

Evaluation of Staff Engagement in Initiatives to Address Gender- Based Violence

POSSIBILITY
 SEEDS

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Land Acknowledgement

We would like to begin by acknowledging that this work is taking place on and across the traditional territories of many Indigenous nations. We recognize that gender-based violence is one form of violence caused by colonialism that is used to marginalize and dispossess Indigenous peoples from their lands and waters. Our work on campuses and in our communities must centre this truth as we strive to end gender-based violence. We commit to continuing to learn and grow and to take an anti-colonial and inclusive approach to the work we engage with. It is our intention to honour this responsibility.

Authors: Alice Girouard and Andréanne St-Gelais.

Francophone Community of Practice: Isabelle Chagnon, Sandrine Desforges, Isabel Fortin, Gabrielle Gérin, Diana Gutierrez-Ruiz, Nancy Hardy, Mélanie Lemay, Karine Mac Donald, Katy Miron, Sara Therriault-Trottier, and Marie-Lou Villeneuve-Hobbs.

Peer Reviewers: CJ Rowe, Jennifer Flood, and Ana Iervolino.

Courage to Act Project Team: Farrah Khan, CJ Rowe, Anoodth Naushan, Andréanne St-Gelais, Carina Gabriele, Emily Allan, Darshana Patel, and Kelly Prevett.

Graphic Designer: Stacey Johnstone.

Translation: Marie-Josée Martin.

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Evaluation of Staff Engagement in Initiatives to Address Gender-Based Violence

Why Evaluate Staff Engagement?

The report produced for the Courage to Act project reads in part as follows:

“If we’re using homegrown kinds of programming then we do need to do some sort of evaluation to make sure that we’re actually accomplishing something and we know that those sort of satisfaction kind of evaluations at the end are not what we need to be doing, but then there should be funding to actually hire the research staff to actually assist with this [...].”

(Comment made in a session of Educating Students, Listening and Learning)
(Khan et al. 2019).

The individuals who facilitate preventive training sessions on SV and GBV or who launch initiatives to address these forms of violence have considerable know-how and a good idea of what works and what doesn’t in prevention. However, these programs are rarely evaluated, even though evaluation is a critical step if we are to understand the impact of training on culture, behaviours and engagement levels. Evaluating that impact can help us determine:

- Whether the programs are producing the desired outcomes
- Whether there are any unintended consequences
- What improvements can be made
- What changes the programs elicit among participants
- And other elements (see Shackman, 2018)

When Should the Evaluation Be Carried Out? (Flood & Rowe, 2021)

- 1. Evaluating needs: Before developing a program, campaign, training session, etc.**
 - This step can optimize the time and energy you invest in developing tools specific to the institution's needs.
- 2. Evaluating the process: During implementation or execution**
 - This step makes it possible to collect participant feedback and make any necessary adjustments to optimize results and buy-in.
- 3. Evaluating effectiveness: Immediately after execution**
 - This step provides a clearer understanding of whether the program, campaign or training session met its stated objectives.
- 4. Evaluating the medium-term impact (a few weeks or months after execution) and long-term impact (a few years after execution)**
 - This step shows whether the goals and objectives continue to be met over time.

How Should the Evaluation Be Carried Out? (See Townsend, 2009)

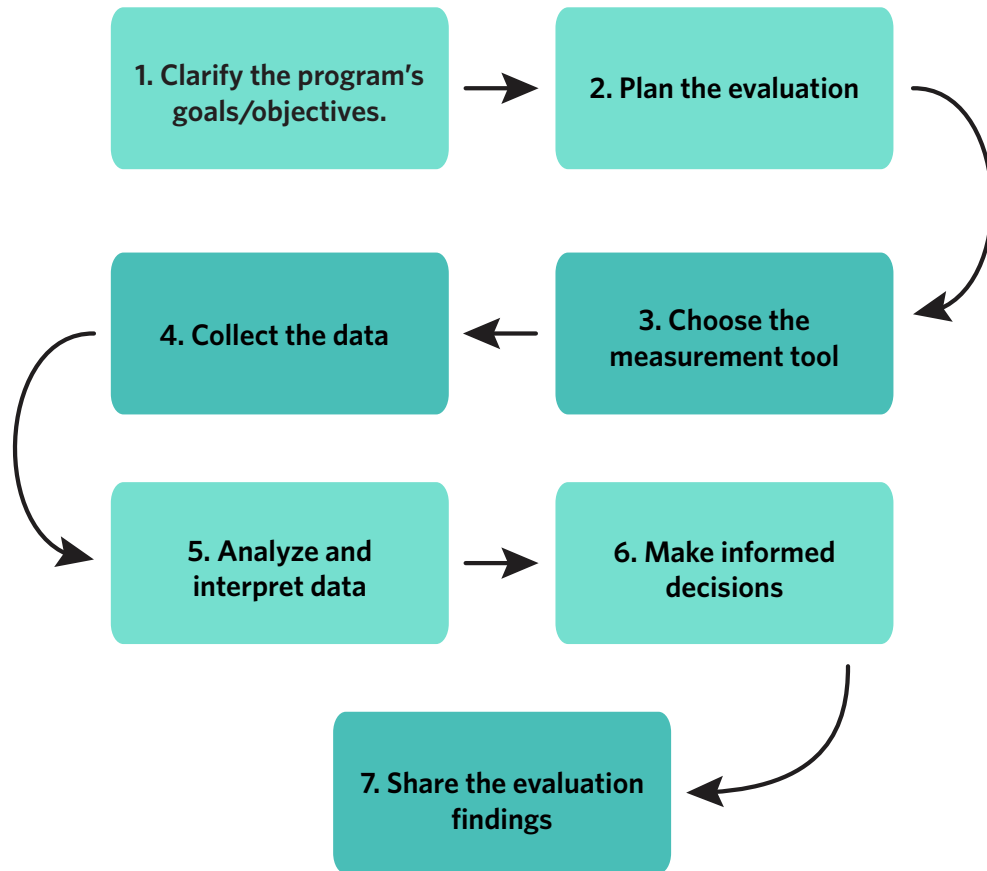


Figure adapted from Townsend (2009)

Before getting started, it is always useful to **plan** each step in the process, asking yourself questions such as the following:

1. Clarify the program's goals/objectives

- The answer will be different for each situation.

2. Plan the evaluation

- What do you want to measure?
- Why do you want to measure it?
- Who will have access to the evaluation results?

- How long will the data-gathering step last (for example, a 10-minute survey vs. an hour-long interview)?
- How big will the sample be?

3. Choose the measurement tool

- What are your resources and constraints?
- Who will write the questions? Would you prefer to adapt an existing tool?
- Who has the necessary expertise to draft a questionnaire?
- How can you formulate effective questions? Examples: avoid multiple negatives, discriminatory points and points with several main ideas (see Hogan, 2012)
- How do you protect respondents' confidentiality?
- Will you conduct a pre-test? Who will be the subjects?

4. Collect your data

- Who is your target population, and how will you recruit it?
- What platform will you use to conduct the survey (e.g., Survey Monkey, Lime Survey, Google Surveys, etc.)?
- How long will data collection last?

5. Analyze and interpret the data

- Who will be in charge of storing and analyzing the data once it has been collected?
- What analysis method will be used?
- How will the findings be used?
- What are your team's constraints, and who can you turn to for assistance?

6. Make informed decisions

- For example: improve the program, make recommendations, expand the knowledge base, etc.
- Have you taken any steps to ensure that the evaluation will be an ongoing process?

7. Share the evaluation findings

- With whom do you want to share the findings?
- How do you wish to do so?

What Should Be Evaluated?

There is a wide range of possibilities. You can draw inspiration from the following proposals and the associated questionnaires, which can be a good starting point. If the questionnaire that interests you most is in another language and you want to translate it, you can use the method suggested by Robert Vallerand (1998). Again, feel free to modify these options according to your own specific needs.

- The effectiveness of a training session or other initiative (see Kirkpatrick & Kirkpatrick, 2006)
- The effectiveness of an educational institution's awareness campaign (see Potter, 2012)
- A long-term cultural change (for example, see Johnson & Johnson's Rape Culture Inventory)
- Biases or perceptions of bias about a given subject (for example, see the Illinois Rape Myth Acceptance Scale by Payne et al., 1999, or the Acceptance of General Dating Violence Scale by Foshee et al., 1996)
- Staff engagement (see Appendix 1)
- Active witness behaviours (Banyard et al., 2005)
- Etc.

An SV researcher proposes asking the following five questions following a training session (Banyard et al., 2005).

1. Did you learn anything that was new or surprising during the training session?
If so, what was it?
2. After taking part in the training session, I am now going to ...
[Insert a concrete action here]
3. Would you recommend this program to other people, including your friends?
Why or why not?
4. List the three things you liked most about the training session.
5. Name three things that you would change about the session, if applicable.

Measurement Tools (see Shackman, 2018)

There are numerous evaluation methods at your disposal. Here is a brief overview of the most useful methods in our situation, followed by their main advantages and disadvantages.

Tool	Pros	Cons
Survey	<ul style="list-style-type: none">▪ Fast▪ Inexpensive▪ Findings are easier to analyze	<ul style="list-style-type: none">▪ Data can be influenced by certain personal biases (social desirability or selective memory) (Althubaiti, 2016)
Focus groups	<ul style="list-style-type: none">▪ Allow for a more in-depth understanding of the situation▪ A diversified group can provide a richer data set▪ Discussions could help improve understanding▪ Faster than personal interviews	<ul style="list-style-type: none">▪ Need for the facilitator to be experienced▪ Make data analysis more difficult
Personal interviews	<ul style="list-style-type: none">▪ May reveal information that would never have come out of surveys or focus groups	<ul style="list-style-type: none">▪ Require a great deal of time▪ Need for the interviewer to be experienced▪ Make data analysis more difficult

Developing or Adapting Your Measurement Tool

A logic model can inform discussions on designing or adapting a selected tool (see McLaughlin & Jordan, 2004). A logic model depicts the links between the theory behind your program, campaign or training session, its objectives, planned activities and anticipated outcomes. It can help you narrow down the questions that you want to ask through your measurement tool.

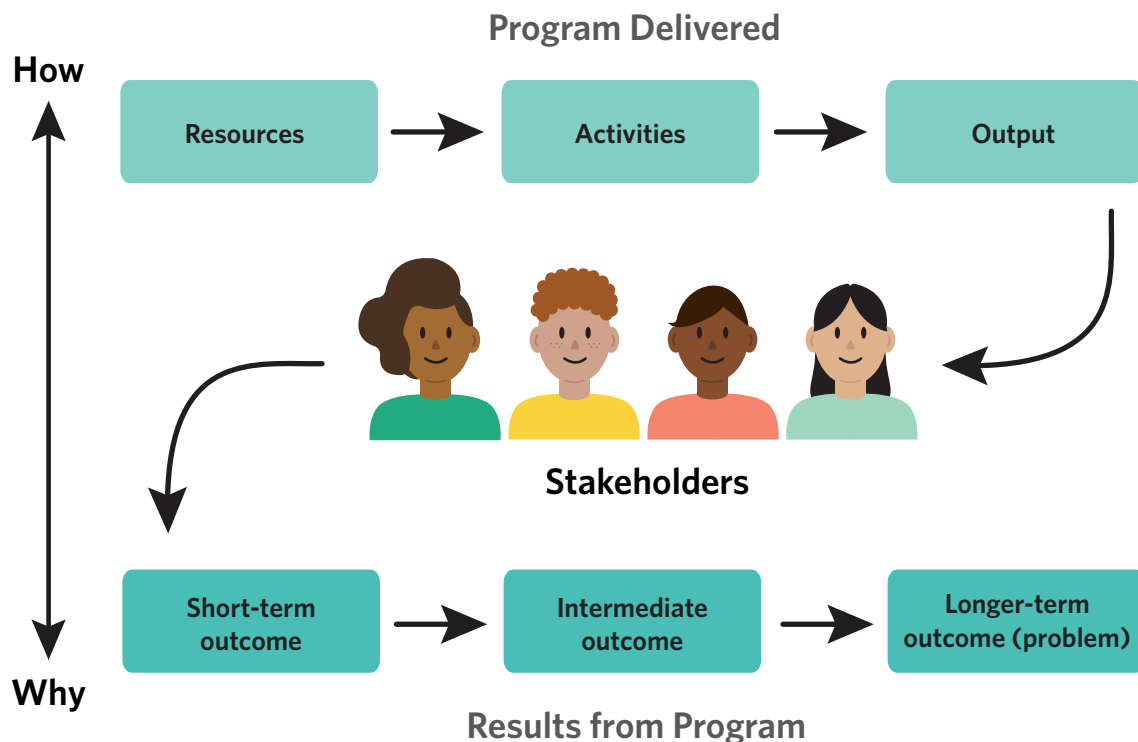


Figure 1.1 Basic Logic Model

The background is an abstract composition. A large, dark teal shape with a rough, torn edge occupies the center and right. Above it, a white area is speckled with orange and teal dots. The bottom left corner features a pattern of orange and teal oval shapes. The title 'A Concrete Example' is centered in white serif font over the dark teal area.

A Concrete Example

By way of example, here is the Courage to Act Francophone Community of Practice's project involving the development of a guide to strategies for engaging Canadian post-secondary institution staff in the prevention of sexual violence (SV). The purpose of this example is to provide a more concrete context for understanding the thought process behind the tool's development and a few possible solutions. We hope that this example will clarify the theoretical concepts underpinning the evaluation process and show what can be done locally to evaluate initiatives when faced with a tight deadline and a small team. Bear in mind that this tool reflects the state of our knowledge at the time of its development and that it can no doubt be improved upon as time goes by.

Methodology

This project was born after observing the limited interest in SV prevention activities shown by staff in various post-secondary settings. Generally speaking, we were informed that various personnel categories seem to have difficulty understanding their role in prevention, with the result that existing initiatives to educate them about that role do not seem to be fruitful. As a result, the need for a guide to strategies for engaging staff at Canadian post-secondary institutions was identified (Khan et al. 2019). To that end, we first decided to draft a survey to get a clearer idea of staff perceptions about their engagement in SV initiatives and the role they were prepared to play in its prevention. That survey was drawn up between June 1, 2020 and August 10, 2020 based on a literature review, our team members' experience and our logic model (see p. 8).

To recruit survey participants, an e-mail was sent to unions and HR departments at every French-language post-secondary institution across Canada to describe our project and request the institution's participation. Parties that agreed to take part then shared the survey link with their staff members, along with an explanation of the process. The survey was conducted between August 11 and September 4, 2020, and a total of 772 post-secondary institution employees responded. You can find a copy of the survey in the appendix, and an overview of the results will be made available online (Girouard et al., 2020).

Below, the questions posed above in regard to the development of an evaluation plan are presented again, this time using our survey as an example. **If you have questions that are still unanswered after going through this section, do not hesitate to consult the additional resources listed at the end.**

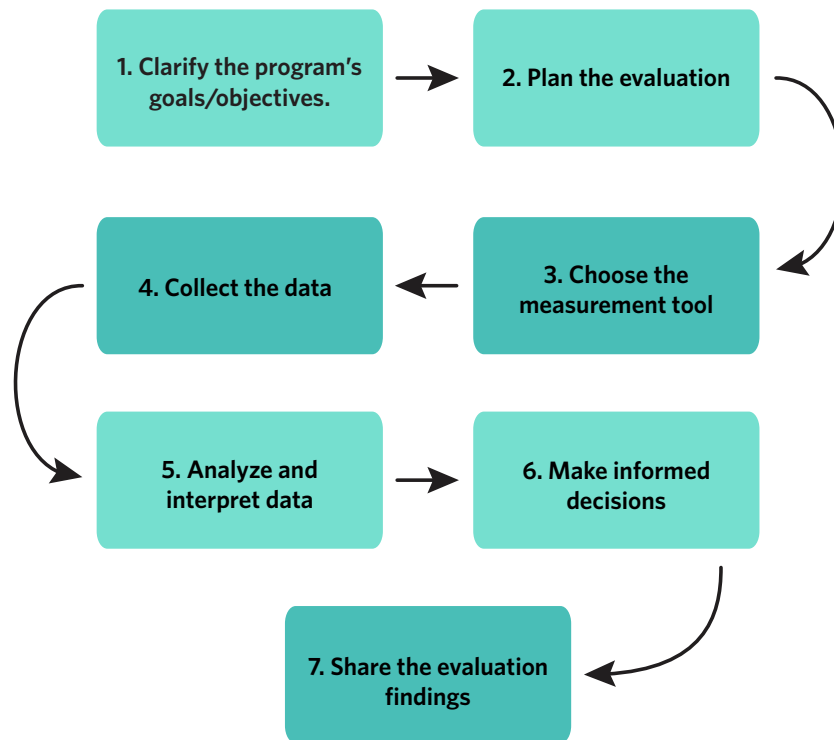


Figure adapted from Townsend (2009)

A. WHEN SHOULD THE EVALUATION BE CARRIED OUT?

This example focuses on evaluating needs because the survey was conducted before the guide was developed.

B. HOW SHOULD THE EVALUATION BE CARRIED OUT?

1. Clarify the program's goals/objectives.

- Develop strategies to fully engage post-secondary institution staff in efforts to prevent SV

2. Plan the evaluation:

- What do you want to measure?
 - Staff's current level of engagement
 - Engagement strategies currently used by managers
 - Staff perceptions and knowledge of SV
 - Measures in place at institutions to prevent SV

- Main barriers to participation in SV prevention measures
- Role that staff members are prepared to play in preventing SV
- Why do you want to measure it?
 - Collect staff input to ensure the guide meets their needs and includes strategies that will actually be implemented
- How long do you want your evaluation to last?
 - 5 to 10 minutes maximum

3. Choose the measurement tool

- What are your resources and constraints?
 - We have a good grasp of the literature and contacts who are able to review the tool and distribute it to a great many people.
 - We want to get input from many (>500) people, which requires us to use a survey.
 - We have a better understanding of quantitative analysis.
- Who will write the questions? Or would you prefer to adapt an existing tool?
 - Our subject is ground-breaking. There are no tools designed to measure what we want to measure at this time.
 - We have enough time to develop a tool (two months).
- How did you write your own questions?
 - By basing our work on our logic model, following the recommendations found in the literature, and confirming with people who work in the target settings that we are meeting their needs.
- How will you protect respondents' confidentiality?
 - Individuals taking part will not have to reveal information that can be used to identify them (first and last names, e-mail address, telephone number, address, etc.).
 - The survey consent form will include this statement:

“Confidentiality: To ensure respondents cannot be identified, all answers will remain completely anonymous and confidential. We will never ask you to give your name or contact information. Only survey answers will be collected. Answers will be kept for a maximum of five years or for the project's duration.”
- Will you test your evaluation methods before proceeding? Who will the subjects be?

- Pre-testing our evaluation methods will allow us to find any typos in the document and ensure that the language used is gender-neutral and that questions are easy to understand.
- The subjects will be our work colleagues. As a rule, a pre-test can be conducted on a sample outside the study population or on a subset of study participants. The best practice for pre-tests is called the cognitive interview (see Boateng et al., 2018, for more information).

4. Collect your data

- Who is your target population, and how will you recruit it?
 - We wanted to receive input from all post-secondary institution staff members. We therefore drew up a list of HR contacts at every institution and contacted them individually to tell them about our survey. Once they had confirmed that they would take part, we e-mailed them the link to be shared with their staff.
- What platform will you use to conduct the survey (e.g., Survey Monkey, Lime Survey, Google Surveys, etc.)?
 - We decided on Survey Monkey because we already had experience with this platform and because some data analysis can be done directly on the site. However, since certain organizations have free access to various platforms, it may be simpler to proceed in that manner because the institution can sometimes provide assistance.
- How long will data collection last?
 - We had a deadline, and so we capped data collection at four weeks.

5. Analyze and interpret the data

- Who will be in charge of the data once it has been collected?
 - The data was kept by the project consultant, who took steps to keep the data safe, confidential and anonymous on her computer.
- What analysis method will be used?
 - Our needs were descriptive and therefore did not require sophisticated analysis. We simply used the features offered by Survey Monkey.
- How will the findings be used?
 - We only wanted to get a concrete idea of the SV situation in post-secondary settings.
- What are your team's constraints, and who can you turn to for assistance?
 - We noted limitations within our team in terms of gender and cultural diversity, and we took steps to ensure that the distribution of the survey and results did not offend anyone.

6. Make informed decisions

- After reviewing our findings, we were able to modify the recommendations set out in the guide to focus on concrete changes that post-secondary staff members could realistically implement in their day-to-day work.

7. Share the evaluation findings

- We elected to write a comprehensive report to present the results for anyone working at post-secondary institutions.

C. DEVELOPING YOUR TOOL: OUR LOGIC MODEL

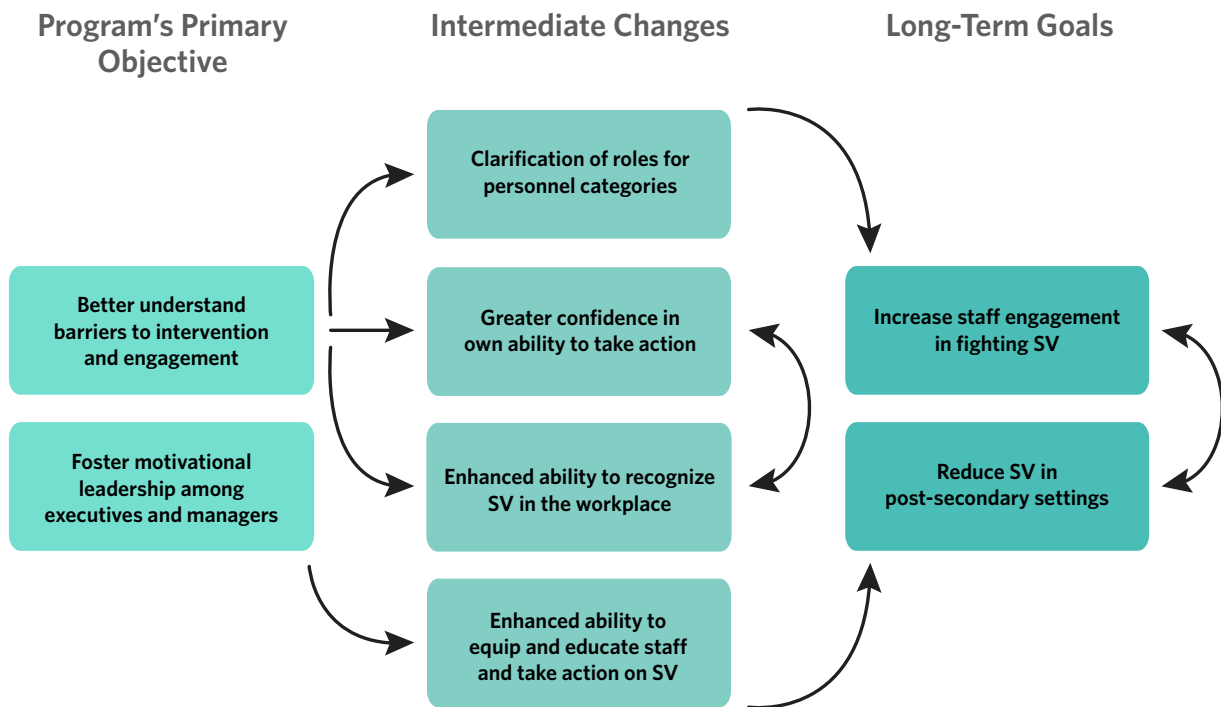


Figure of Our Logic Model

D. OUR QUESTIONNAIRE: SEE APPENDIX A.

Conclusion

By way of conclusion, we encourage you not to be afraid to evaluate the measures put into effect by your institution to prevent gender-based violence. As you acquire more and more experience, you will be able to hone your critical thinking regarding those initiatives and continue to expand your skills. In the long term, your commitment to implementing the most effective initiatives for preventing gender-based violence can make a real difference. The content presented in this document is a starting point designed to give you a toehold in the area of evaluation. Do not hesitate to contact

your institution's research teams that are more specialized in this area, to read more resources like those listed on the next page, and to adapt all this material to your own needs and circumstances. In addition, we encourage you to send us examples of the evaluation measures implemented at your institutions or in your workplaces and communities. We may include them in our Documentation Centre to help document the practices in place and inspire other people who wish to evaluate the level of staff engagement at their educational institution.

Comprehensive Works

Amnesty International. (1999, July). *Evaluation: A Beginner's Guide*.

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Appendix A: Questionnaire

INSTRUCTIONS

If you are employed by a Canadian post-secondary institution, this survey is for you! Thank you very much for taking the time to answer it. Your responses will give us a better understanding of your needs and circumstances and help us tailor our strategies and recommendations to better prevent and address sexual violence (SV) on Canadian campuses. It should take you about 10 minutes to complete the survey. All your responses are anonymous, and there are no right or wrong answers.

1. What gender do you identify as?

- ☐ A. Woman
- ☐ B. Man
- ☐ C. Non-binary or gender-fluid
- ☐ D. Other

2. What is your age group?

- ☐ A. 18 and under
- ☐ B. 18 to 24
- ☐ C. 25 to 34
- ☐ D. 35 to 44
- ☐ E. 45 to 54
- ☐ F. 55 to 64
- ☐ G. 65 and over

3. At what kind of post-secondary institution do you work?

- ☐ A. College-/CÉGEP-level institution
- ☐ B. University-level institution
- ☐ C. Other (please specify): _____

4. How big is your institution's student community? You may provide an approximate figure.

- ☐ A. 0 to 499
- ☐ B. 500 to 999
- ☐ C. 1,000 to 2,999
- ☐ D. 3,000 to 4,999
- ☐ E. 5,000 to 9,999
- ☐ F. 10,000 to 19,999
- ☐ G. 20,000 to 29,999
- ☐ H. 30,000 to 39,999
- ☐ I. 40,000 or more

5. Do you work for your union? For example, are you a member of the union executive, or do you sit on any union committees or serve as a union representative?

- ☐ A. Yes
- ☐ B. No

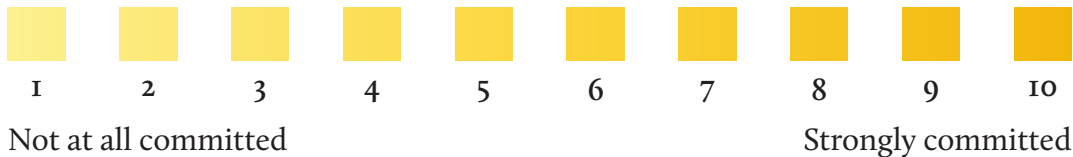
6. To what employment category do you belong?

- ☐ A. Professor
- ☐ B. Other teaching staff (lecturers, lab and practical work technicians, etc.)
- ☐ C. Support and technical personnel (e.g., building maintenance, library operations, student file management, technical and administrative support, service managers, etc.)
- ☐ D. Professional personnel (e.g., guidance counsellor)
- ☐ E. Manager, director, program supervisor, dean or related position, or other executive/management position
- ☐ F. Other: _____

VERSION FOR EMPLOYEES

A broad definition of sexual violence (SV) includes *a range of behaviours such as sexual assault, exhibitionism, voyeurism, sexual harassment, cyberstalking, unwanted touching, threat of rape, sexual blackmail and other unwanted or non-consensual sexual behaviours.*

7. How committed do you feel you are to preventing SV in your workplace?



8. How committed do you think your institution's management team is to preventing SV?



9. How committed do you think your immediate superior is to preventing SV? If you do not have a hierarchical superior, please think of a person in authority to whom you occasionally report (such as a program head or a dean or assistant dean in your faculty or school).



10. What do you think of the mandatory SV training offered by your institution?

11. Do you feel that you have any knowledge gaps related to SV? If so, what would you like to know more about?

12. In your view, what measures has your institution put in place to prevent SV?
Please choose the most appropriate response. *Answer options: I don't know – Absent – Present but could be ameliorated – Present.*

- ☐ A. Clear and transparent policies that identify the steps to be taken and services to be provided in support of individuals experiencing SV
- ☐ B. Senior management team that regularly demonstrates its commitment to preventing SV through words and concrete actions
- ☐ C. Awareness campaigns that inform members of the teaching community about federal and provincial laws as well as the rules and policies of your post-secondary institution
- ☐ D. An impartial service for receiving and handling complaints that is able to provide the necessary follow-up for individuals experiencing SV and ensure they receive the necessary assistance
- ☐ E. A list of confidential and anonymous online options for individuals who have experienced SV and wish to report an incident or incidents
- ☐ F. Surveys prepared for and sent to staff members every year to gauge their perceptions regarding psychosocial safety and find out whether they have witnessed or experienced SV
- ☐ G. Safe and well-lit facilities
- ☐ H. Mandatory training on job-specific SV at every level of the organization
- ☐ I. Compilation of anonymous annual statistics on SV reported to the post-secondary institution's designated authorities
- ☐ J. Other: _____

13. What are the main barriers to your participation in efforts to prevent SV?
You may choose more than one answer. *Answer options: Strongly agree – Agree – Neither agree nor disagree – Disagree – Strongly disagree – Not applicable.*

- ☐ A. I don't feel like it's my responsibility.
- ☐ B. I don't know how to react or what action to take.
- ☐ C. I already have enough to do in my workplace.
- ☐ D. I never see any SV.
- ☐ E. I am not comfortable with the subject.
- ☐ F. I am afraid that people won't believe me or will make fun of me.
- ☐ G. I am afraid to do so and that it won't make any difference.

- ☐ H. I don't want it to have a negative impact on my job.
- ☐ I. I don't want it to have a negative impact on my relationships with my colleagues.
- ☐ J. Other (suggestion): _____

14. Which of the following measures and resources would be the most useful in helping you become more engaged in efforts to prevent SV? *Answer options: Very useful – Useful – A little useful – Not at all useful – Not applicable*

- ☐ A. More information on legislation applicable to individuals who have experienced SV and the recourse available to them
- ☐ B. Clear instructions on the role of each department/job category in preventing SV
- ☐ C. Informative presentations (by people who have experienced SV, on the active witness process, etc.)
- ☐ D. Specific SV training courses, tailored to your role
- ☐ E. Identifying mentors (role models) among personnel
- ☐ F. An awareness-raising campaign (for example, stickers and promotional items) to express your commitment to preventing SV
- ☐ G. Clarifying your post-secondary institution's vision, mission, objectives and values in regard to the prevention of SV
- ☐ H. A management team that is more committed to preventing SV
- ☐ I. Other (suggestion): _____

15. In your view, what role can you play in preventing SV as a staff member? You may choose more than one answer. *Answer options: check boxes; check all that apply.*

- ☐ A. Take action whenever you witness SV
- ☐ B. Include SV-related examples in your courses (if appropriate and applicable)
- ☐ C. Present yourself as a resource in whom individuals experiencing SV can confide
- ☐ D. Listen to affected individuals' personal accounts (even if you do not publicly present yourself as a resource person)
- ☐ E. Lead by example (refrain from perpetuating SV yourself)
- ☐ F. Discuss SV with your colleagues and acknowledge that it exists
- ☐ G. Educate and inform others about available resources (for example, by including information on the subject in your course plan or e-mail signature)

■ H. Take part in extracurricular workplace awareness activities (for example, staffing an information kiosk or joining an association)

■ I. Other (suggestion): _____

VERSION FOR MANAGERS

A broad definition of sexual violence (SV) includes *a range of behaviours such as sexual assault, exhibitionism, voyeurism, sexual harassment, cyberstalking, unwanted touching, threat of rape, sexual blackmail and other unwanted or non-consensual sexual behaviours.*

7. How committed do you feel you are to preventing SV in your workplace?



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Not at all committed

Strongly committed

8. How committed do you think your immediate superior is to preventing SV? If you do not have a hierarchical superior, please think of a person in authority to whom you occasionally report (such as a program head or a dean or assistant dean in your faculty or school).



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Not at all committed

Strongly committed

9. What do you think of the mandatory SV training offered by your institution?

10. Do you feel that you have any knowledge gaps related to SV? If so, what would you like to know more about?

11. In your view, what measures has your institution put in place to prevent SV?
Please choose the most appropriate response. *Answer options: I don't know – Absent – Present but could be ameliorated – Present.*

- ☐ A. Clear and transparent policies that identify the steps to be taken and services to be provided in support of individuals experiencing SV
- ☐ B. Senior management team that regularly demonstrates its commitment to preventing SV through words and concrete actions
- ☐ C. Awareness campaigns that inform members of the teaching community about federal and provincial laws as well as the rules and policies of your post-secondary institution
- ☐ D. An impartial service for receiving and handling complaints that is able to provide the necessary follow-up for individuals experiencing SV and ensure they receive the necessary assistance
- ☐ E. A list of confidential and anonymous online options for individuals who have experienced SV and wish to report an incident or incidents
- ☐ F. Surveys prepared for and sent to staff members every year to gauge their perceptions regarding psychosocial safety and find out whether they have witnessed or experienced SV
- ☐ G. Safe and well-lit facilities
- ☐ H. Mandatory training on job-specific SV at every level of the organization
- ☐ I. Compilation of anonymous annual statistics on SV reported to the post-secondary institution's designated authorities
- ☐ J. Other: _____

12. What are the main barriers to your participation in efforts to prevent SV?
You may choose more than one answer. *Answer options: Strongly agree – Agree – Neither agree nor disagree – Disagree – Strongly disagree – Not applicable.*

- ☐ A. I don't feel like it's my responsibility.
- ☐ B. I don't know how to react or what action to take.
- ☐ C. I already have enough to do in my workplace.
- ☐ D. I never see any SV.
- ☐ E. I am not comfortable with the subject.
- ☐ F. I am afraid that people won't believe me or will make fun of me.
- ☐ G. I am afraid to do so and that it won't make any difference.

- ☐ H. I don't want it to have a negative impact on my job.
- ☐ I. I don't want it to have a negative impact on my relationships with my colleagues.
- ☐ J. Other (suggestion): _____

13. In your view, what role can you play in preventing SV as a manager or supervisor? You may choose more than one answer. *Answer options: check boxes; check all that apply.*

- ☐ A. Present yourself publicly as a resource person in whom individuals experiencing SV can confide
- ☐ B. Take action whenever you witness SV
- ☐ C. Discipline staff members under your responsibility whose words or actions constitute SV
- ☐ D. Put an end to any SV incidents occurring within your unit
- ☐ E. Take actions and maintain messaging that demonstrate your desire to address SV
- ☐ F. Address the issue of SV openly with personnel under your responsibility
- ☐ G. Other (suggestion): _____

14. What could help you become more engaged and help your team's efforts to prevent SV? You may choose more than one answer. *Answer options: Not at all relevant – More or less relevant – Relevant – Very relevant – Not applicable.*

- ☐ A. More time to spend on the issue
- ☐ B. A bigger budget for hiring people qualified in the field
- ☐ C. More tools to help you learn how you can take action and help your employees do the same
- ☐ D. More information about the signs and repercussions of SV
- ☐ E. Clear instructions on the role of each department/job category in preventing SV
- ☐ F. Informative presentations (by people who have experienced SV, on the active witness process, etc.)
- ☐ G. Clarifying your post-secondary institution's vision, mission, objectives and values in regard to the prevention of SV
- ☐ H. Other: _____

15. So far, in your view, how engaged have the employees that you supervise been in efforts to prevent SV?



16. What techniques are you currently using to raise the level of staff engagement in general?

END OF SURVEY

Thank you for taking part! Visit our website for more information at www.couragetoact.ca!

If you have witnessed or experienced sexual violence and you want to talk to someone, you can find some of the resources available in your region here: <https://www.quebec.ca/famille-et-soutien-aux-personnes/violences/agression-sexuelle-aide-et-ressources/organismes-d-aide-aux-victimes/>