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CFUW President’s Message

When Robin, our Executive Director, told me that the upcoming issue of the Communicator was going to focus on lifelong learning and education – favourite topics of mine - I knew that I would have to be mindful of not getting carried away.



As you may know, through my studies I became a teacher, but my real passion is learning. When I graduated from university, I felt the loss of that learning milieu so I subscribed to the New Yorker magazine. It gave me a window to ideas beyond my home and life in Cape Breton. Later when my time didn’t allow for reading it, I would buy the Herstory calendars to get a snippet of information into women’s lives and their issues. Later still I joined CFUW for my learning stimulus. Of course, our club programs covered a myriad of topics that encouraged the enjoyment of art, music, culture and active citizenship. We had a strong education focus, holding a book fair each year to raise money for scholarships. We, like CFUW clubs all across the country, believed in what Nelson Mandela said:

“Education is the most powerful weapon which you can use to change the world.”

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With women now forming the majority of students attending university, we know that our organization has made a significant contribution to that reality both through money and our promotion of women's education. Yet there are gaps in women studying in fields which are traditionally male dominated, despite the short period in the 80's and 90's when we saw gains in those areas.

Even in our country, one of the most affluent in the world, we know that women still do not get equal pay for work of equal value, we are underrepresented in government, and women face sexual harassment and assault both in places of learning as well as the workplace.

The articles in this copy of the Communicator talk about some of these deep seated problems. We will learn more, and hear about our projects to continue building important knowledge on the problems. These projects will lead us to a better understanding of the issues and to envisioning long term solutions. Identifying solutions is not enough.

Through the support we give, the national office staff can sustain, year after year, our efforts to tackle issues like the ones that limit the ability of women to reach their potential in education and to make their valuable contribution to society. Our present knowledge, our ongoing learning, and our efforts strengthened by our national organization in alliance with other like-

minded partners, will make change happen for a better world.

Karen Dunnett,

National President

Message de la Présidente

Quand Robin, notre directrice générale, m'a appris que le prochain numéro de *La Communicatrice* porterait sur l'éducation et l'apprentissage continu – mes sujets de prédilection – j'ai compris que je devrais prendre garde de ne pas me laisser emporter.

Comme vous le savez peut-être, j'ai fait des études pour devenir enseignante, mais ma véritable passion est l'acquisition de connaissances. Après avoir obtenu mon diplôme universitaire, j'ai senti que je m'éloignais de ce milieu d'apprentissage et je me suis donc abonnée à *The New Yorker*, magazine qui m'a permis de mieux comprendre des idées qui allaient au-delà de mon foyer et ma vie au Cap Breton. Plus tard, quand je n'ai plus eu assez de temps pour le lire, j'achetais alors les calendriers *Herstory* afin de recueillir des bribes d'information sur la vie des femmes et leurs problèmes. Par la suite, j'ai adhéré à la FCFDU pour assouvir ma soif d'apprentissage. Bien entendu, nos clubs offraient des programmes qui couvraient une myriade de sujets qui stimulaient l'appréciation de l'art, la musique, la culture et la participation citoyenne. Nos activités étaient axées sur l'éducation et nous organisons chaque année une foire du livre afin de

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recueillir des fonds pour les bourses d'études. Tout comme les clubs de la FCFDU dans le reste du pays, nous croyions en la citation de Nelson Mandela :

« L'éducation est l'arme la plus puissante qu'on puisse utiliser pour changer le monde. »

Les femmes représentant maintenant la majorité des étudiants dans les universités, nous savons que notre organisation a apporté une large contribution à cette réalité, à la fois sur le plan financier et pour la promotion de l'éducation des femmes. Pourtant, il existe de nombreuses disparités entre les femmes qui étudient dans des domaines traditionnellement masculins malgré la courte période dans les années 1980 et 1990 où l'on avait constaté des progrès dans ces secteurs.

Même dans notre pays, qui compte parmi l'un des plus riches au monde, nous savons que les femmes ne bénéficient toujours pas d'un salaire égal à travail égal, qu'elles sont sous-représentées au gouvernement et qu'elles sont victimes de harcèlement sexuel et d'agressions sexuelles dans les établissements d'enseignement comme sur les lieux de travail.

Les articles dans ce numéro de *La Communicatrice* nous parlent de certains de ces problèmes bien enracinés. Le fait d'en apprendre davantage et d'entendre parler de nos projets nous permettra de continuer de développer les connaissances nécessaires à la résolution des

problèmes. Ces projets nous permettront d'avoir une meilleure compréhension des questions et d'envisager des solutions à long terme. L'identification de solutions n'est pas suffisante.

Grâce à notre appui, le personnel du bureau national peut soutenir nos efforts, année après année, pour aborder des questions comme celles qui limitent la capacité des femmes à atteindre leur plein potentiel en éducation et à apporter une précieuse contribution à la société. C'est grâce à nos connaissances actuelles, à notre apprentissage continu et à nos efforts renforcés par notre organisation nationale en confiance avec d'autres partenaires animés des mêmes idées que nous pourrons apporter des changements pour un monde meilleur.

Karen Dunnett, présidente nationale

CFUW is a Life-Long Learning Organization

While education is fundamental to us through our support of scholarships and fellowships, learning is also fundamental to us – and something that we take for granted.

CFUW clubs offer community based learning through their activities – the monthly lecture series (either as general meetings or as a public lecture series), the interest and study groups and even the annual preparation and study of resolutions.

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In a survey across the country, we find many, many variations. Most clubs have book groups (Victoria has 11 of them!). Some clubs have many lecture series (Oakville has 3, Kanata has one on history, UWC Winnipeg, UWC Vancouver).

Many of the clubs have Issues and Action groups, studying the issues of the day; also interest groups dealing with skills such as photography, French, Spanish, learning how to handle technology, social media and the Web; studying things more philosophical such as mindfulness, theology, meditation; learning about art (Etobicoke has 4 arts groups) and music appreciation.

Clubs like Edmonton and Ottawa have Environment Study Groups; Fredericton and Ottawa have Afghan study groups and Leaside-East York one on World Affairs; Edmonton, as well as, Kitchener-Waterloo, are studying health issues also.

PEI is studying the education system on Prince Edward Island, and why the students do not score well on national and international tests

How about general Study Groups covering any topic. National CFUW, Kitchener-Waterloo and Northumberland have these. National CFUW also has a Mentoring Project that puts learning and supporting into a more practical realm.

Another favourite is financial literacy, management and investment. Are some of these a result of the book, *Beginning the Conversation* from UWC Montreal about financial

literacy? Which also brings us to the number of books that have been written by clubs across the country – Kitchener-Waterloo, Sherbrooke, Mississauga, Winnipeg, Edmonton, our own CFUW history among many others.

And what about the writers groups, the bridge groups, antique groups – do gourmet dining and wine tasting count as lifelong learning, I think so!

CFUW supports learning in all facets – scholarships and fellowships, lecture series, courses, interest, discussion and study groups – in all ways for both the good of ourselves and for the good of the community.

Prepared by Teri Shaw
Education Committee

CFUW's Tangible Commitment to Lifelong Learning

The first recorded CFUW fellowship was funded in 1921 through the generosity of twelve local Clubs who raised \$1000. The funds were given to Isabel Jones, a University of Toronto graduate, who attended the Sorbonne to study the history of Canada. We don't know how the Clubs raised the money - did they hold bake sales, organize card parties or perhaps organize an afternoon tea? (I can picture them enjoying the 'high tea' wearing gloves and hats.)

CFUW has supported women's studies since its founding in 1919. Now, almost 100 years later, CFUW has a goal of

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granting an additional \$100,000 to celebrate the CFUW's 100th Anniversary in 2019. The funds raised will be used for new local scholarships and awards and additional national fellowships.

"As of September 30th, the total raised and committed is \$85,000, a wonderful achievement so far," reports Lynn Franklin, Chair of the 100th Anniversary Scholarship Project Committee which is tasked with encouraging and monitoring the progress of this initiative. "These donations and commitments have come from individuals, Clubs, Councils, the Camino Fundraiser and the CFUW Charitable Trust itself. The fundraising comes from a wide variety of sources - annual used book sales, raffles, 50/50 draws at monthly meetings, the sale of art cards and even the publication of a book celebrating the lives of women in their community."

We're close to our goal ... but not there yet. So an innovative 'Matching Gift Campaign' has been launched, which gives donors to the 100th Anniversary Scholarship Project the opportunity to have their contribution matched or effectively doubled. Approved by the CFUW Board of Directors and announced at the St. Catharines AGM in June 2016, the 'Matching Gift Campaign' will run until the 2017 AGM in Richmond.

CFUW supports learning at all levels, from young women completing high school to continue post-secondary education, women re-entering university studies after some years away, to women studying at the Masters and PhD level. This focus on education as a

life-long endeavour is one of the pillars of our organization.

Prepared by Lynn Franklin
Chair 100th Anniversary Scholarship
Project Committee

Women in Universities Project – 25 Years Later

25 Years Ago

After the December '89 massacre of women engineering students at the Ecole Polytechnique in Montreal, and in response to then CFUW President Tammy Irwin's call for ideas, CFUW Oakville decided that our universities needed a nudge in the conscience. The Oakville initiative was adopted by the CFUW Board as a national research project and the Women in Universities Project, launched on October 25, 1991, was born.

At that time the project's overarching premise was described as follows: "Too often campus Status of Women committees labour in isolation to gain equality for women at their universities. They often are faced with a not entirely sympathetic administration or openly hostile colleagues. We felt that external support from local educated women might serve notice to the universities that their activities, standards and responses to inappropriate occurrences and practices are of concern to their local communities."

CFUW Oakville developed a detailed questionnaire investigating discrimination against women in 10

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areas of academic life which addresses concerns of both faculty and students. Using the nationwide network of Clubs the questionnaires were distributed to universities across Canada. It was the personal contact made by Club members with the Status of Women Coordinators at the universities that produced detailed results from 45 universities and enhanced the success of the project.

On December 10th, 1992 the report on “Women in Universities: A Survey of the Status of Female Faculty and Students at Canadian Universities” was released at a formal Press Event. From the report 3 recommendations emerged:

- Each university should:
 - Implement now the recommendations of their existing internal reports (reports that universities themselves had developed) or the 54 measures in the “Profile of the Woman-Friendly University”
 - Re-order spending priorities so that measures to improve the situation for women on campus can be managed as far as possible within existing resources
 - Strike a committee to conduct annual monitoring of progress in implementing reforms which is accountable and whose findings are made public

The report, based on the responses of the 55% of Canadian universities, couched its recommendations for reform in a 54 features, “Profile of the Woman-Friendly University”. Every university which participated in the survey received a copy of the report. In 1998 an abridged version of the project was published in *The Illusion of Inclusion Women in Post-Secondary Education*, a collection of articles edited by Jacqueline Stalker and Susan Prentice. At the release of the report, then CFUW President, Margaret Matheson, stated “Part of the strength of this project is the potential for follow-up”.

25 Years Later

Following the 2014 CFUW AGM a Women in University study group was formed and conversation followed regarding how to proceed with a future study. At the 2015 AGM the CFUW Board was asked to approve an update to the 1992 Women in Universities Survey. Specifically, the request included identification of changes to the status of female faculty and students at Canadian universities – what has changed in 25 years? Board approval was obtained on June 23rd, 2016. In considering a repeat of the original study it was established that a comparative study to identify what changes had occurred at the universities since the 1991/92 was the aim.

Consequently, in order to achieve valid, measureable and comparable data and information, the questionnaires for both Faculty and Students should be as close as possible to those used in the original study. Slight updating in a couple of

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areas is required but development and validation has already been done. Likewise, methodology and analysis should remain similar in order to achieve meaningful and comparable results. The first steps to the repeat of the survey are:

- To create a research/implementation team with members from across the country led by the Chair of the Women in University Study Group of the Standing Committee on Education
- To review the 1992 questionnaires while attempting to keep the questions as close as possible to the original study
- To commence a current literature, search on the area of Women in Universities

There is currently a team of 9 members working through the various implementation requirements of this project. Most areas of country are represented. There is certainly room for more members! Once the team is ready to go to the conduct the survey phase of the project many Regional Directors and Club Presidents will be approached for assistance.

A fairly robust implementation scheme has been developed to prepare for conducting the survey. Several documents including the questionnaires are currently out to team members for review and recommendation. These all require translation once finalized and then packages for the Clubs prepared. All members of the research/implementation team have

been asked to research current literature on the area of Women in Universities and we are all constantly seeking information on this topic. Subject to Board approval, it is anticipated that implementation of the survey at the 45 universities who responded to the original surveys could occur in early 2017 and a preliminary comparative report may be available by the AGM in 2017.

Prepared by Margaret Therrien
Chair, Women in Universities Study Group

CFUW receives Accolades from Past Winners of CFUW National Fellowships and Awards

“The Canadian Federation of University Women has been absolutely instrumental in both my professional and personal life. In 2014, I won the 1989 École Polytechnique Commemorative Award from the CFUW. I was working on my thesis research focused on refugee women’s experiences with sexual violence and their post-migration needs in Canada. My thesis was very timely in that it was targeted towards policy change for those of precarious immigration statuses. I felt humbled interviewing women about their experiences with sexual violence and honoring their narratives in my research. The CFUW enabled me to not only provide women with an honorarium to thank them for their participation but also provided a platform for me to share the findings of my research.

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Pictured left to right: Maria Manno, Neil Silva's partner; Betty Dunlop, CFUW Fellowships Program Manager; Jessica Silva; Neil Silva, Jessica's father.

Throughout my graduate studies, the CFUW stayed in close contact and invited me out to several clubs as their guest speaker. I presented to the Ottawa chapter and was later invited as a guest speaker for the 2015 CFUW Annual General Meeting Luncheon in Quebec City. I wanted nothing more than to share my findings with the many women that made it possible for me to fund my study. In June 2015 at the CFUW Fellowships (Charitable Trust) Luncheon, I presented to an audience of approximately 150 women- I felt extremely honoured. If you are interested in my presentation on the findings of my Master's research, please [CLICK HERE](#).

Alongside my thesis work, I also chaired a Refugee Outreach Committee (ROC) where we advocated for the private sponsorship of refugees, particularly for those from Syria. In one instance, I was brought a case where I helped to fill out the immigration application for a 28-year-old man who is now safely in Canada. In helping him immigrate to

Canada, his narrative has deeply impacted my life and has fueled my passion for human rights and immigration law. Having been awarded the CFUW Award, I was able to pursue several extracurricular activities including the ROC, which then lead me to discover my goal of pursuing a career in law.

The CFUW goes beyond solely providing a diverse range of awards; they provide professional development opportunities for young women furthering their education. I can assure you that applying for a CFUW Award will go beyond winning a prize, simply because of the care and support you feel throughout the process. What is more, being an Awardee of the CFUW creates numerous networking opportunities and an opportunity to meet with some of the most incredible women across Canada.

I am a proud former awardee of the CFUW and welcome the opportunity to share my experience as an awardee with other young women seeking professional development."

- Jessica Silva BHSc, MSc
Email: jessica.avlis@gmail.com

Priscilla Ferrazzi was honoured with two CFUW awards, the 2011-2012 CFUW Dr. Alice E. Wilson (PhD) Award and in 2013 the CFUW Margaret McWilliams Pre-



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Doctoral Fellowship to help fund her doctoral research conducted in Canada.

Recently, Priscilla was in touch with CFUW to send along the published results of her CFUW-supported Nunavut study. CFUW is acknowledged in her paper for its considerable support of this project. Please click on the following link for details:

<http://www.sciencedirect.com/science/article/pii/S027795361630394X>.

Ms. Ferrazzi is now a tenure-track faculty member in the Faculty of Rehabilitation Medicine at the University of Alberta and it is a very exciting time for her and her colleagues. She has four Arctic research projects funded by Social Sciences and Humanities Research Council (SSHRC), Law Foundation of Ontario, Stephanie Chipeur Accessibility Research Fund, and the University of Alberta; now she is starting to staff the projects.

Priscilla Ferrazzi gives thanks to CFUW for all the invaluable support during her PhD. She encourages CFUW members to let her know how she can contribute to CFUW to show her appreciation for this support.

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Articles were edited by Betty Dunlop,
CFUW Fellowships Program Manager.

CFUW Empowers an Emerging Physician, Scholar and Leader in her Aboriginal Community – Brittany Chubbs

CFUW has awarded Brittany Chubbs the inaugural CFUW Aboriginal Women's Award (AWA) for the academic year 2016-2017. The award was established in March 2015 when the Education Council-Wolfville transferred the proceeds of their education fund to the CFUW Charitable Trust to create a new award. The CFUW AWA was designed to honour Dr. Marion Elder Grant's life-long commitment to education of women.



Brittany Chubbs is a young Inuit woman originally from Lodge Bay, a small inlet on the south coast of Labrador. She is an active member of the NunatuKavut community and a strong advocate for Aboriginal populations. Her strength as a leader and future physician will bring hope, health, and healing to her community.

Brittany is pursuing a Master of Health Ethics degree and Doctor of Medicine simultaneously at Memorial University of Newfoundland. She has also worked as a research assistant, through which she

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co-authored an academic paper exploring the ethics of research involving Aboriginal communities in Newfoundland and Labrador. The paper is expected to be published later this fall.

CFUW had an opportunity to ask Brittany a few questions about her academic life, personal thoughts and reflections.

Q: Did you encounter any challenges or adversities associated with gaining acceptance into the competitive field of Medicine?

A: “While the process of gaining acceptance into the field of medicine is competitive and requires a great deal of dedication, I have been fortunate to have had many incredible mentors, learning opportunities, and the support of my family, friends, and community along the way. Furthermore, the support of organizations such as CFUW has permitted and empowered me to continue on this academic journey and to reach my potential.”

Q: How do you manage your academic workload?

A: “While completing my Master’s degree whilst also in medical school has been challenging and difficult to manage from a workload perspective, I have come to learn the importance of prioritizing my mental and physical health regardless of how busy things get. To me, this has meant taking time to get together with family and friends, to walk my dog, and to catch up on my favorite shows. I have also come to

value the importance of staying organized and setting small, achievable goals.”

Q: Why did you apply for the AWA? Did the value range and the fact that it is renewable attract you? On a more personal note, what is the significance

'To me, medicine is rural medicine, because that's all I know; and that's what inspired me to pursue this.'

- Brittany

**Chubbs
Source:**

<http://www.cbc.ca/news/canada/newfoundland-labrador/4-coastal-labrador-students-accepted-to-mun-s-medical-school-1.2977069>

of having won the AWA?

A: “I very much appreciate the value of this award and the fact that it is renewable. These features have meant

that I have had to worry much less about funding my ongoing education and have instead been able to focus on my learning. Receiving this award has meant much more than this for me, however. The fact that this was an inaugural and national award being offered by a prestigious and very important organization spoke to the value of my studies and future work and has made me feel truly honored to be its recipient.”

Q: The CFUW AWA is restricted to Canadian Aboriginal women studying in Canada. Was this important to you and why? In the broader sense, how do you think this might impact on women?

A: “Knowing that Aboriginal women are underrepresented in postsecondary

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education, and in the field of medicine, has always been a driver for me. I have felt compelled to set big goals and reach my potential knowing the importance of representation for other Aboriginal girls and women. The existence of this award, restricted only to Canadian Aboriginal women, sends a similar message: that Aboriginal girls and women are invaluable in our universities and workplaces and ought to be empowered and supported in getting there.”

Q: Do you have time to volunteer? Why is this relevant in your life and to others?

A: “From a young age, I have known the tremendous value of giving back to my community, both for myself and others. Since beginning medical school, I have become even more aware of the value of volunteering and of the important role that I, as a future physician, can play in my community. I have been fortunate to be able to volunteer and give back in new and exciting ways, such as through involvement with our annual charity gala, Monte Carlo, and baking for kids at the Ronald McDonald House. I look forward to the opportunities for giving back to the community that my future role as a physician will offer.”

Article was edited by Betty Dunlop,
CFUW Fellowships Program Manager

Calgary Reads Leaps and Bounds into Alberta

Calgary Reads helps children learn to read. It's that simple and that

important and it is supported by CFUW Calgary.

For more than 10 years, Calgary Reads was most well-known for training volunteer tutors who then worked, over many weeks, one-on-one with a Grade 1 or 2 student at school.

Now, in year 15 of operations, with their mission to “create positive change in literacy outcomes for children by mobilizing business, education and community to care and act together with ingenuity,” they continue to evolve.

Calgary Reads now implements a myriad of programs, initiatives and events in schools and the community. Calgary Reads is expanding to new regions too. Thanks in part to local champions (including groups like CFUW) who support their work – the confidence and opportunities to go into new markets has grown. With their scaling model refined through pilot expansions, Calgary Reads’ proven programs and resources are now active in Elk Island, Foothills, Fultonvale, Livingstone Range, Rocky View Schools, and most recently, Edmonton Public Schools.

While schools and school districts seeking Calgary Reads’ expertise and leadership have been part of the impetus for expansion – sadly, too is the ongoing need. Children continue to arrive at Kindergarten ill-prepared for what comes next. Research confirms that if a child does not catch up to their peers by Grade 3, they likely never will.

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Other facts are equally concerning:

Alberta's high school completion rate of 75 per cent is one of the lowest rates in Canada. Sixty-five per cent of new jobs in the next decade will require post-secondary training.

Forty-nine per cent of adult Canadians have low literacy skills. "Canada has an essential skills problem. Canada's results in literacy and numeracy are depressing. In order to remain competitive, it is imperative that the Canadian workforce has the necessary skills – both today and tomorrow," states TD Economics' Special Report, December 12, 2013.

Nearly 29 per cent of kindergarten-aged children in Alberta are experiencing great difficulty in one or more areas of development compared to the Canadian norm of 25.4 per cent, and 14.7 per cent are experiencing great difficulty in two or more areas compared to the Canadian norm of 12.4 per cent.

Nearly a third are experiencing difficulty or great difficulty in communications skills and general knowledge, the area that appears to be the biggest challenge across Alberta.

So, improving the literacy levels and well-being of Alberta's youngest children isn't just the right thing to do—it's the economically smart thing to do. Our province's future, and our ability to compete in an increasingly globalized economy, depends on it. Because of the rapid brain development occurring in the first 2000 days of a child's life,

investment in the early years has the best return on investment compared to any other time in a person's life. One dollar invested in early childhood is equivalent to \$8 in adulthood.

Calgary Reads collaborates with the Calgary Food Bank. Together they founded the Calgary Reads Book Bank in 2015 to ensure that children of families who come to the Food Bank had access to free and age appropriate books. By the end of the first year, the programme had provided nearly 7,000 free books to more than 1,000 families. CFUW Calgary and CFUW Calgary North both support the Calgary Reads Book Bank.

Calgary Reads and the evolving Alberta Reads Network is up for the challenge! Thanks to the involvement and financial support of many organizations such as CFUW Calgary and corporations in our province—children, families and teachers will continue to be supported so that even more children build Calgaryreads.com

Prepared by Madeline Kalbach, VP Membership

Voices for Afghan Women in Ottawa — University Women Helping Afghan Women CFUW-Ottawa

This is a story of CFUW women educating themselves so that they can advocate for and help in a small way to

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educate women who are denied the light of learning in Afghanistan.

When Ottawa hosted the CFUW AGM in 2010, Canadian troops deployed to Kandahar were front-page news. On the same pages, reports of oppressed Afghan women emerged from human rights activist reporters like Sally Armstrong. As women we wanted to bring their experience to the attention of our colleagues across CFUW. Hosting the AGM gave us the opportunity.

One of the women featured in Ms. Armstrong's book, *Veiled Threat*, is the extraordinary physician and human rights activist Dr. Sima Samar. Head of the Afghan Independent Human Right Commission, founder of schools and clinics in refugee camps in Pakistan and Afghanistan, she told the ruling

Taliban that she would not close her clinics and schools in Kabul, and "you know where to find me". All remained open under that misogynist regime.

We invited Dr. Samar to give the keynote address at the CFUW AGM in Ottawa. She opened our hearts and minds to the difficult lives of these women.

CFUW Ottawa rose to take action on this issue. Hally Siddons formed University Women Helping Afghan Women (UWHAW) as a CFUW-Ottawa learning, advocacy and fundraising group.

UWHAW began by educating themselves about the lives of the women they would support, talking first

to the military, then attending lectures, symposiums and conferences at Ottawa's three universities and the Aga Khan Foundation. They tapped into NGO stories and UN reports, met with diplomats and development workers and listened to both Afghan students in the capital and recent immigrants. This base of knowledge gave them a credible voice to advocate and ask informed questions of government. This voice has become increasingly important as front page news moves on and these women are off the global radar.

UWHAW and particularly its leader, Hally Siddons, took the Afghan women's tragic story on the road in Canada to Newfoundland and Victoria AGMs and to the Triennial in Istanbul with a seminar and workshop on the subject. When the UN Commission on the Status of Women at the UN was held, UWHAW raised the Afghan story at a parallel session, and later Hally was asked to address Women Graduates USA at their AGM in Utah.

All this research led to one conclusion—the desperate need for education to empower Afghan women and girls who call literacy the light that they receive when they can read.

UWHAW was particularly concerned about postsecondary education, which led them to the Gawharshad Institute of Higher Learning. Founded by Dr. Samar, its vision is to provide a pool of young people educated in law, economics, political science and engineering who have the competency

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and confidence to govern a future Afghanistan. Democracy and human rights for all are threaded through the curriculum in the unusual co-educational classes, and students are from all religions and tribal ethnicities. Gawharshad boasts the highest number of female students in any institute of higher learning in Afghanistan.

Providing the \$600 annual tuition for girls desperate to attend Gawharshad to complete their four year degrees is where the Ottawa group saw their opportunity to help. So far, 11 girls chosen for their support have succeeded at the school and currently UWHAW is providing tuition for another 20. One highlight of this connection was “our girls” throwing their mortars in the air at their graduation ceremony.

Funds to cover tuition have been raised by the 50 member group by sharing proceeds from an annual musical lunch at Ottawa’s National Arts Centre, a September Supper featuring a speaker with in-depth knowledge of the country and, for five years now, a spring reception in Hally and Hugh Siddons’ beautiful garden on the canal. The reception combines the first strawberries of the season with fine food and wine as well as talks from people at the forefront of the Afghan society.

This June, featured speaker Deborah Lyons, Ambassador to Afghanistan for the past three years, spoke on behalf of the diplomatic community in Kabul, grateful that Canadian citizens and volunteers at home keep people thinking

about Afghanistan and offering their financial support. “It lifts us,” she said. “And sometimes we need it”.

In the meantime, the UWHAW continues learning and welcomes informed speakers on current affairs in Afghanistan. While much of what that is heard is painful, there is other news that lifts the heart. These articles of hope include stories of a generation of media and technology savvy young Afghan women who are fighting the deeply rooted inequalities that underpin their society. They seldom get international attention but these stories need to be broadcast so the world can know that Afghan women have enormous courage, and continue to push for their future in this fractious country.

At this June’s garden reception, hostess Hally Siddons expressed the hope that the international community will stay the course supporting women’s rights in Afghanistan with the same vigour it has in military involvement. She read out a message from Gawharshad thanking UWHAW “for just being with us”.

Prepared by Dianne Rummery

Library and Creative Arts Committee

This is a national committee whose funding is derived from the Charitable Trust. Originally the Libraries Committee, it was established in 1919 and is the oldest committee of CFUW. The charter members of the Committee

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created a comprehensive list of Canadian books, helped to establish the Canadian Library Council and the creation of the National Library of Canada.

Committee members conducted comprehensive surveys of library facilities across the country and urged all clubs to press for action to improve both the facilities and the conditions in the library profession. During the Second World War they supported books for Armed Forces members and suggested war memorials should take the form of libraries because 95% of rural Canadians did not have access to library services.

In 1950 the Committee submitted a comprehensive brief to the Massey Royal Commission on national development in the arts, letters and sciences; urged abolition of radio license fees; and, the creation of nationwide talent competitions for Canadian artists. It also noted the CBC was an effective means of unifying far-flung areas but that it should also have access to the profit making areas surrounding the larger centres. They suggested the infant television industry be operated "under similar arrangements, preferably under the auspices of or in close connection with the CBC whose experience should be invaluable in the related field."

The Libraries Committee became the Library and Creative Arts Committee in 1955 and all clubs were encouraged to take an interest in local artists. In 1956

this was supported by the submission of two briefs written by the Library and Creative Arts Committee-one to the Gordon Royal Commission on Canada's economic prospects and the other to the Fowler Royal Commission on broadcasting. The Gordon Commission asked for more federal support for universities, the National Library, National Archives, National Ballet, and the establishment of the Canada Council. The Fowler Commission identified that radio and television "can set standards" and "bring to Canadians across the country some of the resources of the national museum, art gallery, library and in time our national theatre, ballet and opera."

The Library and Creative Arts Committee evolved into its current form in 2014. The Committee awards \$4,000 each year, alternating the Creative Arts Award and Library Award. In 2016 the Library Award was presented to the Shelldale Better Beginnings, Better Futures in Guelph, Ontario, for their development of a sustainable and inclusive literacy project geared toward refugee and immigrant families. It encourages involvement of all members of a family-multigenerational and gender neutral. The project promotes social interaction, reducing isolation, and diminishing the barriers for women wanting to learn English.

In 2017 the Creative Arts Award will be offered. There are no geographical restrictions and the application criteria are such that it encourages 'out of the box' thinking when Clubs consider

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nominating an organization. The Creative Arts Award will open January 1st, 2017 and the close date is March 1st, 2017. The winner will be announced at the CFUW National AGM in Richmond, June 2017. Information about the Award is available on the CFUW National website and the CFUW Admin site.

Prepared by Tracey Otto, Chair

Library and Creative Arts Committee

CFUW Study Groups

In its close to 100 years of history, CFUW, through its individual members, Clubs, regions and National Office, has done much to improve the status of women and girls through promoting human rights and equitable social policy, and providing scholarships and fellowships. The members have given generously to these scholarships, as well as funding education projects, supporting library and creative arts, and working tirelessly on advocacy. Yet one of its most fundamental opportunities that the organization offers is lifelong learning for its members.

While Clubs across the country have study and interest groups for local interaction, National is now offering something similar giving women across the country opportunities to network together, share ideas and perhaps work on a joint project. The National Study Group may be of particular interest to members who do not have access to study or interest groups, or who wish to study a topic not covered in their own Clubs.

The Study Group first met in the spring of 2015. Meetings are to be held quarterly by teleconference but members may communicate between meetings, sharing ideas and resources. The two meetings held to date have been free-flowing general discussions from which a number of shared interests emerged with the quarterly meetings becoming a sharing/brainstorm session.

Currently, there are four very active groups within the Study Group Childcare, Sexual Assaults on Campus, Women in Universities and Indigenous Issues. Sexual Assault on Campus and Women in University have already taken on a life of their own with two major research projects underway. Other topics that have been raised are: Caring for Children and Adolescents (Youth at Risk), Environment, STEM, and Women in Leadership.

New members and new ideas for Study Groups are welcome at any time. If you would like to learn more, contact Kathryn Wilkinson VP Education at wilkinsons@rogers.com

Prepared by Kathryn Wilkinson, VP, Education

Sexual Violence: An Overview of the Issue

What is Sexual Violence?

Sexual violence refers to any act of violence that is “carried out through sexual means or by targeting sexuality” (Women’s Directorate, 2011, sect. 1).

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Some forms include (but are not limited to) sexual assault, rape, sexual harassment, indecent “sexualized exposure” stalking, cyber harassment, and so forth (sect. 1).

Research shows that 93 percent of victims aged 18 and over, are female (Statistics Canada, 2006, p. 37). Their perpetrators are almost always male, making this a gender-based offence.

Without access to proper supports, victims of sexual violence are vulnerable to depression, anxiety, self-harm, and even suicide.

Did you know?

- Less than 10% of sexual assaults are reported. However, 4 out of 5 female undergraduates admit to experiencing physical or sexual violence at the hands of a significant other. (Metrac, 2014, p. 5)
- 82 percent of assaults are committed by someone known to the victim (i.e. a significant other, friend, acquaintance, date, faculty member, etc) (Women’s Directorate, 2013).
- In North America, 15-25 per cent of female students will be sexually assaulted during their academic career (VAW Learning Network, 2013).
- Sexual assaults have been known to take place anywhere from parties and dorm rooms, to apartments off-campus.

- Many Canadian universities lack “comprehensive policies” in dealing with sexual violence (Metrac 2014, p. 8).

Rape Myths

As a society, the attitudes, beliefs and behaviours we deem normal or acceptable often contribute to and reinforce pervasive misconceptions about sexual violence.

We are overrun with rape myths that often do nothing but justify assaults and blame victims. Rape myths often result in the following:

- Victims are accused of behaviours and/or dressing in a certain way that invites sexual violence. This can lead to feelings of guilt, shame, and self-blame on their part.
- Perpetrators are not held accountable for assaults because of the belief “that a man has the right to sex if he buys a woman a drink, takes her to dinner, helps her with an assignment, or if a couple is dating, living together, or married” (Women’s Directorate, 2011, sect.4).
- When victims suffer sexual violence at the hands of someone they know (rather than a random attacker) they often struggle to distinguish consensual sexual acts from sexual assault (SMU, 2013, p. 26). The same confusion can apply to perpetrators

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themselves, who might not realize they are committing sexual assault (Mathieu & Poisson, 2014).

- Sexual assaults often go unreported due to a significant lack of victim support from universities. In fact, policies often emphasize the rights of the accused, rather than those of the victim (Metrac, 2014, p. 9), discouraging victims from taking action.

Challenging the Status Quo

While many universities across the country are taking measures to develop stand-alone sexual assault policies and offering various supports to victims, there is still much work to be done.

The following recommendations are crucial to combating sexual violence in post-secondary institutions:

- Physical features such as, an accessible campus layout, lighting, improved security, and visible signs promote a safer physical environment (Metrac, 2014, p. 4).
- Formal stand-alone policies and “response protocols” (Women’s Directorate, 2013, sect. 3) specifically designed to support and advocate for victims of sexual violence.
- Developing and implementing sexual violence and harassment prevention programs that engage

all members of the campus community.

- We must remember that sexual violence is an ongoing problem. Therefore, policies should be subject to re-evaluation when necessary.
- The monitoring described above should apply to programs and services. This will allow for improvements and introductions to new and more effective practices.
- The attitudes and beliefs of the campus community also need to be surveyed in order to assess and evaluate the cultural climate towards sexual violence.

Prepared by Lara Lemma, CFUW Volunteer

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A Great Start: Ontario's New Legislation to End Sexual Violence

As of March 2016, Ontario's Sexual Violence and Harassment Action Plan Act¹, also known as Bill 132 has received Royal Assent. Part of the Bill requires that all universities and colleges province-wide work in collaboration with students to develop stand-alone policies on sexual violence and harassment. The aspect of student

involvement will "help to ensure the policy is responsive to the needs of the campus community. In addition, consultation and collaboration will help foster a shared concern and responsibility, for taking action to create a safe, respectful and inclusive campus."² Some universities across the province already have stand-alone policies in place, while others affirm that they are currently in the drafting process.

Currently, even with the considerable lack of legislation regarding sexual violence in universities, it has to be said that most currently offer a range of on campus support for survivors, along with providing links to off-campus services. Stand-alone policies should serve to enrich current resources available to survivors (and possibly introduce new ones). However, this is only a start to addressing the problem. If the goal is to end sexual violence, then in addition to developing separate policies, we must endeavour to challenge the culture that remains apathetic to the atrocity.

Along with stand-alone policies, universities should also implement sexual violence and harassment prevention programs. As of 2010, The University of Windsor is conducting research studies into the effectiveness of the *Bringing in the Bystander @In Person Prevention Workshop*. The Workshop was originally developed by researchers at the University of New

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Hampshire, and has since been adopted by universities across the United States. The program takes what they call a “community of responsibility approach.”³ As potential bystanders, students are trained to identify and responsibly intervene in the event of a possible assault. In doing so, they “learn the importance of speaking out against social norms that support sexual assault and coercion...and how to be an effective and supportive ally to survivors.”⁴ York University also has a bystander intervention program in development. The hope is that universities will develop similar programs in conjunction with the new policies.

The passing of Bill 132 is a great victory in the fight to protect survivors of sexual violence and harassment. However, we need to acknowledge that we live in a culture that still accepts these behaviours. We must challenge these encompassing values, in order to end the cycle of sexual violence. Until then, sexual violence will continue to occur, even with stand-alone policies in place.

Prepared by Lara Lemma, CFUW Volunteer

References:

¹ Bill 132, Sexual Violence and Harassment Action Plan Act Supporting Survivors and Challenging Sexual Violence and Harassment, 2016. Schedule 3, (4) “A college of University described in subsection (2) shall ensure that student input is considered, in accordance with

any regulations in the development of its sexual violence policy and every time the policy is reviewed or amended;” Online: http://www.ontla.on.ca/web/bills/bills_detail.do?locale=en&BillID=3535

² OCUFA and CAUT submission regarding Bill 132, Sexual Violence and Harassment Action Plan Act, January 2016, page 8. Online: <http://ocufa.on.ca/assets/OCUFA-and-CAUT-Bill-132-Submission-January-22-2016-FINAL-.pdf>

³Bringing in the Bystander® In-Person Prevention Program. (n.d.). Retrieved March 31, 2016, from <http://cola.unh.edu/prevention-innovations-research-center/bringing-bystander-person-prevention-program>

⁴ Empowering Student Bystanders. (n.d.). Retrieved March 31, 2016, from <http://www1.uwindsor.ca/bystander/>

Sexual Assault Policies at Post-Secondary Institutions in Canada

On May 3, 2016, the CFUW Board of Directors approved the “Sexual Assault in Canadian Post-Secondary Institutions” project. Thus began a research journey to determine whether post-secondary institutions have a sexual violence and harassment policy (hereafter referred to as the Policy), its components and how that Policy works in practice. Three steps were identified: (a) create an investigative/research team comprised of CFUW members across Canada, (b) develop a questionnaire to be used in the collection of data relative to the Policy and (c) collate and analyze this data and identify the issues or areas of concern.

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As the research began, it was quickly evident that sundry articles have been written, videos prepared and interviews recorded. From 2014 to the present, there has been increasing attention on concerns such as the need to focus on sexual violence awareness; the importance of moving beyond simply creating a policy; the need for institutions to be held accountable for how they support victims and how they ensure their campuses are safe; the need for standard reporting mechanisms to be established as these are not currently evident, either regionally or nationally, and the need to recognize that attention to sexual violence and harassment should be ongoing and not just centered around the first weeks when students return to campuses across Canada.

All across Canada, sexual assault and harassment on post-secondary institution campuses has come to the forefront. Progress however has been slow. Discussions in legislative buildings have been ongoing for more than five years and still there is no universal understanding of what a Policy should encompass, particularly in such areas as a comprehensive definition of sexual violence and harassment, conflict of interest issues, follow-up procedures, information resolution procedures, who should be involved in writing this Policy, what training is required for those who implement the Policy and/or respond to victims and the whole other area of victim rights to representation, information and an appeal process. In fact, some post-secondary institutions

have indicated that they have not even been keeping records of sexual violence and harassment.

Over the past three years, there has most assuredly been a plethora of news reports specific to post-secondary institutions' sexual violence and harassment policies or lack thereof, concerns about sexual assault reporting standards with those policies and questions about why in some cases a report of violence and harassment has not been made or the victim has not been comfortable in making such a report. There have increasing been calls for action and some positive actions have begun as a result. Reports of institutions releasing their first policy or updating an existing policy, hiring sexual assault support advocates and providing training and workshops is welcomed news.

In September 2016, CFUW submitted a Brief to the "Status of Women Committee for their Study on Violence against Young Women and Girls" urging the Government of Canada to conduct research in the area of sexual violence, to pass legislation outlining appropriate action for all provinces and territories and to provide funding for specific training and workshops at post-secondary institutions. There is already significant, positive movement in some provinces, such as Ontario and British Columbia, requiring all post-secondary institutions to establish sexual violence and harassment policies. Is this enough?

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It is the intent of the “Sexual Assault Policies at Post-Secondary Institutions in Canada” project to not only to identify if a post-secondary institution has a sexual violence and harassment policy but to collect data specific to who was involved in the writing of this policy, if/when the policy has been updated, is/are the person(s) charged with administering the policy appropriately trained, is there protection for the victim especially during the investigation and is the victim aware of her rights. The questionnaire for this research project is comprised of 20 questions. The initial stage of this research project is the collection of data. This will be accomplished by visiting the post-secondary institution’s website, accessing the policy and ranking each question with a “yes”, “no”, “unclear” or “not applicable” response. There is also an opportunity for the data collector to comment on any of the questions and/or respond to a qualitative question at the end of the questionnaire. At this stage of the data collection direct contact with the post-secondary institution and/or conducting a personal interview will not be necessary. A database of post-secondary institutions will be compiled and maintained by the Committee, thus establishing a process of identifying who will review the institution’s sexual violence and harassment policy thus avoiding any duplication.

What has been done to date specific to this project? A 5-member Committee has been formed. The Committee has been reviewing and editing the questionnaire to be used in the

collection of data. The next step is for the questionnaire to be reviewed by the Standing Committee on Advocacy. Following this, Clubs will be afforded an opportunity to engage in this project. Once the data is collected and collated, it will be analyzed by the Committee with a view to identifying any areas of concern specific to sexual violence and harassment policies currently existing in post-secondary institutions with a determination of how we move forward with this research.

What can you do? Individual CFUW members or Clubs interested in participating in data collection can contact me at sharonacrabb@gmail.com. If you wish more information about this project or have questions, please contact me via email.

Prepared by Sharon Crabb, Chair
CFUW Status of Women Sub
Committee

McMaster University Takes Bold Steps to Address Sexual Assault on Campus

Reading the statistics on sexual assault, along with seemingly endless news reports on campus incidents, can be disheartening. Is this culture that allows, even *promotes* assault on women, ever going to change? There are rays of hope, however. People across the country are working tirelessly to reduce these incidents - to prevent them from

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happening and to support victims. One such example is the team at McMaster University in Hamilton, where policy-makers and faculty are working to intentionally change the culture of sexual assault.

In April of 2012, the Sexual Assault Centre of Hamilton Area (SACHA) partnered with the YWCA Hamilton on a project to engage students in preventing violence against young women on campus. The “[It’s Time](#)” project was funded by Status of Women Canada and guided by an on-campus Advisory Committee of students, staff and faculty. At its end, the project had developed eight recommendations for strategies to improve institutions and culture on campus, in order to prevent violence against young women.

Among the recommendations that the University adopted were the establishment of a Violence against Women Working Group of the President’s Advisory Committee on Building an Inclusive Community, the implementation of a Campus Community Alert Policy and hiring a Sexual, Domestic and Family Violence Response Coordinator.

The University now employs a full-time Sexual Violence Response Coordinator, Meaghan Ross, who was kind enough to speak to me, as well as a Counselor dealing specifically with sexual assault and violence. These staff are connected to policy groups on campus, and their specific designation makes them easily accessible to students. The ultimate

vision of their efforts is to change university culture on campus. As Meaghan said in our interview, they want to change the culture to the point that most of their work ends up on the prevention end, because incidents of sexual assault will have gone down.

The work happening at McMaster highlights the importance of advocating for legislative change. [Bill 132](#) has compelled all Ontario universities to set out a process for responding to complaints of sexual assault. It is inspiring to see how seriously McMaster took this directive, and their action serves as a standard to which we can hold universities across the country as we continue advocating for victims of sexual assault on campus.

Prepared by Maddie Webb
Advocacy Coordinator

UNESCO

CFUW is a member of the Canadian Commission for UNESCO, which carries out the work of the United Nations Educational, Scientific and Cultural Organization in Canada. Members provide important feedback on issues of concern to UNESCO, including education, science, culture, communication and information. This is then conveyed to the Canadian delegation in Paris. Through this process, Canada’s collective voice reaches the global stage, where it can have a significant influence on world matters.

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In 1945, UNESCO was created in order to respond to the firm belief of nations, forged by two world wars in less than a generation, that political and economic agreements are not enough to build a lasting peace. Peace must be established on the basis of humanity's moral and intellectual solidarity.

UNESCO strives to build networks among nations that enable this kind of solidarity, by:

- Mobilizing for education: so that every child, boy or girl, has access to quality education as a fundamental human right and as a prerequisite for human development.
- Building intercultural understanding: through protection of heritage and support for cultural diversity. UNESCO created the idea of World Heritage to protect sites of outstanding universal value.

- Pursuing scientific cooperation: such as early warning systems for tsunamis or trans-boundary water management agreements, to strengthen ties between nations and societies.
- Protecting freedom of expression: an essential condition for democracy, development and human dignity.

Courtesy UNESCO website:
<http://en.unesco.org/>

CFUW's UNESCO representative is Joy Hurst.

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An Article from The Personal Insurance Company: The real cost of speeding tickets



As you can imagine, speeding is one of the leading causes of road accidents. Even if you think you're in total control of your vehicle, you need to respect the speed limit. Remember—you're not alone on the road and accidents can happen without warning. Speeding tickets are one of the most common types of traffic tickets among Canadians. Impatience, rushing to get to your destination, or even a second of distraction could potentially cause you to speed even if you don't realize it. So what do speeding tickets really cost?

They could increase your car insurance rates

Insurance companies have different guidelines, but in many cases, multiple speeding tickets could result in an increase of your insurance rates.

They lead to demerit points

Speeding also leads to the accumulation of demerit points. Different provinces have different rules so check with your Ministry of Transportation. In Ontario, if you drive:

- 16 to 29 km over the limit, you'll get 3 demerit points
- 30 to 49 km over the limit, you'll get 4 demerit points
- 50+ km over the limit, you'll get 6 demerit points

In most provinces, demerit points stay on your driving record for 2 years from the conviction date. Depending on the number of demerit points and where you live, you might receive a warning letter, have to attend an interview, have your license suspended or have to redo your driving test.

They tarnish your driving record

Breaking a traffic law will have a negative impact on your driving record and could get you into legal trouble. Keep in mind that the moment you pay the fines, you automatically plead guilty to the infraction. Also remember that if you ignore the ticket, you will be convicted and if you do not pay the ticket, your license will be suspended.

In conclusion, here are three handy tips:

- Leave earlier for appointments
- Try using the "cruise control" option in your car to maintain a constant speed

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- Pay close attention to your speedometer as well as the speed limits on the road

Keeping these simple tips in mind, you can maintain a good driving record and keep your auto insurance rates from increasing.

More on this topic

[Tickets and demerit points - Insurance implications](#)

[Road safety in Canada](#)

[Motorists' rights – Ticket](#)

[Fines](#) (Ontario Ministry of Transportation)

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