

# Strategies to Engage Post- Secondary Staff in the Prevention of Sexual Violence



POSSIBILITY  
 SEEDS

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## **Land Acknowledgment:**

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  
Equality Canada

Femmes et Égalité  
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Canada



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## **A Note to Post-Secondary Institution Staff**

Sexual violence (SV) is an important subject, but also one that can raise a number of questions and doubts. For that reason, we created this guide to provide tips and resources that you can use as part of your day-to-day efforts to prevent and counter this form of violence. Whether you are a dean, a member of the support staff, a program director, a member of the teaching staff, a lecturer, an instructor or a department head, you too have a role to play on this front.

Through a whole host of actions, large and small, you can take part in building a culture that values respect and consent on our campuses. This guide is designed to serve as a reference manual to assist you in those efforts, regardless of your specific role at your post-secondary institution. We hope that the ideas and recommendations it outlines will allow you to take action and feel better equipped to prevent and fight SV.

Feel free to share this guide and talk about it with your colleagues. It is only by working together that we will succeed in preventing and addressing these acts of violence on our campuses.

We hope you find it interesting!

**The Francophone Community of Practice**

Courage to Act

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# Table of Contents

<b>COURAGE TO ACT: WHO ARE WE?</b>	<b>6</b>	<b>Concrete Strategies That Can Be Implemented in Your Day-to-Day Work</b>	<b>25</b>
<b>WHY DID WE CREATE THIS GUIDE?</b>	<b>6</b>	1. Facilitate comprehension of policies and procedures	25
<b>GENDER-BASED VIOLENCE (GBV) AND SEXUAL VIOLENCE (SV)</b>	<b>7</b>	2. How to fight SV in your day-to-day work	26
<b>SV IN POST-SECONDARY SETTINGS</b>	<b>7</b>	3. How to recognize SV in the workplace	27
<b>THE ADVANTAGES OF A MILIEU THAT TAKES ACTION ON SV</b>	<b>9</b>	4. How to respond to SV and become an active bystander	28
<b>CHANGE AND RESISTANCE</b>	<b>9</b>	5. Awareness campaigns	29
How to Manage Resistance to Change	10		
<b>STAFF ENGAGEMENT</b>	<b>11</b>		
<b>RECOMMENDATIONS TO HELP POST-SECONDARY INSTITUTIONS ENGAGE STAFF IN SV PREVENTION EFFORTS</b>	<b>14</b>		
General Recommendations	15		
Recommendations for Faculty	17		
Recommendations for Other Teaching Staff	18		
Recommendations for Support and Technical Staff	19		
Recommendations for Professionals	20		
Recommendations for Unions	21		
Recommendations for Executives and Managers	22		



## COURAGE TO ACT: WHO ARE WE?

Courage to Act is a two-year initiative to address and prevent gender-based violence at post-secondary institutions in Canada. It builds on the report from Possibility Seeds entitled *Courage to Act: Developing a National Framework to Prevent and Address Gender-Based Violence at Post-Secondary Institutions*. To learn more about the initiative and view the report, visit [www.couragetoact.ca](http://www.couragetoact.ca). Courage to Act was made possible by funding from the Canadian government's Department for Women and Gender Equality. The initiative is part of a five-year \$5.5-million investment to prevent and address gender-based violence at post-secondary institutions and was included in the 2018 federal budget.

## WHY DID WE CREATE THIS GUIDE?

This project was born after observing the limited interest in SV prevention activities shown by staff in various post-secondary settings. Generally speaking, various personnel categories appear to have difficulty understanding their role in prevention, with the result that existing initiatives to educate them about that role do not seem to be fruitful. The introduction of mandatory training at many post-secondary institutions seems to have a bearing on this situation. The report *Courage to Act: Developing a National Framework to Address and Prevent Gender-Based Violence* states that "Some Union representatives noted that some of their members may view a move towards mandatory training as a form of punishment especially if the training is not related to their job" (Khan, Rowe & Bidgood, 2019, p. 92). Since the legislation of certain Canadian provinces, including Quebec, clearly sets out the mandatory nature of this training, it seems necessary to develop strategies to ensure that post-secondary institution staff are fully engaged in efforts to prevent gender-based violence.

This guide is based on an extensive literature review along with a survey of 772 respondents conducted by the Francophone Community of Practice in summer 2020. Survey respondents were Canadian post-secondary institution staff. A detailed report on the survey is also available to anyone wishing to view the complete results (Bélanger et al., 2021).



## GENDER-BASED VIOLENCE (GBV) AND SEXUAL VIOLENCE (SV)

Gender-based violence is violence that is committed against someone based on their gender identity, gender expression or perceived gender (Statistics Canada, 2019).

For its part, sexual violence (SV) covers a wide range of experiences and is based on a paradigm under which it can be viewed as a gendered, systemic and continuum dynamic. SV includes a variety of behaviours, including sexual assault, exhibitionism, voyeurism, sexual harassment, cyberbullying, unwanted touching, threats of rape, sexual blackmail and various forms of unwanted or non-consensual sexual behaviours (Bergeron et al., 2016). We use the term “sexual violence/SV” in this guide to reflect the everyday vocabulary used at post-secondary institutions and thereby encourage the tool’s adoption by staff members, who are usually already familiar with the concept of SV but much less so with that of gender-based violence. This situation can be attributed to the fact that in recent years, French-language post-secondary institutions have paid considerable attention to preventing and addressing SV, while gender-based violence has received little attention in these institutional settings.

## SV IN POST-SECONDARY SETTINGS

According to a study by Statistics Canada (Burczycka, 2020), 71% of the student population at Canadian post-secondary institutions witnessed or experienced at least one episode of SV in a post-secondary setting in 2019.

**Among students, 45% of those who identified as women and 32% of those who identified as men personally experienced at least one such behaviour in the context of their post-secondary studies.**

However, only 9% of women and 4% of men who had experienced SV spoke about what happened with someone associated with the post-secondary institution (such as a teacher, peer support group, etc.). While many saw the incident as not serious enough to report, others cited a lack of knowledge about what to do or a mistrust in how the post-secondary institution school would handle the situation.

A snapshot of SV in Quebec university settings was also produced (Bergeron et al., 2016). The results show that 36.9% of the 9,284 respondents reported experiencing at least one form of SV committed by another person associated with the university during their time there. Of the 3,366 respondents who had experienced at least one incident of SV, 15.3% were employees (e.g., support staff) at the time, while 12.4% were teachers and 1.1% were managers. The SV incidents



were alleged to have been perpetrated by a student in 70.2% of the cases, by a teacher in 25.6% of the cases, by a non-teaching employee in 16.6% of the cases, by a manager in 5.3% of the cases and by an individual classified as “other/unknown” in 14.1% of the cases (Bergeron et al., 2016). Moreover, 47.3% of respondents who had experienced SV reported negative consequences affecting one or more spheres of their life, and an overwhelming majority of respondents felt that universities should be **more proactive** in terms of prevention (Bergeron et al., 2016).

In college/CEGEP-level settings, 35.9% of the 6,006 individuals who took part in the Projet intercollégial d'études sur le consentement, l'égalité et la sexualité [Intercollegiate study project on consent, equality and sexuality, or PIÈCES] study mentioned having experienced at least one case of sexual harassment, unwanted sexual behaviour or sexual coercion by another person associated with the same college. More specifically, 31.3% of students, 45.1% of teaching staff and 37.5% of other employees reported having been subjected to SV since arriving at the college. Among employees, 50.9% indicated that the incidents of SVCS [sexual violence in a college setting] had been perpetrated by a teacher, 39.5% by a non-teaching employee, 29.8% by a student and 7.7% by a person with “other/unknown” status (Bergeron et al., 2020). Nearly one person in two (48.8%) reported at least one consequence liable to impede their functioning in various spheres.

**These results reaffirm the importance not just of preventing SV, but also of providing a safe space for reporting incidents and supporting individuals who have experienced SV (Bergeron et al., 2020).**

The role of post-secondary institution employees in reducing SV is a critical one, and it deserves our attention. As mentioned by Manon Bergeron and her colleagues (2020), “[Translation] To varying degrees, staff members hold a position of power and authority over students. This position of power or authority implies a responsibility to protect the student population, which requires staff members to have certain skills in serving as agents of awareness, prevention and intervention (as witnesses, for example)”. Students tend to confide in a staff member with whom they have already established a close relationship (such as a student administrator or, more generally, a student services employee) (Branch et al., 2011). Moreover, several staff members are able to spot repercussions of SV that affect a student’s attendance or results (Sharoni & Klocke, 2019). As authority figures, staff members are also able to take action when they witness words or actions resembling SV and thereby instil a climate of psychosocial safety at their establishment.

**Of particular interest in our survey was the fact that 82.43% of respondents indicated that they were willing to take action when faced with a situation of SV (Bélanger et al., 2021).**



## THE ADVANTAGES OF A MILIEU THAT TAKES ACTION ON SV

From an organizational perspective, taking steps to prevent SV in the workplace can help protect staff members' physical and mental health by providing a caring environment that is less stressful and more conducive to the positive and rewarding development of its human resources. Prevention also has a number of indirect positive effects, including reducing costs related to recruiting and absenteeism. In addition, incorporating values of well-being and safety into an organization's work practices often leads to time efficiencies, higher quality and greater employee motivation (UK Health and Safety Executive, 2020). For the student community, having a post-secondary environment that is transparent and committed to its members' well-being is reassuring. Finally, it is clear that for individuals who have experienced SV, such an environment can assist them on their healing journey.

*In our survey, 75.51% of respondents stated that setting an example (in other words, not perpetuating SV themselves) was part of the SV prevention role they were willing to play. Moreover, 62.02% were willing to talk about this issue with their colleagues and acknowledge its existence.*

## CHANGE AND RESISTANCE

Quebec's [Act P-22.1](#), which came into force in 2017 and aims to prevent and fight SV at post-secondary institutions, made it mandatory for those institutions to establish a policy on SV and provide relevant training. These changes naturally elicited a wide range of responses, from triumph to concern. For instance and as heard in a session of Unions, Listening and Learning, some people may hope that "this doesn't become another model where leadership is saying, 'we've done it, so now let's not put so much effort into it' or 'it's up and running...' unless there's a lot of proactive education going on, continually, generally what we see with our policies ... is it only comes into play when an event has happened" (Khan et al., 2019, p. 91). Moreover, some union members may see training as a punishment, especially if it has no direct bearing on their job: "Mandatory [training] doesn't build trust, doesn't build a willingness to change behaviour" (Khan et al., 2019, p. 92).

The term **resistance to change** refers to any behaviour or attitude expressing refusal to support a change. While this behaviour is frequently seen as an obstacle, it can also be seen as feedback that can be leveraged (Schermerhorn et al., 2010).



For instance, the organization can take the necessary time to look at various factors that may contribute to that resistance in order to get a clearer picture of the staff response:

- **INDIVIDUAL FACTORS** such as anxiety, fear of the unknown and questioning one's own skills;
- Factors related to the **NATURE OF CHANGE** (for example, the perception that the cause does not justify the required time or effort);
- The **CHANGE STRATEGY** (for example, is it coercive? Is the need for change supported by adequate data?);
- Factors related to the **INSTIGATOR OF CHANGE** (for example, infrequent contact between staff and the person introducing the change, in cases of a personality conflict);
- **ORGANIZATIONAL FACTORS** (for example, a top-heavy structure or an excessively strong corporate culture).

## HOW TO MANAGE RESISTANCE TO CHANGE

To ensure optimal implementation of the changes set out in Act P-22.1 or any other establishment-specific initiative to prevent SV, here are a few ways to respond positively to any type of resistance to change.

- **INFORM AND COMMUNICATE:** It is important to keep everyone affected by the change well informed so that they understand its underlying reasons.
- **SOLICIT THE STAFF'S ENGAGEMENT AND PARTICIPATION:** Give people affected by the change an opportunity to contribute to its implementation by asking for their opinions and suggestions and by including them in committees.
- **FACILITATION AND SUPPORT:** After listening carefully to the problems and complaints of individuals experiencing change-related difficulties, supply the necessary material and psychological support (Schermerhorn et al., 2010).



## STAFF ENGAGEMENT

Engaging your team is another critical factor for successfully introducing changes designed to reduce SV. People take action when they believe in something. An organization's vision, mission, goals and values have, at least to some degree, an existential value that speaks to them. When staff share these elements, they have lasting reasons to take part in the process, and their engagement takes on meaning (Tremblay et al., 2005). Unlike for a specialized non-profit organization, for example, preventing SV is not the primary mission of a post-secondary institution. However, fire safety and physical health aren't either, and yet these aspects are fully integrated into the campus's basic operations. It is time to do the same thing for preventing sexual violence (Anitha & Lewis, 2018).

**Barriers to action also play an important role in maintaining SV and therefore deserve our attention. In our survey, the three main barriers to action in regard to preventing SV were:**

1. I never see any SV. (42%\*)
2. I don't know how to respond or take action. (30%\*)
3. I don't want it to adversely affect my relationships with my colleagues. (24%\*)

*\* The percentages shown include those who answered "Agree" or "Strongly agree."*

**Here are some suggestions for dealing with these barriers:**

1. Educate staff members about day-to-day expressions of SV
2. Provide training and share resources on the active bystander process
3. Discuss SV openly to ensure it is not perceived as a taboo subject

To learn more, see Bélanger et al., 2021.





Adapted from Tremblay and Simard, 2005.

A team's engagement also depends on its manager. In our survey, 70.37% of staff members reported that having a senior management team that was more engaged in preventing SV would motivate them to take on a greater role. Here are some questions to help you assess whether you or your supervisor has a motivating leadership style (Tremblay et al., 2005). A manager who is sensitive to the points listed below can help prevent SV by encouraging dialogue on the subject, helping staff under their responsibility leverage their strengths and communicating the importance of psychological well-being.



### To WHAT EXTENT ...

- Do you check with your team members often enough to know how they perceive the situation and find creative solutions?
- Do you treat your staff with fairness and respect?
- Do you acknowledge your moral responsibility to your staff members?
- Do you establish a climate of trust?
- Do you share a common set of values and causes with your staff?
- Do you demonstrate your concern for your staff's welfare?
- Do you use your staff's skills, and especially those of staff specialized in SV, fairly?
- Do you congratulate your staff and thank them for their successes?



## RECOMMENDATIONS TO HELP POST-SECONDARY INSTITUTIONS ENGAGE STAFF IN SV PREVENTION EFFORTS

69.86% of survey respondents reported that having clear instructions regarding each department's/job category's role in preventing SV would help increase their level of engagement.

To help you take action in your institution to prevent SV, we have prepared the following recommendations, which are specifically tailored to each job category. Start by reading the general recommendations, followed by those that apply to your specific role. Proceed with implementation thoughtfully and progressively, beginning with the recommendations most applicable at this time, and then develop a plan of action to implement further recommendations over time.

*“Education Action Plan” toolkit from [EDUCATION WORKING GROUP](#).*

The tips and recommendations provided below come from a literature review performed by our team, along with comments and data taken from the survey of post-secondary institution staff members, including managers and executives (Bélanger et al., 2021).



## GENERAL RECOMMENDATIONS

### ACKNOWLEDGE THAT ...

- SV exists in the post-secondary environment (including virtual environments) and is expressed in a variety of ways, some of which are trivialized and normalized (see the diagrams created by Girouard et al., 2020a,b,c,d).
- Certain groups are at greater risk for SV (e.g., members of the 2SLGBTQ+ community, BIPOC, first-year students, Indigenous people, individuals with disabilities, etc.).
- Men can also experience SV (Orchowski, 2019).
- Keeping abreast of yearly training opportunities (familiarizing yourself with internal policies and support resources), promoting them and attending them are part of the solution.
- Post-secondary power dynamics have an impact on the possibility (or impossibility) of providing free and informed consent.

### THINK ABOUT ...

- Including specialized SV resources in your e-mail signature
- Including specialized resources' contact information in the communication tools used to send out activity invitations
- Adhering to the establishment's code of conduct and setting an example in terms of respecting and promoting gender equality
- Believing and demonstrating an open mind in response to statements by individuals subjected to SV
- Taking part in extracurricular awareness activities in your workplace (staff an information kiosk, join an association, etc.)
- Taking part in training activities on how to respond to disclosures and how to be an active bystander



### BE WILLING TO ...

- **Maintain an open and supportive attitude to people who have experienced one or more SV incidents**
- **Serve as an active bystander—for example, by:**
  - Telling a colleague who makes sexual jokes that it is inappropriate.
  - Reporting a coach who finds reasons for athletes to change in front of them
  - Intervening to stop one student from bullying another in the classroom
  - For more information on this subject, see point I.1, below.

Statistics on SV witnesses: In Canada, 53% of women and 56% of men witnessed inappropriate sexual behaviour in their workplaces in 2018 (Statistics Canada, 2019). However, less than half of those witnesses took action in response (Burczycka, 2020; Hamby et al., 2016).

When taking action, more witnesses help than harm. However, many people don't do either because they don't know how to respond (Hamby et al., 2016), feel uncomfortable, are afraid of negative repercussions or fear for their own safety (Burczycka, 2020).

In cases where witnesses help the situation, the short-term and long-term well-being of the individual who experienced sexual violence benefits (Hamby et al., 2016).

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\*We wish to call attention to the lack of statistics on gender non-conforming individuals.



## RECOMMENDATIONS FOR FACULTY

- Implement general recommendations (see above).
- Remain open to providing special accommodations to students who have experienced SV, without looking for evidence to that effect.
- Stop working with research partners who commit acts of SV (Ridde et al., 2019).
- Include SV resources in lesson plans and/or the digital learning environment.
- Include SV resources in study programs and/or any other postgraduate student supervision agreements.
- 42.44% of faculty members indicated that they would be willing to do so.
- Train to become better equipped to recognize changes in the behaviour or emotional state of students or colleagues that may be the result of SV.

## RECOMMENDATIONS FOR OTHER TEACHING STAFF

(lecturers, laboratory technicians, practical work technicians, etc.)

- Implement general recommendations (see above).
- Remain open to providing special accommodations to students who have experienced SV without looking for evidence to that effect.
- Include SV resources in lesson plans and/or the digital learning environment.
- 38.46% of other teaching staff indicated that they would be willing to do so.
- Train to become better equipped to recognize changes in the behaviour or emotional state of students or colleagues that may be the result of a SV experience.



## RECOMMENDATIONS FOR SUPPORT AND TECHNICAL STAFF

- Implement general recommendations (see above).
- Familiarize yourself with in-house resources so that you can refer witnesses and individuals who have experienced SV promptly.
- Participate in committees working to fight SV.
- Identify yourself as a resource person and take statements, if required.
- 56.65% of support and technical staff indicated that they would be comfortable to listen to declarations in order to help prevent SV.

## RECOMMENDATIONS FOR PROFESSIONALS

- Implement general recommendations (see above).
- Train to become better equipped to recognize changes in the behaviour or emotional state of students or colleagues that may be the result of SV.
- 79, 25% of professionals indicated that they would feel more engaged if they received training about SV that was specific to their role to help prevent SV.
- Where appropriate, include SV detection in anamnesis protocols (e.g., in medicine, psychology, etc.) (American College Health Association, 2019).
- Train to become comfortable with having people confide in you in matters of SV.



## RECOMMENDATIONS FOR UNIONS

- Implement general recommendations (see above).
- Give staff members opportunities to discuss the prevention of SV openly or take part in efforts to do so.
- Play an active role in standing committees dealing with SV (for example, policy reviews).
- Refrain from including SV or any other form of harassment in amnesty provisions.
- Encourage members to attend training and take part in awareness initiatives..
- Promote specialized services available at the institution.
- Take the training sessions available to you.

## RECOMMENDATIONS FOR EXECUTIVES AND MANAGERS

### JOB FORCES ...

#### ■ With experts hired to carry out SV prevention and response activities:

- Involve them in decision-making processes.
- Include teaching staff researching SV in the institution's committee.
- Monitor research conducted by experts in the field, such as the work of the Chaire de recherche sur les violences sexistes et sexuelles en milieu d'enseignement supérieur [UQAM research chair on sexist and sexual violence in post-secondary education].

■ Promote diversity in the institution's board of directors by including, for example, individuals working for women's rights organizations (Puigvert et al., 2019), Indigenous people, members of the 2SLGBTQ+ community and community organizations.

#### ■ With unions actively fighting SV:

- Provide a strategic framework for SV prevention and education in which unions can take part.
- Provide training geared to the specific roles of unions.



### ENCOURAGE ...

- Encourage all staff members to attend mandatory training regularly (for example, every year or every second year) and take part in other awareness-raising activities.
- Promote a culture of civility at every level of the organization.
- Reward caring behaviours between staff members (Tremblay & Simard, 2005).
- Leverage the institution's channels of communication (e.g., the employee portal) to raise awareness among staff members.
- Promote accommodations that meet the needs of staff who have been subjected to SV.

### TAKE ACTION ...

- Think about the way policies and collective agreements intersect and explain them in simple terms:
  - Ensure they do not contradict one another or appear to be counterproductive.
  - Ensure that all processes complement one another and that they are fair and equitable for everyone.
- Prohibit confidentiality agreements, amnesty provisions and mandatory arbitration clauses for individuals who commit SV.
- Make "role models" with training in harassment management available on the ground to support the individuals concerned and help them find appropriate solutions (Ridde et al., 2019).
  - 65, 18% of staff and faculty indicated that having role models in the workplace would be helpful for them to be more engaged in addressing and preventing sexual violence.

### TAKE ACTION ...

- Develop SV-related training that is geared to your needs and specific to various employee groups.
- Survey staff about their SV-related concerns on a recurring basis to track changes in attitudes, experiences and behaviours.
- Facilitate awareness campaigns.
- Develop a relationship with staff that is horizontal rather than vertical and collaborative rather than directive.
- Free up time during staff members' regular schedules to hold open discussions on this topic with staff and enable them to take part in SV prevention and awareness activities.
- Enforce SV-related disciplinary rules (American College Health Association, 2019) and ensure that all legal obligations regarding SV are met (Institut national de santé publique du Québec, 2020).
- Allow for and facilitate anonymous reporting through a variety of channels (Equality and Human Rights Commission, 2018).
- Clearly communicate that SV is a priority for the institution in order to obtain staff buy-in.
- Actively engage the institution's various services (such as its communications department) to ensure that all divisions make SV a priority and that SV issues are included in the institution's internal and external messaging.

\* Some of these tasks could be delegated to a prevention office, provided that it has the necessary resources (financial, human and physical) to carry them out.



## CONCRETE STRATEGIES THAT CAN BE IMPLEMENTED IN DAY-TO-DAY OPERATIONS

Although we are aware how much time and resources are required to combat SV, we wish to suggest a few tools that you could use in your organization and adapt according to your needs and circumstances. Please feel free to adapt them as you see fit and to use these suggestions as inspiration for initiatives of your own.

- i. First, to help you communicate clearly with staff and ensure that everyone is on the same page in regard to expectations, here are a few examples of documents that can facilitate the **comprehension of policies and procedures**.
  - a. Adapt as necessary and distribute the appendices prepared by the Quebec government (2018) on the options available to individuals who have experienced SV, the manner in which reports and administrative complaints should be handled, the police investigative process and the legal process
    - [http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/enseignement-superieur/Violences\\_caractere\\_sexuel\\_Annexes.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/enseignement-superieur/Violences_caractere_sexuel_Annexes.pdf)
  - b. Draft and distribute an explanatory guide to the concepts underlying your post-secondary institution's policy to prevent and address SV.
    - [https://www.cegepjonquiere.ca/media/tinymce/%C3%89tudiants/clic%20rapide/Lexique%20sur%20la%20politique%20pour%20lutter%20et%20contrer%20les%20violences%20%C3%A0%20caract%C3%A8re%20sexuel%20au%20C%C3%A9gep%20de%20Jonqui%C3%A8re%20\(8\).pdf](https://www.cegepjonquiere.ca/media/tinymce/%C3%89tudiants/clic%20rapide/Lexique%20sur%20la%20politique%20pour%20lutter%20et%20contrer%20les%20violences%20%C3%A0%20caract%C3%A8re%20sexuel%20au%20C%C3%A9gep%20de%20Jonqui%C3%A8re%20(8).pdf)
  - c. Produce a video explaining the policy to prevent and address SV at your post-secondary institution.
    - <https://services-medias.uqam.ca/media/uploads/sites/23/2020/10/Devoilement.pdf>

2. To encourage all staff to take the everyday steps at their disposal to limit SV, we suggest you use the following diagram and distribute this guide as widely as possible.

## **FIVE TIPS FOR FIGHTING SEXUAL AND GENDER-BASED VIOLENCE EVERY DAY**

**1**

Believe that the problem is real, and believe in the victims' or witnesses' experiences.



Trust your instincts and take action when you witness harassment or an assault.

**2**

**3**

Offer your support: When someone confides in you, ask whether you can go get help.

Think about your attitudes and behaviour: Do they show a lack of respect?

**4**

**5**

Be a role model. Talk about your role as an ally with your colleagues, friends and family.

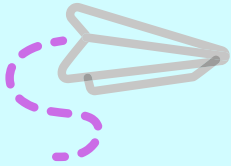


Adapted from: <http://www.draw-the-line.ca/resources/index.html>



3. To help you recognize SV in the workplace and gain confidence in order to respond properly, we suggest the following diagrams.

## Sexual and Gender-Based Violence in the Workplace



*What does it look like?*

### Misogynistic practices

- Belittling requests made by a manager because she's a woman
- Saying that meetings are shorter and more effective when it's just men because women talk too much

- Asking about colleagues' sex lives in various ways
- Repeatedly suggesting to a Latin-American co-worker that he is "hot and exciting"
- Talking regularly about your sex life without making sure others want to hear it

### Sexual harassment

### Normalizing SV

- Referring to street harassment behaviours like whistling as "flirting"
- Thinking of fashion choices as deliberate provocation
- Saying that sexual and gender-based violence measures are "exaggerated" and that "they're blowing it out of proportion"

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**If you have experienced or witnessed any such incidents:  
[Insert e-mail address/telephone number]**

# Sexual and Gender-Based Violence in the Workplace



*What does it look like?*

## **Rigid gender norms**

- Suggesting occupations based on the student's gender
- Systematically asking men to carry heavy items
- Saying that women should stay at home instead of working

- Commenting aloud on a job applicant's Facebook profile
- Trying to take a picture under a colleague's skirt
- Recording video in the gym or residence showers

## **Voyeurism**

## **"Jokes" with sexual innuendo**

- Explaining a poor evaluation by saying it's the supervisor's "time of the month"
- Insinuating that a physically impaired co-worker doesn't have a sex life because of their disability
- Saying to a colleague looking at their phone: "Don't tell me you're looking at naked pictures of your girlfriend"

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**If you have experienced or witnessed any such incidents:  
[Insert e-mail address/telephone number]**



# Sexual and Gender-Based Violence in the Workplace



*What does it look like?*

## Sexual and gender-based violence in the media

- Displaying sexually explicit comments and images on a student association's Facebook page
- Posting compromising photos taken without a colleague's knowledge on social media

- Flirting with an employee while mentioning that their probation isn't over yet
- Offering to reduce an employee's performance objectives in exchange for a romantic dinner

## Sexual blackmail

## Sexual assault

- Forcibly kissing or caressing a co-worker at a Christmas party
- Getting into bed with a co-worker who is sharing a hotel room at a conference without their consent

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**If you have experienced or witnessed any such incidents:**  
**[Insert e-mail address/telephone number]**

In our survey, 39.5% of managers and 42.1% of employees reported having never witnessed SV in their workplaces. However, research shows that explicitly targeting concrete SV-related behaviours (e.g., Have you ever heard or been subjected to a joke about your sex life?) rather than asking more generally if the respondents have been exposed to SV would return a positive response rate of roughly 75% (Ilies et al, 2003; Feldblum & Lipnic, 2016). This shows the importance of better identifying and understanding what SV is.

4. In light of the positive impact of outside assistance on the psychological well-being of individuals subjected to SV, the importance of training staff to become active bystanders cannot be underestimated.

Here are a few resources of interest concerning the **active bystander process** that were developed at Francophone post-secondary institutions. If you wish to improve or refresh your own resources, do not hesitate to adapt those presented below and, most importantly, to share them at your institution so that everyone can become more confident in taking action.

- ▶ University of Ottawa. (2020). *Have you witnessed sexual violence?*  
<https://www.uottawa.ca/sexual-violence-support-and-prevention/witnessed-sexual-violence>
- ▶ Université du Québec à Montréal. (2020). *Vous êtes témoin d'une violence à caractère sexuel?*  
<https://services-medias.uqam.ca/media/uploads/sites/23/2020/10/Temoin-actif.pdf>
- ▶ Université du Québec à Montréal. (2020). *Que faire si une personne victime de violence à caractère sexuel se confie à vous?*  
<https://services-medias.uqam.ca/media/uploads/sites/23/2020/10/Devoilement.pdf>
- ▶ Université Laval. (2020). *Trucs et astuces.*  
<https://cipvacs.ulaval.ca/wp-content/uploads/2019/11/Trucs-et-astuces.pdf>
- ▶ Université Laval. (2020). *Témoin.*  
<https://cipvacs.ulaval.ca/ressources/temoin/>
- ▶ Laboratoire d'études sur les violences et la sexualité. *Comment réagir face à un dévoilement d'agression sexuelle?* (See Appendix A)
- ▶ Élixir. (2020). *Ça se passe maintenant.*  
<https://elixir.qc.ca/sois-pro/trucs-de-pro/#maintenant>



- ▶ Video on opportunities to be an active bystander: [https://www.youtube.com/watch?v=iUj2OHLAg3w&t=136s&ab\\_channel=RDKIWI](https://www.youtube.com/watch?v=iUj2OHLAg3w&t=136s&ab_channel=RDKIWI)
  - ▶ Video: *Que feriez-vous si vous étiez victime de harcèlement de rue?* By Simone Media. [https://www.youtube.com/watch?v=XWeDFKWVETy&t=126s&ab\\_channel=SimoneMedia](https://www.youtube.com/watch?v=XWeDFKWVETy&t=126s&ab_channel=SimoneMedia)
5. To conclude, and in light of the fact that 51.29% of survey respondents indicated that having an awareness campaign to boost engagement levels would encourage them to become more active, here are some sample campaigns that can be adapted to meet your institution's needs.
- ▶ “J’aime le consentement” buttons (UQAM, 2020)
  - ▶ “Know Your Power” (Potter, 2012; Soteria, 2020)
  - ▶ “Sans oui, c’est non!” (FAECUM, 2018)
  - ▶ It’s On Us (2020)
  - ▶ “Ni viande ni objet” (Cégep de Sherbrooke, 2016)

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