

Key Principles of Gender- Based Violence Investigations at PSIs:

A Guide for Workplace Investigations

POSSIBILITY
SEEDS

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.

Authors

Deb Eerkes, Britney De Costa, Zanab Jafry, Angela Bradley, Elizabeth Tuck, and Rebecca Akong.

Work Community of Practice

Ali Millar, Amélie Glaude, Brenda Austin-Smith, Corinne L. Mason, Jennifer Chrisholm, Orvie Dingwall, and Ashley Curnew.

Peer Reviewers

Anoodth Naushan, Karen Busby, Diane Crocker, Lara Hof, Lise Gotell, Amie Kroes, Cassbreea Dewis, Andrea Clark, and Dawn McDermott.

About Possibility Seeds

We are a leading project management and policy development social purpose enterprise that works alongside communities, organizations, and institutions to cultivate gender equity. Courage to Act is a national initiative by Possibility Seeds to address and prevent gender-based violence at post-secondary institutions in Canada. The project builds on key recommendations from the vital 2019 Courage to Act report. Connect with us at www.possibilityseeds.ca.

Phase 2 Courage to Act Project Team

Farrah Khan (Co-Director), CJ Rowe (Co-Director), Anoodth Naushan (Project Manager), Carina Gabriele (Communities of Practice Coordinator), Andréanne St-Gelais (Francophone Community of Practice Coordinator), Emily Allan (Communications Coordinator), Darshana Patel (Research Assistant), Kelly Prevett (Administrative Coordinator) and Bilqis Meer (Graphic Designer) with design elements by Michelle Campos Castillo.

To reference this document, please use the following citation

Eerkes, D., De Costa, B., Jafry, Z., Bradley, A., Tuck, E., & Akong, R. (2021). *Key Principles of Gender-Based Violence Investigations at PSIs: A Guide for Workplace Investigations*. Courage to Act: Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions in Canada.

COPYRIGHT © 2021 by Possibility Seeds. ALL RIGHTS RESERVED

No part of this work covered by the copyright herein may be reproduced, transcribed, or used in any form or by any means - graphic, electronic or mechanical, including photocopying, recording, taping, Web distribution, or information storage and retrieval systems – without the written permission of Possibility Seeds.

Should you have any questions or wish to use material from this text, please contact Possibility Seeds at operations@possibilityseeds.ca.

Funding Acknowledgement

“Key Principles of Gender-Based Violence Investigations at PSIs: A Guide for Workplace Investigations,” a project by Possibility Seeds, was graciously funded by Women and Gender Equality Canada.



Women and Gender
Equality Canada

Femmes et Égalité
des genres Canada

Canada

Table of Contents

INTRODUCTION			6
Purpose of and Audience for the Work Community of Practice Tool	7	Regulatory Environment	9
FOUR PRINCIPLES OF A COMPREHENSIVE GENDER-BASED VIOLENCE INVESTIGATION			11
Principle One: Trauma-Informed Practice	12	for those appointing, hiring, and/or advising GBV investigators	21
Principle Two: Procedural Fairness	15	Checklist 2: The Four Principles for Workplace Investigations	24
Principle Three: Equity	17	Checklist 3: The Four Principles for those evaluating the investigator's report	28
Principle Four: Harm Reduction	19	Checklist 1: The Four Principles	28
FURTHER READING			30
REFERENCES			32
APPENDIX A: ENVIRONMENTAL SCAN OF RELEVANT GBV POLICIES AND LAW FOR CANADIAN POST-SECONDARY INSTITUTIONS			35

RELEVANT GBV POLICIES & LAWS BY PROVINCE AND TERRITORY 38

**POST-SECONDARY INSTITUTIONS' SEXUAL VIOLENCE
POLICIES & LINKS 53**

LINKS TO UNION GBV RESOURCES 79



Introduction

Courage to Act

Courage to Act is a national initiative to address and prevent gender-based violence (GBV) at post-secondary institutions (PSIs) in Canada. It is led by Possibility Seeds, a project management and policy development organization, directed by Farrah Khan and CJ Rowe, that works alongside communities, organizations, and institutions to cultivate gender equity. The project builds on key recommendations from the vital 2019 Courage to Act report. Funded by Women and Gender Equality Canada (WAGE), it

is the first collaborative of its kind to bring together 150+ GBV experts and advocates across Canada. Over the span of two years, the Courage to Act team and 10 Communities of Practice created a number of cutting-edge resources, presented over a National Skillshare Series from January-August 2021. Starting in Fall 2021, these resources will be piloted, refined, and implemented in order to inform, harmonize, and strengthen efforts to better address and prevent GBV at PSIs in Canada.

Purpose of and Audience for the Work Community of Practice Tool

Campus workplace GBV complaints are situated at the nexus of an intricate web of legislation, legal standards, policies, collective agreements, and institutional practices. Their complexity introduces significant risk for institutions and the individuals involved. Foundational work carried out by consultants Stéfanie Tougas, Elizabeth Tuck, Rebecca Akong and Angela Bradley at the outset of this project (see Contributors section for details) highlighted a number of limitations in current approaches to campus workplace GBV complaint processes that exacerbate institutional and individual risks. In particular, Tuck and Akong's report identified the quality and effectiveness of an

investigation as a critical component of a fair and meaningful complaint process.

Participants indicated the need for support in conducting and managing comprehensive investigations. For this reason, we have created this tool to support the individuals responsible for ensuring the integrity of an investigation at three key stages, specifically:

1. Those who are tasked with hiring, appointing and/or advising workplace investigators for GBV complaints;
2. Workplace investigators; and

3. Those designated to evaluate the investigation report and advise on or make the decision on outcomes.

This tool provides the foundational principles of comprehensive campus workplace GBV investigations¹:

- **Trauma-informed practice**
- **Procedural Fairness**
- **Equity**
- **Harm Reduction**

Most PSI policies are clear in their commitment to procedural fairness; what may be less explicit, or even misunderstood, is that a trauma-informed investigation, conducted with an equity lens and an aim to reduce harm, works to increase fairness and enhance the overall investigative process. This tool illustrates how each of these four principles work together to ensure that investigations are conducted and managed appropriately.

The benefits of a comprehensive investigation using the four principles are clear: enhanced well-being, participation and morale of the parties and those around them, retention of qualified personnel, and compliance with legal and regulatory requirements. On the other hand, the consequences of an investigation in which the human experience is neglected can be significant: costly and time-consuming grievances, high staff turnover, absenteeism, disengagement, medical leaves, and toxic workplaces.

The four principles inform the content

of the three checklists included in this guide to use when: (1) considering which investigator to appoint for a particular GBV complaint; (2) conducting investigations supported by the four principles; and (3) evaluating the investigator's report.

This tool should be used as a complement to four other resources that, together, provide a strong framework for applying important and necessary principles and practices to workplace GBV complaint processes at post-secondary institutions:

1. The policies and procedures of your own institution;
2. Courage to Act's Complaints Processes Community of Practice Learning Hub, which includes definitions, key concepts, and links to training for GBV investigators;
3. Environmental Scan of Relevant GBV Policies and Law for Canadian Post-Secondary Institutions (Tougas-Trihey, Naushan & Patel, 2021); and
4. A Comprehensive Guide to Campus Gender-Based Violence Complaints: Strategies for Procedurally Fair, Trauma Informed Processes to Reduce Harm (the Guide), created by Courage to Act's Reporting, Investigation and Adjudication Working Group (Eerkes, De Costa, & Jafry, 2021).

In particular, we recommend that investigators – and those appointing them – read Chapter 9 of the Guide, which walks through specific strategies for a procedurally fair and trauma-

¹ While this tool is aimed at workplace investigations, it is easily adaptable and applicable to investigating student misconduct in GBV cases.

informed investigation to reduce harm. Decision-makers are encouraged to read Chapter 10 - Adjudication, Outcomes and Appeals. In addition, we recommend Chapters 1-3, which provide in-depth introductions to procedural fairness, trauma-informed practice, and harm reduction, respectively. These

concepts, along with a good working knowledge of the institution's policies, procedures and collective agreements, will form the basis for a comprehensive investigation, and the ability to understand, assess, and interpret the investigation report.

Regulatory Environment

The Environmental Scan of Relevant GBV Policies and Law for Canadian Post-Secondary Institutions (Tougas-Trihey, Naushan & Patel, 2021) provides information about campus sexual violence legislation across the country as well as institutional policies. In addition, those working in and around GBV investigations are governed by a variety of laws, standards, policies and practices.

Enabling statute

Employment law

Common law

Sexual violence/GBV policies

Harassment policies

Human rights legislation

Occupational health and safety legislation

Privacy legislation

Collective agreements

Equity, Diversity and Inclusion policies

Respect/civility policies


Rights and responsibilities

Post-secondary GBV legislation

Labour relations

This regulatory framework exists to ensure that what happens in and as a result of GBV investigations is both procedurally fair (the legal standard in administrative law), and non-discriminatory, in that it attenuates systemic and individual biases in the institution and works towards preventing and/or addressing toxic workplaces.

The ultimate goal is to ensure a safe working environment, free from harassment, discrimination, and violence, and to respond appropriately when that is not the case. This requires attending to both the legal requirements and the human experience of parties to a complaint process. The four principles: procedural fairness, trauma-informed practice, equity, and harm reduction strategies, work together to achieve this goal.



Familiarity with the regulatory framework is key – understanding how human rights and administrative law principles interact within the GBV investigation; ensuring rights and responsibilities are met; infusing trauma-informed practice to bolster the integrity of the investigation; implementing measures to reduce the discriminatory effects of an investigation; all while operating within a unionized environment. The complexity can be overwhelming. This tool aims to simplify the task.

The background features a teal color with several overlapping fingerprint patterns in a bright yellow color. The fingerprints are oriented in various directions, creating a complex, textured effect.

Four Principles of a Comprehensive Gender-Based Violence Investigation

Principle One: Trauma-Informed Practice

A trauma-informed approach to investigations is one that understands and responds to – but does not treat – the impact of trauma on all involved. In practice, it requires an investigator who recognizes and understands the variety of physical, psychological, and emotional impacts that trauma can have on complainants, respondents, witnesses, and others who are involved in the complaints process.

This requires a knowledge and understanding of :

- emotional, psychological, and physiological responses to trauma;
- how trauma responses are shaped by social, cultural, institutional, and historical contexts;
- how trauma responses are shaped by a person’s past experiences, worldview, and position in society; and
- the role of power.

As you will see, applying a trauma-informed lens to investigations is an important tool to enhance procedural fairness, support equity, and reduce harm inherent in these processes. Trauma-informed practice is integral throughout the complaints process, including pre-, post-, and mid-investigation.

Pre-investigation

Trauma-informed practice, applied prior to an investigation starting, lays

the foundation for an investigation that is not only trauma-informed, but that is fair, equitable, and reduces harm. One of the defining characteristics of an experience of trauma is a loss of control, making it especially important that all stages of the complaints process be rooted in informed consent. During the “pre-investigation stage,” this means ensuring that all parties know what to expect, the goals and limitations of the investigation, and the roles of each person involved.

This helps provide the complainant with some degree of control or self-determination in that they will better understand what will happen throughout the process, the level of participation they are able to commit to, and the ability to pause or withdraw their own participation, as well as the implications of each of these decisions. For respondents who may be coming to the investigation with their own trauma, managing expectations is one tool to prepare them for the process ahead. For all involved, a clear roadmap of the process mitigates against retraumatization, while also enhancing fairness and reducing harm.

Investigation

Throughout an investigation, it is important that the investigator apply a strong understanding of trauma and its manifestations in all interactions.

This knowledge should be broad enough to recognize manifestations of trauma in the context of GBV, as well as the myriad individual and social contexts that will shape how a person experiences and responds to trauma (Katz & Haldar, 2016). This will allow an investigator to avoid falling into stereotypes, myths and misconceptions by recognizing that what might be interpreted as dishonesty (e.g., lack of eye contact, evasive answers, distancing, or counterintuitive responses such as laughter), could be symptoms of trauma. It ultimately enables evidence to be collected and assessed in a more fair and impartial manner, strengthening the fairness and equity of the process (Khan, Rowe & Bidgood, 2019; Haskell & Randall, 2019; Houskeeper, 2018; McCallum, 2019).

Understanding trauma and how it manifests requires knowledge of the various frameworks for defining trauma and trauma-informed practice. One important framework is the neurobiology of trauma, which provides the context for how trauma is stored in the brain, and the impacts this has on a survivor's memory encoding and recall, micro-expressions, non-verbal behaviours and verbal responses to questions. This understanding is particularly important to challenge assumptions, biases, and discriminatory stereotypes and contextualize seemingly contradictory behaviours that, if not properly understood, could result in incorrect assessments, unfair processes, and inflict harm on the complainant (Haskell & Randall, 2019; Peña, 2019; Smith, 2017).

Equally important is understanding how a person's past experiences, worldviews, and position in society, as well as the social, cultural, institutional, and historical context, influence trauma experiences and responses, which requires a race and gender analysis (Katz & Haldar, 2016; Garnett, 2016). This is important when interviewing a complainant, respondent, or witness. As trauma manifests itself in a number of different ways and can affect decision-making function, it is possible that where a respondent has experienced past trauma, their memory, affect, and verbal responses will also be affected. Thus, the psychological integrity of all involved in GBV complaint processes ought to be considered.

It is equally important that an investigator respond appropriately to manifestations of trauma, and approach all interactions with an assumption that trauma is present. Doing so helps to avoid (re)traumatization in the complainant, respondent, or witnesses, allows for more complete information to be collected, protects against discriminatory treatment, and reduces harm for all parties and others involved (Alberta Justice and Solicitor General, 2018; American College Health Association, 2020; Katz & Haldar, 2016; Khan et al., 2019; McCauley, 2015; Monahan-Kreishman & Ingarfield, 2018). Note that while it is important to recognize and respond to trauma, neither the presence or absence of trauma should be used as evidence itself, but rather to inform how evidence is collected and assessed (ATIXA, 2019; Lonsway & Archambault, 2019).

Post-investigation

Trauma-informed practice does not end with the investigation. In fact, it is especially important that those involved in the investigation, including the complainant, respondent, witnesses, investigator, and others who may have been impacted, receive the support necessary to respond to experiences of trauma and potential retraumatization that may arise as a result of the investigation. It is the institution's responsibility to ensure each of these individuals are connected

with resources and support services as they navigate the after-effects of the investigation. For the institution, this requires a strong understanding of the resources and supports available, as well as attention to addressing gaps in access to support, such as limitations under Employee Assistance Programs and ensuring equitable access to support for precarious staff.

For a more detailed discussion, see the Guide, Chapter 2: Introduction to Trauma- Informed Practices, and Chapter 9: Investigation.

★ TAKE FIVE FOR TRAUMA-INFORMED CARE

1. Providing a clear roadmap of the process, including what to expect, the goals and limitations of the investigation, and the roles of each person involved introduces a level of **transparency** around the process that supports informed decision-making, self-determination, and a sense of control.
2. Understanding and being able to recognize the signs and symptoms of trauma protects against **stereotypes**, myths, and misconceptions that can be incorrectly interpreted as dishonesty.
3. Allowing for **flexibility** in the investigation process and in the questions asked helps the investigator be responsive to the various ways trauma may manifest and allows for more accurate and complete information to be collected.
4. Using clear, simple, and accessible language, taking steps to reduce the processing load, and checking in with interviewees when **communicating** protect against misunderstandings that may be exacerbated when a person has experienced, or is experiencing trauma.
5. Applying trauma-informed practices to interactions with all parties and others involved in the investigation helps to **mitigate risk** by supporting confidence in the process.

Principle Two: Procedural Fairness

The legal requirement for procedural fairness in workplace investigations rests on two fundamental elements: the right to a hearing and impartiality (Swaigen, 2010), which in turn lead to a suite of rights for parties to an administrative investigation.

Right to a hearing:

- reasonable disclosure
 - summary of allegations and evidence
 - timely notice
- reasonable opportunity to respond
 - participatory rights
 - opportunity to submit evidence
 - opportunity to counter adverse evidence
 - timely process
 - written reasons

Impartiality:

- Unbiased
 - free from conflicts
 - avoids presumptions
 - open mind
 - avoids stereotypes, myths
- independent
 - free from institutional pressure
 - no interference

Procedural fairness ensures the equitable and impartial administration of complaint processes by providing all parties to an administrative process certain procedural rights, which may be more or less robust depending on the circumstances at play. It is one of the cornerstones of administrative law, the area of law that applies to complaint processes at PSIs. It is imposed upon an investigation to explicitly counter the pressure that tends towards outcomes that may be biased or unfair. Ultimately, everyone in an investigation benefits from procedural fairness.

Procedural fairness is, by its very nature, responsive to the circumstances in a given situation. Therefore, it is variable and flexible, unlike the procedures involved in a criminal trial. Considerations² for determining the level of procedural fairness owed in a given case include:

- the legislation or governing policy relevant to the matter;
- the nature of the right at stake;
- the nature of the process selected by the complainant;
- decision makers' choice of procedures once the complainant selects a process; and
- legitimate expectations.

² Baker v. Canada (Minister of Citizenship and Immigration), (1999) continues to be the authority on the standards for procedural fairness in administrative decisions. See Chapter 2 of the Guide for an analysis of how the Baker factors apply to GBV complaints in the PSI sector.

Other legal requirements include applying the “balance of probabilities”- the more likely than not - standard of proof, providing non-discriminatory processes, maintaining a safe and healthy workplace that is free from harassment and violence, and appropriate protection of personal information.

In order to meet these requirements, procedural fairness must be accompanied by measures that attend to the experience of the parties: equity, trauma-informed care, and harm reduction. An enduring misconception in the realm of administrative GBV complaints is that trauma-informed care, equity considerations, and harm reduction measures interfere with procedural fairness. In reality, the four principles, applied together, safeguard against bias or injustice where both parties are concerned.

For an in-depth examination of procedural fairness in PSI policy investigations, see the Guide, Chapter 2: Introduction to Procedural Fairness.



TAKE FIVE FOR FAIRNESS

1. Reasonable disclosure, reasonable notice, and clear written reasons ensure **transparency** in the investigation.
2. Reliance on **stereotypes**, myths and misconceptions in an investigation introduces unacceptable bias.
3. Procedural **flexibility** allows the investigation to be responsive to the specific situation at hand.
4. **Communicating** key decision points to both parties provides the necessary rights to participate and respond.
5. Making the elements of procedural fairness available to both parties, particularly while including trauma-informed care and applying equity and harm reduction lenses, **mitigates the risk** of judicial review.

Principle Three: Equity

The third principle, equity, seeks to address power imbalances and impacts of systemic oppression. Upholding the human rights of all parties (which includes a corresponding duty to accommodate) is legally required, but is not sufficient to mitigate the harms inherent in institutional cultures, policies, processes and practices that disproportionately benefit or disempower people according to gender, race, Indigeneity, religion, disability, immigration status, sexual orientation, age, socioeconomic status, and other factors.

Workplace investigations, like other complaints processes, can mimic and reproduce elements of colonial criminal justice systems that criminalize, stereotype and therefore disadvantage racialized and colonized

people. Workplace investigations that do not consider the impacts of systemic oppression on complainants, respondents and witnesses will then carry out processes with inherent biases towards marginalized and vulnerable parties. Failure to rectify and assuage the impacts of systemic oppression compromises the integrity of workplace investigations by inviting reliance on myths and mischaracterizations about racialized and colonized people into the process. Concerns about facing discrimination additionally discourage people most vulnerable to GBV from ever engaging in the process.

To apply principles of equity to workplace investigations, it is necessary to have an understanding of intersectionality,

“[a] metaphor for understanding the ways that multiple forms of inequality or disadvantage are compounded and create obstacles that often are not considered within conventional ways of thinking,”

(Crenshaw, as cited in National Association of Independent Schools, 2018).

Ensuring equity means recognizing how multiple systems of oppression – colonialism, racism, heterosexism, ableism, classism, and other forms of discrimination – are operating to disadvantage or harm a party to a complaint. This requires attention to power imbalances and intersectionality, and taking steps to mitigate these effects by dismantling internal biases, decolonizing complaints processes and limiting power imbalances wherever possible.

The important thing to remember is that when one party is disadvantaged at any stage of the complaint process, including the investigation, then procedural fairness has been compromised. Applying an equity lens fosters safer processes, thereby reducing harm and traumatization, and promotes procedural fairness. At each step along the way, investigators should be aware of both inherent systemic biases and their own assumptions that affect the fairness of the process.

For those tasked with choosing investigators, it is integral to keep in mind candidates' level of education regarding principles of anti-oppression. Training on its own is not enough; the investigator must continuously be alive to the potential for unfair treatment based on race, gender, gender identity, culture, religion, ability, and so on, at all times, and take steps to mitigate it wherever possible.

Lastly, equitable processes require addressing the impacts of power imbalances inherent to investigative processes. From the very outset, parties to a complaint are confined to their roles as contributors of information; other than offering evidence or testimony, they do not have power to make final decisions on the matter relating to the complaint, or assessing the evidence that is provided. Decision-makers and investigators on the other hand have the power to declare findings, render decisions, suggest remedies, and most importantly, apply discipline as a result of workplace investigations. This inevitable power imbalance is exacerbated by privileges afforded by white supremacy, ableism, homophobia, religious persecution, class and other social locations. While completely eliminating power imbalances may not be possible, investigators, as well as people tasked with hiring them, must make attempts to address imbalances throughout the process by offering transparency, support and access to resources during and after investigations.



TAKE FIVE FOR EQUITY

1. Being **transparent** about the investigator's relationship to the institution helps address power imbalances between the parties and the person tasked with investigating the complaint.
2. Training, certifications and other anti-oppression resources can help investigators remain vigilant in avoiding **stereotypes** based on social location or mischaracterizations of marginalized communities.
3. **Flexibility** in referring to supports for parties that are culturally sensitive promotes equity.
4. Clear **communication** can include access to translation support, or other communication aids, throughout the process.
5. Investigators that are educated in anti-racism are more likely to understand and adhere to human rights legislation, **mitigating the risk** of discriminatory practice.

Principle Four: Harm Reduction

The fourth principle, harm reduction, refers to a recognition that the processes designed to address gender-based violence in post-secondary institutions can themselves cause harm; and a series of practices that, wherever possible, seeks to limit and reduce the negative consequences of gender-based violence and gender-based violence complaints processes on the involved parties.

“Harm” in this context is attributed to the unavoidable stress, anxiety, discomfort and potential trauma experienced by parties to a complaint upon being interviewed or otherwise contacted about the sensitive, traumatic and emotionally distressing incident of sexual violence that initiated the report.

Despite best efforts to contain,

mitigate and prevent retraumatization by way of procedurally fair, trauma-informed and equitable practices, it is important to acknowledge that eliminating all harm from a complaints process may not be possible.

Workplace investigations are in their very nature “harmful” in the sense that they require the discussion, analysis and recollection of stressful and traumatizing events. Strategies like extending flexibility to parties throughout the complaints process, maintaining transparency, and delivering distressing news with care can help to reduce the overall anxiety experienced by both complainants and respondents.

Flexibility in an investigation may come in the form of extending deadlines, rescheduling interviews,

breaking up meetings into smaller segments, or allowing parties to engage with the process at their own pace or by their preferred method and style of communication.

Transparency refers to an active effort to inform parties of intentions, trajectories and administrators behind complaints processes. A transparent investigation is one where parties are aware of why they are being engaged, and for what purpose. A transparent investigation is additionally clear about how long the process will last, and when decisions will be made. Parties to a transparent process are informed of the people that will be assessing the information they are

sharing, and what to expect during each stage of the investigation.

Delivering decisions with care is the process of sharing findings, sanctions, remedies and other important developments in a complaint with attention to its language, timing and the impact it will have on the people receiving them.

To learn more about the importance of reducing harm, the ways in which it enhances procedural fairness while reducing retraumatization, and specific strategies for implementation throughout the workplace complaints process, refer to Chapter 3 of the Guide.

★ TAKE FIVE FOR HARM REDUCTION

1. An investigator can practice **transparency** by offering information about their work history, for example, by giving parties access to their LinkedIn profile.
2. One way to avoid **stereotyping** in an investigation is to ask the parties what kind of guidance, resources, and help would be most useful for them.
3. Parties to a complaint may be triggered and require **flexibility** in the form of time extensions for providing evidence or responding to follow-up questions.
4. **Communications** sent to parties within working hours, Monday through Thursday, ensure that parties are able to access workplace supports when receiving bad news or requests for participation.
5. An investigator **mitigates risk** by being alert to symptoms and effects of trauma, stress, and anxiety for parties as they arise throughout the investigation, not just at the beginning.

Checklist 1: The Four Principles for those appointing, hiring, and/or advising GBV investigators

The following checklist includes considerations and actions under each of the four principles necessary to uphold the integrity and effectiveness of a workplace GBV investigation. There are both legally required and best practice considerations. It is your duty to ensure that legal requirements are met and that best practices are considered and applied wherever possible.

Trauma-Informed Practice:

- Does the investigator's work and education history include trauma-informed care? (Such as, for example, trauma-informed practitioner certification, or other courses and training pertaining to trauma-informed care?)
- Does the investigation plan include an identification of potential triggers and how to address them?
- Is the investigator able to explain how trauma affects memory encoding, recall, affect and behaviour?
- Does the investigator feel comfortable with allowing designated support person(s) to be present during the interview?
- Is the investigator able to apply social, cultural, institutional, and historical contexts, including the role of power, to trauma manifestation?
- Are interim measures required while the investigation is underway?
- Have you informed the investigator of support resources available to them?

Procedural Fairness

- Does the investigation plan include the required elements of procedural fairness?
- Reasonable disclosure (for both parties), and

- Opportunity to respond (for both parties)
- Are there any potential conflicts of interest to manage?
- Is the investigator independent?

Equity

- Did you consider equitable representation when hiring or appointing an investigator, including choosing investigators reflective of the diversity of your community and the involved parties?
- Do the parties involved in the complaints process need translation support? And if so, does your investigator speak the language(s) of the parties/ has the investigator made a commitment to hiring a translator?
- Does the investigator's work and education background include training pertaining to anti-oppression?
- Has the investigator received training on dismantling internal/implicit biases?
- Is the investigator committed to anti-racism, decolonization and other tenets of anti-oppression?
- Is the investigator trained, equipped and committed to providing accessibility-related needs throughout the process?
- Is the investigator aware of power imbalances and how to correct them?
- How does the investigator plan to address power imbalances in the investigation?
- Has the investigator conducted investigations within diverse, multiracial communities?
- Is the investigator trained in investigative processes that are not reliant on a police background or the criminal justice system?
- Does the investigation plan include strategies for avoiding myths, stereotypes and mischaracterizations of people affected by GBV?
- Does the investigation plan include strategies for avoiding myths, stereotypes and mischaracterizations of people from historically marginalized communities?

Harm Reduction

- Does the investigation plan include ways to mitigate harm by providing access to resources and other supports to the involved parties?
- Is the investigator ready to offer information to parties about their work/education history?
- Is the investigator prepared to offer flexibility in stages throughout the process, including but not limited to:
 - Setting up times to conduct interviews/follow up questions
 - Including support person(s) during interviews
 - Referring parties to designated and approved supports from the employer
 - Suggesting interim measures

Have you provided the following resources to the investigator?

- Applicable policies, procedures, and collective agreements
- Relevant union and/or student support information
- A Comprehensive Guide to Campus Gender-Based Violence Complaints: Strategies for Procedurally Fair, Trauma Informed Processes to Reduce Harm
- [Use The Right Words: Gender-Based Violence Language Guide](#)
- Letter, email or report templates
- Confidentiality statement/form
- Investigator checklist (see Worksheet 2)
- Relevant support available to the investigator

Checklist 2: The Four Principles for Workplace Investigations

Trauma-Informed Practice

- Are your communications to involved parties being sent between 9am and 3pm, Monday and Friday (or whenever support services are available)?
- Have you provided information to all parties and witnesses about what to expect, the goals and limitations of the investigation, and the roles of each person involved?
- Have you affirmed that the investigation can be stressful, emotional, and frightening?
- Have you set up a schedule for breaks?
- Have you informed the interviewee that they can request a break at any time?
- Does your meeting take place between 9am and 3pm, Monday to Friday (or whenever support services are available)?
- Is your meeting limited to a 1 hour or 1.5 hour block? Have you communicated this to the interviewee?
- Have you told the interviewee that they can choose to end the interview at any time and schedule another day to meet?
- Have you informed the interviewee that they are entitled to:
 - A support person
 - Rescheduling the interview
- Have you prepared questions that focus on what the individual is able to recall? Are you prepared to ask questions that meet the interviewee where they are at?
- Have you informed the interviewee that if they cannot remember a detail that it is better that they say they do not remember than to fill in details?
- Have you clearly explained why you are asking tough or challenging questions?
- Does your interview plan use a “safe interview approach”?
- Are you conducting the interview in a safe space for the interviewee?
- What measures will you take if an interviewee is triggered? Are you prepared to respond to the multitude of trauma responses that may arise?

- Have you taken into consideration the sensitivity of the questions you are posing and whether or not such questions should be asked over email?
- Have you asked the interviewee about their preferred method of communication for follow-up questions?
- Have you asked the interviewee if they would like their support person included in communications?
- Do you have a plan to recognize and respond to your own experiences of Trauma Exposure Response?

Procedural Fairness

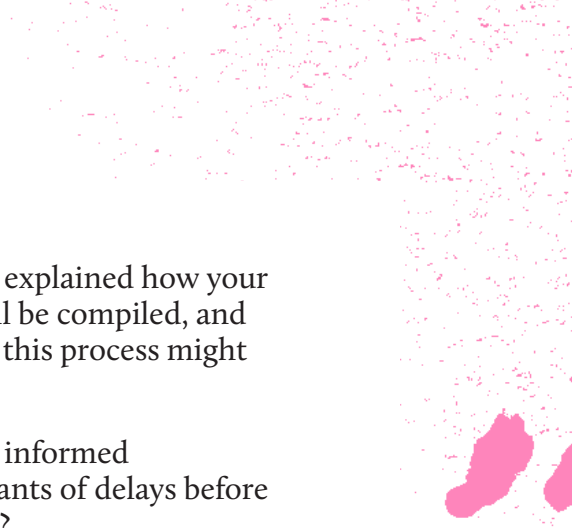


- Did you send the Notice of Investigation to both parties?
- Have you given both parties the opportunity to meet with you for a trauma-informed interview?
- Have you collected all of the available relevant evidence?
- Were both parties given the opportunity to review and respond to the evidence you've collected?
- Have you represented both parties' statements and responses in your report?
- Are your conclusions based on the evidence?
- Do your credibility assessments take into account the potential presence of trauma?
- Have you double-checked for myths, stereotypes and misconceptions that introduce bias in your report?
- Have you used appropriate language in describing the behaviour? (see [Use The Right Words: Gender-Based Violence Language Guide](#))
- Have you applied the balance of probabilities (50% plus a feather) standard of proof?
- Have you articulated clear, rational, and evidence-based reasons for your conclusions?
- Have you conducted the investigation in a timely manner, adhering to timelines in institutional policies or collective agreements where available?

Equity

- Have you included your pronouns in your email?
- Have you asked the parties for their pronouns?
- Have you informed the parties they are entitled to an interview that fits their access needs? (i.e. virtual, in-person, on or off-campus, over the phone, or by other means supplied by the PSI)
- Do your interview questions rely on stereotypes or myths about systemically marginalized communities and people affected by GBV?
- Have you conducted interviews within racially diverse communities? Does your work and education history include training/experience in the area of anti-oppression?
- Have you considered the cultural needs of involved parties?

Harm Reduction

- Did your initial email include an explanation of your role and an overview of the investigative process?
- Have you informed the complainant you are a neutral, impartial investigator?
- Does your initial email include a link to your credentials/LinkedIn, and your background as an investigator?
- If your interview will be conducted over virtual means, have you asked if the complainant has access to a safe, confidential space?
- Have you offered availability that fits within their timezone?
- Have you explained the interview process to the complainant, including:
 - The differences between “balance of probabilities” and “beyond a reasonable doubt”
 - The concept of findings and how this differs from being found “guilty”
 - The concept of “evidence” and how evidence will be collected during the investigation

- 
- 
- 
- Have you arranged for a meeting space that is confidential?
 - Have you sent an email the day prior confirming whether or not the location you've chosen feels safe for the interviewee?
 - Have you explained who your report will be shared with within the workplace?
 - Have you explained how your report will be compiled, and how long this process might take?
 - Have you informed complainants of delays before they arise?
 - Have you explained the reason behind delays as much as possible?

Checklist 3: The Four Principles for those evaluating the investigator's report

Trauma-Informed Practice

- Does the report recognize and account for the potential presence of trauma?
- Did the investigator take the potential presence of trauma into account in assessing credibility?
- Did the investigator use trauma-informed interviewing with both parties?

Procedural Fairness

- Did the investigator inform both parties of their right to an advisor, support person and/or union representative?
- Did the investigator interview all of the relevant witnesses?
- Did the investigator provide reasonable disclosure of the complaint to the respondent?
- Did the investigator collect all of the available relevant evidence (photos, screenshots, etc.)
- Did the investigator provide the parties with an opportunity to submit additional information and/or evidence in support of their accounts?
- Does the report detail all of the evidence taken into account in making a finding?
- Did both parties have the opportunity to see and counter evidence that conflicts with their account?
- Did the investigator apply the balance of probabilities (or more likely than not) standard in coming to their conclusion?
- Is the reasoning clear and easy to understand?

Equity

- Were all potential power imbalances acknowledged, and mitigated where possible?

Did the investigator avoid prohibited questions, such as sexual history?

Did the investigator avoid irrelevant victim-blaming questions, such as attire, substance/alcohol use, etc.?

Did the investigator apply the correct definitions relating to consent and the policy breach?

Did the investigator reject stereotypes, mischaracterizations and myths about racialized and other marginalized communities?

Harm Reduction

Did the investigator use appropriate language in describing the incident?

Did the investigator avoid relying on myths, misconceptions or stereotypes?

Further Reading

The following resources have been identified as useful for further reading to better understand the four principles and their application in investigations into complaints of workplace gender-based violence at post-secondary institutions. This is not a comprehensive list, and therefore it should be supplemented with the resources in Courage to Act's Complaints Processes Community of Practice Learning Hub and the Reporting, Investigation and Adjudication Working Group's "A Comprehensive Guide to Campus Gender-Based Violence Complaints: Strategies for Procedurally Fair, Trauma Informed Processes to Reduce Harm".

- Acton, B. (2019, October 15). *Psychological Trauma and Workplace Investigations: Six Steps for the Best Practice Method to Handle Traumatic Experiences During Investigations*. Falcongate. <https://falcongate.ca/2019/10/15/psychological-trauma-and-workplace-investigations/>
 - Bob Acton comes to trauma-informed investigations with a psychology background, and he has presented a webinar for the Canadian Chapter of the Association of Workplace Investigators (CAWI). The lists in this article are helpful guides to managing a trauma-informed investigation.

- Busby, K., & Birenbaum, J. (2020). *Achieving fairness: A guide to campus sexual violence complaints*. Thomson Reuters.
 - Karen Busby and Joanna Birenbaum, members of Courage to Act's Complaints Processes Community of Practice, wrote this pivotal book on procedural fairness and trauma-informed practice in institutional complaints processes, discussing potential procedural, evidentiary, substantive, and discretionary legal issues.

- Freyd, J. L. (2018, January 11). When Sexual Assault Victims Speak Out, Their Institutions Often Betray Them. *The Conversation*. <https://theconversation.com/when-sexual-assault-victims-speak-out-their-institutions-often-betray-them-87050>
 - Jennifer Freyd's work is at the forefront of employer and institutional responsibility for investigating allegations of sexual violence.

- McCallum, M. (2019, March 13). *Trauma informed practice in workplace investigations*. Canadian Bar Association British Columbia - Workplace Investigations Section. <https://www.cbabc.org/getattachment/Sections-and-Community/Workplace-Investigations/Resources/Minutes/2019/The-Trauma->

Informed-Approach-to-Investigations/CBA-BC-TIP-in-Workplace-Investigations-13Mar19.pdf

- McCallum, M. (Host). (2020-present). *The Trauma-Informed Lawyer* [Audio podcast]. Simplecast. <https://thetraumainformedlawyer.simplecast.com/>
 - Myrna McCallum is a Métis-Cree mother and grandmother from Treaty Six territory (Green Lake & Waterhen Lake First Nation). She is an expert on trauma-informed lawyering, investigations, adjudications and policy development, and conducts workplace investigations.

- Rohman, K. (2020, May 20). *Being Trauma-Informed in the Time of COVID*. Public Interest Investigations, Inc. <https://piila.com/being-trauma-informed-in-the-time-of-covid/>

- Rohman, K., Ingram, B., & Watkins, C. (2018, July 30). *Trauma-Informed Interviewing in Workplace Investigations*. Public Interest Investigations, Inc. <https://piila.com/trauma-informed-interviewing-in-workplace-investigations/>
 - Keith Rohman is a past president of the Association of Workplace Investigators. Keith brings a private investigator background to the work. He is also a proponent of the Forensic Experiential Trauma Interview (FETI) method, developed by Russell Strand.

- Rubin, J., & Thomlinson, C. M. (2018). *Human Resources Guide to Workplace Investigations: A Canadian HR Reporter Special Report*. Thomson Reuters.
 - Rubin Thomlinson is a Canadian law firm focused solely on workplace and institutional investigations. They offer training to HR professionals and workplace investigators as well as consulting and investigating individual cases.

- CertifiedFETI. (n.d.). *What is FETI (Forensic Experiential Trauma Interview)?*. <https://www.certifiedfeti.com/#:~:text=The%20Forensic%20Experiential%20Trauma%20Interview,%2C%20equitable%2C%20and%20fair%20manner>

- Strand, R. (2016, December 21). *Forensic Experiential Trauma Interview: A Trauma Informed Experience* [Webinar]. End Violence Against Women International. <https://evawintl.org/courses/forensic-experiential-trauma-interview-a-trauma-informed-experience/>
 - Russell Strand is a training consultant and retired special agent from the U.S. Army who developed the Forensic Experiential Trauma Interview (FETI) methodology.

- SAMHSA. (2014). Trauma-Informed Care in Behavioral Health Services. Substance Abuse and Mental Health Services Administration (US), Treatment Improvement Protocol Series, No. 57. <https://www.ncbi.nlm.nih.gov/books/NBK207200/>
- SAMHSA's Trauma and Justice Strategic Initiative. (2014). *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*. Substance Abuse and Mental Health Services Administration. https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf
 - The Substance Abuse and Mental Health Services Administration (SAMHSA) is an agency within the U.S. Department of Health and Human Services. They have published a book and report on trauma-informed care.

References

- Alberta Justice and Solicitor General. (2018). *Best practice guide for law enforcement investigations into sexual violence*. Government of Alberta. <https://open.alberta.ca/publications/9781460138595>
- American College Health Association. (2020) *Addressing sexual and relationship violence: A trauma-informed approach*. https://www.acha.org/ACHA/Resources/Addressing_Sexual_and_Relationship_Violence_A_Trauma_Informed_Approach.aspx
- ATIXA. (2019, August 16). *Trauma-informed training and the neurobiology of trauma*. <https://cdn.atixa.org/website-media/atixa.org/wp-content/uploads/2019/08/20123741/2019-ATIXA-Trauma-Position-Statement-Final-Version.pdf>
- Baker v Canada (Minister of Citizenship and Immigration)*, [1999] 2 SCR 817.
- Eerkes, D., De Costa, B. & Jafry, Z. (2020). *A Comprehensive Guide to Campus Gender-Based Violence Complaints: Strategies for Procedurally Fair, Trauma*

Informed Processes to Reduce Harm. Courage to Act: Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions in Canada. URL.

- Garnett, T. (2016). *Culturally safe(r) trauma services for Indigenous and Black women: Identifying mainstream barriers and facilitators to healing* [Major Paper, Masters of Environmental Studies, York University]. YorkSPACE Institutional Repository. <http://hdl.handle.net/10315/34699>
- Haskell, L., & Randall, M. (2019) *The impact of trauma on sexual assault victims: Report submitted to Justice Canada.* Department of Justice Canada. https://www.justice.gc.ca/eng/rp-pr/jr/trauma/trauma_eng.pdf
- Houskeeper, E. (2018, August 2). Legal issues: Understanding trauma and fairness in sexual assault cases. *UVM Out.Reach.* <https://learn.uvm.edu/blog/blog-education/trauma-and-fairness-in-sexual-assault-cases>
- Katz, S., & Haldar, D. (2016). The pedagogy of trauma-informed lawyering. *Clinical Law Review* 22, 359-393.
- Khan, F., Rowe, C.J., & Bigood, R. (2019). *Courage to Act: Developing a National Framework to Address and Prevent Gender-Based Violence at Post-Secondary Institutions in Canada.* Possibility Seeds.
- Lonsway, K.A., & Archambault, J. (2019). *Statement on trauma-informed responses to sexual assault.* End Violence Against Women International (EVAWI). <http://evaw.threegate.com/Library/DocumentLibraryHandler.ashx?id=1341>
- McCallum, M. (2019, March 13). *Trauma informed practice in workplace investigations.* Canada Bar Association British Columbia - Workplace Investigations Section. <https://www.cbabc.org/getattachment/Sections-and-Community/Workplace-Investigations/Resources/Minutes/2019/The-Trauma-Informed->

Approach-to-Investigations/CBA-BC-TIP-in-Workplace-Investigations-13Mar19.pdf

- McCauley, H.L. (2015). College sexual assault: A call for trauma-informed prevention. *Journal of Adolescent Health* 56, 584-584.
- Monahan-Kreishman, M., & Ingarfield, L. (2018, Spring). Creating campus communities of care: Supporting sexual violence survivors. In Kyoung Ro, H. & Broido, E.M. (Eds.), *New directions for student services*, no. 161, 71-81. DOI: 10.1002/ss.20254
- National Association of Independent Schools. (2018, June 22). Kimberlé Crenshaw: What is Intersectionality? [Video]. Youtube. <https://www.youtube.com/watch?v=ViDtnfQ9FHc>
- Peña, C. (2019). Trauma abounds: A case for trauma-informed lawyering. *UCLA Women's Law Journal*, 26(1), 7-16. <https://doi.org/10.5070/L3261044345>
- Smith, D. (2017). *What judges need to know about the neurobiology of sexual assault*. Trends in State Courts. <https://www.ncsc.org/microsites/trends/home/Monthly-Trends-Articles/2017/What-Judges-Need-to-Know-About-the-Neurobiology-of-Sexual-Assault.aspx>
- Swaigen, J. (2010). *Administrative law: Principles and advocacy*. Emond Montgomery.
- Tougas, S., Naushan, A., & Patel, D. (2021). *Environmental Scan of Relevant GBV Policies and Law for Canadian Post-Secondary Institutions*. Courage to Act: Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions in Canada.



**Appendix A:
Environmental
Scan of Relevant
GBV Policies and
Law for Canadian
Post-Secondary
Institutions**

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.

Authors

Stéfanie Tougas, Anoodth Naushan, and Darshana Patel.

Work Community of Practice

Ali Millar, Amélie Glaude, Brenda Austin-Smith, Corinne L. Mason, Jennifer Chrisholm, Orvie Dingwall, and Ashley Curnew.

Peer Reviewers

Carina Gabriele, Karen Busby, Diane Crocker, Lara Hof, Lise Gotell, Amie Kroes, Cassbreea Dewis, Andrea Clark, and Dawn McDermott.

About Possibility Seeds

Courage to Act, a national initiative to address and prevent gender-based violence at Canadian post-secondary institutions, is led by Possibility Seeds, a social purpose enterprise that works alongside clients to create, connect and cultivate gender justice. Learn more about our work at www.possibilityseeds.ca

Phase 2 Courage to Act Project Team

Farrah Khan (Co-Director), CJ Rowe (Co-Director), Anoodth Naushan (Project Manager), Carina Gabriele (Communities of Practice Coordinator), Andréanne St-Gelais (Francophone Community of Practice Coordinator), Emily Allan (Communications Coordinator), Darshana Patel (Research Assistant), Kelly Prett (Administrative Coordinator) and Bilqis Meer (Graphic Designer) with design elements by Michelle Campos Castillo.

To reference this document, please use the following citation:

Tougas, S., Naushan, A., & Patel, D. (2021). *Environmental Scan of Relevant GBV Policies and Law for Canadian Post-Secondary Institutions*. Courage to Act: Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions in Canada.

COPYRIGHT © 2021 by Possibility Seeds. SOME RIGHTS RESERVED

“Key Principles of Gender-Based Violence Investigations at PSIs: A Guide for Workplace Investigations,” by Possibility Seeds is licensed under a [Creative Commons Attribution-NonCommercial-Share Alike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

Possibility Seeds permits the use of this material under specific conditions: This material can be copied and redistributed, in any medium and format, if appropriate attribution is provided. Please credit Possibility Seeds, provide a link to the license, and indicate if changes were made. No part of this work can be used for commercial purposes. If you adapt or build upon the material, you may not distribute the modified material for commercial purposes.



For permission to use material from this text, please contact Possibility Seeds at farrah@possibilityseeds.ca.

Funding Acknowledgement

“Key Principles of Gender-Based Violence Investigations at PSIs: A Guide for Workplace Investigations,” a project by Possibility Seeds, was graciously funded by the Ministry of Women and Gender Equality, Federal Government of Canada.





Relevant GBV Policies & Laws by Province and Territory

British Columbia ([link to legislation](#))

<p>COVERS ALL PUBLICLY FUNDED POST-SECONDARY INSTITUTIONS</p>	<p>Yes</p> <p>Definitions</p> <p>“post-secondary institution” means an institution established or continued under one of the following Acts:</p> <p>(a) the College and Institute Act;</p> <p>(b) the Royal Roads University Act;</p> <p>(c) the Thompson Rivers University Act;</p> <p>(d) the University Act;</p>
<p>REQUIRES POST-SECONDARY INSTITUTION(S) TO DEVELOP SEPARATE STAND ALONE SEXUAL VIOLENCE POLICY FOR STUDENTS</p>	<p>Yes</p>
<p>REQUIRES THAT SEXUAL VIOLENCE POLICIES INCLUDE STAFF AND/ OR THAT POST-SECONDARY INSTITUTIONS DEVELOP SEPARATE SEXUAL VIOLENCE POLICIES FOR STAFF</p>	<p>Not specifically</p>
<p>LEGISLATION INCLUDES DEFINITION OF SEXUAL VIOLENCE OR SEXUAL MISCONDUCT</p>	<p>Yes,</p> <p>“sexual misconduct” includes the following:</p> <p>(a) sexual assault;</p> <p>(b) sexual exploitation;</p> <p>(c) sexual harassment;</p> <p>(d) stalking;</p> <p>(e) indecent exposure;</p> <p>(f) voyeurism;</p> <p>(g) the distribution of a sexually explicit photograph or video of a person to one or more persons other than the person</p>

	<p>in the photograph or video without the consent of the person in the photograph or video and with the intent to distress the person in the photograph or video;</p> <p>(h) the attempt to commit an act of sexual misconduct;</p> <p>(i) the threat to commit an act of sexual misconduct;</p>
DEFINITION INCLUDES ONLINE BEHAVIOURS/ACTIVITIES	Yes
POLICIES MUST SPECIFICALLY INCLUDE OFF-CAMPUS ACTIONS/ BEHAVIOURS	Not specifically
POLICIES MUST SPECIFY RESPONSE PROTOCOLS FOR THE INSTITUTION WHEN A COMPLAINT/REPORT IS MADE	<p>Yes, article 2.</p> <p>Requirement for policy</p> <p>2 (1) A post-secondary institution must establish and implement a sexual misconduct policy that:</p> <p>(b) sets out procedures for the following:</p> <p>(i) making a complaint of sexual misconduct involving a student;</p> <p>(ii) making a report of sexual misconduct involving a student;</p> <p>(iii) responding to a complaint of sexual misconduct involving a student;</p> <p>(iv) responding to a report of sexual misconduct involving a student</p>
POLICIES MUST SPECIFY TIMELINES FOR REPORTING AN INCIDENT TO LAW ENFORCEMENT	No
POLICIES MUST INCLUDE BYSTANDER INTERVENTION	Not specifically
POLICIES MUST BE MADE IN CONSULTATION WITH STUDENTS	Yes
MANDATORY EVALUATION/REVIEW OF POLICIES	Yes, article 3. At least every 3 years OR if the Minister demands it.

EVALUATION/REVIEWS OF POLICY MUST BE DONE IN CONSULTATION WITH STUDENTS	Yes, article 4: A post-secondary institution must consult with students and with prescribed persons or prescribed classes of persons, if any, when the post-secondary institution (a) establishes its first sexual misconduct policy under section 2, and (b) reviews its sexual misconduct policy under section 3 (1).
POST-SECONDARY INSTITUTIONS MUST RELEASE ANNUAL REPORTS TO PUBLIC	Yes, article 4: A post-secondary institution must consult with students and with prescribed persons or prescribed classes of persons, if any, when the post-secondary institution (a) establishes its first sexual misconduct policy under section 2, and (b) reviews its sexual misconduct policy under section 3 (1).
POST-SECONDARY INSTITUTIONS MUST PROVIDE ANNUAL REPORTS TO A GOVERNING BODY	Yes, article 6.
POST-SECONDARY INSTITUTIONS MUST PROVIDE ANNUAL REPORTS TO THE MINISTER	No
MINISTER MAY REQUIRE POST-SECONDARY INSTITUTIONS TO CONDUCT SURVEYS TO DETERMINE EFFECTIVENESS OF POLICIES	Yes, article 5 (1) The minister may direct a post-secondary institution to conduct a survey for the purpose of assessing the effectiveness of its sexual misconduct policy.

Alberta

COVERS ALL PUBLICLY FUNDED POST-SECONDARY INSTITUTIONS	<u>No act or legal framework, but here is an interesting link to a public guideline</u>
---	---

Manitoba ([link to legislation](#))

<p>COVERS ALL PUBLICLY FUNDED POST-SECONDARY INSTITUTIONS</p>	<p>Yes, Article 2.2(2)</p> <p>This section applies to the following institutions:</p> <p>(a) a university and a college;</p> <p>(b) the Manitoba Institute of Trades and Technology continued under The Manitoba Institute of Trades and Technology Act;</p> <p>(c) an institution that is authorized to grant a degree under The Degree Granting Act.</p>
<p>REQUIRES POST-SECONDARY INSTITUTION(S) TO DEVELOP SEPARATE STAND ALONE SEXUAL VIOLENCE POLICY FOR STUDENTS</p>	<p>Yes</p>
<p>REQUIRES THAT SEXUAL VIOLENCE POLICIES INCLUDE STAFF AND/OR THAT POST-SECONDARY INSTITUTIONS DEVELOP SEPARATE SEXUAL VIOLENCE POLICIES FOR STAFF</p>	<p>No</p>
<p>LEGISLATION INCLUDES DEFINITION OF SEXUAL VIOLENCE OR SEXUAL MISCONDUCT</p>	<p>Yes, Article 2.2 (1)</p> <p>“sexual violence” means any sexual act or act targeting a person’s sexuality, gender identity or gender expression — whether the act is physical or psychological in nature — that is committed, threatened or attempted against a person without the person’s consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation. (« acte de violence à</p>

	caractère sexuel » ou « violence à caractère sexuel »)
DEFINITION INCLUDES ONLINE BEHAVIOURS/ACTIVITIES	Not specifically
POLICIES MUST SPECIFICALLY INCLUDE OFF-CAMPUS ACTIONS/ BEHAVIOURS	Not specifically
POLICIES MUST SPECIFY RESPONSE PROTOCOLS FOR THE INSTITUTION WHEN A COMPLAINT/REPORT IS MADE	Yes, Article 2.2(3) In accordance with this section, a board must adopt and implement a policy for its institution that (c) includes provisions respecting the prevention and reporting of incidents of sexual violence; (e) establishes complaint procedures and response protocols for incidents of sexual violence.
POLICIES MUST SPECIFY TIMELINES FOR REPORTING AN INCIDENT TO LAW ENFORCEMENT	No
POLICIES MUST INCLUDE BYSTANDER INTERVENTION	No
POLICIES MUST BE MADE IN CONSULTATION WITH STUDENTS	Yes, Article 2.2(4) In respect of an institution's sexual violence policy, the board must ensure that: (a) the policy is (i) developed in consultation with the students
MANDATORY EVALUATION/REVIEW OF POLICIES	Yes, every 5 years. Article 2.2(5) Within five years after a board adopts its policy under this section, and within each subsequent five-year period after that, the board must undertake a comprehensive review of the policy that includes consultations with students.

EVALUATION/REVIEWS OF POLICY MUST BE DONE IN CONSULTATION WITH STUDENTS	Yes, article 2.2(5) (...) that includes consultations with students.
POST-SECONDARY INSTITUTIONS MUST RELEASE ANNUAL REPORTS TO PUBLIC	Yes and No. The activities and results must be made public. It is not specified that they have to be “reported” or “annual.” The Act specifies in Article 2.2 (4) that “In respect of an institution’s sexual violence policy, the board must ensure that (...) (c) the institution’s activities under the policy and the results of those activities are reported to the public;”
POST-SECONDARY INSTITUTIONS MUST PROVIDE ANNUAL REPORTS TO A GOVERNING BODY	No
POST-SECONDARY INSTITUTIONS MUST PROVIDE ANNUAL REPORTS TO THE MINISTER	No
MINISTER MAY REQUIRE POST-SECONDARY INSTITUTIONS TO CONDUCT SURVEYS TO DETERMINE EFFECTIVENESS OF POLICIES	No

Ontario ([link to legislation](#))

COVERS ALL PUBLICLY FUNDED POST-SECONDARY INSTITUTIONS	“Yes, all public colleges need to have a policy following the Ministry of Training, Colleges and Universities Act, R.S.O. 1990, c. M.19. Article 17(2) This section applies to every college of applied arts and technology and to every university that receives regular and ongoing operating funds from the government for the purposes of post-secondary education.”
---	---

REQUIRES POST-SECONDARY INSTITUTION(S) TO DEVELOP SEPARATE STAND ALONE SEXUAL VIOLENCE POLICY FOR STUDENTS	Yes
REQUIRES THAT SEXUAL VIOLENCE POLICIES INCLUDE STAFF AND/ OR THAT POST-SECONDARY INSTITUTIONS DEVELOP SEPARATE SEXUAL VIOLENCE POLICIES FOR STAFF	No
LEGISLATION INCLUDES DEFINITION OF SEXUAL VIOLENCE OR SEXUAL MISCONDUCT	Yes 17. (1) In this section, “sexual violence” means any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation.
DEFINITION INCLUDES ONLINE BEHAVIOURS/ACTIVITIES	Not specifically
POLICIES MUST SPECIFICALLY INCLUDE OFF-CAMPUS ACTIONS/ BEHAVIOURS	Not specifically
POLICIES MUST SPECIFY RESPONSE PROTOCOLS FOR THE INSTITUTION WHEN A COMPLAINT/REPORT IS MADE	Yes
POLICIES MUST SPECIFY TIMELINES FOR REPORTING AN INCIDENT TO LAW ENFORCEMENT	No
POLICIES MUST INCLUDE BYSTANDER INTERVENTION	No
POLICIES MUST BE MADE IN CONSULTATION WITH STUDENTS	Yes, 17(4) (4) A college or university described in subsection (2) shall ensure

	that student input is considered, in accordance with any regulations, in the development of its sexual violence policy and every time the policy is reviewed or amended.
MANDATORY EVALUATION/REVIEW OF POLICIES	Yes, 17(5) (5) Every college or university described in subsection (2) shall review its sexual violence policy at least once every three years and amend it as appropriate.
EVALUATION/REVIEWS OF POLICY MUST BE DONE IN CONSULTATION WITH STUDENTS	Yes
POST-SECONDARY INSTITUTIONS MUST RELEASE ANNUAL REPORTS TO PUBLIC	No
POST-SECONDARY INSTITUTIONS MUST PROVIDE ANNUAL REPORTS TO A GOVERNING BODY	Yes, Annual report to board of governors (7.1) Every college or university described in subsection (2) shall provide its board of governors with an annual report setting out, in respect of the preceding year, the information described in paragraphs 1, 2, 3 and 4 of subsection (7). 2016, c. 2, Sched. 3, s. 2 (1).
POST-SECONDARY INSTITUTIONS MUST PROVIDE ANNUAL REPORTS TO THE MINISTER	Yes
MINISTER MAY REQUIRE POST-SECONDARY INSTITUTIONS TO CONDUCT SURVEYS TO DETERMINE EFFECTIVENESS OF POLICIES	Yes, (9) The Minister may conduct, or may direct a college or university described in subsection (2) to conduct or participate in, a survey of students and other persons as identified by the Minister, relating to the effectiveness of the college's or university's sexual violence policy, to the incidence of sexual violence at the college or university and to any other matter mentioned in paragraphs 1 to 4 of subsection (7). 2016, c. 2, Sched. 3, s. 1.

	<p>Same</p> <p>(10) A college or university that is directed by the Minister to conduct a survey described in subsection (9) shall disclose the results of the survey to the Minister. 2016, c. 2, Sched. 3, s. 1.</p>
--	--

Quebec ([link to act](#))

COVERS ALL PUBLICLY FUNDED POST-SECONDARY INSTITUTIONS	Yes, article 2
REQUIRES POST-SECONDARY INSTITUTION(S) TO DEVELOP SEPARATE STAND ALONE SEXUAL VIOLENCE POLICY FOR STUDENTS	Yes, article 3
REQUIRES THAT SEXUAL VIOLENCE POLICIES INCLUDE STAFF AND/OR THAT POST-SECONDARY INSTITUTIONS DEVELOP SEPARATE SEXUAL VIOLENCE POLICIES FOR STAFF	<p>Some elements</p> <p>Article 3 (2) The policy must also include a code of conduct specifying the rules that a person who is in a teaching relationship with, or relationship of authority over, a student must comply with if the person has an intimate relationship, such as an amorous or sexual relationship, with the student.</p>
LEGISLATION INCLUDES DEFINITION OF SEXUAL VIOLENCE OR SEXUAL MISCONDUCT	<p>Yes</p> <p>Article 1</p> <p>(2) In this Act, the concept of sexual violence refers to any form of violence committed through sexual practices or by targeting sexuality, including sexual assault.</p> <p>(3) It also refers to any other misconduct, including that relating to sexual and gender diversity, in such forms as unwanted direct or indirect gestures, comments, behaviours or attitudes with sexual connotations, including by</p>

	technological means.
DEFINITION INCLUDES ONLINE BEHAVIOURS/ACTIVITIES	Yes, article 1 (3).
POLICIES MUST SPECIFICALLY INCLUDE OFF-CAMPUS ACTIONS/ BEHAVIOURS	Not specifically
POLICIES MUST SPECIFY RESPONSE PROTOCOLS FOR THE INSTITUTION WHEN A COMPLAINT/REPORT IS MADE	Yes
POLICIES MUST SPECIFY TIMELINES FOR REPORTING AN INCIDENT TO LAW ENFORCEMENT	Yes, article 3 (1) II. the response times for accommodation measures to be implemented under subparagraph 8, services to be offered under subparagraph 9 and actions to be taken under subparagraph 10, which may not exceed 7 days, and the time frame for processing complaints, which may not exceed 90 days.
POLICIES MUST INCLUDE BYSTANDER INTERVENTION	No
POLICIES MUST BE MADE IN CONSULTATION WITH STUDENTS	Yes, article 7 7. The educational institution must establish a standing committee made up of students, officers and personnel members, among others, to develop and review the policy and make sure it is followed. The standing committee must, in addition, implement a process to ensure that students, officers, personnel members and their respective associations and unions are consulted during the policy development or review process.
MANDATORY EVALUATION/REVIEW OF POLICIES	Yes, at least every 5 years (article 11)
EVALUATION/REVIEWS OF POLICY MUST BE DONE IN CONSULTATION WITH STUDENTS	Yes

POST-SECONDARY INSTITUTIONS MUST RELEASE ANNUAL REPORTS TO PUBLIC	No
POST-SECONDARY INSTITUTIONS MUST PROVIDE ANNUAL REPORTS TO A GOVERNING BODY	No
POST-SECONDARY INSTITUTIONS MUST PROVIDE ANNUAL REPORTS TO THE MINISTER	Yes, article 12
MINISTER MAY REQUIRE POST-SECONDARY INSTITUTIONS TO CONDUCT SURVEYS TO DETERMINE EFFECTIVENESS OF POLICIES	No

Prince Edward Island ([link to legislation](#))

COVERS ALL PUBLICLY FUNDED POST-SECONDARY INSTITUTIONS	Yes, see s. 2(1), specifically s. 2(1)(d); s. 3(7)(f).
REQUIRES POST-SECONDARY INSTITUTION(S) TO DEVELOP SEPARATE STAND ALONE SEXUAL VIOLENCE POLICY FOR STUDENTS	The act does not specify whether the policy must be separate and distinct from existing non-academic misconduct policies.
REQUIRES THAT SEXUAL VIOLENCE POLICIES INCLUDE STAFF AND/OR THAT POST-SECONDARY INSTITUTIONS DEVELOP SEPARATE SEXUAL VIOLENCE POLICIES FOR STAFF	No
LEGISLATION INCLUDES DEFINITION OF SEXUAL VIOLENCE OR SEXUAL MISCONDUCT	Yes
DEFINITION INCLUDES ONLINE BEHAVIOURS/ACTIVITIES	Yes, see s. 3(1)(b)
POLICIES MUST SPECIFICALLY INCLUDE OFF-CAMPUS ACTIONS/BEHAVIOURS	No

POLICIES MUST SPECIFY RESPONSE PROTOCOLS FOR THE INSTITUTION WHEN A COMPLAINT/REPORT IS MADE	Yes, see s. 3(1)(f).
POLICIES MUST SPECIFY TIMELINES FOR REPORTING AN INCIDENT TO LAW ENFORCEMENT	No
POLICIES MUST INCLUDE BYSTANDER INTERVENTION	No
POLICIES MUST BE MADE IN CONSULTATION WITH STUDENTS	Yes, see s. 3(2).
MANDATORY EVALUATION/REVIEW OF POLICIES	Yes, see s. 5(1).
EVALUATION/REVIEWS OF POLICY MUST BE DONE IN CONSULTATION WITH STUDENTS	Yes, see s. 3(2).
POST-SECONDARY INSTITUTIONS MUST RELEASE ANNUAL REPORTS TO PUBLIC	No
POST-SECONDARY INSTITUTIONS MUST PROVIDE ANNUAL REPORTS TO A GOVERNING BODY	Yes, see s. 7(e.1). Note that it is not specified whether reports are to be provided on an annual basis. It is simply stated that PSIs must provide reports to a governing body.
POST-SECONDARY INSTITUTIONS MUST PROVIDE ANNUAL REPORTS TO THE MINISTER	No
MINISTER MAY REQUIRE POST-SECONDARY INSTITUTIONS TO CONDUCT SURVEYS TO DETERMINE EFFECTIVENESS OF POLICIES	No

Yukon ([link to legislation](#))

COVERS ALL PUBLICLY FUNDED POST-SECONDARY INSTITUTIONS	Yes, as Yukon University is the only publicly-funded PSI in Yukon.
---	--

REQUIRES POST-SECONDARY INSTITUTION(S) TO DEVELOP SEPARATE STAND ALONE SEXUAL VIOLENCE POLICY FOR STUDENTS	Per s. 23(2), there is no strict requirement that the policy stand alone.
REQUIRES THAT SEXUAL VIOLENCE POLICIES INCLUDE STAFF AND/OR THAT POST-SECONDARY INSTITUTIONS DEVELOP SEPARATE SEXUAL VIOLENCE POLICIES FOR STAFF	No
LEGISLATION INCLUDES DEFINITION OF SEXUAL VIOLENCE OR SEXUAL MISCONDUCT	Yes, see s. 23(1).
DEFINITION INCLUDES ONLINE BEHAVIOURS/ACTIVITIES	Yes, see s. 23(2)(a).
POLICIES MUST SPECIFICALLY INCLUDE OFF-CAMPUS ACTIONS/ BEHAVIOURS	No, there is no specification of this nature.
POLICIES MUST SPECIFY RESPONSE PROTOCOLS FOR THE INSTITUTION WHEN A COMPLAINT/REPORT IS MADE	Yes, see s. 23(2)(e).
POLICIES MUST SPECIFY TIMELINES FOR REPORTING AN INCIDENT TO LAW ENFORCEMENT	No
POLICIES MUST INCLUDE BYSTANDER INTERVENTION	Not specifically indicated in Act.
POLICIES MUST BE MADE IN CONSULTATION WITH STUDENTS	Not specifically indicated in Act.
MANDATORY EVALUATION/REVIEW OF POLICIES	Not specifically indicated in Act.
EVALUATION/REVIEWS OF POLICY MUST BE DONE IN CONSULTATION WITH STUDENTS	Not specifically indicated in Act.
POST-SECONDARY INSTITUTIONS MUST RELEASE ANNUAL REPORTS TO PUBLIC	Not specifically indicated in Act.

POST-SECONDARY INSTITUTIONS MUST PROVIDE ANNUAL REPORTS TO A GOVERNING BODY	Not specifically indicated in Act.
POST-SECONDARY INSTITUTIONS MUST PROVIDE ANNUAL REPORTS TO THE MINISTER	Not specifically indicated in Act.
MINISTER MAY REQUIRE POST-SECONDARY INSTITUTIONS TO CONDUCT SURVEYS TO DETERMINE EFFECTIVENESS OF POLICIES	Not specifically indicated in Act.

New Brunswick

COVERS ALL PUBLICLY FUNDED POST-SECONDARY INSTITUTIONS	No public policy or legal framework, but general information at this link
---	---

Saskatchewan, Nova Scotia, Newfoundland, Northwest Territories & Nunavut

COVERS ALL PUBLICLY FUNDED POST-SECONDARY INSTITUTIONS	No provincial act or legal framework
---	--------------------------------------

Tougas, S., Naushan, A., & Patel, D. (2021). *Environmental Scan of Relevant GBV Policies and Law for Canadian Post-Secondary Institutions*. Courage to Act: Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions in Canada.



Post-Secondary Institutions' Sexual Violence Policies & Links

Note: "X" denotes that we were unable to locate the policy, or that the policy does not exist

Please note these links may change. If a link no longer works, try navigating from the institution's homepage, linked by name below.

British Columbia

UNIVERSITIES:

Vancouver Island University	https://adm.viu.ca/sites/default/files/policy4I.I7sexualmisconduct.pdf
Royal Roads University	https://www.royalroads.ca/current-students/sexual-violence-information-students https://policies.royalroads.ca/policies/sexual-violence-misconduct-policy
Simon Fraser University	https://www.sfu.ca/policies/gazette/general/gp44.html https://www.sfu.ca/sexual-violence.html
Trinity Western University	https://www.twu.ca/sexualized-violence-information-and-response/sexualized-violence-information-and-response
Thompson River University	https://www.tru.ca/current/wellness/sexual-violence/policy-consultation.html
University of the Fraser Valley	https://ufv.ca/media/assets/secretariat/policies/Prevention,-Education-and-Response-to-Sexualized-Violence-(236).pdf
University of British Columbia	https://universitycounsel-2015.sites.olt.ubc.ca/files/2019/08/Sexual-Misconduct-Policy_SC17.pdf
University of Northern British Columbia	https://www.unbc.ca/sexual-violence

University of Victoria

<https://www.uvic.ca/sexualizedviolence/>

COLLEGES:

British Columbia Institute of Technology

<https://www.bcit.ca/safety-security/safety-on-campus/sexual-violence-misconduct/policies-sexual-violence/>

Okanagan College

https://www.okanagan.bc.ca/sites/default/files/2020-03/sexual_violence_and_misconduct_policy.pdf

Ashton College

x

Brighton College

x

Columbia College

<https://www.columbiacollege.ca/wp-content/uploads/2018/11/Sexual-Violence-and-Misconduct-Policy-2018.pdf>

Camosun College

<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf>

Canadian College

x

Capilano University

https://www.capilanou.ca/student-life/support--wellness/sexual-violence-and-misconduct/?utm_source=svm&utm_medium=web&utm_campaign=Redirect

Collège Éducacentre

<https://educacentre.com/le-college/politiques-institutionnelles-et-politique-de-confidentialite/politique-de-harcelement/>

College of the New Caledonia

<https://cnc.bc.ca/services/counselling/sexual-misconduct>

College of the Rockies	https://cotr.bc.ca/student-services/student-support/sexual-violence/
Douglas College	https://www.douglascollege.ca/-/media/C858B4C85A38401CB6124E1035561246.ashx
Emily Carr	https://www.ecuad.ca/assets/content-images/3.6-Sexual-and-Gender-Based-Violence-and-Misconduct-Policy.pdf
Eton College	https://www.etoncollege.com/userfiles/files/Safeguarding%20(Child%20Protection)%20Policy%20June.pdf
Justice Institute of British Columbia	https://www.jibc.ca/policy/sexual-violence-and-misconduct-students
Kwantlen Polytechnic University	https://www.kpu.ca/sites/default/files/Policies/SR14%20Sexual%20Violence%20and%20Misconduct%20Policy.pdf
Langara College	https://langara.ca/student-services/student-conduct-and-judicial-affairs/pdfs/Sexual%20Violence%20B3009.pdf
Native Education College	x
Nicola Valley Institute of Technology	https://www.nvit.ca/sexualviolencepolicy/default.htm
North Island College	https://www.nic.bc.ca/pdf/policy-3-34-sexualized-violence-prevention-and-response.pdf
Northern Lights College	https://www.nlc.bc.ca/Portals/o/documents/Policies/A-5_18.pdf
Northwest Community College	https://www.coastmountaincollege.ca/docs/default-source/policies/hr-policies-procedures/human-resources-payroll-procedures/sexual-violence-and-misconduct-procedure.pdf

Okanagan College

[https://www.okanagan.bc.ca/Assets/Departments+\(Administration\)/Legal+Affairs/Sexual+Violence+and+Misconduct+Policy.pdf](https://www.okanagan.bc.ca/Assets/Departments+(Administration)/Legal+Affairs/Sexual+Violence+and+Misconduct+Policy.pdf)

Selkirk College

<https://policies.selkirk.ca/policy/6030/>

Sprott Shaw College

<https://sprottshaw.com/my-sprottshaw/sexual-misconduct-policy/>

Vancouver Community College

<https://www.vcc.ca/media/vancouver-community-college/content-assets/documents/policies/A.3.10-Sexual-Violence-and-Misconduct-Policy-rev-min-2018-May.pdf>

Vancouver Institute of Media Arts

x

Alberta

UNIVERSITIES

Athabasca University

http://ous.athabascau.ca/policy/humanresources/Harassment,%20Violence,%20Sexual%20Violence/HVSV_pol.pdf

Augustana University College

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

Concordia University College of Alberta

<https://documents.concordia.ab.ca/s/Kegj8bQBTpqC6fiQCJYLtw>

The King's University College

<https://www.kingsu.ca/public/download/documents/46472>

University of Alberta

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf> <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

University of Calgary

<https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

University of Lethbridge

<https://uleth.sharepoint.com/sites/Policy/Policies/Forms/AllItems.aspx?id=%2Fsites%2FPolicy%2FPolicies%2FPolicy%5FSexual%2FViolence%5FBOG%20Approved%20June%2013%5F2019%2Epdf&parent=%2Fsites%2FPolicy%2FPolicies&p=true&originalPath=aHRocHM6Ly9ibGVoaC5zaGFyZXBvaW50LmNvbS86Yjovcy9Qb2xpY3kvRVFLRE5wRol6ZlJNcXRUQ3lXQl9lTWNCQXF4MVcyYnkxODBMRUUpOUm5lUIVUQT9ydGltZTRweSimejBZUjJFZw>

MacEwan University

https://www.macewan.ca/contribute/groups/public/documents/policy/sexual_violence.pdf

Mount Royal University

https://www.mtroyal.ca/CampusServices/CampusResources/CampusEquityMeaningfulInclusion/SexualViolenceResponseAwareness/SSDATA_CEMI_SVRA_POLICY.htm

Saskatchewan

UNIVERSITIES

First Nations University of Canada

<https://www.fnuniv.ca/about-us/policies/respectful-university/>

University of Regina

<https://www.uregina.ca/sexual-violence/>
<https://www.uregina.ca/fm/campus-security/safety/index.html>

University of Saskatchewan

<https://policies.usask.ca/policies/health-safety-and-environment/Sexual%20Assault%20Prevention%20.php>

COLLEGES

Bethany College

Briercrest College and Seminary

<https://www.briercrestcollege.ca/doc/?ID=59>

Carlton Trail Regional College

<https://www.carltontrailcollege.com/about-us/our-policies-and-procedures/section-3-human-resources/3.34-sexual-assault>

Horizon College and Seminary

<https://www.horizon.edu/wp-content/uploads/2020/01/Sexual-Assault-Policy-2019.pdf>

College Mathieu

x

Cumberland College

<https://www.cumberlandcollege.sk.ca/docs/319%20Sexual%20Assault%20Policy.pdf>

Eston College

x

Great Plains College

x

Nipawin Bible College

x

Northlands College

<https://trainnorth.ca/wp-content/uploads/publications/policies/508%20Sexual%20Assault.pdf>

North West Regional College

x

Parkland College	x
Saskatchewan Indian Institute of Technologies	https://siit.ca/wp-content/uploads/2018/12/Sexual-Violence-Policy.pdf
Saskatchewan Institute of Applied Sciences and Technology	https://saskpolytech.ca/about/about-us/documents/policies/sexualassaultandsexualviolence605.pdf
Southeast Regional College	x
St Peter's College	https://policies.usask.ca/policies/health-safety-and-environment/Sexual%20Assault%20Prevention%20.php
Western Academy Broadcasting College	x

Manitoba

UNIVERSITIES

Brandon University	https://www.brandonu.ca/governors/files/Sexualized-Violence-Policy-June-2018-FINAL.pdf
University of Manitoba	https://umanitoba.ca/admin/governance/media/Sexual_Assault_Policy_-_2016_09_01.pdf
University of Winnipeg	https://www.uwinnipeg.ca/institutional-analysis/docs/policies/sexual-violence-policy.pdf
Canadian Mennonite University	http://www.cmu.ca/docs/studentlife/CMU_CMU_Sexual_Violence_Policy.pdf

Université de Saint-Boniface

<https://ustboniface.ca/file/documents---administration/documents---administration--politiques-et-rglement/Politique-en-matiere-de-violence-a-caractere-sexuel.pdf>

COLLEGES

Assiniboine Community College

<https://assiniboine.net/sites/default/files/documents/2019-08/m14.pdf>

University College of the North

x

Red River College of Applied Arts, Science and Technology

<https://www.rrc.ca/legal/policies/sexual-violence/>

École technique et professionnelle, Université de Saint-Boniface

<https://ustboniface.ca/une-nouvelle-politique-adoptee-pour-la-securite-de-tous-juin-2017?>

Manitoba Institute of Trades and Technology

<https://mitt.ca/Content/Images/uploaded/policies/sv-1-sexual-violence-policy.pdf>

Ontario**UNIVERSITIES**

Algoma University

<https://www.algomau.ca/wp-content/uploads/2020/02/Sexual-Violence-Policy-Final-Nov.-13.19-3.pdf>

Brescia University College

<http://brescia.uwo.ca/about/wp-content/uploads/sites/3/2014/03/HR-21-Sexual-Violence-Dec-2017.pdf>

Brock University	https://brocku.ca/human-rights/wp-content/uploads/sites/55/Brock-Sexual-Assault-and-Harassment-Policy.pdf
Carleton University	https://carleton.ca/secretariat/wp-content/uploads/Sexual-Violence-Policy.pdf
Dominican University College	http://www.dominicanu.ca/sites/default/files/pdfs/Sexual%20Harassment%20Policy_DUC.pdf
Huron University College	https://huronatwestern.ca/sites/default/files/Policies%20and%20Procedures/Huron-Sexual%20Violence%20Policy%20FINAL%20-%20Revised%20Dec%202%202019.pdf
King's University College at Western University	https://www.kings.uwo.ca/kings/assets/File/policies/SexualViolencePolicy.pdf
Lakehead University	https://www.lakeheadu.ca/sites/default/files/uploads/106/policies/Sexual%20and%20Gender%20Based%20Violence%20Response%20Policy.pdf
Laurentian University	https://www.ontario.ca/laws/statute/S16002
McMaster University	https://www.mcmaster.ca/vpacademic/Sexual_Violence_Docs/Sexual_Violence_Policy_effec-Jan_1,2017.pdf
Nipissing University	https://www.nipissingu.ca/sites/default/files/2018-08/NU_Sexual_Violence_Prevention_Support_Response_Policy_Dec_13_2016.pdf
OCAD University	https://www.ocadu.ca/Assets/documents/8011-Policy+on+Prevention+and+Response+to+Sexual+and+Gender-based+Violence.pdf
Queen's University	https://www.queensu.ca/sexualviolencesupport/

Redeemer University College	x
Royal Military College of Canada	https://www.rmc-cmr.ca/en/college-commandants-office/rmcc-policy-harmful-inappropriate-sexual-behaviour
Ryerson University	https://www.ryerson.ca/policies/policy-list/sexual-violence-policy/
Saint Paul University	https://ustpaul.ca/print.php?page=398
St. Jerome's University	x
Trent University	https://www.trentu.ca/sexualviolence/
University of Guelph	https://www.uoguelph.ca/secretariat/policy/1.4
University of Ontario Institute of Technology	https://studentlife.ontariotechu.ca/sexualviolence/policy.php
University of Ottawa	https://www.uottawa.ca/administration-and-governance/policy-67-sexual-harassment
University of St. Michael's College	https://stmikes.utoronto.ca/news/usmc-adopts-u-of-t-policy-on-sexual-violence-and-sexual-harassment/
University of Sudbury	https://usudbury.ca/images/support/usudbury/Operations/SexualViolenceResponsePreventPOLICY_POLITIQUEInterventPr%C3%AgventionViolenceSexuelle.OCT2017FINAL.BIL.pdf
University of Toronto	https://governingcouncil.utoronto.ca/secretariat/policies/sexual-violence-and-sexual-harassment-policy-december-12-2019

University of Trinity College	https://www.trinity.utoronto.ca/discover/about/working-at-trinity/policies-plans-procedures/statement-of-adoption-u-of-t-policy-on-sexual-violence-sexual-harassment/
University of Waterloo	https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policies/policy-42-prevention-and-response-sexual-violence
University of Western Ontario	https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp152.pdf
University of Windsor	https://www.uwindsor.ca/sexual-assault/301/university-policies
Victoria University	x
Wilfrid Laurier University	https://www.wlu.ca/about/governance/assets/resources/12.4-gendered-and-sexual-violence-policy-and-procedures.html
York University	https://secretariat-policies.info.yorku.ca/policies/sexual-violence-policy-on/

COLLEGES

Université de Guelph, Campus d'Alfred	https://www.uoguelph.ca/secretariat/policy/1.4
Algonquin College	https://www.algonquincollege.com/pd/sa16/
Collège Boréal	https://www.collegeboreal.ca/nos-campus/securite/politique-sur-le-harcelement-sexuel
Cambrian College of Applied Arts and Technology	https://cambriancollege.ca/about/official-documents-and-policies/sexual-assault-and-sexual-violence/sexual-assault-and-sexual-violence-policy/

Canadore College of Applied Arts and Technology	https://cdn.agilitycms.com/canadore-college/Attachments/about-us/policies/b-33-sexual-assault-violence-policy-19.pdf
Centennial College of Applied Arts and Technology	https://p.widencdn.net/Inxosl/BG100-03-Sexual-Violence-Policy
La Cité collégiale	https://www.collegelacite.ca/directives/humaines/rh-14
Conestoga College Institute of Technology and Advanced Learning	https://studentsuccess.conestogac.on.ca/myWellness/SexualAssaultAndViolence
Confederation College of Applied Arts and Technology	https://www.confederationcollege.ca/safe-campus/sexual-assault-sexual-violence/sexual-assault-sexual-violence-policy
Durham College	https://durhamcollege.ca/student-life/health-and-wellness/living-well/sexual-violence-awareness
Fanshawe College of Applied Arts and Technology	https://www.fanshawec.ca/about-fanshawe/corporate-information/policies/sexual-violence-and-sexual-assault-policy
Fleming College	https://flemingcollege.ca/news/fleming-college-finalizes-policy-on-sexual-assault-and-sexual-violence/
George Brown College	https://www.georgebrown.ca/about/anti-racism-equity-and-human-rights-services/sexual-assault-violence
Georgian College of Applied Arts and Technology	https://www.georgiancollege.ca/wp-content/uploads/CS-006-Sexual-Violence-Procedure_November-5-2019.pdf
Humber College Institute of Technology & Advanced Learning University of Guelph, Kemptville Campus	https://www.uoguelph.ca/secretariat/policy/I.4

Lambton College of Applied Arts and Technology	https://www.lambtoncollege.ca/uploadedFiles/LambtonCollege/Content/Programs/International/Student_Policies/Programs%20-%20International%20-%20Student%20Policies%20-%20Lambton%20in%20Toronto%20-%20Sexual%20Assault%20and%20Sexual%20Violence.pdf
Loyalist College of Applied Arts and Technology	http://www.loyalistcollege.com/wp-content/uploads/2015/03/March-31-2015-LC-Sexual-Assault-Policy-and-Protocol-v2.pdf
The Michener Institute for Applied Health Sciences	https://michener.ca/students/student-success-network/campus-safety/
Mohawk College of Applied Arts and Technology	https://www.mohawkcollege.ca/about-mohawk/security-and-emergency-management/security-services/crime-prevention/sexual-assault
Niagara College	https://www.niagaracollege.ca/consentiskey/policy/
Northern College of Applied Arts and Technology	https://www.niagaracollege.ca/consentiskey/policy/
St. Clair College of Applied Arts and Technology	https://www.stclaircollege.ca/svp
St. Lawrence College	https://www.stlawrencecollege.ca/about/college-reports-and-policies/sexual-assault-policy/
Sault College of Applied Arts and Technology	https://www.saultcollege.ca/AboutUs/PDF/Policies/Sexual%20Assault%20%20Violence%20Policy%20and%20Protocol%20final%20-%20December%2015%202016.pdf
Seneca College of Applied Arts and Technology	https://www.senecacollege.ca/about/policies/sexual-violence-policy.html

Sheridan College Institute of Technology and Advanced Learning

https://caps.sheridancollege.ca/products/SOCI70009__SexualViolence.aspx

Quebec

UNIVERSITIES

Bishop's University

<https://www.ubishops.ca/future-current-students/student-campus-life/student-services/health-wellness/sexual-assault/>

Concordia University

<https://www.concordia.ca/conduct/sexual-violence.html>

École de technologie supérieure

<https://www.etsmtl.ca/docs/ets/gouvernance/secretariat-general/cadre-reglementaire/documents/politique-prevenir-violence-sexuel>

École nationale d'administration publique

[http://www.enap.ca/enap/246/Politiques_et_reglements.enap%20\(](http://www.enap.ca/enap/246/Politiques_et_reglements.enap%20()

École Polytechnique de Montréal

<https://www.polymtl.ca/renseignements-generaux/documents-officiels/2-securite-des-biens-et-des-personnes>

HEC Montréal

<https://www.hec.ca/a-propos/gouvernance/reglements-et-politiques/index.html>

Institut national de la recherche scientifique

https://inrs.ca/sites/default/files/inrs/politiques_procedures_reglements/POL-Violences-caractere-sexuel-ANG-VFP.pdf

McGill University

<https://www.mcgill.ca/secretariat/policies-and-regulations>

TÉLUQ	https://www.google.com/url?client=internal-element-cse&cx=017856137496271779884:rkyfqd1ofyg&q=https://www.telug.ca/site/documents/universite/civilite-et-prevention-violence-discrimination-harcelement-au-travail.pdf&sa=U&ved=2ahUKEwi_md3M1aTxAhX-FlkFHUfVBTsQFjAGegQICRAB&usg=AOvVaw3mqOtBoleLhlvjXP4n2yno
Université de Montréal	https://secretariatgeneral.umontreal.ca/documents-officiels/reglements-et-politiques/
Université de Sherbrooke	https://www.usherbrooke.ca/a-propos/direction-et-gouvernance/documents-officiels/politiques/
Université de Québec	x
Université du Québec à Chicoutimi (UQAC)	https://www.uqac.ca/mgestion/chapitre-5/reglement-relatif-au-milieu-de-vie-et-a-la-securite/politique-visant-a-prevenir-et-a-combattre-les-violences-a-caractere-sexuel/
Université du Québec à Montréal (UQAM)	https://instances.uqam.ca/reglements-politiques-et-autres-documents/politiques
Université du Québec à Rimouski (UQAR)	https://www.uqar.ca/universite/a-propos-de-l-uqar/politiques-et-reglements/universite-du-quebec-a-rimouski/politiques
Université du Québec à Trois-Rivières (UQTR)	https://oraprdnt.uqtr.quebec.ca/vrsg/Reglementation/184.pdf
Université du Québec en Abitibi-Témiscamingue (UQAT)	http://www.quebec.ca/resolutions/uqat/resolutions/CA/2018/399-S-CA-4422.pdf
Université du Québec en Outaouais	https://uqo.ca/secretariat-general/codes-politiques-regimes-des-etudes-reglements-et-autres-textes-reglementaires

Université de Laval

<https://www.ulaval.ca/notre-universite/documents-officiels.html>

COLLEGES

Cégep de l’Abitibi-Témiscamingue

<https://www.cegepat.qc.ca/grand-public/a-propos-du-cegep/politiques-et-reglements>

Collège Ahuntsic

<https://www.collegeahuntsic.qc.ca/notre-college/reglements-politiques-et-directives>

Collège André-Laurendeau

<https://www.claurendeau.qc.ca/grand-public/administration/publications/#reglements>

Cégep de Baie-Comeau

<https://cegep-baie-comeau.qc.ca/a-propos/politique-reglements>

Cégep Beauce-Appalaches

<https://cegepba.qc.ca/le-cegep/corporatif/politiques>

Collège de Bois-de-Boulogne

<https://www.bdeb.qc.ca/services-aux-etudiants/services-daide/violences-sexuelles/>

Champlain Regional College

<https://www.crc-sher.qc.ca/wp-content/uploads/20190412%20Sexual%20Violence%20Policy%20vBG%20approved%2020190412.pdf>

Cégep de Chicoutimi

<https://cchic.ca/politiques>

Dawson College

<https://www.dawsoncollege.qc.ca/wp-content/external-includes/spdocs/documents/bog-dg-04-policy-on-sexual-violence.pdf>

Cégep de Drummondville

<https://www.cegepdrummond.ca/documents-officiels>

Cégep Édouard-Montpetit

<https://www.cegepmontpetit.ca/cegep/a-propos-du-cegep/reglements-et-politiques#administration>

Collège François-Xavier-Garneau	https://www.cegepgarneau.ca/cegep/documents-institutionnels
Cégep de la Gaspésie et des Îles	https://cegepgim.ca/outils-contre-les-violences-sexuelles
Collège Gérald-Godin	https://www.cgodin.qc.ca/mon-cegep/documentation-en-ligne
Cégep de Granby-Haute-Yamaska	https://cegepgranby.ca/le-cegep/reglements-et-politiques/
Heritage College	https://www.cegep-heritage.qc.ca/Institution/About_Heritage_College/PolitiquesRegulations.php
John Abbott College	http://www.johnabbott.qc.ca/about-jac/official-documents/
Cégep de Jonquière	https://www.cegepjonquiere.ca/media/tinymce/Menu%20de%20gauche/Politiques%20et%20reglements/Politique%20pour%20opr%C3%A9venir%20et%20contrer%20les%20violences%20%C3%A0%20caract%C3%A8re%20sexuel.pdf
Cégep de La Pocatière	https://www.cegeplapocatiere.qc.ca/le-cegep/a-propos/documents-institutionnels
Cégep régional de Lanaudière	https://www.cegep-lanaudiere.qc.ca/services-regionaux/nos-documents-officiels/politiques
Cégep de Lévis-Lauzon	http://cll.qc.ca/cegep/politiques-et-reglements
Cégep Limoilou	https://www.cegeplimoilou.ca/le-cegep/politiques-et-reglements/?section=16265
Collège Lionel-Groulx	http://www.clg.qc.ca/publications-et-documents-publics/reglements-politiques-directives-et-protocoles/

Collège de Maisonneuve	https://www.cmaisonneuve.qc.ca/a-propos/politiques-reglements/
Cégep Marie-Victorin	https://www.collegemv.qc.ca/sn_uploads/fck/a_propos_du_cegep/documents_officiels/politiques_et_reglements/Politique-no-47_m.pdf
Cégep de Matane	http://www.cegep-matane.qc.ca/cegep/politiques-reglements/
Collège Montmorency	https://www.cmontmorency.qc.ca/wp-content/uploads/images/college/regles-et-reglements/politiques_institutionnelles/Politique-Violences-a-caractere-sexuel-VF.pdf
Cégep de l'Outaouais	http://www.cegepoutaouais.qc.ca/index.php/documents-institutionnels
Cégep de Rimouski	https://www.cegep-rimouski.qc.ca/b-generaux
Collège de Rosemont	https://www.crosemont.qc.ca/le-college/politiques-reglements
Cégep de Saint-Félicien	http://www.cegepstfe.ca/fr/page/documents-institutionnels-
Cégep de Saint-Hyacinthe	https://www.cegepsth.qc.ca/wp-content/uploads/2020/06/Politique_Prevention_Violences_Caractere_Sexuel_Et_Guide_Application_Traitement_Plaintes-15.pdf
Cégep de Saint-Jean-sur-Richelieu	https://www.cstjean.qc.ca/sites/cstjean.qc.ca/files/inline-files/Politique_visant_a_prevenir_et_a_combattre_les_violences_a_caractere_sexuel_2019-CA03-14_vf.pdf
Cégep de Saint-Jérôme	https://www.cstj.qc.ca/a-propos-du-college-2-3-2/documents-officiels/politiques-reglements-procedures-et-guides/politiques/
Cégep de Saint-Laurent	https://www.cegepsl.qc.ca/cegep/documents-administratifs

Cégep de Sainte-Foy	https://www.cegep-ste-foy.qc.ca/notre-cegep/politiques-et-reglements/politiques-et-reglements/
Cégep de Sept-Îles	https://www.cegep-sept-iles.qc.ca/le-cegep/documentation
Collège Shawinigan	https://www.collegeshawinigan.ca/le-college/publications/politiques-et-reglements
Cégep de Sherbrooke	https://www.cegepsherbrooke.qc.ca/sites/default/files/politique_violence_vca_site.pdf
Cégep de Sorel-Tracy	http://www.cegepst.qc.ca/cegep-sorel-tracy/politiques-reglements
Cégep de Thetford	https://www.cegepthetford.ca/wp-content/uploads/2019/06/Politique-visant-%C3%A0-pr%C3%A9venir-et-%C3%A0-combattre-les-violences-%C3%A0-caract%C3%A8re-sexuel-12-juin-19.pdf
Cégep de Trois-Rivières	https://www.cegeptr.qc.ca/politiques-reglements-procedures
Collège de Valleyfield	https://www.colval.qc.ca/index.php/notre-cegep-accueil/documents/politiques
Vanier College	https://www.vaniercollege.qc.ca/bylaws-policies-procedures/files/2018/11/Sexual-Violence-Prevention-Response-Official-Policy-Procedural-Document-Approved-November-20-18.pdf
Cégep de Victoriaville	https://www.cegepvicto.ca/cegep/documents-officiels/politique
Cégep du Vieux Montréal	http://www.cvm.qc.ca/cegep/reglespolitiques/Pages/index.aspx
Collège Bart	https://bart.ca/vcs/
Collège Jean-de-Brébeuf	https://www.brebeuf.qc.ca/collegial/vie-etudiante/violences-caractere-sexuel/

Collège Laflèche	https://www.clafleche.qc.ca/conseil-dadministration-adopte-politique-visant-a-prevenir-a-combattre-violences-a-caractere-sexuel/
LaSalle College	x
Marianopolis College	http://www.marianopolis.edu/about/policies/
Collège International Marie de France	x
Collège Mérici	https://www.merici.ca/services/violences-a-caractere-sexuel-guichet-unique/
O’Sullivan College of Montreal	x
Collège O’Sullivan de Québec	x
Collège Stanislas	http://www.stanislas.qc.ca/montreal/medias/pdf/2021_Plan_de_lutte_intimidation.pdf
École de musique Vincent d’Indy	x
National Circus School	https://www.ecolenationaledecirque.ca/sites/default/files/content-image/politique_lutte_contre_la_violence_a_caractere_sexuel_enc_clean.pdf?_gl=1*iseogf2*_ga*MjAxMzI4MjgwNC4xNjloMTQwMTMo*_ga_8QY8oWNM92*MTYyNDEoMDEzMy4xLjEuMTYyNDEoMDE3MS4w
Séminaire de Sherbrooke	x
Trebas Institute	x

New Brunswick

UNIVERSITIES

Mount Allison University

https://www.mta.ca/Community/Governance_and_admin/Policies_and_procedures/Section_1000/Policy_1006/Policy_1006/#:~:text=Mount%20Allison%20University%20%7C%20Policy%201006&text=Sexual%20Violence%20is%20unacceptable%20and,is%20free%20of%20sexual%20violence.&text=This%20policy%20applies%20to%20all%20members%20of%20the%20Mount%20Allison%20community.

St. Thomas University

<https://www.stu.ca/media/stu/site-content/current-students/registrarx27s-office/academic-calendar/2017-2018/Policy-on-Sexual-Violence-2017.pdf>

Université de Moncton

https://www.umoncton.ca/umce-saee/files/umce-saee/wf/wf/pdf/umoncton_politique_portant_sur_la_violence_a_caractere_sexuel_decembre_2017.pdf

University of New Brunswick

https://www.unb.ca/fredericton/_assets/documents/vp/sexualassaultpolicy.pdf

COLLEGES

New Brunswick College of Craft and Design

x

New Brunswick Community College

https://nbcc.ca/docs/default-source/policies/sexual-violence.pdf?sfvrsn=4ed95454_8

Maritime College of Forest Technology

x

**New Brunswick Bible
Institute**

x

Nova Scotia

Each university and college shall adopt a sexual violence policy within six months of the coming into force of this Act.

UNIVERSITIES

Acadia University

https://counsel.acadiau.ca/tl_files/sites/counsel/resources/PDF/Sexual%20Violence%20Policy.pdf

Cape Breton University

<https://www.cbu.ca/wp-content/uploads/2018/09/Sexual-Violence-Policy-Guidelines-5.pdf>

Dalhousie University

https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/Sexualized%20Violence%20Policy%20APPROVED.pdf

**Mount Saint Vincent
University**

[http://www2.msvu.ca/DocumentCentral/Documents/Sexual%20Assault%20\(Policy%20Against\).pdf](http://www2.msvu.ca/DocumentCentral/Documents/Sexual%20Assault%20(Policy%20Against).pdf)

NSCAD University

<https://navigator.nscad.ca/wordpress/wp-content/uploads/2018/12/5.8-Sexualized-Violence-Policy-5.pdf>

Saint Mary's University

<https://smu.ca/webfiles/SexualAssaultPolicyandProcedures.pdf>

St. Francis Xavier University

<https://www.stfx.ca/sites/default/files/Sexual%20Violence%20Policy.pdf>

Université Sainte-Anne

<https://www.usainteanne.ca/images/documents/ressources-humaines/politiques/Politique-violence-sexuelle-04-02-2017.pdf>

University of King's College

<http://policies.ukings.ca/wp-content/uploads/2019/03/20190328UKCSVP.pdf>

COLLEGES**Canadian Coast Guard College**

x

Gaelic College

x

Kingston Bible College

x

Nova Scotia Community College

<https://www.nsc.ca/docs/about-nsc/policies-procedures/sexual-violence-policy.pdf>

P. E. I.**UNIVERSITIES****University of Prince Edward Island**

https://files.upei.ca/policy/sexual_violence_policy_govbrdgnl0019.pdf

COLLEGES**Holland College**

https://www.hollandcollege.com/search_results.html?q=sexual+policy&cx=017090960449374259949%3Aa897ffoi9ek&cof=FORID%3A11&sa=Submit#gsc.tab=0&gsc.q=sexual%20policy&gsc.page=1

Maritime Christian College

x

Collège Acadie Î.-P.-É. x

Newfoundland and Labrador

UNIVERSITIES

Memorial University of Newfoundland <https://www.mun.ca/policy/browse/policies/view.php?policy=321>

COLLEGES

College of the North Atlantic https://www.cna.nl.ca/About/pdfs/policies-and-procedures/President's%20Office/Harrassment/1Policy/PO-005_Harrassment.pdf

Marine Institute <https://www.mi.mun.ca/calendar/current/studentinformation/harassmentdiscrimination/>

Centre for Nursing Studies x

Yukon

COLLEGES

Yukon College <https://www.yukonu.ca/news/201809/yukon-college-adopts-new-sexualized-violence-prevention-and-response-policy>

Northwest Territories

COLLEGES

Aurora College	x
-----------------------	---

Academy of Learning College	x
------------------------------------	---

Nunavut

COLLEGES

Nunavut Arctic College

https://static1.squarespace.com/static/5b1954d75cfd798b94327249/t/5bcf3d6341920254ff7ea72d/1540308325808/E.01-2012.pdf



Links to Union GBV Resources

CUPE

- ▶ [CUPE Search](#)
- ▶ [Stop Workplace Sexual Violence - A Guide for CUPE Locals](#)
- ▶ [Post-secondary gender-based violence strategy must include workers](#)
- ▶ [Post-secondary sector](#)

PSAC

- ▶ [Anti-Harassment: The Union - PSAC Policy 23B](#)

UNIFOR

- ▶ [Workplace Harassment Model Language](#)
- ▶ [Unifor Policy Against Harassment in the Workplace](#)

**ST MICHAEL'S
COLLEGE -
UOFT**

- ▶ [Human Resources](#)

UOFT

- ▶ [Sexual Violence and Sexual Harassment, Policy ON](#)

**YORK
UNIVERSITY**

- ▶ [Sexual Harassment: A Guide for Students, Faculty, and Staff](#)

**UNIVERSITÉ
STE-BONIFACE**

- ▶ [Ressources humaines](#)

**ALGONQUIN
COLLEGE**

- ▶ [Sexual Harassment at Work](#)

**DURHAM
COLLEGE**

- ▶ [Durham College Policy and Procedure, Harassment, Workplace Sexual Harassment and Discrimination](#)

UBC

- ▶ [Personal Safety on Campus](#)
- ▶ [UBC Sexual Assault Policy and Resources](#)

**UNIVERSITÉ
DE MONTRÉAL**

- ▶ [Politique Visant À Prévenir Et À Combattre Les Inconduites Et Les Violences À Caractère Sexuel](#)

UQAM

- ▶ https://instances.uqam.ca/wp-content/uploads/sites/47/2019/04/Politique_no_16_2.pdf
- ▶ [Bureau d'intervention et de prévention en matière de harcèlement](#)

UPEI

- ▶ [UPEI Sexual Violence Policy](#)
- ▶ [Contact the SV-PRO](#)

**UNIVERSITY
OF MANITOBA**

- ▶ [Office of Human Rights and Conflict Management- Sexual Harassment](#)