AN EXPLORATORY STUDY OF WOMEN’S SAFETY AT THE UNIVERSITY OF TORONTO MISSISSAUGA: A GENDER-BASED ANALYSIS

Prepared for: Interim Place and the University of Toronto Mississauga
Prepared by: Paula DeCoito Ph.D.
The Social Planning Council of Peel

July 2013

EXECUTIVE SUMMARY AND RECOMMENDATIONS
Acknowledgments

The Social Planning Council of Peel (SPCP) wishes to acknowledge the funding support of the Status of Women Canada for the publication of this study. SPCP expresses its appreciation to the following organizations and groups for the support and guidance they provided to the needs assessment research and consultations undertaken for the purposes of this report:

- Interim Place
- The University of Toronto Mississauga
- The Advisory Committee for the CampUs Project
- UTM students who participated in the needs assessment research and safety walkabouts
- UTM staff and faculty who participated in key informant interviews
- UTM Health and Counselling Centre
- UTM Campus Police

The SPCP also wishes to acknowledge the support provided by Kimberlee Rizun-Glynn, the SPCP’s placement student from Guelph-Humber University. Kimberlee diligently supported several aspects of the needs assessment research for this report and coordinated the two-day safety audit walkabout on the UTM campus.
INTRODUCTION

Background

This report is part of a two year project on “Engaging Young People to Prevent Violence Against Women on Post-Secondary Campuses,” funded by Status of Women Canada. The project sponsors and partners are Interim Place Women’s Shelter for Abused Women and their Children, and the University of Toronto Mississauga (UTM). The project began in March 2012 and is expected to be completed by July 2014. The goals of the project are to enhance opportunities for UTM to actively prevent and reduce violence against young women, and to support measures to address violence against young women on the UTM campus.

Purpose of Report

The purpose of the report is to present the findings and recommendations from consultations with UTM students and service providers (administrative staff, health and counseling professionals, and Campus Police) about violence against women on the UTM campus and measures that can be taken to prevent and reduce such violence. The report will be used to develop a “Campus Community Plan” for addressing the issues raised in the report about preventing and reducing violence against young women on the UTM campus.

Focus of Report

Informed by the perspective of gender-based analysis, the report focuses on the perceptions of UTM students and service providers about violence against women on the UTM campus and issues and challenges related to the physical, social and service environments of UTM that should be taken into consideration when developing strategies for the prevention and reduction of violence against women on the UTM campus.
FOCUS OF DATA COLLECTION FOR REPORT

Perspective of Report

The needs assessment research undertaken for the purpose of this report was conducted through the use of an approach known as Gender-Based Analysis (GBA). In simple terms, GBA is a woman-centered perspective or approach that is applied to the study of any phenomenon. The GBA perspective is one that looks at phenomena (natural, social, economic, historical, etc.) in relation to the biological and social realities of women and men. It recognizes that women and men experience the world and its social institutions differently and that different groups of women may experience these institutions differently from one another. Particular attention is paid to differences between men and women, and among different groups of women with respect to their (socially-located) experience of social policy, larger societal institutions such as education, health and the law, changes in the natural and social environment, and more. Noting the impact of a problem or a policy decision on different groups of women is a key component of gender-based analysis. Emphasis is placed on the particular needs, access barriers and priorities of different groups of women in relation to a given situation or phenomenon.

In the case of the UTM consultations addressing the prevalence and prevention of violence against women on the campus, attention was paid to differences observed between male and female students; as well as differences among female students from different ethnic backgrounds. Issues related to women living with disabilities, women who identify as lesbian,
An Exploratory Study of Women’s Safety at the University of Toronto Mississauga: A Gender-Based Analysis, 2013. (Executive Summary and Recommendations)

gay, bisexual, transgender, or queer (LGBTQ), and women living in residence at UTM were also considered. There were relatively few differences observed among female students from different ethnic backgrounds with respect to their perceptions of women’s safety at UTM.

**Sources of Information for the Report**

The information provided in this report is based on consultations with 307 students (mostly female) and 15 service providers at UTM. The consultations consisted of an on-line survey of 211 students; seven (7) focus groups with a total of 70 students; interviews with 15 UTM service providers (administrative staff, program staff, student leaders, and the UTM Campus Police); and six (6) safety walkabouts on the UTM campus carried out by 26 UTM students over a two day period.
I. UNDERSTANDING THE ISSUE OF VIOLENCE AGAINST WOMEN ON POST-SECONDARY CAMPUSES IN CANADA

Definition of Violence Against Women

The United Nations has articulated a widely accepted definition of violence against women:

“All acts of gender-based violence that result in, or are likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or in private life” (United Nations, 1993).

Types of Violence Against Women on Post-Secondary Campuses

Violence against women manifests in many forms and contexts. According to Chege (2012), these include:

- **Intimate Partner Violence**: Violence in a dating or coupled relationship - physical assault, sexual assault, verbal/emotional abuse, financial abuse, stalking, harassment, spiritual abuse, etc.

- **Acquaintance Rape**: Sexual assault perpetrated by someone that the woman is familiar with but not dating on an on-going basis. (Closely linked to date rape and drug rape.)

- **Dating Violence**: Mostly physical and/or verbal/emotional assault.

- **Sexual Misconduct**: Inappropriate sexual behaviour such as non-consensual touching, sexual innuendos, harassment, exposure of sexual organs, etc.

- **Stalking and Trailing**: Uninvited following or tracking of a woman in a manner that threatens her and elicits anxiety and fear. (Can be in real time and space or in cyberspace.)

Extent of Violence Against Women in Canada and on University Campuses

- Four out of five (80%) female undergraduates surveyed at Canadian universities said they had been victims of violence in a dating relationship. (Minerson et al, 2011)

- 29% of female university students reported experiences of sexual assault. (Minerson et.al, 2011)

- “Many on-campus sexual assaults occur during the first eight weeks of classes.” (Minister Rona Ambrose, Status of Women Canada, 2012)

Best Practices for Preventing and Reducing Violence Against Women on Post-Secondary Campuses

**Primary Level**: Organizational policies, procedures, and activities aimed at prevention and reduction

**Secondary Level**: Organizational policies, procedures and actions focused on institutional intervention and responses to actual incidents of violence against women on post-secondary campuses.

**Tertiary Level**: Organizational policies, procedures, programs and services focused on providing on-going and long-term support to victims of violence after the violent incidents have taken place and have been responded to by the relevant authorities.

(Chege, 2012)
II. VIOLENCE AGAINST WOMEN ON THE UTM CAMPUS: 2013

Findings (based on a survey of 211 students; 194 female; 15 male; 2 other)

- 15% (29) of the female students surveyed reported having personal experience(s) of gender-based violence on the UTM campus.
- The top three types of violence cited by female students were emotional/verbal assault, stalking, and on-line harassment (12.7%; 8.5%, and 5.5% respectively).
- 10% of students reported personal knowledge of young women at UTM who had experienced some form of gender-based violence on the UTM campus.
- 40% of students reported knowledge of young women at UTM who had experienced gender-based violence off-campus.
- Female students from all racial and ethnic backgrounds reported experiences of verbal assault/emotional abuse.
- Two of the 5 respondents who were female students living with disabilities reported experiences of emotional abuse and stalking.

The UTM Campus Police reported that domestic disputes/assaults on the UTM campus increased from 5 to 9 incidents between 2010 and 2012.

Students’ Experiences of Violence/Assault on UTM Campus: Student Survey 2013

<table>
<thead>
<tr>
<th>Type of Violence Experienced</th>
<th>Male (n=13)</th>
<th>Female (n=165)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes (%)</td>
<td>No (%)</td>
</tr>
<tr>
<td>Physical assault/violence</td>
<td>0 (0.0%)</td>
<td>13 (100.0%)</td>
</tr>
<tr>
<td>Emotional/verbal assault</td>
<td>2 (15.4%)</td>
<td>11 (84.6%)</td>
</tr>
<tr>
<td>Sexual assault</td>
<td>1 (7.7%)</td>
<td>12 (92.3%)</td>
</tr>
<tr>
<td>Stalking</td>
<td>1 (7.7%)</td>
<td>12 (92.3%)</td>
</tr>
<tr>
<td>Online harassment</td>
<td>1 (7.7%)</td>
<td>12 (92.3%)</td>
</tr>
<tr>
<td>Other kind of assault/violence</td>
<td>0 (0.0%)</td>
<td>13 (100.0%)</td>
</tr>
</tbody>
</table>

Student Reporting of Gender-Based Violence to UTM Campus Police

Only 6 (21%) of the 29 female students who reported having experienced some form of gender-based violence on the UTM campus reported the incidents to the UTM Campus Police.

When asked about the low reporting rate on gender-based violence, students offered a range of reasons or explanations: *(Verbatim)*

- Difficult to prove the assault happened, especially if it is emotional/verbal abuse.
- Not wanting to go through the process of dealing any further with the perpetrator.
- Afraid of the perpetrator and what he may do if she reported the assault.
- Cultural and religious reasons: did not want parents and families to know about the incident due to issues of “shaming the family” and not informing their parents beforehand that they were involved in some form of romantic/sexual relationship.
- Cultural and religious reasons: not wanting to report the incident because the perpetrator was from a different racial and ethnic background of which the victim’s parents would not approve.
- Too busy with course work and exams
- Some students unwilling to report violence in same-sex relationships because they have not “come out.” *(Have not publicly identified themselves as gay, lesbian, queer, bi-sexual or transgendered.)*

Both students and on-campus service providers mentioned that the process involved in reporting incidents of gender-based violence is onerous or intensive and may be a deterrent for students who are already stressed out or traumatized by their experience of violence.

Students’ Satisfaction with UTM’s Response to Reports of Gender-based Violence

Of the six (6) female students who reported their experience of gender-based violence to the UTM Campus Police, only two (2) were satisfied with the response they received. One of them was “very dissatisfied,” and three (3) of them were “somewhat satisfied.”

Major Concerns of Female Students about Their Safety on the UTM Campus

- The top three personal safety concerns that female UTM students cited were: abuse and assault (19.2%); being alone on campus (15.4%); harassment and threats (14.1%).
- The top safety concern for female students living with disabilities was the physical layout and landscape of the campus (too big; difficulty getting around, especially in a crisis, etc.).
- “Being alone” on campus was the top safety concern for female students from Latin American and South Asian backgrounds.
Summary of Major Challenges Faced by Female Students Who Have Experienced Gender-Based Violence on the UTM Campus.

1. Increase in domestic disputes/assaults
2. Emotional abuse, stalking and on-line harassment the most experienced forms of violence
3. High percentage of violence experienced off-campus
4. Fear of attending classes if perpetrator is a fellow student on the UTM campus
5. Reluctance to report personal experiences of gender-based violence to the UTM Campus Police or the City Police
6. Process of reporting to Campus Police seen as too onerous and as a deterrent to reporting
7. Issues related to culture, religion, sexual orientation and family expectations of students that are barriers to female students’ reporting of violent incidents to Police.
8. Students’ limited awareness of the supports available to victims of violence on and off-campus.
9. Professors perceived as having limited ability for responding appropriately to female students who indicate directly or indirectly to them that they (female students) are in a violent relationship.
III. THE PHYSICAL ENVIRONMENT OF THE UTM CAMPUS: SAFETY CONCERNS FOR YOUNG WOMEN

- 82% perceived the UTM campus as “safe” or “very safe” for young women.
- Only 5% of students said that the UTM campus was “not safe at all” or only “a little safe.”
- Overall, male students were more likely than female students to see the UTM campus as unsafe for young women: 15% and 3.6% respectively. Similarly, 69% of male students and 84% of female students felt that the UTM campus was safe or very safe for young women.
- The one transgendered student who answered the question about the safety of the UTM campus for young women gave the campus a rating of 2/5 (a little safe).
- No significant differences were observed among women from different ethnic groups with respect to their perceptions of the safety of the UTM campus for women.
- UTM service providers reported that “overall” the UTM campus was safe for young women.
- The top five (5) campus locations where female students feel the least safe are: the North Building (19%); the Five Minute Walkway (15.3%); the Forest Area (10.6%); The Davis Building (10.6%); and Parking Lots (9.2%).

**Summary of Major Safety Challenges for Young Women: Physical Environment of the UTM Campus**

1. North Building
2. The Five Minute Walkway between the North and South Buildings
3. The Forested/Park Areas
4. Davis Building (especially the basement and Recreation Athletics and Wellness Centre)
5. Parking Lots/Garages
6. The Walkways to and from Student Residences
7. On-Campus Bus Stop
8. Lighting: poor
9. Emergency Phones: Difficult to find; rarely working; not accessible to people who are deaf, blind, speech-impaired, etc.
10. Cell Phone Reception: poor
11. Signage: limited
IV. THE SOCIAL ENVIRONMENT OF THE UTM CAMPUS

Violence against women on post-secondary campuses occurs within both the physical and social environments of the campuses. The social environment includes the many social clubs on campus, social attitudes towards people from diverse groups, and recreational activities (for example). Another component of the social environment of UTM is its very diverse student population. The student population is diverse in terms of gender, sexual orientation, race, ethnicity, religion, language, and ability.

Perceptions of Social Inclusion of Diverse Groups on the UTM Campus

- Sixty eight (68) percent of women and 73% of men gave UTM grades of “good” and “excellent” for its ability to foster a social environment in which differences among students are respected and valued.

- 27% of female students and 18% of male students gave UTM a “poor to fair” rating for its ability to foster a social environment in which differences among students are respected and valued.

Marginalized Groups of Women on the UTM Campus

Students and service providers indicated that while the UTM campus is very multicultural and inclusive, there are some groups that experience challenges related to their personal or cultural characteristics, mainly: Muslim women; women living with disabilities; and women identifying as LGBTQ.

Summary of Major Safety Challenges: The Social Environment of the UTM Campus

1. Sexism
2. Homophobia
3. Islamophobia
4. Pub Night (Highly sexualized environment with use of alcohol problematic for students from particular cultural and religious backgrounds.)
5. Parties in campus residences: issues of unlocked doors, non-UTM students, alcohol, etc.
6. Marginalization of Muslim female students
7. Marginalization of LGBTQ female students: need for more visible positive spaces on campus
8. Social isolation of female students living with disabilities

9. No clear management initiative from the UTM administration for coordination and conflict management with respect to the over 60 social clubs on campus

10. Maturity issues for first year students making the transition from high school to university: limited skills for navigating and negotiating sexualized relationships; issues of vulnerability

11. Orientation Week: conflicts related to issues of culture, religion, gender, and limited maturity of many first year students
V. PERCEPTIONS OF UTM’S HEALTH AND SOCIAL SERVICES FOR YOUNG WOMEN

Chege (2012) points out that best practices for preventing and reducing violence against women on university campuses include the relevance and adequacy of the university’s support services for female victims of violence. UTM provides a wide range of health, counselling and social services to its student population. These include but are not limited to: the Women’s Centre, Sexual Education Centre, Health & Counselling Centre, Residence Services, AccessAbility Resource Centre, Anti-Racism and Cultural Diversity Office, LGBTQ Resources and Programs, and Community Safety Office.

Students’ Perceptions of UTM’s Health and Social Services for Young Women

Women students were more critical than male students in their assessment of UTM’s capacity to provide services to women from diverse backgrounds.

- Overall, students were very satisfied with the services available through specific service agencies for young women.
- Of the services in question, the lowest satisfaction rating went to the student-run Women’s Centre and Sexual Education Centre.
- 30% of female students and 9% of male students gave UTM a rating of “poor to fair” for its ability to provide services that are sensitive to the needs of young women from particular ethnic, racial and religious backgrounds.
- 49% of female students and 82% of male students gave UTM a rating of “good to excellent” for its ability to provide services that are sensitive to the needs of young women from particular ethnic, racial and religious backgrounds.

Female students living with disabilities expressed much dissatisfaction with the non-academic health and counselling services provided to women on the UTM campus. They explained that service providers were not sensitive to the needs of students whose disabilities were not overtly obvious to the public. They alleged that service providers tended to treat these kinds of disabilities (disabilities that are not overtly visible) as minor and often did not take them into consideration when providing their services to students with disabilities. Students with disabilities also expressed their reluctance to get an accessibility report from UTM for fear of being devalued or stigmatized as being less than academically capable by professors.
Service Providers’ Perceptions

1. What UTM Does Well for the Safety of Students
   - Campus Police – 24 hour service
   - Walk Safe Program
   - Health and Counselling
   - Annual Safety Audit
   - Self-Defence Classes offered through Campus Police
   - Temporary/Emergency Housing
   - Joint Health and Safety Committee

2. Major Barriers to Providing Health and Social Services to Female Students
   Service providers pointed to a number of challenges that they face in their efforts to provide services to young women, including those who are survivors of gender-based violence. These challenges include:
   - Many students unaware of the non-academic services on campus
   - Students’ fear of being stigmatized for seeking support from health and social agencies
   - Long waiting lists, especially for counselling services
   - Limited office space for private counselling
   - The undervaluing of non-academic service providers within the university community
   - Limited funding for non-academic services
   - Shortage of staff
   - A workforce that is not reflective of the diversity of the student population
   - The need to train staff about how to provide services to diverse student groups.
   - No clear coordination of the location of services (scattered across the campus)
   - The need to hire more doctors – both male and female.
Summary of Major Challenges: Non-Academic/Health and Social Services for Female Students at UTM

1. Students’ fear of stigmatization when seeking non-academic services
2. Students living with disabilities hesitant to secure an accessibility report for fear of being devalued or under-estimated by professors
3. Waiting list for services, especially counselling services
4. Services limited in their capacity to be responsive to the needs of diverse groups of students
5. Service providers not reflective of the diversity of the student population
6. Limited funding
7. Limited staff
8. Limited space, especially for private confidential counselling
9. Limited advertising/outreach, especially to students who live off-campus
10. Limited partnerships with community service agencies outside UTM
11. Need to hire more doctors, both male and female
12. Geographic locations of services: “scattered” lay-out of services across the large UTM campus
VI. PERCEPTIONS OF UTM CAMPUS POLICE AND SAFETY MEASURES

One of the major players in the prevention and reduction of gender-based violence on post-secondary campuses is the Campus Police. The Campus Police at UTM consists of a Manager, an Assistant Manager, four Corporals, and seven Constables. The UTM Campus Police works closely with the Peel Regional Police.

Students’ Rating of the Services Provided by the UTM Campus Police, 2013

<table>
<thead>
<tr>
<th>Responses</th>
<th>Male</th>
<th></th>
<th>Female</th>
<th></th>
<th>Other</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Poor</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>2.7</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>2.5</td>
</tr>
<tr>
<td>Fair</td>
<td>2</td>
<td>18.2</td>
<td>21</td>
<td>14.3</td>
<td>-</td>
<td>-</td>
<td>23</td>
<td>14.5</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>27.3</td>
<td>60</td>
<td>40.8</td>
<td>-</td>
<td>-</td>
<td>63</td>
<td>39.6</td>
</tr>
<tr>
<td>Excellent</td>
<td>4</td>
<td>36.4</td>
<td>27</td>
<td>18.4</td>
<td>-</td>
<td>-</td>
<td>31</td>
<td>19.5</td>
</tr>
<tr>
<td>Don’t know</td>
<td>2</td>
<td>18.2</td>
<td>35</td>
<td>23.8</td>
<td>1</td>
<td>100.0</td>
<td>38</td>
<td>23.9</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>100.0</td>
<td>147</td>
<td>100.0</td>
<td>1</td>
<td>100.0</td>
<td>159</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Safety Information and Procedures for Students

- 46% of male students and 43% of female students reported that they did not receive information about personal safety during their student orientation week/sessions.
- 64% of male students and 56% of female students described the safety information provided to them by UTM as “good or excellent.”
- 18% of male students and 13% of female students described the safety information provided to them by UTM as “very poor or poor.”
- 12% of the female students reported that they were not aware of UTM’s safety policies and procedures. No male students reported not being aware of those policies and procedures.
- 18% of male students and 42% of female students see the safety policies and procedures of UTM as limited in their consideration of diversity issues within the student population.

The top three safety measures valued by female students were: well lit walkways; surveillance cameras, self-defence classes, and more emergency call boxes.

Major Concern: Emergency Phones on Campus. Students expressed a high level of dissatisfaction and concern about the emergency phones on the UTM campus. They described them as: difficult to locate; hardly ever working; not accessible to students who are deaf, blind or have a speech impediment.
Summary of Major Challenges: UTM Campus Police and Safety Programs

1. Resource Challenges
   - Need for more campus police
   - Need for more female campus police
   - Need for more campus police who are reflective of the UTM student population
   - Need for more “foot patrol” or community policing on campus

2. Technology Challenges
   - Need for improvement of emergency phone system on campus
   - Need for better information management and communication technology for rapid response to crises; monitoring of crime and related issues on campus, investigation and analysis, etc.

3. Accessibility Challenges/Location of Campus Police Offices
   - Relative invisibility of “Police Station” (Location of Campus Police Offices on third floor of Davis building; many students don’t know office location of Campus Police.)
RECOMMENDATIONS

A. BEST PRACTICES FROM THE LITERATURE ON VIOLENCE AGAINST WOMEN ON UNIVERSITY CAMPUSES

B. RECOMMENDATIONS PROVIDED BY UTM’s STUDENTS, PROFESSIONAL STAFF, AND CAMPUS POLICE

C. PARTICULAR MANAGEMENT RECOMMENDATIONS PROVIDED UTM’S PROFESSIONAL STAFF AND CAMPUS POLICE
A. BEST PRACTICES FROM THE LITERATURE ON VIOLENCE AGAINST WOMEN ON UNIVERSITY CAMPUSES

Chege (2012), in her review of the relevant literature, identifies three levels of best practices for addressing violence against women on post-secondary campuses and provides examples of best practices at the primary level: **Primary Level - Secondary Level - Tertiary Level**

1. **Primary Level:** This refers to measures for preventing violence from happening in the first place. These include:

- Establish institutional policies for the prevention of violence against women (VAW).
- Create Campus Police Department with on-going training on VAW.
- Link institutional policy on VAW with the relevant legal provisions and provide institutional support in accessing justice systems to address and redress VAW.
- Institutionalize research partnerships with relevant NGOs and government departments to jointly inform responsive action towards the various forms of VAW.
- Increase the number and proportion of female faculty and students in universities and Colleges.
- Conduct regular safety audits and make necessary changes.
- Strengthen institutional policy-related interventions that directly challenge and transform social norms known to perpetuate VAW.
- Provide institutional activities to ensure that students are aware of the institution’s policies on VAW.
- Produce institutional documentation to include a life-skills handbook outlining examples of VAWG to which they are at risk of being victims or perpetrators as either women or men and the consequences thereof.
- Create education and awareness clubs for male and female students aimed at joint transformation of social norms regarding violence against women.
- Package relevant life-skills education focusing on risk-management behaviour to prevent specific forms of violence against women such as date-rape, drug and alcohol abuse.
- Provide psycho-social skills education regarding levels and types of trust, assertiveness, self-defence and systematic reporting of violence against women.
- Involve men (as well as women) as leaders and advocates in the institution’s work to reduce and prevent violence against women on campus.
2. **Secondary Level**

This refers to best practices for immediate responses after an incident of violence against women has actually occurred:

- Response of students, faculty, and staff when/if present at the incident
- Response of Campus Police
- Response of Campus Health and Counselling Agencies.

*(Attention to be paid to diversity and inclusion issues.)*

3. **Tertiary Level**

This refers to best practices for longer-term care and support for women victims of violence:

- Psychological counseling
- Academic counseling and accommodation
- Legal counseling
- Family counseling
- Relocation/housing services

*(Attention to be paid to diversity and inclusion issues.)*
B. RECOMMENDATIONS PROVIDED BY UTM’s STUDENTS, PROFESSIONAL STAFF, AND CAMPUS POLICE

SUPPORT FOR FEMALE UTM STUDENTS WHO ARE VICTIMS OF VIOLENCE

Top Five Recommendations

1. Safety Information for Women

Provide female students with information and training about gender-based violence, the process for reporting incidents of violence to the UTM Campus Police, and the supports available to victims of violence on campus and off-campus. This information should be provided during student orientation week and throughout the academic year.

2. Campus Police’ Reporting Process for Incidents of Gender-based Violence

Campus Police, in consultation with female students and service providers, should review and improve UTM’s process for receiving and responding to reports from female students who are victims of gender-based violence on and off campus.

3. Male Students

Provide awareness training about appropriate gender-based behaviour and relevant Canadian laws to male students from diverse cultural groups (on-going, but especially during Orientation Week).

4. Teaching and Research Faculty

Provide training to teaching and research faculty on how to respond to and support female students who reveal directly or indirectly that they are victims of gender-based violence.

5. UTM’s Future Strategy and Activities for Preventing and Reducing Violence Against Women

Invite female and male students to provide leadership and to be highly visible ambassadors for this strategy and related initiatives.
SAFETY OF THE PHYSICAL ENVIRONMENT OF THE UTM CAMPUS FOR YOUNG WOMEN

Top Five Recommendations

1. **Lighting**: More and better lighting in all areas of the UTM Campus, especially on walkways and in corridors, stairwells, parking lots/garages, and bus stops.

2. **Indoor Walkways between Buildings**: Create connecting links among buildings on campus to enable students to be indoors as much as possible when moving from building to building.

3. **Emergency Phones around Campus**: Increase and improve emergency phones on campus; ensure that each of them is working properly; provide emergency phones around campus that are accessible to students living with disabilities.

4. **The North Building**: Reduce classes and other activities in the North Building as much as possible, and especially in the evenings and on weekends.

5. **The Athletic Centre**: Develop and implement a plan for monitoring and managing the social interaction between UTM students and members of the public who use the Centre.
THE SOCIAL ENVIRONMENT AT UTM

Top Five Recommendations

1. **Orientation Week**
   - Use an approach that takes into consideration the cultural and religious values of students from diverse ethnic groups with respect to university education, social activities and interactions between men and women.
   - Provide information to all students about violence against women, including the reporting process at UTM and the services available for victims of violence.
   - Provide information to male students about appropriate behaviour towards female students and other women on campus.

2. **Positive Spaces**
   - Provide positive spaces for LGBTQ students in different parts of the campus.
   - The UTM website should carry the Rainbow Logo to show UTM’s support for the LGBTQ community and positive space.

3. **Outreach on Diversity and Social Inclusion**

Provide on-going outreach and awareness training to students about valuing and respecting diverse groups of people and cultures.

4. **Students Living with Disabilities**

Provide support to social clubs and the campus pub for making themselves and their activities more welcoming and accessible for students living with disabilities.

5. **Students from Diverse Cultural and Religious backgrounds**

Provide support to social clubs and the campus pub for making themselves and their activities more welcoming and accessible for students from diverse cultural and religious backgrounds, especially those with relatively conservative values around social activities and male-female relationships.
NON-ACADEMIC HEALTH AND SOCIAL SERVICES AT UTM

Top Five Recommendations

1. Increase and improve outreach and marketing to students about the health and social services available to them on campus and off-campus.

2. Provide service providers with training on how to provide culturally appropriate services to a diverse student population, including services for female victims of gender-based violence.

3. Locate the non-academic services for students in close proximity to each other, in order to improve their accessibility to students. (One-stop location, if possible.)


5. Hire more service providers (especially those that are reflective of the diversity of the UTM student population).

UTM CAMPUS POLICE AND SAFETY PROGRAMS

Top Five Recommendations

1. Ensure that the emergency phones around the campus are in working order.

2. Install more and better surveillance cameras around the campus.

3. Offer more self-defence classes for female students.

4. Review and improve Campus Police’s policies and procedures regarding students’ reporting of acts of violence against women on and off campus.

5. Hire more Campus Police, especially female police and those who are reflective of the diversity of the student population.
C. PARTICULAR MANAGEMENT RECOMMENDATIONS PROVIDED BY UTM'S PROFESSIONAL STAFF AND CAMPUS POLICE

The UTM Administration should: -

1. Hire more female faculty and service providers that are reflective of the diversity of the UTM student population.

2. Assign senior faculty and staff to provide leadership on issues pertaining to the safety and security of female students on the UTM campus.

3. Provide more funding for diversity and equity training for faculty, service provider staff, and student leaders/representatives.

4. Provide faculty members and research staff with training about how to respond to and support female students who are victims of violence.

5. Provide faculty members and research staff with training on how to adequately relate to and support and accommodate students living with disabilities.

6. Invest more in up-to-date communications technology and information management systems for monitoring and managing violence/crime on campus.

7. Increase partnerships and collaboration with community agencies outside UTM that specialize in serving women who are victims of violence and in providing services to particular cultural and religious groups.