Crucial Voices:

CRUCIAL VOICES

Report on SFCC Student Consultations
for the National Action Plan to End
Gender-Based Violence **2020-21**

**STUDENTS FOR
CONSENT CULTURE**

Acknowledgements

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Who we are

Students for Consent Culture Canada (SFCC) is an organisation dedicated to supporting intersectional and grassroots anti-sexual-violence advocacy on campuses across Canada. We serve as a hub of resources, tools, and institutional memory to foster student engagement and leadership. As a part of the National Action Plan to End Gender Based Violence, from November 2020 to March 2021, SFCC consulted with a diverse range of key informants, organisations, and individual students from across the country, in interviews, group consultations and online surveys.

What students told us

Our student consultations painted a troubling but ultimately hopeful picture. Their experiences show that having policies in place is only the starting point for addressing and reducing gender-based violence (GBV) on postsecondary campuses. Students reported failures to support and accommodate survivors, victim-blaming and discriminatory treatment, exclusion from meaningful consultation, and serious gaps between policy and practice. These experiences magnified the harms of gender-based violence, eroded trust in their institutions, and in a number of cases, led students to postpone or cut short their education.

What gives us hope is that students are not accepting the status quo, but calling for postsecondary institutions to do better across Canada. Survivors are advocating for gender-based violence prevention, accommodation, support, consultation, and leadership that are inclusive and accessible to all. This means coordinated, streamlined services and reporting mechanisms. It means more comprehensive and equity-informed training for students, staff and faculty, and an increase in direct financial support of student survivor advocacy and peer-led services. Our participants told us that student-led initiatives had a positive impact on their sense of safety, yet this work is generally performed for little or no compensation. We want this to change. Most of all, mitigating and ending gender-based violence will require strong commitments from all levels of government to fund prevention and support efforts, and to hold institutions accountable for fostering safe and accessible educational environments.

Priorities for action

Here is our priority list for funding, legislation and policy, drawing directly from our student consultations:

1. Create and oversee national, provincial and territorial standards for campus sexual violence policies.

2. Commit to long-term, system-wide investment in GBV education and training.

3. Decriminalise sex work in Canada, in consultation with sex workers, including students.

4. Foster and fund leadership of Indigenous community, staff and students in GBV policy and practice.

5. Centre the voices of all students living with disabilities in GBV policy and practice.

6. Mandate the creation and sustainable funding of trauma-informed Sexual Violence Response Offices.

7. Build institutional capacity to meaningfully foster equity and support a diverse range of student survivors.

8. Coordinate privacy law reform nationally to protect survivors and prohibit its use as a silencing tool.

9. Adequately resource campus support and accountability work, including student-led initiatives.

10. Meaningfully consult and fairly compensate students sund survivors in policy, prevention and support work.

Introduction

Who We Are

Students for Consent Culture Canada (SFCC) is an organisation dedicated to supporting intersectional and grassroots anti-sexual violence advocacy on campuses across Canada. We serve as a hub of resources, tools, and institutional memory to support student engagement and leadership on ending gender-based violence (GBV). You can visit our website (sfcccanada.org) for more information on SFCC.

From November 2020 to March 2021, Students for Consent Culture Canada consulted with a diverse range of key informants, organisations, and individual students from across the country, in interviews, group consultations and online surveys, as a part of the National Action Plan to End Gender-Based Violence. In the development of this report, we have brought together our own significant experiences as frontline advocates, and reached out to our networks to develop priorities for postsecondary students in the National Action Plan. People in our networks are often underrepresented in outreach and consultation undertaken by other organisations, due to the grassroots, radical nature of organising. They have shared their own expert perspectives on what is needed to address gender-based violence, which include the barriers they are experiencing in pushing for change within their institutions. It is our shared hope that the Action Plan being drafted centres these recommendations.

Our work takes place across Kanata (also known as Canada) on the unceded territory of many Indigenous communities. Sexual violence is a symptom of the larger capitalist, colonial system that "Canada" is built on and continues to perpetuate. We cannot speak of consent on campuses without also acknowledging, unpacking, and actively addressing the ongoing non-consensual relationship Canada has with Indigenous communities. We cannot effect change in a culture where sexual violence is an everyday occurrence without addressing other forms of violence in our approach.

What is the National Action Plan to End Gender-Based Violence?

The National Action Plan is one outcome of 'It's Time: Canada's Strategy to Prevent and Address Gender-Based Violence.' This strategy was launched in 2017 by the Government of Canada. Following consultations with stakeholders, the plan laid out three pillars for research and action: preventing gender-based violence; supporting survivors and their families; and promoting responsive justice systems. In August 2020, the The Minister's Advisory Council on the Strategy to Prevent and Address Gender-Based Violence was reconvened. This Council consists of a combination of the original members who advised on the Federal Strategy to Prevent and Address Gender-Based Violence, including two members of SFCC, and new members. In January 2021, the Federal government tasked the Department of Women and Gender Equality (WAGE) with developing a National Action Plan to address gender-based violence. The Council will support Women and Gender Equality Canada (WAGE) with a national strategy, the next phase of Canada's gender-based violence policy.

The National Strategy to Prevent and Address Gender-Based Violence will adopt a national approach resulting in a collaboration with the provinces, territories and Indigenous representative organisations. The action plan will touch on many areas of society. Along with other organisations, SFCC was invited to facilitate consultations with postsecondary students. In general, we refer either to the National Action Plan or to NAP in this report.

SFCC's process

Between November 2020 to March 2021, SFCC conducted consultations with individuals and organisations with varying experience and expertise in addressing gender-based violence on campus. SFCC asked students what they want to see in postsecondary institutions' gender and sexual violence policies, methods to prevent gender-based violence, and best practices to support survivors. Our priority through this process was to amplify the voices of survivors and other marginalised voices that are still frequently excluded from government policies and consultation processes.

To reach as many individuals and organisations as we could within the brief allotted timeline, we created four avenues for participation:

- A public survey, running from March 1–31, 2021;
- Group consultations (Zoom);
- One-on-one consultations for individuals and organisations;
- Recommendations and dialogue via email.

We designed a consultation process with multiple potential avenues for participation to accommodate different schedules and access needs. Throughout, individuals could select in and out of the consultation process at any point. It was critical that engaging in this consultation was not re-traumatising and that participants remained in control of their narrative.

Community engagement sessions

Group consultations

We hosted a total of 37 participants across the following small group consultations:

- One open consultation for students (general);
- One open consultation for students living with disabilities;
- One closed consultation with queer students;
- One student union consultation;
- One consultation with a group of student antisexual violence activists;
- One closed consultation with members of a campus advocacy clinic.

Online Survey

Promoted on Facebook, Instagram, email listserv, and various networks;

Final sample of 66 responses from wide range of social groups, including over 29 who identified as survivors of sexual violence.

Individual consultations

We performed 7 interviews with key informants in this area. Individuals have not been identified directly here. Some of the identities represented across our sample:

- Sex worker;
- Indigenous woman;
- Student living with a disability;
- Sexual assault support staff;
- Mother;
- Student activist;
- Student at Canadian postsecondary institution (this category included undergraduate, graduate, and college students).

Accessibility features

Online survey

- Never asked or pressured participants to share details they did not want to share (including demographic information and status as a sexual violence survivor);
- Survey design based on best-practices for research on gender-based violence;
- Survey designed to avoid fatigue before completion (eg: average completion time under 20 minutes, varied question format, clear language);
- Created and promoted identical surveys in English and French (this report only covers the English survey. The French survey did not yield a large enough sample to report separately. However, the French language survey results have informed the report alongside the English results.);
- Survey was offered in an accessible format (permitted multiple ways of participating);
- Allowed for anonymous participation;
- Allowed participants to skip any question;
- Recruited participants through existing social networks of trust;
- Made a resource sheet on survivor support services across Canada available at beginning and end of survey (see Appendix 4);
- Offered multiple pathways for involvement in consultations;
- Communicated clearly at the beginning and end of the survey how participant contributions would be used in the NAP process, what would happen to the data, where to see the results, and how to contact us.

Individual and group consultations (mainly held via Zoom)

- Never asked or pressured participants to share details they did not want to share;
- Recruited participants through existing social networks of trust;
- Capped consultation sessions at predetermined sizes, depending on the number of supports present;
- Offered honoraria;
- Performed outreach beforehand about access needs;
- Used Otter ai simultaneous captioning service, explained how to use it several times including putting instructions in the chat;
- Introductions included personal pronouns;
- Norms included being able to keep cameras off, to leave and come back;
- Scheduled or offered breaks;
- Checked in about time periodically;
- Facilitated using both chat and in person voice discussion, often reading chat responses out and ensuring those who contributed in the chat were acknowledged and brought into any verbal conversation. This intended to reduce some Zoom fatigue but also to acknowledge multiple ways of communicating and processing information;
- Posted each consultation question in the chat;
- Posted information about the consultation process and organisation in the chat;
- Made a resource sheet available on survivor support services across Canada (see Appendix 4);
- Communicated clearly how contributions would be used in the NAP process, what would happen to the data, where to see the results;
- Followed up with participants to thank them and communicate next steps;
- For a consultation specific to students living with disabilities, two ASL interpreters were present;
- A break-out room for active listening and support was available during our two public consultations.

For more on the accessibility guidelines informing this process, please see the resource guide prepared by DAWN and SFCC (Salvino and Abbas, 2021).

Our primary limitation was a short timeline for doing community engagement and creating policy recommendations. This restriction was the result of very brief grant application and funding turnaround times. We are grateful for the funding allocated to this issue. However, we do not recommend employing such brief timelines when engaging students around sexual and gender-based violence on campus. Performing trauma-informed outreach and consultation requires trust and support, particularly when engaging students

who have experiences of marginalisation or face structural barriers that make accessing consultations harder (whether online or in person). If student voices are actually important in GBV policy development, consultation processes must factor in the time and resources necessary to minimise barriers to access.

We conducted the majority of our consultations in March 2021, and we recruited participants through pre-existing social networks of trust and reciprocity. We spoke with and surveyed a range of students, activists and survivors, including people from groups marginalised both by institutional and conventional consultation structures. Our discussions were very rich, and explored a range of themes that crossed the boundaries of the principles and priorities detailed below. These themes included but are not limited to: how disability and survivorship intersect with a range of other identities; motherhood and the right to breastfeed in class; police, security and alternatives to policing on campus; discriminatory practices against 2SLGBTQIA+ students in gender-based violence prevention and services; lack of access to culturally relevant and antiracist counselling and health services; the impact of classism and poverty on students' vulnerability to violence; and the rise of online harassment. While it has not been possible to fully expand on each issue in this brief project, these findings will continue to inform the work of SFCC in the years to come.

Definitions

Gender-Based Violence (GBV)

Gender-based violence is a term that includes sexual assault or abuse, sexual harassment, and other forms of violence and discrimination that draw on gendered stereotypes and power structures. In Canada, these forms of violence have traditionally been understood in the framework of "violence against women." We recognise and affirm the work of feminist activists who demanded recognition and social change on behalf of women harmed by men and patriarchal power. Along with others in the National Action Plan process, we understand these forms of violence within broader systems of hierarchy, power, and discrimination, and use the term "gender-based violence" to highlight the impact on Queer, nonbinary, trans, and two-spirit individuals, in addition to cisgender women and men. GBV can be physical, sexual, psychological, spiritual, and structural. Fundamental to our understanding of GBV is that it intersects with other forms of violence and oppression in ways that can impact its meanings and effects on victims and survivors, as well as how it is perceived by others. These forms of violence and oppression include:

- Racism
- Colonialism
- Islamophobia
- Homophobia
- Transphobia
- Ableism
- Classism and Poverty

Sexual and gender-based Violence (SGBV)

Sexual violence is the term generally used in PSI policy and for response offices on campus. We use the terms gender-based, sexual and gender-based, and sexual violence when referring to on-campus services or policy.

Postsecondary Institutions (PSI)

Postsecondary institutions in this context include universities, colleges, CEGEPs, and other professional degree-granting institutions in the provinces and territories of so-called Canada.

Structure of this report

SFCC has contributed data and analysis from our consultations to the larger National Action Plan process, along with many other community groups and stakeholders in Canada. Here we issue our own report to further amplify the voices of the student survivors who entrusted us with their experiences and recommendations. Throughout this report, we draw extensively on group discussions, individual interviews and surveys conducted by our community engagement team. The survey responses are mainly used for their qualitative contributions, as our sample was relatively small and recruitment did not use random sampling methods. When we report quantitative data from the survey, we do so to illustrate patterns of responses in our sample, rather than as a general representation of all students in Canada. However, data from our survey respondents often echoes patterns that we have observed in other areas of our advocacy and research, and throughout the report we reference other material to provide further support in these areas.

Unless otherwise indicated, all quotes in this report are from our NAP consultation participants. We shaped those contributions into six principles and ten priorities, which make up the bulk of the main report. The report also includes stand alone summary materials in an additional document and appendices featuring sample engagement materials (group consultation question guide and online survey questions). The longest appendix is a compilation of a much larger body of responses we gathered, organised by theme. We included this appendix as a way to further showcase the voices of students directly, and to make sure that their ideas are shared. All identifying information has been removed.

Sections of the report that pertain to or intersect with the violence experienced by Indigenous women, girls, and 2SLGBTQIA+ people feature relevant recommendations or calls to action. Indigenous students were active participants in our consultations. However, as an organisation we enact trauma-informed practices of consultation and research based in the knowledge that Indigenous communities in particular have been impacted by retraumatisation in SGBV research that compels repeated re-tellings of traumatic experiences. We acknowledge the many commissions and reports that hold these experiences. These include *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls* (2019) and its 231 Calls to Action, and the recently released Native Women's Association of Canada's Action Plan *Our Calls, Our Actions* (2021), which includes more than 65 concrete actions. We have incorporated this existing record of truth-telling and research as part of our commitment to care in our practice.

NAP Consultations: What Students Told Us

Our student consultations painted a troubling but ultimately hopeful picture. Their experiences show that having policies in place is only the starting point for addressing and reducing gender-based violence on postsecondary campuses. Students reported failures to support and accommodate survivors, victim-blaming and discriminatory treatment, exclusion from meaningful consultation, and serious gaps between policy and practice. These experiences magnified the harms of GBV, eroded trust in their institutions, and in a number of cases, led students to postpone or cut short their education.

What gives us hope is that students are not accepting the status quo, but calling for postsecondary institutions to do better across Canada. Survivors are advocating for GBV prevention, accommodation, support, consultation, and leadership that are inclusive and accessible to all. This means coordinated, streamlined services and reporting mechanisms. It means more comprehensive and equity-informed training for students, staff and faculty, and an increase in direct financial support of student survivor advocacy and peer-led services. Our participants most often cited student-led initiatives as having a positive impact on their sense of safety, yet this work is generally performed for little or no compensation. We want this to change. Most of all, mitigating and ending GBV will require strong commitments from all levels of government to fund prevention and support efforts, and to hold institutions accountable for fostering safe and accessible educational environments.

When we asked our survey respondents and group consultation participants to elaborate on why they felt this way, the most common responses were:

- Victim-blaming attitudes, cultures of shame around sexual violence;
- Existing relations of power and oppression;
- Fear or past experience of police violence/security violence;
- Lack of knowledge about campus services and supports, and about differences between disclosing and reporting;
- Discriminatory or otherwise inappropriate supports and services;
- Conflict of interest—perception that the institution is more concerned about liability, finances, reputation and public image than the safety of its most marginalised students;
- Lack of accountability—perception that institutions will not respond appropriately to or implement recommendations from various task forces and reports.
- One Indigenous participant shared that instead of working to accommodate their needs,
- "[My institution was very] politically violent, so like, "Oh, you're not going to listen? I'm going to make this policy. And so you have to listen. Or, I'm going to threaten you so that you have to listen." And I was like, this is the most colonial experience I've ever been through."

Others echo feelings of betrayal and mistrust, drawing on detailed personal experiences as survivors and supporters:

> *"The institution operated to protect itself first and the student second."*

> *"I felt gaslit about my experiences by campus staff (in my residence and in support services) and ultimately discouraged from filing an official report."*

> *"I received no academic accommodations in response to my experiences, up to the point when I dropped out. In seeking accommodations with my own department, I was told that if I couldn't keep up, I didn't belong there."*

> "There were jurisdictional questions about when something happens off campus: where do policies overlap with a wider legal system? Lots of discussion of technicalities so the U can avoid liability. The boundaries of the university's responsibility is left unclear — there is doubt whether this is for concerns around personal / institutional liability rather than a moral concern for the wellbeing of students."

> "[I]t was like everywhere I went was a roadblock."

> "Anti-trans bias is embedded in the administration and trans students struggle to access services equitably."

> "The survivors should get to control every part of what happens. If they decide to talk to a counselor, if they decide to launch an investigation; they should get to control it all. I did not see that happening in my institution."

Further examples of these themes emerge throughout our report. This data on trust and accountability provides important context for any work on GBV at postsecondary institutions. Claims to care about student safety or welfare are empty without first earning the trust of students and survivors by consulting, listening, supporting, and committing to meaningful forms of equity and accountability.

Trust and Accountability Gap

An emerging theme in our consultations was that a majority of participants do not trust their PSI to take reports of gender-based violence seriously, believe survivors, consult adequately with students, or prioritize the safety and wellbeing of BIPOC, Queer and trans students, or students living with a disability.

We asked survey respondents to rank their level of trust in their PSI to deal fairly with GBV on a five point scale, with 1 being "very low level of trust" and 5 being "very high level of trust." Nearly half (45.7%) of respondents ranked their level of trust at 1 or 2 out of 5 (low or very low level of trust) (see Fig. 1). While this is a small sample, these sentiments were further reflected in our group and individual consultations, and echo what SFCC has heard over our years of advocacy.

Figure 1: Trust in postsecondary institutions to handle gender-based violence fairly (NAP student survey). Question: How would you rate your level of trust in your university or college to address gender-based violence fairly? This question has a five point scale, where 1 is "low level of trust" and 5 is "high level of trust."

Value		Percent	Responses
1		28.8%	17
2		16.9%	10
3		39.0%	23
4		13.6%	8
5		1.7%	1
			Totals: 59

Principles for GBV Policy and Practice on Campus

Why start with principles?

In all our consultations, we asked participants about the principles that they would put first in work on campus gender-based violence. We have often observed that students don't feel they have sufficient expertise or legal knowledge to weigh in on campus policy or programming on violence. Yet because gender-based violence may at some point impact any of us, we believe that everyone should feel empowered by equitable, accessible and supportive policies.

Principles lay a foundation that can guide social justice work over time. Envisioning principles allows us to move beyond documenting problems, to imagining how things could be different. Focusing first on principles is a way of recognising students' voices and visions for their lives as important and meaningful, regardless of prior knowledge or expertise in this specific policy area. It means this work does not have to stay within existing language, concepts or legal terms that have demonstrably failed students so far.

When we asked them about principles, students came up with a strong set of ideas and frameworks for ethical and community-focused practice. These differ from the legalistic, dense, technical language that is often used in policy development at postsecondary institutions. Such language can reveal institutional priorities, such as a concern with minimal compliance with law, and reducing institutional liability. In contrast, student principles featured:

- Values that prioritise survivors, including believing victims/survivors, following the lead of and recommendations made by survivors, effective listening, respecting survivors' agency, focusing on healing, and implementing trauma-informed practices, including streamlined or holistic supports;
- Approaches grounded in equity and anti-oppression, including attention to racism, ableism and colonialism, gender and sexual diversity, class and poverty in all their intersections; and
- Concerns with just policy and procedure such as accessibility, protection of privacy, confidentiality, clarity, plain language, transparency and trust.

From the broader sample of concerns, we developed a list of six principles, which we outline in more detail below:

- Survivor-centered and trauma-informed;
- Equity as a fundamental goal;
- Intersectional and culturally competent;
- Transparent and student/survivor driven;
- Minimum standard of accessibility;
- Minimum standard of care.

We generated a word cloud of survey responses from student participants on the principles they propose for campus work on GBV (see Fig. 2).

Figure 2: Principles for campus work on gender-based violence (NAP student survey).

A sample of responses:

"Equity, help, company, comfort."

"Things need to be grounded in choice for survivors in terms of how we want to deal with the situation."

"Commit to acknowledge and reduce harm, not to be neutral."

"Fairness, anti-racist, an understanding and acceptance of the LGBTQ community, survivor-centerdness."

"Equal access, anti-racism, survivor-centeredness, no pressure, advocacy for the survivor."

"Accessibility for students living with disabilities, anti-racism, equity, survivor-centrism, centering student voices, paid labour, government oversight."

"Trauma-informed care, preventative-focus, anti-racism, decolonial [practice] are all important. Spaces that are for and with Indigenous people are also important."

"Anonymity, anti-racism, equity, clear process, removal of non-disclosure agreements."

"Intersectionality! Trans inclusive! Sex positive! More conversations directed at cis men to stop protecting abusers rather than talking mostly to women and gender minorities on how to protect themselves."

"Not rushed--timelines should be appropriate to the work that needs doing, and accommodate all participants."

Principles and examples in GBV work

1. Survivor-centered and trauma-informed

Being survivor-centered starts with prioritising survivors, listening to and believing survivors, respecting survivors' agency and uniqueness. It means acknowledging their experiences of harm, and understanding how this harm may hold both important knowledge, and ongoing trauma. Trauma-informed practice accepts and understands this trauma as the norm, and draws on this knowledge to avoid re-traumatising survivors in policies and services.

Examples in GBV work:

- Streamlining academic accommodations processes for survivors;
- Creating one-stop centres that provide multiple services and supports for survivors
- Seeking and listening to survivors' feedback after they used SGBV policies and complaints processes, then fixing the problems they identify;
- Taking holistic approaches that begin from the assumption that students deserve a safe learning environment and providing tailored supports so they can continue their studies;
- Funding student initiatives, including peer support and advocacy, healing-focused spaces and forms of creative expression.

2. Equity as a fundamental goal

Centering equity means ensuring that the needs and experiences of all are considered, from design to practice. An equity approach addresses systemic inequalities. Equity means people may require different resources or supports to ensure they receive equivalent outcomes and opportunities. One-size-fits-all approaches to policy or services will not generally be effective if these needs and supports have not been considered.

Examples in GBV work:

- Offering childcare and ASL interpretation during student consultations;
- Providing food during in-person trainings;
- Providing stable funding to Queer, Disability Advocacy, Indigenous, Black, Muslim and other student spaces to support safety and community;
- Funding student technology access (particularly but not only during the COVID-19 pandemic);
- Developing services that are sex-positive and sex-worker-positive.

3. Intersectional and culturally competent

This principle means using approaches grounded in equity and anti-oppression, including attention to racism, ableism and colonialism, gender and sexual diversity, class and poverty in all their intersections. Cultural competency means requiring that those working with students have the knowledge and experience necessary to address survivor concerns effectively, across the cultural identities that are represented in the student body

Examples in GBV work:

- Recruiting antiviolence workshop facilitators who reflect the diversity of the campus community, and involving them to build more inclusive training materials and practices;
- Funding and autonomy for Indigenous services and supports;
- Providing multiple options for campus counselling to address different barriers to access;
- Removing barriers and affirming name changes for trans students;

- Training all staff and students in consent culture and intersectionality;
- Never assuming that calling police or security is the safest response for all student survivors; consult widely with those who have been historically overpoliced; fund and develop bystander and community safety planning in response.

4. Transparent and student/survivor driven

Transparency is one of the foundations of trauma-informed work. Being able to predict the stages, timelines and possible outcomes of a complaints process reduces additional stress on survivors as they navigate their studies in the wake of gender-based violence. Transparent and just policy and procedures include protection of privacy, clarity, plain language, and maintaining the trust of survivors by following through on institutional obligations.

Examples in GBV work:

- Clear timelines communicated to all participants in GBV complaints processes;
- Informing survivors about the progress of a complaint as well as any sanctions imposed;
- Acknowledging the issue of GBV exists on campus and making statistics public rather than obscuring them;
- Prioritising student safety over institutional reputation or liability.

5. Minimum standard of accessibility

SFCC starts from the position that disability is socially constructed, and that in Canadian society, our environments and institutions are often disabling. PSIs create and reproduce disability by not designing accessibility for all into policies, practices, pedagogies and spaces from the start. We advocate for a concept known as "universal design," which places the onus on the institution to be accessible to all of its students, rather than on students living with various disabilities to negotiate around barriers and to request accommodation on an individual basis. A minimum standard of accessibility would mean that students with disabilities are seen as important members of postsecondary communities whose voices and participation are planned for and fostered, not only in GBV processes but always (Salvino and Abbas 2021; Dolmage 2017).

Examples in GBV work:

- Locating all SGBV services in physically accessible locations;
- Ensuring websites for services and resources meet online accessibility standards;
- Maintaining high standards of confidentiality around the health and accommodations needs of all survivors;
- Streamlining academic accommodations processes to place the burden of work on the institution rather than the student-survivor;
- Integrating scenarios involving a range of abilities into sexual violence trainings;
- Acknowledging that GBV can have traumatic impacts that are lived differently by survivors, but that often include conditions such as depression, anxiety and PTSD. It may not be possible to eliminate harm or re-traumatisation completely, but processes surrounding GBV should be designed with harm reduction in mind.

6. Minimum standard of care

SFCC has observed that many PSIs use the idea of minimum standards as a guide for how little they must do to technically comply with their legal obligations to students. In response to this "culture of compliance," we use the concept of "minimum standard of care" to refocus on how we want to care for community members who have experienced trauma. In our vision, these minimum standards are centered

on dignity, autonomy, safety and healing. Applying a minimum standard of care can look like all five of the other principles in practice: survivor-centered and trauma-informed work, led by student-survivors, with a focus on equity, intersectionality, cultural competence, transparency and accessibility. In our ongoing process of learning and envisioning a minimum standard of care at PSIs, SFCC draws on the important work by disability justice and antiracist activists on the concept of community care (Piepzna-Samarasinha 2018).

We chose to highlight these principles at the beginning of the report to frame the discussions and priority-setting that follow. We encourage survivors and advocates to do their own principle-setting as part of broader work to bring about change on campuses across the country. Not only are consensus principles a good way to develop unity within a diverse group, they also provide a clearer focus for what students have a right to expect as a part of their education. We suggest that if gender-based violence policy and practice do not reflect the above list of principles (or your own version), it might be a sign that students and particularly survivors have not been major participants in their development. Other good discussions of guiding principles in this area include the Our Turn National Action Plan, which focuses on student unions (Salvino, Gilchrist, and Cooligan-Pang 2017, 8-11), and Birenbaum and Busby's Achieving fairness: A guide to campus sexual violence complaints, which focuses on administrators and others involved in adjudicating campus sexual violence (2020, 25-42).

Priorities for Action

SFCC has developed a priority list for funding, legislation, and policy that draws directly from the principles and experiences of the students we consulted. Here are the ten priorities that form the basis for the remainder of this report:

1. Create and oversee national, provincial and territorial standards for campus sexual violence policies;

2. Commit to long-term, system-wide investment in GBV education and training;

3. Decriminalise sex work in Canada, in consultation with sex workers, including students;

4. Foster and fund leadership of Indigenous community, staff and students in GBV policy and practice;

5. Centre the voices of all students living with disabilities in GBV policy and practice;

6. Mandate the creation and sustainable funding of trauma-informed Sexual Violence Response Offices (SVROs);

7. Build institutional capacity to meaningfully foster equity and support the diverse range of students impacted by GBV;

8. Coordinate privacy law reform at the national level to protect survivors and prohibit its use as a silencing tool;

9. Adequately resource campus support and accountability work, including student-led initiatives;

10. Meaningfully consult and fairly compensate students and survivors involved in GBV policy, prevention and support work.

PRIORITY 1:
Create and oversee national, provincial and territorial standards for campus sexual violence policies

The past five years have seen important developments around sexual violence policies at colleges and universities in Canada. Some provinces and territories have now mandated that PSIs create sexual violence policies. However, this is no guarantee that policies will be regularly enforced, comprehensive, survivor-centred, or usable for all students. The creation of minimum standards and oversight bodies for campus sexual violence policies has been a long-standing part of our advocacy since the publication of the Our Turn National Action Plan (Salvino, Gilchrist and Cooligan-Pang 2017) and the creation of SFCC. Over time, SFCC has developed a list of eleven minimum standards for postsecondary sexual violence policies:

SFCC's Minimum Standards:

- A well-defined stand-alone sexual violence policy;
- Right to both criminal and institutional processes;
- Mandatory sexual violence training for decision-makers;
- Rape-shield protections;
- Protections from face-to-face encounters;
- Timelines;
- Protections from gag orders;
- Broader scope;
- Informing of sanctions;
- Student representation on committees;
- Review of policy every 2 years.

Throughout the NAP report, we renew calls for PSIs to implement these standards, and draw on participants' experiences to highlight how far there is to go. For our most recent work on minimum standards for campus sexual violence policies, see SFCC's national report, Our Turn: One Year Later (Salvino and Spencer 2018), and Moving Beyond Potential (Spencer and Spicer 2019), prepared for the Government of British Columbia.

Enforcement and oversight

Many of the students we consulted attended school during a time of increased media attention to sexual violence and mandated policy implementation at the postsecondary level. Some noted explicitly the gap between policy and outcomes for survivors:

> "My campus didn't have a campus sexual violence policy until end of 2016, after being mandated to by the Ontario government. Since the #MeToo movement and activism led by student survivors, there's been a growing shift towards training, support and policy procedures for survivors of sexual violence. However, there remains a huge gap in terms of the policy procedures and outcomes being survivor-centric. Many survivors who seek support and reporting procedures through their institution are re-traumatised and unsupported."

Once postsecondary institutions have SGBV policies, students need to know there is oversight to ensure transparency, equity and consistency. One of our participants said:

> *"I have supported numerous survivors through this process and they have all ended poorly. The implementation of these campus sexual violence policies continues to lack minimum standards and oversight."*

82.1% of our survey participants said that the enforcement of sexual violence, anti-harassment and human rights policies was among the most effective ways to prevent violence on campuses. Students often highlight that they want to see better enforcement of existing policy:

> *"[PSIs should be] enforcing policies and adequately addressing issues on campus. Awareness and education, and ACCOUNTABILITY to those in leadership or positions of POWER."*

> *"The policy isn't bad, but I don't trust the institution to implement it correctly"*

Others supported equity work, but raised key questions about the potential impacts of policy enforcement while other power structures remained intact on campus:

> *"I would like to know more about what the "enforcement of sexual violence, anti-harassment and human rights policies" looks like; especially as this could also increase the risk of marginalised folks experiencing violence. [...] I think having a strong security presence would only increase the risk of marginalised folks experiencing violence (either GBV or otherwise) and would be ineffective in terms of preventing gender-based violence."*

SFCC's One-Year Later Report expresses a strong position in favour of independent oversight:

> *"Although provincial governments were well-intentioned in the creation of legislation mandating campus sexual violence policies, they did not sufficiently understand the nuances of the issue. This has resulted in the omission of meaningful clauses that would provide protections to survivors seeking to pursue complaints under these policies. Government continuously places too much faith in institutions and administrators doing the right thing and going above and beyond what is explicitly written in legislation" (Salvino and Spencer 2018, 27).*

SFCC calls for the Federal government to create a national standard for all sexual violence policies, which would be enacted through provincial or territorial legislation. This structure could work in a similar way to the Canada Health Act: it establishes a national standard which must be implemented provincially or territorially so that each accountability system can cater to the uniqueness of each institution in each area. The Federal-level Canada Health Act does this by clearly laying out criteria, conditions and comprehensiveness, to be customised more locally.

Policies should meet minimum standards, including a minimum standard of care, but cannot be cut and paste versions of one another. Instead, they should be built through consultation with students and other stakeholders to reflect and respond to the uniqueness of each campus. Meaningful consultation can build the credibility of a policy across the entire PSI community.

An oversight system should include reporting mechanisms for students or other members of a PSI to report when their institution fails to meet the minimum standards, including when it fails to enforce its existing policy. Such reporting would be directed to an independent body that is not the ombudsperson or human rights commission, as these existing mechanisms are not designed for this purpose. It should be noted that although these external processes function differently from internal institutional accountability processes, ultimately both continue to marginalise students, perpetuating or creating new harms (Walkem 2020).

Highlighting student concerns

"VERY LOST AND ALONE": STUDENT-SURVIVOR STARTING POINTS

Unfortunately, many students feel marginalised when seeking support on campus and say they feel disempowered from using their SGBV policy. Policies should be easy to understand, and should empower students to address sexual violence in ways that are appropriate for them. Instead, many students face the often devastating impacts of sexual violence without active support from their PSI. Many survivors reported feeling too overwhelmed to be able to track down the right services, or to advocate for themselves enough to get the support they needed.

"I tried to access the sexual assault centre at my campus but didn't follow through due to anxiety and depression."

"I felt like I didn't have any information on what to do, or where to go for help. I was very lost and alone, so I did nothing at all and tried to suppress the trauma and pretend to be healthy and happy.... eventually my schooling suffered, my mental health suffered. My relationships suffered. Eventually I sought out professional help and counselling..... I don't know how much it helped but at least it's a step in the right direction."

"[There are] not enough specialized services and advocacy services to help [survivors] navigate a highly bureaucratic system and advocate on their behalf."

HARD TO READ, HARD TO UNDERSTAND

A common concern among our participants was that campus sexual and gender-based violence policies are very complicated and hard to understand. Even with training on navigating a policy, students can still find the language inaccessible. All students need to know how to navigate their policy including where and how to make a disclosure. This is discussed in further detail under Priority 2, Training. We heard from participants:

"Just trying to understand the policy was confusing even in a time of low stress. Can't imagine in a time of high stress. Was told it was too difficult to make a flow chart because the paths were too complex."

"It can be the best policy in the world but worthless if no one knows how to use it."

"The reporting process is difficult and rarely beneficial for survivors."

"There are workshops that the student union puts on about consent and anti-oppression [...] but there are not workshops or training provided to students about gender based violence policies. The policies are also hard to read and when students are in distress or come forward, leadership roles don't adequately give them information about their rights and policies."

Usability means accessibility. Policies have to be made by and for students of all abilities and identities, including BIPOC students, international students, students with disabilities, sex-worker students and 2SLGBTQIA+ students.

STAND-ALONE POLICIES

One major aspect of SFCC's advocacy to date has focused on increasing the number and quality of stand-alone policies for sexual and gender-based violence. In our definition, a policy is only stand-alone if it is a separate document from other policies, such as a Code of Conduct or Academic Misconduct Policy, and has its own set of procedures designed to appropriately respond to gender-based violence complaints in a meaningful and sensitive manner.

Many postsecondary institutions consider their policies stand-alone, even when they refer to the disciplinary procedures outlined in the Student Code of Conduct or similar documents. We reject this characterisation for two main reasons. First, these processes were often created with discipline for academic infractions in mind, which means they are neither trauma-informed, nor survivor-centered. Second, they often lead to confusion for survivors as they bounce from policy to policy and office to office. Many survivors are not able to make informed decisions about pursuing a complaint process because they do not have enough information about how the process might develop. Survivors discuss this disorienting experience throughout this report. As one survey participant put it:

> "At my university, the same policy is used to manage both bullying/harassment investigations as well as sexual violence. The experience was terrible [...] I did not know what restrictions or punishments were levied against my abuser, except that they were not to be in contact with me [...] From the gag order to the obvious lack of formal procedure, the reporting and investigative process were awful."

CONFLICTS OF INTEREST

Survivors discussed their struggles with adversarial processes that do not seem to prioritise safety or confidentiality, and carried potential conflicts of interest for PSI staff. Some students have reported that staff discouraged them from officially reporting SGBV:

> "It was difficult, and I was advised to not bother trying, as it would likely not help. I would have to write a report that would be given to my rapist to read. He could defend himself, and another individual would decide who had a better "case." Even if I had been sided with in the end, his name would be given to campus security and if ANOTHER person reported him as well, then it would be further dealt with."

> "During undergrad I worked as a residence advisor and subsequently first responder to sexual assault. The sexual violence policy at [West Coast university] did not properly safeguard the information of the survivor. The institution operated to protect itself first and the student second. What worked? Well, we had a policy. I guess there's at least that."

> "I would broadly state that there need to be independent sexual violence investigators to ensure that investigators are not influenced by university politics. There needs to be a spectrum of support services so that students can at least know exactly what their options are at every stage of the process."

As outlined in the introduction to this report, our participants communicated low levels of trust in their PSIs, often because they have observed clear conflicts of interest as outlined in the above examples. For more on conflicts of interest and how Sexual Violence Response Offices and PSI administrators can start to address them, see Priority 6.

EQUITY

Equity is one of the central principles our participants highlighted for SGBV policy and practice. A Queer participant shared with us:

> *"When I attempted to navigate reporting my own experience with sexual violence on campus in a residence, I found the process overwhelming and the supports available to be lacking in understanding of the nuances of queer relationships and sexual interactions. I felt gaslit about my experiences by campus staff (in my residence and in support services) and ultimately discouraged from filing an official report. I felt better supported by the campus sexual education centre and the LGBTQ+ drop-in space and their staff members. They helped explain the policy on campus to me, as an 18 year old, and weigh my (limited) options of what to do. Ultimately those spaces provided support to me themselves and in accessing counseling on campus, all of which contributed to my ability to continue to navigate that campus temporarily. Ultimately, I dropped out a year later and transferred across the province."*

This next participant frames the issue of equity more broadly within the concept of survivor autonomy:

> *"I think survivor-centered, anti-racist, equitable based policies and procedures are required. The survivor needs to have control because they have previously been stripped of their autonomy. We also need trauma-based counselling support for survivors, and a holistic support system from the university. Meaning, we need support from administration, extensions & support for classes, insurance coverage for counselling services, policy that supports us, and promotion of a culture of consent on campuses."*

Students from different equity-seeking groups expressed feeling under-consulted and tokenized by their institution. Students tell us that their inclusion must be meaningful. In one example:

> *"We get asked to speak to lived experience a lot but then you try to speak to policy or something, and they're like, 'okay byeeee.'"*

Learning what accountability means to various student communities entails investing in relationship-building, trust and transparency. We expand on these needs throughout the report.

Recommendations from *Reclaiming Power and Place* and NWAC's *Our Calls, Our Actions* on national and provincial standards for campus sexual violence policies

Having national strategies and action plans is recognised as an important part of addressing violence faced by Indigenous women, girls, and 2SLGBTQIA+ people in all aspects of their lives, including as students. As NWAC stated in *Our Calls, Our Actions*, "there can be no more aspirational documents," declaring that these strategies must be "concrete, actionable, costed, and quickly put into effect" (2021, 8). We recognise the four pathways in the structure of Canada's colonial society, through which the violence against Indigenous women, girls, and gender-diverse people is perpetuated and maintained. National and provincial standards for campus sexual violence policies must address each pathway:

- Historical and intergenerational trauma;
- Social and economic marginalisation;
- Maintaining the status quo and institutional lack of will;
- Ignoring the agency and expertise of Indigenous women, girls, and 2SLGBTQIA+ (NWAC 2021, 11)

Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Volume 1a, identifies transitional periods, like moving to a new city or town and beginning one's studies, as having a higher risk for violence (551-54). Such an understanding supports national standards that create expectations of protection as students move between schools and/or provinces during their educational careers.

Recommendations for accountability and oversight mechanisms can be found in *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Volume 1b*, Calls for Justice, Human and Indigenous Rights and Governmental Obligations, 1.7: "We call upon the federal, provincial, and territorial governments, in partnership with Indigenous Peoples, to establish a National Indigenous and Human Rights Ombudsperson, with authority in all jurisdictions, and to establish a National Indigenous and Human Rights Tribunal" (178).

PRIORITY 2:
Commit to Long-Term, System-Wide Investment in GBV Education and Training

Throughout our consultations, we heard from participants about the types of training they consider the most important and impactful. Many placed a large amount of faith in training as a tool to address GBV, be it for security personnel, professors, students, teaching assistants or other staff. A group that is most often overlooked in these recommendations is higher level administrators and decision-makers. One of SFCC's 11 Minimum Standards for sexual and gender-based violence work at PSIs is mandatory sexual violence training for decision-makers.

While we acknowledge that there are limitations to training in addressing gender-based violence as a systemic issue, offering consistent and targeted training provides safety and security for many students and is one tool that can support work towards systemic change.

What our participants recommended

Our participants' top recommendations for training in postsecondary institutions include the following:

- Mandatory consent training for every undergraduate student;
- Mandatory consent training for every fraternity member;
- Training for men on being accountable/holding each other accountable for their behaviour;
- Increased consent training at elementary and secondary levels, so training at PSIs can build on it rather than start from zero;
- Training on peer support and non-directional approaches to holding space for survivors;
- Training that explains what policies actually do, and the options available for those who experience GBV;
- Uniform standards and training for people in external sites or programs (recruitment teams; field schools; medical school; internships; practica; exchanges; outreach programming involving Indigenous students, youth);
- Training that does not force students into a gender binary in order to participate in consent, GBV, policy or bystander training (for example, groups of "women" and "men");
- Training run by external groups;
- Peer and student-led training and student-developed training, where students are paid for their time and expertise;
- Training for professors, including strong guidelines on relationships with students, if appropriate, or banning such relationships altogether;
- Taking student concerns about inclusion and representation seriously. Training must be intersectional and reflect the diversity of the student body.

This detailed list helps illustrate what student participants see as the widest gaps in existing PSI training infrastructure. Most institutions are far from addressing the needs expressed above. Students had a lot to tell us about their sexual violence training experiences and needs. We have summarised the main shortcomings they identified below, followed by four areas of focus to inform future approaches.

What isn't working? Here's what students told us:

DELIVERY METHOD AND MATERIALS WERE NOT ENGAGING

Many participants told us about training experiences involving lectures or presentations with large groups of people. For example:

> *"On my first day of university I also received a sexual violence presentation from my university, but it was in a gym with thousands of people, and most people talked over the presenters or scoffed at [the] presentation. No clue what it went over."*

> *Though 58% (35/60) of our survey respondents said they remember training or promotion about a campus sexual violence policy, many stated that it was short and "textbook," focusing heavily on definitions and legal language. Students have expressed to us that methods focused on reviewing legal terms are not very effective, whether for learning about the complexities of consent or how to use a sexual violence policy.*

> *"[The] definition of sexual violence is complicated and legalistic: what does that even mean to a person not already an expert in GBV or sexual violence?"*

Those who participated in online training, such as mandatory power points, said that it relayed important information but they did not see it as effective as in-person experiences. Some common complaints: online training was repetitive; legalistic; did not accommodate different learning styles; and generally involved no follow-up.

> *"My school had a brief online sexual violence education training. It was mandatory but was very basic and quite short."*

> *"In order to be a frosh or orientation week leader, we had to do training [...] you basically walk yourself through a PowerPoint, that just explained, basically just defined a bunch of terms, and then defined...the difference between a disclosure and a report, like nine times, and that was about it. So, that I guess that would be the only training from the school, so in terms of things provided by the school [...] definitely not helpful at all. Other trainings that I've organized myself or have been provided through other student initiatives have been really helpful."*

DID NOT COVER MAIN CONCERNS (EG. CONSENT, HOW TO USE POLICY)

Some responses reflect gaps and opposing foci of training: for example, only policy and no consent training; only consent training and no orientation with policy; or bystander training that lacked a consent element.

> *"It could be the best sexual violence policy in the world but if no one knows about it or how to use it it's useless."*

> *"There are workshops that the student union puts on about consent and anti-oppression [...] but there are not workshops or training provided to students about gender based violence policies. The policies are also hard to read and when students are in distress or come forward, leadership roles don't adequately give them information about their rights and policies."*

NOT MANDATORY; ONLY OFFERED TO CERTAIN GROUPS (EG. FIRST-YEAR STUDENTS)

Participants discussed receiving little or no mandatory training in consent or violence prevention in their postsecondary experience. Of those who received some consent training, most participants reported somewhat brief sessions, often at the beginning of the year, and mainly focused on first year undergraduate students. Generally these were one-off trainings with no follow-up. Participants noted that this makes it hard to retain the content, and leaves out transfer students or students who didn't participate in frosh/orientation events, as well as graduate students.

Some students indicated that they only received specialised training (such as bystander intervention) when they took the initiative to seek it out themselves, or because they were required to as part of a student job.

> "[My university] refuses to make sexual violence prevention training mandatory, so many people are missing out. Those who don't voluntarily attend are likely those who would most benefit."

> "I think the main issue that is overlooked is that most students do not access the education services available. There is a lot of effort being put into this type of education but the reception is quite low."

EXCLUSIONARY GENDER OPTIONS

Some students chose to facilitate peer-led programming. They expressed frustration with sexual assault prevention training that was shaped by outdated and limited norms of gender and sexuality, especially those that divided students into groups of 'men' and 'women.' Participants shared their anger and sense of betrayal by staff and faculty who did not take their concerns about the erasure of other genders seriously or treat the needs of Queer and trans students as a high priority.

> "A big thing when I was at [university] was just the erasure of my identity as a non binary person, and of non binary identities in general, like even [...] facilitating in a program that was about sexual violence and gender based violence, and then ... having to facilitate workshops where they were divided into men's workshops and women's workshops...it was hard enough for me as a facilitator to do that. And I can only imagine what it would be like if I wanted to attend one of those workshops, and I was like, "cool. There's literally just no workshop for me" [...] [I]t really hurt me and made me feel super othered and disposable a lot of times when I was bringing up that issue. I would get the response of, "okay well, like we're gonna work on it, you know it's goals for the future." And I was like, this is not...like an ideal for the future, this is actually a huge discriminatory issue right now, like it's actively harmful. It's not like an extra addition that you can strive towards...it's, it's necessary."

Another participant felt that there were easy ways to address these concerns:

> "There should be workshops for women, men and gender diverse folks, and people should get to choose the workshop they're most comfy in, it's not that hard to implement."

OTHER CONCERNS

Students with experience facilitating sexual violence training discussed how difficult it was to constantly start at zero because so many students arrived at the postsecondary level with very little background knowledge, particularly about sexual consent.

> *"So many people don't know about consent WHICH IS SCARY."*

These facilitators discussed the need for feedback loops for prevention training, to understand what is working and what isn't, and the ability to adapt to meet local needs. Some participants commented on a disconnect between who is providing the training and who needs to be trained, such as sexual violence training being offered exclusively by campus fraternities. They expressed frustration that training was often siloed, catering to targeted groups such as athletes or student council members, without accountability to the broader community.

> *"[Large Ontario University] checked boxes on reaching groups of athletes to train each other in sexual violence training. The university paid them, which is great, everyone should get paid, but they never paid student activists, survivors, anyone who brought this conversation forward. There should be money for activists, survivors, feminists who have been doing this work."*

What can be done? Four areas of focus

IMPLEMENT BEST AND PROMISING PRACTICES FOR SGBV TRAINING

Those who reported feeling more satisfied with their training or more prepared to deal with sexual violence often referenced a broader infrastructure of sexual violence support services and advocacy. This corresponds with a growing awareness in sexual violence prevention that multiple, complementary efforts are the most effective way to build a culture that rejects violence. Related best and promising practices include:

- In-person, small group training sessions;
- Specialised or peer educators who reflect the diversity of the student body;
- Engaging student survivor activists in prevention efforts;
- Training offered throughout the year (not just in the first week);
- Booster sessions and campaigns over time;
- Facilitated discussion, scenarios and a range of delivery methods;
- Training that is tailored more specifically for the audience or campus in question, for example by using local statistics and references.

Sexual violence prevention on postsecondary campuses is a major interdisciplinary field of research that is beyond the scope of this report. For a good background and critical assessment of many of these practices, we recommend the following edited collections that provide broad scope and useful dialogue across practices and disciplines: Harris and Linder 2017; Carrigan, Wooten and Mitchell 2017; and Quinlan, Quinlan, Fogel and Taylor 2017. For a sample of discussions on developing better effectiveness measures (in this case for bystander intervention programs), see Banyard, Moynihan, Cares and Warner 2014, and McMahon, Palmer, Banyard, Murphy, and Gidycz 2015.

One student suggested the following ways to improve training practices:

> *"Introduce mandatory anti-sexual and gender-based violence training and bystander intervention training for all students and staff. Connect with other leaders in the education sector to create and share best practices and to invest in further development of these best practices. Develop and fund community-based and restorative strategies for addressing the issue and divesting from carceral approaches."*

In attempting to implement best practices, PSIs should never lose sight of the fact that the majority of primary prevention programming is not backed by robust effectiveness data, and that what seems effective at preventing GBV on one campus may fall flat on another. As we outline elsewhere, one-size-fits-all

programming is no replacement for a long-term commitment to consultation and collaboration with students and other community members across the spectrum of identities and experiences.

WIDESPREAD EQUITY TRAINING

Alongside sexual violence prevention and policy training, many students expressed the desire for more widespread training in equity and antioppression. This type of training is often offered through student groups on a voluntary basis, rather than through the PSI itself. These participants explicitly recognised the broader foundations of GBV in other systems of social power. For example:

> *"I would say invest heavily in training, equity and anti-racism and anti-colonial training. For faculty, students, everyone. We need to dismantle the structures of power that enable sexual violence."*

Their comments also express dissatisfaction with existing sexual violence training that does not reflect intersectional approaches to violence and power. SFCC recommends that all training on sexual violence integrate an intersectional analysis, with scenarios, discussions and facilitators that reflect the diversity of the PSI community. As one participant suggested, engaging external community groups can help draw on a broader base of knowledge:

> *"Who should be offering the training and who should be speaking to a lot of these things...often like the most effective places are community based groups [...] [T]hat's where the experts are...the folks with the lived experience."*

Others focused more directly on the needs of specific groups who experience higher rates of GBV. This was particularly stressed in cases of students and survivors living with disabilities:

> *"We need more resources and services targeted towards people with disabilities, and the general public/student population need more education and awareness of visible and invisible disabilities."*

> *"I would like to highlight the intersectionality of identities and experiences of disabled folks; the lacking validation of disabled experiences, and lacking transparency regarding policies and structure in place within the college community."*

Lastly, many of our participants highlighted a need for PSI training to do more work creating space to question and critique dominant forms of masculinity that they see feeding into gender-based violence.

> *"A significantly overlooked component of prevention is engaging with the ideas behind toxic masculinity. I think that men's groups, speaking circles, and speakers events can be really powerful agents of change because it addresses components of rape culture directly at the source."*

> *"[Top three recommendations:] 1. Men's circles on issues like consent, rape, sexual wellness, etc. 2. Speaker events about toxic masculinity 3. More events that encourage nuanced conversation about consent, always with the intention of adopting real- world solutions that fit the spectrum of human intimacy."*

IMPROVED AND EXPANDED SEXUAL EDUCATION

Education that is consent-oriented, culturally located, and gender-affirming is very important to confronting and eliminating gender-based violence on campus. Across Canada, teachers, educators, sexual violence experts, health professionals, and students continue to call for better sexual education within all levels of education. The focus of sexual education can have major long-term and short-term impacts in terms of our understanding of experiencing and addressing systemic violence. Top recommendations for education include the following:

- Sex-positive sexual education in elementary and secondary education. Too much focus is on the negative, rather than positive parts of sexual experiences;
- Consent training included in all stages of education, beginning in age-appropriate ways in kindergarten or pre-school;
- Sex-ed included in universities. There is an assumption that all students entering a PSI have received sex-ed recently. This is not always the case;
- Learning how to accept and receive a "no";
- Culturally-located education for Indigenous students, newcomer students, and international students;
- Including a mandatory Indigenous or gender studies course as part of a liberal arts degree.

Students expressed a need for education related to consent and sexual violence to include the specific contexts of (and statistics about) their campuses. Many student anti-violence organisations and organisers expressed that cookie-cutter education programs do not locate the issue within their environments, creating an impression that violence does not happen there. Students pointed to the need for better coverage in teacher's college and other education programs, and stressed the importance of peer-based training:

> "Education, education, education. People come to a university with a WIDE variety of experiences with consent-based education (whether very experienced or completely lacking). We need to address this on all campuses through multiple opportunities for education, both mandatory and peer-based. Peer-based is incredibly important because it can help break down any barriers [between] a student and a campus official, promoting engaging discussion. It also helps students know that there are peers on campus who care about their well-being, which helps promote a culture of consent on campuses. You can only do so much as a campus organization without having students adopt the message you want to convey."

Students we consulted were not in favour of "parachuting" instructors into classrooms to teach sex ed. They advocated instead for providing adequate training for classroom teachers with existing relationships with students. Others expressed concern for safety for students in the K-12 system who may be experiencing sexual trauma at home, without learning how to tell others about it.

> "It's so important to begin sex ed at a young age, teaching consent in early grade school in the context of "no one can touch you unless you consent to it."

> "[We need] progressive and comprehensive consent and identity affirming education pre-PSI."

> "We gotta reduce the stigma against sex to prevent assaults!"

As in other discussions, equity and antiracism were themes that emerged clearly in discussions of broader sexual education:

> "[It's important to ensure] that sexual education and all efforts here include the voices and perspectives of marginalised/oppressed groups (including staff and students)."

The Indigenous students we consulted noted that they have not experienced any culturally located sex education programs that include Indigenous concepts of gender and sexuality at any level of education. *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Volume 1b,* under the section for Industries, Institutions, Services, and Partnerships, 11.1 calls for "all elementary, secondary, and postsecondary institutions and education authorities to educate and provide awareness to the public about missing and murdered Indigenous women, girls, and 2SLGBTQIA+ people, and about the issues and root causes of violence they experience. All curriculum development and programming should be done in partnership with Indigenous Peoples, especially Indigenous women, girls, and 2SLGBTQIA+ people. Such education and awareness must include historical and current truths about the genocide against Indigenous Peoples through state laws, policies, and colonial practices. It should include, but not be limited to, teaching Indigenous history, law, and practices from Indigenous perspectives and the use of *Their Voices Will Guide Us* with children and youth" (193).

ONLINE SAFETY AND ANTI-HARASSMENT TRAINING

The COVID-19 global pandemic has illuminated the under-regulation of online spaces and the prevalence of online violence and harassment that students face regularly. We have yet to see the long-term repercussions that the pandemic will have on education, but it is likely that PSIs will continue to establish more permanent forms of online learning across a wider range of the curriculum. In her research on online misogyny and violence at Canadian universities, Andrea Quinlan notes that

> *"[w]hile university administrators are devoting much attention to the question of how they can use online spaces to increase enrolments and profits [...] they are largely ignoring more pressing questions of how to address the violence that occurs in these online spaces" (2017, 134).*

She stresses that despite the development of new SGBV policies at many institutions, "few if any of these policies have included specific references to online forms of sexual violence and strategies for reducing it" (ibid). Until there are policies, regulations, and meaningful conversations about the impacts that this may have on students, online spaces present a high risk for what the feminist organisation LEAF has called "technology-facilitated gender-based violence." LEAF researcher Cynthia Khoo includes the following practices under the umbrella of technology-facilitated gender-based violence:

> *"doxing; hate speech; threats and intimidation; trolling; voyeurism; impersonation; spying and monitoring through account hacking or interception of private communications; online mobbing; coordinated flagging campaigns; sexual exploitation resulting from online luring; defamation; non-consensual distribution of intimate images (NCDII); image-based abuse (including both deepfakes and shallow fakes); sextortion; and stalking" (2021, 1).*

Participants in our consultations spoke to experiences of online gender and racial harassment and a growing fear that there are no reliable systems at their institution for addressing it. Here are some examples of what participants told us makes them feel safer online:

> *"Cyber security and policies that cover cyber assaults."*

> *"I think the sexual harassment has gone online now so it's hard to feel safe getting emails when boundaries are crossed [without knowing] how they will change/what their standards are."*

> *"Online would be safer if there were clearly defined policies surrounding hate speech that are consistent."*

"Stricter guidelines against hate speech and harassment on social media sites."

"Trigger warnings and content warnings online."

"Platforms taking reports of online bullying and assault seriously."

"Knowing your prof has your back online."

Online safety should include training teaching faculty on the effective use of platforms for online learning, such as Zoom and Blackboard. In multiple discussions, student participants asked, if professors have trouble navigating a breakout room and other Zoom functions, how are they meant to navigate online harassment taking place in their classroom? The COVID-19 global pandemic has brought to light how under-trained university staff are regarding online platforms and education. Following a year of online education during COVID-19, one participant told us the following:

"[Often] profs don't know how to use Zoom on a technical level and how to facilitate Zoom lessons. If they don't have disclosure training and do not have technical ability to handle classes or break out groups.... this also extends back into campus space as well. There should be a literal requirement that teaching staff be capable in basic Zoom [...] and reduce harm in their classroom and not allow violence to happen in front of them."

Online safety for youth and university students would mean incorporating digital safety into different stages of education, including elementary school and high school. Education on online safety includes: incorporating online spaces and online dating into bystander intervention training scenarios, information on navigating online sexual relationships, how to safely share intimate images, and how to address online sexual harassment. One participant framed it in terms of harm reduction:

"I think that the SV equivalent of a safe needle site might be "how to take nudes safely." [...]. Students should be educated on privacy laws, security issues that could be exploited on their devices, and how to inconspicuously brand nudes to protect their safety. This type of programming acknowledges that yes, students are having sex online — let's make it safer."

PSIs must directly and proactively address the reality of online sexual harassment, train professors and teaching assistants to address real-time violence, equip them with the tools to navigate and use online platforms, and create and promote policies and procedures to protect students in online spaces.

PRIORITY 3:
Decriminalise Sex Work in Canada, in Consultation with Sex Workers, Including Students

Tuition fees for postsecondary education in Canada continue rising, meaning more students work full or part-time during their studies. Many students engage in sex work to afford increasing university fees and living expenses. Sex work is often misunderstood in ways that can marginalise these students and complicate their access to services and support. The decriminalisation of sex work can support de-stigmatisation, improve access to services and promote safety from gender-based violence for all sex workers, including postsecondary students. SFCC recommends in particular that PSIs ensure that staff and services are knowledgeable about and inclusive of sex workers.

Why decriminalisation?

Reform of legislation cannot go forward without following the directives of sex workers. SFCC calls on the Federal government to enter into meaningful consultation with those who work in the sex trade, to reform Canada's current sex work legislation. Thus far, we have heard from sex workers that they want their work to be decriminalized, not legalised, and to enjoy similar treatment as other working Canadians.

Two sex workers who participated in our consultations stated the following:

> *"Listen to sex workers at all stages. Do not move forward without meaningful, ongoing consultation with sex workers."*

> *"[We need] decriminalisation as opposed to legalisation, because sex work is work like any other job and if it's legalized that means it is susceptible to regulations on the individual person, and how they can do their job. It gives us a lot less freedom to do what we do. And while I believe that certain standards should be met, specifically in terms of like health and safety, there should be a way to manage getting STI checks and pregnancy tests and all that for sex workers. I don't believe that the government should regulate human bodies in the way that sex work happens."*

Canada's laws on sex work have been subject to various moral and political battles focused on whether it should be legalised, decriminalised or abolished. Until 2008, the Criminal Code of Canada did not criminalise sex work itself, but prohibited various related activities, such as communication and living on the profits of sex work. *Bedford v. Canada* was a legal case launched in 2008 by three sex workers, including Terri Jean Bedford. The case argued that the law violated sex workers' rights to security of person (Sec. 7 of the Charter of Rights and Freedoms), by making it impossible to operate safely. In their ruling on this case, the Supreme Court of Canada declared the existing laws on sex work unconstitutional (OWJN 2015).

In response, in 2014 the Federal government passed legislation called the Protection of Communities and Exploited Persons Act. This legislation took a different approach to sex work based on the "end-demand" or Nordic model, which originated in Sweden. "End-demand" means that what is criminalised is the purchase of sex. Advocates argue that this does not protect sex workers from workplace harm and risk, and creates an environment of illegality around sex work, particularly for those operating outside on the streets. More recently, an Ontario Court judge ruled that parts of Canada's "end demand" laws violate the Charter (Dubinski 2020). In this ruling, Justice McKay noted that although the 2014 legislation may have intended to eliminate exploitation and reduce risk, in practice it had the opposite effect, returning to a situation similar to the pre-Bedford era. The criminalisation of sex work and sex-trade work contributes to stigma, which can lead to more violence and discrimination, and likelihood of non-payment and unsafe encounters (Dubinski,

2021). Additionally, criminalising sex work risks the health and safety of those who participate in sex work, most of whom are women and transgender people. As one of our participants states:

> "[The Nordic model] doesn't do anything to mitigate the violence against sex workers, and in particular, street-based sex workers, because [sex workers] feel like they have to have a certain protection around the client. And if the client feels like they're taking the risk, well, then they might as well take an even bigger risk. And if they were just going to run off and not pay, they might as well make sure that she doesn't talk by enacting physical violence …"

The March 2021 case in Ontario centered the stories and lives of sex workers and two individuals who ran an escort service, many working in a coalition called the Canadian Alliance for Sex Work Law Reform. SFCC salutes this move and calls for sex workers - particularly BIPOC, disabled, trans, and immigrant sex workers - and sex worker advocacy groups to continue to be centered in future decision-making on legislative reform.

Precarity and exclusion for sex worker students

Students involved in sex work share many of the same perceptions and struggles with campus services as other students.

> "I know we have the Women's Center [on campus], however I never felt comfortable using that. And it was less about me being a sex worker and more about me understanding that gender based violence on college campuses is either not taken seriously, or it's not handled in a way that helps the victim."

In addition, participants in our consultations state that services on their campuses are not sex-worker friendly. Stigma in services is a leading barrier to access for students who engage in sex work. There are few resources available on campus that are sex-worker friendly, including sexual violence response offices, counselling, and health clinics. Sex workers at the intersection of multiple marginalities will find increased barriers to supports on campus, but also often find it hard to get support off campus. We know it is common for survivors to first turn to friends or peers to disclose and seek support after an experience of violence. However, the added stigma that sometimes accompanies abuse in a sex work context can shrink the number of trusted people in this circle, which is an issue further compounded by stigma experienced in health and social services. One participant pointed out that peer support can only go so far:

> "Those that do have support, unless it's a professional, most of the people you're going to be comfortable to talk to don't have the capacity to help at the level needed. Depending on the type of violence or abuse, most don't have the capacity to take it on, even if they try, they don't have the skillset."

A recent study with youth involved in sex work in Toronto reported that the majority of its participants had had negative experiences in health care that made them not want to return. The study stated "[t]he most commonly reported barriers to accessing care were believing that health care providers judged sex workers (33 [61%]), concerns about anonymity or confidentiality (33 [61%]) and believing that health care providers would be uninformed or underinformed about sex work (32 [59%]" (Ross, Sterling et. al. 2021). They also reported other barriers, such as struggles to pay for services or to find good free services, health care practitioners who tried to convince them to leave sex work, and discriminatory treatment such as sexism, ageism and ableism (Ibid). Our participants echo these experiences:

> "I think if we're queer/trans we're more likely to do sex work and that makes it harder to feel you can reach out for support because of the shitty attitudes toward sex work."

> "I know that [sex work advocacy organization] employs a counselor who sees people…. I'm pretty sure for free, but … it's only one person. And I know also that people are referred to [certain hospital] for psychiatric help that is either free or … [you don't] incur a lot of potential costs. […] However, even I had issues in terms of making an appointment."

In the Toronto study from Ross, Sterling et.al., survey respondents provided clear direction for health care services, with suggestions that we believe are relevant for on-campus services as well: "staff and volunteers with sex work experience (41 [76%]), nonjudgmental staff and volunteers (38 [70%]) and an antioppressive space (38 [70%]) would make them more likely to access sexual or reproductive health care services" (2021).

Rising fees and academic stigma

There are many reasons sex workers might not feel safe being public about their work on campus. Risks include losing supervision and funding for graduate degrees, being publicly outed online and losing anonymity with clientele, being targeted by anti-sex worker groups, and inaccessible campus services. One participant spoke of their fear of losing their funding for being open about sex work:

> "When I was at school I was very open with literally everyone that I was a sex worker, I told my advisor, my PhD supervisor, and they were not enthused […] But, like, what could have happened to me when I told my…supervisor that I was a sex worker and this cause was important to me…they could have essentially kicked me out of the program and they could have withdrawn their support. And in a more formal way than they did."

Many students explicitly link increasing austerity measures and rising tuition fees to students engaging in sex work. One participant said:

> "I've done sex work without wanting to because tuition is ridiculous and student on-campus jobs don't pay enough."

Another participant with previous sex work experience mentioned:

> "…a strip club in [Ontario city] near the university, and there's an ad that says "we'll pay your tuition." Like, they caught on fast."

As a feature article in Simon Fraser's student newspaper The Peak makes clear, the number of students working in this field is large and growing, particularly in roles such as cam girls and sugar babies (Favron 2016). The article includes a list of campus services that sex-working students may use for support and outlines how sex-worker friendly they are. This is important: the students in Favron's piece indicated that the biggest issue they face is not any danger inherent in sex work itself, but the stigma still surrounding it, which can create barriers to accessing services as well as careers in academia and in the corporate world.

On top of this, many students' precarious or temporary immigration status further limits access to jobs and scholarships, both on and off-campus. One student told us:

> "[Teaching and research jobs] weren't offered to me, so I had to only rely on sex work, which you are not legally allowed to be a sex worker if you are on a visa or even have permanent resident status, you have to be a Canadian citizen."

Lowering tuition and increasing government funding to postsecondary education would provide a safer environment for students, many of whom work precarious jobs. Neoliberal funding systems incentivise universities and colleges to operate like businesses, prioritising their public image over the accessibility of their services. Sex workers we spoke with have many ideas for how to improve these conditions. One participant told us:

> "I certainly have done sex work as a student to help pay bills. I would recommend investing in community based violence prevention strategies that pay students living wages. I would also advocate for the school to provide services that are sex positive and informed about sex work, not just human trafficking. I would also encourage all schools to create a campus minimum wage and a quota for student jobs that meet that criteria, while also actively fostering paid opportunities (not just unpaid internships that they make you pay extra to access)."

Safety online

With an increasing presence of online platforms, more sex work is transitioning online. The safety of sex workers is at the discretion of each site and can vary depending on the state, province, or country where the online platform is operating. Regulations that protect sex workers from harassment and abuse become even more tenuous as more sex work transitions to online platforms, particularly during the COVID-19 global pandemic. While some claim that online platforms are making the industry safer for workers (Weaver 2018), others warrant that decriminalisation is what makes sex work safer (Campbell, Sanders, Scoular, Pitcher and Cunningham 2018). One online-based sex worker told us the following:

> "I wish we had better options on platforms … I can report to the site but they don't care. There are platforms that are great. One site reported someone I reported federally and took it really seriously. Some take it very seriously, some don't, never going to be consistent […] especially when they're based in different countries. One site that I use is based out of the United States, so it's a different legal system…"

> "Everybody is so brave behind a screen. Dealing with trolls online and on social media, people who see me live on cam … you have to have really thick skin to work in this industry, especially online. You are pummeled with [insults and abuse]. That's a really big part and a side category of gender-based violence."

Safety from police

Though sex is legal to sell, we hear from sex workers that police presence does not make them feel safe or protected.

> "Even though what we're doing is legal! Lot of fear of dealing with police."

We heard from a participant who has worked extensively to educate the police department in their city that, although this particular department has invested in training, they still haven't seen the necessary systemic change. Our participant highlighted the gendered "boys' club" attitude with the police that results in a bias towards women, regardless of an officer's gender, leaving sex workers or survivors fearing that they will not be believed if they make a distress call. They believed that most police still do not have the right skills to assist in situations of domestic violence and abuse:

> *"At this point where we are in the world, I think [the police] need to fully step back, watch how it's done, and then in the next decade or so we can start working on that training. Policing in general requires so little training for the amount of power that they have – that it may be a short weekend training to be an expert."*

Law enforcement most often lacks intersectional approaches to care, reporting, and support. Sex workers that we spoke with want alternative systems to reporting, emergency response, and investigation. The same participant told us the following regarding their position on police being first responders to sexual violence.

> *"People who are experiencing the violence shouldn't have to sell their story to be believed [by police officers]. We're not just talking about physical violence – the mental and emotional abuse is way higher, I imagine, that it happens so much more than people talk about or realize. We can see the shift, but still trying to shed what was taught to us. And what we're passing on to the next generation is that this is not expected, this is not normal, this is not how it is. We're still in a space where victims and survivors have to convince people what is happening to them. That retraumatisation. In court, arbitration, living your trauma while people are picking your story to bits looking for discrepancy. Without understanding that a traumatised mind will have discrepancy. Often needing proof. No respect for the traumatised mind not working the same way as someone who hasn't been traumatised. They need proof. Need to have robotic clarity. And it can't. Having that expectation is unrealistic. Can't expect a broken jug to hold water...we need to not assume that someone is lying."*

In 2017, the Globe and Mail released their Unfounded Investigation, which revealed that on average, police in Canada reject 1 in 5 sexual assault claims as baseless, after which they stop investigating them (Doolittle 2017; see also Johnson 2012). These unfounded rates exist despite extensive research showing that the rate of false sexual assault accusations is between 2 and 8%. Across this field it is well-established that survivors seek to avoid formal complaints with the police because they do not want to be re-victimised through a lengthy investigation process (Sheehy 2012; Buss, Majury, Moore, et al 2016).

Protecting Indigenous women, girls and two-spirit people engaging in sex work

Participating in sex work does not make Indigenous women, girls and 2SLGBTQIA+ people vulnerable to violence. Rather, it is the racist and sexist structures in Canadian society and stigma or criminalisation of sex work that create fertile ground for the violence many sex workers face (Reclaiming Power and Place 2019, 656-57). *Reclaiming Power and Place: The Final Report of the National Inquiry Into Missing and Murdered Indigenous Women and Girls*, as well as the submission to the inquiry by the Vancouver Sex Workers Rights Collective (VSWRC 2018) further recognise the role that RCMP and other policing services play in perpetuating this violence, as well as impeding justice for family members of those whose loved ones were sex workers. This includes police abuse and harassment against those engaging in sex work (VSWRC 2018, 13) and compounding barriers to reporting violence to police, which further silences truth and hides violence (ibid, 14). The *Reclaiming Power and Place* Calls for Justice 9.11 calls for 9.1 all police services to develop and implement guidelines for the policing of the sex industry in consultation with women engaged in the sex industry, and to create a specific complaints mechanism about police for those in the sex industry (22).

The *Reclaiming Power and Place: The Final Report of the National Inquiry Into Missing and Murdered Indigenous Women and Girls, Volume 1b*, Calls for Justice, Human Security, 4.3: "We call upon all governments to support programs and services for Indigenous women, girls, and 2SLGBTQQIA people in the sex industry to promote their safety and security. These programs must be designed and delivered in partnership with people who have lived experience in the sex industry. We call for stable and long-term funding for these programs and services" (182).

Our Calls, Our Actions (NWAC 2021) has identified that support for safety programs that focus on Indigenous women in sex work is a vital call to action regarding health and wellness. We recognise this section is about sex work, and mis-identifying sex work as human trafficking is inappropriate, ineffective and harmful (Vancouver Sex Workers Rights Collective, 2018, 8). However, we do not wish to marginalise the experience of Indigenous peoples who have been trafficked as we work to end violence. Therefore we identity the immediate need to implement rigorous requirements and education in group homes and foster care to prevent child recruitment into the sex work industry and abduction into human trafficking (NWAC 2021, 25, 30).

PRIORITY 4:
Foster and Fund Leadership of Indigenous Community, Staff and Students in GBV Policy and Practice

The National Inquiry into Missing and Murdered Indigenous Women and Girls comission (*Reclaiming Power and Place* Vol. 1a and 1b), Truth and Reconciliation Commission (TRC), and Royal Commission on Aboriginal Peoples (RCAP) have all acknowledged the role postsecondary education has played in perpetrating violence against Indigenous peoples, as well as the role it needs to play in addressing ongoing marginalisation of Indigenous peoples. Many Indigenous students continue to feel unsafe, unsupported, excluded, and marginalised within postsecondary structures and spaces. During consultations with students from across the country, many related forms of violence were identified as part of the everyday experience of being an Indigenous student—particularly Indigenous women and 2SLGBTQIA+ people—in a postsecondary institution. Students were clear that Indigenous community autonomy over both the direction of programming and uses of funding were equally necessary to put past recommendations into practice.

> *"At my school where I did my undergrad we did have some marketing/promotion of a policy and supports for sexual violence, but none of this was for Indigenous students specifically. Some women in our campus community talked about trying to discuss this with administrators at the school and felt tokenized or like they were trying to exploit them for free labour – like getting them to run campaigns or host events when that's the school's job. Given the rates of violence our communities face (including lateral violence) there needs to be more thought put into how to educate and support from an Indigenous perspective."*

Consultation and recognition of Indigenous leadership

Indigenous students expressed concerns about any institution or government initiatives focused on compiling more data and writing reports about violence faced by Indigenous students. There needs to be consultation led by and for Indigenous students that results in actions that continue to include Indigenous students in decision-making. Indigenous participants told us:

> *"There's so many policy suggestions, but are they actually going to come into fruition through financial support?"*

> *"Like, do you need another report or do you need to start acting on what folks have already put forward? There's so much information out there. This is especially relevant to Indigenous students' needs. So many reports."*

> *"The TRC came out around 6 years ago. The MMIWG around two years ago … Why haven't institutions already implemented their recommendations?"*

Individuals that we consulted addressed feeling like their positions on campus are tokenising, and that their opinions were not heeded or considered in policy and decision-making. They felt that postsecondary institutions choose Indigenous representation they feel will serve their interests. Being selected onto Indigenisation committees and being a representative on boards can feel tokenizing because Indigenous leadership is often being decided by non-Indigenous institutions, such as universities, rather than by

Indigenous governance systems and communities. Meaningful and impactful consultation processes with Indigenous students and leaders must include Indigenous legal systems and governance.

> "I was a part of this Indigenisation committee, as soon as I started to speak out about [systemic issues at the college] they stopped sending me emails [...] Like, they took me off the board without even telling me they took me off the board, they just stopped sending me emails to sit on the board, and I was like, well that's okay because I don't want to be on a board with fake colonial people anyway."

> "I think some of my worst experiences are being included at the table to share about my ideas and experiences on campus, but not being listened to. Like they only wanted me there because I was an Indigenous student (but I'm pretty white passing so hate being cast in that role). I know I am not alone in this experience at being included but only in ways to suit university agendas...."

SFCC calls for consultations to be directed by Indigenous communities and their priorities on campus. For an example of how student government has begun to operationalise this recommendation, see the Student Society of Simon Fraser Issues Policies (SFSS 30, 34).

In 2012, the Government of British Columbia released leading practices based on consultation with the B.C. Aboriginal Post-Secondary Coordinators in public postsecondary institutions, with input from the Indigenous Leadership of Post-Secondary Education institutions in British Columbia, Aboriginal Post-Secondary Education and Training Partners, First Nations Education Steering Committee and Indigenous Adult and Higher Learning Association. Alongside important topics such as Indigenous housing and other culturally relevant spaces, of particular note for this section is supporting Indigenous advisory councils. Drawing on experiences from the Aboriginal Education Council (AEC) at North Island College, what is shown is a promising model for a culturally-centered, evolving, relevant and accessible structure that empowers Indigenous voices on matters of policy, programs, and institutional culture.

Training and support for elders

In our consultations, some students pointed to concerns about the lack of training available within their Indigenous communities on campus regarding disclosures of violence and suicide, and particularly having training for Elders who are the frontlines for many disclosures. Indigenous students expressed concern that Elders on campus often do not have access to mental health supports or training as a part of their work. Some students are concerned that a number of Elders in their campus communities fear for their jobs when they express a need to access mental health supports. This is unacceptable. An Indigenous participant responded in our public survey with the following point:

> "We are so lucky to have elders on our campus, but they often are not given training on how to respond to disclosures of violence or suicidal thoughts. They should have better supports and resources available so they don't feel overwhelmed or minimized, or respond badly to disclosures."

Indigenous women, non-binary and trans people in this consultation have further called for ways to address gender-based violence and lateral violence within Indigenous campus communities. One recommendation is for specific, culturally-located education resources and campaigns to address this lateral community violence. Community members pointed to the need for stable funding and staffing for these initiatives. Participants are clear that lateral violence has its roots in colonization, and as colonial institutions, it is hard to be a part of a university or college without being drawn into these dynamics.

> *"I feel like every institution that governs us is rooted in whiteness and rooted in colonization and has this historical trauma and hurt, whether it's the justice system or the school system or the hospital or it's all rooted...cut from the same cloth. There's so many calls to action on how do we bridge the gap between Native people and education. [...] [Universities] will say they want to and then they're ... actively replicating the violence that they publicly speak out about, but are a part of themselves."*

> *"I'm angry at the social structure that brought us to this place, like that brought us against each other and that brought me against this institution, and is now this big, ugly beast [...] You know like it became a really laterally violent thing."*

As one way to push back against those dynamics, students strongly expressed the importance of seeing community leaders and knowledge keepers in their campus programming, as well as Indigenous instructors, courses and curricula. One student recommended:

> *"Definite inclusion of...voices of our clan mothers, our matriarchs, our pipe carriers, like our women, the roles of our women being validated in these institutions [...] their influence in our territory [...] so when you're running a program...having Indigenous people come in and discuss what are the rules of respect, actually having Indigenous matriarchs and leaders come in...as a collaborative process."*

Prevention and support for students

There were a multitude of concerns regarding systemic and unaddressed racism and sexism within Indigenous participants' programs or institutions. Though many institutions have released statements in solidarity with anti-racist movements, actions that show accountability for harm caused are much harder to identify. Students we consulted recommended provincial oversight mechanisms and improvement to Human Rights Tribunals that reduce barriers for Indigenous people.

Increased institutional accountability was recommended by undergraduates in student government and by Indigenous students consulted in this process. They called for better and more transparent reporting mechanisms within the institution and across the province or territory, and support for the creation of Indigenous residences and gathering places, particularly on rural or satellite campuses.

> *"Trauma-informed care, preventative-focus, anti-racism, decolonial [practices] are all important. Spaces that are for and with Indigenous people are also important."*

Indigenous and other students of colour called for mental health support for survivors that are culturally-located and safe. There is already a full section of recommendations on this topic in the [Master List of Report Recommendations for the *Reclaiming Place and Power* Report](#) (2019). One participant in our consultations underlined the difficulties they faced seeking counselling:

> *"Counsellors can take 3 weeks to get appointments with – and those sessions are only 15 minutes long! Our provincial government got this call-in counselling app to help students at the beginning of COVID....I have tried to get a counsellor through the app 4 times, waited 20 minutes, and was still unable to get counselling....so that's obviously not helpful. We have one Indigenous counsellor at my (rather large) campus to serve a lot of Indigenous students.....I don't trust white counsellors to be able to offer the support I need, so I often rely on other Indigenous students.... I know the university could be doing better."*

Safety on campus

During our consultation with our networks, we have heard from Indigenous women who continue to feel intellectually and physically unsafe on campus. They speak to a concept of safety that involves Indigenous-created and led safety mechanisms that do not support rape myths and recognise Indigenous understanding of community safety decision-making processes.

Students across our consultations have expressed support for reducing or eliminating the presence of police on campuses. In Western Canada, many Indigenous and racialised students are calling for an elimination of RCMP recruitment on postsecondary campuses, particularly within Indigenous programs and support offices.

Following issues of RCMP violence on campuses, there have been demands from BIPOC student communities across the country to prevent RCMP or other police from responding to so-called "wellness checks" and instead to develop community-response resources on campus. To be clear, this does not mean increasing security budgets, but instead creating new systems of safety and accountability that rely less on punitive or carceral approaches.

Indigenous students we consulted shared the perception that postsecondary policies and procedures on GBV are not about justice, nor do they offer options for Indigenous understandings of justice, but instead are in place to protect institutional reputation. The MMIWG report master list of report recommendations, (2019, Sec. 18) calls attention to this point as well, stating the need to support community justice plans that do not rely on Euro-Canadian judicial or carceral approaches. As one participant in our consultations puts it:

> *"This must be informed by survivors of colour and Indigenous and Black survivors. There is a deeply systemic and racist history of security forces that must be reconciled before they are inserted into the responses to GBV."*

Recommendations for supporting and protecting Indigenous people and communities on campus

The *Missing and Murdered Women, Girls and Two-Spirit People Report*, vol. 1b, Calls for Justice, Human and Indigenous Rights and Governmental Obligations 1.8 supports this recommendation stating: "We call upon all governments to create specific and long-term funding, available to Indigenous communities and organizations, to create, deliver, and disseminate prevention programs, education, and awareness campaigns designed for Indigenous communities and families related to violence prevention and combating lateral violence" (2019, 178). When this funding is created, it should be accessible for Indigenous campus initiatives including for Indigenous student groups. Funding should be adjudicated by Indigenous community members.

PRIORITY 5:
Centre the Voices of All Students Living with Disabilities

We heard from students across Canada that postsecondary resources, policies, and spaces are not accessible to students with disabilities, especially those who experience intersecting forms of marginalisation. As we outline below, gender-based violence not only impacts people with disabilities at a higher rate, but gender-based violence can also be a disabling experience in itself, with common impacts including PTSD, anxiety and depression. For these and other reasons, SFCC recommends that the expertise, experience, and recommendations of students living with disabilities be central in gender-based violence work on campus.

Access as a right

As outlined in our discussion of principles in this report's introduction, SFCC maintains a strong position that disability is constructed and perpetuated by social institutions in Canada. The exclusion and barriers faced by students and survivors with disabilities are neither natural nor inevitable. They can be eliminated through policy, funding and training at all levels of postsecondary education. All students have the right to access public education, and public institutions have a legal responsibility to create and maintain accessible policies, curricula, staffing and spaces. These are rights, not privileges, but PSIs continue to present students with obstacles that produce and reinforce disability. This ableism is deeply rooted. Critical disability scholar Jay Timothy Dolmage writes:

> "[A]cademia powerfully mandates able-bodiedness and able-mindedness, as well as other forms of social and communicative hyperability, and this demand can best be defined as ableism. In fact, few cultural institutions do a better or more comprehensive job of promoting ableism" (2017, 7).

Through provincial legislation such as the AODA (Accessibility for Ontarians with Disabilities Act) as well as the Charter of Rights and Freedoms, PSIs are already mandated to accommodate students with disabilities and remove access barriers. Unfortunately, the gaps between law, policy and practice too often come at the expense of individual students, with serious impacts on their lives and academic aspirations.

Lack of accessibility and gatekeeping as the norm

Many students continue to report dismissive or discriminatory attitudes, inaccessible spaces, a lack of consultation with disabled students, and staff and faculty who are unaware of their responsibilities or unwilling to respect the rights of students and survivors with disabilities. Students we consulted expressed frustration at this routine experience of not being accommodated in their daily lives at PSIs. They also shared the expectation that these forms of barriers and gatekeeping would continue throughout GBV-related processes:

> "[A]s someone who uses accommodations because of mental health issues, I can attest that seeking accommodations can be a debilitating, demoralizing process. The accessibility services at my school are good but when I first sought help in 2013 it was very hard. Most, but not all, instructors are helpful and understanding. Seeking verification/documentation can be a financially and emotionally difficult, time-consuming process. I can't imagine how hard it is for survivors - I imagine a barrier they come up against is documentation of their struggles from a medical professional when something has just happened to them and they are still processing their trauma."

> *"The campus itself is completely inaccessible to individuals with mobility-related disabilities. Few elevators that are often out of service, intense amounts of steep staircases, and steep elevations on walking paths."*

> *"At Canadian PSIs I often am faced with administrative processes that fail to account for the needs of students with disabilities. Either by omitting any recognition of the need for specific processes to accomodate students living with a disability or by creating unrealistic barriers to access support, Canadian PSIs continue to exhibit an approach to disability that reflects gatekeeping more than access. I could not imagine the experience of filing a campus sexual violence complaint while living with a disability that requires accomodations. The GBV policy procedures already have significant barriers for able-bodied survivors, I believe the challenges that a survivor with a disability would face are even more complex and traumatic."*

SFCC calls for all PSIs to consult with their own students and to take these experiences seriously, both in the case of routine disability accommodations and those that occur in the wake of experiences of GBV. Gatekeeping can deter students from accessing support when they need it. It can take many forms, from policies that require excessive, burdensome proof of disability in order to get basic accommodations, to the actions of individual counsellors, which in many cases appear to reinforce the idea that accommodations are a "gift" or privilege, rather than a right. This student reflects on the lack of up-front information about available accommodations, and the exhaustion of the resulting self-advocacy that is often needed to get what they are entitled to:

> *"[A] lot of the time there is not enough information about the options available to us folks with disabilities. There is so much pressure on us to self- advocate but since we do not know the options possible, it is very difficult to do so. For example, we do not know what kind of accommodations we can ask for or what they may look like, and when we do ask for accommodations, we are often met with dismissive and/or invalidating responses and attitudes. This is especially so with invisible disabilities, where a higher level of "proof" may be needed - this is unfair and exhausting, especially when this response is more likely to occur than not. I have a disability where carrying physical textbooks is difficult for me, so I have an accommodation for class content in accessible and/or digital formats. I have a friend who uses a wheelchair and has a similar difficulty with carrying physical textbooks; however, she was not even aware she could ask for this accommodation. There are people who are unable to have their needs met when they easily could be, because of a lack of transparency and a "fear" that folks with disabilities may be too dependent or "asking too much".*

The student goes on to suggest the following:

> *"An alternative could be having a list of potential and/or existing accommodations that folks have asked for and/or received; this should be accessible to all students regardless of disability/ accommodation status for ease of access as well as normalization of identifying what you need and asking for it. This would also decrease stigma towards asking for or having accommodations, and open the floor to more discussions regarding needs assessment(s), accommodations, disabilities, ableism, and other ways we could improve inclusivity on campus as well as in the world."*

Intersections of GBV with disability, other experiences of oppression

Gender-based violence disproportionately affects women living with a disability. A study by the advocacy organisation DAWN-RAFH Canada found that 40% of respondents had experienced some form of violence in their lives. 1 out of 5 Canadian women live with a disability, and they are three times more likely to be forced

into sexual activity by use of threats or force than other women. Another study indicated that 60% of women with disabilities are likely to experience some form of violence in the course of their adult lives (DAWN-RAFH Canada, 2014).

When disability intersects with other identities that are commonly marginalised in our society, these statistics can be magnified. A high proportion of the Queer students we spoke with told us that they experienced mental health issues, in addition to struggles with accessing secure housing and living costs, and indifferent or inadequate institutional approaches to name changes and pronouns for trans and non-binary students. Gender-based violence is a common experience in this group: at least 1 in 5 transgender, genderqueer and non-conforming university and college students in the United States have experienced sexual assault (RAINN, 2020). Queer students expressed to us that gaining access to appropriate support remains challenging.

Colonialism and racism structured into social and educational institutions can also make getting accommodations difficult for BIPOC students with disabilities. The higher rates of violence experienced by Indigenous women are part of the ongoing crisis of Missing and Murdered Indigenous Women and Girls in Canada, yet campus SGBV policy developments have so far mainly sidelined Indigenous perspectives (Bourassa, Bendig et.al. 2017). When reporting sexual violence, women of colour often have their experiences taken less seriously within the criminal justice system (Canadian Women's Foundation, 2014) and on postsecondary campuses (Harris 2017). Newcomer and international students can face additional challenges such as language barriers, fear of losing immigration status if they report, and a lack of knowledge about or access to community resources (MOSAIC 2021).

Overall, there continue to be gaps in knowledge and capacity around the experiences of BIPOC and 2SLGBTQIA+ individuals living with disabilities, and more research is needed to better inform improvements to policy and practice. While intersectionality of experiences is more readily acknowledged now than in the past, one participant felt that disability seems to always come last:

> "In terms of disability and neurodivergence and madness, like, personally, I'm super tired of it being listed last on everyone's priority list. For every issue. It's like always the last thing at the bottom of all of these...intersections of identity, [...] I feel like there's also ableism that goes into that because disabled students are seen as non-sexual, like, that's part of ableism."

Gender-based violence can have debilitating effects on individuals, and accessible, trauma-informed supports must be provided for anyone who has experienced GBV, including counsellors equipped to support and relate to multiple or intersecting marginalised identities. These resources must be available to all students living with and without a disability. One participant shared the following:

> "I received no academic accommodations in response to my experiences [of sexual violence], up to the point when I dropped out. In seeking accommodations with my own department, I was told that if I couldn't keep up, I didn't belong there."

This type of experience should never happen to any student. We heard across the board that accessing support for disabilities, gender-based violence, or both, is frequently difficult. A significant barrier we heard about are the medical notes often required in order to access services. Encountering this type of barrier is often retraumatising, includes long waitlists, and is not streamlined to facilitate access for students with disabilities. Several participants voiced their concerns:

> "Administrators and professors aren't always familiar with students' rights and too often refuse academic accommodations or force students to justify themselves and disclose confidential medical or personal information before taking them seriously. This is not only deeply humiliating--it also can constitute a form of discrimination which is contrary to most human rights legislation."

"One of the main issues is the burden of proof placed on victims to prove both their assault and its impacts on their mental and physical well-being. It should not be placed on a survivor's shoulders to beg for accommodations and retraumatize themselves. The process of being accommodated so as to allow for healing must be streamlined through whatever supports the survivor accesses. If a survivor is getting support through a campus sexual assault centre, the centre should provide a document that advocates for accommodations to their professors. This would relieve the pressure put on survivors to relive their experience when asking for accommodations. There should be policies put in place on campuses requiring professors to accommodate students, even if they don't yet have documentation, if they experience assault. These policies should also forbid questioning that could trigger survivors. This might need to be paired with greater, trauma-informed education on rape culture and sexual violence for faculty and staff."

Accessible student consultation and streamlined, trauma-informed approaches

Students living with disabilities attend every postsecondary institution in Canada. Their rights and needs must be considered in planning and delivering services and training related to gender-based violence. Failure to accommodate students living with disabilities is not acceptable, whether it comes from administrators, residence staff, faculty or others. Accommodations and services with significant barriers to access impede students and survivors with disabilities from getting an education and fully participating in society. Both survivors and students with disabilities told us about how important accommodations are to their academic success, and how crucial it is that being accommodated is not an onerous burden to be carried by each individual.

As we recommend elsewhere in the report, streamlining services and accommodations and placing more of the labour onto the PSI (rather than the individual student) is one key way to reach a minimum standard of accessibility that students everywhere deserve. Such practices are not an undue hardship for PSIs, and should be implemented in direct, continuing consultation with students and survivors with disabilities, using trauma-informed approaches. Survivors and students with disabilities often engage in parallel struggles for dignified forms of accommodation. This shows once again how vital it is that students organise collectively, across intersections of identity and the isolation imposed by institutional practices, to gain access for all.

PRIORITY 6:
Mandate the Creation and Sustainable Funding of Trauma-Informed Sexual Violence Response Offices

In response to increased attention to sexual and gender-based violence, campuses across Canada are continuing to establish Sexual Violence Response Offices (SVROs).

Based on what we heard in these consultations, SFCC recommends:

- Each PSI create and fund a specified sexual violence response office (SVRO) that adheres to national minimum standards;
- A national framework to hold institutions accountable for ensuring SVROs a) fulfill their mandates and b) are funded and staffed adequately in proportion to their student population and service demand. This should include equitable funding both to these offices and to student-led initiatives;
- Trauma-informed, intersectional, accessible and confidential service provision and staffing;
- SVRO scope and services that are transparent, clearly outlined, and follow best practices, with the capacity to evolve to meet the shifting needs of students;
- Better streamlining and service coordination across the institution--SVROs can play a key coordination role here, but these efforts must be institution-wide to be effective;
- Clear conflict of interest policies when assisting a student through a disclosure or complaint;
- Development of community care perspectives and capacity, to reduce or eliminate reliance on policing, without removing survivors' right to use the criminal justice system.

Below we discuss how students feel about the work and potential for SVROs, and provide more detail to support our recommendations.

How are SVROs doing so far?

SFCC's consultations have identified the creation of SVROs that are trauma-informed, intersectional, and accessible as a priority for postsecondary students across the country. Some students had never heard about or used services at an SVRO, while others were intimately acquainted. This student felt it would be a positive addition to their campus:

> "I would definitely feel safe if there was an organization/entity/office that specifically dealt with student affairs ...[like] sexual assault, but also could include other things. Having something like that would most likely set up for a positive culture on campus around student survivors, and more power to students in general."

Students with more experience offer mixed reviews about the services provided by these offices. On one hand, some students have told us that they received robust and informative training on policy use and making disclosures for staff and students from their SVRO, and that the associated Sexual Assault Advocates can be good supports. Students told us:

> "Ultimately, the new policy (2019) is great on paper, though hard to navigate for those unfamiliar with policy language. The Sexual Violence Prevention and Response Advocate position introduced with the policy has had a great effect, however. From the SVPC meetings I know there has been an increase in reports, and a greater diversity of incidents covered in reports, since the position started."

> *"The center for prevention of sexual violence is very good, and helps students and professors prepare for and manage disclosures."*

On the other hand, some students told us that their campus SVROs have provided little tangible support to students, which they often link to the observation that they are understaffed and under-resourced. For example:

> *"I feel like that is such a common problem [...] campuses will make an office that is either just like an empty room with a phone ringing all the time, which is just, whoa! Or it's okay, but no one knows about it, right, so like, these are great on paper but are they actually serving students?"*

Many also shared doubts about the true intentions of their PSIs in establishing SVROs, and potential conflicts of interest that might arise. Student survivors continue to experience harm when engaging with their campus services, often when they are very vulnerable. For this reason, one participant highlighted that a major barrier was:

> *"the lack of accountability for the sexual violence policy and process."*

As a possible remedy, another participant suggested:

> *"[We need] government oversight and specialised access to human rights commissions that are dedicated to supporting PSI survivors failed by their institutions."*

We have outlined these needs in more detail in Priorities 1 and 8 of this report.

It is clear that SVROs exist at the intersection of student survivors' expectations, and those of PSI administrators. Even with excellent intentions, meeting both sets of demands can often be challenging. Below we expand on each of our recommendations, drawing on the experiences of our consultation participants.

Recommendations

NATIONAL STANDARDS AND ACCOUNTABILITY FRAMEWORK FOR SEXUAL VIOLENCE RESPONSE OFFICES

SFCC calls for each postsecondary institution to create and fund a specified sexual violence response office (SVRO). As outlined in Priority 1, we support the establishment of minimum standards, within a national framework to hold institutions and individuals accountable for ensuring that SVROs a) fulfill their mandates, and b) are funded and staffed adequately in proportion to their student population and evolving service demand. A national standard would mandate the staffing, funding, and services provided by SVROs, support knowledge-sharing between institutions, and provide additional support to rural, small and satellite campuses.

If SVROs are legally mandated, they must be adequately funded and staffed to be effective. We have heard from students and staff that their offices are under-resourced and thus do not have the capacity to provide support, nor undertake appropriate outreach about their existing services on campus. It can be incredibly harmful to students to believe that there are support services for them, only to find them ineffective and unable to assist them through adversity. Without adequate funding, these are not meaningful resources and risk contributing to feelings of "institutional betrayal," a concept developed by sexual violence researchers in the postsecondary setting (Smith and Freyd 2013). Our consultation participants told us the following:

> *"[There's a] sexual violence prevention support centre [at large Ontario University]. Last year I met with them, because they advertise their phone number as a form of support but nobody who called ever had anyone pick up, and then they finally told me that they don't actually have someone answering phones. So they would tell people to call and then people would call, and then no one would answer. So, we decided that centre sucks."*

> *"We have a centre [...] which has some great people, but they have low capacity - I think 4 staff people for a school of 20,000+ students, let alone training for staff and admin."*

> *"[Quebec University] had a sexual violence prevention support center set up in 2013, that only had one staff member until 2018, so five years with one person at a [...] large urban university with 50,000 students, right? So that's just an example but like, you know, that is not good faith hiring, right, and these places have budgets that are, you know, millions of dollars. Like these centres exist but aren't supported. It's just... the will is not there."*

The example above is far from isolated. Expecting one person to fulfill the mandate of survivor support in all its complexities is setting them and student survivors up for failure. Anecdotally, we are aware of a high turnover rate in the Sexual Violence Officer and Advocate positions across Canada, which we believe is linked to issues of unsustainable workload and vicarious trauma. In addition, funding for SVROs should not exist at the expense of other services, but should be equitable to funding provided for student-run centers and services. Student and peer-led services provide different support to student communities and play a vital role at PSIs because they are often received with more trust from certain groups of students.

TRAUMA-INFORMED STAFF AND SERVICES

SVROs must be structured around trauma-informed principles and practices. This means that services are provided by staff with specialised training in gender-based violence, and prioritise the safety, agency and health of student survivors. Students should be fully in control of their narrative, and should receive enough information to make the right choices for themselves.

These offices should avoid potentially harmful practices that students have reported to us.

These include but are not limited to being pressured to:

- file a report on an abuser (internal or police report);
- regularly retell their stories;
- enter into mediation with their abuser.

SVROs must provide culturally appropriate and antiracist support, and be accessible to students with disabilities, in addition to students engaged in sex work. An important dimension of trauma-informed practice is being able to meet students where they're at and to provide competent support across a range of identities. Please see Priorities 3, 4, 5, and 7 for more on equity and GBV work.

SVROs need to be clear that their services are confidential, and implement practices to ensure that students' privacy and identities are protected. We hear from participants that a lack of confidentiality is a common obstacle to feeling safe seeking assistance on campus.

> *"There are no confidential or safe spaces for the victim."*

> *"There is a lack of confidentiality, shame from authorities and cohorts, and further marginalization towards the victim. These are societal issues, but especially in terms of confidentiality, that can be rectified at the academic level."*

SCOPE OF SERVICES

It is realistic to assume that a sexual violence response office cannot provide every service that could benefit students. Each office should define its role and responsibilities to those working in and using the office: they might be focused on educating students about sexual violence policy, accompanying students through complaints processes, advocacy, bystander intervention training, or providing other training for staff and students. Whatever the prioritized services, they must be confidential and provided in a transparent manner so students know what to expect. Staff must be trained and accountable for their work. Students must also be able to access information about their SVRO and know what services they provide. One participant addressed their concern about SVROs:

> "[There's a] lack of awareness about services and misconceptions about how the services work. For example, you can report something without making a formal report. This speaks to both a broader misunderstanding about the current state of sexual violence support services in society generally, and (unfortunately) the real possibility that coming forward brings different risks in different contexts because of different practices across organizations."

STREAMLINING AND CROSS-INSTITUTIONAL SERVICE COORDINATION

We hear from students that when they are trying to find support or justice in policy, they are bounced between different offices and staff across a PSI. They express feeling marginalised and unheard, and that finding justice or support is often exhausting. SVROs should provide more coordination and assist in directing students to the appropriate service, office or support. One participant voiced their concern:

> "We just get bounced around from policy to policy and office to office until we are too tired to keep pushing."

SFCC maintains that the lack of coordination at the institutional level can cause attrition, both from sexual violence complaint processes and from postsecondary education altogether. Whether this is by neglect or intentional design, it is unacceptable. We see potential in SVROs to mitigate the worst of this lack of coordination, but much depends on training and building capacity across the institution. A single SVRO Advocate can be an asset to student survivors, but they cannot bridge all of the gaps on their own. We make recommendations throughout this report related to streamlining of services and placing the onus on the institution to accommodate students by default. See especially the discussion of accommodations for survivors living with disabilities in Priority 5.

PROACTIVE APPROACHES TO CONFLICTS OF INTEREST

In the introduction to this report, we discuss students' low level of trust for their PSIs to deal fairly with gender-based violence. Throughout our time as advocates, we have observed many situations where a PSI appears to put reputational concerns over concerns for survivor safety and healing. Participants in this project provided us with yet more examples:

> "The institution operated to protect itself first and the student second."

> "There need[s] to be independent sexual violence investigators to ensure that investigators are not influenced by university politics."

> *"[Barriers to justice include] the lack of arm's length separation between investigators and their other roles (since they directly work in risk management for the university) […] and a culture of arrogance that culminated in an explicit, public facing statement that there had been "no events of sexual violence at the institution during the orientation periods of the past five years.""*

> *"I felt gaslit about my experiences by campus staff (in my residence and in support services) and ultimately discouraged from filing an official report."*

For some students, after a series of barriers and unsupportive experiences it becomes difficult to believe that staff of their institution could have their best interests at heart. We believe that the way out of this situation is through it. PSIs must first acknowledge the reasons for lack of trust and demonstrate how they are committed to remedying them. Then they must actually change how they operate.

Transparency is the key principle here. SVROs can play a role in ensuring that the rights of students are put above other concerns that may have been prioritised in the past, such as institutional reputation and liability. As a starting point, SVROs and PSI administrators can:

- Acknowledge past shortcomings in the area of GBV response and prevention.
- Refrain from making claims that equate low reporting rates with low prevalence of GBV (as in the above quote). Research and investigative reporting have repeatedly shown that low reporting is less an indication of low prevalence and more due to low trust by survivors, and discouragement or 'unfounding' practices by PSIs and authorities (Prochuk 2018; Doolittle 2017; Johnson 2012).
- Refuse to engage in victim-blaming and scapegoating of socially marginalised groups.
- Collect data about GBV at the institutional or campus level, and make statistics public.
- Develop clear policy and contingency plans in case of conflict of interest.

SAFETY, NOT SECURITY: DEVELOPING CAPACITY FOR COMMUNITY CARE

Sexual violence response offices are part of a larger infrastructure providing campus safety.

SFCC affirms continued efforts to reduce reliance on police and security services in cases of sexual assault and gender violence. Students in our consultations expressed a range of perspectives on security and policing, from some expressing how these approaches to campus violence made them feel safer, to a majority expressing discomfort, fear and insecurity. The Movement for Black Lives, along with other organising against police brutality and abuse, have done much in recent years to put the issue of racism and over-policing on the public agenda. Feminist research and advocacy have also exposed the widespread police discrimination faced by women and others seeking justice for gender-based violence.

In recognition of this collective experience, PSIs and SVROs must adopt alternatives to policing and campus security, which many students told us should not be the frontline or only available response to gender-based violence. Whether it is anti-oppression training for campus security, training and empowering alternative first responders for gender violence, promoting safe-walk programs, or organizing bystander intervention training, SVROs can play an indispensable role in fostering capacity and resources for students seeking safety. Participants suggested the following:

> *"Have clear alternatives for students for support that are not the cops and don't let calling the cops be the norm."*

> *"I think there needs to be more targeted training for campus security when it comes to handling gender-based violence."*

> *"The local police are notorious for creating barriers for anyone filing sexual assault. The process on campus is better now, but sometimes lack of awareness or training can make it difficult for survivors. The sexual violence policy is fairly comprehensive, but provision for survivors needs to be more available."*

Community care is a concept that emerges from linked struggles for racial, disability and queer and gender justice. One central tenet is that a given community can self-organise and consult its members, that it knows best what it needs, and that it is possible to protect one another without relying primarily on coercive forms of 'security.' Calls for the abolition of policing and prisons are deeply connected to these ideas (Dixon and Piepzna Samarasinha 2020). But building cultures of community care can start smaller, and care practices can do much to support survivors when it is not immediately possible to transform the culture and practices of an entire institution.

This participant was particularly detailed in their recommendations in this area:

> *"Campus security and police should play a limited role in responding to gender- based violence, with exceptions for instances where community-based solutions are unavailable. For example, instead of funding multiple police officers or uniformed campus security officers to monitor the grounds, divest some of those funds and reinvest them into community walk-home programs. Consider funding overnight staffing to limit gaps in service availability and campus population. Create a program that can connect survivors with security/police if they desire, without the generalized presence on campus being normalized. Implement mandatory anti-sexual violence training for all students choosing to live in residence as requirement for rental (including strategies for continued engagement and community intervention and care). Providing long term access to psychological and sexual health services for those that would benefit from it on campus. Implementing community safety programs within campus bars and clubs that can be active in preventative work."*

SFCC continues to support abolitionist approaches to policing, while at the same time asserting the right of survivors to seek justice through the channels that they choose, including the criminal justice system. SVROs can play a key role in supporting survivors in choosing their path and accompanying them on it as needed.

Recommendations drawing on Indigenous understandings of safety

Reclaiming Power and Place notes that "in many of the Indigenous world views presented within the context of the Truth-Gathering Process, the right to security includes both a physical right and a social right" (2019, 504). The report further explains that by centering safety and wellness, communities like campuses would "move human security beyond the agenda of the state alone, and instead considers other factors or 'non-traditional' threats such as poverty, disease, and the roots of issues such as the crisis of missing and murdered Indigenous women, girls, and 2SLGBTQQIA people'' (504). We support this call for such holistic perspectives and actions towards true community safety and well-being outside of current security culture.

Our Calls, Our Actions (NWAC 2021) specifically calls for creating funding and other mechanisms to support Indigenous-led prevention initiatives (27). Within the jurisdiction of PSIs, the section on security in NWAC's calls to action includes: ensuring food security; appropriate housing; being free from digital harassment and violence; providing employer, and employee training, including training for workplace and service providers on gender-based violence; and developing and funding Indigenous artist programs (25–30).

PRIORITY 7:
Build Institutional Capacity to Meaningfully Foster Equity and Support the Diverse Range of Students Impacted by GBV

This priority emerged in some form in every consultation and represents an important critique of the current approaches to sexual and gender-based violence on many campuses. There were two main dimensions identified in our discussions: first, the lack of disability, racial, sexual and gender diversity among support staff, and second, the often corresponding lack of capacity to adequately support marginalised students.

Student survivors focused most often on the lack of diversity and cultural competency among counsellors and other resource people at their institution. Advocates built on this concern with a discussion of the potential co-optation of anti-oppressive measures, whether for public relations or other purposes. These participants presented a nuanced approach to what institutions often call "equity, diversity and inclusion," or EDI measures. This critical position demands a strong commitment to supporting equity and diversity in staff and students, but refuses to take superficial diversification efforts seriously without backing them up with resources and support for cultural change across the institution. It also focuses on how power operates at different institutional levels, rather than merely on satisfying quotas for various identity categories.

Limitations of "Equity, Diversity, and Inclusion" mandates

Universities and colleges in Canada spend millions every year on public relations and promotional materials, hoping to attract the next cohort of students with promises of exciting student life, strong academics, and both skills and alumni networks that can support their career aspirations long after they leave. A newer selling point in this set of promises is diversity. Scholars and activists continue to expose the ways that academic spaces and cultures are structured around exclusion even as they claim to celebrate diversity. As Sara Ahmed puts it, they do not bring about what they name (2012). This critical scholarship highlights institutional racism and colonialism (Tuck and Yang 2012; Ahmed 2012, 2017; Tator and Henry 2009), ableism (Waterfield, Beagan and Weinberg 2018; Dolmage 2017) and gender violence (Harris and Linder 2017).

Many groups may have initially been attracted by PSIs' seeming commitment to social justice, only to be disappointed to learn that the image had little in common with their experience. Narratives of institutional betrayal are often part of survivors' stories about their college or university. As we state elsewhere in this report, claiming to be inclusive or otherwise sensitive to the needs of equity-seeking groups can be particularly harmful when the institution does not back up these claims with strong cultures and practices of equity. Diversification programs can have mixed effects, especially when those who are hired or recruited through them are held to exceptionally high standards or expected to serve as the "voice" of equity across the institution, on top of their existing workloads (Henry and Tator 2009).

Experiences of tokenism are common in our consultation participants' accounts. But while many shared doubts about the whitewashing motives behind EDI and so-called 'decolonising' initiatives, they still see value in fighting for more space and representation within their institutions. Some take up the work as a part of their purpose in institutions. Others find themselves in such positions out of necessity, engaging in self-advocacy for survival.

SFCC strongly urges PSIs to draw on the expertise and lived experience of members of equity-seeking groups in developing cultures and structures of equity. In these processes, they must provide adequate support for those working on institutional mandates of diversification. This can include formal mentorship programs, hiring in cohorts, widespread curricular development, course releases for faculty and remuneration for students who serve on institutional committees. Further, EDI work must address culture, not just quotas. Calls to recruit more diverse students and staff must always go hand in hand with calls to improve the environments in which they live and work.

Counselling: a common concern across equity-seeking groups

Many student survivors discussed counselling when they brought up barriers to support and a need for diverse hiring and additional training. Drawing on their own experiences seeking support, participants expressed that campus counselling services should:

- Be staffed with people who reflect and share the experiences of the student population–this was most explicitly articulated as a lack of trust for counsellors who are not Queer, and not BIPOC;
- Have a deep understanding of trauma, sexual and gender-based violence, colonisation, and intersectionality. This includes an ongoing commitment to further training in these areas;
- Be trained to support and understand students who are engaging in sex work. This was expressed as both a double standard about who is believed and supported when they disclose sexual assault experiences, and a frustration with the class-bias of counsellors they have interacted with: the lack of understanding or empathy for the struggles of students living in poverty;
- Include affordable and secure housing as essential for student safety. In particular, a number of Queer and BIPOC participants shared that this was a priority to feel safe.
- Provide longer term options for counselling.

This last point on longer term counselling deserves highlighting. PSI counselling is often short-term and "solutions-based," and not designed for students with significant traumatic experience and other counselling and mental health needs. SFCC calls for all PSIs to recognise and accommodate survivors and other students with these more significant counselling needs, rather than requiring them to seek that support through private services, which many students find prohibitively expensive.

Postsecondary institutions need streamlined supports for marginalised students (2SLGBTQIA+, BIPOC and students with disabilities in particular) that run through their entire academic career, and are connected to the wider community. They need to actively and enthusiastically welcome and support students from equity-seeking groups in ways that are not tokenising, insulting or retraumatising and do not require students to compartmentalise different parts of their identities to access an education or related services. Participants shared the main issues for them in this area:

"[C]ounsellors lacking cultural competence; counsellors lacking of education on/familiarity with lgbtq2iap folks, relationships, and different family dynamics/constellations which leads to invalidation and lack of understanding"

"The issue can be general access, but it can also be access to resources needed specifically by under-served communities. At my university, there is ONE BIPOC counsellor. That counselor is also the only Queer counselor. So students from those communities do not have adequate access to someone who understands their lived experience."

"The closest to a culturally "close" counsellor I got when I needed on a crisis was an immigrant counsellor that was not from my country or culture. It helped a little but it was harder to explain that my crisis was because of a trigger related to women violence. Also, no non-binary or women counsellor was available at the time which made things difficult."

"Counselling has way too many privileged, usually white people who know very little about anything intersectional, let alone marginalised people."

> *"Supports need to be trauma-informed, you would think that would be a given. There's an assumption that trainings for support people, whether it's students or professionals, like that person only needs to know about sexual violence, and that like, that's enough. But I think being trauma-informed needs to include an understanding of intersections of identity, needs to include understandings of racism and ableism, classism, like it's a lot broader than just understanding what sexual violence is. There need to be broader definitions of what it means to be trauma-informed."*

Where to start? Five areas of focus

Below we outline ways that PSIs can begin to more credibly develop capacity in relation to equity: build trust, acknowledge power, and commit to accountability, open-mindedness, and concrete action. We expand briefly on each area below, drawing on the experiences and ideas of our consultation participants.

COMMIT TO CROSS-INSTITUTIONAL DIVERSITY TO MEET NEEDS AND BUILD TRUST

Participants told us that when institutions, administrators or sexual violence offices reflect the diversity of the student body, it can be an important element of trust-building needed for the delicate work of supporting survivors. Many participants noted that it is difficult to trust an institution if no staff member seems likely to empathise with diverse experiences or display knowledge about and respect for a range of cultural and gender backgrounds.

Diversity hiring and training for counselling staff and those who run sexual violence support offices on campuses is critical for supporting students. On many campuses, this type of support work is still primarily done by white, cisgender women. The identities of staff contrast with current service users, which has not historically made them feel safe and seen. White, cisgender staff can provide competent support to a diverse range of students, but they do not always have historical ties and long-lasting relationships with students' communities, or the capacity in their work to foster these relationships, leaving many students wary of accessing services. Three participants told us:

> *"Because of the prevalence of white cis people in fields like that it's like you can't talk to them candidly about racism, about being Queer, etc. So what else is there to talk about?"*

> *"There's so many layers to this. My experience was largely with white women in anti-violence work. It's so important to consider an array of voices and experience because violence doesn't look the same for everyone. It's also imperative to include trans/queer people, and I'd love to see more men getting involved."*

> *"[Barriers to justice and accountability are] language and culture barriers since our campus has a lot of international students."*

Beyond merely hiring diverse staff, institutions need to foster cultural and other forms of competency to create a sustainable working environment for BIPOC and 2SLGTBQIA+ staff, and people with disabilities who work in support services.

While "Equity Diversity and Inclusion" (EDI) approaches have become more mainstream, those who champion them too often exclude a disability perspective. SFCC explicitly recognises this erasure. People with disabilities are the most overrepresented in human rights complaints in Canada. In 2019, the Canadian Human Rights Commission highlighted disability as the most commonly cited grounds of discrimination, representing 52% of accepted complaints in 2018. Of those, over half were related to mental health (CHRC 2019). People with disabilities are also among the most underrepresented in PSI employment. This is not surprising, given the growth of neoliberal standards of performance and productivity and the fact that fewer than half of

Canadian universities even have an accommodations policy for faculty (Saltes n.d.). In their recent study, Waterfield, Beagan and Weinberg (2018) add that the lack of institutional support and accommodation have individualised responsibility for managing disability in academic workplaces, and created environments that do not welcome disabled faculty as full participants. As a part of our call for competency in serving students from equity-seeking groups, we call for accessible workplaces that provide accommodations, flexible work options, comprehensive health insurance plans, and effective accessibility training for staff.

TRAINING AND AWARENESS OF POWER DYNAMICS

Unequal power dynamics within institutions often go unaddressed. We heard from graduate students who work as teaching assistants (TAs) that they did not receive training about appropriate student-instructor relationships. Where power dynamics between students and teachers are not named and addressed with preemptive training, such relationships can become abusive. One grad student told us:

> "If you are a grad student, worker or student, often what [you're] experiencing is so intersectional and nuanced. There are layers of power that are so often experienced as grad students."

Likewise, TAs and professors received little training on how to navigate oppression and harassment in their classroom or how to support students who come forward with a disclosure of GBV. Training must be provided for TAs and staff to prevent and respond to real-time violence in classrooms and virtual breakout rooms. The same student observed:

> "When you become a grad student you get disclosures from your students. You have more power now but not more training."

AVOID TOKENISM AND PROVIDE ADEQUATE SUPPORT

No matter their identity, staff members hold some forms of institutional power over students. Power dynamics must be addressed, and staff must develop competency, regardless of their ability, racial or gender identity. Without this, we hear from some participants that they feel tokenized or that diversity initiatives do not make meaningful change. An Indigenous participant told us:

> "Representation matters but so does ideology and where you're coming from. Because you can have [Indigenous] people that really are just so colonized and so blind to what's actually happening, that they're so happy to be there that [they just say] 'yep, I agree.' Or, there's no fight in them [...] It's not fair what these institutions do to women and to our people and to people that really want to make a difference. It sucks."

Another student said:

> "[E]ven though there are policies and information put on the university's website, there is a lack of IMPLEMENTATION, which tokenize student leaders who are continuously put in positions where they tirelessly have to advocate to get their needs met. Misogynistic attitudes and victim blaming by security."

Hiring can also be tokenising if institutions hire staff under an EDI mandate but do not give them authority, titles, accommodations or resources to make meaningful changes in the institution. We were told by an Indigenous participant:

> *"...this has happened at [large Western university] where they hired a very famous Indigenous person to change things on campus, including experiences of oppression that Indigenous students face, and they didn't even give her a job title for almost a year and no power to make change."*

Adequate support for a diverse staff is necessary for retaining employees. We hear from participants that institutions do not provide the necessary support for welcoming and maintaining more diverse teams. For example:

> *"Lack of supports is apparent, but so is lack of care for the supports that do exist. The staff we do have are overworked and burned out and it's clear the admins don't see a problem."*

Additionally, diverse hires in cohorts rather than lone individuals can be less isolating and may set up new staff members for success instead of failure in their work. Examples of being set up to fail include reprimanding staff for being overly vocal on systemic issues, not providing necessary resources to do their job, or giving an inappropriate amount of work to one staff member because of their identity. A participant told us:

> *"an intersectional lens is often missing [from conversations about GBV]. Including students, staff, support staff, professors who live and work at the intersections of oppression are crucial voices that are often silenced."*

HOLD ALL STAFF ACCOUNTABLE FOR OPPRESSIVE BEHAVIOUR

In postsecondary education, many staff and faculty spend much of their careers in a single institution. We want to highlight that as things change they may need training and mentorship to develop new skills and knowledge surrounding acceptable behaviour and intersectional approaches to practice. Institutions are responsible for ensuring staff receive these resources and supports. At the same time, staff must be held to account more effectively for oppressive behaviour. Internal and external systems already exist to report harassment and sexual violence, but they are often ineffective because the power dynamics in the institution and the relationship do not favour the student. Institutions must do better in holding their staff accountable and listening to student grievances about negative experiences with staff. One student told us:

> *"I have experienced counsellors who are not familiar with anti-oppressive frameworks; this has resulted in the invalidation of my experiences as a person with a disability as well as diminished my sense of safety in the process of seeking support services for gender-based violence."*

Another student shared that they did not feel safe accessing a service because of negative experiences with their campus human rights office. They shared:

> *"I was like, okay I'm going nowhere near this office anymore...not even in terms of needing help but literally physically avoiding it because I had...trauma responses to walking near it. It was ridiculous. And like that same office also asked me to do free labour for them!"*

BE OPEN TO UNDERSTANDING "GENDER-BASED VIOLENCE" MORE EXPANSIVELY

Gender-based violence is too often understood as violence against cisgender women from cisgender men. We understand gender-based violence as a nexus of systemic and individual acts of violence that can draw on a range of systems of power and oppression. These include ableism, racism, homophobia, transphobia, and sexism.

One case discussed in detail by a participant involved a PSI refusing to allow her to attend class with her infant, or to breastfeed while in class. The student expressed disbelief in the level of hostility she faced from her institution in a program that claimed to be mother and children friendly, and open to working students. While failure to allow or accommodate breastfeeding is a common barrier faced in both educational and work environments, it is not always understood as a part of the wider forms of exclusion and discrimination that constitute gender-based violence.

Queer students throughout our different consultations also made many of these complexities clear through their experiences and analysis. Some themes they discussed:

- Dismissal of concerns about queer, trans and nonbinary exclusion and discrimination on the grounds of mental health issues; experienced as a form of victim-blaming;
- Ableism and anti-trans discrimination are very connected, but the intersection isn't respected or well-understood at PSIs;
- The perceived uselessness of anti-oppression training when the privilege and experience gap is so large;
- Administrators and faculty perceived as "white country club" (this intersectional concept was brought up by one participant, resonated with all group participants);
- Queer students have to manage the emotions of those who oppress or harm them;
- Carrying the responsibility to change the institution.

The issue of pronouns and names was a strong focus in our consultation with Queer students. Participants framed it as a constant source of stress when institutions do not respect trans, genderqueer and nonbinary students' identities—one that can be understood as a form of gender-based violence. One discussion focused on how online systems (learning management platforms, email, registration) did not always allow students to use their current names or pronouns. This issue already existed, but the amount of time spent using an online persona in the first year of the COVID-19 pandemic has made it even more difficult to be perceived authentically.

This is a useful example of why all staff (not only those on the frontlines of counselling or gender violence support) must be trained in and held to evolving human rights standards. Participants expressed exasperation and disbelief at the technical excuses institutions make about these barriers. They did not accept that it is actually difficult to insert a different name into these systems. They also did not accept the term "preferred" name or pronoun but were sometimes forced to use this language because it is how the institution has accommodated such requests.

> "It was just really frustrating that like every single step that I was fighting to get my name change. They'd be like, "Oh no, but we love trans people and we're…so Queer and trans friendly, but we can't change your name" and I'm like no, no, no no no, that's not how that works, you're going to change my name, because that's my name. And you're not going to sit here and preach to me that…you care about trans people if you can't even do that."

Continued struggles not to be deadnamed and misgendered in their daily lives as students are experienced as a form of institutional dismissal, violence and hypocrisy. As with the accommodation of breastfeeding / chestfeeding, PSIs have legal obligations towards their students to develop policy and practice that respect human rights.

MAKE TARGETS ENFORCEABLE, NOT JUST SYMBOLIC

> "It's not about hiring […] if you're not willing to listen to them when they say the significant changes that need to be done to the government, institution… it's not about writing reports, it's about changing systems to actually implement already-existing reports and recommendations."

As institutions come to understand the necessity of making at least superficial shifts towards more diverse staff and practices, many reports have been written and targets set. Examples include the University of British Columbia's 2015 report on sexual violence intervention and prevention, the Truth and Reconciliation Commission (2015), and *Reclaiming Power and Place* (2019). There should be enforceable steps to make sure recommendations from such processes are implemented and practiced. This includes accountability mechanisms to ensure that institutions follow up on findings, agreements and promises. Without this form of accountability structure, it is often the students who are the targets of violence and oppression who must continuously advocate for equity issues to remain in public view and on the institution's agenda. This is not a fair burden and such dynamics should be considered when reports and targets are set out at all levels.

PRIORITY 8:
Coordinate Reform of Privacy Law at the National Level to Protect Survivors and Prohibit Its Use as a Silencing Tool

Coordinating privacy law reform may sound like an unlikely recommendation to come directly from students. Yet these concerns have emerged across our consultations, in addition to SFCC's One Year Later report (Salvino and Spencer 2018) and Open Secrets project (SFCC 2021), an investigation into sexual violence and harassment by faculty in Canada. Student interest in this issue can arise from survivors trying to learn the results of their SGBV complaint, hold institutions accountable, or warn others about those who harmed them. In these cases, privacy law has been used across the country in ways that silence and sideline survivors. This may be through limiting the information a survivor-complainant can access about a case, or through more sophisticated legal tools like defamation lawsuits and non-disclosure agreements (NDAs), which are sometimes referred to as 'gag orders.'

Background: privacy law

Freedom of Information and Protection of Privacy Acts (FIPPA) work to protect personal information by regulating who can request personal information, and for what reasons personal information can be disclosed. Similarly, Workplace Health and Safety Acts ensure that safety protocols and procedures are in place to protect workers from risks associated with employment, including harassment and violence in the workplace.

Protecting individuals may be the stated intention of these regulations, but certain clauses within them inadvertently harm survivors of sexual violence by preventing them from knowing the outcomes of campus investigations into cases of sexual violence, as well as any disciplinary actions taken. The BC provincial lobby document Moving Beyond Potential (Spicer and Spencer, 2019) notes that "a key principle in survivor autonomy and survivor-centrism is the right to receive information about the outcome of investigations, as well as any disciplinary action that may be taken" (9). SFCC joins other experts in campus sexual violence polices and sexual violence legislation in calling for survivor-centered practices that allow survivors to have autonomy over their cases.

There are two main dimensions to our recommendation: first, specific reforms to privacy law that allow for qualified exceptions in cases of community safety, and second, a national level coordination of these reforms to ensure equity and consistency across Canada. As each province and territory has its own FIPPA and Health and Safety legislation, it has been difficult for student activists to push for these changes in every region, making Federal leadership important. Below we draw on student consultations to illustrate some common struggles, and propose specific reforms.

National oversight and coordination

In past advocacy, SFCC has stressed that legislation currently covering GBV on campuses "fails to provide adequate mechanisms for government to document and hold institutions accountable for violating the rights of survivors who seek institutional processes" (Salvino and Spencer 2018, 27).

While each province has a different version of a similar privacy law, they are distinct enough that there is no common understanding or standard between provinces. Even within one province, interpretation of privacy law can vary greatly on different campuses (Busby 2018). SFCC calls for national leadership and oversight of the legislative and policy changes needed to bring all provinces and territories under the same privacy standards for community safety. These proposed changes may involve changes to labour law, as well as health and safety legislation. As with other aspects of GBV policy and practice on campuses across Canada, here we repeat the call for monitoring mechanisms that hold provinces and individual institutions accountable for failing to adhere to standards designed to protect the rights of student survivors. For more on this call for oversight, see SFCC's #Vote with Survivors Federal Election Recommendations (2019).

Highlighting student concerns

LACK OF INFORMATION

Generally, in campus sexual violence procedures, survivors file a complaint, participate in the investigative process, and then wait to learn the results of the complaint (whether the person is found responsible for the violence or not). After this point, many survivors find they are cut out of the process. Survivors who have filed reports of sexual and gender-based violence told us how difficult it is to continue with their lives and studies without knowing what happened in their case, and the restrictions (if any) were imposed on abusers. This can impact students' mobility, sense of safety, the courses they take, where they live and many other areas of life. In SFCC's One Year Later report (2018) we make three key policy recommendations that are directly relevant here: protections from face-to-face encounters, clear timelines, and informing of sanctions.

Participants told us:

> "I know it's a long process. People need to know when they report, what happens? Often you will see your abuser around campus. Because of "privacy" concerns, survivors don't know outcomes and don't get resolution about their own cases."

> "From the gag order to the obvious lack of formal procedure, the reporting and investigative process were awful."

> "I would like to see privacy laws reformed so that survivors can know the specific punishments/conditions levied against their abusers. Currently, many universities state that they cannot share certain details of sexual violence investigations because they are governed by provincial and federal laws, [and they] rely on the fact that investigations are not a legal process, but an "administrative" one. I believe that survivors have a right to know everything that was decided against their abuser (e.g., community service, mark on permanent record, online restrictions, etc.)"

> "[We need] additional safeguarding for victims, including support, updated information on the report/investigation, and guaranteed mechanisms so that they do not need to continue to see their abuser/perpetrator on campus or in their classes. The process should be streamlined, and these things need to be available immediately. There's this sense that an assault is only "alleged" and until something is proven, victims can't be protected."

SFCC's advocacy work in Manitoba has highlighted the need for exceptions to overly general privacy and health and safety legislation. In 2019, we outlined how, as currently written, FIPPA and Workplace Health and Safety Acts prevent institutions from sharing disciplinary action with survivors. This means that often, survivors will not learn whether the perpetrator will continue to be on campus or in their place of work, nor will survivors receive any information on disciplinary decisions. In SFCC's advocacy work with the BC government, we put it this way:

> "A key principle in survivor autonomy and survivor-centrism is the right to receive information about the outcome of investigations, as well as any disciplinary action that may be taken [...] While it is reasonable for this information to not be shared with the general public, there is no justifiable reason for survivors to not have access to decisions and disciplinary actions resulting from investigations into their cases, as it directly impacts their health and well-being and goes against survivor- and healing-centred practices" (Spencer and Spicer 2019, 9).

NON-DISCLOSURE AGREEMENTS AND CONFIDENTIALITY CLAUSES

Non-disclosure agreements may be presented as a way to ensure that the privacy rights of those named in a sexual violence complaint are protected. Behind the scenes, they often serve to limit survivors' rights while protecting the reputation of students, faculty or institutions implicated in cases of sexual violence. SFCC's position is that non-disclosure agreements regarding gender-based violence can have a chilling effect on survivors' capacity to gain accountability for gendered harms, particularly when these are committed by those in positions of relative power, such as faculty members. This position is reflected in the evolving scholarship and advocacy on the issue (LEAF Toronto 2021; Jochelson, Ireland, Laidlaw and Tourtchaninova, 2020; Page, Bull and Chapman 2019).

We are strongly opposed to any pressure on students or other complainants to sign away their rights as a condition of seeking safety and accountability. Our Open Secrets project has revealed that when students are presented with an NDA, they are most often unprepared and have no idea how to proceed. Institutions may give students the impression that this is for their own protection, but present them with documents that are less in their interests as complainants, and serve more to protect the institution from liability. Some participants tell us about being asked to sign agreements that far exceed what is reasonable for privacy protection. In one example from the Open Secrets research (SFCC 2021), we heard from a student survivor who filed a sexual harassment complaint against a faculty member:

> *"The NDA I was asked to sign stated I could not speak to anyone but a lawyer during the investigation, which silenced me from speaking to a therapist. It then made me accountable for any breach of confidentiality made by a therapist when I asked for a rewrite [...] It made me responsible for anyone's retelling of the story, including random people warning others about [the faculty member] and the actions of support persons provided and employed by the institution."*

A participant in the NAP consultations expressed similar concerns about how confidentiality measures have been used on their campus:

> *"Because of [current campus sexual violence] policy, when a survivor goes to this Sexual Violence Prevention Center for help and makes a report and they're basically given a counselor to talk to, this counsellor is also not allowed to know certain details of the case and now there's a huge information gap, because how is the survivor, how are they supposed to talk to the counselor, when [...] they're not allowed to disclose certain details? So it discourages a lot of our survivors from going to the Centre in the first place if something occurs because they're not getting any help or support, and then not getting any closure about the consequences of the case. So then, like, they're just sort of left empty or with nothing to really go off of. And no accountability whatsoever, [no] transparency. I think this is something that really needs to change. It's such a huge problem."*

Faculty participants in Open Secrets shared the perception that NDAs and confidentiality clauses are being employed as silencing tools.

> *"Confidentiality clauses are strong! They don't allow students to speak openly about their experiences after submitting a complaint. NDAs are used in the complaint process to keep students quiet."*

> *"Non-disclosure agreements that often accompany investigations into sexual misconduct [...make it] impossible for the general public to know what, if any, steps the University has taken in these cases. Confidentiality is important, but a complete embargo on any information is inappropriate."*

More nuanced approaches are starting to develop in this field. Recent scholarship (Busby 2018; Birenbaum and Busby 2020) lays groundwork for considering confidentiality clauses as alternatives to NDAs. Some campus sexual violence policies now include a clause strongly advising confidentiality throughout the investigation process, while making it clear that this does not include those to whom students turn for

support. In contrast to NDAs, these clauses are non-binding and do not require a signature. The purpose is to encourage survivors not to speak out on the issue while it is being investigated to maintain the integrity of the investigative process, while understanding that survivors have a right to their story and their experience. This encourages a degree of confidentiality while the investigation is ongoing, and notes that there is no obligation for confidentiality once it is over, but that provincial privacy legislation still applies (to alert survivors to potential defamation claims). SFCC cautiously supports this approach to confidentiality, while continuing to advocate for broader legal reform.

DEFAMATION LAWSUITS

The student advocates that we consulted during our National Action Plan process shared concerns that student survivors remain at risk of defamation lawsuits should they speak out after an investigation. One participant noted that:

> *"Privacy restrictions [in this province] work in the favour of the perpetrator of sexual violence and not the survivor. In the case of predatory professors, anyone who tries to warn a fellow staff member or student that a professor has a history of abuse is violating privacy law."*

Student advocates argue that in such cases, defamation law is being co-opted to uphold the privacy rights of abusers over the safety of the community. This is happening in both postsecondary and other contexts across Canada. Atira Women's Resource Society (2020) notes that defamation claims against survivors have become an increasingly common form of backlash in wake of the #MeToo movement. These defamation lawsuits are also referred to as SLAPP proceedings (Strategic Lawsuits Against Public Participation), a name which highlights the presumed silencing function of many of the defamation cases in this area. Atira, West Coast LEAF and other advocacy organisations have come forward as intervenors in two Supreme Court cases against SLAPP suits. In their submission to the court, they make clear that: "suing a survivor of gender-based violence for reporting, disclosing, or seeking basic assistance and support is prima facie strategic litigation against public participation ("SLAPP")," and that it is a violation of substantive equality rights (Bent v Platnik, 2020 SCC 23 and 1704604 Ontario Ltd. v. Pointes Protection Association, 2020 SCC 22 (Factum of the Intervenors)).

Advocates are increasingly seeking to establish a common standard exception to privacy law at the national level that is based on community safety--particularly when students aim to warn others about how to avoid the harms they experienced when their institution fails to act. One student advocate told us:

> *"There needs to be an exception carved out in the common law around how privacy law is used to silence victims of sexual violence and protect perpetrators. This could mean incorporating a "health and safety" exception in defamation law that allows a degree of communication, without risk of defamation when health and safety is in play."*

While some cases related to defamation law have been considered by the Supreme Court of Canada, none have been explicitly about sexual violence, and their applicability to campus sexual violence policy is not yet clear. However, many argue that a "community safety" exception is already possible. One student participant who has worked in sexual assault support put it this way:

> *"I'm at [large Ontario University] and here a survivor basically does a report and then an internal investigation is done by the University to look into the matter to determine if sexual assault or harassment of any kind have occurred. The thing is that the survivor will only be told if the investigation has determined if [the assault] had occurred or not, but they [are not] allowed to know the consequences of the investigation, which will lead to no closure for the survivors, which is absolutely ridiculous... and like, they always cite that it's because of FIPPA policy [...] The thing is that there's a clause in FIPPA that states that information can be disclosed only under specific circumstances, and one of these circumstances includes if the individual affected, like, if their well-*

being or safety is being impacted. And in this case that survivor's well-being and safety are being impacted, along with other students at the University, especially if the perpetrator is a professor among the faculty or staff member, which has happened to many of my friends who have gone and reported this. And the thing is that they're still told that, no, it will violate the privacy of the perpetrator or whoever they're investigating, but they're breaking their own rules, because of the clause that states that survivors' safety is being impacted. We have no idea who determines when these special circumstances should occur, like who's making that judgment, because if it's the university, then there's a conflict of interest. And so, like, there's no transparency, or any clarity on [...] why this is the case, like, who was determining this."

Advocates have varying perspectives on the concept of "safety," with some taking the position that it can help support more vulnerable students in the face of power imbalances (as outlined by the student above). Others caution that the notion of community safety can easily be co-opted to secure campuses from individuals considered "dangerous" in ways that draw on racist, colonial, classist, ableist and other oppressive systems. For this reason, SFCC continues to insist that all work on GBV and safety on campus be grounded in anti-oppressive foundations.

PRIORITY 9:
Adequately Resource Campus Support and Accountability Work, Including Student-Led Initiatives

Many participants had recommendations for adequately resourcing campus supports and accountability work. All gender-based violence initiatives must have the funding necessary to service student communities. This means going beyond checklists and towards a minimum standard of care. These initiatives could include sexual violence response offices, counselling and mental health support, safe-walk, equity and anti-oppression training, policy development, and training in online and in-class student safety.

What do students find effective?

Participants tell us that campus support, accountability and prevention initiatives they find effective include the following:

- Direct action, student activism and visibility of survivors
- Peer-based and professional counselling support
- Active enforcement of existing human rights and anti-discrimination policies
- Increased accessibility to all education and workshops
- Workshops on consent; making and receiving disclosures; navigating sexual violence policies; and specifically for teaching assistants and professors on receiving disclosures and supporting students

As expanded in Priority 6, initiatives to address gender-based violence on campus cannot service students if they are understaffed and underfunded. We hear from participants that having dysfunctional and underfunded services available can be worse than having no services to begin with because it sets up a false expectation for support in times of crisis and need, that are in reality unavailable. Adequately resourcing campus supports must mean that support is functional and accessible, with capacity to adapt in response to frequent feedback from service users and staff.

Student leadership on GBV makes survivors feel safer

Student-led initiatives, peer support centres, and training are important resources. Though rarely included as experts, students have unique knowledge and experience that can inform support and prevention strategies. PSIs often paint student activism as a disruption and an overreaction to gender-based violence on campus. Yet our participants ranked student activism and visibility of survivors on campus as an effective form of violence prevention. Seeing others working to improve conditions helps survivors feel less isolated. Many student survivors get involved in advocacy and support work in response to their own difficulties navigating their institution's services and complaints processes. In addition, we know that the vast majority of students first disclose an experience of gender-based violence to a friend or peer, not to campus officials, faculty or police. For this reason especially, student initiatives should receive robust support from their PSI for peer disclosure training and accompaniment. One participant expressed frustration that disclosure training was only available to staff at their institution:

> "[It was] incredibly inaccessible for students [...] It was offered for faculty and staff. If a student wanted to take it they had to make a special request. But who do people disclose to? Their friends and peers. The amount of resources offered to staff should also be offered to students."

Low levels of trust in PSIs erode access to support

We hear from participants across the country that they do not trust institutions to handle situations of sexual or gender-based violence. Though they have made efforts to adapt, postsecondary institutions were not designed to accommodate students with multiple marginalised identities. Due to their experiences of systemic discrimination, some students will never trust the administration at their PSI and will, for this reason, never go to administration-run resources. Multiple options must be available that will work for a diverse range of student survivors.

PSIs need to be transparent about processes of addressing sexual and gender-based violence. As colleges and universities continue to mandate sexual violence policies and response offices, there must be transparency and accountability during this transition. PSIs must be transparent about the amount of funding invested into GBV resources, where funding will be directed, and timelines for funding, policy and resource development. Students have a right to know and be consulted on the timelines, procedures and policies to support survivors and address GBV. Accountability mechanisms must be developed to ensure that PSIs follow through on their promises.

Beyond not being aware of resources, the appropriate place to make a disclosure, and the different options regarding reports, disclosures, and filing a complaint, students are often left uninformed and the outcome of any process they engage in. This can also erode trust. We discuss this issue in Priority 8. Here is how one participant voiced this concern:

> *"I think the transparency piece is a huge aspect, knowing exactly [...] what's going to happen if you do choose to go to, like, a center or to a campus police or to a faculty member, so just really knowing what the process would look like, and what the confidentiality measures are and stuff like that, knowing what the potential outcomes are, as well as some other very clear and literal barriers like not having someone to answer your [campus sexual violence office] phone."*

Urgent need for alternatives to campus security and policing

As also outlined in detail in Priority 7, the majority of our participants want to see alternative systems on campus to calling the police, and more training or alternatives to conventional campus security. This reflects a greater understanding of the negative impacts of police violence on a range of marginalised individuals and communities, after years of sustained advocacy on the issue. From the Movement for Black Lives to advocacy around removing police from Pride Parades across Canada, students have been some of the loudest voices for change. Some respondents did note that campus security would make them feel safe if they were better trained to handle gender-based violence effectively; others responded that security never made them feel safe and in fact created further anxiety and fear about calling for help. SFCC calls for all PSIs to cultivate environments of safety for all members of their communities, and develop responses to gender-based violence in consultation with those most impacted by systemic inequalities in our society.

This position is rooted in antiracist, disability justice and other antioppressive principles, and in the ample research data that documents continued violence and victim-blaming attitudes by police and security. SFCC affirms approaches to gender-based violence that are grounded in principles of community care. Alternatives that participants proposed include more peer support networks, and grassroots student initiatives, such as:

- More funding needed for student-led peer support initiatives;
- BIPOC counsellors/peer mentors;
- More extensive bystander training on alternatives to calling 911;
- Pay activists and advocates fairly (see also Priority 10);
- Training grassroots groups on how to properly document instances of GBV;
- Share the importance of student advocacy and community care.

"Have clear alternatives for students for support that are not the cops and don't let calling the cops be the norm"

"I think there needs to be more targeted training for campus security when it comes to handling gender-based violence."

"Greater understanding of how race informs victimization —Anti-racist, anti-colonial, and abolitionist approaches to transformative justice that centres survivors and does not incarcerate perpetrators (which perpetuates rape culture) — Create alternative modes of accountability/justice."

Lack of funding, lack of institutional will

"Funding is super important, not [just] because it allows programs and people to keep their livelihoods and feel supported, but also, we live in a capitalist society. Money talks. Money makes people move. And without that money, people just don't move. And oftentimes, anti sexual violence work…feels like an afterthought from a lot of government initiatives, university initiatives, because there's no money backing it."

Lack of funding is a systemic issue that prevents support and accountability work. We discuss lack of resources and funding throughout this report. Participants highlighted a lack of funding for:

- Mental health support;
- Training student unions;
- Funding the labour behind anti-sexual violence work to prevent burnout and make the work sustainable;
- Peer/student-run support centers, trainings, and other initiatives.

They also stressed the distinction between funding going to institutions, and to the people doing the actual work. Participants discussed their struggles to change how the institution treated them, expressing a clear connection between the work it takes to survive in the institution, and being able to effect the changes that allow them to thrive, as opposed to being misgendered, erased or otherwise dismissed.

PRIORITY 10:
Meaningfully Consult and Fairly Compensate Students and Survivors Involved in GBV Policy, Prevention and Support Work

Students have told us that they don't feel adequately consulted by their institutions on issues of gender-based violence. Policy development, funding distribution and investment into training, infrastructure and GBV centres should include student expertise at every stage of development. Policy and prevention work should compensate students for their time and knowledge whenever possible. Student organisers, organisations, and peer-led supports are indispensable resources for survivors in postsecondary settings. The labour involved in maintaining these key supports is often performed on a voluntary basis, despite the key role it can play in fostering campus safety and accompanying survivors through their experiences.

Meaningful consultation is:

- Recognising and validating student survivor experience as a form of expert knowledge;
- Including students and staff in multiple stages of policy development;
- Active demonstrations of solidarity and mentorship from staff, faculty and administrators;
- Multiple forms of consultation catering to different schedules and access needs;
- Trauma-informed processes that foster and encourage survivor participation;
- Transparency about timelines and goals of consultation and how student contributions will be used, including assurances of strong protection of privacy when appropriate;
- Incorporating feedback in ways that are detectable in outcomes of a policy or initiative;
- Developing regular timelines and mechanisms to review and update policy to reflect changing laws, campus dynamics.

Meaningful consultation is not:

- Seeking student input at the very end of a project;
- Assuming that one or two student representatives fulfill the consultation requirement;
- Short project timelines with inadequate, last minute outreach;
- Forms of consultation that are not accessible for students living with disabilities;
- No financial compensation for committee work for which non-students are paid;
- One public consultation event for a whole campus;
- Failure to incorporate feedback;
- Including students but ignoring their contributions or framing them as disruptive.

Here, participants voiced how hard it is to be heard:

"There are a lot of people missing from the conversation [...] you can see it on all the social media accounts in recent years of survivors turning to Instagram accounts because there is no space for their voice on campus."

"I have served on a university Board of Governors as they reviewed and rejected significant community feedback for their sexual violence policy. I have little faith that institutions driven by profit will value students and staff over protecting their own legal liability."

"It's very difficult when you, when you're trying to be in an institution, and, like, you really are

legitimately trying to improve things for survivors, or for like students in general, and that's not the set of priorities that the other people at the table have."

"It's important to talk WITH the students and not AT them."

"[A]n intersectional lens is often missing. Including students, staff, support staff, professors who live and work at the intersections of oppression are crucial voices that are often silenced."

Meaningful consultation means accountability with mechanisms for feedback. We hear from participants invited onto boards, roundtables, and policy committees that there is often no tangible reflection of their contributions or expertise in the final products. Students often express the feeling that they have been included merely as token representatives in order to lend legitimacy to otherwise closed processes. SFCC strongly objects to "rubber stamp" approaches to student and survivor consultation, particularly when it involves equity-seeking groups. Some participants put it this way:

"We need to be actively recruited and consulted and compensated. Like when we're talking about universities consulting students, there needs to be an active effort to be like, "we're not going to leave out neurodivergent mad and disabled students." And also not treat us like tokens."

"Students should be able to not only lead training (and be paid), but shape it."

Further, there must be transparent processes to ensure that student consultants agree with policies developed through their consultation, for example, by inviting them to participate in vetting and editing material before publication. Adequate time must be allowed for revisions. Mechanisms for long-term accountability must ensure that institutions are accountable to their reports and policies and that consultations produce answerable change.

Student union involvement

Participants told us throughout our consultations that they want to see more involvement from and consultation with the student body. Within this discussion, some called for more participation from student unions in policy development. Some believe student unions could help bridge the gap between the student body and administration in policy development and facilitate the consultation process.

"Student unions could possibly play a huge role in these conversations and have advocates for violence prevention for all students – and also for the intersectional violence and overlapping issues such as racist attacks or violence against the Queer community"

However, student unions have varying knowledge and political positions around GBV. While some are strong advocates for survivors, in others students have reported conditions and experiences that destroyed student trust in their representatives. For example:

"[T]he VP student experience at [Canadian university] has traumatized survivors in the past and there is no trust between students and administration. My confidentiality was also violated by the [student union] and nothing was done about it."

Calls for student union involvement should not be interpreted by administrators as a green light to consider student unions the sole consulting body on SGBV policy. However, SFCC calls for all student unions to stay informed about these issues and ensure, through their platform and advocacy on campus, that survivors and other experts are included in policy development. An excellent starting point for moving forward is the Our Turn National Action Plan (Salvino, Gilchrist, and Cooligan-Pang 2017).

Compensation improves access to consultation

In one group consultation, students discussed feeling pressure to do the work of making their postsecondary institution less hostile to themselves and other marginalised individuals, in order to survive it. Another dimension of this pressure was the expectation to act as representatives of their group or community—to help make the institution appear more friendly and more diverse, in ways that were often exploitative. This group of students has a strong background in Queer, gender-based, antiracist and disability advocacy, both within and outside of postsecondary institutions. Often this advocacy is organised, but these students' lives include the constant theme of self-advocacy in both personal lives and interactions with postsecondary institutions. Self-advocacy for survival can be taken for granted by institutions, in ways that are sometimes less consultative than coercive. One participant put it this way:

"We're often asked on campus to do a lot of free labour. And it's like we're supposed to be grateful for being given a platform. And sometimes you just take it because the alternative is no representation, but it's a really shitty choice to have to make, and like, it's just, it feels horrible when you're like sitting on a panel of people that like, one of them got flown in and paid to speak, and you're sitting there as a token, who's there to try to just get like two words in that matter. And you're trying to...pay your rent and buy your meds and pay for your name change and whatever else, and you're living in poverty."

A survey respondent put it like this:

"Policy consultations are not always effective either, as a lot of student groups / community members don't have the resources necessary to do a thorough analysis of policies, and therefore, cannot provide detailed and well-thought out feedback on it."

Many students find that, should they be invited into the room with decision-makers, the demands on their time are too great to prepare and participate in meaningful ways. Students are often expected to participate as volunteers on committees for which faculty, staff and other expert members are paid as part of their regular job duties. While some may well be happy to volunteer, students who face economic hardship are forced to choose either unsustainable levels of work (both paid and unpaid, as well as their studies), or to remain unheard. SFCC recommends developing pay scales or honoraria that make possible participation from students at all economic levels. Or, as one participant puts it: "at least take it out of our tuition."

Survivors at the centre

In all of our consultations, participants told us repeatedly that a guiding principle they want to see in policy and prevention is survivor-centeredness.

Students who face adversity on campus and survivors of gender-based violence carry unique knowledge about what it is like to seek support and justice. Feminists have long argued that experience is a source of knowledge. This approach has fuelled many revolutionary movements in our society, including the ongoing struggle for safety, dignity and justice by survivors of gender-based violence. PSIs may readily agree that they want "diversity" on their committees and in their consultation processes. Seeking out those with lived experience of discrimination and violence, however, is not enough if it is not seen as a form of authority and a source of insight and analysis. Survivor knowledge must be understood as consequential in order to avoid dynamics of tokenism.

Survivors are experts and knowledge keepers, and they must be empowered to draw on this expertise to effect change. Survivor knowledge must be central in all policies and prevention work, both through in-person student consultation and through capacity-building in trauma-informed practice for staff and administrators. It is our hope as advocates that our participants' principles and priorities help move PSIs closer to a reality where all of us enjoy the same freedom to learn and grow, and the same support to seek justice and safety when we need it most.

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APPENDIX 1:
Compilation of Qualitative Data, Participant Quotes That Informed the Creation of Each Priority

A. INTRODUCTION

This document stems from community consultations conducted by SFCC in the month of March, 2021. The consultations were to inform SFCC's contribution to the Federal Government's 10 year National Action Plan to End Gender Based Violence.

The following quotes are verbatim comments made by participants throughout the consultation process. Some are written comments from our public survey, the questions to which can be found as an appendix in this report. Other quotes come from by-hand, verbatim notes, or were captured by an automated transcription software.

Our priority through this process was to amplify the voices of survivors and other marginalised voices that are more often than not excluded from government policies and consultation processes. Amplifying by interpreting and synthesizing is important, but we felt strongly that many more contributions deserved to be heard than we could include in the summaries or main report. We recruited participants through pre-existing social networks of trust and reciprocity, as well as through our social media networks and advertising for our public consultation and public survey. We spoke with a range of students, activists and survivors, including people from marginalised groups. Participants and their institutions have been de-identified in this document.

FROM THESE CONSULTATIONS WE ISOLATED 10 WORKING CATEGORIES, WHICH BECAME THE FOLLOWING PRIORITIES:

1. Create and oversee national, provincial and territorial standards for campus sexual violence policies

2. Commit to long-term, system-wide investment in GBV education and training

3. Decriminalise sex work in Canada, in consultation with sex workers, including students

4. Foster and fund leadership of Indigenous community, staff and students in GBV policy and practice

5. Centre the voices of all students living with disabilities

6. Mandate the creation and sustainable funding of trauma-informed Sexual Violence Response Offices (SVROs)

7. Build institutional capacity to meaningfully foster equity and support the diverse range of students impacted by GBV

8. Coordinate privacy law reform at the national level to protect survivors and prohibit its use as a silencing tool

9. Adequately resource campus support and accountability work, including student-led initiatives

10. Meaningfully consult and fairly compensate students and survivors involved in GBV policy, prevention and support work

We have placed quotes that represent and flesh out the meaning of these categories within each section.

1. Create and oversee national, provincial and territorial standards for campus sexual violence policies

We asked students about whether they were informed about their campus sexual violence policy or trained in how to use it, if applicable. The following are answers we received during our consultations.

"There was a discussion of consent and sexual assault policy during New Student Orientation, but there was no information made widely available on how to report or seek help. Mostly promoted by student organizations, not the institution."

"The policy isn't bad, but I don't trust the institution to implement it correctly."

"It can be the best policy in the world but worthless if no one knows how to use it."

"Student unions could possibly play a huge role in these conversations and have advocates for violence prevention for all students[—] and also for the intersectional violence and overlapping issues such as racist attacks or violence against the queer community."

"Just trying to understand the policy was confusing even in a time of low stress. Can't imagine in a time of high stress. Was told it was too difficult to make a flow chart because the paths were too complex."

"[I] have served on a university Board of Governors as they reviewed and rejected significant community feedback for their sexual violence policy. I have little faith that institutions driven by profit will value students and staff over protecting their own legal liability."

"I was part of the team who worked to promote [campus sexual violence policy] to students, so I knew how to use it. But I'm not sure that the information we were giving students was empowering—despite the best efforts of the dedicated students doing the work, the materials we were given weren't great."

"There was promotions [on campus] about how out of date [the campus sexual violence policy] is!"

"I haven't made a report, but I have spent a great deal of time reviewing and analyzing the policy as part of the [East Coast University] SVPC and for advocacy purposes. Ultimately, the new policy (2019) is great on paper, though hard to navigate for those unfamiliar with policy language. The Sexual Violence Prevention and Response Advocate position introduced with the policy has had a great effect, however, [f]rom the SVPC meetings I know there have been an increase in reports, and a greater diversity of incidents covered in reports, since the position started."

"The policy was ineffectual at [large Quebec university]."

"Incidents occur off campus and therefore [are] not under jurisdiction. Not being taken seriously/ discouraged from reporting by frontline staff and gatekeepers. Fear of university bureaucracy and police."

"[We need] actual academic and legal repercussions against assaulters."

"Prevention begins with awareness, and so these issues need to be vocalized and taught, so that people understand that it is unacceptable, and not something that will be swept under the rug."

"[Training on campus sexual violence policy prepared me] generally well. I am aware of options for reporting and seeking help, what to expect, etc. I would still feel intimidated if I actually made a report."

"Though it was already a given for me to do so, I would receive emails on the matter and it is helpful to know where I should be reporting."

"I have not had an experience that led me to report or seek help for gender based violence. However, I feel as though my university does a great job educating students about where they can access help and report, and educating students about things like consent. Therefore, I feel well-prepared should I ever need to seek help."

"I don't even know what the process is on campus. I know they have safe walks."

"I am quite familiar with the sexual violence policy and one thing that strikes me is that it is nearly identical to the harassment and discrimination policy and though I am not sure if it is as effective as it should be, I have a feeling there are things missing that makes it harder for survivors to get the support they need. It is rather general, and I think more should be done to make it more accessible for those who are racialized, or facing discrimination because of their gender or sexuality, or those who are disabled."

"I think mandatory reporting to me is just straight up harmful and prevents survivors from feeling like they can come forward. And I feel like sometimes people aren't sure, like, don't know what their campus policies are, whether mandatory reporting is a thing or not. And I think that prevents people from coming forward, even to people that they might otherwise trust like faculty members they might trust or whoever, staff. [...] I just, I straight up don't think it should be a thing and I think also that faculty need better training in terms of recognizing that they shouldn't be pressuring students to report. Because I think sometimes, even if they're well intentioned, I don't know, I think sometimes there's this thing of like "oh, well you need to tell someone, you need to report this, you need to get justice for this, whatever" and like that person might mean well, but they're causing harm, and don't realize."

"[We need]: 1. Zero tolerance policy for bigotry against gender minorities, alongside all types of discrimination. This includes repercussions against professors who use discriminatory language. 2. Implementation of active and accessible on- campus measures to prevent violence (non-lethal security, safe-walk programs, review of security blindspots on campus, etc.). 3. Free self-defense classes, teaching not only physical counterattacks, but also teaching how to know if you're being followed, how to safely travel at night, and tips regarding tools like pepper spray."

"[We need:] 1. A [...] clear policy that outlines clear repercussions. 2. Mandatory training and awareness. 3. Easier and safer reporting"

"[We need] enforcing policies giving a lot of money to people who know what they are doing, having more supervision/resources [of] people in dorms and in party spaces."

"[We need] To [ensure that] anyone who has been a victim [of SGBV] to have their complaints be heard and perpetrators to be removed [from campus]."

"There has been great improvement in promoting training and the policy since I started my undergrad in 2017. In 2017, I would not have been prepared at all. Currently, I'd say incoming students have a solid intro to and opportunity to complete [the bystander i]ntervention training. The policy, however, lacks knowledge translation."

"Not well. It was more promotion for survivors to seek out support from counselling rather than actively working toward prevention. As well, the reporting process is difficult and rarely beneficial for survivors."

"There are a lot of people missing from the conversation[—]you can see it on all the social media accounts in recent years of survivors turning to instagram accounts because there is no space for their voice on campus. I think some of my worst experiences are being included at the table to share about my ideas and experiences on campus, but not being listened to. Like they only wanted me there because I was an Indigenous student (but I'm pretty white passing so hate being cast in that role). I know I am not alone in this experience at being included but only in ways to suit university agendas...."

"[We need m]ore involvement with and from student unions in policy development."

"Student unions can assist to get feedback and input from students, and publici[z]e consultations. They stated that the union isn't always consulted on the development or amendment of internal policies."

"Beginning in 2013, there was little to no trainings on gender-based violence or sexual violence and even less support/complaints processes. My campus didn't have a campus sexual violence policy until end of 2016, after being mandated to by the Ontario government. Since the #MeToo movement and activism led by student survivors, there's been a growing shift towards training, support and policy procedures for survivors or sexual violence. However, there remains a huge gap in terms of the policy procedures and outcomes being survivor-centric. Many survivors who seek support and reporting procedures through their institution are re-traumatised and unsupported."

"Had a very triggering episode, went full-on crisis (ugly crying) and barely had a counsellor available to attend me. I think universities should have "on-call" counsellors and ppl trained to deal with students in distress."

"Usually policies are very vague, and in that way, are not very considerate of victims[. I]t creates a lot of room for harm to be caused as a result of the processes laid out in that policy."

"Policy consultations are not always effective either, as a lot of student groups / community members don't have the resources necessary to do a thorough analysis of policies, and therefore, cannot provide detailed and well-thought out feedback on it (again, too bureaucratic)."

"Students who are like trying to find justice through the [policy], and it's like [...] they created this policy so that they could alienate students and[...]. [Post-secondary institutions] purposefully choosing to not follow their own policies is really really shitty."

"The local police are notorious for creating barriers for anyone filing sexual assault. The process on campus is better now, but sometimes lack of awareness or training can make it difficult for survivors. The sexual violence policy is fairly comprehensive, but provision for survivors needs to be more available. It can still be challenging to get the right support at time, from what I understand."

"There are many dedicated individuals involved in the creation and maintenance of the sexual assault policies on campus. However, the general attitudes of the student body and the notable presence of toxic masculinity and patriarchal ideals within the university on all levels speaks to a place where students may be empowered to report, but little is done to diminish sexual assault and the likelihood of victim blaming and dismissal of claims seems more likely."

"And like living documents, too. So, like, these policies that are ratified, they're often unrealistic, they don't work. They're completely exclusionary, and then it's like "oh well that's the policy." How can we make them living documents where they're not set in stone, you know? And I think overall policies in the whole thing needs to be redone, like especially surrounding Indigenous voices, marginalized voices. But a lot of the policies they have in general are not ... I think they're just there to be there like oh, this happens if this process happens ... I don't know it's so rigid and it's so like "that's just the way it is!" And I just don't agree with that, I think that's a very like small minded way to, to think and to run and operate, but just policy work matters. That's how I would like to like really focus on like policy work matters and like the people that it affects there they need to be involved in that process, and public apologies matter, you know like, that's all I wanted I was like, I want you to change get rid of this baby policy and I want an apology. Never happened, never happened."

"I think the transparency piece is a huge aspect, knowing exactly sort of what's going to happen if you do choose to go to, like, a center or to a campus police or to a faculty member, so just really knowing what the process would look like, and what the confidentiality measures are and stuff like that, knowing what the potential outcomes are, as well as some other very clear and literal barriers like not having someone to answer your phone."

"On my campus specifically, I think it is (1) the lack of arm's length separation between investigators and their other roles (since they directly work in risk management for the university); (2) the lack of accountability for the sexual violence policy and process; AND (3) a culture of arrogance that culminated in an explicit, public facing statement that there had been "no events of sexual violence at the institution during the orientation periods of the past five years"[.] At other campuses, I would broadly state that there need[s] to be independent sexual violence investigators to ensure that investigators are not influenced by university politics. There needs to be a spectrum of support services so that students can at least know exactly what their options are at every stage of the process."

"[A barrier to justice and access on campus is]:

- "[A] lack of supports/resources."
- "[A] lack of belief by authorities."
- "Not knowing where to start."
- "Fear to disclose [because] of not being believed and of being treated differently."
- "Lack of effective policies. Admin that dismisses people who have experienced sexual-violence. Sexist professors and admin. Transphobic professors and admin."
- "Stigma, lack of transparency with reporting/how it works, lack of education on GBV & SV."
- "the idea that nothing will happen."
- "[A] lack of effective policies. Admin that dismisses people who have experienced sexual-violence. Sexist professors and admin. T ransphobic professors and admin."
- "Prejudices against survivors, eg victim blaming."
- "Not being heard, not being believed, not having the confidence to speak up about the harassment, idea of being shamed for coming forward, risk of repercussions on class/program/care."

"Definitely one [barrier] is [knowing] where to effectively report for in both a safe and discreet manner. Another is information for survivors in moving forward with any choices they need to make related to the report."

"I think that one of the main barriers to accountability is that in many sexual violence cases, the perpetrators cannot easily be identified or apprehended."

"Barriers include a lack of understanding [of] consent; understanding institution policies on what constitutes sexual violence and ways to report and avenues to recieve support; availability of safe spaces; normalization of aggression among men/peers on campus and subsequent treatment of women/marginalized groups; not understanding provincial laws in addition to campus policies in how they can recieve justice, can be let down by legal options due to wait times, demand for physical evidence and lack of funding."

"People in power, they're all so connected that, like, it's almost impossible to get an unbiased response or, you know what I'm trying to say. Like It's a unity of those in power and they hold the power and you don't."

"[Filing a report and using the sexual violence policy] was difficult, and I was advised to not bother trying, as it would likely not help. I would have to write a report that would be given to my rapist to read. He could defend himself, and another individual would decide who had a better "case". Even if I had been sided with in the end, his name would be given to campus security and if ANOTHER person reported him as well, then it would be further dealt with."

"When I attempted to navigate reporting my own experience with sexual violence on campus in a residence, I found the process overwhelming and the supports available to be lacking in understanding of the nuances of queer relationships and sexual interactions. I felt gaslit about my experiences by campus staff (in my residence and in support services) and ultimately discouraged from filing an official report. I felt better supported by the campus sexual education centre and the LGBTQ drop in space and their staff members. They helped explain the policy on campus to me, as an 18 year old, and weigh my (limited) options of what to do. Ultimately those spaces provided support to me themselves and in accessing counseling on campus, all of which contributed to my ability to continue to navigate that campus temporarily. Ultimately, I dropped out a year later and transferred across the province."

"During undergrad I worked as a residence advisor and subsequently [as a] first responder to sexual assault. [The sexual violence] policy [at West Coast university] did not properly safeguard the information of the survivor. The institution operated to protect itself first and the student second. What worked? Well, we had a policy. I guess there's at least that."

"I have supported numerous survivors through this process and they have all ended poorly. The implementation of these campus sexual violence policies continues to lack minimum standards and oversight."

"I felt like I didn't have any information on what to do, or where to go for help. I was very lost and alone, so I did nothing at all and tried to suppress the trauma and pretend to be healthy and happy[. E]ventually my schooling suffered, my mental health suffered. My relationships suffered. Eventually I sought out professional help and counselling..... idk how much it helped but at least it's a step in the right direction."

"[We faced m]any challenges. As previously stated, students aren't adequately equipped with resources and tools to navigate such a challenging experience. I have personal experience with not recovering support about what my rights are as a student. [There's a l]ack of support, and vilification of survivors who come forward. What worked was me seeking out support from peers to navigate policies and hearing about their experiences to better prepare. Again, there isn't trust between student leaders and administration so there needs to be more training and regulation around that."

"[I was g]enerally unsure how to support others, specifically unsure how to report for others who've experienced GBV I sought out [and] received bystander training from my university for an event, which was great for helping to intervene in potential situations of gender-based or sexualized violence. [I'm n]ot sure if that same training is actually widely or publicly available."

"When I attempted to navigate reporting my own experience with sexual violence on campus in a residence, I found the process overwhelming and the supports available to be lacking in understanding of the nuances of queer relationships and sexual interactions. I felt gas lit about my experiences by campus staff (in my residence and in support services) and ultimately discouraged from filing an official report."

"I think that our help centres aren't very well known. If I was to be a survivor, I wouldn't know where to go on campus to tell someone, to lodge a complaint, or to seek help (mental and physical)."

"Before I got involved with anything, I heard a rumour that a student had attempted to pin down another student and sexually assault her. I didn't want to file a report about an unverified rumour on behalf of someone I didn't know and potentially violate their agency, so I went to the head of campus security and informed him about the rumour. It wasn't clear what the process for such a situation was, but I also didn't go through the proper channels (student services) because I was hesitant about violating the survivor's agency and/or filing a false report."

"[There aren't] enough specialized services and advocacy services to help [survivors] navigate a highly bureaucratic system and advocate on their behalf."

"[Reporting] did not work. Staff were protected by [their] union."

"The only situations (from others experiences) in which people had fair dealings with reporting were when it was to non-police/security sources (e.g. talking to a professor who could then advocate for a survivor rather than the need for a lot of self-advocacy for minimum results)."

"It worked well. The university had a specific officer (with a PhD in psychology) who dealt with the entire process. She was so helpful."

"I simply referred the student to the campus sexual violence resource centre for support, and to the Office of Human Rights and [Conflict] management for reporting, and noted I would be happy to provide support throughout, though I never heard from the student again, [...] they said they would make a formal report."

"My experience was interesting because I was mainly contacting for support, not to report. My instance happened in a separate province before I transferred. [W]e don't have any trauma counsellors on my campus, so I would have to go externally and try to cover those costs myself, which discouraged me from going forward. I've heard of others who tried to report, and they were immensely supported by my campus' sexual violence prevention & response office. However, they were discouraged to press charges by an RCMP officer and told that the offender had a 'bright future.' Discouragement from police/RCMP officers is quite disgusting and should not happen."

"[Navigating the sexual violence policy] went as well as it could. The student did not want to pursue any security involvement but was open to some counselling and support."

"I experienced sexual harassment and subsequent assault off-campus but at the time was living in university residence. It was challenging to access a counsellor because of long waiting lists for an appointment. I also have peers who have reported it on campus and still saw their rapist on campus."

"There were jurisdictional questions about when something happens off campus: where do policies overlap with a wider legal system? Lots of discussion of technicalities so the U can avoid liability. The boundaries of the university's responsibility is left unclear — there is doubt whether this is for concerns around personal / institutional liability rather than a moral concern for the wellbeing of students."

"I hate it too because if the person who mandatory-reported doesn't get justice (which is super likely) then it ruins any chance of that person ever reporting again."

2. Commit to long-term, system-wide investment in GBV education and training

In our survey 58% (35 out of 56) respondents said they had received training or promotion about their campus sexual or gender-based violence policy, while 31.7% (19/56) said that they had not. The depth of the training varied from an in-depth outline of where to go and how to report an instance of SGBV, while others were first-year orientation lectures to a thousand ambivalent students.

Training for staff and faculty was the most highly rated form of gender violence prevention efforts believed to work well on postsecondary campuses, with 82.1% (46) selecting it.

We asked participants if they received training on their SGVB policy on campus, and if said training left them feeling prepared if they needed to make a report.

"There was a discussion of consent and sexual assault policy during New Student Orientation, but there was no information made widely available on how to report or seek help. Mostly promoted by student organizations, not the institution."

"[The training about SGBV at my university was] a short, optional introduction presentation along with many posters around campus is all there was. They provided good info on how, but did not address the full process or the associated feelings."

"Students should be able to not only lead training (and be paid), but shape it."

"On my first day of university I also received a sexual violence presentation from my university, but it was in a gym with thousands of people, and most people talked over the presenters of scoffed at presentation. No clue what it went over."

"A short, optional introduction presentation along with many posters around campus is all there was. They provided good info on how, but did not address the full process or the associated feelings."

"My training was not related to my campus policy but consent more generally. It prepared me well to navigate sexual relationships, although, I only received this training because I was a student leader on a council mandated to receive consent culture training from peers. On my first day of university I also received a sexual violence presentation from my university, but it was in a gym with thousands of people, and most people talked over the presenters of scoffed at presentation. No clue what it went over."

"The training [on campus sexual violence policy] was awful. The website at my university even asks you to seek out campus security officers if you have troubles after hours — these officers are entirely unprepared to respond to sexual violence."

"The training I have received prepared me very well to seek help regarding gender-based violence. I know exactly where I would be able to go or whom I would be able to contact if I ever needed to report an event."

"The year that the Let's Get Consensual campaign was run on campus there was a lot of education and promotion. Since the university attempted to create its own program, next to nothing has happened to educate or promote."

"be the person they trust more over campus security or anyone else."

"My school had a brief online sexual violence education training. It was mandatory but was very basic and quite short."

"[Receiving training] makes me aware that certain behaviours are not tolerated and there are resources to fight back if i am violated."

"The training regarding consent and sexual assault resources has gradually improved on my campus over the past few years but still feels lacking. All talk and very little action on behalf of the establishment in terms of funding but students have been pushing for change."

"We read [the sexual violence policy] for class. I'd say the most important part was that I knew it existed in case I needed it. But I certainly don't know the steps for reporting off hand."

"[Training on the sexual violence policy left me feeling] Less than 50 percent [prepared]. It was only after I got into third year where I actively seemed out resources and ways I can get involved to address safety and security in campus. There are workshops that the student union puts on about consent and anti-oppression workshops but there are no workshops or training provided to students about gender based violence policies. The policies are also hard to read and when students are in distress or come forward, leadership roles don't adequately give them work information about their rights and policies. Also the VP student experience at [East Coast university] has traumatized survivors in the past and there is no trust between students and administration. My confidentiality was also violated by the SU and nothing was done about it."

"I didn't really receive any training from school, but in order to be a frosh or orientation week leader, we had to do training which for us was a, you basically walk yourself through a PowerPoint, that just explained, basically just defined a bunch of terms, and then defined, like the difference between a disclosure and a report, like nine times, and that was about it. So, that I guess that would be the only training from the school so in terms of things provided by the school, I'm definitely not helpful at all other trainings that I've organized myself or have been like provided through other student initiatives have been really helpful."

"[Large Ontario University] checked boxes on reaching groups in athletes to train each other in sexual violence training. The university paid them, which is great, everyone should get paid, but they never paid student activists, survivors, anyone who brought this conversation forward. There should be money for activists, survivors, feminists who have been doing this work and there prioritizing who gets paid for this work."

"... so within my college at [large Ontario University] I run a anti sexual violence group and so we've collaborated with, I'm not sure if anyone here is familiar with the [specific community initiative], but they're a really really fantastic group. And so we've worked with them a few times so all of our all of the executives on [student-run group] receive trauma informed survivor centered peer support training. And then we also held a workshop for different people for anyone within the college wanting to attend on empowered bystander intervention training, and we received really really positive feedback regarding that. So currently I'm trying to get funding from the university, to be able to sort of do that larger scale and launch that because there has been a lot of really great feedback and there was also a lot of, a lot of people who connected with the [specific community initiative], or risk resources provided with them afterwards, because they actually were able to have that interaction where you actually talk to one of these resources and it's not just some words on a list."

"In terms of trainings. One of the things I noticed is that the trainings are quite siloed so because it's not like a universal umbrella or whatever to get it, it will be like, "okay the athletic team gets the training," and we don't exactly know like what the report back accountability measure is being implemented there, and how people are actually taking it."

"In their definition PowerPoint that they trained us all on, and they define gender based harassment, as includes but is not limited to engaging in a course of vexatious comment or conduct related to a person's sex, gender, sexual orientation, gender identity or gender expression that is known or ought to be reasonably known to be unwelcome."

"Definition of sv is complicated and legalistic: what does that even mean to a person not already an expert in GBV or sexual violence."

"And there's no like nowhere in anything do they discuss, like the word intersectionality is not even there, they don't talk about like the disproportionate rates of sexual violence and gender based violence and harm towards trans folk and queer folks and bipoc folks. So, it feels very, very white and very limited."

"[I] think that is really not understood in that lens - the gap between legal definitions and community accountability."

"[Campus training on sexual violence policy] was fairly thorough and prepared me quite well."

"[The training for the campus sexual violence] was basic and not promoted enough."

"[The training for the campus sexual violence] was optional 'lecture' style presentations of how to deal with sexual violence/assault but that was it."

"[The training for the campus sexual violence] was okay. Seemed pretty textbook-based and didn't really go into much detail."

"We had a presentation in one of our first year classes [on how to use the sexual violence policy]. However, I was less prepared than I would like."

"[The training for the campus sexual violence] was actually very informative and validating."

"The training I have received prepared me very well to seek help regarding gender-based violence. I know exactly where I would be able to go or whom I would be able to contact if I ever needed to report an event."

"[The training received did] Not [prepare me] super well. They are very basic/generic."

"[The training received left me] somewhat prepared; was informed of resources on campus that could help with survivors of sexual assault and was trained on the bystander effect and learning to spot potential situations that might lead to sexual assault."

"[The training for the campus sexual violence prepared me] Fairly well - resources that are widely available were mentioned and whom we can consult in case of an incident."

"[The training for the campus sexual violence prepared me] Very well but I was part of the team that managed the campaign and delivered the training, and was involved in various governance functions within the institution (students' union board of directors, board of governors) so I learned about the reporting process those ways as well."

"My school had a brief online sexual violence education training. It was mandatory but was very basic and quite short."

Participants brought forward the need for training on different subjects, and for diverse facilities, staff and student groups, during our consultations. As well, they spoke to various systemic issues on campus that prevent justice and safety for survivors, that should inform campus training(s).

"I think it would benefit professors to [go through GBV training] [...] I don't want to make it sex work specific, but if they could be like, more people than you know are sex workers and sex work means, all these things ... mythbusting around sex work. It's definitely important for faculty to know and understand that more of their students than you know are cam girls, particularly now are cam models ..."

"I think there should be two mandatory courses for all first years regardless of discipline: gender studies (intersectional) and an Indigenous studies course."

"Mandatory SVP training for all staff, faculty, and students. Expel anyone found guilty of sexual assault (no bs suspensions that get overturned in a matter of months). 24/7 support service open on campus."

"I think it's just really frustrating because like, there's a lot of people who like go like, "Oh, we're gonna have anti oppressive training and we're gonna learn about racism and oppression and like ableism, like some people can't walk!" and I'm like, I hate how that's the extent of your knowledge, and you paid someone to tell you this, which again I understand like you don't know what you don't know, but sometimes it's just so pathetic.

And it's just, it becomes this really weird white Country Club when they all just gathered together they throw money at each other, and it's like," oh, we're just gonna be fun little nice people," you know, so it's just, it's really frustrating. And then, you know, at the end of the day, the, it all falls on us, you know to be like, Hey, can you please stop. You know, but it's just really hard because I feel like when you're calling

these things out, the first person who gets angry, is the one who's in the wrong without looking at the impact of what other people have done and that's always like something that really like irks me a little bit about how like I feel like the world is very like "intent- focused" so it's like, "oh I didn't mean to do that, like, I didn't mean to hurt you, like, I'm a good person" and I'm like, "I do not care if you're a good person. What I care about is that you're hurting me. You're oppressing me and you're being very discriminatory and harmful," but it's just that mindset of like, Oh, but I'm a good person, just, no one ever listens."

"Self defense training sessions or making the faculty more equipped with dealing with incidents because for some students their instructors might be the first point of contact o

"Refusal to recognize the rate at which sexual and gender-based violence occurs and widespread misunderstanding of why it occurs."

"Administrators and professors aren't always familiar with students rights and too often refuse academic accommodations or force students to justify themselves and disclose confidential medical or personnel information before taking them seriously. This is not only deeply humiliating it also can constitute a form of discrimination which is contrary to most human rights legislation."

"Educate. Make it a topic of conversation. Try to remedy [the] toxic university culture that feeds into this."

"There are some faculty that aren't as supportive as they should be. I am in a department (WGST) that is supportive, and I have a bit of experience with students who have needed support, and our department is good about that, accommodating as needed and such."

"I think it's important to recognize how gender informs sexual violence. While anyone can be either an abuser or a survivor, the underlying power structures that uphold rape culture are gender-based. Violence, coercion, lack of consent, and devaluation of women and gender non-comforming people are all symptoms of the patriarchy and as such, gender must be addressed in all sexual violence prevention campaigns."

"Education, education, education. People come to a university with a WIDE variety of experiences with consent-based education (whether very experienced or completely lacking). We need to address this on all campuses through multiple opportunities for education, both mandatory and peer- based. Peer-based is incredibly important because it can help break down any barriers a student and a campus official, promoting engaging discussion. It also helps students know that there are peers on campus who care about their well-being, which helps promote a culture of consent on campuses. You can only do so much as a campus organization without having students adopt the message you want to convey."

"Getting to the root cause: toxic masculinity, not respecting or understanding consent. Staff that understands what gender-based violence is! and naming it and talking about it."

"[T]each people to not feel entitled to someone else's body. condemn people that feel the need to ignore boundaries. destroy the patriarchy. the no- tolerance policy does not work. it's the "no-tolerance as long as someone doesn't find out" policy. create safe spaces for victims to come forward. do not victim blame."

"I think what makes prevention effective is education. Prevention is so much easier to achieve if no one initiates violence to begin with. Therefore, it is important to have clear guidelines of what is acceptable and what is not, share these with students, teach them about violence, rape culture, consent, etc. By educating our student community, we can prevent problems from ever arising."

"Ensuring that it is not skewed entirely towards one gender, as gender violence prevention needs buy-in from all genders to be effective."

"1. Addressing the root causes of gender-based violence 2. Dismantling stigma 3. Awareness among all members of the institution's community (i.e. not "just for students")."

"Actually realizing that it isn't just women that can be on the unfortunate end of such incidents, but also men and people who identify differently. Advocating for safety, consent and security/self defense should be made a norm across campuses."

"Assuming there aren't problems in a faculty/department/unit because there hasn't been an incident that people are aware about. These problems, issues, attitudes, myths, misconceptions, etc. exist everywhere. Prevention efforts need to be widespread, mandatory, and PROACTIVE."

"Tackling the stigma around survivors to elicit social support. Giving people the tools and knowledge to identify gender-based violence and prevent it if necessary, or at least know where to get help."

"Enforcing policies and adequately addressing issues on campus. Awareness and education, and ACCOUNTABILITY to those in leadership or positions of POWER."

"Interpersonal communication skills, an understanding of what violence is/what it looks like, prevention and intervention strategies. I've used intervention strategies I learned on a number of occasions to a mostly positive effect."

"I think what makes GBV prevention effective is education and spreading aware[ness] of what GBV is and what it can entail. I think offering a variety of resources/tools for folks to use or have access too would also be effective as it increases their knowledge and awareness, and empowers them too. Having special speakers to talk on related topics as well as having self- defense training and Safe-Walk programs are practical resources/tools the public/students can use to learn and empower themselves. I think having a strong security presence would only increase the risk of marginalized folks experiencing violence (either GBV or otherwise) and would be ineffective in terms of preventing gender-based violence. Additionally, I would like to know more about what the "enforcement of sexual violence, anti-harassment and human rights policies" looks like; especially as this could also increase the risk of marginalized f olks experiencing violence."

"Ensuring that sexual education and all efforts here include the voices and perspectives of marginalized/ oppressed groups (including staff and students)."

"Student-led and holistic (i.e. includes able-ism, anti-racism, etc)"

"Making sure everyone is aware of what consent is and hard penalties for abusers."

"Constant learning. The more you can learn about a topic the better and more effective you will be about it. As well as being able to recognize someone who is experiencing gendered violence."

"Awareness activities only go so far. There will always be bigots who believe that gender minorities deserve violence. There need to be measures to prevent violence from those who will not change their minds, and that is done in lawmaking and active preventative measures (security, safe-walks, etc.)."

"Better education when it comes to sex-ed and teaching about inclusivity. A greater change in the equality between men and women. Parents have a responsibility to teach their children. People aren't born with hate, they learn it. I am hoping that I along with other parents are teaching our children to be more accepting and understanding."

"1) Education on the issues, prevention, and safety for students, 2) security and lighting on campus/ reducing vulnerabilities, 3) simpler, straightforward, fair systems including and encouraging the involvement of the police/ justice system in these crimes."

"I would say invest heavily in training, equity and anti-racism and anti-colonial training. For faculty, students, everyone. we need to dismantle the structures of power that enable sexual violence."

"Introduce mandatory anti-sexual and gender-based violence training and bystander intervention training for all students and staff. Connect with other leaders in the education sector to create and share best practices and to invest in further development of these best practices. Develop and fund community-based and restorative strategies for addressing the issue and divesting from carceral approaches."

"1. Government oversight 2. Mandating progressive and comprehensive consent and identity affirming education pre-PSI 3. Student-led everything."

"Education!!!!!! Especially in terms of LGBTQ communities, social constructions around "norms" is a great place to start. - No tolerance policy for any inappropriate jokes or comments (like students who engage in such activity should be written up for misconduct) - Posters and presence around all 3 campuses in general

"Indigenous studies and/or GSWS classes should be promoted more to all students and taking one of the classes should become an elective/graduation requirement for many programs (especially in the social sciences). This way more people will be educated on important issues, get inspired, and perhaps help all of us move forward!"

"And sometimes when trainings are given I've talked to people, they won't even have a choice like let's say they're not the most receptive to these trainings, but they'll often voice things like I didn't feel like my voice was heard. I'm not really wanting to give everyone equal voices to be honest, some people just, you know, anyways that's my personal thing, but they say that because I don't get an opportunity to say like how this failed, how this landed on me, how I can carry this on. They just go the complete opposite route which is to ignore everything. And don't do it, so there is that lack of like report- back asking how it went. And then it's quite siloed."

"And another thing is, there is a culture of disbelief that surrounds gendered violence and sexual violence, especially on campus, which makes it so hard. Even with all the trainings. And like, even though I worked on the school sexual Violence campaign, even then it was so hard having conversations that literally started from ground zero, having to tell people this is real. This happens and the impact, and oftentimes it feels very alone from a student's perspective, because the school just wants to do trainings that focuses on definitions. These are the processes, this is the service we have called this number, but then they don't do a lot of work in making this something that is like--I mean it sounds terrible but--[trainings normally don't tell students that] this happens all the time. And so people are so shocked. And there's so much shame and disbelief. And even after training, it still feels really scary to engage in conversations and be visible."

"So many people don't know about consent WHICH IS SCARY."

"I was a recruitment officer with (large Ontario University) after graduating and we would tour high schools, post-sec institutions and community centres (Indigenous focused but there was a separate group of non-Indigenous recruiters - current students) and there was this huge underpinning of sex between recruiters. I know not of any issues that have come RE: recruiters and students we talk with at these high schools, communities and institutions but there is no training for these recruitment officers outside of that online program we are mandated to complete. I find this not sufficient because we are working with youth, and we are visiting people, and we need to protect recruiters and youth on both sides."

"About the recruiters in high schools, I feel like you are touching on a huuuuge gap. I think related to this is residencies, practicums, and field schools that we are only now having the space and time and cultural shifts to look at."

"Recruiters and residencies, practicums, field school trips etc. YES absolutely. I've worked with an organization (Northern Youth Abroad) and they give Northern Indigenous students the opportunities to travel across Canada in summer months and it counts towards school modules they complete on their own to graduate. SO there's even the 3rd party organizations to consider too)."

"We gotta reduce the stigma against sex to prevent assaults!"

"I think that there's a lot of assumptions that gender based violence is still men assaulting women. And I think there's just such a huge problem around that and leading to then further levels of toxic masculinity and it's just this cycle that kind of keeps perpetuating itself, and so that one seems to be a hell of a lot more understood. Whereas, we need to understand that that's not necessarily the case, and that it goes in every direction. And I think once we're able to remove some of the stigma around the fact that it's not just men abusing women will open up to understanding. Further down the road."

"I think the intersection between race, culture and GBV is often overlooked. Reminds me of the Eternity Martis' book, "They said this would be fun" (based on experiences at Western University). "

"[T]raining for all staff and faculty that deals with students, campaigns about consent, clear steps on how to address the issue and report if needed."

"I'm always grateful to like be in places like [this consultation] because I feel like that's the only time where it's like, legally acceptable for me to just like rip into things."

"In gender violence training for students, we need to actively be teaching the dangers of calling police or relying on police or security to keep each other safe. Students who might not have that experience of police violence need to understand that it's not a given that calling 911 is helpful."

"[University] refuses to make sexual violence prevention training mandatory, so many people are missing out. Those who don't voluntarily attend are likely those who would most benefit."

"I think the main issue that is overlooked is that most students do not access the education services available. There is a lot of effort being put into this type of education but the reception is quite low."

"Training on consent (in romantic and sexual relationships and also more generally to teach that coercion isn't consent.)"

"Training for students living together in residence. One student mentions an information sheet they were given that wasn't very thorough and did not lead to in depth conversation."

"More education and training systems for anyone in positions such as the Board of Governors, senate, people in important committees. People in these positions are there without training. There is generally a lack of "body-based" training and awareness institutionally. The student union is having bi-weekly training and development sessions. This can be implemented by other groups with power."

"I guess, mainly education behind it so it's like when we come in [to university], there could be a lot more of those, kind of, when you're coming out of high school. Not like kind of like Welcome to the real world. Respect courses, similar to the academic integrity course that we do when we come to university."

"[M]y experience has been that like when you're looking at like who should be offering the training and who should be speaking to a lot of these things that often like the most effective places are from like, community based groups that have like, whatever, like the training that they're offering is like their primary objective, and like that's you know what, that's where the experts are that's where the folks with the lived experience, you know, can really speak to and like offer the kind of training that's more, you know, better."

"When you become a grad student you get disclosures from your students. You have more power now but not more training."

"If you are a grad student, worker or student. Often what they're experiencing is so intersectional and nuanced. There are layers of power that are so often experienced as grad students."

"[Students] don't believe nor have they seen there be any form of justice. The supports aren't there."

"I would say invest heavily in training, equity and anti-racism and anti-colonial training. For faculty, students, everyone. we need to dismantle the structures of power that enable sexual violence."

"More training for staff More training for students All training needs to be annual"

"1. Prevention and awareness. Workshops during orientation week and before any major campus event that may involve recreational drugs and alcohol. 2. Continuous learning about GBV throughout the academic experience, whether in class or extracurricular activities. GBV prevention should be as normalized as fire drills. One time is never enough. Make sure people are prepared to address it. 3. Maybe a GBV-specific security unit for campus?"

"Educate Make it a topic of conversation Try to remedy toxic university culture that feeds into this."

Participants specifically brought up consent training and education, both during students' time in post-secondary education and in elementary and high school.

"I would prioritize mandatory consent education/workshops for any new member of campus, regardless of student status or not. I would fix the lighting on campuses (especially in sketchy parking lots), and provide adapted safe walk programs for on-campus and off-campus residence (within close communities)."

"1. Make consent education training mandatory for every member of the campus community - no exceptions. Education can be tailored to specific contexts (Indigenous community members, community members with access needs, specialized training that reflects unique rights and responsibilities of different community members). 2. Increase awareness of consent education, sexual violence prevalence, sexual violence support services/policies, etc. by embedding consent education into policies, practices, department reviews, faculties, classes, curricula, etc. 3. Allocate more resources to counselling and support services."

"When I was growing up I moved a lot from province to province with my family and so I received about four or five different sex education from different high schools, and they were all lacking but it was very interesting to see from, you know, different areas and and how people run them. I guess what I'm trying to say is I mean, obviously it's not enough. Also like the provincial level has a lot to do with how it's run. Not sure if you're aware of in Ontario, it was rolled back the, the current sex ed curriculum that they had modeled include you know consent and you know, different genders and different sexualities that was rolled back to a earlier version without that so there's that, you know, block that we're encountering."

"It's so important to begin sex ed at a young age, teaching consent in early grade school in the context of "no one can touch you unless you consent to it"."

"Ontario sex ed curriculum was rolled back from the 2015 to 1998 Sex ed curriculum."

"Also a side note is an understanding around assumptions in backgrounds includes consensual markings, ie. kink."

"Agree kink should be part of consent training."

"I'm sure everyone's heard it too but just that sort of power dynamic with professors and students, and how that sort of can create amongst that staff, like that feeling of like oh they would never do that. You know what I mean and sort of that disbelief of students."

"Prior education before post-sec"

"I think peer-based consent education is crucial and often overlooked. "

"I worked at before/after school care and if a kid had an animal in for pyjama day I made a point of asking if I could pet it even cause like, that's what we do here, we give people opportunities to say yes or no instead of making them do a thing."

> We asked participants what they considered to be a barrier to justice and accountability at their institution; what issues and approaches they believe are still overlooked in GBV prevention; what are longstanding issues that enable GBV; who is missing from prevention and training:

"Whether or not a student is academically doing well or part of varsity sports. They tend to get waved as they are benefiting the school so a survivor may still see their perpetrator on the grounds."

"Not being aware of any places to make a report on campus."

"Lack of access to information/resources, feeling disempowered from the experience of sexual violence."

"Lack of knowledge about reporting. Lack of sexual/consent based sex Ed."

"Preoccupation with how someone at-risk or already a victim of violence might dress themselves. Showing skin is not asking for assault, and visibly gender-noncomf orming individuals are especially at risk of violence."

"Masculinities and consent norms."

"I think the main issue that is overlooked is that most student do not access the education services available. There is a lot of effort being put into this type of education but the reception is quite low."

"Discussions around institutional policies on conduct, for faculty and students. Discussions on consent, and what constitutes gender based aggression/violence. Education of security and campus policing on the subject, and subsequent responses."

"Self defense training sessions or making the faculty more equipped with dealing with incidents because for some students their instructors might be the first point of contact or be the person they trust more over campus security or anyone else."

"Not enough skills training. Most gender-based violence awareness and prevention work appears primarily to focus on reducing stigma and building knowledge about gender based violence but not necessarily on helping students and faculty put this information into practice."

"Trusting staff over students."

"The reliance on campus policing. It can be intimidating to report to police, people can fear retribution themselves."

"the training should place more emphasize on males who are potentially more likely to be a perpetrator."

"I think colleges and universities lack enough communal spaces that students can meet, socialize, study, and/or work in; this can be problematic as students may end up finding more isolated spaces to do so which may be unsafe. Additionally, they may not have safer alternatives if e.g. they experience GBV or otherwise at home and may not be able to study there."

"I think in colleges and university, are not taught or to learn how to look at GBV in an intersectional lens. And it's just hard to communicate with people who don't understand.... Resilience is tip of the iceberg, but beneath the surface there are a lot more history that takes a long time for people to comprehend, unpack and process."

"[...] even though there are policies and information put on universities website, there is a lack of IMPLEMENTATION, which tokenize student leaders who are continuously put in positions where they tirelessly have to advocate to get their needs met. Misogynistic attitudes and victim blaming by security in neurobiology of training workshops."

"[University] refuses to make sexual violence prevention training mandatory, so many people are missing out. Those who don't voluntarily attend are likely those who would most benefit."

"Widely available and normalized mental health supports Gender critical thinking skills from a young age to challenge patriarchy and toxic masculinity."

Many particpants brought forward the need for there to be more specified training offered for cisgender men and boys.

"I overheard a group of boys making really disgusting comments about how they want to do sexual violence against women and when we reported them, nothing was done. The boys just said they were joking. It was uncomfortable since they did it in a study hall in a place of residence on campus."

"It's frustrating when organizations cater to cisgender men instead of allowing cisgender men to be uncomfortable and being inclusive of all gender identities."

"Men! All I see is women / gender diverse folx doing this work. Men only engage if they're forced to do a workshop through frosh or something."

"Comments are not taken seriously by admin"

"To be bluntly honest, it has to be able to reach and speak to men."

"Education of male students"

"Men are missing in these conversations"

"It has improved over the past several years but I am tired of it feeling like the burden to stay safe falls onto women and gender minorities instead of programs and institutions having frank conversations with cis men how they contribute to victim blaming, harbouring of known abusers and not intervening as bystanders."

"1) unpacking and working towards dismantling the institutional structures of post–secondary education and the inherent power/elitism/classism in academia (2) recognizing GBV and SV survivors as a group who may be in need of financial support in terms of grant/scholarship/bursary applications - applicants would NOT be asked to disclose details of their experiences; they would only be asked if they identified as a survivor of GBV and/or SV to qualify (3) education on consent and relationships; push toward accessible information, resources, and course content in plain language."

"I think it would be better to target toxic masculinity as a gender-based issue and speak with men as partners in preventing sexual violence. I also think that there's a very large cultural component with international students that have come from misogynist cultures — while sensitivity and equity are doubtless core values for any SV programming, there needs to be honest conversation about the intersection between these misogynist cultures (as well as our own!) and sexual violence."

"1. Men's circles on issues like consent, rape, sexual wellness, etc. 2. Speaker events about toxic masculinity 3. More events that encourage nuanced conversation about consent, always with the intention of adopting real- world solutions that fit the spectrum of human intimacy."

"[A] significantly overlooked component of prevention is engaging with the ideas behind toxic masculinity. I think that men's groups, speaking circles, and speakers events can be really powerful agents of change because it addresses components of rape culture directly at the source."

"Men as partners are being excluded as important partners. I contend anecdotally that the people who are on the fringes of inceldom and highly toxic masculinity are open to change — all but the very worst offenders have the capacity to grow as people if given the right environment. So to that end, I think that there needs to be more effort to include men in SV prevention."

"Men! All I see is women / gender diverse folx doing this work. Men only engage if they're forced to do a workshop through frosh or something."

 We asked participants what makes them feel safe:

"A strong community that the survivor KNOWS will back them up and support them....and that the assaulter is afraid to mess with. Actual academic and legal repercussions against assaulters."

"Believing and supporting survivors"

"Being listened to and believed. The terrible tendency of schools and media to centre discussions around "but what about [the abusers] career/life/future."

Participants brought forward the gap in training for staff and students in navigating online spaces. Due to the COVID-19 global pandemic and the rise in online learning, participants told us that GBV in online spaces is left unaddressed. Additionally, professors were not adequately trained in using online platforms to be able to keep their students safe from harassment.

"Cyber security and policies that cover cyber assaults."

"I think the sexual harassment has gone online now so it's hard to feel safe getting emails when boundaries are crossed and how they will change/ what their standards are."

"Online would be safer if there were clearly defined policies surrounding hate speech that are consistent."

"Stricter guidelines against hate speech and harassment on social media sites."

"[T]rigger warnings and content warnings online."

"[P]latforms taking reports of online bullying and assault seriously."

"[K]nowing your prof has your back online"

"[Training on campus sexual violence policy] has all been online, many professors have sent out emails and support around domestic violence and mental health."

"I find it hard to know [what are barriers to reporting] since I haven't been on campus, but in general it is victim shaming and lack of education."

"I have no experience with [what some of the main barriers to justice and accountability that student survivors face on campus are] as we have been asynchronous."

"Specifically in a GBV in that it's online harassment. – brutal from entitled men to women that are sw. They cannot handle that a woman has taken control of her sexuality and is now charging for it. Destroy male ego. I wish we had better options on platforms … I can report to the site but they don't care. There are platforms that are great. One site reported someone I reported federally and took it really seriously. Some take it very seriously, some don't never going to be consistent just like no consistency across many or one police force. Having some consistency on how we report things, especially when they're based in different countries. One site that I use is based out of the United States, so different laws and different ways to report, reports mean something different."

"I think that the SV equivalent of a safe needle site might be "how to take nudes safely". One program is physical, the other is digital and informational in nature. Students should be educated on privacy laws, security issues that could be exploited on their devices, and how to inconspicuously brand nudes to protect their safety. This type of programming acknowledges that yes, students are having sex online — let's make it safer. As before, I think a significantly overlooked component of prevention is engaging with the ideas behind toxic masculinity. I think that men's groups, speaking circles, and speakers events can be really powerful agents of change because it addresses components of rape culture directly at the source."

"People with marginalized genders are actively sabotaged when speaking up about their experience with gender based violence. I was told by peers at my campus that I was making up my account of one of my assaults for attention, and told by adults that I was ruining a man's life by talking about a teacher being inappropriate with me when I was a child. There is a lot [of] victim blaming, especially from cis male police officers, that prevents many from coming forward and reporting to campus police and guidance counselors. [These people] need to believe the accounts of victims."

3. Decriminalise sex work in Canada, in consultation with sex workers, including students

We asked students about their relationship to sex work and their opinions regarding both federal legislation and campus safety for sex workers.

"I think if we're queer/trans we're more likely to do sex work and that makes it harder to feel you can reach out for support because of the shitty attitudes toward sex work."

"The police don't make it safer for me. As a sex worker, they make my life harder. If they could leave us alone, that would be great."

"I believe that the perspective of students who choose to engage in sex work is currently marginalised and requires an in-depth examination."

"I certainly have done sex work as a student to help pay bills. I would recommend investing in community based violence prevention strategies that pay students living wages. I would also advocate for the school to provide services that are sex positive and informed about sex work, not just human trafficking. I would also encourage all schools to create a campus minimum wage and a quota for student jobs that meet that criteria, while also actively fostering paid opportunities (not just unpaid internships that they make you pay extra to access)."

"Listen to sex workers at all stages. Do not move forward without meaningful, ongoing consultation with sex workers."

"Listen to sex workers. You CANNOT "prioritize our safety" [...] if you are looking to add MORE regulations. If sex work is made legal, that just means that people who have citizenship and can afford business licenses are legal. Undocumented immigrants and people who can't afford licensing will still have to work illegally. New Zealand has a decriminalized system. Please read up on its efficacy."

"Yeah, decriminalization as opposed to legalization, because sex work is work like any other job and if it's legalized that means it's a, it's is susceptible to regulations on the individual person, and how they can do their job and it gives us a lot less freedom to do what we do. And while I believe that certain standards should be met, specifically in terms of like health and safety, like there should be a way to manage getting STI checks and pregnancy tests and all that for sex workers. I don't believe that the government should regulate human bodies in the way that sex work happens."

"A higher level of understanding – so it's not putting the burden of proof on the victim, but it's also training the people who are responding in these situations and shifting their biases about how a traumatized mind and body are going to respond. You can't use the same interview and interrogation techniques on someone who has or just has been traumatized. It's the same stuff for a criminal investigation – looking for body responses that shows someone might be lying etc. same training will not get the same response."

"But, like, what could have happened to me when I told my professor, or I told my supervisor, that I was a sex worker and this cause was important to me. They could have essentially kicked me out of the program and they could have withdrawn their support. And in a more formal way than they did."

"People who are experiencing the violence shouldn't have to sell their story to be believed (to police officers). We're not just talking about physical violence – the mental and emotional abuse is way higher (I imagine) that it happens so much more than people talk about or realize. We can see the shift, but still trying to shed what was taught to us. And what we're passing on to the next generation is that this is not expected, this is not normal, this is not how it is. We're still in a space where victims and survivors have to convince people what is happening to them. That retraumatization. In court, arbitration, living your trauma while people are picking your story to bits looking for discrepancy. Without understanding that a traumatized mind will have discrepancy. Often needing proof. No respect for the traumatized mind not working the same way as someone who hasn't been traumatized. Need proof. Need to have robotic clarity. And it can't. Having that expectation is unrealistic. Can't expect a broken jug to hold water.... Not assuming that someone is lying."

"Even though what we're doing is legal! Lot of fear of dealing with police."

"Canada is more on par with the Nordic model, sometimes called end demand, which effectively criminalizes the purchase of sex, but not the sale of it [...] Now, this [walking back of the Bedford act to the Nordic model] is super problematic in a number of ways. One, it just doesn't make sense. Like logistically. And two, it doesn't do anything to mitigate the violence against sex workers, and in particular, street based sex workers, because they feel like they have to have a certain protection around the client. And if the client feels like they're taking the risk. Well, then they might as well take an even bigger risk. And if they were just going to run off and not pay they might as well make sure that she doesn't talk by enacting

like physical violence, rather than just … I guess raped by robbery, the, kind of, it's not a very nuanced phrase, but that's essentially what it would be if a client went without pay. So that kind of stratifies, even more the difference in class between levels of sex workers."

"And as we know, "sex work" is a broad term intentionally. But for full service sex workers, those who do have literal sex with their clients, as opposed to like a stripper or a cam girl. There's a hierarchy, as we like to call it. And there is stigma against people who charge less and work on the street because they, they're generally survival sex workers, and they are not as comfortable as say someone who might call themselves an escort and be able to pay for ads and charge more. And the reason they can pay for ads and charge more, a lot of the time, is because of the way they look. So you get the intersection of race. Perceived class. General beauty standards. So, the Bedford decision is really important."

"There is a newsletter, a weekly newsletter [...] that goes out with names or names descriptions of bad dates. The scenario that happened. Any identifying information like phone number, car colour, date and time. It's essentially like what you would find on a police report, and those go out weekly. They're made available, or they're printed out weekly [...] like a literal worksheet that you could fill out and send it to [sex worker organization in Western Canada] and they were compiling a list of bad dates, which is something the sex work community at large has done, kind of, on their own [...] we had our own little chat server that had like this number, this guy. And so it's kind of building on this grassroots, I guess mutual support system, and really trying to get it expanded and expanded and standardize it through these federally funded, or government funded programs."

"A like centralized database of bad dates, and specifically attached to that some mental health support for the victims of bad dates. I don't put a lot of faith in policing."

"[I] mean understandably so that I wouldn't look for any like punitive measures that are I wouldn't hope for any punitive measures, but rather just something attached to. Oh, I had this traumatic experience, let me, let other people know, and here let me heal from this something that cut a pipeline, or some kind of connector, and specifically on campus. I think it would benefit. I mean, tuition increases, just our nonsens."

"I think it would benefit professors to like they now have to go through, for however flawed it may be, they now have to go through diversity and inclusion training. I think it would benefit them to go through like gender based violence and have, I don't want to make it sex work specific, but if they could be like, more people than you know are sex workers and sex work means, all these things."

"It's definitely important for faculty to know and understand that more of their students than you know our cam girls, particularly now are cam models...

"Anonymity. And that's, that's really one of the huge barriers, about sex work advocacy is anonymity is so important to us. And those who are privileged enough like myself to not have that anonymity [...] And also, its protection from the clients, just like you don't want. Like, I don't necessarily want my clients to know with the work that I do. I am creating a sense of intimacy I'm putting on a performance I'm putting on a character for the benefit of the client and as lovely as some are, some confuse that, and I want to protect myself, so I do that with a pseudonym. And by organizing and being vocal you've run the risk of people making connections of like, oh [this person] is [this pseudonym]. And now I can find out more about her and, oh, maybe you get in like the jealous toxic boyfriend syndrome. So, I think that happens, or is daunting."

"Although [the sex work organization] are welcoming to sex workers of all kind of economic brackets. And I found that there is less, less funded support or less like organized support for higher economic brackets like escorts. They pretty much have to rely on themselves [...] lot of people like me, who I am an indoor sex worker, I would feel guilty taking those resources. So there is a worry of staying in our own lane and that kind of what seems like a cognitive disconnect that there is more support for the survival sex workers than the sex workers by choice. And for the sex workers by choice or the higher end sex workers, I find that the most, the biggest issue or the biggest barriers to support are, other than like not having organized support, is stigma."

"When I was at school I was very open with literally everyone that I was a sex worker, I told my. I told my advisor, my supervisor, my PhD supervisor, and they were not enthused. They. Well they said they were fine with it. I still could tell that they were not supportive and looked down on me for it. However, I was really happy that they didn't stop me from talking about, not necessarily my experience in sex work but talking about sex work in our my class that I taught."

"A lot of the organizations like [sex worker organization in Western Canada] have support groups I know there was like a trans support group that met. And like you had dinner, and it was essentially group therapy. But, or it wasn't necessarily led by a therapist, but it provided, not only a meal but a chance for women to get to, or trans folks to get together and have that dedicated time for community, and community support. However, it was also limited because there was limited space and limited food. So I think they could only take 10 people at a time, which is kind of awful but it was the capacity that we could handle."

"I know that [sex work organization in Western Canada] employs a counselor who sees people for.... I'm pretty sure free, but ... it's only one person. And I know also that people are referred to [certain hospital] for psychiatric help that is either free or ... [you don't] incur a lot of a lot of potential costs. [...] However, even I had issues in terms of like making an appointment."

"I know recently in Vancouver. There was a petition going around, that was calling on the, at least at the provincial level to decriminalize sex work and Vancouver, in particular, and the VPD are a rare breed. [....] We kind of operate on a, don't ask don't tell like the VPD don't necessarily care about sex work. They try not to get involved. Because they screwed up the Robert Pickton case so poorly in 2002. Just. And that's a really horrifying case where it is essentially a bunch of women mostly from the Downtown Eastside were abducted and murdered... The VPD screwed up the investigation so badly and just didn't care over the years because people notice these women are missing. Lots of similar issues to the missing and murdered women. Indigenous women because a lot of these women were Indigenous."

"[S]hame of not wanting to tell someone that they are the survivors of gender based violence. Taught that you're weak if you let someone teach you that way. That abuse can happen gradually and you don't see it happening. It's the shame. Those that do have support, unless it's a professional, most of the people you're going to be comfortable to talk to don't have the capacity to help at the level needed. Depending on the type of violence or abuse, most don't have the capacity to take it on, even if they try, they don't have the skillset. If it is someone who has spoken out, it's the reliving of the situation over and over again to appease the curiosity of others – the retraumatization of having to tell your story again and again."

"We're also aware of the limitations that these peer-to-peer systems can do when we're not professionally trained. We can talk, comfort, and make them feel normal. But there's a reality where there are other services that are needed. Where I live (big city in Canada) there is a lot available. Personally, lucky enough that I havent had to call or require those services."

"The org is so overwhelmed. Long waiting list – 6 months plus, and they do work with the police after an assault has been supported. The service was there, and with a focus on mental stuff – the system is overloaded. Not enough people there to help, especially as things shift online. It's there, but not necessarily there when you need it or how you need it. Especially when you're looking at a free service. Someone who has the means can hire a therapist to help, while those without the means have to just deal with it."

"It's nice that with the tech, we have the ability to make peer-to-peer support, but they only work to a certain point. We can't dive into childhood trauma that leads to other trauma, we can only deal with the situation at hand. Which is wonderful, but also challenging, but you just want to help your friends. You need to learn how to "sit in the shit.""

"I don't know any sex workers that would be instantly comfortable with calling the police to addressing abuse with a client. Was involved in a gender and diversity board with the police ... was pretty pro that they were doing a good job and watched as it got worse and worse and worse, especially telling people that they had to report their assaults and not giving them the choice I can't imagine a situation ... I like to think I'm someone who wouldn't have a problem with reporting an assault, I won't know until I'm in that situation. And knowing how many steps will be forced on me, I don't know if I would want to go through that. Being so involved in the queer comnunity, I know that it's just awful. When you're in a homosexual relationship it's never taken as seriously, regardless of gender. There's going to be that feeling that there's a stigma or judgement already, and fear of dealing with a homophobic coop. Beyond dealing with explaining the abuse you experienced, it's explaining your lifestyle. And socioeconomic - explaining the bit of abuse (to get a place to sleep - want to make sure I heard that right). Part of the trade-off of living."

"First thought that it's men hitting women. When we talk about GBV we're not talking about violence against women. Remembering that there isn't a gender that is an abuser and there isn't a gender that is a victim. Boradly, that's where I'm at. We're shifting that mindset. What works -- shifting mindsets and shifting assumptions and stigma. That's a big one that it's not one way."

"Education and removing stigma that someone who receives abuse is weak. Often, they're very strong and open. When I hear stories from other women - I understand it's the frog in the boiling water. It's not all at once. Shifting mindset that someone who receives abuse is not weak."

"Online crap. Everybody is so brave behind a screen. Dealing with trolls online on social media, people who see me live on cam ... you have to have really thick skin to work in this industry, especially online. You are pummeled with it (insults and abuse). That's a really big part and a side category of GBV. Incel movement - men feeling entitled to women's body and sexualizing it. When we take control of sexuality and monetize it they get pissed! Male to female online aggression comes from the anger that they feel when women claim their bodies and sexuality. "You can't claim rape if you're a sex worker cause you asked it to happen" comments. Big bias against sw. Online abuse is a very real thing. Thick skin, dark humour, sarcasm. Supportive partners. I feel bad for the people that don't. Downsize of our world going to an online place. Upside is community building. Higher level of cyber aggression."

"Specifically in gender-based violence, it's online harassment. It's brutal from entitled men to women that are sex workers. They cannot handle that a woman has taken control of her sexuality and is now charging for it. It destroys male ego. I wish we had better options on platforms. I can report to the site but they don't care. There are platforms that are great. One site reported someone I reported federally and took it really seriously. Some take it very seriously, some don't never going to be consistent just like there is no consistency across many or one police force. Having some consistency on how we report things, especially when they're based in different countries. Sites she uses are in the states, so different levels in different stuff."

4. Foster and fund leadership of Indigenous community, staff and students in GBV policy and practice

"I think there should be two mandatory courses for all first years regardless of discipline: gender studies (intersectional) and an Indigenous studies course."

"[...] Do you need another report or do you need to start acting on what folks have already put forward, there's so much information out there. This is especially relevant to Indigenous students' needs. So many reports."

"When policies are made, almost having a vetting process, a reflection, a group that ... it's consensual, where both parties feel heard and can co-create policies together, especially when they are about us or marginalized groups, not even just Indigenous people, but the marginalized groups, the marginalized voices have to be at the center of these groups or these talks [...] whatever it is you want policies, like whatever it is that's involving marginalized groups, their voice has to be the center of it."

"Definite inclusion of like voices of our clan mothers, our matriarchs, our pipe carriers like our women, the roles of our women being validated in these institutions [...] their influence in our territory [...] so when you're running a program [...] actually having Indigenous people come in and discuss what are the rules of respect ,actually having Indigenous matriarchs and leaders come in [...] as a collaborative process."

"That also brings me to the point, to having stitutions exploiting our [Indigenous] knowledge or slapping like "holistic way" or "Indigenous "in front of it and then having no real connection to what that means." ... so that's a whole other can of worms but they definitely interconnect and I would say that is definitely what that program did for years."

"I'm angry at the social structure that brought us to this place like that brought us against each other and that brought me against this institution, and is now this big, ugly beast, and I was ... what you guys did was lit the match to expose this really ugly awful oppressive system and all the flaws within it. So I just want to thank you for that."

"An Indigenous grandmother's voice. Is it, like that's law, so I feel like having their voice included in the types of policymaking and stuff matters, or being a part of [an Indigenization processes]."

"Representation matters but so does ideology and where you're coming from. Because you can have [Indigenous] people that really are just so colonized and so blind to what's actually happening, that they're so happy to be there that [they just say] 'yep, I agree.' Or, there's no fight in them or there's no ... And then we have instances like [mine] too and that bothers me so much because it's just like, it's not fair. It's not fair what these institutions do to women and to our people and to people that really want to make a difference. It sucks."

"We are so lucky to have elders on our campus, but they often are not given training on how to respond to disclosures of violence or suicidal thoughts. They should have better supports and resources available so they don't feel overwhelmed or minimize or respond badly to disclosures. At my school where i did my undergrad we did have some marketing/promotion of a policy and supports for sexual violence, but none of this was for Indigenous students specifically. Some women in our campus community talked about trying to discuss this with administrators at the school and felt tokenized or like they were trying to exploit them for free labour – like getting them to run campaigns or host events when that's the schools job. Given the rates of violence our communities face (including lateral violence) there needs to be more thought put into how to educate and support from an Indigenous perspective."

"Lack of supports is apparent, but so is lack of care for the supports that do exist. The staff we do have are overworked and burned out and it's clear the admins don't see a problem."

"While our university is trying, we lack enough supports for Indigenous students."

"Fully support. Indigenous students and leaders should also inform the formal and informal complaint processes."

"The Indigenous services offered are pretty good, but there is a need for specific Indigenous focussed mental health support, and access to ceremony that is led by trauma informed cultural helpers, as sometimes the Elders are not exactly skilled in dealing with sex and sexuality related issues."

"I think there may be culturally competent support services in the first nations students' centre, but I'm not sure. As someone who was intimately involved with the consent education campaign and training on my campus until the end of 2019, the fact that I don't know for sure is both a personal and an institutional failing. More are needed for sure."

"I was a part of this Indigenisation committee, as soon as I started to speak out about [breastfeeding in class] they stopped sending me emails [...] Like, they took me off the board without even telling me they took me off the board, they just stopped sending me emails to sit on the board and I was like well that's okay because I don't want to be on a board with fake colonial people anyway."

"There needs to be more than one Indigenous support worker."

"There's practically no help. Or white ppl are working in these centers."

"I don't have experience but it is absolutely imperative to provide a counsellor and services that are Indigenous informed."

"I don't have personal experience but can speak to the lack of Indigenous informed services and support available to address gender based violence."

"[We need d]ecolonial attitudes. Moving from a traditional "people are bad, punish them" framework to a restorative justice framework that supports everyone and recognizes that anyone can cause harm and that everyone needs care and support."

"It's not about hiring these people! If you're not willing to listen to them when they say the significant changes that need to be done to the government or institution, ... it's not about writing reports, it's about changing systems to actually implement already-existing reports and recommendations."

"The TRC came out around 6 years ago. The MMIWG around two years ago ... Why haven't institutions already implemented their recommendations?"

"[...]I was on that Indigenisation committee, I should have not been on that Indigenisation committee, that was totally tokenism and did not see it at the time, I was just flattered."

"You know like it became a really laterally violent thing in the public eye."

"I had to go to the steering committee, I don't think I should have I think I should have. That should have been done in collaboration with clan mothers and matriarchs of our Nation to also help guide that process."

"There's such a hierarchical nature within institutions, and I find like our placement within that is often tokenized or it's just like, "sit on this board, and just shut up, be happy you're on the board, make your recommendations, let's go" and then there's never follow through with the recommendations. Or, there's so many roadblocks, or it's very like, we're having craft night, we're having a beading night, but there's no like, there's no involvement from the institution... the things that they did were very empty to like they get a ton of funding from us, how, like, to me. How does that funding like really go back into us and revitalizing like our language and our ceremonies and our cultures? They'll be like here's a student rep to help you navigate like this super stupid system to help sign into your accounts, but that's it, like, there's just, there's got to be more meaningful resources."

"I will say in terms of like, elders ... like they we just have, we have one elder on campus, but she wasn't allowed to do anything to help [...] she was told no, she can't come to hold a [healing] circle. No, she can't come to your program. So it was like, Why do you have these things if we can't even access them to center Indigenous voices?

"when policies are made almost having like a vetting process or like a, like a reflection like a group that like authorizes ... it's a consensual thing where both parties feel heard and can co create policies together, especially when they are about us or marginalized groups, not even just Indigenous people, but, like, the marginalized groups, the marginalized voices have to be at the center of these groups or these talks or these hierarchies workshops, whatever it is you want policies like whatever it is that's involving marginalized groups like their voice has to be the center of it. So that's a big one for me."

"People in power, they're all so connected that, like, it's almost impossible to get an unbiased response or, you know what I'm trying to say. Like It's a unity of those in power and they hold the power and you don't."

"I feel like every institution that governs us is rooted in whiteness and rooted in colonization and has this historical trauma and hurt, whether it's the justice system or the school system or the hospital... It's all rooted [and] cut from the same cloth, and there's just this trauma. Let's use a hospital for example here. There are elders and people in our community that will be on their deathbed before they even think about going to the hospital because there's, there's this racism that's there, it's so alive, right? It's the same for these schools and I think there are so many calls to action on how we bridge the gap between Native people and education. And it's like, [universities] will say they want to and then they don't, or they're actively harming, so like actively replicating the violence that they publicly speak out about but are like a part of themselves. And I think when that's called out, [universities] have their people, they have

media involved, they have lawyers, they have all these things to try and cover it up and make it look good because that's privilege and power to write is like framing the story they want it framed or like leaving voices out so that they look a certain way. And, like, that is deeply historical to write the way our women are represented, the way stories have been represented like that's just the epitome of resources and privilege, and I just feel like it's time to do better."

"I remember one of my other elders were like, 'you are exposing the oppression of this system, like, you keepgoing, keep fighting, we're all with you."

"I just feel like, how do you bridge Indigenous people in those roles but also like when they're in those roles, how do you know, like to ensure that they're trauma informed or like picked by community members not by like "they've been working here for four years…" Like, no, because, like Native people can have colonizing mindsets too, right, and I feel like filtering that out somehow. So, it's like community picked matters, like integrity and the work that you do matters as a leader and as an Indigenous matriarch. You don't just pick that role for yourself, the community picks that role for you. and I think as these institutions pick and plop people that they think are the best fit because they like, they're educated or they got grandfathered in, like, I just think that's not a good process either because oftentimes not the right… they don't have the right voice."

"Yeah, and like, for even like to ignore like the chief of my community […] for us, like that's our governance system and so for you to like, don't even acknowledge our top governance system was like whoa, like something there's a real disconnect here between the institution and like us as [Indigenous] people. Like they do not view us as people worthy of, like, even getting a response, and what does that say about how they view us in this territory, you know? Like, to ignore meaningful voices or meaningful solutions, for them to this not like what does that say?"

"So there's an elder on campus who's a very respected elder in our community. I reached out to her to be like can you facilitate a Talking Circle? Our class really needs you right now, our class is in shambles, it's so toxic like there's a weird animosity towards me, and I want this fixed."

"Do you need another report or do you need to start acting on what folks have already put forward, there's so much information out there. This is especially relevant to Indigenous students' needs. So many reports."

5. Centre the voices of all students living with disabilities

"Including students, staff, support staff, professors who live and work at the intersections of oppression are crucial voices that are often silenced"

"In terms of disability and neuro divergence and madness, like, personally, I'm super tired of it being listed last on everyone's priority list. For every issue. It's like always the last thing at the bottom of all of these like, I don't know, intersections of identity, and, disability is always at the fucking bottom, and, just, I feel like there's also like ableism that goes into that because disabled students are seen as non sexual, like that's part of ableism."

"The campus itself is completely inaccessible to individuals with mobility-related disabilities. Few elevators that are often out of service, intense amounts of steep staircases, and steep elevations on walking paths."

"The doctor at the health centre told me that in order to be eligible for disability grants I'd have to pay around $200 out of pocket for paperwork from a psychiatrist. So....if I need a grant, I'm clearly doing bad financially, so why the hell do I have to pay $200 just to apply for a grant that I might not even get?"

"Disabled students, LGBTQ , and racialized students [are missing from conversations about gender-based violence prevention on campus]."

"I completely agree and would argue there needs to be a review to ensure that sexual violence supports are offered in a completely accessible manner."

"I would like to highlight the intersectionality of identities and experiences of disabled folks; the lacking validation of disabled experiences, and lacking transparency regarding policies and structure in place within the college community. We need more resources and services targeted towards people with disabilities, and the general public/student population need more education and awareness of visible and invisible disabilities. Additionally, a lot of the times there is not enough information about the options available to us folks with disabilities. There is so much pressure on us to self- advocate but since we do not know the options possible, it is very difficult to do so. For example, we do not know what kind of accommodations we can ask for or what they may look like, and when we do ask for accommodations, we are often met with dismissive and/or invalidating responses and attitudes. This is especially so with invisible disabilities, where a higher level of "proof" may be needed - this is unfair and exhausting, especially when this response is more likely to occur than not. I have a disability where carrying physical textbooks is difficult for me, so I have an accommodation for class content in accessible and/or digital formats. I have a friend who uses a wheelchair and has a similar difficulty with carrying physical textbooks; however, she was not even aware she could ask for this accommodation. I understand that sometimes counsellors or accessibility consultants do not want to assume one's abilities or challenges, but there are better ways to go about this. There are people who are unable to have their needs met when they easily could be, because of a lack of transparency and a "fear" that folks with disabilities may be too dependent or "asking too much". An alternative could be having a list of potential and/ or existing accommodations that folks have asked for and/or received; this should be accessible to all students regardless of disability/accommodation status for ease of access as well as normalization of identifying what you need and asking for it. This would also decrease stigma and towards asking for or having accommodations, and open the floor to more discussions regarding needs assessment(s), accommodations, disabilities, ableism, and other ways we could improve inclusivity on campus as well as in the world."

"Across the board, accessibility is an issue on campus. Most services for differently able folks appear to be an afterthought."

"I had my own mental health and experiences with substance use used to gaslight me about my experiences, so the staff had limited understanding of psychiatric disabilities."

"I have studied the policy for accessibility and it isn't the best source for students and there may be some barriers because of that."

"I don't have any experiences specific to sexual violence and accommodations, but as someone who uses accommodations because of mental health issues, I can attest that seeking accommodations can be a debilitating, demoralizing process. The accessibility services at my school are good but when I first sought help in 2013 it was very hard. Most, but not all, instructors are helpful and understanding. Seeking verification/documentation can be a financially and emotionally difficult, time-consuming process. I can't imagine how hard it is for survivors - I imagine a barrier they come up against is documentation of their struggles from a medical professional when something has just happened to them and they are still processing their trauma."

"Disabled students are seen as dumb so we don't get listened to."

"Students living with disabilities, BIPOC students and 2SLGTBQ students [are not included in conversations on GBV]."

"As an individual living with a disability, I am very aware of the challenges individuals face in seeking accommodations. I think these barriers should be reduced for everyone - including survivors who live with disabilities."

"[PARTICIPANT 1] "In terms of disability and neuro divergence and madness, like, personally, I'm super tired of it being listed last on everyone's priority list. For every issue. It's like always the last thing at the bottom of all of these like, I don't know, intersections of identity, and, disability is always at the fucking bottom, and, just, I feel like there's also like ableism that goes into that because disabled students are seen as non sexual, like that's part of ableism, and I just, yeah, I'm just, I'm sick of us being at the bottom of everyone's list."

"[PARTICIPANT 2] "Bottom of the list. And then people acting all concerned when you're salty about it like it's not a legit thing."

"Capitalism, the patriarchy and Colonialism are the three main roots of gender violence in my opinion. To fight these harmful structures, we need to start prioritizing and valuing the voices of BIPOC women, trans women, disabled women, gender minorities and sex workers! Intersectionality is key and white cis women like myself need to let those folks take the lead and I will dutifully support them."

We asked participants about their experience accessing support on campus, and many brought forward how the marginalisation of different parts of their identity worked as a barrier to getting support on campus. Here are some of their comments:

"Gender identity is a barrier to all services on campus. Anti-trans bias is embedded in the administration and trans students struggle to access services equitably."

"Discriminatory of exterior image. I think there isn't enough emotional support/debrief and counselling participating in transformative justice."

"There needs to be more inclusion of transgender individuals in discussions of gender-based violence. Too many times have I seen discussions only centered around cisgender women, or seen transgender people blamed for gender- based violence. Eliminating "feminists" who call transgender women "men in disguise" from these conversations is a top priority. True awareness of gender-based violence cannot be achieved without recognizing all groups that are at risk."

"Sex workers, racialized women, disabled people, and trans women. These categories are not exclusive. I also think there are not enough men who are survivors speaking on their experiences. Victims of sexual assault and physical violence are falsely gendered as only women."

"Additional support for Black women and Black transgender individuals who have faced violence, preferably adding options of seeing a Black counsellor when seeking support."

"Queer and LGBTQI2S experiences, and also skills for navigating same-sex sexual advances in non-violent ways. These are skills a lot of straight folks don't have or understand and often lead to violence."

"I've had that experience in classes too, and I think also in terms of even things like the research that gets referenced in classes, it's always like "let's talk about differences between men and women" without even acknowledging the lack of research with people with other identities."

"I think having visible implications of support, like those little safe space rainbow sign things. That helps but it's not super helpful, if that makes sense. Very few things make me feel actively safe opposed to passively not unsafe."

"There should be a way to access accommodations "for confidential reasons". Telling my professors that I needed accommodation because I was dealing with an assault and trauma - I should get to keep that private if I want to."

"[C]ounsellors lacking cultural competence; counsellors lacking of education on/familiarity with lgbtq2iap folks, relationships, and different family dynamics/constellations which leads to invalidation and lack of understanding."

"-Gate keeping of information -biases from leadership rolls -accessibility barriers -cultural competence barriers -lack of awareness and training surrounding justice and accountability. -protecting university's at all costs without considering retraumatization of survivors -lack of diverse individuals in leadership roles."

"A big thing when I was at [University] was just the erasure of my identity as a non binary person, like, and of non binary identities in general, like even working for the [peer-led violence prevention] program, like, facilitating in a program that was about sexual violence and gender based violence, and then like having

to facilitate workshops where they were divided into men's workshops and women's workshops, and like, it was hard enough for me as a facilitator to do that. And I can only imagine what it would be like if I wanted to attend one of those workshops, and I was like, "cool. There's like literally just no workshop for me."

"The issue of race is still overlooked. Specifically, the approach to sexual violence justice is still overwhelming carceral and anti-Black/anti-Indigenous. Again, people of all races and genders can be both survivors and abusers, but the people who are accused and convicted of assault are disproportionately racialized men. I am not saying that perpetrators who are racialized should not be held accountable, but I still think there needs to be an understanding of the history of WHY men of colour, especially Black men, are more frequently convicted. [...] Prisons merely maintain rape culture, they do not hold abusers accountable. Prisoners are vulnerable to sexual and physical assault at the hands of both other prisoners and correctional officers. This does not heal rape culture. It perpetuates it. All sexual assault and gender-based violence efforts must be abolitionist."

"I have dealt with ignorance and straight up homophobia from clinic staff which added to the difficulty in disclosing my assault."

"There needs to be more inclusion of transgender individuals in discussions of gender-based violence. Too many times have I seen discussions only centered around cisgender women, or seen transgender people blamed for gender-based violence. Eliminating "feminists" who call transgender women "men in disguise" from these conversations is a top priority. True awareness of gender- based violence cannot be achieved without recognizing all groups that are at risk."

"Anti-trans bias is embedded in the administration and trans students struggle to access services equitably."

"As a result of my experience I often have panic attacks and trouble sleeping, this definitely affects my ability to complete school assignments, however there does not seem to be a way to communicate this to professors without a long process."

"I received no academic accommodations in response to my experiences, up to the point when I dropped out. In seeking accommodations with my own department, I was told that if I couldn't keep up, I didn't belong there."

"The messaging is often very heteronormative so that could be improved I have heard from my trans and gender non-conforming friends that women's spaces and women-centred campaigns focusing on the issues of gender based violence have TERF undertones."

"I tried to access the sexual assault centre at my campus but didn't follow through due to anxiety and depression."

"Marginalized groups! People with disabilities, BIPOC communities, LGBTQA2S communities, immigrants, so many more! We simply don't see them as part of policy-making [are missing from conversations about GBV]."

"I think if we're queer/trans we're more likely to do sex work and that makes it harder to feel you can reach out for support because of the shitty attitudes toward sex work."

"It was just really frustrating that like every single step that I was like fighting to get my name change. They'd be like, "Oh no, but we love trans people and we're like so queer and trans friendly, but we can't change your name" and I'm like no, no, no no no, that's not how that works, you're going to change my name, because that's my name. And you're not going to sit here and preach to me that like you care about trans people if you can't even do that."

"I certainly have done sex work as a student to help pay bills. I would recommend investing in community based violence prevention strategies that pay students living wages. I would also advocate for the school to provide services that are sex positive and informed about sex work, not just human trafficking. I would also encourage all schools to create a campus minimum wage and a quota for student jobs that meet that criteria, while also actively fostering paid opportunities (not just unpaid internships that they make you pay extra to access)."

"Students, survivors, racialized youth, persons with disabilities, lqbtq2ta [are missing from conversations about GBV]. I was discriminated through political affiliation for bringing up issues and direct action by student peers to uphold the status quo and so their relationships with administration weren't compromised."

"I have dealt with ignorance and straight up homophobia from clinic staff which added to the difficulty in disclosing my assault."

"Gaining accommodations is a highly bureaucratic and inaccessible process. Not easy to navigate in the best of times and definitely not when in crisis."

"I'm going to make so much noise about this, that they're ever gonna regret ever ever ever even trying to silence me or kick me and my baby out of the room."

"I'm a single mother, every person in my life works, so like, my brother was away for school my sister had a child at the time and she was in school where she was working like anyone close to me that I would trust with my infant was not able to be there, it was just me and [my baby], every day, all day, when I wasn't in school, because I was on mat leave. So it's like this doesn't work for me but I'd like to propose a talking circle that we agreed to like in the very first day of class, we brainstormed, conflict resolution [...] We can't do that, basically, was what was said. So then I sent this huge email and I was kind of a little bit angry and I know they could feel that. And I was like, How can you say you're a [two First Nations] program in a program supposed to be like for empowering people, and you're trying to disempower me as a single mom, and like my kinship values are this, and so I don't think you can say you're a holistic program if you're going to try to go against those kinship values that you have stated on your website that are there. It literally says to accommodate like Indigenous people with families and stuff. And I had like three friends who had gone through the program, going through the program with infants and toddlers and it was never an issue."

"Yeah, so it was like everywhere I went was a roadblock."

"I have experience with [...] Long wait lists for counseling; counselor who gaslit me about my experience; lack of confidentiality on campus; lack of cultural competency as a queer survivor of sexual violence; limits on number and types of sessions available; lack of connection between various services on campus; lack of ability to switch counselors without losing access to services again."

"I agree long wait lists are a problem. I also find there is a burden of education placed on me as a trans person to teach counsellors about my identity. I have often had my gender questioned or dismissed by professionals who are supposed to be supporting me. "Another issue is many counsellors I've encountered do not understand the full impact of trauma and how many aspects of life are impacted by trauma. For example, they may not understand to the full extent how trauma and sexual assault can impact work, interpersonal relationships, school, and physical health. There is also a lack of understanding around how other systemic traumas such as racism, transphobia, homophobia, poverty, and disability can inform a survivor's experience."

"In experiences with both on-campus and provincial counselling services, there is a significant lack of understanding regarding transgender identity and how it impacts mental health. I've had enough experience with long wait lists to consider long waits a given when seeking counselling, and this has discouraged me from seeking it in the past."

"Counsellors can take 3 weeks to get appointments with – and those sessions are only 15 minutes long! Our provincial government got this call in counselling app to help students at the beginning of covid....i have tried to get a counsellor through the app 4 times, waited 20 minutes, and was still unable to get counselling....so that's obviously not helpful. We have one Indigenous counsellor at my (rather large) campus to serve a lot of Indigenous students.....i don't trust white counsellors to be able to offer the support i need, so i often rely on other Indigenous students.... I know the university could be doing better."

"To add, most counselling appears to be very white-focused and for non- marginalized individuals in general."

"I'm scared to press charges against the two men I've been raped by because of the publicity I might get, especially as a sex worker. I know I'm not the only one who's been assaulted by these specific men."

"Additionally, the doctor at the health centre told me that in order to be eligible for disability grants I'd have to pay around $200 out of pocket for paperwork from a psychiatrist. So....if I need a grant, I'm clearly doing bad financially, so why the hell do I have to pay $200 just to apply for a grant that I might not even get?"

"Gender non-conforming folks, regardless of sexuality; folks with intersectional identities, e.g. disabled and queer; racialized and queer; racialized and disabled; disabled, queer, and racialized; newcomers and/or international students who may be more vulnerable due to their newcomer/immigrant status."

"[We need] -Better accommodations and mental health support for survivors. -Greater understanding of how race informs victimization -Anti-racist, anti-colonial, and abolitionist approaches to transformative justice that centre survivors and does not incarcerate perpetrators (which perpetuates rape culture) — create alternative modes of accountability/justice."

"[T]hose who are at the highest level of risk of being victimized, such as sex workers, have to deal with stigma such as beliefs that they can't be victims of sexual violence or be raped because of their work."

"Violence against women is still fundamentally about the ownership over women's bodies and the right to assault it. That hasn't changed enough."

"There needs to be more processes of accountability on campus for such comments and behaviors to challenge this culture. And more interference from professors."

"Implementing a system of transformative justice on campus (or restorative justice) to sexual violence. There is an important focus on community care and teaching individuals how to do better (prevention) and do right by the victim (restoration) of sexual violence."

"- Addressing gender inequity - addressing racism - Addressing homo/transphobia."

"In school/professional settings, I do always feel more comfortable [online] when everyone just has their pronouns out without being hassled or making a huge deal on it. And also having a clear guideline on being anti-oppressive/anti-discrimination and an accountability policy when these are broken."

"[I feel safer] when people are asked to share pronouns (and access needs) on zoom as just a norm."

"It would be cool if we could put pronoun markers in our names because I'd rather not have to verbally correct someone every time they misgender me. Whereas last year [during in-person classes] I made myself a pronoun tag as a reminder, which kind of helped. We use Blackboard and our names are automatically added. We can't edit them. [University] switched the system last year to Outlook. However, Our Gmail accounts are still active and I had submitted a requisition for them to fix my deadname like last year sometime, and they just fixed it earlier this month."

"It's sad how much campuses reflect the time period when they were created"

"I was kind of seen as like, going off the rails about this when I got upset like there were a lot of things about that program that were great and that I had a good experience with but like, I ended up rage quitting because everyone was acting like so calm about it and I kept getting, like, kind of asked if like my mental health was okay. And I was like, I mean, I am mad and neurodivergent. And like that was well known in that department. And like I felt very attacked that like it was like, it felt like a form of victim blaming, like, "Oh, now you're really upset about this issue so we're going to ask if your mental health is okay and like pin it on you." I was like, this is offensive and not okay."

"It's kind of ironic how like, like that type of ableism and being trans is so connected."

"Like you ever speak up about anything health-related like, oh no, but you're just trans, [...] and then when it's the other way around where you're like, Hey, can you please respect me, they're like oh no, like, is it your mental health? Okay, like, I know you said you were disabled like, we're here to support you and I'm like, it's just really annoying, and it's like at some point within that conversation like there's always this like

weird like end of the line where you're like making ultimatums and it's just a really weird place to be."

"And it's just, it's just that weird feeling when you like confront these things and you know they're never gonna change, like there's like this circle that they stand that they don't want to leave because it's comfortable and it's like, oh, you know, like being nice, they just want to be nice people and then nice little cushy jobs with their nice salary."

"I would agree that although the resources are said to be there, it is not always easy to get help."

"Not being able to receive adequate therapy and healthcare in a timely fashion. How post-secondary institutions make it challenging and lack follow through."

Participants spoke to their experiences accessing counselling on their campus:

"Counselling is hard to come by unless you have the money to pay for it. If you are able to get into free counselling it normally is not very helpful."

"I have experienced counsellors who are not familiar with anti-oppressive frameworks; this has resulted in the invalidation of my experiences as a person with a disability as well as diminished my sense of safety in the process of seeking support services for gender-based violence."

"Yes, long wait lists are a major issue. They also only offer short term therapy (1-6 sessions) and tend to offer band aid solutions like coping strategies, mindfulness etc. and aren't able to unpack deeper trauma and provide ongoing support."

"The counselling services department at my university is woefully understaffed and underfunded. Counsellors can only meet with a student 10 times per year. Wait times are long considering that there are sometimes urgent needs for services. This is a free service, but there is no inclusion of mental health services in the provincial health plan or the student medical insurance, so students must wait to access the very limited counselling services on campus or pay large sums out of pocket for outside services."

"My barrier might be internalized misogyny. I know that what happened to me was sexualized violence, but even when I was filling out this form, I did not identify as a survivor. I psych myself out and tell myself it wasn't that bad, even though it left me with lasting physical injuries that I won't actually ever fully heal from. If I can't recognize my own situation, I can't seek help."

"Counselling has way too many privileged, usually white people who know very little about anything intersectional, let alone marginalized people."

"I have difficulties accessing counselling services in the past - when I had applied to be enrolled in counselling I was taken in for their first 15 minute consultation with a person who was not even going to be my counsellor and then afterwards was told I would have to wait over a month to see someone. Though it was not related to gendered violence, it was still a frustrating time."

"Getting in for counselling can be near impossible. Even then, appointments can be rushed and few and far between. Especially with the pandemic. There is a difficulty to find someone that you feel comfortable with as well. Some don't seem as confidential or caring."

"Long-waitlists for counselling are a very large problem. I think that one of the things that could help is employing more professionals."

"[C]ounsellors/therapists so that students who seek help do not have to wait months to see someone. As well, many students are not wealthy enough to seek other professional help, so they are stuck waiting to see the professionals their institutions provide (and waiting extremely long times- personally while going to counselling I had to wait a month to a month and a half between sessions)."

"Long wait lists are a huge concern, but so are limited funding for these services so counsellors seem to be overworked; lack of culturally aware professionals; university counsellors tend to brush events under the rug if that means the student (survivor) would stick around university longer, with minimization tactics and limited sessions, and "optional" referrals off- campus for any additional support (which not all students can access, acting as a barrier of its own); don't always discuss university policy/legal process for next

steps."

"University counselling has never worked for me. It takes a long time to access, you have to switch to a new person every time, and it's very annoying hard/to figure out and access."

"I think a big barrier for me, is that I tend to assume, unless I know that a counselor or, like, whoever it is, who's supposed to be in like a support position---unless I specifically know that that person is queer, I don't trust that they're going to take some of my experiences of sexual violence seriously. Because, like those happened in a queer context, like I am never going to just assume that I can sit down with a non queer counselor, and tell that person that I was assaulted by a woman who had previously been my partner and like have that person see that as assault, like, that's not a thing I'm ever gonna take for granted so I don't, I don't feel like services like [on campus student counselling] are accessible for me, unless I'm specifically told that. Usually finding out that they might actually be helpful I've found is like a 'through the grapevine' thing, like hearing it from other students like, oh, this person is like, actually a helpful or okay person to talk to."

"Confidentiality was not maintained between my counselling visit and a subsequent talk with student services. I was also very disappointed when I talked with a counsellor about my experiences with sexual violence and harassment. I'm sure they had my best interests at heart, but the crux of their messaging was that, "yeah, adult women are mean. That's just the way of things.""

"I mean the wait times are a serious issue. If you are experiencing extreme trauma and violence, a one-time appointment three months in the future might not be all that helpful. I also know from experience that they don't let you book multiple appointments at a time, so you are faced with long waiting times after every appointment. I also feel like the lack of confidentiality can be uncomfortable. Counselling services are located in a very public hallway, and everyone walking by can see you. Counselling is not shameful, but you also might not want all of your friends asking you why you were in the waiting room. I don't have a solution but I do think counselling services in public and busy locations is a bit uncomfortable."

"Many counselors may not understand the kind of background people might come from and how it is seen as a "shameful" thing to be the victim in such instances which causes further harm to the victims and their mental health. Some may also not be aware of the language that they use during consulting sessions and how that may come across as victim-blaming."

"In my experience the sexual violence counselling service can be actively discouraging survivors from reporting. The processes around getting support must be completely independent from the PSI."

"My counsellor is incredible, but the centre is overbooked and under staffed so I'm only able to see her once, maybe twice per month."

"It was a three week wait at my campus for an appointment. But I did have a same day urgent appointment when I needed it (with a follow up three weeks later) I have experienced counselors who repeatedly cancel appointments as well. Very hard to trust a system where that is occuring."

"In my experience the counselling services on campus have been pretty good. Of course I would like to see more and more diverse counsellors available, because there are wait lists, but the actual counsellors so far have been very good."

"There is a blatant lack of specialized services for survivors on campus. Counsellors at post-secondary education institutions aren't usually trained in trauma-sensitive therapy and that proves devastating for survivors."

"I think it could've useful to have funding for off campus counselling, rather than counsellors who work for the University. I know I didn't feel comfortable sharing with a counsellor at my school, because it felt like (and was later demonstrated) that departments of the Uni were sharing my information without my consent."

"I had an amazing counsellor at my university who helped me for 2 years. She was able to employ a variety of techniques and strategies. I had no complaints. The biggest thing would be wait times as it seems they are getting longer."

"As a result of my experience I often have panic attacks and trouble sleeping, this definitely affects my ability to complete school assignments, however there does not seem to be a way to communicate this to professors without a long process."

Participants spoke to other barriers to receiving support on campus, lack of accessibility to services, support, or information, and a pervasive culture of disbelief and stigmatisation at their PSI.

"I received no academic accommodations in response to my experiences, up to the point when I dropped out. In seeking accommodations with my own department, I was told that if I couldn't keep up, I didn't belong there."

"[P]articularly in PhD programs there are a lot of predatory relationships between PhDs, and their supervisors or their professors... which is harmful in a lot of ways even though it's like everyone, hopefully, if you're a PhD everyone's of age. But we know the dynamics involved are particularly predatory and there is definitely a power gap there."

"We want survivors to be heard and perpetrators to be removed."

"I believe that institutions such as universities do not take sexual assault and harrassment seriously enough. Most allow perpetrators to continue studying at the institution, and do little to help rehabilitate the victim."

"Patriarchal bias towards women "what were you wearing" etc, dismissal of sexual assault as a community issue placing the onus on the individual to not be assaulted, Greek life organizations not held accountable for sexual violence within their spaces and events. "Boys will be boys" attitudes."

"Victim blaming, giving second chances, inaccessibility to resources and support."

"[A]dministrative violence, misogynistic attitudes, confusing procedures for reporting, insufficent funding for mental health resources, sexual violence policy that does not address the needs of survivors well."

"... they were scared and I hate that institution makes you feel like you're just small, like your voice doesn't matter."

"Like if you're, if you're like an Indigenous single mum just like trying to make it from day to day like, you don't have the energy and capacity to deal with that, like, these are like, oftentimes, generational like student generational issues that we take on."

"I think I'm even more sad that it was an Indigenous program. Not that I expect that from any program, but it hurt more like, it hurt more because I'm like wow, you guys are my people, you guys like we have this collective story and wounding and like connection, and we can't even connect to each other. Like, oh, it was just awful. Like, it felt like racism and like political violence from your own people is almost worse than [from] the dominant society because there's an expectation, or like, just this trauma from the outside world and then when that's brought into our own world. And I get where it stems from, too, but it just, it was almost worse I would say."

"I think there is a rape culture that continues to exist on campus and that continually works to downplay the seriousness of sexual assault. I also think there is a lot of shame and gaslighting involved in gender-based violence and that might make it difficult for survivors to ask for help."

"Lack of public awareness around what resources are available and general knowledge surrounding consent and rape culture."

"Not being taken seriously by RCMP / university administration, or encouraged to be silenced. Priority of the offender over the survivor."

"With Covid, I think confidentiality has been addressed quite a bit. If we're accessing services we can

call our SVPRO office instead of going into the physical building. Huge barriers: Long term waitlists, lack of finances/insurance coverage for trauma counsellors, and not having access to trauma-trained counsellors on campus."

"Long waits, being asked to wait until after lunch to claim u want to kill yourself. Lack of cultural understanding/not wanting to address the long term impact of colonialism. Victim blaming. Counselors talking to your professor about your medical file."

"I have a learning disability which severely impacts my executive functioning ability. This manifests in not being able to do really basic things, like remembering to get started on something, filling out forms, doing things on time, or scheduling meetings. As a result, it should come as no surprise to learn that even though I am more than likely eligible for accommodations, I haven't been able to apply for them yet. I'm not lazy. I'm not naive. I have a poorly understood disorder that makes doing the things you need to do to receive accommodation next to impossible. And in times of extreme duress/trauma, this disorder gets worse. When I have experienced trauma, I've been completely unable to communicate my needs to my profs."

"I did not have to seek accommodations after my assault but I have experience asking for accommodations for my diagnosed depression, anxiety and ADHD. Despite plenty of proof, it has been a constant uphill battle so I can imagine asking for accommodations related to gender based violence is EXTREMELY DIFFICULT."

"Academic accommodations require documentation of diagnoses from a qualified professional. Due to long wait lists, I often cannot see professionals when I need to. Thus, the current process for receiving academic accommodations has been inaccessible in my experience."

"I have continuously faced barriers that have affected my ability to complete coursework from professors. These are not limited to ignorant or unaccommodating professors and resistance from the registrar's office to defer courses resulting in failure of courses and having to repeat them and delayed graduation. Some professors refuse accommodations with no valid reason. Although accessibility services are supposed to bridge the gap, they don't make the effort to advocate on students behalf unless the student tirelessly advocates and goes through a lengthy process."

"Schools need to move away from requiring medical notes for missing assessments, especially when women experience traumatic sexual violence events."

"No personal experience, but I have heard that accommodations are rarely implemented in a timely manner, and that some (such as meal hall schedule) are not enforced."

"Accommodated Learning at my university is notoriously difficult to access. Admission criteria for accommodation is intense and the actual accommodations available are limited and often accessed at a detriment to students and faculty."

"The academic accommodations at this university are HORRIBLE. There are so many barriers in the application process - paying for doctors notes, needing official diagnosis, needing to track down tons of paperwork. They don't centre the student. If the student can jump through all their hoops (while struggling with physical/emotional illness/struggles), THEN you MIGHT be chosen as an eligible applicant...at which point you still have to go do an intake appointment to confirm this. I was in crisis in November. It is now March. I only just was able to submit my accommodation documents TODAY after months of running around and being mentally ill. I'm still not able to see a psychiatrist and get working meds until the end of the month."

"One of the main issues is the burden of proof placed on victims to prove both their assault and its impacts on their mental and physical well-being. It should not be placed on a survivor's shoulders to beg for accommodations and retraumatize themselves. The process of being accommodated so as to allow for healing must be streamlined through whatever supports the survivor accesses. If a survivor is getting support through a campus sexual assault centre, the centre should provide a document that advocates for accommodations to their professors. This would relieve the pressure put on survivors to relive their experience when asking for accommodations. There should be policies put in place on campuses requiring professors to accommodate students, even if they don't yet have documentation, if

they experience assault. These policies should also forbid questioning that could trigger survivors. This might need to be paired with greater, trauma-informed education on rape culture and sexual violence for faculty and staff."

"Small community; fear of retribution from perpetrator"

"As a survivor my mental well-being has not always been in the best of shape. Living with PTSD it is hard to tell teachers that you sometimes will need accommodations because one day is just too hard for you to tackle. I have had some professors who are understanding and have allowed me to miss class and willing to meet with me another time to go over content. But it can be hard when you are looking for academic accommodations for all classes, as it does not seem adequate enough to need those accommodations due to the nature of a past experience."

"When universities require official doctor's notes from students, it places a high financial burden on students with chronic illnesses to demonstrate and perform their sickness. The final time I accessed counselling at my university, I at least received a "letter of support" from counselling that suggested I take some time off. It was a nice gesture and my professor let me reschedule an exam on that basis."

"I had [accommodations] but haven't taken it because I wasn't ready to start the process of unpacking my experience."

"No experience in this, in fact I don't think there is even an awareness that [accommodations are] a thing or could be a thing."

"Only heard this from other people but that they experienced the same and sometimes needed to bring additional people to advocate for them in order to get accommodations."

"As someone who uses accommodations because of mental health issues, I can attest that seeking accommodations can be a debilitating, demoralizing process. The accessibility services at my school are good but when I first sought help in 2013 it was very hard. Most, but not all, instructors are helpful and understanding. Seeking verification/documentation can be a financially and emotionally difficult, time-consuming process. I can't imagine how hard it is for survivors - I imagine a barrier they come up against is documentation of their struggles from a medical professional when something has just happened to them and they are still processing their trauma."

"Power relations. When there are those in higher positions who have access to students' records and such, that can be a problem."

"Focus on challenging rape culture and creating a safe environment for survivors to report and feel supported and believed. Including men in the conversation on rape prevention and empowering young men to challenge their peers."

"[V]ictim-blaming ("how much did you drink?" "what were you wearing?"), ignoring the charges/reports, letting the aggressor go, favouritism."

"Societal ignorance, unwillingness to call out sexual violence, bias towards survivors, attitudes like "they were dressed for it.""

"I know we have the Women's Center [on campus] however I never felt comfortable using that. And it was less about me being a sex worker and more about me understanding that gender based violence on college campuses is either not taken seriously, or it's not handled in a way that helps the victim."

We asked participants in our survey what they think makes gender-based violence prevention effective? Please feel free to share any other thoughts you have about effective or ineffective prevention approaches.

"The willingness to talk about an issue and spread information, gender based violence is often attached to victim blaming and a feeling of shame for those victims . If victims had a support system that held abusers accountable, they would not be so easily exploited."

"An understanding and respect for one another is the biggest thing. I also think if there was a real fear of

punishment there would be less violence. But it seems so easy to get away with."

"I think a solid baseline of knowledge is the best way to combat this. If everyone know what's violence is and most people are on board with preventing it, then people will step in to check their friends if they are not being responsible for their actions (before it gets to a point where legal action is even necessary)"

"Sensitization"

"Diverse, representative voices leading varied conversations within their subcommunities. Building in institutional and financial support for these activities. Creative and continued discussions of the topic through varied and widespread mediums. Focusing on restorative and non-carceral approaches while emphasizing accountability and growth."

"To be bluntly honest, it has to be able to reach [a]nd speak to men."

"attitudinal changes and a cultural shift"

"Consistency. Being taken seriously. Having people in those positions who actually care about the work and aren't biased or judging."

"I personally think that self-defense programs fill a specific niche that *can* be helpful, but they are broadly a waste of money for prevention. I contend that they don't prevent very many assaults and that they operate on a presupposition that women are supposed to be protecting themselves against physical violence to prevent rape. I think it would be better to target toxic masculinity as a gender-based issue and speak with men as partners in preventing sexual violence. I also think that there's a very large cultural component with international students that have come from misogynist cultures — while sensitivity and equity are doubtless core values for any SV programming, there needs to be honest conversation about the intersection between these misogynist cultures (as well as our own!) and sexual violence."

"teach people to not feel entitled to someone else's body. condemn people that feel the need to ignore boundaris. destroy the patriarchy. the no- tolerance policy does not work. it's the "no-tolerance as long as someone doesn't find out" policy. create sage spaces for victims to come forward. do not victim blame."

"I think it needs to reach a broad audience, include peoples stories and experiences, and be both trauma-informed and prevention specific."

"accessibility, of the language, the program (self defense training that is not inherently ableist)."

"I think what make prevention effective is education. Prevention is so much easier to achieve if no one initiates violence to begin with. Therefore, it is important to have clear guidelines of what is acceptable and what is not, share these with students, teach them about violence, rape culture, consent, etc. By educating our student community, we can prevent problems from ever arising."

"actual resources not just information. need services that are easy to access and actually work."

"If anything it creates room for education and dialogue around a taboo subject like gender based violence."

"Tackling the stigma around survivors to illicit social support. Giving people the tools and knowledge to identify gender-based violence and prevent it if necessary, or at least know where to get help."

"honestly, I don't know. I wish it was showing people what that violence is like in its many forms and focussing on the perpetrators as in THEY are to blame and nothing else."

"- informing consent - real life lived experiences - survival's stories - vulnerable families - safety training I think learning the basics of who are more vulnerable and why is a great place to start. Especially with pandemic, the housing crisis is micro-pandemic and GBV is/may be an aspect why that is. I think a lot more education, facilitation within colleges or professional development can make GBV prevention effective on campus whever it can be facilitated by workers or students."

6. Mandate the creation and sustainable funding of trauma-informed Sexual Violence Response Offices (SVROs)

"We have a centre [...] which has some great people, but they have low capacity - I think 4 staff people for a school of 20,000+ students, let alone training for staff and admin."

"I would definitely feel safe if there was an organization/entity/office that specifically dealt with student affairs (probably mainly around sexual assault, but also could include other things). Having something like that would most likely set up for a positive culture on campus around student survivors, and more power to students in general."

"My campus has Sexual Violence Support & Prevention Office (SVSPO) and The Active Bystander Network (ABN). They have a lot of promotion and workshops to support students."

"[Training] was good. The center for prevention of sexual violence is very good, and help students and professors prepare for and manage disclosures."

"These types of centers also utilize high intervention instead of stepped care type intervention which starts at low intervention and works with the survivor to see what types of support they are comfortable with and want."

"(Large urban university) had a sexual violence prevention support center in 2013, that was created and they only had one staff member until 2018. So five years with one person at a ... large urban university [that has] 50,000 students ... you know, that is not good faith [...] these places have budgets that are, you know, millions or billions of dollars [...] It's just, the will is not there."

"Equity and Inclusion Communities –> Sexual Assault Services exist (only 2–3 staff who can do the process with you and they aren't always in-office as their jobs have other responsibilities)."

"It's the sexual violence prevention Support Center (at large Ontario University). Last year I met with them, because they advertise their phone number as a form of support but nobody who called ever had anyone pick up, and then they finally told me that they don't actually have someone answering phones. So they would tell people to call and then people would call, and then no one would answer. So, we decided that center sucks."

"I feel like that is such a common problem too is that they have campuses will make an office that is either just like an empty room with a phone ringing all the time which is just Whoa, or it's okay but no one knows about it right so like these are great on paper is actually serving students. We have a center at [West Coast University] which has some great people but they have low capacity, I think four staff people at a school of 20,000 plus students, let alone training for staff and admin. Yeah, that's not enough."

"Things are very under resourced so even if the service might be good, it's like hard to get anything, right, like, people don't answer phones, they're not in there, office hours are only a couple hours, they're always busy. Then they burn out right so a lot of what I'm hearing on this sort of practitioner end is that people like can't. They can't handle the workload right and they're basically this is because not enough people who have been hired to handle a workload--What was it, [Quebec University] had a sexual violence prevention support center set up in 2013, that and they only had one staff member, until 2018, so five years with one person at a university like, large urban university with 50,000 students, right? so that's just an example but like, you know, that is not good faith hiring, right, and these places have budgets that are, you know, millions or billions of dollars. Like these centres exist but aren't supported. It's just... the will is not there."

"So, human rights offices on campus tend to be extremely useless. In my experience, it just, it makes me so furious that their approach is like this mediation thing of like, okay, we're going to be like the neutral mediator and it's like, you're going to be neutral when someone is being violent towards me? That's not helpful! That's not, you're not doing your job, whatsoever. Like, it's not only useless but straight up retraumatizing. And I've had that experience with the Human Rights Office with gender stuff, we've had it with ableism and, like, to the point that I just, I was like okay I'm going nowhere near this office anymore,

like not even in terms of needing help but literally physically avoiding it because I had, like, trauma responses to walking near it. It was ridiculous. And like that same office also asked me to do free labor for them!"

"The sexual violence support and support centre on campus still directs you to 911 during an emergency, which is a sign that police are still the default response."

"I feel like that is such a common problem too is that they have campuses that will make an office that is either just like an empty room with a phone ringing all the time which is just Whoa, or it's okay but no one knows about it right so like these are great on paper is actually serving students. We have a center at [West Coast University] which has some great people but they have low capacity, I think four staff people at a school of 20,000 plus students, let alone training for staff and admin. Yeah, that's not enough."

"Our sexual harassment Office offers a training and out of the things listed there, I know, it talks about consent and like bystander and reporting and talks a bit about like, what resources are available but, um, like I know like, we as a student union would avail that training each semester and provided to our, you know elected representatives, and then I think in our university regulations that staff instructors just cetera are meant to have that presentation, I think, yearly, um, but it's, of course, like it's hard to know how that happens or you know even if it happens, because, like from the student side of things I'm not sure how that actually plays out for instructors. Um, so it's definitely something that's available but I think it is more utilized by you know groups such as the Student Union, as opposed to being like presented to the student body as a whole."

"Trainings were great, I got many from [campus sexual violence office]"

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We asked participants what they found to be a barrier to justice and accountability on campus, and what was needed to overcome them:

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"Lack of awareness about services and misconceptions about how the services work. For example, you can report something without making a formal report. This speaks to both a broader misunderstanding about the current state of sexual violence support services in society generally, and (unfortunately) the real possibility that coming forward brings different risks in differen[t] contexts because of different practices across organizations."

"There isn't enough digital wayfinding available at most universities. There need to be centralized, search-engine optimized (SEO) web pages that contain links to a diversity of resources in plain text. I find that a lot of universities use neutral language headers and sidebars meant to soften (or obfuscate) their resources. (e.g., it's "Sexual Violence Prevention," even if you're already a survivor and you can no longer prevent the violence) I would suggest that SFCC create a standard lexicon and bullet list of items that should appear on every standard wayfinding page. For example, I think that (1) immediate or 24/7 resources for survivors, (2) campus counselling, (3) external counselling (e.g., through a student union's health and dental plan), (4) reporting form, (5) sexual violence policy, and (6) sexual violence procedure should all be available on a single page in hyperlinked text. Students should not have to click through multiple pages to find different types of resources *unless* the flowthrough of those pages has been designed to thoroughly guide users to the relevant resources. (e.g., headers that say "I've experienced sexual violence" that then direct you to survivor resources, or headers that say "What are my options?" that then prompt the user for information on their situation) As a policy issue, I also recommend that student governments duplicate/publicize the sexual violence statistics from their university on their own websites. At my university, these statistics were practically hidden deliberately. If universities won't fall in line with provincial legislation, then the least the student governments can do is provide that information to their constituents."

"Government oversight and specialised access to human rights commissions that are dedicated to supporting PSI survivors failed by their institutions."

"I think that the SV equivalent of a safe needle site might be "how to take nudes safely". One program is

physical, the other is digital and informational in nature. Students should be educated on privacy laws, security issues that could be exploited on their devices, and how to inconspicuously brand nudes to protect their safety. This type of programming acknowledges that yes, students are having sex online — let's make it safer. As before, I think a significantly overlooked component of prevention is engaging with the ideas behind toxic masculinity. I think that men's groups, speaking circles, and speakers events can be really powerful agents of change because it addresses components of rape culture directly at the source."

"Lack of proof; lack of witness; hard to clarify the experience into any specific type of sexual or gender-based violence."

"Will I be listened to if I come forward? If something goes wrong? So knowing that there are accountability or repercussions at all and institutional level, be it a physical campus with administrators or being an online platform, knowing you're going to be heard and validated is so important for just feeling safe every day."

"We just get bounced around from policy to policy and office to office until we are too tired to keep pushing."

"In regards to that piece about campus police and a couple people have brought up different like centers and in specific locations on campus and I know within the post secondary level. Bill 132 sort of implemented like the centralized sexual violence gender based violence. Reporting center. But again, I think there's that transparency thing where you really don't know."

"Proactive techniques and tools. Seems like a lot of gender based violence prevention is reactive. Like "here's a number to call if something happens.""

"Not enough deterrents for SGBV—oftentimes they are more protected than survivors."

"Universities silence these processes and have access to lawyers: this is a top-down concern."

"I'm not sure. I've been so lost and emotionally, mentally and physically damaged, I feel like under my circumstances and trying to find a way to heal and calm my constant fear and anxiety... if how to make it fair because everybody's story is so drastically different. From my experience, there is a special place in my heart for victims of abuse and violence, therefore I believe survivor-centeredness is crucial to finding a solution if one is even possible."

"Incidents occur off campus and therefore not under jurisdiction. Not being taken seriously/discouraged from reporting by frontline staff and gatekeepers. Fear of university bureaucracy and police."

Participants spoke to the need for more trauma-informed processes and services on campus:

"One of the main issues is the burden of proof placed on victims to prove both their assault and its impacts on their mental and physical well-being. It should not be placed on a survivor's shoulders to beg for accommodations and retraumatize themselves. The process of being accommodated so as to allow for healing must be streamlined through whatever supports the survivor accesses."

"Having to retell what happened. In order to access services students had to tell multiple strangers over and over what had happened to them. It's retraumatizing and shouldn't be a condition on accessing support or investigation."

"Survivor-centeredness is important. Too often people focus on the perpetrator and not the survivor. Their name can be forgotten, or they can receive undue backlash/attention because they were brave enough to speak out."

"Supports need to be trauma informed, you would think that would be a given. There's an assumption that trainings for support people, whether it's like students or professionals, like that that person only needs to know about sexual violence, and that like, that's enough. But I think being trauma informed needs

to include an understanding of intersections of identity needs to include understandings of racism and ableism, classism, like it's a lot broader than just understanding what sexual violence is. There need to be broader definitions of what it means to be trauma informed."

"Restorative justice approaches to sexual violence offences - to increase reporting and improved outcomes for offenders."

"The most important thing for justice in my view is following the survivors' lead on how they want the situation approached. If that looks like reparation then reparation hearings should be done, if that looks like adjusting someone's schedule then that should be done. The victim needs to be consulted on what will happen next and what they want to see happen and that should be taken as seriously as possible."

"There are no confidential or safe spaces for the victim."

"I think the main issue that is overlooked is that most students do not access the education services available. There is a lot of effort being put into this type of education but the reception is quite low."

"Taking victims seriously, training on consent and defining what sexual assault looks like, training on how to access resources for survivors and making it easier for survivors to receive help."

"I know a lot of people who have tried to bring forward human rights complaints based on sexism and discrimination and lots of students who have tried to talk about sexual violence....and nothing ever seems to happen. We just get bounced around from policy to policy and office to office until we are too tired to keep pushing. There's always a reason it cant go forward or goes through some informal process that hides the fact it's a systemic issue....there will be nothing but barriers until post- secondary institutions start to dismantle their colonial structures. We need holistic, student-centered responses to the harms that happen to us."

We asked participants what approaches and priorities are missing from PSI sexual violence response; who is left out of the converation:

"Anonymity. Awareness of where to report incidents"

"Having to relate to each other as people - competition, neoliberalism, and rape culture removes our humanity and makes it easier for people to perpetrate violence. If we have the space to build actual communities, we have greater accountability to each other."

"Masculinities and consent norms"

"Centering and paying students"

"The specific ways sexual violence manifests in oppressed communities (particularly for Black, Indigenous, queer, trans and disabled folks). The connections between systemic power and sexual/gender based violence. The role of campus culture in perpetuating/condoning violence."

"Greater discussion of victim blaming and rape culture, addressing the nature of Greek Life as it exists in servig to provide safe haven for those who believe they have the right to commit sexual assault."

"Male students are often "let off the hook" with consequences to their actions in regards to sexual assault/ harrassment."

"There is not enough awareness and consistency in enforcement. As long as abusers are being given 2nd chances, they are being told that their actions are acceptable."

"Prevention directed at the abusers!!!!! Prevention from universities is always directed at survivors/women. That women, trans and non-binary people need to protect themselves, and do certain things to avoid being raped or harrassed. When in reality the abusers need to be targeted. Talk to men about consent and how they need to stop raping people!!!!!!!"

"Including students, staff, support staff, professors who live and work at the intersections of oppression are crucial voices that are often silence[d]."

"What is really missing is students' voices. Students should get more input in terms of how they wish these issues to be addressed. This survey is a great start but more initiatives need to be developed."

"There are not enough men who are survivors speaking on their experiences. Victims of sexual assault and physical violence are falsely gendered as only women."

"Queer and trans students (women, men and non binary folks) [are missing from the conversation], off campus students, BIPOC students, and students who are involved in sex work."

"We need to do more to engage students who aren't from Canada. There's a huge undercurrent of sexualized violence in certain communities, but no one hears about it."

"Male students, queer and trans students, Indigenous women, Sex workers, nonbinary people."

"an intersectional lens is often missing. Including students, staff, support staff, professors who live and work at the intersections of oppression are crucial voices that are often silenced."

"Survivors. There are the few well know survivors who have come from horrific of situations that talk about their experience and travel around doing workshops, but we need everyday people, everyday students sharing their story in a safe, protected space. Many would be surprised who is suffering and how many are suffering."

"I think we often forget to centre the survivors in these conversations. They are the ones with lived experiences and often have ideas for ways campuses can change for the better."

"People who are not straight women; men, other gender minorities and people who are not heterosexual."

"Marginalized groups! People with disabilities, BIPOC communities, LGBTQA2S communities, immigrants, so many more! We simply don't see them as part of policy-making."

"Trans women! BIPOC women!"

"Students. It's important to talk WITHa the students and not AT them."

"Students, survivors, racialized youth, persons with disabilities, lqbtq2ta. I was discriminated through political affiliation for bringing up issues and direct action by student peers to uphold the status quo and so their relationships with administration weren't compromised."

7. Build institutional capacity to meaningfully foster equity and support the diverse range of students impacted by GBV

"Because of the prevalence of white cis people in fields like [counselling] it's like you can't talk to them candidly about racism, about being queer, etc. so what else is there to talk about?"

"Attitudes from others are a huge obstacle, especially in administration and faculty, who tend to be older, whiter, and male. More education from a student services standpoint is required."

"The issue can be general access, but it can also be access to resources needed specifically by under-served communities. At my university, there is ONE BIPOC counsellor. That counselor is also the only Queer counselor. So students from those communities do not have adequate access to someone who understands their lived experience."

"Representation matters but so does ideology and where you're coming from. Because you can have [Indigenous] people that really are just so colonized and so blind to what's actually happening, that they're so happy to be there that [they just say] 'yep, I agree.' Or, there's no fight in them or there's no … And then we have instances like [mine] too and that bothers me so much because it's just like, it's not fair. It's not fair what these institutions do to women and to our people and to people that really want to make a difference. It sucks."

"There is a prevailing sense of lack of justice in the system, and the presence/process of reporting violence often to cis-male and white security forces (police and security) is a put off."

"[Barriers to justice and accountability are] language and culture barriers since our campus has a lot of international students."

"The closest to a culturally "close" counsellor I got when I needed in a crisis was an immigrant counsellor that was not from my country or culture. It helped a little but it was harder to explain that my crisis was because of a trigger related to women violence. Also, no non-binary or women counsellor was available at the time which made things difficult."

"[A]n intersectional lens is often missing [from conversations about GBV]. Including students, staff, support staff, professors who live and work at the intersections of oppression are crucial voices that are often silenced."

"There should be workshops for women, men and gender diverse folks, and people should get to choose the workshop they're most comfy in, it's not that hard to implement."

"There's so many layers to this. My experience was largely with white women in anti-violence work. It's so important to consider an array of voices and experience because violence doesn't look the same for everyone. It's also imperative to include trans/queer people, and I'd love to see more men getting involved."

"Make gender studies classes (especially the 1000 level) mandatory. Ensure that all levels of authority are filled with a diverse set of people. Ensure that mental health resources are accessible to everyone and properly funded."

"Hire more BIPOC people in services and supports!"

"That field is pretty dominated by a particular age of kind of white professional social worker type woman and that they have a specific type of training and that often that they don't have that sort of anti oppression background, but also that like people just don't see themselves right and so they feel like they might be experiencing more victim blaming or racism or ableism if they go to that person."

"I think there is a serious lack of awareness related to what GBV can look like for students from different cultural backgrounds. People's experiences are on a spectrum but often people only think about physical sexual assault or rape when we say GBV consent."

"Accessibility for student living with disabilities, lack of diversity and representation leading the training and support around campus sexual violence, lack of government oversight, lack of processes to hold institution accountable (i.e. challenges of a human rights complaint)."

"-Gate keeping of information -biases from leadership rolls -accessibility barriers -cultural competence barriers -lack of awareness and training surrounding justice and accountability. -protecting university's at all costs without considering retraumatization of survivors -lack of diverse individuals in leadership roles."

"Hiring more people of colour in services and supports on campus! This helps recognise different cultural experiences, and particularly the issue of family stigma that people may be struggling with."

"Including students, staff, support staff, professors who live and work at the intersections of oppression are crucial voices that are often silence."

"Someone earlier mentioned the difference in disclosures when they had a female officer, so also that representation, like having BIPOC counselors and stuff like that. So, having someone who people actually feel comfortable talking to, rather than a white man in a uniform, or like a white woman."

"I was just going to say this has happened at (large Western university) where they hired a very famous Indigenous person to change things on campus including experiences of oppression that Indigenous students face and they didn't even give her a job title for almost a year and no power to make change."

"Diverse, representative voices leading varied conversations within their subcommunities. Building in

institutional and financial support for these activities. Creative and continued discussions of the topic through varied and widespread mediums. Focusing on restorative and non-carceral approaches while emphasizing accountability and growth."

"[F]aculty need better training in terms of recognizing that they shouldn't be pressuring students to report. Because I think sometimes, even if they're well intentioned, I don't know, I think sometimes there's this thing of like "oh, well you need to tell someone, you need to report this, you need to get justice for this, whatever" and like that person might mean well, but they're causing harm, and don't realize."

"1. Education about systems of oppression and connections to violence 2. Hiring professionals who come from an array of backgrounds to give support 3. Comprehensive sex education for all members of the university & interpersonal communication skills."

"I think that community activists should be paid or compensated. For instance, volunteers at the sexual assault campus could be paid."

We asked participants what makes them feel safe on campus:

"Community and solidarity as a sign of safety"

"I only feel safe if I feel that neurodivergent and MAD queers are represented and that there's an understanding of us as consumer-survivors in the context of gender-based violence."

"It's so hard for me to be like, to even have an answer because campuses are inherently unsafe."

"Knowing that I have community and allies among other students, faculty, and staff."

8. Coordinate privacy law reform at the national level to protect survivors and prohibit its use as a silencing tool

We asked students about their experience with gag orders, non-disclosure agreements, and privacy law. These are some of their responses:

"From the gag order to the obvious lack of formal procedure, the reporting and investigative process were awful."

"Survivors need to know what is happening with their case."

"At my university, the same policy is used to manage both bullying/harassment investigations as well as sexual violence. The experience was terrible. My abuser conducted character assassination of me during their interviews, to which I had no opportunity to respond. They used their friends as witnesses, which was not critically examined by the investigators. The process took over four months. I did not know what restrictions or punishments were levied against my abuser, except that they were not to be in contact with me. However, while running an event, I was told that I had to be face-to-face with my abuser because they had a right to participate in democratic proceedings. (This was quite surprising, since the investigator made this decision more than a year after the last communication... and one hour before a general meeting.) From the gag order to the obvious lack of formal procedure, the reporting and investigative process were awful."

"I would like to see privacy laws reformed so that survivors can know the specific punishments/conditions levied against their abusers. Currently, many BC universities state that they cannot share certain details of SV investigations because they are governed by provincial and federal laws; universities additionally rely on the fact that investigations are not a legal process, but an "administrative" one. I believe that survivors have a right to know everything that was decided against their abuser (e.g., community service, mark on permanent record, online restrictions, etc.)."

"I know it's a long process. People need to know when they report, what happens? Often you will see your abuser around campus. Because of "privacy" concerns survivors don't know outcomes and don't get resolution about their own cases."

"[We need] additional safeguarding for victims, including support, updated information on the report/ investigation, and guaranteed mechanisms so that they do not need to continue to see their abuser/ perpetrator on campus or in their classes. The process should be streamlined, and these things need to be available immediately--there's this sense that an assault is only "alleged" and until something is proven, victims can't be protected."

"The thing is that the survivor will not be told. If the investigation has determine if [sexual assault] had occurred or not, but the survivor is not disclosed or allowed to know the consequences of the investigation, which will lead to no closure for the survivors, which is absolutely ridiculous, and I see they always cite that it's because of Freedom of Information Protection of Privacy Act. The thing is that there's a clause in FIPPA that states that information can be disclosed only under specific circumstances, and one of these circumstances includes if the individual is affected. ... Like, if their well being or safety is being impacted. And this case that survivors well being and safety is being impacted, along with other students at the University, especially if the perpetrator is a professor among the faculty or staff member, which has happened to many of my friends who have gone and reported this. ...they're breaking their own rules because of the clause that states that survivor's safety is being impacted. And the thing is is that they're still told that no, it will violate the privacy of the perpetrator or whoever they're investigating, but they're breaking their own rules because of the clause that states that survivor's safety is being impacted and so the thing is is that we have no idea who determines when these special circumstances should occur like who's making that judgment because if it's the university, then there's a conflict of interest. And so, like, there's no transparency, or any clarity on that and trying to find out why this is the case, like, who was determining this. And so that just leads to a huge disconnect because at the same time because of this policy. When a survivor goes to this Sexual Violence Prevention Center for help and makes a report and they're basically given a counselor to talk to this concert is also not allowed to note certain details of the case and now there's a huge information gap, because how is the survivor, how are they supposed to talk to the counselor, when there's a huge information gap and they're not allowed to disclose certain details. So that's another thing so it discourages a lot of our survivors from going to the Senate in the first place if something occurs because they're not getting any help or support, and then not getting any disclosure, I mean any closure, about the consequences of the case. So then, like, they just sort of left empty or with nothing to really go off of. And no accountability whatsoever and then transparency. I think this is something that really needs to change, it is such a huge problem."

"Lack of legal representation/advice and the fact that there isn't a third party involved - its the university that has its own reputational risks/considerations."

"Lack of transparency, no accountability mechanisms, justice looks different for different communities, lack of funding and staff in support service."

9. Adequately resource campus support and accountability work, including student-led initiatives

Participants spoke to the need for student-led and run initiatives in addressing GBV on campus. The following are quotes that highlight this need. Quotes that discuss inaccessible support systems and counselling are under priority 5, Center the voices of students living with disabilities. Quotes that highlight underfunded and understaffed support systems are under priority 6, Mandate the creation of specific Sexual Violence Response Offices.

"It's really important to divert funding from our police departments to social workers with experience and training regarding MAD, BIPOC, marginalized genders, and trauma."

"There needs to be more inclusion of transgender individuals in discussions of gender-based violence. Too many times have I seen discussions only centered around cisgender women, or seen transgender people blamed for gender-based violence. Eliminating "feminists" who call transgender women "men in disguise" from these conversations is a top priority. True awareness of gender-based violence cannot be achieved without recognizing all groups that are at risk."

"Increase funding for accountability tools, too."

"What is really missing is students' voices. Students should get more input in terms of how they wish these issues to be addressed."

"Students should be able to not only lead training (and be paid) but shape it."

"The university is a colonial masculinist institution that does not care a lot about student well being. Substantive changes to the university mostly comes from student-led initiatives."

"A walk home buddy system where if you need to walk home alone at night they have women and genderqueer "buddies" to accompany you."

"We see a lot in the student union, is that like you have all these supports but they're all kinds of silos. And there's kind of a lack of lack of connectivity between them. And so you might have, like we have an accommodation office at our university which is you know significantly underfunded and understaffed. But that doesn't really have a strong or really any at all connection with our sexual harassment office, and, um, you know, academic accommodations academic advising, you know, you kind of have all these resources who are their own departments, and without, you know, smooth connections between them. Students can get really really caught up in the, I guess red tape, of trying to, you know, navigate all the different facets of their life and their situation and their academics, but in getting, you know, support to the resources that are available. You know, they can really get bogged down."

"But what's the role for student unions and yet all of this time thinking about you know because student unions offer a lot of peer support and various centers that support women, and folks with disabilities and LGBTQ plus folks and, and there's all, and there's a lot of programming and a lot of supports between the different student centers, they're supported by student unions that can be like a frontline, but it's not the same thing as a professional service provided by, that should be provided by your university or college."

"[H]ow we work at our Student Union, but our role is, you know, it's kind of, I guess two pronged when I think about that because largely as a student union [...] students reach out to us when they're having any sort of issues. You know, sometimes it's directly looking for resources, but more often than that it's students just reaching out to us and telling us their story. And then, a large part of what we do is just then connecting them to resources, [...] we've really collected so many different resources where we send students but what often ends up being is, you know, we'll send them to the accommodations office at the university, but counseling off the university because it's, it's superior at least where I am. And so a lot of what we're doing is then like connecting students to all these places and then we also are often, you know, facilitating the actual conversations with trying to get these connections made. And I guess the other part of what the students do is Students Union does is trying to, you know, ensure that students are in the different you know spaces where decisions are being made, so it's time to get a seat at the table in different committees or, you know, subcommittee's different bodies who are making decisions so I mean, I guess that's what comes to mind when I think of how we're involved in this. But you know it definitely looks different every day."

"I know like that a huge problem, and our university and, you know, our team has been very involved with is that since the move to remote learning and with the pandemic and everything else. The strain on the, the counseling centers has drastically increased. And, you know, we're definitely finding that there's like less and less supports on campus. Um, the only kind of win we've had in that way is that we've been struggling with getting on mental health resources to students who are outside of currently located in that province right now and then when it comes to like liability and legality of offering mental health services outside the province, but like so many students were just being left out of that."

Participants spoke to the harms caused by precarity, both economic and in the work-force, and advocated for adequate resourcing for student supports.

"There should also be funding for students no longer able to work/support themselves. For example, I had to quit my job due to sexual harassment and molestation at the cost of my sole income. There should also be support for students who experience assault even if it didn't occur at their workplace as the trauma of assault can be severe and interfere with job performance."

"Yes, the gig economy creates a great deal of vulnerability and precarity for students. Providing greater support for students in finding employment during their studies, creating financial support for struggling students, mandating faculty and staff be trained in equitably working with students engaging in sex work to provide further support rather than shaming them or denying them services."

"Yeah, I've done sex work without wanting to because tuition is ridiculous and student on campus jobs don't pay enough."

"[Name], is a strip club in [Ontario city] near the university, and there's an ad that says "we'll pay your tuition." Like, they caught on fast."

"I think that having more jobs in the university itself can help. I've attended two universities– one in the States, and one in Canada. In the States, my university had a plethora of jobs available for students, which was very nice for me as an international student, as I couldn't work off campus without risking my visa. In Canada, there are rarely any student job opportunities. I have seen one listing for cleaning the university, and sometimes the library offers student positions, but I haven't seen any of those recently. I personally work at a restaurant in my city, and while my place of work is safe and comfortable, there are many places which could be less so. Unfortunately, students who need jobs will take whatever becomes available to them."

"I have experienced sexual harassment in my workplace as a waitress, both from staff and management, there is little accountability in this industry."

"The research job that I had, and the teaching job that I had weren't offered to me, so I had to only rely on sex work, which you are not legally allowed to be a sex worker if you are on a visa or even have permanent resident status, you have to be a Canadian citizen to like be legally allowed to put sex worker on your taxes and not have the government come for you. So I was like, well, I, I'm generally a law abiding citizen, you know, within, within reason. But also I didn't want to answer for the fact that, oh, I am able to afford to go to school here by like maybe taking on more clients and doing more sex work, and then be deported, because someone higher up found out."

"I know many fellow students who turn to [the gig economy] line of work due to high tuition. Ideally, tuition would be lowered and financial aid would be more accessible, but smaller-scale improvements could be better circulating knowledge on safety regarding these jobs and better legal information regarding rights and action to take if you're facing abuse of rights."

"Yes, I worked in restaurants and bars. There is normally an over- sexualization that I experienced and was hired based on looks on more than one occasion."

"Lower tuition, rent, and food costs. Lower living expenses."

"1) FUNDING. Funding funding funding. 2) removal of campus security in favour of community oriented support groups. For instance, 24/7 accessible trauma community care. 3) the institution needs to believe survivors rather than granting assailants the "benefit of the doubt.""

"I certainly have done sex work as a student to help pay bills. I would recommend investing in community based violence prevention strategies that pay students living wages. I would also advocate for the school to provide services that are sex positive and informed about sex work, not just human trafficking. I would also encourage all schools to create a campus minimum wage and a quota for student jobs that meet that criteria, while also actively fostering paid opportunities (not just unpaid internships that they make you pay extra to access)."

"Yes, the gig economy creates a great deal of vulnerability and precarity for students. Providing greater support for students in finding employment during their studies, creating financial support for struggling students, mandating faculty and staff be trained in equitably working with students engaging in sex work to provide further support rather than shaming them or denying them service."

"Yes. If sex work were decriminalized that would make it much safer. It's not that sex work is under-regulated - it's that it's over-regulated and criminalized while sex workers are under-protected and discriminated against. Please see literature like "Revolting Prostitutes" (Mac, J., & Smith, M.) and "Red Light Labour" (Van Der Meulen, E., Durisin, E. M., & Bruckert, C) for more details."

"I currently work with a cleaning service, but am fortunate enough to feel saf e f rom violence at my job. I recommend making all-post secondary institutions free to attend, and by regulating all employment."

"Yes. Lower tuition rates/accessible funds for broader ranges of studies. Better access to courses (online as well as in person - would allow for flexible work schedules which could allow for less 'dangerous' work environments)."

"Yes. Unions. A collapse of capitalism and hierarchies. Living wages."

"Have only worked part-time during studies (not gig economy) and still experienced sexual harassment in the workplace. I didn't report it, but coworkers did and nothing was really done about it."

"Yes it does reflect my experience, working as a waitress in the service industry (underage the whole time) I was subjected to sexual harassment every time I went to work. Since I started at 13 I thought it was very normal and thus did not say anything throughout the entirety of working there. I would say harsher conseuences for perpetrators of sexual harassment and assault should be in place in every workplace.

I believe that the perspective of students who choose to engage in sex work is currently marginalised and requires an in-depth examination. The neoliberal shift and rising tuition of PSIs is an important factor. The voices of students engaged in sex work should be centered."

"Yes. I was a victim of harassment and molestation in a food service job and had no means of advocating for myself. I was eventually forced to quit my job, which put me in a precarious position financially. I was food insecure and struggling to pay rent for over a year while also struggling to cope with the trauma and mental illness related to both my experiences in this job and an unrelated assault. To improve the conditions for working students and prevent violence within unregulated industries, I think it is most efficient to address the root cause. This means providing students with a guaranteed basic income or a student wage while completing their studies. I think a guaranteed basic income would prevent sexual violence on a broader scale, too, as well as many other issues related to poverty/financial instability. Further, I think there should be programs to help students find jobs relevant to their field of study over the summers so students can both make money for school and build up their experiences."

"Increased funding for students across the board. Other countries do it, (Finland), why can't Canada provide students with the necessities to reduce the risk of coercive or dangerous working conditions."

"Yes, I have worked many precarious jobs and experienced gender-based violence in these situations. lowering tuition or providing more needs-based bursaries would help."

"[I]t is certainly true that the precarious work puts people at a much higher risk of this violence and rights abuses. My recommendation would be to expand grants, bursaries, tuition waivers, and student loans so that students aren't stuck in dangerous situations, and explore forms of fee deferrals that could similarly help."

"My sexual assault happened while on a job I took to makes ends meet. It wasn't part of the gig economy but it lacked some important safeguards. I think the main issue at hand (although conditions for precarious workers must definitely be improved) is that tuition is too damn expensive! We need affordable post-secondary education now! A liveable minimum wage."

"Sex workers need protection Working in retail is not safe either."

"Yes, I have worked many precarious jobs and experienced gender-based violence in these situations. lowering tuition or providing more needs-based bursaries would help."

"[N]o student would need to turn to unregulated jobs if: - the jobs were regulated (the gig ones, the delivery, the sexual work) - tuitions were not prohibitive - student loans were not a thing. Our society crushes students with power imbalance and the CLEAR message that you're only eligible to have an education if you have money. One thing should not depend on the other."

"Yes. I recommend policies designed with collaboration with the communities and students directly impacted by and/or have experiences in these under- regulated areas and the gig economy."

"As a racialized student with a disability, I have held full time jobs throughout my undergrad to ensure i was able to cover financial costs of tuition and to support my mom. I was unaware of appeals and policies to help me get through challenging times, and only become aware of the extensive resources provided by Post-secondary accessibility services. Awareness, and walk through students about policies and procedures that students can navigate when going through challenging times. Reduce tuition brackets, and create more opportunities for racialized students. Respect and support racialized students who are often working to survive while pursuing their education."

"But, like, what could have happened to me when I told my professor, or I told my supervisor, that I was a sex worker and this cause was important to me. They could have essentially kicked me out of the program and they could have withdrawn their support [and funding ...] in a more formal way than they did."

10. Meaningfully consult and fairly compensate students and survivors involved in GBV policy, prevention and support work

"Centering and paying students"

"Compensation! Compensation! Or like at least take it out of our tuition"

"We get asked to speak to lived experience a lot but then you try to speak to policy or something and they're like okay byeeee."

"[W]e're often asked on campus to do a lot of free labor. And it's like we're supposed to be grateful for being given a platform. And sometimes you just take it because the alternative is no representation, but it's a really shitty choice to have to make, and like, it's just, it feels horrible when you're like sitting on a panel of people that like, one of them got like flown in and paid to speak, and you're sitting there as a token, who's there to try to just get like two words in that matter. And you're trying to like pay your rent and buy your meds and pay for your name change and whatever else, and you're living in poverty."

"More consultation and collaboration with student organizations, especially those that represent marginalized groups. Including men in the conversation on a larger level Promoting basic gender education for all degree programs. Promoting a campus environment that challenges systems of oppression through open dialogue, awareness raising, and rooting out locations of toxic masculinity."

"Survivor based everything (i.e. not considering the abusers future/life/career goals)."

"Have willing survivors share their stories so people can see the impact such violence can have on others and raise more awareness."

"Continuous consultation and implantation of direct action. Hiring more culturally competent individuals to hold leadership roles, ensuring that they have the support when coming forward to talk about issues, and transformative justice process."

"I have served on a university Board of Governors as they reviewed and rejected significant community feedback for their sexual violence policy. I have little faith that institutions driven by profit will value students and staff over protecting their own legal liability."

"The policy isn't bad, but I don't trust the institution to implement it correctly."

"There are many dedicated individuals involved in the creation and maintenance of the sexual assault policies on campus. However, the general attitudes of the student body and the notable presence of toxic masculinity and patriarchal ideals within the university on all levels speaks to a place where students may be empowered to report, but little is done to diminish sexual assault and the likelihood of victim blaming and dismissal of claims seems more likely."

"I think that like, we need to be actively recruited and consulted and compensated.

Like when we're talking about universities consulting students, there needs to be an active effort to be like, "we're not going to leave out neurodivergent mad and disabled students." And also not treat us like tokens."

"It's very difficult when you, when you're trying to be in an institution, and, like, you really are legitimately trying to improve things for survivors, or for like students in general, and that's not the set of priorities that the other people at the table have."

"When, [Ontario University] was working on like their whole big new shiny mental health plan thingy they formed a working group of students. And initially I was asked to be on the working group, and then I rocked the boat too much in the first meeting, and I just straight up didn't get invited to the next one. And I showed up anyway. And like, there were people who looked very alarmed about that, and like, I think people need to realize that that's a thing that happens. And that is super shitty."

"You know what's so evil? When they RAFFLE the payments. Like when they invite a bunch of people to do free labour and one person might get $10–20 And it's so TIRING."

"After BLM last summer I have been asking if they're paying every time someone asks me to do an extra thing in my schedule."

"I feel like as queer people, we're often asked on campus to do a lot of free labor.

And it's like we're supposed to be grateful for being given a platform. And sometimes you just take it because the alternative is no representation, but it's a really shitty choice to have to make, and like, it's just, it feels horrible when you're like sitting on a panel of people that like, one of them got like flown in and paid to speak, and you're sitting there as a token, who's there to try to just get like two words in that matter. And you're trying to like pay your rent and buy your meds and pay for your name change and whatever else, and you're living in poverty and they're just like, "yeah, not going to pay you though." Like it really sucks."

"We live in poverty added to the fact that we're forced out of so many spaces."

"They were trying to kind of limit like who could be involved on the committee that was going to be reviewing their sexual violence policy and the way that they did it was they put all these restrictions over how many courses you are allowed to take, and you know that you had to get a certain grade point and if you had failed or whatever, and we'd worked with this [large Quebec] Student Union to really push back against that because they were pretty much marginalizing folks who, you know, weren't doing like the typical course load or you know if someone had experienced gender based violence on campus, not to, you know, drop a course or, you know, I failed or whatever they wouldn't be able to participate in those kind of conversations and so like a big part of it is also like who's allowed to be in the rooms and like what kind of extra expectations are they putting around that that really limits that."

"Students. It's important to talk WITH the students and not AT them."

"Students should be able to not only lead training (and be paid) but shape it."

> We asked participants who is missing from conversations about gender based violence

"There are a lot of people missing from the conversation – you can see it on all the social media accounts in recent years of survivors turning to instagram accounts because there is no space for their voice on campus. I think some of my worst experiences are being included at the table to share about my ideas and experiences on campus, but not being listened to. Like they only wanted me there because i was an Indigenous student (but i'm pretty white passing so hate being cast in that role). I know I am not alone in this experience at being included but only in ways to suit university agendas...."

"Survivors [are often missing from conversations about GBV]. There are the few well known survivors who have come from horrific situations that talk about their experience and travel around doing workshops, but we need everyday people, everyday students sharing their story in a safe, protected space. Many would be surprised who is suffering and how many are suffering."

"Students. It's important to talk WITH the students and not AT them."

"Students, survivors, racialized youth, persons with disabilities, lqbtq2ta. I was discriminated against through political affiliation for bringing up issues and direct action by student peers to uphold the status quo and so their relationships with administration weren't compromised."

"Tight timelines thing is, it is a tactic for sure.

INSTITUTIONAL MISTRUST AND NEED FOR TRANSPARENCY

We asked participants of our survey to rate their level of trust in their institution on a scale of no trust (1) to a high level of trust (5).
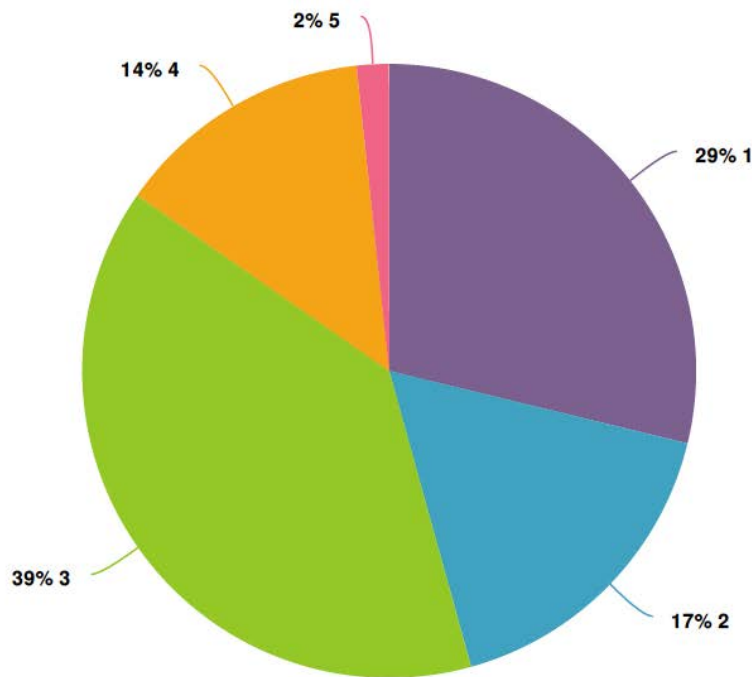
Value		Percent	Responses
1		28.8%	17
2		16.9%	10
3		39.0%	23
4		13.6%	8
5		1.7%	1
			Totals: 59

"Universities side with abusers in order to minimize the allegations, and therefore minimize the amount of violence on their campuses. University's that claim to have low levels often don't, but are silencing survivors, often through inaccessible resources or difficult reporting processes."

"Ultimately, PSIs are most concerned with their reputation and their ability to generate profits. In my experience institutional change only occurs when a PSI is held accountable publicly and this threatens those two factors."

"The university always has its best interest at heart. So while it may outwardly proclaim to support survivors, internally it works to shut down and hide instances of abuse and violence in order to maintain its "low levels" of violence."

"[A]s no one wants to deal with a case of sexual violence or abuse, most places end up gaslighting survivors. This goes from people taking the complaints to instructors that disregard the mental health of students and are not careful and inclusive when teaching."

"Being politically violent so like, "Oh, you're not going to listen? I'm going to make this policy." And "so you have to listen. Or, I'm going to threaten you so that you have to listen." And I was like, this is the most colonial experience I've ever been through."

"Ultimately, PSIs are most concerned with their reputation and their ability to generate profits. In my experience institutional change only occurs when a PSI is held accountable publicly and this threatens those two factors."

"No trust in policy and process, a human rights office that cant take in cases of systemic oppression/ discrimination, processes that protect tenured faculty instead of students facing violence/harm, fear of retaliation, administration that claims its meeting the needs of students - that silences anyone trying to come forward."

"I just think that the university as an institution needs to do more to address gender-based violence broadly, from leadership down. It starts with pay equity, and extends through the whole system where cis-male bodies are valued over all other bodies."

"At my university, the investigators can *choose* whether a specific sexual act qualifies as "harassment" or "violence": this choice *allows* the investigator to personally handle the case OR to provide it to a third-party investigator. Unsurprisingly for a host of reasons that include cost-cutting, unprofessionalism, and perhaps even a historical dislike of students, the lead investigator has almost never outsourced to a third-party investigator."

"Literally people at my school had to whistleblow and make the school look bad in the press for the school to react."

"I advocated for more than a year addressing safety and security on campus. In 2019, and due to the traumatization from administration and conflicts within student unions and mistrust towards student leaders, there hasn't been action to investigate claims of gender based violence."

"You know when it's people who are working for the institution, and who are looking out for the benefit of the institution and don't want things like high reports of sexual assaults to reflect on the institution. It's all very much so centered around that, in my opinion, rather than actually supporting students and supporting student needs. And I think that's really clear for students when they do interact with these different actors within the university, whether that be campus police or people working there. So I think that that's also a big issue that I've come across is just knowing that sort of from the start. These people are not on your side."

"[W]e may not get the results and support we need, but also every report is data to speak to numbers. those numbers are sadly what often leads to change and funding."

"Our human rights office refuses to accept cases of systemic gender based discrimination - it has to be on an individual basis - like this person is causing me harm rather than this is a problem in the whole insitution."

"With no consequences from ministries in charge of these institutions."

"Lack of legal representation/advice and the fact that there isn't a third party involved - its the university that has its own reputational risks/considerations."

"Lack of transparency, no accountability mechanisms, justice looks different for different communities, lack of funding and staff in support service."

"A lack of trust that the university is more concerned with it's own reputation above all else — thus why the school takes plagiarism more seriously, as it negatively affects the university's reputation."

"So I have an immediate distrust of University. University-provided support, like, what the heck are they gonna do, they're gonna say, 'Oh well, innocent until proven guilty. Why would you ruin this young man's life?'"

"The university is a colonial masculinist institution that does not care a lot about student well being. Substantive changes to the university mostly comes from student led initiatives."

We asked participants what they found to be a
barrier to justice and accountability on campus:

"Systemic racism, systemic sexism, institutional bias, and not acknowledging them in order to create safer/ braver spaces for survivors."

"Power dynamics, racism, misogyny, ableism, homophobia, transphobia, language barriers, trauma, confusing processes, pressure, no guarantee of justice even if you go through the process."

"Language barriers. Even though international students speak English, sometimes the terminology used is not accessible to foreigners. (They don't teach social justice terms or terma relates to sexual assault and etc on language classes)."

"Fear to disclose bc of not being believed and of being treated differently."

"Survivors need to know what is happening with their case."

"[F]ear of stigma, bureaucratic environment to report, fear of not being believed, fear of going through the whole process and nothing gets done. (no justice)"

"Fear of even being on campus. I am grateful for online school right now because I am so deathly afraid of returning to campus. It's extremely overwhelming.... ironically the place I need to go to seek after help IS on campus."

"Not being taken seriously by RCMP / university administration, or encouraged to be silenced. Priority of the offender over the survivor."

"Not being listened to because staff "never" lie."

"The lack of action by the school itself. I would honestly have a hard time going to administration because it seems like the victim is persecuted before the accused."

"Bureaucracy, bias, greed. Also the separate powers of a University and the Police. If a survivor makes a complaint with a University but not the police, the situation is complicated because a university is not intended as a justice system."

"Worries about how engaging in a process may impact standing in the school (reputation, academically, professionally, socially, etc.). Length and emotional labour involved with the process. Lack of trust in process and facilitators of the process. Lack of knowledge of the process itself. Barriers as a result of identity-based oppression like racism, queerphobia, transphobia, ableism, and stigma around substance use (among others). General lack of understanding of what community accountability can look like in response to sexual violence (i.e. we can talk about sexual violence being bad, but not about how our classmate is being sexually violent)."

"Institutional inaction, administrative bs, lack of clear information on how to access supports."

"-Gate keeping of information -biases from leadership rolls -accessibility barriers -cultural competence barriers -lack of awareness and training surrounding justice and accountability. -protecting university's at all costs without considering retraumatization of survivors -lack of diverse individuals in leadership roles."

The following two categories come from specific questions we asked our participants that would otherwise pivot from the above 10 recommendations. We asked participants about grounding principles, and their opinion on police and security.

We asked participants about Grounding Principles that should guide gender and sexual violence policy, support and prevention

"[E]qual access, anti-racism, survivor-centeredness, no pressure, advocacy for the survivor."

"Survivor-centric discussion and awareness of intersecting issues (like racism, ableism, etc.)"

"Equity, help, company, comfort."

"I'm not sure. I've been so lost and emotionally, mentally and physically damaged, I feel like under my circumstances and trying to find a way to heal and calm my constant fear and anxiety... if how to make it fair because everybody's story is so drastically different. From my experience, there is a special place in my heart for victims of abuse and violence, therefore I believe survivor-centeredness is crucial to finding a solution if one is even possible."

"I think focusing on support for victims and making it clear that it is not tolerated on campus. It seems like there really is no real threat of retribution cause it's always what he said versus what she said or whatnot. I think anti-racism and all anti-hate platforms is something that is really important right now."

"Fairness, transparency, follow-through actions and decisions."

"Survivor-centeredness is important. Too often people focus on the perpetrator and not the survivor. Their name can be forgotten, or they can receive undue backlash/attention because they were brave enough to speak out."

"Increasing security, fairness, anti-racism, maybe even making certain workshops or learning initiatives mandatory as a student."

"Survivor centered, trauma informed, equity, anti oppressive, queer and trans inclusive, anti-racist, accessible, norm critica."

"Having culturally relevant responses to violence, being able to make your own decisions about what needs to happen, healing-centered responses, accessible accomodations, having processes you can trust in to work for you and not an institutions reputation."

"Survivor centered, anti-racist, anti-transphoboc and anti-ablist."

"Equity; autonomy of survivor; anti-oppression; empathy; pro-active education; community accountability; restorative justice; survivor-centric; trans- inclusive; data-driven; non-carceral."

"Trauma-informed, survivor-centred, culturally-located, intersectional, anti- racism, applicable to the whole campus community, equitable."

"Focusing the narrative on "don't rape" not "don't get raped", address rape culture and victim blaming, empower reporting, challenging Greek Life organizations that see greater levels of sexual violence reports."

"Listening to survivors, clear and easy access to resources and supports, clear and consistent policies, one strike policy."

"Anti-racism, Anti-trans/homophobia, substantive equality, trauma centred responses, anti-capitalist, anti-white supremacy, anti-imperialism, anti- patriarchy."

"[F]airness, non-bias, listening, understanding, taking everything as valid, respect."

"Because of the inequality in female and male perpetrators and victims, I believe that education for male students would be most beneficial."

"Fairness, anti-racist, an understanding and acceptance of the LGBTQ community, survivor-centerdness."

"Survivor-centered Comprehensive support Unbiased listening."

"Accessibility for students living with disabilities, anti-racism, equity, survivor- centrism, centering student voices, paid labour, government oversight."

"Survivor-centeredness!!!!!"

"1. Survivor centrism 2. Equity 3. Fairness / natural justice 4. More digital literacy 5. More conversation about the full spectrum of sexual violence."

"-[A]nti-racism,survivor-centeredness,confidentiality when desired,respect."

"[N]ot victim-blaming, actually punishing the person that committed the crime, not ignoring the charge/ report."

"Survivor-centeredness, consent, active bystandership, knowing how to respond to disclosures in a non- directional way."

"Timeliness, [c]larity and transparency, [a]nti-discriminatory, [s]urvivor- [c]enteredness."

"[A]nti-racism, support for victims, legit consequences for abusers, when filling a complaint- listen to the person reporting!!!!! don't be dismissive."

"Transformative justice, abolitionist, anti-racist, sex positive, supporting sex workers, survivor-centred, trauma informed, and trans and queer positive."

"Trauma-informed care, preventative-focus, anti-racism, decolonial are all important. Spaces that are for and with Indigenous people are also important."

"I think survivor-centered, anti-racist, equitable based policies and procedures are required. The survivor needs to have control because they have previously been stripped of their autonomy. We also need trauma-based counselling support for survivors, and a holistic support system from the university. Meaning, we need support from administration, extensions & support for classes, insurance coverage for counselling services, policy that supports us, and promotion of a culture of consent on campuses."

"[C]onsent, support, gender norms, anti-racism, socio-economic factors, witness action."

"I think that one of the most important principles is survivor-centeredness. This is what really allows an individual to know that they will be the centre of their healing, their journey, and their consultation. It can really make someone feel a lot more comfortable about going out to seek advice. However, I also think that the principles of anti-racism, equity, and fairness are extremely important. All the principles adopted in the [University] policy are crucial to creating a welcoming and comfortable environment for survivors who come forward."

"Survivor centred, anonymity, anti-racism, equity, clear process, removal of non-disclosure agreements."

"Equity, availability of safe spaces, culturally-sensitive supports, consent discussions as part of regular dialogue— not only in bubbles and posters."

"Survivor-centredness; making sure the survivor feels safe, eg by allowing survivors to move to a different dorm if their attacker is in the same dorm."

"Equity for all, creating a safe space, anonymity, fair decision making process."

"Our campus have a lot of international students so the most important principles I think are fairness, and anti-racism."

"Intersectionality! Trans inclusive! Sex positive! More conversations directed at cismen to stop protecting abusers rather than talking mostly to women and gender minorities on how to protect themselves."

"[S]urvivor-centeredness, procedural fairness, safety and accountability."

"Survivor-centered. The survivors should get to control every part of what happens. If they decide to talk to a counselor, if they decide to launch an investigation; they should get to control at all. I did not see that happening in my institution. Also, anti-racism is paramount."

"Anti-racism is imperative, survivor centeredness is also very important. Creating a culture of support/trust, knowing there is a safe place (geographically) to go. Receiving mental health counselling with an informed psychologist. Working on being proactive and interpersonal skills."

"[A]nti-racism, equity, survivor-centredness, non-mononormativity, inclusivity, anti-ableism, anti-oppression, harm reduction."

"I think there's a need for more empathy, sensitivity for people, with nonjudgmental mindset as the college institution constantly has an influx of diverse people. I think there's not enough allyship that exist where peers on campus have accessibility to find space to come together to share and support."

"Survivor-centeredness,[r]educing access barriers to language around policy, ad[e]quate supports for survivors in distress (readily available counselling supports), culturally competent leaders who are well trained in the intersectional experiences of individuals such as ethnicity, disability, economic situations), [a]wareness and education, accountability for those in leadership roles,engagement, led by students!, intersectional, survivor centered, trauma informed, [v]ery important to have access to; (Ontario University) has been making efforts to share their sexual violence policy but everyone I talk to who's sat down and read it says it clearly isn't enough."

> **We asked participants about their opinion of the role of police and security in responding to gender and sexual violence reports on campus, and in general.**

"At this point where we are in the world, I think [the police] need to fully step back, watch how it's done, and then in the next decade or so we can start working on that training. Policing in general requires so little training for the amount of power that they have - that it may be a short weekend training to be an expert. They step back, watch what's being done, with the training that's being used. Middle ground of stepping back and watching."

"This must be informed by survivors of colour and Indigenous and Black survivors. There is a deeply systemic and racist history of security forces that must be reconciled before they are inserted into the responses to GBV."

"I don't believe security on campus is trained to respond to gender based violence specifically and thus don't always understand the severity and depth when approaching a situation. I believe the best approach is to equip security policing with people (such as social workers, crisis responders) trained in handling violence in a sensitive manner, as they would have a relatively better grasp at providing support and direction for next steps than law enforcement."

"Their roles are to make campus safe, and make it safe for survivors to take whatever measures they need to feel safe and protected. Security is pretty good, as far as I understand, but the city police are next to useless about this and have a history of not helping survivors, victim-blaming, and not believing them."

"So I think a lot of the [sex worker] community organizations take a kind of all cops are bastards. Or I should say, a distrust of the inherent distrust of the police. Yeah. So I don't know of any that work with them. And I would also question, the, the level of social awareness of any community organizations that work with the [police]."

"Have clear alternatives for students for support that are not the cops and don't let calling the cops be the norm."

"I think services like a buddy who will walk with you to locations around campus to avoid anyone at risk of violence being alone and vulnerable are effective preventative approaches. Awareness is raised regarding violence on campus but not much to say for real preventative measures."

"I think there needs to be more targeted training for campus security when it comes to handling gender-based violence."

"I have never once seen campus security or police, and I'm not sure they exist at my school. I think that letting people know where they can go to get help is the first step to improve safety and support survivors."

"Being present, visible, and providing security in areas on campus that may be [at] higher risk or higher frequency for gender-violence. Assisting survivors with contacting and making statements to police."

"Campus security and police should play a limited role in responding to gender- based violence, with exceptions for instances where community-based solutions are unavailable. For example, instead of funding multiple police officers or uniformed campus security officers to monitor the grounds, divest some of those funds and reinvest them into community walk-home programs. Consider funding overnight staffing to limit gaps in service availability and campus population. Create a program that can connect survivors with security/police if they desire, without the generalized presence on campus being normalized. Implement mandatory anti-sexual violence training for all students choosing to live in residence as requirement for rental (including strategies for continued engagement and community intervention and care). Providing long term access to psychological and sexual health services for those that would benefit from it on campus. Implementing community safety programs within campus bars and clubs that can be active in preventative work."

"No cops on campus!! Our campus security and police racially profile students. Campus security is not trained in how to effectively respond to sexual violence - they are mostly men, people dont trust them. I think alternatives are investing in peer support/training who can respond to things like wellness checks in residences or do safe walks. Also safety is about more than putting up lights around campus or hiring security. I know lots of BIPOC women who don't feel safe in class or in their on-campus workplaces because of bullying and harassment."

"I've never had a bad experience with police but they scare the shit out of me, and that should not be who people are forced to deal with if they are in distress."

"I think police only help you if you're cis, white and make more than a certain amount [of money]."

"Exchange between two BIPOC participants:

[Participant 1] "I have been thinking on and off about going on T[estosterone] for the voice drop and the gender euphoria and getting he/himmed more than she/her'd but also like, if I code more successfully as 'man' does that mean that I am in more danger from police officers?"

[Participant 2] "I tend to hear/observe that the biggest factors are if you're bigger (in any sort of way), how you move/interact with them (I know my family has trained me from a young age to use certain language, no sudden movements, etc.), and the amount of privilege you have. If you have community ties to a police organization or reach a certain amount of privilege, your chances of bad interactions go down (not disappear though). I'm [tall], and I also have a nice car but never dress nice, so I get stopped all the time and when outside of a car I get tossed around half of the time.""

"I think it's important to recognize that security guards on campus (not just police) also can be violent."

"Everyone in an aggressive "protection" type role."

"In the aftermath of Sarah Everard [recent UK murder case in news] there's the very real issue of sexual assault and violence of marginalized genders at the hands of police officers."

"I've had horrible experiences with cis police officers. Got yelled at while I was in acute distress and told that the police officer didn't believe me."

"I've been publicly sexually assaulted by security guards (just recently last year) and there's just...so many fucked up things with the police. I can't see a cop car without going through the five stages of grief, but never reaching acceptance."

"I think campus security is good and reassuring, at least at my university. But it is definitely not the only solution."

"Campus security should be as minimally involved as possible. Perhaps enforcing restraining orders and attending to immediate violent issues. Instead it would be great to link with community based crisis supports at existing sexual assault centres, mental health crisis support etc."

"In my opinion the only role they should have is in direct intervention in the moment, assuming they've been trained in how to do so appropriately. Ensuring RAs, professors, and other students have the appropriate training, however, could help keep security out of situations where they ultimately shouldn't belong."

"I think that these roles should have some sensitivity training, but it seems unfeasible in the current political environment. Many smaller campuses will be reluctant to pay for trained security staff, since security operations are often outsourced to local companies with very lax standards and their own policies — they might not want to train their employees (who have a high rate of turnover), even if the university was paying. I would consider an ancillary position, similar to a social worker. This person (or set of people) would be available during regular campus hours for low-level support and triage of survivors to the appropriate services. I would also advocate for this person to be entirely independent from the university."

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"Policing is reactive, not proactive. It does not prevent sexualized violence, and anyone who thinks the solution to sexualized violence is more white male energy is wrong. It disadvantages BIPOC survivors who have every right not to trust law enforcement or security services, and women and non- binary folks also inherently know that getting [a police] involved will not solve their problem because they won't be believed. My alternative is proactive prevention. Community care. Proper education about combatting rape culture to every student, but honestly particularly to men. The point is this: I shouldn't even have to call security in the first place, because the incident should never have happened. But if it does, which it will, I don't want to talk to security. I want to heal with my community, because I don't think there's any chance of me getting "justice" anyways, so I may as well avoid retraumatization."

"Security measures do not act as rape deterrents. Challenging rape culture and promoting campus wide discussions about the communities role in rape prevention through discourse, awareness raising, and challenging patriarchal ownership of women's bodies is essential. Campus security can play a role in preventing seuxal assault, but should be in concert with other initiatives. Also consultation should be done with student organizations on how to best tackle rape culture on campus."

"The long history of gendered policing does not lend well for campus security or more surveillance towards the subject of gender. Having more mental health resources on campus for survivors, having substantive policies that actually has positive rights for addressing gender-based violence, and addressing the attitudes towards gender-based violence."

"I think any individuals involved need special training. I think survivors need to be heard."

"Alternative approaches could be peer support systems and networks."

"Campus security/policing seems to be an extremely ineffective tool to use for survivors in a majority of cases, especially for people who know or are known by them. I think the best approach would be creating some type of office or tribunal (obviously offering non-public options for access) would be much better as authority sources who provide security or policing are generally bad and dismissive of the survivor experience."

"Minimum. Campus security doesn't do anything. Policing students IS NOT THE ANSWER."

"I see a lot of campus security, it definitely helps me feel safer."

"No cops on campus!! Our campus security and police racially profile students. Campus security is not trained in how to effectively respond to sexual violence - they are mostly men, people dont trust them. I think alternatives are investing in peer support/training who can respond to things like wellness checks in residences or do safe walks. Also safety is about more than putting up lights around campus or hiring security. I know lots of BIPOC women who don't feel safe in class or in their on-campus workplaces because of bullying and harassment."

"Maybe if we're gonna have police they should at the very least be partnering with people who are competent and dealing with others in distress, if we have to have a police officer in hand, they can just sit down and shut up and watch for danger but people shouldn't have to deal with them if they're hurt."

"Campus security and/or police liaisons should not be involved. It is traumatizing for survivors as these institutions uphold rape culture, white supremacy, and settler colonial violence. Instead of relying on police/security, I would prefer to see sexual assault centres and other orgs to step in with professionals such as mental health workers and counsellors."

"[H]onestly, I don't know. I wish it was showing people what that violence is like in its many forms and focussing on the perpetrators as in THEY are to blame and nothing else."

"Already mentioned but even though there are policies and information put on universities websites, there is a lack of IMPLEMENTATION, which tokenize student leaders who are continuously put in positions where they tirelessly have to advocate to get their needs met. Misogynistic attitudes and victim blaming by security in neurobiology of training workshops."

"I personally do not see campus security as effective for addressing gender based violence. The campus security force are mostly white cis-gender heteronormative folks who don't feel safe to many people in our community. They also don't seem to provide the types of support or response that is needed. I think having a more diverse and skilled presence, (Social workers, nurses, counsellors) who are focussed on prevention and survivor support is essential."

"I think campus security & police CAN be helpful, but only if they have appropriate, repeated training on supporting survivors. Many people (especially people of colour) have negative experiences with police & police- like figures (security), which makes them less likely to reach out for help from those people. I believe there could be other approaches, perhaps including a trauma counsellor in the response team to a call suspected to be sexualized/gender-based violence."

"I think maybe in residences we could see it normalized to be able to call some authority if there is a suspected sexual violence."

"Non existent from what other people have said. Safe spaces,[c]ampus security and policing do their best, but ultimately are not helpful in s[u]ch stressful and traumatic experiences."

"I have not seen any security or policing of gender-based violence."

"[D]o not think police/security have a role needs to be more community based."

"I think that campus security and policing should be the last resort. These are extremely important services in case something actually DOES happen. However, [West Coast university] should work towards creating programs that will PREVENT anything from happening to begin with. Safe walk is one great initiative and so are posters around campus. I think the most important would be to spread the message that sexual violence is NOT okay and for the whole [West Coast university] community to fully embrace that message."

"I'm in touch with the police about doing these language classes on sex work, other groups do it for HIV positive communities. All these sub communities that can easily put together these little workshops on a sponsored or volunteer basis with police or other communities. Talking with group about sex workers reporting assult to sexual assault center. Need to unpack guilt and responsibility of sex workers when they report or have assault. More specific detail to helping groups deal with the realities that people are addressing. It's a matter of reaching out and talking to the people in the communities that you aren't serving to the best of your ability. Most of these communities will have someone who's willing to talk."

"Our police here are great in that there is ongoing training on dif things. Bring in dif groups. My partner [who is trans] taught on what to do when an ID does not match face because of gender transitioning, tatoos, or other reasons. Learning to respond to different things. Pull-in groups."

"Being held accountable to the information you're taught (police). It's one thing to talk at them vs. having an engaging conversation. Language workshop is a conversation and everyone remembers it because they're part of it. They're going to keep using the labour of the community, but until we see that the information is being consumed it's such a slap in the face -- I'm working my ass off and nothing is changing and I can't deal with the disappointment anymore. At least you're going to work your ass off and not see change at least you can get some compensation from it."

"Example: police get called cause a woman is threatening to kill herself. People are told, call the police. Police kill her! Prime example that police are not the people to respond to every situation. Even a domestic situation, mental health … as much as they try there will be a boys club. Instinct to be buddy buddy with the guy. Different social interaction. Regardless of police officer's gender, there's still that gendered aspect. That is not going to be the right person to show up in an abuse situation. Full uniform and a gun is not the person someone who has just been abused wants to talk to. Someone in a sweater, with a gentle tone and no uniform will indicate that this is a safe person."

"Invest in education and resources not more police/security guards! We don't need more police presence on our campuses as it already has shown that they have not contributed to a decrease in violence. Racialized students should not have to deal with more police at their place of education."

"I think they can play a role but much, much more important is preventative education that informs, educates, addresses myths and misconceptions, and dismantles rape culture on campus, and survivor-centered support services that provide compassionate, patient care."

"They're of utmost importance because they'd be one of the first points of contact - non judgemental, fair and neutral staff is needed for this Campus based anonymous hotlines for survivors and victims."

"Campus security could be better trained to spot situations that might be leading to sexual assault, eg a potential attacker leading a drunk victim into a dorm; and be better equipped to listen to survivors."

"I don't know about other campuses, but the security on our campus is useless. It takes 5 minutes to walk from one end of campus to the next and it takes them 20 minutes to respond to anything…"

"I think the role should be minimal and act only in term as safety specialist meaning they could be involved in the drafting or implementation of a safety plan but they shouldn't be involved in disciplinary decisions."

"Campus security is not a solution and frequently makes the situation worse. I once had a campus security officer ask me how scared I'd been; upon determining I was not really scared, he decided not to pursue investigation. Campus security should not exist, frankly. They exist to protect the institution, not students. We need funding for 24/7 sv support services."

"More social workers and therapists on campus to provide counselling to victims. Security personnel and police are useful as well, but in enforcement roles to prevent violence as it happens and/or pursue leads about possible exploitation going on."

"Campus security is a joke. We need more peer security."

"I am anti-policing in cases of interpersonal violence because I think they cause more harm than good in most cases. It's a difficult system to access and the last thing we would want is a victim feeling unsafe because of police actions. I would much rather see a restorative based approach that focuses on making the campus a safe place, giving victims support, and preventative measures."

"I don't know how much of a role I see campus security having other than providing the SafeWalk program and assisting when asked to by folks. Alternatives could be a student/community-led initiative that provides support to survivors and also increases awareness, education, and tools/resources to the general public/students."

"I think campus security are doing their best, but a lot of hired security are gender binary folks. So I'm curious campuses could incorporate more training or diverse people who can understand impacts to be more empathetic during situations."

"Yes definitely. there should be alternative approaches. Security is not able to adequately respond to incidents surrounding gender based violence on campus, especially at [East Coast university. For years, there have been articles in the news about different students' experiences with security on campus. I was approached by a stranger on campus and I called the security line to access travel safe assistance and was denied the service. There is a lot of misogyny and negative attitudes despite the training and resources available to management, department of facilities, and so forth. Police are also not trained to respond adequately. There must be trauma informed training and roles specifically to address gender based violence on campus."

"I know for me personally I'm a student at (large Ontario University), and the campus police there, if you look at their training. You can see how much training they've taken on like using weapons or like force uses and like stuff like that. And opposed to like, the (for some reason) optional trainings on like mental health or survivor advocacy or peer support or anything like that. So I think that there's also a really interesting element just in terms of like, who's actually being properly trained and educated and also what the level of transparency with campus police is because we see situations are kind of just left up to a police officer's discretion. And there isn't really sort of like a central response, which also allows a lot of room for for racism and sexism and all of those sort of issues that we commonly see with with campus police so personally, I don't feel safe with campus police, I've had negative experiences with them, knowing that they're not taking the training that they should be taking doesn't make me feel good either."

"And there's also kind of I find to build on that this element of training with security or police of what is the extent of this training, you know, is this a hour long workshop or is this a rigorous process that everyone has to do or is it on an opt in basis as well? So your comment about transparency of one if you make a call, who will be responding and also what training, will this person have, and also what does that training actually mean, are all really good points."

"I don't know exactly how to like say this but in my experience, what I've been hearing on my campus is, like, of course transparency and training needs to be increased but the minute we got a female security officer, the amount of disclosure she received were like, it was just unreal and I think about that also having like representation, whether it's like diverse, a security or campus police as well as like gender diverse. I think also makes people feel comfortable because if you're not, you're not constantly forced to go to like, like what looks to be like a cis white Caucasian security guard for campus police, a male who, you know, that might make you uncomfortable."

"Yuck to police. But campus security have been good in some instances, but they do not have the proper training in my experience."

"I feel less safe only good for immediate dangers such as weapon use/ intruders."

"A lot of training that schools and org provide to their people feel like a checkbox and not something they even have to support to invest in."

"I am a student at (large Quebec University) and was a student at (large Ontario University). I know at (Ontario University) the Security Management consulted me twice on my personal experiences as a trans woman navigating the campus. I'm still not comfortable with police or security, but that effort from that person was appreciated. Also Institutional awareness of 'doxxing' or 'swatting' of students needs to happen."

"It's really interesting about funding, I am an alumni of [Quebec University] and I worked on the anti sexual violence campaign then spent a lot of time talking with the people there and one thing I noticed and a lot of the excuses that the university makes is that there is this lack of funding and they're like, oh, our hands are tied, and even the committee that the university put forward to implement policies and training felt like, it's not like a grant deliverable you know, [there's no] restricted funding to it in the nicest way possible and one of the most interesting things that I would like to see come out of this consultation, or maybe even from like from the federal government, and something that universities can take seriously is that funding is super important, not because it allows programs, and people to keep their livelihoods and feel supported, but also we live in a capitalist society. Money Talks. Money makes people move. And without that money, people just don't move. And oftentimes, anti sexual violence work gendered violence feels like an afterthought from a lot of government initiatives, university initiatives, because there's no money backing it. And I do think that--like I love having policies, I love doing that--but if they're not gonna backup policies and commitment with money, it's just never gonna go anywhere beyond being a policy. And I find that disgusting and a waste of time."

"There's so many policy, suggestions, but are they actually going to come into fruition through financial support."

"[P]olice do what police do — they brutalise students"

"[C]onsider the history of the police and RCMP: it's not a system that works for anyone except those who support white supremacy."

"Peer support networks, grassroot student initiatives:

- more funding needed for student led initiatives/peer support
- BIPOC counsellors/peer mentors
- These alternative supports cannot happen without funding + training
- ultimately need to be a priority for the University and government to get the funding
- And pay activists and advocates fairly <3
- training these grassroots groups on how to properly document these instances is crucial
- money and an actual interest in supportive action
- share the importance of student advocates. we don't need police (as much) if all students/ professor's look out for each other
- do we need another report."

APPENDIX 2:
National Action Plan Group Consult Description and Sample Questions

SAMPLE STUDENT CONSULTATION–NAP/SFCC (ZOOM)

Introduction of Facilitators and Roles

Terms: What we mean when we say:

- gender based violence: we have a broad understanding (homophobia,
- transphobia, misogyny, sexual assault and more)
- our approach is intersectional––so people's experience of gender based violence can have really different dimensions depending on the rest of their identity
- our work is anti oppressive–we don't tolerate violence in this space. We want to make it safer and more accessible for everyone. Be mindful of others and respectful of different experiences and perspectives.

Mini intro of SFCC

Grounding exercise, intro to support person

Participation norms

Explanation of how to use captioning

List of support resources

Ice breaker––share favourite food no one likes, or superpower you would choose

Intro: The main areas we are focusing on in our consultations are prevention, support, and policy/law. We want to hear your thoughts and experiences so we can pass them on to policy-makers. Students are often left out of this type of process. We're just looking for a good conversation and to make sure you feel heard.

Safety

What makes you feel safe on campus? (poll: put your answer in the chat)

We know some of you may have never been to campus (all classes virtual so far) and everyone has experience online.

What makes you feel safe or comfortable online (can be in a school setting or just in general)? (poll: put answer in the chat)

- Anyone want to say more?
- Let's start a conversation––use raised hand or always welcome to keep using the chat.

Part of feeling safe has to do with your environment.

Another part is feeling prepared for difficult situations, and feeling like we can rely on others to help us.

What do you think about campus security and/or the police playing a role in responding to SGBV on campus? Some students tell us they feel safer with a strong security presence, but others say they feel less safe.

- What might be some alternatives to security or policing? (egs. safe walk or buddy programs; bystander intervention)

Training

Do you remember any training on preventing or getting support for sexual or gender-based violence? (poll: show of hands for yes)

What kinds of training?

- examples: consent; bystander workshops; frosh week/residence; self defense
- Did you like it? Was it helpful? Who ran it? Was it in rez? Etc.

What kinds of training do you want to see?

- who or what is missing -what types of situations -who should run it -who needs to be trained (eg students? Tas? Profs? Men? Staff? Admin? security?)

Consent and Sex Ed Training

How do you feel about the level of sexual or consent training that you received in university / college, if any? Did you feel like any previous sexual education that you received adequately prepared you for postsecondary life?

- Many students have told us that the sex-ed they received was only focused on abstinence, or the "dangers" of sex (pregnancy, STIs). Often, the good parts about sexual intimacy (pleasure, agency, consent) are left out. Also, any experiences outside of cis-gender norms and heterosexuality.
- Do you have thoughts about this that you would like to share?

Like we said at the beginning, gender based violence is a big term that includes a lot of different actions, from things like sexist jokes to homophobic attacks to emotional abuse in a long term relationship, to sexual harassment in the classroom, to alcohol-facilitated sexual assault at a party.

What types of violence do you think are pretty well understood or addressed at your school?

Which are still overlooked or minimised?

Why do you think that might be?

- discussion could lead in many directions--gender only being understood as one type of woman; violence just seen as rape, everything else "not as serious"; victim blaming; rape culture.

Reporting

Who would you feel most comfortable telling if you had an experience of gender based violence? (poll: put answer in chat)

- many students first tell their friends or roommates

Do you know about services dealing with SGBV at your school? (hand poll, name what it is in the chat)

Do you know where to go/how to report if you did experience some form of violence? (hand poll)

Any experiences navigating the reporting process? (yourself or maybe in support of a friend?)

- What was that like?
- We hear from a lot of students that the processes are complicated and confusing; language is hard to understand; rights aren't always clear; staff who should be able to support students don't understand policy. We also hear about some positive experiences from student survivors who felt supported by their institution.

How many of you know where to find your campus sexual violence policy? (hand poll)

- Have you ever looked at it?
- Do you remember any training or resource that highlighted the policy?
- How important do you think it is to know these things?
- More thoughts?

If a university or college was creating a policy about how to report and evaluate complaints of SGBV, what would be some important principles and values to start with?

- We ask about values rather than specific policy sections because everyone should be able to have input even if they aren't lawyers or policy experts
- eg. principles: fairness; survivor centeredness; antiracism

Support

We have heard from students in the past that they or their peers faced difficulty accessing support, such as counseling or professional support to go through a complaint process.

Does this speak to your experience(s)? Can you comment further?

- Some common barriers students have discussed include racism, or lack of cultural competency (especially Indigenous students), and counsellors who engage in victim blaming when students disclose experiences of SGBV. Also long wait lists for counselling; survivors trying to access accommodations.

What kinds of improvements would you suggest to make services and supports more accessible to students experiencing racism?

How could universities and colleges do support work that is more intersectional? (eg. understands how different forms of identity and violence are connected)

Students have raised the issue of online safety and harassment with us as they finish a full year of online classes. What types of experiences can you speak to in this area?

- How would you want to see online harassment addressed by your school?
- (Train profs? Students? Zero tolerance policy? Clarity on how to report it? Include in SGBV training?)

Consultation and student involvement

SFCC's consultations so far show that most students have a very low level of trust in their institution's capacity to deal fairly with gender-based violence on campus.

- Why do you think this might be?
- What are other thoughts in this area?

How would you want to be consulted on what your school does to prevent gender-based violence?

What kinds of roles do you think students could or should play in this work?

Wrapping Up

We are coming to the end of the official questions for today.

We still have a bit of time. Is there anything you might want to talk about that didn't come up today? Raise your hand or put your question or comment in the chat.

- We will send you an email with demographic questions and info on how to get your honorarium
- any questions or concerns: consultation@sfcccanada.org

Thanks to all.

APPENDIX 3:
National Action Plan Description of
Survey and Survey Questions

DESCRIPTION

Date: March 1–March 31, 2021.

Total Number of Participants: 66 respondents (final sample). Preliminary data was previously reported in two forms: to YWCA Canada as March 1-15 data set, and additional policy brief for WAGE and other ministries, with non finalised data set.

Narrative Description of Participants:

Participants in our survey were postsecondary students from across Canada. The majority (#) were undergraduates. A small number of students responded as representatives of organisations but the majority participated as individuals. The survey ranged in completion time from 10 to 25 minutes. Many individuals visited the survey and did not complete it, and blank responses have been removed from this sample. Participants were given an overview of the purpose of the survey and how their data would be used and stored. They were instructed that they could choose to skip any question, an option that was intended to increase user comfort and control, and was exercised by many participants at some point. The survey was promoted through SFCC's national networks.

In compliance with WAGE's statistical requests, we asked several questions on demographic data, on a voluntary basis only.

In addition to the demographic stats requested below, we can say:

- 29 identified as survivors of sexual violence
- 5 identified as parents
- 21 identified as facing economic challenges or living in poverty

Number of Participants who identify as:

- A member of 2SLGBTQQI+ communities 36
- Black 1
- Elders or Seniors N/A
- First Nations 2
- Metis 4
- Inuit 0
- Racialised 21
- Belonging to language minority communities 7
- Living with disabilities 19
- Non-binary or gender diverse people 10
- Refugee, immigrant or non-status 10
- From rural, remote or Northern Communities 6
- Sex workers 3
- Having lived experience of sexual exploitation 8
- Women 42
- Nonbinary/gender queer/2S 12

For all responses: We decline to share individual demographic details that would risk identifying participants.

SURVEY TEXT

WELCOME!

Thank you for participating in SFCC's consultation for the National Action Plan to Address Gender-Based Violence.

This survey focuses on bringing the voices of postsecondary students to national policy-makers.

Ce sondage est aussi disponible en français.

WHAT IS THE NATIONAL ACTION PLAN TO ADDRESS GENDER-BASED VIOLENCE?

In January 2021, the Federal government tasked the Department of Women and Gender Equality (WAGE) with coordinating public consultations for a National Action Plan to Address Gender-Based Violence. This plan will recommend strategies for different levels of government and non-governmental organizations to coordinate efforts on gender-based violence. The action plan will touch on many areas of society. Along with other organizations, Students for Consent Culture Canada has been invited to facilitate consultations with postsecondary students in February and March, 2021.

ABOUT THE SURVEY

- You can participate anonymously, as an individual, or on behalf of an organization.
- The survey is open until March 25, 2021, 11:59pm.
- The survey takes between 20 and 25 minutes to complete.
- **You are free to answer or to skip any question**. Please feel free to respond with the format and length that works best for you.
- At the end of the survey, there is more space for you to share your experiences and recommendations freely.

OTHER WAYS TO PARTICIPATE

We are also consulting students in other formats. If you prefer, you can participate in:

- **Individual consultation** (phone conversation): contact us by email at: consultation@sfcccanada.org
- **Public student consultation** (Zoom)
  Date: Wednesday March 10
  Times: 10:00 am PST / 11:00 am MST / 12:00 pm CST / 1:00 pm EST / 2:00 pm AST / 2:30pm NST
  Register for the public Zoom consultation at the following link: https://forms.gle/U63cLQnxXYBijTUm8
- Or email us your thoughts: consultation@sfcccanada.org

ACCESSIBILITY

We will provide closed-captioning for public consultations and are happy to discuss any additional accessibility needs for all consultations. For more information, please contact us by email at consultation@sfcccanada.org

LINK TO SUPPORT SERVICES

Thinking about gender-based violence can be an emotional process for many people. There are many services that you can contact for support. For a list of resources across Canada, click here.

HOW WILL SURVEY DATA BE USED AND STORED?

- For many reasons, SFCC welcomes anonymous responses. If you choose to respond anonymously, SFCC will respect this decision and will only use your responses in ways that will not lead to identifying you or your organization.
- What you share will inform a report to the National Action Plan to Address Gender-Based Violence.

We will also be preparing a longer report which will be available on our own website at sfcccanada. org. We will not use your survey responses for any other purpose. When these reports are completed, this survey will be deleted and our data from the survey will be destroyed.

ABOUT SFCC

Students for Consent Culture Canada (SFCC) is an organization dedicated to supporting anti-sexual violence advocacy and activism by and for students. We develop policy, provide tools and build relationships of solidarity across social justice movements and organizations in order to support cultures of consent on postsecondary campuses and in our communities. You can visit our website for more information:

sfcccanada.org

SURVEY QUESTIONS

BASIC PARTICIPANT INFORMATION

I am participating:

- ☐ as an individual
- ☐ on behalf of my organisation
- ☐ anonymously

If you are not responding anonymously, you can let us know your name and/or your organization below.

What level of education are you pursuing?

DEMOGRAPHICS

How would you describe your gender identity? _ _ _ _ _ _ _ _ _ _ _ _ _

How would you describe your sexuality? _ _ _ _ _ _ _ _ _ _ _ _

How would you describe your racial or ethnic identity? _ _ _ _ _ _ _ _ _ _ _ _

Are you:

- ☐ First Nations
- ☐ Metis
- ☐ Inuit

Do you identify as any of the following? Please select all that apply (or skip to the next question).

- ☐ Belonging to a language minority community
- ☐ Belonging to a rural, remote or Northern community
- ☐ Elder or senior
- ☐ Facing economic challenges or living in poverty
- ☐ Having lived experience of sexual exploitation
- ☐ Living with a disability
- ☐ Parent
- ☐ Refugee, immigrant, or non-status person
- ☐ Sex worker
- ☐ Survivor of sexual violence

GENDER BASED VIOLENCE ON CAMPUS

Since you started your studies, do you remember any training or promotion about your campus sexual or gender-based violence policy?

- ○ Yes
- ○ No
- ○ Not applicable
- ○ I don't know

You answered yes to the previous question. How well would you say the training or promotions of your campus policy prepared you to report or seek help for gender-based violence?

Do you have any experience trying to navigate a campus sexual violence policy and/or make a report? This could be for yourself or in support of someone else.

- ○ Yes
- ○ No
- ○ Not applicable
- ○ I don't know

You answered yes to the previous question. How would you describe the experience of navigating the sexual violence policy and/or making a report? What worked and what didn't?

What principles do you think are most important for addressing sexual and gender-based violence on campuses? (For example: fairness; anti-racism; equity; survivor-centeredness). Please list as many as you want below.

In your view, what are some of the main barriers to justice and accountability that student survivors face on campus?

How do you see the role of campus security and policing for addressing gender-based violence? Do alternative approaches come to mind that you think could improve safety and support survivors on campus?

How would you rate your level of trust in your university or college to address gender-based violence violence fairly? This question has a five point scale, where 1 is "low level of trust" and 5 is "high level of trust."

Please feel free to tell us more below.

BARRIERS TO SUPPORT

Counselling

We have heard many students have issues accessing counselling that meets their needs. Some common issues include: long wait lists; counsellors that engage in victim-blaming; lack of culturally competent counsellors; lack of confidentiality using on-campus services. If you have experience in this area or other thoughts, let us know more below.

Indigenous-Informed Support

Indigenous students report a widespread lack of Indigenous-informed services and support available to address gender-based violence. If you have experience in this area or other thoughts, let us know more below.

Accommodations

Many survivors of gender-based violence experience emotional and physical health effects that can impact their school work, but face barriers when seeking academic accommodations. If you have experience in this area or other thoughts, let us know more below.

Accessibility

Students with disabilities have reported many barriers and difficulties when seeking support services for gender-based violence. If you have experience in this area or other thoughts, let us know more below.

Additional Barriers

We know students face many more barriers to adequate support for gender-based violence. Is there anything that you want to highlight or discuss? Let us know below.

PREVENTION

What gender violence prevention efforts do you believe work well on postsecondary campuses? Please check all that apply. [Options listed alphabetically]

- ☐ Activism and visibility of survivors
- ☐ Better lighting on campus
- ☐ Bystander intervention workshops
- ☐ Consent training run by peers
- ☐ Draw The Line or other poster campaigns
- ☐ Emergency phones around campus
- ☐ Enforcement of sexual violence, anti-harassment and human rights policies
- ☐ Gender studies classes
- ☐ Information and activity fairs
- ☐ Mandatory frosh or intro week training
- ☐ Safety-related apps
- ☐ Safe-Walk programs
- ☐ Self-defense training
- ☐ Sexual Assault Awareness activities
- ☐ Special speakers
- ☐ Strong security presence
- ☐ Training for staff and faculty
- ☐ None of the above
- ☐ I don't know
- ☐ Other: _____
- ☐ Not applicable

What do you think makes gender-based violence prevention effective? Please feel free to share any other thoughts you have about effective or ineffective prevention approaches.

What issues and approaches do you believe are still overlooked in current prevention work at colleges and universities? Feel free to share specific examples and experiences here.

In your view, who is missing from conversations about gender-based violence prevention on campus? If you feel comfortable, tell us more about your own experiences or observations of being included and excluded.

ADDRESSING ROOT CAUSES

What do you see as the root cause(s) of gender-based violence? Please select any options below that you feel are relevant. [Options listed alphabetically]

- ☐ Ableism
- ☐ Anger
- ☐ Capitalism
- ☐ Colonialism
- ☐ Drugs/Alcohol
- ☐ Family background
- ☐ Homophobia
- ☐ Lack of sexual education
- ☐ Men
- ☐ Mental illness
- ☐ Patriarchy
- ☐ Poor lighting at night
- ☐ Poverty
- ☐ Racism
- ☐ Sexism
- ☐ Toxic masculinity
- ☐ Transphobia

☐ I don't know
☐ Not applicable
☐ Other:_____

If you were in charge, what are some key actions you would take to address these root causes of gender-based violence (on campus, or in general)? This is a big question! Try to give us your top 3 priority areas or actions.

Students often face financial challenges and work in a range of jobs to pay tuition and make ends meet. Many jobs are in under-regulated areas and the gig economy, for example: food service and delivery; sex work; ride-sharing; cleaning services. These forms of precarious and under-regulated work can put students at higher risk of violence and rights abuses. Does this reflect your experience as a working student? What would you recommend to improve conditions?

SETTING PRIORITIES

Each of the questions below asked participants to assign their own priority level to six categories that emerged in earlier consultation sessions. This question has a five point scale, where 1 is "lower priority" and 5 is "higher priority."

Support Indigenous Women, Gender Diverse and Two-Spirit Students: Gender-based violence policy, prevention and support services on Canadian campuses are rarely informed by Indigenous perspectives. However, Indigenous students face specific risks for gender-based violence, and Indigenous community perspectives and leadership are crucial to creating culturally competent spaces and services. SFCC calls for postsecondary institutions to engage seriously with the recommendations of the Truth and Reconciliation Commission and the National Inquiry into Missing and Murdered Indigenous Women and Girls.

National & Provincial Standards for Campus Sexual Violence Policies: Campus policies vary widely, and many present serious obstacles for survivors seeking support and accountability. SFCC has established a set of minimum standards to ensure that each policy is trauma-informed and prioritizes student survivors, and we would like to see these standards adopted nation-wide.

Improve and Expand Sexual Education at all levels: Sexual education that is consent-oriented, culturally-located, and gender-affirming is very important to confronting and eliminating gender-based violence on campus. Across Canada, educators, sexual violence experts, health professionals, and students are calling for sexual education that better addresses students' lives and needs, in all their diversity.

Create Dedicated Sexual Violence Response Offices: Sexual and gender-based violence reporting and support services are often uncoordinated, spread across different offices on campus and staffed by those who are not trained for this work specifically. Creating one-stop spaces with trauma-informed practices and properly trained staff can help minimize the stress on survivors trying to navigate these difficult processes, and ensure that everyone receives accurate information, and high quality advice and support.

Reform Canada's Current Sex Work Legislation: Many students work multiple jobs to meet the high costs of postsecondary education. This includes sex work, which often exposes students to high-risk situations because of its under-regulated and stigmatized status. SFCC calls for reforms to sex work legislation that prioritize the safety of workers.

National Coordination of Privacy Law Reform: Student survivors are often asked to sign strict confidentiality or non-disclosure agreements (NDAs) after they report experiences of violence. Others are threatened with defamation lawsuits by those they have named in their complaints. Both these measures can discourage students from sharing information with others about the ongoing risk of violence and harassment, as well as talking to the media about the institution's response. Privacy law reforms would ensure that there is provincial oversight that prevents the use of these measures to silence students.

What priorities would you add? These can be student-specific or more general.

This is the last question! Is there anything else you would like to share with us?

APPENDIX 4:
List of Support Resources

NATIONAL SUPPORT RESOURCES

- Crisis Service Canada (24/7)- 1-833-456-4566 or text to 45645 (4:00pm-midnight ET)
http://www.crisisservicescanada.ca
- Text HOME to 686868 in Canada to text with a trained Crisis Responder (24/7)
https://www.crisistextline.ca/
- Trans Lifeline- 1-877-330-6366 (7am-1am PST/9am-3am CST/10am-4am EST)
https://www.translifeline.org/
- KeepmeSAFE for International Students- 1-844-451-9700
https://keepmesafe.myissp.com/Home/UniversitySearch
- First Nations and Inuit Hope for Wellness Line (24/7)- 1-855-242-3310 https://www.hopeforwellness.ca

PROVINCIAL / TERRITORIAL SUPPORT AND DISTRESS LINES

British Columbia:

- Crisis Line Association of BC (24/7)- 1-800-784-2433
https://crisiscentre.bc.ca/about-us/
- KUU-US Aboriginal Crisis Line(24 hours)- 1-800-588-8717
http://www.kuu-uscrisisline.ca
- Woman Against Violence Against Women (24/7) (WAVAW)- 1-877-392-7583
https://www.wavaw.ca/get-support/

Alberta:

- Alberta One Line for Sexual Violence- (9am-9pm daily; phone or text)- 1-866-403-8000
https://aasas.ca
- Mental Health Help Line- (24/7)- 1-877-303-2642
https://www.albertahealthservices.ca/findhealth/Service.aspx?id=6810&serviceAtFacilityID=1047134

Saskatchewan:

- Regina Sexual Assault Centre (24/7)- 306-352-0434
www.reginasexualassaultcentre.ca
- Saskatoon Sexual Assault & Information Centre(24/7)- 306-244-2224 https://ssaic.ca

Manitoba:

- Sexual Assault Crisis Line (24/7)- 1-888-292-7565
http://klinic.mb.ca/in-person-counselling/sexual-assault-crisis-counselling/
- Manitoba Suicide Prevention and Support Line (24/7)- 1-877-435-7170 http://reasontolive.ca

Ontario:

- Distress Centres of Greater Toronto (24/7)- 416-408- 4357
  https://www.torontodistresscentre.com/home-support
- Talk4Healing (Indigenous women)- 1-855-554-4325 https://www.talk4healing.com
- Good2Talk (for post-secondary students)- 1-866-925-5454 https://good2talk.ca
- Sexual Assault Crisis Centre (Windsor-Essex; 24/7)- 1-844-900-7222 https://saccwindsor.net

Québec:

- Montréal Sexual Assault Centre (24/7; bilingue)- 1-888-933-9007 http://cvasm.org/en/
- Centre de prévention du suicide de Québec- (24/7; bilingue) (1-866-277-3553)
  https://www.cpsquebec.ca

New Brunswick:

- Fredericton Sexual Assault Crisis Centre (24/7)- 506-454-0437 http://fsacc.ca/en/contact
- Chimo Helpline (24/7)- 1-800-667-5005 http://www.chimohelpline.ca/

Nova Scotia:

- 1.Mental Health Mobile Crisis Team (24/7)- 1-888-429-8167 https://www.mentalhealthns.ca/resources
- Halifax Crisis Line (24/7)- 902 421-1188
  http://avaloncentre.ca/quicklinks/ive-just-been-sexually-assaulted/
- Mi'kmaq Crisis Referral Line (24/7)- 1-855-379-2099 https://www.eskasonimentalhealth.org

P.E.I:

- Island Helpline (24/7)- 1-800-218-2885 https://www.theislandhelpline.com

Newfoundland and Labrador:

- Mental Health Crisis Centre- 1-888-737-4668
  http://www.lghealth.ca/your-health/programs-and-services/mha/
- NL Sexual Assault Crisis and Support Centre- (24/7)-1-800-726 2743 http://nlsacpc.com

Yukon:

- Victim Services- 867-993-5831 http://www.justice.gov.yk.ca/prog/cor/vs/contact_vs.html
- After Hours Support VictimLink (24/7): 1-800-583-0808 http://www.justice.gov.yk.ca/prog/cor/vs/

Northwest Territories:

- NWT Help Line (24/7))- 1-800-661-0844 https://www.hss.gov.nt.ca/en/services/nwt-help-line

Nunavut:

- Nunavut Kamatsiagtut Helpline (24/7)- 1-800-265-3333
  http://www.nunavuthelpline.ca/resources.html

STUDENTS FOR CONSENT CULTURE

Crucial Voices:

Report on SFCC Student Consultations for the National Action Plan to End Gender-Based Violence **2020-21**