

**CAMPUS  
TOOLKIT  
FOR  
CREATING  
CONSENT  
CULTURE**



Canadian Federation  
of Students–Ontario



# 350,000

## UNDERGRADUATE, GRADUATE AND COLLEGE STUDENTS UNITED!

With more than 350,000 members at 38 students' unions in all regions of the province, the Canadian Federation of Students–Ontario is the voice of post-secondary education students in Ontario. Our Federation represents students at the college, undergraduate and graduate levels, including full- and part-time students.

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Ce document est disponible en français.

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Please note that this resource is not intended as a replacement to emergency assistance. If this is an emergency or you are afraid for your life, call 911 or your local police service.

Assaulted Woman's Helpline  
[awhl.org](http://awhl.org)

Toll-free: 1-866-863-0511

Toronto: 416-863-0511

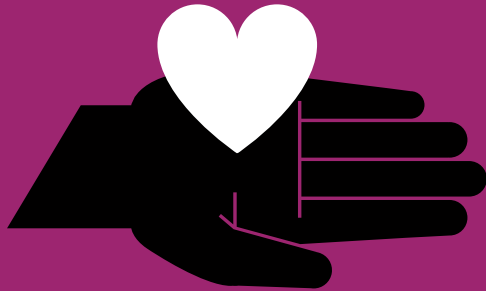
Toll free TTY: 1-866-863-7868

Text #SAFE (7233)

*Interpreters in 154 languages are available to respond to callers.*

You can also call the Victim Support Line toll-free at 1-888-579-2888 or 416-314-2447 in the Toronto area.

# STUDENTS HAVE THE POWER TO BUILD A STRONG CONSENT CULTURE ON AND BEYOND OUR CAMPUSES.



Students' unions across the province and the Canadian Federation of Students-Ontario have long advocated for the need to address the systemic issues that lead to violence and oppression on our campuses and in our communities. This Campus Toolkit for Creating Consent Culture is part of our ongoing commitment to end sexual and gender-based violence on campus. Complementing the *No Means No* and *Consent is Mandatory* campaigns, this toolkit was created to support ongoing campus-based work at students' unions and gender resource centres.

Member locals of the Canadian Federation of Students - Ontario identified a need for tools including a provincial database of support organizations and centres, sexual assault policy information, and tips for how to respond when college and university administrations are pushing back against preventing violence and promoting consent.

The Federation recognizes that there are several organizations whose sole responsibility is violence prevention and survivor support and it is not our intention to duplicate or replace that ongoing work.

# SEXUAL ASSAULT POLICY TEMPLATE

Sexual assault policies are a mechanism for post-secondary institutions to prioritize ending sexual assault on campus, to outline clear ways to keep students safe, to support them if they are sexually assaulted, and to discipline them if they are perpetrators of sexual violence. In order to build the foundation for safer campuses, it is crucial for colleges and universities to adopt stand-alone sexual assault policies and involve students in the process. We need policies designed by campus stakeholders, the largest of which are students, so that if a student does experience sexual assault, they know what options they have. These policies will help to acknowledge the reality of rape culture on campus, to establish a culture of believing those who have experienced this violence, and for institutions taking responsibility for students' healing and accommodations.

## KEY PARTS TO INCLUDE IN A STATEMENT AND/OR POLICY ON SEXUAL VIOLENCE:

### PRINCIPLE

- Outline the institution's stance and principles about their responsibility in creating safe spaces and preventing and addressing sexual assault and violence on campus. This is also a place to outline what sexual violence means, as well as what is expected and/or desired when it comes to a safe space on campus.
- Should emphasize and outline the need for a preventative strategy to combat sexual violence in addition to having procedures set out to respond to incidents.
- Must be written using anti-oppression and anti-discrimination lenses. (*See Glossary of Anti-Oppression Terms*)

### PURPOSE

- Outline what the purpose of the policy is. This can be exhaustive and delivered through paragraph form or as bullet points.

### SCOPE

- Clearly define who and what the policy is intended to cover and include who has responsibilities within the policy. The scope is likely to include students, staff, faculty, and administration as well as other individuals who are a part of the campus environment.

## DEFINITIONS

- Clearly define terms and concepts that will be used throughout the policy, as well as general definitions in relation to sexual assault, violence and consent.
- Terms and concepts should use gender-neutral language.
- Definitions should recognize how the intersectionality of identities impact incidents of sexual violence and harassment.
- Policy should include definition of consent and clearly defined situations where consent is absent. For instance, someone cannot legally consent if they are drunk, under the influence of drugs, unconscious, asleep, if they are threatened or coerced, or in case of fraud or the exercise of authority. A description of consent should include it being active, enthusiastic, and continuous.

## RESPONSIBILITIES AND DUTIES

- Outline the responsibilities and duties of those who are held responsible by the policy.
- Include a statement about the responsibility of members of the institution, including students, staff, faculty and administration to familiarize themselves with the policy.

## INTERIM PROTECTIONS

- The institution must outline what steps will be taken to protect the individual who experienced sexual assault and harassment and the larger University community upon receipt of a complaint. This can include, but is not limited to, no-contact orders or temporary suspension.

- Academic accommodation measures must also be listed such as class schedule adjustment, withdrawal from/retake class(es) without financial and academic penalty and access to academic support. All accommodations and safety planning must be conducted in consultation with the individual who experienced sexual violence or harassment at every step.
- The onus should not be on the student who experienced sexual violence to make changes to their academic schedule when possible.

## RIGHT OF THE INDIVIDUAL WHO EXPERIENCED SEXUAL VIOLENCE

- Explicitly state the rights of the individual who experienced sexual violence and their options for moving forward.
- It should be stated that the individual has the right to request staff of a specific gender through all steps of the reporting process, and the individual has the right to a support person of their choosing to accompany them to any meeting or hearing.

## AMNESTY/IMMUNITY

- To encourage reporting of incidences under the policy individuals should have protection (immunity) from other violations of institutional policies in relation to consumption of alcohol and or drugs arising out of the same incident.

## RESPONSIBLE PERSONS

- The policy should include a list of individuals or departments that students can go to as first points of contact. These persons should be trained, able and available to provide emergency and ongoing support.

- Responsible persons should also be able to help individuals get the required and desired resources and accommodations, explain how the institution’s policy works and help individuals navigate the process.
- Responsible persons must be reflective of the campus community, especially persons from marginalized communities (e.g. Aboriginal, LGBTQ, racialized, students with disabilities, etc.)

## **JURISDICTION**

- Outline the jurisdiction of the policy and specifically how non-institution persons who have concerns will be addressed.
- The policy must address off-campus assaults, assaults against and by campus visitors as well as campus-based groups that participate in activities that condone sexual violence and assault.
- The policy must address sexual violence and harassment that may occur to students and university community members who have work placements, internships and research assignments by groups and corporations outside of the university.

## **CONFIDENTIALITY**

- State the importance of confidentiality and how it will be maintained throughout reporting, investigating and the appeals processes.
- The institution should make it clear who will (or will not) share information with whom and when one may need to override a request for confidentiality. This should be clear so the individual who experienced sexual assault or harassment can make an informed decision before disclosing their experience.

## **PROCESS**

- Outline the process for submitting a complaint and include whether both informal and formal ways of proceeding are available (both are recommended).
- There must be a process to deal with multiple complaints about the same person when complainants are unwilling to file a report.
- The process should allow for representation for complainants and the accused.
- The process should set out what happens when there are ongoing court proceedings.
- There must be alternatives to reporting listed.

## **INVESTIGATION PROCEDURES AND PROTOCOLS**

- Explain who the persons are that conduct the investigation and what it will entail.
- Mediation is never appropriate. Mediation is problematic because it requires for both parties to take accountability for their actions and a person who has experienced sexual violence should never have to feel like their actions led to their rape or assault.
- Outline the members of the campus community who are involved with the process to ensure accountability and the roles and responsibilities of those parties.
- Members of boards or panels that hear cases should be trained in anti-oppression/anti-discrimination principles.
- It should be made clear that the individual who experienced sexual violence has the right to be informed of the result of the investigation or disciplinary process.

## RECORDS AND RETENTION

- Explain how records will be kept. Two separate processes should be identified for informal and formal complaints.
- Complaints should not be linked to academic files for complainants.
- Options for Assistance Following an Incident of Sexual Violence -It is important to outline clearly and concisely what an individual who has experienced sexual assault or harassment can do through institutional channels.
- Include details of what a clear and effective chain of communication is on campus whether the assault occurred in residence or elsewhere on campus.
- The policy should identify and provide contact information for trained on and off-campus advocates and counselors who can provide immediate, confidential responses in a crisis situation (see Responsible Persons).
- Identify health care options both on and off-campus as well as a list of locations and contact information for advocates (i.e. local rape crisis centre, hotline services, etc.)

## APPEALS

- Outline the process of appealing or grieving including how to appeal or grieve, timelines and to what institutional bodies either action goes to.

## RETALIATION

- Address that retaliation is unacceptable against persons who bring forward concerns or complaints, and outline how retaliation will be dealt with.

## POWER DIFFERENCES AND RESPONSIBILITIES

- The policy should address how positions of authority and power influence how they have the potential for creating negative working or studying environments. Power differences can also play a role in whether or not an individual who experiences sexual violence or harassment will disclose their assault.

## OTHER RELATED DOCUMENTS AND INFORMATION

- Include any related documents including human rights code, collective agreements, academic and non-academic codes of conduct, etc.

The policy should set out how often the policy itself will be reviewed and the process by which it can be amended. A good policy that reflects the needs and experiences of the campus community should be reviewed, at minimum, every year.

The creation of the policy and the process for dealing with disclosures of sexual violence and harassment must include relevant institutional stakeholders including but not limited to, students, community rape crisis centres, and unions.

Policy should be readily available in various offices of the institution and in a variety of formats, including on websites and as hard-copies as well as other relevant accessible formats. An awareness campaign about the existence of the policy as well as understanding of policies and practices therein ensures that it is not only read but also understood.

Policy must include a campus and community resource list giving up-to-date names, locations and contact information.

# CAMPUS SAFETY CHECKLIST

An important component in addressing violence is identifying infrastructure issues, gaps in policy and the availability of prevention programs and resources on campuses. Understanding the existing campus culture is crucial to creating safer spaces for students, faculty and staff across the province.

This Campus Safety Checklist is adapted from the METRAC Campus Safety Audit, with permission from the organization. It allows students to evaluate the social and physical environment of their campuses. The Campus Safety Checklist is an important tool for college and university students to access what factors contribute to unsafe environments on their campuses.

For more information about the METRAC Campus Safety Audit visit [metrac.org](http://metrac.org)

For a printable version of the Campus Safety Checklist visit [cfsontario.ca](http://cfsontario.ca)

## SOCIAL ENVIRONMENT

- Does your institution have a statement outlining a commitment to safety and steps to address security incidents?
- Does your institution have a community safety council that includes:
  - Community members
  - Students
  - Faculty
  - Staff
  - Security services
  - If a community safety council exists, is it representative of women, men and trans\* people of diverse ages, races, sexual orientations, abilities, income levels, ethnicities and faiths?
- Does your institution have violence prevention policies and procedures on how to identify, prevent and respond to physical assault, rape, stalking, intimate relationship violence, cyber violence, harassment and hate incidents?
  - Does your institution offer free and accessible programs to train students, staff and faculty on these policies?
- Does your institution have policies around physical accessibility related to emergency and safety requirements for students and faculty with physical disabilities?
- Does the institution have safe(r) space programs that are campus-wide and foster inclusive environments for people of all sexual orientations and gender identities?



- Does the institution have a preventative sexual assault campaign launched at the beginning of each academic year?
  - Is this campaign developed and carried out in collaboration with relevant community groups and campus stakeholders?
- Does the institution offer equity or inclusivity training that is open to all students?
  - Does it offer equity or inclusivity training that is open to all faculty and staff?
- Does the institution provide workshops for faculty and teaching assistants about sexual assault and harassment on campus?
- Does the institution schedule courses and class locations with student composition in mind?
- Does the institutions provide safety, equity and inclusivity training in undergraduate and graduate residences?
- Does the institution have a policy on equity and inclusion?
- Does the president of the institution communicate progress to campus constituents in an annual report?

## PHYSICAL ENVIRONMENT

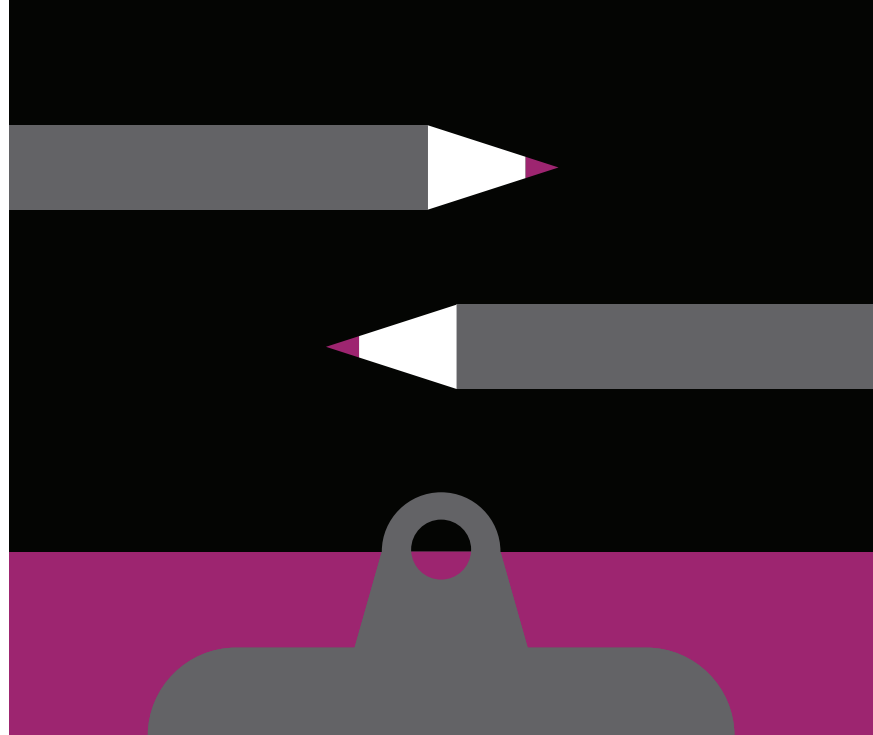
- Are common pathways on campus well-lit?
- Is the perimeter around campus well-lit?
- Does the institution have a clear process to solicit feedback from campus stakeholders, including an annual campus safety audit walkabout?
- Are there lights that automatically turn on at dusk and turn off at dawn to illuminate outdoor areas such as parking lots, walkways and sidewalks?
- Does the institution, in consultation with community members, continue to identify and replace outdated, inaccurate and vandalized signs?
- Is there a consistent directional signage system in each building and on each floor?
  - Does the signage system include a directory of services; accessible and non-accessible entranceways; directional signs to services, elevators and washrooms; room numbers; and information for emergency assistance?
- Is there signage to indicate hours of operation in all buildings?
- Are there display signs for how to contact security in case of an emergency in all washrooms?
- Are floor plans put up on each floor in residences and do the floor plans provide directions to stairwells and emergency exits?
- Is emergency procedure signage posted in all classrooms?

- Are standardized emergency assistance signs installed in buildings and departments?
  - Does the signage provide detail of what a person can do when they feel threatened or in cases of assault or other emergencies?
- Are clear signs installed that can be easily spotted in panic situations to indicate where safety measures or escape routes exist?
- Are safety mirrors installed in all areas where there is a turn where one cannot see ahead and an obstruction that interrupts a line of sight within 25 metres or creates an area where someone can hide?
- Does the institution regularly review landscaping plans to improve sightlines and eliminate hiding places?
- Are regular audits conducted to ensure that foliage is properly maintained?
- Is there an institution-wide accessibility plan?
  - Does the institution regularly carry out accessibility audits of buildings to determine which are not fully accessible?
  - Are stakeholders involved in designing, implementing, monitoring and evaluating the plan?
- Is snow and ice promptly cleared from high traffic spaces?
- Are safety programs constantly reviewed to ensure they are accessible to people with disabilities?
  - Are relevant stakeholders included in the review?

## SECURITY SERVICES

- Does the institution have adequate levels of security staffing to carry out campus patrols, night time coverage, response time to calls and coverage at special events such as pub nights?
- Are there satellite security hubs and mobile stations established across campus to increase surveillance of isolated areas?
- Are security officers trained in issues related to gender-based violence, equity and inclusion practices in their work?
  - Is training ongoing and monitored for impact?
- Is the institutional security service model one that balances community development with enforcement needs?
- Are security teams representative of the diversity of campus constituents?
- Do protocols for maintenance orders in residences exist at the institution?
  - Are the protocols reviewed in consultation with students, in order to protect their safety and privacy?
  - Are maintenance workers screened and trained on violence and harassment prevention?
- Are emergency phones standardized in colour, unit and instructions? (Does each phone look the same across campus and are instructions and site locations in large print, accessible formats?)
- Are CCTVs adequately staffed by licensed officers?

- Are cameras reviewed for effectiveness and placed in areas with greatest risk and threats such as parking lots, entry and exit points, collection booths?
  - Do cameras have high-visibility lighting and adequate film storage systems for investigative purposes?
- Do safe walk services escort students in mixed gender pairs?
- Does the institution notify the campus community of security incidents and emergency situations in a variety of ways including e-mail, text messaging, and LCD screens?
  - Has the institution consulted with the campus community as to the best methods of communication?
- Are community members engaged in emergency preparedness exercises on a regular basis?



Three magenta square brackets on the left side, each followed by two horizontal grey lines, providing a structure for notes or answers.

# BUILDING CONSENT CULTURE ON CAMPUS

## *What is consent culture?*

A culture in which the prevailing narrative of sex is centered on mutual consent. It is a culture that does not force anyone into anything, respects bodily autonomy and is based on the belief that a person is always the best judge of their own wants and needs. Consent to any activity is ongoing, freely given, informed and enthusiastic.

## **SEXUAL HEALTH MATERIALS IN FROSH AND ORIENTATION KITS AND AT THE STUDENTS' UNION OFFICE**

Providing free condoms, dental dams and other forms of protection is an important way to promote consent and safer sex on campus. There is a lot of stigma around sex that may make some students feel uncomfortable purchasing sexual health materials. By including them in frosh kits and having them in open spaces around your building or office, you are creating a space for discussion of healthy sex and consent.

Students' unions can purchase some sexual health products through the Canadian Federation of Students' bulk purchasing program. There are also several non-profits and health clinics around the province that are able to provide free sexual health products and pregnancy tests if your budget is limited.

## **LITERATURE ON CONSENT AND SEXUAL VIOLENCE IN FROSH AND ORIENTATION KITS**

Back to school is an important time for all students and the students' union because students are open to learning and experiencing new things and information. Including materials, like a leaflet or button, in frosh and orientation kits at the beginning of the year is a great way to start conversations about sex and can be part of a larger sexual assault prevention strategy.

Consent education can and should be happening in all spaces students participate in, including but not limited to residences, sporting games, campus bars and events held by the students' union.

Materials produced by the Canadian Federation of Students are available and include rave cards, pamphlets, coasters and various buttons.

## **TABLE WITH MATERIALS THAT PROMOTE CONSENT AND THAT EDUCATE ON SEXUAL ASSAULT PREVENTION**

Include consent and sexual violence awareness materials in your outreach throughout the year. Keeping the materials present and public in different locations on campus at different times ensures that the information is available to as many students as possible, and promotes a culture of openness and discussion about consent, sexual assault and harassment.

## **WORKSHOPS ON CONSENT AND HEALTHY SEXUAL RELATIONSHIPS THROUGHOUT THE YEAR**

There are several different kinds of workshops and seminars that can be hosted about consent and safer sex. Whether it's an introduction to consent workshop teaching students about what asking for and giving consent looks like, or a basic safer sex workshop including tips about protection and hygiene, education is an important aspect of violence prevention.

## **SPECIFIC TRAINING ON BUILDING A CONSENT CULTURE ON CAMPUS FOR ALL STUDENTS**

Hosting open workshops on how students, faculty and administrators can build consent culture on campus within anti-oppression and anti-discrimination frameworks is important as it facilitates inclusive spaces for dialogue about respect and safer space. These spaces create opportunities to discuss the stereotypes surrounding sexual assault, what it means, and where and how it happens. Including definitions, resources and ways to support individuals who have experienced sexual violence is an important part of these trainings.

## **POSTERS ABOUT CONSENT IN RESIDENCES AND STUDENT SPACES**

Posters are a great tool for building awareness. Consider creating posters with facts and information about seeking and giving consent and posting them on campus and in residences. It's also important that posters contain information about available resources on and off-campus.

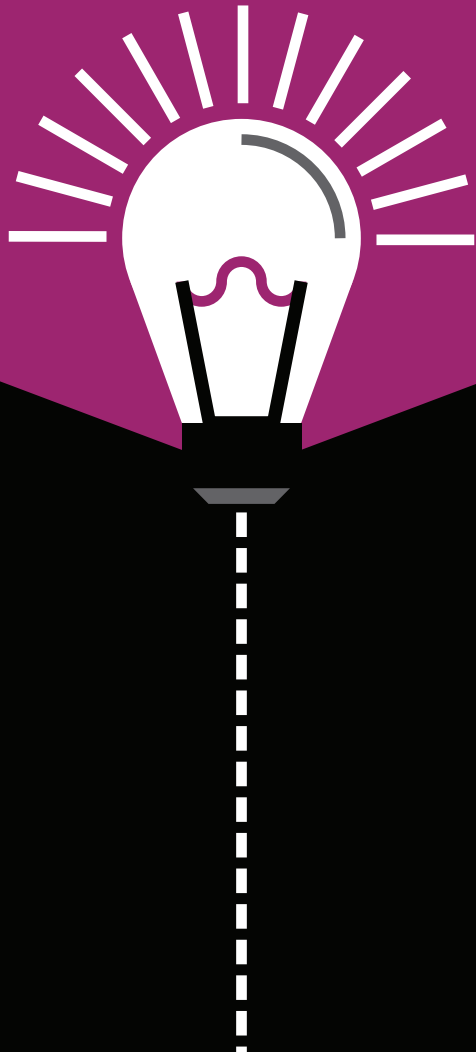
You can also post *No Means No* and *Consent is Mandatory* posters that have been created by the Canadian Federation of students and are available for download at [cfs-fcee.ca/take-action/no-means-no](http://cfs-fcee.ca/take-action/no-means-no).

## **COLLABORATE WITH YOUR RESIDENCE ASSOCIATIONS TO CONDUCT EVENTS/WORKSHOPS/SEMINARS ABOUT CONSENT**

If you're going to host workshops and seminars on consent, think about partnering with your residence associations or residence staff to host some of them in residence. A high number of campus sexual assaults occur in residences.

## ***CONSENT IS MANDATORY AND/OR NO MEANS NO* WEEK OF ACTIVITY**

Many campuses run *Consent is Mandatory* or *No Means No* weeks, which typically is a series of events and workshops focused on these topics. Examples of programming include movie screenings, sex Q&As, panel and circle discussions, inclusive sex-related comedy events, craft and art-related workshops and sex-positive trivia nights.



## **BUILD EDUCATION INTO CURRENT EVENTS AND ORGANIZING**

Once you have materials, it is easy to incorporate consent and sexual violence awareness into other work of the students' union. For example, you could have a *Consent is Mandatory* table at all student union events to highlight the idea that consent and sexual assault education is relevant in every discussion of campus life.

## **TRAINING AND PROMOTIONS IN CAMPUS BARS**

Many students' unions own and/or operate a campus bar and run programming out of it. This is an excellent opportunity to include and host training for the staff that works at the bar. Whether it's equity training or training specific to sexual assault prevention, resolution and support; ensuring that your bar staff are prepared and understand an environment promoting consent and sexual assault prevention is important. You can also use your bar as a space to have materials promoting consent such as coasters for drinks, small flyers to go with menus and posters on bathroom stall doors. Reintroducing the idea of consent and respect in multiple environments supports ongoing efforts of inclusive and safer spaces.

## **COALITION MEETINGS**

Host a coalition meeting with interested students, faculty and staff on campus to help plan events, develop material and strategies around violence prevention and consent promotion. Including students and other community members in the process of developing strategies and campaigns is an important way to make sure the community takes responsibility for creating safer spaces.

Coalition meetings and open organizing spaces are important opportunities to collect feedback from the campus community. Opening up space and encouraging dialogue and suggestions enables students' unions to effectively communicate students' needs to administration and influence institutional policies.

## STUDENT-LED PEER SUPPORT PROGRAMS

There are various student-led sexual violence support and education programs at most institutions across the province. Examples of peer support programs include support lines, ally connect programs that can involve in-person and confidential drop-in hours, walk-home buddy programs and online support initiatives. There are several important considerations when starting or running any of these programs. Including:

### **VOLUNTEER BURNOUT**

Sexual violence support and prevention can be emotionally and mentally taxing work, especially when student-led because many students are also balancing other responsibilities. You will need to consider how to mitigate the risk of burnout amongst your student volunteers.

### **IRREGULAR ATTENDANCE OR LOW ENGAGEMENT**

With any student initiative, low engagement of volunteers is common as students have many competing priorities. Low engagement in a peer support program can threaten the existence and efficiency of the program. You will need to consider how best to maintain a high standard and regular service.

### **INCLUSIVE AND WELCOMING TO ALL**

When running programs that are sensitive in nature and that need to be effective for survivors, ensuring inclusiveness is important and can be difficult. Considerations about the kind of support available, how services are promoted, who is giving support, and who can access services need to be made. Many students' unions and institutions have student-led programs that focus on peer support initiatives. Contact other students' unions or the Canadian Federation of Students - Ontario office for advice and help on starting or expanding your own programs.

## INFLUENCING INSTITUTIONAL STUDENT SUPPORT

It is important to have regular meetings with administration or relevant departments to influence and inform how the college or university provides student support. There are several simple ways that institutions can provide support to students and survivors, including: providing a list of resources on campus and in the campus community, offering referral services through existing counseling departments and encouraging survivors to engage with peer support initiatives and programs on campus.

Students' unions should be included and involved in the administration's decisions of supports to offer and how to promote on and off-campus services.

## IMPORTANT DATES TO ORGANIZE AROUND

The following are some generally recognized dates to consider organizing around and doing events/education in relation to violence prevention and consent promotion.

<b>Third week of September</b>	Take Back the Night Week
<b>October 4</b>	Sisters in Spirit Vigils
<b>November 25</b>	International Day to End Violence Against Women
<b>December 6</b>	National Day of Remembrance and Action on Violence Against Women
<b>February 12</b>	Canadian Sexual and Reproductive Health Day
<b>February 14</b>	Valentine's Day
<b>February 14</b>	Annual Strawberry Ceremony
<b>March 4</b>	World Day of the Fight Against Sexual Exploitation
<b>Week of March 8</b>	International Women's Week
<b>March 8</b>	International Women's Day
<b>Week of March 12</b>	Week of Solidarity with the Peoples Struggling against Racism and Racial discrimination
<b>March 21</b>	International Day for the Elimination of Racial Discrimination
<b>April 3</b>	International Day Against Victim-Blaming
<b>Third week of May</b>	Aboriginal Awareness Week

**May 17**

National Day Against Homophobia & Transphobia

**May 24**

International Women's Day for Peace and Disarmament

**June 21**

National Aboriginal Day

## PARTNERS TO COLLABORATE WITH ON CAMPUS

Groups that may exist on your campus or in the community to consider collaborating with on violence prevention and consent promotion:





# SNAPPY RESPONSES TO SPICY PUSHBACK

Many students' unions face pushback from administration when talking about sexual violence and consent education and awareness on campus. The following are possible questions or concerns administration may pose, and sample responses to ensure anti-violence work by students' unions is supported on campus.



**ADMINISTRATION:** Putting sexual assault information in Orientation kits will frighten students.

**STUDENTS' UNION:** Education is the best form of prevention. By not talking about sexual assault and violence on campus we are ignoring the reality and lived experiences of many students. Creating an environment of awareness and education is more helpful in violence prevention on campus than ignoring that sexual violence is an issue.

**ADMINISTRATION:** By talking about sexual assault, we are admitting it occurs and that is bad branding for the institution.

**STUDENTS' UNION:** Often times the bad branding for an institution occurs after a sexual assault happens and there is a lack of response and prevention at the institutional level. If the administration supported prevention methods and education, there is a lot of potential for positive branding and support from students and community members. Sexual assaults do and will occur, and whether or not a high-profile incident occurs, prevention and adequate response protocols are necessary.

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**ADMINISTRATION:** Students are too immature to talk about sexual violence and harassment and it will only make matters worse by talking about it.

**STUDENTS' UNION:** Post-secondary students are adults and should be treated as such. By denying responsibility you are demeaning the importance of every student's role in prevention and education on campus. Trusting students with education and awareness instills responsibility for their actions and the actions of the campus community.

**ADMINISTRATION:** Our institution doesn't have a department whose responsibility is sexual assault prevention and we don't have the resources to do this work.

**STUDENTS' UNION:** Sexual assault prevention should be a priority of the entire institution as it is the responsibility of the institution to create, promote and ensure safer spaces for all students that attend our school. The students' union is committed to doing this work and will work in cooperation with the administration on this, or the students' union can take the responsibility of programming and education with the administration's support. Starting an open committee for interested campus community members to do this work is a good place to start and helps share the responsibility.

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**ADMINISTRATION:** We've done sexual assault prevention programming before and sexual assaults still occur.

**STUDENTS' UNION:** Sexual assault prevention is never conclusive and is an ongoing process. It is important that the institution include the community and students along the way to ensure prevention measures are reflective of stakeholders and appropriately address situations as a community as they occur. Including mandatory consent education for all students is also an important step toward prevention.



**ADMINISTRATION:** Doesn't talking about "consent" just encourage sexual activity?

**STUDENTS' UNION:** Acknowledging that students are adults comes with acknowledging that sexual activity happens between students. Talking about consent is being proactive about conversations that are important to have when working to prevent sexual assault and violence. Consent awareness and outreach creates safer spaces for the community to talk about respect, an important factor that is absent in situations of sexual assault and violence.

**ADMINISTRATION:** We are also responsible to the parents of students that attend our institution. We receive complaints when consent and sexual assault is discussed on campus.

**STUDENTS' UNION:** Although we appreciate your responsibility to parents, your primary responsibility is to the safety and education of students who attend the institution. If the campus comes together as a community and collectively establishes an environment of education and awareness, the institution will be supported them when dealing with these types of complaints. Parents and the public will ultimately respect the institution's efforts to prevent sexual assault from happening on campus.

# GLOSSARY OF ANTI- OPPRESSION TERMS

Part of engaging in equity work is understanding the power of language. The following is a list of terms that we think may be useful in our collective growth as organizers and participants in social movements.

It's important to remember that these definitions aren't stagnant and are constantly changing and shifting as analysis evolves and as we better understand different forms of oppression and resistance.

These definitions have been collected from a variety of sources, among which include academic readings and lived experience. Both are important sources of knowledge for defining and understanding these terms.

These are by no means an all-inclusive list of terms and many are missing. These terms generally accepted but are not meant to homogenize individuals and communities, and many people do not identify with certain terms. We encourage you to write your own terms, add to the list, scratch out these definitions, redefine the terms. Language isn't owned, and we hope you can take this working document and make a part of your own learning and unlearning.

Although we have provided this template of definitions as a guide to make some of the language used today more accessible, we recognize both the power and fluidity of language and embrace the diversity of meaning that these terms may present.

## GENERAL TERMS

### ALLY:

A member of a privileged group who works to dismantle any form of oppression from which she or he receives the benefit (e.g., a white person who does anti-racist organizing). Being an ally means acting in solidarity with marginalized groups.

### COALITION:

An alliance (usually temporary) of organizations or collectives with different mandates but who share similar goals or identities. Coalitions are usually formed around a particular issue or topic and have definitive goals to achieve.

### COLLECTIVE:

A group of people who come together through shared experience or a shared set of goals. A collective can work to build a community within itself and work together to influence change. By working together a collective has more organizing capacity and potential.

### EQUALITY VS. EQUITY:

Equality is based on the idea that everyone in society has the same opportunities. However, in recognition that structures in society disadvantage marginalized groups based on race, class, gender, sexuality, orientation, ability and equity takes into consideration the advantages and/or disadvantages people face in society and recognizes that equality does not mean the same thing for everybody. An example of equity is Affirmative Action, which tries to break down barriers for people who are normally left out of certain positions. The idea of equity is that we cannot all be equal until we recognize the differences that privilege some and disadvantage others.

### HARASSMENT:

Harassment is normally considered to be a course of unwanted remarks, behaviours, or communications in any form based on a prohibited ground of discrimination where the person responsible for the remarks, behaviours or communications knows or reasonably ought to know that these are unwelcome.

*Example:* “Jokes”, comments, or e-mail messages which demean and belittle an individual(s) and which are based on race, ethnic origin, religion, sex, gender, sexual orientation, disability, etc. constitute as harassment.

### MARGINALIZATION:

A form of oppression where an entire category of people is expelled from useful participation in social life and thus potentially subjected to severe material deprivation and even extermination. The material deprivation of marginalized groups is unjust, especially in a society where others have plenty.

### MARGINALIZED:

Excluded, ignored, or relegated to the outer edge of a group/society/community.

### OPPRESSOR, OPPRESSED, OPPRESSION:

An oppressor is someone who uses their power to dominate another or who refuses to use their power to challenge that domination.

An oppressed person is someone who is dominated by an oppressor and by those who are complicit in oppression through their silence.

Oppression is the power and the effects of domination. There are many forms of (often) interlocking oppressions: racism, sexism, classism, heterosexism, anti-Semitism, Islamophobia, ableism, ageism, homophobia, transphobia etc.

## **POWER:**

Access to resources and to decision maker's power to get what you want done, the ability to influence others, the ability to define reality for yourself and potentially for others. Power can be visible, hidden, or invisible. Power can show up as power over others, power with others, and/or power within a group.

## **PRIVILEGE:**

Systemic advantages based on certain characteristics that are celebrated by society and preserved through its institutions. In North America, these can include being white, having money, being heterosexual, not having a disability, etc. Frequently people are unaware that these characteristics should be understood as privileges as they are so effectively normalized.

## **RAPE:**

Rape is an act of power and control, in which the victim is humiliated, degraded, and left with feelings of shame, guilt, and anger. The Criminal Code of Canada does not specifically define "rape" in terms of specific acts. The crime of sexual assault is codified within the general assault provision (s. 265(2)), which makes it a crime to intentionally apply force to another person without their consent.

## **RAPE CULTURE:**

A culture in which dominant cultural ideologies, media images, social practices, and societal institutions support and condone sexual abuse by normalizing, trivializing and eroticizing male violence and dominance over women and blames victims for their own abuse.

## **SEXUAL ASSAULT:**

The sexual exploitation, forcible penetration, or an act of sexual contact on the body of another person without their consent. Sexual assault is a form of sexual violence, and it includes rape (such as forced vaginal, anal or oral penetration or drug facilitated sexual assault), groping, forced kissing, child sexual abuse, or the torture of the person in a sexual manner. The term includes but is not limited to, sexual harassment, the threat of sexual assault, criminal harassment (stalking and cyber harassment), and intimate partner violence.

## **SURVIVOR:**

While individuals who have experienced or are experiencing sexual violence are victims, they are also in a constant state of "surviving" the experience. The idea of survival carries within it's definition the ongoing fight to live or "survive" a traumatizing experience, a process that includes dealing with a multitude of feelings and health consequences. It is important to note that there is no singular survivor narrative for violence.

## RACE/CULTURAL RELATED TERMS

### ANTI-BLACK RACISM:

Anti-black racism refers to the pervasive and systemic nature of racism that actively targets black bodies and communities. It is the recognition that even within Racialised communities Black people are seen as the furthest from whiteness and as such are viewed as less than. Anti-black racism can look like the underrepresentation of Black people on college and university campuses, high rates of police violence in Black communities or the maintenance of stereotypes that regard Black people as dangerous, lazy or criminal.

### COLONIALISM:

Colonialism is the establishment, maintenance, acquisition and expansion of colonies in one territory by people from another territory. Colonialism is a set of unequal relationships between the dominant state and the colony and between the colonists and the indigenous people.

### INTERSECTIONALITY:

The interconnected nature of all forms of oppression (cultural, institutional and social) against particular groups, and the way they are imbedded within existing systems such that they operate in subtle, covert and compounded ways (e.g. gender and colour; religion and race; sexual orientation and race)

### ISLAMOPHOBIA:

Unfounded hostility towards Islam, and therefore fear or dislike of Muslims. Broadly this presents Islam as a monolithic bloc, static and unresponsive to change and characterizes Muslims as barbaric, irrational, primitive and sexist. Hostility towards Islam is used to justify discriminatory practices towards Muslims and exclusion of Muslims from mainstream society.

### “RACIALISED” V. PEOPLE OF COLOUR:

People of Colour refer to anyone who isn't white.

Racialised refers to anyone who experiences racism because of their race, skin colour, ethnic background, accent, or culture. Racialised people are people of colour, aboriginal people, and ethnic, linguistic and cultural minorities.

Racialisation is the process of producing racial identities. Put simply, a group of people is seen as a “race” when it was not done before. Racialised is a more inclusive term to describe people who experience racism due to perceived minority or person of colour status. Racialization is used because it acknowledges that race is a social construct. The discrimination is not based on just ethnicity but more on what the dominant culture perceives that ethnicity to be.

### RACISM:

A system of advantage based on race; the ability to act on the belief that people of different races have different qualities and abilities, and that some races are inherently superior or inferior. Racism manifests in many ways, from dislike and avoidance of people based on their race to discrimination against them on an institutional level to acts of race-based violence

Racism is related to power, who has power, and who is given power by society and exists beyond one-on-one interactions.

## WHITE PRIVILEGE:

A privilege is a right, favour, advantage, and or immunity, specially granted to one individual or group, and withheld from another.

White privilege is a historically based, institutionally perpetuated system of:

- Preferential prejudice for and treatment of white people based solely on their skin colour and/or ancestral origin from Europe; and
- Exemption from racial and/or national oppression based on skin color and/or ancestral origin from Africa, Asia, the Americas and the Arab world.
- U.S. institutions and culture (economic, legal, military, political, educational, entertainment, familial and religious) privilege peoples from Europe over peoples from the Americas, Africa, Asia and the Arab world. In a white supremacist system, white privilege and racial oppression are two sides of the same coin.

## XENOPHOBIA:

A person who is fearful or has an aversion to people and communities who are perceived as being “foreign.”

## GENDER RELATED TERMS

### CISGENDER:

A cisgendered person is someone who identifies as the gender/sex they were assigned at birth.

### GENDER IDENTITY:

The gender that a person sees themselves as. This can include refusing to label oneself with a gender. Gender identity is often conflated with sexual orientation, but this is inaccurate. Gender identity does not cause sexual orientation and assigned sex.

### GENDER QUEER (GENDERQUEER)

A person who redefines or plays with gender, or who refuses gender altogether. A label for people who bend/break the rules of gender and blur the boundaries.

### GENDER VS. SEX:

Sex is a designation at birth based on reproductive organs and chromosomes that differentiates male from female. For many people their sex matches their gender identity, though these should be considered separate. Transgender people, for example, are assigned one sex at birth but have a different gender identity.

Gender, on the other hand, denotes a social, cultural, or psychological condition, as opposed to that of assigned sex. Some people do not have a gender identity that corresponds to their assigned sex, namely transgender, transsexual, intersexed and gender queer individuals.



## **INTERSEX:**

Intersexuality is a set of medical conditions that feature congenital anomalies of the reproductive and sexual system. That is, intersex people are born with “sex chromosomes,” external genitalia, or internal reproductive systems that are not considered “standard” for either male or female. The existence of intersexuals shows that there are not just two sexes and that our ways of thinking about sex (trying to force everyone to fit into either the male box or the female box) is socially constructed.

## **MISOGYNY:**

A fear and/or hatred of women. This is frequently linked to sexism and is often the root of violence against women.

## **MISOGYNOIR:**

A fear and/or hatred of black women. The term combines “misogyny” and the French word for black, “noir” - coined by the queer Black feminist Moya Bailey to describe the particular racialized sexism that Black women face. Women of any other race cannot experience it, but people of any gender or race can perpetuate it. For example, any discomfort expressed by a Black woman is unreasonable, unacceptable and stereotyped as the “angry Black women”. Similarly, Transmisogynoir is racialized misogyny towards Black trans women.

## **PATRIARCHY:**

A system of society or government in which men hold power and women are largely excluded from it.

## **SEXISM:**

Perpetuates a system of patriarchy where men hold power and privilege and women are subordinate to men.

## **SEXUAL HARASSMENT:**

Includes, but is not limited to

- Gender-related comments about an individual’s physical characteristics or mannerisms
- Unwelcome physical contact
- Suggestive or offensive remarks or innuendoes about members of a specific gender
- Propositions of physical intimacy
- Gender-related verbal abuse, threats, or taunting
- Leering or inappropriate staring
- Bragging about sexual prowess
- Offensive jokes or comments of a sexual nature about an employee or client
- Rough/vulgar humour or language related to gender
- Display of sexually offensive pictures, graffiti or other materials, (including through electronic means)
- Demands for dates/sexual favours

## **TRANSGENDER:**

An umbrella term to describe individuals who were assigned one sex at birth but who identify as a different gender.

## **TRANSPHOBIA:**

A personal, societal and systemic desire to maintain the gender binary (the strict categorization of “men” and “women”) which obscures the reality of the fluidity of gender and diminishes or ignores the experience of persons who do not identify with either or both gender categories.



## SEXUAL IDENTITY RELATED TERMS

### **BIPHOBIA:**

Irrational fear, aversion and hatred of individuals who love and sexually desire men, women and non-gender conforming individuals. Similar to homophobia but is also the inherent discounting and erasure of the experiences of bisexual people.

### **HETEROSEXISM:**

The belief in the inherent superiority of heterosexuality and thereby its rights to dominance. Describes an ideological system and patterns of institutionalized oppression that deny, denigrate, and stigmatize any non-heterosexual form of behavior, identity, relationship, or community.

*Examples of Heterosexism include:*

- Media portrayals of love/couples in shows/movies/examples
- Exclusion of historical and political figures' and celebrities' queer or trans identities
- Censorship of queer characters, themes, and issues in works of art, literature, entertainment
- Assumptions that someone is "straight until proven gay"

### **QUEER:**

An umbrella term used to describe people who are lesbian/gay/bisexual/transgender/gender variant or have an otherwise alternative sexuality or gender identity. At one time this was exclusively used as a slur by non-queer people, however, recently this term has been reclaimed by certain queer communities and is conceptualized as being more inclusive.

A political statement, as well as a sexual orientation, which advocates breaking binary thinking and seeing both sexual orientation and gender identity as fluid.

A simple label to explain a complex set of sexual behaviors and desires. For example, a person who is attracted to multiple genders may identify as queer.

Many older LGBT people feel the word has been hatefully used against them for too long and are reluctant to embrace it, which opens discussions to reclamation and its purpose/effectiveness.

## DISABILITY RELATED TERMS

### ABLEISM:

Prejudice or discrimination against people with disabilities. It can be difficult to detect ableism as it may express itself in the form of expectations, assumptions, values, actions and/or verbally. Furthermore, there is the implicit assumption that everyone is able bodied and have generally the same abilities. Some examples are; having bathrooms that are not wheel chair accessible, type/print that is very small, activities that require a great deal of walking, etc.

The normalization of able-bodied persons resulting in the privilege of “normal ability” and the oppression and exclusion of people with disabilities at many levels in society. Ableism involves both denying access to people with disabilities and exclusive attitudes of able-bodied persons.

### ACCESSIBILITY:

The state of being open to meaningful participation by all people, in particular people whose participation (in a specific activity or in society at general) is usually limited by oppression of some kind. Accessibility in general means being free of barriers which can be placed by the dominant group inadvertently or advertently (e.g. lack of childcare or a members-only policy) and/or can be placed by society (e.g. housing must be paid for rather than being a right, etc.)

Sometimes the term “accessibility” is used with specific reference to the needs of people with disabilities. A space cannot be deemed “accessible” in this sense if the atmosphere is ableist, even if measures are in place (e.g. wheelchair-accessible entrance/facilities that are safe and dignified, Braille/large-print/audio-tape resources, TTY (text telephone) and sign language interpretation).

## OTHER “ISMS”

### AGEISM:

The normalization and privilege of people within the preferred age range in a society. This age range defines who is taken seriously, catered to by most goods and services, allowed to have an impact on decisions in society, and valued as a human being. Results in invisibility of, and discrimination and inaccessibility faced by, people outside that age range (both younger and older).

### CLASSISM:

Refers to the ideological belief that people deserve the privilege or oppression of their class based on their “merit”, “social status”, level of education, job, work ethic, etc. Although many people suffer under capitalism, classism is relative (e.g. Student poverty) Classism also refers to the social dynamic of privilege or elitism. Access to knowledge or to education, the privilege to choose when to be an “activist”, when to be risk taking (e.g. risk arrest), and the use of exclusive language (i.e. “activist” language, acronyms, “academic” language) are examples of elitism embedded in class privilege.

## ABORIGINAL RELATED TERMS

### ABORIGINAL PEOPLES:

Aboriginal Peoples is a collective name for all of the original peoples of Canada and their descendants. The Constitution Act of 1982 specifies that the Aboriginal Peoples in Canada consist of three groups – First Nations, Inuit and Métis.

### FIRST NATION:

Some communities have adopted First Nation to replace the term band. Many bands started to replace the word band in their name with First Nation in the 1980s. It is a matter of preference and writers should follow the choice expressed by individual First Nations/bands.

The term First Nation is acceptable as both a noun and a modifier.

### FIRST NATIONS PEOPLE:

Many people prefer to be called First Nations or First Nations People instead of Indians. The term should not be used as a synonym for Aboriginal Peoples because it doesn't include Inuit or Metis people.

### INDIGENOUS:

Refers to the original peoples of any given land. In Canada, the Indigenous peoples of this land are Aboriginal people, that is to say, First Nations, Métis and Inuit peoples.

### INUIT:

The Aboriginal people of Arctic Canada, who live above the treeline in the Northwest Territories, Nunavut, and in Northern Quebec and Labrador. The word means “people” in the Inuit language - Inuktitut.

The Indian Act does not cover Inuit. However, in 1939, the Supreme Court of Canada interpreted the federal government's power to make laws affecting “Indians, and Lands reserved for the Indians” as extending to Inuit.

### MÉTIS:

The term refers to Aboriginal people of specific mixes of First Nation and European ancestry who identify themselves as Métis people, as distinct from First Nations people, Inuit or non-Aboriginal people. The Métis have a unique culture that draws on their diverse ancestral origins, such as Scottish, French, Ojibway and Cree.

### NATIVE:

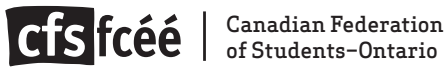
A term used to refer generally to Aboriginal peoples. The term “Aboriginal person” is preferred to “native”.

### TWO SPIRIT:

The term reflects traditional Aboriginal gender diversity, which includes the fluid nature of sexual and gender identity. The term can also refer to having both feminine and masculine spirits within one person. Two-spirit recognizes gender as a continuum and includes identity, sexual orientation and social roles. It is important to note that an individual may identify as two-spirited because of their sexual orientation, sexual or gender identity or roles.







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