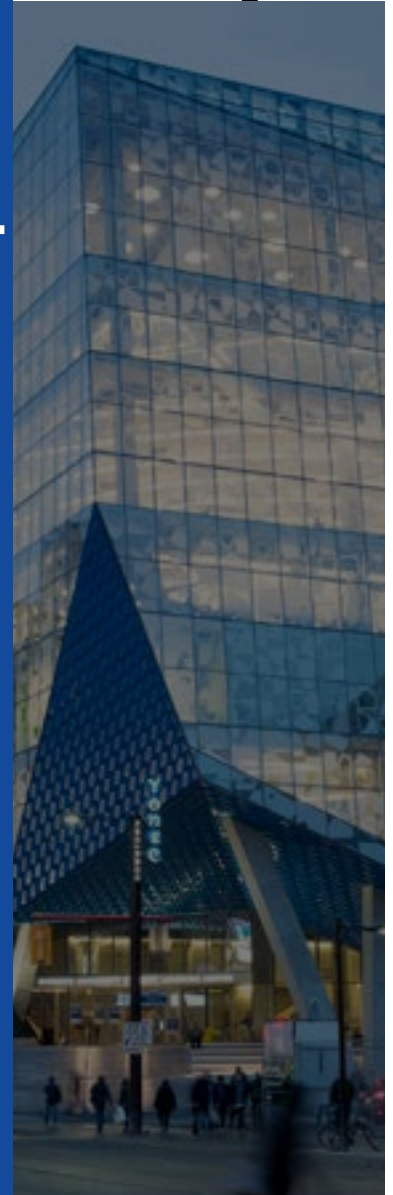


Taking it Further:
RYERSON
SEXUAL VIOLENCE
TASK FORCE REPORT



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Acknowledgements

Thank you to the survivors, respondents and complainants who came forward to share their experiences. Your strength and resiliency is deeply appreciated.

The writer acknowledges all those who assisted with the report's development. In particular, the knowledge, collaboration, cooperation and assistance that was given by the Sexual Violence Task Force, and senior leaders at Ryerson University.

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THANK YOU

A message from the Co-Chairs.

Now more than ever it is vital to center community perspective in university dialogue. Important social justice movements in the last five years all have one call in common: nothing about us, without us. These movements are calling for our decision-makers to hear us, include us and acknowledge our voices so that together, we forge an equitable tomorrow. In the context of eradicating sexualized violence and more broadly disrupting gender-based violence on campus, the message of inclusion is ringing through Ryerson.

The Sexual Violence Task Force has built on Ryerson's efforts by providing a collaborative space for community members to come together to envision ways to further cultivate consent on campus. We are deeply grateful for the expertise, guidance and knowledge all the Task Force members provided.

We also are grateful to all the staff, faculty and students who participated in presentations, interviews and written submissions. We hope we did justice to your insights. The Task Force worked to ensure that the recommendations were action-orientated and tangible. Our hope is that the Ryerson community especially senior leadership will use this report to further the work of sexual violence on campus.

Sincerely,
Jessica Ketwaroo-Green and Casey Dobson,
Sexual Violence Task Force Co-Chairs.

Background

In March 2019, the Ontario Provincial Government mandated all post-secondary institutions to create a Task Force devoted to exploring the ways institutions address and prevent sexual violence on campus. The Ryerson Sexual Violence Task Force was asked to provide a report to the Board of Governors with recommendations on how to strengthen a culture of consent on campus so that all members of the community can learn, work and live free of sexual harassment and sexualized violence.

In September 2020, Ryerson established a diverse Task Force of student representatives, faculty and staff, who were asked to report their findings to Ryerson's Board of Governors as well as the Ministry of Colleges and Universities by December 2020.

Task Force Mandate

The Task Force is responsible for assessing the sufficiency of Ryerson's sexual violence policy, assessing the effectiveness of current programs and services to combat sexual violence on campus, and providing recommendations on the additional steps that Ryerson may take to ensure a safe environment for all.

Summary of Key Recommendations

The following is a summary of the practices, strategies and initiatives presented to Ryerson as recommendations based on the findings from the Task Force report.

Policy, Procedure & Practice

1. Assemble a cross-functional committee in 2021 to explore promising practices and policy recommendations pertaining to employee and student dating relationships.
2. Convene an experiential learning working group in 2021 to explore strengthening systems and developing processes for staff and faculty to better protect students engaging in experiential learning.
3. Encourage the utilization of on-campus supports and educational opportunities to address sexual violence on campus. Encourage faculty, deans & department chairs to include information on the Sexual Violence Policy and how to access support i.e. the Consent Comes First Office, Human Rights Services, counselling supports and academic considerations for students who have been affected by sexual violence on their website, syllabus and information packets.
4. Explore ways to strengthen information sharing to complainants during the adjudication process in order to support them in making informed decisions and connect with supports regarding their safety.

Culture Change

1. Work with Ryerson's Indigenous communities across campus to explore ways the university can adopt the recommendations from the National Inquiry into Missing and Murdered Indigenous Women and Girls highlighted within this report.
2. Demonstrate a commitment to gender equity through a public statement about the university's responsibility to address this issue throughout all levels of the institution and dismantle the systems by which gender inequity causes sexual and other forms of gender-based violence.

Assessment

1. Explore conducting a bi-annual climate survey to assess and evaluate how Ryerson university is meeting its educational goals and responding to community members affected by sexual violence.
2. Implement annual assessments of supports, services, adjudication processes. This would provide respondents, complainants and survivors with the opportunity to give feedback while they are going through complaints processes, or seeking on-campus services.

Education

1. Increase educational and awareness campaigns on technology-facilitated abuse.
2. Explore making sexual violence training annual and mandatory for staff, faculty, deans and department chairs.
3. Ensure mandatory sexual violence training for staff and faculty that includes their roles and responsibilities and, dispels myths and commonly held misconceptions of sexual violence and gender-based violence.
4. Provide mandatory sexual violence and bystander training to both undergraduate and graduate students.
5. Deepen training opportunities for staff who facilitate adjudicative processes, decision-makers and academic advisors in trauma-informed survivor-centred approaches.

Supports

1. Expand the scope of the support provided on campus from people affected by sexual violence to include people affected by gender-based violence.
2. Ensure that employees who are in roles related to sexual violence, and therefore have a high potential for trauma exposure, have increased job security.
3. Strengthen guiding principles for information sharing to complainants.
4. Affirm that support for respondents works from a trauma-informed, anti-oppressive intersectional lens and preferably be led by practitioners with deep experiences in working with respondents and/or those who cause harm. In addition, the university should take the needs of racialized communities into consideration when hiring staff to work with this population.
5. Build on dedicated programming that engages masculine-identified individuals in conversations about gender-based violence. These programs should aim to increase the capacity and empathy of men in understanding and responding to sexual violence, as well as recognizing the unique challenges faced by masculine-identified survivors. The programs should be designed in partnership with departments engaged in sexual violence work on campus, and include a feminist, intersectional-approach, anti-oppressive lens to all its work.

Guiding Principles

Through all areas of work, the Task Force was lead through the following principles:

01

Trauma Informed

Policies, programming and protocols will be evaluated from a trauma (intergenerational, historical, complex, chronic and community-based) informed framework.

02

Addressing Trauma Exposure

The Task Force will work from an understanding of the impact of doing sexual violence work on staff.

03

Affirming

Policies, procedures and programming will be evaluated using a prevention framework that utilizes a trauma informed, anti-oppressive, intersectional lens when considering activities and initiatives for the campus.

04

Consultative

The Task Force's work will be informed by stakeholder consultation and collaboration including but not limited to the diverse voices of student stakeholders.

05

Informed

The Task Force report will build upon the other important strategies including but not limited to the Ryerson Sexual Violence Policy Check-In, Student Voices on Sexual Violence Survey, Okanagan Charter for Health Promoting Universities and Colleges and other materials.

06

Community-Based

The Task Force will work from the understanding that our work to address and prevent sexual violence is connected to the larger movements to end gender-based violence.

07

Transformative

The Task Force will recognize that people who cause harm might have their own histories of trauma and violence and they have the right to heal. We also know that accusations of harm are also connected to histories of race, class, sexual orientation. We recognize that people who have been accused of causing harm have the right to a fair process as well as opportunities and resources for their own healing.

08

Leave no one Behind

Policies, procedures, supports and programming must be assessed with the recognition that social location based on intersecting identities and experiences impacts the way someone is targeted for sexualized violence, how they are able to access support, if they are believed and how they are treated by the campus community.

09

Promoting Systemic Change

The Task Force will work from the understanding that acts of sexual violence are linked to acts of systematic oppression, including but not limited to sexism, racism, colonialism, ableism, homophobia, transphobia. Their recommendations will be based on a systems approach to change.

Data Collection

Approach

The Ryerson Sexual Violence Task Force wanted to ensure a wide depth of community engagement in evaluating the sexual violence work of the university. As described further below, it must be acknowledged that this work was undertaken during a global pandemic, during which only a few of the traditional engagement approaches remained available. In spite of these challenges, the Task Force engaged the following key stakeholders throughout the data collection process:

- Staff
- Faculty
- Students
- Respondents, persons against whom complaints have been filed under the SVP
- Complainants, persons who have filed complaints under the SVP
- Survivors
- Union Representatives
- Student Union Representatives

Key Stakeholder Presentations:

- Human Rights Services, Grace Vaccarelli
- Consent Comes First, the Office of Sexual Violence Support and Education, Jiaqing Wilson-Yang
- Student Care, Marcelle Mullings and Marcia Boniferro
- Centre for Student Development and Counselling
 - Counselling, Jean Tsai
 - Disciplinary Counselling, Dr. Jesmen Mendoza
- Community Safety and Security, Cameron Switzer
- Human Resources, Caroline Riley and Asha McClean
- Centre for Safer Sex and Sexual Violence Survivors, Ryerson Student Union, Sydney Bothwell

Limitations

Time

The Task Force had very little time to undertake deep analysis in assessing the university's practices as they relate to sexual violence. To address this limitation, the Task Force engaged as diverse an audience of stakeholders as it could; however, it nonetheless recognized that if given a wider time bracket, it could have gone further in its consultation process. This limitation constrained the potential depth of the analysis and impacted the report in several other ways:

COVID-19

As of March 13, 2020, Ryerson's on-campus services were transitioned to an online virtual model and access to the physical campus was limited to essential services. Given that the writing of this report, as well as the collection of feedback, occurred under conditions governed by a city-wide lockdown, encouraging participation of students and community members in providing insight and feedback was limited by these realities.

Decision not to Contact Employee Respondents

Given that the current Sexual Violence Policy process does not include informing employees that they may be contacted to share their experiences, a decision was made that information from employee respondents would not be sought for this report. The University has indicated it will consider a change in notification, such that this information and feedback may be gathered in the future.

Engagement with Students

Timelines particularly limited the Task Force's ability to connect with students. Therefore, data within this review engaged only a limited number of stakeholders. Despite this, individuals who were engaged provided depth to their responses to inform the findings of this report.



Task Force Findings

Ryerson's Record of Demonstrated Success

This section explores how Ryerson has addressed sexual violence on campus.

A National Leader

Throughout the stakeholder interview process, many referred to the work of the university in addressing sexual violence on campus as leading nationally across post-secondary institutions (PSIs). Part of this leadership success stems from comments that were echoed in the findings from the 2019 Ryerson Sexual Violence Policy Check-in which found that the policy is "inclusive of all faculty, staff and students". Additionally, a student-led organization charged with reviewing the Sexual Violence Policy of national PSIs gave Ryerson an "A-" grade (Salvino, 2020). Ryerson was one of two schools to receive a grade of A- or higher, where the national average grade was a "C-" (Salvino, 2020), demonstrating Ryerson's national leadership in addressing sexual violence on campus.

University Wide Approach

A report by College Student Educators International found that a key component of post-secondary responses to sexualized violence on campus must include a university-wide approach to actualize real change. A majority of key informants stated that Ryerson takes a whole-of-university approach to address sexual violence on campus. The whole-of-university approach includes engagement with a variety of interdepartmental stakeholders across departments and faculties through activities both on and off-campus. This approach facilitates open dialogue on sexual violence and how each member of the university community may contribute their resources to fostering consent culture on campus.

Ryerson's commitment has been demonstrated through its wide array of projects, programs, education, literature and campaigns which aim to address and prevent sexual violence on campus. The approach to addressing sexual violence on campus is highly aligned with promising practice which recommends that campus sexual violence responses "require attention and dedicated time from staff throughout institutional leadership, not solely from a single professional or office" (College Student Educators International, pg. 19).



- 47% of students at Canadian PSI's witness or experienced discrimination on the basis of gender identity or sexual orientation in the past year.
- LGB+ Students were more likely to experience discrimination on the basis of gender, gender identity or sexual orientation in the postsecondary setting than non-LGB+ students.
- 40% of transgender students say that they had experienced discrimination on the basis of gender identity or sexual orientation in the last year compared to 17% of cisgender students.
- Other demographic groups that were overrepresented in those experiencing discrimination based on sexual orientation, gender or gender identity were students who reported living with a disability (24%, compared to 13% of students who did not report living with a disability) and students who reported wearing visible religious symbols, such as a headscarf or turban (20%, compared to 16% of students who did not report wearing visible religious symbols).

(Burczycka, 2020)

Incorporating Intersectionality

Research continually demonstrates that “gay, lesbian, bisexual, transgender, and queer people are at higher risk for sexual assault, and harassment” (Khan, Rowe, & Bidgood, 2019). Through its campaigns, education, programs and literature, it is clear that the university recognizes the disproportionate rates of sexual violence in sexually diverse communities. To address this, Ryerson has taken innovative strides by providing sexual violence services to all genders and sexual orientations. Ryerson’s commitment to serving all genders was a reason why participants interviewed see the university as a national leader in addressing sexual violence.

Trauma-Informed, Survivor-Centred Approach

According to the Student Voices on Sexual Violence Survey (2019), 22.5% of university students across Ontario reported being dissatisfied with their institutional response to sexual violence (Ontario Undergraduate Student Alliance, N.D). This finding is an integral comparison to understanding Ryerson’s positionality amongst students in its response to sexual violence. Stakeholders engaged by the Task Force highlighted Ryerson’s approach and response to sexual violence and disclosures of sexual violence on campus as being trauma-informed and survivor-centred. This point was especially common amongst survivors and complainants who provided written submissions to the Task Force.

Additionally, Ryerson’s Sexual Violence Policy, sexual violence services, education and awareness campaigns, have demonstrated a recognition of the unique needs of survivors. The distinction allows for staff to provide support and work in a way that addresses and centres those needs. This implementation of policies and practices by the university are in alignment with promising practices identified by the Government of Canada (2018) in responding to trauma and providing trauma-informed services.

Building on Ryerson's Success

Taking it Further

This section explores how Ryerson may expand its efforts in addressing sexual violence on campus.

Power Dynamics in Dating Relationships between Employees and Students

Research consistently demonstrates that power dynamics used to “degrade, humiliate, terrorize and control” are present within acts of sexual violence (World Health Organization, N.D; World Health Organization, 2003). Strengthening Ryerson's Conflict of Interest Policy to further protect students, staff and faculty from abuses of power through means of sexual intimidation would be an important step in addressing sexual and gender-based violence. As Rachel Hall and David Batty articulated in the Guardian (2020) “universities defend relationships between students and staff on grounds of personal freedom, experts on sexual misconduct warn that relationships where one party is in a position of power relative to the other, especially when there are significant age gaps, carry a higher risk of ending in abuse”.

Currently, Ryerson makes mention of consensual sexual relationships between subordinates, students and staff under the Discrimination and Harassment Prevention Policy (DHP) and the Conflict of Interest Policy. The university recognizes the inherent and sexually motivated power dynamic in these relationships within its DHP and SVP policies however, more work could be done to expand community members' understanding of why these relationships may be harmful in the Conflict of Interest Policy. Examples of policies that directly address these issues include the [University of Aberdeen \(2017\)](#) and [McGill University \(2019\)](#). They clearly articulate why entering an intimate relationship creates a power imbalance between staff or faculty and students, and how such relationships can be disruptive to the learning environment. Moreover, both universities' policies provide limitations to staff or faculty, the actions that may be taken if an intimate relationship were to ensue and the procedures the university may undergo to ensure the conflict is addressed fairly.

We suggest that the university should first assemble a cross-functional committee in 2021 to further explore promising practices and policy recommendations for the Conflict of Interest policy specifically regarding employees dating students. The committee should have comprehensive community engagement with key stakeholders including but not limited to: Vice-Provost, Faculty Affairs, Student Unions, Professional Unions, the Faculty Association and the offices that administer the Sexual Violence Policy. The university should also focus on exploring how to address the power imbalances which exist within these types of relationships and how the university may address them to better protect students from sexual violence.

Technology-Facilitated Violence

The COVID-19 pandemic has meant that many faculty, staff and students have had an increased reliance on technology. As a result of this change, there are “increased opportunities” for technology-assisted violence (VAW Learning Network, 2020). Leading experts agree, “stay-home” orders have led to an unexpected rise in gender-based violence, which includes sexual violence (VAW Learning Network, 2020). In fact, an international study done by the World Wide Web Foundation and the World Association of Girl Guides and Girls Scouts (2020) has found that “52% of young women experienced online abuse which included sexual harassment and the sharing of private images without consent. Within the group surveyed, 87% said they think the problem is getting worse”. In Canada, statistics illustrate that one in five women reported experiencing technology-assisted violence in 2018 (Statistics Canada, 2019). A number that has likely increased as the dependency on technology has increased as a result of the pandemic.

Currently, Ryerson’s definition of technology-facilitated violence (cyber sexual violence) is included under the definition of sexual violence with the Sexual Violence Policy (2019). It states “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. This includes, but is not limited to sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, sexual exploitation, degrading sexual imagery, distribution of sexual images or video of a community member without their consent, and cyber-harassment or cyberstalking of a sexual nature”.

In recognizing the rapid nature of the increase in technology-facilitated violence as a result of the COVID-19 pandemic, Ryerson University should consider implementing the following virtual educational and awareness campaigns as recommended by UN Women (2020):

- provide tips, tools and resources on how to identify, document and report violence;
- promote bystander approaches through a virtual context by coworkers, family members, and internet users;
- produce [educational] communications material in a simple and user-friendly format;
- promote an intersectional understanding and approach to communities who experience multiple forms of oppression and harassment online.

Making Experiential Learning Safe(r) for Students

Experiential learning is a hallmark of Ryerson University's model of education that emphasizes the relevance and integration of theory and practice. Experiential learning can be thought of as an outcome of an intentionally designed mix of pedagogic and learning strategies embracing varied approaches, activities and environments. Examples include co-operative placements, experiential learning opportunities, work placements or course placements. Though issues of jurisdiction do arise, the university should recognize its responsibility to ensure that they are documenting when disclosures of sexualized violence are made.

Stakeholders, secondary research and Task Force expertise suggest creating a process approach whereby disclosures are followed by affirmative action(s) to protect survivors from continued violence. Such actions have been described as the implementation of measures or sanctions (ie. cancellation of contracts) to ensure the cessation of violence with the same or another Ryerson community member. The university may also consider implementing contracts that include statements pertaining to sexual violence protocols and agreements to better protect students. The university may also consider building the capacity of staff who may not know or are unclear on dealing with this type of disclosure. The university may want to consider consultations with other relevant stakeholders to explore how a PSI may implement such a practice.

One way Ryerson may respond to this need is through the establishment of an experiential working group in 2021 to explore how to address sexual violence within these environments. The working group should explore creating processes and strengthening systems of procedures for staff and faculty to better address and prevent harm towards students engaged in experiential learning opportunities including:

- training for students who are going to be engaged in experiential learning
- learning agreements for community/industry partners that include pathways to address sexual harassment
- procedures for students, faculty and staff to report sexual violence and harassment in experiential learning
- process for the university to document and communicate about harm in experiential learning environments

Strengthening the Commitment to Addressing Sexual Violence by Providing Mandatory Training

Undergraduate & Graduate Student Training

Training is an essential component in addressing both underlying causes and acts of sexualized violence. PSIs have a duty to develop the minds of tomorrow's leaders which should include a commitment to learning about sexual violence, gender-based violence, intersectional understandings of sexual violence dynamics and how to address sexualized violence (i.e. as a witness, bystander, survivor or complainant). When students are educated on the issues of sexual violence on campus they are more likely to contribute to fostering "an inclusive culture of respect on campus" (American College Health Association, 2016). A report by Moira Carmody (2006) found that one year after sexual violence training, students showed an "increased knowledge of sexual violence" and "significant increases in pro-social bystander behaviour; increased bystander efficacy and an increase in self-reported bystander behaviours." Demonstrating the need for the university to continue to expand its education and awareness campaigns to reach a wider audience across campus. Currently, Ryerson provides all first-year students with a voluntary e-learning course "This Is How We Take Care of Each Other: Addressing Sexual Violence On Campus" developed by Consent Comes First and thus far; only one faculty has made this training mandatory for all incoming students. In 2018, 10,000 students enrolled in the course and had a 60% rate of completion. Some stakeholders engaged called for an increased focus on graduate student engagement around issues of sexual violence and describe student engagement efforts as focused primarily on undergraduate level students.

It is recommended that Ryerson University provide mandatory sexual violence and bystander training to both undergraduate and graduate students.

Strengthening the Commitment to Addressing Sexual Violence by Providing Mandatory Training

Annual Training for Faculty, Staff, Deans & Department Chairs

In an acknowledgement that PSI's are not immune to the oppression, power and privilege that perpetuate violence, such institutions need to proactively address these various inequalities (Khan, Rowe, & Bidgood, 2019). Education is a core component of addressing sexual violence on campus and research consistently iterates that it is the "most efficient way of creating lasting social change" as it challenges the deeply held beliefs and norms that contribute to a culture of sexual violence on campus (Khan, Rowe, & Bidgood, 2019; Siekanowicz, 2018). For education practices to be effective, Ryerson needs to reach a wide range of audiences across its campus by prioritizing training dissemination by including staff, faculty members, campus security, advisors, students and other employees (Siekanowicz, 2018). In 2019, the Ryerson Sexual Violence Policy Check-In recommended that senior leaders and decision-makers be a key audience to engage during the training process. The Task Force recognizes and supports the need for staff, faculty, union stewards and deans to have annual training to ensure their knowledge on current best practices, policies, and protocols, including non-compliance as it relates to responding to and preventing sexual violence.

Ryerson University, through Consent Comes First, has been acknowledged by key stakeholders to provide comprehensive training on sexual violence. This includes a bespoke, intersectional, gender-based and trauma-informed approach to sexual violence prevention. Ryerson University should explore making this training mandatory so that all members of the community are aware of their roles and responsibilities when addressing sexual violence on campus, and are better able to comply with the principles and practices set out in the Sexual Violence Policy.

We recommend that Ryerson encourages a practice for faculty, deans & department chairs to include information on the Sexual Violence Policy and how to access support and report complaints i.e. the Consent Comes First Office, counselling supports, Human Rights Services and academic considerations for students who have experienced sexual violence on their website, syllabus and information packets for incoming students.

Addressing a Fear in Reporting: Reprisal

Another key theme that emerged throughout the interview process was the fear for precarious staff and students to come forward with disclosures of sexual violence. To repeat, the core of sexual violence is power dynamics. Many staff and students are fearful to come forward with allegations of sexualized violence, as they worry the disclosures may cause a long-term impact on their professional or academic careers. Through public consultation, Employment and Social Development Canada (2017) recognized that “harassment and sexual violence in workplaces are underreported, often due to fear of retaliation, and that when they are reported, they are not dealt with effectively”. An overwhelming majority of those who report violence in the workplace (75%) describe retaliation from individuals in positions of authority as one of three common experiences in reporting (Employment and Social Development Canada, 2017). For students, over 90% choose not to report witnessing sexualized violence because they “felt uncomfortable, because they feared negative consequences, or because they feared for their safety” (Burczycka, 2020).

Ryerson stakeholders cited work or academic precarity as one of the reason(s) for not reporting experiences of sexual violence in the workplace; underscoring the relationship between power dynamics and sexualized violence. When survivors of sexual violence come forward in the workplace “more than 7 out of 10 experienced retaliation, including termination, being sued for defamation, and denial of promotions” (Tucker & Mondino, 2020). Unfortunately, the impacts of reprisal can extend beyond the people who cause harm or the survivors of violence themselves and can carry into the broader workplace culture.

We recommend that Ryerson strengthen its capacity to address reprisal in the workplace through mandatory training. Providing training will begin to dispel myths and commonly held misconceptions of sexual and gender-based violence. It will provide staff with the means to better support students while making measurable strides in improving the culture of reporting. Additionally, the university should engage faculty and senior leaders and more specifically, pre-tenure and union faculty, to begin to implement a culture shift in reporting so they can, as they should, be made to feel comfortable in reporting experiences of sexualized violence without jeopardizing their career trajectories.

Strengthening Trauma-Informed & Survivor-Centred Approaches

Overall, all stakeholders engaged described Ryerson's approach to addressing sexual violence on campus as one which takes a trauma and survivor-centred approach. Building on this important approach will strengthen Ryerson's ability to meet the needs of the community.

While the adjudication process must take into consideration the needs of all parties involved, they can be trauma-informed. Procedural fairness does not omit adopting a trauma-informed approach or "conflict with [standards of] procedural fairness" (McCallum, 2019). Through written submissions, complainants engaged indicated that elements within Ryerson's adjudication and administrative process, in particular communication during the investigation process, needed to be more trauma-informed. In written submissions, complainants stated that they were seeking more communication throughout the adjudicative process and that they were not clear on the status of their case. As one complainant articulated "I wasn't very informed throughout the process about what was happening and what the delays were - I think this could have been better. More active communication (rather than me always sending emails asking where it's at)". Complainants engaged felt that the adjudicative process took too long before a decision was made and described it as disruptive. The staff administering adjudicative processes could be more proactive in communicating with complainants and respondents during the process.

Adjudication processes are predicated on procedural fairness which is defined as "the principle that the individual or individuals affected should have the opportunity to present their case fully and fairly, and have decisions affecting their rights, interests, or privileges made using a fair, impartial and open process, appropriate to the statutory, institutional and social context of the decisions" (Payne and Fullerton).

In one written response, to the Task Force, a complainant shared decisions were often received late or not provided at all which left them anxious. Throughout the process, facts on their side of the story were often dismissed.



Additionally, complainants would benefit from further communication as it relates to safety planning. This would allow survivors to make informed decisions about their safety and their relationship to the campus. The benefits of increased and transparent communication demonstrated through cases of intimate partner violence, may also be applicable to cases of sexual violence. Police services across Canada have begun to adopt information sharing principles to ensure the safety of those who are at risk of further violence. One of the principles includes sharing “some information regarding an offenders’ incarceration and release may be provided to victims in efforts to ensure safety planning” (Department of Justice, 2016). This practice is echoed through the Victim Bill of Rights, whereas similarly described, victims have the right “to be provided information, on request.... [on] bail decisions, convictions, and sentencing” (Office of the Federal Ombudsman for Victims of Crime, 2017). The Victim Bill of Rights emphasizes the need to share information to keep vulnerable populations such as survivors safe (Office of the Federal Ombudsman for Victims of Crime, 2017). This promising practice is interpreted as survivor-centred, by ensuring victims of violence are abreast to information as it pertains to their safety and; may be replicated at the PSI level to provide more comprehensive communication to centre the needs of survivors, through a trauma-informed approach.

In one written submission, a complainant noted that the process of academic considerations and administrative services available to survivors would also benefit from a more trauma-informed approach. This complainant indicated that a better understanding between people responsible for administering academic considerations would have better supported their needs following the disclosure of their experiences. It is crucial that academic interruptions for survivors be minimized and processes put in place to consider the impact sexual violence has on academic performance do not reproduce harm. We recommend administrators who facilitate academic considerations work more closely together and receive further training on trauma-informed processes.

We recommend that Ryerson deepen training opportunities for staff who facilitate adjudicative processes, decision-makers and academic advisors in trauma-informed survivor-centred approaches.

We recommend that Ryerson explore ways to strengthen information sharing during the complaints process to complainants in order to support them in making informed decisions and connect with supports regarding their safety.

Ensuring the Continuity of Care through Increased Supports

Contract positions lessen the assurance that staff members will stay in their roles and encourages turnover. When considering the continuity of care, it is important to recognize that students develop relationships with a particular staff person(s). Employment turnover impacts student support and the adjudication process as many students may not want to retell their story to a new practitioner (trauma-inducing practice) and often prefer to work with one person they trust. Additionally, when staff are on permanent contracts they are better able to develop deeper relationships with university processes, systems and the broader Ryerson community.

Staff in roles that work with people affected by sexual violence are exposed to trauma, sometimes daily. Vicarious trauma is a substantiated experience of those who engage in this work - in any means (Council of Nova Scotia University Presidents, 2019). The American College Health Association (2020) defines vicarious trauma as "traumatic stress reactions and psychological distress from exposure to another individual's traumatic experiences." Other terms used to describe this phenomenon include "compassion fatigue," "vicarious traumatization," and "burnout".

We recommend that Ryerson ensure that employees who are in roles related to sexual violence, and therefore have a high potential for trauma exposure, have increased job security.

Making our Collaboration Widespread

Ryerson has been viewed by many key stakeholders as an extremely collaborative campus. This is demonstrated by the vast number of educational or action based awareness campaigns, events or literature created collectively by the university community. However, there were a few stakeholders engaged who recognized that there are still gaps within this working style; which can be seen as interruptions to the university-wide approach to addressing sexual violence. There are faculties across campus that have not fully realized their potential in addressing sexual violence, due to limited engagement with the offices at Ryerson who address sexual violence on campus.

We recommend senior leaders of departments at Ryerson encourage the utilization of supports and educational opportunities to address sexual violence on campus. The approach could include education, training and awareness campaigns directed at specific audiences across campus.




Expanding Resources & Supports for Respondents & Those who Cause Harm

In alignment with the findings from the 2019 Ryerson Sexual Violence Policy Check-In, the institution would benefit from expanding its services available for respondents including but not limited to counselling. Currently, Ryerson has a well-respected specialized counselling support available to those who cause harm, however, it is operating at full capacity. Care should be taken to look at ways to expand this program to ensure it meets the needs of the university community.

There is a need to ensure that services meet the needs of marginalized communities. Ryerson should consider taking measurable steps in supporting those who cause harm because racialized and specifically Black communities are the majority of those who are found to be overrepresented and over criminalized because of societal and media representations of their guilt (Jiwani, 2014). Research continually affirms that “public perceptions are supported by data that show that certain racial minority groups, particularly Indigenous and Black Canadians, are grossly overrepresented in Canada’s correctional institutions. Further evidence indicates that racial bias does exist in the administration of Canadian criminal justice, and, at times, this discrimination has been supported by court decisions” (Owusu-Bempah and Wortley 2014). As it pertains to sexualized violence, American research demonstrates that “Black men are twice as likely as whites to be arrested for sex offenses, and three times more likely to be accused of forcible rape” (Nathan, 2018). The examples serve as a means to acknowledge that the discrimination found in the criminal justice systems are very likely to be mirrored within institutional adjudicative processes.

We recommend Ryerson ensure that support for respondents works from a trauma-informed, anti-oppressive intersectional lens and preferably be led by practitioners with deep experiences in working with respondents and/or those who cause harm. In addition, the university should take the needs of racialized communities into consideration when hiring staff to work with this population.



Engaging Masculine Audiences on Campus in Conversations of Sexual Violence

It is important to note that men can be both victims and perpetrators of sexual violence. Men are survivors of sexual violence, research shows that “10% to 20% of men will experience sexual violence at some point in their lives” (Association of Alberta Sexual Assault Services, 2020). Current norms on who is a “victim” of sexual violence in combination with patriarchal gender norms make it particularly difficult for male survivors to come forward.

Many of those engaged through interviews recognized that many men who are respondents of sexual violence are racialized, or are dealing with their own experiences of sexual violence. Statistics demonstrate that sexual violence is a gendered crime where women, trans and non-binary individuals are the targets and those who cause harm, are men. There is a growing body of literature that recognizes that “efforts to prevent violence against women must address men because largely it is men who perpetrate this violence” we should engage with men on topics of sexual and gender-based violence to change their “attitudes, behaviours, identities, and relations” (Flood, 2013). The importance of engaging men in these conversations provides a fuller response to sexual violence on campus. Research shows that access to “education appears to have a positive factor on male attitudes” towards understanding sexual violence (Clark and Casey, 2012). A majority of men (57%) believe “that they personally can make at least some difference in preventing domestic violence and sexual assault” (Minerson, Carolo, Dinner, & Jones, 2011) and the university should take advantage of this positive attitude through education and supports provided specifically for this population.

Ryerson has had programming such as the annual Masc-Off panel on masculinity and gender-based violence and the support group Masc-Off for masculine-identified folks on campus to have open conversations around relationships, sex, and mental and physical well being in a supportive environment. This programming should happen annually and be expanded to increase the capacity and empathy of men in understanding and responding to sexual violence. These programs should be designed in partnership with departments engaged in sexual violence work on campus, and include a feminist, intersectional-approach, anti-oppressive lens to all its work.



Gender Equity

Expanding the Scope

Gender-based violence encompasses sexual violence and harassment as described in the Sexual Violence Policy.

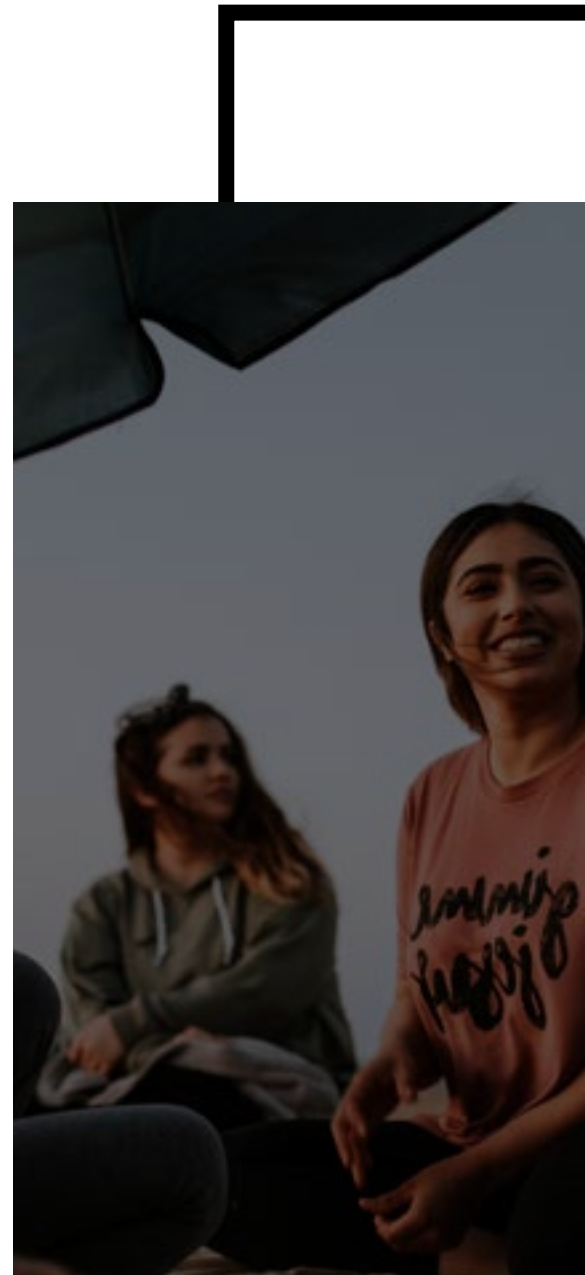
Gender-based violence (GBV) is described by the Government of Canada (2020) as violence centred on gender, gender expression, gender identity or perceived gender. GBV can be expressed through physical acts of violence and it can include any attempt to degrade, control, humiliate, intimidate, coerce, deprive, threaten, or harm another person. GBV can take many forms including cyber, physical, sexual, societal, negligence, discrimination, harassment, psychological, emotional, and economic violence.

Intimate partner violence is an example of gender-based violence and occurs when people experience incidents of emotional, verbal, physical or economic abuse from their romantic partner. Women between the ages of 20-30 face the highest rates of intimate partner victimization (Beaupré, 2013). Given gender-based violence, as well as intimate partner violence, are both predictors and/or influencing factors for sexual violence, expanding the scope of the support provided on campus to include people affected by gender-based violence. This increases the level of proactivity with which Ryerson addresses sexual violence on campus, and provides support to people most at risk for experiencing complex and ongoing abuse.

A Commitment to Gender Equity

A 2018 report by the Conference Board of Canada states “post-secondary educators and administrators are increasingly being called on to support women, LGBTQ2S individuals, Indigenous peoples, and other groups with distinct needs”. The report further illustrates how systemic discrimination is built into and normalized within post-secondary institutions, which have an important role to play in “fostering gender diversity” (Conference Board of Canada, 2018). The report concluded by stating that “PSE institutions must include a deep commitment to diversity and inclusion in their mission statements. Commitments to diversity must be made across all levels of an institution and apply to the entire institutional community” (Conference Board of Canada, 2018).

One way Ryerson may demonstrate this commitment is through a public statement and commitment to addressing gender inequity throughout all levels of the institution and dismantling the systems under which it flourishes.

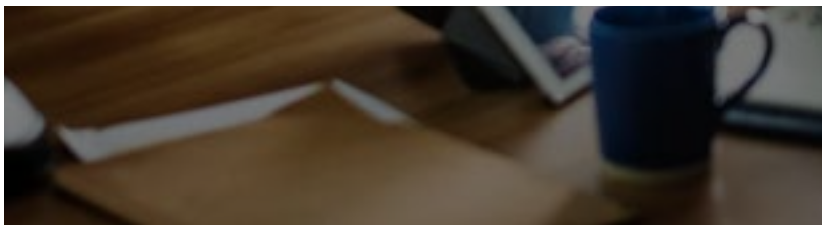




Assessment

Ryerson should assess the efficacy of its supports, responses and educational initiatives by administering a climate survey bi-annually. It would be important for Ryerson to assess its adjudication processes, as well as the services received by complainants, survivors and respondents on an ongoing basis.

The bi-annual climate survey should be conducted to assess and evaluate how Ryerson University is meeting its educational goals and supporting community members affected by sexual violence. Assessment of supports, adjudication processes and counselling services should be conducted on an ongoing basis. This would provide respondents, complainants and survivors with the opportunity to give feedback while they are going through complaints processes, or seeking on-campus supports.



Missing & Murdered Indigenous Women & Girls

Ryerson University has made several public commitments to reconciliation towards the Indigenous community. Ryerson has stated that “this is an important time at Ryerson to acknowledge the harms of the past and move forward along the path to reconciliation. The Commission’s Principles of Reconciliation provide the building blocks needed for reconciliation between Indigenous and non-Indigenous Canada to occur. A key step in this process, as recognized by the Commission, is the elimination of the educational gaps between Indigenous and non-Indigenous Canadians”. The Truth and Reconciliation Commission (2015) acknowledges the unique gendered threats of violence Indigenous women, girls and two-spirit people face.

To further the work of the university in the journey to reconciliation, this report recommends that Ryerson works with Indigenous communities across campus to explore how to adopt the following recommendations from the National Inquiry into Missing and Murdered Indigenous Women and Girls (2019) as described by Courtney Skye in her article Answering the Calls for Justice Within PSIs (2020):

Calls for educators:

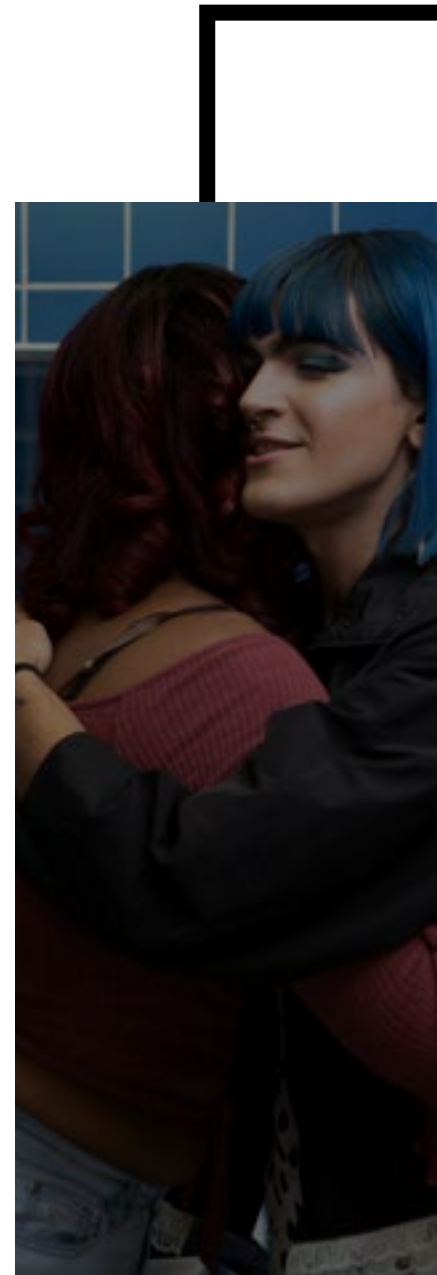
- Implement an Indigenous-led education campaign to provide awareness on missing and murdered indigenous women, girls and LGBTQ2S+ people

Calls for Health and Wellness Service Providers:

- We call upon all governments and health service providers to ensure that health and wellness services for Indigenous Peoples include supports for healing from all forms of unresolved trauma, including intergenerational, multigenerational, and complex trauma. Health and wellness programs addressing trauma should be Indigenous-led, or in partnership with Indigenous communities, and should not be limited in time or approaches.
- We call upon all governments and health service providers to ensure that health and wellness services for Indigenous Peoples include supports for healing from all forms of unresolved trauma, including intergenerational, multigenerational, and complex trauma. Health and wellness programs addressing trauma should be Indigenous-led, or in partnership with Indigenous communities, and should not be limited in time or approaches.

Calls for Justice for All Canadians

- Decolonize by learning the true history of Canada and Indigenous history in your local area. Learn about and celebrate Indigenous Peoples’ history, cultures, pride, and diversity, acknowledging the land you live on and its importance to local Indigenous communities, both historically and today.



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December 2020