase safety attributes, as stated below:
 - Add the development and maintenance of “an equitable environment” in the first sentence of the Objective section of the Policy.
 - Outline complaint options for persons wanting to complain about sexual harassment, or make reference to the Policy on Sexual Assault.
 - State that a complaint must be made within 1 year of the last or most recent incident.
 - Describe situations when privacy cannot be guaranteed, e.g., when a complainant is under the age 18 and a duty to report child abuse may come into effect.
 - Add to Part 4, the survivor/ complainant may also be accompanied by a non-University community member, e.g., a counsellor, support person or advocate.
 - Include in policy, the right to safety planning, counselling and other supports.
 - Explain in Part 2, the mediator will be a person trained in mediation, including good note-taking and record-keeping.
 - State in Part 5, mediators must keep notes in a locked file cabinet, or, if notes are in an electronic format, that these must be saved in a file that is password protected.
 - Add to policy, the Sexual Harassment Advisor will also keep notes and decisions in a locked filing cabinet, or, if notes are made in an electronic format, then these must be saved in a file that is password protected.
 - Add to Part 5 under Sexual Harassment Advisor, subsection (e), respondents should be advised that their residence, academic and work environments may be altered.
 - Explain in Part 5 under Sexual Harassment Advisor, subsection (h), the Advisor or Counsellor who advises and supports the complainant will differ from the Advisor or Counsellor who advises and supports the respondent in order to avoid any potential conflict of interest that may arise.
 - Refer to the role of unions or the Faculty Association in responding to sexual harassment complaints of their members, e.g., in terms of advice and support that they may provide.
 - If applicable, refer to the Employee Assistance Program for staff and faculty members in terms of advice and support that they may provide.
 - Move Part 6 up to an earlier section in the Policy, for logical flow of information.

- Clarify procedures that apply to complaints involving non-University community members.
 - Include information on mediation, e.g., benefits, challenges, limits, tips, and safety planning.
 - Include transgender persons in the given examples.
- iii. Strengthen the language of these policies and procedures to reduce gender-bias.

3.1.2 The Policies and Procedures with Respect to Sexual Assault, Policy #1004

The Policies and Procedures with Respect to Sexual Assault apply to all members of the University community, that is, to all students, staff and faculty members. The Policies were approved by the Board of Regents on October 21, 1994.

Recommendations:

- i. Clarify the content of these policies and procedures, to increase clarity and understanding, as follows:
 - Explain in Part 1- General, under Objective that the Policies focus on the prevention of sexual assault, as well as the University's response to incidents and the enforcement of Policies.
 - Provide more details on the role and responsibilities of the Sexual Harassment Advisor in cases of sexual assault.
- ii. Develop the content of these policies and procedures, to reduce information gaps and increase safety attributes, as stated below:
 - Add to the Application section, a victim has the right to seek recourse outside of the University's internal disciplinary procedures.
 - Refer to the definition of sexual assault, as per the Criminal Code of Canada in part 2 – Definitions.
 - State the vulnerability of women and transgendered persons in cases of sexual assaults.
 - Revise Part 6- Changes in the Environment, respondents to allegations of assault will be advised that their living, academic and work environments may be altered, while a complaint is being processed.
 - List in Part 7- Procedures, describe what steps are taken when responding to complaints of sexual assault.
 - Include in Part 7- Procedures, provide simple breakdown of the information a person should provide as part of a complaint, perhaps taken from the intake form used by the Sexual Harassment Advisor.

- State in Part 7- Procedures, delineate what steps are taken when a person is assaulted by a non-student member, e.g., visitor, faculty member or staff. It may be necessary for the policy to refer to Collective Agreements, if these cover sexual assault.
 - Revise Part 8-Report the Incident, as stated, it suggests third party reporting of assault, but often survivors of sexual violence need time to consider their options. Consider the safety implications to persons if there will be retaliation to third party reporting.
 - Revise Part 8-Report the Incident, reflect the wishes of survivors in terms of the sex, gender, race, etc., of the person to first respond to assault.
 - List in Part 9 - Delays in Internal Judicial Procedures, delineate the steps taken when there is a delay in a hearing, and if the perpetrator is not a student.
 - Provide crisis support/trauma support for University members who are impacted by, or who experience vicarious/secondary trauma as a result of an assault.
 - Education - The University is committed to sexual assault prevention through education/awareness campaigns at specific times of the year.
- iii. Strengthen the language of these policies and procedures to reduce gender-bias
- Incorporate gender-neutral language throughout the Policy.

3.1.3 Support Available to Students who have been subjected to Racism

The Policies and Procedures on Support Available to Students who have been subjected to Racism apply to all students dealing with incidents of racism occurring between students. The Policies came into effect on December 1, 1999

Recommendations:

- i. Add to the Objective section of the Policy, in the first sentence, the development and maintenance of an equitable environment.
- ii. Ensure the definition of racism follows the same as New Brunswick Human Rights Code.
- iii. Add to subsection 2.3, files should be kept in a locked filing cabinet, or if files are in an electronic format, then these should be kept in a password protected folder.
- iv. Add to subsection 5.2, instead of the President, the Chair of the Judicial Committee shall decide on any measures to addressing the incident of racism.

3.1.4 Mount Allison Residence Community Alcohol Policy

The Mount Allison Residence Community Alcohol Policy applies to all students living in residence on campus. The purpose of this Policy is to educate students living in residence on campus as to their right to choose not to drink; to encourage responsible drinking; to inform

students of the University's Liquor Policy; and to increase students' awareness of resources and how to get help, if they identify alcohol overconsumption as an issue.

Recommendations:

- i. Insert a statement under the Policy's Primary goals "to offer support to students who identify overconsumption/ substance use issues."
- ii. Add to the policy that Residence Dons are required to complete risk assessments for floor and lounge parties.
- iii. Include in the policy that bar servers must be trained in Smart Serve and so will check the ID of patrons to monitor and prevent underage drinking, that they will hand out arm bands, and refuse to serve persons who appear intoxicated, etc.
- iv. Revise the section starting with "Repeated cases of students drinking excessively" to "Repeated cases of students drinking excessively and behaving in ways that contravene House Bylaws and the Student Governance Policy may result in a referral to..."
- v. Include in subsection 8- Other important reminders that the vast majority of violent incidents that occur on campus, including sexual assault, involve alcohol.

3.1.5 Liquor Policy, Policy #4000

The Liquor Policy applies to all members of the campus community, that is, students, faculty and staff. The Policy was approved by the President on October 21, 1994 and was revised on February 20, 2012. The purpose of the Liquor Policy is to ensure "responsible planning of alcohol-related events" on campus; to encourage responsible drinking on campus; and to discourage high-risk drinking among campus members.

Recommendations:

- i. Explain the role and responsibilities of the University's Liquor Policy Committee.
- ii. Outline the disciplinary procedures for persons who contravene the Policy. For example, the Student Code of Conduct lists fines for underage drinking and for being in possession of open liquor on campus. Cross-reference in this Policy where to find the most current list of fines.
- iii. Include in the General Facts about Alcohol section that "harmful drinking is defined as consuming 5 or more drinks in one session, at least once in the previous two weeks. For women, binge drinking is defined as having 4 or more drinks in one session, at least once in the past two weeks."
- iv. Include in the Education section of the Policy:

- a. A clear link between alcohol over consumption/binge drinking and campus violence, including sexual assault.
- b. A statement that alcohol influences and can impair judgment.
- c. A list of on campus resources with hyperlinks to the webpages of these service providers.
- d. A statement that the University endorses a harm reduction approach.
- v. Develop and review alcohol education programs in consultation with campus community members. Topics should focus on harm reduction, safety awareness, sexual consent, etc.
- vi. Create a University Alcohol Advisory Committee to develop education programs, train staff and to regularly review this Policy.

3.1.6 Policies and Procedures for Student Governance

The Policies outline the principles, structure, procedures and jurisdiction and the Student Code of Conduct that comprise the student governance system at the University. The Policies apply to all students of the University. These Policies were approved by the Board of Regents in the spring of 1989 and was revised by the University Student Governance Committee on September 1, 2004. The purpose of the Policies and Procedures for Student Governance is to “ensure students’ safety, security and other basic human rights; to foster ... an atmosphere conducive to scholarship and the academic aims of the University; and to preserve the interests of the wider University community.”

Recommendations:

- i. Start the Policies with Section C: Principles of Student Governance.
- ii. Change terms defendant and plaintiff to complainant and respondent throughout the Policies.

In Section C – Principles of Student Governance:

- iii. Remove the third paragraph that begins with “The University does, of course, have its own interests.”
- iv. Remove male gender pronouns in reference to the University’s President.
- v. Consider why Judicial Committee members will “not receive details of charges in advance of the hearing?” Members will need to prepare in advance to hear matters.

- vi. Outline the options that students have in judicial matters, for example, mediation, fines, hearings before Committees, criminal proceedings, and civil proceedings.

In Section D – Structure of Student Governance:

- vii. Consider whether or not the Residential Judicial Committee is necessary.

In Section E – Composition and Terms of Reference of the Committees:

- viii. Update the Dean of Students to Vice President, International and Student Affairs.
- ix. Change the stated quorum that is required of committees since this is quite high. Consider a quorum of 50% of membership plus 1.
- x. Remove male gender pronouns in reference to the University's President.
- xi. Consider whether or not the Summer Judicial Committee is necessary.

In Section F – Procedural Clarifications for the Committees and Individuals:

- xii. Revise the expectation that Judicial Committees will meet within one week of the laying of a fine as this somewhat onerous.
- xiii. Explain whether or not the Judicial Committee is expected to have new members when an Appeals Committee orders a rehearing.
- xiv. State that University members are allowed to identify their own spokespersons.
 - a. Explain the role of a spokesperson in judicial hearings. Does this person present evidence, act as a support person, speak on the behalf of a respondent or claimant?
- xv. State that a student employee will be disciplined as an employee.
- xvi. Change “witness subpoenas” to “calling of witnesses.”
- xvii. Add in #18 - Procedures for Decisions that if the Committee has ruled that a student be banned from campus or residence, then this information is to be sent to the VP, International and Student Affairs and to the Director of Campus Security for enforcement. For Academic offences, the decision is to be sent to the Registrar's office for enforcement.

In Section G - Jurisdiction of the Judicial Committees:

- xviii. Move this section up higher in the Policies, e.g., before or after section E.
- xix. Clarify the jurisdiction of the Summer Judicial Committee. In section E, this Committee is said to have jurisdiction of non-academic matters that occur between the end of classes in April to the end of convocation. In Section G, however, it states that this Committee has jurisdiction over the course of the entire summer.

In Section J - Relationship between the Student Governance System and University Officials:

- xx. Remove gender pronouns, i.e., he/she.
- xxi. Explain that Residence Dons will refer a student to other housing when a student is removed temporarily from residence.
- xxii. Change Monitors to Residence Advisors.
- xxiii. Change that last line under Security Officers to state that "Officers will be expected to intervene in dangerous situations and, in cases where major crimes have been committed.
- xxiv. Change the term Campus Police to ESS under Extra-Residential Officials.

In Appendix A – Guidelines for Natural Justice:

- xxv. Include more information on Conflicts of Interest. For example, faculty members that have taught students who are complainants or respondents in matters should not sit on the Judicial Committee. Students, who know students personally, should not sit on the Committee, etc.
- xxvi. Remove the term "cross-examined" and replace with "questioned" in #9.

In Appendix B – Guidelines for Judicial Proceedings:

- xxvii. Clarify #2 Preparation for the Proceedings, which states that Committee members will meet in advance of hearings to read charges, review rules and to determine whether or not the case will be heard. This seems to contradict Section C where it states that Committee members will not receive details of charges in advance of the actual hearing.

- xxviii. Revise the statement that respondents should submit a plea; instead the respondent should answer to the charge.
- xxix. Explain whether or not Committees use Robert’s Rules during hearings.
- xxx. Remove the terms “testimony” and “verdict.”

In Appendix C – Mount Allison University Conditions of Residence Accommodation

- xxxi. Change in # 7- Other, under the third bulleted item that students must notify the VP, International and Student Affairs if they do not wish to have their Don receive their marks.

In Appendix D:

- xxxii. Remove the male gender pronouns in reference to the University President.
- xxxiii. Review fines imposed by the Judicial Committee. Remove monetary fines for sexual assault and harassment because these are inappropriate.

In Appendix E- Guidelines in Reporting:

- xxxiv. Change the name Dean of Students to VP, International and Student Affairs.
- xxxv. Remove male gender pronouns in reference to the Dean of Students.
- xxxvi. Ensure that the University is providing on-going communication to the RCMP, including the quarterly reports as stated in section 3 Assisting Students to make Reports to the Police.
- xxxvii. Remove the letter included in Addendum A under John Perkins, Chaplain.

3.1.7 Emergency Response Plan Policy, Policy #2210

The Policy applies to all campus community members, including students, staff, faculty and visitors. The Policy was approved by the President on June 14, 2010 and is administered by the Vice-President, Administration. The purpose of the Emergency Response Plan Policy is to provide procedures involved when responding to emergency situations on campus as well to prevent the escalation, or increase in severity, of such situations.

Recommendations:

- i. Outline the procedures for evacuations, pandemics and other health-related emergencies, and lockdown situations.

- ii. Explain if the University will use a mass notification system to communicate with students, staff, faculty and administration.
- iii. State who will categorize emergency situations, e.g. will this be carried out by the Vice-President, Administration or the Presidents Executive Group?
- iv. Include the Director, Security Services as a member of the Response Team in section 3.0 Response Team.
- v. Ensure that the specific needs of persons with disabilities are taken into account in the Plan.

3.1.8 Policy on Students with Disabilities, Policy #1201

The purpose of the Policy on Students with Disabilities is to ensure that the University provides a supportive environment for students with disabilities. The Policy was approved by the Senate on May 4, 2000 and applies to all students.

Recommendations:

- i. Include a definition of disabilities, including a range of disabilities.
- ii. Begin the Policy Statement with s. 2.1, i.e. Equal Opportunity
- iii. Remove last part of section 2.3 that states “students with disabilities will maintain the University’s academic standards.” All students are required to do so and not just students with disabilities
- iv. Revise section 2.6.2. Students should not be expected to self-advocate in order to have equal opportunity at the University.
- v. Improve the language used to describe disabilities in section 2.8, to ensure that the wording is not offensive.
- vi. Change section 2.9- Appeals Process because students may not feel safe going directly to the person (professor, staff, etc) against whom they have a complaint. If students do not feel safe speaking directly with their professor or staff member, then they may go directly to the Department Head, Academic Dean or to the VP of International and Student Affairs, or to the VD, Administration.
- vii. State that the Office of Student Services and the Meighen Centre will support students with complaints in section 2.9.

3.1.9 Policy on Workplace Harassment, Policy #1005

The Policy applies to all employees of the University. It was approved by the President on November 1, 2011 and revised on April 1, 2012 and is administered by the Director, Human Resources.

The purpose of the Policy on Workplace Harassment is to help create a working environment that is free of harassment. Personal harassment is defined as “objectionable conduct comment or display that is known or ought reasonably to be known to be offensive to an employee.” personal harassment. The University has a separate policy for cases of sexual harassment, including workplace sexual harassment.

Recommendations:

- i. Provide definitions of workplace harassment and personal harassment instead of stating “as defined in the applicable collective agreement.”
- ii. Revise Policy Statement 3.1.8 so that persons may be supported by anyone of their choosing.
- iii. Revises Policy Statement 3.2.2 because complaints may not feel safe to go directly to the Dean or Director before filing a formal complaint. Staff must be able to file a formal complaint directly at any time.
- iv. Change the time limit of 4 weeks in section 4.2 a), which seems restrictive to 90 days.
- v. Review the time limit of two days for the HR Consultant to inform the respondent. This seems to be too quick of a turnaround time for the Consultant.
- vi. Ensure that power imbalances are not replicated during mediation and that complainants are not re-traumatized. Mediation may need to include “shuttle diplomacy,” whereby persons seated in different rooms during the mediation and the mediator moves between rooms. The respective parties leave the session at different times to avoid having to see each other.
- vii. State in section 5.2 that the processes for mediating formal complaints are confidential.
- viii. Explain whether or not a copy of the mediator’s or investigator’s findings/ report is kept on an employee’s file.
- ix. Explain in section 5.2 a90 that mediators and investigators are trained in workplace mediation and investigations.

3.2 Recommendations for Personal Safety

SAFETY ISSUE	RECOMMENDATIONS FOR ACTION	DEPT. RESPONSIBLE	Timeline
Campus & Personal Safety	<ul style="list-style-type: none"> - Increase the SHARE Advisor from 0.5 FTE to 1.0 FTE 	<ul style="list-style-type: none"> - V.P., International and Student Affairs 	3 months
	<ul style="list-style-type: none"> - Provide ongoing education and training to better prevent and respond to gender-based violence. 	<ul style="list-style-type: none"> - S.H.A.R.E. Advisor 	On-going
	<ul style="list-style-type: none"> - Increase education and awareness around the overconsumption of alcohol and its connections to gender-based violence and campus safety issues. 	<ul style="list-style-type: none"> - Student Life and S.H.A.R.E. Advisor 	On-going
	<ul style="list-style-type: none"> - Continue to provide alternatives to drinking at on-campus events, e.g., increase the number of “dry” (alcohol-free) events. 	<ul style="list-style-type: none"> - Student Life and SHARE Advisor 	On-going
	<ul style="list-style-type: none"> - Continue to train ESS, House Executives, RAs, and Dons around responsible drinking and gender-based violence prevention 	<ul style="list-style-type: none"> - Student Life and SHARE Advisor 	On-going

3.3 Recommendations for Improving Safety within the Physical Environment

SAFETY INDICATOR	RECOMMENDATIONS FOR ACTION	DEPARTMENT RESPONSIBLE	Timeline
LIGHTING	Replace or repair lights in the following areas: <ul style="list-style-type: none"> ▪ Along various walkways and parking lots ▪ At the entrances to Bigelow and Bennett residences ▪ In the King Street parking lot ▪ At the Rectory Lane parking lot ▪ At the Fawcett Building ▪ Behind Harper Hall and Flemington Hill ▪ Lights around Swan Pond do not work ▪ Behind the Crabtree building ▪ In the area of the Convocation Hall building ▪ Behind the main library ▪ Behind the McCain Building ▪ Behind Hunton and Edwards Residences ▪ Broken lights around the Athletic Centre 	– Facilities Management	3-6 months
	– Request that the Town Council increases lighting on and beside Lansdowne Avenue and behind the Post Office.	– Chair, Safety Matters Committee	3-6 months
	– Ensure that the campus community knows how to report burnt out/broken lights. Post signs with a telephone number and email address for the Facilities Management.	– Facilities Management	3 months

	<ul style="list-style-type: none"> - Trim trees and bushes that block lights. These include: <ul style="list-style-type: none"> ▪ Trees and shrubbery to the front and side of the Athletic Centre ▪ Shrubby behind the library - Request that the Town trim shrubbery and trees blocking lighting on neighbouring streets. - Improve lighting on paths and sidewalks in the following areas: <ul style="list-style-type: none"> ▪ At the Swan Pond ▪ Behind the meal hall ▪ At Flemington Hill ▪ Pathway to the Art Studio on Fawcett Road ▪ Pathways behind Windsor Hall ▪ Pathway to satellite residences ▪ Behind south side quad area ▪ On Lansdowne Avenue ▪ Behind Crabtree ▪ In the Rectory Lane parking lot ▪ Behind the McCain building ▪ Behind Convocation Hall ▪ At Avard-Dixon 	<ul style="list-style-type: none"> - Facilities Management - Town of Sackville's Facilities Management and Hydro Company - Facilities Management 	<p>3 months</p> <p>3 months</p> <p>6-12 months</p>
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SAFETY INDICATOR	RECOMMENDATIONS FOR ACTION	DEPARTMENT RESPONSIBLE	Timeline
SIGNS and MAPS	<ul style="list-style-type: none"> – Add signs in the following areas: <ul style="list-style-type: none"> ▪ Exit signs ▪ Signage in Thornton parking lot ▪ Signs that clearly identify Crabtree and Hart Hall ▪ Directional signs for parking lots ▪ Signage for the Flemington building ▪ Signs for emergency phones – Install maps in these areas: <ul style="list-style-type: none"> ▪ In all parking lots ▪ Campus maps throughout the campus. – Ensure that signs and maps are well lit and easy to read at night-time. 	<ul style="list-style-type: none"> – Facilities Management – Facilities Management – Facilities Management 	<ul style="list-style-type: none"> 3- 6 months 3- 6 months 3- 6 months
TRAFFIC	<ul style="list-style-type: none"> – Assess the need for additional crosswalks in these areas: <ul style="list-style-type: none"> ▪ From Gardiner Building to the Student Centre ▪ Campus side of York Street ▪ From the stairs of the library to the Student Centre ▪ Between the Athletic Centre and Lansdowne field. – Add flashing lights to the crosswalk by the north side residences. – Add bike lanes to York Street and Lansdowne Avenue. 	<ul style="list-style-type: none"> - Security Services - Town of Sackville - Town of Sackville 	<ul style="list-style-type: none"> 3 months 3 months 3-6 months
OFF CAMPUS	<ul style="list-style-type: none"> – Enhance safety for students who live off-campus by improving lighting on paths used to travel to and from campus, increasing security patrols of these 	<ul style="list-style-type: none"> – Town of Sackville 	<ul style="list-style-type: none"> 3-6 months

	<p>pathways, and implementing a Campus Safe Walk Program that will assist students who live both on and off-campus.</p> <ul style="list-style-type: none"> - Contact the RCMP about the harassment of students in off-campus areas and streets. 	<ul style="list-style-type: none"> - Security Services 	<p>3 months</p>
ISOLATION	<ul style="list-style-type: none"> - Continue to maintain the campus' welcoming feeling. - Increase frequency and number of security patrols of the campus, particularly at night. - Block off areas where someone can hide, or that can be used as an assault site, such as: <ul style="list-style-type: none"> ▪ At the loading dock between the Athletic and Student Centres ▪ Behind the meal hall ▪ At the breezeway by the Library ▪ By the Swan Pond ▪ At Campbell Hall ▪ By the Facilities Management Building ▪ At the ravine close to the Fawcett Building ▪ At the area behind Windsor Residence's parking lot ▪ At Convocation Hall and by the stairs behind the building ▪ In the crevasses behind Harper Hall ▪ Behind the Flemington Building ▪ Entrances to most of the residences on the south side of 	<ul style="list-style-type: none"> - Facilities Management - Security Services - Security Services 	<p>On-going</p> <p>3-6 months</p> <p>3-6 months</p>

	<ul style="list-style-type: none"> campus <ul style="list-style-type: none"> ▪ Corner behind stairs leading to Gracie's ▪ By the entrance to the Fine Arts building <p>- Ensure that campus community knows who to contact if they are unsafe or in danger</p>	- Safety Matters Committee	On-going
SIGHTLINES	<p>- Trim trees and bushes that block sightlines, particularly in the following areas:</p> <ul style="list-style-type: none"> ▪ Behind the library ▪ To the side and in front of the Athletic Centre 	- Facilities Management	3 months
	<p>- Install security mirrors to improve sightlines around corners in these areas:</p> <ul style="list-style-type: none"> ▪ Door leading from the Art Studio to Fawcett ▪ Right turn walking past Flemington toward Avard- Dixon ▪ Stairways behind the breezeway ▪ At entrances to Thornton and Hunton Residences 	- Security Services	3-6 months
MAINTENANCE	<p>- Continue with high maintenance standards on the campus.</p>	- Facilities Management	On-going
	<p>- Repair vandalism as quickly as possible.</p>	- Facilities Management	On-going
	<p>- Remove graffiti and hate slogans within 24 hours. Communicate with the campus community when there are unanticipated delays in removing the graffiti.</p>	- Facilities Management	On-going

	<ul style="list-style-type: none"> - Post signs for informing the campus community on how to report maintenance issues. Include a telephone number and email address. - Ensure that reports of maintenance issues are recorded in logs and that these reports are responded to within 2 business days. 	<ul style="list-style-type: none"> - Facilities Management - Facilities Management 	<p>3 months</p> <p>On-going</p>
ACCESSIBILITY	<ul style="list-style-type: none"> - Continue to improve buildings to ensure that the campus is accessible by adding ramps, elevators and automated doors. - Conduct an accessibility audit of the campus to identify needed enhancements. 	<ul style="list-style-type: none"> - Committee on Disabilities - Committee on Disabilities 	<p>1-3 years</p> <p>1-3 years</p>

3.4 Enhancing Campus Security Services

SAFETY INDICATOR	RECOMMENDATIONS FOR ACTION	DEPARTMENT RESPONSIBLE	Timeline
SECURITY	<ul style="list-style-type: none"> - Reorganize the Security Services Department. Move it from reporting to Facilities Management to report instead to VP, International and Student Affairs. 	<ul style="list-style-type: none"> - V.P., Administration and V.P., International and Student Affairs 	6 months
	<ul style="list-style-type: none"> - Increase the role and responsibilities of Security Services to focus not only on physical safety but also personal and community safety. - Change the name of the department from Security Services to Community Safety to reflect its expanded role. 	<ul style="list-style-type: none"> - V.P., International and Student Affairs 	6 months
	<ul style="list-style-type: none"> - Double the number of Security Services staff. - Provide Security Services 24 hours per day, 7 days per week. 	<ul style="list-style-type: none"> - V.P., International 	6 months

	<ul style="list-style-type: none"> - Increase the number of security officers on shift, especially on evenings and weekends. - Increase foot patrols in areas that students report as isolating, particularly at night time. - Add patrols on Pub Nights and weekends. Patrol areas that students use to get to and from campus. - Increase coordination with ESS. - Improve the visibility of the Security Services office by enhancing signage of the office. Staff must leave the screen at the counter open. - Place a sign on the counter that says that someone will return to the Security Services office in 30 minutes whenever staff leave the office to respond to calls. - Ensure that persons know how to contact Security Services. Post signs with the telephone number and email address of the office. - Continue to train and support ESS Staff to be approachable and helpful. Include training on gender-based violence prevention and response. 	<p>and Student Affairs</p> <ul style="list-style-type: none"> - Security Services - Ancillary Operation 	<p>6- 12 months</p> <p>6- 12 months</p> <p>3 months</p> <p>3 months</p> <p>3 months</p> <p>On-going</p> <p>On-going</p>
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3.5 Recommendations for Strengthening Prevention of and Response to Gender-Based Violence

SAFETY INDICATOR	RECOMMENDATIONS FOR ACTION	DEPARTMENT RESPONSIBLE	Timeline
Preventing and Responding to Gender-	<ul style="list-style-type: none"> - Develop and implement a Sexual Assault Response Team model to better respond to sexual violence 	<ul style="list-style-type: none"> - V.P., International and Student Affairs 	6- 12 months

Based Violence	- Revise and update Policies and Procedures on Sexual Assault	- President's Advisory Committee on Women Issues	3-6 months
	- Revise and update Policies and Procedures on Sexual Harassment		
	- Increase the S.H.A.R.E. Advisor from 0.5 FTE to 1.0 FTE	- V.P., International and Student Affairs	3-6 months
	- Review S.H.A.R.E. Advisor position to ensure that post has resources to carry out responsibilities.	- V.P., International and Student Affairs	3-6 months
	- Provide on-going education and training to students, staff and faculty to better prevent and respond to gender-based violence.	- Director, Student Life and S.H.A.R.E. Advisor	On-going
	- Increase education and awareness around the overconsumption of alcohol and its connections to gender-based violence and campus safety issues.	- Director, Student Life and S.H.A.R.E. Advisor	On-going
	- Continue to provide alternatives to drinking at on-campus events, e.g., "dry" (alcohol-free) events.	- Students Union and Security Services, and Student Affairs	On-going
	- Develop and implement a Walk Safe Home program for students who live on and off campus.	- Students Union and Security Services	3-6 months
- Train ESS, House Executives, RAs, and Dons around gender-based violence prevention	- S.H.A.R.E. Advisor and Security	6 - 12 months	

	<p>and response, crisis intervention and emergency response.</p> <ul style="list-style-type: none"> - Review responsibilities of House Staff to ensure that they have the resources to perform their jobs. - Develop peer support model for House Staff so that they may adequately support students in crisis and to prevent burnout and secondary trauma. - Review orientation provided to incoming students during Frosh Week. - Develop gender-based violence prevention education activities for not only new students but also returning students. - Engage male students to prevent and respond to gender-based violence. - Address sexual harassment of students both on and off campus. - Engage local businesses, RCMP and wider community to prevent sexual harassment in off campus areas. - Restructure student discipline processes. Hold community consultations to elicit input from students. 	<p>Services</p> <ul style="list-style-type: none"> - Director, Student Life - Director, Student Life - Director, Student Life - S.H.A.R.E. Advisor - Students Union, S.H.A.R.E. Advisor, Director, Student Life - Security Services - Students Union, Safety Matters Committee, Security Services - V.P., International and Student Affairs 	<p>1 year</p> <p>3-6 months</p> <p>6-12 months</p> <p>3-6 months</p> <p>3-6 months</p> <p>6 months</p> <p>6-12 months</p> <p>1-2 years</p>
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3.6 Recommendations for Addressing Human Rights and Safety Issues

SAFETY INDICATOR	RECOMMENDATIONS FOR ACTION	DEPARTMENT RESPONSIBLE	Timeline
Safety as a Human Rights Issue	<ul style="list-style-type: none"> - Develop a vision statement for campus safety that speaks to safety as a human right. - Create a Human Rights and Equity Officer to help to resolve human rights complaints. The Officer will also lead training and education around human rights and equity issues. - Develop resources and materials that explain students' rights and responsibilities. - Ensure systematic review of policies and procedures. - Provide training for Security Services around human rights issues, including discrimination and harassment. - Develop policy and procedures around hate-based incidents. 	<ul style="list-style-type: none"> - V.P., International and Student Affairs - President - Human Rights and Equity Officer - Human Rights and Equity Officer - Human Rights and Equity Officer 	<ul style="list-style-type: none"> 6-12 months 1-2 years 1-2 years 1-2 years

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5. APPENDICES

- 5.1 Key Informant Interview Questions- Administration
- 5.2 Key Informant Interview Questions- Students
- 5.3 Focus Group Questions- Student Groups
- 5.4 Safety Audit Walkabout Participant Survey



**Metropolitan Action Committee on
Violence Against Women and Children**

5.1 Key Informant Interview Questions – Administration

**Mount Allison Students' Union's Campus Safety Audit
Key Informant Interview Questions – Administration**

Thank you for making the time to participate in this interview. I will ask you a few questions in relation to safety at Mount Allison U. Please note that I will audio record the interview in order to have a full transcript of our conversation. You may request a copy of this transcript to review. The recording and notes will be kept in a locked filing cabinet.

If you have any questions about this interview or the Campus Safety Audit, please contact Rachael Coon, Safety and Security Project Manager, Mount Allison Students' Union at (telephone #) or via email at recoon@mta.ca.

QUESTIONS:

1. What does a safe campus mean to you?
2.
 - a. What are your office /department's goals in realizing safety at Mount Allison U?
 - b. What resources/supports assist you in accomplishing these goals?
 - c. Which, if any, barriers do you face with respect to achieving these goals?
3. Please list your top three safety concerns at Mount Allison University.
4.
 - a. Have any safety concerns been reported to your office? Please explain.
 - b. If yes, how do you respond to these concerns?
5. Do you think that the process and/or policies you use to respond to safety concerns have been working to make the University safer? Please explain.
6. What programs and/or services does your office provide? Have these been working to make the university safer? Why or why not? How can they be improved?
7. What would you like to see result from this Campus Safety Audit?



**Metropolitan Action Committee on
Violence Against Women and Children**

5.2 Key Informant Interview Questions – Students’ Groups

**Mount Allison Students’ Union’s Campus Safety Audit
Key Informant Interview Questions – Students’ Groups**

Thank you for making the time to participate in this interview. I will ask you a few questions in relation to safety at Mount Allison U. Please note that I will audio record the interview in order to have a full transcript of our conversation. You may request a copy of this transcript to review. The recording and notes will be kept in a locked filing cabinet.

If you have any questions about this interview or the Campus Safety Audit, please contact Rachael Coon, Safety and Security Project Manager, Mount Allison Students’ Union at (telephone #) or via email at recoon@mta.ca.

QUESTIONS:

1. What does a safe campus mean to you?
2. What do you feel is the role of your student organization with respect to safety issues?
3. What are the main concerns that you and/or your group’s members have about campus safety?
4. What happens when you and/or members identify a safety issue and report it to:
 - a. Your organization?
 - b. Security Services?
 - c. The University’s Administration?
5. a. Which programs, services and/or policies do you think have been working to make the university safer?
 - a. Which programs/services do not work and why?
 - b. How can they be improved?
6. What will you like to see result from this Campus Safety Audit?



5.3 Focus Group Questions- Student Groups

Mount Allison University Campus Safety Audit

Focus Group - Agenda and Questions

1. Introduction (5 minutes)
 2. Safety Audit Process (5 minutes)
 3. Questions (40 minutes)
 - a. What does a safe campus mean to you?
 - b. What makes you feel safe on campus? Why?
 - c. What makes you feel unsafe on campus? Why?
 - d. What do you do to feel safe on campus?
 - e. Have you witnessed violence (including discrimination, harassment and oppression) have on campus? If yes, how did you respond to this?
 - f. How do you address any safety issues/concerns that you may have? For example, do you know where to go for help if you are a victim of violence?
 - g. How can Mount Allison U improve safety on campus?
 4. Conclusion/Questions (10 minutes)
-

Definitions

Safety: the freedom to move around without facing intimidation, physical harm, fear of violence, crime, or harassment, and feeling a sense of belonging and acceptance. A person is truly safe when s/he is free from the threat, fear, and experience of any kind of violence.

Violence: violence is a broad concept. It can range from overt physical acts committed by individuals, such as battering and assault, to broad-based systemic acts of societal oppression and discrimination, such as people's experience of sexism, racism, ableism, classism, heterosexism, and ageism.



MOUNT ALLISON UNIVERSITY CAMPUS SAFETY AUDIT SURVEY

This survey is meant to help us understand what can be done to address and prevent violence against women and gender-based violence (a form of violence that affects people because of their gender) on Campus

NOTE: Each participant must complete this survey and return it to Campus Safety Group Leader



Metropolitan Action Committee on
Violence Against Women and Children

Campus Safety Audit Survey

About YOU:

Age: _____ Gender: _____
 Ethnicity: _____ Program: _____
 Year: _____

About CAMPUS SAFETY AUDIT SURVEY:

Date: _____ Time of Audit: _____
 Location of Audit: _____

OVERVIEW (Please circle one letter grade for each section)

SAFETY CONCERN	GRADE			
	A	B	C	D
General Impressions	A	B	C	D
	F			
Lighting	A	B	C	D
	F			
Signs and Maps	A	B	C	D
	F			
Traffic	A	B	C	D
	F			
Isolation	A	B	C	D
	F			
Sightlines	A	B	C	D
	F			
Maintenance	A	B	C	D
	F			
Accessibility	A	B	C	D
	F			
Security	A	B	C	D
	F			
Campus + Personal Safety	A	B	C	D
	F			

GENERAL IMPRESSIONS (please circle your answers)

- 1. I feel safe on campus. YES NO SOMETIMES
- 2. I feel safe on campus when I am alone. YES NO SOMETIMES
- 3. I feel safe leaving campus after dark. YES NO SOMETIMES
- 4. Do you avoid doing things on campus because you don't feel safe? YES NO SOMETIMES

5. Why, or why not?

- _____
- _____
- _____
- _____

6. Are there any specific areas on campus where you feel unsafe? YES NO UNSURE

7. If YES, where?

- _____
- _____
- _____
- _____

8. If YES, why do you feel unsafe in these areas? (Check all that apply) :

- General Impressions Past Incident Personal Safety
- Discrimination/Harassment Maintenance
- Isolation Security

LIGHTING

- 1. The lighting on campus provides me with comfort. YES NO UNSURE
- 2. There are broken lights or areas that need more lights. YES NO UNSURE
- 3. If YES, where:

- _____
- _____
- _____
- _____

- 4. Do you know who to call if lights are out/broken? YES NO
- 5. Are lights blocked by trees/bushes? YES NO UNSURE

6. If YES, where:

- _____
- _____
- _____
- _____

7. Paths and sidewalks on campus are well lit. YES NO UNSURE

8. If NO, please list pathways or sidewalks that need more lighting.

- _____
- _____

- _____
 - _____
9. Signs and maps are well lit. YES NO UNSURE

SIGNS and MAPS

1. There are enough signs identifying the area (e.g. street names, building names, room numbers)? YES NO UNSURE
2. Signs and maps are easy to see and find. YES NO UNSURE
3. Signs and maps are easy to read and understand. YES NO UNSURE
4. Emergency exits are easy to find in buildings. YES NO UNSURE
5. Which signs need to be added and where?
- _____
 - _____
 - _____
 - _____

TRAFFIC

1. How do you do most of your travelling around campus?
- Bike
 - Walk
2. More crosswalks or traffic lights need to be added in the area. YES NO UNSURE
3. If Yes, where:
- _____
 - _____
 - _____
4. Traffic in the area is too fast. YES NO UNSURE
5. Are there enough bike lanes/paths in the area? YES NO UNSURE
6. Where do bike lanes need to be added?
- _____
 - _____
 - _____

Off Campus (If you live Off Campus, please answer the following questions):

1. How do you do most of your travelling to and from campus?
- Bike
 - Walk
2. Do you feel safe travelling to and from campus? YES NO SOMETIMES
3. Why or why not (please explain):
- _____
 - _____
 - _____

• _____

4. Are there certain areas/streets that you avoid using? YES NO SOMETIMES

5. If YES, please list areas/streets:

• _____
• _____
• _____
• _____

6. Why do you avoid these areas? (Check all that apply):

- | | | |
|--|--|---|
| <input type="checkbox"/> General Impressions | <input type="checkbox"/> Past Incident | <input type="checkbox"/> Alcohol/Drug Use |
| <input type="checkbox"/> Discrimination/Harassment | <input type="checkbox"/> Maintenance | |
| <input type="checkbox"/> Isolation | <input type="checkbox"/> Security | |
| <input type="checkbox"/> Other: _____ | | |

ISOLATION (feeling alone in the area)

- | | | | |
|--|-----|----|--------|
| 1. The campus looks/feels welcoming. | YES | NO | UNSURE |
| 2. In the day-time the area is full of people. | YES | NO | UNSURE |
| 3. In the night-time the area is full of people. | YES | NO | UNSURE |
| 4. People could hear me if I was screaming for help in isolated areas. | YES | NO | UNSURE |

- | | | | |
|--|-----|----|--------|
| 5. Are there any small, well-defined areas that could be used as an assault site (e.g. loading bays, recessed doorways, garbage containers, large bushes)? | YES | NO | UNSURE |
| 6. There are areas where someone could block my path (e.g. hidden doorways, tunnels). | YES | NO | UNSURE |

7. If I was in danger, I know who to go for help. YES NO UNSURE

8. If YES, I would go to:

- | | | |
|---|--|---|
| <input type="checkbox"/> House Executives | <input type="checkbox"/> Family | <input type="checkbox"/> Students' Union |
| <input type="checkbox"/> House Dons/RAs | <input type="checkbox"/> Faculty member | <input type="checkbox"/> Other Student groups |
| <input type="checkbox"/> Friends | <input type="checkbox"/> University Administration/Staff | |
| <input type="checkbox"/> Security | <input type="checkbox"/> ESS Staff | |
| <input type="checkbox"/> Other: _____ | | |

9. Please list any areas that you feel are isolated on campus.

• _____
• _____
• _____

• _____

SIGHTLINES

1. I can clearly see ahead of me. YES NO UNSURE
2. Sharp corners and blind-spots block my view. YES NO UNSURE
3. Walls or fences block my view. YES NO UNSURE
4. Trees or bushes block my view. YES NO UNSURE
5. If YES to the above, where are your sightlines blocked?
 - _____
 - _____
 - _____
 - _____
6. I can see what is at the end of paths or walkways. YES NO UNSURE
7. Are there places where someone could hide and wait for someone? YES NO UNSURE
8. If YES where?
 - _____
 - _____
 - _____
 - _____
9. What would make it easier to see ahead of you?
 - _____
 - _____
 - _____
 - _____

MAINTENANCE

1. Campus is clean and well maintained. YES NO UNSURE
2. There is a lot of garbage on campus. YES NO UNSURE
3. There is vandalism on campus. YES NO UNSURE
4. There are hate slogans in the area (hate slogans say hurtful things about people based on their race, religion, or other identity). YES NO UNSURE
5. There are signs showing who to contact for maintenance repairs and issues. YES NO UNSURE
6. Repairs are completed quickly. YES NO UNSURE
7. Hate slogans and graffiti are removed quickly. YES NO UNSURE

ACCESSIBILITY

1. It is easy to move around the area if I use a wheelchair/mobility device. YES NO UNSURE

- | | | | |
|---|-----|----|--------|
| 2. There are ramps to all buildings on campus. | YES | NO | UNSURE |
| 3. Doorways to buildings are wide enough for people using wheelchairs/mobility devices. | YES | NO | UNSURE |
| 4. There are working elevators in buildings. | YES | NO | UNSURE |
| 5. There are automatic doors in buildings. | YES | NO | UNSURE |
| 6. Are signs large enough for those with visual impairments? | YES | NO | UNSURE |
| 7. Are lockers and classroom doors located at heights that people using mobility devices can reach? | YES | NO | UNSURE |

SECURITY

- | | | | |
|--|-----|-----|-----------|
| 1. There are security officers on campus. | YES | NO | UNSURE |
| 2. If YES, security officers are helpful and respectful. | YES | NO | UNSURE |
| 3. Do police patrol the campus? | YES | NO | UNSURE |
| 4. If YES, police are helpful and respectful. | YES | NO | UNSURE |
| 5. The ESS Staff are helpful and respectful. | | YES | NO UNSURE |
| 6. The following security features are on campus: | | | |
| a. There are working cameras. | YES | NO | UNSURE |
| b. There are working intercoms. | YES | NO | UNSURE |
| c. There are emergency telephones on campus. | YES | NO | UNSURE |
| • YES, do you know where they are located? | YES | NO | UNSURE |
| • If YES, do you know how to use them? | YES | NO | UNSURE |
| d. There are mirrors around campus. | YES | NO | UNSURE |
| 7. I know where Security Services is located. | YES | NO | UNSURE |
| 8. I know how to contact Security Services. | YES | NO | UNSURE |
| 9. Is there anything that Security Services can do to make the campus safer? | YES | NO | UNSURE |
| 10. If YES, what are these? | | | |
| • _____ | | | |
| • _____ | | | |
| • _____ | | | |
| • _____ | | | |

CAMPUS and PERSONAL SAFETY

1. Which safety-related services are **AVAILABLE** on campus? (Check all that apply)
- | | | |
|--|---|--|
| <input type="checkbox"/> Counselling
(S.H.A.R.E. Hotline) | <input type="checkbox"/> Police Services | <input type="checkbox"/> Security Services |
| <input type="checkbox"/> Campus Drive /Walk
Program | <input type="checkbox"/> Teaching Individual
Personal Safety
(TIPS) | <input type="checkbox"/> Self-Defence |

- Crime Stoppers
- Other, please state _____

2. What services does this campus **NEED**? (Check all that apply)

- Women and Trans Centre
- Drive/Walk Safe Programs to and from campus
- Police Services
- Health Centre
- Self-Defense classes
- Safety Seminars/Workshops

Other (please state): _____

3. Do you feel uncomfortable entering any spaces on campus? YES NO SOMETIMES

4. If YES, please specify where:

- _____
- _____
- _____
- _____

5. If YES, please explain why? (Check all that apply)

- Isolation
- Past Incidents
- Maintenance
- Racism
- Sexism
- Domestic Violence
- Drugs and alcohol use
- Harassment
- Immigration Status

Other (please state): _____

6. What actions do you take to increase your safety on campus? (Check all that apply):

- Walk with others
- Let others know when you will be home
- Know who to contact in case of an emergency
- Carry cell phone in hand
- Stay in well lit areas
- Avoid going out at night

Other(please state): _____

7. If you were harassed or faced an incident of violence do you know where you can get help?
YES NO UNSURE

8. If YES, where:

- _____
- _____
- _____
- _____
- _____

9. Have you ever experienced discrimination or harassment on campus?
YES NO UNSURE

10. If YES, by whom?

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> Students | <input type="checkbox"/> Visitors |
| <input type="checkbox"/> Faculty | <input type="checkbox"/> University administration/staff |
| <input type="checkbox"/> Other: | |

11. Have you heard or seen people being discriminated against on campus?
YES NO UNSURE

12. Why did they face discrimination? (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Age | <input type="checkbox"/> Religious beliefs |
| <input type="checkbox"/> Disability | <input type="checkbox"/> Sexual Orientation |
| <input type="checkbox"/> Speaking with an accent | <input type="checkbox"/> Race/Ethnicity |
| <input type="checkbox"/> Economic status (i.e. classism, having a low income,) | <input type="checkbox"/> Gender Identity (transgendered, transsexual) |
| <input type="checkbox"/> Gender/Sex | <input type="checkbox"/> Immigration Status |
| <input type="checkbox"/> Other, please specify: _____ | |

ADDITIONAL QUESTIONS

1. Gender-based violence is an issue on campus? YES NO

2. Why or why not?

- _____
- _____
- _____
- _____

3. I would like to learn about gender-based violence prevention and awareness. YES NO

4. I would be interested in:

- | | |
|--|---|
| <input type="checkbox"/> Attending workshops | <input type="checkbox"/> Attending events |
| <input type="checkbox"/> Participating in awareness campaigns | <input type="checkbox"/> Resources on gender-based violence |
| <input type="checkbox"/> Volunteering to address gender-based violence on campus | |

5. Is the over consumption of alcohol an issue on campus? YES NO UNSURE

6. Why or why not? Please explain.

7. I would like to learn about alcohol awareness and harm reduction techniques? YES NO

8. Do you have any recommendations to improve/address safety on campus? YES NO

9. If YES, please list recommendations:

- _____
- _____
- _____
- _____

