

# Institutional Complaints Processes Learning Hub

Resources to Support Procedurally Fair,  
Trauma-Informed Complaints Processes at  
Post-Secondary Institutions in Canada



**COURAGETOACT.CA**  
#IHaveTheCourageToAct



## Land Acknowledgement

We would like to begin by acknowledging that this work is taking place on and across the traditional territories of many Indigenous nations. We recognize that gender-based violence is one form of violence caused by colonialism that is used to marginalize and dispossess Indigenous peoples from their lands and waters. Our work on campuses and in our communities must centre this truth as we strive to end gender-based violence. We commit to continuing to learn and grow and to take an anti-colonial and inclusive approach to the work we engage with. It is our intention to honour this responsibility.

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Women and Gender  
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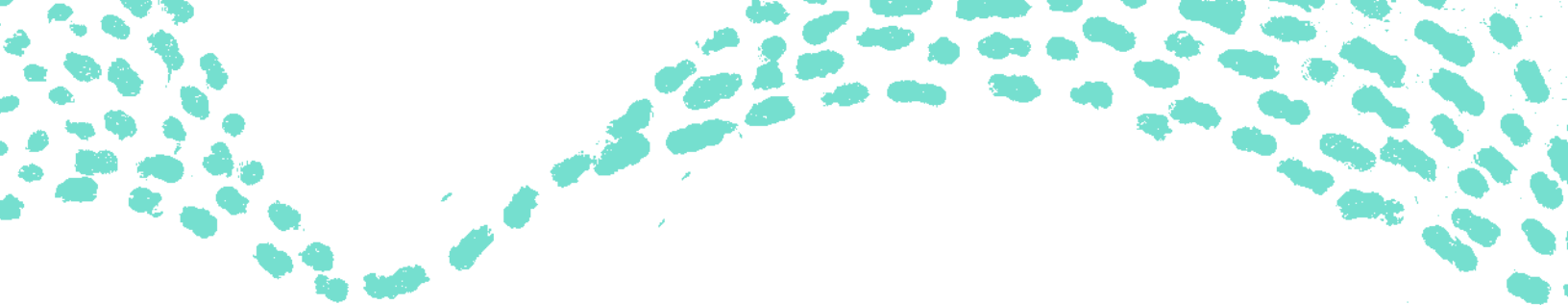
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# Introduction





This learning hub was developed in response to calls to action in *Courage to Act* (2019), a national draft framework to address and prevent gender-based violence (GBV) at post-secondary institutions (PSIs) in Canada.

Specifically, this learning hub addresses a common misunderstanding identified in the draft framework that procedural fairness and trauma-informed practice are opposed to one another by providing resources and reflective questions to illustrate and reinforce the understanding that trauma-informed practice strengthens and enriches procedural fairness in institutional complaints processes.

The resources — which range from guides to articles, links to in-person training, videos, professional bodies, and more — are listed with relevant information, and accompanied by reflective questions, to support professionals in the application of a trauma-informed, procedurally fair complaints process. Effective resources were compiled in many formats so that a wide variety of learners will find them useful. Where relevant suggestions for resource development are offered to fill gaps in available materials or to support the work of professionals on their specific campus.

This learning hub is intended to support frontline workers, investigators, adjudicators or decision-makers, administrators, and others working in the area of post-secondary sexual violence complaints processes involving students. However, many of the resources may also be applicable to a wider audience and in the broader context of GBV response. The information accompanying each resource will identify the intended audience, and also share insights about how or by whom the resource has been or could be used.

The resources included must be taken and adapted to the social, academic, institutional, cultural, economic and logistic needs of (or limits faced by) the institution or community in question. While extensive work was done to source comprehensive documents with broad application, the complex nature of sexual violence response will naturally require the “piecing together” of a number of resources in order to develop a complete picture of how to more appropriately administer these complaints processes. The reflective questions that precede the resources and prompts included in each section will help guide you in thinking through the pieces that are best for you and your context.

This learning hub was developed by a group of professionals with extensive experience in the realms of Canadian post-secondary institutional administration, student experience coordination, student resources, sexual violence response and administrative law, amongst others. This work was supported by two student project consultants: Elizabeth Tuck, who holds a Bachelor of Arts with Honours in Human Rights from St. Thomas University and is currently pursuing post-graduate studies at the University of Oxford; and Rebecca Akong, who holds a Bachelor of Music Performance from l’Université de Montréal, a Juris Doctor from the University of Manitoba Faculty of Law and is currently an articling student-at-law with the Department of Justice Canada.





The following activities undertaken by the project consultants from May to November of 2020 informed the content of the learning hub:

- a. Interviews were conducted with a number of professionals in the general area of post-secondary sexual violence complaints response for the purposes of completing an environmental scan gauging the interviewees' level of familiarity with trauma-informed practice and procedural fairness (see Appendix A);
- b. A report on these interviews was completed and used to inform the identification of any further research necessary (see Appendix B);
- c. An assessment of the report's findings, including discerning what further knowledge sexual violence response professionals require in order to more equitably, efficiently and empathically conduct their work, was completed; and
- d. The results of the above-listed activities were compiled as resources, commentary, and reflective questions that make up this learning hub.

We are cognizant of the amount of work our peers are charged with completing on a daily basis, and we are aware that there is no simple solution as to how to gain and maintain the knowledge shared in the learning hub while engaging in self-care, striking an appropriate work-life balance, and of course, prioritizing the integrity of both parties to a sexual violence complaint. However, we do recognize the importance of ensuring that everyone — including administrators and frontline staff — receive adequate and ongoing training to support safe and fair complaints processes. We are professionals working in this field who have conferred carefully and thoughtfully with other professionals working in the domain to provide this collection of resources to that end. We are also hopeful that this work, in conjunction with all aspects of the Courage to Act project, can be shown to administrators and policymakers to advocate for more funding of our institutions' and provinces' and territories' various related offices and departments, and moreover to affect positive change with respect to how GBV is perceived on a cultural level in Canada.

In a more immediate context, it is our hope that the resources and training opportunities contained herein will support the application of trauma-informed practice and procedurally fair complaints processes, that you will engage with them critically using the reflective questions provided, and that this will spark further work towards a more robust and safe sexual violence response system.





# Glossary of Terms





## IMPORTANT TERMS

We recognize that there can be more than one term used to describe a given concept or role. While some of the terms defined below have broader meanings in different conditions, we are defining terms in the context of post-secondary institution complaints processes.

**ANTI-OPPRESSION** – Refers to documents, resources, opinions or ideals that recognize and denounce the individualized and systemic harms stemming from rape culture or instances of GBV. Anti-oppression efforts also contemplate how different social intersections, including but not limited to race, socio-economic background, sexuality, and gender identity, or compounded forms of oppression can further impact the effects and incidence of GBV for complainants, respondents and communities alike.

**BETTER PRACTICE** – Involves the adoption of a response, value or process that: (a) promotes institutional accountability; and/or (b) improves the integrity of any number of stages of a complaint process; and/or (c) promotes the rights of a party (or both parties) to a complaint; all while adhering to the principles of procedural fairness and trauma-informed practice.

**COMPLAINANT** – The person who reports an incident of campus gender-based violence with the intent of pursuing the institution's formal complaints process, in most cases the person who was subjected to the incident of gender-based violence.

**COMPLAINTS PROCESS** – Any post-secondary institution process begins with a formal report to the institution of potential sexual misconduct, which leads to an investigation, findings, and possible accountability measures, outcomes, or remedies under the gender-based violence policy. This process is governed by administrative law, which is separate and distinct from civil or criminal law.

**GENDER-BASED VIOLENCE (GBV)** – An umbrella term that includes sexual violence and other forms of “use and abuse and control over another person” that are “perpetrated against someone based on their gender expression, gender identity, or perceived gender” (BCFED, 2018, as cited in Khan & Rowe, 2019, p. 10). Forms of gender-based violence include: physical violence; online violence/technology-facilitated violence; sexual violence including sexual abuse, sexual harassment, sexual assault and sexual exploitation; spiritual abuse; financial abuse; harassment including stalking; and emotional and psychological violence including put-downs, bullying, threats and intimidation.

**INTAKE WORKER** – The person who provides information about and receives complaints under the sexual violence policy.



**PARTY** – The person(s) by or against whom a complaint is brought, who actively participate in the process, and are accorded procedural fairness rights in a complaints process.

**PROCEDURAL FAIRNESS** – Procedural fairness revolves around decision-makers and the process they use to come to a decision. In the context of gender-based violence on campus, it is the notion that individuals party to a complaint must be accorded a set of rights throughout the entire process sufficient to allow for the fair assessment of their case, regardless of which side of the complaint they are on.

**POST-SECONDARY INSTITUTIONS (PSIS)** – Include (but are not limited to) colleges, universities, Indigenous institutes, technical institutes, collèges d'enseignement général et professionnel (CEGEPs), trade schools, and other institutions outside of the K-12 systems, that fall under provincial or territorial legislation.

**RESPONDENT** – The person alleged to have committed gender-based violence on or off-campus, in other words, the subject of the complaint(s). A respondent can be any member of a post-secondary institution (student, staff, faculty, librarian, administrator, employee).

**SEXUAL VIOLENCE** – Falls under the umbrella of GBV and is a broad term that encompasses many forms of abusive or oppressive sexualized beliefs or acts, from verbal sexual misconduct to sexual assault.

**SEXUAL VIOLENCE POLICY** – Policies developed and enacted by PSIs to more clearly define and denounce sexualized misconduct and address and intervene on issues of sexual violence in a more specific manner than that which conduct policies typically allow.

**SURVIVOR** – We use the term survivor to refer to any individual who has experienced sexual or gender-based violence on or off-campus, whether or not a disclosure, informal complaint or formal complaint has been made. The term survivor is often interchanged with victim, which is often used as a legal term in the criminal justice system. Some individuals choose to identify with the term victim. Others may use the term survivor as a way to reclaim power and/or to highlight the strength it took to survive such violence.

**TRAUMA-INFORMED PRACTICE** – Trauma-informed means acknowledging the harm endured by complainants and survivors along with having awareness of the impacts that trauma has on an individual's emotional, cognitive, physical and sexual wellbeing. Such acknowledgement and understanding should guide the creation of processes, procedures and support. Adopting such a lens should serve to not re-traumatize individuals further; it should maintain their dignity throughout the process, procedure or support they receive. In addition to processes, procedures or support that are infused with trauma-informed principles, trauma informed also implies that an individual may use the term survivor as a way to reclaim power and/or to highlight the strength it took to survive such violence.





# Reflective Questions



The following questions are designed to help you reflect on how you engage with, administer, and support trauma-informed, procedurally fair institutional complaints processes for experiences of sexual violence at your post-secondary institution. Begin with the “Situating Yourself” and “Understanding Your Context” questions — these are important framing questions to understand where you are coming from and how your environment may shape the application of the principles of trauma-informed practice and procedural fairness in your role.

## SITUATING YOURSELF<sup>1</sup>

What knowledge, values, and experiences do you bring to your role?

What are your personal values, experiences, interests, beliefs, and political commitments?

How do these personal experiences relate to social and structural locations and processes — including gender, race and ethnicity, Indigeneity, socio-economic status, disability, sexuality, gender expression and age; patriarchy, colonialism, capitalism, racism and heterosexism — that shape sexual violence and institutional responses?

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## UNDERSTANDING YOUR CONTEXT

**Think about the social, academic, institutional, cultural, economic, and logistic context you are working in.**

What gaps exist in the application of procedural fairness and trauma-informed practice?

What opportunities are there for enhancing training, amending policy, or strengthening the application of procedural fairness and trauma-informed practice?

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<sup>1</sup>The following questions have been adapted from Hankivsky et al. (2014).



What limitations does your institution face in the application of procedural fairness and trauma-informed practice?

While procedural fairness and trauma-informed practice are of utmost importance at all phases of a complaint, how the principles are applied may be different depending on your role in the process. The following questions are designed to help you think through how you apply these principles to your work. Return to these questions often, as you engage with the resources contained in this learning hub, and as you develop professionally. Use the resources provided to help address gaps you may identify in your own knowledge after engaging with these questions, and to enhance your understanding in areas where you feel more confident.

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### **QUESTIONS FOR INTAKE WORKERS, CASE MANAGERS, OR THOSE WORKING DIRECTLY WITH COMPLAINANTS OR RESPONDENTS**

Are you trained to do your role?

What training did you engage in to prepare for your position?

What training or resources do you use to stay relevant?

How is trauma-informed practice applied in the context of receiving complaints/case management that differs from trauma-informed practice in the investigative context? In decision-making and adjudication? How is it similarly applied?

What are the benefits of applying a trauma-informed lens to receiving complaints/case management? How does it support fairer decisions?



**Think about how you currently engage in your work.**

What are some ways that you already incorporate trauma-informed practice into your work?

What are some ways that you can more intentionally and comprehensively incorporate trauma-informed practices into your work?

How can you apply the principles of trauma-informed practice using an intersectional lens?

**Consider how gender, race, Indigeneity, religion, disability, immigration status, sexual orientation, and any other factors may impact the experience of the parties in a complaint.**

Make a list of professionals in your network.

Who do you turn to when you are faced with difficult questions or unsure what to do?

Are there others you could reach out to?

How does each professional understand the relationship between procedural fairness and trauma-informed practice?

Make a list of professional organizations that support the work that you do.



Which ones are you a part of? Are your peers part of?

Which ones produce helpful resources that you use? That your peers use?

**Additional Notes:**

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## QUESTIONS FOR INVESTIGATORS

Are you trained to do your role?

What training did you engage in to prepare for your position?

What training or resources do you use to stay relevant?

How is trauma-informed practice applied in the context of investigations that differs from trauma-informed practice in the intake or receiving of disclosures context? In the decision-making context? How is it similarly applied?

What are the benefits of applying a trauma-informed lens to investigative work? How does it support fairer investigation practices?



**Think about how you currently engage in investigative work.**

What are some ways that you already incorporate trauma-informed practice into your investigative work?

What are some ways that you can more intentionally and comprehensively incorporate trauma-informed practices into your investigative work?

How can you apply the principles of trauma-informed practice when interviewing different parties, including respondents, complainants, and witnesses?

**Consider the person's gender, race, Indigeneity, religion, disability, immigration status, sexual orientation, and any other factors that may impact their experience.**

Make a list of investigators in your network.

Who do you turn to when you are faced with difficult questions or unsure what to do?

Are there others you could reach out to?

How does each investigator understand the relationship between procedural fairness and trauma-informed practice?

Make a list of professional organizations that support the work that you do.



Which ones are you a part of? Are your peers part of?

Which ones produce helpful resources that you use? That your peers use?

**Additional Notes:**

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## QUESTIONS FOR ADJUDICATORS

Are you trained to do your role?

What training did you engage in to prepare for your position?

What training or resources do you use to stay relevant?

How is trauma-informed practice applied in the context of decision-making that differs from trauma-informed practice in the intake or receiving of disclosures context? In the investigative context? How is it similarly applied?

What are the benefits of applying a trauma-informed lens to decision-making? How does it support fairer decisions?

**Think about how you currently engage in decision-making.**

What are some ways that you already incorporate trauma-informed practice into your decision-making?

What are some ways that you can more intentionally and comprehensively incorporate trauma-informed practices into your decision-making?

How can you apply the principles of trauma-informed practice using an intersectional lens?

**Consider how gender, race, Indigeneity, religion, disability, immigration status, sexual orientation, and any other factors may impact the experience of the parties in a complaint.**

Make a list of adjudicators and decision-makers in your network.

Who do you turn to when you are faced with difficult questions or unsure what to do?

Are there others you could reach out to?

How does each adjudicator or decision-maker understand the relationship between procedural fairness and trauma-informed practice?

Make a list of professional organizations that support the work that you do.



Which ones are you a part of? Are your peers part of?

Which ones produce helpful resources that you use? That your peers use?

**Additional Notes:**

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## QUESTIONS FOR ADMINISTRATORS

Are you trained to do your role?

What training did you engage in to prepare for your position?

What training or resources do you use to stay relevant?

How are you supporting the professionals on your campus to understand and apply the principles of procedural fairness and trauma-informed practice?

How do you determine whether the external investigators you hire are knowledgeable in trauma-informed practice? How can you make this a priority?

How are procedural fairness and trauma-informed practice built into your institutional policies?

What opportunities and support do you provide employees for professional development?

What training do you provide? How do you ensure that you are providing appropriate and up-to-date training? How do you ensure that you are providing training that meets the needs of your staff?

Do you provide financial support for employees to access external training?

How do you care for frontline staff doing this work?

What support do you provide your employees to address burnout and/or vicarious trauma?

What resources do you make available for staff? How do you ensure that these resources meet the needs of your staff?

How often do you ask frontline staff what their needs are?

**Additional Notes:**



The background is a solid teal color. It is decorated with several abstract, organic shapes made of small, irregular dots. These shapes are primarily orange, with some light blue dots interspersed within them. The shapes are located in the top-left, top-right, bottom-left, and bottom-right corners, leaving a large teal rectangular area in the center.

# Resources



# Understanding Sexual Violence

What resources do you currently use to understand — or to illustrate to others — the crisis of sexual violence?

## STUDENT VOICES ON SEXUAL VIOLENCE: SUMMARY REPORT OF THE STUDENT VOICES ON SEXUAL VIOLENCE SURVEY

*Prepared by CCI Research Inc., for the Government of Ontario*

- This report “addresses attitudes, beliefs and experiences” on sexual violence from the perspective of 163,777 post-secondary students in Ontario in 2018.
- The following topics are addressed:
  - Students’ understanding of consent
  - Stalking
  - Drug and alcohol use during/prior to sexual contact
  - Satisfaction with institutional response to sexual violence
  - Behaviour of bystanders

### HOW TO ACCESS

The summary report can be accessed here:

<https://www.ontario.ca/page/student-voices-sexual-violence>

An overview of survey results and the technical summary can be accessed here: <https://ontariosuniversities.ca/student-voices-on-sexual-violence-survey>

### FORMAT

Report

### AUDIENCE

Everyone

### COST

Free

### CUSTOMIZABLE

No

### ADDITIONAL COMMENTARY

Ontario is a province with a high number of PSIs attended by a diverse array of students, and therefore these findings are not indicative of student voices on a national level.



## STUDENTS' EXPERIENCES OF UNWANTED SEXUALIZED BEHAVIOURS AND SEXUAL ASSAULT AT POSTSECONDARY SCHOOLS IN THE CANADIAN PROVINCES, 2019

*Marta Burczycka for Statistics Canada*

- The Survey on Individual Safety in the Postsecondary Student Population (SISPSP) collected data from students at postsecondary schools in the Canadian provinces in 2019.
- This report shares findings on the prevalence, characteristics and impacts of unwanted sexual behaviours, sexual assault and feelings of safety among students aged 18 to 24 at postsecondary institutions in Canadian provinces (17 to 24 for students living in Quebec).

<b>HOW TO ACCESS</b>	The findings can be accessed here: <a href="https://www150.statcan.gc.ca/n1/pub/85-002-x/2020001/article/00005-eng.htm">https://www150.statcan.gc.ca/n1/pub/85-002-x/2020001/article/00005-eng.htm</a>
<b>FORMAT</b>	Report
<b>AUDIENCE</b>	Everyone
<b>COST</b>	Free
<b>CUSTOMIZABLE</b>	No

## OPEN SECRETS, POWER AND PROFESSORS: A STUDY ON RAPE CULTURE AND ACCOUNTABILITY AT CANADIAN POST-SECONDARY INSTITUTIONS

*Students for Consent Culture*

- This research project is currently underway and looks at the various dimensions of faculty perpetrated sexual violence.
- It is a mixed-methods study, with student and faculty surveys, as well as interviews for interested participants.

<b>HOW TO ACCESS</b>	The study webpage can be accessed here: <a href="https://www.sfcccanada.org/open-secrets-report">https://www.sfcccanada.org/open-secrets-report</a>
<b>FORMAT</b>	Research project
<b>AUDIENCE</b>	Everyone
<b>COST</b>	Free
<b>CUSTOMIZABLE</b>	No

## IT'S NEVER OKAY: AN ACTION PLAN TO STOP VIOLENCE AND HARASSMENT

*Government of Ontario*

Provides a useful introduction to the issue of gender-based violence, as well as a section dedicated specifically to safer campuses.

<b>HOW TO ACCESS</b>	You can access the archived report here: <a href="https://www.ontario.ca/document/action-plan-stop-sexual-violence-and-harassment">https://www.ontario.ca/document/action-plan-stop-sexual-violence-and-harassment</a>
<b>FORMAT</b>	PDF
<b>AUDIENCE</b>	Everyone
<b>COST</b>	Free
<b>CUSTOMIZABLE</b>	No
<b>ADDITIONAL COMMENTARY</b>	Note that action on this plan ended with a change in government in 2018. The most recent progress update can be accessed here: <a href="https://www.ontario.ca/page/its-never-okay-action-plan-stop-sexual-violence-and-harassment-progress-update-2016-2017">https://www.ontario.ca/page/its-never-okay-action-plan-stop-sexual-violence-and-harassment-progress-update-2016-2017</a>

## SHARED PERSPECTIVES: A JOINT PUBLICATION ON CAMPUS SEXUAL VIOLENCE PREVENTION AND RESPONSE

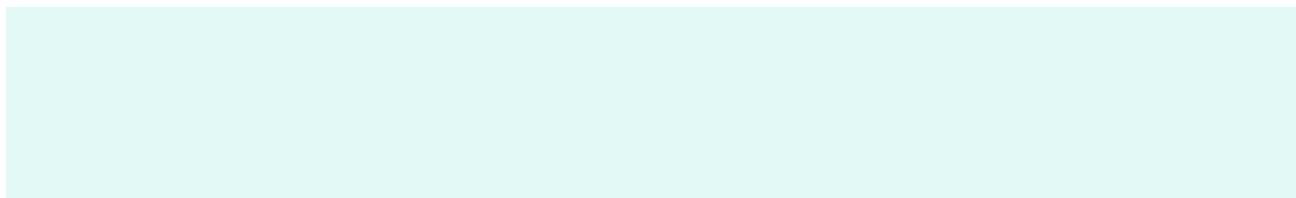
*Various student associations from across the country*

This publication is a series of articles written by representatives from student associations that identify challenges and opportunities for sexual violence prevention and response.

<b>HOW TO ACCESS</b>	You can read the publication here: <a href="https://www.ousa.ca/misc_sharedperspectives_campus_sexualviolence">https://www.ousa.ca/misc_sharedperspectives_campus_sexualviolence</a>
<b>FORMAT</b>	PDF
<b>AUDIENCE</b>	Everyone
<b>COST</b>	Free
<b>CUSTOMIZABLE</b>	No
<b>ADDITIONAL COMMENTARY</b>	This is a useful resource to better understand the student perspective.



After engaging with these resources, what questions do you have? What questions do you anticipate from others?



# Trauma

What resources do you currently use to understand trauma?

## NEUROBIOLOGY OF SEXUAL ASSAULT

### *End Violence Against Women International*

Foundational webinar series on the neurobiology of trauma, specifically sexual violence. Participants will learn about the key brain circuitries impacted by fear and trauma, including the prefrontal cortex and the fear circuitry. Participants will come to understand brain-based responses to sexual assault, especially those associated with involuntary habits and reflexes. This presentation provides a critical foundation for learning and applying trauma-informed responses with people who have been sexually assaulted.

#### HOW TO ACCESS

You can access Part 1: Experience and Behavior, handouts, and learn more here: <https://evawintl.org/courses/neurobiology-of-sexual-assault-2-part-webinar-series-part-1/>.

Part 2: Experience and Memory: <https://evawintl.org/courses/neurobiology-of-sexual-assault-2-part-webinar-series-part-2/>.

#### FORMAT

Webinar  
2 x 90 minutes

#### AUDIENCE

Investigators, adjudicators or decision-makers (although everyone could benefit from this foundational knowledge)

#### COST

Free

#### CUSTOMIZABLE

No

#### ADDITIONAL COMMENTARY

While EVAWI training is primarily in the criminal context, the knowledge on trauma is transferable across contexts and applicable in the post-secondary, administrative law context.



## THE IMPACT OF TRAUMA ON ADULT SEXUAL ASSAULT VICTIMS

*Drs. Melanie Randall and Laurie Haskell for the Department of Justice of Canada*

- This report is written in the context of criminal processing of sexual assault cases, but it is useful for understanding the neurobiology of trauma as it relates to sexual assault.
- It covers:
  - The traumatic impact of sexual assault
  - The neurobiological impact of trauma on the brain
  - How trauma affects memory and recall
  - Promising practices for a trauma-informed criminal justice system

<b>HOW TO ACCESS</b>	The report can be accessed here: <a href="https://www.justice.gc.ca/eng/rp-pr/jr/trauma/index.html">https://www.justice.gc.ca/eng/rp-pr/jr/trauma/index.html</a>
<b>FORMAT</b>	Report
<b>AUDIENCE</b>	Everyone
<b>COST</b>	Free
<b>CUSTOMIZABLE</b>	No

## VARIOUS ARTICLES

*North American Center for Threat Assessment and Trauma Response (NACTATR)*

- Kevin Cameron, who established NACTATR, is one of North America's leading experts on traumatic responses to crises.
- The articles posted by NACTATR focus on trauma-informed practice in PSI or grade school contexts and provide data to accompany and scientific explanations for responses to trauma.

<b>HOW TO ACCESS</b>	All articles can be accessed at the bottom of the NACTATR homepage, here: <a href="https://nactatr.com/news/index.html">https://nactatr.com/news/index.html</a>
<b>FORMAT</b>	Web-based articles
<b>AUDIENCE</b>	Everyone
<b>COST</b>	Free
<b>CUSTOMIZABLE</b>	No

TRAUMA AND THE BRAIN: UNDERSTANDING ABUSE SURVIVORS RESPONSES	
<p><i>NHS Lanarkshire EVA Services</i></p> <ul style="list-style-type: none"> <li>▪ A helpful introductory video that explains how trauma affects a person's brain in the context of sexual violence.</li> </ul>	
<b>HOW TO ACCESS</b>	<p>You can watch the video here:</p> <p><a href="https://www.youtube.com/watch?v=4-tcKYx24aA">https://www.youtube.com/watch?v=4-tcKYx24aA</a></p>
<b>FORMAT</b>	Video
<b>AUDIENCE</b>	Everyone
<b>COST</b>	Free
<b>CUSTOMIZABLE</b>	No

After engaging with these resources, how do you understand trauma? What questions do you have? How can you apply this understanding to your work?





# Procedural Fairness

What resources do you currently use to understand procedural fairness?

PROCEDURAL FAIRNESS AWARENESS	
<p><i>Ryerson Office of the Ombudsperson</i></p> <ul style="list-style-type: none"><li>▪ Ryerson University routinely releases material consistent with trauma-informed practice, anti-oppression and procedural fairness principles. We find these resources particularly helpful:</li><li>▪ Fairness Triangle</li><li>▪ Administrative Fairness Checklist for Decision Makers</li></ul>	
HOW TO ACCESS	The checklist and fairness triangle can be accessed here: <a href="https://www.ryerson.ca/ombudsperson/faq/fairness/">https://www.ryerson.ca/ombudsperson/faq/fairness/</a>
FORMAT	PDF documents
AUDIENCE	Everyone
COST	Free
CUSTOMIZABLE	No

## PROCEDURAL FAIRNESS FOR UNIVERSITY & COLLEGE STUDENTS

*Lynn Smith and Brandy Usick for CACUSS*

- Useful for those who deal with academic decisions and appeal stages, but is used by any student conduct workers who are involved in investigations, decisions, and appeals.

<b>HOW TO ACCESS</b>	You can purchase the monograph and learn more here: <a href="https://www.cacuss.ca/resources/publications-and-webinars.html">https://www.cacuss.ca/resources/publications-and-webinars.html</a>
<b>FORMAT</b>	Monograph (PDF, printed copies available)
<b>AUDIENCE</b>	Investigators and Adjudicators
<b>COST</b>	\$
<b>CUSTOMIZABLE</b>	No
<b>ADDITIONAL COMMENTARY</b>	CACUSS members pay a lower rate, but the monograph is available to non-members as well.

## HANDBOOK OF CANADIAN HIGHER EDUCATION LAW

*Theresa Shanahan, Michelle Nilson, and Li-Jeen Broshko (Editors)*

A collection of chapters by experts examining key legal issues in post-secondary education, establishing the current governance arrangements for Canadian post-secondary education within a historical context, and providing a detailed look at the legislative framework of postsecondary education and the role of the federal and provincial governments in organizing, regulating, and funding these institutions.

<b>HOW TO ACCESS</b>	You can purchase this book from various booksellers, including: <a href="https://www.mqup.ca/handbook-of-canadian-higher-education-law--the-products-9781553394426.php">https://www.mqup.ca/handbook-of-canadian-higher-education-law--the-products-9781553394426.php</a>
<b>FORMAT</b>	Book (eBook available)
<b>AUDIENCE</b>	Everyone
<b>COST</b>	\$
<b>CUSTOMIZABLE</b>	No



## STUDENT CONDUCT PRACTICE: THE COMPLETE GUIDE FOR STUDENT AFFAIRS PROFESSIONALS (2<sup>ND</sup> EDITION)

*Diane M. Waryold and James M. Lancaster (Editors)*

A compendium of current best practices in the administration of student conduct, summarizing the latest thinking on key issues facing practitioners today, and providing an overview of the role and status of conduct administrators within their institutions.

<b>HOW TO ACCESS</b>	You can purchase the book from various booksellers, including: <a href="https://styluspub.presswarehouse.com/browse/book/9781642671056/Student-Conduct-Practice">https://styluspub.presswarehouse.com/browse/book/9781642671056/Student-Conduct-Practice</a>
<b>FORMAT</b>	Book (eBook available)
<b>AUDIENCE</b>	Everyone
<b>COST</b>	\$
<b>CUSTOMIZABLE</b>	No

## VARIOUS COURSES

### *Osgoode Professional Development*

Part of Osgoode Hall Law School, offering credit and non-credit programs, programs range from one-hour briefings to conferences and short courses taught by practising lawyers and a range of experts in other disciplines. Relevant topics include:

- Workplace investigations
- Responding to campus sexual violence complaints.

<b>HOW TO ACCESS</b>	You can learn more and search upcoming programs here: <a href="https://osgoodepd.ca/professional-development/short-courses-conferences-certificates/">https://osgoodepd.ca/professional-development/short-courses-conferences-certificates/</a> .
<b>FORMAT</b>	In-person or virtual courses (various lengths)
<b>AUDIENCE</b>	Everyone
<b>COST</b>	\$\$
<b>CUSTOMIZABLE</b>	No
<b>ADDITIONAL COMMENTARY</b>	<p>You can see the brochure for the 2020 Osgoode Advanced Certificate In Workplace Investigations here: <a href="https://www.osgoodepd.ca/wp-content/uploads/2020/11/2021-OPD-Certificate-in-Advanced-Workplace-Investigations.pdf">https://www.osgoodepd.ca/wp-content/uploads/2020/11/2021-OPD-Certificate-in-Advanced-Workplace-Investigations.pdf</a>.</p> <p>You can see the brochure for the 2019 Osgoode Intensive Course In Responding To Campus Sexual Violence Complaints here: <a href="https://www.osgoodepd.ca/wp-content/uploads/2018/05/2019-Campus-Complaints-Brochure_May6.pdf">https://www.osgoodepd.ca/wp-content/uploads/2018/05/2019-Campus-Complaints-Brochure_May6.pdf</a>.</p>

After engaging with these resources, how do you understand procedural fairness? What questions do you have? How can you apply this understanding to your work?



# Trauma-Informed Practice and Procedural Fairness

What resources do you currently use to understand the relationship between procedural fairness and trauma-informed practice?

## ACHIEVING FAIRNESS: A GUIDE TO CAMPUS SEXUAL VIOLENCE POLICIES

*Karen Busby & Joanna Birenbaum*

A thorough guidebook referred to by a number of interviewees that provides commentary on better practices in the context of complaint processes, an overview of procedural fairness, trauma-informed practice, intersectionality, the procedures and proceedings following a formal complaint, and participatory rights for both parties.

- Contains data gathered through the assessment of 25 Canadian PSIs' policies, from small campuses to large campuses in big and small cities.
- Illustrates how trauma-informed practice and procedural fairness work together.
- Useful for a number of campus SV professionals as it explains how trauma-informed practice looks different depending on one's role in a complaint process.

### HOW TO ACCESS

Purchase the book and learn more here: <https://store.thomsonreuters.ca/en-ca/products/achieving-fairness-a-guide-to-campus-sexual-violence-complaints-print--proview-42756517>.

### FORMAT

Book (eBook available)

### AUDIENCE

Investigators, adjudicators, decision-makers, all professionals.

### COST

\$\$

### CUSTOMIZABLE

No



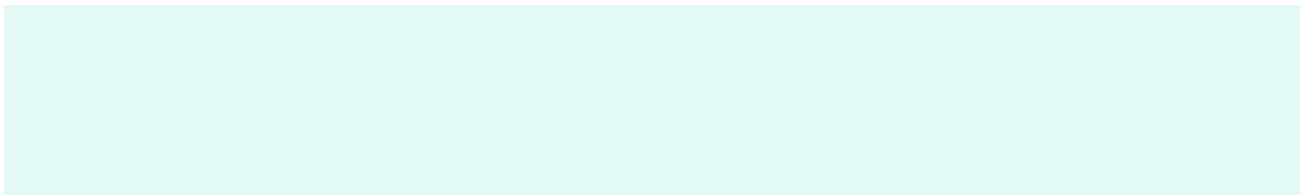
## A COMPREHENSIVE GUIDE TO CAMPUS GENDER-BASED VIOLENCE COMPLAINTS: STRATEGIES FOR PROCEDURALLY FAIR, TRAUMA-INFORMED PROCESSES TO REDUCE HARM

*Deb Eerkes, Britney De Costa, and Zanab Jafry for Courage to Act*

A guidebook of strategies for policy and practice for trauma-informed care and procedural fairness rooted in methods that reduce the overall harm experienced by people undergoing investigations and complaints at post-secondary institutions.

<b>HOW TO ACCESS</b>	This Guide will be available through the Courage to Act Knowledge Centre in November 2021.
<b>FORMAT</b>	Guidebook
<b>AUDIENCE</b>	Everyone
<b>COST</b>	Free
<b>CUSTOMIZABLE</b>	No

After engaging with these resources, how do you understand the relationship between procedural fairness and trauma-informed practice? What questions do you have? How can you apply this understanding to your work?



## Policy Design & Review

What resources do you currently use to design or evaluate your institutional policies?

### OURTURN NATIONAL ACTION PLAN & ONE YEAR LATER REPORT

*Students for Consent Culture*

A resource intended to give student unions the tools they need to end campus sexual violence through evidence-based programs and effective action.

#### HOW TO ACCESS

You can read the action plan and learn more here:

<https://www.sfcccanada.org/action-plan>

You can read the One Year Later report here:

<https://www.sfcccanada.org/one-year-later-report>.

#### FORMAT

Report

#### AUDIENCE

Administrators, everyone

#### COST

Free

#### CUSTOMIZABLE

No

#### ADDITIONAL COMMENTARY

The One Year Later report was created to document the transition of the OurTurn National Action Plan to Students for Consent Culture Canada, but its appendices contain valuable considerations for evaluating the sufficiency of your PSI's SV and procedure policies:

- Appendix B lists minimum standards a PSI must meet
- Appendix C offers a grading model with detailed explanations to help PSIs identify potential shortcomings in their own policies

## ALBERTA POST-SECONDARY SEXUAL VIOLENCE POLICY STANDARDS: RECOMMENDATIONS FOR THE GOVERNMENT OF ALBERTA

*SAIT Student Association, Alberta Students' Education Council, and Students for Consent Culture*

This report offers a number of recommendations to ensure an institutional sexual violence policy is survivor-centric.

<b>HOW TO ACCESS</b>	You can read the recommendations here: <a href="https://albertastudents.ca/wp-content/uploads/2020/02/ABPSE-StandardizedSexual-Violence-Policies.pdf">https://albertastudents.ca/wp-content/uploads/2020/02/ABPSE-StandardizedSexual-Violence-Policies.pdf</a> .
<b>FORMAT</b>	Report
<b>AUDIENCE</b>	Administrators, everyone
<b>COST</b>	Free
<b>CUSTOMIZABLE</b>	No

## EVALUATING SEXUALIZED VIOLENCE TRAINING AND RESOURCES

*SVM Training and Resources Working Group*

- Because each PSI's sexual violence policy is unique, SV professionals and policymakers need to think critically about the resources they're using to inform their work.
- This document helps PSIs be alive to considerations that are essential to relying on the right resources to maximize the efficiency and fairness of their sexual violence policies.

<b>HOW TO ACCESS</b>	You can access the toolkit here: <a href="https://opentextbc.ca/evaluatingvtraining/">https://opentextbc.ca/evaluatingvtraining/</a>
<b>FORMAT</b>	Open textbook
<b>AUDIENCE</b>	Administrators, everyone
<b>COST</b>	Free
<b>CUSTOMIZABLE</b>	No



## SEXUAL VIOLENCE-RELATED PROGRAMS AND SERVICES SELF-ASSESSMENT GUIDE

*Council for the Advancement of Standards in Higher Education*

For use in program reviews, this CAS Self-Assessment Guide (SAG) is based on the Sexual Violence-Related Programs and Services Standards. A downloadable assessment workbook based on the Sexual Violence-Related Programs and Services Standards that includes a series of criterion measure statements used to judge the level of program compliance with the standard, as well as:

- a contextual statement that gives historical and functional perspective to the area
- instructions for conducting self-assessment using the SAG self-assessment instrument
- evaluation forms for compiling team assessment and planning improvements

<b>HOW TO ACCESS</b>	You can learn more and purchase the workbook here: <a href="https://www.cas.edu/store_product.asp?prodid=73">https://www.cas.edu/store_product.asp?prodid=73</a> .
<b>FORMAT</b>	Workbook
<b>AUDIENCE</b>	Administrators, everyone
<b>COST</b>	\$
<b>CUSTOMIZABLE</b>	No
<b>ADDITIONAL COMMENTARY</b>	This workbook is based on American standards, although its exercises are useful for reviewing and evaluating Canadian post-secondary sexual violence programs and services as well.

After engaging with these resources, what policies do you want to revisit? What questions do you have?

# Foundational Knowledge for all Professionals

What resources do you currently use to support your work with parties and witnesses to a complaint of sexual violence?

## SUPPORTING SURVIVORS OF SEXUAL VIOLENCE: A NOVA SCOTIA RESOURCE

*Government of Nova Scotia*

This training is designed to help you learn more about sexual violence and how to support someone who has survived it. It is for service providers, friends, family members, neighbours, teachers, first responders, counsellors, and anyone who is acting as a support person or is concerned about sexual violence.

### HOW TO ACCESS

You can access the training and learn more here:  
<https://nscs.learnridge.com/>.

### FORMAT

Training  
7-module  
Self-directed  
Asynchronous  
Online  
Individual

### AUDIENCE

Everyone

### COST

Free

### CUSTOMIZABLE

Yes

### ADDITIONAL COMMENTARY

All materials are available for download along with various posters, flowcharts, and one-page resources.

- Program with the aim of helping guide individuals of any level of expertise support survivors
- Suitable for friends, family and post-secondary institutional staff alike
- Focus on helping community members be alive to the challenges faced by those who have experienced SV
- This training has the added benefit of helping those who may not realize that they have experienced SV by framing information on the topic such that it can be digested by a *bystander*

## IT TAKES ALL OF US:

### MANDATORY SEXUAL VIOLENCE AWARENESS AND PREVENTION TRAINING

*KnowledgeOne & Concordia University's Sexual Assault Resource Centre*

This training was designed based on consultations with a wide cross-section of the university community as well as the Standing Committee on Sexual Misconduct and Sexual Violence. The content of the training is preventive in nature and focuses on: consent, bystander intervention, supporting survivors, and information on our policies and processes.

<b>HOW TO ACCESS</b>	You can access the online training and learn more, or register for the in-person virtual training here: <a href="https://www.concordia.ca/conduct/sexual-violence/training.html">https://www.concordia.ca/conduct/sexual-violence/training.html</a> .
<b>FORMAT</b>	Training (student*, employees) 45 to 60 minutes (online) 1.5 hours (in-person, virtual) Asynchronous (online) Synchronous (in-person, virtual) Online or in-person, virtual Individual (online) Group (in-person, virtual)  *student employees take student module
<b>AUDIENCE</b>	Everyone
<b>COST</b>	Free for Concordia University students and employees
<b>CUSTOMIZABLE</b>	Includes do-it-yourself customizable content for all institutions. Concordia also provides customization services at a cost.
<b>ADDITIONAL COMMENTARY</b>	Note that this training is password protected but can be accessed by contacting the administrators. They will provide you with a password to access a free trial, and will work with you to draft a licensing agreement for full use of the training.



## LIVINGWORKS START TRAINING

### *LivingWorks*

This training is for suicide intervention, but the resources are well done and transferable to other types of trauma. Resources include video formats and models where the participant watches a scenario without context, then watches it again after the training, and the training includes texting conversations that provide options on potential appropriate responses to trauma.

<b>HOW TO ACCESS</b>	You can learn more and purchase the training here: <a href="https://www.livingworks.net/">https://www.livingworks.net/</a>
<b>FORMAT</b>	Training 90 minutes Online Asynchronous
<b>AUDIENCE</b>	Everyone
<b>COST</b>	\$ (single and multiple licenses available)
<b>CUSTOMIZABLE</b>	Yes (organizational training can be tailored to your needs)

## VARIOUS TOOLKITS AND WORKSHOPS

### *Canadian Centre for Diversity and Inclusion (CCDI)*

CCDI's website contains a comprehensive list of free toolkits to help professionals of many kinds address issues of diversity and inclusion within their workplaces

- These helpful anti-oppression resources are applicable to PSI environments and SV complaints
- These resources can help mitigate a lack of understanding of how intersectional considerations factor into complaints and the policies that govern them

#### HOW TO ACCESS

You can access the toolkits and workshop slides here:  
<https://ccdi.ca/toolkits/>

#### FORMAT

Toolkit, presentation

#### AUDIENCE

Everyone

#### COST

Free

#### CUSTOMIZABLE

No

#### ADDITIONAL COMMENTARY

CCDI offers a range of (paid) consulting and professional development services. You can see the full suite of services and resources on their website: <https://ccdi.ca/>

## ONLINE TRAINING INSTITUTE

### *End Violence Against Women International*

The training offered by EVAWI covers a range of topics applicable to various professionals and frontline staff working in response to complaints of sexual violence, including trauma-informed responses, investigations, and interviewing.

<b>HOW TO ACCESS</b>	You can access the training and register for modules here: <a href="https://evawintl.org/olti/">https://evawintl.org/olti/</a> .
<b>FORMAT</b>	Online training modules (various lengths)
<b>AUDIENCE</b>	Everyone
<b>COST</b>	Free
<b>CUSTOMIZABLE</b>	No
<b>ADDITIONAL COMMENTARY</b>	EVAWI offers courses primarily in the criminal context; however, a number of the training modules are also useful in the post-secondary, administrative law context.

## BRENÉ BROWN ON EMPATHY

### *Royal society for art, manufactures, and commerce (RSA)*

This short video from professor and Licensed Master Social Worker Brené Brown addresses the four tenets of empathy, a dimension essential to integrating trauma-informed practice and procedural fairness:

- Recognizing a person's perspective as their truth
- Refraining from passing judgment
- Recognizing emotion in other people
- Connecting with the emotion being conveyed

<b>HOW TO ACCESS</b>	You can watch the video here: <a href="https://www.youtube.com/watch?v=1Evwgu369Jw">https://www.youtube.com/watch?v=1Evwgu369Jw</a> .
<b>FORMAT</b>	Video
<b>AUDIENCE</b>	Everyone
<b>COST</b>	Free
<b>CUSTOMIZABLE</b>	No



## ASSOCIATION FOR STUDENT CONDUCT ADMINISTRATION (ASCA)

ASCA's content directly relates to administrative proceedings flowing from sexual violence complaints as it focuses on disseminating information about prevention, investigation and adjudication of student misconduct.

- The organization's approach to handling conduct issues is to focus on educating and empowering students to make better decisions and to take accountability for their actions.
- They also offer a "Gold Standard" report for Resolution of Allegations of Sexual Misconduct on College Campuses

<b>HOW TO ACCESS</b>	You can learn more about the organization and membership opportunities here: <a href="https://www.theasca.org/">https://www.theasca.org/</a> . You can access the Gold Standard report here: <a href="https://www.myacpa.org/docs/asca-2014-gold-standard-reportpdf">https://www.myacpa.org/docs/asca-2014-gold-standard-reportpdf</a> .
<b>FORMAT</b>	Professional Association
<b>AUDIENCE</b>	Student affairs professionals
<b>COST</b>	\$
<b>CUSTOMIZABLE</b>	n/a
<b>ADDITIONAL COMMENTARY</b>	This is a U.S.-based organization, but it offers useful resources that are transferable to the Canadian context. Free list of best practices that focus on the balance between procedural fairness and trauma-informed practice available to non-members here: <a href="https://www.theasca.org/best_practices">https://www.theasca.org/best_practices</a>

## CANADIAN ASSOCIATION OF COLLEGE & UNIVERSITY STUDENT SERVICES (CACUSS)

- Canadian Association of College & University Student Services (CACUSS)
- Offers professional development, services, and resources for student affairs professionals across Canada. Various communities of practice have been formed under CACUSS, including on student health and wellness, first-year students, new professionals, and leadership education.

<b>HOW TO ACCESS</b>	You can learn more about the organization and membership opportunities here: <a href="https://www.cacuss.ca/about.html">https://www.cacuss.ca/about.html</a>
<b>FORMAT</b>	Professional Association
<b>AUDIENCE</b>	Student affairs professionals
<b>COST</b>	\$\$
<b>CUSTOMIZABLE</b>	n/a
<b>ADDITIONAL COMMENTARY</b>	<p>The CACUSS Monograph Series has been cited as a useful resource for sexual violence and complaints processes.</p> <p>Resources are available for purchase by non-members here: <a href="https://www.cacuss.ca/resources/index.html">https://www.cacuss.ca/resources/index.html</a></p>

## CANADIAN ASSOCIATION FOR THE PREVENTION OF DISCRIMINATION IN HIGHER EDUCATION (CAPDHE)

CAPDHE holds an annual conference on equity-based/human rights issues, with the aim of equipping PSIs with the knowledge to help students succeed in a college or university setting by contextualizing harassment, human rights and diversity issues within a post-secondary framework

<b>HOW TO ACCESS</b>	You can learn more about membership here: <a href="http://capdhhe.ca/membership/">http://capdhhe.ca/membership/</a>
<b>FORMAT</b>	Professional Association
<b>AUDIENCE</b>	Everyone
<b>COST</b>	\$
<b>CUSTOMIZABLE</b>	n/a
<b>ADDITIONAL COMMENTARY</b>	Paid membership is required to attend the conference, but CAPDHE offers free resources on harassment, human rights and dispute resolution here: <a href="http://capdhhe.ca/resources/">http://capdhhe.ca/resources/</a>



## CANADIAN ASSOCIATION OF THREAT ASSESSMENT PROFESSIONALS (CATAP)

- This organization puts on national conferences every year and disseminates research and case studies on threat assessment that are specific to Canada
- CATAP's membership is not limited to law enforcement personnel — its threat assessment best practices are useful to any professional whose work involves "targeted violence between individuals"

<b>HOW TO ACCESS</b>	You can learn more about the organization and sign up for a membership here: <a href="https://catap.ca/">https://catap.ca/</a>
<b>FORMAT</b>	Professional Association
<b>AUDIENCE</b>	Everyone (specifically security personnel and professionals who engage in threat assessment)
<b>COST</b>	\$\$
<b>CUSTOMIZABLE</b>	n/a
<b>ADDITIONAL COMMENTARY</b>	Annual conferences are open to non-members at an increased rate. You can learn more about the annual conferences here: <a href="https://catap.ca/Violence-Prevention/Events">https://catap.ca/Violence-Prevention/Events</a>

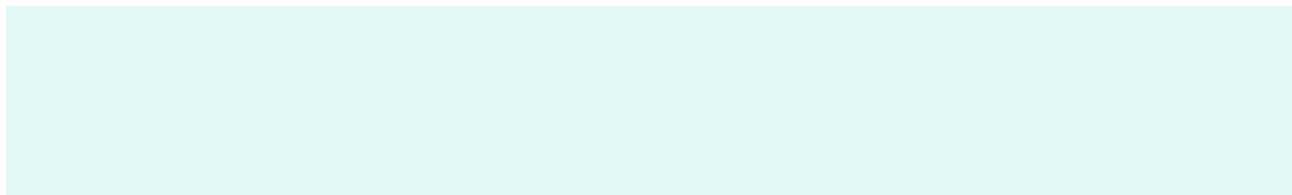
## PROTECT INTERNATIONAL

Protect International has a range of resources that may be useful to various professionals working in the area of complaint of gender-based violence:

- The majority of the content relates to risk assessment.
- Training is also available on sexual violence complaints processes issues such as managing parallel investigations and confidentiality/freedom of information issues — topics that can have a direct bearing on administrative proceedings.
- Other tools, specifically the Violence Triaging Tool, are used by professionals.

<b>HOW TO ACCESS</b>	You can learn more about the organization and purchase resources here: <a href="https://protect-international.com/">https://protect-international.com/</a>
<b>FORMAT</b>	Professional Association
<b>AUDIENCE</b>	Everyone
<b>COST</b>	\$\$
<b>CUSTOMIZABLE</b>	n/a

After engaging with these resources, what takeaways can you incorporate into your work the parties and witnesses to a complaint of sexual violence? What questions do you have?



# Resources for Responding to Disclosures

What resources do you currently use to support your ability to respond to disclosures in a way that is compassionate and trauma-informed?

## RESPONDING TO DISCLOSURES OF SEXUAL VIOLENCE ON UNIVERSITY AND COLLEGE CAMPUSES IN ONTARIO

*Western University Centre for Research & Education on Violence Against Women & Children*

This training applies an anti-oppressive and trauma-informed lens to support all employees of universities and colleges in Ontario to:

- Respond supportively & effectively to disclosures of sexual violence
- Know where to seek tangible support & resources
- Learn about professional & organizational practices & initiatives in education & in Ontario
- Examine one's own attitudes, behaviours & beliefs
- Ensure that survivors are treated with respect & dignity & that they receive the supports needed to recover and change their lives

### HOW TO ACCESS

You can access the training and learn more here:  
<http://respondingtodisclosuresoncampus.com/>.

### FORMAT

Training  
7-modules  
Asynchronous  
Online  
Individual

### AUDIENCE

Everyone

### COST

Free

### CUSTOMIZABLE

No

### ADDITIONAL COMMENTARY

Certificate of completion available.  
The video elements of the long-form training offered are particularly informative for professionals and frontline staff.

## SEXUAL ASSAULT; COMPASSIONATELY RESPONDING TO DISCLOSURES

### *Klinic Community Health*

Approaches sexual assault awareness from a trauma-informed lens, unpacks societal myths and misconceptions about sexual assault and how this might impact our response, discusses how to work from a client-centred empowerment model that prioritizes informed choice when supporting someone making a decision about what feels like the best fit for them, and share information about relevant resources in Winnipeg.

<b>HOW TO ACCESS</b>	You can register for the workshop and learn more here: <a href="http://klinik.mb.ca/sexual-assault-awareness/">http://klinik.mb.ca/sexual-assault-awareness/</a> .
<b>FORMAT</b>	Workshop 1-day Lecture-, discussion-, and exercise-based
<b>AUDIENCE</b>	Everyone, particularly for those who receive complaints and conduct investigations
<b>COST</b>	\$
<b>CUSTOMIZABLE</b>	No
<b>ADDITIONAL COMMENTARY</b>	Klinic is known locally for its commitment to trauma-informed practice, but this training is not specific to campus gender-based violence or formal administrative proceedings. We recommend it as a primer to understanding trauma-informed practice.



## HARVARD PRINCIPLES OF NEGOTIATION

*Erich Pommer Institut*

This video outlines the basic steps in applying the Harvard negotiation method, including:

- Separating the person from the issue
- Taking an interest-oriented approach to negotiation
- Developing criteria to be fulfilled in order to find the resolution proposed sufficient
- Remaining open to different possible resolutions

Further information on the Harvard method can be found in Fisher and Ury's "Principled Negotiation" handout.

### HOW TO ACCESS

You can watch the video here:

<https://www.youtube.com/watch?v=RfTaIFeEKKE>.

You can access the Fisher and Ury handout here:

[https://na.eventscloud.com/file\\_uploads/fd90f7b5575b6d9229dfb17bf132b299\\_ER2017\\_CollaboratingwithSchools\\_SandyMislow\\_Handout-PrincipledNegotiation.pdf?pix=es2\\_0\\_0](https://na.eventscloud.com/file_uploads/fd90f7b5575b6d9229dfb17bf132b299_ER2017_CollaboratingwithSchools_SandyMislow_Handout-PrincipledNegotiation.pdf?pix=es2_0_0).

### FORMAT

Video

### AUDIENCE

Everyone

### COST

Free

### CUSTOMIZABLE

No

### ADDITIONAL COMMENTARY

A trauma-informed response to a sexual violence disclosure must consider the overall desires of the survivor, which will likely include interim measures. Negotiation skills can be valuable in the crafting of procedurally fair and appropriate interim measures during the complaint process.

After engaging with these resources, how might you better respond to disclosures? What questions do you have?

# Resources for Intake Workers and Case Managers

What resources do you currently use to support you in receiving complaints?

VARIOUS TRAINING VIDEOS	
<p><i>National Association for Behavioral Intervention and Threat Assessment (NaBITA)</i></p> <p>NaBITA offers a number of training videos and courses. The most helpful resources include those on:</p> <ul style="list-style-type: none"><li>▪ Case Management Standards and Best Practices</li><li>▪ How to manage parties with suicidal ideations</li><li>▪ How to conduct effective threat assessments in the context of case management</li></ul>	
HOW TO ACCESS	You can access the Case Management course here: <a href="https://www.nabita.org/training/case-management-standards/">https://www.nabita.org/training/case-management-standards/</a> . Other training and certifications can be accessed here: <a href="https://www.nabita.org/training-certification/">https://www.nabita.org/training-certification/</a> .
FORMAT	Courses and training (various lengths, formats)
AUDIENCE	Case managers, everyone
COST	Free
CUSTOMIZABLE	Yes (additional cost)
ADDITIONAL COMMENTARY	You can access other resources here: <a href="https://www.nabita.org/resources/">https://www.nabita.org/resources/</a> . You can learn more about customized resources and training here: <a href="https://www.tngconsulting.com/consulting/custom-solutions/">https://www.tngconsulting.com/consulting/custom-solutions/</a> .

HIGHER EDUCATION CASE MANAGERS ASSOCIATION (HECMA)	
One of HECMA's top priorities is to equip its members with resources that "promote and enhance the well-being of campus communities." HECMA offers a number of resources for members, including recommended reading and webinars.	
HOW TO ACCESS	You can learn more here: <a href="https://www.hecma.org/">https://www.hecma.org/</a> .
FORMAT	Professional association
AUDIENCE	Case managers
COST	\$
CUSTOMIZABLE	n/a
ADDITIONAL COMMENTARY	While it is geared towards those professionals who may be responsible for the intake of sexual violence complaints, it disseminates information on issues such as procedural fairness and trauma-informed practice, which are transferable to other aspects and roles within sexual violence complaints processes.

After engaging with these resources, what principles or takeaways can you apply when you receive complaints? What questions do you have?



# Resources for Investigators and Adjudicators

What resources do you currently use to support you to apply the principles of procedural fairness and trauma-informed practice to your investigations and/or decisions?

## VARIOUS RESOURCES

### *Rubin Thomlinson*

Rubin Thomlinson offers hands-on, advanced-level training for any frontline staff who may respond to and/or investigate complaints of sexual violence, covering:

- How to deal with difficult subject matter in investigations
- How to deal with vulnerable parties
- The legal framework relating to sexual harassment and violence
- The psycho-social dynamics of sexual harassment
- How to make credibility assessments in cases involving sexual misconduct

A comprehensive guide to workplace investigations that takes a trauma-informed lens is also available as an alternative or supplement to the hands-on training.

### HOW TO ACCESS

You can learn more about the Conducting Sexual Harassment and Violence Investigations course, register, and inquire about a customized course here:

<https://rubinthomlinson.com/arlo/events/9-conducting-sexual-harassment-and-violence-investigations/>.

You can learn more about the University/College edition here:

<https://rubinthomlinson.com/arlo/events/89-university-college-edition-conducting-sexual-harassment-and-violence-investigations/>.

You can purchase the Human Resources Guide to Workplace Investigations here:

<https://store.thomsonreuters.ca/en-ca/pdp/human-resources-guide-to-workplace-investigations-second-edition/30835726>.

### FORMAT

Training  
2-day  
Instructor taught  
Synchronous  
Online  
Group  
Book



<b>AUDIENCE</b>	Investigators
<b>COST</b>	\$\$\$ (with small group discount)
<b>CUSTOMIZABLE</b>	Yes
<b>ADDITIONAL COMMENTARY</b>	<p>Training can be taken as part of Rubin Thomlinson's Advanced Investigation Techniques Series that comes with certification.</p> <p>Full suite of training available here:  <a href="https://rubinthomlinson.com/our-training/">https://rubinthomlinson.com/our-training/</a>.</p> <p>Complimentary webinars available here:  <a href="https://rubinthomlinson.com/webinars/">https://rubinthomlinson.com/webinars/</a>.</p>

## CONDUCTING ADMINISTRATIVE, OVERSIGHT AND OMBUDSMAN INVESTIGATIONS

*Gareth Jones*

Author Gareth Jones has extensive investigatory experience, having formerly worked for the Attorney General of the Province of Ontario and more recently having co-created a training program delivered internationally, from investigation agencies to UN bodies

- While this book is not specific to sexual violence, it is an invaluable resource for those seeking to refine their approach to investigations more generally, providing investigators with a system and clear-cut approach to conducting their work
- The resource sets out the principles of good investigation, common investigative challenges, how to effectively plan an investigation, and report writing

<b>HOW TO ACCESS</b>	<p>Purchase the book and learn more here:  <a href="https://store.thomsonreuters.ca/en-ca/pdp/conducting-administrative-oversight--ombudsman-investigations/30835939">https://store.thomsonreuters.ca/en-ca/pdp/conducting-administrative-oversight--ombudsman-investigations/30835939</a>.</p>
<b>FORMAT</b>	Book
<b>AUDIENCE</b>	Investigators
<b>COST</b>	\$\$
<b>LANGUAGE</b>	English
<b>CUSTOMIZABLE</b>	No
<b>ADDITIONAL COMMENTARY</b>	<p>This book contains useful templates on investigation, case management and issue identification as recommended by professionals in the field.</p>

## CACUSS STUDENT AFFAIRS AND SERVICES COMPETENCY MODEL

CACUSS (*Winger, Barrett, Highgate, Hof, McLinden & Veld*)

Under two branches of general investigative competency and expertise specific to sexual violence, this resource simply and effectively sets out a number of the topics that are essential to applying trauma-informed practice and procedural fairness from an investigative perspective. It covers:

- Two main concepts in administrative law — the law governing post-secondary complaints processes — procedural fairness and the rule against bias
- Credibility assessments
- Equity, Diversity and Inclusion
- Trauma-informed practice, specifically understanding complainants' neurobiological responses to trauma

<b>HOW TO ACCESS</b>	Download the document and learn more here: <a href="https://www.cacuss.ca/resources/publications-and-webinars.html#P13">https://www.cacuss.ca/resources/publications-and-webinars.html#P13</a> .
<b>FORMAT</b>	PDF document
<b>AUDIENCE</b>	Investigators; all professionals.
<b>COST</b>	\$ (free for CACUSS members)
<b>LANGUAGE</b>	English
<b>CUSTOMIZABLE</b>	No

## FORENSIC EXPERIENTIAL TRAUMA INTERVIEW (FETI) TRAINING

### *CertifiedFETI*

A science and practice-based interviewing methodology informed by the latest research on the neurobiology of trauma and memory. A range of training options are available through the CertifiedFETI organization.

<b>HOW TO ACCESS</b>	You can learn more about the program and start your certification here: <a href="https://www.certifiedfeti.com/#:~:text=The%20Forensic%20Experiential%20Trauma%20Interview,%2C%20equitable%2C%20and%20fair%20manner.">https://www.certifiedfeti.com/#:~:text=The%20Forensic%20Experiential%20Trauma%20Interview,%2C%20equitable%2C%20and%20fair%20manner.</a>
<b>FORMAT</b>	Training certifications (various pathways)
<b>AUDIENCE</b>	Investigators
<b>COST</b>	\$\$
<b>CUSTOMIZABLE</b>	Yes
<b>ADDITIONAL COMMENTARY</b>	You can watch a past webinar offered through EVAWI here: <a href="https://evawintl.org/courses/forensic-experiential-trauma-interview-a-trauma-informed-experience/">https://evawintl.org/courses/forensic-experiential-trauma-interview-a-trauma-informed-experience/</a> .

## ASSOCIATION OF WORKPLACE INVESTIGATORS (AWI)

Access to most of AWI's resources is by paid membership, but a free set of guiding principles for conducting investigations that support investigators and adjudicators.

<b>HOW TO ACCESS</b>	You can learn more here about AWI and membership options here: <a href="https://www.awi.org/?">https://www.awi.org/?</a> . You can access the guiding principles here: <a href="https://cdn.ymaws.com/www.awi.org/resource/resmgr/files/Publications/awi_guiding_principles_first.pdf">https://cdn.ymaws.com/www.awi.org/resource/resmgr/files/Publications/awi_guiding_principles_first.pdf</a> .
<b>FORMAT</b>	Professional association
<b>AUDIENCE</b>	Investigators, adjudicators
<b>COST</b>	\$
<b>CUSTOMIZABLE</b>	n/a

## ASSOCIATION OF TITLE IX ADMINISTRATORS (ATIXA)

ATIXA produces a number of excellent resources, including the ATIXA Toolkit (formerly the “Playbook”) which includes:

- Tips for analyzing complex evidence adduced in sexual violence hearings and investigations
- A comprehensive procedural fairness checklist
- Decision rubrics for different forms of sexual violence that may be prohibited under a sexual violence policy
- Tips on credibility assessments

### HOW TO ACCESS

You can learn more about ATIXA here: <https://www.atixa.org/>.  
You can purchase the Toolkit here: <https://www.atixa.org/resources/atixa-title-ix-toolkit-tixkit/>.

### FORMAT

Professional association

### AUDIENCE

Everyone

### COST

\$\$

### CUSTOMIZABLE

No

### ADDITIONAL COMMENTARY

ATIXA is an American organization, but many of its resources are also applicable to the Canadian post-secondary context.

Note that the previous version of the “toolkit,” the ATIXA Playbook, is no longer offered on the ATIXA website, although professionals in your network may have access to it.



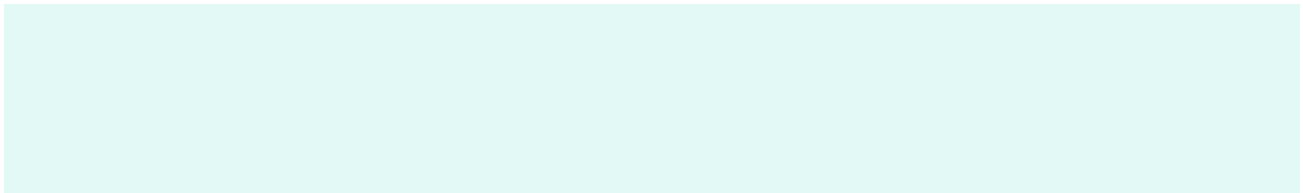
## A TOOLKIT FOR NAVIGATING SECTION 276 AND 278 CRIMINAL CODE MATTERS AS COMPLAINANT COUNSEL IN CRIMINAL PROCEEDINGS

*West Coast LEAF*

This toolkit offers helpful tips for engaging with complainants in a trauma-informed way.

<b>HOW TO ACCESS</b>	You can access the toolkit here: <a href="http://www.westcoastleaf.org/wp-content/uploads/2020/04/lower-res-Complainant-Counsel-Toolkit-April-22-2020-web.pdf">http://www.westcoastleaf.org/wp-content/uploads/2020/04/lower-res-Complainant-Counsel-Toolkit-April-22-2020-web.pdf</a> .
<b>FORMAT</b>	Toolkit
<b>AUDIENCE</b>	Everyone
<b>COST</b>	Free
<b>CUSTOMIZABLE</b>	No
<b>ADDITIONAL COMMENTARY</b>	The toolkit is written for the criminal context, but the principles of trauma-informed practice also apply in the post-secondary, administrative law context.

After engaging with these resources, how could you make your investigations and/or decisions more trauma-informed? What questions do you have?



# Security Personnel

What resources do you currently use to support trauma-informed practice in your role?

VARIOUS COURSES	
<i>Professional Security Knowledge Network</i> Tailored to security personnel, whether at PSIs or elsewhere, PSKN offers a number of courses that touch on trauma-informed practice: <ul style="list-style-type: none"><li>▪ Security and Ethics addresses potential misconduct by security</li><li>▪ Recognizing Emotionally Distressed Persons and Scenario Based Mental Health &amp; De-Escalation Training may help promote greater empathy amongst security staff</li></ul>	
HOW TO ACCESS	You can purchase available courses and learn more here: <a href="https://pskn.ca/course-catalogue/">https://pskn.ca/course-catalogue/</a> .
FORMAT	Training 20 minutes - 6.5 hours
AUDIENCE	Campus security personnel
COST	\$
CUSTOMIZABLE	No

## INVESTIGATIONS OF SEXUAL MISCONDUCT AT INSTITUTIONS OF HIGHER EDUCATION IN CANADA

### *D. Stafford and Associates*

This is used by security professionals, and discusses the neurobiology of trauma, trauma-informed interviewing, credibility assessments, and more.

- It covers how administrators should approach sexual misconduct so institutions can resolve complaints effectively, mitigate risk, support students, and engage in data-driven education and prevention efforts.
- Highlights how Canadian institutions can work with law enforcement and how a concurrent criminal investigation does not relieve the institution of its responsibility to take in and resolve complaints

<b>HOW TO ACCESS</b>	Training was last offered in 2018. You can learn more here: <a href="https://www.dstaffordandassociates.com/canadian-services/">https://www.dstaffordandassociates.com/canadian-services/</a>
<b>FORMAT</b>	Training 3-day intensive seminar
<b>AUDIENCE</b>	Campus security personnel
<b>COST</b>	n/a
<b>CUSTOMIZABLE</b>	No
<b>ADDITIONAL COMMENTARY</b>	Additional training for investigating reports of dating violence and stalking available, as well as consulting services.

## CAMPUS POLICE AND PUBLIC SAFETY STANDARDS

*Council for the Advancement of Standards in Higher Education*

The standards include the need for specific training on implicit bias, bias incidents, diversity, equity and inclusion, and crisis intervention; the importance of inclusion in threat assessment teams; the need to include student learning outcomes and learning opportunities for students in their work.

<b>HOW TO ACCESS</b>	You can purchase the book here: <a href="https://www.cas.edu/store_product.asp?prodid=127">https://www.cas.edu/store_product.asp?prodid=127</a> .
<b>FORMAT</b>	Book
<b>AUDIENCE</b>	Campus security personnel
<b>COST</b>	\$
<b>CUSTOMIZABLE</b>	No
<b>ADDITIONAL COMMENTARY</b>	These standards are written in the American context, but may be useful in the Canadian post-secondary context as well. An accompanying self-assessment guide can be accessed here: <a href="https://www.cas.edu/store_product.asp?prodid=46">https://www.cas.edu/store_product.asp?prodid=46</a> .



## INTERNATIONAL ASSOCIATION OF CAMPUS LAW ENFORCEMENT ADMINISTRATORS (IACLEA)

A helpful resource in ensuring that security personnel understand and uphold the differences between public policing and campus policing. This resource could also be useful to SV professionals whose roles intertwine with campus security. Identified as useful considering:

- In some instances, campus security staff may act as first responders to instances of SV, or their interaction with community members may influence a survivor's decision to enter into a complaint process;
- Communicating to security, where there is often high turnover, the relationship between TIP and proper threat assessment, trauma recognition and de-escalation is essential to campus safety.

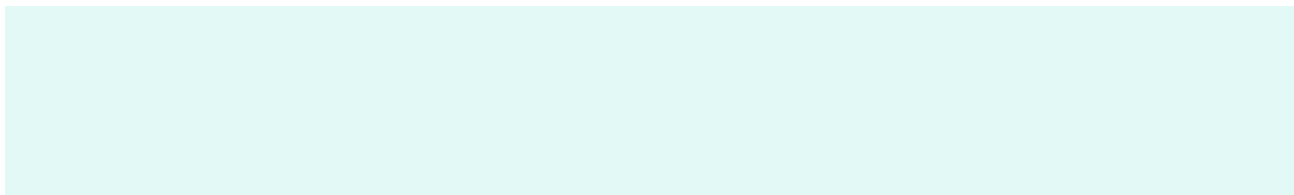
<b>HOW TO ACCESS</b>	You can learn more here: <a href="https://www.iaclea.org/">https://www.iaclea.org/</a>
<b>FORMAT</b>	Professional Association
<b>AUDIENCE</b>	Campus security personnel
<b>COST</b>	\$\$
<b>CUSTOMIZABLE</b>	n/a

## ONTARIO ASSOCIATION OF COLLEGE AND UNIVERSITY SECURITY ADMINISTRATORS (OACUSA)

This organization focuses on advocacy, partnerships and professional standards for campus security personnel. They offer semi-annual conferences and events, as well as a resource and member "hub."

<b>HOW TO ACCESS</b>	You can learn more here: <a href="https://www.oacusa.ca/">https://www.oacusa.ca/</a> .
<b>FORMAT</b>	Professional Association
<b>AUDIENCE</b>	Campus security personnel
<b>COST</b>	\$
<b>CUSTOMIZABLE</b>	n/a

After engaging with these resources, how do you understand the importance of trauma-informed practice in your work? What questions do you have? How can you apply this understanding to your work?







# Promising Practices



While this learning hub contains a number of resources that will support you in your work, we have also compiled a list of promising practices to consider for your role. These promising practices were shared by sexual violence complaints professionals from across the country and may be useful to adapt and apply at your own institution.

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### **FOR ALL PROFESSIONALS**

- Create shorthand documents modelled on your institution's policy documents to support procedural fairness.
- Utilize your "person resources" — defer to the expertise of peers in areas where you are unsure.

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### **FOR RESPONDING TO DISCLOSURES**

- Create a follow-up email template based on the premise that after a disclosure of trauma, the ability for the person who has made that disclosure to be able to take in and remember information is generally quite low. Recap the conversation as well as the survivor's options.
- A 'responding to a report of sexual violence' flowchart that outlines different resources.

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### **FOR INTAKE WORKERS AND CASE MANAGERS**

- Have support persons present when individuals make a complaint and equip the support person with a checklist including resources.
- Make anonymous reporting forms available for students.
  - Consider [Algonquin College's Online Sexual Assault/Violence Reporting](#) form or [Ottawa Transit's Online Incident Reporting](#) as templates.
  - Set out what different forms of violence or oppression look like to support uninformed community members to report experiences they didn't know would apply.
  - A reporting form could be made more inclusive by offering the reporter more gender options (genderqueer, nonbinary, agender, gender non-conforming, etc.) for identifying the parties involved.
- Create an excel sheet/checklist with target dates and other things that happen after a complaint is received.
- Create internal checklists based on your post-secondary institution's specific policy.
  - Create a checklist for use whenever an external investigator is brought in:
    - Names and contact information of implicated parties are correct;
    - Follow-up with the investigator so the complainant can be notified of how their complaint is being managed;
    - Continually update as new cases arise.



- Create a template document that outlines parties' rights in the process. Lay out who the investigator is, the complainant or respondent's rights in the process, and the standard procedure that applies where a violation of the institution's sexual violence policy has been found. Have respondents and witnesses sign this form.
- Create a document to share with the respondent that notifies them that a claim is being made against them. Lay out what their options are in response to the complaint.
- Create standard correspondence templates where the institution is communicating to one party on behalf of the other.

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### **FOR INVESTIGATORS AND ADJUDICATORS**

- Employ a checklist whenever an external investigator is brought in, which lends well to the scheduling and carrying out of interviews and helps to ensure that no steps are missed when working with an external investigator.
  - Confirm names and contact information of implicated parties are correct
  - Have investigator check back in with the institution so the complainant can be notified their complaint is being made
  - Continually update checklist as new cases arise

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### **FOR CAMPUS SECURITY PERSONNEL**

- Have a script or reference card for security personnel to rely on.
- Create checklists and short reference tools for security staff to ensure the process is trauma-informed.





# Identified Gaps in Resources





## NEXT STEPS

The following section identifies a number of resources that have yet to be created, but have been identified as useful at various stages of institutional complaints processes. They are included here to acknowledge a shared understanding of the gaps and to provide you with a starting point to advocate for the creation of these resources. This is also intended to encourage you to share any resources you may have that may contribute to filling these gaps with your networks.

**STANDARDIZED RISK ASSESSMENT** - A standardized risk rubric which outlines appropriate interim and other measures to be taken based on where in the rubric the alleged behaviour falls (e.g. if behaviour X is determined to be a category 2 behaviour, then it is appropriate to remove that person from on-campus residence). Having a standardized or widely accepted (and used) rubric provides both guidance to decision-makers and legitimacy to said decisions.

**ONE-PAGER ON FOUNDATIONAL PRINCIPLES** - A one-pager on the nature of trauma and a one-pager on procedural fairness.

**WEIGHING AND BALANCING INTERESTS IN THE CONTEXT OF THE COMPLAINTS PROCESS** - A position paper, rubric, or short document that addresses competing interests and when institutional or community considerations might outweigh the complainant's or respondent's wishes or interests.

**SAMPLE SEXUAL VIOLENCE POLICY & PROCEDURE** - A sample complaint procedure that adheres to the principles and requirements of trauma-informed practice and procedural fairness and clearly identifies where and how these principles and requirements are applied, including how equity-based complaints differ in how these principles should be applied.

This could be achieved by annotating existing complaint procedure policies that meet these standards.

**NAVIGATING THE STEPS IN ADMINISTRATIVE PROCEEDINGS** - A template flowchart or checklist for navigating the steps in administrative proceedings, particularly appeals processes, that can be adapted across institutions.

**ENDING OR CONCLUDING THE INVESTIGATION PROCESS** - Documents addressing how to end the investigation process and issue findings in an appropriate manner.

**CORRESPONDENCE** - A repository of template letters from which staff can draw to be able to individualize their correspondents for their purposes.

**CONFIDENTIALITY PROVISIONS** - A short-form document on confidentiality or “gag order” provisions for complainants and respondents that addresses complainant and respondent concerns about these provisions impeding their ability to speak freely about their experiences while understanding that confidentiality provisions are essential to an effective and just complaint process.

**SUPPORTING ACTIVE AND EMPATHETIC LISTENING** - Resources that illustrate and teach how to be a better active and empathic listener, how to more appropriately respond to the needs of disabled survivors, and how the intersections of sexual violence and oppression have material and often inequitable bearings on these types of proceedings.

**TRAUMA-INFORMED INTERVIEWING** - A well-developed video covering trauma-informed interviewing and how to make sure the interviewing process unfolds as smoothly as possible.

**RESOURCES TO SUPPORT RESPONDENTS** - There is a scarcity of resources to support respondents. Some suggestions include a guide (parallel to the ones that exist for complainants) that goes through the process for the respondent and a template for use when telling the respondent what the claims against them are.

**CANADIAN-FOCUSED RESOURCES** - Many of the trainings originate in the U.S., and while they are still useful, they are situated within the framework of American law, which differs from the Canadian framework. Additionally, training specifically geared to security personnel may be helpful.





# Tips for Creating Resources

The following list provides tips to support resource creation to help inform the work being done to fill the gaps in identified resources included above. These tips are based on feedback provided by those working on the frontlines of sexual violence complaints at post-secondary institutions across Canada.



## TIPS

1. Consider integrating role-playing into your work, especially with new staff.
2. Well-developed video resources are useful.
3. Checklists are useful, but a variety of formats is most effective to support a range of learners and contexts.
4. Flowcharts can be wordy or visually overstimulating, but they can be helpful in some contexts, such as explaining concepts or processes to the parties in a complaint.
5. Create resources in varying lengths and levels of detail. Supplement short form with long-form resources to explain the rationale and go into more detail.
6. Checklists and customizable resources should address a variety of scenarios, and be based in a variety of institutional policies. (Consider customizable short-form documents, supplemented by longer-form versions that would provide guidance for tailoring the short-form document to your needs).
7. Consider creating customizable social media templates explaining the procedural steps in an institution's complaint process that can be shared with the student body.



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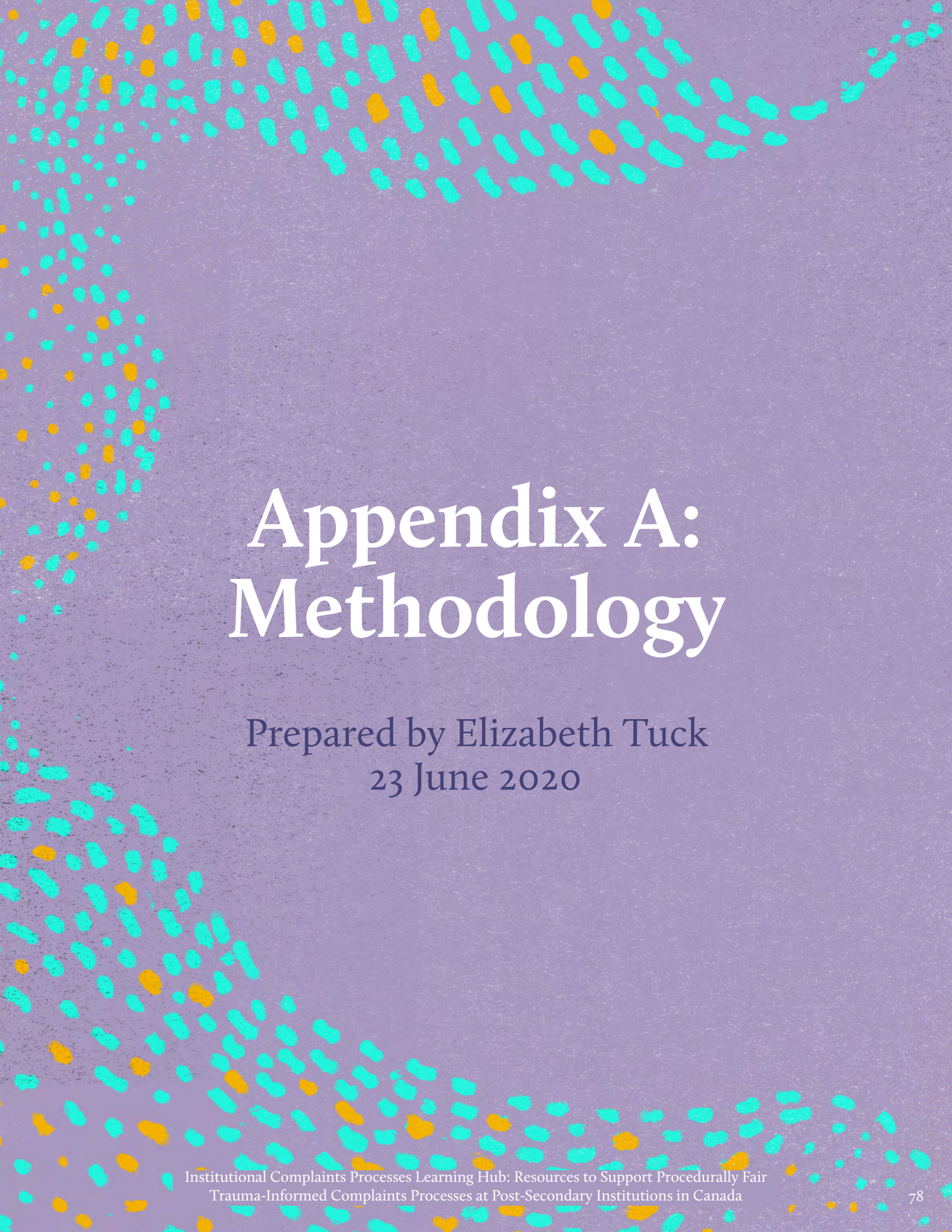
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# Appendix A: Methodology

Prepared by Elizabeth Tuck  
23 June 2020



Over the period of May 14<sup>th</sup>, 2020, to June 15<sup>th</sup>, 2020, seventeen (17) interviews were conducted with professionals working in the domain of sexual violence response in post-secondary institutions. Figure 1 illustrates the provinces represented by the institutions or interviewees, and Figure 2 addresses their areas of expertise.

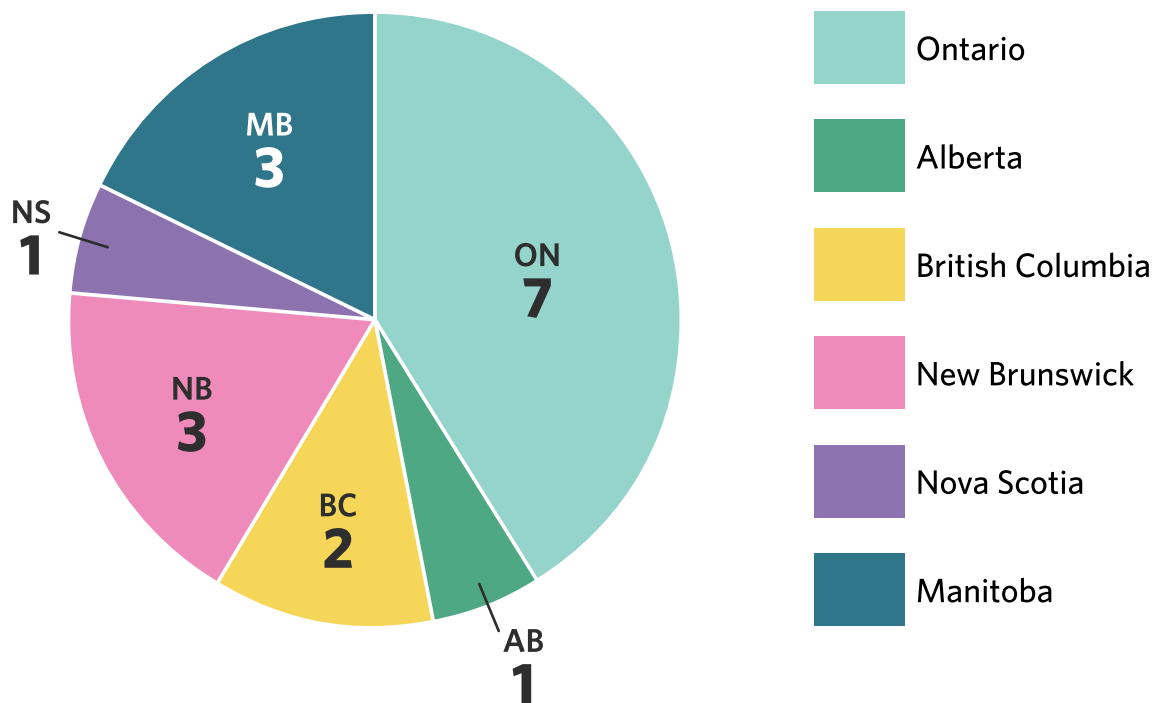
Each interviewee was provided with a list of standardized questions in advance of their scheduled interview (listed below), and was required to sign a form consenting for their responses to be disseminated in this work. Each interview was audio-recorded, and notes taken by the interviewer during the interviews were sent back to the interviewee for them to confirm the accuracy of the responses as recorded. Each interviewee was also given the opportunity to 'add anything else' or revisit questions during the interview. **The interviews averaged 30 minutes each, with the longest taking 41 minutes and the shortest taking 10 minutes.**

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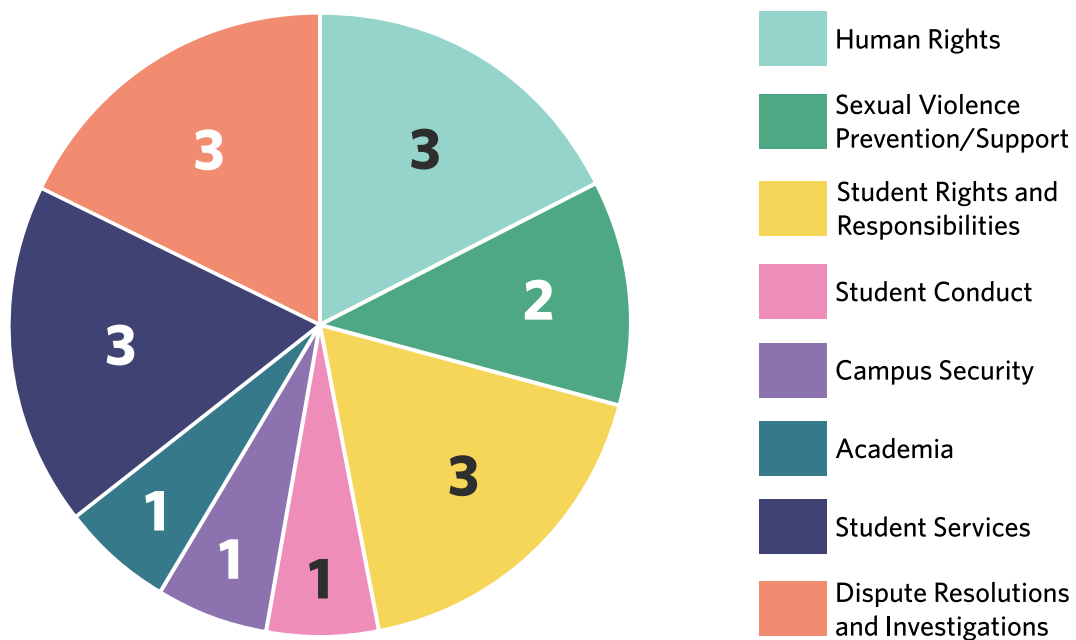
## INTERVIEW QUESTIONS

1. What hands-on short practical tools or resources (checklists, templates, etc.) do you currently use to guide your work when it comes to handling sexual violence complaints? (internal or external resources)
2. What tool or resource do you use the most? The least?
3. If new tools and resources were to be developed, what would be your preferred format – Checklist? Flowcharts? Infographic?
4. Is there a training you've found helpful and would recommend to your peers?
5. Are there videos you've found useful or thought would be helpful to have (e.g., how to run a conduct meeting, role-play mock interview or any other aspect of your work)? If so, what kind?
6. Does your institution hire external investigators? What specific information do external investigators need before they can proceed?
7. Do you currently belong to any professional organizations or networks that you would recommend?
8. Which areas of your process/procedure are where you typically get challenged/appealed/sued/taken to human rights?
9. How does the role of campus police or security affect what tools you use or need? (e.g., if they control the first set of steps, you may want tools that start after that).

**Figure 1: Provincial Representations**



**Figure 2: Interviewee Expertise**







# Appendix B: Environmental Scan Report

Prepared by Elizabeth Tuck  
23 June 2020



## 1. WHAT HANDS-ON SHORT PRACTICAL TOOLS OR RESOURCES (CHECKLISTS, TEMPLATES, ETC) DO YOU CURRENTLY USE TO GUIDE YOUR WORK WHEN IT COMES TO HANDLING SEXUAL VIOLENCE COMPLAINTS? (INTERNAL OR EXTERNAL RESOURCES)

### (A) Trauma-informed Resources

Responses provided by interviewees include:

- A support person present when an individual makes an official report
  - This support person is equipped with a checklist including resources on it;
- Checklists made for the post-secondary institution's security department to ensure that response processes are trauma-informed;
- Anonymous reporting forms are made available to students for the purpose of addressing and gauging the frequency of on-campus sexual violence as a whole. It is modelled on Ottawa Transit's online reporting form;
- A follow-up email template based on the premise that after a disclosure of trauma, the ability for the person who has made that disclosure to be able to take in and remember information is generally quite low. This email recaps the conversation as well as the survivor's options; and
- For initial referrals, there is a 'responding to a report of sexual violence' flowchart that outlines different resources.

### (B) Anti-oppression Resources

While the interviewees did not provide any specific anti-oppression resources, some emphasized that anti-oppression was a lens applied through their trauma-informed or other resources.

### (C) Procedural Fairness Resources

- Based on the policy, the interviewee has created an excel sheet/checklists with target dates and other things that happen after a complaint is received;
- Some interviewees cited Ryerson University's series of procedural fairness checklists and documents;
- Internal checklists created in-house based on the post-secondary institution's specific policy;
- [Procedural Fairness Monologue from CACUSS](#);
- [Rubin Thomlinson Investigator Workbook](#);
- [Resources from ATIXA](#); and
- [Conducting Administrative Investigations by Gareth Jones](#). This book includes a case management template, investigation and systemic issue identification template.

#### (D) Case Management Resources

- Interviewees recommend using Excel sheets in complicated cases where there are many moving parts and timelines to keep track of;
- One interviewee recommended HECMA — the [Higher Education Case Managers Association](#) — for case management tools;
- One interviewee made reference to a checklist that is employed whenever an external investigator is brought in. The interviewee ensures the names and contact information of implicated parties are correct, and that the investigator checks back in with the institution, so the complainant can be notified of how their complaint is being managed. The checklist:
  - Is continually updated as new cases arise
  - Lends well to the scheduling and carrying out of interviews
  - Helps to ensure that no steps are missed when working with an external investigator

#### (E) Waivers, Intake Forms or Information Releases in Any Capacity

- One interviewee mentioned a template document that outlines parties' rights in the process. Amongst other things, the form lays out who the investigator is, the complainant or respondent's rights in the process, and the standard procedure that applies where a violation of the institution's sexual violence policy has been found. The interviewee asks both respondents and witnesses to sign this form.
- In some institutions, there is a second notetaker present in sexual violence cases. This is to ensure the accuracy of the account, as noted by the professionals responding to the complaint.

#### (F) Correspondence template

- Some interviewees provide the respondent with a document that notifies them that a claim is being made against them. The resource also lays out what their options are in response to the complaint.
- Standard correspondence templates are employed at some interviewees' institutions where the institution is communicating to one party on behalf of the other.

#### (G) Additional Comments

Interviewees commonly cited their institutions' policies and procedures document as the main tool they use to guide complaints generally. Notwithstanding, this was especially true of the interviewees' treatment of the procedural fairness dimensions of complaints. Further, many of the shorthand tools that are commonly employed are modelled on those same policy documents.

Many interviewees reported not having physical, written-down tools that they used. These interviewees' responses overlapped, to some extent, with those who reported that the skills they relied on heavily were those learned from training sessions.

Finally, interviewees noted with relative consistency that there is a scarcity of resources to support the respondents throughout the process.

## 2. WHAT TOOL OR RESOURCE DO YOU USE THE MOST? THE LEAST?

With respect to the interviewees' most commonly-used resources, they reported that institutionally required forms and checklists are used the most (e.g. intake forms, confidentiality waivers, etc.). These also include documents outlining the rights of the respondents and complainants. Interviewees often cited their institution's policy and procedures documents as a tool they use the most.

An additional theme that arose was interviewees relying on 'person resources', the concept of deferring to the expertise of peers in areas in which they may be unsure. The same could be said of documents and resources developed by large organizations for professionals working in the post-secondary domain. One interviewee named the [ATIXA Playbook](#) as a frequently-used resource, and moreover one of the best resources they have encountered.

In terms of the interviewees' least used tools and resources, the general consensus was that the interviewees have not created documents that they do not use. Folks who have been in their roles for a long time use hard copy resources with relative infrequency because they are familiar with their institution's processes. Nevertheless, the Complaints Processes CP is cognizant of the fact that this may run the risk of existing resources not being updated for newer staff who may need to rely more on such tools.

## 3. IF NEW TOOLS AND RESOURCES WERE TO BE DEVELOPED, WHAT WOULD BE YOUR PREFERRED FORMAT - CHECKLIST? FLOWCHARTS? INFOGRAPHIC?

The most common answer to this question was that interviewees do not have strong preferences for one format over another. Many people were in favour of checklists but noted that it is important to have effective resources in many formats so that a wide variety of learners will find them useful.

Many interviewees also expressed a need for both short-form and long-form resources. They generally took the position that short-form resources (e.g. a checklist or correspondence template) should be accompanied by a long-form document explaining the rationale behind the shorter versions and going into more detail about the content. Further, many people talked about the need for checklists or customizable resources that address the variety of scenarios that may arise and are based on a variety of institutional policies. The idea of a long-form document could be helpful in this regard as while the short document itself may be customizable, the long-form document could provide justifications for the content included, allowing the administrator to make informed decisions about what to edit or tailor to their own process. Moreover, interviewees noted that some people do not read longer documents (as one interviewee put it, "the longer the document, the less likely people are to read it"), so providing resources of varying lengths could mitigate this issue.



While some interviewees find flowcharts wordy or visually overstimulating, they may be useful in explaining concepts such as the appeals process to respondents and complainants.

Customizable social media templates explaining the procedural steps in an institution's complaint process to its student body would also be useful.

Interviewees provided insight as to appropriate mediums for resources as well as what they wish to see in terms of *content*. Recurrent themes were the need for:

- More resources for respondents. This could include a guide (parallel to the ones that exist for complainants) that goes through the process for the respondent. The interviewees further suggested that a template for use when telling the respondent what the claims against them are would be helpful;
- Documents addressing how to end the investigation process and issue findings in an appropriate manner. A number of interviewees noted that there are many resources on how to begin the process, but fewer addressing how to end it;
- An annotated sample policy explaining how equity-based complaints are different from other types of complaints and the bearing this fact has on procedural fairness;
- A standardized risk rubric which outlines appropriate interim and other measures to be taken based on where in the rubric the alleged behaviour falls (e.g. if behaviour X is determined to be a category 2 behaviour, then it is appropriate to remove that person from on-campus residence). The interviewees conveyed that having a standardized or widely-accepted (and used) rubric provides both guidance to decision-makers and legitimacy to said decisions;
- A one-pager on the nature of trauma and a one-pager on procedural fairness. By and large, interviewees expressed that documents explaining general principles are necessary;
- An exercise on how to create process maps that can be adapted from institution to institution; and
- A repository of template letters from which folks can draw to be able to individualize their correspondents for their purposes.

#### 4. IS THERE A TRAINING YOU'VE FOUND HELPFUL AND WOULD RECOMMEND TO YOUR PEERS?

Specific training programs<sup>2</sup> that were recommended are:

- [ASCA \(Association for Student Conduct Administration\)](#) Sexual Conduct Institute;
- The ATIXA and Forensic Experiential Trauma Interview ([FETI training](#)) (*note: the interviewee has not taken these trainings, but would like to*);
- Various Rubin & Tomlinson trainings, including the [Conducting Sexual Harassment and Violence Investigations](#), which was over two days in Toronto and later had a follow up session;
- [Ending Violence Against Women International webinars on the neurobiology of trauma](#). While the interviewee noted that these might feel like introductory training resources, they contain foundational knowledge for the purpose of working with people who have experienced sexual violence;
- [Bringing in the Bystander training from the University of New Hampshire](#);
- [Waves of Change bystander training](#) out of Nova Scotia;
- [The Province of Nova Scotia has a free online training on how to support survivors of sexual violence](#). It also addresses Indigenous and African-Nova Scotian perspectives on the topic;
- [Western University Centre for Research and Education on Violence Against Women and Children's 'Responding to Disclosures of Sexual Violence'](#), which is an online training with lots of great visual examples.
- [Investigations of Sexual Misconduct at Institutions of Higher Education in Canada by Stafford and Associates](#). This is used by security professionals, and discusses the neurobiology of trauma, trauma-informed interviewing, credibility assessments, and more;
- [Concordia University's 'It Takes All of Us'](#) training, which is free to universities and customizable;<sup>3</sup>
- The [Professional Security Knowledge Network](#), which is part of the Canadian Police Knowledge Training, and has been used for security staff;
- The [North American Centre for Threat Assessment and Trauma Response](#), which is also good for security; and
- The [Association for Workplace Investigators](#).

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<sup>2</sup> Please note: in the Learning Hub that follows, training programs are organized thematically.

<sup>3</sup> More information can be found in Appendix B of this report.

In addition to the specifically cited training, there were a number of other needs or considerations that arose:

- Security staff want additional training that is more specifically geared to them;
- There is a general desire for more Canadian-focused resources. Many of the trainings originate out of the USA, and while they are still useful, they are situated within the framework of American law, which differs from the Canadian framework within which the interviewees work;
- Interviewees would like to learn more about how to be a better active and empathic listener, how to more appropriately respond to the needs of disabled survivors, and how the intersections of sexual violence and oppression have material and often inequitable bearings on these types of proceedings; and
- Many jurisdictions rely on their local sexual assault centers for resources for students and for trainings and internal bystander trainings. However, these centres may neither be familiar nor compatible with the policy and procedures of their local post-secondary institution(s).

**5. ARE THERE VIDEOS YOU'VE FOUND USEFUL OR THOUGHT WOULD BE HELPFUL TO HAVE (E.G., HOW TO RUN A CONDUCT MEETING, ROLE PLAY MOCK INTERVIEW OR ANY OTHER ASPECT OF YOUR WORK)? IF SO, WHAT KIND?**

There are some video components in anti-oppression and related trainings cited as being useful, but there are few to no stand-alone video resources used for trainings cited by interviewees. Instead, there are videos that some interviewees find helpful and will integrate into trainings. Notwithstanding, many of these videos are on the prevention side and focus much less on teaching tangible skills.

Some of the videos cited as being particularly useful are:

- [‘Consent: It’s as Simple as Tea’](#), although the Complaints Processes CP takes issue with some of the subtle optics of this video and has recommended a similar resource in the below Learning Hub;
- [Thordis Elva and Tom Stranger TED Talk](#) ‘Our Story of Rape and Reconciliation’;
- [LivingWorks has a two-hour online ASIST training](#), which has good video formats and models (e.g. the participant watches a scenario without context, then watches it again after the training, and the training includes texting conversations that provide options on potential appropriate responses to trauma). This training is for suicide intervention, but the resources are well done and transferable to other types of trauma;
- [Brene Brown’s animated video on empathy](#);
- [NaBITA, who has produced videos on threat assessment](#);
- [‘Trauma and the Brain’](#); and
- [Western’s Responding to Disclosures resource](#), which includes some useful videos.

Interviewees were generally of the consensus that well-developed video resources could be useful in areas where they do not currently exist. For instance, a video that covered trauma-informed interviewing and how to make sure the interviewing process unfolds as smoothly as possible could be useful. Interviewees further noted that it would be good to keep these resources compiled in some sort of repository, so people have the ability to refer back to them. Others found that role-playing can be useful, especially for new staff.

More access to sexual violence-related video content would be useful, particularly for smaller institutions that have less ability to produce content in-house. In a larger institution, these resources could still be helpful as pre-reading. The issue of customizability was also raised: interviewees were concerned that the inability to edit videos makes them inapplicable to a wide range of institutions.



## 6. DOES YOUR INSTITUTION HIRE EXTERNAL INVESTIGATORS? WHAT SPECIFIC INFORMATION DO EXTERNAL INVESTIGATORS NEED BEFORE THEY CAN PROCEED?

Most interviewees' institutions hire external investigators, but three interviewees noted it was rare, and one interviewee responded that external investigators were never hired.

Over half of interviewees expressed that external investigators are required to employ trauma-informed practice before being hired. In some cases, this is mandated by the policy, while in other cases, it is a conventional understanding. The remaining interviewees expressed that their institution does not require a demonstration of trauma-informed practice. Further, policies may establish that trauma-informed training is required, but this can set an unrealistic expectation upon an institution's professionals and investigators they hire that cannot be met by the expertise in, or resources available to, the community.

One independent investigator who is experienced in post-secondary institutional sexual violence investigations disclosed that they have never been asked about trauma-informed practice. They further indicated that they are not aware of jurisdictions that ask about trauma-informed practice.

Another interviewee explained that their institution is looking at pursuing a centralized model of hiring external investigators whereby there is a pool of qualified investigators that are shared among several institutions in the area. Naturally, the qualifications of those shared investigators would include trauma-informed practice.

## 7. DO YOU CURRENTLY BELONG TO ANY PROFESSIONAL ORGANIZATIONS OR NETWORKS THAT YOU WOULD RECOMMEND?

The interviewees provided a number of relevant organizations, which we included in the Learning Hub below.

Notwithstanding, it is worth noting that some interviewees find informal groups comprised of counterparts from other post-secondary institutions sometimes more useful than formal associations. Similarly, organizations that are region or province specific are helpful. One interviewee posited that purchasing books, particularly those published by well-known training providers, may be more useful than expending resources on membership fees for these organizations.

## 8. WHICH AREAS OF YOUR PROCESS/PROCEDURE ARE WHERE YOU TYPICALLY GET CHALLENGED/APPEALED/SUED/TAKEN TO HUMAN RIGHTS?

The interviewer reframed this question to include all kinds of pushback or challenges more broadly, and it was reported that by far most of the pushback is received informally. All interviewees expressed that formal challenges to their processes or findings are uncommon. This type of pushback includes the tension between following the wants of the survivor and creating a safe work or learning environment, frustrations from respondents due to the length of time between a disclosure and the decision to investigate (and further, to adjudicate), respondents feeling like their interests are not considered to the same extent as complaints', complainants expressing that they do not feel the process is fair, pushback from all sides around the finding, and dissatisfaction with the decision of whether to impose interim measures, and which to impose, should the need arise. Interviewees' departments and offices are also challenged with respect to the appeals process. The Complaints Processes WG Guide provides recommendations for responding to such challenges, as well as to appeals.

One interviewee expressed that their policy is designed more for physical assault than sexualized violence more broadly, which can be an issue when reports of sexual violence may include behaviours that do not involve physical touching. This limits the recourse available to survivors.

## 9. HOW DOES THE ROLE OF CAMPUS POLICE OR SECURITY AFFECT WHAT TOOLS YOU USE OR NEED? (E.G., IF THEY CONTROL THE FIRST SET OF STEPS, YOU MAY WANT TOOLS THAT START AFTER THAT).

The interviewees provided that campus security largely plays a referral role by letting the survivor know what on-campus resources are available to them. It was emphasized that frontline security can play a significant role in ensuring students receive the right help. It is important that they are trained and know the signs to look for in gender-based violence.

Beyond this, and security's general assessment of the parties' safety, their mandate has little overlap with other sexual violence response professionals. Most interviewees responded that the security staff at their institution receives trauma-informed training, but that a significant barrier to the practical application of this training is that there can be high turnover in these roles, rendering staff's level of training inconsistent from one employee to another. Consistency is also an issue where institutions have a multi-campus model.

Having a script or reference card for security personnel to rely on can be helpful in mitigating this issue. Some institutions do have checklists and short reference tools for security staff, and others who do not have those resources expressed a desire to have them. By and large, the interviewees' responses pointed to a gap in the security component of sexual violence response.