

Final Report

Presidential and Provostial Committee on Prevention and Response to Sexual Violence

University of Toronto



UNIVERSITY OF
TORONTO

February, 2016

Letter from the Co-Chairs

Dear President Gertler and Provost Regehr:

The Presidential and Provostial Committee on Prevention and Response to Sexual Violence was formed in November 2014 [PDAD&C memo #43]. A tri-campus committee with membership comprising students, staff and faculty, the committee and its three working groups were tasked with establishing a set of recommendations to prevent and respond to sexual violence at the University of Toronto. The Committee and working group membership included faculty, staff, and student representation from diverse groups with research and expertise in the area of sexual violence as well as those nominated by academic administrators, among others, from across the three campuses. Working groups reported to the larger committee and focused their efforts in the areas of internal programs and services, external partnerships and community engagement, and policy and procedures.

Beyond the work of the working groups the committee wanted to ensure that the University community had input to the recommendations set out. Extensive consultations have taken place with students on all three campuses. Over 25 community consultations with students, have taken place. An online survey was distributed in the summer of 2015, soliciting feedback from an additional 170 staff, faculty and students. In addition to this, meetings were held with several other important stakeholders including the Chaplains Association at the St. George Campus, the Women's Centre at UTSC, and the entire executive team of the UTMSU, amongst others. The Committee has received compelling recommendations from individuals and student groups, including Thrive U of T and U of T Students

Against Sexual Violence along with 93 letters from HERE, a student driven feminist society at the University.

We recognize the crucial role external community partners play in developing a safe community at the University of Toronto. The External Community Engagement Working Group identified and consulted with a number of external organizations including: METRAC, Barbra Schlifer Commemorative Clinic, Scarborough Women's Centre, CAMH, White Ribbon Campaign, Toronto Rape Crisis Centre/Multi-cultural Women Against Rape, David Kelley LGBTQ + HIV/AIDS Counselling, Family Service Toronto and the Peel Sexual Assault Centre. These consultations have been integral in guiding the development of the recommendations, particularly in our consideration of how to best respond to the needs of students, staff and faculty who have experienced sexual violence.

The recommendations of the committee seek to impact both immediate and long-term efforts to prevent and respond to sexual violence for the University of Toronto community.

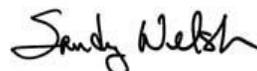
As Chairs of the Committee we would like to thank everyone who participated in consultations and those who took the time to make submissions, the working groups and committee members for their expertise and dedication.

Sincerely,



Professor Angela Hildyard, Vice-President Human Resources & Equity

&



Professor Sandy Welsh, Vice-Provost Students

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PRINCIPLES AND RECOMMENDATIONS

Principles:

- I. The University of Toronto strives to create an environment where staff, students and faculty are safe to learn, work and live. Safety on campus is a priority. Sexual violence will not be tolerated on our campuses.
- II. Recognize that language must be sensitive to the experiences of the individual who has experienced sexual violence, and acknowledge that some individuals may be unsure whether or not an assault or act of sexual violence has occurred against them. Individuals tend to understand what various terms may mean in the context of their own experience. All terms such as consent, sexual violence, sexual assault, sexual harassment should be clearly defined in policy, training, and service delivery.
- III. Programs and services related to sexual violence at the University will be rooted in principles of equity and reflect the diversity of the U of T community and be responsive to diverse groups who are at higher levels of risk for sexual violence.
- IV. All policies and procedures must include the principles of procedural fairness for all parties (respondents and complainants) and appropriate procedural safeguards that reflect those principles.

Recommendations:

1. The committee recommends that a University sexual violence centre with a tri-campus mandate and presence be created to assist in triage, reporting, and providing supports for individuals who have experienced sexual violence.
 - a. The committee recommends that particular attention is afforded to the need for support beyond the hours of 9 a.m. – 5 p.m. as there is an identified need for complainants and respondents during the hours of 5 p.m.- 9 a.m., a time where there is limited on campus or off campus resources.
 - b. The committee recommends that an institutional inventory of existing external community partnerships for services that support those who have experience sexual violence (complainants) and those with allegations against them (respondents) be conducted. This network will assist in building best practice on prevention and response strategies and services.
2. The committee recommends that a policy on sexual violence be created and begin with a clear affirmation that sexual assault and harassment will not be tolerated on campus. The Policy and Protocol should provide a comprehensive and user-friendly set of resources for both formal reporting and confidential disclosures and include the appropriate procedural safeguards for all involved parties (complainants and respondents).

- a. The committee recommends that an easy-to-understand procedural document accompany any policy/ guideline/protocol that addresses sexual assault or sexual harassment, similar to the *Student Companion to the Code of Student Conduct*.
 - b. The committee recommends an approach to ensure representative and marginalized voices are captured during policy consultation and review; and that newly created policy on sexual violence undergo regular review to ensure that it is reflective of the needs of the University community.
3. The committee recommends review and revision where applicable to the *Policy and Procedures: Sexual Harassment* and the *Code of Student Conduct* to ensure that they reflect the institutional commitment and provide mechanisms appropriate for resolving the full range of complaints of sexual harassment and sexual assault. This review should include consultation with students, staff and faculty.
4. The committee recommends University-wide education and training programs that are evidence-informed, and in a number of formats, both online and in-person:
 - a. Prevention programs, such as bystander intervention training and consent programs [or campaigns] for students, staff and faculty.
 - b. Ongoing professional development and education for faculty and staff, including up to date information on appropriate resources, and strategies for how to refer students and employees in need to the appropriate supports.
 - c. Professional development for those who may receive disclosures and formal complaints on a regular basis.
 - d. Communication and awareness strategies targeted to students, staff and faculty to ensure understanding of current and new policies, reporting processes and disclosures and informal reports.
5. The committee recommends that the principles and recommendations found within this report be reviewed regularly to ensure that progress is made and that institutional commitment remains strong. This review should include consultations with students, staff and faculty, including those who have experienced sexual violence.
 - a. The committee recommends that in order to better understand the needs of the University community, a regular campus climate survey be conducted.

Preamble

In November 2014, The University of Toronto established a Presidential and Provostial Advisory Committee on Preventing and Responding to Sexual Violence. This committee with three working groups reporting to it has made a series of recommendations to ensure reports of sexual violence are addressed appropriately and that efforts to prevent sexual violence are identified.

A range of participants from across the University were invited to in-person consultations or to provide feedback in an anonymous online survey. Engagement on this topic area is challenging, and the committee is supportive of ongoing, broad and open consultation with the University community to ensure representative voices continue to be captured through a variety of platforms as recommendations in this report form practice.

Ultimately, our campus community must be one that supports individuals who have experienced sexual violence and removes barriers that otherwise prevent individuals from accessing important resources and services on campus. We must work collaboratively to address damaging underlying attitudes and behaviours that perpetuate acts of sexual violence.

Institutional Commitment

The University of Toronto strives to create an environment where staff, students and faculty feel and are safe to learn, work and live.

Safety on campus is a priority. Sexual violence will not be tolerated on our campuses.

The committee focussed its efforts on members of the *University of Toronto community*, that is: students, staff and faculty across the institution. We recognize that anyone in the University community can experience sexual violence.

The use of certain terms should also be noted, particularly the use of the terms “survivor” and “victim”. Participants in the community consultations and online survey have used both terms to describe someone who has experienced sexual violence. Throughout this report the person who has experienced sexual violence is referred to as “complainant”. We refer to the individual who is alleged to have committed sexual violence as the “respondent”.

Principles of Equity and Diversity

The University of Toronto campuses are home to a diverse body of students, staff and faculty. It is important, therefore, that programs and services at the University be rooted in principles of equity, reflect the diversity of the U of T community and be respectful, actively supportive and welcoming to diverse groups who may be at higher levels of risk for sexual violence. **A number of organizations note that certain groups of people, including women who experience further levels of oppression, are less likely to report¹.**

Recognizing that not every individual who has encountered sexual and/or gender-based violence feels comfortable seeking support from counsellors, **facilitating increased support and networking between various organizations on campus that serve a diversity of members may help community members to seek available support and resources.**



Make sure your sexual violence prevention policy includes the specific needs of the transgender community, as well as trans and other LGBTI people of color, as statistically they suffer from sexual violence at a much higher rate and going to the police, for example, may not be an option as police often mis-treat trans people, and trans women of color in particular.

- Student, Online Survey

The Impact of Language

How we refer to the complexities of sexual violence impacts the way in which our community responds to preventing violence on campus. Terminology is an important component to addressing sexual violence. Many people have a limited understanding of sexual violence, what it entails and how best to prevent it.

The committee recommends that the University ensure that the language used by various services is sensitive to the experiences of the individual who has experienced sexual violence. All members of our community should understand what the various

¹ Legislative Assembly of Ontario. Select Committee on Sexual Violence and Harassment. (2015). *Interim Report*. 41st Parliament. 1st Session. Retrieved from: http://www.ontla.on.ca/committee-proceedings/committee-reports/files_html/SCSVH%20INTERIM%20EN.htm#_Toc421263440

terms (consent, sexual assault, and sexual harassment) may mean in the context of their own experience and in relation to one another. Throughout our consultations, participants asserted that a central element of all education and training is establishing consistent and clear definitions of sexual violence. Participants shared that they were often unsure if an incident they experienced “counted” as sexual violence. It is our understanding that the provincial government will provide ongoing guidance with respect to defining these terms.



I think it's important for people to understand that they can do something as a bystander. There are things you can do. And channels about sexual assault aren't just for victims or for the people who've committed the sexual assault. And most of us feel that it's not really our responsibility to step in there when there are 20 other people in the room. Someone else will step in. I think there has to be some way to overcome that apathy as well.

- Student,
Trinity
College

We also acknowledge that “safety” is a concept that is both objective and subjective. “Staying safe on campus” includes objective measures or features such as blue light phones and campus police, but it is also important that we create and maintain a campus culture of safety that acknowledges individual perception of safety. Sexual violence also affects the health and mental health of all members of the community, as well as the academic success of students and the productivity of faculty, staff and researchers. The **committee recommends that in order to better understand the needs of the University community, a regular campus climate survey is conducted.** Such surveys allow for examination of both the incidence of sexual violence on campus and the perceptions of campus climate as well as a measurement of changes overtime in attitudes and experiences.

Campus Wide Education for Students

There is a need to develop campus-wide education and training programs focusing on prevention, including bystander intervention training and awareness of consent, in a number of formats, both online and in-person.

Currently, the University of Toronto provides training and education to students and employees in the areas of sexual violence prevention and response (a list of current initiatives can be found in Appendix D of this report). However, feedback from community consultations, online survey participants and the working group point to a need to expand training opportunities beyond student leaders, peer teams and “frontline staff”. In general, participants argued that existing training and education materials are not reaching a broad enough audience and that individuals who currently receive training are a small subset of a much larger intended audience.

Students, staff and faculty all pointed to the need to address underlying attitudes and behaviours through communication campaigns. There was an expressed interest for expanded bystander intervention training and mandatory training at the outset of a student or employee's time at the University.

Professional Development for Faculty and Staff

Faculty and Staff often engage with students who are seeking assistance following an incident of sexual violence.



Having the resources as an international student is so important because you're coming from a different country, from a different culture. You don't know who to approach, what is normal here, what is not normal here.

- Student, Centre for International Experience

The committee recommends that faculty and staff receive ongoing professional development, up to date information on appropriate resources, and strategies for how to refer a student in need to the appropriate supports.

Key topic areas should include:

- Explaining the elements of consent, gender-based expectations and culturally-based topics
- Bystander Intervention/role identification
- Issues of confidentiality, disclosures, and reporting obligations
- Identification of services/resources to assist both parties
- Risk reduction programs
- Defining safety; defining sexual violence, sexual assault, sexual harassment and other forms of violence

The committee and those who were consulted stated concern for the manner in which disclosures are often framed as formal reports, rather than allowing for distinction between the two: a disclosure versus formal report. In the case of a disclosure, often the person who has experienced sexual violence is seeking confidential information to determine their options and resources for support. Services should first ask the individual if they are seeking information versus initiating a formal process of complaint. They must also make clear the scope of their capacity to respond based on whether there is disclosure or a formal report.

The committee recommends professional development for those who receive disclosures and formal complaints occur on a regular basis.

Key topic areas should include:

- Dignity and respect
- Available University options for formal complaints
- Available community options for formal complaints
- Resources on and off campus to assist with a variety of needs such as safety and academic accommodations
- Availability of emergency housing
- Medical attention including health services

With any training initiative it is important to assess learning objectives. **It is the committee's recommendation that professional development and training programs be evaluated for effectiveness on a regular basis.**

Where ever possible student leaders should be included in training and outreach initiatives as well as the evaluative progress of the initiatives.

Navigating Resources

Students at the University expressed that they often find it difficult to navigate resources and supports when they have experienced sexual violence. **The Committee recommends the establishment of a University Sexual Violence Centre with a tri-campus mandate and ongoing presence to assist in triage, reporting, and provision of supports for individuals who have experienced assault, along with coordination of sexual violence prevention activities.** Key elements of this structure may include:

- A survivor-focused facilitated referral process
- A 'service model whereby staff in this office connect and coordinate activity related to support, response, awareness and education but not necessarily deliver the services
- Collecting and reporting data and information in accordance with provincial legislation
- Clarity and assistance when identifying options for formal reporting of incidents
- Responses to disclosures and how to initiate/refer individuals for additional support
- Partnerships with external organizations that support and serve people who have experienced sexual violence

Coordination of access to services for those who have experienced sexual violence is critical. All forms of sexual violence can have a lasting impact on individuals who experience it and can significantly impact their lives while at University.

Providing clarity about reporting procedures will help ensure that individuals are better able to access the appropriate process. It is important to ensure services are connected with clear referral pathways in a model where "every door is the right door" regardless of which service the complainant chooses to access. Some consultation participants shared that they, or their friends, had traumatic experiences reporting their assaults because of confusing procedures and the feeling of being "shuffled" from service to service:



I think there's a lack of knowledge about what will happen when you report. I think there's a fundamental disconnect between the students, and campus safety, and security, and that it causes a really big problem because no one will feel safe going to them.

- Student, UTSC



It's kind of hard to talk to someone about this...even web-based chatting. I think it makes it less stigmatized and less embarrassing...just having someone unknown, who doesn't know your face, can't know your name - it's totally anonymous - you can just call and chat with them. I think that would make a big difference.

- Student, Centre for International Experience.

Some students expressed being overwhelmed after an incident and unaware of how or where to take action. Individuals struggled with identifying the best response to fit their complaint:



You have some cases where it's very extreme and some cases where they just want accommodations. I think that a challenge for people because it very much needs to be black and white. But it's not. It's very grey-ish.

- Student, University College



I think that the system is not working really well. They should provide with professional counsellors who will sit and, first of all, talk about your mental stability and provide with some activities or assistance.

- Student, UTM



Sexual violence prevention can't depend only on establishing procedures. Students who seek assistance from a staff person they trust need to know that they are not being shuffled from one department to another. Staff who see students in distress and encourage students to go to the Community Safety Office, seek counselling services, or campus police to seek help need to be reassured that they themselves are not overstepping procedural boundaries in doing so.

- Faculty Member

After Hours Resources

Often, support is needed after 5 p.m., when many University services are no longer available. This is accentuated because although campus police are available 24 hours, they are not always seen as a resource of first choice because a disclosure impacts formal reporting obligations. **The committee recommends that particular attention be directed to the need for support beyond the hours of 9 a.m. – 5 p.m., including communicating the availability of virtual and community-based crisis services that are available after 5pm (or 24 hours a day).** While the University may rely on external resources to assist in after-hours needs, we should be cautious about straining these services as they are also utilized by the greater community.



As somebody who works with students 24 hours a day, a lot of the services we have on campus, even some of our distress services, are Monday to Friday during business hours. So after that, a lot of the residence staff, dons primarily, are kind of the front line and a lot of the decision making that we make has to necessarily be based outside of campus because the crises happen outside of business hours.

- Student, New College.

Safety needs on campus occur at all hours. Current safety programs should be evaluated regularly to determine if they continue to meet the needs of the University community; for example, reviewing the boundaries of the WalkSmart and Work Alone Program's and ensuring that safety infrastructure like lighting and safety poles are operational.

Communicating Services at the University

Communication should not simply disseminate materials regarding available resources. Rather, communication methods and materials, and issue-based campaigns can reinforce educational and training programs for faculty, staff and students.

Communications materials should be developed in consultation with students, staff and faculty, and with community partners with expertise that are both internal and external to the University of Toronto. Communications campaigns should be strategic, address key audiences, have multiple modes of delivery, and be part of broader goals. Communications strategies should be centrally developed to ensure consistent practice and response to needs on all three campuses. Peer mentors should be used to support information sharing about sexual violence services through in-person and online outreach activities.



Coming from a peer, whether it's genuine or not, it's like that person is there to help me...but if you give me this piece of paper with all this stuff on it, I'm going to crumple it up and throw it out because I don't want to put it in my backpack.

- Student, Kinesiology and Physical Education

External Partnerships

The University of Toronto is fortunate to be situated within municipalities which have access to excellent community resource partners. It is important to acknowledge that external community organizations' knowledge and expertise are critically important in building internal capacity to prevent and respond to sexual violence. At the same time, it is critical to acknowledge that many external community organizations often lack adequate funding.

To avoid duplication of services and over-taxing external organizations, **the committee recommends that an institutional inventory of existing community resources be conducted to identify services that support those who have experienced sexual assault.**

The inventory should identify resources available for all three campuses and those that are campus specific. This will help identify gaps in expertise and support. We would advise developing a centralized and up-to-date list of external community organizations to which we can refer community members who have experienced sexual violence, as well as a list of referral services for respondents that will assist in support and guidance for all individuals. Creating partnerships with these agencies would strengthen the work of both the agency and the University complete with regard to complainants and respondents.



Community partnerships are really important. I think that having 24-hour support is really important...And in some places there's a student-run version of that.
- Student, Sexual and Gender Diversity Office

Additional outreach should aim to inform community organizations of the University's policies and programs regarding sexual violence.

Policies & Procedures

Procedures on reporting, investigation, resolution and adjudication of complaints on sexual violence were among the most in-depth discussions which emerged from the community consultations. Many participants expressed concerns about initiating formal complaints, citing discomfort and lack of trust of law enforcement officials, the fear of not being believed, limited understanding of reporting procedures and how to initiate the process, personal safety and not feeling confident that the system would adequately address complaints. As the University often has both the complainant and the respondent on our campus, concerns were also expressed that procedures observe principles of fairness and provide appropriate procedural safeguards to both parties.

The committee recommends that the University creates a standalone Sexual Violence Policy and Protocol. We recommend that the Policy and Protocol begin with a clear affirmation that the institution will not tolerate sexual violence. The Policy and Protocol will provide a comprehensive and user-friendly set of resources for complainants. The Policy and Protocol should incorporate a guide to existing processes and policy designed to assist those who wish to access any of the resources, policies or processes.

The procedure for investigation, resolution and adjudication of complaints of sexual violence must observe principles of procedural fairness and provide appropriate procedural safeguards to both parties. The Policy and Protocol should be applicable to every community member at the University (students, staff and faculty). Students, staff and faculty should be provided with opportunities to provide input to the Policy and Protocol. The committee recommends a proactive approach to ensuring representative and marginalized voices are captured in broad and open consultation which reflects the diversity of the University.



There should be a zero tolerance policy... They need to be tackled head on so there's a precedent. These resources, they need to build their reputation. Not just reputation, but confidence. We need to have confidence in them.

- Student, UTSC

Currently, the University of Toronto does not have a singular policy on sexual violence but an interlocking suite of policies. The Policy and Procedures working group reviewed all relevant policies related to formal complaints of sexual assault or sexual harassment. **In parallel with the creation of a new standalone sexual violence policy, the committee recommends that the University review and revise where applicable the *Policy and Procedures: Sexual Harassment* to ensure that it is up to date and provide mechanisms appropriate for resolving the full range of complaints of sexual harassment.**

Where the Student Code of Conduct addresses complaints of sexual assault, we recommend review and revision where applicable to ensure that the Code provides mechanisms appropriate for resolving the full range of complaints related to sexual assault.

The committee heard that students, staff and faculty often find it difficult to understand how complaints are addressed under our existing policies. **We recommend that training be provided to students, staff and faculty to ensure understanding of the processes involved and that a procedural document accompany any policy that addresses sexual assault or sexual harassment, similar to the *Student Companion to the Code of Student Conduct*.**

Conclusion

This report outlines the Committee's recommendations formed from consultations across the University, as well as the guidance and expertise from working group members and written and oral submissions received over the last several months. It is believed that this work will act as a foundation to a comprehensive strategy to prevent and respond to sexual violence.

Ultimately, our University community must be one that supports individuals who have experienced assault and removes barriers that otherwise prevent individuals from accessing important resources and services on campus.

Equally important is the need to address damaging underlying attitudes, behaviours and social conditions that perpetuate acts of sexual violence. To do this, we hope to draw upon our rich campus and community resources and work, united, towards a positive solution together through training, programming and other initiatives that seek to address attitudes and behaviours.

The Committee is truly thankful to the many voices who contributed to this report, many of whom bravely shared their experiences and recommendations with us. These recommendations mark the next step in our long-term efforts to prevent and respond to sexual violence on our campuses. We look forward to continuing to work as part of the University community to ensure a safe campus environment for all.

Appendices

Appendix A: Online Survey and Focus Groups

Limited demographic data was collected from the community consultation and online survey participants. The questionnaire was distributed to all participants; however completing it was voluntary and anonymous. In total, demographic data was collected for 298 participants and can be found in [Table B](#).

Focus group discussions took place exclusively with University of Toronto undergraduate and graduate students from all three campuses in spring, 2015. The online survey was distributed as an outcome of the in person discussions to gather additional feedback from students who were unable to participate in an in-person consultation, and invite faculty and staff to provide feedback. The themes that emerged from the online survey are consistent with those from the in-person consultations. This additional participation through the online survey was targeted through divisional contacts that distributed the survey link by email. Groups who were invited to provide feedback are listed in the [Table A](#).

In total, over 25 in-person consultations were conducted with students, representing over 125 students from all three campuses. The online survey received feedback from an additional 170 staff, faculty and students. In addition to this, meetings were held with several other groups including the Chaplains Association at the St. George Campus, the Women's Centre and Student Union executives at University of Toronto - Scarborough, the entire executive team of the University of Toronto (Mississauga) Student Union, and Students for Barrier-free Access (SBA) and a group representing the Graduate Students' Union and UTGSU Women & Trans* People Caucus. The Committee has received numerous helpful and compelling recommendations from individuals and student groups, including 93 letters from the HERE student society and two oral submissions to the Advisory Committee, all of which has been included in the analysis of all feedback provided.

Below is a list of invited participants. Members may have chosen not to participate for a variety of reasons such as discomfort with the subject matter.

Table A: Summary of Groups

Summary of Groups	Groups Invited to Participate
Colleges	New College, St. Michael's College, Trinity College, University College, Woodsworth College, Innis College, Victoria College, UTM, UTSC
Divisional Offices and Services	Accessibility Services, Centre for International Experience, First Nations House, Multi-Faith Centre (Chaplains), Sexual & Gender Diversity Office, UTM Equity and Diversity Office, UTM Student Affairs, UTM Department of Student Housing and Residence Life, UTSC Student Affairs, UTSC Equity and Diversity, UTSC Department of Student Life, UTSC Health and Wellness
Faculties	Faculty of Engineering, Faculty of Kinesiology & Physical Education, Faculty of Medicine, OISE, Rotman Commerce, Factor-Inwentash Faculty of Social Work
Student Clubs/Associations/Unions	UTMSU, Sexual Education and Peer Counselling Centre, UTM Women's Centre, The Centre for Women and Trans People, UTSCSU, UTSC Sexual Education and Peer Support Group, UTSC Women's Centre, UTSU, Muslim Student's Association, Black Students Association, Chinese Undergrad Association, Equity Studies Students Union, Girls with a Mission, LGBTQOUT, Sexual Diversity Studies Students' Union, Sexual Education and Peer Counselling Centre, Women and Gender Studies Students Union, African Students Association, Indian Students Society, Middle Eastern Students Association, Tamil Students Association, Graduate Students Union, Association for Part-time Undergraduate Students, Grad Minds, SC:OUT, Students for Barrier-free Access, Graduate Students Union,
Divisions (Employees)	Arts & Science, CAHRS, Dentistry, Engineering, Kinesiology & Physical Education, Library, Medicine, OISE, Professional Faculties, Rotman School of Management, University Operations, UTM, UTSC

Table B: Participant Demographics

Question	In Person	Online
Total Participants (298)		
Staff	0	115
Faculty	0	19
Students	128	36
Do you consider yourself to be:		
Female	77.3% (99)	75.9% (129)
Male	17.9% (23)	20.6% (35)
Transgender	2.3% (3)	<1% (1)
Prefer not to answer	1.5% (2)	2.9% (5)
Gender non-conforming	<1% (1)	NA (0)
Do you consider yourself to be:		
Heterosexual or straight		
LGBTQ	75.0% (96)	78.8% (134)
Prefer not to answer	20.3% (26)	13.5% (23)
	4.7% (6)	7.7% (13)
Do you consider yourself to be a visible or racialized minority?		
Yes	41.4% (53)	32.9% (56)
No	56.3% (72)	60.0% (102)
Prefer not to answer	2.3% (3)	7.1% (12)
Do you consider yourself a person with a disability?		
Yes	11.7% (15)	10.0% (17)
No	81.3% (104)	84.1% (143)
Prefer not to answer	7.0% (9)	5.9% (10)
Do you consider yourself to be an Aboriginal person (e.g. First Nations [Status, non-Status, Treaty], Métis, Inuit or North American Indian)?		
Yes	4.7% (6)	5.9% (10)
No	94.5% (121)	90.0% (153)
Prefer not to answer	<1% (1)	4.1% (7)

Qualitative Data Findings

Data Sources:

- Community consultations (25 transcribed and coded)
- Online anonymous survey (170 respondents)
- Demographic questionnaire's
- Letters from HERE submissions (93 submissions)
- Submissions & presentations to the Committee & Working Groups
- Additional meetings to gather feedback: Chaplains Association (St. George Campus), UTMSU Executive Team, UTM CampUS Safety Project, UTSC Women's and Trans Centre, UTSC Student Union Executive Team, Students for Barrier-free Access

Outcome

In-person consultations and the online survey have been integral in guiding the committee's efforts to explore and better understand sexual violence on campus more thoroughly. The information that is presented is not intended to be comparative, as statistical analysis was not performed at this stage. Rather, the findings are descriptive and highlight the frequency of resources, services and reporting options selected by respondents. Due to the low response rate in the online survey, the following outcomes should be interpreted with caution. The online

survey allowed us to match demographic information to individual responses and when possible, responses from demographic sub-categories will be highlighted.

The Community Safety Office has been abbreviated to 'CSO' and the Campus Police to 'CP' in the following tables. A list of the questions asked to participants has been appended to this report.

Underlying meanings of sexual violence were explored and the campus community recommended a broad and universally understood definition of the term. A range of examples have been provided below:

- "A sexual act committed against someone without that person's freely given consent. Ranging from verbal, other non-physical aggressions and physical aggression forced, with the use of drugs or alcohol. Consent is a key word" (Employee)
- "I don't think that when you say sexual violence, it connotes for a lot of people, the verbal harassment you could get. And I think that's important if we're going to start educating people about it, they need to understand there's a spectrum rather than a solely extreme outcome" (Student, University College)
- "When it goes past interest and into violating somebody's consent afterwards, when you've been told no, and then you continue, that's the problem" (Student, UTM)
- "I think it can be verbal, it can be physical, it can be emotional...it could be somebody making you feel small, or making you feel like you have to do something, or making you feel unworthy in a sexual way. It's so prominent in society" (Student, First Nations House)
- "It views women as lesser, as objectified, as all these things, and it allows people to get away with it. It definitely needs to be addressed because sexual assault and rape is not about sex, it's about power, it's about control, it's about dominance" (Student, UTSC)

Participants' knowledge of [prevention and training initiatives](#) that already exist on campus were surveyed. Overall, an awareness of existing initiatives was found in 55% of all responses to the online survey. In cases where 'LGBTQ' was selected as a demographic qualifier 61% (n=14) were aware of prevention initiatives, and 39% (n=9) were not aware.

- In cases where 'female' and 'employee' were selected as a demographic qualifier 56% (n=55) were aware of prevention initiatives, and 44% (n=44) were not aware.
- In cases where 'male' and 'employee' were selected as a demographic qualifier 54% (n=70) were aware of prevention initiatives and 46% (n=59) were not aware.

Student participants in the in-person consultations provided additional insight about their awareness of prevention activities on campus, often describing the challenges in finding resources and getting involved in opportunities beyond orientation:

- "It's emphasized at the beginning of the year, and it's never kind of reiterated upon. And for students who aren't involved in those things, they never get that. So how are we addressing those problems for students who will sit through it and keep acting the same way" (Student, UTSC)

- “I think that getting some resources about how to cultivate a sex positive community, whether that's the college, the whole University, a floor, a building. How to start this conversation” (Student, St. Michael's College)

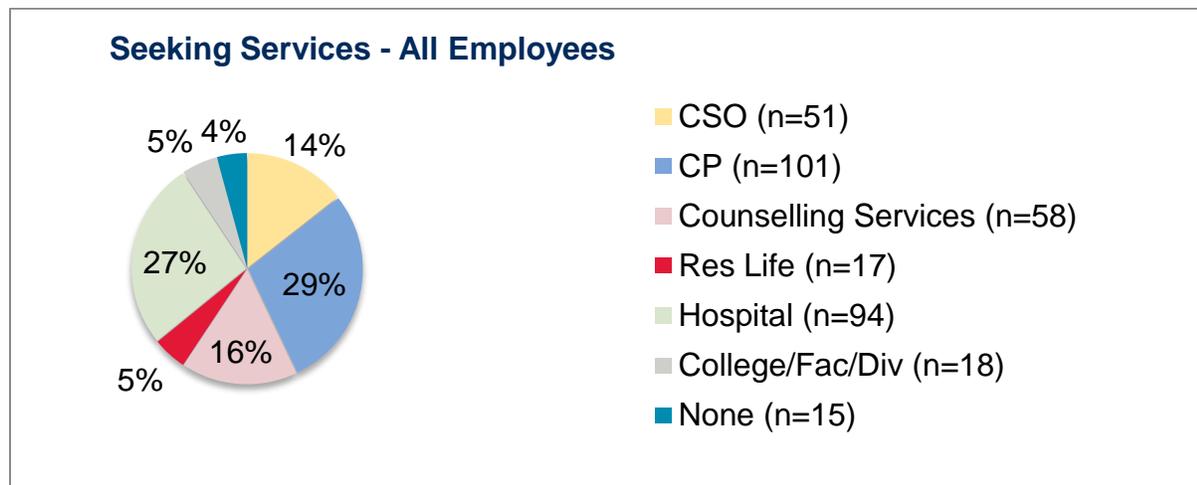
Awareness of **bystander interventions** and appropriate steps to take when witnessing an act of sexual violence were explored. Knowledge of how to intervene when witnessing an act of sexual violence was selected with a prevalence of 88% (n=150).

Bystander intervention strategies identified by survey respondents included: ensuring personal safety and safety of individuals around you, calling police or other support services, being vocal and disruptive, and supporting/assisting the person experiencing the incident. Individuals who selected that they were not comfortable intervening identified a lack of confidence in taking the correct actions, and causing more harm by trying to “be a hero” as reasons for not stepping in.

Student participants from the in-person consultations also identified the following strategies:

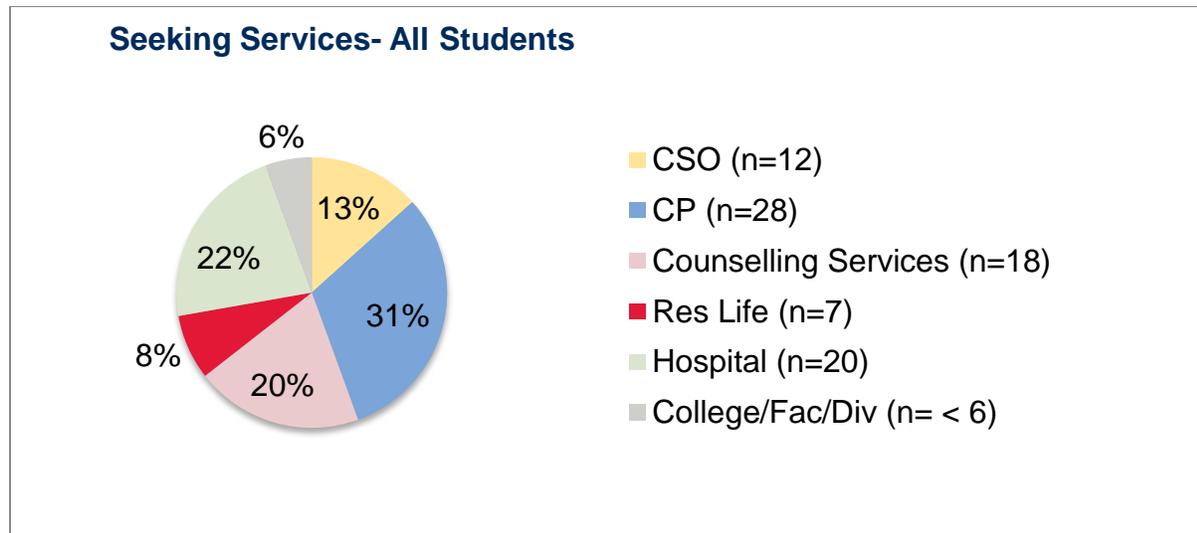
- “There's space for these kinds of really personal interventions by students who feel confident, and comfortable, and knowledgeable to talk to other students...you can't just read a document and get at these nuanced, emotional responses” (Student, KPE)
- “People will know something and not necessarily feel compelled to act on it...you're always working towards a campus that feels inclusive and safe and, like sexual violence as part of that” (Graduate Student, Faculty of Medicine)

Seeking support after an incident was discussed in both the online survey and in-person consultations. In the online survey, multiple responses could be selected to account for the range of services needed depending on the nature of the incident. In cases where ‘employee’ was selected as a demographic qualifier, campus police was chosen with a prevalence of 29% (n=101), while local hospitals were selected 27% (n=94) of the time. Other responses are illustrated below:



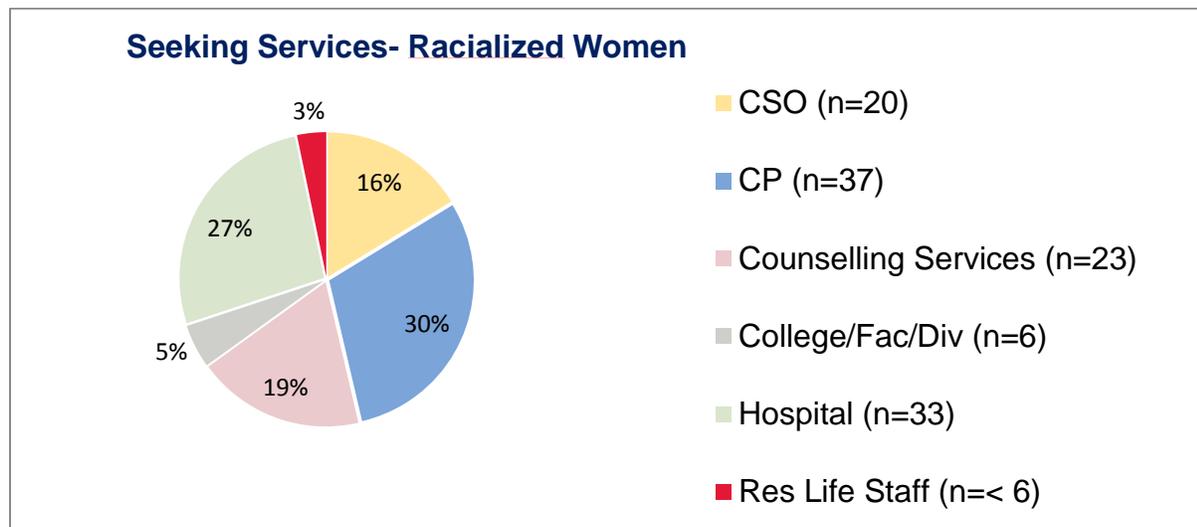
Online survey feedback showing service options and the frequency they were selected by cases that identify as ‘employee’.

Similarly, in cases where 'student' was selected as a demographic qualifier, campus police was chosen with a prevalence of 31% (n=28) of the time, followed by local hospitals which were selected 22% (n=20) of the time.

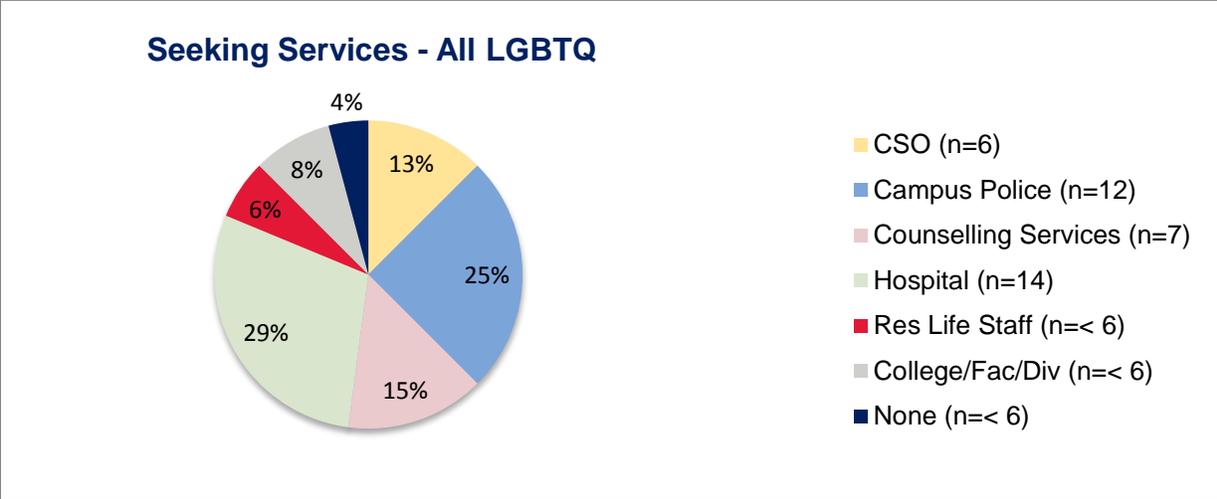


Online survey feedback showing service options and the frequency they were selected by cases that identify as 'student'.

When the online survey responses were broken into smaller demographic sub-categories, the preferences were similar:



Online survey feedback showing service options and the frequency they were selected by cases that identify as 'racialized or visible minority' and 'woman'.

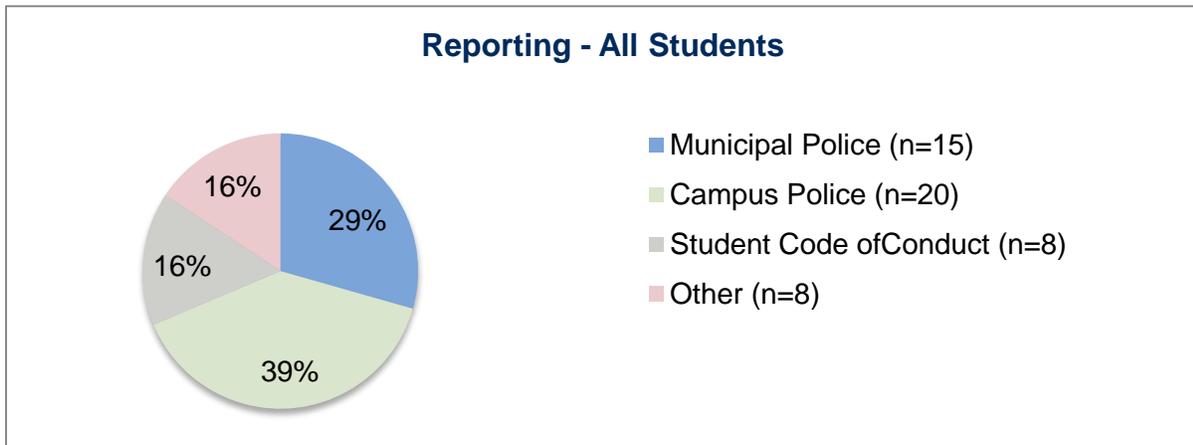


Online survey feedback showing services options and the frequency they were selected by cases that identify as ‘LGBTQ’.

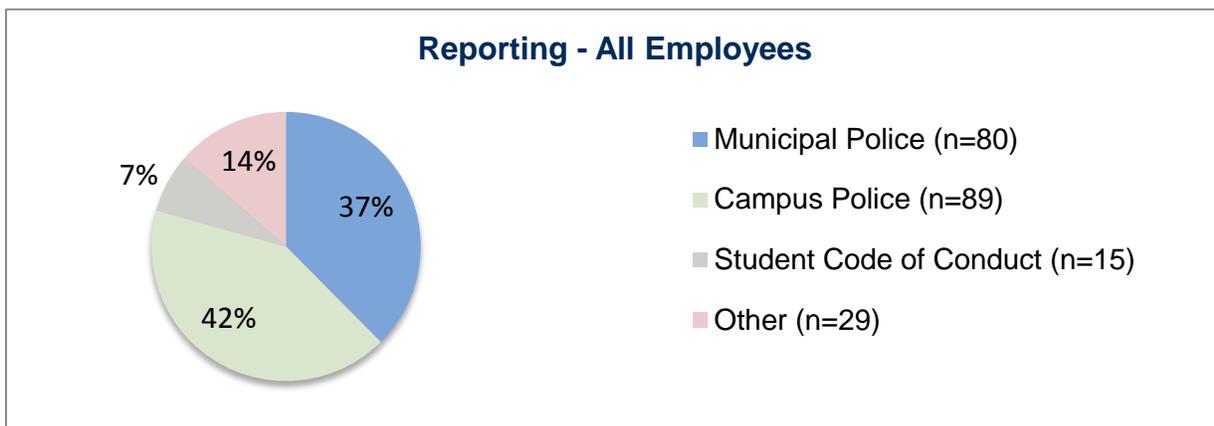
In the community consultations, students reflected on the challenges in seeking support after an incident. Examples include:

- “I feel like there’s a buildup until you reach out for help. And even reaching out for help is a hassle itself...I would consider myself fairly engaged in this, but I honestly don’t know where I would direct my friend. It would be best to have one central hub and then other auxiliary, maybe places in residences as well, but a really clear place where students know where to go” (Student, Engineering)
- “There are a lot of built-in support systems [in residence], but residents are really a small population of our students...there are provisions for students who aren't on campus, and my kind of first frame of reference...the Community Safety Office. And then, you know, you have the Sexual and Gender Diversity Office as well” (Student, New College)

Participants discussed procedures for **reporting** an incident at the University. In the online survey, student respondents selected campus police with a prevalence of 39% (n=20). Employees selected campus police with a prevalence of 42% (n=89) followed by municipal police services which was selected 37% (n=80) of the time. Employees selected other avenues to report as well, including Human Resources and their direct supervisor.



Online survey feedback showing reporting options and the frequency they were selected by cases that identified as 'students'.



Online survey feedback showing reporting options and the frequency they were selected by cases that identified as 'employees'.

Student participants from the in-person consultations also shared insights about reporting. Examples of barriers, along with areas of opportunity referenced in the group discussions include:

- “The best central policy is not the one that tells you specifically what to do, but the one that gives you more options...the more options you have, the better path the victim can take to fit their specific case...but the problem that we face right now is that we don't even have one procedure that people know very well...Let alone giving them multiple options” (Student, Trinity College)
- “Having a campus sexual assault resource would be great because it's different talking to a police officer who is like, “Okay, tell me what happened,” versus a really nice counsellor who is trying to sooth you, and work with you, and maybe will do the reporting with you, and take you to the police station, or whatever is involved” (Graduate Student, OISE)
- “What needs to change is that people stop blaming the victim and stop saying it's her fault. No matter what she's wearing, no matter where she was, no matter if she was drunk. Like, no matter what the case is, it's never her fault and her body belongs to her. They should provide with professional counsellors who will sit and, first of all, talk about your mental stability and provide with some activities or assistance” (Student, UTM)

Appendix B: Community Consultation Questions

1. What do you consider to be sexual violence?
2. As a U of T student did you attend, or read on our websites, any anti-violence educational programs?
 - What did you find most useful/what did you take away?
 - Were there other things you needed to know?
3. What kind of things would you do to help prevent an act of sexual violence?
 - Would you know how to intervene safely if you were in the role of a bystander to the act of sexual violence?
4. If a friend told you that they have been sexually assaulted, where would you go to get help?
 - Where would you direct your friend?
5. What is your understanding of the current process for reporting an incident of sexual violence at the University? In the community?
 - Where would you go to seek out information about the procedures around a complaint process?
 - What do you see as the barriers to reporting incidents of sexual violence? How could these be addressed?
6. Do you think it's important for the University to gather data on the prevalence of sexual violence on campus?
 - Why is it important?
 - How would this information be relevant to you?
7. How would you best like to learn about on campus resources or services around sexual violence?
 - How you like the University to communicate this information? Where/how should it be available?
8. If you could provide two recommendations to the Advisory Committee what would you tell them?

Appendix C: Large Committee and Working Group Descriptions and Membership

Large Committee Membership

Professor Angela Hildyard, Vice-President Human Resources & Equity - Co-Chair
Professor Sandy Welsh, Vice-Provost Students - Co Chair

Professor Jill Matus, Vice-Provost Students & First Entry Divisions - Past Co-Chair

Professor Ramona Alaggia, Associate Professor, Factor-Inwentash Faculty of Social Work
Natasha Allen, Undergraduate student, UTSC
Andrea Carter, Director, High Risk & AODA
Professor Carol Chin, Interim Principal Woodsworth College
Ben Coleman, Undergraduate student St. George, President, UTSU
Professor Joe Desloges, Principal, Woodsworth College
Professor Lori Ferris, Associate Vice-President, Research Oversight & Compliance
Lucy Fromowitz, Assistant Vice-President, Student Life
Professor Connie Guberman, Associate Chair, Women's & Gender Studies, UTSC
Professor Kelly Hannah-Moffat, Vice-Dean, Undergraduate, UTM & Director Centre for Criminology & Sociolegal Studies
Alexandra Harris, Graduate student, Member of UAB
Professor Ira Jacobs, Dean, Faculty of Kinesiology & Physical Education
Professor Gretchen Kerr, Interim Dean, Faculty of Kinesiology & Physical Education
Professor Mayo Moran, Provost of Trinity College
Professor Sioban Nelson, Vice-Provost, Academic Programs & Vice-Provost, Faculty & Academic Life
Absiola Olaniyi, Undergraduate student, UTM
Najiba Sardar, Undergraduate student, St. George
Professor Lana Stermac, Ontario Institute for Studies in Education (OISE)
Professor Hamish Stewart, Faculty of Law
Meredith Strong, Director, Office of the Vice-Provost, Students & First Entry Divisions
Professor Micah Stickel, Chair, First Year Engineering

Policy & Procedures Working Group

Professor Sioban Nelson, Vice-Provost, Academic Programs & Interim Vice-Provost, Faculty & Academic Life – Co-Chair
Andrea Carter, Director, High Risk & AODA – Co-Chair

Benjamin Coleman, Undergraduate student St. George, President, UTSU
Professor Brenda Cossman, Director, Mark S. Bonham Centre for Sexual Diversity Studies
Sam D'Angelo, Operations Manager, Campus Police Services
Debra Kriger, Graduate student, Faculty of Kinesiology and Physical Education
Holly Luffman, Assistant Director, Students, Centre for International Experience (CIE)
Kathy Mac, Graduate student
Abisola Olaniyi, Undergraduate student, UTM
Mark Overton, Dean, Student Affairs & Assistant Principal Standard Service
Melinda Scott, Dean of Students, University College
Professor Hamish Stewart, Faculty of Law

Services & Programs Working Group

Lucy Fromowitz, Assistant Vice-President, Student Life – Co-Chair

Alexandra Harris, Graduate student, Member of UAB – Co-Chair

Nythalah Baker, Equity and Diversity Officer, UTM
Manjot Bining, Undergraduate student, UTSC
Laura Bradbury, Manager, Community Safety Office
Cheryl Champagne, Assault Counsellor/Educator, Health & Wellness
Rob Messacar, Manager, Campus Police Services, UTSC
Chadd Pirali, Undergraduate student, UTM
Duane Rendle, Dean of Students, St. Michael's College
Najiba Sardar, Undergraduate student, St. George
Paddy Stamp, Sexual Harassment Officer

External Community Engagement Working Group

Kelly Hannah-Moffat, Vice-Dean, Undergraduate, UTM – Co-chair

Alexis Archbold, Vice Dean, Faculty of Law – Co-Chair

Natasha Allen, Undergraduate student, UTSC
Allison Burgess, Sexual & Gender Diversity Officer
Tanya (Toni) De Mello, Equity and Diversity Officer, UTSC
Sinéad Dearman, Undergraduate student, St. George
Ashley Fleming, Student Crisis Response Coordinator
Mala Kashyap, VP Equity, Association of Part-time Undergraduate Students (APUS)
Chris Kelleher, Graduate student
David Newman, Senior Director, Student Experience, Office of Student Life
Dr. Leslie Nickell, Associate Dean, Office of Health Professions Students Affairs (OHPSA)
Desmond Pouyat, Dean of Student Affairs, UTSC
Janine Robb, Director, Health & Wellness
Kriya Siewrattan, Part-time undergraduate student

Appendix D: Sexual Violence Programming and Initiatives at the University of Toronto

Prevention and Training are central to the University's approach to prevent and respond to sexual violence. Examples of training initiatives include the Sexual Assault Response and Prevention Training for residence life staff. It is delivered annually and focuses on developing skills for student staff members and leaders on how to respond to a disclosure of sexual violence, engages students in prevention and shares information about campus and community resources. The Joint Orientation Leader Training (JOLT) is a mandatory session delivered to all orientation leaders from the St. George campus and coordinators to provide awareness, resources and bystander intervention skills

Beyond JOLT, many colleges and faculties deliver additional local training on sexual violence prevention and response at a local level. Examples include: Dissolve, a theatrical presentation about drug facilitated sexual assault; Mixed Messages, a forum theatre presentation that addresses issues around sexual violence, drug abuse, and communication; and The Talk, presented at University College orientation. Topics include safer sex practices, consent, harm reduction strategies for students who choose to consume alcohol or drugs, University policies, available resources, expectations for members of the University community and bystander intervention.

The Ask First Campaign is available to students more widely with materials distributed through orientation coordinators. The campaign promotes a better understanding of consent and sexual assault, how to be an active bystander, how to help a friend in need of support and myths about sexual violence.

Workshops have also been delivered by Family Housing (Women's Wellness Program for Residents of Student Family Housing) and the Safety Abroad Office offers workshops for students participating in overseas academic activities. The Residence Communications Coordinator ran a safety series with the support of Campus Police & Community Safety Office including Wen-Do workshops for female students and "Conversations with Men", a film screening of "Tough Guise" and post-film discussion on violence and the culture of masculinity.

Response and Support programs are offered by multiple offices. Campus Police and the Community Safety Office provide programs on personal safety and provide support, assistance and programming to address various safety concerns. Assault counselling is also offered through the Health + Wellness Centre through the Assault Counsellor/Educator (ACE), who offers comprehensive support and referral to campus and community resources. The Sexual Harassment Office handles complaints of harassment based on sex, sexual orientation, gender identity and gender expression. The Employee and Family Assistance Program offers counselling and other support to staff and faculty. Environmental Health and Safety, the Safety Abroad Program and Emergency Housing are also available to assist individuals in need of support.

What follows is an inventory of sexual violence prevention and response initiatives undertaken on the three University of Toronto campuses, including events, workshops and discussion series. The information provided in the table identifies those activities that are common to all three campuses and if they are available to students, faculty and employees.

Tri-Campus Sexual Violence Initiatives and Resources

Name of Initiative	Student-led Initiative	On-Campus Initiative	Event or Workshop	Tri-Campus Presence
Accessibility Services + AccessAbility Services (UTM/UTSC)		✓		✓
Assault Counsellor/Educator		✓		✓
The Ask First Campaign	✓	✓		✓
Campus Police		✓		✓
Centre for Women and Trans People (St. George)	✓	✓		
Community Safety Office		✓		✓
CSO Workshops			✓	
Dissolve			✓	✓
Emergency Housing		✓		✓
Employee and Family Assistance Program		✓		✓
Girls with a Mission	✓			
Health Services		✓		✓
Her Campus – University of Toronto Chapter	✓			✓
HERE	✓			
JOLT		✓		
Laci Green Lecture			✓	
LGBTOUT (St. George)	✓			
Men Against Violence	✓			✓
Mixed Messages	✓			
National Day of Remembrance and Action on Violence Against Women (December 6)	✓		✓	✓
No Means No	✓			✓
OUT@UTM	✓			
Outside the Box: UTSC Lunch and Conversation Series			✓	
Q21 Conversation Café Series			✓	

Queer Spirits! Film Festival	✓		✓	
Queer Students of Colour Discussions	✓		✓	✓
Safety Abroad Workshops			✓	✓
Scarborough Campus OUT	✓			
The Talk (University College)			✓	
Sexual and Gender Diversity Office		✓		✓
Sexual Assault Response and Prevention Training (Residence Life)		✓		✓
Sexual Education and Peer Counselling Centre (UTM)	✓	✓		
Sexual Education and Peer Support Centre (St. George)	✓	✓		
Sexual Education and Peer Support Group (UTSC)	✓	✓		
Sexual Harassment Office		✓		✓
St. Michael's College Alcohol and Consent Online Training Module			✓	
Students Ending Rape & Sexual Abuse	✓			
Students for Change	✓			
U of T Thrive Initiative	✓			✓
University of Toronto Students Against Sexual Violence	✓			✓
UTM Women's Centre	✓			
UTSC Women's Centre	✓			
WalkSmart		✓		✓
What Makes a Man			✓	
Women's Wellness Program (Student Family Housing)		✓	✓	
WorkAlone (St. George)		✓		✓
Workplace Violence Prevention Training		✓		✓

Appendix E: Policies and Guidelines

I. Policies

Policies and Procedures: Sexual Harassment (University of Toronto Governing Council)

All members of the University community share responsibility for bringing about and maintaining an environment free of sexual harassment, but a particular burden is placed on those in positions of academic and administrative authority to attempt to ensure that allegations of sexual harassment which are brought to their attention are dealt with in the appropriate fashion as laid out in this Policy and Procedures.

Complaints may be made against any member of the University community -- including, but not limited to, students, academic staff, librarians, administrative staff -- under this Policy and Procedures, except that where provisions for dealing with sexual harassment are contained in a collective agreement, the terms of that collective agreement shall be applicable.

Complaints may also be made against former members of the University about sexual harassment alleged to have been committed by the former member while the former member is or was on University premises or while the former member is or was in the pursuit of a University activity or business.

Complaints may be made about sexual harassment alleged to have been committed by a member of the University community while the complainant is or was on University premises, while the complainant is or was participating in a University activity or business, or while the member is or was in the pursuit of a University activity or business.

Protocol with Health Care Institutions

The University of Toronto, independent Research Institutions, Health Care Institutions and Teaching Agencies in which University faculty, students, trainees and staff may work and study, have their own separate policies and procedures covering sexual harassment. This protocol does not change or replace those policies. It provides a process for deciding, in a particular case involving members of the University community working in an independent Research Institution, Health Care Institution or Teaching Agency, which institution will take responsibility for the case and, therefore, which procedure should be followed.

It also provides for the relevant institution to keep the other informed about the progress and outcome of a case, and enables each institution to meet its own obligations to appointees, employees, and students or trainees. In some cases the responsibility for dealing with a case will most appropriately be shared by the University and the relevant independent Research Institution, Health Care Institution or Teaching Agency. Nothing in this protocol precludes an institution from taking independent action to safeguard its members.

Code of Student Conduct & the Student's Companion to the Code of Student Conduct

The Code of Student Conduct, together with other specific codes of conduct such as residence, athletics facilities, and library use codes, sets out expectations for student behaviour and prescribes processes for dealing with behaviour that is prohibited under the Code. The Code is not a substitute for the Criminal Code of Canada or any other applicable law or regulation. It is a tool that may be employed when the rights of the community members are infringed upon by the behaviours of others.

The Code describes a set of behaviours which, broadly put, can be considered offences if they interfere with or obstruct the opportunity of others to engage fully and safely in University activities. The Code sets out the procedures to be followed in the event of an allegation of a breach, including fairness requirements to protect the rights of the accused and to produce a fair result in the event of a hearing, and the sanctions which may be imposed after consideration of a case.

Statement on Prohibited Discrimination and Discriminatory Harassment

The purpose of this Statement is to promote a greater awareness of the rights and responsibilities entailed by these aspirations and to describe the manner in which the University deals with prohibited physical and verbal harassment (apart from harassment based on sex or on sexual orientation, which are dealt with in Policy and Procedures: Sexual Harassment).

Conflict of Interest and Conflict of Commitment

These standards include freedom from conflicts of interest and conflicts of commitment as well as transparency in all processes and relationships, ensuring that the public's confidence in the University, and in all activities carried out at the University, is maintained. Continued growth in the variety and complexity of institutional activities, often conducted in partnership with external entities, has placed a renewed emphasis by funding agencies, the public sector, and the University itself on institutional policies and procedures regarding conflicts of interest and conflicts of commitment.

University Health and Safety Policy

The University of Toronto is committed to the promotion of the health, safety and wellbeing of all members of the University community, to the provision of a safe and healthy work and study environment, and to the prevention of occupational injuries and illnesses.

II. Guidelines, Codes and Procedures

Guidelines for Employees on Concerns and Complaints Regarding Prohibited Discrimination and Discriminatory Harassment

The University is committed to upholding the Ontario Human Rights Code. This Guideline is designed to supplement the existing Statement on Prohibited Discrimination and Discriminatory Harassment which is in the process of being updated to reflect the current organizational approach to dealing with discrimination and discriminatory harassment at the University. This Guideline describes what constitutes prohibited discrimination and harassment and sets out a process for employees who are concerned that they have experienced discrimination and/or discriminatory harassment.

This Guideline applies to all employees of the University of Toronto while in the course of their duties or at work-related events, whether on or off University property.

Human Resources Guideline on Civil Conduct

This Guideline sets out the expectations of the University, through its Vice-President, Human Resources and Equity, on behalf of the President, regarding the standard of civil conduct that it trusts that all employees will maintain in their dealings with each other. It is intended to guide Central and divisional Human Resources Offices throughout the University as they respond to situations where it is felt that the standard of civility has not been maintained, and also to assist them as they work with managers and others in communicating expectations. This Guideline

may be adapted to give it more specific effect in light of the interests of particular employee groups and/or their representatives.

This Guideline describes what constitutes civil and uncivil conduct and sets out a general framework for staff members who are concerned that they have experienced such conduct.

University of Toronto Workplace Violence Program

This Program addresses workplace violence that occurs on University of Toronto premises or at work-related activities occurring off-campus. This Program was developed to meet the requirements of Ontario's *Occupational Health and Safety Act* (OHSA) and only addresses the way the University of Toronto deals with workplace violence. It should be noted that in some cases incidents of workplace violence may result in the involvement of the campus or local police and, in some cases, charges under the Criminal Code of Canada or other statutes. These are separate processes that are not within the control of the University of Toronto and are outside the scope of this Program.

Residences Codes

Each residence at the University of Toronto has a Code of Behaviour which outlines the behavioural expectations for all students living in residence and their guests. These Codes are designed to provide a framework for a safe, supportive residence environment, based on community standards. In most cases these Codes have been developed with significant student consultation and feedback is accepted annually with the student Residence Councils acting as conduits to the residence administration.

A review of the Residence Codes of Behaviour on the St. George Campus as they relate to the topic of sexual violence revealed the following key issues:

- While the term “sexual violence” is rarely included, the majority of Codes directly address the topics of sexual assault and sexual harassment. However, in most cases these terms are not defined within the Codes.
- Residence Codes of Behaviour are generally embedded within the Residence Occupancy Agreements that students sign when they receive and offer of residence. The agreements are between the student and the Residence. While it is implied within many of the Codes that any student or member of the Residence administration may raise a complaint – in most cases it is not explicitly stated that a student may bring about a complaint.
- In most cases, the process for addressing violations of the Residence Code of Behaviour is clearly articulated. While none of the residences have a stand-alone procedure relating to complaints of sexual violence, the burden of proof, findings, violations and appeals process for all violations of the Code of Behaviour are generally clearly stated.
- While sexual assault and sexual harassment are directly addressed in the majority of Residence Codes of Behaviour, the language used and the format of the Codes themselves varies widely between residences.

Athletic Codes

Athletics policies at the University of Toronto reviewed for this report include: Varsity Blues Athletes Rights, Fair Play (UTM), Membership Policies, Intramurals Handbook, 2015-16 Varsity Blues Coaches Handbook, Varsity Blues Athletes Handbook, and Expectations of Behaviour (as viewed online).

These documents target different audiences, including coaches, student athletes (varsity and intramural), and members of the athletic facilities (students and public; please note: no documents regarding athletics staff were reviewed). They are meant for use as guides to emphasize the rights, responsibilities, and procedures for those involved in athletics; to clarify the expectations of athletes' and members' behaviour in athletic facilities on University of Toronto campuses; and to guide athletes' behaviour as representatives of the University of Toronto off the field of play.

Athletics documents generally focus on the principles of equity, fairness and inclusion. They all provide basic support to ensure accessibility of safe spaces to all people involved in athletics.

Safety Abroad Policy

The Framework on Off-campus Policy establishes clear operating principles that govern off-campus activities. The policy established consistency in the University's planning of student activities and formally confirmed the role of the Safety Abroad Office in supporting international activities.

Key points in issues pertaining to sexual violence, the Framework:

- Establishes that staff and faculty organizing student activities have a responsibility to adhere to core planning principles with respect to safety;
- defines scope pertaining only to University related student activities and explicitly does not include activities related to Student Groups and Student Societies;
- establishes that all out-of-country University sponsored student activities must be in compliance with Safety Abroad Guidelines;
- And, addresses that this policy is intended to be read in companion with other relevant policy including *Code of Behaviour on Academic Matters*, *Code of Student Conduct* *Health and Safety Policy and Procedures on Sexual Harassment: Policy with Respect to Workplace Harassment*, *Policy with Respect to Workplace Violence*.

University of Toronto Library Conduct Regulations

In order to ensure that the best possible environment for study and research is provided for all users, each user of the Libraries is required to follow the University of Toronto Library Conduct Regulations. The Libraries will make every effort to ensure that its users are fully apprised of the Library Conduct Regulations. A library publication will be made available to all library users stating the regulations, the sanctions that may be applied if a breach is committed and a statement that the Chief Librarian shall have the power to revoke library privileges.

Appendix F: PDAD&C Memo

PDAD&C #43, 2014-2015

To: PDAD&C

From: Angela Hildyard, Vice-President, Human Resources & Equity
Jill Matus, Vice-Provost, Students & First-Entry Divisions

Date: November 28, 2014

Re: Advisory Committee to the President and Provost on Preventing and Responding to Sexual Violence

The University of Toronto strives to maintain an environment that is free from discrimination and harassment, and that is safe for its students, faculty, and staff. These efforts are supported by a range of policies and resources. In addition, human rights and criminal legislation set boundaries of behaviour that all are required to respect. The prevention of and response to sexual violence on campus are issues that pose special challenges. Response to criminal conduct remains the primary domain of municipal police, but there is much that the University can and should do in its own sphere by means of the Code of Student Conduct, through the Community Safety Office, Campus Police, the various equity offices, and residence councils, and by means of enhancing education and awareness in a variety of forms.

Recent attention to the issue of sexual violence on University and College campuses, including in the U.S under the Clery Act and Title IX, as well as initiatives taken by schools across North America, signal an important focus on new approaches to prevention of and response to sexual violence. The University intends to examine these issues in the unique context of Canadian law and the University of Toronto environment.

Accordingly, the Vice-Provost Students & First Entry Divisions and the Vice-President Human Resources & Equity are in the process of establishing an Advisory Committee to the President and Provost on Preventing and Responding to Sexual Violence.

The Committee will recommend an institutional framework in order to ensure reports of sexual violence are addressed appropriately, that victims receive available support, and that efforts and initiatives to prevent sexual violence from occurring are in place. The Committee's report and recommendations will be presented to the President and Provost.

The Committee will consider national and international best and promising practices in higher education on preventing and responding to sexual violence. Working groups will review current services and programs to support victims, identify community resources and partnerships external to the University, and review current policies and practice. Focus groups will be held across the institution to solicit the contribution and input of students at both the graduate and undergraduate levels.

Committee and working group membership will be drawn from faculty, staff and students across the University to ensure that the perspectives of all stakeholders are reflected. Information on the work of the Committee will be shared with PDAD&C and the University community as we progress.

For further information please contact: Andrea Carter, Director, High Risk andrea.carter@utoronto.ca

Appendix G: Research on Sexual Violence Prevention and Response

The committee has drawn upon the wealth of existing research and best practices to inform and guide its work. This summary highlights key texts, practices and initiatives that have been identified by committee and working group members to define and better understand the scope of sexual violence on university campuses. We have considered national and international best and promising practices in the areas of sexual violence prevalence and characteristics, risk factors, disclosure, reporting, policy development, and training and education.

Lichty, L., Campbell, R & Schuiteman (2008). Developing a University-Wide Institutional Response to Sexual Assault and Relationship Violence

Summary: This article presents a process case study for developing a university-wide response to sexual assault and relationship violence. Following Kelly's (1988) approach to prevention work in community-settings, we began our work with in-depth ecological reconnaissance to understand our local context. Our case study described the processes used to develop an inclusive task force, conduct an environmental scan, and carry out a quantitative-qualitative needs assessment.

Greeson, M & Campbell, R (2012). Sexual Assault Response Teams (SARTs): An Empirical Review of Their Effectiveness and Challenges to Successful Implementation

Summary: Historically, the response of the legal, medical and mental health/advocacy systems to sexual assault has been inadequate and uncoordinated. To address this problem, communities have developed coordinated sexual assault response teams (SARTs) to address these problems. SARTs are community-level interventions that seek to build positive relationships and increase collaboration among sexual assault responders. SARTs hope to improve both the community response to sexual assault victims and the processing of sexual assault cases through the criminal justice system. Findings suggest that SARTs are a promising practice, but face many challenges; further methodologically rigorous research is needed to more fully understand these interventions. Implications for policy, practice, and future research are discussed.

Lisak, D & Miller, P (2002). Repeat Rape and Multiple Offending Among Undetected Rapists

Pooling data from four samples in which 1,882 men were assessed for acts of interpersonal violence, we report on 120 men whose self-reported acts met legal definitions of rape or attempted rape, but who were never prosecuted by criminal justice authorities. A majority of these undetected rapists were repeat rapists, and a majority also committed other acts of interpersonal violence. These findings mirror those from studies of incarcerated sex offenders (Abel, Becker, Mittelman, Cunningham-Rathner, Rouleau, & Murphy, 1987; Weinrott and Saylor,

1991), indicating high rates of both repeat rape and multiples types of offending. Implications for the investigation and prosecution of those so-called “hidden” rape are discussed.

Senn, C et al (2015). Efficacy of a Sexual Assault Resistance Program for University Women.

Young women attending university are at substantial risk for being sexually assaulted, primarily by male acquaintances, but effective strategies to reduce this risk remain elusive. A rigorously designed and executed sexual assault resistance program was successful in decreasing the occurrence of rape, attempted rape, and other forms of victimization among first-year university women.

Du Mont, J et al. (2012). Factors Associated With the Sexual Assault of Students: An Exploratory Study of Victims Treated at Hospital-Based Sexual Assault Treatment Centers

Research suggests that students experience high levels of sexual assault, but studies addressing how they differ in their experiences from other sexual assault victims are virtually nonexistent. To address this gap, information was collected from consecutive individuals, presenting to one of 7 hospital-based sexual assault treatment centers in Ontario from 2005 to 2007. Of the 882 victims seen during the study period, 32% were students.

Townsend, S & Campbell, R. (2008). Identifying Common Practices in Community-Based Rape Prevention Programs.

Community-based rape prevention programs have received little attention in the research literature. In this study qualitative methods were used to describe such programs and to assess the degree of homogeneity in their practices. Findings suggest that two typologies exist: short programs and extended programs. Homogeneity across programs was common as most programs emphasized secondary and tertiary prevention and relied on short curricula that are implemented with mixed-gender groups of students. A comparison to practices found in the research literature indicate that they are mostly using the same practices and these practices have not been demonstrated to have sustained behavioural effects that would reduce the incidence of sexual violence.

METRAC (2014). Sexual Assault Policies on Campus: A Discussion Paper

We outline results of a “snapshot” review of sample sexual assault policies on Canadian campuses, illustrating gaps and inconsistencies in how the issue is treated. We also review relevant literature to demonstrate helpful practices in reporting, investigation and adjudication and determine future steps for improvement. This paper represents an initial foray into how Canadian post-secondary policies and practices can be strengthened to build safety standards with the goal of making campuses equitable, non-threatening and inclusive, especially for women and others at high risk of sexual violence.

Ontario Women’s Directorate (2013). Developing a Response to Sexual Violence: A Resource Guide For Ontario’s Colleges and Universities

Developing a Response to Sexual Violence: A Resource Guide for Ontario’s Colleges and Universities has its origins in our government’s Sexual Violence Action Plan. In developing the Action plan, we traveled to communities across Ontario to consult with survivors, front-line service providers, and other experts on key issues related to sexual violence. That Plan, now in its second year, is mobilizing Ontarians to work together to prevent sexual violence. Universities and colleges have done a lot of good work to make campus safety a top priority. This guide builds on their progress by providing practical tools to make our campuses even safer.

Government of Ontario (2015) It’s Never Okay: An Action Plan to Stop Sexual Violence and Harassment

This Action Plan builds on the strengths and successes of Ontario’s first Sexual Violence Action Plan (2011). It recognizes the progress we have made together and deepens our commitment to ending sexual violence and harassment. Through our Action Plan, we will challenge myths and improve supports for survivors. We will educate and inform a new generation of boys and girls, and reach out to diverse populations. We will be bold, activist and forward-looking in our attempts to stop sexual assault and harassment before it starts.