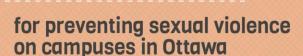# Promising *Strategies*

for preventing sexual violence on campuses in Ottawa

The Ottawa Coalition to End Violence Against Women (OCTEVAW) received funding from Status of Women Canada for a project targeting students at four post-secondary institutions in Ottawa: The University of Ottawa, Carleton University, La Cité and Algonquin College. In partnership with the Ottawa Rape Crisis Centre (ORCC), this project sought to identify and respond to the issues of sexual and gendered violence affecting young women and other marginalized people on Ottawa campuses.

As part of this process, a needs assessment and gender-based analysis was conducted in 2013, where stakeholders and community partners collaborated to highlight assets and promising strategies in their communities, as well as gaps and barriers to prevent sexual violence on Ottawa campuses.

Some of the Facts

Campus violence has become increasingly common on post-secondary campuses across North America. Sexual violence is a serious problem in our communities and Ottawa campuses are not immune. The devastating impact of rape on survivors has been well documented, including negative outcomes on physical, mental and emotional health, academic performance, and interpersonal relationships.[1] There are many more intangible effects of oppression and gender-based violence that are harder to measure, and the following data from the Canadian Federation of Students only provides a snapshot.[2]

- Although the majority of sexual assaults go unreported, women account for nine out of ten police reported sexual assaults in Canada.
- Campus sexual assaults are most prevalent during the first 8 weeks of classes.
- More than 80% of sexual assaults happen by someone known to the victim.
- At least 50% of campus-related sexual assaults occur during dates.
- In Canada, young women aged 16-24 are at highest risk for experiencing sexual assault.
- 4 out of 5 female undergraduate students said they had experienced gender-based violence in a dating relationship or intimate partnership.

This project has been funded through Status of Women Canada's Women's Program.

A Note About Scope

While this guide focuses primarily on the student population, OCTEVAW recognizes that anyone can experience sexual violence, and that everyone on campus has a role to play in its prevention. This guide focuses on prevention strategies for campus administrations to implement, while also including the involvement of student organizations and students in the prevention of sexual violence on campuses.

This review focuses on sexual assault of those who are age 16 and over. It does not address sexual abuse and sexual assault of those under the age of 16 or the unique needs of adult survivors of childhood sexual abuse.[3]

Many use the term "survivor" to refer to someone who has experienced sexual violence while others, including the criminal justice system, use the term "victim." This guide uses both terms depending on the context, intent and affect.

Developing a Collective Response

In response to the assets mapping, OCTEVAW conducted research surrounding promising strategies for preventing sexual violence on campuses.

While there is a rich volume of tools, knowledge, and resources for intervention and supporting survivors of sexual violence, central to this guide are the needs and experiences of campus communities in Ottawa.
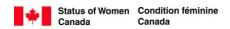
The reports *Developing a Response to Sexual Violence: A Resource Guide for Ontario's Colleges and Universities* and *Promoting a Culture of Safety, Respect and Consent at Saint Mary's University and Beyond,* not only inspired this work but was utilized in building a similar framework applicable to Ottawa campuses. The resources these guides offer was adapted by our stakeholders and campus communities.

GOVERNANCE, ORGANIZATIONAL FRAMEWORK & COLLABORATION

Communicate a Public Commitment to Action

Throughout the research regarding sexual violence on campus, a public commitment to action was highlighted as an important commitment for institutions. A public commitment to ending sexual violence demonstrates leadership while acting as a catalyst to engage the entire campus community.[4] Developing a statement and directive from campus leaders demonstrates recognition of sexual violence as a problem, a commitment to reduce its prevalence, and action steps for engaging the campus community as a whole.

Institutions must communicate a public commitment to action. According to the *Developing a Response to Sexual Violence: A Resource Guide for Ontario's Colleges and Universities,* "a statement by the President or Executive Head announcing that a sexual violence policy and protocol will be developed affirms this commitment."[5] This statement can also include the identification of a taskforce that will develop the policy and protocol and describe how students and others can be involved. Progress reports can also be posted on the institution's website.

It is critical to note that a public commitment may result in individual disclosures of sexual violence. Resources and information of relevant services should be easily accessible on the campus website and attached to any public communication regarding sexual violence on campus.[6]

A public commitment is essential to mobilizing the campus community. Student leaders, faculty, and staff can help strengthen this commitment through their voices and support.[7]

"Shine the Light" on Sexual Violence

The campus community wants better information and resources regarding the prevalence of sexual violence and the perceptions of students, staff, and faculty. Campus administrations should conduct research, safety audits, and needs assessments on a regular short-term and long-term basis. Additionally, the institution should share these results with the campus community. The results can be used to continuously improve the campus' programs and services related to sexual violence prevention and support services.[8]

Identify & Support an Effective Taskforce or Coalition

Integral to the prevention of sexual violence on campuses is an effective taskforce, coalition or equity group. According to the Canadian Federation of Students, a permanent and active group is the most essential tool in organizing to prevent sexual violence on campuses.[9]

Institutions should appoint an effective action-based taskforce made up of respected leaders and community advocates from diverse constituencies across the campus community, including international students, student groups, and community agencies, to drive and monitor the implementation of a sexual violence protocol and prevention strategies.[10] Together the team and committee members can identify and fulfill important responsibilities that are crucial to preventing sexual violence on campus.

While it is crucial that many perspectives be included on the taskforce, the work often begins with a few stakeholders.[11] From the beginning, the administrative and legal perspective should be joined by the service and advocate perspectives.[12]

Applying an Intersectional Lens

During the needs assessment process, students, faculty, and community agencies recommended the integration of an "intersectional" & "gender-based" lens to prevention efforts. Seeing gender and sexual violence in relation to other social categories such as race, class, disability, sexual orientation, and age, is slowly gaining ground across the country. This lens is based on the academic theory called "intersectionality," the study of intersections and interrelations between forms or systems of oppression, domination or discrimination.[13] Although coined by Kimberle Crenshaw in 1989, this theory has a much longer history and multiple interpretations all over the world, with women encompassing diverse experiences challenging dominant feminist ideologies.[14]

Involve Students

Students are critical players in prevention efforts and building a culture of respect and non-violence on campuses. This is why it is crucial for campus administrations to formalize and build connections with student groups and associations. Students are also the people on campus more likely to know about incidents of gender-based violence.[15] According to the report *College Leadership in Ending Gender-Based Violence: Step-By-Step*:

> "[Students'] confidence in the institution's resources for support and their trust in the institution's processes for accountability are essential. While leadership from top administration sets the tone, student input into the development of policies and practices greatly increases the chances that the product of this work will be effective, sound and implemented successfully."[16]

Importance of Community Partnerships & Collaboration

The prevention of sexual violence and the promotion of a safe, inclusive, and respectful environment is a shared responsibility on campus and within the broader community. Institutions must create new opportunities for the collaborative engagement of students, faculty, and staff on projects and programs related to these objectives across campuses and within the broader community. Institutions must also work towards the establishment of collaborative efforts with other campuses as they all face similar challenges and can be an effective source of support and shared resources for one another.

Encourage & Support Teaching & Research Excellence in Areas Related to Sexualized Violence

Post-secondary institutions should encourage faculty and student research in areas relating to sexual and gender-based violence. Professional development should also be provided to faculty and staff in the areas of teaching difficult and triggering subjects,

critical thinking skills, and anti-oppression and positive spaces policies.[17] Systems should also be put in place to encourage faculty engagement in student life on campus.[18]

Creation of a Campus-Wide Sexual Violence Policy & Response Protocol

It is important for institutions to develop or enhance a campus-wide sexual violence policy and response protocol for addressing incidents of sexual violence. This may require an assessment of an institution's existing policies, protocols and practices, to not only identify its current capacity in responding to sexual violence, but also provide insight for moving forward.[19] It may be necessary to revise or enhance existing policies as a result of the assessment.

Furthermore, student associations should be actively engaged in the assessment process so that the experiences and perspectives of students are central.[20]

Sexual Violence Policy

According to *Developing a Response to Sexual Violence: A Resource Guide for Ontario's Colleges and Universities*:

> "A sexual violence policy is the institution's formal expression that sexual violence will not be tolerated, victims will be supported and perpetrators will be held accountable. The sexual violence policy sets expectations for behaviour and communicates the institution's standards to everyone on campus. It also serves to raise awareness of sexual violence in the context of the campus community."[21]

Developing a statement of survivors' rights and incorporating sexual violence into an existing Student Code of Conduct can also be considered.

Sexual Violence Response Protocol

A transparent and clear protocol is critical for an institution to effectively respond to incidents of sexual violence, clarifying the responsibilities to ensure stakeholders across campus groups are aware of their roles in responding to sexual violence.[22] Such a protocol is also useful in helping survivors, and other campus members, in understanding the options if they choose to disclose or report an incident of sexual violence.[23]

For more information regarding the development and enhancement of a sexual assault policy and response protocol, see *Developing a Response to Sexual Violence: A Resource Guide for Ontario's Colleges and Universities.*

Reporting & Responding to Disclosures

Any sexual violence protocol should outline policies surrounding reporting and

disclosures that work toward empowering victims and survivors. It is imperative for campus safety and administrators, in consultation with students and service providers, to review and improve the process for receiving and responding to reports from students who disclose sexual violence on and off-campus. Barriers and limitations regarding the "duty to disclose," confidentiality practices, and documentation (i.e., case-notes in residences) are important aspects for campus administrations to consider. Such barriers and limitations often work to undermine victims and survivors of sexual violence on campuses, protecting perpetrators rather than empowering victims and survivors.[24]

EDUCATION & TRAINING ACTIVITIES

Improve Access to Education & Training

Consistent training, education activities, and professional development helps build knowledge and expertise to respond to sexual violence on campus. Training can facilitate knowledge sharing among campus partners, and between campus and community services.[25] Involving students in delivering training is crucial as it offers the opportunity to discuss campus-specific issues and student concerns about the effects of sexual violence on their campuses. [26] Moreover, creating opportunities for sharing information between institutions will further build community knowledge and resilience.

Staff, administrators, faculty, and student leaders can all play important roles in encouraging discussion about sexual violence and speaking out against negative attitudes that promote rape myths and rape culture.

Those with expertise can lead effective training in sexual violence and education. This expertise can be drawn from a variety of areas including student groups and leaders, faculty members and instructors, researchers, staff members, and community services.[27] All campus members including staff, administrators, faculty, and student leaders can play an important role in facilitating discussion around gender-based violence and challenging rape culture.[28]

There are a variety of ways to deliver training opportunities. Discussion groups and seminars are effective methods to reach student groups, including residence staff, student associations, clubs, and student leaders; training can also be delivered through professional development, "lunch and learns," and web-based modules.[29]

Take Back Orientation Week

Campuses should be responsible for Orientation Week as it is a critical time to engage and set expectations for incoming students.[30] Together, the administration and student organizations should organize an "Orientation Week Committee" to define the objectives

for Orientation Week and develop new programming for this important introductory experience.[31] Student leaders and faculty members must be engaged in the process as they play a critical role in shaping campus culture.

There should be much greater integration of graduate and international students during Orientation Week activities. The administration should also send a letter to all incoming new students and their parents regarding expected behaviours, potential risks, and resources regarding prevention and support.[32] Resources should include important information concerning school and learning, diversity, financial responsibilities, dealing with roommates, healthy relationships and sexuality, gender-identity, sexual harassment or assault, preventing gender-based violence, stress management and mental health.[33]
According to *Developing a Response to Sexual Violence: A Resource Guide for Ontario's Colleges and Universities*:

> "Student orientation provides an ideal opportunity to communicate the institution's sexual violence policies and protocols and outline acceptable behaviour on campus. Student orientation can also support sexual violence public education and awareness initiative."[34]

Public Education & Prevention Framework

Public education plays an important role as part of a prevention framework. It works to not only shift cultures and attitudes that perpetuate sexual violence, but also increases understanding of sexual violence while promoting behavioural change.[35] Public education is most effective when multiple levels are targeted: social norms, organizational practices, community attitudes, and behaviours of bystanders and potential perpetrators.[36]

The specific objectives of the framework should ensure a consistent campus-wide approach by articulating the university's roles and responsibilities in supporting survivors and preventing sexual assault and rape culture on campus. This framework will seek to educate and raise awareness about issues pertaining to sexual assault, gender-based violence, and rape culture on campus. Furthermore, through a comprehensive awareness, education, quality assurance, and training strategy that addresses ongoing needs and emerging issues, community members will have a greater capacity to recognize, understand, and effectively respond to issues of violence.

Evaluation results and promising strategies should be considered when selecting public education campaigns.[37] See Lori Haskell's *Key Best Practices for Effective Sexual Violence Public Education Campaigns: A Summary,* for best practices in the development and delivery of sexual violence public education campaigns.[38]

SOCIAL ENVIRONMENT

Role of Alcohol and Substance Use

A campus that is serious about prevention of sexual violence must be engaged with the "drinking culture" of its students, referring to the substance use that is inherently problematic, negatively impacting its students' lives. Campuses should develop an Alcohol and Substance Use Policy and implement other recommendations found in evidence-based research. Models and frameworks that are effective in reducing the risk of alcohol and substance use must be considered. These models include, but are not limited to: harm reduction; public education; peer-to-peer support; accessible services; alcohol-free spaces on campuses; "dry" competitive sports seasons for varsity teams; and other models that would suit the campus' needs.[39]

Promoting Equity & Diversity

Equity and diversity are crucial frameworks for preventing gender-based violence and discrimination on campuses. Campus administrations should give a much higher profile to women (and marginalized genders) in leadership and faculty positions. Campus-wide programming should be mandatory for all members of the campus community on issues of consent, homophobia, transphobia, racism, colonialism, ableism, sexism, and other similar subjects. Campuses should also incorporate equity-informed decision-making into its policy and decision-making.[40]

Designated Gender-Neutral Washrooms as well as a "Preferred Name" Policy

The development and implementation of an accessible policy that allows students who wish to use a preferred name in class, and online, to accommodate students regardless of their gender designated at birth, their given name, or proof of documentation, is crucial in the prevention of gender-based violence. Moreover, administrations must consider the development of policy and actions for all campus buildings to house accessible gender-neutral washrooms as a means of preventing gender-based violence and discrimination on campuses.

Campuses can provide leadership on these issues by not only speaking out and supporting the work on their own campuses, but also by encouraging dialogue among other campuses locally and nationally. Too often, leaders in higher education attend to issues of gender-based violence only when a scandal or tragedy demands their attention. In such situations, the importance of effective, respectful, and fair policies and practices becomes glaringly apparent.

OCTEVAW - COCVFF

2014 OTTAWA RAPE CRISIS CENTRE 40TH ANNIVERSARY

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Challenge Rape Culture

Campuses should undertake a number of improvements relating to the physical and emotional safety of its spaces and communities, including a comprehensive safety audit,[41] needs assessment, and assets mapping. They should also take a leadership role and initiate an investigation of the existence and extent of sexualized cyber-bullying within their campuses.

Consent & Healthy Sexuality Framework

A critical preventative measure on any campus to reduce sexual violence is to educate the members of its community about healthy sexuality, sex positivity and consent. Campuses should invest in evidence-based education and awareness programs, focusing on peer-to-peer programs, while also developing guidelines for faculty-student relationships where power dynamics are evident.[42]

SUPPORT SERVICES & RESOURCES

Ongoing Support for Survivors & Victims of Sexual Violence
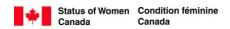
There is a need to ensure survivors and victims' experiences are monitored, and that feedback mechanisms are implemented to improve the process.[43] The *College Leadership in Ending Gender-Based Violence: Step by Step* report offers the following questions to assess a campus' capacity in supporting survivors:

- When sexual disrespect and gender-based discrimination leads to sexual violence on your campus, what formal process exists to provide people who have experienced sexual violence with an immediate safer space and effective support and counselling?
- Are victims and survivors empowered or silenced during the process of reporting gender-based violence?

Do people who have experienced violence have different options for courses of actions? Campus leaders must be aware of how the aftermath of violence can overwhelm the process of seeking support and services. Campuses must be equipped to not only prevent incidents of sexual violence, but also effectively support survivors of violence.[44]

Allocate Appropriate Resources to Sexual Violence Prevention

Allocating resources towards building, implementing, and evaluating policies and

programs is critical to improve the quality of student experiences while striving to end gender-based violence. While both money and time are often in short supply, investing in policies and programs will reduce the money and time lost through the high cost of sexual violence.[45]

Long-Term & Alternative Health, Counselling & Support Services

Many campuses would benefit from the development and implementation of long-term and alternative health, counselling, and support services for those who have experienced violence. Such a framework might include:

- A focus on restorative justice
- Education for those accused of perpetrating and those who have suffered harm
- Shorter wait-list times
- More on-campus, long-term options for counselling and support
- Peer support services that are student-run and university funded

The creation of a supportive and counselling framework that incorporates the elements above, is crucial in the prevention of sexual violence and gender-based violence on campuses.

ACCOUNTABILITY, EVALUATION & SUSTAINABILITY

Accountability & Responsibility

Campuses must develop policy and protocol related to accountability measures for any group, individual member, or organization on campus (online or offline) that promotes or condones gender-based violence and rape culture. It is important to note the diversity of opinions regarding student "codes of conduct," reporting, and disclosure guidelines. Administrations must note that victim and survivor case notes and reporting can be subpoenaed, and must treat this issue ethically in order to protect survivor and victims' rights.[46]

Monitor & Evaluate: Progress & Barriers

A systematic approach to monitoring and evaluation is critical to ensure that policies and practices remain current and responsive to a campus' evolving needs.[47] This approach also ensures that efforts are proactive rather than reactive.

Regular safety audits identify and reduce potential campus "safety risks." Audits can focus on the physical environment, examining the grounds and buildings for elements such as sight lines, lighting, and accessibility for people with disabilities.[48] Physical audits also explore safety features, seeking to determine whether they reflect current best practices, work properly and resemble the most current and accessible technology.[49] Audits and needs assessments are also useful in exploring the social landscape, examining a campus' cultural and social attitudes concerning rape culture and sexual violence.[50]

The Women's Initiative for Safer Communities (W.I.S.E) is an Ottawa-based organization committed to the development and sustainability of safe social and physical spaces. Their public safety audits are conducted from a gender-based perspective that is conducive to working to end sexual violence on campuses.

According to *Developing a Response to Sexual Violence: A Resource Guide for Ontario's Colleges and Universities*:

> "Safety audits can be supplemented by periodic evaluations of the institution's sexual violence policy and response protocol and associated training and public education activities. Surveys, focus groups and interviews can be used to assess the influence of these activities on the campus community's attitudes towards sexual violence and in meeting the needs of diverse campus populations." [51]

Sustainability

Sustainability is crucial in order to do justice to the issue of gender-based violence and sexual violence on Ottawa campuses. Administrations and campus leaders must be invested in developing and implementing short-term and long-term goals and objectives related to tackling these issues. Monitoring and evaluation of these goals and objectives are needed to move forward and build capacity on campuses towards ending sexual violence.[52]

Additional *Resources*

Important *Dates* to organize around

The following are some generally recognized dates to consider when doing events/education in relation to gender-based violence prevention.

- February 12 – Canadian Sexual and Reproductive Health Day
- March 4 – World Day of the Fight Against Sexual Exploitation
- Week of March 8 – International Women's Week
- March 8 – International Women's Day
- Week of March 21 – Week of Solidarity with the Peoples Struggling against Racism and Racial Discrimination
- March 21 – International Day for the Elimination of Racial Discrimination
- April – End of Winter Semester Exam Period
- April 3 – International Day Against Victim-Blaming
- Third week of May – Aboriginal Awareness Week
- May is Sexual Assault Awareness Month
- May 17 – National Day Against Homophobia & Transphobia
- May 24 – International Women's Day for Peace and Disarmament
- July 1 – Canada Day
- Third week of September – Take Back the Night Week
- October 4 – Sisters in Spirit Vigils and Events
- October 31 – Halloween
- November 25 – International Day to End Violence Against Women
- December – End of Fall Semester Exam Period
- December 6 – National Day of Remembrance and Action on Violence Against Women
- December 25-31 – Holidays & New Year's Eve

Campus & Community *Partners* to collaborate with

A list of types of groups to consider collaborating with on sexual violence prevention, support and public education on campuses:

- Women's Centres
- Pride, Queer and/or Trans* Community Centres
- Anti-Racist Groups & Centres
- Local Sexual Assault Survivor Support Groups & Centres
- Unions & PIRGs
- Planned Parenthood
- Hospital-based sexual assault/domestic violence treatment centres
- Local police forces
- Violence against women prevention, education and support agencies
- Local victim services agencies
- Organizations that specialize in serving or representing specific communities of students (i.e., Francophone, Aboriginal, people with disabilities, etc.).
- Health services, mental health agencies, drug and alcohol treatment services, distress lines, counselling agencies, HIV/AIDS services, and legal aid services

For additional information about best practices, templates, and resources for preventing sexual violence on post-secondary campuses:

Canadian Federation of Students' Campus Toolkit for Combatting Sexual Violence
http://cfsontario.ca/en/section/210

Developing a Response to Sexual Violence: A Resource Guide for Ontario's' Colleges and Universities
http://www.citizenship.gov.on.ca/owd/docs/campus_guide.pdf

Promoting a Culture of Safety, Respect and Consent at Saint Mary's University and Beyond: A Report from the President's Council
http://www.smu.ca/webfiles/PresidentsCouncilReport-2013.pdf

Not Alone: The First Report of the White House Task Force to Protect Students From Sexual Assault
http://www.whitehouse.gov/sites/default/files/docs/report_0.pdf

Key Best Practices for Effective Sexual Violence Public Education Campaigns: A Summary (Dr. Lori Haskell, Learning to End Abuse)
http://www.learningtoendabuse.ca/sites/default/files/Best%20Practices.pdf

Men Speak Up: A toolkit for action in men's daily lives
http://www.whiteribbon.org.au/uploads/media/450%20White%20Ribbon%20-%20Policy%20Report%20Flood%20(web)%20-%20111220.pdf

This project has been funded through Status of Women Canada's Women's Program.

METRAC: York University Safety Audit
http://safety.yorku.ca/files/2013/01/METRAC-Audit-Report.pdf

STOP. SEXUAL. VIOLENCE. A Sexual Violence Bystander Intervention Toolkit
http://www.health.ny.gov/publications/2040.pdf

WISE
http://www.wiseottawa.ca/

NOTES

[1]Sarah McMahon and Victoria Banyard, "When Can I help? A Conceptual Framework for the Prevention of Sexual Violence Through Bystander Intervention," *Trauma, Violence, & Abuse,* https://acws.ca/sites/default/files/documents/conceptualframeworkforbystanderprogram2012.pdf

[2] Canadian Federation of Students, "Fact Sheet: Sexual Violence on Campuses," *Campus Toolkit for Combatting Sexual Violence*, http://cfsontario.ca/downloads/CFS_factsheet_antiviolence.pdf

[3] Ontario's *Child and Family Services Act* states that anyone who has reasonable grounds to suspect that a child or young person under the age of 16 has been sexually molested or sexually exploited, by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual molestation or sexual exploitation and fails to protect the child, or there is the risk that the child is likely to be sexually molested or sexually exploited, must report the details to the local Children's Aid Society. The institution may wish to contact legal counsel and the local Children's Aid Society to develop policies related to the sexual assault/abuse of those under the age of 16.

[4] Government of Ontario, "Developing a Response to Sexual Violence: A Resource Guide For Ontario's Colleges and Universities," http://www.citizenship.gov.on.ca/owd/docs/campus_guide.pdf

[5] Ibid: 12

[6] Ibid; Report from the President's Council, "Promoting a Culture of Safety, Respect and Consent at Saint Mary's University and Beyond," http://www.smu.ca/webfiles/PresidentsCouncilReport-2013.pdf

[7] Government of Ontario, "Developing a Response to Sexual Violence"

This project has been funded through Status of Women Canada's Women's Program.

[8] Report from the President's Council, "Promoting a Culture of Safety, Respect and Consent at Saint Mary's University and Beyond"; Government of Ontario, "Developing a Response to Sexual Violence

[9] Canadian Federation of Students, "Campaigns," http://cfsontario.ca/en/section/200

[10] Report from the President's Council, "Promoting a Culture of Safety, Respect and Consent at Saint Mary's University and Beyond"

[11] Futures Without Violence & Avon Foundation for Women, "College Leadership in Ending Gender-Based Violence Step-By-Step," http://www.futureswithoutviolence.org/userfiles/file/Children_and_Families/College%20Leadership.pdf

[12] Ibid.

[13] Kimberle Crenshaw. "Intersectionality: The Double Bind of Race and Gender," *Perspectives Magazine*, http://www.americanbar.org/content/dam/aba/publishing/perspectives_magazine/women_perspectives_Spring2004CrenshawPSP.authcheckdam.pdf

[14] Sherene Razack, *Looking White People in the Eye: Gender, Race, and Culture in Courtrooms and Classrooms* (Toronto: Canada: University of Toronto Press, 1998); Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment,* ed. (New York, New York: Routledge, 2000); Sojourner Truth, "Ain't I a Woman?" (United States, 1851).

[15] Futures Without Violence & Avon Foundation for Women, "College Leadership in Ending Gender-Based Violence Step-By-Step"

[16] Ibid: 2

[17] Report from the President's Council, "Promoting a Culture of Safety, Respect and Consent at Saint Mary's University and Beyond"

[18] Ibid.

[19] Government of Ontario, "Developing a Response to Sexual Violence"

[20] Ibid; Report from the President's Council, "Promoting a Culture of Safety, Respect and Consent at Saint Mary's University and Beyond"

[21] Government of Ontario, "Developing a Response to Sexual Violence": 14

[22] Ibid.

[23] Ibid.

[24] Ibid; Report from the President's Council, "Promoting a Culture of Safety, Respect and Consent at Saint Mary's University and Beyond"

[25] Government of Ontario, "Developing a Response to Sexual Violence"

[26] Ibid.

[27] Ibid.

[28] Ibid.

[29] Ibid; Report from the President's Council, "Promoting a Culture of Safety, Respect and Consent at Saint Mary's University and Beyond"

[30] Report from the President's Council, "Promoting a Culture of Safety, Respect and Consent at Saint Mary's University and Beyond"

[31] Ibid.

[32] Ibid.

[33] Ibid.

[34] Government of Ontario, "Developing a Response to Sexual Violence": 20

[35] Ibid.

[36] Ibid: 21

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[37] Ibid; Report from the President's Council, "Promoting a Culture of Safety, Respect and Consent at Saint Mary's University and Beyond"

[38] Lori Haskell, "Key Best Practices for Effective Sexual Violence Public Education Campaigns: A Summary,"
http://www.learningtoendabuse.ca/sites/default/files/Best%20Practices.pdf

[39] Report from the President's Council, "Promoting a Culture of Safety, Respect and Consent at Saint Mary's University and Beyond"; Government of Ontario, "Developing a Response to Sexual Violence"

[40] Ibid.

[41] Report from the President's Council, "Promoting a Culture of Safety, Respect and Consent at Saint Mary's University and Beyond"

[42] Ibid.

[43] Futures Without Violence & Avon Foundation for Women, "College Leadership in Ending Gender-Based Violence Step-By-Step"

[44] Ibid.

[45] Ibid.

[46] Report from the President's Council, "Promoting a Culture of Safety, Respect and Consent at Saint Mary's University and Beyond"; Government of Ontario, "Developing a Response to Sexual Violence"

[47] Government of Ontario, "Developing a Response to Sexual Violence"

[48] Ibid.

[49] Ibid.

[50] Ibid.

[51] Ibid: 22

[52] Report from the President's Council, "Promoting a Culture of Safety, Respect and Consent at Saint Mary's University and Beyond"; Government of Ontario, "Developing a Response to Sexual Violence"