

Current Status of Sexual Violence Against University Students in the Culture and Arts after the Me Too Movement and Policy Issues

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1. Objective and necessity of research

Korean society was engulfed in shock when a severe level of damage from sexual violence was exposed in the culture and arts world during the course of the Me Too movement in 2018. Students majoring in culture and arts were exposed to sexual harassment and sexual violence extensively in classes and at practical training sites for a long time, but grievance counseling for sexual harassment and sexual violence, as well as relief measures for the student victims, were inadequate. In the wake of the "Hashtag" movement regarding sexual violence in the culture and arts world that unfolded in 2016 and the "Me Too" movement in 2018, incidents of sexual harassment and sexual violence in the culture and arts world came into focus and were illuminated in our society.

The government has been actively making efforts to prepare policy in response to this. In March 2018, at a joint meeting of government

departments for countermeasures, topics that were discussed were the following: excluding sexual violence actors in the culture and arts world from public support, such as arts subsidies; implementing an administrative audit and lodging an accusation with an investigation agency if an organization is confirmed to have neglected/concealed an incident of sexual violence; inserting clauses related to sexual violence into standard contracts; advising on ways to enact/revise organizations' codes of ethics; implementing violence prevention education; and promoting legislation for the relief of artists whose sexual self-determination has been violated.

Workers are placed in the blind spot of sexual harassment/sexual violence prevention and victim support through the way business contracts are drawn up in the culture and arts world(Lee, S. et al., 2018), while students majoring in culture and arts are also exposed to the danger of sexual harassment/sexual violence, but are in a blind spot of protection due to university authorities' lukewarm responses(Lee, M. et al., 2018). In order to protect them from university sexual harassment/sexual violence and provide them with a safe learning environment, close cooperation among university authorities, the Ministry of Education, and the Ministry of Culture, Sports and Tourism is demanded. An important task is to review the current status and characteristics of sexual harassment/sexual violence in culture and arts education programs, which were exposed in the Me Too movement that has unfolded since early 2018, and, regarding these, examine the students' and universities' response to them and gain an understanding about related problems.

In this study, we examined the current status and characteristics of damage by sexual harassment/sexual violence in cultural and arts education programs revealed during the course of the Me Too movement,

which started in early 2018. We examined the characteristics of sexual harassment/sexual violence incidents in cultural and arts education programs, and reviewed the responses of students, departments, and university authorities to these incidents in-depth to find out what the problems of the related grievance settlement system were. With this as a foundation, a policy improvement plan was proposed to guarantee that students majoring in culture and arts can study in an environment safe from sexual harassment/sexual violence.

2. Research method

Various research methods were utilized to grasp the characteristics of sexual harassment/sexual violence taking place at conservatories. First of all, we analyzed the contents of previously conducted research related to sexual harassment/sexual violence at conservatories, and we also reviewed the contents of policies to prevent sexual harassment/sexual violence in the fields of education and culture and arts. In addition, some two-year colleges and four-year universities that operate culture and arts education programs were selected and analyzed to review the related regulations in conservatories. Specifically, the following were analyzed: names of regulations related to sexual harassment/sexual violence at universities, their year of enactment, definitions of terms, scope of application of the regulations, agency in charge of sexual harassment grievances, investigation and handling of cases, protection of victims, and content of education related to violence prevention, etc.

Second, in order to identify aspects of sexual harassment/sexual violence incidents in conservatories through news media reports, we selected a total of 41 media outlets and analyzed the detailed contents

of news stories reported from January 29, 2018 to August 20, 2019, a period of 1 year and 7 months, regarding the damage situation and subsequent handling of the case. We selected cases with news stories that became the biggest issues, or that included the most information, such as content about the perpetrator, the victim and the punishment of the perpetrator, so that we were able to conduct our analysis of the perpetrator and the department where the victimization occurred, the relationship between the perpetrator and the victim, the type of victimization, the place where it occurred, and punishment of the perpetrator and support for the victim,

Third, in order to grasp the context of sexual harassment/sexual assault that occurs in culture and arts universities, as well as the concrete current situation of victimization, we conducted individual and group in-depth interviews with victim assistants, undergraduates and graduate students, instructors, and counselors from the sexual harassment grievance counseling body.

First of all, in order to understand aspects of the damage suffered by victims of sexual violence in conservatories, their experiences afterward, and the situation related to handling cases, we conducted in-depth interviews with 9 people who had assisted victims of sexual violence. During the March-May period of 2019, through the Korean Women's Association United, which had conducted activities to support victims' cases at each university, as well as the Seoul Women's Association, researchers recruited people who had assisted victims while incidents of sexual violence were underway. In-depth interviews were conducted during the period from March 19 to July 10, 2019. The people who had assisted victims and who participated in the interview were 7 undergraduates and 2 who had graduated from undergrad. The interview

was composed of questions regarding the situation at the time of the victimization, the content of the victimization and the route of how it happened, the response of other people after the victimization, the protection of the victim in the process of handling the case, the experience of using the sexual harassment grievance counseling body, etc.

In addition, focus group interviews(FGI) were conducted with 17 university and graduate students in the relevant field to grasp what sexual expressions and sexual behaviors looked like, or how they appeared, when such expressions came out in classes, practical training sites, and extracurricular meetings with professors/instructors that students had experienced in conservatories. The interviewees were recruited by approaching student councils and self-governing organizations of universities and graduate schools in each culture and arts field, and we asked interviewees who were recruited in the first stage to introduce their acquaintances, utilizing a snowball sampling method. The selection of interviewees was made during the period from May-July 2019. In order to grasp the characteristics of various educational fields in the culture and arts world, students from each of the fields of traditional art, video, acting, literary creation, popular music, classical music, visual art, and dance were recruited. The interviews were set up according to their schedules and were conducted in groups of 3-5 people, as well as individually. Interview questions were asked about the content of professors' and instructors' sexual expressions in classes, practical training, and extracurricular meetings, the students' perception of the appropriateness of these expressions, problems with sexual expression and sexual harassment issues in student groups, experiences in lessons or in the course of preparing for performances, and the influence of professors/instructors and senior students in relation to the interviewees'

advancement in society after graduation.

Next, at the end of attempting to recruit professors and instructors in order to understand the situation related to sexual harassment/sexual violence in the course of culture and arts education from an educator's perspective, a total of 1 person was recruited. The contents of the interview were questions such as how frequently there are sexual expressions and contact in the arts and culture curriculum, the appropriateness of it, and ethics related to gender in the educational curriculum. There was also a question about the hierarchy between professors and students and its influence on advancement in society after graduation. The interview lasted a little over 2 hours due to the passion of the interviewee. The interview was conducted on July 18.

Finally, we interviewed people in charge of the grievance counseling bodies inside their universities in the period from August 6-9 in order to identify the characteristics of victimization by sexual harassment/sexual violence occurring at conservatories, the current status of and problems with the process of receiving and handling incidents of sexual harassment/sexual violence within universities, and the difficulties experienced by the persons in charge. We tried to recruit sexual harassment grievance counselors from universities where there had been sexual harassment/sexual violence in 2018 and 2019. In the end, a total of 4 people accepted interviews. We explained the purpose of the investigation by phone to the person, and after we received their consent, we scheduled the interview. The content of the in-depth interview was about the process of receiving and handling cases, the characteristics of culture and arts educational programs, grievances of those in charge of sexual harassment grievance counseling bodies, and the current status following the Me Too movement, etc.

3. Current status related to sexual violence in conservatories

A. The Me Too movement and sexual violence in the culture and arts world

Through the Me Too movement in 2018, an opportunity arose to publicize victimization by sexual violence, and in the process, a social atmosphere was formed that demanded the improvement of related perceptions(Yoo, 2018:91). The Me Too movement can be identified as a movement that supports female victims' disclosures and puts political capabilities into practice in order to eradicate gender discrimination/sexual violence(Joo and Baek, 2018:40; Yoo, 2018:91). Sexual violence refers to the act of satisfying one's sexual desires without the consent of the other party by using force or threats(Ko et al., 2004:118; Kim, J. et al., 2010:83), while victims have a tendency to be reluctant to reveal the truth of their victimization due to shame and fear.

The Me Too movement was first proposed by female activist Tarana Burke in 2006, and it quickly spread starting in 2017, when Hollywood actor Alyssa Milano put a hashtag on it and encouraged ordinary people to participate through social media(Joo and Baek, 2018:40). The Me Too movement raised the problem of gender inequality, which had been individually recognized, to the level of debate at the social level, providing an opportunity to raise public awareness about its severity(Joo and Baek, 2018:38). In Korea as well, the Me Too movement unfolded in various sectors of society, such as the prosecution, culture, sports, politics, religion, and business(Kim, S., 2018:25).

Just as in other countries where the Me Too movement first began, the Me Too movement actively unfolded in Korea, focusing on culture and arts communities. The incidents of sexual violence in the culture and

arts world shocked the public because sexual harassment and sexual violence using hierarchy had been rampant in a field that was perceived as relatively progressive, and because those who were accused as perpetrators were renowned artists.

The Me Too movement began in earnest in the culture and arts world in 2016, and through the hashtag "#00_My_Sexual_Violence," the problem of sexual violence that had accumulated in various fields, including art, literature, theater, and film, started to surface. The Me Too movement in the culture and arts world, which was called "Hashtag Sexual Violence Talk" on social media, unfolded beyond professional venues and went all the way to educational institutions, hugely shocking the public. Through more than 20 hashtags related to the disclosure of sexual violence in the culture and arts world, about 20 famous, eminent people were accused of being perpetrators, and this became an opportunity to strengthen the solidarity movement against sexual violence(Kim, H., 2017:6).

Until then, there was a high tendency for incidents of sexual violence in the culture and arts world to be regarded as deviations of the individual, but recently, critical awareness has been increasing within the culture and arts world that these should be regarded as crimes of sexual violence(Women's Human Rights Institute of Korea, 2017:8). These kinds of incidents were bound to be repeated because of structural problems in cultural and artistic circles, where people had been witnessing obvious sexual harassment and sexual violence, but regarded them as deviations of individuals due to their own interests in the matter or distorted gender awareness.

B. Reality of sexual harassment/sexual violence in the culture and arts world

A fact-finding survey was conducted as a result of self-awareness about the severity of sexual violence in the culture and arts world. In 2017, the "Survey on Sexual Violence/Sexual Harassment to Create a Gender-equal Environment in Film" was conducted on 749 people in film, with 46.1% of respondents saying they had experienced sexual harassment/sexual violence. If we look at gender, the ratio of female victims was higher than that of males, with 61.5% being women and 17.2% being men(Lee, N. et al., 2018:7).

"Independence" and "uniqueness" are pursued in cultural and artistic circles, and the tendency to freely explore human beings and society beyond the existing norms sometimes serves as an indulgence for artists' unethical conduct(Kim, H., 2017:35). Power is concentrated in the people who have cultural power, violent acts committed by them are wrapped up in the words "artistic eccentricity," and the weak become structured to endure victimization. Under these circumstances, the perception that sexual harassment or sexual assault is a problem is weakened amongst the people, and victimization is concentrated on women, who are in a position of being oppressed.

The reason the victims are silent is because of the male-centered cartel that covers the base of cultural and artistic circles. In the film industry, masculinity is regarded as an important value, leading to a culture of excluding women, who thought of as sexual objects, not respected as colleagues, and become subjected to hatred and sexual harassment. Even if they are sexually harassed or assaulted, female victims become isolated due to the distorted attitude that regards it as the process that they

endured in the course of entering the industry(Kim, H., 2017:43-44).

In addition, aspiring artists in culture and the arts must invest a lot of time to improve their skills, and in the fine arts fields of Western classical music, dance, Korean traditional music, and visual arts, most of the people's educations began when they were children(Women's Human Rights Institute of Korea, 2017:8). In the case of literary circles, a structure has been created in which it is difficult for victims to resist violence because of the power cartel, which has existed in the educational system of literary creation and in groups of educators-authors-judging committees and literary award winners.

Culture and arts workers are generally economically unstable, and their workers' rights are not guaranteed. Unlike workers in other fields, most of them tend to work without signing a long-term, formalized employment contract(Lee, S. et al, 2018:18). Only about 21% of film industry survey respondents worked in permanent jobs, but the majority of respondents ended up working without any job security(Lee, N. et al, 2018:3). In cultural and artistic circles, there are many times when opportunities for economic activities are given through unofficial channels, and unlike other areas where new employees are recruited through a public recruitment process such as testing, in cultural and artistic circles, one's network and personal connections are important in getting jobs. Women are bound to be vulnerable to sexual harassment/sexual violence at meetings or events where work is used as a pretense, and they are made to conform with male-dominated cultures, such as drinking alcohol together to develop personal connection(Women's Human Rights Institute of Korea, 2017:10). For these kinds of structural reasons, it is difficult for the majority of people working in culture and arts to raise an issue about the problem, even

if they are subjected to sexual harassment/sexual violence. Furthermore, the possibility is high that they will remain silent or leave the industry because even if they do say something about the problem, they are not accommodated. Under this kind of situation, sexual harassment/sexual violence continues in culture and arts circles(Kim, H., 2017:43).

The disclosures of sexual violence in the culture and arts world were achieved because victims chose social media rather than requesting help from internal dispute resolution bodies or bringing criminal charges. The disclosures of sexual violence cases in the culture and arts world were made utilizing the unique method of social media because there was a lack of dedicated dispute resolution bodies internally for sexual violence incidents, and victims felt that even if they were to submit a case through such a body, they could not trust that it would be dealt with fairly(Kim, H., 2017:6). Following the Me Too movement, various efforts are being carried out within cultural and artistic circles to prevent sexual harassment/sexual violence and protect victims. Voices of reform are coming out, saying that the culture and arts world has to change in order to improve the unreasonable phenomenon of sexual harassment/sexual violence in the culture and arts world, and ensure that victims are able to carry out artistic activities.

C. Current status of sexual violence in conservatories

Disclosures that began at culture and arts sites spread to universities in 2018. There were more than 20 universities from which news reports were generated, and while circumstances were varied, the point that they all had in common was violence utilizing status and influence within academia(Yoo, 2018:91).

A special characteristic of the Me Too movement in the culture and arts world is the point that those who have frequently been targeted for victimization have been minors and people who have just reached adulthood. According to the 2018 Survey on Sexual Harassment/Sexual Violence in Universities(Lee, M., et al., 2018:164), sexual incidents were mainly found in fields/majors affiliated with arts and sports. This arises from the characteristics of culture and arts education, which is conducted by focusing on apprenticeship education, so youth who have the college entrance exam ahead of them, as well as students who are enrolled in culture and arts departments, are bound to be placed under the influence of professors and artists who are currently teaching(Women's Human Rights Institute of Korea, 2017:11). Using this hierarchical relationship, male artists and professors use artistry as an excuse, instilling into students the incorrect perception that artists have to be sexually free, and this leads to demands for sexual behavior(Women's Human Rights Institute of Korea, 2017:6). In addition, students enrolled in the fields of culture and arts, whose professors and seniors have a great influence on them when they enter society after graduation, find it to be very difficult to express their opinion against the professors' will or take action, placing them in a very difficult situation(Lee, M., et al., 2018:39).

Despite the frequent occurrence of sexual violence/sexual harassment within culture and arts departments, the problem has not been solved because universities are not soundly equipped with complete support systems internally. Although universities that possess cultural and artistic education programs are responsible for establishing a system for sexual harassment grievance counseling and case handling that encompasses all students and faculty members, the reality is that the system for sexual harassment prevention system is operated as a formality, and cannot be

expected to protect and support students. According to research on the condition of sexual harassment/sexual violence in universities, conducted at 312 universities across the country in 2018, the sexual harassment grievance counseling bodies within universities had a low organizational status due to poor budgets, poor labor force, and vague regulations(Lee, M., et al., 2018:3). Furthermore, there were gaps in the schools' responses to resolve sexual violence, and inactive cooperation with external institutions and limitations in the methods and content of sexual violence prevention education in universities were also pointed out(Lee, M., 2018:117). Some examples of these limitations were incomplete confidentiality for victims in the investigation process, the problem of fairness in the disciplinary committee, insufficient participation of school members in sexual violence prevention education, the limitation of the contents of the prevention education, and the difficulty of securing independence and autonomy as the body exclusively dedicated to this problem.

The sexual harassment/sexual violence of the culture and arts world arises from the unique working environment and method of education retained there, and the specific causes of sexual harassment/sexual violence are as follows. First, the working environment is gender-discriminatory. The culture and arts world has a tendency to pursue freedom beyond existing norms, and when power is concentrated on a small number of people with cultural power and violent acts committed by them are wrapped up in the words "sexual deviation" and "artistic eccentricity," those harmful effects return to female victims, whose power is weak. Furthermore, male-dominated cartels close their eyes to women's victimization and sometimes say it was the victim's individual responsibility, repeating the vicious cycle of violence. Second,

there is an apprenticeship working environment. Given that education in the culture and arts world is centered on one-on-one apprenticeship that creates a power structure and hierarchical order, there are structural limitations regarding the possibility that sexual violence can occur, since sexual violence mainly stems from power differences. Third, there is the economic instability of workers. A considerable number of workers in culture and arts are non-regular workers, and because of this, they are economically unstable as individuals, and there is the aspect that their rights as workers are weak. In addition, opportunities for economic activity are often made through informal channels, such as personal connections. Therefore, there is a risk of sexual violence where a job or one's individual economic difficulty is used as a pretext, and this situation also blocks any legal response to victimization.

As a result, within the culture and arts world, voices for reform have been coming out against the sexual harassment/sexual violence that has been silently committed thus far, and various movements are being made to stop victimization. Various measures have been proposed, including the establishment of a permanent body for victims of sexual violence within the culture and arts world, together with measures to enable existing dispute settlement bodies to play a role and measures to protect victims from secondary victimization. However, since these bodies do not have judicial authority and they are limited in that they are not compulsory, there is a limit to the active protection of victims and punishment of perpetrators. Therefore, it is now necessary to fundamentally think about sustainable and effective sexual violence prevention policies that block the occurrence of sexual harassment/sexual violence within the culture and arts world, and that represent victims' voices.

4. Policies to eradicate sexual harassment/sexual violence in conservatories

It can be said that the area where Me Too was the most explosive was the field of culture/arts and education. The culture and arts world had been in the blind spot of policy to prevent sexual harassment/sexual violence because more than 70% of workers are freelancers and are not inside members of an organization. Accordingly, a policy was promoted to make preventive education obligatory, focusing on participants receiving public support and those involved in state-funded projects, and to take disciplinary measures such as suspending financial support, but a disciplinary action system was not implemented due to the lack of legislation.

The Ministry of Education's policy for institutions of higher education centers the dedicated body at each university, and much depends on the autonomy of universities. The main agents of the measures to eradicate sexual harassment/sexual violence are universities and the dedicated body at each university, and policies have been promoted to strengthen the status and capabilities of the dedicated bodies at each university.

It can be said that a conservatory is a domain where two fields that are both low on public regulation overlap. Currently, there is no separate policy established besides the Ministry of Education's policy for institutions of higher education, and there is no policy being promoted for conservatories. The area of victimization of university students in the culture and arts world extends beyond the university and covers the art world. In addition, professors at conservatories are often working artists, so when students enter the professional art world, they end up working with professors and are therefore under their influence even after

graduation. The current status of policies in the culture and arts world and institutions of higher education are as follows.

A. Policy for the elimination of sexual harassment/sexual violence in the culture and arts world

Regarding the topic of policies to eradicate sexual harassment/sexual violence in the culture and arts world, in 2018, government ministries jointly announced "Countermeasures to Eradicate Sexual Harassment/Sexual Violence in the Culture and Arts World," and in addition to it, a special reporting center was operated for 100 days, and various policy attempts were implemented related to victim support and the prevention and eradication of sexual violence.

The main contents were to open and operate a counseling center exclusively for those in the field, to ban sex offenders from participating in state-funded projects, and exclude them from holding public posts and being on art juries. In the standard labor contract, provisions to prevent sexual violence are included, and at each stage, it tries to enforce the implement mandatory prevention education. In addition, educational courses were operated to foster instructors specializing in prevention education, educational contents were developed, and a fact-finding survey on sexual harassment/sexual violence was conducted under a special investigation team. Related contents were included in the "Act on the Status of Artists and Guarantee of Rights," and the enactment of this law is underway. In the case of the Ministry of Culture, Sports and Tourism, the Office of Gender Equality Policy was established as the main agent responsible for projects related to gender equality and the prevention of sexual violence, and related budget was secured.

B. Policies in higher education institutions to eradicate sexual harassment/sexual violence

As for policies to eradicate sexual harassment/sexual violence in higher education institutions, we can take the "Status of the Promotion of Measures to Eradicate Sexual Harassment/Sexual Violence in the Education Sector and Future Plans" announced by the Ministry of Education in June 2019, as an example. First, the actual effectiveness of handling sexual harassment/sexual violence matters was secured by strengthening the status and capabilities of the dedicated bodies existing within each university. Second, the level of disciplinary action against private school teachers was strengthened to the level of public schools established by the national government. Third, the target for prevention education was expanded to all university members. Fourth, the status of implementation was reflected in the university evaluation index or made public to induce policy implementation.

C. Discussion and recommendations

There are more part-time instructors inside university arts departments than full-time instructors because it is the nature of universities affiliated with arts and physical education to have a high proportion of practical and small-scale classes. Victimization by sexual harassment/sexual violence occurs with such instructors, as well as colleagues and senior and junior students at the same university, and cultural and artistic figures. The gender ratio of arts and physical education students differs from the gender ratio of professors, and properties of the gender-discriminatory culture in the field, due to its male-dominated unbalanced power structure, were pointed out.

Therefore, it is necessary for the Ministry of Culture, Sports and Tourism to strengthen its cooperation system with the Ministry of Education to provide support to aspiring artists who are victims and establish a legal support system for victim assistants. The expansion and strengthening of curriculum to instill gender sensitivity in conservatories has to be enforced. In addition, it is necessary to improve the gender-discriminatory structure of the arts world by easing gender imbalances in universities, public institutions, and juries for public support.

Conservatory policies should be covered by policies for the culture and arts world so the victimization of conservatory students can be reduced. We propose the following policies. First, the cooperation system of the Ministry of Culture, Sports and Tourism and the Ministry of Education for conservatory students should be strengthened. At the reporting center exclusively for the culture and arts world, they should support the conservatory student victim and the victim's assistant, and link the disciplinary system of the Ministry of Culture, Sports and Tourism with the universities. Second, strengthen the Ministry of Culture, Sports and Tourism's supervision of art schools that have been established by the national government, such as the Korea National University of Arts. Third, the subject of gender equality should be added to the curriculum to boost the gender sensitivity of cultural artists. Fourth, the gender imbalance in universities, public institutions, and juries that decide who receives state subsidies should be improved in order to improve the gender-discriminatory structure of the culture and arts world.

5. Regulations related to sexual harassment/sexual violence in conservatories

We reviewed regulations related to the prevention and handling of sexual harassment/sexual violence at universities that operate culture and arts programs. For the research and analysis in this section, some two-year colleges and four-year universities that operate cultural and artistic education programs were selected, and we also included cases from universities where the news media reported on cases of sexual harassment/sexual violence victimizing students in culture and arts programs during the course of the recent Me Too movement. We selected regulations on sexual harassment/sexual violence from 29 universities.

First of all, the regulations at each university were previously named after the main goal of sexual harassment/sexual violence prevention. Since 2011, universities have steadily enacted, revised, and implemented regulations related to the prevention of sexual harassment/sexual violence. But, the definitions and scope of application of the terms "sexual harassment" and "sexual violence" differ according to each university's regulations. In the case of human rights centers, the definition and scope of application were expanded by adding the terms "human rights violations," "discrimination," and "human rights." The scope of application of the regulations includes only members of the school, and to go beyond the members of the school to cover victims who are outsiders, it is necessary to have clear regulations about scope to minimize confusion at the time cases are handled.

In the case of bodies in charge of grievances, according to the school regulations, they exist under names such as sexual harassment/sexual violence counseling offices or centers, and they are in charge of tasks

such as counseling, investigation, research, protection, and educational activities. Grievance counselors may be professional counselors, dedicated staff, a member of a counseling committee, professors who are experts in counseling, or professional researchers, and it was found that each university has different regulations for appointment.

In the case of regulations related to the investigation and handling of an incident, at the time the victim or person related to the incident makes a report, the counseling center investigates the case through statements of the people involved in the incident and other people who give statements, or related data, and with these results as the background, a committee deliberates/resolves on measures necessary for the handling of the incident, etc. After the deliberation of the mediation committee, measures deemed necessary to resolve the case are enforced on the perpetrator, and if the relevant measures are rejected or not enforced, or if the perpetrator causes secondary victimization after the committee convenes, it is stipulated that this can be referred to the committee for a motion for increased measures or increased disciplinary action. In the case that disciplinary action is required, the chairperson can request disciplinary action from the relevant disciplinary body. Disciplinary actions against part-time and full-time instructors are handled in the faculty disciplinary committee and employee disciplinary committee, and students are disciplined according to school regulations. Most universities have a principle that victims are centered in the course of handling an incident, and stipulate in their regulations that victim protection and confidentiality are mandatory. No information that can be exposed, such as the identity of the victim, should be leaked externally, but if this is requested through an external agency for reporting procedures, it is stipulated that an exception can be made to provide all or partial data.

Regarding prevention education, some universities require teachers and employees to take sexual harassment, prostitution, sexual violence, and domestic violence prevention education once every year, for 1 hour for each of the four types of education, meanwhile students were required to complete only 1 hour or more for each of sexual violence and domestic violence prevention education.

Accurate use of terminology and expanded application of regulations are needed. "Sexual violence" and "sexual harassment" should be clearly distinguished from each other and clarified so incidents can be appropriately responded to using the correct terms and scope of application. In addition, a regulation should be added so that incidents have to be handled after the occurrence of a sexually violent act, regardless of changes in the position or location of the perpetrator or the victim.

In addition, support is needed to strengthen the expertise and capacity of sexual harassment grievance counselors. Some universities reflect the recommendation of their campus leaders and reflect gender balance, encouraging the assignment of female counselors to female victims, but the appointment of people with gender sensitivity should be prioritized, regardless of their own gender. The invitation of external experts who are abundant in knowledge and experience related to sexual harassment/sexual violence, and support for educational training to strengthen the capacity of grievance counselors, should also be considered as matters for regulation.

For the actual effectiveness of disciplinary action, the authority of the director of the center should be strengthened. Regardless of the gravity of the disciplinary action, the accused person should not be allowed to drop out of school voluntarily, take a leave of absence, resign, or defer and return at the request of the head of the center. The deadline for case

handling should also be clearly stated so it can be checked whether the handling of the case proceeded smoothly after the case was received.

In order to make regulations on victim protection substantial, care should be taken to mitigate damage and prevent secondary victimization in the process of handling cases, through victim-centered principles and through the guarantee of victim protection and confidentiality. Through an expansion of budget, counseling centers should be able to provide emergency relief and relief aid for victims, and even after the close of the case, they should strive to prevent collateral damage.

In order to enhance the actual effectiveness of sexual harassment/sexual violence prevention education, 4 major pieces of violence prevention education for students, including education on sexual harassment and prostitution, should be made mandatory. It is necessary to prepare regulations that can enhance efficiency and the ultimate goal of prevention education through various live educational methods that take place face-to-face and include mutual interaction.

6. Conservatory culture and sexual harassment/sexual violence

The components of this chapter focus on the structural and cultural aspects that make it possible for sexual harassment/sexual violence to occur within conservatories. Characteristics of conservatories were analyzed based on the results of in-depth interviews with interview participants who had experienced conservatories.

A. Power of professors and instructors

In the culture and arts world, students accept that being a professor or lecturer means being an object of admiration, an intermediary of

opportunity, and a person who has the power of judging. Professors and instructors go beyond being just teachers, training artists with necessary techniques; they carry the meaning of an "artist" who has been respected for a long time. For students, professors and instructors are considered objects of admiration, beyond simply educators who teach as a job. They prioritize the artistic talents of university professors and instructors and regard them as idols, so even if sexual violence is caused by them, they cannot easily be exposed, and the student is made to tolerate it.

Most of the lessons I chose were with actors I respect, and there were many times I chose a lesson with a famous professor. At the time, I had a tendency to want to get guidance from a certain person.(Case 4, culture and arts promoter, victim assistant)

In addition, professors and instructors are recognized as important intermediaries for entering the field of culture and arts, and they are recognized as the group that carries the dominant power in the culture and arts world that depends on subjective "jury" evaluations, since they do the evaluations. The channels of social advancement into the culture and arts world are narrow, and there are few official opportunities. Professors and instructors who have influence at sites are becoming important intermediaries for entering the field of art. With their recommendation, students receive opportunities to participate in new works, accumulate additional work experiences, and make their debuts. Recently, as artists with a lot of influence on the field have flowed into education sites in large numbers, this structure is being further strengthened.

There are some cases where people are placed in part-time jobs or jobs as docents at the National Museum of Modern and Contemporary Art or famous Korean art galleries when the professor says, "This student is alright." We're

in the department of fine arts, but there are many students who move on to design. So there are also people who are placed into companies affiliated with design in that way. So after students graduate, since it's hard to get a job in fine art, you have to be careful.(about the professor's influence) I think it is similar in design and fine art. (Case 12, university student)

Even if the opportunity for social advancement is fairly given through public contests or exhibitions, the power of professors and instructors as judges is still extremely strong. This is because the evaluation of artwork is dependent on professors and instructors who are senior artists. The possibility is high that students and jurists or evaluators are connected, even after students enter the field.

B. Education under a gendered, hierarchical structure

A gendered, hierarchical structure is a major characteristic of conservatories. Despite the small number of male students in the department, it is mainly men who have advanced to professorship positions in the field, forming a gender-discriminatory power structure. When the dominant power that professors and instructors carry intersects with the dominant gender structure, it becomes this power. Even though many females are flowing into conservatories, the result is that power is concentrated and centered on male professors and instructors.

With the exception of physical education and music, there are fewer male students in the department of culture and arts, but despite that, it is easier for them to enter the art field than it is for women because communications and resources are shared through communities only for them. Male students tend to be given more importance when entering the field, and female positions are vulnerable due to the cartel comprised

of male seniors having secured their places in the field of art, male professors, male instructors, and male students.

The ratio for us is 7 or 8 women and 3 or 2 men. There are far more women. Therefore, teachers take care of boys more. They are a minority so more attention is drawn to them. Actually, there are contests gaining recognition from traditional music schools. These contests gain recognition because they had given exemptions from military service until this year. There were about three of them that gave exemptions from the military for first-place prize winners, so because of that, they gave men generous scores, saying, "I need to get him out of the military." (Case 9, university student)

C. Control through hierarchy in the curriculum

In conservatories, a culture that legitimizes hierarchy exists under the name of "community." Before prospective artists enter their relevant fields, they have already learned to conform themselves to the hierarchical culture as artists in the course of their university training. In the case of genres that make works of art using joint participation, there is an organizational culture formed in which hierarchy and control are regarded as natural and taken for granted. Through this kind of course of working, students are made to learn the law of conforming oneself to the hierarchical culture while still in university, before entering the social domain. In the case of theater, where community culture is emphasized, the boundaries between public and private life are blurred through group life. Military-style culture, such as punishment by holding painful physical poses and running in formation, is also recognized as tradition.

In the dance world, it seems like charisma became confused(with abuse), and the teacher caught and beat them and verbally humiliated them in front of

everyone. For example, it's not a big thing, but if someone was not standing in line correctly, he wouldn't say, "You're wrong," but he would come up to them and hit them with a traditional drum. When that happened, we would look at the person who got hit, and that created a sense of fear. So there was fear. And the teachers themselves are comfortable with the ruling structure of the pyramid. Therefore, the senior students are allowed to use physical punishment and line people up for military-like inspections, and the teachers tell them, "Good job." Management of the students is easy and comfortable for the teachers, because the senior students scold the other students on behalf of them. (Instructor 1)

Apprenticeship education is normal, and students in the culture and arts world get used to 1:1 lesson-style apprenticeship from childhood, naturally incorporating it into the collective culture where a hierarchy between teachers and students (based on age or year matriculated) has been established through middle school art schools, high school art schools, and university art schools. The apprenticeship education and closed, collective culture of the culture and arts world intimidates and shrinks the individual, while strengthening the hierarchical nature inside the field of art. This characteristic of hierarchy makes it difficult to reveal victimization at the time an incident of sexual violence occurs, meanwhile creating an environment where victims and the people around them are forced to overlook the damage. Education and the art field have constant exchanges, meanwhile the group culture that has formed carries cliquish and hierarchical characteristics, so even if sexual harassment/sexual violence occur, it is difficult to reveal damage, and people are tacitly coerced into silence due to their surroundings.

D. Awareness about sexuality

In conservatories, expressions of sexuality are actively encouraged, and

this is being taught as an essential element that artists have to have. As artists, self-reflecting on freedom of expression and standards of sexual ethics is important work, but there is a tendency to not actively encourage critical thinking and review in order to do this. Sexual impulses and expressions are actively encouraged in class, and through this process, it is constantly being instilled into conservatory students that a free sexual attitude is an essential element that they will have to have as artists.

What is free sexual expression -- the category is vague, but one of the parts of acting education was about having to be connected to impulses, so it's aimed at making impulses happen, and connecting to impulses, and freely expressing those impulses, and remaining in that state. (Case 6, graduate student, victim assistant)

In the process of expressing sexuality, women are being sexually objectified. There is a high possibility of sexual harassment/sexual violence occurring due to the practice/custom of sexually objectifying women, and even if it occurs, there is a tendency to think of it lightly and give indulgence to perpetrators. These kinds of practices/customs, combined with the male-oriented structure, are mass-producing gender stereotypes and sexual objectification in various ways in conservatories.

7. Students' experiences of sexual harassment/sexual violence

A. Space in which sexual harassment/sexual violence occurs

Sexual harassment/sexual violence occurs in classrooms, in research rooms, while dining and drinking together in groups, in private drinking parties, and other situations. Students feel uncomfortable with the explicit and blunt expressions and examples related to sex that are dealt with

in class, but it is difficult for them to state an opposing opinion to such actions.

As one part of the instructional program, individual and group consultations with the professor in charge take place each semester at a group dinner or in the professor's private lab, and at this time, some professors sexually harass/assault female students.

Sexual harassment/sexual violence committed by some professors at group dinners as part of individual and group consultations has been occurring continuously over a number of years. However, it is not easy to reveal this damage because the perpetrator is a professor who has the right to evaluate/judge. This kind of damage also occurs at group dinners held together with other members when joint artworks start and end, but they have no choice but to overlook it for the sake of completing the artwork and maintaining its reputation.

In early March [2018] at university, there was an alley with a lot of bars. In that alley, she met a professor, and he said, "It's nice to meet you here. I'll buy you a drink." From there, they moved to a drinking party, and the professor assaulted her... These kinds of truths came out from undergrad until graduate school from a variety of students. (Case 3, university student, victim assistant)

Networks are also formed at private drinking parties, and artistic luminaries who are invited to these may cause sexual harassment/sexual violence. Students who attend drinking parties to meet famous artists whom they have idolized are sexually harassed/sexually assaulted or are sexually exploited by those who regard themselves as objects of sexual desire.

Students who feel uncomfortable with physical contact without clear norms or guidelines in the course of practicing regard this as sexual

assault. Furthermore, some educators demand a sexual relationship from students under the pretext of giving them an opportunity to work in the field.

B. Characteristics of perpetrators

Most of the people who are accused of sexual harassment/sexual violence deny that they did the act at all, or avoid investigation and disciplinary proceedings by voluntarily resigning in the course of the incident being handled. Another characteristic is that there were cases in which professors targeted new students for sexual harassment/sexual violence for decades, as new students lack information about university life.

C. Emotional sequela due to sexual harassment/sexual violence

There are instances when victims of sexual harassment/sexual violence fail to recognize it as violence at the time of the incident, and there are instances when they try to recall it after time has passed, but they can't remember. After the victimization, they suffer from shame, anxiety, and depression, and they suffer from psychological injuries. Even in the process of giving statements during the investigation, they are afraid of retaliation and identity exposure, and they are anxious due to fear of being blamed by people around them, starting with their colleagues.

D. Secondary harm that unfold following sexual harassment/sexual violence

Secondary harm is inflicted on the victim in the process of an actor denying their actions, or when a person who is close to the perpetrator,

such as a professor or instructor, raises objections to the victim's claim. In addition, secondary harm is inflicted when people are hostile to the victim's assistant, making malicious comments, or when the victim is attacked as a promiscuous woman.

[If a rumor spreads that something sexual has happened with the author] rumors about women [person's real name] also spread. So the reason we didn't file accusations well is because we don't want to be one of the many, many victims of XXX; an ordinary student doesn't want to become one of the victims. For example, this is frustrating, but someone was victimized by XXX and then again by a different person. So she was victimized by two people. If that happens, then the image is planted on her by other people, "Oh, her again?" "That guy did it to her, and then that another guy did it to her, too?" [That's secondary harm.] (Case 17, university student)

8. Students' response to sexual harassment/sexual violence

A. The Me Too Movement and revealing sexual harassment and sexual violence

The culture and arts world had accumulated a hierarchical culture and habits related to sexual expression for a long time, so the experience of sexual harassment/sexual violence was hard to reveal. However, information began to actively be reported through social media and online communities thanks to the influence of the 2018 Me Too movement. The fact that this phenomenon came as a shock to students of the university cultural and artistic programs shows that schools and educational authorities have played no role in their safety from sexual harassment and sexual violence.

Hand-written posters were actively utilized as a means of speaking and revealing, as they were recognized as an effective means of expressing

the position of students who were victims of sexual harassment and sexual violence inside universities. It was pointed out that hand-written posters have the advantage of raising awareness of the problem of sexual harassment/sexual violence and stirring up student attention, but on the other hand, they only function as a communication channel for some interested people, so there is a limitation with continuously raising awareness.

I think hand-written posters are a great way to raise awareness of problems and stir people up. As you said earlier, they're stuck to all four sides of the elevator. Everyone [who comes to school] feels like, "Ah, this, there's a problem!" But beyond that, it's hard for the posters to have a role. Because, like you said, only people who are interested pay close attention, and people who are not interested, the majority of them who are just passing by, just read the title and they say, "There's a problem," [and] that's the end of it. (Case 10, university student)

B. Response through student government

According in-depth interviews for this study, due to the lukewarm handling of sexual harassment/sexual violence by university authorities and professors in the relevant departments, students started fact-finding investigations through student governments or their representatives, not through the sexual grievance counseling body. Communities inside the school formed solidarity, organized student government, and carried out activities based on a realization of justice through punishing perpetrators and a sense of mission as members of a community.

A person who had graduated from our department revealed the content of the victimization on Facebook, and then a committee for emergency measures was made. The committee was formed around the student president, and students

were told, "It would be good if people who have been victimized by that person would report it," and then about 20 victims came out. There were about 20 people who gave statements. (Case 2, university student, victim assistant)

The emergency committee was organized to represent students who had been victimized by sexual harassment/sexual violence. It collected cases received through social media, compiled accounts of the incidents based on the statements of the victims, and demanded the university authorities' thorough investigation into the incidents. In addition, they issued statements and utilized official and unofficial media from inside and outside the school to get news articles written, and thereby made incidents of sexual violence into an issue, and thus unfolded activities to put pressure on school authorities to actively investigate and handle cases.

Representing the victims of sexual harassment/sexual violence, the student emergency committee not only called for the collection of incidents and fair investigation and handling by the school, but also conveyed the students' opinions on disciplinary action to the school's side. They also accompanied victims in the process of criminal prosecution and played a role as representatives providing information on the utilization of resources through external agencies, such as legal services. Through the introduction of external sexual violence counseling centers or the Sunflower Centers, they linked victims with resources that were possible to use, such as using legal services. Criminal procedures are difficult for student victims to understand, and they provided information about these procedures, helping students with decision-making in the process of responding to the incident handling.

However, the emergency committee, which was formed to support fellow students who were victimized by sexual harassment/sexual

violence, suffered many difficulties due to the insincere responses from the school's side. Even though the student group was organized with pure intentions due to incompetent handling by school authorities, the school questioned the organization's institutional basis and did not recognize them as negotiating partners. For this reason, the students felt lethargy. Furthermore, because they were doing things that defied school measures, they feared that after the incident, they would risk disadvantage in academic or career advancement by being labeled as someone who had done emergency committee activities.

C. Handling of incidents by the sexual harassment grievance counseling body

The in-depth interviews conducted in this study points out that the protection measures for victims of sexual harassment/sexual violence on campus are very insufficient. Even though measures to protect the victim should be conducted as a first priority when a report of sexual violence is received, because the sexual harassment grievance counseling body does not take appropriate measures related to victim protection, secondary harm often occurs. As there are insufficient support measures for victims related to their studies and the psychological counseling support system for emotional sequela, this can even lead to secondary victimization.

Due to the university authorities' passive handling of and response to the incidents, victims also lodged a petition at the National Human Rights Commission of Korea, urging it to investigate the incidents and punish the perpetrators. Other attempts were also made to resolve the problem, such as receiving legal services from external support agencies to have them legally handled through investigative agencies.

The students who participated in the in-depth interviews pointed out that the sexual harassment grievance counseling body is poorly operated, and is operated as a formality, and that the expertise of the personnel and their level of trustworthiness regarding overall services that they provide in the process of handling and investigating incidents is also low. For instance, they don't even give a response if the perpetrator is a professor, and even if an incident is received, the person who filed the report is not provided with appropriate information about the progress of the case, the professor is notified of the fact that someone made a report, or the case is handled with a careless attitude, resulting in information being leaked to the professor. Even in the case that a counselor does work enthusiastically, it is said that due to a lack of budget and personnel, there is difficulty in handling the case quickly.

D. Insufficient expertise of the investigation committee

Although the investigator is in an important position to decide on disciplinary action, they have insufficient understanding of the sexual harassment/sexual violence problem or do not have a fair attitude, and thus they stand by the perpetrator and coax the victim's side to agree. Due to these kinds of remarks and attitudes of investigators, who are in a position to determine responsibility for sexual harassment/sexual violence, and who should deal with cases with expertise, students are bound to be disappointed and enraged. This kind of situation is also the background for students' seeking assistance from the emergency measures committee.

At that time, the investigation committee also kept saying, "The offending professor is so repentant, saying he really made a mistake, and we've never seen a professor who was this repentant before." I thought it was not something

for the investigation committee to decide. He didn't take any action for the victim, and there was not one word of apology to the victim, and he just continued to say, "I'm sorry" when he met the investigation committee. It's the victim who can judge if the person is repentant. When the panel came to the victim and said, "He is really self-reflecting," I thought, "How can the committee say that?" (Case 2, university student, victim assistant)

E. Students' dissatisfaction with disciplinary action

There have been cases at some schools where the on-campus investigation and disciplinary action was suspended because the trial for that incident was underway, and the case just came to nothing. Low disciplinary measures have been handed down to perpetrators who have continued sexual harassment/sexual assault, incurring students' indignation, and the grievance handling procedure is also perceived as powerless by members of the school, as the perpetrator wins a lawsuit for wrongful disciplinary action and then returns to school.

"Dismissed" means that you can be reappointed as an instructor 5 years [3 years] later, and I think that opens up the possibility that there can be another victim at school. I know that the person had about 4-5 years left until retirement, but I see that the school opened up space for him so he could give lectures, even though he wouldn't be working as a professor. That was the final conclusion, and that means that even though the school knew that there could be another victim, they ignored the possibility that he could commit another sex crime. (Case 3, university student, victim assistant)

F. University authorities' response to student demands.

Some universities implemented measures to protect victims by banning the entry of perpetrators of sexual harassment/sexual violence from

schools, excluding them from classes, and taking immediate dismissal measures. Perpetrators of sexual harassment/sexual violence are separated from victims by banning their entry to schools, excluding them from classes, and giving them immediate dismissals, and on the level of prevention, there is a mandatory lecture system being adopted for incoming students on the subject of gender awareness. In addition, some universities installed a bulletin board on their official homepage for Me Too reporting to make it easy for people to report victimization, and there are some universities that are actively establishing human rights centers that manage various matters of human rights violations overall, including sexual harassment/sexual violence.

G. What is wanted from university authorities and departments

What students say they want from the university authorities and departments in relation to the prevention and eradication of sexual harassment/sexual violence is an effort to raise gender awareness. In order to instill the active participation and gender awareness of not just female students, but also male students, related subjects should be given a place as mandatory subjects. Due to the nature of education programs in the culture and arts world, in which on-site classes and practical skills are the main focus, the rate of participation in gender awareness education can be low. For this reason, they say that these classes have to be made mandatory. They hope that in addition to the basic course, an advanced course on gender awareness education can have real effectiveness as prevention education.

It was also suggested that prevention education for educators should be strengthened, and they said it is necessary to build a system to protect

and support victims in the event that sexual harassment/sexual violence occurs. It is necessary that university authorities and departments intervene actively when handling cases so that relationships between students working together on-site are not directly damaged. It is necessary to provide prevention guidelines at the level of the department or from university authorities on matters that should be obeyed when planning/filming artworks. Some held the position that, more than ethics, guidelines banning dating between professors and students should be made into specific regulations to prevent conflicts of interest.

Honestly, it's embarrassing to even say it's a guideline, but right now there's only a guideline that says, "Don't date a student, open the door when you have a meeting." But I've thought it would have been good to have guidelines about more detailed things, about nuance, guidelines for language, and punishment for violations. In the guidelines, they're mentioning actions that have to be followed in an abstract, ethical way rather than specifically presenting what kind of act can become a problem, the situation that problem act could occur in, and what kind of punishment there would be if there were a violation. (Case 13, graduate of graduate school)

H. Suggestions for improving the system

According to this study, despite the emergence of sexual harassment/sexual violence incidents as serious problems on campuses during the course of the Me Too movement, many students seem to have a skeptical attitude about the role and function of the grievance counseling body due to the its lack of resources and lack of expertise, even though it has been tasked with an important mission. The inadequate protection and follow-up management measures for students harmed by sexual harassment/sexual violence and lack of active intervention to solve

problems were pointed out as issues, and they demand an effort by the grievance counseling body to improve awareness and restore trust. Students hope that the sexual harassment grievance counseling body will secure expertise and inform people on campus of the body's role in a kind and detailed manner.

When I was attending school, I never saw any actions made by the Human Rights Center or the Gender Equality Center. It would be good if they would be vitalized and if their power was ensured on campus. [It would be good] if they had the function on campus to be able to strongly punish a person if they determined "This person has really become a problem." (Case 16, university graduate)

In addition, there was the opinion that prevention education should be active and compulsory for educators as well as students to prevent sexual harassment/sexual violence in advance and overcome gender differences in gender awareness. They said that such prevention education should be a class that reflects discussion and inquiry, rather than cramming education, with content that address the limitations that the relevant education has and includes a general explanation related to Me Too and measures to prevent and deal with sexual harassment/sexual violence. They said that education programs should be provided in a different way than other prevention education programs by reflecting the unique characteristics of the culture and arts world, not just expert knowledge about the characteristics of sexual harassment/sexual violence. It is necessary to use an approach where case studies are appropriate and timely so people who attend the classes are not emotionally hurt, in order for them to be able to realize and become self-aware about the problem of the fixed cultural structure inside the field.

9. Sexual harassment/sexual violence in conservatories as viewed by grievance counselors

A. Members' gender awareness and hierarchical culture

According to the experience of sexual harassment grievance counselors, the level of sensitivity to gender awareness among conservatory students is on the high side, but due to the nature of the field, it is not easy to reveal sexual harassment/sexual violence. Some instructors and professors in their 50s and 60s whose gender sensitivity is on the low side tend to think of sexual harassment or sexual assault as a natural process that everyone experiences at least once. The counselor said that instructors offend students when dealing with sex-related topics in class, by proceeding without appropriate explanation or consent. In addition, in places that are private, instructors are acting in ways that radiate sexual nuance, and they even threaten students who complain about this kind of act and sometimes fail to maintain their dignity as educators.

Graduate students and conservatory students often do not report sexual harassment/sexual violence even if it happens because instructors and professors have a big influence on academic achievement and social introductions. Although the hierarchy between seniors and juniors is tending to weaken due to the influence of the Me Too movement, there are still workshop activities in some departments that require community life and solidarity that emphasizes hierarchical relationships.

B. The reporting of sexual harassment/sexual violence

There are universities where trust was restored because university authorities and human rights centers actively intervened in the handling

of sexual harassment/sexual violence cases and set a desirable precedent. By the number of cases that were reported, there were more sexual harassment cases than sexual assault, and the perpetrators were diverse, including professors, instructors, and colleagues. There were universities that carefully considered and pursued prevention and the guarantee of victim protection. For example, some human rights centers received victims' reports through external mails, assisted victims through a victim's representative in case of anonymous reports because the victim feared identity exposure, or conducted a full-fledged survey of female students, etc.

Counselors said that victims were a bit reluctant to report due to fear of receiving disadvantages if the perpetrator was an instructor or a professor, and even if the victim filed a report, they would give up halfway or cut off contact due to the concern that they may be identified due to the nature of the structure of close personal connections in the culture and arts world. It was said that also in the case that the perpetrator is a colleague, they were reluctant to report for fear of being disadvantaged regarding rank or reputation or being retaliated against, but if the perpetrator was a peer of the same cohort, the case was actively handled.

After the Me Too movement, students' awareness and trust in sexual harassment grievance counseling bodies increased, but there are still students who do not know about these counseling centers or the human rights centers. It was pointed out that strategic publicity should be furnished that considers students in the culture and arts who have many practical skills and on-site classes in order to restore trust in the human rights centers and also improve awareness about them.

Unsatisfied with the lukewarm response and intervention of university

authorities and sexual harassment grievance counseling bodies regarding victimization by sexual harassment/sexual violence, students preferred public debate through hand-written posters. In order to block the spread of secondary damage, they also used the function of hand-written posters to post statements with the position of victims on their behalf.

Though the posters had a function in accusing the perpetrator and helping the victim, reckless posting of hand-written posters about the incident could precipitate ambivalence towards both sides in general opinion on campus, and thus human rights centers counsel students so they can choose a desirable way of making an accusation. Arguments about the victim's responsibility based on wrong conventional belief or moral criticism about the victim can spread amongst student colleagues, and the risk of exposure to a secondary victimization is high. In particular, if the perpetrator is a person who receives the confidence of others in the relevant area, their explanation is prioritized, causing the victim to receive criticism starting with their colleagues. In order to prevent such secondary damage, some university student associations have voluntarily set up a "Committee to Protect Student Victims' Human Rights" and are actively coming forward for victim protection and support.

C. Investigation of incidents on campus

According to counselors for sexual harassment grievances, they encountered difficulties when they lost contact with victims in the middle of the process due to their fear of identity exposure, or when victims withdrew their cases. For this reason, it may take a long time for discipline results to come out. Some counseling bodies appoint external

committee members to ensure a fair investigation of the case, and are making efforts to secure independence and expertise in the investigations.

There have been investigations [where the perpetrator was a professor]. If you look at the ratio, it's about 20%, 10%. There was one case went all the way to the end. There was one case that went all the way to the disciplinary committee. If the Human Rights Commission agrees that this person's behavior is a violation of human rights, the authority to discipline is passed to the department. We open a committee to judge whether or not there was a reason for disciplinary action. There was one case that went that far. There was no mediation. Some cases were given up after investigation started. (Counselor 1)

D. Disciplinary action

Problems concerning the effectiveness of disciplinary action were raised when a decision was handed down that was different from the level of disciplinary action that was previously discussed, according to the disciplinary committee's personnel and approval path. In addition, the problem of the effectiveness of disciplinary action was raised when, through a petition review, a perpetrator who was about to retire was exonerated.

Under the Personal Information Protection Act, disciplinary results are not made public, so sometimes these results are passed without the victim knowing, but some universities have revised their regulations so victims can be notified directly or upon their request.

E. Changes after the Me Too movement

Since Me Too, the number of official and informal group dinners/drinking parties has decreased, and educators' attitudes toward students have become cautious. Other changes include the inclusion of a question about

human rights violations and a short-answer item in end-of-semester class evaluations, enabling sexual harassment that occurs in class to be actively identified.

As educational institutions that include minors under the age of 19, at the time they hire teachers and educators, they receive consent and perform an inquiry related to past sex crimes. However, the inquiry is not conducted every year, and teachers and educators who began work prior to the Me Too movement did not go through the investigation process.

As Me Too accusations are in full swing, some university authorities are attempting to make systematic changes such as conducting investigations into the authority of professors and revising school regulations to prevent sexual harassment/sexual violence and protect human rights. Some university departments formed independent task force teams, appointed outside experts as investigators, and conducted fact-finding surveys.

Some universities link victims to external agencies so they can receive legal support and financial support for psychological counseling. However, the system for victim identity protection remains inadequate, and the possibility that secondary harm will occur is high.

F. Violence prevention education

According to in-depth interviews, out of four major types of violence prevention education, only sexual violence and domestic violence are compulsory for students, and they are carried out by colleges at sites for freshman orientation. Like colleges of education, where sexual harassment/sexual violence education is required before practicing

on-site, there are also conservatories that are forming regulations on mandatory education for all students.

Students who are going for on-site practice asked at the employment center, so we conduct about 50 minutes of separate training on the prevention of sexual harassment/sexual violence in the workplace. [omitted] In the case of the College of Education, this has been changed to compulsory education, and when the students do not complete this education, we do 50 minutes of separate training before the students go out to their teaching practice. (Counselor 1)

At some universities, they are considering the characteristics of conservatory students and constantly developing a customized gender equality curriculum through discussions with instructors. Rather than education aimed at improving overall gender awareness, it was pointed out that it is necessary to have education that is specialized in improving coping ability and gender sensitivity, and the voluntary participation of students can be raised through a level-by-level educational course that considers differences in users' awareness of gender equality.

In order to encourage participation in sexual harassment/sexual violence prevention education, some universities make use of various systems, such as scholarship systems where students can accumulate "mileage savings" as they go through their education, and by making it impossible to check grades if they do not complete the education.

As there are limitations in implementing collective or face-to-face education for all students, online prevention education is actively being utilized. Most schools use online content from Seoul National University or the Korea Institute for Gender Equality and Education, but it has been pointed out that there are pros and cons of each of their contents, and they need to be supplemented and improved.

G. Views of grievance counselors on their work

Counselors are responsible for psychological tests and psychological counseling, prevention education, receiving reports of sexual harassment/sexual violence, and even writing up statements, and cited stress from overwork as a major difficulty. In addition, they also concurrently work on tasks related to North Korean defectors, sexual minorities, and students with disabilities, so it is urgently necessary to secure more personnel. In addition, if the results of disciplinary action do not meet the victim's expectations, the victim questions the result and the people who made the decision. They complained that it was difficult to maintain a neutral stance as one person was shouldered with counseling both the perpetrator and victim.

The grievance counselors' stance was that the best way to prevent sexual harassment and sexual violence in universities is to increase the number of preventive educations so that all members of the school receive this education. They recommended that all universities should be required to adopt subjects to prevent sexual violence and raise gender awareness.

There are even some schools that impose regulations in an incentivized way [to induce students to get prevention education]. If the professors' association decided on it, even if there's backlash, they push ahead with it until it's decided on again. Or if a student body or student council somewhere decides to make it mandatory, for example not being able to see grades unless online education is completed, the students decided that themselves through their representative body the student body also made the same decision. Therefore it was the decision that they made. Even if there is backlash internally, they have to put up with it. (Counselor 2)

10. Recommendations to improve policy

A. Strengthening the Ministry of Education's responsibility

Boost implementation by modifying and complying with relevant law

According to the Framework Act on Gender Equality and related enforcement decrees, universities are classified as institutions of higher education and have a duty to comply with the Act related to the prevention of sexual harassment. While considering the characteristics of universities, the Ministry of Education's active role in sexual harassment/sexual violence prevention and victim relief is demanded. In 2013, the National Human Rights Commission of Korea said, "Since it is difficult to provide relief to students who have been sexually harassed, based on the Higher Education Act, an integrated legal basis should be made related to sexual harassment/sexual violence prevention and the management of victim relief," and recommended that the Ministry of Education implement this through subordinate statutes, such as orders and rules. The Ministry of Education needs to accommodate this and promote related legislation.

Special management/supervision of conservatories

The fact that the Me Too movement stood out in culture and arts education programs implies that students had not received protection even though they had been exposed to sexual harassment/sexual violence for a long period of time. The fact that the emergency committee to help the victimized students demanded that school authorities handle the incidents, and the fact that the emergency committee also acted as the victims' representative during the criminal prosecution process shows that the sexual harassment prevention system based on the law does not

operate well. Considering this, the Ministry of Education should devote active attention to the issue of sexual harassment/sexual violence in universities that operate culture and arts education programs, as well as seek countermeasures against sexual harassment/sexual violence.

Reflecting performance of sexual harassment/sexual violence prevention on university evaluations

Under the Higher Education Act, university evaluations consist of self-evaluation and university accreditation. Based on self-evaluation, indicators related to sexual harassment/sexual violence can be included in "Status of Safety Management" which is listed under the category "Other Matters Concerning the State of School Operations and Educational Conditions," but since this is composed of four categories("Safety Management of Experiments and Laboratories and Facilities," "Review of Level of Information Security," "Review of Level of Individual Privacy," and "Current State of Violence Prevention Education"), it follows that managing only sexual harassment and sexual violence prevention indicators and making them public is difficult. According to the Framework Act on Gender Equality, the Minister of Gender Equality and Family can require the head of the agency to reflect in the school evaluation the inspection of university sexual harassment prevention measures and violations of victims' right to learn, which have been found in the course of handling a grievance and providing relief, but it is also difficult to expect an improvement in the performance of the evaluation due to its weak compulsory power. Therefore, in order to ensure students' right to study safely, the Ministry of Education should make efforts to include the items above in the evaluation indexes of university institutions through the revision of relevant systems and laws.

Survey on conservatories' gender discrimination

Through this study, it was found that gender discrimination in culture and arts education programs is relatively high compared to other departments. This is related to a discriminatory educational environment in which male students are given more diverse opportunities related to participation in creating artworks. To overcome this, it is necessary for the Ministry of Education and the Ministry of Culture, Sports and Tourism to conduct a study on the actual state of gender discrimination in relevant departments and students majoring in those departments, and seek related improvement measures.

B. Strengthening operation of the sexual harassment grievance handling body***Legal basis for the operation of the sexual harassment grievance handling body***

Under the regulations of the "Framework Act on Gender Equality," conservatories are obligated to comply with provisions for handling sexual harassment grievances. Since Article 20(1)3 of the enforcement decree stipulates that "an official counter for counseling and handling grievances related to sexual harassment" is devised, and in Article 20(1)5, concrete details are included on the operation of the official counter and related work that should go through it, continuous efforts are needed to make the operation of the grievance handling body on the university campus actualized.

Measures to strengthen the operation of the sexual harassment grievance handling body

As the Me Too movement became vitalized from early 2018, the Ministry of Education formed a "Team to Promote the Eradication of Sexual Harassment and Sexual Violence in the Education Sector," and set up an advisory committee involving experts from the private sector to establish related policies. It then operated a center to report sexual harassment and sexual harassment in the field of education, and formed a working-level organization called "Task Force to Support the Eradication of Sexual Harassment/Sexual Violence" within the ministry. Since then, the Ministry of Education has been working ardently on various policies to eradicate sexual harassment/sexual violence.

C. Policies focused on conservatories

Strengthening cooperation between the Ministry of Culture, Sports and Tourism and the Ministry of Education in connection with reporting

Culture and arts workers can receive help related to victim relief from the center that is exclusively for supporting them, but it is necessary to deliver this kind of information to university students who are prospective culture and arts workers so that the use of this service can be vitalized.

Sharing information about perpetrators between the Ministry of Culture, Sports and Tourism and the Ministry of Education

Reflecting the reality that university professors and instructors in the culture and arts world are not just at universities, but are also working on-site in society by serving on committees that judge cultural and

artistic works or projects, it is necessary for the Ministry of Education and the Ministry of Culture, Sports and Tourism to share disciplinary information about perpetrators of the relevant fields to enhance the effectiveness of disciplinary actions, not only within schools, but also in the field.

Strengthen the responsibility of the Ministry of Culture, Sports and Tourism for managing art schools established by the government

It is necessary to strengthen the Ministry of Culture, Sports and Tourism's responsibility for managing art schools established by the national government. In the event an incident of sexual harassment/sexual violence occurs, information about the disciplinary action should be shared internally and externally, and the Ministry of Culture, Sports and Tourism, which has these schools under its jurisdiction, should clearly state its role as the managing and responsible ministry, and actively intervene to resolve the problem.

Increase subjects to enhance gender awareness

The gender sensitivity of cultural artists is projected into their works and performances, which have a great impact on our society as a whole. Therefore, it is urgent to strengthen the gender equality education of university students who are prospective cultural artists. In 2019, the Korea National University of Arts opened a course called "Gender Practice of Artists" to provide education on gender perspective. The Ministry of Education and the Ministry of Culture, Sports and Tourism should work together to review the curriculum for introduction into other universities that are operating arts and culture programs.

D. Measures to improve regulations related to sexual harassment/sexual violence

Use appropriate terms and expand scope of application

The use of incorrect terms in regulations makes it difficult to apply regulations to sexual violence. It is necessary to clearly state the distinction between each term so matters are treated correctly in the course of handling an incident. In addition, it is necessary to add a clause so relevant regulations can be applied regardless of any change in the identity or status of the two parties following an incident of sexual violence.

Secure expertise of sexual harassment grievance counselors

According to a 2018 Education Ministry study, in universities nationwide, an average of 0.9 counselors have been placed and are carrying out concurrent duties. It is necessary to have regulations that say 1 or more dedicated staff have to be placed. To secure the expertise of grievance counselors, qualification criteria has to be presented at the time of recruitment, and clauses should be added to secure budget so there can be refresher training every year after hiring.

Restrictions on the resignation of the accused during the handling of an incident and clearly stating the deadline for handling an incident

Provisions should be made to defer or reject affected parties' dropping out of school, taking a leave of absence, expulsion, resignation, or leave of absence from the job until the processing of sexual harassment and sexual violence cases is completed. Regardless of the severity of disciplinary action, the effectiveness of disciplinary measures should be

strengthened by preventing the absence of the accused person in the stage of incident handling and discipline, and provisions clearly specifying the incident investigation and the deadline for handling it are also needed to prevent delays in handling the case.

Improve the effectiveness of victim protection regulations

In receiving and dealing with sexual harassment/sexual violence incidents, victim-centered principles have to be followed, and measures are demanded for victim protection regulations such as preventing secondary harm and ensuring that individual identities will be kept confidential. In order to raise the effectiveness of the victim protection regulations, it is necessary to specify a regulation that states that the university side will bear the costs related to psychological treatment, medical support, and provision of legal services. In order to ensure the safe school life of victims after the incident ends, provisions should also be included to monitor whether or not there is secondary victimization, such as discrimination from the department or colleagues.

After investigation of incident, notify victim at each major stage

A regulation is needed so victims have to be notified at each major stage about the progress of the handling of the incident or the result of the action after the investigation in the sexual harassment/sexual incident starts. It is necessary to provide victims with related information and provide them with an opportunity to appeal in the case that they consider the handling or result to be unfair.

Secure the fairness of the investigation and disciplinary committee

Problems continue to be raised about the fairness and professionalism of the review committee that judges sexual harassment/sexual violence incidents and the disciplinary committee that decides on disciplinary action. Regulations should be reviewed that stipulate the participation on the committee of at least 1 student and 1 outside expert from the related field who were recommended by the university's personnel committee in the case that the committee is judging a teacher whose victim was a student.

Improving the effectiveness of violence prevention education

It is necessary to concretely specify methods to provide incentives or give penalties to enhance practical access to violence prevention education for faculty and students. Furthermore, various education methods should be attempted and introduced to improve the efficiency of violence prevention education, which requires the establishment of regulations that reflect support funds or financial incentives for program development.

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