

# Our Campus, Our Safety:

Student Leaders' Action Plan for  
Institutions and Governments to  
Address and Prevent Sexual  
Violence on Campus

August 2022





**cfsfcée**  
CANADIAN FEDERATION OF STUDENTS  
FÉDÉRATION CANADIENNE DES ÉTUDIANT·E·S

**CSA**  
COLLEGE STUDENT ALLIANCE



**BUSU**  
BRANDON UNIVERSITY  
STUDENTS' UNION



**COMMUNITY CARE CENTRE**  
OF STUDENT ASSOCIATION



**CONCORDIA STUDENT UNION**



Fédération étudiante  
collégiale du Québec  
*Unis par la force d'une voix*



**NBSA**  
**AENB**

**OUSA**  
Ontario Undergraduate Student Alliance



**SACOMSS**  
Sexual Assault Center of the McGill Students' Society



**SANQC**  
STUDENTS' ASSOCIATION OF NORQUEST COLLEGE



**SYNDICAT ÉTUDIANT**  
de l'Université d'Ottawa



University of Ottawa  
**STUDENTS' UNION**



**UNION ÉTUDIANTE DU QUÉBEC**

**QUEBEC STUDENT UNION**



**UNIVERSITY OF LETHBRIDGE STUDENTS' UNION**



*your voice...  
...your union*



UNIVERSITY OF TORONTO  
**STUDENTS' UNION**

WILFRID LAURIER UNIVERSITY  
**STUDENTS' UNION**

Are you with a student organization that would like to endorse the Action Plan?

Send your logo to [aubrianna@possibilityseeds.ca](mailto:aubrianna@possibilityseeds.ca)

*Prepared by:*

Chloe Kemeni  
*McGill University*

Ziyana Kotadia, Vice-President University Affairs (2021-2022)  
*Students' Council, Western University*

Aubrianna Snow, Vice-President Student Life (2019-2021)  
*Students' Association, MacEwan University*

Samy-Jane Tremblay, President  
Annie Rochette, Internal Affairs Coordinator  
*Quebec Student Union*

Marie Dolcetti-Koros, Chairperson  
*Canadian Federation of Students*

Kayla Han, Vice-President Government and Stakeholder Relations | Board Member  
*Students' Union, Wilfrid Laurier University*  
*Steering Committee, Ontario Undergraduate Student Alliance*

Adam MacKenzie, President  
*Student Union, University of Prince Edward Island*

Alannah Kennedy, President | President  
*Student Administrative Council, Fleming College | College Student Alliance*

April Klein Horsman, Summer Staffer  
Saydie Bubniw, Summer Staffer  
*Sexual Assault Centre of McGill Students' Society, McGill University*

Charlene Holmes, Community Care Centre Coordinator  
*Student Association, George Brown College*

Isabel Ojeda, Executive Director of Campaigns  
*Students' Union, Memorial University of Newfoundland*

Jena-Lee Ashley, Vice-President External  
*Central Student Association, University of Guelph*

Joshua Sankarlal, President | Board Member  
*Student Union, Ontario Tech University*  
*Steering Committee, Ontario Undergraduate Student Alliance*

Karen Fletcher, President  
*Students' Union, Athabasca University*

Lucas Granger, Government and Stakeholder Relations  
*Canadian Alliance of Student Associations*

Maya Labrosse, President  
*Fédération étudiante collégiale du Québec*

Morgan Chalifoux-Wabasca, Skills and Foundational Learning Studies Representative  
*Students' Association, NorQuest College*

Naomi Stobart, Vice-President Academic  
*Students' Union, St. Francis Xavier University*

Olufunke Sophia Adeleye, President  
*Students' Union, Brandon University*

Samantha Scott, Vice-President External | Chair  
*Students' Union, University of Lethbridge | Council of Alberta University Students*

Shemar Hackett, Research and Policy Analyst  
*Ontario Undergraduate Student Alliance*

Shenikqwa Phillip, Office and Training Coordinator  
*Sexual Assault Survivors' Support Line & Leadership, York University*

Sydona Chandon, Executive Director  
*New Brunswick Student Alliance*

Tera Cardinal, Vice-President of External Affairs | Vice-Chair  
*Students' Association, Mount Royal University | Council of Alberta University Students*

With files from:

Britney De Costa, RIA Co-Lead and Experiential Learning Project Lead  
*Possibility Seeds*

Anoodth Naushan, Courage to Act Project Director  
*Possibility Seeds*

**Thank you to Possibility Seeds for providing resources through their Courage to Act project  
funded by Women and Gender Equality Canada**



Women and Gender  
Equality Canada

Femmes et Égalité  
des genres Canada

Canada

# Table of Contents

<b>Executive Summary: Ten Calls to Action to Address and Prevent Sexual Violence on Campus</b>	<b>6</b>
<b>Introduction</b>	<b>7</b>
Prevalence and Severity of Campus Sexual Violence Against Students	7
An Intersectional Lens	8
Sexual Violence and Social Location	9
Anti-Black Racism and Anti-Indigenous Racism	10
<b>Calls to Action for Post-Secondary Institutions</b>	<b>11</b>
1. Create and Implement Sustainable Well-Funded Campus-Wide Education Plans	11
2. Apply Trauma-Informed Practices, Procedural Fairness and Harm Reduction Principles to All Sexual Violence Complaints Processes	13
3. Ensure Accessible Academic Accommodations/Considerations for People Affected by Sexual Violence	14
4. Center Survivor Voices in Institutional Policy Making in Meaningful Ways	15
<b>Calls to Action for Provincial and Territorial Governments</b>	<b>16</b>
5. Set Provincial Standards for Campus Sexual Violence Data Collection in Collaboration with Key Stakeholders	16
6. Create and Strengthen Provincial & Territorial Legislative and Regulatory Frameworks to Address and Prevent Sexual Violence on Campus	18
7. Build Provincial/Territorial Advisory Committees on Campus Sexual Violence with Paid Student Representation	21
8. Ensure Sustainable Funding for Community Sexual Assault Centres and PSI Sexual Assault Services	22
<b>Calls to Action for the Federal Government</b>	<b>22</b>
9. Set a National Standard for how PSIs should Address, Prevent and Respond to Sexual Violence on Campus	22
10. Ensure that Addressing Campus Sexual Violence is Prioritized in the National Action Plan on Gender-Based Violence	23
<b>Conclusion</b>	<b>24</b>
<b>Bibliography</b>	<b>25</b>
<b>Appendix A: Glossary</b>	<b>32</b>
<b>Appendix B: Recommended Readings</b>	<b>35</b>
<b>Appendix C: Calls to Action for Each Provincial and Territorial Government</b>	<b>38</b>

# Executive Summary: Ten Calls to Action to Address and Prevent Sexual Violence on Campus

## **Calls to Actions for Post-Secondary Institutions**

1. Create and Implement Sustainable Well-Funded Campus-Wide Education Plans
2. Apply Trauma-Informed Practices, Procedural Fairness and Harm Reduction Principles to All Sexual Violence Complaint Processes
3. Ensure Accessible Academic Accommodations/Considerations for People Affected by Sexual Violence
4. Centre Survivor Voices in Institutional Policy Making in Meaningful Ways

## **Calls to Action for Provincial and Territorial Governments**

5. Set Provincial Standards for Campus Sexual Violence Data Collection in Collaboration with Key Stakeholders
6. Create and Strengthen Provincial & Territorial Legislative and Regulatory Frameworks to Address and Prevent Sexual Violence on Campus
7. Build Provincial/Territorial Advisory Committees on Campus Sexual Violence with Paid Student Representation
8. Ensure Sustainable Funding for Community Sexual Assault Centres and PSI Sexual Assault Services

## **Calls to Action for the Federal Government**

9. Set a National Standard for How PSIs Should Address, Prevent and Respond to Sexual Violence on Campus
10. Ensure that Addressing Campus Sexual Violence is Prioritized in the National Action Plan on Gender-Based Violence

## Introduction

Decades of tireless activism by student survivors, leaders, advocates, and their allies, have brought the issue of sexual violence at post-secondary institutions (PSIs) to the fore. This year alone, we witnessed large student walkouts at PSIs (and high schools) across the country, with students demanding safer campuses, tailored action plans, comprehensive standalone sexual violence policies, and institutional accountability, to name a few concerns. It is clear that an effective response requires service beyond an individual basis. Rather, a comprehensive, holistic approach that addresses policy, procedures, prevention and data collection and includes meaningful collaboration between all levels of government, PSIs, survivor advocates, grassroots movements, and community organizations is instrumental to addressing sexual violence on our campuses (Khan, Rowe and Bidgood, 2019).

Student activism remains instrumental in advancing campus culture change. On June 15th, 2022, student union leaders representing 1.2 million students from across Canada gathered to discuss sexual violence at PSIs in a virtual meeting hosted by Possibility Seeds' Courage to Act Project. This Action Plan combines the findings from this meeting with key learnings from various consultations, expert panel discussions, skillshares, white papers and surveys by Possibility Seeds, national student advocacy groups, and campus student unions over the past five years. What follows are concrete steps for action on sexual violence at PSIs.

Intended for PSIs, the federal government, and provincial and territorial governments, this ten-point action plan lists strategies and promising practices to address and prevent sexual violence on campuses. The first section outlines four (4) calls to action for post-secondary institutions across Canada, four (4) calls to action addressing provincial and territorial governments, and two (2) calls for action for the federal government. A list of additional resources and reading material can be found alongside references at the end of this document.

## Prevalence and Severity of Campus Sexual Violence Against Students

Sexual violence is an epidemic on Canadian campuses. It will not be eradicated if we do not have appropriate intervention and prevention mechanisms in place, if we ignore the social structures that underpin the perpetration of sexual violence, and if we continue to treat it as an inevitable part of the student experience. The statistics below illustrate the prevalence and severity of the problem:

- In 2019, 71% of students witnessed or experienced unwanted sexualized behaviours in a postsecondary setting (Burczycka, 2020).
- Students, especially women, gender non-binary, and trans students, report relatively high rates of being subjected to sexual assault (Khan, Rowe and Bidgood, 2019).

- In 2014, 41% of all self-reported incidents of sexual assault were reported by students, 90% of which were reported by women (Conroy & Cotter, 2017).
- In 2019, 1 in 10 students who were women were sexually assaulted in a post-secondary setting (Burczycka, 2020).
- Trans, queer and gay individuals experience violence at a greater prevalence than cisgender and heterosexual individuals (Jaffray, 2020).
- In 2019, gay, lesbian, and bisexual students reported being subjected to discrimination based on gender, gender identity or sexual orientation at 2x the rate of heterosexual students. Transgender students (40%) also reported disproportionate rates of this type of discrimination compared to cisgender students (17%) (Burczycka, 2020).
- 80% of sexual assaults in a post-secondary setting were committed by someone known to the survivor (Canadian Federation of Students, 2015).
- In 2019, 80% of women and 86% of men who had experienced unwanted sexualized behaviours stated that the person who had harmed them was a fellow student (Burczycka, 2020).
- Students are at the highest risk of sexual assault in the first eight weeks of the academic year (Ending Violence Association of British Columbia, 2016), and 50% of sexual assaults on campus happen during “The Red Zone” or the first six weeks of school (MeToo Movement, 2020).

## An Intersectional Lens

Sexual violence does not occur in a vacuum. Addressing the intersections of sexual violence and other forms of systemic oppression like racism, misogyny, ableism, classism, homophobia, and transphobia is critical to building more nuanced conversations and impactful interventions.

Professor Kimberlé Crenshaw first penned the concept of intersectionality in 1989 (Crenshaw, 1991). Intersectionality recognizes that a person’s experience will be impacted by many social factors, including their positions within the structures of their campus. An intersectional lens “allows a closer critique of how and why [racialized survivors] are left out of the discourses, including policies, practices, and programming, surrounding sexual violence” (Harris & Linder, 2017). Further, an individual’s social location impacts the sexual violence support services they access, if they are believed and how they are treated in their community (Khan et al. 2019).

## Sexual Violence and Social Location<sup>1</sup>

- The rate of sexual assault against Indigenous women is approximately three times higher than among non-Indigenous women (Brennan, 2011). Indigenous women experience a heightened risk of violent victimization. They are frequently dismissed by the justice system. This can be attributed to ongoing structural violence resulting from colonization, and racial discrimination (Murphey-Oikonen et al., 2022).
- The rate of sexual assault is higher among those who are single. Single women report a rate of sexual assault nine times higher than married or common-law women and single men (Canadian Women’s Foundation, 2022).
- Homelessness is uniquely dangerous for women and gender-diverse people. While on the street, 37.4% of young women and 41.3% of trans and gender non-binary youth experience sexual assault compared to 8.2% of young men (Schwan et al., 2020).
- People who identify as homosexual or bisexual have a rate of sexual assault six times higher than those who identify as heterosexual (Jaffray, 2020). More than triple the proportion of people who identify as “sexual minorities” (7%) report being sexually assaulted than heterosexual people (2%). Sexual minority refers to people identifying as “lesbian, gay, bisexual, pansexual, asexual, or otherwise not heterosexual.”
- Transgender people report higher rates of both physical and sexual assault in their lifetimes compared to cisgender people (Jaffray, 2020).
- [People] with disabilities – particularly women and those with mental disabilities – are at greater risk of sexual violence, which may be partially attributed to greater vulnerability, negative social attitudes and perceptions, and abuses of trust. The rate of sexual assault among those with a disability are approximately two times higher than those with no disability (Conroy & Cotter, 2017).
- People, especially women, who are sexually victimized in childhood, are more likely to be victimized in the future. Those who experienced sexual abuse as children report sexual and physical assault at rates three times higher than those who did not experience childhood sexual abuse (Cotter, 2019).

Additionally, many students enter the post-secondary space with prior experience(s) of sexual violence. Statistics reveal that of all sexual assault incidences, 47% are committed against young women aged 15 to 24 (Conroy & Cotter, 2017). Moreover, those who experienced sexual abuse as children are more likely to be victimized in the future, and report sexual and physical assault at rates three times higher than those who did not experience childhood sexual abuse

---

<sup>1</sup> Canadian Women’s Foundation. *The Facts About Sexual Assault and Harassment*. Canadian Women’s Foundation. <https://canadianwomen.org/the-facts/sexual-assault-harassment/>

(Cotter, 2019). These statistics underscore the need for conversations about sexual violence, relationships, boundaries and consent even before students arrive on campus. Intersectional, affirming and age-appropriate conversations must start in elementary school, and be sustained all the way through secondary school; this is harm reduction and prepares students for relationships (intimate and otherwise) when they reach campus. Further, we must support comprehensive mandatory consent education for students from grades 9-12, regardless of whether they participate in a health class. We can look to High School Too – a national student-led network to end sexual violence in secondary schools – and take inspiration and guidance from their advocacy which includes a list of ten important asks for school boards and all levels of government (High School Too).<sup>2</sup>

## Anti-Black Racism and Anti-Indigenous Racism

Sexual violence on campus must be addressed from an intersectional lens. Black and Indigenous students are two communities that we especially want to see included in action plans. Black students are heavily impacted by anti-Black racism that remains present in Canadian PSIs.<sup>3</sup> In addition to egregious acts of violence inflicted on Black students on campus (Moriah, 2020), Black students are regularly criminalized, overpoliced and pushed out (The Fifth Estate, 2021) of PSIs for speaking out against anti-Black racism and sexual violence, and often report that they do not have access to appropriate programming and services. PSIs across the country are creating action plans to address anti-Black racism, yet rarely if ever, include provisions on addressing the specific needs of Black survivors. We urge campuses to update their plans to include provisions that speak to the holistic needs of all Black students and the impact of anti-Black racism on students' safety, including freedom from sexual violence.

We will not end sexual violence on campuses without addressing the impacts of settler colonialism. As such, we urge the federal government to work with Indigenous communities to implement the 230+ Calls for Justice in the Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls (2019).

In Canada, while PSIs have been implementing the Truth and Reconciliation Commission of Canada: Calls to Action (2015), few are responding to the Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls (2019). We believe both reports must be meaningfully addressed by PSIs through the leadership of Indigenous communities. Courtney Skye excerpted the most applicable Calls for Justice related to college and university campuses. This worksheet, available in [English](#) and [French](#), lists these Calls for Justice for PSIs alongside guiding questions (Skye, 2020).

---

<sup>2</sup> Check out <https://www.highschooltoo.ca/takeaction> for a list of all demands.

<sup>3</sup> Please take time to read the [Scarborough Charter](#) drafted by Black scholars and academics across Canada.

It is imperative that campuses understand the impacts of colonization but also put in place culturally safe practices, programming, and protocols to support Indigenous students, staff and faculty. Dr. Sarah Hunt reminds us, “as we have conversations on campus about sexual violence, we must remember that Indigenous people enter this space (students, staff, and faculty) with an existing relationship to rape culture. Sexual violence is just one manifestation of the continuum of violence wrought by settler colonialism” (Hunt, 2016). Specific sustainable resources must be put in place to ensure that Indigenous PSI community members have access to programming and services that are culturally safe, trauma-informed, holistic and honour their knowledge.

## Calls to Action for Post-Secondary Institutions

### 1. Create and Implement Sustainable Well-Funded Campus-Wide Education Plans

Prevention education is a key component in supporting the social change needed to address campus sexual violence. Unfortunately, this work is often forgotten and deprioritized as PSIs seek to respond to the complex evolving needs of complaints processes and survivor support. Presently, there are only seven provinces across Canada (British Columbia, Alberta, Manitoba, Ontario, Quebec, Nova Scotia, and Prince Edward Island) that legislate or require PSIs to have stand-alone policies that address sexual violence and sexual harassment; five of these provinces include the requirement for sexual violence policies to include sexual violence prevention education [see *Action 2 for Provincial and Territorial Governments, below*]. The challenge is that many of these provisions are limited, broad and confusing. However, as a starting point, PSIs should consider instating a campus-wide curriculum, role-specific training, an education task force, and a comprehensive campus action plan informed by all campus stakeholders, especially students.

### Important Considerations for Consent and Sexual Violence Prevention Workshops

- The Courage to Act report (2019) explains that gender-based violence prevention education needs to be ongoing and adaptable to address the ever-evolving landscapes of post-secondary institutions and consider the lived experiences of campus community members in its development and execution (Khan et. al, 2019)
- Multiple programs, tools, pedagogical approaches and techniques are needed to deliver effective educational programming (Khan et. al, 2019).
- Students, faculty and staff should be exposed to consistent prevention messages and education at multiple points in time over their tenure at post-secondary institutions

(Protetch & Rosser, 2021). These educational opportunities should be developmentally sequenced both in method of delivery and content.

- Workshops should also avoid framing sexual violence within the lens of a gender binary, as queer, trans and non-binary students experience disproportionate rates of sexual violence (Protetch & Rosser, 2021).
- Initial workshops should focus on consent and bystander intervention, and familiarize students with their PSI's reporting process using plain language (BC Ministry of Advanced Education).
- Workshops should be mandatory for all incoming students, including transfer students, mature students and students living in residence (Protetch & Rosser, 2021). However, workshops should also be approached from a trauma-informed perspective; those affected by sexual violence should have the opportunity to opt-out of these mandatory trainings.
- Smaller workshops led by skilled external facilitators or trained peer educators are an ideal model for consent workshops at PSIs (Protetch & Rosser, 2021). However, many lack the resources and capacity to offer this right now (Protetch & Rosser, 2021). One-off large-scale workshops for hundreds and even thousands of students may not allow for open, honest and reflective conversations on sexual violence, consent and bystander intervention. Further, stand-alone workshops with no follow-up discussions can render it difficult for students to retain what they have learned (Protetch & Rosser, 2021).

**Promising Practice:** PSIs in some provinces have mandated sexual violence prevention training for their students and as part of onboarding for new employees. In 2017, the government of Quebec passed the [Act To Prevent and Fight Sexual Violence In Higher Education Institutions](#), which mandated consent training for all students and reporting requirements for university and CEGEP administrators in the province.

**Resources:**

- PSIs can look to Courage to Act tools for [Building an Education Task Force](#) and [Developing an Action Plan](#) to guide their prevention education work.
- Check out the BC Campus Resources on [Preventing and Responding To Sexual Violence](#). The website features online training on consent, supporting survivors and facilitating consent workshops.
- For facilitators who use the “[Tea Consent](#)” video (Blue Seat Studios, 2015) on Youtube, Thompson Rivers University (Thompson Rivers University, 2019) [has developed a comprehensive facilitation guide for the video](#).

## 2. Apply Trauma-Informed Practices, Procedural Fairness and Harm Reduction Principles to All Sexual Violence Complaints Processes

Institutions typically protect the most powerful, and post-secondary spaces are not immune to this (Harris & Linder, 2017). Making a complaint can be difficult, tiring and retraumatizing for survivors, especially when the complaints process does not meet the foundational standards of procedural fairness, trauma-informed practice, and harm reduction. While PSIs are typically aware of the need for procedural fairness for respondents to a complaint, they rarely apply the same rights to survivors. Additionally, where a PSI does use trauma-informed practices as part of a survivor-driven approach, they tend to believe that procedural fairness and trauma-informed practice exist in opposition or tension to each other. In reality, when applied to both parties – and complemented with harm reduction measures – procedural fairness and trauma-informed practice work together to create a stronger, more humane process for all (Eerkes et al., 2020).

Additionally, post-secondary institutions need to offer an alternative, non-adjudicative means to justice and accountability to truly honour the principles of trauma-informed practice and harm reduction (Eerkes et al., 2021). Bureaucratic processes with punitive outcomes are not the only legitimate response to sexual violence. They should not be considered universally appropriate or safe, given the harms inherent in institutional processes and their role as reproductive power structures. A trauma-informed response means allowing the survivor to decide whether to engage in an institutional complaints process and providing non-adjudicative processes as equally valid options to support a survivor's autonomy (Protetch & Rosser, 2021).

**Promising Practice:** In February 2022, Alberta's Ministry of Advanced Education sent a letter to PSIs in the province with a directive to review sexual violence policies based on best and promising practices shared by Canadian institutions, including those available on the [Courage to Act Knowledge Centre](#). This includes *A Comprehensive Guide to Campus Gender-Based Violence Complaints* which will support institutions to apply the foundation standards of procedural fairness, trauma-informed practice, and harm reduction to all aspects of their sexual violence complaints processes.

**Resource:** PSIs can look to *Courage to Act's Comprehensive Guide to Campus Gender-Based Violence Complaints* for strategies to ensure their complaint processes meet the foundational standards of trauma-informed practice, procedural fairness, and harm reduction; and the *Essential Elements for Non-Punitive Accountability Workbook* for alternative, non-adjudicative processes.

### 3. Ensure Accessible Academic Accommodations/Considerations for People Affected by Sexual Violence

Academic accommodations are an immediate and flexible approach to support student wellbeing and help prevent the retraumatization of survivors. Examples of academic accommodations include flexibility on assignment deadlines, make-up assignments for work that has been missed, reweighting of assignment grades, academic tutoring provided free of charge, altering exam environments and modification of coursework. Survivors should have access to academic accommodations that are trauma-informed, flexible and adaptable as their needs may change.

Presently, there are many deterrents to survivors accessing accommodations under accessibility legislation and PSI policy, including cumbersome institutional bureaucratic processes. Requiring a doctor's note, medical documentation or letters of support from mental health professionals whenever a new accommodation is requested are examples of this bureaucracy. Additionally, the formal processes of academic accommodations offer limited flexibility and customization in how survivors navigate surrounding policies. Accommodations are administered by specialized offices that may be separate from one another. Further, each office may require detailed accounts of the incident to proceed with the accommodations process. Survivors may have to repeat their story multiple times to different people. Further, because accommodations need to be authorized by recognized officials, students must seek documentation from medical professionals which may challenge students who are reluctant to engage with the health care system, unable to communicate their needs to a medical professional, or pay for documentation fees that are not covered by insurance.

Students ought to be given clear information outlining the administrative process they are trying to access like academic considerations, program timeline extensions and retroactive withdrawals etc. They should know who will have access to their information and why, if there are limits on the number of times a certain type of request can be made, and alternatives if the request is denied. When administrators are asking for students to provide vulnerable information such as trauma symptomatology, the student should be provided with the rationale for including such information in their requests. Further, academic considerations should be administered by a single office that maintains the confidentiality of the student and communicates their request to the appropriate PSI administrators, thereby limiting survivors' interactions with PSI administrators and personnel. Survivors should be able to change or modify their accommodations when needed easily. Managing the impacts of trauma can be all-consuming, and survivors deserve accessible accommodations to mitigate some of these impacts.

We would be remiss if we did not consider the impact of sexual violence on international students. Study visas have strict requirements including how many credits an international student must take each semester. There are also restrictions on employment. International students may not be able to take time off from school, work or extend their program length

(Mosaic British Columbia, 2018). PSIs must ensure that their support services consider the unique needs of international students. Additionally, PSIs must work alongside international students, campus services for international students, and Immigration, Refugees and Citizenship Canada to develop comprehensive policies which address the needs of international students who have been affected by sexual violence.<sup>4</sup>

**Promising Practice:** Toronto Metropolitan University's (Toronto Metropolitan University, 2021), sexual violence policy notes that students impacted by sexual violence have access to academic accommodations and/or considerations. It also notes that types and forms of support and accommodation provided will be tailored to the survivor's needs on a case-by-case basis.

The Our Turn Action Plan (Salvino et al., 2017) recommends that PSIs work with student unions to develop an official academic accommodation policy that is survivor-centric and outlines the process for seeking academic accommodations for sexual violence.

**Resources:**

- Check out the forthcoming *Comprehensive Academic Considerations Guide* (Winter 2022) from Courage to Act.
- Read Courage to Act's toolkit, "Supporting International Students Affected by GBV: A Customizable Tool for International Students, Post-Secondary Administrators and Frontline Workers" (Lui et al., 2020).

## 4. Center Survivor Voices in Institutional Policy Making in Meaningful Ways

As PSIs move towards institutionalizing their responses to sexual violence through dedicated offices and stand-alone policies, it is essential that they draw upon the experience and expertise of students and survivors by centering them in decision-making and protecting them from retaliation. Responses to sexual violence from institutions can have punitive outcomes for survivors, especially Black and Indigenous survivors (Protetch & Rosser, 2021).

PSIs must meaningfully engage with students most impacted by sexual violence and those who experience the most harm from institutional processes. Meaningful engagement includes student and survivor representation on committees, and an eye towards making institutional decision-making more accessible. It also requires an openness to explore alternatives to narrow understandings of justice and accountability. This means looking at responses to sexual violence that do not involve campus security or the local police but other community and culturally-based resources and supports.

---

<sup>4</sup> Read more about Ontario's Combatting Human Trafficking Bill and how it will impact international students who are sex workers. Read Elene Lam from Butterfly and Annalee Lepps [piece here](#).

In provinces with legislation or regulatory measures to address sexual violence (see *Action 2 for Provincial and Territorial Governments*), post-secondary institutions have a wide range of requirements, such as having working groups, task forces, or committees that oversee the implementation of legislative requirements for policy development, regular review, and reporting processes. While not all provincial legislation or regulatory measures include such a requirement, these institutions must still ensure meaningful and proper student engagement within these committees. The larger student body must also be given accessible channels to give feedback and input. In provinces without legislative or regulatory measures, post-secondary institutions should create working groups, task forces, or committees with meaningful student engagement and participation to develop, regularly review, and report on responsive stand-alone sexual violence policies along with accessible channels for students-at-large to provide input.<sup>5</sup>

**Promising Practice:** As part of Quebec’s sexual violence legislation, all PSIs are required to have committees which oversee the implementation of the legislation at their institution. These committees are comprised of student representatives, senior administration and the Office for Sexual Violence Response. At McGill University, the implementation committee meets 4 times a year and sets priority items to focus on for the year.<sup>6</sup>

In February 2022, Alberta’s Ministry of Advanced Education sent out a letter to the 26 public PSIs in the province that included a requirement for meaningful student engagement.

**Resources:** PSI can work with students to review their institutional policies using: Students For Consent Culture’s [Checklist](#) (Salvino et al. 2019), as well as the [Scorecard](#) in the Our Turn National Action Plan to End Campus Sexual Violence (Salvino et al., 2017).

## Calls to Action for Provincial and Territorial Governments

### 5. Set Provincial Standards for Campus Sexual Violence Data Collection in Collaboration with Key Stakeholders

Campus sexual violence climate surveys are important tools to understand the prevalence, conditions and environments where sexual violence occurs most often, student experiences of sexual violence, as well as the effectiveness of institutional responses to continue to take action against it and establish improved supports for survivors. Some individual post-secondary institutions have conducted campus climate surveys – including MacEwan University (2019),

---

<sup>5</sup> According to Students For Consent Culture, institutional policies should be reviewed every two years with student and survivor input, see: Protetch, N. & Rosser, E. (2021).

<sup>6</sup> Find McGill’s committee’s terms of reference [here](#).

St. Francis Xavier University (2018), the University of Manitoba (2018), McGill University (2017), and the University of New Brunswick (2015) – but data collection at the provincial/territorial level is incomplete and inconsistent which can make it hard to get an accurate understanding of sexual violence at PSIs.

Quebec and Ontario are the only provinces to conduct province-wide campus sexual violence climate surveys. In 2016, six universities in Quebec participated in *Enquête Sexualité, Sécurité et Interactions en Milieu Universitaire (ESSIMU): Ce qu'en disent étudiantes, enseignant.es et employées* [Study on Sexuality, Security and Interactions on a University Campus: What Students, Professors and Employees are Saying].<sup>78</sup> In 2018, post-secondary institutions across Ontario participated in the Student Voices on Sexual Violence (Government of Ontario, 2020) survey to gather data on students' perception, understanding and responses to sexual violence – the results of which were not released until 2020 (Ontario's Universities, 2018).

Provincial and territorial governments can support consistent data collection by requiring PSIs to participate in triennial, recurring, trauma-informed campus sexual violence climate surveys. In collaboration with student leaders and survivors, these survey results should be released promptly and inform university policies and responses to sexual violence.

**Promising Practice:** iMPACTS is a multi-year project to address sexual violence on university campuses nationally and internationally. The goal of the project is to unearth, dismantle and prevent sexual violence within universities, and ultimately society (McGill, n.d.). In 2017, 180,000 full-time students at McGill received two anonymous Climate Surveys on Campus Sexual Violence. The aim of the two surveys was to understand the rate at which sexual violence occurs at the university and gauge the student population's knowledge and perception of the university's response to sexual violence (McGill, 2018). After the surveys were released, students had the ability to sign up for focus group discussions based on the early date of the survey.

**Resource:** Read The MacEwan University Sexual Violence Climate Survey released in 2020. This climate survey came as a result of Courage to Act's National Framework to Address and Prevent Gender-Based Violence at Post-Secondary Institutions in Canada key recommendation to implement climate surveys to determine the prevalence of sexual violence at each PSI (MacEwan University, 2020).

---

<sup>7</sup> There was a recent study released in 2020 for CEGEPS and colleges titled: *PIECES* (Projet intercollégial d'étude sur le consentement, l'égalité et la sexualité). Bergeron, M., Gagnon, A., Blackburn, M.-È., M-Lavoie, D., Paré, C., Roy, S., Szabo, A., et Bourget, C. (2020). Rapport de recherche de l'enquête PIECES : Violences sexuelles en milieu collégial au Québec. Chaire de recherche sur les violences sexistes et sexuelles en milieu d'enseignement supérieur, Université du Québec à Montréal, Montréal, Québec. Read it [here](#).

<sup>8</sup> The Minister of Higher Education in Quebec is exploring the potential of launching a large inquiry on sexual violence in Cégeps and Universities. The Ministry's updated Action Plan to address sexual violence in higher education be released in Fall 2022.

## 6. Create and Strengthen Provincial & Territorial Legislative and Regulatory Frameworks to Address and Prevent Sexual Violence on Campus

### Prevention Education

Currently, there is no legislative or regulatory framework governing sexual violence prevention education at post-secondary institutions. While some provinces have sexual violence legislation, there are large discrepancies across the country. Even the provinces that have legislation mandating post-secondary institutions to implement sexual violence policies pay little attention to prevention education. The lack of a strong legislative and regulatory framework, coupled with serious underfunding (see point 4, below), has resulted in students and student unions disproportionately carrying the burden of prevention education. Prevention education should, at a minimum, be a shared responsibility between students and administration. Yet, students have been using their collective financial and community resources to administer that education and prevention work. The provincial and territorial governments are responsible for laying the foundation for effective, meaningful prevention education by building a robust legislative and regulatory landscape for the prevention of sexual violence at post-secondary institutions that includes student and community input.

### Responding to Sexual Violence

To ensure sexual violence prevention legislation is effective, it is also necessary for provincial and territorial governments to introduce legislation on *responding to* sexual violence at post-secondary institutions. This legislation must include provisions and guidance for institutions to:

- Develop mandatory sexual violence policies with students and community input across all processes of drafting and reviewing the policy that meets a set of minimum standards;
- Build robust funding plans for addressing sexual violence from adequately funded response offices to student campaigns and education programs;
- Implement trauma and survivor-informed reporting processes and responses to sexual violence;
- Mandate that PSIs participate in triennial, recurring, trauma-informed, Campus Sexual Violence climate surveys; and
- Mandate an implementation committee with adequate student representation at every PSI that oversees the implementation of the legislation and reports back to the provincial government (Protetch & Rosser, 2021);

- Address sexual violence in experiential learning opportunities by implementing the legislative and regulatory recommendations collaboratively developed by students; experiential learning professionals, faculty, and staff; and sexual violence experts.<sup>9</sup>

This is a necessary complement to prevention legislation because it will help to address discrepancies across institutions and support a comprehensive approach to addressing sexual violence at post-secondary institutions.

For provinces where there is legislation in place (British Columbia, Manitoba, Ontario, Quebec, Prince Edward Island) or where there are other regulatory frameworks such as Memoranda of Understanding (Nova Scotia) or Ministerial Letters (Alberta), it is important that provincial governments address existing gaps by working with students and survivors. Existing provincial legislation requires PSIs to create campus sexual violence policies with review periods, but many do not provide further guidance, resulting in a patchwork of inconsistent policies that are missing important elements to ensure they are comprehensive and effective. To address these gaps, provincial and territorial governments should work with students and survivors to ensure legislation is inclusive, accessible and reflective of the unique needs of students in their respective provinces or territories. In addition to the criteria laid out above, Appendix C offers some examples of where provincial and territorial governments can begin this process.

<b>Provincial and Territorial Sexual Violence Legislation</b>	
<b>British Columbia</b>	<a href="#">The Sexual Violence and Policy Misconduct Policy Act</a> (2016) <sup>10</sup>
<b>Manitoba</b>	<a href="#">The Post-Secondary Sexual Violence and Sexual Harassment Policies Act</a> (2017)
<b>Ontario</b>	<a href="#">Sexual Violence and Harassment Action Plan Act</a> (2016)
<b>Quebec</b>	<a href="#">Act Preventing Sexual Violence in Higher Education Institutions</a> (2017)  <a href="#">Loi visant à prévenir et à combattre les violences à caractère sexuel dans les établissements d'enseignement supérieur</a> (2017)
<b>Prince Edward Island</b>	<a href="#">Post-Secondary Institutions Sexual Violence Policies Act</a> (2019)

<sup>9</sup> Courage to Act is currently leading the first national research to action project on sexual harassment in experiential learning. The outcomes of this project include legislative, regulatory, and policy recommendations for provincial and territorial governments, expected in 2023.

<sup>10</sup> Students for Consent Culture Canada released an action plan for the BC Ministry of Advanced Education, Skills and Training. Read it [here](#).

<b>Nova Scotia</b> <sup>11</sup>	<a href="#">Memorandum of Understanding with Nova Scotia Universities (2023-24)</a>
<b>Alberta</b>	Ministerial Letter (2022)
<b>Saskatchewan</b>	No legislation in place.
<b>New Brunswick</b>	No legislation in place.
<b>Newfoundland and Labrador</b>	No legislation in place.
<b>Yukon, Northwest Territories, Nunavut</b>	No legislation in place.

**Non-Disclosure Agreements**

In addition to legislation for prevention education and responding to sexual violence, provincial and territorial governments should explore other legislative and regulatory tools to protect against silencing and retaliatory practices that harm survivors and infringe on the safety of the PSI community more broadly. One area we know requires legislative attention is the use of Non-Disclosure Agreements (NDAs) in cases of sexual violence. NDAs are often used (and abused) as a tool to silence survivors in order to protect the reputation of an institution or person in a position of power. Provincial and territorial governments can follow the lead of PEI, the first province to limit the use of Non-Disclosures Agreements through the Non-Disclosure Act after it came to light that the University of PEI used NDAs to silence two professors who spoke out about their experiences and their students’ experiences of sexual harassment at the university (Ross, 2022). Importantly, any legislation should protect against using NDAs in cases involving students or in cases of sexual violence beyond harassment or discrimination.

**Amnesty Clauses**

Another issue that should require legislative intervention is the non-exclusion of sexual violence from the amnesty or sunset clauses. These clauses determine when a disciplinary record must be erased from an employee's file so that their history is not used against them after a certain period, generally between 12 and 24 months. While there is value in such provisions from a labour and employment protection perspective in the case of sexual violence it raises a number of concerns. First, it equates instances of sexual violence with other infractions, such as being

---

<sup>11</sup> Note that Nova Scotia has a memorandum of understanding between Nova Scotia Universities and the provincial government.

late or poor job performance. Second, the removal of a record of sexual violence from an employee's file perpetuates the ways in which sexual violence is "hidden" or "swept under the rug". Finally, it can hinder the ability to provide a safe working and learning environment by ignoring the repetitive nature of sexual violence. Provincial, territorial, and federal labour and employment legislation should therefore include a provision that excludes instances of sexual violence from amnesty or sunset clauses. However, as these clauses are found in collective agreements, it is equally important that the exclusion of sexual violence from such clauses be a point of negotiation in collective bargaining between PSIs and employee unions.

## 7. Build Provincial/Territorial Advisory Committees on Campus Sexual Violence with Paid Student Representation

Although all stakeholders have a role to play in addressing campus sexual violence, provincial and territorial governments play a central role as they provide oversight, support, and funding (Tetreault-Bergeron and Santiago, 2020). We recommend that provincial and territorial governments create consultation opportunities like advisory committees, working groups, and roundtables to address the issue of sexual violence at PSIs. Further, as students are directly impacted by campus sexual violence, they ought to be at the core of decision-making and have the opportunity to directly provide input on the design, implementation and evaluation of these policies. In terms of student representation, Students for Consent Culture Canada define meaningful representation on committees as situations where at least 30% of the committee are students (Protetch & Rosser, 2021).

Although students contribute much time and labour to making their campuses safer, this work is often unpaid and undervalued. It is vital that students are monetarily compensated for their time, expertise, energy and labour. Not only would this make decision-making spaces accessible to students who might otherwise not have been able to participate, but it allows for a more diverse representation of student leaders.

**Promising Practice:** Students for Nova Scotia recommended that "to build an effective response to sexual assault on Nova Scotia campuses, a collaborative partnership of all Nova Scotia university administrations is recommended, with a leadership for the partnership coming from the most senior levels" (Students for Nova Scotia, 2014). This is a model that can be implemented in all PSIs as collaboration with student leaders, survivors and senior administration should be at the core of effective sexual violence prevention strategies and policies.

**Resource:** In Ontario, Toronto Metropolitan University hired a student and recent alumni to lead its [Taskforce on the Sexual Violence](#). Not only did they lead the task force, they were also hired to write the report that is now used to guide prevention and response efforts on campus.

## 8. Ensure Sustainable Funding for Community Sexual Assault Centres and PSI Sexual Assault Services

Provinces and territories must allocate dedicated and sustainable funding to PSIs to support sexual violence offices, and service delivery and data collection. A multi-year funding commitment with performance evaluations on PSI programming would help alleviate some of the burden placed on students forced to make up for institutional gaps. Access to funding would allow for long-term planning and increase the effectiveness of sexual violence prevention programs at PSIs. Importantly, this funding should be given directly to offices dedicated to addressing gender-based violence on campus and have clear terms of reference for funding use.

The Ontario Undergraduate Student Alliance recommends that “the terms of reference include a definition of gender-based violence that includes all elements of gender-based violence and is attentive to root causes and those most impacted. Funds should only go to general safety or equipment in the case of insufficient project applications that directly help to decrease gender-based violence” (Dunne et al., 2020).

**Promising Practice:** In 2022, both British Columbia and New Brunswick committed to annual funding for community-based sexual assault centres. In 2023, British Columbia will “[provide annual funding of more than \\$10 million to service providers who offer victim-centred, trauma-informed, co-ordinated, cross-sector support to survivors of sexual assault.](#)” New Brunswick is committing to [\\$1 million annually to sexual assault centres in five communities across the province.](#)

**Resource:** For proposed Terms of Reference for campus gender-based violence funding, see OUSA’s Gender-based & Sexual Violence Prevention & Response policy paper recommendations (Dunne et al., 2020).

## Calls to Action for the Federal Government

### 9. Set a National Standard for how PSIs should Address, Prevent and Respond to Sexual Violence on Campus

A national standard on addressing, preventing and responding to sexual violence on campus is vital as it would generate broader cultural change and support PSIs in their commitment to providing a healthy, safe and empowering educational environment. This national standard ought to be evidence-based, accountable, trauma-informed, accessible, tangible, portable and intersectional. It should also be created, supported and led by a national advisory committee that includes representation from survivors, student researchers, academics, administrators,

frontline workers and community organizations. Additionally, it should be inclusive of the whole educational environment, including, but not limited to, experiential learning opportunities in which students are uniquely vulnerable. Without an inclusive approach guiding the National Standard, sexual violence in experiential learning and other academic and career building opportunities that extend beyond the classroom will continue to be overlooked, which not only affects the safety of students, but contributes to the high prevalence of violence and harassment in the workplace.<sup>12</sup>

The federal government should consider mechanisms to assess if PSIs meet the established minimum standards, and they should consider freezing federal funding if PSIs do not meet these standards. Federal Transfer Funding serves as an opportunity for the federal government to transfer money to provinces and territories to support dedicated GBV programming and service delivery (Government of Canada, n.d.). Specifically, the Canada Social Transfer, which supports post-secondary education in all provinces and territories, can provide sexual assault offices and prevention programs at PSIs with sustainable and ongoing funding (Government of Canada, n.d.). A funding commitment will allow PSIs to continue developing and expanding their policies and programmes for sexual violence prevention. For smaller institutions, money from the federal government can help to bridge service gaps and bolster their budgets.

**Resource:** The Okanagan Charter is an international instrument for the advancement of health and wellbeing-related best practices and initiatives at PSIs. In 2015, researchers, practitioners, administrators, students and policy-makers from both education and health organizations came together to develop the document. The Charter consists of two calls to action (Okanagan Charter, 2015), key action areas, a framework to realize these changes and a collection of general principles, all of which are intended to guide the development of ‘Health Promoting Universities and Colleges’. The Charter sets out required steps for its adoption by a PSI and requires that signing institutions set out how they will implement the Okanagan Charter in their environments (Okanagan Charter, 2015). This is a useful mechanism in holding PSIs accountable for the extent to which they adhere to or integrate the Okanagan Charter into their campus communities.

## 10. Ensure that Addressing Campus Sexual Violence is Prioritized in the National Action Plan on Gender-Based Violence

A National Action Plan to End Gender-Based Violence is an important policy tool that can be used to measure and evaluate the efficacy of laws and policies in Canada aimed at substantive gender equality. Across Canada, post-secondary consultations to inform the National Action

---

<sup>12</sup> See the Centre for Research & Education on Violence Against Women & Children at Western University, the University of Toronto, and the Canadian Labour Congress’ [Harassment and Violence in Canadian Workplaces: It’s \[Not\] Part of the Job report](#) on workplace harassment and violence and the Statistics Canada findings of workers’ experiences of inappropriate sexualized behaviours, sexual assault and gender-based discrimination in the Canadian provinces, 2020.

Plan to End Gender-Based Violence were led by several organizations, including but not limited to Students for Consent Culture, Possibility Seeds, the Canadian Federation of Students, and the Ontario Undergraduate Student Alliance (OUSA). It was crucial to survey post-secondary communities because post-secondary students are often left out of advocacy and mobilization efforts to address gender-based violence despite alarming statistics that 71% of students at Canadian post-secondary institutions in 2019 either witnessed or experienced unwanted sexualized behaviours in a post-secondary setting (Burczycka, 2020), and that in 2014 41% of all reported incidents of sexual assault in Canada were reported by students (Conroy & Cotter, 2017). Any National Action Plan on Gender-Based Violence must include the voices, experiences and concerns of young people in Canada so that it can effectively address the harm to which we are subjected; the federal government must consult with and include youth in the planning of this important action plan.

## Conclusion

*Our Campus, Our Safety: Student Leaders' Action Plan to Address and Prevent Sexual Violence on Campus* provides a strong starting point for PSIs, the federal government, and provincial and territorial governments to take effective action to address and prevent sexual violence at our post-secondary institutions. It is a call to action, and an important reminder that we must center student voices, experience and expertise as we strategize about new policies, protocols and possibilities for safer campuses. Sexual violence does not need to be a part of the student experience. Working together, change is possible. Let's begin.

## Bibliography

- BCCampus. (n.d.) Preventing and Responding to Sexual Violence. <https://bccampus.ca/projects/wellness/preventing-sexual-violence>
- BCFED. (2018). *Gender-based violence* [Fact sheet]. [https://bcfed.ca/sites/default/files/attachments/Fact%20Sheet%20-%20Gender%20Base%20Violence\\_0.pdf](https://bcfed.ca/sites/default/files/attachments/Fact%20Sheet%20-%20Gender%20Base%20Violence_0.pdf)
- Bero, T. (2021, September 1). *Addressing Anti-Black Racism on Campus*. University Affairs. <https://www.universityaffairs.ca/features/feature-article/addressing-anti-black-racism-on-campus/>
- Blue Seat Studios. (2015, May 12). Tea Consent [Video]. YouTube. <https://www.youtube.com/watch?v=oQbei5JGiT8>
- Brennan, S. (2011, May 17). Violent victimization of Aboriginal women in the Canadian provinces, 2009. Statistics Canada. <https://www150.statcan.gc.ca/n1/pub/85-002-x/2011001/article/11439-eng.pdf>
- Burczycka, M. (2020) Students' Experiences of Unwanted Sexualized Behaviours and Sexual Assault at Postsecondary Schools in the Canadian Provinces. *Government of Canada, Statistics Canada*, Government of Canada. <https://www150.statcan.gc.ca/n1/pub/85-002-x/2020001/article/00005-eng.htm>
- Cadloff, E. (2021, October 5). What Happens to Sexual Assault Reports at Canadian Universities? No One Really Knows. *Macleans.ca*. <https://www.macleans.ca/education/what-happens-to-sexual-assault-reports-at-canadian-universities-no-one-really-knows/>.
- Canada, Women and Gender Equality. (2020, November 26). "The Advisory Committee on the Framework to Prevent and Address Gender-Based Violence at Post-Secondary Inst..." *Canada.ca*, Government of Canada. <https://www.canada.ca/en/women-gender-equality/news/2019/01/the-advisory-committee-on-the-framework-to-prevent-and-address-gender-based-violence-at-post-secondary-institutions.html>
- Canadian Federation of Students-Ontario. (2015). Sexual Violence on Campus. <https://cfsontario.ca/wp-content/uploads/2017/07/Factsheet-SexualAssault.pdf>
- Canadian Human Rights Commission. (n.d.). *What is discrimination?* <https://www.chrc-ccdp.gc.ca/eng/content/what-discrimination>
- Canadian Women's Foundation. *The Facts About Sexual Assault and Harassment*. Canadian Women's Foundation. <https://canadianwomen.org/the-facts/sexual-assault-harassment/>

- CBC News. (2019, October 29). *Government to Unveil New Regulations for Post-Secondary Sexual Violence Legislation*. CBC News.  
<https://www.cbc.ca/news/canada/prince-edward-island/pei-sexual-violence-policies-post-secondary-instructions-1.5339910>
- Cotter, A. (2019). Criminal Victimization in Canada, 2019. *Statistics Canada*.  
<https://www150.statcan.gc.ca/n1/pub/85-002-x/2021001/article/00014-eng.htm>
- Community and Race Relations Committee of Peterborough. (n.d.). *Racism 101 definitions*.  
<http://www.anti-racism.ca/node/1.html>
- Conroy, S and Cotter, A. (2017) Self-Reported Sexual Assault in Canada. *Government of Canada, Statistics Canada*.  
<https://www150.statcan.gc.ca/n1/pub/85-002-x/2017001/article/14842-eng.htm>
- Crabb, S., Love, P., Cordon, A., McGillivray, T., Pagano, J. (2019, December). *Sexual Violence and Harassment Policies in Post-Secondary Institutions in Canada*. 2016-2018 CFUW Status of Women Subcommittee of the CFUW Standing Committee on Advocacy.  
<https://cfuadmin.org/wp-content/uploads/2020/11/Post-Secondary-SVH-Research-Project-final-1.pdf>
- Crenshaw, K. (1991) Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, 43, 1241-1299.  
<http://dx.doi.org/10.2307/1229039>
- Dunne, C., Greene, W., Hackett, S., Huang, A., Porter, R., & Rehman, M. (2020). Policy Paper: Gender-Based & Sexual Violence Prevention & Response (Toronto: Ontario Undergraduate Student Alliance). [https://www.ousa.ca/policy\\_gbsvpr](https://www.ousa.ca/policy_gbsvpr)
- 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 PostSecondary Institutions in Canada*. Read it [here](#).
- Eerkes, D., Ketwaroo-Green, J., Pearson, S., Reid, B., Hackett, C., Juurlink, I., Martin, L., Scanlon, S., & Bokma, S. (2021). Essential Elements for Non-Punitive Accountability: a Workbook for understanding alternative responses to campus gender-based violence. *Courage to Act: Addressing and Preventing Gender-Based Violence at Post Secondary Institutions in Canada*. Read it [here](#).
- Ending Violence Association of British Columbia. (2016, May). *Campus Sexual Violence: Guidelines for a Comprehensive Response, May 2016*. Ending Violence.  
<https://endingviolence.org/publications/campus-sexual-violence-guidelines/>
- Gervais, B. (2022, February 15). *Province announced \$2.5 million boost to combat sexual violence in post-secondary*. *Galgary Herald*.  
<https://calgaryherald.com/news/politics/province-announces-2-5-million-boost-to-combat-sexual-violence-in-post-secondary>

- Government of Canada. *Canada Social Transfer*. Canada.  
<https://www.canada.ca/en/department-finance/programs/federal-transfers/canada-social-transfer.html>
- Government of Canada. *Federal transfers to provinces and territories*. Canada.  
<https://www.canada.ca/en/department-finance/programs/federal-transfers.html>
- Government of Canada. (2021). *Gender-based violence glossary*.  
<https://women-gender-equality.canada.ca/en/gender-based-violence-knowledge-centre/gender-based-violence-glossary.html>
- Government of Ontario. (2020). *Student Voices on Sexual Violence*. Ontario.  
<https://www.ontario.ca/page/student-voices-sexual-violence>
- Government of Canada. (2018, February). *Trauma and violence-informed approaches to policy and practice*.  
<https://www.canada.ca/en/public-health/services/publications/health-risks-safety/trauma-violence-informed-approaches-policy-practice.html>
- Harris, J. C., & Linder, C. (Eds.). (2017). *Intersections of identity and sexual violence on campus: Centering minoritized students' experiences*. Stylus Publishing LLC.  
<https://ebookcentral.proquest.com/lib/mcgill/detail.action?docID=4801051>
- Hunt, S. (2016). Decolonizing the roots of rape culture: Reflections on consent, sexual violence and university campuses [Unpublished manuscript].  
[https://www.academia.edu/30006930/Decolonizing\\_the\\_Roots\\_of\\_Rape\\_Culture\\_reflections\\_on\\_consent\\_sexual\\_violence\\_and\\_university\\_campuses](https://www.academia.edu/30006930/Decolonizing_the_Roots_of_Rape_Culture_reflections_on_consent_sexual_violence_and_university_campuses)
- Take Action*. (2022). High School Too. <https://www.highschooltoo.ca/takeaction>
- Jaffray, B. (2020). Experiences of violent victimization and unwanted sexual behaviours among gay, lesbian, bisexual and other sexual minority people, and the Transgender population, in Canada, 2018. *Government of Canada, Statistics Canada*.  
<https://www150.statcan.gc.ca/n1/pub/85-002-x/2020001/article/00009-eng.htm>
- Kalda, M., O'Halloran D., Patrick, J. (2022, February 1). *Student-Faculty Relationships*. University of Toronto Students' Union: Students for Survivors.  
<https://www.utsu.ca/students-for-survivors/>
- Khan, F., Rowe, C. J., and Bidgood, R. (2019). *Courage to Act: Developing a National Framework to Address and Prevent Gender-Based Violence at Post-Secondary Institutions in Canada*. Toronto, ON: Possibility Seeds. Read it [here](#).
- Liu, C., Flora, P., Gupta, R., Keren, L., Kordich, E., Sharma, S., & Siddiqui, A. (2020). Supporting International Students Affected by GBV: A Customizable Tool for International Students, Post-Secondary Administrators and Frontline Workers. *Courage to Act: Addressing and Preventing Gender-Based Violence at Post Secondary Institutions in Canada*. Read it [here](#).

- MacEwan University. (2020, April). *MacEwan University Sexual Violence Climate Survey 2020*. [https://www.macewan.ca/c/documents/osvper\\_climate\\_survey\\_2020.pdf](https://www.macewan.ca/c/documents/osvper_climate_survey_2020.pdf)
- Maria Yellow Horse Brave Heart (2003) The Historical Trauma Response Among Natives and Its Relationship with Substance Abuse: A Lakota Illustration, *Journal of Psychoactive Drugs*, 35:1, 7-13, DOI: 10.1080/02791072.2003.10399988
- McGill University. (2018). Climate Surveys on Campus Sexual Violence (for students). <https://www.mcgill.ca/definetheline/impacts/climate-surveys-campus-sexual-violence-students>
- McGill University. (n.d.) iMPACTS. <https://www.mcgill.ca/definetheline/impacts>
- MeToo Movement. (2020). The Red Zone: Sexual Violence on College Campuses. [https://metoomvmt.org/wp-content/uploads/2020/05/1.5.11\\_The-Red-Zone-Sexual-Violence-on-College-Campuses\\_INFOSHEET\\_V2.pdf](https://metoomvmt.org/wp-content/uploads/2020/05/1.5.11_The-Red-Zone-Sexual-Violence-on-College-Campuses_INFOSHEET_V2.pdf)
- Ministry of Advanced Education. *Preventing and Responding to Sexual Violence and Misconduct at British Columbia Post-Secondary Institutions*. Government of British Columbia. [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/5233\\_sexual\\_violence\\_and\\_misconduct\\_policy\\_guidelines\\_web.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/5233_sexual_violence_and_misconduct_policy_guidelines_web.pdf)
- Moriah, K. (2022, May 18). *How Anti-Black Racism on Canadian University Campuses Robs Us All*. The Conversation. <https://theconversation.com/how-anti-black-racism-on-canadian-university-campuses-rob-us-all-140927>
- Mosaic British Columbia. (2018). *Peer Creating Awareness To Facilitate Education & Support: International Student Safety Guide*. Mosaic BC. <https://www.mosaicbc.org/wp-content/uploads/2020/03/International-Student-Safety-Guide.pdf>
- Murphy-Oikonen, J., Chambers, L., McQueen, K., Hiebert, A., & Miller, A. (2022). Sexual Assault: Indigenous Women's Experiences of Not Being Believed by the Police. *Violence Against Women*, 28(5), 1237–1258. <https://doi.org/10.1177/10778012211013903>
- National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019). *Reclaiming power and place. The final report of the national inquiry into missing and murdered indigenous women and girls*. The National Inquiry. [https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final\\_Report\\_Vol\\_1a-1.pdf](https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf)
- Naushan, A., Flood, J., Khan, F., Eerkes, D., De Costa, B., Jafry, Z., & Mendoza, J. (2021). Glossary of key terms. *Courage to Act: Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions in Canada*. Read it [here](#).

- Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (2015).  
[https://www.naspa.org/images/uploads/kcs/WHPL\\_Canon\\_HP\\_Okanagan\\_Charter\\_12.pdf](https://www.naspa.org/images/uploads/kcs/WHPL_Canon_HP_Okanagan_Charter_12.pdf)
- Ontario's Universities. (2018). *Student Voices on Sexual Violence Climate Survey*.  
<https://ontariosuniversities.ca/student-voices-on-sexual-violence-survey>
- Protetch, N. & Rosser, E. (2021). *Crucial Voices: Report on SFCC Student consultations for the National Action Plan to End Gender-Based Violence, 2020-2021*. Students for Consent Culture Canada. <https://www.sfcccanada.org/crucial-voices-report>.
- Research & Education on Violence Against Women & Children. (2019). *Responding to disclosures of sexual violence on university and college campuses in Ontario*.  
<http://respondingtodisclosuresoncampus.com/%20consent/>
- Ross, S. (2022, May 17). Victims no longer silenced as landmark legislation takes effects on P.E.I. CBC News.  
<https://www.cbc.ca/news/canada/prince-edward-island/pei-non-disclosure-agreement-legislation-1.6456439>
- Salvino, C. *The next Generation of Campus Sexual Violence Legislation: Minimum Standards*. REES.  
<https://www.reescommunity.com/the-next-generation-of-campus-sexual-violence-legislation-on-creating-minimum-standards-for-campus-policies-2/#:~:text=The%20minimum%20standards%20include%3A,Violence%20Training%20for%20Decision%2DMakers>
- Salvino, Caitlin, Kelsey Gilchrist, and Jade Cooligan-Pang. 'OurTurn: A National Action Plan to End Campus Sexual Violence'. Montreal, QC: Student's Society of McGill University, 2017.  
[https://static1.squarespace.com/static/5bc4e7bcf4755a6e42b00495/t/5f107ac2b2f3cd2f9b6fe449/1594915540325/our\\_turn\\_action\\_plan\\_en\\_2020-05-26.pdf](https://static1.squarespace.com/static/5bc4e7bcf4755a6e42b00495/t/5f107ac2b2f3cd2f9b6fe449/1594915540325/our_turn_action_plan_en_2020-05-26.pdf)
- 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/NBK207201/>
- Schwan, K., Versteegh, A., Perri, M., Caplan, R., Baig, K., Dej, E., Jenkinson, J., Brais, H., Eiboff, F., & Pahlevan Chaleshtari, T. (2020). *The State of Women's Housing Need & Homelessness in Canada: Executive Summary*. Hache, A., Nelson, A., Kratochvil, E., & Malenfant, J. (Eds). Toronto, ON: Canadian Observatory on Homelessness Press.  
<https://womenshomelessness.ca/wp-content/uploads/Executive-Summary-State-of-Womens-Homelessness.pdf>
- Skye, C. (2020). *Answering Calls For Justice within PSIs from the National Inquiry on MMIWG*. Courage To Act.  
<https://docs.google.com/spreadsheets/d/1oMnhaVLGcqeBplkBm-E2Uze5XgljPHaBbw6D9sHTihc/edit#gid=0>

Springtide Resources. (2008). *An integrated anti-oppression framework*

Students for Consent Culture. *Checklist*.

[https://static1.squarespace.com/static/5bc4e7bcf4755a6e42b00495/t/5cef3cc135897a001dc3f2f/1559182530259/SFCC\\_appendixC\\_en\\_final.pdf](https://static1.squarespace.com/static/5bc4e7bcf4755a6e42b00495/t/5cef3cc135897a001dc3f2f/1559182530259/SFCC_appendixC_en_final.pdf)

Students for Consent Culture Canada. (2019). *Moving Beyond Potential: Building Justice for Students in British Columbia: A Call for Action on Campus Sexual Violence*.

[https://static1.squarespace.com/static/5bc4e7bcf4755a6e42b00495/t/5e4c54619acc280f29211ba1/1582060641594/BCadvocacy\\_LegislatorsGuide.pdf](https://static1.squarespace.com/static/5bc4e7bcf4755a6e42b00495/t/5e4c54619acc280f29211ba1/1582060641594/BCadvocacy_LegislatorsGuide.pdf)

Students for Consent Culture Canada. *Provincial Advocacy*. Students for Consent Culture Canada. <https://www.sfcccanada.org/provincial>

Students Nova Scotia. (2014, January). *A review of Student Union Policies and Practices to Prevent Sexual Violence*. Students Nova Scotia.

<https://static1.squarespace.com/static/5c8fe398809d8e5b9847fe6e/t/5cf01bf05c3163001a587f0/1559239666825/2014-05-09-sexual-assault-report-KB-for-web1.pdf>

Take Action. (2022). High School Too. <https://www.highschooltoo.ca/takeaction>

Tetreault-Bergeron, S & Santiago, M. (2020, January 7). *Sexual Violence on Campus: Recommendations for the Alberta Government*. Council of Alberta University Students.

<https://static1.squarespace.com/static/5b95cd14697a9812941dd36f/t/5e3dac89475a525f571d360db/1581100176267/CAUS-Sexual+Violence+on+Campus-2020-v3-PRINT-no+cropps.pdf>

The Fifth Estate. (2021, February 18). Black on campus: Students, staff and faculty say universities are failing them [Video]. Youtube.

<https://www.youtube.com/watch?v=y1CQRi76nho>

The University of British Columbia Board of Governors. (2020, September). *Sexual Misconduct and Sexualized Violence Policy*. The University of British Columbia.

<https://svpro.ubc.ca/education/ubc-sexual-misconduct-policy-and-resources/>

Thompson Rivers University. (2019). *Consent Tea Toolkit*. Thompson Rivers University.

<https://campusmentalhealth.ca/wp-content/uploads/2019/07/TRU-Consent-Tea-Toolkit.pdf>

Truth and Reconciliation Commission of Canada: Calls to Action (2015)

[https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls\\_to\\_Action\\_English\\_2.pdf](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English_2.pdf)

Toronto Metropolitan University. (2021). *Sexual Violence Policy*. Toronto.

<https://www.torontomu.ca/policies/policy-list/sexual-violence-policy/>

Valpied, J., Cini, A., O'Doherty, L., Taket, A., & Hegarty, K. (2014). "Sometimes cathartic. Sometimes quite raw": Benefit and harm in an intimate partner violence trial. *Aggression and Violent Behavior, 19*(6), 673-685.

Wesley-Esquimaux, C. C., & Smolewski, M. (2004). *Historic trauma and Aboriginal healing*. Ottawa: *Aboriginal Healing Foundation, 3*.

Yale CCE Program. *Bystander Intervention Workshops*.  
<https://cce.yalecollege.yale.edu/bystander-intervention-workshops>

## Appendix A: Glossary<sup>13</sup>

### **Anti-Racism**

“Anti-racism is an active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes. Anti-racism is an action-oriented strategy which mobilizes the skills and knowledge of racialized people in order to work for a redistribution of power in organizations and society” (Community and Race Relations Committee of Peterborough, n.d.).

### **Complaint**

When an individual provides information regarding a potential gender-based violence policy violation to the appropriate post-secondary institution official with the intent to initiate an investigation.

### **Complaint Process**

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

### **Consent**

Consent is an everyday practice that is required before engaging in different types of interactions, including sexual relations. Consent must be voluntarily given by all parties. Consent must be informed, on-going, enthusiastic, withdrawn at any time, specific and is required before each interaction. It is important to note that any type of sexual activity without consent is sexualized violence.

### **Discrimination**

Discrimination is behaviour that results from prejudiced attitudes by individuals or institutions, resulting in unequal outcomes for persons who are perceived as different. It is the unfair treatment due to a “Prohibited Ground” under the Human Rights Code, which includes race, sex, sexual orientation, gender orientation and gender expression, same-sex partner status, colour, ancestry, place of origin, ethnic origin, marital status, age, disability, citizenship, family status, or religion. Discrimination includes, but is not restricted to, the denial of equal treatment, civil liberties and opportunities to individuals or groups with respect to education, accommodation, health care, employment and access to services, goods and facilities (Canadian Human Rights Commission, n.d.)

---

<sup>13</sup> Definitions taken from Naushan, A., Flood, J., Khan, F., Eerkes, D., De Costa, B., Jafry, Z., & Mendoza, J. (2021). *Glossary of key terms. Courage to Act: Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions in Canada.*

### **Gender-Based Violence**

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

### **Harassment**

“Persistent, ongoing behavior conveying negative attitudes towards an individual or group to make them feel intimidated and humiliated. Harassment is an exercise of power. It includes any action that a person knows, or should know, is not welcome. Harassment includes name-calling, jokes, slurs, graffiti, insults, threats, rudeness and crude gestures, verbal or physical abuse. Human Rights Codes in most provinces prohibit harassment based on race, religion, sex, ethnicity and the other prohibited grounds for discrimination” (Springtide Resources, 2018)

### **Harm**

In the context of addressing sexual violence on campus, harm refers to negative consequences of GBV, the PSI complaints process as a whole, or specific elements of the process, experienced by the involved parties. The institution can introduce measures to reduce or mitigate harm throughout its complaints process or offer non-adjudicative options specifically designed to address the harm resulting from gender-based violence.

### **Harm Reduction**

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 of the involved parties.

### **Intersectionality**

A term coined by Dr. Kimberlé Crenshaw, intersectionality is the acknowledgement that an individual can occupy a number of political and social identities and that this has an impact on that individual. Those identities and social categorizations can be understood under racial, gender, sexual, religious, disabled, class, and religious lines, to name a few. The overlap of any of these identities creates a complex system of discrimination where individuals face multiple oppressions. Any policy, procedure or support should adopt this lens, so as to be mindful and delineate who is being excluded from such processes.

### **Post-Secondary Institutions (PSIs)**

Includes (but not limited to) colleges, universities, Indigenous institutes, technical institutes, collèges d'enseignement général et professionnel (CEGEPs), trade schools, and other institutions outside the K-12 systems, that fall under provincial or territorial legislation.

### **Procedural Fairness**

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

### **Promising Practices**

Promising practices, refer to campus gender-based violence programs, policies, services or strategies that show potential (or promise) for developing into a best practice.

### **Survivor**

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

### **Trauma-Informed/Trauma-Informed Practice**

Trauma-informed means acknowledging the harm endured by complainants and survivors along with having awareness of the impacts that trauma has on an individual's emotional, cognitive, physical and sexual wellbeing. Such acknowledgement and understanding should guide the creation of processes, procedures and support. Adopting such a lens should serve to not re-traumatize individuals further; it should maintain their dignity throughout the process, procedure or support they receive. In addition to processes, procedures or support that are infused with trauma-informed principles, trauma-informed also implies that those individuals charged with creating processes, procedures or documents need specific training in trauma-informed practices as well.

## Appendix B: Recommended Readings

### **National**

Burnham, J., Clarkson, L., DesRochers, J., Dunne, C., Gabriele, C., Garcia, J., Glaspey, T., Gray, M., Gupta, R., Irvine, T., Javed, K., King, Z., Kuzmyk, E., Magaji, V., Malankov, C., McKay, A., Perry, N., Prévost, F., Snow, A., Toner, J., Wong, T., & Wright, J. (2021). *Courage Catalysts: Creating Consent Culture on Campus*. Courage to Act: Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions in Canada. Read it [here](#).

Canadian Federation of Students. *Ideas For Organizing On Campus: Campus Toolkit For Combatting Sexual Violence*.  
<https://campusmentalhealth.ca/wp-content/uploads/2018/03/OrganizingOnCampus.pdf>

Canadian Federation of Students. *Sexual Assault Policy Template*.  
<https://campusmentalhealth.ca/wp-content/uploads/2018/03/Policy.pdf>

Canadian Federation of Students. *Snappy Responses To Spicy Pushback*.  
<https://campusmentalhealth.ca/wp-content/uploads/2018/03/Pushback.pdf>

Canadian Federation of Students. *Campus Safety Checklist*. Campus Mental Health.  
<https://campusmentalhealth.ca/wp-content/uploads/2018/03/Checlist.pdf>

Canadian Federation of Students-Ontario. (2015). *Sexual Violence on Campus*.  
<https://cfsontario.ca/wp-content/uploads/2017/07/Factsheet-SexualAssault.pdf>

Canadian Federation of Students-Ontario. (2017). *Campus Toolkit For Creating Consent Culture*. CFS Ontario.  
<https://cfsontario.ca/wp-content/uploads/2017/07/Consent-Toolkit.pdf>

Consent Comes First. (2021). *You Choose What To Do Next: A Guide For Navigating the Criminal Legal System, As A Sexual Assault Survivor*.  
<https://www.torontomu.ca/content/dam/sexual-violence/images/YCWTDNcriminallegalsystem-compressed.pdf>

Cross, P., Stephens, M. (2021). *You Choose What To Do Next: Understanding Publication Bans in Criminal Proceedings Involving Sexual Offences Guide*.  
<https://www.torontomu.ca/content/dam/sexual-violence/images/YCWTDNPublicationBanGuide.pdf>

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 PostSecondary Institutions in Canada*. Read it [here](#).

Farrah, K., Vivash, K. (2020, May 29). *6 Ways Campuses Can Collaborate With Gender-Based Violence Community Organizations*. *Courage To Act*.  
<https://www.couragetoact.ca/blog/collaboration>

Mosaic British Columbia. (2018). *Peer Creating Awareness To Facilitate Education & Support: International Student Safety Guide*. Mosaic BC.  
<https://www.mosaicbc.org/wp-content/uploads/2020/03/International-Student-Safety-Guide.pdf>

Bellotto, S. et al. (2018, May 8). *Shared Perspectives: A Joint Publication on Campus Sexual Violence Prevention and Response*. OUSA.  
[https://www.ousa.ca/misc\\_sharedperspectives\\_campus\\_sexualviolence](https://www.ousa.ca/misc_sharedperspectives_campus_sexualviolence)

Pietsch, N. (2022, February). *Sexual Violence (SV) Advocacy and Campus Communities*. Learning Network.  
<https://www.vawlearningnetwork.ca/our-work/briefs/briefpdfs/Brief-40.pdf>

Protetch, N. & Rosser, E. (2021). *Crucial Voices: Report on SFCC Student consultations for the National Action Plan to End Gender-Based Violence, 2020-2021*. Students for Consent Culture Canada. <https://www.sfcccanada.org/crucial-voices-report>

Salvino, Caitlin, Kelsey Gilchrist, and Jade Cooligan-Pang. 'OurTurn: A National Action Plan to End Campus Sexual Violence'. Montreal, QC: Student's Society of McGill University, 2017.  
[https://static1.squarespace.com/static/5bc4e7bcf4755a6e42b00495/t/5f107ac2b2f3cd2f9b6fe449/1594915540325/our\\_turn\\_action\\_plan\\_en\\_2020-05-26.pdf](https://static1.squarespace.com/static/5bc4e7bcf4755a6e42b00495/t/5f107ac2b2f3cd2f9b6fe449/1594915540325/our_turn_action_plan_en_2020-05-26.pdf)

Students for Consent Culture Canada. (2022). *Pass The Megaphone: SFCC's Advocacy Toolkit (Volume I)*.  
[https://static1.squarespace.com/static/5bc4e7bcf4755a6e42b00495/t/62473346302b8407edbe5183/1648833357910/AdvocacyToolkit\\_Vol1\\_FINAL.pdf](https://static1.squarespace.com/static/5bc4e7bcf4755a6e42b00495/t/62473346302b8407edbe5183/1648833357910/AdvocacyToolkit_Vol1_FINAL.pdf)

## **Alberta**

Tetreault-Bergeron, S & Santiago, M. (2020, January 7). *Sexual Violence on Campus: Recommendations for the Alberta Government*. Council of Alberta University Students.  
<https://static1.squarespace.com/static/5b95cd14697a9812941dd36f/t/5e3dac89475a525571d360db/1581100176267/CAUS-Sexual+Violence+on+Campus-2020-v3-PRINT-no+rops.pdf>

## **British Columbia**

Ending Violence Association of British Columbia. (2016, May). *Campus Sexual Violence: Guidelines for a Comprehensive Response, May 2016*. Ending Violence. <https://endingviolence.org/publications/campus-sexual-violence-guidelines/>

Ministry of Advanced Education. *Preventing and Responding to Sexual Violence and Misconduct at British Columbia Post-Secondary Institutions*. Government of British Columbia. [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/5233\\_sexual\\_violence\\_and\\_misconduct\\_policy\\_guidelines\\_web.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/5233_sexual_violence_and_misconduct_policy_guidelines_web.pdf)

Students for Consent Culture Canada. (2019). *Moving Beyond Potential: Building Justice for Students in British Columbia: A Call for Action on Campus Sexual Violence*. [https://static1.squarespace.com/static/5bc4e7bcf4755a6e42b00495/t/5e4c54619acc280f29211ba1/1582060641594/BCadvocacy\\_LegislatorsGuide.pdf](https://static1.squarespace.com/static/5bc4e7bcf4755a6e42b00495/t/5e4c54619acc280f29211ba1/1582060641594/BCadvocacy_LegislatorsGuide.pdf)

## **Nova Scotia**

Council of Nova Scotia University Presidents. (2017). *Changing the Culture of Acceptance: Recommendations to Address Sexual Violence on University Campuses*. Nova Scotia. <https://novascotia.ca/lae/pubs/docs/changing-the-culture-of-acceptance.pdf>

Students Nova Scotia. (2014, January). *A review of Student Union Policies and Practices to Prevent Sexual Violence*. Students Nova Scotia. <https://static1.squarespace.com/static/5c8fe398809d8e5b9847fe6e/t/5cf01bf05c31630001a587f0/1559239666825/2014-05-09-sexual-assault-report-KB-for-web1.pdf>

## **Ontario**

Dunne, C., Greene, W., Hackett, S., Huang, A., Porter, R., & Rehman, M. (2020). Policy Paper: *Gender-based & Sexual Violence Prevention & Response*. Ontario Undergraduate Student Alliance. [https://www.ousa.ca/policy\\_gbsvpr](https://www.ousa.ca/policy_gbsvpr)

## Appendix C: Calls to Action for Each Provincial and Territorial Government

<b>Action: Set Provincial Standards for Campus Sexual Violence Data Collection in Collaboration with Key Stakeholders</b>	
<b>British Columbia</b>	In addition to the recommendations in this action plan, the Ministry of Advanced Education, Skills and Training should implement the recommendations from students across the province around data collection and reporting requirements (see <a href="#">Data Collection, Reporting, and Institutional Accountability: A student submission on standards for data collection and reporting of campus sexualized violence policy utilization and implementation</a> ). They can also look to institutions who are already engaged in around data collection, such as <a href="#">Simon Fraser University's Sexual Violence Support and Prevention Office</a> .
<b>Manitoba</b>	The Ministry of Advanced Education, Skills and Immigration can look to the <a href="#">University of Manitoba's Campus Climate Survey</a> as a starting point to set provincial standards for campus sexual violence data collection, and implement the recommendation for all PSIs in the province to participate in triennial, recurring, trauma-informed, campus sexual violence climate surveys.
<b>Ontario</b>	The Ministry of Colleges and Universities should implement the recommendations made by OUSA in their 2020 <a href="#">Gender-based and Sexual Violence Prevention &amp; Response</a> policy paper to build off the 2018 Student Voices on Sexual Violence survey and set provincial standards for campus sexual violence data collection.
<b>Quebec</b>	The Quebec government should continue the work that began with the 2016 <a href="#">Enquête Sexualité, Sécurité et Interactions en Milieu Universitaire (ESSIMU): Ce qu'en disent étudiantes, enseignantes et employées [Study on Sexuality, Security and Interactions on a University Campus: What Students, Professors and Employees are Saying]</a> to set provincial standards for campus sexual violence data collection, and implement the recommendation for all PSIs in the province to participate in triennial, recurring, trauma-informed, campus sexual violence climate surveys.

<b>Prince Edward Island</b>	The Department of Education and Lifelong Learning should build on the province’s sexual violence data collection (e.g., the 2021 <a href="#">survey to improve support for survivors of adult sexual violence</a> ) to set provincial standards for campus sexual violence data collection, and include all PSIs in the province who should be supported to participate in triennial, recurring, trauma-informed, campus sexual violence climate surveys.
<b>Nova Scotia</b>	In addition to the recommendations in this action plan, the Ministry of Advanced Education, Higher Education Branch, should implement the recommendations from Students Nova Scotia around data collection and reporting requirements (see <a href="#">Student Safety in Nova Scotia: A Review of Student Union Policies and Practices to Prevent Sexual Violence</a> ).
<b>Alberta</b>	The work the Ministry of Advanced Education is doing to <a href="#">facilitate a province-wide campus sexual violence climate survey</a> would be strengthened with a commitment to conducting it every three years, attaching a task force to it at each institution to create a triennial plan to address key issues that emerge from the data, and setting provincial standards for campus sexual violence data collection.
<b>Saskatchewan</b>	The Ministry of Advanced Education should build on existing data collection in the province around sexual violence more broadly (e.g., the 2019 <a href="#">survey on sexual violence in Saskatchewan</a> ) to set provincial standards for campus sexual violence data collection, and include all PSIs in the province who should be supported to participate in triennial, recurring, trauma-informed, campus sexual violence climate surveys
<b>New Brunswick</b>	The Department Post-Secondary Education, Training and Labour can look to the <a href="#">University of New Brunswick’s Campus Climate Survey</a> as a starting point to set provincial standards for campus sexual violence data collection, and implement the recommendation for all PSIs in the province to participate in triennial, recurring, trauma-informed, campus sexual violence climate surveys.
<b>Newfoundland and Labrador</b>	The Ministry of Education, Training, Skills Development can look to the advocacy of the <a href="#">Corner Brook Status of Women Council</a> on the need for a big-picture analysis of sexual violence in the province to set provincial standards for campus sexual violence data collection, and implement the recommendation for all PSIs in the province to

	participate in triennial, recurring, trauma-informed, campus sexual violence climate surveys.
<b>Yukon, Northwest Territories, Nunavut</b>	The territorial governments should set territorial standards for campus sexual violence data collection, and implement the recommendation for all PSIs in the territories to participate in triennial, recurring, trauma-informed, campus sexual violence climate surveys.

**Action: Create and Strengthen Provincial & Territorial Legislative and Regulatory Frameworks to Address and Prevent Sexual Violence on Campus**

<b>British Columbia</b>	In addition to the recommendations in this action plan, the Ministry of Advanced Education, Skills and Training should implement recommendations from the <a href="#">Alliance of BC Students</a> , including funding "a comprehensive Action Plan to establish guiding principles and procedures, with a focus on prevention work, education, and support services that include and centre frontline workers and survivors."
<b>Manitoba</b>	As Manitoba has already legislated post-secondary institutions to have sexual violence policies through the <i>Post-Secondary Sexual Violence and Sexual Harassment Policies Act</i> , the Ministry of Advanced Education, Skills and Immigration can strengthen their legislative and regulatory framework to fill gaps related to prevention education and response to sexual violence.
<b>Ontario</b>	In addition to the recommendations in this action plan, the Ministry of Colleges and Universities should implement recommendations from the Ontario Undergraduate Student Alliance to amend Ontario Regulation 131/16 to include all essential elements of survivor-centric sexual violence policies, including those delineated in their <a href="#">Gender-based &amp; Sexual Violence Prevention &amp; Response policy paper</a> .
<b>Quebec</b>	As Quebec has already legislated post-secondary institutions to have sexual violence policies through the <i>Act to prevent and fight sexual violence in higher education</i> , the government can strengthen their legislative and regulatory framework to fill gaps related to prevention education and response to sexual violence, such as providing legislative guidance for institutions to address <a href="#">concerns around transparency and communication in complaints processes</a> .

<b>Prince Edward Island</b>	As Prince Edward Island has already legislated post-secondary institutions to have sexual violence policies through the <i>Post-Secondary Institutions Sexual Violence Policies Act</i> , the Department of Education and Lifelong Learning can strengthen their legislative and regulatory framework to fill gaps related to prevention education and response to sexual violence.
<b>Nova Scotia</b>	<p>The provincial government should transition the MOU model for mandatory stand-alone sexual violence policies at all post-secondary institutions to a legislated requirement. Legislation should incorporate recommendations shared by <a href="#">Students Nova Scotia</a> and be developed in collaboration with students and survivors.</p> <p>Alternatively, the provincial government should work collaboratively with institutions, students, and survivors, including Students Nova Scotia, to ensure MOU mandates for stand-alone sexual violence policies incorporate recommendations shared by <a href="#">Students Nova Scotia</a>.</p>
<b>Alberta</b>	The Ministry of Advanced Education can build on the directive for PSIs to review their sexual violence policies (as per the February 2022 letter to the Board Chairs from the Minister of Advanced Education and the Associate Minister of Status of Women) by implementing <a href="#">recommendations from the Council of Alberta University Students</a> to “legislate PSIs to create policies that reach a minimum standard, are informed by thorough consultation with the campus community and are reviewed every few years to ensure maximum impact and relevance.”
<b>Saskatchewan</b>	As one of few provinces without any legislative or regulatory framework around sexual violence at PSIs, the Ministry of Advanced Education should work with stakeholders, including students, to lay a foundation that meets standards for prevention education and response to sexual violence.
<b>New Brunswick</b>	As one of few provinces without any legislative or regulatory framework around sexual violence at PSIs, the Department Post-Secondary Education, Training and Labour should work with stakeholders, including students, to lay a foundation that meets standards for prevention education and response to sexual violence.

<b>Newfoundland and Labrador</b>	As one of few provinces without any legislative or regulatory framework around sexual violence at PSIs, the Ministry of Education, Training, Skills Development should work with stakeholders, including students, to lay a foundation that meets standards for prevention education and response to sexual violence.
<b>Yukon, Northwest Territories, Nunavut</b>	Territorial governments can work with post-secondary institutions across the territories to provide legislative or regulatory guidance around standards for institutional sexual violence policies to ensure existing policies meet standards for prevention education and response to sexual violence.

<b>Action: Build Provincial/Territorial Advisory Committees on Campus Sexual Violence with Paid Student Representation</b>	
<b>British Columbia</b>	In addition to the recommendations in this action plan, British Columbia's Gender Equity Office should ensure they are meaningfully engaging students when they <a href="#">conduct consultations for the provincial action plan</a> to end gender-based violence.
<b>Manitoba</b>	The Ministry of Advanced Education, Skills and Immigration should convene an advisory committee similar to the province's <a href="#">Women's Advisory Council</a> , but with a focus specifically on sexual violence at post-secondary institutions. Alternatively, the province should ensure representation from campus sexual violence centre workers and student leaders on the Women's Advisory Council.
<b>Ontario</b>	The Ministry of Colleges and Universities should re-establish the Campus Sexual Violence Working Group (formerly a Working Group with the Council of Ontario Universities), and include paid student representation, along with representatives from the Ontario Council of Academic Vice Presidents, the Ontario Committee on Student Affairs, and campus sexual violence centre workers, and frontline workers from the Ontario University Sexual Violence Network and colleges across the province.
<b>Quebec</b>	As these advisory committees already exist at PSIs across the province, the next step is to strengthen information and communication about the work being done to address sexual violence on campuses. While section 12 of Quebec's legislation sexual violence

	<p>prevention act sets out mandatory reporting to the Ministry of Education and the Ministry of Higher Education, there needs to be greater transparency on the annual reports from PSIs. Currently, on the <a href="#">ministry's website</a>, the page shows the legislation and a link to each PSI and CEGEP policy. For greater transparency and easier access to information, the annual report, including a breakdown of spending related to sexual violence prevention and response, from each institution in Quebec should be published below the link to their policy.</p>
<b>Prince Edward Island</b>	<p>The Department of Education and Lifelong Learning should convene an advisory committee similar to the province's <a href="#">Advisory Council on the Status of Women</a> or the <a href="#">Premier's Action Committee (PAC) on Family Violence</a>, but with a focus specifically on sexual violence at post-secondary institutions. Alternatively, the province should ensure representation from campus sexual violence centre workers and student leaders on the Advisory Council on the Status of Women and the PAC on Family Violence.</p>
<b>Nova Scotia</b>	<p>The Ministry of Advanced Education, Higher Education Branch, should convene an advisory committee similar to the province's <a href="#">Advisory Council on the Status of Women</a>, but with a focus specifically on sexual violence at post-secondary institutions. Alternatively, the province should ensure representation from campus sexual violence centre workers and student leaders on the Advisory Council on the Status of Women.</p>
<b>Alberta</b>	<p>The Ministry of Advanced Education should look to the ad-hoc working group convened through the Senior Student Services Officers (SSSO) to identify the appropriate representatives for a more formal Campus Sexual Violence Working Group. The SSSO's working group is well-positioned for this given their current work to develop the province-wide campus sexual violence climate survey, and the work of previous iterations of the working group to grapple with various challenges and issues around sexual violence, including policy development and data collection.</p>
<b>Saskatchewan</b>	<p>The Ministry of Advanced Education should convene an advisory committee similar to the Provincial Advisory Committee to support the development of the <a href="#">Saskatchewan Sexual Violence Action Plan</a>, but with a focus specifically on sexual violence at post-secondary institutions.</p>

<p><b>New Brunswick</b></p>	<p>The Department Post-Secondary Education, Training and Labour can look to the recommendations of the <a href="#">Roundtable on Campus Sexual Violence</a> to establish, maintain and support an advisory committee. Given <a href="#">concerns with a lack of meaningful engagement</a> by the Roundtable, special attention should be paid to ensure students are meaningfully included, and receive compensation, acknowledgement, and recognition for their contributions.</p>
<p><b>Newfoundland and Labrador</b></p>	<p>The Ministry of Education, Training, Skills Development should convene an advisory committee similar to the <a href="#">Provincial Advisory Council on the Status of Women</a>, but with a focus specifically on sexual violence at post-secondary institutions. Alternatively, the province should ensure representation from campus sexual violence centre workers and student leaders on the Provincial Advisory Committee on the Status of Women.</p>
<p><b>Yukon, Northwest Territories, Nunavut</b></p>	<p>Territorial governments should convene an advisory committee, similar to the <a href="#">Status of Women Council of the Northwest Territories</a>, but with a focus specifically on sexual violence at post-secondary institutions. Alternatively, territories should ensure representation from campus sexual violence centre workers and student leaders on existing territorial advisory committees through appointments and legislative amendments as necessary (e.g., <i>Status of Women Council Act</i> in the Northwest Territories that governs the Status of Women Council).</p>