



**END THE SILENCE,
END THE VIOLENCE:**

**EXPERIENCES & UNDERSTANDINGS
OF SEXUAL VIOLENCE AT THE
UNIVERSITY OF TORONTO**

RESEARCH CONDUCTED BY:

Jessica Wright (*Team Lead*), Ph.D. Candidate, University of Toronto/Ontario Institute for Studies in Education

Simran Dhunna, Master of Public Health Candidate, University of Toronto

Paulysha De Gannes, Master of Public Health, University of Toronto

Tamsyn Riddle, Senior Undergraduate Student, University of Toronto

Taylor Berzins, Masters Student, University of Toronto/Ontario Institute for Studies in Education

GRAPHIC DESIGN AND LAYOUT BY:

Simran Dhunna, Master of Public Health Candidate, University of Toronto

ABOUT SILENCE IS VIOLENCE & OUR APPROACH:

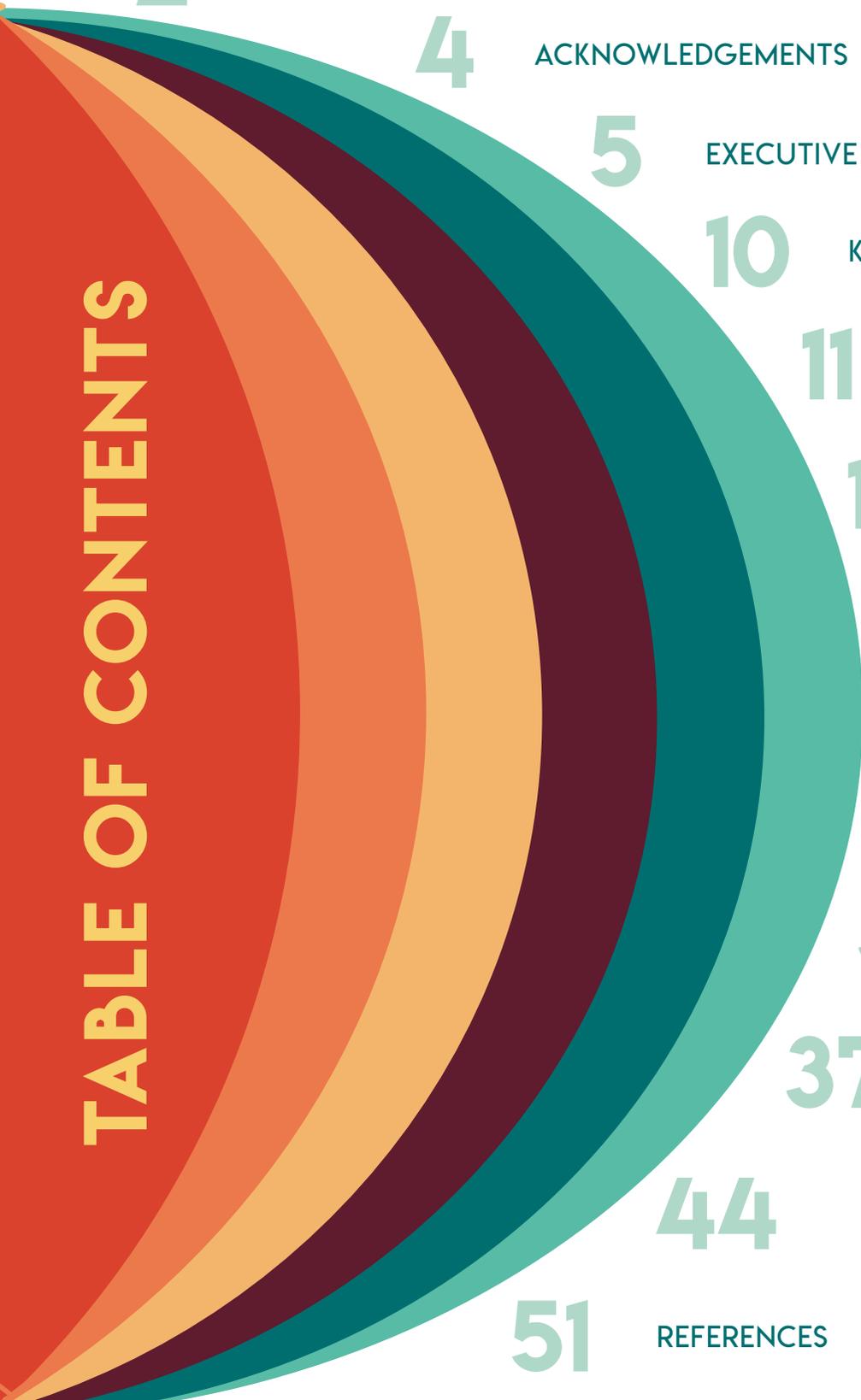
Silence is Violence is a survivor-led collective of feminist organizers tackling issues of sexual violence and rape culture on campuses, with a chapter at the University of Toronto. The Silence is Violence Research Team at the University of Toronto is a grassroots team that organizes and researches with an understanding of sexual violence as an epidemic that does not take place within a vacuum. Historical and ongoing systemics of colonialism, racism, sexism, homophobia, transphobia, classism, and ableism are deeply intertwined with the prevalence of sexual violence on campus and globally. The Silence is Violence Research Team draws upon methodology and an analytical lens informed by intersectionality (Crenshaw, 1991), and trauma-informed, survivor-centric, decolonial, anti-racist and anti-oppressive frameworks for understanding the socio-cultural, political, and economic factors that shape experiences of sexual violence. We support the notion that survivors should lead the conversation about how best to understand and address systemic issues of sexual violence and how to best support survivors. We recognize that rates of sexual violence are higher for racialized, working class, poor, LGBTQ2SA, disabled, D/deaf, and/or Mad people.

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TABLE OF CONTENTS



2	ABOUT SILENCE IS VIOLENCE
4	ACKNOWLEDGEMENTS
5	EXECUTIVE SUMMARY & RECOMMENDATIONS
10	KEY WORDS
11	INTRODUCTION
14	METHODS & LIMITATIONS
16	PART A: PARTICIPANT DEMOGRAPHICS
18	PART B: EXPERIENCES OF SEXUAL VIOLENCE
31	PART C: SEXUAL VIOLENCE & UNIVERSITY LIFE
37	PART D: SEXUAL VIOLENCE PREVENTION & EDUCATION
44	PART E: SURVIVORS DEMAND CHANGE
51	REFERENCES
54	APPENDICES

ACKNOWLEDGEMENTS

Firstly, we would like to acknowledge and extend our gratitude towards the traditional unceded and unsundered land of Indigenous nations on which we live and work:

We would like to acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for 15,000 years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

-Elders Circle, Council of Aboriginal Initiatives
(Council of Ontario Universities, n.d.) (Last revised November 6, 2014)

Further, we acknowledge that sexual violence, as an issue in what is now known as Canada, cannot be discussed outside of the context of ongoing settler colonialism. Indigenous communities, and Indigenous women and 2spirit people in particular, have historically experienced, and continue to experience, disproportionately high rates of sexual violence. The anti-violence movement is indebted to the Indigenous people and communities who have continued to push for greater acknowledgement of the links between the non-consensual violence of colonialism and sexual violence.

We wish to thank all of the participants of the study for sharing their experiences, including survivors' stories of resilience, strength, and mutual support. We are also grateful to campus groups, faculty, and students who helped to disseminate the call for participants. We would further like to thank those who brought Silence is Violence to this university, particularly Ellie Ade Kur and Jasbina Justice. We also thank Dr. Beverly Bain, who's work inspires this report, for her tireless activism around sexual violence prevention and anti-oppression.

We are thankful for the work of anti-violence activists who preceded us at the University of Toronto. We are also thankful for the work of other Silence is Violence chapters across Canada. We are indebted to the work of those at the York University chapter, especially Mandi Gray and Laura Pin (2016), whose report titled, *Invisible Supports: Examining Undergraduate Students' Knowledge of Sexual Assault Resources at York University* paved the way for this survey.

EXECUTIVE SUMMARY & RECOMMENDATIONS

KEY FINDINGS

This survey research project aimed to gather a sense of University of Toronto students' experiences and understandings of sexual violence on campus. There were three key findings:

Firstly, many students either directly experienced sexual violence or knew someone who did. As many as **20%** of students who participated in the survey **experienced at least one instance of sexual violence** during their time at U of T **and/or at least one instance where they were unsure** if what they went through was sexual violence. Approximately **30%** of participants stated that they **knew someone who had experienced sexual violence** during their time at the University of Toronto.

Secondly, students **did not feel supported by the university** in terms of services, resources and, public education around sexual violence. Most students did not know about the services that U of T supposedly offers, and those who did disclose or attempt to report sexual violence had overwhelmingly very negative experiences with administrative processes.

Finally, issues of **intersectionality** as they relate to sexual violence were largely **invisibilized and neglected** with regards to available resources and supports.

RECOMMENDATIONS

If the university is truly dedicated to the prevention of and education on sexual violence, there is an enormous amount of work to do. We strongly urge the University of Toronto to implement the following recommendations:

Create an Anti-Sexual Violence and Survivor Support Hub, which would operate in a decentralized and autonomous manner.

We envision an Anti-Sexual Violence and Survivor Support Hub that is primarily meant as a **first point of contact** where survivors can feel safe and access need-based supports.

The Hub would serve a variety of purposes to support survivors. Its central role would be to provide feminist, trauma- and intersectionality-informed counselling by accredited therapeutic professionals who are representative of the diverse demographics of the student body. The Hub would also play a role in campus anti-sexual violence education and awareness. Further, the Hub would manage disclosure and reporting processes to ensure that appropriately qualified individuals are assisting survivors at every step. These processes would have a line of communication with the university to ensure that perpetrators remain accountable.

The Hub would provide:

Feminist, trauma- and intersectionality-informed counselling

Anti-sexual violence education and awareness

Disclosure and reporting processes

The Hub must include **input from student activists and advocates, who identify as survivors**, at the university. Representatives from student groups, such as Silence is Violence (SIV) should be actively included in the creation of the Hub, its hiring process, and in the development of its mandate. Further, at least one member of SIV should sit on the board of the Hub. Given that SIV is led by survivors of sexual violence who are students at U of T, this would ensure that the Hub employs survivor-centric participatory decision-making and that survivors' needs are placed above institutional interests. Self-determination also places the Hub in a position to consult the university on various sexual violence-related and mental health policies.

In such a manner, the Hub would be both a **space of support and accountability**, while also informing institutional policies on the well-being of students, as described below. Notably, the Hub is not equivalent to the 'Centre' that UofT recently introduced (and which has been largely unsuccessful in providing accessible and appropriate supports), but it would be **funded by the university**. Each of the three campuses would need to have its own such Hub. Regardless of its funding source(s), the Hub would be autonomously led by survivors.

Given the University of Toronto's pride over its status as the highest-ranking post-secondary institution in Canada and 22nd in the world, it is incumbent upon the university to provide the institutional support and funding for the Anti-Sexual Violence and Survivor Support Hub. Indeed, it is a **moral responsibility**, and we hope that this report compels the University of Toronto into swift action that is informed by student survivors and grassroots research. We sincerely hope that the University of Toronto will act in the interests of survivors among a diverse student body, particularly by being a forward-thinking innovator in addressing the epidemic of sexual violence.

Below are some specific recommendations based on our survey findings, which are non-exhaustive and should serve as a central guiding tool for the implementation of the Anti-Sexual Violence and Survivor Support Hub and other changes:

Recommendations on Approaches, Policies, and Programs

Acknowledge campus sexual violence as a systemic and structural issue

Without an intersectional response premised on the fact that sexual violence is a systemic issue (as opposed to a crisis at the individual level), the university is perpetuating the isolation of survivors and continued sexual violence on its campuses. The university must publicly and earnestly acknowledge its role in the systemic issue of sexual violence on its campuses. Otherwise, sexual violence prevention efforts will act primarily as a public relations vehicle to boost the image of the university in the public eye, and most importantly, shallow band-aid solutions will fail to meet the needs of the most marginalized students.

Adopt an intersectional approach that prioritizes invisibilized and marginalized groups

Anti-sexual violence programming (including the policy, educational initiatives, and support for survivors) must prioritize support for the most invisibilized and marginalized groups of students — those navigating multiple, intersecting systems of oppression. It is essential, too, that any of U of T's initiatives regarding sexual violence be informed by these same students at every stage. The programming must be rooted in a commitment to anti-racism and anti-oppression.

Improve awareness about university services and processes regarding sexual violence, and make those processes transparent and survivor-centric

The university has not been able to adequately inform students about the services that are available, since so few participants in the survey reported even knowing what supports U of T offers. Further, most students expressed serious concerns about the disclosure and reporting processes at the university. These processes need to be extremely streamlined and survivor-centric, with the survivor knowing what they are consenting to or not consenting to at each step of the process of filing a report. Those working with survivors during this process need to be trauma-informed and understand feminist, anti-racist, decolonial, anti-ableist, anti-homophobic and anti-transphobic approaches to supporting survivors after violence.

Fund comprehensive counselling services (trauma-informed, feminist therapists) within the Anti-Sexual Violence and Survivor Support Hub

Having social and emotional support following the experience(s) of sexual violence is essential to healing. Counselling services at U of T are extraordinarily limited in both their lack of feminist-and trauma-informed counsellors, along with the very limited number of therapy sessions available. Moreover, marginalized communities are under-represented among counsellors, meaning that the most vulnerable students face further barriers to counselling. Sexual violence survivors who have experienced trauma will be best served by trauma-informed, survivor-centric, feminist therapists who practice counselling with an intersectional lens. This will require the university to create and fund the Hub, which would be directed autonomously by accredited feminist therapists and other service providers specializing in healing from sexual violence. The number of therapists hired at each campus should be based on need, which should be determined by a governance structure (eg. board of directors) for the Hub that includes at least one member of SIV. The therapists should best reflect the communities they will serve; some of the therapists should be racialized, and/or LGBTQ2SA, and/or disabled. Students who are survivors of sexual violence should be able to access sessions at least once a week for the duration of their time at the university if the survivor determines they need this support. Community partnerships with organizations and groups who operate with synergistic values would be an asset and should be pursued by the Hub.

Remain accountable to students and survivors by mandating transparent data collection and sharing

Both the Hub and other university services should be mandated to collect data on sexual violence in an ethical manner, and make transparent the findings of this data such that it is accessible to students and the public. Data on formal and informal reporting of sexual violence, and on rates of disclosure, should be collected and shared transparently. This should be done on a yearly basis to inform the improvement and refining of anti-sexual violence services.

Recommendations on Reporting, Disclosure, and Judicial Processes

Mandate that staff and faculty at the university be educated about the post-sexual violence processes and supports for students; and improve the quality and reach of sexual violence prevention education for staff and faculty

Staff and faculty need to have the knowledge of how to respond appropriately to disclosures of sexual violence and how to make sure next steps proceed only with the informed consent of the survivor.

Articulate the difference between formal reporting and informal disclosure to students in a clear and accessible manner

Students have outlined their desire to be better informed about where and how a formal report can be made at the university. If there are spaces in which an informal disclosure cannot be made without triggering an investigation, students must be informed about such processes (e.g., disclosing to campus police, etc.)

Be more transparent about the limits to confidentiality in reporting processes

When engaged in a formal report or formal investigation, parties should be kept informed about who within (and/or outside of) the institution is privy to the details of their report or investigation.

Promote a variety of supports throughout reporting and disclosure

Upon making a formal report and/or disclosing to university staff/faculty, students should be informed about sexual violence related supports available to them both on and off campus.

Hold perpetrators of sexual violence accountable according to the needs of survivors

Expulsion or suspension should be the default form of accountability for reported sexual assault cases, if the survivor so wishes. Survivors should also have the option for their cases to be resolved through restorative justice processes, facilitated by external feminist organizations.

Based on data obtained through a Freedom of Information request, we know that in the year 2014-5, there were 137 sexual assault cases that were brought to the attention of university staff, either through informal or formal complaints. Of these, 22 were official complaints, and of those 22 cases, 3 went to criminal trial and 12 were resolved through mediation, a process in which survivors were sat down across from their perpetrator and a mediator facilitated a discussion between them. Of all these complaints, not one resulted in a perpetrator being suspended or expelled from the University. Everything that SIV organizers know from providing peer support since that year until now suggests that little has changed. While not all survivors want the perpetrator to be banished from their university community, there is also a lack of university-funded and university-run programs to allow survivors to seek restorative justice.

Prioritize the safety of survivors

The university must provide “complainants” information about each step being taken by the university (and parties representing the university, e.g. external investigator, campus police, etc.) during the investigation process in a timely manner. More specifically, if any steps are to be taken regarding a report without the survivor/complainant present, they should have the opportunity to express their informed consent about said step(s) immediately. Survivors’ rights (including their consent) should extend to their being kept informed in a way that is reasonable for safety planning.

Repeal the current sexual violence policy on the appeal process

At a minimum, the official Policy on Sexual Violence and Sexual Harassment appeal process must ensure that testimonial aids are provided as an option in order to minimize the harm of re-victimization via cross-examination or sharing the room with one’s perpetrator, especially in understanding that only “the accused” can trigger an appeal. We ardently recommend the complete removal of the possibility of cross-examination from the appeal process, and recommend that the university establish a process in which it does not require any face-to-face meeting between a survivor and perpetrator.

KEY WORDS

Survivor: This is a term to refer to those who have lived through experiences of sexual violence. This report uses the term “survivor” rather than “victim” as recognition of the agency of the individual and a refusal of the passiveness that the term “victim” can denote.

Cisgender: A person whose gender identity aligns with that person’s sex assigned at birth (Planned Parenthood, n.d.).

Transgender: A person whose gender identity does not align with that person’s sex assigned at birth (Planned Parenthood, n.d.).

LGBTQ2SA: An acronym representing lesbian, gay, bisexual, transgender, queer, 2 spirit, and asexual persons. These identities are often grouped together since they represents folks who fall outside of the heterosexual “norm” or binary gender definitions (Linville, 2017).

Social location: The groups a person will belong to because of their place in society and history. A person will have a social location that is defined by: gender, race, social class, age, ability, religion, sexual orientation, income, and geographic location (Bishop, 2002).

Mad: an identification of one who experiences madness, which is defined as “A ubiquitous term for a range of phenomenon (e.g., violence, extremity, creativity, excellence, chaos) historically used in the West to indicate irrationality, confusion, or distress in a situation or an individual (e.g., mania, melancholy, lunacy). Madness discourse was formulated into psycho-medical terms (e.g., psychosis, depression, asociality) and psychological terms (e.g., insanity, incapacity), but has recently been reclaimed for broader social, cultural, even liberatory approaches to medicalized experience, especially for people treated involuntarily. Mad people (not the trope of madness per se) provide the grounds for these new discourses, often in tension with dominant explanation of experience” (LeFrançois, Menzies, & Reaume, 2013, p. 337).

Intersectionality: An analytical concept coined by Kimberlé Crenshaw to understand the interconnected nature of social categorizations such as race, class, gender, sexuality, ability, etc. as they apply to a given individual or group (Crenshaw 1991).

WHAT IS SEXUAL VIOLENCE?

Sexual violence refers to any kind of non-consensual sexual behavior. As stated in Bill 132, “sexual violence” means any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent, and includes sexual assault, rape, sexual harassment, including written sexual comments in emails, text messages, stalking, indecent exposure, voyeurism, and sexual exploitation (*emphasis ours*).

In addition to the above definition, **stealthing** is another form of sexual violence. Stealthing refers to non-consensual condom removal during sexual intercourse. Stealthing is not covered by the University of Toronto’s Sexual Violence and Sexual Harassment policy, nor by any other stand-alone sexual violence post-secondary institution policies. It is also not explicitly prohibited under Canadian law, although there have been increasing calls to recognize stealthing as sexual violence and to criminalize it on that basis.

INTRODUCTION

In the past several years, there has been an expansion of scholarly attention towards the issue of sexual violence on campuses in North America. This follows decades of activism, in and out of the academy, around the importance of addressing sexual violence as a social issue and one that especially impacts university students.

The University of Toronto has received considerable criticism, and justifiably so, in recent years due to its lack of institutional responsiveness to campus sexual violence. In a report titled "Our Turn: A National, Student-Led Action Plan to End Campus Sexual Violence," 60 post-secondary sexual violence policies throughout Canada were systematically evaluated, out of which only 8 schools recognize intersectionality and 3 mention rape culture (Salvino et al., 2017). Based on a scorecard involving a 100 point scale, U of T was graded a C (66%).

IN A STUDY OF THE SEXUAL VIOLENCE POLICIES OF 60 CANADIAN POST-SECONDARY INSTITUTIONS, ONLY 8 SCHOOLS RECOGNIZED INTERSECTIONALITY WHILE A MERE 3 MENTIONED RAPE CULTURE.

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Prompted by public pressure, in March 2016 the Government of Ontario passed [Bill 132](#), which required all Ontario post-secondary institutions to develop and enact a stand-alone sexual violence policy by January 2017, and to subsequently survey their student population in order to assess the effectiveness of their policy. There has been a similar push for the creation of stand-alone sexual violence policies in universities and colleges in other provinces, such as in British Columbia.

The objective of the **University of Toronto's sexual violence and sexual harassment policy** is "to reduce the barriers to disclosure and reporting" (University of Toronto, 2016). It also aims to improve prevention and support through the creation of a "Sexual Violence Prevention and Support Centre" that manages the process of reporting, educational trainings, and acts as the first point of contact for survivors (University of Toronto, 2016). As our survey findings demonstrate, **knowledge of this new policy and centre is severely lacking** among the student body. In line with the government mandate, in March 2018 the University of Toronto released its survey on sexual violence, which has been criticized by some students who point to its a victim-blaming logic and questionable methodology.

Throughout 2016 and 2017, the research team at Silence is Violence, a grassroots and survivor-led organization, developed a survey to more comprehensively understand students' experiences and understanding of sexual violence on campus. In contrast to the university as a multi-billion dollar business with a stake in its own reputation, the authors of this survey have no vested interest in sanitizing participants' responses in order to make them more palatable.

THE SILENCE IS VIOLENCE SURVEY PROJECT AIMED TO GATHER A SENSE OF UNIVERSITY OF TORONTO STUDENTS' EXPERIENCES AND UNDERSTANDINGS OF SEXUAL VIOLENCE ON CAMPUS. WE HAD THREE KEY FINDINGS:

Firstly, many students either directly experienced sexual violence or knew someone who did.

Secondly, students did not feel supported by the university in terms of services/resources and public education around sexual violence.

Finally, issues of intersectionality as they relate to sexual violence were largely invisibilized and neglected with regards to available resources and supports.

**THE CULTURE ON CAMPUS:
RAPE CULTURE**

Rape culture refers to a set of dominant beliefs, attitudes, and assumptions about the sexual behaviours of men, women, and gender-nonconforming individuals. These social norms about power, gender roles, and the use of force converge under a system of patriarchy to perpetuate sexual violence. As a result, rape and other forms of sexual violence become a normalized consequence of society's oppressive gender and sexual norms. Through various oppressive mechanisms such as victim blaming, denial of sexual violence, sexual objectification of those deemed feminine, and stigmatization, rape culture legitimizes sexual and gender-based violence. Sexual violence occurs on a spectrum because rape culture and patriarchal gender norms pervade nearly all aspects of our lives. Rape culture is diametrically opposite to a culture of "consent," whereby giving and receiving consent is universally practiced and institutionally and socially supported, and bodily autonomy is prioritized (Council on Nova Scotia University Presidents, 2017).

In post-secondary institutions, rape culture facilitates sexual violence in various ways:

It makes us believe that sexual violence is normal, acceptable, and inevitable.

It compels us to disbelieve, blame, and silence survivors who experience sexual violence.

It reinforces rape myths and sexist gender tropes about men being "naturally" violent and women being chastised for "provoking them."

It is embedded in deeply colonial and patriarchal sexualized stereotypes about particular groups, such as Indigenous people, racialized groups, and gender non-conforming communities. These stereotypes are used to dehumanize individuals and legitimize sexual and gender-based violence.

It makes us complacent: we start to think that the failure of institutional policies and the legal system to respond to sexual violence is okay.

It prevents us from being aware of, developing, and funding needs-and community-based strategies to support survivors.

WHAT LITTLE IS KNOWN: FAST FACTS ON CAMPUS SEXUAL VIOLENCE

Statistics about sexual violence on campus that are reflective of the reality and experiences of survivors are often lacking. They are not easily accessible partly because post-secondary institutions don't collect data, and/or don't release data on the number of reports. When they do report sexual violence data, the numbers tend to be "worryingly low" according to experts (Sawa & Ward, 2015). Despite this, the few statistics we do have — most of which are underestimates — illustrate that sexual violence on campus must be taken seriously.

1 in every 5 women will experience sexual violence while studying at a post-secondary institution (Senn, 2014).

There aren't specific statistics for men who experience sexual violence on campus. However, we know that **1 in 6 men will experience sexual violence** in their lifetimes, according to organizations and scholars working in the United States (1in6, n.d.).

8 in 10 women students who identify as survivors of sexual violence were **assaulted by someone they knew** (METRAC, 2016).

Young women disproportionately experience high rates of sexual violence in Canada. The rate of sexual assault, based on police reports, against **women aged 18-24 is two times the rate of women aged 25-34**, and four times higher than women between 35-44 (Status of Women Canada, 2002). Status of Women Canada's (2015) recent report confirms that rates are highest among young people, aged 15-24, and those who are single.

Women experiencing **intersecting systems of oppression** and coming from marginalized backgrounds (eg. Indigenous women, Black women, racialized women, non-binary and trans individuals, disabled women, low-income women, and (im)migrant women) are disproportionately victimized by perpetrators of sexual violence.

Indigenous women are **3 times more likely** to be victims of violence than non-Indigenous women (as cited in Government of Newfoundland and Labrador, 2005).

Moreover, **83% of disabled women** will experience some form of violence in their lifetime, and they are 3 times more likely to be forced in sexual activity by use of force or threats (Canadian Federation of Students-Ontario, 2015).

Immigrant women may be more vulnerable to intimate partner violence (IPV) due to economic dependence, policies on immigration status such as conditional permanent residency, language barriers, and lack of knowledge on social/community supports (Salvino et al., 2017).

At least 1 in 5 transgender, genderqueer, and non-conforming students in university and college have experienced sexual assault (Salvino et al., 2017).

Frosh week or Fall orientation is an especially dangerous time for students. Of the sexual assaults that take place on post-secondary campuses, roughly **two-thirds of the sexual assaults will happen during the first 8 weeks of school**, typically referred to as "**the red zone**" (Office of Sexual Violence Support and Education, n.d.).

METHODS & LIMITATIONS

METHODS

The survey was made available to University of Toronto students in February and March of 2018. After accounting for so-called “trolls” and invalid survey entries, a total of **544 participants** completed the survey. Available online via a professional survey service (QuestionPro), the link to the survey was disseminated across all three campuses: St. George, University of Toronto Mississauga (UTM), and University of Toronto Scarborough (UTSC).

Students from all degrees/programs and at any stage in their degree were invited to take the survey. The process of recruitment involved emailing small and large student groups across the three campuses. Many student groups and student unions shared our call for participants in listservs and on their social media outlets. The broad reach of these networks was reflected in the diverse array of participant demographics and responses. For instance, students from 102 different departments participated in the survey and responses represented perspectives at various stages of degrees, including both undergraduate and graduate.

STRUCTURE OF THE SURVEY

Part A: Participant Demographics.

Participants were asked about various identities (eg. gender and sexual orientation), and other basic questions such as their campus.

Part B: Experiences of Sexual Violence.

This section asked participants if they have had experiences of sexual violence while at the University of Toronto; if they disclosed to anyone; if they reported, and what the outcome was; and if their identity may have impacted their experience of sexual violence.

Part C: Sexual Violence and University Life.

This section asked participants if they know anyone who has experienced sexual violence; if/how sexual violence has impacted their student life; and their comfort level with reporting.

Part D: Sexual Violence Prevention and Education on Campus.

This section asked if participants had received any information related to sexual violence while at the University of Toronto; if their identity may have shaped access to resources; and what kinds of resources (including support and education) they think would be helpful to have available at U of T.

Part E: Final Thoughts.

This was a place for participants to share anything else they wanted the researchers to know about sexual violence or changes they would like to see at U of T.

As part of thinking through the ethics of the survey project, the research team decided that it was of critical importance to provide participants as much space as possible to write their own answers in text boxes, rather than offering predetermined and limiting options. This allowed participants to openly share their voices and stories with the research team. We have intentionally included many student voices in the form of quotes in this report; this reflects **our objective to centre lived experiences and be guided by them in our recommendations**, as well as to honour the voices and perspectives of people who took the time to share their experiences.

At the beginning of the online survey, a page was dedicated to explaining informed consent as related to the project. As described on that page, all participants were giving informed consent by taking part in the survey. Participants were made aware that data from the survey may be used in future publications. Participation in the survey was anonymous. However, at the end of the survey, participants had the option of leaving their email to be contacted for future research.

LIMITATIONS

The survey was made available to student networks across all three University of Toronto campuses. However, the Scarborough campus was underrepresented in the survey responses. Of note, the survey data also includes an over-representation of women and an underrepresentation of male participants, which may be partially explained by the self-selective nature of a survey focusing on an issue that primarily affects women. Further, we recognize that there are some students who have limited access to computer technology and/or the internet, and as such, were less likely to have their perspective represented in the survey. Survivors of sexual violence who dropout due to lack of support or are isolated from mainstream modes of communication (e.g. social media) may also have experienced barriers to finding the survey.

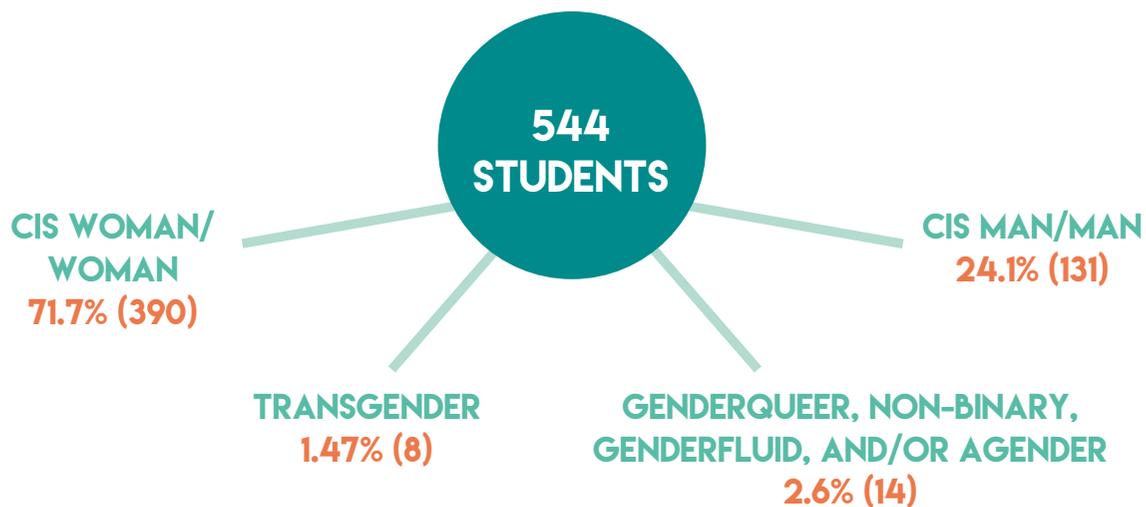
Though the survey asked about a variety of self-identifications (racial and ethnic identity, gender identity, sexual preference, disabled, Mad, or d/Deaf), other identifications, such as one's religion, immigration status, and/or socioeconomic status were not accounted for in this particular study. Another limitation of the project was in the coding of race and ethnicity responses, since there was the potential to under- or over-represent the number of participants from racialized backgrounds, though to a minimal degree. For example, for a student who identified as African for their race and ethnicity, their response was coded as "Black," but it is possible that they may be a white individual from an African country.

The survey contained some questions that were intended only for survivors of sexual violence (e.g. "Did you attempt to report to the university"), as well as some questions that were optional (e.g. open-ended questions that asked respondents to elaborate). As such, the item response rate between some questions varied.

Lastly, the online survey platform did not allow us to confirm that participants were indeed U of T students. This addressed ethical concerns about confidentiality. We have partly analyzed the data on participants' good will and are otherwise assuming that participants read the description of the survey and understood that being a U of T student was the criteria for inclusion.

PART A: PARTICIPANT DEMOGRAPHICS

A total of 544 students from the University of Toronto completed this survey. Participants were asked to identify their gender, race and ethnicity, sexual orientation, and disability, in addition to information about their academic and campus profile.



Of the 544 participants, 71.7% (390) identified as either "cis woman" or "woman." Participants who identified as "cis men" or "men" represented 24.1% (131) of those that completed the survey. A total of 8 participants (1.47%) identified as transgender, while a further 14 participants (2.6%) identified as genderqueer, non-binary, genderfluid, and/or, agender. Appendix A provides a demographic breakdown of the participants' gender identities.

Participants were asked in an open-form question to share their racial and ethnic background. White participants (those who identified as Caucasian, European, Eastern European, and/or Jewish) make up nearly one-third of the survey participants (32.9%). Comparably, 32.7% of the participants are from Southeast Asian or East Asian backgrounds. Of the 544 participants, 16.4% are South Asian, 5.0% are West Asian (a significant portion of whom are Iranian/Persian), and 3.7% are Black (including African, Afro-Caribbean, and Afro-Latinx individuals). A further 7% of participants had bi- or multi-racial/ethnic identities. A total of 7 participants (1.3%) identified as Indigenous (including bi/multiracial). Appendix B illustrates these racial/ethnic demographics.

The overwhelming majority of participants — 80.7% — identified as heterosexual. A sizeable proportion (14%, or 76 individuals) of participants are queer, which also encompasses those who identified as bisexual, pansexual, gay, and others. A total of 9 participants identified as asexual/aromantic and 9 also said they were “questioning.” Appendix C breaks down sexual orientation demographics of the participants.

Participants were also asked if they identify as “disabled,” d/Deaf, or “Mad.” Responses showed a diversity of understandings of disability (Appendix D). For example, mental illness and invisible disabilities were included in many individuals’ answers. While 2.2% of participants identified as “disabled,” 2.4% of participants said they were mad or had mental health issues. A further 2.4% said they were both disabled and were mad or had mental illness issues.

The participants also provided an overview of where they studied, what they studied, whether they were undergraduate or graduate students, and if they were international students. The majority of students were domestic students (87.5%) compared to 12.5% being international students. International students are only slightly underrepresented in this survey, as they made up 19.7% of U of T’s student population in 2016-17 (University of Toronto, n.d.). Moreover, 2 in 10 students lived on campus, while 80% of students lived off campus. Most participants were undergraduates (88.1%), compared to 11.9% who were graduate students. U of T’s student population at large consisted of 79.7% undergraduates and 20.3% graduate students in the Fall of 2016-17; hence, graduate students are slightly underrepresented in this survey. Almost all students attended the downtown St. George campus (82.2%), while 17.1% attended UTM and 0.7% attended UTSC. Among undergraduate students who attended one of the colleges on the St. George campus, relatively equal proportions of participants went to each of the colleges (Appendix E). Appendix F also disaggregates the student profile of the participants (eg. international student, graduate student, campus, etc.).

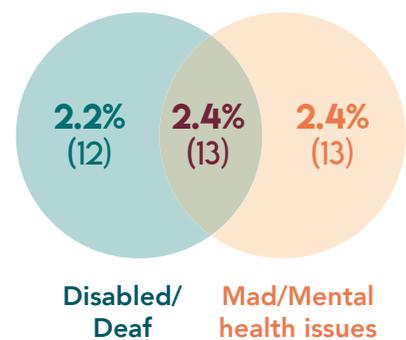
RACE/ETHNICITY

32.9%	White/ European
32.7%	Southeast/ East Asian
16.4%	South Asian
5.0%	West Asian
3.7%	Black
7.0%	Bi-/Multi-racial
1.3%	Indigenous

SEXUALITY

80.7% (439)	14% (76)
Heterosexual	Queer
1.7% (9)	1.7% (9)
Questioning	Asexual/ Aromantic

DISABILITY + MADNESS



STUDENTS

87.5%	Domestic Students
8 IN 10	Off-Campus Residence
88.1%	Undergraduates
82.2%	St. George Campus

PART B: EXPERIENCES OF SEXUAL VIOLENCE

THE EPIDEMIC OF CAMPUS SEXUAL VIOLENCE

As many as 20% of students who participated in the survey experienced at least one instance of sexual violence during their time at UofT and/or at least one instance where they were unsure if what they went through was sexual violence.¹ In other words, 10% (n=54) of participants responded “Yes” to having experienced sexual violence while at UofT. The prevalence increases to 20% (n=109) when individuals who said they were “not sure” are included in this measure (see pg. 21 on ambiguous experiences). Of all persons who answered “Yes”, 88% identified as cis women, while only 3.9% were cis men. The highest estimated prevalence of sexual violence from this survey is comparable to the broader statistic that 1 in 5 women will experience sexual violence while at a post-secondary institution (Senn, 2014).

AS MANY AS 20% OF STUDENTS WHO PARTICIPATED IN THE SURVEY EXPERIENCED AT LEAST ONE INSTANCE OF SEXUAL VIOLENCE DURING THEIR TIME AT THE UNIVERSITY OF TORONTO AND/OR AT LEAST ONE INSTANCE WHERE THEY WERE UNSURE IF WHAT THEY WENT THROUGH WAS SEXUAL VIOLENCE.

¹ For the survey question on whether one had experienced sexual violence while at UofT, respondents had the following options: “I’m not sure”, “Yes”, and “No”. Respondents were able to choose a combination of answers from these three options (eg. “Yes; I’m not sure”). When the report states “As many as X%...” regarding the sexual violence prevalence rate, this value refers to the aggregate percentage value of “Yes”, “I’m not sure”, and combinations of these responses (i.e. any answer that is not just “No”). Given the lack of awareness about what constitutes sexual violence within the broader public, and the systemic underestimation of sexual violence rates in reporting and literature, the authors of this report prefer to provide both a minimum and maximum range of sexual violence prevalence rates.

	Indigenous	Disabled and/or Deaf	Mad and/or Mental Health issues	Mad/Mental Health issues and Disabled	Genderqueer, Non-binary, Genderfluid, and/or Agender	Transgender	Queer
Highest estimated prevalence of sexual violence at U of T	71.4%	30.8%	54.8%	92.3%	57.1%	50.0%	42.1%

Certain **marginalized groups** experienced higher levels of sexual violence while at U of T, which reflects research findings about sexual violence in broader society (Armstrong, Gleckman-Krut, and Johnson 2018). Of persons who identified as being **Indigenous**, 57.1% reported “Yes” to having experienced sexual violence, and as many as 71.4% Indigenous participants may have experienced sexual violence. Moreover, of those who identified as having **Mental Health/Mental Illness issues or being Mad**, as few as 30.8% and as many as 53.8% reported having experienced sexual violence. Approximately 33.3% of respondents who identified as **disabled** answered “Yes” to having experienced sexual violence. Of those who identified as disabled and having mental health/mental illness issues or being Mad, 38.5% reported having experienced sexual violence. When combining those who said “I’m not sure” with those who responded with “Yes,” approximately 92.3% of participants in this group may have experienced sexual violence. Thus, being disabled, having mental health issues, and/or being Mad as a U of T student dramatically increases the likelihood of experiencing sexual violence.

Gender and sexual identity was a significant factor in shaping the prevalence of sexual violence in particular groups. Of all persons who identified as **genderqueer, non-binary, genderfluid, and/or agender** (including those who may or may not identify as trans), 21.4% reported “Yes” to having experienced sexual violence and 28.6% said they were not sure. As many as 57.1% may have experienced sexual violence while at UofT. Similarly, as little as 12.5% and as many as 50% of **trans** participants may have experienced sexual violence. In terms of sexual orientation, 19.8% of queer-identifying respondents reported they had experienced sexual violence, while 18.7% said they were unsure. As many as 42.1% of **queer** respondents may have experienced sexual violence while at UofT.

It is disturbing that so many students are survivors of sexual violence. However, the number of survivors that the survey enumerated is likely to be an underestimate considering that the survey asked if participants had experiences of sexual violence on campus or during their time at U of T. This excludes experiences of sexual violence prior to coming to university, and, of course, violence they may experience during the rest of their time at U of T, or after graduation. Further, since U of T is located in the downtown core of a major metropolis, instances of sexual violence on campus are sometimes not attributed to being “on campus,” and thus may not have been included.

It is also the case that, within a patriarchal society, marginalized groups are told to discount their subjective experiences of sexual and gender-based violence and instead blame themselves. The act of invalidating one’s own instincts and feelings of violation is socialized and gendered behaviour that works to perpetuate and sustain rape culture. Luckily for the student quoted below, she was able to validate her own traumatic experience — but only after some time had passed.

THE NUMBER OF SURVIVORS THAT THE SURVEY ENUMERATED IS LIKELY TO BE AN **UNDERESTIMATE** CONSIDERING THAT THE SURVEY ASKED IF PARTICIPANTS HAD EXPERIENCES OF SEXUAL VIOLENCE ON CAMPUS OR DURING THEIR TIME AT THE UNIVERSITY OF TORONTO.

White woman, lesbian, Mad, undergraduate student:

"I didn't recognize most of these experiences as sexual violence at first, but there were numerous instances in my first and second years at university where I was pressured or coerced into having sex while I was drunk and/or high. It took some time (until after the first time I ever had sex sober) that I realized that those experiences had actually been traumatic and some of them could certainly be classed as sexual assault."

Thus, it is possible that some participants who answered "I'm not sure," and even some participants who answered "No" could have experienced sexual violence, but **did not have the language or frameworks of understanding to shift the blame for a violent experience off of themselves and onto the perpetrator(s)**. Part of the reason why it is so difficult to recognize sexual violence for what it is relates to the consequences that come with speaking back to power and acknowledging oppression. Below, one student describes rejecting a sexual advance and then being slandered by the perpetrator at the campus residence where she lives.

Mixed race/Indigenous woman, queer, undergraduate student:

"I was pressured into performing sexual acts I repeatedly said 'No' to on university residence, and then intimate personal information about me was spread by that person to many other students living in the same residence."

A similar fear of the consequences of confronting perpetrators can be seen in this student's explanation of her experiences with campus culture at U of T. It is clear that the onus of keeping one's actions/words in check is on survivors, with little responsibility placed on perpetrators.

FROSH WEEK AKA THE RED ZONE

White Woman, heterosexual, undergraduate student:

"During frosh week dances and frat parties, a lot of guys will just come and grab girls from behind and we often rely on our friends to step in and pull us away. This happens to me during every social, especially when alcohol is involved. A guy will just come and touch me or pull me in to dance from behind without me even making eye contact or expressing my desire in any way to do so. I feel uncomfortable and like I need to move away but 'nicely.' I know I shouldn't have to feel this way. They shouldn't touch me but I don't want to face the repercussions of telling them off in front of everyone and making a scene. It's frustrating."

When other power dynamics come into play, like between faculty and students, or international students and those with citizenship, there are particular consequences for naming sexual violence and pushing back against perpetrators. This can include, for example, the risk of one's academic career being destroyed, and being silenced and not believed. One woman who is an international student experienced sexual assault by an employee of the university, as she explains below.

Asian woman, heterosexual, international undergraduate student:

"I was in the caf returning the plates and cutlery when a male worker was walking behind me. He put his hand behind my buttocks for a second and walked away."

When she went to the university to report this experience, they told her there was no recourse to pursue justice for the violation she experienced. In her recounting of the incident and her attempt to seek justice in her survey response, she explains that the university told her that there was no surveillance footage of her perpetrator and thus that her word against his would not justify trying to "find him." Still, the university video-recorded her version of the story before telling her to move on.

She was told that it was protocol to be videotaped, and when intersecting with her international status, it put her in a particularly precarious and fearful position.

There were also many survey responses that discussed sexual harassment and assault by faculty members and one Dean at U of T. This will be expanded upon later in this report (see the last section in Part B).

ACADEMIC FACTORS

STUDENTS LIVING
ON-CAMPUS WERE MORE LIKELY TO
EXPERIENCE SEXUAL VIOLENCE THAN THOSE
LIVING OFF CAMPUS **BY 34.7%**.

A GREATER PROPORTION OF **GRADUATE
STUDENTS** REPORTED EXPERIENCING
SEXUAL VIOLENCE DURING THEIR TIME
AT THE UNIVERSITY OF TORONTO THAN
UNDERGRADUATES (18.5% COMPARED TO 8.1%).

“I’M NOT SURE”: AMBIGUOUS EXPERIENCES

A total of **11%** of students stated they were unsure if they had experienced sexual violence. Participants were asked to provide more detail about their experience(s) if they were comfortable doing so. Some of the explanations that participants gave for their “I’m not sure” response were particularly troubling. Despite the university’s goal to improve prevention and support, far too many students did not connect the harassment and assault they described with the violence it represented.

In order to respect the agency and autonomy of participants as experts on their own lives, it is important to avoid being paternalistic or prescriptive in characterizing participants’ experiences as sexual violence. With that in mind, some students who responded “I’m not sure” to the question on experiencing sexual violence described being stalked on campus and suffering psychological harm that did not “qualify” as violence to them, let alone systemic violence. Another common “I’m not sure” experience described by participants was having a male friend, or a male acquaintance as part of a student group, who went so far as to grope the participant without consent, berate them, or taunt them when they would not acquiesce to the male student’s insistence upon reciprocated sexual interest.

Experiences of sexual violence can be especially scary for international students who do not have many friends or social supports in Canada.

One Asian woman respondent, who is a heterosexual international PhD student, answered “I’m not sure” to the question of having experienced sexual violence. She described being treated like an object by one of her only friends as an international student. His unwanted sexual advances made her feel uncomfortable. She wrote that his behaviour “negatively and psychologically affected [her] whole school life.”

Her dependence on him for some social support made it extremely difficult to seek justice for feeling violated, whatever that justice may have looked like for her.

INTERNATIONAL STUDENTS

Many students were not sure if they had experienced sexual violence if, for instance, they had been intoxicated at the time of the incident. One white, gender non-conforming graduate student noted that they were not sure if they experienced sexual violence because, while they remember being

pressured by sexual advances from someone, they are unable to remember the assault itself. The survey responses suggest that **the role of intoxication in assisting perpetrators to evade consequences for their actions is not something that is clearly understood across the student body.**

Participants' ambiguity regarding a broad spectrum of sexual violence experiences would explain why the prevalence of sexual violence from this survey may appear low, and why it is likely an **underestimate**. For example, the university employs consent campaigns (University of Toronto Health and Wellness Centre, n.d.) to try to decrease sexual violence, some survey responses made it clear that basic understandings of consent are not widespread. If the university is truly dedicated to prevention and educating students about sexual violence, there is an enormous amount of work to do.

Another area of concern within survey responses was **sexual violence within interpersonal relationships**. One Chinese woman, a queer undergraduate student, answered "I'm not sure" to the question about having experienced sexual violence. In her own words, she experienced:

"No sexual violence, but uncomfortable sexual experiences with my boyfriend."

Students need to be able to feel safe enough to speak back to power and name sexual violence when it comes to more clear-cut incidents (i.e. being attacked by a stranger). They also need the tools to be able to recognize and speak out regarding their boundaries and safety in intimate relationships, especially regarding patterns of abuse. This is particularly important given that 80% of sexual violence cases involve a perpetrator that the survivor knows (Department of Justice, 2015). Students experience a range of sexual and romantic relationships, from one night hookups to being monogamously married; they deserve to be free from violence in the context of all relationships and interactions.

EXPERIENCES OF SEXUAL VIOLENCE AT THE UNIVERSITY OF TORONTO

assaulted while working at a campus bar/coffee shop. asking students out for drinks, making sexual event. Harassed by someone at a club. Harassed and stalked on campus. Male friends would not campus after hours. Was masturbated in front of on campus. Verbal and physical assault during a frosh week frat party by a drunk classmate. advances, making comments about their appearance. take no for an answer and reacted with aggression front of on campus. Sexually harassed by a co-worker at U of T. At Hart House during a recreational fitness class. Assaulted at a campus followed into a departmental building on campus. Faculty acted inappropriately. Harassed and did not acquiesce. Faculty acted inappropriately. Harassed on social media after-the-fact by perpetrators. Harassed when the person they were trying to violate harassment on the street. Unwanted attention that caused psychological stress and harm. Sexually assaulted by a UofT staff member. Followed into a departmental building on campus. Assaulted at a campus

DISCLOSURE AND REPORTING EXPERIENCES

Existing research shows that there are many barriers to disclosure and reporting sexual violence at universities. Buss, Majury, Moore, Rigakos, and Singh (2016) note that while administrators frequently receive disclosures, formal reports are very rare (p. 23). In interviews with students, they shared experiences of victim blaming from counsellors and doctors, and a lack of clarity about policies; students often received no information in advance about how to report or what processes they would have to follow, and found that these processes usually led to minimal outcome if any at all. The investigations that did happen were after a process that was often not explained or disclosed to the survivor even during the process, and if it was explained, it was too confusing for survivors undergoing acute trauma. There were further concerns about silencing, especially in cases with power dynamics, such as in cases where students reported experiencing sexual violence at the hands of T.A.s and professors. Further, institutional silos meant that many survivors had to retell their stories to many different administrators and service providers, leading them to become exhausted and give up on institutional processes.

The Silence is Violence survey responses to questions about disclosure and reporting reflect some of these issues. **Just more than half of survivors (52.3%) said that they disclosed to someone.** Those who chose not to disclose gave a variety of reasons for why, all of which reflect the hostility that survivors face when seeking help after experiences of sexual violence. For instance, many of those who responded said that they did not think their experiences counted as sexual violence.

White woman, heterosexual, undergraduate student:

“It seems like a small thing that happens often. Groping is often joke[d] about in media like memes.”

Others were worried about being perceived negatively if they were to talk about their experiences, such as the woman below.

White woman, heterosexual, graduate student:

“There is so much **stigma** in claiming that you have been sexually assaulted. **People think you are lying or looking for attention.** It is just easier and safer to stay quiet.”

Indeed, many felt that nothing would come out of disclosing anyway, especially for those who just wanted to “move on” and forget about their experiences. Others wanted to disclose but did not know who to tell:

Asian man, heterosexual, undergraduate student:

“**I didn’t know who to contact**, and I didn’t think it was done with intent to harm.”

Of those who did disclose to others, the most common first person they told was a friend or close friend, along with romantic partners and roommates. Many others also told family members; of those who specified which family member, the majority reported telling women as opposed to men in their families. A few other responses indicated that many survivors first told the people they were with immediately following the experience of violence, while others went to other important people in their lives. Some of the people to whom the participants disclosed included: a religious leader, a don, a social worker at their college, a professor, Facebook friends through a personal post, and a campus police officer.

It is worth noting, among these diverse responses, how **few survivors felt comfortable disclosing to university staff.**

Those who disclosed to staff at the university often listed multiple staff members or offices. For instance, one white, queer and gender non-conforming undergraduate student wrote that they disclosed to “campus police, counselors, faculty, community safety officers,” while another student, a West Asian/Middle Eastern, heterosexual woman and undergraduate student, disclosed to the “registrar, ombudsperson, undergraduate chair.”

IT WAS CLEAR THROUGH PARTICIPANTS’ RESPONSES THAT MANY STUDENTS ARE BEING SHUFFLED BETWEEN UNIVERSITY OFFICES AND HAVE TO RETELL THEIR STORIES MANY TIMES.

It was clear through participants’ responses that many students are being shuffled between university offices and have to retell their stories many times. As some students specifically noted, this alone can be retraumatizing and can discourage survivors from pursuing any form of justice, along with forcing students to disclose to people with authority over them even if they did not want to do so, as described by Buss et al. (2016, p. 33). Of further note is that there was considerable confusion around the differences between disclosing and reporting, which suggests that the difference is still unclear to students despite the emphasis in U of T’s new policy on making this more accessible (University of Toronto, 2016).

Some survivors also gave reasons as to why they did not disclose or report. Many students understood that administrators may not be able to prioritize survivors’ best interests. It seemed as though some administrators may have been “well intentioned,” like the administrators interviewed by Buss et al. (2016), but they are aware that legal and institutional constraints restrict their ability to prevent survivors from facing further trauma (p. 23).

White woman, heterosexual, disabled and mentally ill, graduate student:

“I was in a precarious position because I was applying for the PhD program and didn’t want to jeopardize my ability to get in ... Plus I was friends with another student who did make a formal complaint and saw how much time and mental energy it took for her to get involved with the complaint.”

It was unsurprising, then, that so few participants said that they had formally reported at the university.

OUTCOMES OF REPORTING SEXUAL VIOLENCE

Unsurprisingly, only 12.9% of survivors attempted to report their assault to some part of the university. Of the students that did report, they reported to a variety of places within the university, and like those who disclosed, many of those who reported sexual violence said they were sent to multiple places within the university, often including staff at their college, professors, and University administrators. Some students were also discouraged from reporting:

West Asian/Middle Eastern woman, heterosexual, undergraduate student:

“[The] Registrar & undergraduate chair of the department my professor [who assaulted me] teaches in... persuaded me not to file a report.”

ONLY 12.9% OF SURVIVORS ATTEMPTED TO REPORT THEIR ASSAULT TO SOME PART OF THE UNIVERSITY.

It is worth noting that, with the answers to questions about disclosure and reporting, the survey did not ask when incidents occurred; we only know that an incident of sexual violence happened during a participant's time at U of T, and thus it is unclear if the new policy and its supposed improvement in differentiating between reporting and disclosure has indeed had a serious impact on survivors (University of Toronto, 2016a).

Overall, only 25% of survivors who wanted to report were able to file a formal report, while **75% said they were unable to formally report their assault**. This in itself is troubling, but so are the experiences of the few who did report despite the barriers to doing so.

**INDIVIDUALS WHO WERE ABLE TO REPORT
RATED THEIR REPORTING EXPERIENCE
AS 5.2 OUT OF 10 ON AVERAGE,
WITH 0 BEING THE WORST AND 10 BEING THE BEST.**

**ALL OF THOSE WHO WROTE ABOUT THEIR EXPERIENCE IN
REPORTING, SAVE FOR ONE, DESCRIBED THE OVERALL PROCESS
AS TIME-CONSUMING AND LEADING TO LITTLE SUBSTANTIVE
PUNISHMENT OR REPERCUSSIONS FOR THE ASSAILANT.**

On average, individuals who were able to report rated their experiences as 5.2 out of 10 on average, with 0 being the worst and 10 being the best. The most common rating was a 5, with answers fairly evenly distributed between 0 and 10. This may in part be reflective of the lack of clear information about reporting and, thus, the low (or absent) expectations of those reporting. They may also have had different ideas of what they were seeking from reporting; after all, not all survivors want their assailant expelled or banished from their community. But it is worth noting that all of those who wrote about their experience reporting, save for one, described the overall process as time-consuming and leading to little substantive punishment or repercussions for the assailant. Some said that confusion around the jurisdiction of different policies impacted their experiences:

White woman, heterosexual, undergraduate student:

"Since this was an incident involving students who were also employees, which happened in our place of work, the college didn't know what to do. They didn't know if the student code of conduct should apply, or if the staff equity policy (or something) should apply. ..In the end, it was the HR process, although I was not informed about where I could find this process or the rules in any university."

Many wrote about **long timelines** and the fact that the **burden was continually placed on them** to advocate for themselves:

White woman, heterosexual, graduate student:

"They stalled. It happened [redacted] 2017... They seemed to have waited until after we graduated before really doing anything. They took forever to respond. .. we missed 3 weeks of school while he went to class with everyone. I had to do presentations from my home over the computer to my class while he listened in. Nothing was dealt well with this."

Others highlighted their disappointment with the final outcome, suggesting that many survivors were willing to put themselves through the often long and draining process as long as it would result in substantive changes. This is in spite of the new policy's emphasis on the importance of short timelines (University of Toronto Governing Council, 2016, p. 10).

West Asian/Middle Eastern Woman, heterosexual, undergraduate student:

"My professor was inappropriate and unprofessional with me...I was hoping the university would stop him in some way. I feel that they didn't do enough, he was given no warning or punishment. I believe this will make him think he can do this again because reporting him had no effect."

White, gender non-conforming person, queer, undergraduate student:

"Nothing was done and he was in fact promoted the following year."

Others said that they were left further traumatized by the victim-blaming they faced when trying to report at certain offices within the university. Of course, some students wrote that they had positive experiences:

White, gender-non conforming person, queer, undergraduate student:

"The University actually worked very comfortably with me to ensure I would be accommodated for in my courses following my trauma, in addition to helping me feel more secure and safe on campus...the University has always been there to fully and completely accommodate me, and every single time, they've actually exceeded my expectations."

**VERY FEW SURVIVORS
EXPRESSED THAT THEY
WERE COMFORTABLE
REPORTING TO THE
UNIVERSITY. AMONG THE
13 PARTICIPANTS WHO
ATTEMPTED TO REPORT,
ONLY ONE WAS ABLE TO
BOTH REPORT AND HAVE
A CLEAR OUTCOME IN
THE END.**

This student's positive description of their experience should not be discounted just because it is the exception. However, it is worth noting that their case was still pending and, thus, their opinion may have been based only on the beginning of the process.

Indeed, most of those who reported were uncertain or had negative feelings about the final outcome of their report. Of the small number who reported sexual violence, the majority had not had a clear outcome by the time they answered the survey. In some instances, cases were still ongoing even after several months or even a year, and sometimes even after students had graduated. Others were unclear on what the outcome had been because the onus was on them to follow up, or even if they did so they were not given updates:

White, trans woman, queer, disabled and Mad, undergraduate student:

"I did not receive any indication of any kind of outcome (my requests were sensitivity training for security and neutralized washrooms to prevent further incidents of this type)."

Very few survivors expressed that they were comfortable reporting to the university. Among the 13 participants who attempted to report, only one was able to both report and have a clear outcome in the end. In this particular case, a restraining order was placed on the assailant. While this student rated their experience in reporting as 7 out of 10, this outcome should not be the best case scenario for survivors at the University of Toronto.

Because most cases were unresolved or dismissed, few had answers about the timeline as their cases were still ongoing. Others gave up after feeling the process was going on too long. Even those who were still going through the process, sometimes after a year or more, expressed frustration at the long timelines and the lack of clarity around when the laborious process would end.

One White woman, heterosexual, graduate student expressed her frustration:

“[Redacted] 2017 we emailed faculty for help. In 2017. We are still waiting.”

Others listed comparably very short times, such as two weeks, or for one student, 2-3 hours, though it is unclear whether this means that their cases were immediately dismissed in some way or whether they themselves decided to stop the reporting process. Either way, it is clear that students who have experienced sexual violence at the University of Toronto face many barriers to accessing whatever forms of justice or healing that reporting to the University might provide them, and even those who do report usually end up disappointed.

THE IMPACT OF SOCIAL LOCATION

Sexual and gender-based violence is reinforced by **ongoing colonialism, patriarchy, ableism, racism, homophobia, and transphobia**. Students who experience multiple and intersecting systems of oppression are more likely to experience sexual violence (Crenshaw, 1991). Thus, students of colour, LGBTQ2SA, disabled, d/Deaf, and/or Mad students face **higher rates of sexual harassment and assault** (Brubaker, Keegan, Guadalupe, & Beasley, 2017) related to the devaluation of their lives and the discursive production of the disposability of their bodies.

Responses by participants in the survey reflected these understandings; various aspects of identity compound to create particular experiences of sexual violence. One participant — a mixed race, trans person who is queer, disabled, and an undergraduate student — explained being repeatedly sexually harassed and the impact of their particular social location on both their experience of violence and the aftermath:

“I got sexually assaulted multiple times in first year and also experienced repeat harassment for my sexual orientation and well as gender identity.”

“[My identity] definitely had an impact as it was the reason why I was harassed and then also a reason why I chose to stay quiet for 3 years about the experience.”

This student explains that coming from a low socioeconomic status, and navigating multiple, intersecting systems of marginalization, they were **forced to drop out of U of T because of all the costs related to the sexual assaults**.

Another student described her experience of transphobia at Robarts library:

White trans woman, lesbian, disabled, undergraduate student:

“[I was] interrogated by Robarts security for using the women’s restroom (without incident); told I looked like a man and this was the reason for their questioning me. Personal information was recorded even after I explained I was trans. I consider this deeply humiliating and a gross misuse of authority...”

This trans woman was targeted for her gender identity and harassed by a Robarts employee who was attempting to enforce consequences for her simply using the washroom. This kind of harassment represents transphobia and can cause psychological harm in addition to other impacts on health (Egale Canada, 2016).

WHEN RACE, GENDER, & IMMIGRATION STATUS INTERSECT TO FACE POWER

One international student described meeting with an Associate Dean and being harassed and assaulted by him:

Afro-Latinx woman, heterosexual, graduate international student:

“I once have a meeting with [redacted] the Associate Dean of [redacted]. When the meeting finish, he approached me and say ‘eres bonita’ (you are pretty in Spanish) while he was touching my back and smiling.”

When this participant was asked whether or to what extent her identity shaped experiences of sexual violence, she replied:

“A lot. [Redacted] talked to me in Spanish, my main language, in front of the Chief of the Department [redacted] who did not understand Spanish. I am an International Student of color who sought help from Associate Dean and he, after offering his help, told me I was pretty. I needed to keep in touch with him for the following months and I was always afraid of running into him in the elevator, talking to him alone, or even replying his emails. I decided to always come to his office with someone.”

The Associate Dean specifically used the participant’s first language, Spanish, to convey his inappropriate sexual advances, and disturbingly he relayed his comments in front of a faculty member who would not be able to react to his comments because she didn’t speak Spanish. The participant had to rely on the Associate Dean, as she described, and continued to have to go back to him for meetings. To help her cope, she brought someone along.

If an Associate Dean at U of T can devalue a PhD student in such a way that he would touch her without consent — assault her, harass her, and entrap her in a situation in which she is powerless to avoid meeting with him — it is reasonable to doubt the university’s responsiveness to sexual violence. It is questionable that U of T is sufficiently addressing sexual violence in a meaningful and nuanced way that takes into consideration the complexities of multiple and intersecting marginalization, and it is further concerning that some powerful male faculty (like the Associate Dean) take advantage of that.

Another survey participant — a white, heterosexual, disabled woman who is a graduate student — wrote about a predatory professor in her department who harassed and assaulted women, including her, by touching them, commenting on women’s “hot” bodies, showing sexually explicit content to students in one-on-one conversations, and sending sexually explicit photographs. The survey participant explains that the department responded to complaints by making modifications to the student offices. This involved pairing a man and woman together so they would be “protected” in the department — actions that the department used to insulate themselves from having to deal with the real issues. Mediation happened following accusations against this professor by many women,

however, he was just relocated to another building. He proceeded to sexually harass a professor who was a woman, and then he was forced into retirement. Despite multiple complaints against this professor, the university did not take a survivor-centric approach to deal with the situation and allowed the professor to continue to work at the university where he sexually harassed others.

This same participant notes that her identity as a woman absolutely made her a target of a predatory faculty member in the department. Further, her identity as a woman dealing with physical disability and mental health issues made it so that she felt she did not have the resources or energy to be able to deal with a mediation process with her assaulter. She wrote:

“I was friends with another student who did make a formal complaint and saw how much time and mental energy it took for her to get involved with the complaint and I knew that I (mentally) didn’t have the energy to do that.”

Being targeted as a woman student by a predatory faculty member with more power than her made her feel drained, powerless, and without recourse to seek justice for the violence she experienced at the hands of the professor.

Another woman who participated in the survey described surviving multiple instances of sexual violence, and she also wrote of a discriminatory and predatory professor. Note that the predatory professor that is described by the student below is different from the one previously mentioned, further illustrating how pervasive sexual violence is within academia.

White woman, heterosexual, disabled, undergraduate student, who is dealing with Post-Traumatic Stress Disorder (PTSD) following her experiences of sexual violence on campus:

“My experience during my time at U of T involved waking up to find myself in the midst of having sex with a floor mate (who I had just met) after passing out from drinking. I believe without a doubt that he acted deliberately without consent.”

“I have been made to feel uncomfortable on more than one occasion by one of my professors, as his stares, slow nods, and lip-licking has blatant sexual innuendo. After a final incident, this time involving discrimination against mental illness, I tried seeking help from the Registrar. I was told I was wrong and removed from the course — and have the correspondence to prove this.”

“As a female, you’re supposed to be passive. You’re never in the right. You’re malicious and melodramatic. I believed, and to some degree still do, that it was my actions that put me in that place, and that I was in no position to speak up about what had happened. Above all, I didn’t think anyone would believe me.”

“I WAS FRIENDS WITH ANOTHER STUDENT WHO DID MAKE A FORMAL COMPLAINT AND SAW HOW MUCH TIME AND MENTAL ENERGY IT TOOK FOR HER TO GET INVOLVED WITH THE COMPLAINT AND I KNEW THAT I (MENTALLY) DIDN’T HAVE THE ENERGY TO DO THAT.”

- WHITE, HETEROSEXUAL, DISABLED WOMAN WHO IS A GRADUATE STUDENT

This woman shares hard-hitting words that demonstrate the powerlessness women and all survivors face when they are compelled to stay silent and suffer in isolation the pain that festers when they cannot reach out and speak their truth. Along the same lines of the stories above about faculty and deans who use their power to violate students, one non-binary undergraduate student shared that they were sexually harassed by a U of T director.

Non-binary, Jewish, queer, undergraduate student:

"[I was] sexually harassed by [redacted] director of [redacted]. I am definitely not the only one but he has invited me out for drinks and made inappropriate comments to me about my appearance."

For LGBTQ2SA students, experiences of sexual or gender-based violence can be directly tied to gender or sexual orientation. Of persons who identified as lesbian, gay, bisexual, gay, or queer, 21% reported "Yes" or "Yes; I'm not sure" to having ever experienced sexual violence while at U of T. In this same group, 18.7% said they were not sure if they had experienced sexual violence — almost as many as those who had said "Yes." The highest estimated prevalence of sexual violence among these participants is 42.1% when those who were unsure of their experience are included. **Experiences of sexual violence as a LGBTQ2SA person is also directly tied to race, ethnicity, and disability.**

Moreover, 57.1% of persons who identified as Indigenous reported "Yes" to having experienced sexual violence. **Given that sexual violence against Indigenous women has been central to the settler colonial project, the legacy of colonialism continues to seep into these statistics, an indeed participants' stories.**

Métis, lesbian woman, undergraduate student:

"[I've had to deal with] verbal sexual harassment. Cat called and followed while walking home from class. ... I'm a member of the LGBTQ community and I have pins on my backpack that symbolize my community and **the men who harassed me were calling me homophobic slurs.**"

One's identity certainly shapes experiences of sexual violence. The stories above bring to life the ways in which the prevalence of sexual violence is reinforced through ongoing systems of oppression such as colonialism, patriarchal, poverty, ableism, homophobia and transphobia.

"AS A FEMALE, YOU'RE SUPPOSED TO BE PASSIVE. YOU'RE NEVER IN THE RIGHT. YOU'RE MALICIOUS AND MELODRAMATIC. I BELIEVED, AND TO SOME DEGREE STILL DO, THAT IT WAS MY ACTIONS THAT PUT ME IN THAT PLACE, AND THAT I WAS IN NO POSITION TO SPEAK UP ABOUT WHAT HAD HAPPENED. ABOVE ALL, I DIDN'T THINK ANYONE WOULD BELIEVE ME."

- WHITE WOMAN, HETEROSEXUAL, DISABLED, UNDERGRADUATE STUDENT, WHO IS FACING POST-TRAUMATIC STRESS DISORDER (PTSD) FOLLOWING HER EXPERIENCES OF SEXUAL VIOLENCE ON CAMPUS

PART C: SEXUAL VIOLENCE & UNIVERSITY LIFE

KNOWLEDGE OF PEERS AS SURVIVORS

Approximately 30% of participants stated that they knew someone who had experienced sexual violence during their time at the University of Toronto. Specifically, 33.3% of all women-identified participants expressed knowing others who had experienced sexual violence at U of T, as well as 62.5% of all trans participants, 64.3% of all genderqueer, non-binary, genderfluid, agender (including trans) participants, and only 15.3% of male participants.

APPROXIMATELY **30%** OF PARTICIPANTS STATED THEY KNEW SOMEONE WHO HAD EXPERIENCED SEXUAL VIOLENCE DURING THEIR TIME AT THE UNIVERSITY OF TORONTO.

The majority of participants who responded as “knowing others who have experienced sexual violence,” were **racialized students** (54.6%). Among those who reported knowing someone who has experienced sexual violence while at U of T, a *disproportionate* number were **women** (79.8%) and **queer** students (25.8%), and **genderqueer/non-binary/genderfluid/agender** students (5.5%).

"I HAVE A FRIEND WHO IDENTIFIES AS A RAPE SURVIVOR. THE TRAUMA HAPPENED AROUND AN EXTRACURRICULAR WE WERE BOTH A PART OF, AND EVER SINCE SHE HAS STOPPED ATTENDING THE EXTRACURRICULAR, WHICH IS A GREAT LOSS TO THAT COMMUNITY."

- WHITE MAN, HETEROSEXUAL, UNDERGRADUATE STUDENT

Four participants highlighted stalking (both in-person and via social media) as prominent experiences they have observed as negatively affecting the lives of their peers on campus.

East Asian man, asexual, undergraduate student:

"Men that I do not know [are] consistently harassing, through social media and even through stalking their classes, enrolling themselves in the same lecture/tutorial, with my friends."

White woman, heterosexual, graduate student:

"I know people who were touched inappropriately and non-consensually by professors they worked for, people who were stalked by other students, and at least a few who experienced violent sexual assault."

Participants also noted the consequences that sexual violence has on peer dynamics in campus clubs. Participants observed that their peers often stop attending events or participating in extracurricular activities on campus after experiencing sexual violence, as below.

White man, heterosexual, undergraduate student:

"I have a friend who identifies as a rape survivor. The trauma happened around an extracurricular we were both a part of, and ever since she has stopped attending the extracurricular, which is a great loss to that community."

Many participants who emphasized that no one has ever disclosed an experience of sexual violence on campus to them, reflected upon the fact that this did not necessarily mean that they did not know anyone who has experienced sexual violence on campus.

East Asian woman, heterosexual, undergraduate student:

"I say 'No' because no one I know has informed me of their experience of sexual violence, but I do understand that this does not necessarily mean none of my friends and/or acquaintances have experienced it, and simply chosen not to tell me."

The harm of sexual violence has a scope beyond the impacted realities of survivors, affecting the sense of safety and security within communities and influencing the ways in which particular bodies can freely move within spaces.

When proper supports are not made accessible to the communities affected by sexual violence, self-preservation strategies are enacted in order to establish an otherwise unachievable sense of well-being and safety, ultimately perpetuating disparity and isolation for those affected by sexual violence within the university.

"I SAY 'NO' BECAUSE NO ONE I KNOW HAS INFORMED ME OF THEIR EXPERIENCE OF SEXUAL VIOLENCE, BUT I DO UNDERSTAND THAT THIS DOES NOT NECESSARILY MEAN NONE OF MY FRIENDS AND/OR ACQUAINTANCES HAVE EXPERIENCED IT, AND SIMPLY CHOSEN NOT TO TELL ME."

- EAST ASIAN WOMAN, HETEROSEXUAL, UNDERGRADUATE STUDENT

THE IMPACT OF SEXUAL VIOLENCE ON UNIVERSITY LIFE

Approximately 1 in 2 participants (52.2%) expressed that their lives as students had been impacted by sexual violence. Of these participants, 18 explicitly described that they do not feel safe on campus at night; 11 participants described being afraid to be alone on campus; 32 explicitly described the ways that sexual violence on campus has negatively affected their mental health; and 13 participants explicitly described sexual violence on campus as affecting their academic lives.

In describing their understanding of how the institution responds to sexual violence on campus, the participants below detailed the ways in which they have felt forced to reduce their participation in campus life in order to keep themselves safe.

White woman, heterosexual, undergraduate student:

"[I felt] more unsafe on campus and at my college because of the questionable way that the administrators dealt with another student's sexual assault."

Black woman, heterosexual, graduate student:

"[I] had to **drop out of courses** and take summer school plus an extra year to complete my undergrad, **left school then came back** and had **panic attacks** because of the fear of not being safe for a year after, stop playing on the varsity team, and **isolated myself** from friends and social gatherings."

Acting as the support person for their friends/peers who have experienced sexual violence on campus, the students below describes the ways in which sexual violence can traumatize a community, impacting the day-to-day lives of those around survivors.

Indigenous woman, queer, graduate student:

"The constant emotional toll of having friends and community members in crisis has negatively impacted my ability to study, as well as my mental, physical, spiritual and emotional health overall."

1 IN 2

PARTICIPANTS SAID THAT THEIR LIVES AS STUDENTS HAD BEEN IMPACTED BY SEXUAL VIOLENCE.

18

Participants described they **did not feel safe on campus at night**

11

Participants said they were **afraid of being alone on campus**

32

Participants described the ways sexual violence on campus **negatively affected their mental health**

13

Participants said campus sexual violence **affected their academic lives**

East Asian woman, bisexual/queer, undergraduate student:

“Beyond my own experience, having multiple friends and peers experience sexual violence has obviously impacted my life, ranging from learning how best to support others, to protection of my own mental health, to how I invest my energies and educational/activist work (e.g. volunteering at the sexual education centre), to mistrust of campus authorities and campus safety in general. I have certainly found myself put off by certain social situations, particularly ones involving alcohol.”

The impact of experiences of sexual violence varies greatly for survivors and their peers. In the academic context, it can result in significant isolation and a strategic separation from particularly triggering or unsafe social situations.

“THE CONSTANT
EMOTIONAL TOLL OF
HAVING FRIENDS AND
COMMUNITY MEMBERS IN
CRISIS HAS **NEGATIVELY
IMPACTED MY ABILITY
TO STUDY**, AS WELL AS
MY **MENTAL, PHYSICAL,
SPIRITUAL AND
EMOTIONAL HEALTH
OVERALL.**”

- INDIGENOUS WOMAN, QUEER,
GRADUATE STUDENT

DISCOMFORT WITH REPORTING SEXUAL VIOLENCE

When asked about students’ hypothetical comfort with reporting sexual violence to campus police, the average score was 5.47 out of 10. Those who expressed more comfort in reporting largely expressed the belief that the police would help, particularly as they perceived the police to have more power than university administrators to do something. Some even extended this to say that survivors have a responsibility to report because they believe that the police would bring justice and prevent future assaults by the same person:

Asian woman, heterosexual, undergraduate student:

“I give no tolerance to people who are violated. The right people should be notified so the problem can be dealt with.”

WHEN ASKED ABOUT THEIR
**COMFORT LEVEL WITH REPORTING
SEXUAL VIOLENCE TO CAMPUS
POLICE**, PARTICIPANTS RATED IT A
5.47 OUT OF 10 ON AVERAGE.

Meanwhile, there were a variety of reasons why survivors said they wouldn’t want to report to campus police. Many felt that campus police would only take seriously certain kinds of sexual violence.

White woman, heterosexual, disabled, undergraduate student:

"Maybe if I was raped or beaten while assaulted they might do something, but I'd assume they wouldn't do anything if I was 'just' grabbed or harassed."

Others felt that the criminal justice system could not bring them the kind of outcome they wanted, or that even if it did, it would not be worth it:

South Asian woman, queer, Mad, undergraduate student:

"I am literally just terrified of them not taking me seriously, especially since it is something that happened in the past. Also, I am in the healing process/trying to figure out my healing process, and I don't want to mar it by being scrutinized by campus police".

Some respondents were particularly doubtful that the police would help them because of their membership in marginalized communities, or the fact that they were different than the stereotypical survivor:

White, non-binary person, queer, disabled and Mad, graduate student:

"Police do not believe victims, they assume the victim is lying and the perpetrator is telling the truth; they are sexist; they are transphobic; they are homophobic; they are racist"

South Asian man, heterosexual, undergraduate student:

"[There is] stigma around being a male and how we are somehow invulnerable to sexual assault."

Other respondents worried about **possible repercussions or facing backlash** from reporting:

White woman, heterosexual, graduate student:

**"ESPECIALLY IF IT WAS A PROF
I WOULD BE REALLY WORRIED IT COULD BLOW
BACK ON ME AND HARM MY FUTURE PROSPECTS."**

Some individuals also wrote that they felt that reporting to police seemed inaccessible and that they were unsure how to do so:

Southeast Asian woman, heterosexual, undergraduate student:

"UTM needs to publicize more information on how to get in touch with UTM campus police, and if this can be done anonymously."

Even fewer students indicated that they would report to University of Toronto staff if they were hypothetically sexually assaulted: with 10 being the likeliest to report, the average score was 5.09, which is less than the likelihood of reporting to police. For some, this was because they felt that sexual violence was a matter for police to deal with instead of university administrators.

WHEN ASKED TO RATE THEIR COMFORT LEVEL WITH REPORTING SEXUAL VIOLENCE TO UNIVERSITY STAFF, PARTICIPANTS' AVERAGE SCORE WAS 5.09 OUT OF 10.

Meanwhile, others felt that the university would not side with students experiencing sexual violence, such as the woman below.

White woman, heterosexual, disabled and mentally ill, graduate student:

“University of Toronto staff (especially those who are higher up the hierarchy) are deeply invested in protecting the institution’s brand. Their #1 priority is themselves and the institution, not the students.”

Some respondents cited negative experiences with people they knew in regards to reporting sexual violence. Others had their own negative experiences with university administration, often due to their own marginalized identities, that made them skeptical of how much administrators would do in cases of sexual violence:

White and Indigenous mixed race woman, queer, undergraduate student:

“I have only heard of negative experiences from fellow students and **I don’t believe it would be worth the trouble** in my case.”

White, gender non-conforming person, queer, disabled and mentally ill, undergraduate student:

“**Most of the staff don’t believe me when I tell them I have a registered learning disability. Why would they believe I’ve been assaulted?**”

Another reason given by respondents was that they felt they would be, or were in the past, too afraid to report or uncomfortable disclosing to a stranger. Others felt that staff members in particular were not trained well enough to respond effectively to disclosures and reports.

“UNIVERSITY OF TORONTO STAFF (ESPECIALLY THOSE WHO ARE HIGHER UP THE HIERARCHY) ARE DEEPLY INVESTED IN PROTECTING THE INSTITUTION'S BRAND. THEIR #1 PRIORITY IS THEMSELVES AND THE INSTITUTION, NOT THE STUDENTS.”

- WHITE WOMAN, HETEROSEXUAL, DISABLED AND MENTALLY ILL, GRADUATE STUDENT

PART D: SEXUAL VIOLENCE PREVENTION & EDUCATION

LIMITED AWARENESS ABOUT SV RESOURCES

Since June of 2017, U of T has had its **Tri-Campus Sexual Violence and Support Centre** open. After nearly a year of being in operation, only 4.2% of participants of this survey referenced the Centre when asked about what resources are available to students following an experience of sexual violence at the university. In contrast, nearly 40% of respondents made reference to the campus police as a primary point of contact and resource in cases of sexual violence at UofT.

AFTER NEARLY A YEAR OF BEING IN OPERATION,
ONLY 4.2% OF PARTICIPANTS **REFERENCED THE
CENTRE** WHEN ASKED ABOUT WHAT RESOURCES ARE
AVAILABLE TO STUDENTS FOLLOWING AN EXPERIENCE
OF SEXUAL VIOLENCE AT THE UNIVERSITY.
BY CONTRAST, **40%** OF PARTICIPANTS **REFERENCED
THE CAMPUS POLICE.**

THE REFERENCE TO CAMPUS POLICE SEEMS TO BE **A PRODUCT OF A LACK OF CLARITY** WITH REGARDS TO WHAT HELP IS AVAILABLE, WHERE ONE CAN FIND HELP, HOW ONE CAN ACCESS THIS HELP, AND WHEN THIS HELP WILL BE MADE AVAILABLE TO THEM.

It is important to recognize that having **campus police** be the most widely known first point of contact for sexual violence assistance on campus may pose a **barrier to racialized members of our community seeking assistance** (e.g., Giorgis, 2015; Canadian Women's Foundation, n.d.). The reference to campus police seems to be a product of a lack of clarity with regards to what help is available, where one can find help, how one can access this help, and when this help will be made available to them. Campus police may not be an option in the same way that regular institutions of policing have not been much of an option for racialized students in crisis; this is due to the ongoing racist, sexist, ableist, classist violence at the hands of the police, which police officers are largely not held accountable for.

The University has previously recognized that there is a lack of clarity about where to seek help on campus (see, e.g., Halpern, 2018). Yet, one year since the inauguration of the new Centre, our research finds that lack of clarity amongst students remains commonplace. In addition to references being made to the campus police, participants also referred to counselling, U of T's health and wellness centres at the different campuses, and helplines. All of these resources were mentioned with a greater level of frequency than the Centre.

In spite of some awareness of the range of resources, **29% of survey respondents** indicated that they were **"not sure," "had no idea" or were "unaware" of what kinds of resources were available to them on campus**. The lack of awareness of the Centre amongst survey respondents, as well as the confusion about existing resources, seems to suggest a severe lack of coordination amongst university services working to address sexual violence on campus.

IDENTITY AND ACCESS TO RESOURCES

The *Silence is Violence* survey asked participants how their identity may have shaped the way they have been able to access resources related to sexual violence at the University of Toronto (e.g., identifying as a member of a marginalized community).

One participant who is a white, non-binary, queer student with disabilities who also struggles with mental health wrote:

"My marginalized identities increase the possibility of being targeted for sexual violence."

Many participants noted that **their identity as a racialized, LGBTQ2SA, disabled, and/or Mad person** affected how they were targeted by perpetrators. Some participants, largely those who were **heterosexual white women and men without disabilities, noted that their privilege insulated them from being likely to experience sexual violence or having no recourse to seek justice**. Yet, there was a troubling gap in understanding how there are higher rates of sexual violence victimization for those navigating multiple, intersecting systems of marginalization.

A portion of respondents wrote that they did not think identity played any part in access to resources or the likelihood to experience sexual violence — including marginalized and non-marginalized folks.

However, some participants were very attuned to the ways that their social location might impede their access to support and resources.

For example, an Afro-Caribbean woman, queer, disabled, graduate student wrote:

“Generally speaking, I always anticipate services NOT meeting my needs as a queer Black woman, at best. At worst, I anticipate further violence, antagonism or hostility.”

**SOCIAL LOCATION
& VIOLENCE**

Further, this mixed race, non-binary, queer, disabled, undergraduate student wrote of the particular barriers to queer individuals:

“[I] definitely would not access campus police or Toronto police as a queer person of color. I assume language barriers would make it very difficult to access services. [Also I] definitely would not access CAPS [counselling at U of T] as a queer person due to history of medicalization/pathologization of queerness. Queerness would make it hard for me to access any service that isn’t explicitly LGBTQ-friendly because I would expect to be victim blamed because I’m queer.”

Many LGBTQ2SA participants expressed apprehension about seeking resources following sexual assault because of fears about being outed, being shamed for their sexual identity, and not being believed or understood, as illustrated in the quotes below.

Mixed-race woman, bisexual, undergraduate student:

“I’d feel a lot more apprehensive. Especially if the person that assaulted me was another girl. they may judge me for my sexuality or not care because I’m bi.”

Southeast Asian woman, asexual, graduate student:

“**Being asexual**, I feel like most people don’t know what that is, and rather than explaining what happened, I would have to explain the orientation and try to validate it.”

For this South Asian woman who is Queer, Mad, and an undergraduate student, when sexual identity intersects with racial and cultural identity, supports can be very limited:

“**Since I’m a South Asian person**, my sexuality is either seen as nonexistent, or inherently asexual, or passive. I don’t think my case would really be taken as seriously as white people’s because I don’t feel comfortable telling my parents about this, and I feel as though I have very little communal support in that sense.”

Here, a genderqueer, asexual, queer, East Asian individual with mental illness also sheds light on the barriers to access to services for male survivors:

“I’m queer and asexual, that’s a big deal. **There’s also no resources specifically for men** and that’s because it’s an overwhelmingly female problem, but it also means that male survivors are stigmatised for the feminine association.”

Furthermore, struggling with mental health can make it more difficult to navigate experiences of being sexually harassed or assaulted, as this participant writes:

East Asian woman, questioning, living with generalized anxiety, undergraduate student:

"My anxiety makes it difficult for me to voice my opinion sometimes."

Stereotypes about various marginalized communities also emerged in the survey responses as factors that would impede a survivor's ability to access resources.

Black woman, heterosexual, undergraduate student:

"As a black female, I don't want to feel like I'm seen as someone who is just complaining."

East Asian woman, queer, disabled, Mad, undergraduate student:

"As a racialized queer woman, my various identities might be subject to the biases of whoever I reach out to. Depending on the experience it's likely my mental health would be the most impactful on how my experience might be perceived if I choose to seek resources from individuals to which I need to explain myself. However, if my experience falls outside the heteronormative image of sexual assault I anticipate that my concerns might be taken less seriously, or that fewer resources specific to the situation would be readily available."

Indigenous and Black women and non-binary individuals may experience more severe levels of sexual violence. Similar levels of neglect and violence may be experienced by these individuals at the hands of the police.

"I FEEL WAY MORE HESITANT TO APPROACH BOTH COUNSELLORS AND THE POLICE BECAUSE BOTH REFUSE TO TREAT ANYONE IN ANY OF MY COMMUNITIES AS A PERSON LET ALONE TAKE THEM SERIOUSLY."

- MIXED-RACE BLACK AND WHITE, QUEER AND NON-BINARY, DISABLED, MAD, UNDERGRADUATE STUDENT

Mixed-race Black and white, queer and non-binary, disabled, Mad, undergraduate student:

"I feel way more hesitant to approach both counsellors and the police because both refuse to treat anyone in any of my communities as a person let alone take them seriously."

Queer Indigenous woman, Mad, graduate student:

"If I were to report an instance of sexual violence, as an Indigenous woman and a queer person, I fully anticipate that I would not be believed."

Some participants described how their cultural background and the ways that they are stereotyped and discriminated against might make it more difficult to seek help following sexual violence, as below.

"I'M QUEER AND ASEXUAL, THAT'S A BIG DEAL. THERE'S ALSO NO RESOURCES SPECIFICALLY FOR MEN AND THAT'S BECAUSE IT'S AN OVERWHELMINGLY FEMALE PROBLEM, BUT IT ALSO MEANS THAT MALE SURVIVORS ARE STIGMATISED FOR THE FEMININE ASSOCIATION."

- GENDERQUEER, ASEXUAL, QUEER, EAST ASIAN STUDENT WITH MENTAL ILLNESS

Arab man, heterosexual, undergraduate student:

“Maybe being Arab makes it harder for non-Arabs to understand my culture and decision-making, which would then make it harder for campus police or healthcare professionals on campus to understand any sexual violence that may happen to me.”

Several participants also pointed to the precarious status of international students whose access to resources may be further hindered by a lack of knowledge, support networks, and fear of being disbelieved.

One South Asian woman, heterosexual, undergraduate student wrote:

“I don’t think that my personal access is inhibited but I do think that students in small programs, **international students and ESL students are at a disadvantage**. [They] may not have access, might be afraid to obtain access (especially if they know the perpetrator) and/or might not understand their rights via services.”

Regarding how one’s identity may impact their access to resources, the survey data demonstrated that identity very much influences how one feels about even going to seek resources, let alone finding just resolution. There is an absence of spaces where students can feel supported and where they will not be discriminated against for being a person of colour, LGBTQ2SA, disabled, Mad, and a survivor.

STUDENT SURVIVORS' PREFERRED RESOURCES

Survey respondents indicated not only a lack of clarity about existing support resources, but also of educational resources. There was little reference made to workshops, posters, pamphlets or other educational resources that were made available by the University. In fact, **only 2.1%** of participants **referenced workshops** as a resource for sexual violence education on campus and **a mere 1% referenced posters, pamphlets and brochures**. Participants of the survey emphasized the importance of sexual violence education both outside and inside of the classroom. It is evident that students are not aware of the University’s educational resources and the university should re-evaluate how they distribute resources into which they invest large amounts of funds.

In terms of education outside of the classroom, survey respondents made three main recommendations. Firstly, participants consistently suggested that a presentation on sexual violence education and prevention be made a mandatory component of orientation week. In addition to this, they proposed that workshops, posters, and emails promoting the Centre and support services available to students be circulated more widely across campus. In terms of accessibility of resources, participants expressed that tabs with key contact information about available support resources on ACORN and Blackboard (now Quercus) — the sites most frequently used by students — could help students navigate resources available on campus more easily.

OUTSIDE THE CLASSROOM:

MANDATORY SV EDUCATION
AND PREVENTION PRESENTATION
DURING ORIENTATION WEEK

WORKSHOPS, POSTERS, EMAILS
PROMOTING RESOURCES

INFORMATION ON RESOURCES ON
ACORN AND QUERCUS

INSIDE THE CLASSROOM:

MANDATORY INFO ON SV SUPPORT
RESOURCES IN **COURSE SYLLABI**

INTRO LECTURES ON SV RESOURCES

In terms of education inside the classroom, survey participants advocated for the mandatory inclusion of sexual violence support resources in course syllabi. In addition to this, participants, such as the one below, proposed that introductory lectures include a slide that provides an overview of the resources available to students on campus.

White woman, heterosexual, graduate student:

“It should be something talked about in all classes, the way we talk about plagiarism the first day of class or late assignment policies. It should be on the syllabus the way other policies are on the syllabus. It should be talked about by coaches to their sports teams. Professors and staff need to be informed, so if a student goes to them they can offer the proper support. We need to talk about it more.”

THE SURVEY DEMONSTRATED THAT MANY STUDENTS ARE **UNSURE OF WHAT SEXUAL VIOLENCE COULD LOOK LIKE ON A SPECTRUM,** AND HAVE VARYING EXPECTATIONS ABOUT RESPONSIVENESS FROM THE UNIVERSITY.

Participants consistently emphasized that conversations concerning sexual violence need to make clear to students what constitutes as sexual violence and what students can expect from the services available at UofT. As described in Section A, the survey demonstrated that many students are unsure of what sexual violence could look like on a spectrum, and have varying expectations about responsiveness from the university. Given that the university strives to educate students and faculty alike about sexual violence and prevention, it is concerning that so many students are still unaware of what constitutes sexual violence and where they can go to find reliable support. One participant below expresses her opinion on the availability of educational resources.

Chinese Canadian woman, queer, Mad, undergraduate student:

“Regarding method/content, transparency on how these processes go is also an important part of education — it’s one thing to tell people that this is an office where they can “get help,” it’s another to educate on what they can expect and their full range of options. Have all this information be just as common and readily available as things like course registration dates and so forth.”

The most frequently cited resource propositions were: **anonymous support lines, support groups, free self-defence classes and free unlimited counselling** sessions available for community members impacted by sexual violence. The need for support groups was consistently raised amongst survey respondents. Additionally, participants’ proposals emphasized the **necessity of assuring anonymity** in the pursuit of, and for the duration of, accessing support resources. It was also proposed that **resources outside of the university be made known and accessible to students**.

Survey participants suggested that the range of support and educational resources available to students needs to **reflect the diversity of the student population**. Participants, for example, highlighted the need for more multi-lingual services to ensure that language barriers do not stop people from receiving necessary support, which is especially important for **newcomer and international students**.

This South Asian woman, queer, Mad, undergraduate student describes how institutional responsiveness to sexual violence must include spaces that are tailored towards particularly marginalized groups:

"I think there should ideally be a space where QTBIPOC [Queer, Trans, Black and Indigenous People of Colour] specifically can come and talk to professionals that are also QTBIPOC. **I would love for there to be non-threatening/safe spaces where we can get together and even just talk through how we feel?** I am so afraid of being invalidated due to the nature of my experience that [i]t has harmed my healing process. If there is a possibility that there is a designated space where survivors can come and just talk or work through their obstacles with other people who genuinely understand and don't discount them, that would be an ideal space."

"IT SHOULD BE SOMETHING TALKED ABOUT IN ALL CLASSES, THE WAY WE TALK ABOUT PLAGIARISM THE FIRST DAY OF CLASS OR LATE ASSIGNMENT POLICIES. IT SHOULD BE ON THE SYLLABUS THE WAY OTHER POLICIES ARE ON THE SYLLABUS. IT SHOULD BE TALKED ABOUT BY COACHES TO THEIR SPORTS TEAMS. PROFESSORS AND STAFF NEED TO BE INFORMED, SO IF A STUDENT GOES TO THEM THEY CAN OFFER THE PROPER SUPPORT. WE NEED TO TALK ABOUT IT MORE."

-WHITE WOMAN, HETEROSEXUAL, GRADUATE STUDENT

PART E: SURVIVORS DEMAND CHANGE

FINAL THOUGHTS FROM SURVIVORS

Participants revealed that they are mostly indecisive about their confidence in the University of Toronto's ability to prevent and respond to sexual violence. Approximately 33.4% of participants "neither agree nor disagree" that they are confident in the University. Only 11.4% of participants expressed having confidence in the University of Toronto's ability to prevent and respond to sexual violence.

**ONLY 11.4% OF PARTICIPANTS EXPRESSED
CONFIDENCE IN THE UNIVERSITY OF TORONTO'S
ABILITY TO PREVENT AND RESPOND
TO SEXUAL VIOLENCE.**

Within the responses of participants who opted to outline why they do or do not feel confident in the university's ability to prevent and respond to sexual violence, access to external resources and U of T's Sexual Violence Prevention and Support Centre were each only mentioned once. Additionally, allusions to a sexual violence policy were made by three separate participants, and of these allusions, only one noted that such a policy has been established. It is clear that students generally are not aware that a stand-alone sexual violence policy exists, as illustrated in the quotes below.

White woman, heterosexual, disabled, graduate student:

"[...] there are never any consequences for perpetrators. The university needs to adopt a 'zero tolerance for sexual violence' policy and immediately fire staff/faculty who are perpetrators and immediately expel students who are perpetrators."

East Asian woman, heterosexual, undergraduate student:

"There won't always be others around you to help defend you if you are experiencing sexual violence. Also, just informing students about this won't help prevent sexual violence from happening; it may still happen despite our best efforts to prevent it. **A zero-tolerance policy is helpful** in further curbing the problem, as well as adding more self-defense workshops for students throughout the year."

White man, heterosexual, undergraduate student:

"1- Lack of a student-consulted policy protecting survivors and ensuring they get appropriately treated through all steps of the process.

2- Past history of mishandlings of cases.

3- The harrowing lack of proper provincial/federal judicial handling of sexual violence cases in the past, and further the hesitancy of the university to involve the judicial system.

4+ I've raised other points in the other sections of this survey.

All this said, some of the institutions for support U of T has provided are definitely helpful to an extent, so I can't strongly disagree with this statement. But it has to be done better."

Six participants mentioned campus police as a University resource in response to sexual violence. Two of them identified campus police as being a main influence in their lack of confidence in the University.

East Asian man, asexual, undergraduate student:

"I don't think campus police are properly trained or educated, especially male guards."

Southeast Asian woman, asexual, graduate student:

"Following a sexual violence [prevention] club on campus, with articles written about how poorly sexual violence and assault cases are dealt with by the university, along with how other campus police bodies have handled them at their respective universities, I have the impression that U of T is not an exception."

Many participants described feeling uncertain about the university's commitment to prevention and response efforts.

White woman, queer, undergraduate student:

"I think that UofT doesn't have a very deep analysis of the issue and they aren't really committed to stopping sexual violence from happening, only to making it look like it has stopped happening."

White woman, heterosexual, graduate student:

"As stated earlier, I have heard from students experiencing sexual violence that the **university brushed off their experience and did not take it seriously**. Given that response, it is difficult to see how they could prevent sexual violence when it seems not to interest them."

Evidently, students are unsure whether the university earnestly cares about its students and whether the institution it truly wants to address the issues when students report instances of sexual violence.

Many participants stated that they do not believe the university can prevent sexual violence, however, they expect it to respond. Thus, given that U of T claims it can effectively prevent sexual violence on campus through its new policy and resources, **participants have different understandings of what the university can achieve**, as below.

White Jewish man, heterosexual, graduate student:

"I don't see how the university can 'prevent' sexual violence considering it cannot possibly intervene in individuals' activity in real time. I'm more confident the university can 'respond' to sexual violence though I don't know in what way it would do so."

White woman, heterosexual, undergraduate student:

"While efforts to educate can lower the occurrences of sexual violence, it depends on the offender... especially if they have impaired judgement (ex. alcohol). It is unrealistic to expect a university to prevent sexual violence, because it can't be responsible for the actions of individuals. Education and response, as well as support, are key."

White, queer, gender non-conforming, graduate student:

"I'm not convinced that U of T has the ability to prevent sexual violence and control how people behave towards one another (especially when alcohol and drugs are involved). So much of the messaging we receive about sex, bodies, gender, sexual behaviour, power, etc. is outside of U of T. The kinds of culture, beliefs, thinking, and behaviour that gets produced in our society also comes from pop culture, the way adults interact on social media [...] I'm not sure about 'prevention.' Perhaps mandatory critical race/decolonial Indigenous feminisms, critical cultural theory studies, sexual consent, and gender and sexual diversity classes and for all U of T students and staff upon acceptance and hire?"

Participants were asked: **“Is there anything else you would like the researchers of this study to know about sexual violence or changes that need to happen at the University of Toronto?”** While some participants responded with encouraging statements such as “End rape today!” and “Keep on keeping on!”, many others provided detailed comments about tangible actions they would like to see taken by the university. For example:

White woman, pansexual, disabled, graduate student:

“Consent and sexual violence needs to be addressed/taught to every single student staff and faculty / eg. put it in course outlines! We have a policy but nothing changed. The centre has basically zero innovative campaigns / workshops/programs- it’s sad. Sexual violence is brushed off. Also, members of our athletic centres aren’t included in the sv [sexual violence] policy - I’m told it’s a grey area. So we need all athletic centre members to sign a membership contract that includes a clause that says we have a zero tolerance policy for sexual violence, and then we need to actually enforce it when it happens...”

Another recurring theme in participants’ responses was about how isolation had hindered their ability to feel safe on campus. Further, in discussing the ways campus is “cold” and “too big” participants identified that their feelings of isolation translated into discouraging them from accessing support on campus. Participants suggested that in order to offer a broader response to sexual violence, the university must be cognizant of how large, unwelcoming, and isolating it is, and address these issues for students.

Black woman, queer, undergraduate student:

“U of T is a very isolating place, so that needs to be kept in mind when it comes to outreaching. Go everywhere and get people talking about sexual assault prevention.”

Asian woman, heterosexual, undergraduate student:

“U of T is way too big, i.e. too cold. People move around too quickly and you cannot find people who you think you could tell and hard to keep long-lasting friendships. I want it to be more family, so that everyone is happy, and if you are happy, maybe the chance of these things would decrease.”

White woman, heterosexual, undergraduate student:

“It is terrifying to tell even your own family and friends about having been a victim of sexual violence, let alone strangers on campus. Support for survivors should have a larger presence on campus and be more welcoming given the severity of this issue. Currently, I am completely unaware of what support U of T has to offer and would not feel comfortable seeking support.”

Participants also shared their desire to have the university make more of an effort to **be culturally inclusive in its response to sexual violence**. As previously mentioned in this report, certain communities are disproportionately affected by sexual violence, and the university needs to have culturally inclusive and culturally safe programming to reflect the needs of these groups.

PARTICIPANTS SUGGESTED THAT IN ORDER TO OFFER A BROADER RESPONSE TO SEXUAL VIOLENCE, THE UNIVERSITY MUST BE COGNIZANT OF HOW LARGE, UNWELCOMING, AND ISOLATING IT IS, AND ADDRESS THESE ISSUES FOR STUDENTS.

South Asian woman, queer, undergraduate student:

“[U of T needs] more diversity in campaigns, in spaces to help with healing, and more spaces specific to different communities”

White woman, pansexual, disabled, graduate student:

“We need higher ups to all have anti-oppression trainings. I’ve heard a dean say that sexual violence is committed by immigrant men because of their “backward cultures.” There is so much racism and ignorance amongst those that hold high level positions at U of T — they need to be educated about oppression in general.”

**“[U OF T] NEEDS MORE DIVERSITY
IN CAMPAIGNS, IN SPACES TO
HELP WITH HEALING, AND
MORE SPACES SPECIFIC TO
DIFFERENT COMMUNITIES”**

- SOUTH ASIAN WOMAN, QUEER,
UNDERGRADUATE STUDENT

Participants, such as the two below, wrote about Jordan Peterson, a UofT faculty member whose YouTube and media presence has reached pop status, often achieving viral heights. Participants spoke of how the lack of institutional response to the pervasive themes of transphobia, racism, and misogyny within Peterson’s rhetoric contributes to an unsafe and inaccessible climate on campus.

White woman, heterosexual, graduate student:

“The university needs to focus more on the needs of students, and creating a campus culture that is safe for all, rather than worrying so much about their reputation. Also they need to fire Jordan Peterson. That man is constantly spewing violence towards women and trans people and the fact that the university keeps him around shows how much they value respect for the people who work and learn on campus.”

Another student expressed that the university’s silence creates a precarious learning environment for them. They highlighted the contradiction between the university’s expectation for students to feel safe and supported around sexual violence, and the university simultaneously remaining silent as faculty members share ideas in the media that prop up sexual violence.

White trans woman, queer, undergraduate student:

“The university and especially the psych department need to take a stronger and more consistent stance against Prof. Peterson’s flagrant misogyny and anti-LGBT+ attitudes (to say nothing of his hatemongering against Muslims, though this is perhaps less pertinent in the current context); I do not feel safe, most of my friends and family at the university do not feel safe, and I doubt many students will feel safe; particularly marginalized groups in the psych department.”

**“WE NEED HIGHER UPS TO
ALL HAVE ANTI-OPPRESSION
TRAININGS. I’VE HEARD A
DEAN SAY THAT SEXUAL
VIOLENCE IS COMMITTED BY
IMMIGRANT MEN BECAUSE OF
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AMONGST THOSE
THAT HOLD HIGH LEVEL
POSITIONS AT UOFT.
THEY NEED TO BE
EDUCATED ABOUT
OPPRESSION IN GENERAL.”**

- WHITE WOMAN, PANSEXUAL, DISABLED,
GRADUATE STUDENT

PARTICIPANTS REVEALED THAT THEIR **UNCERTAINTY AND DISTRUST** OF THE UNIVERSITY'S EFFORTS TOWARD PREVENTION AND RESPONSE TO SEXUAL VIOLENCE ON CAMPUS HAS **CATALYZED SMALL, INFORMAL, STUDENT-LED NETWORKS OF MUTUAL SAFETY AND CARE.**

THESE INDIVIDUAL AND COLLECTIVE ACTIONS, WHILE IMPORTANT IN THEIR OWN RIGHT, **CANNOT SERVE AS A MEANS OF LETTING THE UNIVERSITY OF TORONTO OFF THE HOOK** FOR THEIR RESPONSIBILITY TO PROTECT THEIR STUDENTS.

Participants revealed that their uncertainty and distrust of the university's efforts toward prevention and response to sexual violence on campus has catalyzed small, informal, student-led networks of mutual safety and care. Students expressed a range of sacrifices they are personally making to support peers who have experienced sexual violence on campus. These include moments of personal refusal (e.g. not attending events or travelling alone at night), and taking a break from studies. There has even been a **community-led crowd-sourced survey** by students and faculty in academic institutions, including people from U of T, who have contributed to a Google Document that exposes instances of sexual violence at universities and colleges. In order to emotionally support peers who have experienced sexual violence on campus, students are thus actively tending to the gaps in services that they have identified and articulated through this survey.

These individual and collective actions, while important in their own right, cannot serve as a means of letting the University of Toronto off the hook for their responsibility to protect their students. Sexual violence establishes profound barriers for survivors and their communities, resulting in fear, exhaustion, and isolation on both individual and collective levels. **The university in turn must be deliberate and intentional in its response to the causes and consequences of sexual violence.** It must further address the fact that sexual violence is an ongoing issue that affects the health, well-being, and security of individuals and communities on University of Toronto campuses, with ramifications after graduation as well. The University of Toronto's current level of responsiveness is not enough.

SURVIVORS DEMAND CHANGE AT U OF T

Over the past few years, there has been a dramatic increase in scholarly attention directed toward the ways in which post-secondary institutions are addressing pervasive sexual and gender-based violence on North American campuses. This research follows decades of grassroots and academic organizing, and echoes activists' ongoing calls for universities to better respond to sexual violence and support survivors. The University of Toronto's formal institutional response to sexual violence, established over the past two years, highlights institutional complacency and shortcomings. As our research demonstrates, there is a lack of clarity across U of T campuses about the resources that do exist, and further, students describe feeling hesitant to use these resources.

All students have the right to feel safe on campus, and in turn, should be granted access to the tools they need to both speak out about their experiences of violence on campus, and garner support in asserting

their right to safety. This is especially pertinent for students navigating multiple, intersecting systems of marginalization. It is imperative that the university recognize that sexual violence disproportionately affects marginalized people, and that survivors of sexual violence can never be effectively supported by a universal “one size fits all” response. Without an intersectional response that is premised upon the fact that sexual violence is a systemic issue (as opposed to a crisis of individuals), the university is perpetuating the isolation of survivors on its campuses. As our research articulates, LGBTQ2SA, disabled, Mad, and/or racialized students feel fear and shame accessing the existing services because of experiences of judgement, blame, being outed, or disbelieved at the University of Toronto.

**IT IS IMPERATIVE THAT THE UNIVERSITY RECOGNIZE THAT
SEXUAL VIOLENCE DISPROPORTIONATELY
AFFECTS MARGINALIZED PEOPLE, AND THAT
SURVIVORS OF SEXUAL VIOLENCE CAN
NEVER BE EFFECTIVELY SUPPORTED BY A
UNIVERSAL “ONE-SIZE-FITS-ALL” RESPONSE.**

Students have taken it upon themselves to foster community care and peer-to-peer support within their own social circles in order to preserve their dignity and safety while navigating experiences of campus violence. This work has an exhausting impact on the wellbeing of both students working to foster care and those who have experienced violence (or those in both positions), and exists, in part, as a direct result of the ongoing failures and shortcomings of the institution. In turn, the university must be more intentional in its response to sexual violence on campus if it is to ever legitimately support survivors at U of T; there must be a move to transparent, accessible, well-advertised, and survivor-driven sexual violence resources, such as those outlined in our recommendations. Until then, as this survey’s results express, the University of Toronto will continue to further neglect and disenfranchise survivors on campus.

**THE UNIVERSITY OF TORONTO MUST BE
MORE INTENTIONAL IN ITS RESPONSE TO
SEXUAL VIOLENCE ON CAMPUS IF IT IS TO EVER
LEGITIMATELY SUPPORT SURVIVORS AT U OF T;
THERE MUST BE A MOVE TO TRANSPARENT,
ACCESSIBLE, WELL-ADVERTISED, AND
SURVIVOR-DRIVEN SEXUAL VIOLENCE
RESOURCES, SUCH AS THOSE OUTLINED IN
OUR RECOMMENDATIONS.**

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APPENDICES

APPENDIX A: GENDER IDENTITY & SV PREVALENCE

GENDER IDENTITY	RESPONSE TO HAVING EXPERIENCED SEXUAL VIOLENCE AT U OF T						TOTAL
	I'M NOT SURE	NO	NO: I'M NOT SURE	YES	YES: I'M NOT SURE	YES; NO	
GENDERQUEER, NON-BINARY, GENDERFLUID, AGENDER	2	6	1	3	0	0	12
GENDERQUEER, NON-BINARY, GENDERFLUID, AGENDER, TRANS	2	0	0	0	0	0	2
[CIS] MEN	8	120	1	2	0	0	131
TRANS MEN	0	2	0	1	0	0	3
[CIS] WOMEN	34	302	6	45	2	1	390
TRANS WOMEN	1	2	0	0	0	0	3
UNSPECIFIED	0	3	0	0	0	0	3
TOTAL	47	435	8	51	2	1	544

APPENDIX B: RACIAL/ETHNIC GROUPS & SV PREVALENCE

ETHNO-RACIAL GROUPINGS	RESPONSE TO HAVING EXPERIENCED SEXUAL VIOLENCE AT U OF T						TOTAL
	I'M NOT SURE	NO	NO; I'M NOT SURE	YES	YES; I'M NOT SURE	YES; NO	
BLACK	1	16	0	3	0	0	20
INDIGENOUS	0	2	0	1	0	0	3
LATINX	0	4	0	1	0	0	5
MULTIPLE	7	25	0	5	1	0	38
SOUTH ASIAN	3	80	0	6	0	0	89
SOUTHEAST OR EAST ASIAN	11	157	5	5	0	0	178
UNSPECIFIED	0	4	0	1	0	0	5
WEST ASIAN	1	23	0	3	0	0	27
WHITE	24	124	3	26	1	1	179
TOTAL	47	435	8	51	2	1	544

APPENDIX C: SEXUAL ORIENTATION & SV PREVALENCE

SEXUAL ORIENTAION	RESPONSE TO HAVING EXPERIENCED SEXUAL VIOLENCE AT U OF T						TOTAL
	I'M NOT SURE	NO	NO; I'M NOT SURE	YES	YES; I'M NOT SURE	YES; NO	
2SPIRIT	0	0	0	1	0	0	1
ASEXUAL/ AROMANTIC	2	7	0	0	0	0	9
HETEROSEXUAL	28	371	5	33	1	1	439
MULTIPLE	1	2	0	1	0	0	4
QUEER	14	44	2	15	1	0	76
QUESTIONING	2	6	0	1	0	0	9
UNSPECIFIED	0	5	1	0	0	0	6
TOTAL	47	435	8	51	2	1	544

APPENDIX D: DISABILITY, MADNESS, & SV PREVALENCE

DISABILITY/ MENTAL HEALTH	RESPONSE TO HAVING EXPERIENCED SEXUAL VIOLENCE AT U OF T						TOTAL
	I'M NOT SURE	NO	NO; I'M NOT SURE	YES	YES; I'M NOT SURE	YES; NO	
DISABLED	0	8	0	4	0	0	12
DISABLED; MENTAL ILLNESS/MAD	6	1	1	5	0	0	13
MENTAL ILLNESS/MAD	3	6	0	4	0	0	13
N/A	38	420	7	38	2	1	506
TOTAL	47	435	8	51	2	1	544

APPENDIX E: COLLEGE & SV PREVALENCE

COLLEGE	RESPONSE TO HAVING EXPERIENCED SEXUAL VIOLENCE AT U OF T						TOTAL
	I'M NOT SURE	NO	NO; I'M NOT SURE	YES	YES; I'M NOT SURE	YES; NO	
INNIS	1	13	0	0	0	0	14
NEW	4	36	2	3	0	0	45
ST. MICHAEL'S	4	42	0	4	0	0	50
TRINITY	5	16	0	7	1	0	29
UNIVERSITY	5	47	1	1	0	1	55
VICTORIA	8	35	1	8	0	0	52
WOODSWORTH	7	42	0	5	0	0	54
NOT APPLICABLE	13	204	4	23	1	0	245
TOTAL	47	435	8	51	2	1	544

APPENDIX F: STUDENT PROFILE & SV PREVALENCE

STUDENT INDICATOR	RESPONSE TO HAVING EXPERIENCED SEXUAL VIOLENCE AT U OF T						TOTAL
	I'M NOT SURE	NO	NO; I'M NOT SURE	YES	YES; I'M NOT SURE	YES; NO	
DOMESTIC STUDENT	42	378	8	45	2	1	476
INTERNATIONAL STUDENT	5	57	0	6	0	0	68
TOTAL	47	435	8	51	2	1	544
GRADUATE STUDENT	6	47	0	12	0	0	65
UNDERGRADUATE STUDENT	41	388	8	39	2	1	479
TOTAL	47	435	8	51	2	1	544
ST. GEORGE CAMPUS	41	354	6	43	2	1	447
U OF T MISSISSAUGA CAMPUS	5	79	2	7	0	0	93
U OF T SCARBOROUGH CAMPUS	1	2	0	1	0	0	4
TOTAL	47	435	8	51	2	1	544



SILENCE IS VIOLENCE
UNIVERSITY OF TORONTO