

Report of the Task Force on Respect and Equality:  
**Ending Sexual Violence at the University of Ottawa**



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## Executive summary

In early 2014, two incidents engulfed the University of Ottawa in the debate over sexual violence that has affected many postsecondary institutions in recent years. In February, members of the University of Ottawa men's varsity hockey team were involved in an alleged sexual assault, resulting in the suspension of the men's hockey program for the 2014-15 season. Following this incident, a Facebook conversation involving five male students that included sexually derogatory and violent comments about the female President of the Student Federation of the University of Ottawa (SFUO) was made public.

In response, University President Allan Rock created the Task Force on Respect and Equality, with a mandate to provide recommendations on how to foster a campus culture that encourages respectful behaviour, prevents sexual violence and ensures that members of the community can learn and work free of harassment and sexual violence.

Over nine months, our task force — made up of faculty, staff, students and community members — reviewed varied sources of relevant research and consulted with stakeholders across the University community. Key activities included the following:

- ▶ Conducting an online survey of students
- ▶ Holding open consultations
- ▶ Consultations with deans, Sports Services, Health Services, the Housing Service, the Human Rights Office, the Student Rights Centre, upper level administrators, professors' associations, campus unions, and experts and community-based organizations working in the violence against women (VAW) field
- ▶ Soliciting input from working groups at three other Canadian universities convened to address similar issues
- ▶ Commissioning a report from an independent social justice advocate and educator on university responses to sexual violence on campus
- ▶ Reviewing existing research literature to identify best practices

This resulting data and intelligence provided valuable context and insight into sexual violence and its effects, the particular challenges faced by universities in general and the specific climate and circumstances at the University of Ottawa.

In consideration of these insights, the Task Force recommends that the University:

- ▶ Create an action team responsible for implementing the Task Force recommendations.
- ▶ Demonstrate the university leadership's commitment to preventing sexual violence by having all members of the senior administration participate in awareness training by fall 2015.
- ▶ Adopt an explicit statement of values to clearly articulate and transmit the University's position regarding respect and equality and integrate this statement of values into *Destination 2020*.
- ▶ Adopt a new sexual violence policy and protocol that addresses the identified shortcomings of policies 67 and 67a.
- ▶ Arrange for the delivery of harassment and sexual violence training to a variety of specified groups.
- ▶ Deliver a campus-wide bystander education program in French and English led jointly by students, staff and faculty based on the research-supported Bringing in the Bystander initiative.
- ▶ Collaborate with community-based organizations and experts regarding the delivery of support services to survivors of sexual violence and education for the University of Ottawa community.
- ▶ Clarify and publicize the mandate and role of the Human Rights Office.
- ▶ Collect and make public data on the number of harassment, sexual violence and discrimination complaints received by the University annually.
- ▶ Mandate a gender audit of Sports Services and sexual violence training for student athletes and full-time coaching staff.
- ▶ Fund the development of new undergraduate courses that address sexual violence from an interdisciplinary perspective.

## I. Introduction and context

In early 2014, the University of Ottawa became engulfed in the debate over sexual violence that has affected other postsecondary institutions in the past year. Two events involving the University community precipitated the conversation, while highlighting the challenges that universities face with regard to the issue of sexual violence.

In March, five male students (four of whom were elected student representatives) engaged in a Facebook conversation that included sexually derogatory and violent comments about the female President of the Student Federation of the University of Ottawa (SFUO).

On March 3, 2014, the University of Ottawa announced the suspension of the men's hockey program, pending an investigation into an alleged sexual assault involving members of the team in Thunder Bay in early February. Several months later, the head coach of the men's varsity hockey team was terminated, and the suspension of the program was extended through the 2014-15 season.

These troubling events raised serious concerns about the safety of female members of the campus community. In response, University of Ottawa President Allan Rock announced the creation of the Task Force on Respect and Equality, with a mandate to provide recommendations on how to foster a campus culture that encourages respectful behaviour, prevents sexual violence and ensures that members of the community can learn in an environment that is free of harassment and sexual violence.

The Task Force undertook its work in the context of a broader, ongoing discussion about rape culture on North American campuses that had been fuelled by rape chants at both the University of British Columbia and Saint Mary's University during frosh week in September 2013, a campaign by U.S. students carrying their mattresses out of their dorm rooms and into classrooms in a national effort to support survivors of sexual assault and U.S. President Obama's decision to call public attention to American universities under investigation over their sexual assault policies.

Many students, organizations and faculty members on campus have used the term "rape culture" to describe attitudes, discourse, policies and practices that together appear to condone sexual assault, minimize its impact and/or silence and unfairly burden women who have been assaulted (Buchwald, 1993). The potential relevance of the term was reinforced by two other prominent news stories relating to shocking serial accusations against former CBC radio personality Jian Ghomeshi and American comedian Bill Cosby. Both stories not only raised public awareness of sexual violence and the degree to which a power imbalance can facilitate exploitation, but also highlighted how easily narratives of "jilted exes" can be mobilized to discredit women's accounts of sexual violence, and how it often takes many women's voices to effectively counter one man's denial.

Survivors continue to come forward to tell their stories, shedding light not only on the frequency of sexual violence in Canada but also on the institutional and societal barriers that shame women into silence. In the fall of 2014, thousands of women on Twitter shared their personal stories of sexual assault using the hashtag #BeenRapedNeverReported, launched by Canadian journalists Antonia Zerbisias and Sue Montgomery.

Rape culture is deeply connected to other forms of oppression based on race, sexual orientation, gender identity, ability and class. Its key characteristics include blaming victims, denying the pervasiveness of sexual assault and minimizing its negative effects. Although the phenomenon is not limited to university campuses, its manifestations have been particularly visible during orientation weeks and other campus events where "rape chants" and "rape jokes" may form part of group activities, and where alcohol and drugs may be used to facilitate sexual assault. It is also more prevalent among varsity sports teams and fraternities, which promote

a particular type of hegemonic masculinity (Sanday, 2007). A cultural environment that makes it more likely that rape will happen and/or be tolerated is not only reflected in the behaviour and attitudes of individuals and collectives, but can also permeate an institution's policies and procedures.

Since our task force was struck, other postsecondary institutions and organizations have also committed to action in response to public allegations and media investigations regarding issues of rape culture and sexual violence. For example, Dalhousie University announced that it will create a presidential task force in light of allegations of disturbing and sexually violent social media comments among students in the Faculty of Dentistry. Following a *Toronto Star* investigation into how colleges and universities deal with sexual assault, Ontario colleges unanimously agreed to create a province-wide sexual assault policy. As well, the Council of Ontario Universities has announced it has struck a task force of senior administrators and that its member institutions will take additional steps to prevent and respond to sexual assault.

In addition, the University of Ottawa is participating in Council of Ontario Universities activities in relation to sexual violence, a pilot project with off-campus community organizations to provide services to victims of sexual assault has been agreed on and a review of the University's harassment and discrimination policies is underway.

We applaud the efforts of all postsecondary institutions and organizations to recommit to addressing sexual violence. However, it appears that too often action on this important issue is precipitated by high-profile public events or investigations. In Ontario, there is limited external oversight and accountability when it comes to ensuring postsecondary institutions have in place adequate policies, procedures and services to address sexual violence and that these are properly reviewed on a regular basis. It falls to some of the most vulnerable groups on campuses — especially students — to press for their college or university to follow through on commitments and make these issues ongoing priorities. This concern was reflected in the comments we heard from several stakeholders during our consultations (see Section 5.2.1 below).

In December 2014, the Ontario government announced a series of initiatives on sexual violence and harassment, to raise awareness, enhance prevention and support victims. These initiatives specifically encompass colleges and universities. While we did not investigate the Ontario initiatives at length, we note that they may provide an opportunity for the province, postsecondary institutions, students, faculty and staff to discuss ways to enhance the accountability and oversight of colleges and universities on issues related to sexual violence.

This broader context underlines the relevance and timeliness of our task force. We benefited from the active engagement of the University of Ottawa community, many members of which shared with us perceived problems and potential solutions. We also consulted others in the broader community and were encouraged by the sense of being part of a widespread movement to eliminate sexual violence, both on and off campus. At the same time, we recognize that these issues are complex and demand a serious, multi-pronged and sustained approach. There is no quick fix and the road ahead will be challenging.

## II. Mandate and approach

In initiating the process that led to this report, President Allan Rock called on the Task Force to *“provide recommendations to the President about how to foster a culture on campus that encourages respectful behaviour, prevents sexualized violence and ensures that members of the community, women in particular, can learn and work free of harassment and sexualized violence”* (for full mandate please see appendix 1).

We were explicitly charged with responding to “violence by men against women,” and in defining “sexualized violence,” we took as a starting point the two precipitating incidents, the online sexual threats against a

female student leader by her male colleagues and the alleged sexual assaults committed by members of the University of Ottawa Gee Gees men's varsity hockey team.

We supplemented our understanding by drawing on the **definition of sexual violence** articulated in *Changing Attitudes, Changing Lives: Ontario's Sexual Violence Action Plan* (Government of Ontario, 2011):

*Sexual violence is... any violence, physical or psychological, carried out through sexual means or by targeting sexuality. This violence takes different forms including 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.*

Based on this definition, we view sexual violence as part of a continuum of attitudes, beliefs and actions. We also understand sexual violence to be deeply linked to gender inequality experienced by women and by individuals who identify as trans, genderqueer or non-binary people who are female-identified. And while men also experience sexual violence, women are disproportionately affected. Sexual violence is both a function of inequality and a means of further subjugating and silencing women, and rates of sexual violence have a demonstrated impact on women's social, economic and political status.

Our work as a task force was also informed by a recognition of the intersectional nature of sexual violence, in which individuals' race, ability, indigeneity and socio-economic status, among other factors, can render them vulnerable on multiple fronts. Thinking intersectionally,

promotes an understanding of human beings as shaped by the interaction of different social locations (e.g., "race"/ethnicity, Indigeneity, gender, class, sexuality, geography, age, disability/ability, migration status, religion). These interactions occur within a context of connected systems and structures of power (e.g., laws, policies, state governments and other political and economic unions, religious institutions, media). Through such processes, interdependent forms of privilege and oppression shaped by colonialism, imperialism, racism, homophobia, ableism and patriarchy are created (Hankivsky, 2014).

We have taken a survivor-centred approach to our work, privileging wherever possible the day-to-day lived-realities of survivors of sexual violence. We understand that there is no right way to survive sexual violence and that this means that, more than anything, survivors need to be supported and might require different services, resources and support at different stages of their recovery process.

Drawing on the expertise of the larger Ottawa community, our work also benefited from and underlined the importance of community-university partnerships. Collaborative practice permeates our report. We have learned from and been inspired by the work of frontline and grassroots anti-violence services in the broader Ottawa community and have formed partnerships to enhance the services available on the University of Ottawa campus.

We have used a values-based approach, fundamental to which is the assumption that all members of the University of Ottawa and the wider community deserve to live free from sexual violence. This is why a new sexual violence policy is one of the cornerstones of our report. Accountability and transparency are also central to our recommendations, and we aimed to reflect these values in the broad range of stakeholders we consulted in the process of preparing this report.

Finally, in terms of the implementation of our recommendations, we believe that students must be at the forefront of this work. Based on best practices and our consultations, we believe that an educational approach to sexual violence led by and for students has greater potential for generating systemic culture change than a punitive top-down one (Banyard, Moynihan & Crossman, 2009). Ultimately, we believe that students' voices and experiences should be privileged in the implementation of our recommendations.

### III. Members

- ▶ Members of the Task Force were appointed by the President, who aimed to recruit a cross-section of students, faculty, staff and community members known to have relevant knowledge of sexual violence, university policies and procedures, research and consultation. They include
- ▶ Caroline Andrew (Chair), Emeritus University Professor, Faculty of Social Sciences
- ▶ Véronika Bernard, Student Experience Supervisor, Faculty of Arts
- ▶ Kelly Gordon, PhD candidate, School of Political Studies
- ▶ Shari Graydon, founder/catalyst of non-profit initiative Informed Opinions
- ▶ Karen Green, Senior Adviser, Aboriginal Initiatives
- ▶ Pam Hrick, Ottawa lawyer and former president, Student Federation of the University of Ottawa
- ▶ Holly Johnson, Associate Professor, Department of Criminology
- ▶ Simon Lapierre, Associate Professor, School of Social Work
- ▶ Sonya Nigam, Director, Office of Human Rights
- ▶ Michael Orsini, Director, Institute of Feminist and Gender Studies, and Associate Professor, School of Political Studies
- ▶ Elizabeth Sheehy, Professor and Shirley Greenberg Chair for Women in the Legal Profession, Faculty of Law

Community partners:

- ▶ Sunny Marriner, Executive Director, Ottawa Rape Crisis Centre
- ▶ Josée Guindon, Executive Director, Centre d'aide et de lutte contre les agressions à caractère sexuel (CALACS)
- ▶ Julie Lalonde, social justice activist and public educator, Draw the Line

### IV. Process

We reviewed varied sources of relevant research and information and consulted as widely as possible, given our resources and allotted time frame. Our initiatives are summarized here.

#### *4.1 Campus Climate Survey*

Given that students were at the centre of the controversy that led to the creation of the Task Force, we developed an online survey to explore attitudes and behaviour among the University of Ottawa student population in relation to sexualized violence. After obtaining approval from the Research Ethics Board, we invited a random sample of 5,000 students to participate by email. A total of 1,088 students completed the survey, 31% Francophone and 69% Anglophone. Sixty-nine percent of respondents identified as female, 30% as male and 1% as trans-women, trans-men or gender non-conforming.

An incentive of a \$500 reduction on tuition to three participants was offered. Winners were selected through random selection and the prizes awarded.<sup>1</sup>

Survey questions were designed to measure the following:

- ▶ Harmful beliefs about women and sexual violence
- ▶ Experiences of harassment and violence online and in face-to-face situations
- ▶ The impact of these experiences, help-seeking and satisfaction with help received
- ▶ Willingness to intervene to prevent harassment and violence

## **4.2 Consultations**

The Task Force undertook a series of broad consultations across the University of Ottawa campus (see appendix 5 for a complete list of the stakeholders).<sup>2</sup> Our purposes were to

- ▶ Gather relevant stakeholders' perspectives on and experiences with the University's existing policies, processes and services on sexual violence and how to strengthen them
- ▶ Identify and evaluate existing training and/or orientation programs that address sexual violence prevention on campus
- ▶ Hear from the community about what values related to respect and equality should inform our recommendations and guide our university community

Aiming to speak with as many members of the University community as possible, we began the campus-wide process in the fall of 2014 (once students had returned to campus from summer break) with two public brown bag lunches designed to gauge the general climate on campus, identify the main issues relating to sexual violence at the University of Ottawa and develop a preliminary list of key stakeholders in sexual violence policy and services on campus.

Using these lunches as a first step, we then sought meetings with specific groups in order to ensure adequate representation of students, faculty and staff engaged directly or indirectly in sexual violence prevention and response. We held a series of public meetings in various faculties. We also conducted more in-depth semi-structured interviews with individual and group stakeholders across campus. Below is a summary of the various means through which we received feedback:

- ▶ Four on-campus public meetings in October
- ▶ Open meetings with the faculties of Law, Education and Health Sciences and the Research Centre for Sport in Canadian Society
- ▶ Messages to the Task Force email address from students, staff, faculty and alumni

1 Visit our [website](#) for additional details on survey methodology

2 Visit our [website](#) for a full summary of the Task Force's meetings/consultations

- ▶ Interviews/meetings/consultations with existing services on campus, including the following:
  - Health Services
  - Housing Service
  - Sports Services
  - Community Life Service
  - Research Centre for Sport in Canadian Society
  - Student Rights Centre
  - Safer Ottawa Drinking Alliance (SODA)
  - Deans (of the faculties of Social Sciences, Arts, Education, Science, Engineering, Health Sciences and Graduate and Postdoctoral Studies, and the Telfer School of Management)
  - Vice-Dean of the Faculty of Medicine
  - Stakeholders in upper level administration, including the associate vice-presidents of Human Resources, Student Services, Student Affairs and Programs, and the directors of Protection Services, Human Resources (HR) and the Student Academic Success Service (SASS)
  - Association of Professors of the University of Ottawa (APUO)
  - Association of Part-Time Professors of the University of Ottawa (APTPUO)
  - Student Federation of the University of Ottawa (SFUO)

### ***4.3 Collaboration with other postsecondary institutions and community groups***

The Task Force contacted a number of other Canadian postsecondary institutions that have also experienced similar issues of sexual violence and convened working groups tasked with prevention and response in recent years. We benefited from advice from the following people:

- ▶ Lori Chambers, Chair of Lakehead University's Task Force on Sexual Assault Education, Prevention and Support
- ▶ Laurel Broten, former Ontario Minister Responsible for Women's Issues and member of Saint Mary's President's Council
- ▶ Louise Cowin, Vice-President, Students, and Chair of the University of British Columbia's Task Force on Gender-based Violence and Aboriginal Stereotypes
- ▶ Professor Christine Boyle, member of the University of British Columbia's Task Force on Gender-based Violence and Aboriginal Stereotypes
- ▶ Laura Robinson, community expert in best practices in sport

We also commissioned Julie Lalonde, an award-winning social justice advocate, support worker and public educator based in Ottawa, to conduct a review of the best ways for Canadian universities to respond to sexual violence on campus. The resulting report (which can be read on our [website](#)) explores partnerships between universities and their broader communities, as well as cases involving senior university administrations collaborating successfully with student groups.

Finally, in order to deepen our understanding of the impact of sexual violence, we liaised with women's groups and sexual violence activists within the broader Ottawa community. These included:

- ▶ Sunny Marriner, Executive Director, Ottawa Rape Crisis Centre (ORCC)
- ▶ Josée Guindon, Executive Director, Centre d'aide et de lutte contre les agressions à caractère sexuel (CALACS) francophone d'Ottawa
- ▶ Erin Leigh, Executive Director, Ottawa Coalition to End Violence Against Women (OCTEVAW)

#### ***4.4 Review of existing literature on best practices***

Finally, the Task Force reviewed the existing literature on best practices in sexual violence prevention on North American university campuses. We consulted academic literature, government policy documents and a number of recent journalistic pieces that have reviewed and assessed existing policies and resources on university campuses throughout North America.

The purpose of this literature review was to gain a more robust understanding of the prevalence of sexual violence on university campuses, the barriers to reporting sexual violence, the impact of sexual violence on students (particularly female students) and the best ways through which Canadian universities can prevent sexual violence on campuses.

## **V. Findings**

### ***5.1 Campus Climate Survey findings***

Our survey highlighted a number of concerns with respect to attitudes and behaviours among the student population.<sup>3</sup>

Harmful beliefs about women and rape were measured by 16 questions, each containing five possible responses, ranging from "strongly disagree" to "strongly agree," to statements that minimize harassment and hold women responsible for sexual violence. Although the majority of students disagreed with the statements, substantial proportions agreed with or were neutral (which may suggest a level of ambivalence) toward them. For example,

- ▶ 25% agreed (21% were neutral) that interpreting harmless gestures as "sexual harassment" is unfair to men.
- ▶ 15% agreed (11% were neutral) that women who put themselves in risky situations are partly responsible if they are raped.
- ▶ 14% agreed (15% were neutral) that when women wear low-cut tops or short skirts, they are sending men mixed messages.
- ▶ 12% agreed (19% were neutral) that in dating situations the general expectation is that the woman "hits the brakes" and the man "pushes ahead."

In all cases, the percentages of respondents who agreed with these statements were higher for male students than for females (See table 2 of appendix 4). Higher percentages of men minimized sexual violence, agreeing

<sup>3</sup> See appendix 4 for the tables mentioned in this report.

with statements such as “rape accusations are often used as a way of getting back at men” (42% are neutral or agree), “sexual remarks about a woman’s body tell her she is attractive” (39%), “rape isn’t as big a problem as some feminists would like people to think (24%)” and “women tend to exaggerate how much rape affects them” (21%).

Men are also more likely to hold women responsible for sexual violence, as indicated by agreeing with or remaining neutral regarding statements that women who put themselves in risky situations or are raped while drunk are partly responsible (32% and 18%, respectively), that women who wear low-cut tops or short skirts are sending mixed messages (38%), and that women are expected to “hit the brakes” while men are expected to “push ahead” in sexual encounters (35%).

These beliefs are harmful because research shows they are correlated with actual perpetration of sexual violence and because they help create an environment in which women are seen as legitimate targets of sexual violence. Peers are an important influence on the development and maintenance of attitudes and beliefs and can play an important role in either reinforcing or challenging harmful social norms (Flood & Pease, 2006).

That said, the University of Ottawa is not unique in terms of student attitudes to sexual violence. While this is the first survey of its kind in Canada, similar U.S. surveys have also raised concerns about student attitudes and behaviours. A recent American survey, which examined the attitudes of 86 male college students, found that 31.7% of men said they would have “intentions to force a woman to sexual intercourse” if they could get away with it, but just 13.6% said they had “intentions to rape a woman” if there weren’t any consequences (Edwards, Bradshaw & Hinsz, 2014). While the sample size of this survey was small, researchers argue that it points to evidence that some men do not define force sex as rape (Edward & al, 2014)

### ***Experiences of harassment***

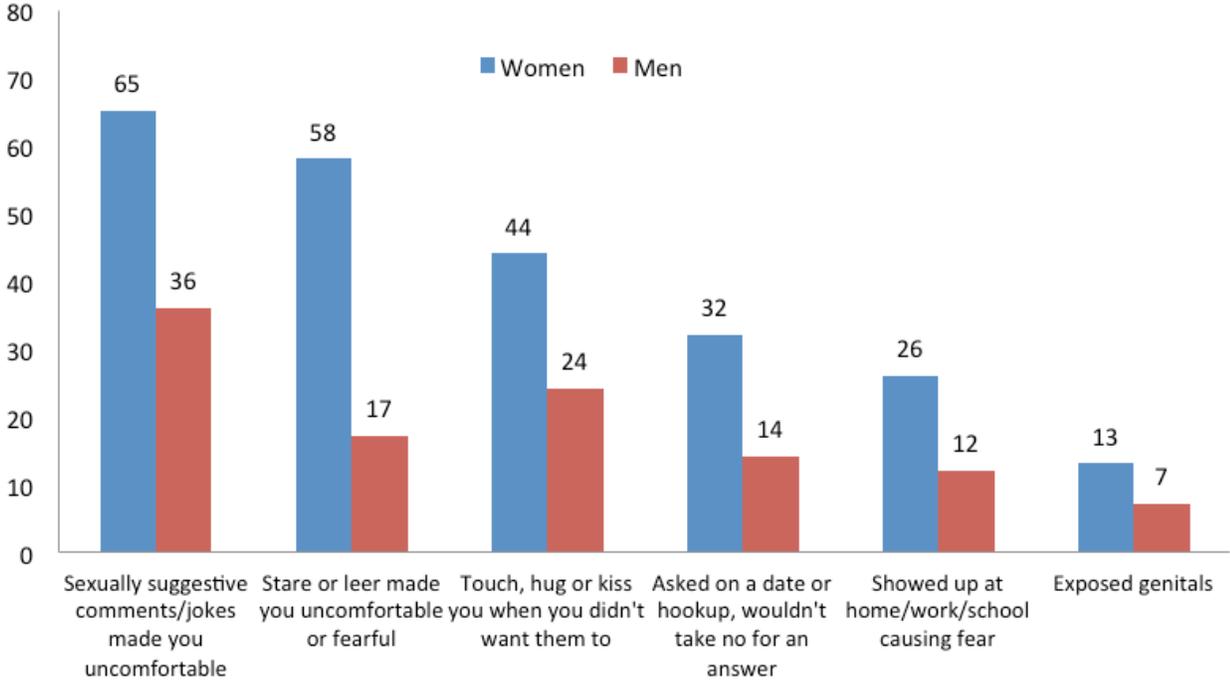
We asked students to share their personal experiences of harassment since arriving at the University of Ottawa and how these experiences have affected them. (These figures do not include harassment that occurred at another university, which may have continuing effects.) We presented six face-to-face scenarios, 10 online scenarios, as well as 11 forms of harassment in reaction to online postings.

### ***Face-to-face harassment***

Face-to-face harassment is widespread: just 31% of students have not experienced any of the situations shown in figure 1 below. Three-quarters of female students (78%) and half of male students (49%) have been harassed at least once in one of these ways.

Looking at harassing behaviours individually, women were at least twice as likely as men to report each of these experiences and to report that they occurred multiple times (see table 3). Two-thirds of women have had sexually suggestive comments or jokes directed at them and more than half have been subject to staring or leering in a way that made them uncomfortable or fearful. Forty-four percent reported experiencing unwanted touching, hugging or kissing, which qualifies as potential sexual assault under the Criminal Code of Canada. One-quarter of women have been stalked and one-third have been pressured for a date or “hook-up” by someone who refused to take no for an answer.

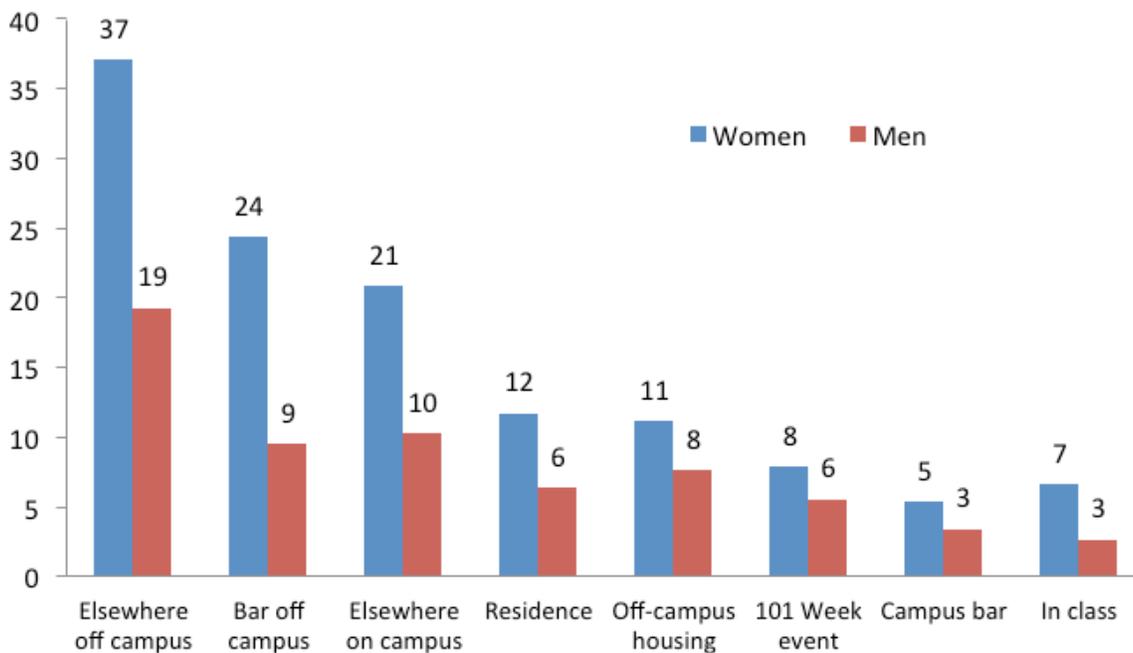
**Figure 1: Percentage of male and female students who have experienced face-to-face harassment**



Sexual orientation combined with gender identity affects risk of harassment. Those who identify as male and as gay, bisexual or questioning reported a higher prevalence of sexually suggestive comments, pressure for dates, and staring and leering (62%, 32% and 29%, respectively) than did those who identify as male and heterosexual (33%, 12% and 16%, respectively). For women the findings were mixed: those who identify as female and heterosexual had a higher prevalence of pressure for dates (32%) and a lower prevalence of unwanted touching (43%) compared with those who identify as women and as gay, bisexual or questioning (25% and 53%, respectively).

The most common locations for face-to-face harassment were off campus other than bars, followed by off-campus bars. However, when all campus locations are combined, 40% of students who experienced harassment said it occurred in residence, 101 Week events, campus bars, in class or at other campus locations. This percentage was higher for female (43%) than for male students (33%).

**Figure 2: Location of face-to-face harassment**



### **Online harassment**

Harassment on social networking sites and other social media is a common experience for students. Almost two-thirds (63%) of students had been subjected to some form of harassment online, including 67% of women and 54% of men.

Half (49%) of all students were targets of harassment in response to something they posted online such as photos, blog posts, Facebook posts, Twitter messages or Instagram posts. This includes 52% of female students and 43% of males. For example:

- ▶ 30% of women and 14% of men received sexist comments or sexualized insults.
- ▶ 26% of women and 28% of men were subject to name-calling or other abusive or insulting language.
- ▶ 26% of women and 22% of men had someone post embarrassing photos of them without their consent.
- ▶ 22% of both women and men were ridiculed for their physical appearance.
- ▶ Threats of violence were not uncommon: among men, 14% were threatened with physical violence, 3% with sexual violence, and 7% with death; among women the percentages were 6%, 3% and 2%, respectively.

Furthermore, 44% of students described experiences of harassment in additional online contexts, and these experiences were more common for female than for male students (49% and 31%, respectively). Most prevalent were having someone contact or attempt to contact them, asking them for a date or “hook-up” using social networking sites, refusing to take no for an answer, and sending unwanted nude or suggestive images. Women were more likely than men to report experiencing these types of harassment and to experience them multiple times (see table 4). Men who identify as gay, bisexual or questioning had a higher prevalence of these three forms of harassment (24%, 40% and 34%, respectively) than did heterosexual men (17%, 6% and 8%, respectively), while prevalence of persistent contact and pressure for dates was higher for

women who identify as heterosexual (42% and 24%, respectively) compared with women who identify as lesbian, bisexual or questioning (25% and 15%, respectively).

### ***Experiences of sexual violence***

We also asked students to share their personal experiences of sexual violence through questions related to drink spiking, forced sex using threats or physical force, and unwanted sexual activity when unable to give consent while under the influence of alcohol or drugs. Overall, 16% of women and 8% of men reported experiencing at least one incident of sexual violence. Women were more likely than men to be sexually assaulted by dates, hook ups and romantic partners (8% of women compared to 4% of men) and by non-partners (13% of women and 6% of men).

The prevalence of sexual violence for women was similar regardless of sexual orientation; however, men who identify as gay, bisexual or questioning reported sexual violence at a rate four times higher than heterosexual men (26% compared with 6%).

### ***Impact of harassment and violence***

The impact of harassment on students is broad and varied and more commonly reported by women than by men. Among women who experienced harassment in face-to-face situations, 38% went out of their way to avoid situations related to the harassment; 37% were constantly on guard, watchful or easily startled; and 24% suffered from nightmares or recurring thoughts (see table 5). Students were similarly affected by harassment occurring online: one-quarter reported going out of their way to avoid situations, one-quarter were guarded and easily startled, and 14% reported having nightmares (table 6).

The impact of sexual violence was even more pronounced. Half of women who experienced sexual violence went out of their way to avoid situations that reminded them of the assault and almost half reported being constantly on guard (table 7). Almost 40% suffered nightmares or recurring thoughts.

In addition, students suffered academically as a result of harassment and violence. They reported that their grades suffered, they missed class or work, they had difficulty completing assignments and exams, and they thought about leaving the University. Although reports of these effects were less frequent relative to other effects, the actual number of students affected is potentially large when results are extrapolated to the entire student body.

### ***Reactions to harassment and violence***

Students' reactions to experiences of harassment and violence varied. Those harassed online most often talked to a friend, confronted the harasser, unfriended or blocked them in social media or spoke to a family member. Students who were sexually assaulted were far more likely to talk to a friend than take any other action. Survey respondents were asked about a wide range of resources available on campus, including community advisers (CA) in residence, Health Services, Student Academic Success Service (SASS) counsellors, the Human Rights Office, Protection Services, the Women's Resource Centre, the Pride Centre, and the Centre for Students with Disabilities.

Very few students — only 6% of those who experienced harassment and 9% of those who were sexually assaulted — had used any of these campus services.

Moreover, respondents did not always receive adequate help when they searched for it. Depending on the type of harassment or violence they experienced, 60% to 75% of those who sought help said they got the help they needed. However, those who were not adequately supported said the unsatisfactory result was primarily because the person or service consulted was unable to bring action against the harasser or abuser,

didn't have the skills needed to provide effective assistance or told the student he or she was overreacting or exaggerating.

**Women who were harassed in face-to-face situations made these comments:**

*I was afraid to use the resources because I was unsure if my experiences merit it.*

*It didn't change the past. The guy had already groped me and I was unsure how to file a report.*

*Even though I tried to get help, I couldn't bring myself to fully describe what had happened. I was afraid I would be blamed.*

*The people I talked to seemed far more interested in dredging up the experience again and again. It didn't help me to relive it over and over for all those therapists. It was embarrassing and eventually I stopped talking to people.*

*I just waited until I was no longer living in res and it wasn't a problem anymore.*

*It's unclear to me what would be helpful to heal from steady but non-criminal harassment.*

*Stigma that getting harassed is a normal part of being female and there's nothing anyone can really do to punish harassers. Also I feel other women have gone through worse and need the resources more than I do.*

*I was too scared to talk about it to anyone.*

*Not enough resources to respond to need for therapy.*

*The issue continues to bother me. No help is making me feel better.*

**Women who were dissatisfied with the help they received for online harassment had this to say:**

*The police told me there was nothing they could do because it was a civil matter.*

*Snapshot (a social media site) is pretty uncontrolled so it's hard to avoid being sent unwanted pictures.*

*I don't know who can discipline someone posting fake pictures of me.*

**Male students who were harassed said:**

*I don't have a safe place on campus.*

*No one easily accessible to talk with on campus.*

**Active bystanders**

Despite some students holding harmful beliefs about women and rape, as evidenced by the survey, few who responded were willing to stand by and witness harassment or behaviours endorsing abuse of others. This suggests a student body that is ready for bystander education. The survey found that

- ▶ The vast majority of students would refuse to sing along to a rape chant: just 8% of men and 2% of women said they would sing along.
- ▶ However, 24% of men and 5% of women would laugh at a rape joke.
- ▶ Just half of students would call out a friend who plans to go out to pick up drunk women; 19% of male students say helping friends hook up is what friends do; 4% say they also plan to pick up drunk women.

- ▶ The vast majority of students would react to a Facebook posting making fun of rape by flagging it as offensive, posting a comment calling the person out, or unfriending him or her.
- ▶ The majority of students would call out someone who brags about having sex with a “wasted” woman or check with the woman to see if she was ok. However, 22% of men and women would do nothing.
- ▶ The vast majority of students would intervene to stop a guy leaving a bar with a drunken female friend.
- ▶ The majority of students would intervene to stop harassment of a trans person or a gay person by calling out the harasser or telling someone in a position of authority.

## **5.2 Consultation findings**

Our consultation process revealed a wide spectrum of experiences and accounts of sexual violence prevention and response at the University of Ottawa. We spoke with approximately 200 individuals from across the University of Ottawa community. Stakeholders voiced a range of concerns and offered a number of explanations as to why harassment and sexual violence remain a concern at the University of Ottawa. Respondents also provided a number of concrete recommendations on how to improve the situation.

The following section summarizes the responses we received.

### **1. Feelings of distrust**

We heard from several stakeholders on campus who expressed concerns about whether the administration would actually take the steps needed to adequately combat sexual violence on campus. Some argued that in tackling these issues previously, the administration had acted unilaterally, and largely rejected the input of various stakeholder groups on campus.

At both the brown bag lunches and in at least three of our interviews, stakeholders raised the 2005-06 Harassment Working Group at the University of Ottawa as the basis of this distrust. In 2005, following a student-led campaign that highlighted the problem of harassment on campus, the University formed a working group to investigate and provide recommendations. It is notable that many of the recommendations made in the resulting report (especially on training and policy) were never taken up by the administration. Further, we heard from at least two stakeholder groups who argued that the “Right to Respect” campaign that emerged from this working group did not receive adequate buy-in and support from the administration.

Several stakeholder groups on campus pointed to a general lack of transparency as the main reason for their distrust. Some pointed to the creation of our Task Force on Respect and Equality as an example of this. While the majority of those consulted were ultimately happy that a working group was created to study issues of harassment and sexual violence on campus, there was a general feeling that the administration had ignored outside input in its formation. Some questioned the process by which the members of the Task Force were selected. Others argued that outside input about its mandate was ignored. Some felt that the name and mandate should have explicitly addressed the issue of rape culture instead of using the sanitized language of “respect and equality.” Others expressed a concern over a lack of transparency about what the Task Force was doing to carry out its mandate.

Similar apprehensions were raised about the suspension of the men’s hockey program. While some argued that the suspension was ultimately a good thing (and rightly signalled a zero-tolerance approach to sexual violence on the part of the administration), there were concerns over the lack of transparency in the decision-making that led to the determination. Several stakeholders felt that the administration had acted unilaterally; one individual in particular voiced concerns about an email that was sent to faculty telling them not to discuss the hockey program suspension with the media.

We also heard from several groups on campus whose members felt that when the University did consult with them on issues of harassment and sexual violence, their perspectives and suggestions were largely ignored. For instance, many groups on campus wanted a formal consultation over policy 67a and the creation of the Human Rights Office (HRO), but never got one.

## **2. The need for a commitment from the University of Ottawa**

A symptom of this distrust is the widespread perception that sexual violence seems to be “nobody’s responsibility” at the University of Ottawa. Stakeholders with a variety of perspectives pointed to a significant lack of resources for tackling issues of sexual violence on campus.

What is needed, according to those consulted, is a serious commitment on the part of the University to confront these issues. Moreover, this commitment needs to come first and foremost from the upper levels of the administration and, from there, flow across all levels of the institution. In the words of one campus stakeholder, the University needs to show that it is “walking the talk.”

## **3. The need to privilege survivors’ safety and voices**

Throughout our consultations we spoke with survivors of sexual violence as well as frontline workers who counsel survivors on a daily basis. A clear message emerged from these conversations: the University needs to protect survivors and privilege their voices during discussions of sexual violence on campus.

Survivors and frontline workers maintained that the University needs to be aware of the day-to-day lived realities of survivors. Among other things, this means having visible and accessible support for survivors, specifically a confidential reporting process and trained counsellors with a robust understanding of the effects of sexual violence on campus.

Survivors also explained that the recovery process from sexual violence is not a linear one. Often, for instance, it can take months (or even years) for someone to acknowledge that what happened to them was actually sexual violence. Many suggested that there is no one clear path for survivors; individuals require varying amounts of time and resources to deal with their experiences.

In this respect, several respondents recommended that university-funded counselling services should include an unlimited number of sessions and that the process of accommodation (e.g., the deferral of exams) should be simplified and transparent. Some survivors explained that there are too many hoops to jump through in applying for accommodation and survivors are forced to disclose their experience to too many people. Further, the deferral of an exam or a paper-extension might depend on the luck of the draw (e.g., having a sympathetic professor who understands issues of sexual violence).

The issue of the physical and psychological safety of survivors was also raised as a concern. When harassment or sexual violence happens on campus, survivors must often remain in the same physical space as the person who assaulted them. This is true for student-to-student incidents but also for harassment or assault between professors, between professors and students, and between professors and support staff. For instance, one survivor stated that after being sexually assaulted by another student, she didn’t feel safe on campus and that “it was exhausting being on campus. I had to be vigilant all the time.”

Many of those consulted also believed that the process to file a complaint was confusing. Some suggested that the University needs to create a clear and visible path for survivors. While survivors should never *have* to disclose an incident to anyone, resources need to be readily available for those who *want* to formally report it, and the process must be clear.

Survivors and frontline workers also insisted that having on-campus advocates is important, because survivors are already feeling vulnerable and might have difficulty expressing their needs or wants. One survivor

indicated that after the assault “it was tiring enough just having to live,” let alone navigate the complicated policies and procedures at the University. It was suggested that advocates should remain independent and at arm’s length from the University but have standing on campus and a good knowledge of the existing policies, procedures and resources available. They also need to have excellent knowledge of sexual violence and its impact, and frontline experience working directly with survivors. Advocacy services also need to be well advertised by the University so that all students, faculty and staff know what services are available and where to go to access them.

Finally, we also heard from survivors who maintained that conversations around sexual violence on campus need to be more survivor-centred. Since people tell others about their experiences of sexual violence when they feel safe, the University should commit to creating a safe space for students, faculty and staff to speak out about these issues. Recommendations in this vein included the need for more trauma-informed pedagogy and staff training — especially in Health and Protection services — so that any potential first responder will know the right questions to ask survivors. Having speakers and events about sexual violence was identified as a potential way of highlighting survivors’ stories and voices. These events can bring issues of sexual violence to the forefront without putting the impetus on survivors to do awareness work themselves.

#### **4. Concerns over policies 67 and 67a**

University of Ottawa policies 67 (Sexual Harassment) and 67a (Harassment) and procedures 36-1 and 36-2 currently govern harassment, sexual harassment and discrimination. Policy 67 can also be reasonably interpreted as applying to sexual violence. The many concerns we heard about both the policies’ content and how they function are summarized below.

- ▶ Both policies have apparently been “under review” for a number of years.
- ▶ There is no clear procedure regarding which policies should apply and when.
- ▶ Neither the committee nor the sexual harassment officer position mentioned in Policy 67 currently exists.
- ▶ The position as described is problematic in any case, since the sexual harassment officer is in charge of both making an assessment on the merits of a case as well as providing guidance to both the complainant *and* the respondent, which might lead to a reasonable apprehension of bias — an issue that also seems to apply to the harassment and discrimination prevention officers at the Human Rights Office (see point #5).
- ▶ The Association of Professors of the University of Ottawa (APUO) maintains that Policy 67 is applicable to complaints against full-time professors. Policy 67 stipulates that students have no more than six months to file their complaint, in contrast to Policy 67a, which gives complainants one year. This means that students have less time to file a sexual harassment complaint against a tenured or tenure-track professor than they do against anyone else in the University community. This discrepancy is not readily apparent, however, even if one reads both policies, given the lack of clarity about which one applies.
- ▶ There is no clear process in place for implementing interim measures to address allegations of harassment and discrimination pending resolution; this is usually left to the discretion of enumerated “competent authorities,” who vary on a case-by-case basis.
- ▶ Too often “competent authorities” (usually deans of the relevant faculty) have no training in mediating issues of harassment and sexual violence.
- ▶ There are too many points of contact for filing complaints at the University.

- ▶ Respondents specifically recommended the following remedies:
- ▶ Correct and clarify the policies to ensure procedural fairness.
- ▶ Standardize the process and make it apply for students, staff and faculty.
- ▶ Provide more protection around confidentiality for complainants.
- ▶ Develop a campaign to publicize and clarify existing harassment and sexual violence policies and procedures.
- ▶ Create a mechanism to account for issues of systemic discrimination (to supplement the current system, which only permits complaints to be filed at an individual level).

## **5. Perspectives on the Human Rights Office (HRO)**

Less than 18 months ago, the University created a new Human Rights Office (HRO) to manage harassment and discrimination complaints, including sexual harassment. Prior to the creation of the HRO, these services were provided by Student Academic Success Service (SASS) for student complaints and by Human Resources (HR) for employee complaints. The new HRO reports to the Vice-President Academic and Provost. According to the Director and the Harassment and Discrimination Prevention Officers at the HRO, the new office uses “multiple ways to resolve conflict,” ranging from an informal process, which can include facilitated dialogue, coaching, mediation and group intervention, to filing a written formal complaint, which could lead to an investigation and disciplinary sanctions, depending on the facts and circumstances of the particular case.

Concerns were expressed about the potential effectiveness of the HRO on campus. Several stakeholder groups on campus believe the HRO was established unilaterally by the University administration without adequate consultation with relevant campus groups. University unions wrote an open letter to the administration prior to the creation of the HRO that suggested the office should be independent from the University (with the same rights as the ombudsperson’s office) in order to be able to address harassment and discrimination complaints in an unbiased way. Instead, the HRO remains part of the administration, reporting directly to the Office of the Vice-President Academic and Provost. For several respondents, this presents a huge conflict of interest and raises concerns about procedural fairness.

Many of the same stakeholders also contend that the services offered by the HRO need to be clarified and better publicized. Some complained that the HRO’s restricted mandate primarily focuses on risk management (on the part of the University) and favours mediation over formal complaints. Others criticized the HRO for not providing adequate sexual harassment and violence training to its employees and voiced concerns that formal complaints often end up in the hands of deans, who are not impartial (given that deans might have pre-existing relationships with professors involved in incidents) and often lack proper training. Recommendations for improving the HRO ranged from eliminating it altogether to creating an external committee to monitor the office with annual audits.

## **6. Concerns about professor behaviour**

Stakeholders also expressed concern about harassment by University of Ottawa professors. Professors hold a disproportionate amount of power on university campuses and university institutions can be very hierarchal. Support staff and students indicated that they have few viable avenues to voice their grievances against professors and other administrators.

We heard from many stakeholders who argued that disrespect by faculty toward support staff is both widespread and largely tolerated. According to one stakeholder, reporting professor harassment is a “big

black hole” at the University of Ottawa. Transparency and lack of action were both identified as problems with reporting. One respondent explained that “nobody tells [support staff] anything. We complain and the process goes on and we are not informed...Over the years many support staff have complained about the same professor and yet he is still here and still behaving in the same way to us.” Support staff members also identified the critical lack of proper counselling or support for them outside of their departments.

The power imbalance between professors and students was also flagged. When confronted with inappropriate behaviour on the part of a professor, many students are unclear of their rights and/or the available resources and services. Furthermore, when students do lodge formal complaints, the complaints are most often heard by the deans of their faculties, who often lack both impartiality and proper training. Moreover, we heard from several student advocacy groups who maintained that often students are not even made aware of the outcomes of their complaints by the dean.

Such situations can be particularly serious for graduate students, given their close integration with their respective departments. We heard from graduate students who experienced harassment but refrained from filing formal complaints out of fear that they would be “blacklisted” by other students and professors in their department. Moreover, the relationship between supervisors and graduate students can be very precarious, since students’ access to resources and funding is often tied to their supervisors.

Recommendations from stakeholders included more comprehensive and mandatory training for professors, removing deans as “competent authorities” in presiding over cases of harassment and sexual violence and the creation of clear and fair policies and procedures for student and staff reporting.

## **7. The need for gender and equity data**

Our consultations revealed that the University is not currently collecting sufficient (or making public) gender and equity data. Stakeholders from a variety of groups believe that the University needs to measure sexual and intimate partner violence among students, staff and faculty annually, noting that it’s hard to address issues of respect, equality and sexual violence without a clear idea of what is actually happening on campus. Moreover, since sexual violence is located within the larger frame of gender inequality, some indicated that it’s crucial that we understand how women (and other equality-seeking groups) are represented numerically and in terms of status on campus as students, employees, professors and administrators.

In a related vein, several stakeholders also suggested that the University needs to support and promote evidence-based research in the area of gender equity and sexual violence. Some recommended that the University should be at the forefront of new research innovations in the area of sexual violence and attract funding for related research and development.

## **8. The need for more and better training**

The absence of adequate prevention and training efforts on campus was also flagged throughout our consultations. There is a perceived lack of resources for sexual violence training and a need for greater University investment in related areas for the following groups:

- ▶ Part-time and full-time professors (given that students often disclose experiences of harassment and sexual violence to professors when they need academic accommodation)
- ▶ Deans (given that they are often identified as the “competent authority” charged with resolving harassment and sexual violence disputes)
- ▶ The Housing Service (since residences are common sites for sexual violence)

- ▶ Sports Services (given its involvement in the hockey team incident that precipitated the creation of this task force)
- ▶ Health and Protection services (since both may act as a point of first contact for those who have been sexually assaulted).

It is important to stress that individuals working within these services were among those most inclined to advocate for additional training, which they feel will better equip them to do their jobs.

Questions were also raised about the effectiveness of the new, compulsory training that already exists at the University of Ottawa for incoming professors. In addition to it failing to reach existing professors, there are no means of enforcing participation. Moreover, the training is online, which some suggest is not an effective way to tackle issues of sexual violence.

A number of training-related suggestions were made, including the mandatory inclusion of a statement against harassment and sexual violence in every syllabus (as is the case with the issue of plagiarism), and a compulsory first-year course across faculties to address issues of respect and equality.

### **9. The need for a university-wide prevention campaign**

At every one of our public meetings, participants from across the University of Ottawa community cited the need to change norms around gender inequality on campus and create a “different culture.” Respondents suggested that the University needs to become more effective at communicating with students, staff and faculty around issues of sexual violence.

A bystander intervention program was proposed. The ability of such an initiative to reach various groups (including men) with sexual violence prevention information was seen as promising. Indeed, many stakeholders were adamant that men *must* be part of the solution.

### **10. On the possibility of implementing a student code of conduct**

The Task Force heard from many different stakeholders about the potential implementation of a code of conduct at the University of Ottawa. This discussion occurred in the context of the fraught history of the University’s attempt to enact a student code of conduct in 2008. At the time, opponents successfully framed it as an attempt to stifle political protest, and the SFUO mobilized against it. The administration has maintained it was never committed to a code of conduct, but sought to initiate a dialogue on the issue.

Some stakeholders favour the implementation of such a code, arguing that the University of Ottawa is, in fact, a Canadian outlier in not having one. They suggested that without a written code of conduct things are left “very open” and administrators have no standardized process by which to adjudicate cases of misconduct. Instead, they are forced to deal with every behavioural incident on campus on a case-by-case basis.

More often, however, we heard from students, faculty members and administrators from across campus who strongly oppose the implementation of a code of conduct. Opponents argued that student codes of conduct are inherently paternalistic and would primarily be used by the administration to stifle student protest. Many also raised the point that harassment and sexual violence are not only issues for students but also for staff, faculty and administration, and so, a student code would be too narrow in its mandate. It was also suggested that a code of conduct would do little to change student attitudes or prevalent myths and norms around sexual violence.

Instead, many believed that a robust prevention program (following the bystander model), a well-funded on-campus educational campaign and a sexual violence policy targeting the entire University community would be more effective means to combat sexual violence.

## 11. On Sports Services and student athletes

Given the sports-related incident that led to the enactment of the Task Force, we heard from many stakeholders about the potential problems facing Sports Services and student athletes at the University of Ottawa. The absence of adequate training for student athletes and coaching staff and the masculinist nature of sports culture were flagged throughout our consultation process. The many concerns we heard about varsity sports throughout our consultation process are summarized below:

- ▶ While student athletes do receive training that addresses a number of areas (including hazing, doping and appropriate social media use), they currently receive no training related to issues of consent, harassment or sexual violence.
- ▶ There is currently no mandated training for full-time coaching staff at the University of Ottawa.
- ▶ In the absence of a code of conduct for student-athletes, Sports Services has no clear process to deal with problematic student-athlete behaviour that involves sexual violence.
- ▶ Student athletes — particularly male hockey and football players — are seen by some as receiving preferential treatment on campus.
- ▶ Related to the above point, female hockey players at Canadian universities on average receive \$1,000 a year less in scholarships than their male counterparts. Female hockey players are also less likely to be fully funded than male hockey players.
- ▶ This inequality contributes to male privilege and perhaps the feeling that men's hockey is somehow more important, not only in relation to women's hockey, but also in relation to other varsity sports.

Respondents specifically recommended the following remedies:

- ▶ That the University of Ottawa undertake a gender audit (to examine potential gender discrepancies in funding and/or access to resources) of all varsity sports programs.
- ▶ That the financing of and membership in men's and women's inter-university programs reflect gender distribution within the student population.
- ▶ That Sports Services give priority to hiring women in positions related to coordination, programming, facilities and coaching.

## 12. On the implementation of recommendations

We also received suggestions on the content and form of the Task Force's recommendations. Stakeholders across campus voiced concerns that other working groups at the University of Ottawa (such as the 2005-06 Working Group on Harassment) did not result in institutional or systemic change but instead "only resulted in one-time campaigns."

Suggestions on making our Task Force's recommendations actionable varied, but included the need to

- ▶ Craft clear and sustainable policies, processes and procedures to deal with harassment and sexual violence on campus.
- ▶ Make University harassment and sexual violence policies widely accessible and known (through one central webpage, for example).
- ▶ Ensure that our recommendations themselves be public, visible and clearly communicated.

- ▶ We also heard from a wide-variety of respondents who maintained that it was important that students be part of this process, believing that a peer-to-peer approach to fight problematic behaviours and attitudes on campus is the best and most promising approach.

### **5.3 Community group findings**

Our consultation with various stakeholders outside of the University of Ottawa revealed a number of additional insights as to how the University should go about combating issues of sexual violence. In particular, Ottawa-based social justice advocate Julie Lalonde provided us with the following recommendations, following a broad consultation with individuals working at and with universities on related issues.

#### **1. Campuses must meaningfully engage with their community partners**

Grassroots community organizations have been fighting to end sexual violence for decades and have a wealth of expertise. Campuses would gain a great deal by creating advisory-type committees that include community partners and giving them a substantive role. Campuses must compensate the work appropriately and be willing to engage with community partners through a long-term commitment, not simply as an expedient means of managing a scandal.

#### **2. Campuses must provide sustained funding for anti-sexual violence programming**

Simply allocating this important issue a small pocket of money or project-based funding will *not* provide the needed momentum to address sexual violence on campus. A realistic financial commitment to addressing sexual violence includes, for example, the funding of a permanent point-person on campus who is dedicated solely to addressing gender-based violence and support for continuous public education initiatives.

#### **3. Campuses must prevent sexual violence and not simply react to it**

Administrators need to address the campus culture that allows sexual violence to happen. They must invest in strong and ongoing public education that focuses on engaging the campus community in ending sexual violence.

#### **4. Campus initiatives to address sexual violence must include senior administration**

Any projects, committees or initiatives must include members of the senior administration who have the power and authority to create change on campus. The inclusion of senior administration demonstrates the University's prioritizing of the issue.

#### **5. Campuses must name the problem**

Sexual violence on campus can only be eliminated if it is named. Media and public relations offices and/or marketing teams must make the brave choice to be transparent about sexual violence and the work being done on campus to address it.

## **5.4 Best practices literature review findings**

Our review of the literature uncovered a number of important insights about the prevalence, reporting and impact of sexual violence. It also provided a number of recommendations for preventing sexual violence on North American university campuses.

### **1. Sexual violence is widespread and is both a cause of and a consequence of gender inequality**

Research demonstrates that sexual violence is both widespread, disproportionately experienced by women and an ongoing cause of gender inequality (Sinha, 2013; Yuan, Koss & Stone, 2007; DeKeseredy, & Dragiewicz, 2011). In 2013, for instance, Canadian police statistics show that women experienced 11 times more incidents of sexual violence than men (Sinha, 2013).

While sexual violence negatively affects all groups of women, university women are particularly at risk. It is estimated that in the U.S. one in five female undergraduate students will experience sexual violence at some point during her university career (Krebs, Lindquist, Warner, Fisher, & Martin, 2009). Although comparable research has not been conducted recently in Canada, earlier research showed that the experience of Canadian female students is similar to that of students in the U.S. (DeKeseredy & Kelly, 1993).

Moreover, despite an upsurge of anti-violence efforts over recent decades, there is little evidence to suggest campuses have become safer (DeKeseredy, & Dragiewicz, 2011). In terms of demographic characteristics, young women face the highest levels of sexual violence, including sexual assault, stalking and intimate partner violence (Johnson, 1996; Sinha, 2013). Women who are marginalized and discriminated against (due to race, disability, gender identity, sexual orientation, etc.) or who face multiple forms of discrimination are more likely to experience sexual violence (Amnesty International, 2012; Olive, 2012; Crenshaw, 1991). These factors may also act as barriers to reporting and seeking help following victimization, due to fear of further discrimination by authorities.

### **2. Only a small fraction of incidents of sexual violence are formally reported to police or campus authorities**

In Canada, research has shown that only a small fraction of incidents of sexual violence are reported to (and confirmed by) police, with less than 10% of sexual assaults being reported (Johnson, 2006; Brennan & Taylor-Butts, 2008). Even in cases where sexual violence is reported to police, higher proportions are recorded as unfounded than for other crimes (16% nationally; founding rates vary greatly among police departments) (Johnson, 2012; Dubois, 2012). Moreover, just over half of reports that led to an investigation actually resulted in a suspect being identified, half of these cases in turn lead to prosecution, and half of prosecutions resulted in conviction for sexual assault (Johnson, 2012). A 2007 U.S. study found that only one-third of complainants were satisfied with the way their complaints were handled by authorities (police or on-campus protection services) (Krebs et al., 2007). In particular, police were generally and consistently rated as not supportive of survivors of sexual violence (Koss, 1998).

Research also reveals many barriers to formally reporting incidents of sexual violence to authorities (Sabina and Ho, 2014; Krebs et al., 2007; Koss 1998; Fisher et al. 2003; Breitenbecher and Scarce 2001; Sinha 2013). The main reasons listed in the research literature for victims not reporting an incident were as follows:

- ▶ Not considering the incident serious enough
- ▶ Not wanting police involved
- ▶ Not wanting others (family and friends) to know

- ▶ Believing that the police wouldn't take the incident seriously
- ▶ Being under the influence of drugs and/or alcohol at the time of the incident and fearing not being believed
- ▶ Fear of reprisal from the perpetrators
- ▶ Feeling at least partially responsible (because of certain behaviours)

Recommendations in the research literature to improve formal reporting included the following:

- ▶ Public education about acquaintance rape
- ▶ Expansion of counselling and advocacy services
- ▶ Free health services
- ▶ Protection of confidentiality
- ▶ On-campus victim assistance offices
- ▶ Campus law enforcement protocols
- ▶ Confidential reporting options
- ▶ Coordinated crisis responses

### **3. Sexual violence can negatively affect survivors' physical and mental health, as well as their academic performance**

The literature shows that the trauma of sexual violence can cause a wide range of negative effects on survivors' physical health (Koss, 1993; Campbell, Sefl, & Ahrens, 2004; Brener, McMahon, Warren, & Douglas, 1999), mental health (Koss, 1993; Campbell, 2006; Temple, Weston, Rodriguez, & Marshall, 2007; Brener, McMahon, Warren & Douglas, 1999) and academic performance (Jordan, Combs & Smith, 2014).

Physical health consequences of sexual violence may include

- ▶ Injuries
- ▶ Unwanted pregnancy
- ▶ Increased risk of STDs/STIs
- ▶ Increased likelihood of engaging in risky behaviour (e.g., alcohol and drug use and risky sexual activity) in an attempt to cope with the experience of trauma

Commonly experienced mental health outcomes include

- ▶ Acute stress
- ▶ Fear and anxiety
- ▶ Major depression
- ▶ Alcohol and drug dependence
- ▶ Posttraumatic stress disorder or other anxiety disorders

- ▶ Suicidal ideation and suicide attempts, particularly among young women

Academic performance may also decline after an experience of sexual violence. Survivors may begin to feel distracted and uncomfortable on campus. Intrusive thoughts, emotional distress and impaired memory and concentration are also common outcomes that can interfere with students' capacity to attend class and complete assignments and exams (Jordan, Combs, & Smith, 2014). In some cases, survivors consider transferring schools or dropping out as their only viable options.

#### **4. A multi-pronged approach is the best way to prevent sexual violence on university campuses**

Research shows that the most effective way to prevent sexual violence on university campuses is to engage in a multi-pronged prevention approach. In particular, success in sexual violence prevention requires theory-driven and "multi-component interventions" (Nation et al., 2003). Interventions should incorporate tools for active engagement, be sufficient and frequent, consider sociocultural relevance, involve well-trained staff and clearly articulate goals and objectives (Banyard 2014; Nation et al., 2003; Casey & Lindhorst, 2009). Moreover, the benefits of universities collaborating with community groups with expertise in sexual violence in the development, implementation and delivery of sexual violence prevention are well documented (Davidson & Bowen, 2011; Jaffe, Berman & MacQuarrie, 2011).

Overall, research suggests that a multipronged approach to sexual violence prevention should include

- ▶ A specific and targeted sexual violence policy
- ▶ A campus-wide sexual violence prevention campaign
- ▶ Sexual violence training for key stakeholders on campus
- ▶ Sexual violence educational initiatives
- ▶ High-quality and well-publicized sexual violence services and resources available for all students, faculty and staff

#### **5. Universities should have sexual violence policies**

Despite the fact that Title IX legally requires all American colleges and universities to have sexual assault policies and protocols, only an estimated 66% have publicly available policies (Krivoshey et al., 2013). This percentage is much lower in Canada, given the absence of any provincial or federal legislation mandating university-wide sexual violence/assault policies. A recent *Toronto Star* investigation, for instance, revealed that only nine of 102 universities and colleges across Canada have specific, separate policies to deal with sexual violence (Mathieu & Poisson, 2014).

Researchers maintain that while formal policies and protocols are not the only (or even predominant) means by which campuses can prevent sexual violence, they nevertheless play "a critical role" in "creating an environment where everyone on campus understands that sexual violence is unacceptable, survivors receive the services they need and perpetrators are held accountable" (quoted in Mathieu & Poisson, 2014).

According to the Government of Ontario (2013), a formal sexual violence policy should include:

- ▶ A commitment to take action on sexual violence
- ▶ A sexual violence response team
- ▶ An assessment of current policies and procedures

- ▶ The development of a response protocol
- ▶ Engagement in training, student orientation, public education and prevention activities

## 6. Universities should have campus-wide prevention campaigns, modelled on the bystander model

Research reveals that the effectiveness of sexual violence policies is enhanced when combined with public education and prevention initiatives (Government of Ontario, 2013).

The field of violence prevention programming is characterized by diverse interventions, supported by different underlying politics and theories. Studies suggest that in-person interventions designed for university students can positively influence attitudes and beliefs and, in some cases, lower the incidence of sexual assault (Anderson & Whiston, 2005; Katz, & Moore, 2013; Brecklin & Forde, 2001). In contrast, little is known about the effect of social marketing on public opinion, except for a single evaluation of a social marketing campaign that had a positive impact on bystander attitudes and willingness to intervene (Potter, 2012)

Key approaches used in violence prevention are:

- ▶ **Social norms/bystander intervention:** Social norms interventions draw on findings that male undergraduate students tend to overestimate the extent to which their peers support sexist beliefs, attitudes and behaviour (e.g., Lambert, Kahn & Apple, 2003; Kilmartin et al. 2008). Social norms theory predicts that overestimating support for problem behaviour increases problem behaviour, while correcting misperceptions of peer norms can improve behaviour (Berkowitz, 2004). By providing credible information about peer norms, males may experience less social pressure and be more likely to express positive pre-existing attitudes. It is unknown whether this approach is appropriate for men with a heightened risk of violence, as they may be less bound by social norms (Berkowitz, 2004). In the bystander intervention approach, both undergraduate women and men are cast in the role of potential bystanders (rather than victims or perpetrators). Participants are taught ways of challenging sexism and safely intervening when witnessing abusive behaviour through discussions and in-person role-playing, (Banyard, Plante, & Moynihan, 2004). Social norms and bystander interventions are often used in combination.
- ▶ **Cognitive behavioural:** This approach addresses the set of core beliefs (e.g., violence against women is exaggerated, it does not concern men, etc.) that may prevent some groups of men from getting involved in violence prevention (Crooks et al, 2007). In this approach, participants engage directly in anti-violence activities, rather than initially talking about attitudes and beliefs. The goal is to cause cognitive dissonance between participants' personal investment in anti-violence activities (e.g., interactive theatre, poster campaigns) and their previously held negative beliefs, so that they personally question their beliefs (Crooks et al, 2007). Other skills, such as goal setting, coping, and new behaviours are also practiced (Crooks et al, 2007).
- ▶ **Empathy enhancement:** The Men's Program (Foubert & Perry, 2007) is an empathy enhancement intervention widely used with fraternity men and university sports teams in the U.S. The intervention, or "empathy induction," involves exposing participants to a video portrayal of a male police officer being sexually assaulted by two heterosexual men. Peer educators then discuss the scenario as an example of violence, not sex, and link the officer's experience to that of female victims. The goals are to teach men how to help women recover from rape, to reduce men's acceptance of rape myths and to reduce men's likelihood of raping. Although the program has resulted in some of these outcomes (Foubert & McEwen, 1998; Berg, Lonsway, & Fitzgerald, 1999; Foubert, 2000), concerns have been raised that some reported outcomes are misleading, and that the intervention content is sexist and homophobic and fails to

provide a social justice context (Berkowitz, 2001).

- ▶ **Gender transformative:** Despite having received little evaluation, this approach to violence prevention is broadly used in social marketing efforts, such as the White Ribbon Campaign (founded in Canada and now active in over 60 countries) (Kaufman, 1999), and is strongly advocated by pro-feminist masculinity theorists (e.g., Kilmartin et al. 2008; Flood, 2001). Its goal is to reduce violence against women by challenging negative gender role ideals and sparking a change to more positive masculinities.

Each of these models involves primary prevention methods, which aim to stop violence before it occurs (Lee et al., 2007; Ellsberg et al., 2014). Social marketing campaigns using gender-transformative approaches are also commonly used.

Research demonstrates that to be most effective, prevention programs should target particular audiences in alignment with program goals (Ellsberg et al., 2014). This opens the possibility of administering two programs to catalyze culture change: a university-wide prevention initiative, such as [Bringing in the Bystander](#) (Banyard, Moynihan, & Plante, 2007), and a research-supported specialized prevention program for the men's hockey team, such as MVP<sup>4</sup> or a spin-off (Katz, 1995; Katz, 2015).

## 7. Universities should ensure that key stakeholders on campus receive sexual violence training

Meta-analytic and qualitative reviews also demonstrate that sexual violence and violence against women (VAW) training of key stakeholders is crucial to sexual violence prevention on campus (Banyard 2014). Training can be delivered through diverse avenues including social marketing campaigns (Potter, 2012), in-person workshops (Cares et al., 2014), academic classes (Banyard, Plante & Moynihan, 2004), online training (University of Montana, 2013), interactive theatre (Ahrens, Rich & Ullman, 2011) and "lunch and learns" (Government of Ontario, 2013).

Research shows that longer programs are more effective at generating systemic change (Banyard, 2014) and that student leaders can be particularly effective at delivering training to the student population (Banyard, Moynihan & Crossman, 2009).

The Government of Ontario recommends the following:

- ▶ Training should be complemented by public education to foster a shared responsibility for responding to and preventing sexual violence.
- ▶ Training should include some common context but should also be tailored to address the needs of various groups on campus.
- ▶ For some individuals and groups, general awareness-raising (with respect to sexual violence and the institution's policies and services) may be adequate; for others, ongoing training to promote competencies and skills development may be more appropriate.
- ▶ Training should be led by those with expertise in sexual violence and adult education. This training can come from student groups and leaders, faculty, researchers and community agencies.

4 The MVP program has been implemented widely in the United States in schools, colleges and universities, university and professional sports teams, and the military. Its focus is to engage young men in interactive dialogue and offer strategies for resisting societal pressures to remain silent when confronted with sexist behaviour or sexual violence.

Research outlines many possible approaches: “lunch and learns”; seminars and discussion groups with residences, student groups and associations; and a “train the trainer” approach, in which individuals with expertise in sexual violence deliver the training.

## **8. Universities should increase awareness and understanding of sexual violence through educational initiatives**

Research also shows that awareness and educational initiatives can be effectively delivered through university courses — either by incorporating sexual violence content within existing courses or through the creation of new courses that explicitly address sexual violence within the curricula of various disciplines (Banyard, Plante & Moynihan, 2004). This is taking place across Canada in disciplines such as psychology, social work and women’s studies (Government of Ontario, 2013). However, promoting sexual violence awareness is crucial in other less exposed disciplines such as political science, engineering, science and business.

The Ontario government has also suggested that universities should increase awareness and understanding around issues of sexual violence through

- ▶ Effective education targeting multiple levels of behaviour (e.g., social norms, community attitudes, organizational practices, bystander behaviour)
- ▶ Engagement with social marketing campaigns
- ▶ Coalition-building among student, staff, faculty, administration and community leaders

## **VI. Recommendations**

The wealth of data and intelligence we gathered from a wide variety of stakeholders provided valuable context and insight into sexual violence and its effects, the particular challenges faced by universities in general and the specific climate and circumstances at the University of Ottawa.

In consideration of these insights, the Task Force has identified the following recommendations as critical to resolving the problems we were convened to address.

### ***6.1 Create an action team***

We recommend that the University immediately create an action team to be responsible for overseeing the implementation of the recommendations set out in this report. Reporting to the President, the Action Team should be charged with issuing a public report in six months, and annually after that, until all of the recommendations are implemented. Each report should summarize progress made, specify what remains to be done and identify reasons for any delays.

The action team should include:

- ▶ Associate Vice-President, Student Affairs, to act as co-chair
- ▶ A representative named by the SFUO, to act as co-chair
- ▶ A representative named by the GSAED, in consultation with the co-chairs
- ▶ A representative named by the ATPTUO, in consultation with the co-chairs
- ▶ Associate Vice-President, Human Resources

- ▶ A representative named by the APUO, in consultation with the co-chairs
- ▶ A representative from the University support staff to be proposed jointly by all associations and unions representing support staff, in consultation with the co-chairs
- ▶ A legal expert in the field of sexual violence policy, named jointly by the Dean of the Faculty of Law, Common Law Section, the Dean of the Faculty of Law, Civil Law Section, and the co-chairs
- ▶ Two members of the Task Force
- ▶ Two community members

The University should provide a per meeting honorarium to the student and community members of the action team, in recognition of the value of their volunteer contribution.

*(This recommendation reflects and responds to the concerns strongly expressed throughout the consultations that the recommendations must lead to real institutional and systemic change, that leadership from the senior administration is key, that students and their associations must be involved and, finally, that experienced community partners with deep knowledge of the issue are likely to make a significant contribution to achieving the desired objectives.)*

## **6.2 Demonstrate leadership commitment**

We recommend that the University demonstrate its commitment to preventing sexual violence and promoting a culture of respect and equality by providing mandatory training to all members of the senior administration, including the deans, vice-deans and chief administrative officers of all ten faculties, on the nature and causes of, and solutions to, the issue of sexual violence, before the beginning of the 2015-2016 academic year.

This training should be led by experts in the violence against women (VAW) field and should aim to

- ▶ Dispel myths, foster an understanding of the complexities of sexual violence and explain why victims do not report.
- ▶ Explore the definition, impact and realities of sexual assault on university campuses.
- ▶ Focus on a survivor-centred approach to sexual violence response.
- ▶ Communicate expectations about appropriate behaviour and how to speak out against behaviours that may perpetuate sexual violence (following the bystander training model).
- ▶ Inform and educate participants on the University of Ottawa's resources, policies and protocols.

*(This recommendation reflects and responds to what we heard strongly expressed both in the campus-wide consultations, our review of the literature and the report prepared by Julie Lalonde.)*

### 6.3 Adopt an explicit statement of values

We recommend that the University adopt and promote the following statement of values related to respect and equality as part of its strategic plan, *Destination 2020*. We also encourage all university unions and associations to adopt and promote it:

- ▶ We are committed to creating and maintaining an environment where members of the University community can study and work free of sexual violence, harassment and discrimination based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, language, family status or disability.
- ▶ In day-to-day conduct and in developing policies, programs and procedures within the University, we promote equal opportunities and reduce inequalities that stem from the aforementioned statuses.
- ▶ We recognize that sexual violence, harassment and discrimination are fundamental affronts to an individual's rights, dignity and integrity.
- ▶ We seek to prevent sexual violence, harassment and discrimination, including by safely intervening and speaking out when we see it occurring.
- ▶ We ensure that members of the University community who experience sexual violence, harassment or discrimination are supported and treated with compassion.
- ▶ We address acts of sexual violence, harassment or discrimination in the University community fairly and promptly.
- ▶ We are committed to a survivor-centred approach to addressing issues of sexual violence and the development of Francophone and Anglophone services respecting both cultures and traditions.
- ▶ We acknowledge and combat broader social attitudes about gender, sex and sexuality that normalize sexual violence and undermine women's equality.

These values should also inform the development of policies, procedures and practices on the issues of sexual violence, harassment and discrimination. Members of the university community should not be sanctioned simply for behaving inconsistently with these values, but rather should be subject to sanction in accordance with policies and procedures adopted to govern conduct in the university community (for example, pursuant to a Sexual Violence Policy, recommended below).

*(This recommendation reflects and responds to the President's explicit request that we "articulate the values relating to respect and equality that we, as a University community, share and promote" and "consider whether, and by what means, sanctions should be imposed when a member of the University community is found to have behaved in a way inconsistent with those values" in the context of sexual violence issues. In doing so, we considered legal norms and obligations, including those enumerated in the Charter of Rights and Freedoms, the Canadian Human Rights Act and the Ontario Human Rights Code; current University policies; current University and student governance documents related to our mandate; public declarations from the University, including Destination 2020; the SFUO Policy Manual; statements by the President and Chancellor; and feedback from University community members.)*

## 6.4 Implement a new sexual violence policy and protocol

Rather than recommending that the issue of sexual violence be dealt with under a broad student code of conduct (as is done at many other Canadian universities), we recommend that the University adopt a sexual violence policy and protocol. This recommendation responds to what we heard from members of the University of Ottawa community throughout our consultation process (that a student code of conduct is a divisive issue at the University, that it doesn't address the entire University community since it would only apply to students, and that a policy specifically targeted at sexual violence would be more effective in responding to our mandate).

We therefore recommend that the University adopt a sexual violence policy and protocol that should be harmonized with the existing policies 67 and 67a. This would meet the need for a clear and uniform policy that can be easily accessed and followed by all members of our community and that will allow the University to respond to both individual and systemic problems of sexual violence.

We offer an overview of the legal context for this and a broad outline of the necessary components, which should include the following:

- ▶ A strong policy statement
- ▶ An explicit prohibition of sexual violence, broadly defined, that applies to all members of the campus community
- ▶ A commitment to respect the decisions and safeguard the confidentiality of those involved, as appropriate
- ▶ Clear investigative and disciplinary processes overseen by a body or individual with in-depth training and expertise in issues of sexual violence to replace the present structure under which deans oversee complaints
- ▶ Enumerated sanctions
- ▶ A website dedicated to the policy that includes educational materials and links to resources

We recognize that the participation of unions and student associations is essential to the adoption of a new sexual violence policy on campus. As such, we call upon the unions and student associations to work in a constructive and collaborative manner with the University administration towards the adoption of such a policy.

We also recommend that the Action Team arrange for a meeting of all the relevant service providers on campus to create a sexual violence protocol, which would include the development of a sexual violence response team (SVRT) to respond to specific incidents.

*(This recommendation reflects and responds to the need identified by students, staff and faculty for a policy that is clear, accessible and consistent, as well as to ensure coordination among service providers. The policy and protocol must be broad enough to include all of our community and specifically target sexual violence. The new policy must also be able to identify a systemic problem that may become evident through an accumulation of incidents or complaints, and to respond with systemic remedies, in addition to or in place of individual sanctions, where appropriate. Appendix 2 offers more context for the components listed, with the understanding that the details, particularly regarding a process to investigate, adjudicate and sanction sexual violence, must be worked out with the participation and agreement of the students, faculty, staff and University administrators.)*

## 6.5 Deliver prevention and response training

We recommend that the University arrange for the delivery of harassment and sexual violence prevention and response training (in both French and English) to a range of targeted individuals and groups, including the following:

- ▶ The Director and Assistant Director of Sports Services and the student-athlete services and compliance officer
- ▶ All student athletes
- ▶ All full-time coaching staff
- ▶ All residence Community Advisors, executive members of the Residents' Association of the University of Ottawa, SASS counsellors and members of Protection Services
- ▶ All harassment and discrimination prevention officers at the Human Rights Office
- ▶ New faculty, through an annual orientation session to include information about the University of Ottawa's existing resources, policies and procedures around harassment and sexual violence

We also recommend mandatory training for the to-be established Sexual Violence Response Team that covers the following:

- ▶ Best practices for supporting survivors and responding to incidents
- ▶ Emerging issues in sexual violence
- ▶ Innovations in sexual violence prevention
- ▶ Promising practices in the development of sexual violence policies and protocols

The training should be developed and administered by sexual violence experts and accomplish the following:

- ▶ Dispel myths, foster an understanding of the complexities of sexual violence and explain why victims do not report.
- ▶ Provide training around consent.
- ▶ Provide a basic level of understanding about the impact on victims and how to respond to a disclosure.
- ▶ Focus on a survivor-centred approach to sexual violence response.
- ▶ Communicate expectations about appropriate behaviour and how to speak out against behaviours that may perpetuate sexual violence (following the bystander training model).
- ▶ Inform and educate participants on the University of Ottawa's resources, policies and protocols.

We also encourage the Action Team to coordinate these training efforts across campus with the SFUO's 101 Week and teaching assistant orientation.

*(This recommendation reflects and responds to concerns raised by a variety of stakeholder groups through the consultation process. It is based on Julie Lalonde's best practices report, our literature review and other Canadian postsecondary institutions' experience in these matters.)*

## **6.6 Implement a campus-wide education program**

We recommend the implementation of a campus-wide bystander education program, led jointly by students, staff and full and part-time faculty, based on the evidence-based Bringing in the Bystander program. We recommend that the University of Ottawa fund two students and two senior administrators responsible for student life to participate in the professional training on Bringing in the Bystander that will be held at the annual meeting of the Canadian Association of College and University Student Services in Vancouver in May 2015. These students and administrators would be jointly responsible for implementing a campus-wide program each academic year. Students should be paid an honorarium for their time spent on this work. We also recommend that the University of Ottawa fund the translation and adaptation of this program into French in a way that adequately reflects the realities and traditions of Francophone students, staff and faculty on campus.<sup>5</sup>

*(This recommendation reflects and responds to concerns raised both in our consultations and by the results of the Campus Climate Survey that a substantial proportion of students hold harmful beliefs about women and rape and that many students have experienced sexual violence since arriving at the University of Ottawa. The bystander approach was also suggested by Julie Lalonde's best practices report, our literature review and other Canadian postsecondary institutions' experience in these matters).*

## **6.7 Collaborate with community partners**

We recommend that the University continue to collaborate with community-based anti-violence organizations that bring unique Ottawa-based expertise on sexual violence to campus. In particular, we urge the University to fund a pilot project to provide community-based services for survivors of sexual violence on the University of Ottawa campus.

The University has long benefitted from the collaboration between some of its members and the Ottawa Coalition to End Violence against Women (OCTEVAW) and from its long-standing relationship with the Canadian Research Institute for the Advancement of Women (CRIAOW). Furthermore, the Task Force has already developed a pilot project with the Centre d'aide et de lutte contre les agressions à caractère sexuel (CALACS) francophone d'Ottawa and the Ottawa Rape Crisis Centre (ORCC) funded through the money that the University receives annually from the Government of Ontario for safety initiatives on campus. It will provide services to survivors of sexual violence on the University campus in both French and English starting in September 2015. Information sessions about the pilot project will be held on campus during the Winter 2015 session and training sessions will be given during the Summer session to those responsible for informing members of the University community about the services that will be available from September to December.

*(This recommendation reflects the Task Force's own experience working with community resource people and responds to concerns raised by a variety of stakeholder groups through the consultation process. It is explicitly and strongly recommended in Julie Lalonde's best practices report.)*

5 The Ottawa-based campaign Draw the Line/ Traçons-les-limites is a good example of an English-language program that has been translated and adapted into French.

## **6.8 Clarify and publicize the role of the Human Rights Office**

We recommend that the University clarify and publicize the role of the Human Rights Office (HRO). In particular, the Action Team should reconsider the HRO's reporting relationship. Many universities with similar bodies have chosen to have them report directly to the President, to indicate their responsibility to the entire University community. The Action Team should decide whether such an arrangement is preferable to the current situation, in which the HRO reports to the Office of the Vice-President Academic and Provost.

In addition, we recommend that the University clarify and publicize

- ▶ The mandate of the HRO
- ▶ The reporting and administrative relationships between the HRO and senior administration, as well as other administrative units that may become involved in a sexual violence complaint such as, Human Resources, Protection Services, the Student Academic Success Service and Faculty Affairs
- ▶ The reasons why the HRO is not completely independent from the University
- ▶ The ways the HRO manages issues of neutrality while still reporting to the University

We further recommend that

- The Action Team order a review of the HRO's practices, resources, procedures and policies by an independent third party with expertise in sexual violence to determine whether the office is properly resourced to fulfill its mandate and to provide both administrative and resource recommendations on how improvements can be made. The timing of this audit will be determined by the Action Team.
- That the University commit to providing any additional resources that may be recommended through this review process so that the HRO can fulfill its mandate in relation to the new sexual violence policy and protocol.

*(These recommendations reflect and respond to views expressed during the consultations regarding the HRO's lack of visibility and ability to service the entire University community on policies and procedures relating to sexual violence in a manner that does not favour the needs of the institution over the needs of survivors. It also reflects the view of the Task Force that since the HRO has recently been created to manage harassment and discrimination, including sexual harassment, for both students and staff (among other duties related to diversity and inclusion), sexual violence complaints should also be directed to the HRO rather than to a new office created to deal with sexual violence complaints.*

## **6.9 Collect and make public relevant data**

We recommend that the University direct all appropriate bodies to compile annual statistics on the number of sexual violence complaints lodged and that these be submitted to a central committee named by the Action Team and including representatives of all stakeholders principally affected by the complaints process. Because sexual violence is linked to larger issues of women's equality, annual publication of this data will help to track the progress being made toward achieving a culture of respect and equality.

We specifically urge the University to

- ▶ Require all those responsible for responding to sexual violence (e.g., Protection Services, the Human Rights Office, Health Services, the Housing Service and others) to compile and make public annual statistics on the number of harassment, sexual violence and discrimination complaints. These statistics will be disaggregated by type of complaint and by sex and campus population group (student, staff or faculty) of complainants and alleged perpetrators.
- ▶ Conduct a safety audit on all University of Ottawa campuses to address sexual violence in public and private spaces based on the methods developed by Women's Initiative for a Safer Environment (WISE) in Ottawa and Toronto's Metropolitan Action Committee on Violence Against Women (METRAC) Campus Safety Audit. It should use the results to engage the campus community in discussions about sexual violence and improve campus safety. Safety audits should be conducted every five years to ensure safety issues are identified and addressed promptly.
- ▶ Conduct the Campus Climate Survey of students annually and develop similar surveys targeting staff and faculty members with input from these groups, to also be conducted on an annual basis. Results should be shared broadly to assist in developing policies and monitoring their implementation and effectiveness. Reliable data are needed to track progress in reducing sexual violence among members of our campus. Statistics produced by police or University services are unreliable indicators of the actual incidence of sexual violence, as the vast majority of incidents are not reported. The Campus Climate Survey conducted by the Task Force is an important first step and provides a baseline from which to track change in students' attitudes and experiences over time, as well as for similar surveys aimed at other members of the University community.

*(This recommendation reflects and responds to concerns raised by a variety of stakeholder groups through the consultation process.)*

## **6.10 Mandate a gender audit of Sports Services and training for student athletes and full-time coaching staff**

We recommend that the University arrange for a gender audit of Sports Services (assessing organizational readiness, surveying staff to understand perceptions of gender integration, creating a detailed action plan for integrating gender and monitoring ongoing activities that achieve gender equality in the organization) and all varsity sports programs at the University of Ottawa. As part of this audit, we recommend that

- ▶ The financing of and membership in men's and women's inter-university programs reflect gender distribution within the student population.
- ▶ Sports Services give priority to hiring women in positions related to coordination, programming, facilities and coaching.
- ▶ The University of Ottawa mandate harassment and sexual violence training for all varsity and competitive student athletes and full-time coaching staff.

*(This recommendation reflects and responds to views expressed during the consultations on the inadequate training of student athletes and coaching staff and to the incident involving members of the men's hockey team that contributed to the appointment of this Task Force.)*

## 6.11 Fund education initiatives

We recommend the University fund the development of new courses (in English and in French) at the undergraduate level that address sexual violence/rape culture from an interdisciplinary perspective. With a mission to contribute to society through the pursuit of education, learning, research and community engagement, the University is uniquely placed to foster a community where students can develop critical thought and engagement. For a helpful example of modules that can be developed for integration into existing curricula, see *Curriculum Modules in Ontario Law Schools: A Framework for Teaching About Violence Against Women* (Toronto: Law Commission of Ontario, 2012).

We also recommend that the University of Ottawa mandate that every course syllabus include a section outlining the University's zero-tolerance approach to sexual violence (as is currently the case with plagiarism). This section should outline relevant University policies on campus and include a list of University resources and services available to students.

*(This recommendation reflects and responds to the need identified by both University stakeholders and our literature review to support all efforts to educate members of the University community about issues related to sexual violence from a range of perspectives. Appendix 3 offers additional context for how this might work.)*

## VII. References

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## VIII. Appendices

### Appendix 1: Task Force on Respect and Equality Mandate

The University of Ottawa Task Force on Respect and Equality (“Task Force”) will provide recommendations to the President about how to foster a culture on campus that encourages respectful behaviour, prevents sexualized violence and ensures that members of the community, women in particular, can learn and work free of harassment and sexualized violence.

#### Areas of Inquiry

In addition to other areas of inquiry that the Task Force may choose to pursue, the Task Force will:

1. Set the stage for its work by exploring attitudes and behaviour on campus in relation to violence by men against women;
2. Assess the University community’s policies and practices, including training and sensitization, that aim to prevent or respond to threats or acts of sexualized violence, and explore ways to broaden and strengthen them;
3. Articulate the values relating to respect and equality that we, as a University community, share and promote;
4. Consider whether, and by what means, sanctions should be imposed when a member of the University community is found to have behaved in a way inconsistent with those values; and
5. Examine best practices at universities in Canada and beyond in relation to the matters within the Task Force’s mandate.

#### Reaching Out

In carrying out its mandate, the Task Force shall:

1. Liaise with the student associations and unions on campus and whatever work they may undertake on subjects related to the Task Force’s mandate;
2. Look for opportunities to engage with other Canadian universities in relation to subjects within its mandate, encouraging a broader discussion of these issues; and
3. Link with women’s groups outside the university and especially those knowledgeable about sexual assault and its consequences, in order to determine whether they have advice on matters within the Task Force mandate.

### Appendix 2: Context and outline for a new sexual violence policy

We reviewed some of the voluminous U.S. literature on the subject of campus sexual assault policies. The U.S. legal context is different from our own. Title IX of the Education Amendments of 1972 prohibits sex discrimination in education programs or activities supported by federal funding. Holding that it amounts to sex discrimination for a postsecondary institution to fail to respond to campus sexual assault given its profound effects on women’s ability to benefit from their educational pursuits, the U.S. government has required these institutions to create complaint, adjudication and penalty processes that respond to the needs of complainants, at the risk of loss of federal funding.

The U.S. government requires a lower standard of proof — “on a preponderance of evidence” (or balance of probabilities) — and prohibits some of the traditional “due process” safeguards for defendants that are typically part of the criminal justice system. The justification for using the civil (as opposed to criminal) standard of proof and for eschewing criminal law safeguards is two-fold: first, the respondent is not in jeopardy of loss of liberty through jail or even of property by fine; second, the university must strike a balance between the rights and interests of both complainants and respondents, unlike in the criminal process, necessitating a corresponding enhancement of complainants’ rights and a recognition that respondents have reduced due process entitlements in this context. Constitutional challenges in the U.S. to this rebalanced form of “due process” have thus far failed for these reasons.

In Canada, provincial governments fund postsecondary institutions and could, if they wished, impose sexual violence policies on them. Provincial human rights codes require universities and colleges to respond proactively to sexual harassment, which, broadly read, includes sexual violence, through policies aimed at prevention and resolution. Students, staff and professors can file human rights complaints against their universities for failure to respond to sexual violence on campus, and they can also cite section 15 of the *Charter of Rights and Freedoms* to argue that this is an issue of discrimination on the basis of sex, given the statistics that show sexual assault to be an issue of sex equality (as acknowledged by the Supreme Court of Canada in *R. v. Osolin*, [1993] 4 S.C.R. 595).

We were not able to consult with members of our community on the details of a sexual violence policy, but in the context of rapidly evolving events in Ontario, our provincial government has taken the position that such policies are an urgent priority. Its recent report, *Developing a Response to Sexual Violence: A Resource Guide for Ontario’s Colleges and Universities*, outlines the major components that it is urging postsecondary institutions to adopt. Currently, all Ontario colleges have agreed to work together to develop their response, and Ontario universities are now also collaborating to achieve similar results.

We expect that a sexual violence policy modelled on the government’s recommendations will become the “gold standard” for Ontario in the months to come, and that the other provinces will soon follow suit, as one university after the other is rocked by new sexual violence scandals. (In December, Dalhousie University launched an investigation into disturbing, sexually explicit Facebook posts by male students in its Faculty of Dentistry). We relied on the government’s report for the general parameters of our proposed sexual violence policy, as well as on the work of METRAC in its recently released report, *Sexual Assault Policies on Campus: A Discussion Paper (2014)* (available at <http://www.metrac.org/resources/sexual-assault-policies-on-campus-a-discussion-paper-2014/>), which cites “best practices” for universities. We also consulted the websites of those few universities that have already developed sexual violence policies (Acadia, Brock, Guelph, Lakehead, Mount Allison, Saint Mary’s, St. Francis Xavier, St. Thomas and Western) to discover promising practices employed elsewhere.

We recommend this broad outline of the components of such a policy with the understanding that the details, particularly regarding a process to investigate, adjudicate and sanction sexual violence, must be worked out with the participation and agreement of the constituents of the University community, namely students, faculty, staff and administrators. Our sexual violence policy should include the following:

- ▶ **A strong policy statement** by senior administration at the University of Ottawa demonstrating leadership and commitment to taking action to respond to sexual violence on campus
- ▶ **A prohibition of “sexual violence,”** broadly defined, that applies to the campus community, including faculty, staff and students, administrators, members of the Board of Governors, Senate or other organizations, and guests while such individuals are acting in a capacity defined by their relationship to the University (e.g., postdoctoral candidates) and to sexual violence that occurs off campus if the activity or location has a real and substantial connection to the University:

*Faculty, staff and students must not commit sexual violence against another person either on the University campus or in activities and locations having a real and substantial connection to the University.*

*Faculty, staff and students must not, without the explicit consent of the person concerned, disclose the name or identifying features of any person who alleges sexual violence or who is alleged to have committed sexual violence unless required to do so by law or as part of a sanction imposed under the University disciplinary process.*

*Sexual violence is any violence, physical or psychological, carried out through sexual means or 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. (Adapted from *Changing Attitudes, Changing Lives: Ontario's Sexual Violence Action Plan*)*

- ▶ **A sexual violence protocol** that governs the response to sexual violence and provides instructions and information for all members of the University community who either experience sexual violence or receive a disclosure of sexual violence. The protocol should provide for a sexual violence response team (SVRT) and include:
  - Information for those who experience sexual violence, including mention of their right to be treated respectfully and compassionately, to privacy, confidentiality and to make their own decisions, including whether to report the incident to police (subject to the exception below), to emergency aid as needed, and to information about available resources for support, recourse, and accommodation.
  - Information and directions for “first responders” — faculty, staff or students who are the first to receive a disclosure of sexual assault — including the obligations of faculty and staff members who receive disclosures. The information and directions must prioritize safety, privacy and confidentiality for the person who has experienced sexual assault and suggest a non-judgmental and compassionate response by the first responder.
  - A sexual violence response team (SVRT), which should include representatives from Protection Services, all community-based sexual violence services operating on campus, the Student Emergency Response Team, the Women’s Resource Centre, the Office of the Associate Vice President, Student Affairs, the Housing Service and any other parties the Action Team determines to be appropriate. The SVRT would respond to those reporting sexual violence to it and provide emergency aid as needed, support and counselling (or referrals to such services), information on courses of action (whether through the police or the University) and available resources on and off campus, and assistance with securing accommodation by the University as needed. All SVRT members would be required to receive training on an ongoing basis so that they could respond in an informed, non-judgmental and supportive manner to all disclosures of sexual violence.
  - Information and directions for the Sexual Violence Response Team, including its obligation to ensure appropriate medical or police intervention consistent with the wishes of the person who has experienced sexual violence, to assist with safety planning or other emergency measures such as changes in residence or classes for the person or the alleged perpetrator, to provide information and enable decision-making by the person who has experienced sexual violence on any and all matters related to sexual violence, such as reporting to police or filing a complaint under the sexual violence policy, to provide counselling or other support or link the person to such services as needed, to liaise with University staff to facilitate any accommodations required, and to determine appropriate communications measures, including a possible campus-wide safety alert.

- ▶ A University commitment
  - To respect the decisions of the person who has experienced sexual violence as to which medical, police or University-related avenues will be pursued, if any, subject to the University's legal obligations to protect the safety of its students, staff and faculty from an identifiable risk.
  - To protect the confidentiality of the persons involved in an allegation of sexual violence unless or until disclosure is either required by law or, after a finding that a respondent has committed sexual violence, the release of the defendant's name is ordered as a sanction or for reasons of community safety.
- ▶ **A complaints process and response, including systemic remedies as well as individual sanctions,** as negotiated with the unions representing faculty, staff and students, with both rights for the complainant and appropriate safeguards for respondents:
  - Rights for the complainant must include the right to representation, to give evidence and/or call witnesses, to ask questions of the respondent, to be protected from questions about her manner of dress, past sexual history or private counselling or other records, to be notified of the outcome of any adjudication or process, and to appeal any decision.
  - Rights for the respondent include the right to representation, to disclosure of the allegations and evidence, to give evidence and/or ask questions of the complainant, to be found responsible only on proof on a balance of probabilities or preponderance of the evidence standard, to be notified of the outcome of any adjudication or process, and to appeal.
- ▶ **A website devoted to the sexual violence policy** that includes links to resources on and off-campus for those who have experienced sexual assault and educational materials in accessible language that explain the legal principles regarding consent and debunk common myths and stereotypes (See the [University of Guelph Sexual Assault Support Guide](#)). It should include the following information:
  - Sexual assault is sexual activity without consent. Section 273.1 of the Criminal Code of Canada says that consent is the "voluntary agreement" to engage in the sexual activity in question. Consent can only be given by someone who is capable (for example, not incapacitated — see below), must be informed (non-disclosure of a significant risk of HIV exposure can negate "consent") and freely given (not under threat or pursuant to a breach of a trust relationship), cannot be implied but must be communicated by words or conduct, is active (mere passivity or failure to resist does not amount to consent) and can be withdrawn at any time.
  - Those who initiate sexual contact must take reasonable steps in the circumstances to ascertain consent. Sexual contact with a person who is or whom one ought to know is incapacitated by alcohol, drugs, sleep, medication or some combination may amount to sexual assault. The initiator of sexual activity should always err on the side of assuming a party to be incapacitated, rather than risking committing sexual assault.
  - Consent cannot be given in advance of sexual activity that takes place once the other person is asleep or passed out. Consent is a communication made by a person who is capable of understanding to whom they are giving consent and for what specific activity. Evidence of incapacitation may include

- Slurred speech
- Confusion or incoherence
- Bloodshot eyes
- Staggering or the inability to maintain balance
- Shakiness or drowsiness
- Vomiting
- Unusual behaviour
- Unconsciousness

### **Appendix 3: Undergraduate course addressing sexual violence from an interdisciplinary perspective**

We recommend that the University create a competition to fund the creation of courses related to sexual violence and rape culture. Each year, a fund of \$30,000 would be available (\$15,000 each for courses in French and English — a maximum of three courses in each language at \$5,000 per course). This fund could be used to defray the costs of hiring a research assistant to assist professors in developing the new course.

Applicants would be required to be full time, tenure track or tenured professors and their application would have to include:

- ▶ A mention of innovative pedagogical practices that they will use involving students in the content of the course
- ▶ Information on how perspectives that highlight sexualized violence in Indigenous, racialized and disability communities will be included in the course
- ▶ A one-page outline listing the course’s objectives
- ▶ A description of how the course addresses concerns raised in this report
- ▶ A description of how the new course brings interdisciplinary perspectives to bear on issues related to sexual violence and/or rape culture
- ▶ An explanation of how the new course encourages the collaboration of colleagues from across the University

We further recommend that when each program is developing its self-study document as part of the Ontario Universities Council on Quality Assurance Institutional Quality Assurance Process,<sup>6</sup> the program be asked explicitly whether students should be required to take a course on moral reasoning such as PHI 1102/1502, which covers “development of fundamental skills in moral reasoning through the study of ethical issues and the criteria used in justifying or evaluating actions,” or whether the associated learning outcomes are being met through other means.

6 The University of Ottawa Institutional Quality Assurance Process (IQAP) is the process for assessing the quality of university programs and is undertaken by every program once every seven years.

We also recommend that the University strike a campus-wide committee made up of students, faculty and staff to review the existing curriculum across the faculties, especially first and second year courses, to ensure inclusion of issues related to women, gender and gender-based violence, race, sexuality, disability and indigeneity.

The University should also instill a culture of equality and respect through its undergraduate programs. It should identify all of the courses that deal with forms of gender-based violence using an intersectional lens. Each academic unit would be responsible for providing a list of courses that, if completed, would meet the requirement to instill this culture. Units in which there are few courses with such content would be encouraged to develop their own course(s) that respond(s) to these issues.

The Centre for University Teaching can coordinate efforts across faculties and units to support an academic culture of equality and respect. This might mean, for instance, identifying pedagogical needs that would have to be met to fulfill this mandate. The Centre can assist units and faculties in developing appropriate course content that responds to the unique needs of students in their respective fields or disciplines.

# Appendix 4: Findings of Campus Climate Survey

Table 2: Agreement with statements regarding women and rape (percentages)

	Women	Men	Total
<b>Interpreting harmless gestures as “sexual harassment” is unfair to men.</b>			
Agree	21	34	25
Neutral	20	25	21
Disagree	59	41	54
<b>Women who put themselves in risky situations are partly responsible if they are raped.</b>			
Agree	12	21	15
Neutral	11	11	11
Disagree	77	68	75
<b>When women go around wearing low-cut tops or short skirts, they are sending men mixed messages.</b>			
Agree	11	21	14
Neutral	15	17	15
Disagree	74	62	71
<b>In dating situations the general expectation is that the woman “hits the brakes” and the man “pushes ahead.”</b>			
Agree	10	15	12
Neutral	19	20	19
Disagree	71	65	69
<b>Sexual remarks about a woman’s body simply tell a woman that she is attractive.</b>			
Agree	6	14	9
Neutral	16	25	18
Disagree	78	61	73
<b>Rape accusations are often used as a way of getting back at men.</b>			
Agree	5	15	8
Neutral	13	27	17
Disagree	82	58	75
<b>If a woman is raped while she’s drunk, she is at least somewhat responsible for letting things get out of control.</b>			
Agree	8	10	9
Neutral	6	8	7
Disagree	86	81	84
<b>If a woman invites a man to her home for a drink after a night out this means she wants to have sex.</b>			
Agree	5	10	6
Neutral	11	21	14
Disagree	84	69	80
<b>Rape isn’t as big a problem as some feminists would like people to think.</b>			
Agree	3	12	6
Neutral	4	12	6
Disagree	93	76	88
<b>Women tend to exaggerate how much rape affects them.</b>			
Agree	2	5	3
Neutral	4	16	7
Disagree	94	79	90
<b>A lot of women lead men on and then they claim they were raped.</b>			

**Table 2: Agreement with statements regarding women and rape (percentages)**

	<b>Women</b>	<b>Men</b>	<b>Total</b>
Agree	5	7	5
Neutral	15	29	19
Disagree	80	64	75
<b>Once a man and a woman have started “making out,” a woman’s reluctance to have sex will automatically disappear.</b>			
Agree	1	4	2
Neutral	8	12	9
Disagree	91	84	88
<b>When a woman spends time with a man, it is reasonable for him to expect to have sex with her.</b>			
Agree	3	4	4
Neutral	5	10	6
Disagree	92	86	90
<b>Most of what is called rape is just miscommunication.</b>			
Agree	2	4	3
Neutral	7	11	8
Disagree	91	85	89
<b>When they are sexually aroused, men cannot physically stop themselves and it is unreasonable for women to ask them to stop.</b>			
Agree	0	2	1
Neutral	2	3	2
Disagree	98	95	97
<b>A man cannot be held responsible for what happens when he is drunk.</b>			
Agree	1	2	1
Neutral	3	5	4
Disagree	96	93	95
<b>Totals may not add to 100% due to rounding or non-response</b>			

**Table 3: Experiences of face-to-face harassment — How many times did someone... (in percentages)**

	Women	Men	Total
<b>Show up to your home/work/school in a way that made you fear for your safety</b>			
Never	74	88	78
Once	14	6	11
More than once	12	6	10
<b>Make sexually suggestive comments/jokes that made you uncomfortable</b>			
Never	35	63	44
Once	15	10	13
More than once	50	26	42
<b>Ask you out on a date or hookup and refuse to take no for an answer</b>			
Never	68	86	73
Once	13	5	11
More than once	18	8	15
<b>Touch, hug or kiss you when you didn't want them to</b>			
Never	56	76	62
Once	17	8	14
More than once	27	16	24
<b>Stare or leer in way that make you uncomfortable or fearful</b>			
Never	41	83	54
Once	15	6	12
More than once	43	10	33
<b>Expose their genitals when you didn't want them to</b>			
Never	86	93	88
Once	7	4	6
More than once	6	3	5
<b>Totals may not add to 100% due to rounding or non-response.</b>			

**Table 4: Experiences of online harassment — How many times did someone... (in percentages)**

	Women	Men	Total
<b>Contact or attempt to contact you even though you asked them to stop</b>			
Never	58	80	64
Once	16	11	14
More than once	26	8	20
<b>Ask you on a date or hook up using social networking and refuse to take no for an answer</b>			
Never	76	89	80
Once	10	3	8
More than once	13	6	11
<b>Speak to you in a violent manner or threaten you with physical violence</b>			
Never	92	86	90
Once	3	4	4
More than once	4	9	6
<b>Threaten sexual violence</b>			
Never	95	95	95
Once	2	2	2
More than once	2	2	2
<b>Send you nude or suggestive images when you didn't want them to</b>			
Never	81	88	83
Once	8	3	7
More than once	10	7	9
<b>Reveal personal information about you online when you didn't want them to</b>			
Never	96	94	95
Once	3	3	3
More than once	1	2	1
<b>Post false information about you online</b>			
Never	89	90	89
Once	5	3	5
More than once	5	5	5
<b>Send or posted photos or videos of you without your permission, such as sext messages or morphing pictures onto naked bodies</b>			
Never	96	95	96
Once	2	2	2
More than once	1	2	2
<b>Record and distribute photos or videos of you being sexually assaulted</b>			
Never	99	97	98
Once	-	1	1
More than once	-	1	1
<b>Your partner/ex-partner controlled your social media to restrict contact with family and friends</b>			
Never	94	94	94
Once	2	3	2
More than once	2	2	2
<b>Totals may not add to 100% due to rounding or non-response.</b>			

**Table 5: Effects of face-to-face harassment (percentage answering yes)**

	Women	Men	Total
Avoid situations	38	18	34
On guard, easily startled	37	12	32
Nightmares or recurring thoughts	24	6	20
Grades suffered	13	9	12
Miss class or work	10	3	8
Disconnect social networking	10	3	8
Numb, detached	8	4	7
Fail to complete assignments or exams	6	4	6
Think about leaving uOttawa	6	5	6
Withdraw from other online activities	5	4	5
Suicidal thoughts, attempts	5	4	5

**Table 6: Effects of online harassment (percentage answering yes)**

	Women	Men	Total
Avoid situations	14	28	25
On guard, easily startled	25	11	23
Nightmares or recurring thoughts	15	8	14
Grades suffered	7	10	8
Miss class or work	6	8	6
Disconnect social networking	13	8	12
Numb, detached	11	8	10
Fail to complete assignments or exams	4	5	4
Think about leaving uOttawa	4	8	5
Withdraw from other online activities	8	5	8
Suicidal thoughts, attempts	3	8	4

**Table 7: Effects of sexual violence (percentage answering yes)**

	Women	Men	Total
Avoid situations	50	22	44
On guard, easily startled	46	7	39
Nightmares or recurring thoughts	39	18	35
Grades suffered	9	15	10
Miss class or work	8	7	8
Disconnect social networking	3	8	4
Numb, detached	21	18	20
Fail to complete assignments or exams	8	11	9
Think about leaving uOttawa	10	15	11
Withdraw from other online activities	5	4	5
Suicidal thoughts, attempts	9	11	10

## Appendix 5: List of stakeholders consulted

Group/affiliation	Individual(s) consulted and title(s)
Association of Part-Time Professors of the University of Ottawa (APTPUO)	Olivier Desharnais-Roy, President
Association of Professors of the University of Ottawa	Christian Rouillard, President; Jennie Abell, Equity Officer; Andrea Magahey, lawyer
Centre d'aide et de lutte contre les agressions à caractère sexuel (CALACS)	Josée Guindon
Draw the Line	Julie Lalonde, Ottawa activist
Lakehead University, Task Force on Sexual Assault Education, Prevention and Support	Lori Chambers, Chair
Ottawa Coalition to End Violence Against Women (OCTEVAW)	Matt Schaaff (from MANifest Change campaign) and Erin Leigh, Executive Director
Ottawa Rape Crisis Centre (ORCC)	Sunny Marriner
Public Health Ottawa	Terry-Lynn Marko
Research Centre for Sport in Canadian Society	Public meeting
Saint Mary's President's Council (formed after rape chants on campus)	Laurel Broten, member
Saint Mary's University, Action Team	Members of Action Team
Student Federation of the University of Ottawa (SFUO)	Nichole Desnoyers, Vice President of Services and Communication
Student Federation of the University of Ottawa (SFUO)	Anne-Marie Roy, President
Student Rights Centre at the University of Ottawa	Mireille Gervais
University of British Columbia's Task Force on Gender-based Violence and Aboriginal Stereotypes	Louise Cowin, Chair
University of Ottawa	Elvio Buono, Associate Vice President, Human Resources
University of Ottawa	Lucie Mercier-Gauthier, Associate Vice President, Student Services
University of Ottawa	Gary Slater, Associate Vice President, Student Affairs
University of Ottawa	Timothy Stanley, Interim Dean, Faculty of Graduate and Postdoctoral Studies
University of Ottawa	Rachel Ouellette, Chief of Staff, Office of the Vice President Academic and Provost
University of Ottawa, Faculty of Arts	Antoni Lewkowicz, Dean
University of Ottawa, Faculty of Education	Public meeting
University of Ottawa, Faculty of Education	Michel Laurier, Dean
University of Ottawa, Faculty of Engineering	Claude Laguë, Dean
University of Ottawa, Faculty of Health Sciences	Hélène Perrault, Dean
University of Ottawa, Faculty of Medicine	Public meeting
University of Ottawa, Faculty of Medicine	Rama Nair, Vice-Dean
University of Ottawa, Faculty of Science	Steve Perry, Dean
University of Ottawa, Faculty of Social Sciences	Marcel Mérette, Dean

<b>Group/affiliation</b>	<b>Individual(s) consulted and title(s)</b>
University of Ottawa	Kristine House, Health Promotion Manager
University of Ottawa, Housing Service	Pierre LaRouche
University of Ottawa, Employee Relations	Toni Francis, Director
University of Ottawa, Faculty of Law	Public meeting
University of Ottawa, Office of Equity, Diversity and Gender Issues	Catherine Tsilfidis, Director
University of Ottawa, Protection Services	Claude Giroux (via email)
University of Ottawa, Residence Life	Kerry Rourke-Frew
University of Ottawa, Residence Life	Raynald Audet, Director, and Caroline Blouin, Assistant Director
University of Ottawa, Sports Services	Luc G�lineau, Director, and Danika Smith, Student-Athlete Services Compliance Officer
University of Ottawa, Counselling and Coaching Service (SASS)	Donald Martin, Manager
University of Ottawa	Johanne Bourdages, Associate Vice President, Programs
University of Ottawa	Christian Detellier
University of Windsor	Professor Laura Robinson, Vice President Academic and Provost

Other groups consulted:

- ▶ All SFUO federated bodies
- ▶ All university student clubs
- ▶ Centre for Students with Disabilities
- ▶ Graduate Student Association of the University of Ottawa (GSEAD)
- ▶ Peer Help Centre
- ▶ Pride Centre
- ▶ Support Staff University of Ottawa (SSUO)
- ▶ The Greek Council
- ▶ Women’s Resource Centre