Academic Matters

OCUFA'S JOURNAL OF HIGHER EDUCATION
LA REVUE D'ENSEIGNEMENT SUPÉRIEUR D'UAPUO

Winter 2017

Sexual violence on campus

Premier Kathleen Wynne
It's never okay: Working together to end sexual violence and harassment on campus

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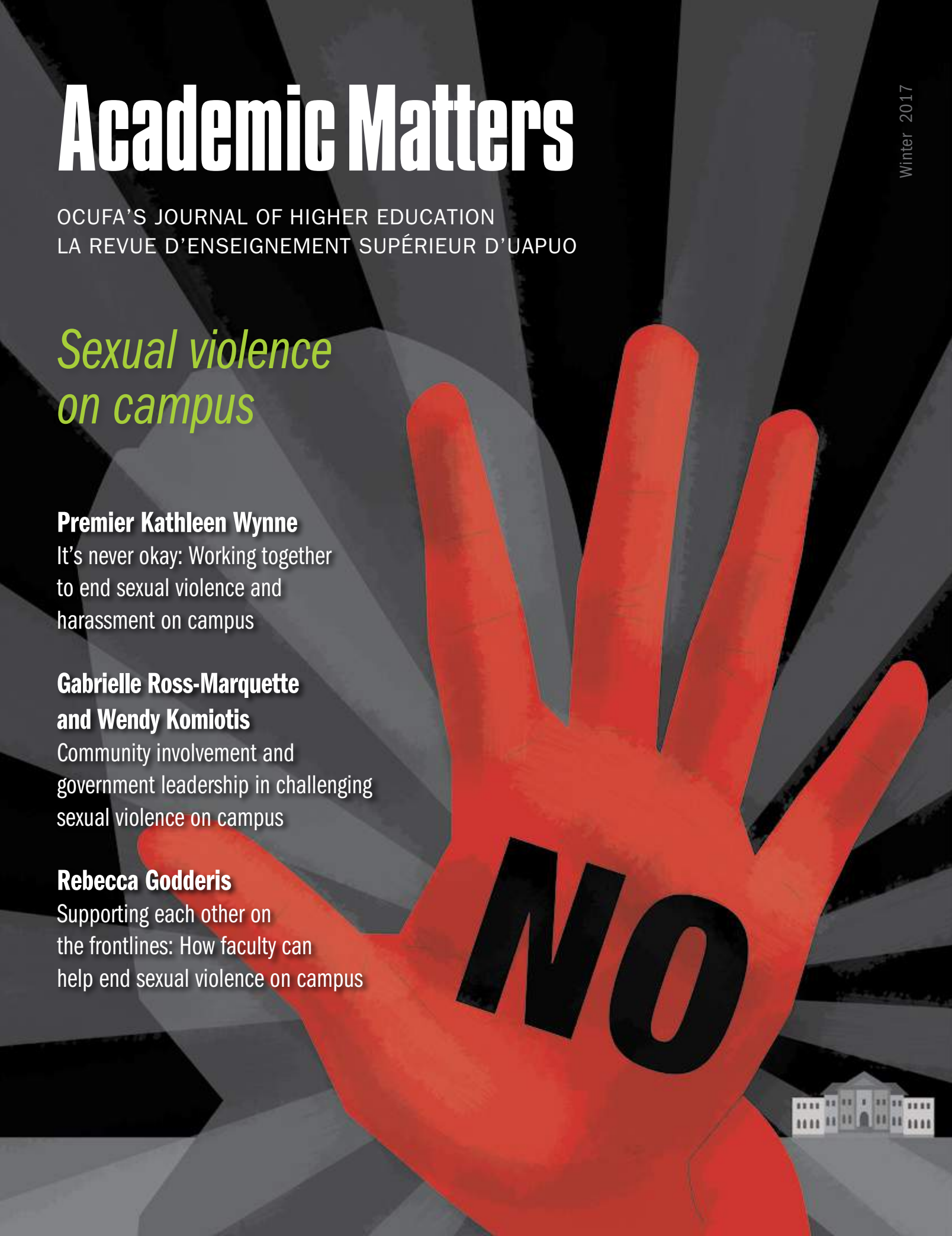
Community involvement and government leadership in challenging sexual violence on campus

Rebecca Godderis
Supporting each other on the frontlines: How faculty can help end sexual violence on campus



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Academic Matters is published two times a year by OCUFA, and is received by 17,000 professors, academic librarians and others interested in higher education issues across Canada. The journal explores issues of relevance to higher education in Ontario, other provinces in Canada, and globally. It is intended to be a forum for thoughtful and thought-provoking, original and engaging discussion of current trends in postsecondary education and consideration of academe's future direction.

Readers are encouraged to contribute their views, ideas and talents. Letters to the editor (maximum 250 words) are welcome and may be edited for length. To provide an article or artwork for Academic Matters, please send your query to Editor-in-Chief Graeme Stewart at editor@academicmatters.ca.

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IT'S NEVER OKAY: Working together to end sexual violence and harassment on campus

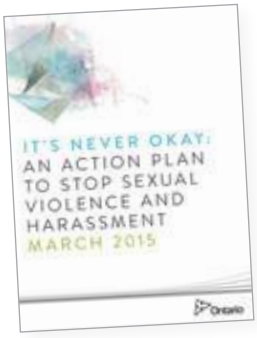
Premier Kathleen Wynne

The Ontario government has unveiled a new action plan to stop sexual violence and harassment.

Le gouvernement de l'Ontario a dévoilé son nouveau plan d'action pour mettre fin à la violence et au harcèlement sexuels.

Last year, I spent a week visiting some of my favourite places in Ontario: our college and university campuses. It was a great opportunity to speak with students about the things that matter to them, and one issue in particular stood out. Students raised it everywhere—from Sudbury to Ottawa to London. Over and over, at every college and university I visited, the topic of sexual violence and harassment on campus came up. I felt frustrated; I couldn't believe that these same issues that we talked about when I was an undergrad student in the '70s were still so prevalent today.

But talking to these young men and women also made me feel motivated. I knew that our government had to do something to help address the ongoing problem of sexual violence and harassment in every corner of our province. Not just on campuses, but in the bars students go to, in the workplaces they will enter after graduation, in the relationships they have moving forward.



A few months later, we released *It's Never Okay: An Action Plan to Stop Sexual Violence and Harassment*. The action plan is about helping more survivors feel that it's safe to come forward—and better supporting them when they do. It's about strengthening our laws so that people feel better protected at work, on campus or in the community. It's about providing more funding to crisis centres so they can continue their vital work.

And in all of this, most fundamentally, *It's Never Okay* is about challenging and changing deeply held beliefs that contribute to rape culture, misogyny and sexual violence in our society.

It is staggering how often we are told lies about the prevalence of sexual violence in our society. In reality, one in three women will experience some form of sexual violence in her lifetime. Yet too often language is employed to cast doubt on the veracity of a survivor's account and unsubstantiated statistics are carelessly tossed around. And so the false perception that sexual violence is not a problem in our country persists.

When we talk about the way a woman dresses, her job, how much she had to drink—these are parentheses. They are parenthetical excuses our society uses to explain away tragedies. They are used to dismiss the lived experiences of college and university students, who started postsecondary to grow as a person—not to be taken advantage of and told it's their imagination, or worse, their fault. They are used to justify the appalling fact that our country is witnessing an epidemic of missing and murdered Indigenous women and girls. Parenthetical excuses are used to make sexual violence implicitly okay. It's never okay.

> By teaching students about respect and healthy relationships at an early age, we can help the next generation of university and college students better understand consent.

The reality is that these excuses are symptoms of our bigger problems. That's dangerous, because when we focus exclusively on symptoms, we do nothing to fight the underlying disease. That disease is a society in which attitudes that lead to sexual violence and harassment are still very much a part of our culture. Sometimes quietly, other times forcefully, and always destructively, these attitudes are part of our power structures. As educators, you've probably seen these same attitudes persist on campus, year after year.

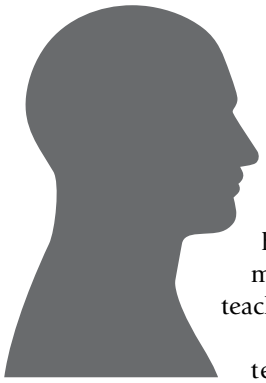
What's more, the perpetuation of myths and stereotypes that are rooted in misogyny and sexism not only contribute to these attitudes, they create an environment where those who are affected by sexual violence and harassment do not feel safe, do not feel heard, and do not feel they can come forward.

But little by little, we are making a positive change.

Recently, in the U.S. Presidential campaign, we saw a shift in the attitude toward sexual assault survivors who speak out. While one candidate spouts racist, xenophobic, and deeply sexist rhetoric, we've seen brave women come forward and talk about their experiences of sexual assault at the hands of this man. Their resolve to come forward and stand up for themselves is showing other women not to be afraid and that it is not their fault. It's challenging the power imbalance that so often occurs in accusations of sexual assaults, where the benefit of the doubt goes disproportionately towards the accused. It's imploring us to finally start believing women.

In Ontario, we're making a change by educating, empowering, and informing people that sexual violence and harassment is never okay. Because we can and must change—change the way we talk about sexual violence and

Student engagement is key to the development, adoption, and implementation of a successful sexual assault policy.



harassment, how we confront misogyny and sexism, and how we teach people what consent means.

So we're starting early and teaching young people about consent in our schools' updated health and physical curriculum. By teaching students about respect and healthy relationships at an early age, we can help the next generation of university and college students better understand consent.

But we also know that this is just part of the solution. Teaching the next generation doesn't help those enrolled today—the students whose stories I heard last year, and who continue to remind me why this work is important.

This positive change also has to come from the way colleges and universities address rape culture on campus. The sad reality is that many campuses are still not safe spaces for women. Sexual violence victimization rates are five times higher for women under the age of 35. That statistic, combined with the fact that most students find themselves in an unfamiliar, independent environment for the first time, means we must do more.

As part of *It's Never Okay*, starting January 1, we are requiring all Ontario publicly assisted colleges and universities to adopt a sexual assault policy. It will be developed with input from students, and renewed, with student involvement, every three years. Student engagement is key to the development, adoption, and implementation of a successful sexual assault policy. We need students to know that their real-life campus experiences and concerns are being heard and taken seriously. We need them to see that a policy can lead to changes that better prevent assaults from occurring and better support students when they do.

So, while some institutions already have a policy in place, our new guidelines are an opportunity to engage with students and to strengthen your institutions' commitment to addressing sexual violence and harassment.

We're also making sure that universities and colleges provide easily accessible information about the services and supports that are available to survivors.

Survivors of sexual violence can find it incredibly difficult to come forward and share their story. As schools support survivors and responsibly address assaults, students can feel that it is safe to give information about their experiences.

And because, according to the Canadian Federation of Students, many on-campus sexual assaults happen during the first eight weeks of class, we're making sure students have the right information, starting the first week of orientation and continuing all school year for every year of study.

Throughout all of this, faculty will play an integral role. You are already such an important part of students' lives. As caring adults, you set a positive tone and create a safe space for students as they explore their new postsecondary environment. This is a time in young peoples' lives to explore, ask questions, and challenge themselves. And it's the faculty of a university or college who help make this exciting time a positive experience as well.

Because it's not just the lectures and the office hours that make faculty such a critical part of campus life. It's the community-building each member does inside and outside the classroom. It's the positive environment that is created when students feel like they can trust their professors and their school. It's about creating a place of learning that emphasizes and prioritizes the safety and respect of its students. And thanks to the academic work of many feminist scholars, discussions of sexual violence and harassment, gender discrimination, and other social justice issues have been carried from the classroom into the collective consciousness. With the support and guidance of student groups and the dedicated faculty we have across Ontario universities and colleges, the opportunities to chip away at the culture of misogyny and harassment are endless.

We all have a role to play in stopping sexual violence and harassment, and we need to use every tool at our disposal. Campuses are a space bursting with creativity and energy—from the freshman who joins the school newspaper to the professor who helps run the gender diversity club. I know so many colleges and universities are already working tirelessly to make sure students feel safe and informed—thank you.

Universities and colleges should be a safe space to discover who you are, what you want to be, and where you want to go. Let's work together to make it a reality for every young person. AM

Kathleen Wynne is the Premier of Ontario.

WORLDVIEWS LECTURE 2017
on Media and Higher Education

Populism and the academy: on the 'wrong side' of history

Dr. Peter Scott

Professor of Higher Education Studies at the UCL Institute of Education, London, U.K. Previously Vice-Chancellor of Kingston University, London; Editor of *The Times Higher Education Supplement,* and editorial writer for *The Times of London*

The election of Donald Trump as US President in November 2016 and the vote in the United Kingdom to leave the European Union five months earlier have highlighted the difficulties universities face in coming to terms with a rising tide of populism, by no means confined to the US and the UK but a wider phenomenon across Europe and globally.

This year's Worldviews Lecture on Higher Education will explore how the drive towards becoming 'world class' institutions may be diluting the university's strong sense of social purpose and motivation to reach out to new, and less advantaged communities. Perhaps the rise of populism is a welcome call – not just to speak up more loudly for open societies, but also to recover that sense of social purpose we are in danger of losing.

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Community involvement and government leadership in challenging sexual violence on campus

Gabrielle Ross-Marquette and Wendy Komiotis

The involvement of community-based organizations such as METRAC was key to the creation of Ontario's new action plan on sexual violence.

La participation d'organisations communautaires telles que METRAC, a été essentielle à la création du nouveau plan d'action de l'Ontario sur la violence sexuelle.

Governments rarely make drastic changes without strong, unified, and relentless pressure from community members, activists, organizations, and allies. Large-scale change to end violence and harassment against women is happening in Ontario because Premier Kathleen Wynne and her team took directions from community-based organizations and groups leading this work on campuses.

METRAC: Action on Violence (METRAC) was involved in early identification of the need for ongoing education to prevent sexual violence on campus. The agency called for training to equip students, faculty, and administrators with the knowledge to better understand the dynamics of sexual violence. It pointed to gaps in policies for handling sexual assault across institutions, with an emphasis on standalone policies. METRAC drew attention to the need for procedural fairness in adjudication processes for sexual assault complainants and respondents. Taken together, METRAC's work was one catalyst that led to the government's action plan recommendations for safer campuses, through championing women's safety on campuses for over 30 years. Similarly, students' voices were heard clearly through the safer campuses demands, thanks to the Canadian Federation of Students, which has been doing this work since the early 1980s through their "No Means No" campaign.

A provincial action plan to challenge sexual violence

In March 2015, the Government of Ontario released *It's Never Okay: An Action Plan to Stop Sexual Violence and Harassment*. The action plan is a multi-faceted, long-term strategy comprising several commitments, including raising public awareness and shifting attitudes and behaviours through delivery of a multimedia public education and awareness campaign. Another commitment seeks to improve service responses to survivors of sexual violence and harassment through new training for health, education, justice, and community service professionals.

The action plan aims to systematically change laws, policies, and practices across broad sector lines in order to improve the experiences of survivors, encourage more survivors to report, and strengthen the criminal justice system's response to sexual violence. As a preventative measure, the action plan updates the health and physical education curriculum for schools, integrating the root causes of gender inequality and including concepts of healthy relationships and consent.

The action plan also puts forward a specific strategy for safer university and college campuses in Ontario. When the details of this section of the action plan were revealed, campus communities and external partners breathed a sigh of relief. Decades of advocacy work had finally paid off. At last, it was hoped, the government, which is responsible for the administration of postsecondary education, understood the gravity of the situation. As outlined by Lichty and colleagues in their 2008 work on institutional responses to sexual violence, North American research suggests that between 15 per cent and 25 per cent of college- and university-aged women will experience some form of sexual assault during their academic career.

A confluence of factors on Canadian campuses creates an environment in which sexual and gender-based violence are ubiquitous, resulting in too many students having to navigate their studies after experiencing this violence and while dealing with an ever-present rape culture. The action plan details four specific provisions that will begin to address this issue:

- Standalone institutional sexual violence policies, developed in consultation with students and mandated by law;
- Clear complaint procedures and response protocols, training and prevention initiatives, and 24/7 support services for survivors;
- Public reporting by universities and colleges on sexual violence incidences and prevention initiatives; and
- Education and awareness campaigns on sexual violence, and appropriate supports and resources in the first few weeks of classes and throughout the year.

A significant first step in achieving the goals set out by the action plan was the development of Bill 132, the *Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment)*, which became law in early September 2016. The Bill amended various statutes related to sexual violence. Of particular interest was Schedule 3, which amended the *Ministry of Training, Colleges and Universities Act*, codifying into law many of the provisions outlined in the safer campuses section of the action plan.

Ontario is the first province in Canada to put forward a concrete plan calling for systemic change in how we address sexual and gender-based violence within public institutions. While there has been some movement in other provinces (including British Columbia, Manitoba, Nova Scotia and Alberta) to pass similar legislation, and the federal government has announced the beginning stages of its own Federal Strategy on Gender-Based Violence, Ontario remains the only province with an action plan that demonstrates a real commitment to implementation.

METRAC's contributions to the action plan

METRAC: Action on Violence is a small, not-for-profit organization with big ideas that has been operating out of downtown Toronto for more than 30 years. Originally formed as a committee charged with tackling the aftermath of an onslaught of sexual assault cases in Toronto, it grew into an organization devoted to working in partnership with communities, institutions, and individuals to end violence against women and youth through education, research, and policy. METRAC is best recognized for its safety audit work,

Ontario is the first province in Canada to put forward a concrete plan calling for systemic change in how we address sexual and gender-based violence within public institutions.

which has won international acclaim and been adopted by many other organizations, such as UN-Habitat, in cities as far away as New Delhi. The safety audit process:

> is an action tool to build safer neighbourhoods, schools, campuses, workplaces, transit systems, living spaces and public spaces. It combines best practices of Crime Prevention Through Environmental Design (CPTED) with culturally competent community development approaches, Participatory Action Research and a gender-based violence analysis. It is a catalyst to reduce sexual violence, assault, harassment and discrimination against women, youth and others at high risk.

Early on, METRAC identified postsecondary campuses as spaces of interest for safety audits. Under the philosophy of "safer for women, safer for everyone," it led many transformative initiatives and learning opportunities to improve campus environments. In 1989, the organization launched its campus safety audit process, which addresses sexual assault, harassment, and other forms of gender-based violence in public and private spaces between members and non-members of a campus community. The audit has been adapted and utilized across Canada to improve the safety track record of campuses, from those in urban centres, to rural areas, to distance/online learning programs. METRAC contributed heavily to the development of the Ontario Women's Directorate's *Developing a Response to Sexual Violence: A Resource Guide for Ontario's Colleges and Universities*, in 2013, and the Canadian Federation of Students–Ontario's *Campus Toolkit for Combatting Sexual Violence*, which was also created in 2013.

METRAC works directly with campus stakeholders to identify needs, conduct safety assessments, review policies and practices, and subsequently publishes a thorough report that includes safety recommendations for the institution. After 25 years of conducting more than 20 campus safety audits, METRAC has developed promising policies and practices for university and college campuses working to prevent and respond to sexual violence and harassment. Notably, METRAC has observed a common lack of standalone sexual violence policies in postsecondary institutions.

In October 2014, METRAC conducted research and produced and released *Sexual Assault Policies on Campus: A Discussion Paper*. This research, which was academically reviewed by faculty members and graduate students across the province, highlights promising practices and challenges in institutional policies on sexual assault committed by and against students. It provides a "snapshot review" of policies from 15 postsecondary institutions across Canada. While cursory, the review suggested that some universities and colleges lacked comprehensive policies to deal with sexual assault. In fact, only three of the 15 institutions METRAC studied had a specific sexual violence policy. As well, many of the reviewed policies—specific or not—did not include a comprehensive definition of sexual assault. It was also found that several of the policies defined the rights of respondents more clearly than those of the survivor. The drafting process also demonstrated how successful partnerships between students, academics, community members, and a community-based organization such as METRAC can improve policies and programs for addressing sexual violence on campuses. The discussion paper was distributed to networks far and wide.

Shortly after it was published, the discussion paper was featured in the *Toronto Star*. On November 20, 2014, the newspaper published an investigative report on campus sexual violence policies, which identified that only nine out of more than 100 universities and colleges had specific policies to deal with sexual violence and sexual assault. The article referenced METRAC's research and quoted its Executive Director, Wendy Komiotis: "Komiotis said the government has 'a responsibility to create legislation' that will result in comprehensive policies on sexual violence and then ensure that each school is complying with those standards." Together, the *Star*'s report and METRAC's paper laid a path for the Ontario government's action plan to end sexual violence and harassment.

It was an opportune media climate, as a number of high-profile incidents and allegations of sexual violence and harassment were unfolding in the public eye. The focus on creating safer campuses was therefore very timely. Recognizing an advocacy opportunity, student groups redoubled their efforts to promote the work they had been doing for decades, and this spurred the government to action. The government hosted select consultations with campus stakeholders from November 2014 until early winter 2015. Directly after these consultations, it began crafting the action plan. METRAC was part of those consultations, reinforcing campus communities' message that survivor-centric, standalone policies and prevention measures were good first steps in systemically addressing sexual violence on campus for all students, faculty, and administrative staff.

Following the launch of the plan, METRAC was invited to become a member of the permanent Violence Against Women Provincial Roundtable, along with 22 representatives from provincial organizations in the violence-against-women sector, as well as other sectors affected by sexual violence.

Is a provincial action plan necessary for preventing sexual violence on campuses?

As other provinces seek to develop their own action plans, METRAC has received several inquiries asking key questions, such as: Is a provincial, legislative framework for preventing sexual violence on campuses really necessary? Isn't it possible to have institutions create their own standalone policies, and to trust that they will develop them in a timely manner?

METRAC has learned from years of experience that government intervention is necessary to prevent and respond to sexual violence on campuses. Establishing the legislative framework propels and maintains systemic change and standards across provincial postsecondary institutions. A government-led framework that is developed in partnership with communities, students, and institutional representatives recognizes that everyone has a role to play in ending sexual violence. It can address the particular vulnerabilities and risks of students as the primary targets and perpetrators of sexual violence, while enabling them to shape policy and laws that have a significant impact on their human rights, physical and mental health, and future success in education and employment. Government policy also sets institutional guidelines and the bare minimums needed to address sexual violence on campus to ensure that no postsecondary education institution falls short. It facilitates collaboration between institutions across the province to measure progress and effectiveness in reducing and ultimately ending sexual violence on campuses.

Provincial action plans are therefore an essential part of balancing interests and power between students and institutions, to ensure that all students have the freedom to pursue an education without fear or experiences of sexual violence. However, legislative frameworks are only as effective as the processes for developing, implementing, enforcing and monitoring related policies that arise from them on campuses.

As with any policy initiative, realistic budgets must be put in place for investing in effective processes of policy development and implementation. Often unrecognized is the pattern by which institutions turn to external community organizations devoted to violence prevention and response services, to seek their participation on policy development committees or to review policies, with little to no remuneration for their work. Although community organizations such as METRAC are thrilled to witness and be part of this progress, they often have scarce resources and deserve to be valued for their work, time, commitment, and expertise. This is especially true at a time when many community not-for-profit organizations are facing challenges in making ends

A government-led framework that is developed in partnership with communities, students, and institutional representatives recognizes that everyone has a role to play in ending sexual violence.

meet as they fulfill their mandates to provide prevention programs, essential frontline services, and crisis support for survivors of sexual violence.

Accountability is an equally important factor for measuring the effective implementation of legislative reforms and outcomes. If there are no clear accountability mechanisms in place, how do we ensure transparency? How do we know what works and what doesn't? How do we manage conflict when it arises? Already, we have witnessed several incidents in which institutional processes have been identified as flawed in one way or another. Some situations point to insufficient consultation, or the lack of student involvement in the process, while others suggest that the final policy does not reflect perspectives put forward by students during consultation, or that the policy is inadequate and fails to cover certain areas for greater protection. When such situations happen, to whom can campus communities turn? Whose mandate is it to enforce new legislative provisions? These are important questions that must be answered when considering the power imbalance around a table when campus stakeholders meet to work on a project. Some have argued that the creation of a separate accountability division within government is required to oversee institutional compliance and collect and report data.

What's next?

With standalone policies rolling out on Ontario campuses in January 2017, the time is ripe to ask what's next for continuing to address sexual violence on campuses. Policies are a great first step, but in order to be effective, they must be practically applied on a daily basis. They must also be monitored and updated to reflect trends and areas in need of improvement. As the flurry of policy development comes to a close in the province, institutions need to shift their attention to prevention and education, in order to address and eliminate the root causes of gender violence on campuses. It is time that this pervasive, anti-social culture is stopped in its tracks. A great opportunity for collaboration awaits students, faculty, staff, administration, and community partners alike to harmonize their efforts in deepening preventive responses to sexual violence. It is our hope that the Ontario provincial framework to end sexual violence will not only offer a model to be replicated, but also one to be improved upon across the country, so that the right to pursue postsecondary education without fear or without the experience of violence will be realized for all students. AM

Gabrielle Ross-Marquette is the Communications Coordinator at METRAC; Wendy Komiotis is METRAC's Executive Director.

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Mission Manager, Canadian Space Agency

SUPPORTING EACH OTHER ON THE FRONTLINES:

How faculty can help end sexual violence on campus

Rebecca Godderis

What role can faculty play in addressing sexual violence on their campuses?

Quel rôle peuvent jouer les professeurs dans la lutte contre la violence sexuelle sur leur campus ?

In 2015, the Ontario government released *It's Never Okay: An Action Plan to Stop Sexual Violence and Harassment (2015)*. The action plan provides a list of concrete steps that the government is taking to end sexual violence and harassment in all aspects of our lives. A key pillar of the plan is focused on safer campuses:

> We want to eliminate rape culture on campus. We want school environments to be safe and respectful. We want every student, in every university and college in Ontario, to be able to learn and study and experience campus life at its finest, free from sexual violence and harassment. (page 27)

The action plan was followed by Bill 132, which requires that all Ontario universities and colleges have standalone sexual violence policies and procedures as of January 2017. As a result, faculty have likely seen a significant increase in the number of communications about sexual violence at their own institutions. This article provides an overview of the issue of sexual violence on campus, and considers the question of this issue in relation to the work of professors and academic librarians. As a caution, this article discusses the high rate of sexual violence, sexual assault, and rape on campuses and in our broader communities.

Sexual violence in our communities

I am a faculty member who is directly engaged in sexual violence prevention work on university campuses. In July 2015, I was appointed to a three-year term as a Gendered Violence Faculty Colleague (GVFC) at Wilfrid Laurier University. Currently, three faculty colleagues at Laurier work closely with senior campus leaders and the university's

The extent and complexities of the problems are even greater when we take into account that many of our students arrive at university and college having experienced sexualized violence as children, adolescents, and/or young adults.

Gendered Violence Task Force to engage in strategic planning and decision-making about how to best prevent and address gendered and sexual violence at the university.

When I talk to people about this work, both inside and outside of the university, the response is usually quite supportive.[1] I often receive comments such as, "It is great that there are people who are dedicated to the issue," or, "It is good that you can focus your time on this cause." And while these comments are well intentioned, I worry about what they mean for how we understand the issue of sexual violence at our universities. I am worried that people may think that those of us who are working on this issue have "got this" and that we don't need anyone else. But that isn't the case. We need you. Let me explain.

Although the government's action plan has brought recent attention to the issue, sexual violence on campus is not a new problem. Organized resistance movements against sexual violence have a long history, but it was in the 1970s that specific attention was drawn to the high rates of sexual violence on campuses across Canada and the United States. Since the 1980s, empirical studies have consistently demonstrated that somewhere between one in four to one in five women will experience sexual assault while completing their postsecondary studies. These numbers have sparked debate in the popular press about "inflated statistics," but I have yet to come across significant disagreement in the scholarly literature itself.

As with many quantitative research fields, there is ongoing dialogue about how best to measure this phenomenon; however, it is significant to note that from the time when Mary P. Koss and colleagues published their groundbreaking research about the scope of rape in 1987, to a recently published study by Kate Carey and colleagues in 2015 about the prevalence of rape for first-year college students in the United States, four decades of empirical research support the conclusion that "interventions to address sexual violence on campus are *urgently needed*" (emphasis added).[2]

The extent and complexities of the problems are even greater when we take into account that many of our students arrive at university and college having experienced sexualized violence as children, adolescents, and/or young adults. For example, findings from Charlene Senn and colleagues' study on sexual violence in the lives of university women indicate that over half of first-year female students (58 per cent) at three major Canadian universities had experienced one or more forms of sexualized victimization since the age of 14. And while the majority of survivors of sexual violence identify as women (over 85 per cent), research from the Trans PULSE team in 2015 demonstrates that gender non-conforming individuals—including those who identify as transgender, gender-variant, and non-binary—also experience significant levels of sexual violence. Additionally, research by Susan McDonald and Adamira Tijerino in 2013 showed that men constitute approximately 12 per cent of police-reported sexual assault and sexual abuse cases, with the majority of sexual abuse occurring when they are children.

I believe that we need to really consider these statistics and what they mean for our everyday lives as professors or academic librarians working within postsecondary institutions. Are we working directly with survivors of sexual violence? The answer is, quite simply, "yes." We should all assume that we have survivors of sexual violence in our classrooms and in our labs. Survivors are making appointments with us to help them do library research and to review assignments. They are our teaching and research assistants, and they are part of the student clubs and athletic teams we support. Moreover, the statistics don't even account for the experiences of our colleagues: We have yet to engage in sustained conversations about faculty and staff who encounter sexual violence and harassment on campus.

Supporting each other on the frontlines and understanding the continuum of violence

Every day, there are many people working to address sexual violence on university campuses across Ontario and in our broader communities. At Laurier, my role has been

Experiences of violence are linked in complex ways to systems of power and privilege.

supported through the development of a formal GVFC position that includes course release as compensation for this work, and I work closely with an incredibly committed group of student activists, professionals from community sexual assault centres, university diversity and equity office staff, senior administrators, and fellow faculty and staff who contribute their time to Laurier's Gendered Violence Task Force. You may be working as part of a similar group or know of individuals in your university who are engaged in sexual violence prevention and response. Even with all of this support, it isn't enough. We need everyone.

Let me return to the provincial government's action plan, which notes that stopping the perpetration of sexual assault involves grappling with the recognition that "sexual assault and harassment are expressions of misogyny and rape culture. And we know that social change on these issues cannot be realized in isolation from other issues of gender inequality" (page 36). In other words, there is a continuum of beliefs, actions, and social norms that create an environment in which physical acts of sexual violence are more likely to occur.

Within Laurier, we use the language of "gendered violence" to reference this continuum, as defined in our Gendered Violence Communications Toolkit:

> Gendered violence refers to any subtle or overt action or attitude that
>
> establishes, exploits, and reinforces gender inequities resulting in physical, sexual, emotional, economic, or mental harm. Gendered violence includes sexism, gender discrimination, gender harassment, biphobia, transphobia, homophobia and heterosexism, sexual assault, sexual harassment, stalking, and intimate partner violence. The phrase "gendered violence" is used to highlight when acts of violence are specifically related to an individual's gender or how they express their gender. The majority of people affected by gendered violence are women, girls, and trans people. However, individuals of all genders can be victims of gendered violence, including men and boys. In addition, gendered violence is often perpetuated against members of the gay, lesbian, and bisexual communities because they are perceived as not conforming to traditional gender roles.

Our approach to gendered violence at Laurier also works toward an intersectional understanding that highlights how gendered violence intersects with racism, classism, ableism, and other forms of oppression. Experiences of violence are linked in complex ways to systems of power and privilege. Unless we pay attention to these connections, our attempts at preventing gendered and sexual violence will be minimal at best.

Becoming engaged on your campus

These are incredibly complicated issues that are made more complex by the fact that university and college campuses are embedded in larger societies. Campuses reflect a wider culture of gender inequality and violence. As employees of postsecondary institutions, we are not fully responsible for stopping all forms of sexual violence and harassment, but this realization should also not absolve us of the responsibility to act within our own communities. The enormity and significance of the problem means we *all* must act.

However, while everyone on university campuses has a role to play, this does not mean that everyone should be doing the same kind of work in relation to sexual violence and prevention. I am on the frontlines of this work because my research and teaching examine the intersections of gender, sexuality, and health. To enhance my knowledge and understanding, I have developed relationships with professionals from my local community sexual assault centres and, along with others in my university community, we have collectively developed a body of expert knowledge about sexual violence that should be called upon to inform policy and

programming. This expertise exists in your communities as well. However, given the nature and complexity of this issue, we need the additional support and participation from those who are not on the frontlines of this work. So what might you do if you're not already engaged? Here are a few initial suggestions to consider.

1. Recognize collective responsibility for ending sexual violence. A first—and essential—step is to recognize that we all have a responsibility to end gendered and sexual violence, and to speak to others about this responsibility.

2. Learn more about the extent and nature of sexual violence in your communities. The more you know about the issue of sexual violence, the easier it is to discover ways to engage with prevention and response in your everyday life. Learning about sexual violence doesn't need to become your full-time job, but think about taking a few extra minutes to read other articles in this issue of *Academic Matters* or other online resources. Perhaps you could also consider taking a couple of hours to attend a training session that prepares you to respond to unexpected disclosures of sexual violence. The goal is to take notice of what opportunities are available and consider when you could fit these opportunities into your schedule.

3. Examine the connections between the issue of sexual violence and your professional work. Although the majority of faculty will not work directly in the area of sexual violence prevention and response, it is incredibly valuable to take some time to examine the intersections between sexual violence and our professional work as professors and academic librarians. Perhaps the most obvious connection is that we all have student survivors of sexual violence in our classrooms. Whether classes are about mechanical engineering, political science, sociology, or biostatistics, students' abilities to concentrate, learn, and produce may be affected by experiences of sexual violence. What might this mean for the way we approach our work? If it is difficult to see these connections, consider talking to an expert in the area of sexual violence—perhaps a fellow faculty member, or a staff member in your institutional diversity or equity office—to help uncover these connections.

4. Take action where needed to help prevent sexual violence and create better responses. Once you understand the connections, you can then take action that contributes to shifting norms related to sexual violence. You might consider adding a note about sexual violence support services to your syllabus, or reviewing your course materials to discern whether there is value in providing a warning or caution in relation to your course content.[3] There may also be opportunities in classrooms and other environments to challenge informal comments or jokes that reinforce sexism and the continuum of violence (for example, comments like, "women aren't good at math or science" or that someone "throws like a girl"). Again, consulting with experts in the area will help you identify concrete actions you can take.

5. Develop connections with local sexual assault centres, rape crisis centres, and other community agencies that work in the area of sexual violence. Cultivating personal relationships with experts who work in the field of sexual violence prevention and response every day is an important way to develop your knowledge and understanding of the issue and will help familiarize you with the services that are available. You might also consider developing mechanisms to assist in sharing information about events and programming between your university and local community partners, and/or undertaking joint initiatives, such as organizing a panel presentation that includes experts from your local community.

6. Show support for the efforts of others who are working in the area of sexual violence. Not everyone can be working on the frontlines of this issue every day, but it makes a significant difference when it isn't *only* these people who show up to events, training sessions, and other types of activities that are related to sexual violence at your university and in your broader community. Showing up and supporting events related to sexual violence—and continuing to do so even after the media attention dies down—demonstrates that you value the work being done by the sexual violence experts in your communities and that you are willing to be part of the solution.

Finally, while this article is written by an individual, it draws on the collective knowledge of many who do this work. I want to end by recognizing the significant history of activism that has been led by Indigenous communities, women, and people of colour from which I continue to learn, and to thank the incredible group of people that I work with every day in my university and broader communities. AM

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1. I feel it is important to note that while the response to my work is, on balance, supportive, I have also received extremely negative and hostile reactions. This is not an aberration. Many women-identified individuals who work in the area of sexual violence prevention and response face similar reactions.
2. Kate B. Carey, Sarah E. Durney, Robyn L. Shepardson, and Michael P. Carey (2015), Incapacitated and Forcible Rape of College Women: Prevalence Across the First Year, *Journal of Adolescent Health*, *56*(6), 678–680.
3. For a recent discussion of the utility of cautions and trigger warnings in the classroom, see: Rebecca Godderis and Jennifer Root (2016), Trigger Warnings: Compassion is Not Censorship, *Radical Pedagogy*, 13(2), 130–8, retrieved from http://radicalpedagogy.org/radicalpedagogy.org/Godderis_&_Root_files/Godderis%20%26%20Root.pdf.

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Confronting sexual violence: A STUDENT ACTIVIST'S PERSPECTIVE

Carissa Taylor

A student activist shares her story of working to end sexual violence on campus.

Une militante étudiante partage son histoire quant à ses efforts en vue de mettre fin à la violence sexuelle sur le campus.

As the National Graduate Caucus Chairperson of the Canadian Federation of Students, I work on campaigns to end sexual violence within our educational institutions and more broadly. I became involved in student activism early on in my university experience, and over the last six years I have engaged with activism and raising awareness about sexual violence in a variety of ways. What follows is an account of how my approach to challenging sexual violence on university campuses has changed over that time. I'm hopeful that faculty and students can continue to build the solidarity necessary to end sexual violence on our campuses.

Confronting sexual violence as a student union staff person

While pursuing my undergraduate degree at Brandon University, I worked as a staff person in the students' union office before I ran for president. As staff, part of my job included helping with the outreach work done by the union. Although we used the Canadian Federation of Students' "No Means No" campaign materials on campus, outreach around sexual violence was never front and centre in our own work. We would put coasters out in the campus bar and drag materials out of storage for our yearly "Take Back the Night" marches, but specific outreach around sexual violence was never our focus.

It wasn't just the students' union, distracted by the myriad campaigns and services we ran, that failed to take meaningful action to combat sexual violence. I was also an executive member of the campus women's collective. As part of that group, we talked about putting straws in people's drinks at socials to show them how easily they could be drugged, focusing our efforts on those we believed were vulnerable rather than confronting people who choose to commit those acts. As an organization, we were often so focused on staying relevant with students that we could only look at was happening in the short term, as we worked to produce tangible results quickly. Our attention was on rebuilding the capacity of a collective that was constantly under threat, not on addressing the larger issues happening around us.

At both the students' union and the women's collective, we heard horror stories about athletics team members using their status to get away with assaulting women. We were told about rumoured assaults, including a series of coordinated assaults that were committed by a group of non-students at a local nightclub. We wanted to act, but at the time we struggled to grasp the severity of what we were dealing with, or to recognize the ways in which this culture was pervasive throughout our school.

When I was elected students' union president in 2012, I didn't deal with disclosures of sexual violence that students had experienced on campus in my capacity as president. I would talk to friends about inappropriate things some men had said or done to me, yet I came to accept these experiences as normal. I laughed off comments made by older men, as I tried to fit in with others who were in positions of leadership. I continued to fight for change the same way I always had: I put out "No Means No" coasters in the campus bar, and pulled out stickers, buttons, and posters for our "Take Back the Night" march. It wasn't enough.

Looking back, I can clearly point to key experiences and moments that I would now react to quite differently. The creepy Christmas gifts left outside a students' union staff room—a room that had been set on fire weeks before—and the way mine was addressed: "To the girl with the big tits." The student who came into the office to buy a water bottle and instead of paying with cash, put a knife on the counter and asked if he could trade me for a knife. And of course the many less overt forms of violence that peppered my life—the comments, questions, being sexualized, and having my leadership constantly questioned—became my new normal.

In all of these situations, I had the language to describe what I was going through. I had read books, taken classes, described myself as a feminist. When sharing these stories with my peers and those in positions of leadership within the institution, I looked to them to validate the legitimacy of my feelings. But far too often, especially when it comes to sexual violence, we doubt ourselves and our interpretations of what is happening to us. And if the response you get from others mirrors your own doubt, it makes it very easy to push things aside.

Running for re-election in 2013 exposed me to some of the most overt gender-based violence I've ever experienced. When a friend told me that my competitor was at a polling station telling people that the only reason I got so much accomplished during my term as president was because I was sleeping with faculty members, I knew I had to finally speak up. I had heard during the lead-up to the election that one faculty member was telling his classes not to vote for me, and putting up posters from the slate running against me on his office door. This was someone who had previously propositioned me, and whom I had rejected. I went to the university president to talk about what was happening. As the first woman in that role at Brandon University, I had hoped that we shared some common experiences, and that she would be sympathetic. I talked to her about the possibility of filing a formal complaint, but she told me that I was a woman in a position of leadership, and that the harassment was something I just needed to get used to. It was a preview of similar responses to come.

Coming to terms with my own experiences

The ability of people in positions of power to brush off my experiences as normal, and in many ways view my complaints as an annoyance, played an important role in shaping the ways in which I responded to sexual violence moving forward. When I was a graduate student at Brock University, the case of a student who had experienced sexual violence perpetrated by a professor became public, and my initial response was similar to that of the Brandon University president. At that moment, I realized that I had come to view this type of experience as a rite of passage for female students, one that was almost unavoidable. Rather than feeling frustrated about the violence itself, my anger was directed toward the failure of the university to deal with the complaint effectively, letting the investigation sit ignored on an administrator's desk for months.

It wasn't until my peers at the Canadian Federation of Students began reaching out to me that I really began to understand that the violence itself, and not just the institu-

Yet silence was encouraged by the university and by other institutions to protect their reputation—allowing these situations to keep occurring.

tional response, was something worth protesting. Finally, I had permission to see my own experiences as valid and to allow myself to feel angry toward an institution that had also failed me.

In conjunction with other students, I helped to organize a protest to raise awareness about sexual violence on campus and the ways in which the university had failed the survivor. The protest was well attended and received attention from the media. There had been another case at the University of Victoria shortly before our protest, in which a student blew the whistle on the institution's attempts to keep her case quiet. The case at Brock was similar, although it involved a student and a professor. Later, the media shared a story about another case involving the same Brock professor. Yet silence was encouraged by the university and by other institutions to protect their reputations—allowing these situations to keep occurring.

Alongside the protest, we released a series of demands to the university. We called on the university to hire a staff person to deal exclusively with issues related to sexual violence and its prevention, response, and awareness. We called on Brock to ensure that counsellors on campus had specific training to deal with sexual violence. We called on the administration to increase diversity in institutional leadership. We called on them to hold people accountable for their actions. And we demanded the resignation of both the administrator who let the report sit on his desk for three months, and of the professor who committed the acts of sexual violence.

Our meeting with the university administration after the protest ended was tense. Although the university president committed to meeting most of our demands, many of those commitments never came to fruition. A particular sticking point was our call for the resignation of the administrator who had allowed the complaint to languish. The university insisted that the administrator had followed the policy that was in place, and that even if the policy was flawed, the administration could not penalize him for following the rules.

Following this meeting, we organized a town hall to debrief about what happened, to talk about the tactics we used, to figure out how to hold the administration accountable for the promises they had made and failed to keep, and to figure out next steps. Students, faculty, and staff all attended the town hall—a broad range of people who, together, had the power to make institutional change—and we brainstormed strategies for addressing the problem of sexual violence on campus. About halfway through the meeting, a male professor entered the space and attempted to derail the conversation by yelling sexist and victim-blaming comments. It was yet another reminder of the role that well-educated authority figures can play in reinforcing rape culture.

At Brock, things quieted down for a while before another story broke from my alma mater, Brandon University. A student had been made to sign a contract stating that she agreed not to talk about her own assault. An organizer in Brandon was in touch with me about what was happening, and we talked through the organizing work that had happened at Brock. In part because of the guilt I felt about being an activist at Brock but never actually confronting my own experiences with sexual violence in Brandon, I wrote a letter to the editor of the local paper in Brandon. I wrote that these incidences were not isolated, but are indicative of an epidemic on campuses across the country. I wrote that, while good policies are important, we need support for those policies from decision-makers to be effective. Even with good policies in place, if survivors are encouraged not to report their experiences then the policy is meaningless.

An organizer in Brandon had prematurely shown my letter to another news outlet, which then reached out asking me to share more details about my own experiences. I decided to talk about the experience I thought was the least risky, as none of the individuals involved were at the institution any longer. Even when confronted with the bravery of students who were holding institutions accountable for their actions—some while still students at those institutions—I still chose what was, in many ways, the easiest option, and the option with the least risk. Part of my reason for doing this, at the time, was that I was still afraid of being blamed for what had happened. As much as I believe that power can come with sharing your story, a belief I share outwardly in my activism, I'm still afraid of being seen as a victim. I still feel tremendous guilt because of my own inaction around my experiences, so I find it much easier to advocate on behalf of others than I do for myself. Throughout my experiences confronting the harsh realities of sexual violence on university campuses, it's been hard not to feel like a fraud: Who am

I to speak with others about their options, when I have stories that I will still not share? I am in a privileged position within the institution. I know who to talk to and what to say in order to make things happen. How can I possibly ask others to do the things that I myself am still am too frightened to do? As much experience as I have in organizing, organizing around the issue of sexual violence has been incredibly difficult. Sexual violence activism is primarily undertaken by those who have experienced sexual violence. Some may be like me, while others have very public stories. I am so proud of those who share their stories—they put themselves out there, knowing the backlash that they might face. It is truly inspiring. I too am proud of those who have not shared their stories, even if I have trouble being proud of myself.

Working with others to create real change

Students have been working to end sexual violence on university campuses for a long time. We have been leaders in trying to create campuses that are safer for all. Months before the story broke at Brock, the Canadian Federation of Students hosted a national Consent Culture forum. Building on existing campaigns that seek to end gender-based violence, the Consent Culture campaign seeks to instill a culture of consent for both sexual and non-sexual activities.

At a Consent Culture forum in Nova Scotia, we talked about the disproportionate violence faced by trans and non-binary women and Indigenous women. We talked about cyber violence. In workshops, we talked about how to create good sexual violence policies on campus, and how to work toward building diversity and inclusivity in university and student union governance. We talked about how post-secondary institutions prioritize their reputations over their students, underfunding the staff and services needed to prevent sexual violence, yet hiring public relations firms to manage communications after a story about sexual violence on campus makes the news.

These are the conversations we need to continue to have if we want to create safer spaces on our campuses. But they must also happen at an institutional level, with support from and participation of faculty and staff. We need to understand the ways in which all of us allow rape culture to be perpetuated, and the ways we can all work to deconstruct this culture. Only once we move beyond guilt can we actually begin to make the changes necessary to confront and respond to the sexual violence that is happening within our places of education and work. AM

Carissa Taylor is the National Graduate Caucus Chairperson of the Canadian Federation of Students.

A GALVANIZING PROCESS: Unpacking Ontario's new postsecondary sexual violence policies

Dawn Moore

How is Ontario's new action plan on sexual violence playing out on Ontario campuses?

Comment le nouveau plan d'action de l'Ontario sur la violence sexuelle se déroule sur les campus de l'Ontario?

Earlier this year, Bill 132, the pivotal postsecondary legislation that marks one of the cornerstones of the Ontario government's *It's Never Okay: An Action Plan to Stop Sexual Violence and Harassment*, achieved royal assent. According to the legislation, by January 2017, all publicly funded universities and colleges in the province must ratify new sexual violence policies that conform to provincially legislated standards.

The Act outlines the province's "intolerance" for sexual violence, sexual harassment, and domestic violence, and promises to protect "all Ontarians from their devastating impact." Specifically, Schedule 3 amends the *Ministry of Training, Colleges and Universities Act*, stipulating that postsecondary institutions must produce new, student-centric policies on sexual violence and harassment on campuses.

In what is now perhaps problematically called the "post-Ghomeshi" era in Ontario (in reference to the 2014 sexual-assault charges against, and subsequent trial of, former

CBC radio host Jian Ghomeshi), and in the face of ongoing reports from universities and colleges across the province of mishandled complaints of sexual violence, student groups actively encouraging non-consensual sexual encounters and—perhaps the most fraught—the push, largely from student groups (but also importantly echoed in the legislation itself), to recognize and address rape culture on campus, it comes as no surprise that on many campuses, the drafting of new sexual violence policies has become a galvanizing process. For the approximately one-quarter of campuses that have yet to ratify their policies, heated debates continue.

When the legislation was first tabled, faculty unions and associations, as well as umbrella groups such as OCUFA and CAUT (the Canadian Association of University Teachers) worried that it would place restrictions on academic freedom. These concerns are not unfounded: The definitions of "sexual violence" and "sexual harassment" within the policy, for example, are sufficiently vague that it is possible to imagine a scenario in which a faculty member could be taken to task for lecturing, researching, or writing on topics related to sexual violence.

However, as campuses began to struggle through the process of drafting new polices, academic freedom did not emerge as the foremost concern. Instead, discussions focused on a contest between reporting and prevention, due process, the term "rape culture," and the extent of the university's jurisdiction over its community members.

Reporting versus prevention

Alongside the enactment of the legislation and my own engagement with my university's policy-development process, I led a team of five researchers from across the province in an investigation, funded by the Ministry of Community Safety and Correctional Services, into sexual violence on three campuses. Frustratingly, there appears to have been no communication between this ministry and the Ministry of Training, Colleges and Universities, despite our hopes that empirical data could assist universities and colleges in drafting their policies. Siloing endures in many large institutions, so in many ways this comes as no surprise. In other ways, of course, it serves as a mirror of the same problems we have seen unfolding on campuses with regards to sexual violence.

One of the core disconnections emerging from both our own research and the debates being had on various campuses is the false tension between reporting and prevention. In the past, colleges and universities have been loath to facilitate or disclose reports of sexual violence on their campuses. As we witness the increasing corporatization of universities and colleges, this reticence is unsurprising. Institutional reluctance to take stock of rates of sexual violence on campus is a risk management strategy that also bleeds into concerns about marketing, funding, and donations: There is a clear anxiety about putting in place any mechanism that would encourage college or university members to report sexual violence. No institution wants to be known as a so-called

Institutional reluctance to take stock of rates of sexual violence on campus is a risk management strategy that also bleeds into concerns about marketing, funding, and donations.

"rape campus." Such a label would not only force an institution to take responsibility for and actively manage the risks its members face—it also looks bad from the point of view of potential donors and recruits.

In mid-2016, a student emailed me after our research report was released. She told me that she worked for her institution's campus recruiting centre as a campus tour guide, and, despite the fact that she was well aware of the prevalence of sexual violence on her own campus, had been directed by her supervisors to emphasize the safety mechanisms the institution had in place (panic buttons, safe-walk programs) and to downplay any concerns raised by potential new students and their families about sexual violence on campus.

During the research for our report, administrators raised concerns about high-profile cases of sexual violence, while at the same time steadfastly denying that sexual violence was a problem on their campuses. As well, those who had experienced sexual violence routinely reported being placed under "gag orders" by their institutions.

The enactment of Bill 132 will force colleges' and universities' hands with respect to reporting. The amendments in the legislation place a heavy emphasis on reporting, directing colleges and universities to make reporting easier and to disclose their reports on an annual basis. Reporting mechanisms and procedures have therefore become the focal point of most new policies. As a result, and to varying degrees, the policies that have been ratified so far often labour over chains of reporting, investigation mechanisms,

To this end, well-crafted policies need to include an acknowledgement that sexual violence is a social fact.

confidentiality, due process, and discipline. The irony is that the legislation also calls for a survivor-centred approach, and renders sexual violence and harassment unacceptable in postsecondary institutions. Such claims point to the importance of prevention, rather than reporting.

Our own research suggests that prevention, including accompanying education, is far more important to members of university and college communities than are reporting mechanisms. Those of us who work in the area of gender-based violence are well aware, unfortunately, that reporting rarely occurs in the aftermath of sexual violence and almost never serves survivors well, nor does it accurately reflect what they or their advocates would like to see in terms of social change. Rather, we heard repeatedly that the institutions we studied only paid "lip service" to prevention and education, often in the form of online education tools offered once during frosh weeks, and that these were routinely dismissed by the same frosh facilitators who were supposed to be modelling healthy sexual relationships.

If colleges and universities were to move to a model that balanced out prevention/education and reporting, faculty could play a key role in that change. As educators, we are well positioned to include education about sexual violence in our curricula, to offer seminars and forums on the topic, and to provide students as well as other members of the community with more complex and nuanced understandings of sexual violence, including the ways in which it intersects with homophobia, transphobia, and racism, and what it means to be sex-positive. We also have an opportunity to address and dispel rape myths, replacing them with empirically informed knowledge about the many facets that need to be considered in addressing sexual violence. Fundamentally, when prevention/education is the focus, we can move beyond institutional risk-management strategies and instead recognize sexual violence as a social fact of campus life.

By naming the problem, postsecondary institutions position themselves to be able to address sexual violence pre-emptively and positively, rather than simply reacting. In this vein, the University of Ottawa's president showed great leadership when responding to the recent events concerning the science students on his campus. In early October, a science students' association held a "Vet Crawl" that involved score cards that awarded participants points for their team by doing a variety of things, including exposing genitals publicly and having sex with one of the organizers. The University of Ottawa's president's public statement recognized that a culture of sexual violence exists and needs to be addressed. This is the point at which meaningful change can begin.

Rape culture

Much of the pushback against prevention, education, and even reporting initiatives arises out of concerns over the term "rape culture" and its implications. The term dates back to early 1970s' second-wave feminism, and came into popular usage through texts such as Susan Brownmiller's 1975 *Against Our Will: Men, Women and Rape*. The term also appears in the new provincial legislation. It is embraced by many as a shorthand to signal, on the one hand, systemic denial of the prevalence of sexual violence and of survivors' experiences and, on the other, the tacit and/or explicit encouragement of sexual violence within sectors of a community. On campuses, for example, the term is often used when the finger is pointed at fraternities or varsity athletics clubs; however, as recent events at the University of Ottawa illustrate, the promotion of non-consensual sexual behavior is clearly not limited to these groups.

Rape culture is not without its critiques, however, which is much of the reason why it has become such a divisive term in debates on developing campus sexual violence policies. Rejectors of the term can be divided into two broad categories: those who maintain that sexual violence is not a problem on campus, or is not a problem that colleges and universities should be dealing with; and those who argue that the term fails to capture the complexities and intersectional nuances of sexual violence, including the hypersexualization and criminalization of racialized people, transphobia, and the condemnation of those who practise alternative kinds of sexual expression, such as "kink" and BDSM (bondage, discipline, submission, and masochism).

There is no pattern to the ways in which colleges and universities have responded to these concerns. Because the term rape culture is used in the legislation, it would seem that institutions are beholden to incorporate it in their own policies. This is not necessarily the case, however. McMaster University, for example, elects to omit the term completely from their policy. Ryerson University, though, defines the term in its preamble, suggesting that its acknowledgement of rape culture informs the institution's policy.

Whether or not the term is used in a policy is not the most important point, however: it is whether the pervasiveness of

sexual violence the term is intended to capture is reflected and addressed by postsecondary institutions. To this end, well-crafted policies need to include an acknowledgement that sexual violence is a social fact. Exceptional policies place this recognition within a more complicated analysis of intersectionality that recognizes how racism, transphobia, and homophobia are also important factors in crafting a fair and equitable response to sexual violence on campus.

Due process and university jurisdiction

Much of the anxiety about the implementation of the new sexual violence policies revolves around concerns about due process and university jurisdiction. The latter concern is perhaps the easier to address. Although the legislation appears to give sweeping authority to universities to intervene in relationships between campus members off-campus and outside of the realm of university activities, most of the policies ratified to date place limitations on this jurisdiction. Of course, as with any policy, how this actually plays out once the policies are implemented in 2017 and beyond remains to be seen.

Due process is a more difficult issue. Regardless of Bill 132, public institutions are required to have measures in place that address workplace harassment and violence. Any institution that fails to address these issues is contravening labour and/or human rights legislation (an avenue of recourse, incidentally, increasingly taken up by sexual violence survivors). Until Bill 132, postsecondary institutions were not mandated to have standalone policies related to sexual violence, although many already did. The Bill itself thus changes very little in terms of due process concerns. It has provided the opportunity, however, for colleges and universities to grapple with some of the more difficult issues that arise in the uncommon instances in which a survivor wishes to report an assault.

There are many issues to consider here, including providing safety to the survivor, the privacy of all parties, implementing a fair adjudicatory process, ensuring both complainants and respondents have whatever form of representation or support they choose, and, importantly, as the recent case of Mandi Gray at York University has shown us, ensuring that survivors are not placed under gag orders (a common practice revealed in our research) and are able to speak about their experiences without fear of reprisal. Gray spoke up about a sexual assault she experienced at the hands of another student. Her situation was unique in that her report to the police ended in a conviction (which is now being appealed). At the same time, Gray is currently in litigation against York for what she calls egregious mishandling of her case. Part of Gray's claim is that the university threatened to sanction her if she spoke out about her experiences.

Will *It's Never Ok* make campuses safer?

At present, we can only speculate about how these policies will play out in practice. The legislation mandates that postsecondary institutions review their policies every three years. Part of this review, presumably, includes measuring their effectiveness. Unfortunately, measuring the effectiveness of any sort of policy change on sexual violence is a very difficult task for two reasons: Survivors do not report and institutions do not want to receive reports even when they are submitted. Perhaps our efforts would be better spent investing in the kinds of change that are likely to be more effective (although more difficult to measure), through a focus on prevention and education. If Ontario campuses are to become places in which sexual violence is never okay, then ought not the emphasis be placed on stopping that violence before it happens, rather than on fretting over official institutional practices in the rare instances in which a survivor, in the aftermath of an assault, turns to the institution for redress?

As educators, we know that it takes a great deal of time and work to shift attitudes. However, at least for those of us who have been teaching for a long time, we also know that we can teach to change, and this, to my mind, sits at the heart of instilling the understanding that sexual violence is indeed *never* ok. AM

Dawn Moore is an Associate Professor in the Department of Law and Legal Studies at Carleton University.

Academic Matters

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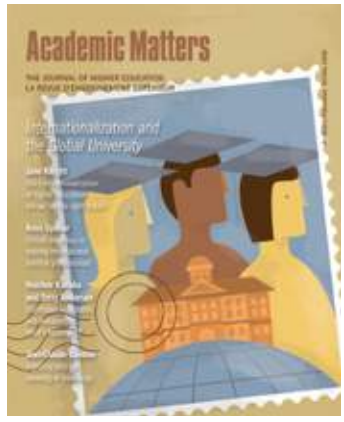

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Editorial Matters

Graeme Stewart

Moving on

FIVE YEARS AGO, I took over as editor of *Academic Matters*. Ten "Editorial Matters" columns later, I've reached the end of my time as the head of this magazine. I've had the opportunity to work with a group of exceptional writers who have helped us tackle some of the most challenging issues in academia: the rise of precarious academic work, student protest, and the uncertain prospects facing grad students, among many others. I have learned a great deal as editor, thanks largely to the people who take the time to think, write, and contribute on these difficult questions.

While I am sorry to be leaving the magazine, my departure is a good chance to take stock and reflect on why this publication continues to be important. While the situation is better than it was even five years ago, there remains a dearth of issue-based, in-depth coverage of higher-education issues in Canada. The major newspapers continue to have dedicated beat reporters covering higher education, but one suspects that these positions are one transfer or retirement away from being eliminated. *University Affairs*, published by Universities Canada, is an important source of coverage and commentary, as is the *CAUT Bulletin*. Bloggers like Melonie Fullick and Alex Usher are also making important contributions. Nevertheless, I believe that students, faculty, and administrators are somewhat underserved by media coverage of higher education.

More to the point, the faculty voice remains oddly absent from popular discussions of higher education. This strikes me as strange. After all, faculty have the strongest, most sustained engagement with their universities. Students graduate, administrators may be promoted and leave, but faculty members often spend most, if not all, of their careers at a single institution. They have a vested interest in making sure that our institutions are high quality and sustainable, and that the principles of their profession—such as academic freedom—are preserved. They have significant insights to offer and interventions to make in the ongoing public dialogue about what our universities should be and what they should do.

And this, I think, is why *Academic Matters* is so important. It is a magazine dedicated to expressing and informing the faculty perspective, providing a way for professors and academic librarians to engage with each other and with their wider communities. The magazine allows faculty members to explore the most important issues facing academe in their own words. *Academic Matters* also allows faculty to think about issues beyond narrow professional or disciplinary concerns. To my knowledge, this magazine therefore occupies a unique position in the media landscape, and I feel very fortunate to have played a role in its evolution.

I'd like to thank our publisher, OCUFA, for its continued support of the magazine. Executive Director Mark Rosenfeld—who created *Academic Matters* in the first place—has been an endless source of guidance and a tireless troubleshooter over the past few years. And a huge thank you to Brynne Sinclair-Waters, Erica Rayment, and Cheryl Athersych for making sure every story in every issue was the best version of itself.

While we look for a full-time replacement, Carol Anderson has stepped in to shepherd this issue to the finish line. I'm grateful for both her work and her ability to step into the editor role in the midst of a hectic production cycle.

Most of all, I'd like to thank you for reading. Your interest and engagement is why we do this. *Academic Matters* has always been for the people who care the most about higher education. I encourage you to keep reading, to keep asking questions, and to keep working to make our universities and colleges great.

If this is your first time reading an issue of *Academic Matters*, then let my last act as editor be to welcome you to the magazine. If you like what you've encountered in these pages, we also have a website, www.academicmatters.ca, that is continuously updated with new blog posts and web exclusives. Best of all, it is always free. You can also follow the magazine on Twitter and Facebook for the latest content.

Editing *Academic Matters* has been a great privilege. I leave knowing it will be in good hands, and will continue to grow, improve, and play its important role in the public discussion around higher education in Ontario, Canada, and beyond. AM

Graeme Stewart is the outgoing Editor-in-Chief of Academic Matters, *former Director of Communications for OCUFA, and a PhD student at the University of Toronto.*

This issue of *Academic Matters* explores the difficult subject of sexual violence and harassment in our postsecondary institutions. In January 2017, the Government of Ontario's action plan to stop sexual violence and harassment goes into effect. Among other things, the plan will require all colleges and universities in the province to adopt a sexual assault policy, with input from students.

Our contributors this month explore the issue through a variety of lenses—from difficult personal stories, to political activism around the issue, to the role that faculty and the community can play in addressing the issue. I encourage you to leave your thoughts about the concerns raised in this issue of the magazine on academicmatters.ca.

Carol Anderson is the guest editor for this issue of Academic Matters.

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