



REVIEW QUESTIONS TOWARDS THE COMMITTEE:

- 1) Does the program successfully fulfill its mandate? Should it be revised?
 - a Survey results show that about 25% of Western students have never heard of Ally Western, and another 27% have very limited or limited knowledge on the program. As well, about 68% of students have never interacted with the program before. (Refer to Q1 and Q2 on survey)
These above findings can be compared to the students' familiarity of other Peer Support Programs. Survey results show that students are noticeably more familiar with all the other PSN Programs: **on average** only 11% of students having never heard of the PSN programs (see survey for specifics). (Refer to Q12 on survey)
Considering the results of the survey and the scope of the program, Ally Western has not been effectively addressing prejudice and discrimination on campus because it has not reached enough students to fulfill this mandate. The survey's results suggest that there is want and need for a campus Allyship program, but Ally Western is relatively unknown amongst students. The mandate itself is not in need of revision, but the program's direction and methods of reaching Western students need to be updated.
- 2) What are the strengths of the program? Are there ways in which the program goes above and beyond?
 - a Engaging visual presentation
 - b Content is viewed as important and necessary by Western students
 - ⇒ About 90% of students believe that Allyship training should be encouraged, incentivized, or mandatory for the majority of groups on campus. (Refer to Q14 on survey)
 - ⇒ Comments from Q4 and Q16 show students' positive views on Ally Western's mission (vast agreement on the importance that Ally content reaches all students), as well as students' belief that there is room for improvement with regards to Western campus being a safe and inclusive place.
 - c Attends PSN events
 - d Moving away from being events-driven (overlapped with other groups) – good first steps in making this transition
- 3) What are the program's areas of improvement? Are there any concerns?
 - a Lack of awareness on campus
 - b Direction of program changing from year-to-year
 - c Overambition in its scope – many proposed activities in 14-15 fiscal year were shown to be unfeasible (most initiatives were not achieved/did not occur). (see Ally Western 14-15 final report)
 - d Inaccessibility/unavailability for general students throughout the year (no drop-in sessions offered; only by-request available, mainly targeted at student groups i.e. sports teams rather than student individuals)
 - e Presentation-by-request basis does not engage students
- 4) How could this program become more accessible to minorities and integrate with more groups on campus?
 - a Ally Western directly deals with issues of prejudice on campus, and engages minority groups. Again, the issue is a lack of awareness and accessibility among both general and minority students; partnerships with faculty councils, USC, other PSN programs, and Equity & Human Rights Services along with providing drop-in ally training sessions can increase general awareness, thus increasing accessibility for all students
- 5) How could this program better attract/inform students?



Ally Western needs a stronger campus presence in both the physical and social media spaces. In order to improve its physical presence, we recommend that Ally Western engage in a poster campaign to increase its awareness and visibility on campus. Furthermore, we recommend that Ally Western use social media (Facebook, Twitter), ideally with support from the USC and Peer Support Network Facebook pages, to promote its awareness days and other events (drop-in seminars/workshops, etc.)

- 6) Is there anything stated in the Research Template that the committee disagrees with (e.g. committee doesn't agree with changes/initiatives that the coordinator plans to execute)?
 - a Many of the committee's recommendations (poster campaign, promotion improvement, general Ally training sessions) were mentioned by the coordinator in the research template. The most significant point of contention in the Research Template is that Ally Training sessions are Ally Western's primary way of attracting students to the program; the committee believes that Ally Western needs to be more proactive in its engagement of students, both actively (social media events, public training sessions, presence at PSN events) and passively (poster campaign, awareness days)
- 7) What are further questions to be researched? Answers?
 - a Feasibility of training residence staff (RAs, dons, residence food staff)
- 8) **What are suggestions to be made to the program? Justification?**
 - a Increase awareness and improve promotion strategies
 - ⇒ As per the survey results, over 25% of students have never heard of Ally Western – by adjusting the program's promotion tactics, the committee believes Ally Western can expand its public presence, thus allowing a wider cross-section of students to engage with and utilize the program's services.
 - ⇒ HOW:
 - Info graphics and educational posters to be posted around campus→ Committee believes this will significantly increase the tangible education of Ally Western's mandate and issues Ally Western aims to address (educating students on Ally's "content" around campus beyond those who attended the more time-committing Ally training sessions)
 - Reach out to more groups on campus for delivery of Ally training, and follow through with delivery of these training sessions→ expand impact of program to a larger student population, especially with the following groups (justifications for these groups can be found on survey Q14):
 - i. Residence staff and students (drop-in training sessions in residences)
 - ii. University Students' Council and Faculty Council members
 - iii. USC campus staff
 - iv. Club leaders
 - v. Sports teams
 - vi. University administration (professors, TAs, etc.)
 - Increase promotion of Ally Western Awareness Days, heavily through social media→ look into the utilization of USC promotion resources
 - ⇒ About 70% of students believe it is very important (5,6, or 7 on the 1-7 importance scale) for Ally Western to host its own Awareness events. Therefore, Ally should continue hosting these events. However, only 13% of students have attended an Ally event, therefore Ally must increase promotion to attract more students. (refer to Q8 and Q5)
 - Continue to attend and support other Peer Support Network events; attempt to increase Ally Western presence/impact at these events
 - ⇒ About 70% of students believe it is very important (5,6, or 7 on the 1-7 importance scale) for Ally Western to attend other Peer Support Network events. However, only 13% of students have attended a PSN event that Ally has attended, and out of those 13% of students who attended, about 35% believed Ally Western increased the



educational presence of the event (5,6, or 7 on the 1-7 scale). This is positive feedback that Ally has been making an impact at PSN events, and shows there is room for improvement. (refer to survey Q5 and Q6).

b Restructuring of executives

- ⇒ Providing a more consistent structure for the program on a year-to-year basis – by having a dedicated executive position(s) for: promotions, training, and advocacy. Each executive member will be able to focus on his/her own portfolio, overseen by the coordinator – furthermore, the explicit definition of executive roles helps to identify and clarify the program’s priority areas
- ⇒ HOW:
 - Provide each executive position with more focus and structure in order to most effectively attain the goals of Ally Western and its programming through the following recommended executive structure:
 - i. Promotions position (1-2 students)- involved in the promotion of Ally Western Awareness events and increasing the student body’s general awareness of the program
 - ii. Training position (1-2 students): involved in reaching out to more groups on campus to deliver training sessions, and scheduling these training sessions with interested groups. Involved in delivering Ally training.
 - iii. Education/advocacy position (1-2 students)- involved in increasing education of issues addressed by Ally Western, including (but not limited to) info graphics and posters to be posted on campus
- ⇒ This was a topic discussed by the committee; the goal is to increase program consistency year-to-year, as well as address the issue brought forward in the 2014-2015 Ally Western Final and Midterm Reports regarding lack of executive involvement and support. Having (possibly) fewer executive members with more defined roles will increase their accountability, direction, and support of each exec member.

c Explore collaboration opportunities with Equity and Human Rights Services

- ⇒ HOW:
 - The Committee feels there is an importance for Ally Western Coordinator and exec team to be first trained in Ally content before delivering this content to other groups on campus. Receiving some formal training from Equity and Human Rights Services is recommended.
 - Offer the option for delivery of Ally Western training to USC staff to be delivered by Equity and Human Rights Services staff. This may address the issue of discomfort expressed by USC staff members to VP Internal.
 - ⇒ About 45% of students would be most comfortable for students peers to present Allyship training (refer to Q13), therefore the current mode of content presentation (through exec and coordinator) should be continued. This option would be beneficial for non-student groups on campus (i.e. staff)
 - Equity and Human Rights Services offers very similar, lecture-style presentations on the content presented in Ally training, and collaboration could both increase the knowledge of Ally exec as well as improve the Ally training presentations.

d Offer drop-in training sessions for students-at-large



- ⇒ Instantly makes the program more available to general students (before, contacting Ally Western was the only way to receive this training) – furthermore, provides an event to engage with students who learn about Ally Western through its expanded promotion plan
- ⇒ About 75% of students believe that Ally training should be mandatory, incentivized, or encouraged for the general Western student community (refer to Q14)
- ⇒ Survey comments show room for improvement for Western’s campus safety and inclusivity (refer to Q17)
- ⇒ HOW:
 - To be promoted heavily through social media; hopefully to reach out to a larger student population and increase Ally Western’s awareness/presence on campus

- 9) Who is responsible for implementing these recommendations?
 - a With the support of the VP Internal, the Ally Western coordinator is responsible for implementing these recommendations; furthermore, these recommendations should be relayed to the next year’s (16-17) Ally Western coordinator
- 10) Any financial implications of the suggestions?
 - a If these recommendations are taken into effect for the current (15-16) year, there will need to be an adjustment to the program’s budget to account for some of the recommended events (and their related expenditures)

REVIEW QUESTIONS TOWARDS STUDENTS-AT-LARGE:

- 1) What should the program’s mandate be?
 - a Refer to survey results
- 2) What do you know about the program and its activities?
 - a Refer to survey results
- 3) How many students know about the program?
 - a Refer to survey results
- 4) *Program specific questions if desired*
 - a Refer to survey results

University Students’ Council of the University of Western Ontario
PROGRAM REVIEW TEMPLATE

REVIEW METRICS:

- 1) What research methods were used to conduct the review?
 - a Research template from the Ally Western Coordinator, meeting with VP Internal to discuss Ally Western, survey of Western students
- 2) What was the total number of students engaged in the review process?
 - a 241 (number of respondents to the survey)
- 3) What was the timeline of the review?
 - a September 27 – received research template from coordinator
 - b Late-September – developed preliminary survey questions



- c October 2 – met with VP Internal to discuss Ally Western’s history and direction
 - d October 2 – met with Comm. Officer to de-bias and finalize survey questions
 - e October 5 – survey is issued
 - f October 9 – met with Secretary Treasurer to analyze Ally Western’s finances
 - g October 13 – survey is closed, results are delivered
 - h October 14 – standing committee meeting; recommendations are finalized
- 4) Do you feel that the review was thorough and the research conducted was adequate? Is a larger review required?
- a Yes, the committee believes that it was thorough. The research template provided a good foundation in terms of developing an understanding for the program, and meetings with the VP Internal (whose portfolio Ally Western falls under), Communications Officer, and Secretary-Treasurer expanded on this information. The survey was successful in its data collection, but its method and execution could be improved for future reviews.
- 5) Are there any concerns you have with the review process or areas in which you feel it could be improved?
- a Survey technology could be improved (looking into this for the next review)
 - b Survey bias could be reduced
 - c One-on-one meeting with the coordinator (began doing this during next review)