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Sexual Harassment and Violence in the University Context

Report from the Task Force on Policies and Procedures Pertaining to Sexual Harassment and Violence (GT-PHS)

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adopted by
the BCI Board of Directors,
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INTRODUCTION – WORKING TOGETHER TO FOSTER A CULTURE OF RESPECT

CONTEXT

Sexual violence[1] is a serious issue, though still under-reported, is present in all spheres of society, and unfortunately universities are no exception. Over the past few years the media have reported various incidents of sexual violence that have occurred in a university context. These delicate and complex situations raise important questions and concerns for university communities. This type of violence, whether it manifests itself through misogynist or sexist remarks, discrimination, harassment or sexual assault, is unacceptable.

The statistics speak for themselves. Certain American and Canadian studies report an alarming number of cases of sexual violence on university campuses. One of these studies states that between 15 and 25% of female college or university students were victims of some type of sexual assault during their studies[2]. A recent US study confirms these statistics, reporting 10% of female and 3% of male college students were the victim of sexual violence in 2015[3].

The problem is equally concerning in Canada. According to the University of Ottawa's Report of the Task Force on Respect and Equality[4], ¾ of female students and ⅕ of male students have been the victim of some sort of sexual violence since they became students at the University. Of this number, 44% of female students state they have been the victim of unwanted touching and 13% of female students state they have been the victim of sexual assault.

Members of the Board of Directors (BOD) of the Bureau de coopération interuniversitaire (BCI), which unites eighteen university establishments in Quebec, concerned about providing all female and male students, faculty and staff with a learning and working environment that is safe and free of sexual violence, decided to mandate a task force to assess prevention and intervention practices regarding sexual harassment and violence at universities.

In early 2015, eight resource persons whose expertise in this area is renowned in their academic establishments were solicited to be part of the task force.

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1 The term *sexual violence* is used in this document in reference to any type of violence, be it physical or psychological, perpetrated through sexual practices or targeting sexuality. It includes sexual harassment, sexual assault, rape and other forms of sexual misconduct. For more information, readers may refer to the sub-section entitled, Definitions and manifestations in Section I, **Understanding sexual violence at universities**, pages 13 to 19 in the reference tool.

2 Lauren F. Lichty, Rebecca Campbell & Jayne Schuiteman. (2008). *Developing a University-Wide Institutional Response to Sexual Assault and Relationship Violence*; Journal of Prevention & Intervention in the Community, 36 (1-2), 6.

3 KREBS, C., Lindquist, C., Berzofsky, M., et al. (2016). *Campus climate survey validation study: Final technical report,* Washington: Bureau of Justice Statistics Research and Development Series.

4 Task Force on Respect and Equality. (2015). Report of the Task Force on Respect and Equality: *Ending Sexual Violence at the University of Ottawa.* Ottawa: University of Ottawa, found at the following address: https://www.uottawa.ca/sexual-violence-support-and-prevention/sites/www.uottawa.ca.sexual-violence-support-and-prevention/files/report-of-the-task-force-on-respect-and-equality.pdf.

The task force was initially composed of:

- **André Costopoulos**, Dean of Students, McGill University
- **Nathalie Deschênes**, former Director, Service des ressources humaines, TÉLUQ
- **Jennifer Drummond,** Coordinator, Sexual Assault Resource Centre, Concordia University
- **Normand Duchesne**, former Assistant Director, Service des ressources humaines, Université du Québec à Trois-Rivières (UQTR) (retired)
- **Dominique Jarvis**, Director, Bureau d'intervention et de prévention en matière de harcèlement, Université du Québec à Montréal (UQAM)
- **Josée Laprade**, Director, Centre de prévention et d'intervention en matière de harcèlement, Université Laval
- **Pascale Poudrette**, Director, Bureau d'intervention en matière de harcèlement, Université de Montréal
- **Andrée-Ann Rivard**, Legal Advisor, Vice-rectorat aux affaires étudiantes et Secrétariat général, Université du Québec à Chicoutimi (UQAC)

Pascale Poudrette was appointed chairperson of the task force; Josée Laprade assumed the responsibilities of secretary.

THE TASK FORCE'S MANDATE FROM BUREAU DE COOPÉRATION INTERUNIVERSITAIRE (BCI)

The task force's mandate revolved around sexual harassment and sexual violence as manifested in the university context. More specifically, the task force's work consisted of:

- Collecting the policies and procedures relating to sexual harassment and sexual violence from a broad scope of university establishments;
- Analyzing these policies and procedures to determine best practices;
- Producing a common reference document on how to address the issue of sexual harassment and sexual violence, which could benefit all establishments in Quebec's university network.

In order to carry out this mandate, the initial task force held six formal one-day meetings on February 11 (half-day), March 6, April 10, April 23, and May 11, 2015 as well as April 5, 2016 (half-day). Several sub-group meetings and phone calls were made between the members in order to carry out their tasks. Some members only participated in the meetings while others contributed to writing the document, first individually and then by compiling the results of all individual contributions. Ms. Pascale Poudrette was entrusted with the task of compiling all of the work and amalgamating the content of this reference tool, intended to guide establishments in their thinking and application of good practices related to eradicating sexual violence.

Members of the task force wish to highlight the invaluable contributions from Ms. Sandra Loubier, former advisor on preventing harassment and discrimination at the Université de Sherbrooke, as well as Ms. Audray Lemay-Lewis, former counselor at the Bureau d'intervention et de prévention en

matière de harcèlement at Université du Québec à Montréal, who agreed to re-read the document and provide constructive criticism. We would also like to acknowledge the work of Mr. Jude Mary Cénat, Ph. D. who reviewed the prevention and intervention program literature.

Members of the task force engaged in this work to contribute to the development and strengthening of a culture of respect in higher education institutions. Building a clearer picture of the best actions to implement can both better prevent this type of misconduct and ensure the implementation of intervention processes that optimize how these situations are handled.

PRESENTATION OF THE REFERENCE TOOL

This reference tool is informed by practical experience acquired at Quebec universities; institutions that, over the years, have taken different approaches to making their campuses safer and free of sexual violence. This tool is equally informed by the professional expertise of task force members, some of who have many years of experience in handling this type of misconduct. Finally, it is founded on best practices developed at North American campuses and is inspired by the examination of current research relating to sexual violence. This reference tool provides recommendations and proposes concrete and practical actions for making campuses even safer and more supportive for the people who study and work there.

The task force found that universities vary in their approach to combatting sexual violence and the resources they offer. Each institution's human and financial resources differ, as do their strategies. It is important to note that the application of the recommendations and tools proposed in this document must be viewed in the context of each university's resources and adapted to their individual situation. This document is designed to guide institutions to make enlightened choices in implementing measures according to their unique realities.

Sexual violence is a broad, complex and delicate issue, in part because of its diverse manifestations, the underlying prejudices that fuel it, and the significant impact it can have. This reference tool does not provide an exhaustive analysis of this phenomenon; it is limited to the mandate entrusted to the working group.

This document is divided into different sections. Section I, **Understanding sexual violence in the university context**, provides information regarding the issue of sexual violence, defines the different forms of sexual violence such as harassment, sexual assault, other sexual misconduct, and provides a definition of consent. This section addresses common myths that perpetuate sexual violence, describes the impacts of sexual violence on victims, highlights risk factors and examines barriers to disclosing and reporting incidents of sexual violence.

Numerous laws and regulations can be used to address the issue of sexual harassment and sexual violence. Section II, **Legal framework and required practices to manage the issue**, gives an overview of the legislation involved when this type of misconduct occurs. Moreover, since universities are not only learning institutions for male and female students but also consist of workplaces for thousands of employees, this section also provides an overview of good management practices as related to handling incidents of sexual harassment and sexual violence.

Section III, **Prevention practices to adopt on campuses**, presents best practices in prevention and awareness raising with an emphasis on the importance of mobilizing all university community members to combat sexual violence. Promoting respectful behaviour relies on shared responsibility and invaluable collaboration within university settings. The importance of raising awareness, training and equipping the community is addressed.

Section IV, **Best practices for campus intervention** addresses actions to adopt to provide optimal intervention and support services on campuses. A sample intervention protocol is proposed, along with best practices both in terms of formal and informal interventions. This section also addresses preventive measures and accommodations that may be used to help mitigate some of the consequences of sexual violence.

Policies and regulations can contribute to raising awareness and increasing safety on campuses. Section V, **Good policy and regulation practices**, presents an overview of best practices in this area, and proposes a basis for guiding the development and revision of policies and regulations relating to sexual harassment and sexual violence.

Section VI, **Resources and partners**, brings to light the need to properly identify the various stakeholders, both internal and external, who are likely to collaborate in both preventive and curative interventions. This section includes a guide outlining responsibilities associated with various collaborators.

This reference concludes with the presentation of **Findings and recommendations**, including practical tools, a literature review and bibliography.

SCOPE OF APPLICATION AND COMMONLY USED EXPRESSIONS

This document addresses sexual violence committed in the university context, involving people 18 years of age or older who are either members of the student population, staff or faculty, or third parties (co-contractors, clients, visitors, etc.). This reference tool does not address the specific needs of adults who were victims of sexual abuse in childhood, or sexual assault committed within the context of political conflict or war.

That being said, some incidents could exceptionally involve minors on the campus, for example during day camps, during use of sports facilities, or during the various clinics offered to the public. In the case of young people under the age of 18 who are victims of sexual violence there is an obligation to notify Youth Protection and to mobilize special resources for this specific clientele. This situation requires a specific intervention protocol that is not addressed in this reference tool.

Given the complexity and broad spectrum of ways in which sexual violence manifests itself, the task force had to first establish a common understanding and definitions. Thus, the terms *sexual violence* and *sexual harassment and violence* were retained in order to include all types of inappropriate sexual behaviour such as sexual harassment, sexual assault and other types of sexual misconduct.

Furthermore, throughout this document, the terms “victims,” “complainants,” and “survivors” are used synonymously. The term “survivor” is used by certain support resources in reference to a

person who has had an experience of sexual violence. In the same perspective, the term "victim" is frequently used in society in general, and most particularly by the legal system, while the term "complainant" is commonly used to refer to a person who has made a complaint of sexual harassment.

Section I presents the specific terms and definitions used in this reference tool.

COMMON VALUES

The fight against sexual violence begins by promoting fundamental values and raising questions regarding dominant institutional cultures. In order to promote an environment free of all forms of sexual violence, the task force has identified the following values as being of highest priority. These should be promoted and exemplified not only by all leaders of learning institutions, but also by every member of the university community.

Respect for fundamental human rights

Respect for the dignity as well as the physical and psychological integrity of people remains a high-priority value in the fight against sexual violence. The Quebec and Canadian Charters of Rights and Freedoms clearly state such. This value implies that all people have a right to protection and safety, regardless of their environment. No person should be made to feel diminished, devalued or denigrated, either personally or professionally, or bear psychological or physical scars resulting from sexual violence. Every person should have a sense of safety on university campuses and be able to attend and participate with confidence and without fear for his or her physical or psychological well-being. Mutual respect among members of the university community as well as respect of one's rights should be valued and encouraged in all interpersonal relationships on campus.

Equality between men and women

The fight against sexual violence is rooted in seeking equality between men and women. The right to equality without discrimination is also outlined in Quebec's Charter of Human Rights and Freedoms, which clearly states in the Preamble that gender equality is a fundamental value in Quebec society. Sexual violence is rooted in the abuse of power and experienced primarily by women and children. Sexual violence can take form through systemic discrimination and sexist attitudes, as misogynist remarks, vexatious and unwanted sexually related acts or sexual assault. (Refer to definitions in Section I.) Combatting sexual violence necessitates that universities adopt and defend the value of gender equality and persevere in their efforts to *address inequalities, sexism, discrimination, harassment and all forms of sexual violence in all areas of the university context.*

Respect of differences and diversity

Preventing sexual violence is intimately linked to developing a culture of inclusion and acceptance of diversity; promoting attitudes of openness and respect for members of the LGBTQI (Lesbian, Gay, Bisexual, Transgender or Transsexual, Queer, Intersex) community, for newcomers, for people from different communities and people with disabilities. People from minority groups are at a higher risk of becoming victims of sexual violence in part due to vulnerability as a result of prejudiced attitudes

and stereotyping. Policies and practices that prevent, and respond to, sexual violence must take into account the diversity of the university population.

Goodwill

In order to prevent and respond to sexual violence, university communities must develop a culture of goodwill, support and empathy. It is crucial that universities infuse a spirit of openness inclined toward the understanding and acceptance of others. Universities must be particularly responsive to victims and implement the measures necessary to this end (e.g.: positive reception, accessible resources, timely professional support). Recently, numerous people have referred to a culture of rape in university settings. This refers to a culture which, according to dominant and common practices, either implicitly or explicitly tolerates sexual violence by denying, minimizing or normalizing this form of violence, which can also manifest in rape myth acceptance resulting in blaming victims for the abuse they've experienced, among other consequences. Goodwill becomes a core value for combatting a culture that normalizes sexual violence, and creating an environment that is conducive to disclosure, where victims are believed, treated with compassion and dignity, and whose needs are supported.

Accountability

The prevention of sexual violence needs to be a concern important to everyone in the university community. In order to mobilize people in the prevention of this type of misconduct, there must first be a sense of both individual and collective accountability. We must raise awareness about sexual violence amongst male and female university students, staff, faculty and officers. Each of these actors must be accountable for adopting responsible and respectful behaviour toward others. Sexual violence is an issue that affects the entire community and will not begin to recede unless all those involved feel a responsibility to address this form of violence. Each person can, at some level, be involved, feel responsible and mobilized to make a difference.

These values are crucial and must translate into concrete actions in institutions of higher education. Universities have a responsibility to actively work towards creating a culture of mutual respect, equality and safety for everyone on campus. Promoting and defending these fundamental values necessitates creating lasting changes in organizational culture.

GUIDING PRINCIPLES

Improved sexual violence prevention and intervention requires university actions be informed by guiding principles. These principles are intended to assist directors in making decisions, to guide stakeholder actions in the prevention of sexual misconduct, and to guide community members in their response to victims, perpetrators and alleged perpetrators. The working group was inspired by the Government Directions Concerning Sexual Assault,[5] which outlines the following fourteen guiding principles:

[5] Direction des communications du ministère de la Santé et des Services sociaux (2001), Government Directions Concerning Sexual Assault, Government of Quebec.

- The elimination of sexual violence is based on adopting the following values: respect for all individuals, gender equality, tolerance of differences and diversity, and goodwill and accountability.
- The issue of sexual violence is a serious and unacceptable social problem that must be exposed and condemned.
- Sexual assault is a serious crime that is sanctioned by the legal system.
- Everyone has the right to work and study in an environment that is free from any form of sexual harassment and violence.
- Sexually violent acts are used as a means to dominate and control a person.
- Everyone has the right to personal dignity and bodily integrity.
- Personal protection and safety must be a priority on campuses.
- Universities must be conscious of the fact that the vast majority of sexual assaults that occur on campus are committed by an individual or individuals known to the victim and therefore frequently involve one or more members of their community.
- Universities must promote education and accountability regarding the concept of consent, which is at the very core of the issue of sexual assault.
- Academic institutions must raise awareness in order to change peoples' attitudes regarding the myths and prejudices surrounding this issue, as well as the strong propensity to blame the victim.
- Resource persons are responsible for believing, supporting and not laying guilt on victims of sexual violence, and for an approach intended to empower victims to take back control of their lives.
- Universities must adopt an approach that understands the prevention of sexual violence as a community responsibility and encourages collaboration to better prevent and intervene in these situations.
- Victims of sexual harassment or violence deserve respect and empathy from all responders and should be able to obtain unbiased services.
- Intervention with those found responsible for perpetrating sexual violence should include a focus on helping the individual take ownership for their behaviour and understand the impact of their actions. A response to perpetrators of sexual violence can involve reparations or the imposition of sanctions, depending on the circumstances.

SECTION I – UNDERSTANDING SEXUAL HARASSMENT AND VIOLENCE IN THE UNIVERSITY CONTEXT

The safety and well-being of all students on campus, and any location where university activities are carried out, are of very high priority. Every member of a university community should be able to study and/or work in an environment that is safe and free of sexual violence. This type of violence is as a result of, and contributes to, the perpetuation of gender inequality. In order to target behaviour that could be problematic, it is important to first define the various forms of sexual violence and make clear that sexual violence is not about attraction, and/or romantic interest, and is different from consensual flirting or sexual relations.

DEFINITIONS AND TYPES OF INCIDENCES

In order to adopt a common vocabulary, this reference tool proposes the following definitions to describe problematic conduct:

Sexual violence[6]

Any violence, physical or psychological, carried out through sexual means or by targeting sexuality. It includes sexual harassment, sexual assault, rape and other forms of sexual misconduct.

This reference tool will use the term *"sexual violence"* quite frequently, since it includes all forms of inappropriate conduct that is sexual in nature. This conduct may manifest itself in the form of sexually related acts, verbal comments, behaviour or attitudes.

The term *"sexual violence"* refers to the social phenomenon and global issue of this type of violence.

Psychological harassment[7]

Psychological harassment is defined as any vexatious behaviour in the form of repeated and hostile or unwanted conduct, verbal comments, actions or gestures that affects a member of the university community's dignity or psychological or physical integrity and that results in a harmful work or study environment for the said individual.

A single serious incidence of such behaviour that has a lasting harmful effect on a member of the university community may also constitute psychological harassment (e.g.: sexual assault).

In Quebec, the concepts of sexual harassment and discriminatory harassment are included in the legal definition of psychological harassment found in the *Act respecting labour standards* (ALS). While the ALS refers to the concept of psychological harassment, it is taken for granted that when

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6 Definition inspired by: Government of Ontario (2011), *"Changing attitudes, changing lives – Ontario's Sexual Violence Action Plan*, Queen's Printer for Ontario, p. 8, found at http://www.women.gov.on.ca/owd/english/ending-violence/svap.shtml

7 *Act respecting labour standards*, Section 81.18, *Psychological Harassment.*

incidents are sexual in nature, they also constitute psychological harassment in the sense of Section 81.18 of the ALS.

It might be beneficial to define sexual harassment and sexual assault more precisely within the context of this document.

Sexual harassment[8]

Sexual harassment is defined as any unwanted verbal comments, gestures or actions that are sexual in nature and affect an individual's dignity, psychological or physical integrity and that result in a harmful work or study environment.

Sexual assault[9]

Sexual assault is an act that is sexual in nature, with or without physical contact, committed by an individual without the consent of the victim, or in some cases, through emotional manipulation or blackmail, especially when children are involved. It is an act that subjects another person to the perpetrator's desires through an abuse of power and/or the use of force or coercion, accompanied by implicit or explicit threats. Sexual assault is an attack on a person's basic rights, particularly their rights to physical and psychological integrity and to personal security.

In this reference tool, the term *"sexual violence"* will be used as a synonym for sexual assault.

Other forms of sexual misconduct

This expression encompasses sexist remarks, indecent behaviour, unwanted exposure to degrading sexual images, voyeurism, exhibitionism, frotteurism, cyber-stalking and sexual exploitation, etc.

Consent[10]

The concept of consent is at the very core of all definitions of the various forms of sexual violence. In fact, it is the undesired nature of a behaviour that renders it harassing, and/or abusive. Therefore it is essential to clearly define consent, and understand the circumstances in which consent is not present.

> *"Consent in a sexual context, means an agreement to take part in sexual activities. This consent must be voluntary. This means that it must be given freely and without force. Consent must also be informed. If the choice is not free and informed, then the person's consent is not valid."*

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8 Office for Harassment Intervention and Prevention, Université de Montréal, found at: http://www.harcelement.umontreal.ca/definition_hsexuel.htm

9 Direction des communications du ministère de la Santé et des Services sociaux (2001), *Government Directions Concerning Sexual Assault*, Government of Quebec, p.22.

10 The Canadian Criminal Code specifically addresses the concept of consent in Sections 150.1(1), 153.1(2), 265(3), 273.1 and 273.2.

It follows that consent cannot be presumed and must not be presumed based solely on the absence of verbal refusal. A person may withdraw his or her consent at any time. Furthermore, certain contexts may invalidate consent. Thus, if a person is impaired by drugs or alcohol, is unconscious or sleeping, their consent to a sexual activity cannot be considered free and informed. The same can be said when there are threats or constraints present and if a person abuses their position of power, confidence or authority. To that end, university professors must be particularly vigilant regarding the relationships they have with their students, especially if they have a supervisory relationship with the student, in order to ensure that they prevent abusing that power.

Rape culture[11]

Sexual violence brings with it unique characteristics that fall within a culture that facilitates it and holds victims accountable. It is referred to as a "rape culture."

> *"Rape culture is a culture in which dominant ideas, social practices, media images and societal institutions implicitly or explicitly condone sexual assault by normalizing or trivializing sexual violence and by blaming survivors for their own abuse."*

These pernicious social standards which are evidence of sexism, trivialize sexual violence. Thus, these manifestations are illustrated most particularly by systematically calling into question the truth of the victims' claims, holding victims accountable for the violence they suffered, causing survivors to feel guilty by making them bear the weight of the negative impact of reporting the alleged aggressor and his or her entourage, as well as the trivialization or eroticization of sexual violence by the media. We would like to highlight the internal investigation conducted by the University of Ottawa's Task Force on Respect and Equality[12], which revealed that a higher proportion of men believe that accusations of rape are used as revenge against men, or that women are partially responsible when they are in a high-risk situation, or when they are raped while in an inebriated state. At universities, manifestations of rape culture are particularly visible during orientation activities or celebrations where alcohol, drugs and sexist language create a fertile environment for sexual violence. One significant, but not exclusive, component in the fight against rape culture consists in raising awareness regarding constructive attitudes and behaviours from first responders, whether they may be a trusted person informed that violence occurred or a security officer called to the premises.

FORMS OF SEXUAL VIOLENCE

Sexual violence manifests through a wide range of behaviours that may be subtle and insidious, and as it is often trivialized and/or normalized, victims often doubt their own perceptions when they have been subject to unacceptable acts. This is one, of many, reasons it is important to demarcate the forms that this type of violence can take.

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[11] Definition inspired and adapted from: Government of Ontario (2011), C*hanging attitudes, p. 3.*

[12] University of Ottawa (2015). Report of the Task Force on Respect and Equality: Ending Sexual Violence at the University of Ottawa.

Depending on the context, sexual violence can include sexual harassment, sexual assault or sexual misconduct. In the absence of consent the following can be considered forms of sexual violence.

- Sexual jokes;
- Making comments having sexual connotations about a person's body or appearance;
- Visually undressing a person;
- Insisting on asking a person out despite their refusal or silence;
- Alluding to one's own sexual activities in front of other people;
- Asking a person about their sexual habits;
- Not respecting stated limits;
- Forcibly kissing a person;
- Sexual touching without consent;
- Forcing a person to practice sexual acts on oneself or anybody else;
- Cornering or isolating a person with the aim of forcing sexual behaviour;
- Intoxicating a person for the purpose of abusing them sexually;
- Any action that runs counter to the notion of consent;
- Rape;
- Sexist and misogynistic remarks;
- Indecent assault or sexual exposure;
- Lewd gestures or indecent mimicry;
- Exposure to sexual images;
- Voyeurism;
- Exhibitionism;
- Frotteurism;
- Cyberstalking;
- Obscene telephone calls;
- Taking or circulating sexual images of a person without their consent;
- Forcing a person to look at sexual material;
- Sexual exploitation.

Under the law, some of the above examples would be considered sexual assault. Sexual assault consists of an aggressor exerting power over a victim through blackmail, manipulation or undue pressure, for the purpose of controlling them. In most cases physical force is not used. However the aggressor exerts psychological influence over the victim. The majority of reported adult victims (over 93%) are women, while almost all accused perpetrators are male (97%)[13].

[13] Ontario Women's Directorate (2013). *Developing a Response to Sexual Violence: A Resource Guide For Ontario's Colleges and Universities*. Ottawa: Queen's Printer for Ontario, p. 5.

Sexual assault is usually committed by an acquaintance, a colleague, a date, or a partner. The relationship with the aggressor can therefore be a barrier to recognizing that violence has been committed and to reporting it. Manipulation and threats are the methods most frequently used by aggressors which can result in feelings of guilt in victims. When there is an absence of physical violence, many victims struggle with doubts regarding the severity of the situation and their response to it. A perpetrator's accountability for their actions may also be doubted by victims because of the place where the assault occurred. Sexual violence often occurs in a private space such as a residence or vehicle[14], which can further complicate a victims' response to the incident, often resulting in self-doubt rather than questioning the conduct of the aggressor.

ACTS THAT DO NOT CONSTITUTE SEXUAL VIOLENCE

This reference tool is not intended to hinder the development of healthy, consensual interpersonal relations, but to prevent situations of abuse.

Here are some examples of contact or behaviour that does not constitute sexual violence:

- Reciprocal flirting;
- An invitation or expression of romantic or sexual interest, without insistence if met with refusal or non-reciprocity;
- Compliments with no sexual connotations;
- Occasional expressions of appreciation that are within the comfortable limits of the person's code of civility;
- Friendly, amorous, romantic or sexual relations between consenting persons.

A university is a rich, stimulating setting that encourages contact, sharing and collaborative work. Campuses are thus places that lead to many instances of proximity favourable to the development of interpersonal relations. The university context is also conducive to the development of friendly, amorous or sexual relations between consenting persons.

However, the question of consent in cases where persons are bound by a relationship of authority is a complex and delicate matter. The relationship of power between a professor and their student or between a supervisor and an employee cannot be disregarded. Can there be free, informed consent in a relationship of power? The question is currently generating heated discussions on North American campuses and in certain universities, such as Harvard, which have decided to adopt bylaws prohibiting sexual and amorous relations between professors and students. Other institutions have chosen to include a clause in their bylaws or conflict of interest declarations obliging personnel to report this type of relationship so that measures can be put in place to protect persons and ensure organizational and procedural fairness or justice.

[14] Ontario Women's Directorate (2013). *Developing a Response to Sexual Violence.*

Intimate relationships between professors and students remain a major taboo and it is desirable that discussions be held on the subject. Without going so far as to ban relationships of this type, universities must be sensitive to the surrounding issues and should set out guidelines for these relationships in order to safeguard the respect of all involved. Reference points and rules should be established for better supervision of relations where a power relationship exists in order to prevent possible abuse.

MYTHS AND PREJUDICES

False beliefs on many subjects are widely accepted as true and perpetuated throughout society, and those about sexual violence are numerous and tenacious. They contribute to what is called "rape culture" and constitute an additional obstacle to the reporting of reprehensible behaviour, because they insidiously permeate the value systems of victims, aggressors and first responders who may intervene. According to a survey carried out by the University of Ottawa's Task Force on Respect and Equality[15], "higher percentages of men minimized sexual violence, agreeing with statements such as 'rape accusations are often used as a way of getting back at men' (42% are neutral or agree)." This report also indicates that there is a correlation between these beliefs and "actual perpetration of sexual violence."

The following myths and prejudices are among the most frequent, and are based on the Ontario report[16] and the RQCALACS 2012 site.

Myth / Prejudice	Reality
Sexual assault is not something that is likely to happen to me or anyone I know.	Anybody can be a victim of sexual violence, regardless of their socioeconomic status, the way they dress, or the places they frequent. 1 woman in 3 and 1 man in 6 will be a victim of sexual violence during their lifetime[17].
It is inconceivable that someone I know or trust could commit sexual violence against me.	The great majority (approximately 80%) of incidents of sexual violence are committed by someone known to the victim: an acquaintance, colleague, date, spouse, friend, or family member.
Sexual violence occurs late at night, in dark or lonely places.	Sexual violence can be committed at any time of the day or night, and most often occurs in private places, such as the home of the aggressor or the victim.

15 University of Ottawa (2015), *Report of the Task Force on Respect and Equality*, p. 11.

16 Government of Ontario (2011), *Changing attitudes, changing lives*.

17 Krebs et al. (2007). cited in *NOT ALONE* (2014). *The First Report of the White House Task Force to Protect Students From Sexual Assault*; LITCHY *et al*. (2008), NEWTON-TAYLOR *et al.* (1998) and American College Health Association (2008), cited in *Developing a Response to Sexual Violence: A Resource Guide For Ontario's Colleges and Universities* (2013); FISHER *et al.* (2000) The Sexual Victimization of College Women. U.S. Department of Justice Office of Justice Programs.

Myth / Prejudice	Reality
If a person fails to report an incident (or does so belatedly), there is reason to doubt whether they were really subject to sexual violence.	Only 10% of victims report incidents of sexual violence for a number of reasons: fear of not being believed and of being judged; fear of the reaction of those around them; possible reprisals; the challenges involved in the reporting process, etc.
It is acceptable to have sexual relations with a person who is inebriated or unconscious because of substances they have consumed.	Being inebriated, intoxicated or unconscious as a result of substances consumed invalidates consent. The number one rape drug remains alcohol.
If a person does not put up clear resistance, it is not really sexual violence.	A number of factors may make it difficult or impossible to resist an aggressor: fear of reprisals, surprise, an altered state as a result of substance use, or socialization that favours passivity in the face of aggression.
If someone does not display a strong emotional reaction, it is because they have not been a victim of sexual violence, or the assault was not really serious.	A victim's reaction is no indication of the seriousness of the incidents they have suffered or the extent of the consequences for them.
If a person's account of a sexual assault contains inconsistencies or contradictions, they were not really a victim of sexual violence.	A number of factors can alter memory: strong emotions, defence mechanisms, inebriation at the time of the events, and the time elapsed between the incident and the reporting of it.
Many complaints are unfounded.	Unfounded complaints of sexual violence are not more numerous than those of other crimes. This belief is a reflection of the myths that perpetuate rape culture.
Sexual violence can be provoked by the way a victim dresses, or their provocative attitude.	Everybody has the right to refuse sexual activity, regardless of how they are dressed or how they behave. It is up to the person who initiates sexual activity to make sure that the other person agrees freely and to stop any activity if consent is not clearly present. The idea that people act according to uncontrollable impulses is a myth. Acts of sexual violence are acts of domination and power of one person over another.
Aggressors have mental health problems.	Acts of sexual violence, as an exertion of power, are strategic, deliberate and calculated rather than being the product of a sick mind. In any case, there can be no justification for such violence.
Incidents of sexual violence are sensational, violent and clearly visible from outside.	Most sexual violence is committed out of the public eye or perpetrated subtly, and, most of the time, using manipulation or threat rather than physical violence.

Myth / Prejudice	Reality
Women provoke sexual assault.	A woman's behaviour (whether hitchhiking, going out late at night, walking in a poorly lit street, taking drugs or alcohol, or agreeing to accompany a man) is never an invitation to be sexually assaulted. Women do not seek to be assaulted, humiliated or attacked.
Rape is the only true sexual assault.	All too often the degree of violence during the crime determines what people consider as "true" sexual assault. This is a denial of the reality experienced by many women who are victims of exhibitionism, touching, harassment, or incest, which are wrongly deemed to be less serious forms of assault.

Male victims of sexual violence are also impacted by myths that not only contribute to increased barriers to disclosing or reporting incidents, but unfortunately also prevent many men from seeking help. The following are some of these harmful myths[18]:

- "Men cannot be victims because they can defend themselves."
- "Men who have been sexually assaulted become sexual aggressors."
- "Young men who are sexually assaulted by men become homosexual."
- "Men are less traumatized by sexual assault than women."
- "If a man is sexually aroused or has an orgasm during the aggression, this means that he was a voluntary participant or felt pleasure."
- "If the sexual aggressor is a woman, the man should count himself lucky to have had a sexual experience."

CONSEQUENCES OF SEXUAL VIOLENCE

Sexual violence has substantial repercussions on those who have been subjected to it (primary victims) and on those close to them (secondary victims), and also contributes to a social climate of fear. The effects of sexual violence are varied; some of these are described below.

Psychological

Sexual violence is traumatic for many victims; this trauma can be experienced as acute stress, anxiety, fear and hypervigilance. Survivors may experience shock and distress severe enough to result in suicide. Victims may deny having experienced violence and feel disgust towards their experience. The dissemination of certain kinds of sexual violence in social media is likely to amplify victims' feelings of shame and psychological distress.

[18] Inspired by the flyer *Les hommes sont aussi victimes d'agressions sexuelle*s produced by CAVAC Centre-du-Québec, 4th quarter 2008.

Psychological impacts of sexual violence can also include sleep disturbances, such as insomnia or nightmares, posttraumatic stress disorder as well as other mental health issues. Some victims cope with their trauma by escaping through work, television or video games, gambling, sport, food, alcohol, or drugs. Behaviour of this kind seeks to divert attention from memories, to bottle up feelings that are difficult to bear, and to regulate emotions related to the traumatic situation. Sexual and relational problems are also among the consequences of sexual violence.

Physical

In addition to physical injuries, sexual assault may cause unwanted pregnancies and lead to a variety of sexually transmitted infections. The harm caused is not always immediate or visible, which can lead to complications. The physical consequences are amplified by the fact that victims are rarely examined by a doctor in the hours immediately after an assault because they fail to report the incident, or wait before doing so.

Social

Survivors may feel marginalized in their family, social or work environments. Additionally, intimacy may be difficult or unpleasant for victims, in either their current or future relationships.

Academic

An experience of sexual violence may impact a student's academic performance: difficulties concentrating and listening, absences, inability to hand in work or take exams, etc. A number of students may consider leaving the university, because they feel unsafe, risk running into the alleged aggressor on campus or as a result of experiencing frequent flashbacks. Some victims consider switching universities and some abandon their studies altogether.

Material

In addition to psychological, social, physical and academic consequences, sexual violence may also affect a victims' financial situation. They may want to remove themselves physically from the place where the assault took place, leading them to move house. In addition to the social isolation and uncertainty brought by such a decision, victims must bear the financial cost. Affected students must sometimes suspend or break off their studies, and bear the costs of the interruption (for example, when a session that has begun is not refunded).

Victims may suffer psychological trauma to such an extent that loss or suspension from employment ensues. On top of these undesirable material consequences are the costs of medical treatment and/or psychological help that victims may need.

Aggravating factors

Personal or contextual factors may affect the way that victims experience consequences. A victim's personality, their relationship with the alleged aggressor, the number of assaults that took place, the use of social media to disseminate the violence committed, or the reaction of family and friends

when the violence is disclosed are elements that can impact the experience of the victim. Not only can these factors affect particular areas of the victim's life, but they can also hinder and lengthen the healing process.

REPORTING VIOLENCE AND BARRIERS TO REPORTING

Reporting an incident of sexual violence can be an important part of the healing process for some individuals. For some survivors reporting is important because it can contribute towards eliminating sexual violence in the community. Despite the reasons to report, few people choose to do so. Only a small proportion (approximately 10%) of incidents of sexual violence are reported to the police. Reasons victims give for not filing a complaint against the aggressor include:

- Difficulty accepting or acknowledging the violent incident(s);
- Feelings of shame, humiliation or guilt;
- Fear of not being believed and being judged;
- Fear of the reaction of one's entourage;
- Fear of reprisals from the alleged aggressor or from one's entourage;
- Lack of awareness of existing resources;
- Cultural beliefs or values that trivialize sexual violence;
- Fear of losing control over information divulged or disseminated;
- Prior experience of discrimination;
- Negative reaction to an initial attempt to report;
- Unpleasantness of official processes.

These explanations provide interesting clues to action that could be undertaken by universities to raise awareness and foster a culture of consent and an environment in which victims are not afraid to break their silence. Promoting existing resources, simplifying the process of dealing with reported cases, and providing access to frontline resources with expertise in sexual violence could make it easier for victims to report. In all cases, considerable work must be devoted to adapting procedures and providing information in order to make the reporting process clearer, more accessible and more efficient.

That said, it is imperative that actions taken by academic institutions to foster a change in culture form part of a broader social movement. Universities can play an important preventive and educational role for their members and act as positive role models for other institutions. However, they have no formal influence over other social actors and have limited power to act on certain barriers encountered by victims, including for example the complexity of the legal process. It is important for government authorities and agencies to work together to educate society about sexual violence, to make resources available to victims and to the general public. This work must consider ways to minimize the barriers to reporting sexual offences and navigating the justice system. Universities must collaborate in changing the social culture, but cannot counter all the factors that hinder the elimination of sexual violence.

DANGER AREAS AND PERIODS

Research shows that first-year female students are at higher risk of sexual violence in their first eight weeks at university.[19] This may be connected with orientation activities, which bring together large numbers of new students. At end of session or midterm parties, alcohol and illicit substances abound. Mind-altering substances are involved in close to 50% of cases of on-campus sexual violence[20].

Postgraduate and doctoral students are at greater risk of sexual misconduct by their thesis supervisor, because of the relationship of dependency that exists between them and the closeness of the supervisory relationship. The relationship of dependency results from the fact that students' academic success depends on the supervision and assessment by their supervisor. Students often work for their thesis supervisor, depending on this work and relationship for their income. The relationship of dependency may increase tolerance to misconduct, hinder reporting and amplify the power inequality in the relationship.

Postgraduate students often attend symposiums or conferences away from their own campus. Academic activities of this type present various risk factors: proximity can lead to closer relations between participants, the social context often involves drinking, and travel regularly involves hotel accommodation, and so on. The circumstances surrounding these activities can create a context more conducive to inappropriate behaviour.

The statistics are eye opening; 82% to 95% of victims know the person whom they identify as their aggressor. One woman in three and one man in six will be a victim of sexual violence in their lifetime. During their time at university, one woman in four will be a victim of sexual violence.[21]

Moreover, 70% of victims allege that they were assaulted in a private residence.[22] Since assaults mainly take place in private places, university residences are high-risk areas. Bathrooms or classrooms in the vicinity of bars where student events take place also present higher risks.

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19 Ontario Women's Directorate (2013). *Developing a Response to Sexual Violence.*

20 University of Ottawa (2015). *Report of the Task Force*; ABBEY *et al.* (2001). cited in *Developing a Response to Sexual Violence: A Resource Guide For Ontario's Colleges and Universities* (2013); *Report from the President's Council* (2013). Promoting a culture of safety, respect and consent at St. Mary's University and beyond.

21 Krebs et al. (2007). cited in *NOT ALONE* (2014). *The First Report of the White House Task Force to Protect Students From Sexual Assault;* LITCHY *et al.* (2008), NEWTON-TAYLOR et al. (1998) and American College Health Association (2008), cited in *Developing a Response to Sexual Violence: A Resource Guide For Ontario's Colleges and Universities* (2013).

FISHER et al. (2000) *The Sexual Victimization of College Women*. U.S. Department of Justice Office of Justice Programs.

It has been found that the most vulnerable women, particularly immigrant women, women from visible minority groups or aboriginal communities, those with mental health problems or those living with a disability, are four times more likely to experience sexual violence.[22] Lastly, there is also a higher risk of sexual assault among members of the LGBTQI community[23].

[22] Statistics Canada – catalogue no. 85-002-XIF, vol. 26, no 3, (2006); BROWNRIDGE, Douglas A. (2003). *Male Partner Violence Against Aboriginal Women in Canada: An Empirical Analysis,* JOURNAL OF INTERPERSONAL VIOLENCE, Vol. 18 No. 1, January 65-83.

BROWNRIDGE, Douglas A. and HALLI, Shiva S. (2001) *Double Jeopardy?: Violence Against Immigrant Women in Canada,* Violence and Victims, Volume 17, Number 4; Ontario Women's Directorate (2013). *Developing a Response to Sexual Violence;* President's Council (2013). *Promoting a culture of safety, respect and consent at St. Mary's University and beyond*.

[23] University of Ottawa (2015). *Report of the Task Force*; THARP *et al.* (2013) *A Systematic Qualitative Review of Risk and Protective Factors for Sexual Violence Perpetration*. Trauma, Violence and Abuse 14: 133.

SECTION II - LEGAL FRAMEWORK AND MANDATORY MANAGEMENT PRACTICES

LEGAL FRAMEWORK

Many laws, policies and regulations can apply to issue of sexual violence. At the time of writing, most academic institutions in Québec use their psychological harassment policies and safety policies to manage problems in connection with sexual violence in their environments.

In this respect, it is important to note that the *Act Respecting Labour Standards (CQLR* (c N-1.1) provides as follows:

> 81.19. *Every employee has a right to a work environment free from psychological harassment.*
>
> *Employers must take reasonable action to prevent psychological harassment and, whenever they become aware of such behaviour, to put a stop to it.*
>
> *2002, c. 80, s. 47.*

Following the enactment of this section, most higher-education institutions adopted policies on the subject to fulfil their obligations and extended them to the whole of the university community, including the student population. It is important to note that in Québec, the definition of psychological harassment covers sexual, discriminatory and criminal harassment and that a sexual assault falls into the category of a "serious incidence" under the terms of this legislation. Accordingly, most acts of sexual violence can be dealt with under this section. However, despite the remedies provided for in this legislation, some academic institutions have adopted policies or bylaws aimed specifically at preventing sexual violence. A more detailed analysis of practices to be encouraged in terms of policies and bylaws can be found in section V of the reference tool. Moreover, there is a list of the various institutional policies of university establishments in Appendix H.

Universities are also bound by the Québec and Canadian Charter of Human Rights and Freedoms, as well as the Canadian Criminal Code. Under the Charter the failure to combat sexual violence could constitute "*an issue of discrimination on the basis of sex, given the statistics that show sexual assaults to be an issue of sex equality (as acknowledged by the Supreme Court of Canada in* R. v. Osolin *[1993] 4 S.C.R. 595)."*[24]

Similarly, section 46 of the Québec Charter of Human Rights and Freedoms stipulates as follows, increasing universities' responsibility towards their employees:

> 46. *Every person who works has a right, in accordance with the law, to fair and reasonable conditions of employment which have proper regard for his health, safety and physical well-being.*

In addition, the Criminal Code defines a number of crimes of sexual assault in sections 271 to 273.

[24] University of Ottawa. (2015). *Report of the Task Force on Respect and Equality,* p. 44.

Sexual assault (section 271)

Simple, or level 1, sexual assault causes no or almost no bodily injury to the victim. It can be an indictable offence or an offence punishable on summary conviction.

Sexual assault with a weapon, threats to a third party or causing bodily harm (section 272)

The second level of sexual assault is marked by any of the four following aggravating factors:

1. Carrying, using or threatening to use a weapon or an imitation of a weapon;
2. Threatening to cause bodily harm to a person other than the complainant;
3. Causing bodily harm to the complainant;
4. Being a party to the offence with any other person.

Aggravated sexual assault (section 273)

Sexual assault that wounds, maims, disfigures or endangers the life of the victim.

In view of the foregoing, we note that the legal obligations incumbent upon universities to prevent and put a stop to any form of sexual harassment and sexual violence come from different sources. However, there is no doubt that the provisions on psychological harassment enshrined in the *Act Respecting Labour Standards* currently carry the greatest weight in this regard. Before moving on to **practices to favour** for combating sexual violence, there is every reason for dwelling on the **obligatory practices** from which universities cannot depart without compromising their legal liability.

MANDATORY PRACTICES FOR PERSONNEL MANAGEMENT

Since the entry into force on June 1, 2004 of the provisions of the *Act Respecting Labour Standards* (CNESST) dealing with psychological harassment, employees have a right to work in an environment free from psychological harassment and can avail themselves of a new remedy to guarantee that this right is respected. Judgments rendered by the Supreme Court of Canada and the Superior Court of Québec clearly indicate that an employer can be held liable for acts committed by its employees, if these acts are related to the employment. They have also ruled that harassment could constitute an employment injury and be a matter for the Commission des normes, de l'équité, de la santé et de la sécurité du travail. Moreover, the Charter of Human Rights and Freedoms extends this liability not only to the institution and its representatives, but also to any trade union.

Institutions' commitment regarding harassment

In order to satisfy the requirements of laws and charters, institutions must commit to taking all necessary measures to prevent and put a stop to all forms of harassment. Not only can a university be held liable for acts committed by its employees, but it must also protect any member of its personnel and take the necessary precautions to ensure that there is no harassment by or against persons from outside, in the work setting.

Organizations must protect the confidentiality of persons involved in any situation of harassment. Moreover, they must take consistent disciplinary or corrective measures against the author of the harassment. Lastly, they must ensure that victims of harassment suffer no prejudice or reprisals following the exercise of this right, unless the complaint is frivolous or in bad faith, in which case disciplinary measures may be taken against the person making the complaint.

Employers' responsibilities regarding sexual harassment

Employers have a responsibility to ensure that managers and employees are informed of the rules of civility and respect that are generally accepted in society and must be observed within the institution.

Similarly, all employees must be informed that no behaviour that deviates from these rules will be tolerated and that corrective or disciplinary measures will be taken against offenders.

It is also an employer's responsibility to inform personnel of the name of the person responsible for enforcing the policy. If corrective measures are necessary further to a finding of a situation of harassment, they must be taken quickly. Disciplinary or corrective measures may also be taken against a manager who was aware of a situation of harassment and failed to take corrective measures or did not act with all the required diligence.

Similarly, employers must take corrective measures against any person who may hinder the settlement of a complaint by means of threats, intimidation, or reprisals, or against any person who makes a complaint that is frivolous or in bad faith.

Managers' responsibilities

Managers have a responsibility to set an example by acting with civility and respect towards all persons in the work environment.

Managers must provide employees with opportunities to learn about preventing and settling cases of workplace harassment—which includes, sexual harassment and sexual assault. They have a duty to inform employees of the content of the policy and any changes that are made to it. They must also act diligently to deal with inappropriate conduct as soon as they observe it or any situation of alleged harassment as soon as it is brought to their attention.

They must take measures to ensure that all situations are dealt with in confidence by all those concerned. Lastly, they must also take into account the needs of the parties involved, witnesses and other employees in order to restore healthy relationships in the workplace.

Role of the person designated to manage complaints

Employers must allow the person designated to manage complaints all the room for manoeuvre they need to fully perform their task. In addition to having all the essential qualities required to fulfil this role, this person must ensure that the rules of the art in such matters are complied with throughout the entire process of managing a complaint. In this regard, this person must have all the independence they need to conduct their investigation.

Employers must allow informal interventions to be made, such as reaching a settlement or mediation when the situation allows, by offering everyone concerned such assistance as is necessary to ensure that the process runs smoothly. Some institutions systematically offer this type of informal intervention, even before a formal complaint is filed, while others will offer it following the formal filing of the complaint.

Should mediation be impossible or fail, employers must analyze the admissibility of the events alleged in the complaint and, when necessary, mandate investigators and see to the administrative follow-up of recommendations made. Similarly, they must ensure that corrective or disciplinary measures are taken by the appropriate authority.

Employers must ensure that related documents are kept out of the employee's personal file, unless the employee is subject to a disciplinary measure, which will be inserted into the employee's file.

Employee responsibilities

In the workplace, all employees are subject to the same rules of civility generally observed in society, that is, professional and respectful behaviour towards others. All employees must make use of reasonable means at their disposal to obtain information about rules concerning sexual harassment.

Furthermore, the employee is responsible for informing the concerned party, directly or through their manager, if they think they have been treated offensively. The country's courts have clarified the responsibilities of organizations to prevent sexual harassment and have made clear the responsibility of each member in the organization in maintaining a workplace free from any form of discrimination.

Healthy management of interpersonal relationships in the workplace, coupled with promoting the values of respect, integrity and trust is favourable to a workplace free of situations that could be damaging to members.

It is crucial to establish clear policies with respect to sexual harassment, and the management practices required to prevent these situations. It is essential for these policies to be promoted to and embodied by the university community. To be effective, these policies must lead to concrete actions on university campuses. Therefore, the next section will deal with practices to be promoted with respect to prevention and awareness-raising in a university environment.

SECTION III – PREVENTION PRACTICES TO BE PROMOTED ON CAMPUSES

COMMUNITY MOBILIZATION

Sexual violence experienced by students must be of concern to all members of the university community. In fact, preventing these events, particularly in a university environment, requires everyone's participation, from the student community to the management, including student associations, unions and groups. Practical experience as well the resources consulted have led to the identification of three specific practices promoting the mobilization of the university community in the fight against various types of sexual misconduct. First, involving student leaders in the efforts to combat the emergence of such behaviours; second, creating discussion forums on sexual violence issues; and finally, involving various employees from the university environment.

Several reports published on the subject of sexual violence in the university environment highlight the importance of student leaders' involvement in prevention work.[25] In fact, it is recommended that they be included in all the fundamental steps of the prevention process. Whether it is in developing and disseminating policies, delivering prevention programs or raising awareness among their peers, student leaders must guide members of their communities and become inspiring models through their involvement.

The second practice to be promoted on campus is the creation of spaces for discussion on subjects related to sexual violence. According to the Canadian government's Standing Committee on the Status of Women (2014), universities must provide their communities with opportunities to discuss sexuality. Martell Consulting Services (2014) encourages institutions to open up discussion with the student population on the quality of life desired on campus and talk about problems related to different types of sexual violence. Those in charge of student residences must also be encouraged to dialogue with residents about sexual assault. Finally, the President's Council of Saint-Mary's University (2013) encourages the community to have discussions on the subject of sexual assault and its prevention as part of the process of changing the institutional culture. The organization of round tables, discussion panels and workshops are also ways to create forums for constructive exchange on campuses.

Finally, the participation of human resources, unions and employee associations in the fight against sexual harassment and various forms of sexual violence allows staff to be mobilized and made aware of the problem. Involving employees may enable them to be better equipped to handle disclosure, know the resources that exist as well as the protocols for intervention; helping them become active

[25] Martell Consulting Services Ltd. (2014). Student safety in Nova Scotia: A Review of Student Union Policies and Practices to Prevent Sexual Violence. Report; students NS, SACHA and YWCA Hamilton (2014). End Violence Against Women on Campus: It's time, Key Recommendations. Report; UBC President's Task Force on Gender-based Violence and Aboriginal Stereotypes (2014). Transforming UBC and developing a culture of equality and accountability: Confronting rape culture and colonialist violence: Draft recommendations for community consultation. Report; University of Ottawa (2015). Working Group Report.

agents in the fight against such misconduct, and model behaviors consistent with a culture of respect and equality. In addition, it so happens that people who work in the university environment may also experience various types of sexual violence in their jobs and must be able to benefit from all the support services available.

The mobilization message for university communities should be perceived and received as being: Together against sexual violence.

PREVENTION AND AWARENESS-RAISING PRACTICES TO BE PROMOTED

We have identified nine actions that constitute best practices in prevention and awareness raising of sexual violence in university environments.

1. PUBLICLY COMMIT

The positive impact and the broad scope of the public engagement of various stakeholders in the fight against sexual harassment and sexual assault is indisputable.[26] It is suggested that university administrators, student leaders, various student and professional committees openly take a public stand against sexual harassment and sexual assault on their respective campuses. As people in authority are those who set the tone for the culture of an institution (Canadian government's Standing Committee on the Status of Women, 2014) and the way in which an issue is defined influences the manner in which we respond to it (Martell Consulting Services 2014), it appears essential to ask various leaders to clearly state their policy on these issues. This policy statement must unambiguously declare the values of respect and equality for everyone on campus.

2. DEVELOP EFFECTIVE POLICIES AND REGULATIONS

It is essential that a university policy or regulation recognizes problems relating to sexual violence on campus and, by doing so, states the commitment of institutions to intervene against such abuse. This regulation contributes to the development of a culture of respect in which sexual violence is unacceptable. Many institutions hesitate to address this problem, implement the needed resources and develop related regulations for fear of creating negative perceptions about their campus. However, it may be very reassuring for a new student or parents to know that a university takes prevention seriously and puts forward policies against sexual harassment and sexual violence. Institutions that set forth clear values to that effect enhance their own image.

To respond to all types of sexual violence, many regulatory options are available to universities. For more information about this, please consult Section V of the document.

[26] Standing Committee on the Status of Women (2014). *A study on sexual harassment in the federal workplace*; Martell Consulting Services Ltd. (2014). *Student safety in Nova Scotia;* President's Council (2013) Promoting a culture of safety; University of Ottawa (2015). *Working Group Report.*

However, many of the resources consulted suggest drafting a stand-alone policy on sexual violence or, if applicable, updating existing policies.[27]

Gunraj et al., Sinozich et al. (2014) and the UBC President's Task Force (2014) suggest revising the various codes of conduct and policies related to sexual harassment and sexual assault such as policies already in place related to on-campus violence, alcohol consumption and fairness. These sources suggest using an intersectional lens in order to account for diverse realities, such as those of immigrant women. These codes of conduct and policies should also include actions universities can take to promote a culture of respect.

Lastly, various steps to take following the creation and the revision of policies are proposed. DeGue (2014), Gunraj et al. (2014), Sinozich et al. (2014), the UBC President's Task Force (2014) and the University of Ottawa (2015) stress the importance of disseminating and making the contents of the relevant policies available. SACHA and YWCA Hamilton (2014) propose having a procedure in place to alert the community when a sexual assault occurs. A final suggestion is the evaluation of policies after they have been put in place (The government of Ontario, 2014; The University of Ottawa, 2015).

3. ENCOURAGE COORDINATION AMONG ACTORS

In addition to community mobilization, collaboration is also mentioned as a contributing factor, needed to reach prevention and awareness objectives. It is essential to create a partnership between different bodies and services within an institution to coordinate prevention efforts. The deployment of locations for sharing and discussing issues related to sexual violence on campuses, prevention and the correct way to respond to such issues facilitates and encourages this collaboration and maximizes the actions to be taken. Section VI of this guide presents a table with the roles and responsibilities of the different stakeholders involved in the prevention and intervention of this type of misconduct.

Interinstitutional collaboration[28] is an approach of choice, as it can help obtain a clearer picture of the reality on campuses and create an exponential movement to facilitate the development, application and communication of prevention and awareness strategies.[29] With this in mind, the working group recommends that Québec universities create a common space to pool their expertise, experience, resources and the materials developed to mobilize all campuses to promote the same messages about prevention and awareness. For example, universities could organize common awareness campaigns to prevent sexual violence.

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[27] DEGUE (2014); President's Council (2013). Promoting a culture of safety; Ontario Women's Directorate (2015). *It's never okay: An action plan to stop sexual violence and harassment,* report; University of Ottawa (2015). *Working Group Report;* White House Task Force to Protect Students from Sexual Assault (2014); Martell Consulting Services Ltd. (2014). *Student safety in Nova Scotia;* SACHA and YWCA Hamilton (2014). *End Violence Against Women on Campus.*

[28] Martell Consulting Services Ltd. (2014). *Student safety in Nova Scotia;* University of Ottawa (2015). *Working Group Report.*

[29] UBC President's Task Force (2014), Transforming UBC and developing a culture; University of Ottawa (2015). *Working Group Report.*

Many also propose a larger cooperation with local bodies[30] so that universities contribute to a broader change in culture and become leaders on this issue in their respective communities. For example, collaboration could result in an on-campus satellite body specializing in violence against women (Gunraj et al. 2014). The main partners and collaborators are presented in Section VI, ***Resources and Partners***, of this reference document.

4. SET UP SPECIALIZED COMMITTEES

Many professionals[31] mention the creation of special committees as a tool to prevent and fight against sexual violence on campuses. These may take various forms and have different mandates. This may range from an action committee on sexual diversity to a committee responsible for the revision and application of sexual harassment and violence prevention policies and programs, including an on-campus committee on the status of women, human rights or social justice. Whatever form these committees take, members must be adequately trained, funded and able to sustain their work over time. Specialized committees should collaborate with other internal committees and local bodies.

The existence of a sexual harassment and sexual violence prevention committee may prove to be very mobilizing for the university community because it invites all campus members to work together to create significant and effective preventive programming. On this subject, the task force recommends that each institution evaluate the possibility of creating a sexual harassment prevention committee whose mandate would include sexual violence prevention. This committee must be composed of members from student associations and various groups of staff, human resources, unions, security, student services and resources designated to receive reports. The role of a prevention committee remains a preferred method to mobilize the university community.

5. CREATE AWARENESS RAISING CAMPAIGNS

A best practice to fight against different forms of sexual violence on campuses remains the implementation of awareness campaigns.[32] These should address the following: the importance of consent, the reporting of sexual violence, the inclusion of women and diversity, respect of difference as well as the promotion of a culture of respect and equality. To be effective, campaigns must be targeted, evidence based and repeated over time. Diverse dissemination methods should be considered, options can include social media, print media, websites and on-campus activities.

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30 White House Task Force to Protect Students from Sexual Assault (2014); University of Ottawa (2015). *Working Group Report;* President's Council (2013). *Promoting a culture of safety.*

31 Martell Consulting Services Ltd. (2014). *Student safety in Nova Scotia;* GUNRAJ, ANDREA et al. (2014) *Sexual Assault Policies on Campus: A Discussion Paper,* METRAC; SINOZICH, Sofi et al. (2014); UBC President's Task Force (2014). *Transforming UBC and developing a culture;* President's Council (2013). *Promoting a culture of safety;* University of Ottawa (2015). *Working Group Report.*

32 Canadian Government's Standing Committee on the Status of Women (2014); Martell Consulting Services Ltd. (2014). *Student safety in Nova Scotia;* Ontario Women's Directorate (2013); SACHA and YWCA Hamilton (2014); SINOZICH, Sofi et al. (2014); University of Ottawa (2015). *Working Group Report.*

To be effective and meaningful, awareness raising campaigns must be "carried" by the whole community. Students, professors, staff members, student associations, unions and management should all work together with the specialized resource on campus, to create campaigns and activities that mobilize members of the university community. A peer-based approach should be favoured to facilitate the transmission of messages to different target groups.

Written documents, lectures and interactive presentations by professionals and peer-educators, film screenings, theatre and community activities are activities that are often used in the prevention of sexual violence in universities.[33]

Prevention campaigns should focus on three areas. First to disseminate information and resources to victims, second a focus on changing the attitudes and behaviors of potential perpetrators, and finally encourage bystander intervention and community responsibility. The priority is to provide support and resources to victims, but prevention efforts must aim at mobilizing witnesses to make them active stakeholders and encourage them to no longer tolerate these misconducts on campuses.

Members of the university community must be better informed to react during high-risk situations to prevent or counteract these different forms of violence. Introducing a culture of respect means refusing to tolerate such misconduct and reporting behaviours which violate the rules of acceptable conduct.

6. OFFER PREVENTION AND TRAINING PROGRAMS

Prevention and training programs are key elements of best practices in preventing sexual violence. Whether the subject is tackled directly or through related subjects (consent, equality, respect), experts agree on putting these programs at the heart of efforts that must be deployed to fight against sexual harassment and sexual violence.

The experiences of the task force members and the majority of resources consulted indicate that it is essential for the programs to be built on solid foundations. Therefore, they must rely on and favour an understanding of the phenomenon of sexual assault and a deep knowledge of the subject: its causes, manifestations and solutions, as stressed by many.[34] Moreover, experts agree that the most effective programs are evidence based.

Effective programs must be implemented by professionals who are trained in the application of programs and have advanced knowledge about these types of misconduct.[35] In addition,

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[33] Anderson & Whiston, (2005); Sarah DeGue et al., 2014).

[34] Martell Consulting Services (2014); DEGUE (2014), White House Task Force to Protect Students from Sexual Assault (2014); Saint Mary's (2013); University of Ottawa (2015); HASKELL (2011); DEGUE (2014); Not Alone (2014); Establishing Prevention Programming (2014).

[35] DEGUE (2014); SINOZICH et al. (2014); UBC President's Task Force (2014); University of Ottawa (2015).

many point out that the programs must have sufficient funding,[36] that is, they must receive adequate financial support to hire experts, reach as many community members as possible and be joined with other prevention efforts. The programs must be available regularly and repeated over time.

Many authors also assert that the programs, besides offering content that reflects the most recent data and comprises accurate information, must be adapted to the targeted clientele.[37]

As with the campaigns, it is recommended that specific programs, primarily adapted to the three types of targeted groups, be implemented. Several authors advocate first introducing programs for witnesses of sexual violence (also called bystanders).[38] *Bringing in the bystander* is one of the better-known programs of this type. In 2014, the Canadian government's Standing Committee on the Status of Women stated "while a passive bystander can reinforce a sense that nothing is wrong with a situation, an active bystander can draw attention to a problem by intervening and can mobilize people to take action.[39]" Hence, having witnesses become involved reinforces existing prevention efforts and zero tolerance policies. These key individuals can also prompt their peers to action, thus creating a chain reaction.

Based on experiences in the field and the suggestions put forth by experts, it is highly recommended that programs be developed specifically for men, a target group that should be involved in prevention efforts. While opinions are divided, some suggest creating groups comprised solely of men, mainly as a way of increasing the effectiveness of the programs but also, to stimulate men's interest in the issue.[40] Furthermore, gender- or group-specific programs seemingly have a greater impact than those targeting men and women simultaneously[41]. In addition, because men are not automatically drawn to the issue of sexual violence, an issue that some see as mainly of concern women, special measures must be developed to involve them.

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[36] UBC President's Task Force (2014); Ontario Women's Directorate (2015); President's Council of Saint Mary's (2013); University of Ottawa (2015); White House Task Force to Protect Students from Sexual Assault (2014).

[37] Canadian government's Standing Committee on the Status of Women (2014); Martell Consulting Services (2014); HASKELL (2011); White House Task Force to Protect Students from Sexual Assault (2014); DEGUE (2014); University of Ottawa (2015).

[38] Canadian government's Standing Committee on the Status of Women (2014); DEGUE (2014); HASKELL (2011); White House Task Force to Protect Students from Sexual Assault (2014); Martell Consulting Services (2014); Ontario Women's Directorate (2013).

[39] FEWO, *Testimonies*, April 16, 2013, 1150 (Ms. Barbara MacQuarrie, Community Director, Faculty of Education, Western University, Centre for Research & Education on Violence Against Women & Children); FEWO, *Testimonies*, May 28, 2013, 1200 (Ms. Ainslie Benedict, Partner, Nelligan O'Brien Payne Ltd., Women's Legal Education and Action Fund).

[40] Canadian government's Standing Committee on the Status of Women (2014); Martell Consulting Services (2014); HASKELL (2011).

[41] LONGSWAY et al. (2009), *Rape Prevention and Risk Reduction*: Review of the Research Literature for Practitioners, National Online Resource Center on Violence Against Women.

Some of the programs specifically developed for women focus on empowerment through self-defence techniques as a tool for preventing sexual violence. One of these programs, *Enhanced Assess, Acknowledge, Act (EAAA)*[42], developed by Dr. Charlene Senn from the University of Windsor, provides women with a range of tools to better counter various types of violence.

Many believe that the most effective prevention programs combine two elements: ***increased knowledge, combined with a change in how students view the issue, and the development of support mechanisms for victims***. Effective programs tend to use these three approaches: the psychoeducational approach, the cognitive behavioural approach and the bystander approach.

The psychoeducational approach aims to provide students with the necessary knowledge regarding sexual harassment and sexual violence, while also emphasizing the negative impact of these actions on victims. This approach strives to change the perceptions of the university community, strengthen the degree of empathy of participants, and shift behaviour towards victims. Through conferences and awareness-raising workshops, instructional videos on the topic of equal relationships or myths regarding sexual violence and its impact on victims, this approach ultimately seeks to change attitudes.

The cognitive-behavioural approach, as used in the context of sexual violence prevention programming increasingly targets men, encourages the questioning of values and beliefs, includes a process of re-education, and aims to change problematic beliefs. This is accomplished by developing a cognitive dissonance between what is thought to be true and the reality expressed by victims and their own negative beliefs. Different methods are used to stimulate awareness, including testimonials, videos, clips, role-playing, etc. The ultimate goal of this approach is to foster and contribute to men's personal commitment to the fight against sexual violence. This requires redefining men's beliefs regarding their masculinity and relationships.

The bystander approach seeks to further raise students' awareness of the role they can play in the prevention of sexual violence, notably through leadership, peer influence, bystander impact and the notion of consent. This approach seeks to raise awareness, provide tools and mobilize the entire university community to identify, react appropriately and prevent or put a stop to sexual violence. This approach is highly reliant on the involvement of peer helpers. Students are encouraged to step in and correct false beliefs or prejudices among their peers, straighten out those students whose behaviour is inappropriate, and develop intervention strategies to protect victims and help bring observed misconduct to an end. Various action strategies are taught to urge community members to be accountable and take action (dissemination of information, assertiveness, diversion and withdrawal strategy, support for victims, etc.). The ultimate goal of this approach is to develop a community dedicated to decreasing sexual violence through protection and whistleblowing.

[42] This program was the culmination of rigorous research. It is offered by the SARE Centre, a non-profit organization founded by Dr. Charlene Senn. For more information: http://sarecentre.org/.

The following programs are frequently implemented by North American universities: *Green Dot, Bringing in the Bystander, Engaging Bystander Approach, Safe Dates, Shifting boundaries* and the *Violence against women act*. There are a number of such programs on campuses in Canada, including *Bringing in the bystander*, McMaster University's *It's time* project, rolled out by SACHA (Sexual assault centre of Hamilton and Area) and the Hamilton YMCA, and lastly, the prevention program implemented by the province of Ontario. As for Québec, a growing number of initiatives, inspired by these programs, are being developed. They include Concordia's *Leaders in Prevention*, and *Sans oui, c'est non!*, an initiative of Université de Montréal, *Consent at McGill*, etc. The campaign implemented by Université de Montréal in 2014 was very well received, and was recently implemented across the entire province (March 2016) in an initiative that involved 16 Québec universities and 22 student associations. This being said, few programs were subjected to in-depth assessments.

The review of the scientific literature on this reference tool proposes a more detailed analysis of these approaches and identifies three programs (*Bringing in the Bystander, Green Dot bystander intervention* and *Mentors in Violence Prevention*), all of which have had positive impacts on students, particularly in terms of a change in attitude and the acquisition of new skills.

It has also been recommended that action plans be developed specifically for athletics departments, as they have proven to be a university community subgroup where sexual violence is particularly prevalent.[43] Recommended actions include adapting program content to include sport metaphors, referring to specific situations athletes may find themselves in during tournaments, and focusing on the civic responsibility of athletes and their role as leaders, and members of, the university community.

Studies increasingly show that a combination of approaches is part of the exemplary practices to adopt with regard to prevention and intervention (Banyard, 2014). The working group recommends setting up a witness/bystander education program, led by a group of students, teachers and community workers and developed along the lines of evidence-based programs such as *Bringing in the Bystander*.

7. EDUCATE THE UNIVERSITY COMMUNITY

Prevention must also rely on increasing the general population's and stakeholders' awareness of the problems of sexual harassment and sexual violence on university campuses. The more knowledgeable, educated and equipped the members of the university community are, the greater their ability to battle these negative behaviours will be. Two elements that must be taken into account are the people who will be educated in this sense, and the knowledge they will acquire.

[43] Canadian government's Standing Committee on the Status of Women (2014); Martell Consulting Services (2014); Ontario Women's Directorate (2015); University of Ottawa (2015).

There is a general consensus as to the importance of educating persons in positions of authority on the problems of sexual harassment and sexual assault. The Canadian government's Standing Committee on the Status of Women (2014) is adamant about how employers and management can become role models when faced with cases of sexual harassment and sexual violence, and of the importance of raising their awareness, particularly as regards to ethics and equality, so that they have the tools required to adequately intervene. Martell Consulting Services (2014), in turn, specifies that athletic coaches and other stakeholders (student leaders, peer helpers, resource persons, front-line personnel) should all receive training about this type of misconduct. Along the same lines, the University of Ottawa (2015) recommends that training be provided to professors, deans, residence assistants (RAs), heads of athletics departments, health services managers and security personnel.

The hands-on experience of working group members, combined with numerous reports and, publications[44], clearly illustrates the key role of public education in the fight against sexual harassment and sexual assault. The primary objectives of community education are changing harmful beliefs about gender and diversity, increasing knowledge about sexual violence and consent, and providing the community with tools respond safely and effectively.

First responders are a key population to educate about the various forms of, and appropriate response to, sexual violence.[45] This group includes front-line workers such as security agents, nurses, doctors, resource persons and all other staff members who are most likely to provide assistance to a victim of sexual violence. Professors, personnel in charge of student records and other staff or faculty who are in positions that make it more likely for a victim to disclose to them need to be provided tools to respond appropriately and direct victims to relevant resources.

All other employees as well as the general student body should be made aware of the issue. The Canadian government's Standing Committee on the Status of Women (2014) and the UBC President's Task Force (2014) recommend providing training to all newcomers to an institution on the specific characteristics and actions that constitute sexual harassment and sexual assault. All new students, during their first few days at university, should be systematically exposed to the issue of sexual harassment and told about the resources available on campus. Sinozich et al. (2014) propose that this training be part of the orientation activities for new students. Lastly, Martell Consulting Services (2014) and UBC President's Task Force (2014) recommend adding mandatory courses to the university curriculum on the issue of sexual harassment and sexual assault as well as on related topics such as equality, gender-based violence and intersecting oppressions.

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[44] Martell Consulting Services (2014); University of Ottawa (2015); Ontario Women's Directorate (2013); Ontario Women's Directorate (2015); National Union of Students (2014); President's Council of Saint Mary's (2013).

[45] White House Task Force to Protect Students from Sexual Assault (2014); Martell Consulting Services (2014); Ontario Women's Directorate (2015); University of Ottawa (2015).

8. WORK TO REDUCE RISK FACTORS

Institutions should regularly assess the potentially dangerous areas and activities in their environment and consider risk reduction measures that could be implemented. Some risk factors could be eliminated or mitigated to provide students and the general university community with a safer study and work environment. Here are a few examples of potentially dangerous situations and the prevention measures that should be introduced:

- **Student orientation and initiation activities:** It bears noting, from the outset, that certain resources[46] mention orientation activities (best known as "student initiation") as favoured moments for prevention and awareness-raising. Unfortunately, some of the activities that take place during these initiations can be disrespectful and incite sexually inappropriate behaviour (e.g., lewd songs or games). Young people who are beginning university are notably more vulnerable, given their status, their limited experience and the challenges of adapting to a new student life. Young women, persons considered different as regards to gender, people from visible minorities, youth from culturally different backgrounds or persons with disabilities are particularly vulnerable at this time. What is more, initiations often involve - and even encourage - the consumption of alcohol during games and other activities, a factor that can lead to alcohol abuse and inappropriate behaviour. Students are often made to participate in games of a sexual nature (such as collecting money in exchange for kisses, being made to adopt suggestive poses during a challenge, etc.). Peer pressure, moreover, often makes it even harder for students to respect the limits they may have set for themselves or to let others know when they are uncomfortable or do not want to participate in a certain activity or game.

  Major prevention efforts must be regularly deployed to reduce the risk factors associated with these activities, as the cases of inappropriate sexually suggestive behaviour during initiations is high. Student associations must be made more aware of the problem, and should collaborate with institutions to introduce preventive mechanisms. A training program and guide on appropriate behaviour during festivities, including a definition of acceptable limits, should be developed with the students in charge of these events as a means of mitigating certain risk factors.

- **Consumption of alcohol and illegal drugs:** It continues to be critically important to work at limiting the risk factors associated with those festivities where drugs or alcohol are consumed (whether this use is voluntary or not). Here are a few examples of how to prevent unfortunate incidents: introduction of mechanisms for advising security of all festivities or special events being organized on campus; increased awareness of the importance of limited consumption; posting of messages to increase awareness of the importance of sexual consent; providing caps for bottles at various events; offering a drive- or walk-home service; setting up a surveillance unit; increasing awareness of the effects of rape drugs; and, developing specific campaigns targeting one or more risk factors.

[46] UBC President's Task Force (2014); SINOZICH et al. (2014); President's Council of Saint Mary's (2013).

Institutions must work hand in hand with student associations to better monitor and supervise these types of activities, to look out for and prevent sexually suggestive behaviour, and to ensure an ongoing focus on respect for others. Student leaders, along with the organizers and persons in charge of these activities, must commit to and participate in all prevention efforts. Each year, the persons in charge of initiation as well as the organizers of the various festivities should attend a training session on sexual assault and other related issues. It has even been suggested that a guide be handed out on appropriate behaviour during festivities and the limits to respect in order to avoid dangerous situations.

- **Physical safety on the campus grounds**: ensuring there is adequate lighting, making it easy to report an emergency, offering a drive- or walk-home service on campus, limiting access to dangerous areas, etc.

- **Hierarchical relationships between professors and graduate students**: establishing supervisory policies that clearly outline the expected behaviour and obligations of both parties.

- **Welcome extended to first-year students:** developing means (training, messages, class visits, posters, stands, etc.) of making new students aware of the values, expected behaviour and support resources on campus.

- **Organizational culture:** reviewing the processes, protocols, approaches and methods likely to nurture an organizational culture where lack of respect and sexual violence are downplayed.

9. COMBINE APPROACHES

Adopting a combination of prevention methods and approaches is cited as efficient in numerous works on prevention and awareness-raising.[47] DeGue (2014), for example, is of the opinion that a policy on the on-campus consumption of alcohol is but one component of an effective prevention strategy, strategy which must be founded in the most expert knowledge on the matter. Randall (2014), in turn, believes that the positive impacts of prevention are maximized when it is combined with effective policies and actions. A report from the White House Task Force to Protect Students from Sexual Assault (2014) mentions that a change in behaviour can only come about if a social marketing campaign is run in concert with other prevention measures.

[47] DEGUE (2014); Ontario government (2014); Martell Consulting Services (2014); University of Ottawa (2015).

Another proposed approach to increase the effectiveness of a sexual violence prevention strategy is a combination of the strategy with prevention efforts targeting other issues.[48] Martell Consulting Services (2014) purports that to have optimal impact; efforts must be multidisciplinary and carried out by various actors. Hence, awareness-raising activities could focus on elements such as respect, the prevention of violence, non-violent communication, gender equality, respect for differences and diversity, and assertiveness and self-confidence, all themes likely to have an effect on the prevention of harassment and sexual assault.

[48] DEGUE (2014); White House Task Force to Protect Students from Sexual Assault (2014).

SECTION IV – RECOMMENDED PRACTICES FOR ON-CAMPUS INTERVENTIONS

While all universities share some common missions, administrative bodies and objectives, they also have their respective structures, organizational cultures, and ways of operating. The ways in which individual universities carry out their mandate, meet their obligations and provide services also differ. The same is true of the services they offer in response to sexual harassment reports. Most universities have adopted a formal process for handling complaints, but the services subsequently offered, and the types of actions taken, along with the ways things are done, vary greatly from one institution to the next. Some institutions have offices or centres that handle harassment cases, while yet others entrust this task to the human resources department or to the General Secretariat. Still others choose to let these cases be handled by outside resources.

These differences aside, there are principles that govern these interventions which must be adhered to in order to provide victims with appropriate and compassionate services. Intervenors must respect victims and their wishes in any action they take, and the persons receiving reports must allow victims to freely recount their experience, explain how they have been affected and state their objectives and expectations.

People who have been harassed or sexually assaulted can find it very difficult to speak of or disclose what they have been through. Among the comments frequently heard: “Will anyone believe me?”, “Will I be judged?”, “How will my loved ones react if I speak out?”, and “What will my aggressor do if I tell people what happened?” As noted previously, there are many reasons why victims may hesitate to speak up and ask for help. Some may fear being blamed for what happened, some will be wary of the ensuing formal or legal proceedings, others will be confused as regards their presumed aggressor, and yet others will fear possible reprisals or worry that they will be seen as partly to blame. It goes without saying that it takes a great deal of courage to speak out about such traumatic experiences. This is why it is so important that victims who do come forward be treated with respect and never judged or blamed. The resulting actions cannot be improvised, and the institutions involved must react quickly and efficiently whenever a case of violence or harassment is reported.

This section describes intervention principles that should be favoured by universities.

A POINT OF CONTACT: DESIGNATED ON-CAMPUS RESOURCES

As mentioned previously, members of the university community who are victims of sexual violence should know what specific resources are available to help them at their learning establishments. University management is responsible for informing its members about the regulations and resources which victims or witnesses/bystanders can turn to for support.

It is recommended that each institution have a single point of contact for victims, i.e., a specialized resource for the issue at hand. This will prevent confusion and ensure that victims benefit from standardized, appropriate and confidential services tailored to their needs. Victim interventions

should for the most part be coordinated by designated on-campus resources, which should also be accessible to all community members.

While it would be best if all functions ensuing from the regulations' application were performed by an exclusive, dedicated resource (be it an office, a centre or a resource person), some institutions may opt to have several distinct entities perform the activities involved. In such cases, the roles of the respective actors must be precisely determined and communicated; this will ensure that the university community clearly knows where to turn to if need be. Furthermore, the actions of all parties must be properly coordinated to enable the delivery of consistent and effective services.

PROFILE AND TRAINING OF SPECIALIZED INTERVENOR

The persons mandated to intervene with the victims of sexual violence must have the necessary skills in this area as well as the ability to effectively relate to and intervene with the various parties involved. Their actions must be neutral and impartial; they must also be perceived to act in this manner. Victims must be made to feel that their privacy will be safeguarded, and that they are both safe and respected. This is only possible when the designated persons are both competent and experienced.

Staff must also be able, in conjunction with various university Intervenors, to plan and propose preventive measures designed to protect victims. Staff must also have the ability to carry out prevention, education, information and training activities designated for the university community.

Lastly, skills in the areas of helping relations, conflict management, medication and crisis intervention, combined with knowledge of the legal elements of sexual violence, are also necessary.

THE MAJOR PRINCIPLES OF SUPPORT

Listen

Victims may decide to tell their story immediately or, in some cases, several years after having been sexually assaulted. The degree and manner in which they are listened to during this step is critical. Designated resources must allow those who come forward to speak freely, and not insist on immediately learning every little detail. Reflecting back the emotions felt by victims is a way of showing them that they are being heard and sometimes, helping them better understand their own feelings.

Intervenors must keep an open mind and be present for the victims. They must also be attuned to what is not being said, to better detect any signs of discomfort.

Take your time

Having someone take the time to carefully listen to them can help alleviate feelings of depersonalization and worthlessness that victims of sexual violence can experience. Some people, in fact, may even feel threatened and shut down if they have the impression of being rushed or not treated with consideration. An approach focused on the task at hand should thus never be

privileged; rather, it is recommended that Intervenors work at establishing a connection, take the time to actively listen, and build trust. Having the impression of truly being heard makes people feel worthy, which in and of itself promotes healing.

Believe victims

Unfortunately, survivors are often made to feel as though their interpretation of what occurred, along with their perception and understanding of the facts, is being questioned or compared to the experiences of other victims of criminal acts.

Victims of sexual violence must be heard and believed when they disclose a situation. They need support and understanding. Resource persons must reassure victims, let them know that what they are feeling is normal, and that there is no right or wrong way to react to a traumatic event. Victims need to have the feelings they experienced at the time of the assault validated.

Intervenors must be open and refrain from judging victims. Furthermore, they must never make personal comments that reflect personal beliefs founded in biases or myths.

Refrain from blaming victims

In no case must the behaviour of victims or any risks they may have taken be assessed on the basis of their personal attitudes or choices. Nothing can justify assault, and no one deserves to be a victim of sexual violence. Victims often blame themselves, and thus need to hear that they are not responsible for what happened. Victims must sense the empathy of Intervenors. They must feel that what they have gone through - and their feelings - are understood.

Let victims control the process

Victims must have enough “space” to determine which actions will best help them recover. Intervenors must inform them of the available resources and urge them to consider all possible alternatives. Victims need to decide how to move forward on their own, in an enlightened manner.

This may require asking open-ended questions to victims, which will have the advantage of allowing them to remain in control of the exchange. Any questions beginning with the word “Why” will likely be perceived as accusatory or may lead victims to feel as though they need to justify their actions. They must be avoided. Lastly, silence is golden, and enables people to reflect on what they would like to do.

Respect the person’s boundaries

Victims of sexual harassment or sexual violence need to feel that they are safe and that Intervenors will not violate their boundaries or invade their personal space. Resources must adopt a transparent approach and always verify that victims are comfortable with how the process is progressing. They must continually check whether victims agree with the steps being taken and ensure that they do not feel obligated to act in a certain way. As a result of a traumatic event, the person must be able to regain control, exert their autonomy and take action. Resources must therefore allow them to make choices and act as they wish. Respect for personal boundaries is critical to instilling a sense of security.

Refer victims to the appropriate resources

It is essential that victims be well informed of the services available to them, both in and outside of the university community. Depending on the circumstances and the needs of victims, the latter may be urged to seek help from medical or psychological experts. As stated in the review of the literature (Appendix A), the therapeutic model derived from the cognitive-behavioural therapy (CBT) approach is most often[49] favoured as a way of helping victims get back their bearings and improve their psychological well-being. As the case may be, it may prove appropriate to refer victims to law enforcement or legal services.

THE FRONT LINE: SUPPORT PERSONNEL AND FIRST RESPONDERS

Some persons have a key role because of their position at teaching institutions and their special relationships with community members (student advisors, athletics centre professionals, heads of programs, department chairs, HR counsellors, managers, student services personnel, student association representatives, union officers, professors, ombudsmen, etc.). This makes them highly valuable front-line actors and potentially in a position to listen to victims reveal what happened to them for the first time.

As for security officers or campus security, they are often called to act in the capacity of first responders, which requires them to respond quickly and efficiently in dangerous or emergency situations. These resources must be trained in the area of sexual violence if they are to adequately intervene with victims. Furthermore, they must collaborate with investigators to gather the greatest amount of evidence possible and thereby help victims who decide to file a complaint (e.g., identifying and taking statements from witnesses and bystanders, securing the site of the assault).

The Support personnel or the first responders in whom victims confide play an extremely important role. These victims will likely be upset and experience conflicting emotions such as distress, shame and anger. Support personnel or the first responders in whom victims confide must welcome the victims while also guiding them and referring them to specialized resources. C Support personnel must be trained about the issue of sexual violence so that they can intervene appropriately.

Others, such as friends and colleagues, may be the first people in whom the victim confides. Consequently, all members of the community should have access to basic information on how to respond with empathy and compassion when receiving a disclosure, and thereby will be able to direct the victim to the designated resource on campus and other services offered by the university. As *A Resource Guide For Ontario's Colleges and Universities* explains, "A supportive response involves:

- listening without judgement and accepting the disclosure as true;
- communicating that a victim cannot be blamed for experiencing sexual violence;

[49] Meca, Alcázar, & Soler (2011); Russell & Davis (2007).

- helping the survivor identify and/or access available on- or off-campus services, including emergency medical care;
- respecting the survivor's right to choose the services they feel are most appropriate and to decide whether to report to police or security;
- recognizing that disclosing can be traumatic and a survivor's ability to recall the events may be limited;
- respecting the survivor's choices as to what and how much they disclose about their experience;
- making every effort to respect confidentiality and anonymity."[50]

In addition, it is strongly recommended that documentation on the subject be available to give to victims or anybody concerned with the issue, and that this documentation clearly identifies the designated resource on campus together with other relevant internal and external resources.

ACCESS TO SERVICE

Since sexual violence can occur at any time, victims must have access to a service adapted to their needs 24 hours a day, 7 days a week. It is therefore important to set up a first-responder service outside the business hours of the designated resource. The security service, an internal warden or a link to resources in the system are ways of meeting this need. Those who take on this service must be trained in receiving and referring victims of sexual violence. Responders in the university setting should have a predetermined intervention protocol, such as the one set out in Appendix D of this reference tool, to guide them in the actions they should take.

Institutions must take measures to ensure confidentiality. For example, it is important that the designated resource be located in a discrete place where people who come to consult are least likely to be identified. Those who consult must not worry about going to the office of the designated resource for fear of being recognized by people they know.

It is important that the designated resource on campus has the necessary human and material resources to be able to diligently provide high-quality, easily accessible services. The human resources must be sufficient in number to develop prevention activities and to support any members of the university community who experience any kind of sexual violence. Subject to the constraints within which universities have to act, **an institution that prioritizes combating sexual violence must free up the necessary resources to support its values and objectives, and to meet its priorities.**

[50] Ontario Women's Directorate (2013). *Developing a Response to Sexual Violence.*

CONFIDENTIALITY AND DISCRETION

Before going any further, the meaning of these terms requires clarification. According to ethicist René Villemure, "Confidentiality is a recent administrative concept created in the wake of the concept of *confidence*[51], which is a form of secret. It implies a guarantee that the matter confided will be communicated only under the seal of secrecy to the few persons who must know. The same can be said of the matter subject to confidentiality: it must not be disclosed except in case of absolute necessity to those who must know.

Discretion, on the other hand, is a historical concept and one that is much more open than that of confidentiality. Discretion does not carry a binding component of secrecy; rather, it implies a component of discernment, of discrimination—that is, cautious reasoning. Discretion expresses the idea of reserve but not that of an absolute prohibition on disclosure. In the context of discretion, a decider must discern "who" must know "what."

Some harassment policies favour confidentiality where others favour discretion. In fact, both concepts are aimed at a single objective, that of allowing a relationship of trust to be established that is conducive to resolving situations. A prerequisite for the establishment of this trust is that practices in this area must be exemplary, must comply with policies, and must be communicated clearly to those who make use of services arising out of policies. That said, the task force strongly suggests that recipients of reports and complaints are bound by the strictest confidentiality, subject to the exceptions provided for in law. The notion of confidentiality can influence the disclosure of sexual misconduct and have an impact on the settlement of situations. This is often a sensitive issue from the point of view of the victim, but also for the defendant and for the organization itself. In order to guarantee confidentiality, it is recommended that those involved in a sexual violence file sign a confidentiality undertaking. Although this measure is not infallible, it generally has the effect of making the actors involved aware and provides guidelines as to what constitutes or does not constitute a breach of confidentiality. In parallel, it is desirable that regulations clearly mention confidentiality and provide for measures that could be taken against those who breach it. Unfortunately, all too often, information about a complaint or a report spreads in the community of those involved. The consequences of this include prejudice against persons, a deterioration in the study or work climate, and fostering the creation of clans. Therefore all necessary precautions must be taken.

In situations whose informal treatment requires a sharing of information, university actors involved must use the greatest discretion. Only information that is deemed essential should be shared. Thus, depending on the type of intervention required, disclosure of the nature and details of the incident of sexual violence may not be necessary. A written consent form giving the parameters for information disclosure may reassure those involved and serve as a guide for those who have to divulge confidences. As far as formal treatment is concerned, it goes without saying that the filing of a complaint entails revealing the identity of the complainant and the alleged facts to the defendant

[51] Translator's note: the French word *confidence* means "a secret" (something confided) and does not have the English senses of "trust," "assurance," etc.

and to those involved in dealing with the complaint. This practice should be clearly set out in regulations. At the first meeting with the complainant, it is important that the designated resource should explain to them the broad lines of the regulations and inform them of the university's legal obligations and the limits of confidentiality. This information is important because the person must be able to make an informed decision about what they will say or not say. The designated resource must be frank and transparent on this point. If after receiving this information the victim decides to go no further, that is their choice, and the resource must respect it. In this situation, the complainant can be put in contact with other resources able to meet their needs while respecting their personal boundaries. However, in the circumstances, it is important to make sure that the complainant understands and accepts that the institution will not be able to take the necessary measures to prevent or put a stop to the potential misconduct in the study or work environment. It is strongly recommended to put all this in writing.

DISTINCTION BETWEEN REPORTING AND A COMPLAINT

A person who has experienced sexual violence must have the choice between reporting or filing a formal complaint.

Reporting is an informal process involving a consultation about the situation of harassment or sexual violence to report the situation and obtain help and information. This so-called informal process may lead to a series of informal interventions to settle the situation or minimize its effects.

A complaint, on the other hand, is a formal process for the purpose of exposing a situation. A complaint is made in writing and an investigation is usually conducted to determine whether the alleged facts meet the criteria of harassment[52] in the meaning of the provisions of the law on psychological harassment. A formal complaint is usually intended to make known the existence of a situation of sexual harassment and to place sanctions on the defendant.

Reporting

"Reporting" consists in notifying designated personnel of a situation of sexual violence occurring in a university setting. To facilitate matters for the victim, the reporting process must be easy and provide rapid access to services. The means of reporting must be flexible, allowing a number of methods to be used, such as email, telephone, in person, through a website, through a mobile application, verbally or in writing. Reporting is usually done by the complainant, but can also come from a direct or indirect witness, a manager and, in exceptional cases, from the person whose conduct is at issue.

Reporting must be received by the staff of the designated resource on the campus or, in their absence, by a front-line responder trained in receiving and referring the victims of sexual violence. The person who receives the report must allow the victim to freely describe the situation they have experienced and talk about its consequences. The interview must also address the expectations and

[52] Remember that the definition of psychological harassment includes both sexual harassment and sexual assault. Readers may refer to section I of the document as needed.

objectives of the person making the report. Depending on what the person has reported and on their objectives, remedies and interventions will be presented to them, and an intervention plan formulated. During this meeting, the person who receives the report must also attend to personal safety and, when required, contact the security service. If the situation reported does not fit with the mandate of the designated resource, the person is referred to the appropriate internal or external resources.

Informal procedures are not less important than formal procedures—quite the contrary, in fact. Victims of sexual violence may be reluctant to make a formal complaint, and an informal process is often the only step they contemplate taking. Moreover, an informal process may be more suitable for a situation of lesser seriousness. Generally, an incremental or proportionate response—involving different processes, resources and sanctions depending on the type of sexual violence—is to be favoured. However, it is not always possible to determine precisely which level of response to choose based on the conduct, because each case must be analyzed in its context, taking the parties involved into account. For example, a joke about a person's sexuality will have different effects when it is made in front of three or four people, in a class of 50 students, or circulated on social media.

Anonymous reporting

Given victims' reluctance to come forward even if the reporting process is confidential, and their still greater fear of filing a formal complaint, it is recommended that institutions enable victims to make an anonymous report. A number of American universities have set up this type of mechanism, which appears to answer a real need. For example, an app could be developed that would let victims contact staff of the designated resource on campus anonymously in order to seek help and obtain information regarding their rights and remedies, and to find out about resources that could help them. This type of anonymous interaction may create a bond of trust which subsequently enables the victim to make a confidential report. The main objective of such a mechanism is to eliminate barriers that prevent victims from seeking the help they need without fear of judgment and reprisals. However, it goes without saying that that there can be no intervention against the alleged perpetrator on the basis of a single confidential testimony. Any intervention against a defendant arising out of anonymous reporting must respect the principles of procedural fairness and natural justice.

PREVENTION AND ACCOMMODATION MEASURES

At any time during the handling of a report or complaint, it may be necessary to put in place prevention and accommodation measures to facilitate support, adaptation, reintegration, protection and academic success for survivors of sexual harassment or sexual assault. Regardless of whether victims choose the informal route or the more formal option of filing a complaint, these measures must be offered when needed.

Interventions designed to put these measures in place should always protect people's confidentiality, unless they have given authorization for their identity to be disclosed. Measures of this type must remain the choice of the victim and comply fully with their wishes.

Prevention and accommodation measures must not have the effect of overriding fundamental rights of the alleged offender. However, it may be necessary to suspend certain privileges (e.g. access to the gym or library). The university must take reasonable administrative measures that are proportionate to the situation in order to limit prejudice.

As far as possible it is desirable that the victim should not suffer any negative consequences as a result of this intervention. As an example, the victim must not be penalized any further by having to change their workplace or change rooms in residences in order to avoid contact with the alleged assailant. The organization must evaluate what can be done, in compliance with the applicable regulations and agreements.

Here are some examples of prevention and accommodation measures that can be taken:

- Request postponement of examinations or deadlines for handing in work;
- Arrange for the victim to no longer have contact with the accused;
- Change a student's group or an employee's place of work;
- Allow a course to be completed via distance learning;
- Agree on times for visits to shared spaces in order to minimize meetings;
- If the assault occurred in a sports centre of the institution, temporarily suspend the alleged assailant's access to the sports centre while the investigation is being conducted.

The prevention and accommodation measures that are necessary will differ from one situation to another and must be assessed by the designated resource and the authorities concerned (academic managers, human resources director, general secretariat, executives, managers) with the involvement of the victim. A number of measures are possible, but they must respect the institution's guidelines and internal rules. The processes for putting these measures in place must be simple and able to be carried out quickly.

In certain serious situations where the safety of members of the community is in danger, the designated resource will have the responsibility of reporting the situation to the university authorities concerned so that quick action can be taken.

PRACTICES TO FAVOUR FOR INFORMAL INTERVENTIONS AFTER REPORTING

Reporting enables the victim to obtain help and information on their rights and on the options open to them as well as on resources available to them. They can be referred to assistance services that can meet their particular needs. As stated earlier, an informal process is not less important than a formal complaint. Most of the time, it is the option that victims will choose. Experience shows that victims only rarely disclose incidents of sexual violence that they have experienced.

Furthermore, informal proceedings enable the victim to reassert a degree of control over the situation by deciding on interventions that meet their needs and respect them. Depending on the case, a victim may need special support in order to meet and express what they have experienced to the alleged offender. Or they may ask the designated resource to intervene so that they no longer

have to have contact with the alleged offender, particularly if the latter is in the same work or study environment as the victim. Reporting allows the possibility for such preventive measures to be arranged.

In addition, informal interventions often have a significant effect on defendants. This type of intervention enables the designated resource to contact the alleged assailant and explain the seriousness of the situation to them, to put a stop to the misconduct, to provide information and education about expected conduct as well as to put in place preventive measures or restorative actions where possible and desired. This type of intervention is likely to make offenders aware of the effects of their actions and their impact and help to change their attitude.

Support for victims during the informal process is of considerable importance in terms of offering winning conditions for continuing their work or studies. Attention must also be paid to witnesses and initial confidants if they were the ones to contact the designated resource.

Informal processes that are favoured following a report are counselling, coaching, referral to specialist services, with the perpetrator to put a stop to the actions, mediation or facilitation, seeking agreement, prevention and accommodation measures, intervention in the work or study environment, and the sending of notice of risk factors to management. Appendix B contains a flowchart showing how a report is handled.

Counselling

The contribution of the designated resource is sometimes limited to providing a space for discussion, passing on information, answering questions and making a preliminary analysis of the situation. Possible remedies and interventions are then discussed in order to help the person take informed decisions about the reported situation.

Coaching

The designated resource may offer their expertise to guide and coach the person consulting so that they can themselves attempt to put a stop to the behaviour they are experiencing. This coaching process is aimed at helping the person to regain some control over the situation, to communicate their boundaries and to assert themselves with the defendant.

Referral to specialist services and accompaniment

Depending on the victim's needs, the designated resource may refer them to appropriate resources within the university environment, such as the psychological support service for example, or in the community, such as CALACS and designated centres or the police. Personalized transfer or accompaniment may be indicated if the victim so wishes and agrees.

Intervention with the defendant

If the coaching process does not yield results or is not desired, it may be appropriate, if the victim so wishes, for the designated resource to meet with the defendant. The purpose of this step is to hear the point of view of the presumed assailant and evaluate their perception of their actions.

Depending on the situation, the resource person may: ask the defendant to put a stop to their inappropriate behaviour and reframe their attitudes in line with those expected; make the defendant aware of consent issues and the problems of sexual violence; inform them of the possible consequences of their actions; set up winning conditions for the comfort and safety of persons; propose a process to seek agreement in order to restore cordial, respectful relations; propose conditions to favour the healing process. When this process leads to the defendant's recognition of the violence of their actions, and this recognition leads them to assume responsibility for their actions and the consequences thereof, an apology and reparation process is sometimes possible. The intervention with the defendant may allow an educational, restorative approach to be taken that may meet the needs of some victims.

Mediation or facilitation

It may be possible to conduct mediation or facilitation between the victim and the defendant in order to allow a constructive discussion between the two parties so that they can together determine the measures that need to be taken in order to move forward. This option must be a possibility, because it sometimes meets the needs of the complainant. On the other hand, survivors rarely choose this type of intervention in cases of sexual violence. Those who have experienced such violence rarely wish to discuss possible solutions with the defendant. Very often, the victim wants no further contact with the person they see as their assailant, even in the presence of a neutral person: their only wish is that the misconduct should cease. It is easy to understand this discomfort, which is often the result of power issues. However, this avenue must remain an available option, even if a formal complaint is filed.

Seeking agreement

Even when the victim does not want to meet the defendant directly, they may want to agree with the defendant on certain rules and methods to allow them to continue their studies. If so, the designated resource can act as an intermediary between the parties to help reach an agreement of this kind.

Prevention and accommodation measures

The designated resource may contact the person in authority to discuss prevention and accommodation measures for the victim. Such exceptional measures, which are often temporary, are aimed at restoring a comfort zone for the persons involved and re-creating a climate conducive to studies or work and a safe living space.

Intervention in the study/work environment

Group interventions are sometimes necessary when several individuals are affected by a report of sexual violence. Depending on the situation and on needs, members of the group may need to be met with so that they can be heard, informed, made aware, reassured and supported. In some cases, a systemic intervention may be necessary in the study or work environment.

Sometimes an environment may need to train those who study or work there. It must be possible to offer training suitable for the needs of the environment in order to control sexual violence and promote egalitarian, respectful relations.

Notice of risk factors

In a case where several reports come from a single academic area, cohort or department, the competent authorities must be notified so that they can look into inappropriate conduct and implement corrective measures were necessary.

Similarly, if the designated resource has reason to believe that in light of reports that have been made a member of the university community represents a risk, they must be able to address a notice of risk factors to the authorities concerned who can then investigate and draw up an intervention plan if required. Of course, it is important that such interventions should respect the principles of procedural equity and natural justice. Concretely, a defendant has the right to be informed of the allegations made against them and have an opportunity to give their version of the facts.

The ultimate objective of informal interventions is to put a stop to inappropriate conduct, ensure that it does not recur, guarantee the safety of persons and environments, and support those involved to move forward. In addition, informal interventions sometimes make it possible to achieve restorative justice, when the assailant takes ownership of the actions and acknowledges their impact on the victim.

RECOMMENDED PRACTICES FOR FORMAL INTERVENTIONS WHEN A COMPLAINT IS FILED WITHIN THE UNIVERSITY

Formal complaints are dealt with in accordance with the regulations in force in each academic institution. When a person files a written complaint, they start a formal process. It is important that complaints be dealt with impartially, equitably and fairly, and that the university community perceives this to be so. The process must also be accessible and efficient. A complex, laborious and overly long process will dissuade victims of sexual violence from filing a formal complaint, even where they would be justified in doing so. Recommended practices for policies and regulations are set out in section V of the document.

The entire university committee must be informed of the process of dealing with complaints and the times that this can take. In particular, the process must be clearly explained to complainants and defendants. In addition to providing the parties with a copy of the applicable regulations, it is desirable to provide a simplified flowchart showing the steps in the handling of a complaint specific to each institution. Appendix C shows a sample flowchart for the handling of a formal complaint.

Formal handling of a complaint involves number of steps: filing of the complaint, evaluation of its admissibility, investigation, decision, sanction and reparation. The various steps in the process of handling a complaint a briefly described here.

Filing of the complaint

A complaint is filed in writing using a **complaint form** duly completed, dated and signed by the alleged victim. The form must be brief and limited to essential information necessary to deal with the complaint. It is recommended to make provision to support and help the victim in completing the form.

The **time limit for filing** a complaint must be short enough to permit the checking of facts as part of an investigation, and long enough to minimize the risks of reprisals on the victim. The provisions of the *Act Respecting Labour Standards* regarding harassment allow 90 days for the filing of a complaint with the CNT. The task force considers that this time limit is too short and may cause prejudice particularly to students who may fear reprisals from a professor or research director during the period when they are in a subordinate position and greatly dependent regarding their future. It is sometimes more strategic to wait until after completing a course, submitting a thesis or finishing a laboratory job before filing a complaint. Each situation has its own characteristics and must be assessed in light of the context. A **time limit of six months** would be more appropriate in the regulations of academic institutions.

Admissibility

It is good practice for formal complaints to be filed with the designated resource, who examines **the complaint's admissibility**. Evaluation of the admissibility of a complaint alleging sexual violence must be done on the basis of the criteria set out in the institution's regulations and in accordance with statutory provisions regarding psychological harassment.

If the complaint is deemed admissible, the designated resource will pass it on to the person assigned to the handling of formal complaints.

Handling of the complaint

It is desirable that the process for handling formal complaints be conducted by a person other than the one responsible for informal interventions (it is essential to preserve the neutrality of the designated resource). The responsibilities of each responder must be clearly defined.

During the processing of the complaint, complainants and defendants must be kept informed of progress in the process and the associated timetable. The processing of the complaint should not take longer than three months.

Person assigned to the handling of formal complaints

It is recommended that the handling of formal complaints be supervised by someone other than the designated resource who handles reporting so that the latter can maintain their neutrality and continue to provide support to both parties involved while procedures are ongoing. This function could be given to another member of the designated resource's staff or a senior member of the institution's management. In Québec universities, the person holding the position of Secretary General is often well-placed to fulfil this role. In any case, each institution would be well advised to

obtain the approval of the various university authorities to ensure that the resource identified and the process decided upon are seen as credible within their community. Institutions must make sure that those mandated to handle formal complaints have the necessary skills and integrity, and must also watch for the risks of conflict of interest, whether real or apparent. In this respect, the integrity and transparency of the proposed processes can help reduce this risk.

The person assigned to handling complaints on the campus must proceed with the greatest discretion and respect for the rights of persons. Here are the main tasks to be carried out, depending on the needs and situation: coordinate procedures for the handling of complaints and ensure that they are properly executed; launch the investigation process when required, or set up a mediation process if the parties wish; collaborate in establishing prevention and accommodation measures as needed; follow up with the victim and the defendant; receive the investigation report and recommendation; communicate the results of the investigation to persons in authority or decisional authorities for the application of disciplinary measures, if any, and see to the application of reparation measures. The person assigned to the handling of complaints must make sure that they are dealt with in a manner commensurate with exemplary practices in this area.

Investigations

The persons in charge of handling complaints are responsible for mandating outside investigators (not associated with the university) to coordinate investigations, oversee logistics, and transmit all relevant documentation as needed. It is suggested that the Institutional Prevention Committee be responsible for setting up a pool of investigators, ideally specialized in sexual harassment and other forms of sexual violence.

Sometimes, however, an investigation will not necessarily be conducted in response to a complaint being filed. Depending on the evidence and whether there is an admission of guilt, an internal process may be preferred over an external investigation. In such cases, particular attention should be paid to the process' credibility and neutrality.

Given the intimate nature of sexual violence, no complaints in this regard should be heard or adjudicated before a disciplinary committee (which is comprised of multiple university representatives) unless victims clearly indicate that this is how they wish to proceed. In such cases, the process should be respectful, simple, quick, efficient and fair to all community members. Furthermore, it is critical that committee members be trained and aware of the characteristics and challenges specific to this type of offence. Also, as indicated on page 49 of this document, it is important to "respect the right of survivors to choose the services they deem most appropriate and to decide whether or not to declare the incident to the police or to campus security". Consequently, should survivors agree to disclose the incident to a legal or disciplinary body, they must obtain all of the information and explanations necessary to understand the procedure and possible outcomes, understand and agree that their testimony may be required, and comprehend the conditions under which they might be asked to testify (e.g., in the presence of the alleged aggressor). In addition, victims should receive the most appropriate psychosocial support throughout the process. If victims are made to testify under duress or if they are either ill-informed or unprepared to speak in front of a committee, in the presence of several people, the process is likely to be counter-productive,

further “attack” the victims and have various other consequences. On the other hand, should the disciplinary committee rule on the need for protective measures or accommodations, there will need to be an competent authority mandated to oversee these measures with the persons concerned.

Preventive measures and accommodations

The persons assigned to handle formal complaints must be involved in the implementation of protective measures and accommodations if called for by a given situation. These measures, exceptional and oftentimes temporary, seek to restore a comfort zone for the persons involved and in so doing, recreate an atmosphere conducive to studying or working or, a safe workplace. These are discussed in significant detail on page 55 of this reference tool.

Decisions

Following an investigation, investigators draw up a report and submit it to the persons in charge of handling the complaint in question. These latter individuals have been tasked to communicate the investigation findings to the appropriate authorities or persons in charge, and this so that decisions can be made and if applicable, disciplinary measures taken.

It is recommended that the decision, whether or not it is justified, be communicated to the parties involved in person, by means of separate meetings. This approach will enable the persons involved to voice their opinion and be provided any necessary support.

Designated resources must be advised of any decisions regarding a given complaint as well as the related investigation report, for this will allow them to better understand the grounds supporting the decision taken, to follow up with the parties involved and lastly, to close the case.

Sanctions

Disciplinary sanctions and their application are determined by the authorities, based on the regulations and conditions in effect. It is critical that these authorities receive advice on ensuring that the sanctions applied are both fair and consistent. Decisions regarding disciplinary measures must be based on jurisprudence and best management practices.

Given the personal nature of sexual violence, no complaint in this regard should be heard nor any decision rendered by a disciplinary committee comprised of several university representatives. Disciplinary proceedings should facilitate the handling of complaints and by this very fact, encourage the disclosure of sexual violence.

Reparations

Some measures, dubbed “reparations” or “support”, may help mitigate the impact of sexual violence. These measures can target both victims and witnesses/bystanders. They can either be carried out by the alleged perpetrators of the misconduct, or by the institution, depending on the specific case.

These types of measures must be tailored to address the specific requirements of the situation. They may target reintegration into a specific environment, restoration of a person's dignity or integrity, rectification of harm or injustice, reparations, education and training, work flow, academic accommodations, psychological follow-up and more.

LEGAL RECOURSES

Some university policies allow simultaneous recourses, while others do not. In matters of sexual violence, complainants should be able to concurrently benefit from various recourses, as they are likely to have complementary objectives. We shall now consider available legal recourses.

Criminal proceedings

As discussed in Chapter II, some forms of sexual violence constitute criminal acts. In such cases, victims can file a complaint with the police so that the alleged aggressor can face criminal charges. With these types of proceedings, the goal is to obtain a guilty verdict and a sentence for the accused while also ensuring the public's protection[53].

Victims may turn to the criminal justice system for a number of reasons, among them: bringing an end to these types of assault or preventing alleged aggressors from repeating this behaviour with the same or other victims, such unacceptable behaviour and ensuring that the persons perpetrating those actions are punished or receive help, responding to urges to speak out and to support from a variety of people (spouse, family members, friends, professionals, sympathetic police officers), and taking control of one's life again. According to the experience of intervener in the field and the statements of persons who regularly exchange with designated resources, there appears to be a negative variance between victims' expectations of the justice system and their actual experiences in this regard. The sometimes huge gap between expectations and reality contributes to discouraging disclosure. In fact, only one out of every six victims will report being assaulted. This limited reporting has the effect of perpetuating a rape culture and impacts how learning establishments handle such situations.

In 2001, government orientations with regard to sexual assaults[54] identified the low reporting rate as a primary obstacle in the fight against these types of assault. Fifteen years later, this is still a problem, and the number of complaints filed with the police remains low. This being said, it is generally acknowledged that tolerating violence leads to greater violence and it is thus all the more important that criminal acts be reported. While it appears that systemic changes will be needed before things can improve, the literature also supports the fact that for victims to be increasingly able to recognize sexual violence for what it is, the collective mentality in this regard must evolve and, as the case may be, professionals and others in the immediate environment of victims must be

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53 Table de concertation sur les agressions à caractère sexuel de Montréal, *Tableau récapitulatif des différences entre un procès au civil et un procès au criminel* (only available in French). http://www.agressionsexuellemontreal.ca/lois-et-procedures/cadre-legislatif/code-civil--proces-civil-et-resiliation-de-bail-/proces-civil-vs-proces-criminel.

54 Québec government (2001), Orientations gouvernementales en matière d'agression sexuelle (only available in French). http://www.scf.gouv.qc.ca/fileadmin/publications/Violence/Orientations_gouv_agression_sexuelle_2001.pdf

inclined to offer the compassion and support needed to encourage victims to speak up and file a complaint.

It bears noting that universities can take action to help change the social fabric, but cannot tear down all of the obstacles to reporting if they fight the good fight alone (see pages 24 and 25). In addition, institutions should not forget their role, which is namely to offer a learning and work environment free of sexual violence. They must avoid taking on the role that is the purview of the justice system, and focus instead on cooperating with the main actors (e.g., government, police, prosecuting attorneys, designated resources for victims) to identify solutions that could potentially improve how victims are treated by the legal system.

Contrary to popular belief, victims who do not file a police report can nonetheless benefit from the Crime Victims Assistance Centre (CAVAC) services and the Crime Victims Compensation Fund (IVAC).

Civil prosecution

Victims of criminal acts perpetrated by a known offender "can file a suit for damages in front of the civil courts, regardless of whether or not criminal proceedings have been initiated against the offender and whether or not the latter has been found guilty[55]". Such a lawsuit seeks to obtain reparations for the damages and injury sustained through a court-ordered compensation.

To the working group's knowledge, very few people know about this type of lawsuit, which is rarely used in cases of sexual violence. Given that the evidentiary threshold in these types of proceedings is lower, they could represent an interesting option to some victims with objectives along these lines.

EXAMPLE OF AN INTERVENTION PROTOCOL

We developed an example of an intervention protocol that we feel could be used in the university environment. An effective intervention protocol must incorporate various elements and actions in order for it to be applicable to a multitude of scenarios. It must be detailed, and include intervention measures to adopt in response to incidents or reports. The focal elements of such a protocol are: personal safety, information and referrals, psychosocial support, intake or initial exchanges, informal interventions, formal interventions, information on legal recourses, and follow-up. The interventions initiated and the support offered to victims must always consider the latter's needs and respect their wishes.

Each learning institution must have its own intervention protocol that reflects its roles and responsibilities (and those of its actors) as well as the internal and external resources on which it can rely. This example is laid out in a detailed manner, to favour a greater understanding of the general approaches underlying interventions and to provide guidelines to those institutions wanting to develop a dedicated intervention protocol adapted to their own reality.

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[55] Justice Québec. Victims of Crime: Rights, Remedies and Resources. http://www.justice.gouv.qc.ca/english/publications/generale/rec-ress-a.htm.

Example of an intervention protocol	
	Initial interventions must first seek to ensure personal safety and instill conditions in favour of rehabilitation.
Ensuring safety *(all community members and security officers or campus security)*	▪ Always assess the degree of risk associated with a given situation, as well as the danger it represents to community members. ▪ If the situation requires it, or whenever possible and with the agreement of the victim(s), contact campus emergency services or call 9-1-1. ▪ Emergency measures must be introduced quickly (based on the situation's degree of severity), in conjunction with the police or campus security. ▪ Once the safety of all of the people involved (personal safety) is assured, the authorities must be allowed to secure the area, gather evidence, seek witness testimonies and carry out their investigation.
Providing information and referral to designated on-campus resources *(support personnel / first responders)*	▪ Listen attentively and with respect. ▪ Help victims without judging them or asking any questions other than those that are absolutely necessary. ▪ Systematically give victims of sexual harassment and sexual violence a referral to designated on-campus resources (centre, office or resource person with the skills necessary to handle such situations). ▪ Provide information to and orient victims of sexual harassment and sexual violence towards other relevant internal and external resources (e.g., support centres, CALACs - see resources in section V). ▪ Offer to directly connect victims with internal university resources. ▪ Offer to get in touch with a trusted person able to accompany victims or stay with victims until they connect with the appropriate internal or external resources. ▪ Make sure that victims are safe and feel comfortable with the proposed measures. **In the event of a sexual assault** Victims must be systematically referred to the designated centres or specialized resources. This will allow them to quickly benefit from an intervention that includes a medico-legal kit and medico-social kit (even if they do not wish to immediately file a police report). (See Appendix J for the list of designated centres in Québec, Appendix E for information on medico-social kits and Appendix F for information on medico-legal kits). ▪ Explain to victims the respective roles and operations of designated centres, along with the reasons for administering medico-social and medico-legal kits (hand out a list of designated centres and written explanations regarding the kits). ▪ Provide information and options to victims, but do not insist if they do not want to make use of the medico-social and medico-legal kits. ▪ Offer to accompany victims to the police station or to a designated centre or refer them to another resource that can do so. *** The decision to speak with someone or not, the choice of resources and the timeframe of the various elements are all at the discretion of victims, whose wishes must be respected.**

Providing referrals for psychosocial support *(all community members)*	Victims of sexual violence must be treated by competent and professional responders in an understanding and compassionate manner, and with respect for their privacy. Psychosocial assistance must be quickly available for those persons who require support. This assistance can be provided by designated resources, psychological support services or other adequate support resources. Such support and access to resources **must be systematically and quickly made available,** i.e., as soon as victims report a case of sexual harassment or sexual violence to a community member. Remember to respect victims' wishes in terms of timeframe and whether or not to consult a professional or other resource.
Intervening *(designated on-campus resources)*	Responders' first role, when meeting with victims, is to listen and apply the primary principles of compassionate and respectful interventions. They must let victims move forward at their own pace and avoid overwhelming them with information. **Designated on-campus resources must:** **Welcome** ▪ Warmly welcome victims and listen without judging them. ▪ Provide a safe place where victims can speak freely and confidentially. ▪ Allow victims who reach out to be accompanied by the person of their choosing. **Provide background information** ▪ Advise victims that no interventions or initiatives will be undertaken without their consent, unless there is a risk to their personal safety. ▪ Inform victims of the responders' responsibilities, vis-à-vis the institution's laws and regulations, whenever they become aware of a serious situation. ▪ Ask victims to explain what happened and reassure them with regard to their decision to speak out. **Assess the situation** ▪ Help victims recount their experience and better understand what happened to them. ▪ Make sure they are safe, and help set up protective measures. ▪ Offer an explanation of what constitutes sexual harassment and sexual violence, and discuss the notion of consent if necessary. ▪ Ensure that the situation falls within the scope of the designated resources' mandate and if needed, refer victims to other resources. **Evaluate victims' needs** ▪ Help victims verbalize their wants and needs in the situation. ▪ Allow victims to state their objectives and respect their choices. ▪ Take steps to accelerate psychosocial support.

	Inform victims of their rights and remedies ▪ Inform them about internal remedies (policies, regulations, procedures). ▪ If necessary, inform them about legal recourse. ▪ Help victims choose a type of intervention (informal, formal or legal) and determine a course of action that is respectful and meets their expectations. ▪ Allow victims to exert their autonomy and to remain in control of the process. However, if their safety or that of others is at risk, the resource person is duty-bound to act and must take appropriate and reasonable steps to ensure everyone's safety.

Providing for informal interventions *(designated on-campus resources)*	Victims may opt for informal interventions instead of formal recourse.
	In accordance with victims' wishes, designated on-campus resources must:
	▪ Suggest possible or desirable informal interventions based on complainants' objectives and needs (provide a flowchart that describes the various possible interventions at the institution — see Appendix B for an example).
	▪ Coordinate or provide informal interventions such as:
	  ▪ Counselling
	  ▪ Coaching
	  ▪ Referral to specialist services and accompaniment
	  ▪ Intervention with the defendant
	  ▪ Mediation or facilitation
	  ▪ Seeking agreement
	  ▪ Prevention and accommodation measures
	  ▪ Intervention in the study/work environment
	  ▪ Notice of risk factors
	▪ Suggest a restorative justice intervention, an amicable resolution or prevention of recurrence.
	▪ Offer to intervene and educate defendants, help them change certain attitudes, discuss solutions acceptable to both parties or ask them to cease certain behaviours.
	▪ Help establish prevention and accommodation measures (e.g. postponing examinations or deadlines for handing in work, dropping a course, changing residences or classes).
	▪ If necessary, offer accompaniment (e.g. police station, designated centre, faculty).
	▪ Provide the list of internal and external resources (see Appendix I) and explain how they can help.
	▪ If need be, meet with someone in an administrative role to facilitate the process and discuss corrective measures that can be implemented to better manage risk factors.

Providing for formal interventions *(designated on-campus resources and the person designated to handle formal complaints)*

Victims can choose to file a formal complaint based on regulations, internal policies or collective agreements.

In accordance with victims' wishes, designated on-campus resources must:

- Inform victims about possible remedies (internal complaint, CNT complaint or grievance).
- Explain the steps and processes involved in each type of recourse. For a formal complaint filed within the university, the following steps must be explained to everyone involved (if possible, provide a flowchart outlining the various steps of the complaint process — see Appendix C for an example):
  - Admissibility
  - Investigation
  - Decision
  - Sanction
  - Reparation, etc.
- Prepare a summary analysis of admissibility and submit admissible complaints to the person designated to handle formal complaints. As described above, a different resource should be designated to conduct this process (e.g. another harassment officer or a senior administrator).
- Guide and support the individuals involved in the complaint process.
- Help establish prevention and accommodation measures.
- Direct the individuals involved to the appropriate resources.
- If necessary, help establish remedial measures.

The person designated to handle formal complaints must:

- Ensure that complaint processing procedures are conducted properly.
- Help establish prevention and accommodation measures.
- Launch the investigation process, if applicable.
- Receive the investigation report and the recommendations entailed.
- Forward the results of the investigation to persons in authority or the decisional authorities responsible for applying disciplinary measures, if applicable.
- Follow up with victims and defendants.
- See to the application of remedial measures.
- Ensure that complaints are processed in line with best practices.

*** The person designated to handle formal complaints on campus must proceed with the utmost discretion and respect.**

Explain options for legal recourse and refer victims to the appropriate authorities *(designated on-campus resources, security services or legal advisors)*	**Designated on-campus resources must:** For external recourse, ▪ Inform victims about possible legal recourse (e.g. filing a report with the police or the Human Rights Commission) and invite them to consult with the appropriate resource to verify that the situation warrants the chosen recourse. ▪ Explain the steps of the legal processes associated with the various remedies (if possible, provide a flowchart outlining the various steps — see Appendix G for an example). ▪ Explain the role of designated centres and medico-legal and medico-social kits (see Appendix E and F for more information). ▪ Offer to accompany victims to the police station or to a designated centre.
Following up *(designated on-campus resources)*	**Designated on-campus resources must:** ▪ Follow up with victims. ▪ Evaluate the implementation of support or remedial measures. ▪ Provide feedback on how the situation was handled with the main stakeholders. ▪ If necessary, provide recommendations or a notice of risk factors. ▪ Offer community awareness and/or training activities.

A checklist summarizing this protocol can be found in Appendix D, making it easy to focus on the essentials in a situation of sexual harassment or violence.

In light of legal considerations and best practices for promoting on-campus prevention and intervention, it is becoming easier to develop policies and regulations that meet universities' legal obligations and needs for adequate prevention and intervention. The following section addresses best practices for drafting and revising policies and regulations.

SECTION V - GOOD POLICY AND REGULATORY PRACTICES

Policies, regulations and intervention procedures can play a key role in creating an environment where every member of the university community understands that all types of sexual violence are unacceptable. Regulations allow for clearly defining the values and behaviours expected by educational institutions, stating that victims will be well treated and provided the services they need, and explaining that identified aggressors will be held accountable for their actions. With due consideration given to the existing statutory framework and good practices in the areas of prevention and interventions, we have identified best practices, from the perspective of policies and procedures, to implement as related to sexual harassment, sexual assault and other unacceptable sexual behaviours. This section can be used as a guide to develop new policies or revise existing ones.

HANDLING SEXUAL VIOLENCE BY MEANS OF POLICIES AND REGULATIONS

Since Québec's *Act Respecting Labour Standards* came into effect, with its provisions in the area of psychological harassment, the province's universities are responsible for preventing all instances of psychological harassment in the workplace. While this obligation only concerns employers and employees, most universities have opted to also apply these regulations to students and any third parties who attend their institution or are present on site. They consequently adopted specific policies in this regard. The definition of psychological harassment includes sexual harassment, sexual assault and discriminatory harassment.

Since this law on psychological harassment in Québec has come into effect, various sexual harassment policies have given way to wider-ranging policies covering all types of harassment. The application of these provisions of the *Act Respecting Labour Standards* made it possible to pinpoint two problems when dealing with the various types of sexual violence.

1. **Confusion in the naming of policies and the decreased prominence of sexual harassment and sexual assault**

A phenomenon has emerged over the past years, i.e., the **smaller role played by sexual harassment within the more global definition of psychological harassment**. In practice, the new legislation's introduction, combined with the many new measures to be implemented as a result of the *Act Respecting Labour Standards*' provisions regarding psychological harassment, had the effect of limiting the attention given to the prevention of sexual harassment and sexual assault. For the university community, it has not been straightforward to understand that psychological harassment includes a number of unacceptable sexual behaviours. And while the new law does address sexual harassment, discriminatory harassment and sexual assault, sexual harassment and sexual assault prevention and intervention initiatives must nonetheless be clearly identified in harassment laws and policies.

2. Handling other inappropriate sexual behaviour

Another problem in handling sexual violence by means of harassment policies **is that the criteria for psychological harassment**, because they include repetitive gestures and a certain degree of severity, could leave certain behaviours "non-compliant" with said criteria (for example, producing videos containing scenes humiliating to women or misogynistic comments). The possible interventions and actions in such cases could thus be limited.

To counter the impact of these two obstacles, the working group recommends that:

1. Institutions clearly identify, by means of the language used in their harassment policies and regulations, initiatives or other mechanisms for the prevention and handling of sexual harassment and sexual assault cases. Not only must the language make such mechanisms clear while disseminating related information, but the details of specific prevention and intervention initiatives for specific types of inacceptable behaviour must be provided.

2. Universities provide mechanisms to address other types of sexual misconduct that do not constitute sexual harassment or sexual assault as provided for (i.e., defined) in the treatment of psychological harassment. A code of conduct or a disciplinary regulation clearly addressing these types of misconduct should exist to round out harassment policies.

The task force is of the opinion that the current legislation is sufficient to deal with most cases of sexual violence insofar as it fulfills both of the above-mentioned recommendations. If existing policy and regulations do not cover all forms of sexual violence, establishments must put policies or regulations in place to specifically cover such acts.

Moreover, many of the resources consulted suggest drafting a stand-alone policy on sexual violence or updating existing policies, if applicable.[56] According to Martell Consulting Services (2014), a university policy constitutes an acknowledgment of this type of abuse on campus, and thus demonstrates the institution's commitment to combating such violence. SACHA, the YWCA (2014) and the National Union of Students (2014) feel this is an integral part of a "zero tolerance" approach to violence against women. The Government of Ontario (2014) even considers that such policies help foster a culture in which violence against women is deemed unacceptable.

Some academic institutions have chosen to implement specific regulations against sexual harassment or sexual violence in order to strongly emphasize prevention and combatting this type of sexual misconduct (refer to Appendix H for a list of these policies and regulations).

[56] DEGUE (2014); President's Council of Saint-Mary's University (2013); Ontario Women's Directorate (2015); University of Ottawa (2015); White House Task Force to Protect Students from Sexual Assault (2014), Martell Consulting Services (2014); SACHA and YWCA Hamilton (2014); Government of Ontario (2014).

INSTITUTING OR REVISING EXISTING POLICIES AND REGULATIONS

To be effective, any policy must be backed by the institution's senior administration and supported by all members of the university community.

Policy development process

To be successful, it is crucial to ensure that, at every step of the process, thought has been given to the senior administration's support for and willingness to facilitate the development of a harassment policy. Among others, the following steps are critical:

- Putting a senior administrator in charge of the policy's development and, in a unionized environment, obtaining union support;
- Allocating time for consultations with interested parties;
- Obtaining formal approval from the organization's decision-making bodies and any unions or associations, as this is crucial for the policy's successful development.

The main steps to follow to implement a policy addressing sexual violence are as follows:

- Informing staff that the administration and the union, where applicable, mutually intend to take action against sexual violence.
- Providing training to any individuals who will be chosen to enforce the policy (which is vital to the effectiveness of the process), based on the following criteria:
  - Their knowledge of the issue of sexual harassment, sexual assault and other forms of sexual misconduct;
  - Their level of empathy;
  - Their listening and conflict-resolution skills, ability to establish helping relationships and, lastly, their credibility within the organization.
- Conferring the necessary powers on those appointed to enforce the policy. As an example, having the authority to do the following would be essential:
  - Inform all staff of the organization's stance on sexual violence.
  - Ensure managerial staff receive relevant training.
  - Handle complaints, conduct investigations or refer cases, as needed.
  - See to it that appropriate corrective measures are taken.
- Making the entire university community aware of the contents of any policy or rules governing conduct in the workplace or academic setting with respect to sexual violence.

A policy or regulation is an expression of the establishment's commitment to preventing and putting a stop to sexual violence. An institutional policy is part of a big-picture approach and should be consistent with the values and any other regulations already in place. Given the specificities and different resources of each academic institution, such regulations must be tailored to the realities of the university in question. A framework is presented here as a reference, to highlight the key points to consider and good practices on which universities may base themselves when drafting or revising regulations.

FRAMEWORK FOR DRAFTING OR REVISING POLICIES AND REGULATIONS ON SEXUAL HARASSMENT AND SEXUAL VIOLENCE

Framework for drafting or revising policies and regulations on sexual harassment and sexual violence	
	Basic principles and best practices
Policy statement	A policy or regulation is a formal means through which academic institutions may clearly state that harassment and other forms of sexual violence will not be tolerated. A policy can be used to express the values and attitudes expected, and as an opportunity to demonstrate that prevention is a priority, that victims will receive support and that perpetrators will be held accountable for their actions. Must state the policy's objectives, its purpose, namely to prevent and put an end to sexual violence. For policies or regulations on psychological harassment, include sexual harassment and sexual assault in the preamble to demonstrate a commitment to combatting these problems. Refer to regulations that cover other forms of sexual misconduct (disciplinary regulations, code of conduct, etc.). For policies or regulations covering all forms of sexual violence, specify that they encompass sexual harassment, sexual assault and other forms of sexual misconduct.
University commitment	The administration must state its desire to prevent and put an end to misconduct by clearly stating its commitment, among other things, to ▪ providing a workplace and academic setting that is free of sexual violence and harassment ▪ fostering a culture of respect ▪ protecting the physical and psychological integrity of community members ▪ preserving personal dignity ▪ providing a safe environment ▪ promoting gender equality and respect for diversity, and ▪ taking measures and imposing sanctions in cases of misconduct.

Scope	The regulation should be applicable to all members of the university community, whether staff, students or parties to any other university-related business. Members of the university community is understood to mean any person studying, working, sitting on a committee, using university services, or involved in any way in university activities, as well as visitors and guests. The regulation should cover the various sites where university business takes place. This document mentions that there are at-risk areas or events where such situations may arise, including campus bars, orientation activities or Happy Hours organized by student associations. These locations and events presenting an elevated risk of sexual violence should be addressed in the regulation. As such, it is highly recommended that the regulation extend to all activities or situations encountered in the university context, not only on campus but also at any other locations used to fulfill the university's mission, or where the people present are bound by their belonging to the university community or ties to the university. The scope of the regulation should also include residence buildings.
Terms of reference	**For policies or regulations on psychological harassment:** The regulation should refer to the legislative definition of psychological harassment and also expressly establish that psychological harassment includes sexual harassment, sexual assault and discriminatory harassment. These terms should be clearly defined in the regulation to prevent misinterpretation. Other regulations or codes of conduct pertaining to other forms of sexual misconduct should be specified to facilitate their consultation as well as the handling of all forms of sexual violence. Some universities may need to add new definitions in order to clearly state that their harassment policy applies to these situations and that they also seek to prevent sexual harassment and sexual assault. **For policies or regulations covering all forms of sexual violence:** The regulation should expressly establish that sexual violence includes sexual harassment, sexual assault and other sexual misconduct. These terms should be clearly defined in the regulation to prevent misinterpretation. The definitions provided in Section I can be used as a reference in describing the various forms of sexual violence. **Since the idea of consent is central to the issue of sexual violence, it should also be defined in the regulation.**

Roles and responsibilities	The policy and regulation should set out the roles and responsibilities assumed by those involved in preventing and handling these issues, namely those of ▪ the employer and administration ▪ managers ▪ the specialized resource(s) designated to handle these issues ▪ the person(s) in charge of enforcing the policy ▪ the person designated to handle formal complaints ▪ security personnel ▪ Human Resources ▪ employees ▪ students ▪ unions, etc. (Refer to Section VI for more information about suggested roles and responsibilities.)
Designated campus resource	Any policy or regulation should expressly identify the resource designated to handle situations stemming from its enforcement. This specialized resource may consist of an office, centre or individual resource person, depending on the establishment. It may be the same resource that handles cases of psychological harassment, as long as they have also been trained to deal with situations involving sexual violence. The designated campus resource must be clearly listed as a resource for responding to cases of sexual violence. This resource's mandate is to welcome, inform, assist and advise people, as well as to be involved in the handling of requests for consultation, reports and complaints, and any follow up. This resource must also ensure harassment regulations are enforced and organize awareness, prevention, education and training activities related to sexual harassment and sexual violence. The designated resource's role is explained in greater detail in Section IV. It is crucial that the individuals to whom sexual violence is reported have the appropriate training and personal qualities to be able to provide people with a hospitable, supportive space.

Prevention	Prevention should be the focal point of the regulation. Engaging the community and awareness and training activities should be prioritized, compulsory and included in policies. Establishments are strongly encouraged to set up a prevention committee comprising representatives from every community group (Human Resources, student associations, unions, student services, security, residences, administration) and to clearly state its mandate in the regulation. Its mandate should include ensuring that the policy or regulation is enforced, to develop prevention, education and awareness activities addressing sexual violence and harassment, and to make recommendations regarding the issue, possible policy or regulatory amendments, and measures for dealing with the various forms of sexual misconduct that occur in university settings. Likewise, the regulation should make mention of the fact that the university is committed to offering awareness, education and training activities, coordinated or presented by the designated resource, in an effort to inform and equip the university community.
Reporting	The regulation should clearly explain the reporting procedure. Reporting means disclosing, to the designated personnel, a case of sexual violence having occurred in the university setting. To facilitate the process for the victim, the reporting procedure should not be perceived as burdensome or dissuasive. The process should be flexible and allow for reporting by various means such as by e-mail, by phone, in person, through the website or a mobile application, orally or in writing. The regulation may also stipulate the possibility of anonymous reporting to the designated resource, for the sole purpose of providing support to victims. When a report is made, the victim is offered assistance and counselling services and an analysis is conducted to determine whether the situation falls within the scope of the regulation. The victim then receives information about the options available to them as well as the informal and formal intervention channels, based on the nature of the incident reported. If the incident is outside the purview of the designated resource, the reporting party is referred to other appropriate internal or external resources.

Informal interventions	The regulation must provide for informal and formal interventions. Informal processes are no less important than formal processes. In fact, it is quite the opposite: victims of sexual violence are reluctant to file formal complaints, so informal channels are often the only ones considered. The regulation should thus stipulate that the designated resource be equipped to offer a variety of informal channels to the complainant: confidential support and counselling, coaching, conciliation, mediation, intervention in the environment, etc. An intervention plan should be drawn up with the victim's approval. Each case is unique and the regulation must allow a certain latitude and flexibility in how informal interventions are provided, within the limits of the law and the establishment's internal regulations and available resources. The academic institution must take reasonable and proportionate administrative and academic measures to support the informal handling of reported incidents, which may require that it suspend some of the alleged perpetrator's privileges (gym or library access, for instance). However, since the facts remain unproven, informal channels should cause minimal prejudice to alleged perpetrators. The fundamental rights of alleged perpetrators must be upheld at all times. It is imperative that universities develop intervention methods based on the principles of proactive, prompt and responsible action, to keep situations from deteriorating.
Formal interventions / Filing complaints	Filing a complaint initiates a formal procedure, the steps of which must be clearly outlined in the regulation. The university community must be aware of the complaint process, and the process should be straightforward and simple. **The complaint form** should be concise and only ask for information that is essential to handle the complaint. The form must be filled out by the victim. Having measures in place to assist victims with filling out the form is recommended. The complaint must be made in writing, with the document signed and dated. Having formal complaints submitted to the designated resource is considered good practice. **The window for filing a complaint** must be short enough for the facts to be verified in the context of an investigation, and long enough to minimize the risk of reprisals against the victim. The *Act respecting labour standards* stipulates a 90-day window for filing a complaint, as of the date of the last alleged vexatious act. This timeframe may be too short, as it is has been shown that victims of sexual violence are often reluctant to report an attack. A six-month window would be more suitable in the context of academic institutions' regulations.

Admissibility	The determination of admissibility is the first step to be taken following the filing of a complaint. It consists of assessing whether, at first glance, the complaint meets the criteria stipulated in the regulation. It is recommended that this step be carried out before any other activities are undertaken. The person who conducts this assessment must be impartial and knowledgeable in the subject matter. If the complaint is deemed admissible, the complaint handling procedure may move forward. If a complaint is inadmissible, the formal process is terminated. However, if the facts stated in the complaint do not meet the criteria for sexual violence or harassment but nonetheless constitute a risk, then preventive measures and informal channels must be applied.
Complaint handling	It is important that the complaint handling procedure be impartial, balanced and fair, and be perceived as such by the university community. The process must be accessible and efficient. A long, complicated and onerous process could discourage victims of sexual violence from coming forward and filing a formal complaint, even if it is justified. The university community must believe in the process and have no reason to question the neutrality of those involved in handling complaints. Likewise, any associated disciplinary mechanisms must be timely and proven effective. Alleged victims of harassment or other forms of sexual violence should be entitled to a process that maintains a certain level of discretion and preserves their dignity and privacy. Since it is difficult recounting the details of an incident involving sexual violence, the complaint procedure must allow the victims to make their statements before as few people as possible and the investigation process must be done respectfully. Under no circumstances should any complaint involving sexual violence or sexual harassment be heard and decided on by a disciplinary committee comprising university representatives. The regulation should expressly state the specific authority or resource person appointed by the university to handle formal complaints. This resource must not be the same as that appointed to determine the complaint's admissibility. It is recommended that formal complaint handling be overseen by another member of the designated resource's personnel or by a member of the senior administration. The university's registrar is often well suited to this role. Whoever it is, the appointee must have the necessary skills to fulfill these duties. Given that the complaint handling process can often be distressing and difficult for everyone involved, it is important that measures be in place to expedite the process. **The deadline for processing a complaint** should be specified in the regulation and should never exceed three months.

Investigation	The regulation must provide for an investigation following a complaint of sexual harassment or sexual violence considered to be justified. The investigation process and resulting procedures must be clearly set out in the regulations. It is essential that the steps be clearly illustrated to ensure people fully understand the steps involved in filing a complaint. The person assigned to process the complaints is responsible for assigning an investigator external to the institution. It is suggested that the Institutional Prevention Committee be responsible for setting up a pool of investigators, ideally specialized in harassment and other forms of sexual violence. However, if an external investigation does not appear to be necessary due to factual evidence or an admission of wrongdoing, it may be replaced with an internal inquest. In such cases, particular attention should be paid to the credibility and neutrality of the process.
Decision making and enforcement of the sanction	The regulation must clearly outline the decision-making process arising from the investigation process, as well as the enforcement of sanctions. Following the investigation, the investigator will present their analysis of the merits of the complaint, and formulate recommendations for management. If the complaint is deemed justified, the person assigned to process complaints sends the analysis and recommendations contained in the investigator's report to the competent authorities. In the university environment, the people in the roles of Vice-Rector and Vice-Rector, Student Life or Human Resources are often well positioned to exercise this role and decide on the corrective, remedial and disciplinary measures to be applied. Managers should rigorously monitor the enforcement of sanctions and measures. To ensure consistency and fairness in enforcing these sanctions, imposition of the disciplinary measures should be under the responsibility of these same authorities and should be guided by jurisprudence and best management practices. Given the intimate nature of sexual harassment and violence, no sexual harassment complaint should be heard or adjudicated before a disciplinary committee composed of multiple university representatives. The decision and measures will be communicated to the persons involved, ideally in person, in order to provide support.

Preventive and accommodation measures	**Preventive and accommodation measures** The regulation must provide for preventive and accommodation measures which may be implemented at any time as part of the handling of reports and complaints. Specifically, these complaints may be used for the following purposes: ensuring the victim's safety, preventing repeat offenses, shedding light on events, ensuring victims can remain at school or at work in an environment that meets their needs, and overseeing the behaviour of the persons involved to prevent the situation from deteriorating. It would be best if enforcement of these measures were clearly delineated within a limited timeframe. Decision-making authority and the possibility of preventive action must be formalized to facilitate and support the ways in which instances of sexual misconduct are handled. It is important to clearly specify the possibility of introducing such preventive measures into policies. To encourage victims to report their assailants, the processes governing the introduction of these measures must be simple and rapidly enforceable. These measures require working outside of established guidelines, demonstrating creativity, and remaining open to alternative ways of doing things.
Remedial or supportive measures	**Remedial or supportive measures** Certain measures, deemed remedial or supportive, may help mitigate the effects of these instances of sexual violence. They can be directed at the victim, the witnesses, or the presumed perpetrators of the misconduct. These types of measures must be tailored to address the specific requirements of the situation. They may provide for reintegration into a specific environment, restoration of a person's dignity or integrity, rectification of harm or injustice, reparations, education and training, work flow, academic accommodation, psychological follow-ups, and more.
Confidentiality	The process for handling a formal complaint requires a high level of discretion and must encourage the preservation of the identity of the persons involved. Unless permitted or mandated by law, all parties must maintain the confidentiality of the information relating to a complaint, as well as the identities of the persons involved. Moreover, the results of the investigation and the preventive and disciplinary measures taken must also be kept confidential. However, this confidentiality provision should not be interpreted as an obstacle to obtaining counsel from professionals, employee associations or unions, or student unions involved. Assessment of a risk of imminent danger to the person or to others would allow the confidentiality of information requirement to be lifted, in accordance with the law.

Revision of the Policy or the Regulation	An assessment of the enforcement of the regulation should be conducted periodically, with a predetermined frequency. Specifically, this assessment should serve to evaluate whether the policy is generating the desired results, is meeting expectations, or should be modified. The Policy or the Regulation governing sexual harassment and violence should be revised as required. Prevention committees could be tasked with periodically assessing whether the regulations should be revised, and formulating recommendations for any necessary changes.
Concurrent remedies	The regulations must specify whether, for the same alleged acts, several remedies may be used simultaneously. For example, can a unionized university employee simultaneously file a complaint under the harassment regulation as well as a union grievance? Whether the institution chooses to allow concurrent remedies or not, each option has its benefits and drawbacks. On one hand, concurrent internal remedies allow victims to fully exercise their rights; however, the individuals involved must sometimes testify several times before different bodies, which may prove demanding. Similarly, it is costlier for the organization to manage both a complaint and a grievance for the same alleged act. Therefore, it appears necessary that the persons involved in these various processes consult and collaborate with each other to coordinate their actions and ensure a certain consistency in the handling of appeals. On the other hand, if concurrent internal remedies are not permitted, it would be desirable that collective agreements include provisions to suspend the time limit while the report or complaint is being handled. Otherwise, this may adversely affect informal reviewing of these situations by hastening the filing of a formal recourse, or may even deprive the person of certain remedies. In all cases, it is important to view the question from the victim's perspective, to ensure that we do not cause harm and the proposed process is available. Regarding **other concurrent recourse options external to the academic institution, e.g. with the CNT, the CDPDJ, the police or civil authorities**, it is recommended that such recourse be conducted at the same time as the institutional report or complaint. Imagine a sexual assault survivor on campus. She might report this type of sexual violence to the police, since this is a criminal act governed by Criminal Code provisions; however, she may also wish to disclose the sexual assault to her university. It is important that the victim have the option to file both a complaint under the Criminal Code as well as an internal complaint about this sexual assault. Although judicial action may take its course, it cannot impose internal measures and sanctions, while the academic institution can do so. However, these issues often require collaboration with the police department to align processes and avoid interfering with the investigations. It is crucial that institutions do not abdicate responsibility while awaiting the result of a legal process under way. Universities must take measures at their own level.

The various aspects discussed in this reference document demonstrate the important role of internal partners within the institution in implementing appropriate regulations, supportive interventions, and effective preventive measures. A concerted effort against sexual violence is only possible through such close collaboration. Section VI provides a detailed outline of the roles and responsibilities of the various community and internal resource partners who might intervene to facilitate the prevention and handling of sexual violence.

SECTION VI - RESOURCES AND PARTNERS

Each university must identify the internal and external resources who can support either prevention or intervention in situations involving acts of sexual violence.

INTERNAL RESOURCES

It is imperative that the institution develops a network of partners to provide rapid, effective intervention when an incident is reported. Each of the various authorities, services and individuals who play key roles in handling these incidents must be identified and their roles clearly defined (see the “Roles and responsibilities” table in Section V of this document.)

All resources and authorities have a vested interest in working collaboratively while also maintaining the confidentiality of these records. Acting effectively against sexual violence will be achieved by adopting an attitude of cooperation and discretion. We present the summary table below which summarizes the roles and responsibilities of all members of the university community regarding the prevention and handling of these types of misconduct.

ROLES AND RESPONSIBILITIES

Roles and responsibilities of all members of the university community[57]
▪ Actively participate in creating a culture based on respect
▪ Modelling on positive and exemplary attitudes and behaviours
▪ Behave respectfully in all interpersonal relationships
▪ Value diversity
▪ Resolve conflicts in a constructive and peaceful manner
▪ Openly oppose negative attitudes and intervene when hearing comments that promote myths, rape culture, sexual violence, and discrimination
▪ Engage in frank conversations about sexual violence with colleagues
▪ React in a supportive, empathetic manner and reserve judgement when an act of sexual violence is disclosed
▪ Adopt an active and supportive listening stance when victims wish to discuss their experience
▪ Respect survivors' confidentiality and boundaries regarding the information they choose to disclose
▪ Refer the person to the designated on-campus resource which deals with sexual violence
▪ Maintain the confidentiality of the victim and accused, and discourage the spreading of rumours
▪ Know the intervention protocol and contact information to communicate with the designated on-campus resource
▪ Voluntarily participate in the investigations
▪ Take part in any training and educational initiatives on sexual violence.

[57] While this table is modeled on the one presented in the document entitled *Developing a Response to Sexual Violence: A Resource Guide for Ontario's Colleges and Universities*, it has been enhanced and tailored to the Quebec university environment.

Specific responsibilities for certain roles	
Executives and academic directors (Principals / Rectors, Vice-Principals / Vice-Rectors, Deans, and Directors)	▪ Play a leadership role in raising awareness of sexual violence ▪ Clearly articulate the values that the institution wishes to embody within the community ▪ Act as a role model by adopting respectful and exemplary attitudes ▪ Endorse one or more formal policies governing all instances of sexual violence ▪ Take measures and allocate resources to reduce risk factors and increase security on their campuses ▪ Initiate and support the development of a sexual violence intervention protocol ▪ Facilitate the adoption of preventive, provisional and exceptional measures, and become involved in disciplinary processes ▪ Allocate human/financial resources to intervention, prevention initiatives, and education aimed at the university population regarding the issue and the intervention protocol ▪ Ensure that appropriate measures and sanctions are imposed on defendants when warranted by the situation
Person designated to handle formal complaints (Other member of the designated resource or senior university director)	▪ Become involved in drafting and revising the policy governing all instances of sexual violence, or any other policies and regulations, to cover all misconducts of this kind ▪ Distribute information on policies, regulations, procedures, and protocols governing sexual harassment and violence ▪ Take ownership and lead the formal complaint process governing these matters ▪ In urgent and serious situations, take collaborative action with the authority designated for such proceedings (e.g., coordinate management of disruptive situations) ▪ Act as a neutral authority in executing the formal complaint process ▪ If necessary, defer formal complaints to authorities responsible for disciplinary sanction decisions. Avoid handling sexual violence complaints through a disciplinary or inquiry committee

Designated sexual violence resources on campus	▪ Act as the preferential gateway and point of contact to provide support and accompany victims throughout the process ▪ Offer a confidential, respectful dialogue space for the persons involved ▪ Inform victims of possible remediation options and available interventions, both on and off campus (reporting, informal interventions, formal complaints) ▪ Offer timely psychosocial support and help survivors locate the services offered both on and off campus (e.g., help centres, campus security, police services, designated centres, help lines for sexual assault victims, CALACS, peer support groups, crisis centres, emergency shelters, hospitals, health centres, etc.) ▪ Allow victims to select their preferred actions and avenues to ensure that the situation is handled in accordance with their own needs (e.g., police report, internal complaint, no intervention, accommodation measures, informal intervention, etc.) ▪ Offer to accompany victims, or ensure that they use a support service to travel to the designated centres for kit sampling or to file a police report, if desired ▪ Recognize that disclosing certain details of the assault may be extremely difficult for victims, and respect their wishes and boundaries in this regard ▪ Make all necessary efforts to maintain the desired level of confidentiality and, in certain cases, anonymity ▪ Share information on sexual harassment and violence ▪ Based on the victim's selected intervention plan, contact the appropriate persons (e.g., defendant, academic directors, psychological support resources, security, etc.) to determine and update the specific actions which best address the victim's needs ▪ Create awareness campaigns, intervention tools, and preventive activities available to the entire university community ▪ Raise awareness of the dedicated centre, office or resources for handling prevention and intervention, the process to follow to file a report or formal complaint as well as available informal interventions (listening and counselling services, seeking agreement, intervention in the community, mediation, etc.)

Campus security, safety or police services	▪ Respond in instances of sexual violence ▪ Develop and follow a respectful intervention protocol with victims ▪ Offer victims the option of an interview with a same-sex security agent or police officer, if the victim prefers ▪ In cases where sexual assault is reported to the police, secure the evidentiary materials and crime scene, and identify potential witnesses ▪ Collaborate with local authorities and assist their investigations ▪ Issue a campus security alert following a disclosure, if it is determined that a potential risk may exist on campus ▪ Carry out certain internal inquiries on campus ▪ Implement institutional procedures to deal with the alleged assailant throughout the course of the investigation ▪ Follow exemplary practices to create physically safe campuses ▪ Ensure the physical security of the campus through regular surveillance ▪ Follow up on events to identify common elements between reported incidents, e.g., similarities between the locations, residence, or physical description of the alleged assailant ▪ Encourage the campus population to follow security procedures, if required ▪ Take part in continuous training on sexual harassment and violence
Academic faculty and teaching staff (e.g., professors, instructors, educators, researchers, assistants)	▪ Offer survivors appropriate accommodation options regarding their studies, i.e., deadline extensions, or support a request for withdrawal or home study ▪ When misconduct has been reported, refer students to the designated resource specializing in sexual harassment and violence ▪ Act as a role model by adopting respectful, exemplary attitudes ▪ Encourage students campus-wide to participate in training sessions, conferences, workshops, or other events on the topic of consent or sexual violence ▪ As an academic faculty and teaching staff member with authority over students, appropriate respectful relationships must be maintained ▪ Actively seek opportunities to include the topic of sexual violence in your educational materials, study programs and course content

Campus residence and housing staff	▪ When the victim and the alleged assailant live in the same residence, it may be necessary to arrange a move. Typically, it is the defendant who should be moved. However, the room change cannot be enforced if no decision on the veracity of a complaint has been rendered. The defendant may voluntarily agree to the move, however ▪ Encourage students living in residence to organize and take part in activities to raise awareness of sexual violence ▪ Train residence resources on sexual violence and referral ▪ Be vigilant to any student behavioural changes and communicate your observations to the campus security or safety department or to the designated resource ▪ Be actively involved in combating sexual violence

Campus health services	▪ Create an atmosphere wherein victims feel comfortable reporting an incident and asking for help
	▪ Follow established medical procedures for interventions with student victims of sexual assault and refer them to designated centres (ensure that you respect victims' boundaries and do not pressure them to submit to the kits)
	▪ If the person does not wish to go to a designated centre, suggest certain medical tests
	  ▪ Sexually-transmitted diseases;
	  ▪ HIV/AIDS;
	  ▪ Pregnancy
	▪ Guide survivors toward the designated resource or to resources offering psychological support
	▪ Attend training sessions on sexual violence

Psychological support services (psychological counselling services for students and employee assistance program)	▪ Create an atmosphere wherein victims feel comfortable reporting an incident and asking for help ▪ Take part in continuous training on sexual violence ▪ Offer victims of sexual violence a counselling service as well as peer-support groups ▪ Refer victims to other campus or regional services (e.g., sexual harassment or sexual violence intervention or prevention centre/agency, campus security, police services, designated centres handling rape kits and testing, CALACS, sexual assault victim help lines, peer support, crisis centres with/without emergency shelters, hospitals, health centres)

Student services	▪ Offer various types of support and services to students (e.g., foreign students, disabled students, psychological counselling, learning support, medical assistance) ▪ Collaborate to develop prevention activities and programs ▪ Train staff to intervene as initial support person during disclosure
Human resources	▪ Contribute to developing and implementing prevention and accommodation measures to protect and support victims, even during informal interventions ▪ Facilitate the victim's return to work if she has been absent after experiencing an episode of sexual violence ▪ Collaborate in the development and execution of education and prevention activities regarding risk factors ▪ Train staff to act as initial support personnel during disclosure ▪ Offer educational training to key human resources members likely to intervene in such situations ▪ Advise and collaborate to determine sanctions and reparative measures, and during proven instances of sexual violence ▪ Refer victims to the designated resource
Legal services	▪ Provide legal advice on various topics related to sexual violence ▪ Highlight case law and provide guidance during the disciplinary process ▪ Educate oneself on the issue of sexual violence and the barriers to reporting, as well as the legal process' impact on victims ▪ Provide legal advice to university authorities regarding measures or the handling of formal complaints
Registrars / student record processing staff / academic advisors / faculties	▪ Collaborate to enforce support and accommodation measures at the academic level (e.g., request to waive registration fees, deferred deadline for written work or exam, waiver of course withdrawal fees, or other needs)
Student associations, fraternities and interest groups	▪ Participate in outreach activities to promote greater understanding of sexual violence and of the institution's policies and protocols ▪ Work collaboratively with institutional resources to develop prevention campaigns and outreach activities ▪ Offer feedback on institutional policies, resources, and protocols

Students	▪ Participate in outreach activities targeting sexual violence on campus ▪ Comply with the codes of student conduct, ethics, and ethical practices as well as all disciplinary regulations ▪ Train to become a peer helper and take action as such ▪ Become an active witness and report abusive or inappropriate behaviour ▪ Offer feedback on institutional policies, resources, and protocols ▪ Become actively involved in combating sexual violence
Senior administration staff / professionals / support staff	▪ Comply with the codes of employee conduct, ethics, and ethical practices ▪ Participate in outreach activities targeting sexual violence on campus ▪ Train to become a peer helper and take action as such ▪ Become an active witness and report abusive or inappropriate behaviour ▪ Offer feedback on institutional policies, resources, and protocols ▪ Become actively involved in combating sexual violence
Unions and professional associations	▪ Facilitate the negotiation of employee agreements and collaborate to implement exceptional solutions and measures to mitigate the negative impact on victims (e.g., agree to a move or support a schedule change) ▪ Support their members in reporting or filing a formal complaint ▪ Collaborate with the various bodies and services to facilitate handling of these situations ▪ Provide support to victims and defendants ▪ Educate their members and take part in prevention activities
Miscellaneous resources	▪ Anyone able to intervene to resolve a situation must mobilize rapidly when called to do so.

EXTERNAL RESOURCES

Building relationships and partnering with the various community resources are strongly encouraged in order to maximize the effective handling of sexual violence situations and avoid duplication of services.

Any person likely to intervene with victims of sexual harassment or violence in a university setting should have a recently-updated list of internal and external resources on hand.

A proposed list of external resources which may be useful is presented below.

- Designated centres;
- Centre d'aide et de lutte contre les agressions à caractère sexuel (CALACS) (Sexual Assault Help and Advocacy Centre;
- Centre d'aide aux victimes d'acte criminel (CAVAC) Crime Victims' Assistance Centre;
- Indemnisation des victimes d'acte criminel (IVAC) Crime Victims' Compensation Fund;
- Regional resources for sexual assault victims;
- Specialized resources for men and homosexuals;
- Resources for individuals exhibiting violent behaviour;
- Provincial crisis line;
- Regional crisis hotline;
- Suicide prevention centre;
- Crisis centre;
- Psychosocial emergency (e.g. UPS-Justice);
- Police;
- Hospital centres.

Appendix J presents the centres by region and a list of some support resources, by region, may be found in Schedule K.

Each institution is responsible for drawing up its own list of community resources.

FINDINGS AND RECOMMENDATIONS

Based on its findings, the task force was able to make certain recommendations to universities. The findings and recommendations are presented for each section of the reference document.

The recommendations and tools proposed in this document must be viewed in light of each university's resources and adapted to their individual situation.

WORKING TOGETHER TO FOSTER A CULTURE OF RESPECT AND PREVENT SEXUAL VIOLENCE

Findings

- Sexual violence is a serious, still under-reported problem found in all spheres of society, including universities.
- It is a broad issue that is both complex and delicate, not only because it comes in many forms but because of the underlying issues of prejudice and its effect.
- Everyone has the right to personal dignity and physical integrity as well as the right to work and study in an environment that is free from any form of sexual violence.
- Personal protection and safety must be a priority on campuses.
- The fight against sexual violence begins by promoting such fundamental values as respect for all individuals, gender equality, tolerance of differences and diversity, and goodwill and accountability.
- Universities must call upon all their members to put an end to sexual violence.
- Not all universities are able to combat sexual violence in the same way. Their human and financial resources differ, as do their strategies.
- Educational institutions often work alone to develop their protocols, processes, campaigns, programs and awareness materials.

Recommendations

Educational institutions should:

- Promote a culture of respect and values that support egalitarian relationships that respect differences.
- Declare that sexual violence is a serious and unacceptable social problem that must be exposed and condemned.
- Develop a common language and objectives to maximize the fight against sexual violence.
- Pool their efforts to raise awareness, prevent and intervene to put an end to sexual violence.

SECTION I – UNDERSTANDING SEXUAL HARASSMENT AND VIOLENCE IN UNIVERSITIES

Findings

- Sexual violence is a hostile act used as a means to dominate and control a person. It contributes to gender inequality and is also one of its consequences.
- One out of three women and one out of six men will be subject to sexual violence in their lifetime. During their studies, one out of four women will fall victim to sexual violence.[58]
- Sexual assault is usually committed by a friend, an acquaintance or a life partner (between 82% and 95% of victims know their attacker).[58]
- Immigrants, visible minorities and Aboriginal women and women with mental health issues or disabilities are four times more likely to experience sexual violence.[59]
- Members of the LGBTQI community are also at greater risk of sexual assault.[60]
- Sexual violence can take different forms, including sexual harassment, sexual assault and other forms of sexual misconduct.
- Sexual consent is a clear and voluntary agreement to engage in sexual activity.
- Consent is always required. Without consent, a sexual activity is sexual assault.
- Consent can only be given if an individual is capable of making a free and informed decision.
- If a person is impaired by drugs or alcohol, is unconscious or sleeping, their consent to a sexual activity cannot be considered free and informed.
- The issue of free and informed consent in situations where there is a power relationship is the subject of heated debate on North American campuses.
- The power relationship between a student and a professor or between an employer and an employee cannot be ignored.
- Many misconceptions about sexual violence persist.

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58 Krebs et al. (2007). Cited in NOT ALONE (2014). *The First Report of the White House Task Force to Protect Students From Sexual Assault;* LITCHY et al (2008), NEWTON-TAYLOR et al (1998) and American College Health Association (2008), cited in *Developing a Response to Sexual Violence: A Resource Guide for Ontario's Colleges and Universities* (2013).

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60 Report of the Task Force on Respect and Equality: Ending Sexual Violence at the University of Ottawa (2015).

Tharp et al. (2013) A Systematic Qualitative Review of Risk and Protective Factors for Sexual Violence Perpetration. Trauma, Violence and Abuse 14: 133.

- Sexual violence has major repercussions on the primary victims as well as those close to them (secondary victims).
- The effects (psychological, physical, social, academic, material) and their manifestation can be influenced by various factors.
- Only a small proportion (about 10%) of sexual violence is disclosed.[61]
- Victims have many reasons not to file a complaint against the alleged perpetrators.
- Deep-rooted prejudices may make it even more difficult for a man to report sexual violence.
- Besides helping the victim heal and obtain reparation, exposing sexual violence can help eliminate such misconduct in a community.
- Certain periods or activities on campus, such as freshman year, initiations and celebrations, pose greater risks.
- Graduate students often have a close, dependent relationship with their research director, are more isolated and participate in outreach activities off campus, all of which are risk factors.
- Rape culture is pervasive in society, and that includes universities.
- Prevailing beliefs, social practices, environments that tolerate sexual violence and that normalize or downplay its significance and that tend to blame the victims feed this rape culture.
- The action taken by universities to bring about a change in culture must be part of a broader social movement.

Recommendations

Educational institutions should:

- Educate the community on the myths and prejudices concerning sexual violence that feed the rape culture.
- Encourage discussions about preconceived notions and negative social norms often believed to be true by members of the community.
- Start and encourage a conversation on the still taboo subject of professor-student sexual relations.
- Establish guidelines and rules to better structure situations involving power relationships so as to prevent potential abuse.
- If such relationships are not prohibited, adopt conflict of interest regulations obliging faculty members to declare this type of relationship so as to protect the individuals involved and ensure procedural fairness.
- Strive to offer quality services and processes to facilitate disclosure and reporting.
- Make the necessary representations before the government authorities to ensure that government representatives work together to knock down the barriers to judicial denunciation.

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[61] Orientations gouvernementales en matière d'agression sexuelle, 2001.

SECTION II – LEGAL FRAMEWORK AND REQUIRED PRACTICES TO MANAGE THE ISSUE

Findings

- Various statutes can be applied to the issue of sexual violence.
- There are required practices that universities cannot avoid without compromising their legal liability.
- Since the *Act Respecting Labour Standards* (CNT) concerning psychological harassment came into force on June 1, 2004, employees have the right to work in an environment free from psychological harassment and have a new recourse to ensure that this right is respected.
- The definition of psychological harassment also covers sexual, discriminatory and criminal harassment. Sexual assault is therefore considered a serious fault under this statute.
- To meet the requirements of statutes and charters, employers must take all the necessary steps to prevent and stop any form of psychological harassment.
- Most institutions of higher learning have policies in this regard and have extended them to the entire university community, including the student population.
- Most Québec universities use their psychological harassment policies to manage sexual violence issues on campus.

Recommendations

Educational institutions should:

- Inform members of the university community of current harassment regulations and the resulting institutional policy.
- Inform members of the university community that under the regulations no non-compliant behaviour will be tolerated.
- Inform members of the university community on the means at their disposal to resolve situations covered by the regulations and provide the name of the designated resource.
- Ensure that the person assigned to complaint management has the necessary leeway to freely exercise their duties, including the independence required to properly conduct investigations.
- Require managers and people in authority to exhibit exemplary behaviour.
- Inform managers and people in authority that they must diligently deal with inappropriate behaviour as soon as it is brought to their attention, failing which they may be subject to disciplinary measures.
- Take the necessary disciplinary or corrective action against the perpetrator.
- Ensure that all members of the university community adhere to the rules of social civility.

- Inform each member of the community that they are responsible for informing the perpetrator, directly or through their manager, if they believe that they were treated in an offensive manner.
- Ensure that victims who exercise their rights are protected from prejudice or reprisals, except in the case of a frivolous or bad faith complaint.

SECTION III – PREVENTION PRACTICES TO ADOPT ON CAMPUSES

Findings

- Various practices can be used to prevent and fight against sexual violence on campuses.
- A public commitment by university actors to fight against sexual violence clearly has a positive impact.
- All members of the university community need to work together to eradicate sexual violence.
- The involvement of student leaders in prevention efforts is essential.
- Employee engagement is essential to ensure that they are able to handle a disclosure, are familiar with the available resources and can become an active agent in the fight against this type of misconduct.
- Given their position, professors must serve as role models to promote a culture of respect and equality.
- Having a sexual harassment and violence prevention committee has a mobilizing effect on a university community as it encourages people to work together on prevention activities that are meaningful and supported by everyone.
- Launching awareness campaigns is essential.
- The campaigns must be geared to three audiences, i.e. victims, potential perpetrators and bystanders.
- Prevention and training programs geared to increasing student knowledge and changing attitudes about sexual violence and to developing skills to support victims are effective prevention tools.
- With proper training, knowledge and tools, members of the university community will be better able to fight against harmful behaviour and support victims.
- Approaches that mobilize bystanders must be used.
- To be effective, prevention strategies need to be varied and combined with prevention efforts concerning other issues, such as alcohol consumption, respect for differences, etc.
- Institutional resources and bodies need to work together to coordinate the prevention efforts.
- To maximize prevention efforts, all educational institutions and local bodies should work together.

Recommendations

Educational institutions should:

- Mobilize and take action to prevent sexual violence on campus.
- Focus their efforts on and adopt the following practices in order to successfully prevent sexual violence:
  - Publicly commit to combatting sexual violence;
  - Develop effective policies and regulations;
  - Encourage coordination among actors;
  - Set up specialized committees;
  - Conduct awareness campaigns;
  - Offer prevention and training programs;
  - Provide training to the university community;
  - Work to reduce risk factors;
  - Combine approaches.
- Make all the university members - faculty, students, and administrative, support and security staff - aware of the problem.
- Obtain the committed and active involvement of student leaders, student associations, employee associations and unions in prevention and intervention strategies.
- Disseminate information about the problem to everyone in the community, including the point of contact (designated resource on campus), help resources, recourses and coercive measures in case of sexual violence.
- Widely disseminate, for example, by email, messages of interest on the problem, including recourses and resources available. Routinely send reminders.
- Make it a priority to raise awareness among new students/freshmen (e.g. distribute documentation to each student at the start of the school year, make workshops on the problem and on consent mandatory).
- Make it a course requirement to attend an awareness session.
- Develop and support awareness and prevention programs.
- Favour mixed approaches (psychoeducation, bystander, cognitive behavioural).
- Initiate joint awareness and prevention campaigns.
- Involve men in awareness efforts as more than 95% of sexual violence is committed by men.
- Work on disseminating information about the notion of consent and increasing empathy among male students.
- Create discussion forums on sexual violence issues.
- Regularly assess at-risk areas and activities and make any necessary adjustments to prevention methods.
- Promote active bystander behaviour; equip and encourage the university community to mobilize against sexual violence.

- Provide the necessary human and financial resources to support prevention efforts.
- Form an inter-university partnership to better share awareness-raising expertise, knowledge, training initiatives and materials.
- Forge ties and build internal and external partner networks to facilitate collaborative work.

SECTION IV – BEST PRACTICES FOR CAMPUS INTERVENTION

Findings

- The intervention services available when a formal complaint or report of sexual harassment or violence is made differ among universities.
- Some universities have a centre or an office that handles reports and complaints while others integrate the service into their human resources department (for employees) or General Secretariat or have the matter handled by an outside resource.
- Universities should have two channels to handle these situations: informal (reporting) and formal (filing a formal complaint).
- Reporting is an informal process aimed at obtaining information and assistance whereas a complaint is a formal process designed to expose a case of harassment and have corrective or disciplinary measures applied.
- Informal steps are just as important as formal steps. Since victims are reluctant to file a formal complaint, it is important that they still obtain assistance.
- Despite differences in the way universities address sexual violence, certain intervention principles should be respected in order to offer victims appropriate and compassionate support.
- The intervention cannot be improvised, and institutions need to be able to act quickly and effectively in response to a report or complaint.
- The designated resources must be qualified and have the requisite specialized interpersonal and intervention skills.
- Interveners must respect the victim and their wishes in any action they take.
- The person to whom the report is made must allow the victim to freely recount their experience, explain how they have been affected and state their objectives and expectations. The intervener must also inform the victim of the available recourses and interventions, and then proceed to prepare a personalized intervention plan.
- Certain fundamental intervention principles must be followed: listen, do not rush, believe the victim, do not lay blame, let the victim control the situation, respect their limits and direct them to the appropriate resources.
- Sensitivity must be shown to victims who have the courage to come forward; they must not be blamed or feel judged.
- All staff, Faculty, and students should have access to basic information on how respond with empathy and compassion when an act of sexual violence is disclosed. Since university staff is likely to be the first point of contact for victims, they must know how to respond, guide and direct the victim to specialized resources.

- Services must be aligned so that victims have 24/7 access.
- The designated resource must be located in a discrete location.
- The designated resource must have access to the human and physical resources required to deliver quality services.
- Subject to the exceptions set out in the Act, reports and complaints must be kept confidential.
- Anonymous reporting should be available in order to remove barriers that prevent victims from getting the help they need.
- Prevention and accommodation measures can facilitate support, adaptation, reintegration, protection and academic success of persons who have experienced sexual harassment or assault.
- These measures should be available to all victims, whether they choose the informal or formal process of pursuing a complaint.
- The informal process allows the victim to regain some measure of control over the situation by opting for interventions that meet their needs and respect their dignity.
- Informal interventions take different forms: counselling, coaching, referral and accompaniment to specialized services, intervention with the perpetrator, mediation or conciliation, prevention and accommodation measures, intervention in the environment and campus alert.
- The complaint process must be accessible and effective so as not to discourage victims from filing a complaint.
- The process must also be impartial and fair, and be perceived as such by the campus community.
- The formal complaint process should be overseen by a senior administrator and not by the designated resource.
- The formal complaint process involves several steps: filing of the complaint, assessment of its merit, investigation, decision, sanction and reparation.

Recommendations

Educational institutions should:

- Agree that victims of sexual harassment or violence deserve respect and empathy from all interveners and should be able to obtain unbiased services.
- Analyze, and strengthen, the types of intervention available on campus.
- Implement an intervention protocol to optimize the response when a report or complaint is made.
- Clearly identify a contact person for incidents involving sexual violence.
- Clearly define the tasks of the actors involved in the intervention, their responsibilities and expected collaborations. Distinguish the roles and responsibilities of the designated resource (support, accompaniment, informal intervention) from those of the person assigned to process the complaints (investigation, decision, sanction and reparation).

- Ensure that the response team is trained in how to respond to sexual violence and has the competencies, expertise and interpersonal skills required to support victims.
- Ensure that reports are kept confidential and treat formal complaints with utmost discretion.
- Allow anonymous reporting in order to provide victims with assistance and direct them to resources.
- Make informal interventions, prevention and accommodation measures available in order to make it easier to handle cases and minimize negative impacts.
- Offer psychological and medical support to the parties involved. Provide victims with support as quickly as possible.
- Make the complaint process accessible, impartial and fair, and ensure that it is perceived as such by the campus community in order not to discourage people from coming forward.
- Ensure that the formal complaint process is informed by best practices and that the steps, time periods and sanctions are clearly defined and communicated to the entire campus community.
- Exercise diligence and professionalism throughout the formal complaint process.
- In light of the intensely personal nature of the matter, avoid submitting a complaint of sexual violence to an inquiry or disciplinary committee made up of university representatives, unless requested by the victim. When an investigation is required, it is preferable to have it conducted by a specialized outside investigator.
- Determine appropriate sanctions and implement remedial or support measures that can help minimize the sequelae of sexual violence.
- Support those found responsible for sexual violence to help them take ownership of their behaviour, make them aware of the impact of their actions, help them to make reparations if appropriate, and strive to avoid a recurrence.
- Ensure that sufficient human and financial resources are available to quickly and effectively respond to reports and complaints.

SECTION V – BEST PRACTICES IN POLICY AND REGULATIONS

Findings

- Regulations allow institutions to anchor the values and behaviour expected by the faculty and to clearly state that victims will be treated respectfully and receive services suited to their needs and that perpetrators will be held accountable.
- To be effective, all policies should be endorsed by senior administration and backed by the entire campus community.
- It is essential that the university community be aware of and embody these policies.
- To be effective, policies and regulations must translate into concrete prevention and intervention actions on campus.

- As stated earlier, most Québec institutions have policies or regulations on psychological harassment to deal with cases of sexual violence.
- The application of such policies to sexual violence poses a major two-fold problem:
  1. The confusion arising from the name of the policies and the lesser importance awarded to sexual harassment and assault since it is diluted in the notion of psychological harassment; and
  2. The treatment of other sexual misconduct, which in the absence of repeated gestures or a severity threshold does not meet the criteria for the definition of psychological harassment.
- Some institutions have a stand-alone regulation for sexual harassment or violence to clearly emphasize prevention and fight against this type of misconduct.
- Many of the resources consulted suggest drafting a stand-alone policy on sexual violence or, if applicable, updating existing policies to better reflect this type of misconduct.
- Since they all have individual characteristics and different budgets, the drafting of such a regulation must be adapted to each university's reality.

Recommendations

Educational institutions should:

- Acknowledge that official policies and regulations can play a key role in creating an environment where everyone feels respected on campus.
- Choose between the following two options to optimize implementation of relevant and effective policies and regulations to deal with sexual violence:

  1st option: Use the policies on psychological harassment to address sexual violence but implement the following two recommendations:

  1. Ensure that the names of harassment policies and regulations clearly mention the prevention and treatment of sexual harassment and assault. Not only must the title **clearly refer to it** but prevention and intervention efforts specific to this type of misconduct must be made;
  2. Provide mechanisms to address other types of sexual misconduct that do not constitute sexual harassment or assault as defined by policies and regulations regarding psychological harassment. A **code of conduct or a disciplinary regulation** clearly addressing these other types of misconduct should exist to round out harassment policies.

  * If the names of psychological harassment policies do not clearly mention sexual harassment and assault, and if existing policies and regulations do not cover all forms of sexual violence, institutions should adopt stand-alone policies and regulations on sexual violence.

  2nd option: Draft a policy or regulation that specifically addresses sexual violence or, if applicable, review existing ones to ensure that they cover all forms of sexual misconduct.

- When drafting or reviewing policies and regulations consult best practices.

- Clearly state that victims will be treated respectfully and receive services suited to their needs and that perpetrators will be held accountable.
- Favour prevention and informal intervention in the regulation.
- Use actions and activities to make sure the campus community is aware of and embodies the policies.
- Educate the university community on the content of the policy and expected conduct.
- Regularly review the policies and regulations.

SECTION VI - RESOURCES AND PARTNERS

Findings

- To effectively prevent and intervene in incidents of sexual violence, internal resources must coordinate their efforts with external resources.
- The following are often key collaborators within educational institutions: the designated resource, security and prevention services, the student mental health centre and employee assistance program, doctors and nurses, the human resources department, vice-chancellors, academic advisors, the General Secretariat and legal services, student services, student associations and unions.
- Any person who might be called to respond in a case of sexual harassment or violence on campus should have an up-to-date list of local internal and external resources.
- Depending on the victims' location and needs, the help of various community resources can be enlisted: designated centres, the Centre d'aide et de lutte contre les agressions à caractère sexuel (CALACS), the Centre d'aide aux victimes d'acte criminel (CAVAC), Indemnisation des victimes d'acte criminel (IVAC), regional resources for victims of sexual assault, specialized resources for men and homosexuals, resources for persons with violent behaviour, regional and provincial help lines, suicide prevention centre, crisis centre, mental health emergency (e.g. UPS-Justice), police and hospitals.

Recommendations

Educational institutions should:

- Build a partner network within the institution and in the community so as to be able to respond quickly and effectively to disclosures or complaints of sexual violence.
- Determine the roles and responsibilities of the various bodies, services and individuals with a key role in the handling of such misconduct.
- Disseminate information about the various resources and clarify each resource's role.
- Educate the community on how to respond to a disclosure and direct the person to the appropriate resources.
- Work with the resources and bodies in a spirit of cooperation while maintaining file confidentiality.
- Encourage interuniversity cooperation and collaboration in the fight against sexual violence.

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APPENDICES

APPENDIX A - LITERATURE REVIEW

Sexual Harassment and Violence on University Campuses:
What are the Best Practices in Prevention and Intervention?

Literature Review Report

Submitted to the Task Force on Sexual Harassment and Violence

By Dr. Jude Mary Cénat

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Introduction

Sexual harassment and violence affect individuals, primarily women, of all social, economic and professional backgrounds. Recent studies with representative populations of North American women show that approximately one in five women, possibly as many as one in three, are raped during their lifetime (Black et al., 2011; Hollander, 2014). The 2013 Statistics Canada survey showed that Canadian women are 11 times more likely than men to be a victim of sexual violence (Sinha, 2013). Additionally, sexual violence is known to be a major obstacle to gender equality (DeKeseredy, 2011). Studies such as these indicate that an even greater number of women have been a victim of sexual harassment, sexual violence or conjugal violence (Anderson & Whiston, 2005; Coker et al., 2014; DeGue et al., 2014). Yet only a small percentage of victims — approximately 10%, according to Brennan & Taylor-Butts (2008) — file a police report.

Studies among the general population compared to young women attending higher education institutions show that the latter are a vulnerable population (Coker et al., 2014). Research has found a higher prevalence of sexual harassment, sexual violence and conjugal violence among female students (Black et al., 2011; DeGue et al., 2014; Kilpatrick, Resnick, Ruggiero, Conoscenti, & McCauley, 2007). Studies from Krebs, Lindquist, Warner, Fisher, & Martin (2009) in the United States note that approximately one in five to one in four students, if not more, will experience sexual violence during their university career. Many of the sexual harassment and violence cases involving these students occur on university campuses (Banyard, 2014).

Sexual violence not only has well-known detrimental consequences on victims' mental health (post-traumatic stress disorder; psychological distress; anxiety; depression; social anxiety disorder; memory, concentration and sleep problems; suicidal thoughts and behaviours; suicide) (Abbey, Ross, McDuffie, & McAuslan, 1996; Basile & Smith, 2011; Chen et al., 2010; Jordan, Campbell, & Follingstad, 2010; Lawyer, Resnick, Bakanic, Burkett, & Kilpatrick, 2010; Mouilso & Fischer, 2012; Vik, Williams, Dasher, & Van Wyk, 2014) and physical health (physical injuries; STIs or STDs; reproductive health problems; unwanted pregnancies) (Basile & Smith, 2011; Carey, K. B., Durney, Shepardson, & Carey, 2015; Sadler, 2000; Stockman, Campbell, & Celentano, 2010), but also jeopardizes the academic and social success of students victimized on university campuses (Jordan et al., 2010). The neuropsychological study from Navalta, Polcari, Webster, Boghossian, & Teicher (2006) clearly demonstrated that sexual violence greatly impairs the memory of student victims. Furthermore, many victims have difficulty participating in safe, intimate relationships and become vulnerable to revictimization (DiLillo, 2001). In addition, the Walsh et al. (2012) studies show that the sexual revictimization rate for female students is 50%, meaning that a student victim will have a one in two chance of being victimized again. Research has also revealed that student victims tend to leave university campuses. According to the *National College Women Sexual Victimization Survey* in the United States, 9 in 10 students know their aggressor (Fisher, Cullen, & Turner, 2000) and are afraid of reliving the assault. Gross, Winslett, Roberts, & Gohm (2006) report that most cases involve acquaintances and friends or romantic

partners, professors and other authority figures in the university community. Studies on sexual violence have shown that it is traumatizing not only for the victim, but also for their family, community and future as a person (Krug, Mercy, Dahlberg, & Zwi, 2002).

In response to sexual violence on university campuses, North American educational institutions have implemented programs to reduce sexual violence on campuses and provide assistance and support to victims. Examples include the *Campus Sexual Violence Elimination Act* (govtrack.us/congress/bills/113/s128/text), Not Alone (whitehouse.gov/sites/default/files/docs/report_0.pdf) and It's Never Okay (docs.files.ontario.ca/documents/4136/mi-2003-svhap-report-en-for-tagging-final-2-up-s.pdf).

The majority are either student psychoeducation programs to increase knowledge and change attitudes, or facilitator-based programs (peer educators and professionals) (Anderson & Whiston, 2005; Banyard & Moynihan, 2011; Banyard, 2011; Banyard, Plante, & Moynihan, 2004; DeGue et al., 2014).

The primary objectives of this scientific literature review are to survey prevention and intervention programs at universities, mainly in North America; present those that have been scientifically evaluated; and present the programs that have produced conclusive results and can be regarded as best practices.

Review of best practices

Prevention and intervention approaches advocated by studies

Since studies on sexual violence on university campuses emerged in the late 1970s and early 1980s and the United States Congress voted on *Title IX*, many approaches have attempted to prevent sexual harassment and violence at colleges and universities and support victims (Makepeace, 1981; Malamuth, Heim, & Feshbach, 1980; Roark, 1987). However, the latest studies, literature reviews and meta-analyses (Anderson & Whiston, 2005; Banyard, 2014; Coker et al., 2014; Vladutiu, Martin, & Macy, 2011) have identified three approaches, commonly used together or separately, that may produce better results. They are the psychoeducational, cognitive-behavioural and bystander approaches, which we will examine in detail.

- Psychoeducational approach: Frequently used in conjunction with other approaches, the psychoeducational approach aims to educate students of both sexes about sexual harassment and violence by emphasizing the adverse consequences for victims (Anderson & Whiston, 2005; Brecklin & Forde, 2001). It increases the empathy of players in the university community and encourages them to take action using tools such as conferences, general educational films and myths about sexual violence and victim suffering. It aims to change students' attitudes as potential perpetrators and victims, giving them the skills and tools to be bystanders and educate others, dispel myths about sexual violence and support victims. This model gave rise to the social norms approach (Berkowitz, 2004; Kilmartin et al., 2008). Studies of psychoeducation-based programs, which are often combined with other approaches, show that they increase students' knowledge of sexual violence and improve their attitudes about preventing abuse and protecting potential victims (Anderson & Whiston, 2005; Brecklin & Forde, 2001; Flores & Hartlaub, 1998).

- Cognitive-behavioural approach: Generally used with men (Crooks, Goodall, Hughes, Jaffe, & Baker, 2007), this approach aims to challenge, correct and change pre-existing beliefs. It creates cognitive dissonance between victim experiences and an individual's negative beliefs by awakening their conscience through presentations, films, plays and roleplays. As stated by Crooks et al. (2007), the goal is to promote and increase male engagement in the fight against sexual violence. This requires redefining masculinity by challenging core beliefs about gender relations: "*A well-meaning man is a man who believes women should be respected. A well-meaning man would not assault a woman. A well-meaning man, on the surface, at least, believes in equality for women. A well-meaning man believes in women's rights. A well-meaning man honors the women in his life. A well-meaning man, for all practical purposes, is a nice guy, a good man*." (Crooks et al., 2007, p. 225). Lastly, it fosters male students' responsibility for sexual harassment and violence issues.
- Bystander approach: This intervention strategy is increasingly used to prevent various forms of violence. "*This approach involves teaching bystanders how to intervene in situations that involve sexual violence*" (Banyard, Plante, & Moynihan, 2005; Berkowitz, 2004; Foubert & Marriott, 1997). It tries to give each university community member a specific role and responsibility, which they can identify with and adopt in preventing sexual violence in the community. Berkowitz (2002) outlines a number of intervention methods, including the 4Ds: Direct, Distract, Delegate, Delay. As noted by DeGue et al. (2014), it teaches young people to become active bystanders in a given situation to end violence and cement long-term gains. In this method, students can intervene directly when peers make sexist remarks or boast about acts of sexual violence. They can also attempt to distract the potential aggressor and provide a way out for the potential victim. Delegation tactics require another person's involvement and aggressor to distract them, the other attempts to protect and remove the potential victim from the situation). Lastly, delaying strategies are used in approaching the victim after a sexual assault and help them locate the resources they need. Research about programs based on bystander intervention strategies has largely shown that they produce positive results and are effective for participants (Amar, Sutherland, & Kesler, 2015; Banyard, Moynihan, & Crossman, 2009; Banyard, Moynihan, & Plante, 2007; Coker et al., 2011; DeGue et al., 2014). It may have helped decrease sexual violence perpetration among young men (Gidycz, Orchowski, & Berkowitz, 2011).

Abuse-focused cognitive behavioural therapy (AF-CBT): A preferred intervention model

The psychological treatment model of choice is cognitive behavioural therapy (CBT) and its various forms, such as trauma-focused cognitive behavioural therapy (TF-CBT) and in particular abuse-focused cognitive behavioural therapy (AF-CBT) (Sánchez-Meca, Rosa-Alcázar, & Lopez-Soler, 2011; Russell & Davis, 2007). Research into the effectiveness of psychological treatment models for sexual harassment and violence victims showed that CBT was used in the majority of cases studied (McPherson, Scribano, & Stevens, 2012; Sánchez-Meca et al., 2011). Research on psychological treatment for victims of violence, such as sexual violence, showed that TF-CBT is the preferred approach (Paul et al., 2006; Ponniah & Hollon, 2009). Some studies also point to the fact that it is less costly and produces faster results, which helps victims resume their studies more quickly and avoid academic setbacks. According to Sánchez-Meca et al. (2011), combining CBT with support therapies (and to a lesser extent, psychodynamic therapy) would further support the psychological well-being of victims.

Exemplary prevention and intervention programs

In the United States, although Title IX of the *Education Amendments of 1972* (the *Patsy T. Mink Equal Opportunity in Education Act*) requires universities and colleges to have anti-sexual violence programs, only two thirds actually do. In Canada, the University of Ottawa report shows this number to be significantly lower (Task Force on Respect and Equality, 2015). A survey by Mathieu & Poisson (2014) for the *Toronto Star* showed that only 9 of 102 Canadian colleges and universities have programs exclusively dedicated to sexual violence. Yet a quick look through the databases shows that many studies have examined the issue, primarily in North America and Europe, and that a number of them investigate prevention and intervention programs at universities.

Written documents, interactive presentations by professionals and peer educators, film screenings, plays and community activities are frequently used to raise awareness and educate about sexual violence at universities (Anderson & Whiston, 2005; DeGue et al., 2014). However, there is significant evidence to support prevention and intervention programs that increase knowledge, change attitudes and are facilitator based (DeGue et al. 2014; Vladutiu et al. 2011; Banyard, Eckstein & Moynihan, 2009; Banyard & Moynihan, 2011; Banyard, 2011; Banyard et al., 2004, 2005, 2007, 2009; Banyard, 2014), Recent studies show that government and academic institutions that engage students in preventing sexual violence tend to combine these approaches, and that this is a prevention and intervention strategy considered to be a best practice (Banyard, 2014).

The programs most commonly used at North American universities include Green Dot, Bringing in the Bystander, the Engaging Bystander Approach, Safe Dates, Shifting Boundaries and the *Violence Against Women Act*. Many programs are used in Canada, such as Bringing in the Bystander, which is now used by many Canadian universities; McMaster University's It's Time project, initiated by SACHA (Sexual Assault Centre Hamilton Area) and the Hamilton YWCA; and Ontario's It's Never Okay prevention program. Yet aside from reports (often progress reports), we found nothing in the literature to show that the effectiveness of these programs had been assessed by an independent researcher or objective evaluation method.

In this review, we will take a more detailed look at the three programs, which were the subject of published scientific studies and were found to be practices of choice. This was determined by observing changes in participants in terms of knowledge gained, attitudes about sexual violence myths, active bystander behaviours, empathetic attitudes, the ability to intervene with potential victims and perpetrators (including in dangerous situations) and the skills to support victims.

Bringing in the Bystander

Bringing in the Bystander is a social marketing campaign at various universities in the United States (and more recently, in Canada) that is based on both the peer-educator and social norms approaches (Banyard et al., 2007). Its primary message is that "Everyone in the community has a role to play in ending sexual violence". It encourages students of both sexes to join the fight to prevent and, by default, end

sexual violence. It teaches them to recognize situations of potential sexual violence, safely interrupt them and adopt effective behaviours to help victims. It aims to give students the tools to challenge social norms that support sexual harassment and violence.

Steps

The program consists of one or three training sessions held by a male and female pair of peer educators. They facilitate interactive workshops to encourage students to become active bystanders in the community and they provide the skills to safely prevent sexual violence.

The program consists of several components:

- Gradually introduce the notion of responsibility by appealing to bystanders' sense of community belonging (take action to avoid belonging to a university community criticized for sexual violence);
- Use examples and statistics about the prevalence of sexual violence in the local community whenever possible;
- Conduct practical exercises to educate bystanders about the causes of sexual violence and the consequences for victims;
- Talk about active, useful and effective bystander behaviours;
- Discuss the importance of personal safety and the resources that are available in the university community;
- Encourage bystanders to make a greater commitment to intervene;
- Give the bystanders an ABC (Active Bystanders Care) card to help them support victims and access available resources.

Study findings

Internal studies at the University of New Hampshire, where the program was first launched, the Banyard et al. (2007) study and others (ref.-see comment above) have shown that Bringing in the Bystander is effective in creating cognitive dissonance using students' knowledge of social norms that promote sexual violence. The program helps them adopt behaviours and attitudes effective in preventing violence and supporting victims. Students who attended the three-session programs were more likely to develop effective behaviours and attitudes than those who attended a single session. Pre-intervention, post-intervention and follow-up evaluations at one, two, four and twelve months showed that the program was effective by comparing an experimental group and a control group. Groups that attended either one or three sessions demonstrated better attitudes and behaviours than the control group when comparing 51 possible bystander behaviours. More recent studies on the effectiveness of Bringing in the Bystander revealed similar findings (Amar et al., 2015; Banyard et al., 2009; Banyard et al., 2010). The U.S. Department of Justice commissioned a broad study of United States universities using Bringing in the Bystander, which confirmed that the program is effective in dispelling myths about sexual violence and increasing active bystander behaviours.

Green Dot

Green Dot is a series of intervention programs based on the Bringing in the Bystander strategy and has been implemented in high schools and colleges across the United Kingdom and United States (Coker et al., 2014). Through training, these programs aim to encourage student bystanders to commit to reducing sexual violence. They actively engage students as peer educators or peer helpers in taking proactive action (educating and training potential offenders and victims to reduce the risk of escalation to violence) and reactive action (helping victims of sexual violence).

Steps

The Green Dot program consists of two main components. First, violence prevention and intervention centre directors present a 50-minute Green Dot speech (one credit hour) to new students. They are introduced to the active bystander concept, informed about services and training at violence prevention and intervention centres and motivated to help prevent sexual violence. Groups of 20–25 students then attend four to six hours of intensive training to learn how to use bystander behaviours safely and effectively (Coker et al., 2014). If the training sessions are open to everyone, students are selected based on peer opinions of their leadership abilities. This strategy involves faculty, students and administrators, who tend to choose individuals (group leaders, team captains) whom they are willing to listen to and respect. In the United Kingdom, students selected to participate in the second round of training receive an invitation thanking them on behalf of the United Kingdom for being leaders (Coker et al., 2014).

Study findings

The first studies from Coker et al. (2011) on Green Dot programs in the United Kingdom showed that students attending Green Dot colleges demonstrated better behaviours and attitudes and were more aware of sexual violence than those at colleges without the program. Additionally, students who completed the full program (both the Green Dot speech and intensive training) were more likely to use bystander behaviours than those who only attended the speech. A more recent study (Coker et al., 2014) made similar observations about victimization and sexual violence perpetration among both young women and men. However, the second phase of the program reaches only 15% of students, while the results show that it would be beneficial to make it accessible to more, if not all, students.

Mentors in Violence Prevention (MVP)

First implemented in 1993 at Northeastern University's Centre for the Study of Sport in Society, the MVP program was designed to train student athletes and leaders to use their status to educate others about rape, sexual harassment and violence, bullying and other forms of abuse (Katz, 1994). The program was then expanded to encourage students from all socioeconomic, racial and ethnic backgrounds to be leaders in the fight against sexual assault and other forms of violence in their schools and communities. The program training is based on the bystander approach, allowing students to play an active role in fostering a climate of non-violence in their university communities.

Steps

Roleplaying exercises are used to train student leaders by building their sense of responsibility. They are confronted with various violent situations and given possible ways to respond. Bystanders learn that there is no one way to address violence while developing their skills and becoming personally determined to fight sexual violence (Katz, Heisterkamp, & Fleming, 2011).

During the program, all sports team members attend three 90-minute sessions. A fourth training session is organized for individuals who want to assume a more active role in educating new students and high-schoolers. Half of the training sessions are held in locker rooms before or after practice. Given student athletes' busy schedules, group and individual information and training sessions are first organized to educate the trainers about sexual harassment and violence. After the warm-up activities at the first session, the MVP Playbook is distributed to students so they can practice the roleplaying activities outside of the sessions and refer to them if needed (Katz, 1995). In the article, Katz (1995) also discusses various scenarios to help change the attitudes of these students, who will complete their training and become mentors for others in the fight against sexual violence on university campuses.

Study findings

By focusing on male student athletes and leaders in university communities, the program addressed a common shortcoming of previous programs: social beliefs that support sexual violence against female students (Katz, 1995). Campuses that implemented the program integrated the fight against sexual violence into university sports culture, especially for team sports (Beardall, 2008). The Ward (2001) survey showed that MVP evaluations revealed significant positive changes in students' knowledge and attitudes, which was confirmed by self-reported student data about sexual violence beliefs and behaviours. Students became more aware of potential dangers and ways to support victims. These findings were corroborated. Slaby and colleagues (Slaby, Branner, & Martin, 2011a, 2011b), and Banyard et al. (2004) declared MVP to be a best practice in sexual violence prevention and intervention at universities. The program has since been introduced in various settings, including the U.S. military, to reduce the risk of sexual violence.

Next steps and recommendations from the literature review

The literature review findings do not propose one single best practice to solve the problem of sexual harassment and violence on university campuses. Rather, they illustrate that best practices generally rely on multiple approaches and programs that are known to everyone, measurable and inclusive. Three best practices are presented here, while other programs not covered in this review and reports from various mobilized government and civil society organizations contain a number of key points that deserve consideration when implementing sexual harassment and violence prevention and intervention programs at universities:

- Assess the real needs of each university before implementing programs. This will help to better adapt them to students, because universities have different needs. To identify needs and risks, these assessments should analyze reported cases of sexual harassment and include focus groups with students and the university community;
- Raise awareness among all university stakeholders: professors, students and administrative, support and security staff;
- Create a clearly defined list, known to everyone, that outlines the locations of information, shelter, support and coercive measures in the event of sexual harassment or violence. It can be directly included in the university calendar and distributed to all students at the start of the year;
- Make everyone aware of the plan and email it to students several times throughout the year;
- Heavily involve student, teacher and faculty associations in prevention and intervention strategies;
- Ensure that each student attends at least one sexual violence training session during their first semester on campus. The experience is even more effective when repeated at the start of each year;
- Make participating in the training session a course requirement;
- Develop multi-session programs, as studies have shown longer programs to be more effective;
- Hold refresher courses at the start of each year, as the effectiveness of training decreases over time;
- Use male-female pairs of facilitators whenever possible;
- Discuss myths and negative social norms that students often believe to be true;
- Work to increase male students' empathy;
- Favour mixed approaches (psychoeducation, cognitive-behavioural, bystander);
- Include both girls and boys in training sessions, as studies show that co-ed approaches are more effective;
- Encourage both proactive and reactive bystander approaches. The University of Ottawa report suggests that governing bodies introduce Bringing in the Bystander and first train four people to oversee its implementation (training is available in the United States and, less frequently, in Canada);
- Implement a clearly defined support program to provide psychological and medical assistance to victims. All university service points (libraries, general secretariats, etc.) should have addresses and contact information and be able to easily refer a victim;
- Provide early support to victims;
- Prioritize trauma-focused cognitive behavioral therapy (TF-CBT) when providing psychological support to victims;
- Adjust the academic calendar for victims (exam rewrites, different exam formats, etc.);
- Rigorously evaluate programs and adapt them as needed;
- Share findings and experiences with other campuses.

Conclusion

In the end, as noted by Haskell (2011), The First Report of the White House Task Force to Protect Students from Sexual Assault (White House Task Force, 2014) and the Ending Sexual Violence at the University of Ottawa report (Task Force on Respect and Equality, 2015), the best practices are those that incorporate both prevention and intervention methods. As such, it is important to combine programs that increase knowledge and change attitudes; use peer educators and peer helpers (bystanders) to educate potential offenders and support victims; implement a series of coercive measures to deter potential perpetrators and protect victims; and involve student associations and male students in the fight against sexual violence.

To achieve this, most studies consulted in this review found that universities need to develop clear programs that are known to all students. They must also develop clear, simplified complaint procedures and provide victims with access to legal advisors who can help them file a complaint. They must keep students informed throughout the academic year by sending emails, setting up information booths and including information directly in the brochure or academic calendar (awareness; sanctions; places to stay, how to file a complaint and get support; etc.). Prevention must also address alcohol and drug use, which can be factors in the perpetration of sexual harassment and violence.

Lastly, as stated in the Resource Guide for Ontario Colleges and Universities (Ontario Women's Directorate, 2013), The First Report of the White House Task Force to Protect Students from Sexual Assault (White House Task Force, 2014) and the Ending Sexual Violence at the University of Ottawa report (Task Force on Respect and Equality, 2015), this involves creating a university environment in which everyone knows that sexual harassment and violence are unacceptable, victims can find the assistance they need and offenders are held responsible for their actions.

Websites that specialize in fighting sexual violence at universities

- www.notalone.gov
- www.livethegreendot.com
- cola.unh.edu/prevention-innovations/bystander
- www.mvpnational.org
- www.jacksonkatz.com/pub2.html

Programs in Canada

- It's Time, McMaster University, initiated by SACHA (Sexual Assault Centre Hamilton Area) and the YWCA Hamilton
- It's Never Okay, Government of Ontario
- Bringing in the Bystander (various universities, such as the University of Windsor: www1.uwindsor.ca/womensstudies/bringing-in-the-bystander)

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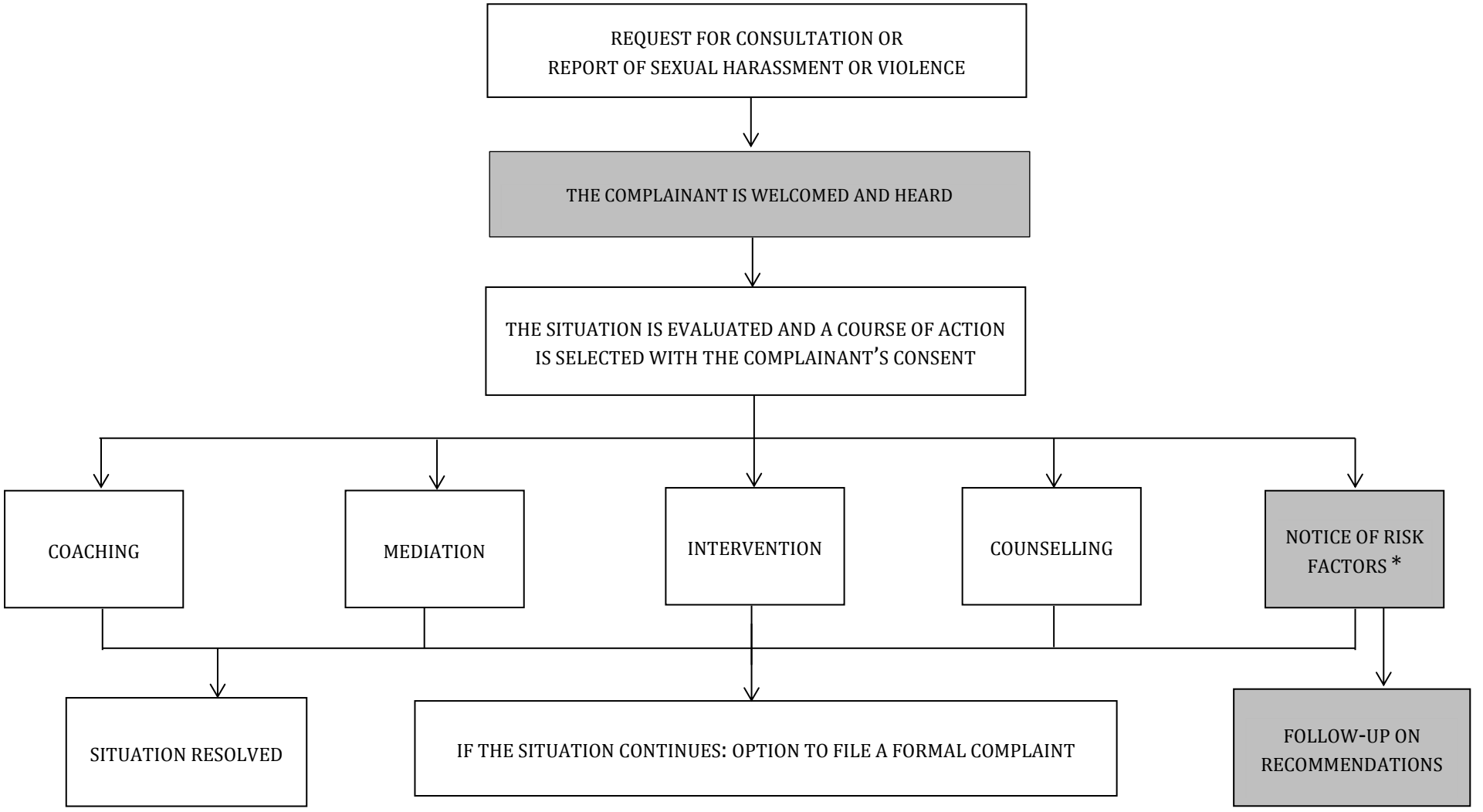
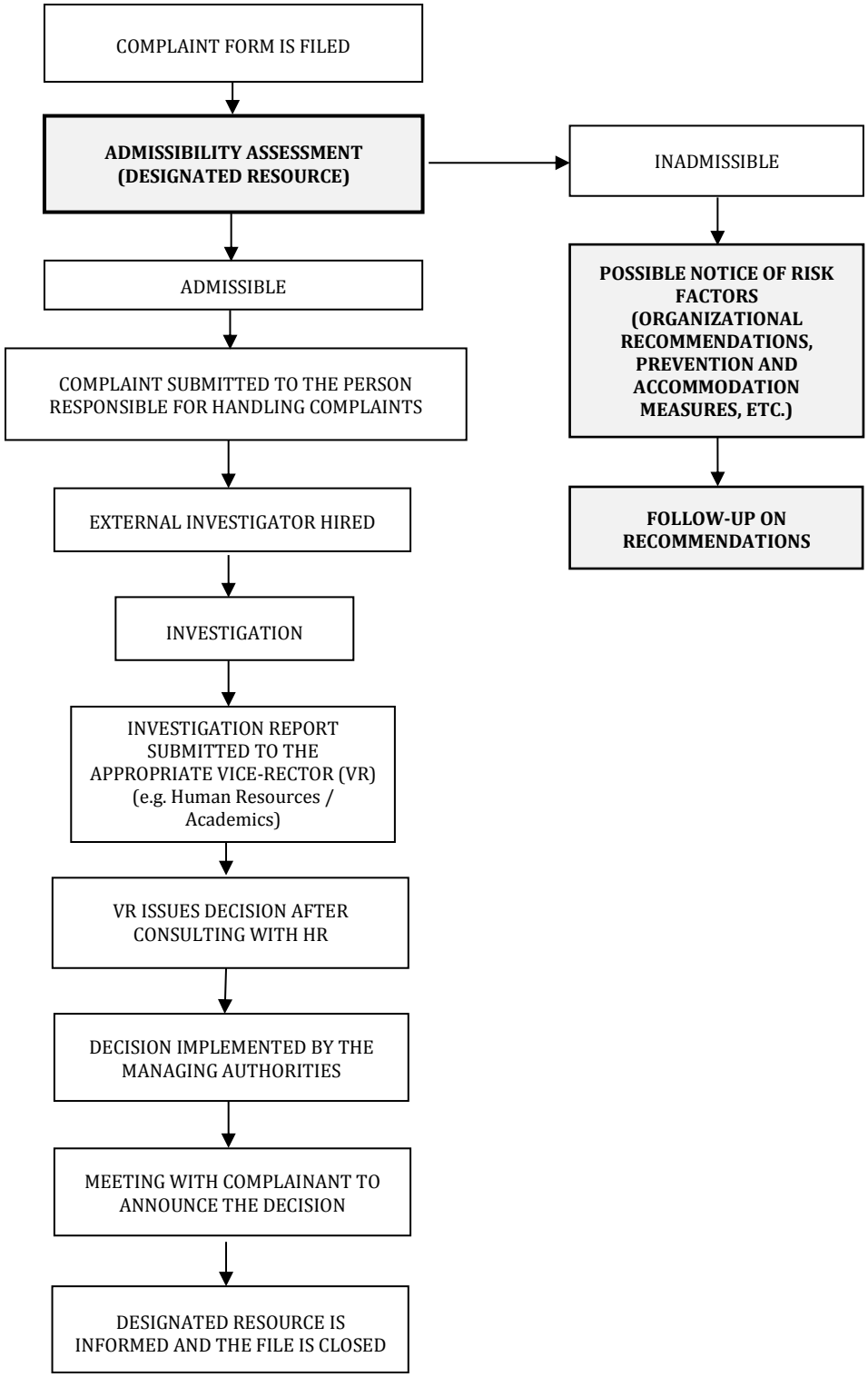
APPENDIX B - SAMPLE FLOWCHART THAT EXPLAINS HOW A REPORT IS HANDLED



* IF DANGER IS IMMINENT AND THE DESIGNATED RESOURCE LACKS THE POWER OR MEANS TO PREVENT OR END A SITUATION DEEMED SERIOUS, THE DESIGNATED RESOURCE DRAFTS A REPORT ON HIS/HER RISK FACTOR ANALYSIS AND RECOMMENDATIONS FOR THE APPROPRIATE VICE-RECTOR.

APPENDIX C - SAMPLE FLOWCHART THAT EXPLAINS HOW A FORMAL COMPLAINT IS HANDLED



APPENDIX D - SIMPLIFIED RESOLUTION PROTOCOL

CHECKLIST

Ensure safety *(All community members and security services)*

☐ Assess the danger of the situation.
☐ Contact emergency services, if necessary.

Security services

☐ Ensure that people and the premises are safe.
☐ Contact the police.
☐ Refer the victim to a designated centre, if necessary.

Inform and refer to the designated internal resource *(First confidante / first responder)*

☐ Give the victim the contact information of the designated internal resource (centre, office, contact).
☐ Give the victim the list of other internal and external resources.

After a sexual assault

☐ Explain the role of designated centres and medico-social and medico-legal kits (give the victim the list of designated centres and the explanation of the kits).
☐ Offer to accompany the victim to the police or to a designated centre.

Refer to psychosocial support *(All community members)*

☐ Treat the victim with understanding and empathy and respect their privacy.
☐ Offer support and resources systematically (give the victim the list).
☐ Offer psychosocial support in a timely manner.
☐ Respect the victim's right to decide when, if and how to consult resources.

Offer informal resolutions *(Designated campus resource)*

The designated campus resource must:

☐ Welcome and listen to the victim in confidence.
☐ Present and explain options for recourse and resolution (give the victim the flowchart).

If the victim opts for an informal resolution over formal recourse:

☐ Suggest various informal resolutions (counselling, conflict coaching, intervention, seeking an agreement, meeting with the defendant, mediation, etc.)
☐ Coordinate and take the steps involved in the selected course of action.
☐ Guide and support the victim.
☐ Establish prevention and accommodation measures.

☐ Offer training and education sessions.
☐ Educate and train the community.

*** An informal resolution cannot be initiated without the complainant's consent. The designated campus resource must handle reports in a confidential manner.**

Offer formal resolutions
(Designated campus resource and formal complaint handling resource)

If the victim opts for formal recourse:

The designated campus resource must:

☐ Present and explain options for formal recourse (internal complaint, CNT complaint or grievance, etc.).
☐ Explain the steps and internal processes for a formal complaint (give the victim the flowchart).

If the victim is an employee or decides to file a grievance or complaint with the CNT:

☐ Refer the victim to unions and associations.

If the victim decides to file an internal formal complaint:

The designated campus resource must:

☐ Evaluate the admissibility of the complaint.
☐ Submit the written complaint to the authorities responsible for handling complaints.
☐ Recommend that the individuals involved receive psychosocial support.
☐ Guide and support the victim throughout the process.
☐ Suggest prevention and accommodation measures.

The formal complaint handling resource must:

☐ Base complaint handling on best practices.
☐ Ensure that the investigation is conducted properly.
☐ Ensure that decisions and disciplinary measures run their course.
☐ Follow up with the individuals involved.
☐ Suggest prevention, accommodation or redress measures.

*** The formal complaint handling resource must proceed with the utmost discretion and respect for others.**

Inform about legal recourse *(Designated campus resource, legal services, security services)*

If the victim decides to press charges: (can occur simultaneously with other types of recourse)

☐ Present options for legal recourse.
☐ Explain the legal process and give the victim the legal process flowchart.
☐ Explain the role of designated centres and medico-social and medico-legal kits (give the victim the list of designated centres and the explanation of the kits).
☐ Offer to accompany the victim to the police or to a designated centre.

Follow up *(Designated campus resource, formal complaint handling resource, security services)*

Regardless of the type of recourse selected:

☐ Follow up with the victim.
☐ Implement prevention and accommodation measures.
☐ Follow up with the defendant.
☐ Make recommendations, if necessary.
☐ Offer community awareness or training activities.

APPENDIX E - MEDICAL KITS

DESIGNATED CENTRES AND MEDICO-LEGAL KITS[62]

A DESIGNATED CENTRE IS A HEALTH AND SOCIAL SERVICES CENTRE THAT PROVIDES MEDICO-SOCIAL ASSISTANCE TO SEXUAL ASSAULT VICTIMS.

MEDICAL KITS

Upon arriving at a designated centre, the victim is referred to a multidisciplinary team, generally composed of a psychosocial support worker, nurse and physician, which will guide the victim through the process. Following an interview and several questions, such as whether the victim intends to press charges, the team works with the victim to determine whether to conduct a medical or medico-legal exam. The victim's consent is required to begin. Medical and psychosocial follow-ups are also offered.

During the exam, the victim has the right to be accompanied by the person of their choice. They will also receive explanations about how the exam will unfold and the reasons for each sample. The team will very gently talk the victim through the process. The victim may end the procedure at any time. The kit is a tool, not an end in itself. The victim is the focus of the process, and the team will ensure that it takes place in an empathetic and respectful environment. All exams are done at a designated centre.

MEDICO-SOCIAL KIT (Medical and psychosocial exams without medico-legal samples)

In this scenario:

- The assault occurred more than five days ago, or
- No forensic samples are necessary, given the victim's description of the sexual assault, or
- The victim does not intend to press charges in the near future

The medical exam evaluates the victim's general health (including their emotional state), treats injuries, tests for sexually transmitted and blood borne infections (STBBIs) and, for women, prevents an unwanted pregnancy.

MEDICO-LEGAL KIT (Medical and psychosocial exams with medico-legal samples)

In this scenario:

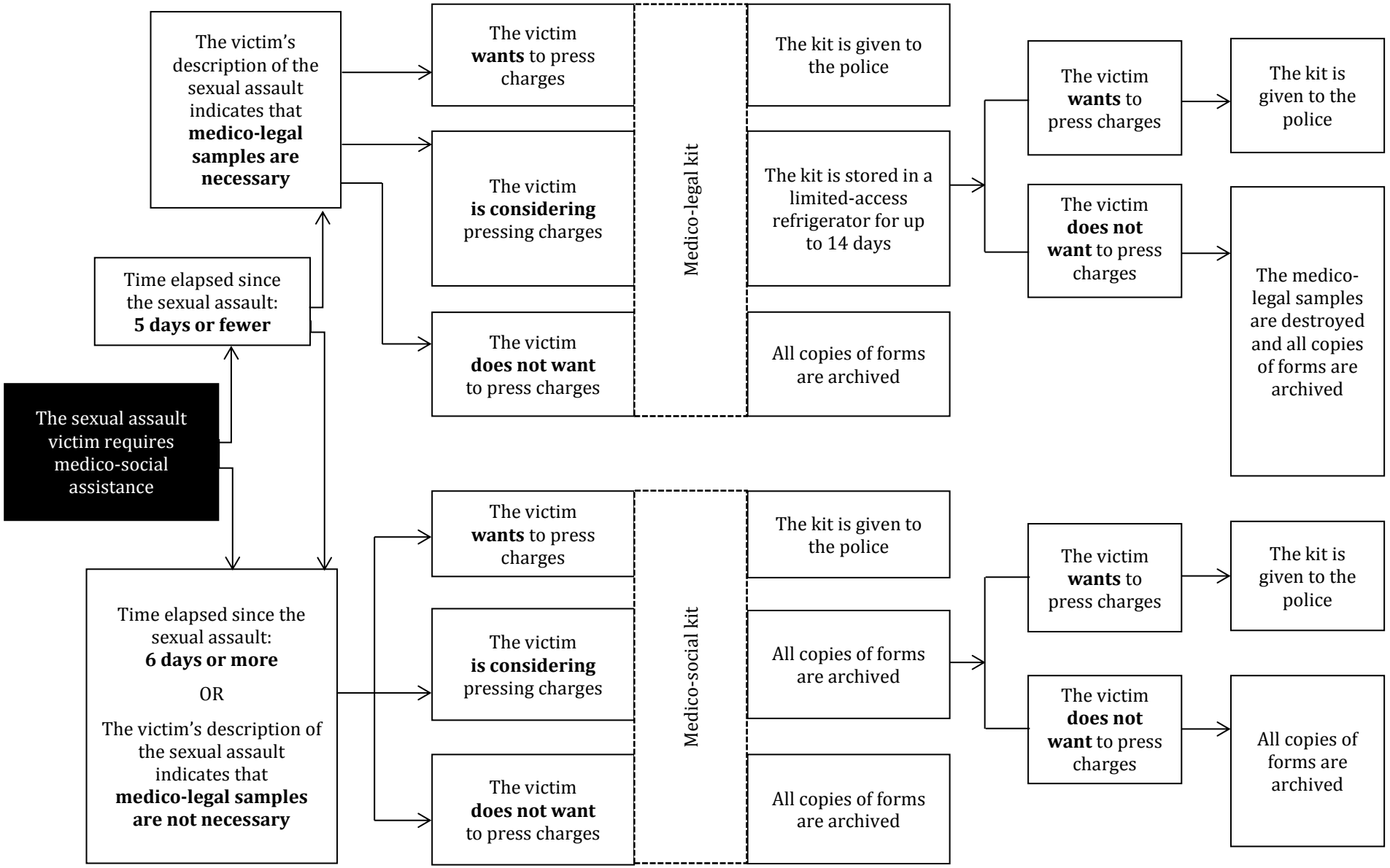
- The assault occurred within the last five days
- The victim consented to a medico-legal exam
- The victim intends to press charges or is considering doing so (samples can be kept for 14 days while the victim decides how to proceed)

The medico-legal exam evaluates and treats the victim's injuries, evaluates their emotional state, tests for STBBIs and assesses the risk of pregnancy. Samples are also collected (blood, saliva, secretions, urine, sperm, clothing, fibres, etc.) to build a medico-legal file, provide evidence in an investigation if the victim decides to press charges and possibly link a suspect to the crime.

[62] CALACS Baie-Comeau, Lumière boréale, Trousses médicales. Retrieved from: http://lumiereboreale.qc.ca/trousse-medicales

APPENDIX F - PROCEDURE FOR MEDICAL KITS

Criteria and conditions for using medico-social and medico-legal kits



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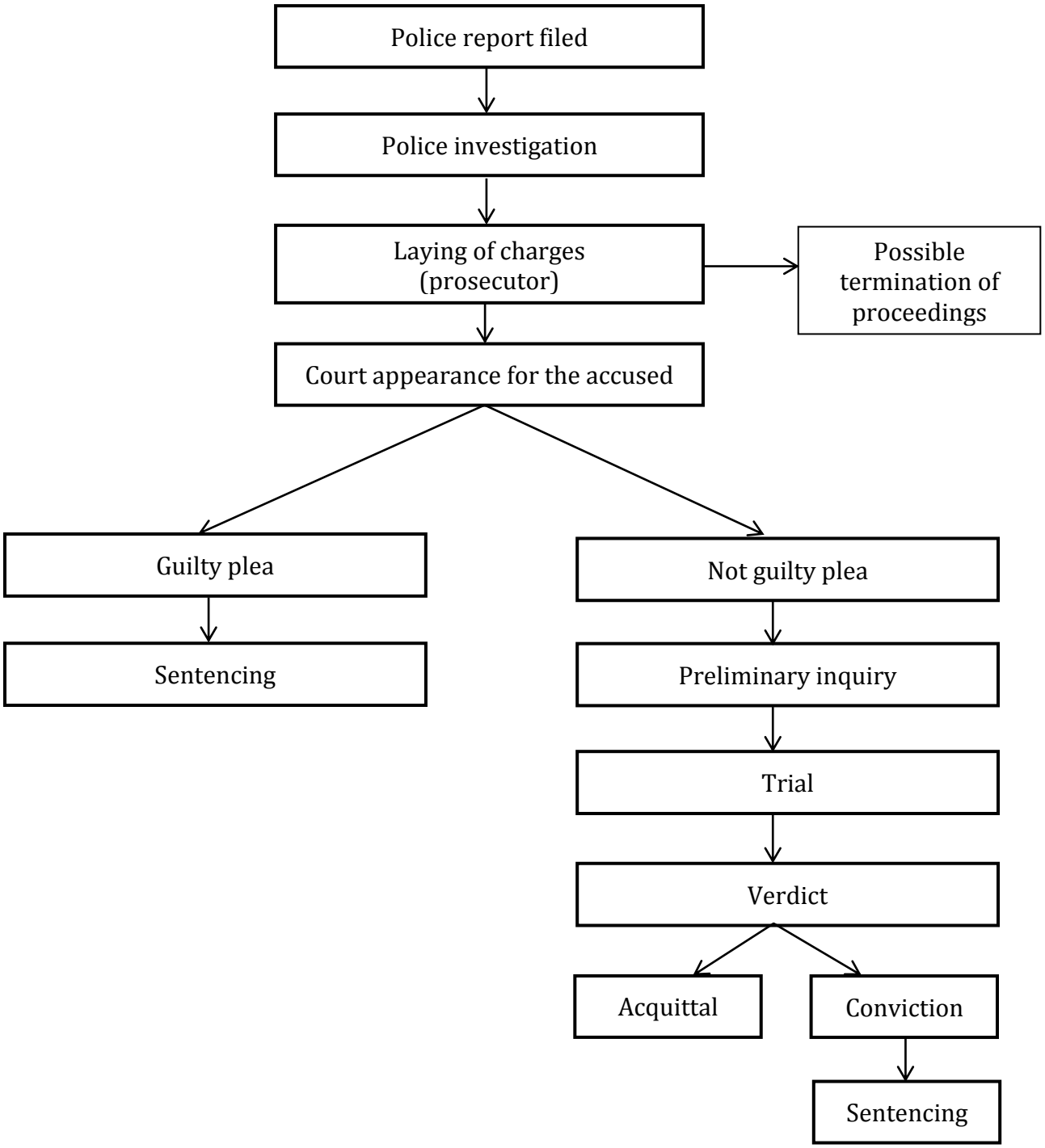
APPENDIX G - DIAGRAM OF THE LEGAL PROCESS



APPENDIX H - ANTI-HARASSMENT POLICIES AND REGULATIONS AT VARIOUS EDUCATIONAL INSTITUTIONS

Canadian universities

Institution	Policy
Acadia University	http://hr.acadiau.ca/tl_files/sites/hr/Policies%20and%20Procedures/Harassment%20&%20Discrimination.pdf
Algoma University	http://www.algomau.ca/campussafety/policies_and_procedures
Athabasca University	http://ous.athabascau.ca/policy/humanresources/150_003.htm
Bishop University	http://www.ubishops.ca/wp-content/uploads/Policy-on-Harassment.pdf
Brandon University	http://www.brandonu.ca/governors/files/StatementStudentRights.pdf
Brock University	http://www.brocku.ca/webfm_send/3474
Cape Breton University	http://www.cbu.ca/wp-content/uploads/2015/07/discrimination-harassment-policy.pdf
Capilano University	https://www.capilanou.ca/WorkArea/DownloadAsset.aspx?id=6833
Carleton University	http://carleton.ca/equity/human-rights/policy/sexual-harassment-prevention-policy
Concordia University	http://www.concordia.ca/content/dam/common/docs/policies/official-policies/HR-38.pdf and http://www.concordia.ca/content/dam/common/docs/policies/official-policies/PRVPAA-3.pdf
Dalhousie University	http://www.dal.ca/content/dam/dalhousie/pdf/university_secretariat/policy-repository/SexualHarassmentPolicy.pdf
ÉTS	http://www.etsmtl.ca/A-propos/Direction/Politiques-reglements/Harcelement.aspx
École nationale d'administration publique	http://www.enap.ca/enap/docs/Portail_etudiant/Registraire/Politiques_reglements/POLITIQUE_SUR_LE_RESPECT_ET_INTEGRITE_DES_PERSONNES.pdf

Institution	Policy
Polytechnique Montréal	http://www.polymtl.ca/sg/docs_officiels/1310har3.htm
Emily Carr University of Art + Design	http://www.connect.ecuad.ca/sites/www.connect.ecuad.ca/files/pages/277977/8.6%20Harassment,%20Bullying%20and%20Discrimination%20Policy.pdf
First Nations University of Canada	http://fnuniv.ca/images/BoG/FNUniv_Respectful_University_Policy_April2014.pdf
HEC Montréal	http://www.hec.ca/direction_services/secretariat_general/juridique/reglements_politiques/documents/politique_harcelement_juin_2014.pdf
INRS (Institut national de la recherche scientifique)	http://www.inrs.ca/sites/default/files/PolitiqueRespectIntegrite.pdf
Kwantlen Polytechnic University	http://www.kpu.ca/sites/default/files/Policies/HR21%20Respectful%20Workplace%20Policy%2014%2011%2019.pdf http://www.kpu.ca/sites/default/files/Policies/g2_procedures_reformat.pdf
Lakehead University	https://www.lakeheadu.ca/faculty-and-staff/policies/human-resources/harassment-and-discrimination-policy-and-procedures
Laurentian University	https://www.laurentian.ca/assets/files/CareersLU/Policy_on_Respectful_Workplace_and_Learning.pdf
MacEwan University	http://www.macewan.ca/contribute/groups/public/documents/document/pfw_003566.pdf
McGill University	https://www.secureweb.mcgill.ca/secretariat/files/secretariat/policy_on_harassment_sexual_harassment_and_discrimination_prohibited_by_law_2014.pdf
McMaster University	http://hres.mcmaster.ca/documents/sexual-harassment-policy.pdf/view
Memorial University	http://www.mun.ca/policy/site/policy.php?id=192

Institution	Policy
Mount Allison University	http://www.mta.ca/Community/Governance_and_admin/Policies_and_procedures/Section_1000/Policy_1003/Policy_1003
Mount Royal University	http://www.mtroyal.ca/cs/groups/public/documents/pdf/code_of_student_conduct_policy.pdf
Mount Saint Vincent University	http://www2.msvu.ca/DocumentCentral/Documents/Sexual%20Assault%20%28Policy%20Against%29.pdf
Nipissing University	http://www.nipissingu.ca/departments/student-development-and-services/nuperspective/Documents/NU_Sexual_Violence_Policy_DRAFT_web.pdf
OCAD University	http://www.ocadu.ca/Assets/documents/8001-respectful-work-learning-environment-policy.pdf
Queen's University	http://www.queensu.ca/studentaffairs/sites/webpublish.queensu.ca.vpsawww/files/files/Sexual%20Misconduct%20DRAFT%20POLICY%20April%2030%202015%20.pdf
Ryerson University	http://www.ryerson.ca/policies/board/sexualviolencepolicy.html
Saint Mary's University	http://www.smu.ca/webfiles/6-2003SexualAssault.pdf
Simon Fraser University	http://www.sfu.ca/policies/gazette/general/gp18.html
St. Francis Xavier University	https://sites.stfx.ca/hr/sites/sites.stfx.ca.hr/files/StFX%20Discrimination%20and%20Harassment%20Policy%202009.pdf
St. Thomas University	http://w3.stu.ca/stu/currentstudents/documents/HarassmentandDiscriminationPolicy-StudentsJune14-12.pdf
TÉLUQ, Université du Québec	https://www.google.com/url?q=http://www.teluq.ca/site/documents/etudes/charte_des_etudiants.pdf&sa=U&ved=0ahUKEwiR0KyFmIfMAhXBm4MKHU-ZBxYQFggFMAA&client=internal-uds-cse&usg=AFQjCNE4PvRzQiBLQnVCPZdxgBgK3dn7nQ
Thompson Rivers University	http://www.tru.ca/__shared/assets/respectful_workplace_harrasment_prevention_poilcy28967.pdf
Trent University	https://www.trentu.ca/administration/pdfs/DiscriminationandHarassmentPolicyfinalfall2013.pdf

Institution	Policy
Université de Moncton	http://www.umoncton.ca/repertoire/1er_cycle/politique_harcelement.htm
Université de Montréal	http://www.harcelement.umontreal.ca/politique/politique2003.pdf
Université de Sherbrooke	http://www.usherbrooke.ca/accueil/fileadmin/sites/accueil/documents/direction/politiques/2500-015.pdf
Université du Québec à Chicoutimi	http://www.uqac.ca/direction_services/secretariat_general/manuel/5/150.pdf
Université du Québec à Montréal	http://www.instances.uqam.ca/ReglementsPolitiquesDocuments/Documents/Politique_no_16.pdf
Université du Québec à Rimouski	http://www.uqar.ca/uqar/universite/a-propos-de-luqar/politiques_et_reglements/politiques/70c3.pdf
Université du Québec à Trois-Rivières	http://www.uqtr.ca/vrsg/Instances/CA/2002/CA464/2002-CA464-12.05-R4426an.pdf
Université du Québec en Abitibi-Témiscamingue	https://tout.uqat.ca/admin/rh/SiteCollectionDocuments/Politiques/Politique_de_civilite.pdf
Université du Québec en Outaouais	http://www.uqo.ca/sites/default/files/fichiers-uqo/secretariat-general/harcelement.pdf
Université de Saint-Boniface	http://ustboniface.ca/document.doc?id=135
Université Laval	https://www2.ulaval.ca/fileadmin/Secretaire_general/Reglements/Reglement_pour_prevenir_et_contrer_le_harcelement_a_l_UL_2016-CA-2016_22.pdf
Université Sainte-Anne	https://www.usainteanne.ca/images/documents/ressources-humaines/politiques/Pour-un-milieu-de-travail-et-detudes-respectueux-2013-01-25-2013-01-25.pdf
University College of the North	https://soar.ucn.ca/ICS/icsfs/AC-04-02_Integrity_in_Research_and_Scholarly_Activ.pdf?target=79866b7a-fe17-42a5-bbcb-0affb6ab24b6

Institution	Policy
University of Alberta	https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Discrimination-Harassment-and-Duty-to-Accommodate-Policy.pdf
University of British Columbia	http://universitycounsel.ubc.ca/files/2013/08/policy3.pdf
University of Calgary	Coming soon
University of Guelph	https://www.uoguelph.ca/diversity-human-rights/system/files/Human%20Rights%20Policy%20ACCESSIBLE_0.pdf
University of Kings College	Page 20: http://www.ukings.ca/files/u42/Yellow_Book_August_2014.pdf
University of Lethbridge	http://www.uleth.ca/policy/sites/policy/files/policy/Harassment%20and%20Discrimination_Dec%2011-14.pdf
University of Manitoba	http://umanitoba.ca/admin/governance/governing_documents/community/230.html
University of New Brunswick	http://www.unb.ca/humanrights/_resources/pdf/declaration.pdf
University of Northern British Columbia	http://www.unbc.ca/assets/policy/diversity/harassment_and_discrimation_final.pdf
University of Ontario Institute of Technology	https://www.shared.uoit.ca/shared/department/opp/Governance/Office-of-the-Provost/Administrative-Code-1/Section-6/HARASSMENT%20AND%20DISCRIMINATION%20PROCEDURES.pdf
University of Ottawa	http://www.uottawa.ca/administration-and-governance/policy-67-sexual-harassment
University of Prince Edward Island	http://www.upei.ca/policy/files/policy/Fair%20Treatment%20Policy%20(govbrdgnl0009).pdf
University of Regina	

Institution	Policy
University of Saskatchewan	http://policies.usask.ca/policies/health-safety-and-environment/discrimination-and-harassment-prevention-.php
University of Toronto	http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppnov25 1997.pdf
University of Victoria	http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205_1150_.pdf
University of Waterloo	https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-33
University of Winnipeg	http://uwinnipeg.ca/sexual-misconduct/docs/sexual-misconduct-protocol.pdf
University of Windsor	http://www1.uwindsor.ca/ohrea/system/files/Human%20Rights%20Policy_0.pdf
Vancouver Island University	https://isweb.viu.ca/policy_procedure/docshow.asp?doc_id=21023
Western University	http://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp152.pdf
Wilfrid Laurier University	http://legacy.wlu.ca/documents/46309/6.1_Prevention_of_Harassment_and_Discrimination.pdf
York University	http://secretariat-policies.info.yorku.ca/policies/sexual-harassment

Ontario colleges

Institution	Policy
Algonquin College	http://www.algonquincollege.com/directives/files/2015/03/SA16.pdf
Boreal College	
Cambrian College	http://www.cambriancollege.ca/aboutcambrian/documents/policies/code%20of%20conduct/codeofconductjan2010.pdf
Canadore College	http://www.canadorecollege.ca/sites/default/files/images/Sexual%20Violence%20Policy/Procedures%20Protocol-Sexual%20Assault-Violence%20Policy-15.pdf
Centennial College	https://www.centennialcollege.ca/pdf/mycentennial/StudentCodeofConductPolicy.pdf http://www.centennialcollege.ca/pdf/ViolencePrevention-Policy.pdf
Conestoga College	https://www.conestogac.on.ca/admissions/rightsresponse/definitionsresponsibilities.jsp
Confederation College	http://www.confederationc.on.ca/sites/default/files/ch4-s2-01-humanrightspolicy.pdf
Durham College	http://www.durhamcollege.ca/wp-content/uploads/harassment-and-discrimination-policy.pdf
Fanshawe College	http://www.old.fanshawec.ca/sites/default/files/assets/policies/pdf/p104.pdf
Fleming College	http://www.flemingcollege.ca/PDF/3-343_Procedure.pdf?ver=1443731019934
George Brown College	http://www.georgebrown.ca/policies/sexual-assault-sexual-violence-policy/
Georgian College	http://www.georgiancollege.ca/wp-content/uploads/GeorgianSexualViolenceProcedureMarch31final.pdf http://georgiancollege.ca/wp-content/uploads/4-134human-rights.pdf
Humber College	http://www.humber.ca/policies/sites/default/files/PDF%20POLICY%202015.pdf

Institution	Policy
Lambton College	http://www.lambtoncollege.ca/uploadedFiles/LambtonCollege/Content/About_Us/AODA/About_Us-Accessibility-Respectful_Workplace_Policy.pdf https://www.mylambton.ca/Policies/Policy.aspx?id=2147508170
Loyalist College	http://www.loyalistcollege.com/wp-content/uploads/2015/03/March-31-2015-LC-Sexual-Assault-Policy-and-Protocol-v2.pdf
The Michener Institute of Education at UHN	http://michener.ca/discover-michener/policies/harassment-sexual-harassment-discrimination-policy-procedure
Mohawk College	http://www.mohawkcollege.ca/Assets/Policies/Harassment+Policy.pdf
Niagara College Canada	http://www.niagaracollege.ca/practices/wp-content/uploads/sites/5/2015/09/NC500-14-Sexual-Assault-Sexual-Violence.pdf
Sault College	http://www.saultcollege.ca/services/Corporate/documents/SexualAssaultSexualViolencePolicyProtocol.pdf
Seneca College	http://www.senecacollege.ca/policies/sexual-assault-and-sexual-violence/policy.html
Sheridan College	https://www.sheridancollege.ca/~/media/Files/Sheridan%20College/About/Human%20Rights/Harassment%20and%20discrimination%20policy_Aug%202002_verdana.pdf https://www.sheridancollege.ca/~/media/Files/Sheridan%20College/About/respectful%20and%20safe%20communities/Sexual_Assault_Violence_Response_Protocol.pdf
St. Lawrence College	http://www.stlawrencecollege.ca/~/media/Files/Documents/About/Sexual%20assault%20policy%20and%20protocol_stlawrencecollege%20accessible.pdf

Canadian colleges – Outside Ontario

Institution	Policy
Red River College	rrc.ca/files/file/policies/new/H1DiscriminationandHarassment.pdf

APPENDIX I - LIST OF ON-CAMPUS AND OFF-CAMPUS RESOURCES

LIST OF RESOURCES	CONTACT INFORMATION
On campus	
Designated resource for sexual harassment and violence	
Campus security or safety services	
Campus health services	
Psychological support services (student psychological services and the employee assistance program)	
Student services	
Human resources	
General secretariat	
Legal services	
Registrars/student records managers/academic advisors	
Student associations, fraternities and interest groups	
Unions and professional associations	
Various resources:	

LIST OF RESOURCES	CONTACT INFORMATION
Off campus	
Sexual assault/rape crisis centres (including a crisis line)	
Sexual assault treatment centres (designated centres)	
Police	
Emergency shelters (crisis centres)	
Area hospitals	
Psychological support resources	
Victim services	
Services for individuals with violence issues	
Crisis line	
Rights/discrimination ▪ **Immigrant and refugee communities** ▪ **LGBT communities** ▪ **Aboriginal/Francophone/Anglophone/ASL or LSQ communities** ▪ **Ethnocultural communities**	
Professional services	
Interpretation services (including ASL and LSQ)	
Legal services (e.g. legal aid clinics)	
Other services:	

APPENDIX J - RESOURCES: DESIGNATED SEXUAL ASSAULT CENTRES IN QUEBEC BY REGION

HELP IS JUST A PHONE CALL AWAY!

Across Quebec: **1-888-933-9007** | Montreal: **514-933-9007**

DESIGNATED CENTRES IN QUEBEC – BY REGION

Abitibi-Témiscamingue

CSSS des Aurores-Boréales
Centre hospitalier de La Sarre
679 2nd St.
PO Box 6000
La Sarre, QC J9Z 2X7
819-333-2311
24/7

Centre hospitalier Hôtel-Dieu d'Amos
622 4th St. West
Amos, QC J9T 2S2
819-732-3341
24/7

Centre de santé Sainte-Famille
22 Notre-Dame St. North
PO Box 2000
Ville-Marie, QC J0Z 3W0
819-622-2773
24/7

Centre de santé de la Vallée-de-l'Or
Senneterre service point
961 De la Clinique St.
PO Box 4000
Senneterre, QC J0Y 2M0
819-737-2243
24/7

Centre hospitalier Vallée-de-l'Or
725 6th St.
Val-D'Or, QC J9P 3Y1
819-825-6711
24/7

Centre hospitalier de Rouyn-Noranda
4 9th St.
Rouyn-Noranda, QC J9X 2B2
819-764-5131
24/7

Centre de santé de Témiscamingue
180 Anvik St.
PO Box 760
Témiscamingue, QC J0Z 3R0
819-627-3385
24/7

Bas-Saint-Laurent

Hôpital régional de Rimouski
150 Rouleau Ave.
Rimouski, QC G5L 5T1
418-723-7851
24/7

CSSS de La Matapédia
Hôpital d'Amqui
135 De l'Hôpital St.
Amqui, QC G5J 2K5
418-629-2211
24/7

CSSS de Témiscouata
Hôpital de Notre-Dame-du-Lac
58 De l'Église St.
Notre-Dame-du-Lac, QC G0L 1X0
418-899-6751
24/7

CSSS de Rivière-du-Loup
Centre hospitalier régional du Grand-Portage
75 Saint-Henri St.
Rivière-du-Loup, QC G5R 2A4
418-868-1000
24/7

CSSS de Matane
Hôpital de Matane
333 Thibault St.
Matane, QC G4W 2W5
418-562-3135
24/7

CSSS de La Mitis
800 Du Sanatorium Ave.
Mont-Joli, QC G5H 3L6
418-775-7261
Monday to Sunday, 8 a.m. to 8 p.m.

CSSS des Basques
550 Notre-Dame St. East
Trois-Pistoles, QC G0L 4K0
418-851-1111
Monday to Thursday, 9 a.m. to 8 p.m.
Friday, 9 a.m. to 6 p.m.

CSSS de Kamouraska
Hôpital Notre-Dame-de-Fatima
1201 6th Ave.
La Pocatière, QC G0R 1Z0
418-856-7000
24/7

Chaudière-Appalaches

Centre régional 24/7
Centre de santé Paul-Gilbert
9330 Du Centre-Hospitalier Blvd.
Charny, QC G6X 1L6
418-380-8993

Quebec City

Hôpital Saint-François d'Assise – CHUQ
10 De l'Espinay St.
Quebec City, QC G1L 3L5
418-525-4444
24/7

Centre hospitalier de La Malbaie
303 Saint-Étienne St.
La Malbaie, QC G5A 1T1
418-665-1700
24/7

North Shore

For assistance, contact the CLSC at your *Centre de santé et de services sociaux* (CSSS).

Estrie

Centre hospitalier universitaire de Sherbrooke - Hôpital Fleurimont
3001 12th Ave. North
Fleurimont, QC J1H 5N4
819-346-1110
24/7

Gaspésie-Îles-de-la-Madeleine

CSSS des Îles
430 Chemin Principal
PO Box 730
Cap-aux-Meules, QC G4T 1R9
418-986-2121
24/7

CSSS de la Baie-des-Chaleurs
Paspébiac service point
273 Gérard-D. Lévesque Blvd.
PO Box 7000
Paspébiac, QC G0C 2K0
418-752-2572
24/7

CSSS de La Côte-de-Gaspé
215 York Blvd. West
Gaspé, QC G4X 2W2
418-368-3301
24/7

CSSS de La Côte-de-Gaspé
Grande-Vallée service point
71 Saint-François-Xavier St. East
PO Box 190
Grande-Vallée, QC G0E 1K0
418-393-2572
24/7

CSSS de la Baie-des-Chaleurs
419 Perron Blvd.
Maria, QC G0C 1Y0
418-759-3443
24/7

CSSS du Rocher-Percé
451 Monseigneur-Ross St. East
PO Box 3300
Chandler, QC G0C 1K0
418-689-2261
24/7

CSSS de La Côte-de-Gaspé
Murdochville service point
600 Dr William-May Ave.
PO Box 1090
Murdochville, QC G0E 1W0
418-784-2572
24/7

CSSS de La Haute-Gaspésie
50 Belvédère St.
Sainte-Anne-des-Monts, QC G4V 1X4
418-763-2261
24/7

Lanaudière

Adults (17+)
Centre hospitalier régional de Lanaudière (CHRDL)
1000 Sainte-Anne Blvd.
Saint-Charles-Borromée, QC J6E 6J2
450-759-8222
24/7

Hôpital Pierre-Le Gardeur (HPLG)
911 Montée des Pionniers
Terrebonne, QC J6V 2H2
450-654-7525
24/7

CSSS du Sud de Lanaudière
Repentigny service point
1124 Iberville St., Suite 204
Repentigny, QC J5Y 3M6
450-654-1023, ext. 257
1-866-423-2286 (toll-free)
Monday to Thursday, 12 p.m. to 8 p.m.
Friday, 8:30 a.m. to 4:30 p.m.

Laurentides

Adults and children
CSSS de Saint-Jérôme
Hôtel-Dieu de Saint-Jérôme
290 Montigny St.
Saint-Jérôme, QC J7Z 5T3
450-431-8200, ext. 2770
24/7

Adults only
CSSS d'Antoine-Labelle
Rivière-Rouge service point
1525 Principale St. North
Rivière-Rouge, QC J0T 1T0
819-275-2118, ext. 3616
24/7

CSSS d'Antoine-Labelle
Mont-Laurier service point
515 Albiny-Paquette Blvd.
Montreal, QC J9T 1T0
819-623-9451

Laval

CSSS de Laval
CLSC du Marigot
1351 Des Laurentides Blvd.
Laval, QC H7M 2Y2
450-668-1803, ext. 5173
24/7

Mauricie and Centre-du-Québec

CSSS du Haut Saint-Maurice
885 Ducharme Blvd.
La Tuque, QC G9X 3C1
819-523-4581
24/7

Centre hospitalier régional de Trois-Rivières
731 Sainte-Julie St.
Trois-Rivières, QC G9A 1Y1
819-697-3333
24/7

Hôtel-Dieu d'Arthabaska
5 Des Hospitalières St.
Victoriaville, QC G6P 6N2
819-357-2030
24/7

Centre hospitalier du Centre-de-la-Mauricie
50 199th St.
Shawinigan-Sud, QC G9P 5K1
819-536-7500
24/7

CSSS Drummond
Hôpital Sainte-Croix
570 Hériot St.
Drummondville, QC J2B 1C1
819-478-6464
24/7

Montérégie

Children
Hôpital Charles-LeMoyne
3120 Taschereau Blvd.
Greenfield Park, QC J4V 2H1
450-466-5000
24/7

CSSS Jardins-Roussillon
Centre hospitalier Anna-Laberge
200 Brisebois Blvd.
Châteauguay, QC J6K 4W8
450-699-2425
24/7

CSSS du Suroît
Centre hospitalier régional du Suroît
150 Saint-Thomas St.
Salaberry-de-Valleyfield, QC J6T 6C1
450-371-9920
24/7

CSSS de la Haute-Yamaska
Centre hospitalier de Granby
205 Leclerc Blvd. West
Granby, QC J2G 1T7
450-375-8000
24/7

Adults and teens
CSSS Pierre-Boucher
Centre hospitalier Pierre-Boucher
1333 Jacques-Cartier Blvd. East
Longueuil, QC J4M 2A5
450-468-8111
24/7

CSSS Haut-Richelieu–Rouville
Hôpital du Haut-Richelieu
920 Du Séminaire Blvd. North
Saint-Jean-sur-Richelieu, QC J3A 1B7
450-359-5000
24/7

CSSS Richelieu-Yamaska
Réseau Santé Richelieu-Yamaska
2750 Laframboise Blvd.
Saint-Hyacinthe, QC J2S 4Y8
450-771-3333
24/7

Montreal

French
CHUM – Hôtel-Dieu de Montréal
Adults 18+
3840 Saint-Urbain St.
Montreal, QC H2W 1T8
514-890-8444
24/7 emergency: *paging service, ask for the on-call sexual assault support worker
24-hour emergency room

French
CHU Sainte-Justine
Youth under 18
3175 Chemin de la Côte-Sainte-Catherine
Montreal, QC H3T 1C5
514-345-4721 (teen clinic)
514-345-4866 (children's clinic)
514-345-4611 (24/7 emergency)
24-hour emergency room

English
Montreal Children's Hospital
2300 Tupper St.
Montreal, QC H3H 1P3
514-412-4481 (clinic)
514-412-4499 (24/7 emergency)
24-hour emergency room

CSSS de Côte-des-Neiges, Métro et Parc Extension
1801 De Maisonneuve Blvd. West, 3rd Floor
Montreal, QC H3H 1J9
514-934-0354
Monday to Friday, 8 a.m. to 5 p.m.
Weekends and holidays, 24 hours

English
Montreal General Hospital
1650 Cedar Ave.
Montreal, QC H3G 1A4
514-934-8090
Monday to Friday, 5 p.m. to 8 a.m.
Weekends and holidays, 24-hour emergency room

Northern Quebec

Centre de santé de Chibougamau
51 3rd St.
Chibougamau, QC G8P 1N1
418-748-6435
24/7

Centre de santé Isle-Dieu
130 Matagami Blvd.
PO Box 790
Matagami, QC J0Y 2A0
819-739-2515
24/7

Centre de santé de Radisson
199 Jolliet St.
PO Box 540
Radisson, QC J0Y 2X0
819-638-8991
24/7

Centre de santé Lebel
950 Quévillon Blvd.
PO Box 5000
Lebel-sur-Quévillon, QC J0Y 1X0
819-755-4881
24/7

Nunavik

For assistance, contact the CLSC at your *Centre de santé et de services sociaux* (CSSS).

Terres-Cries-de-la-Baie-James

For assistance, contact the CLSC at your *Centre de santé et de services sociaux* (CSSS).

Outaouais

CSSS de Gatineau
Hôpital de Hull
116 Lionel-Émond Blvd.
Gatineau, QC J8Y 1W7
819-966-6222
24/7

Hôpital de Papineau
155 Maclaren St. East
Gatineau, QC J8L 0C2
819-986-4115, ext. 4035
24/7

CSSS de Papineau
578 Maclaren St. East
Gatineau, QC J8L 2W1
819-986-3359
Monday to Friday, 8:30 a.m. to 8:30 p.m.

CSSS du Pontiac
Centre hospitalier du Pontiac
200 Argue St.
Shawville, QC J0X 2Y0
819-647-2211
24/7

CLSC de Mansfield-et-Pontefract
160 Chemin de la Chute
Mansfield-et-Pontefract, QC J0X 1R0
819-683-3000
1-800-567-9625 (toll-free)

Hôpital de Gatineau
909 De La Vérendrye Blvd.
Gatineau, QC J8P 7H2
819-966-6333
24/7

CSSS de la Vallée-de-la-Gatineau
Centre hospitalier Vallée-de-la-Gatineau
309 Desjardins Blvd.
Maniwaki, QC J9E 2E7
819-449-4690, ext. 400
24/7

CSSS des Collines
Hôpital Mémorial de Wakefield
101 Chemin Burnside
Wakefield, QC J0X 3G0
819-459-2342
24/7

Saguenay–Lac-Saint-Jean

CSSS Cléophas-Claveau
Hôpital de la Baie
1000 Du Docteur-Desgagné Ave.
PO Box 38
La Baie, QC G7B 3P9
418-544-3381
24/7

CSSS de Jonquière
Hôpital de Jonquière
2230 De l'Hôpital St.
Jonquière, QC G7X 7X2
418-695-7700
24/7

CSSS Maria-Chapdelaine Hôpital
Hôpital de Dolbeau-Mistassini
2000 Sacré-Coeur Blvd.
Dolbeau-Mistassini, QC G8L 2R5
418-276-1234
24/7

CSSS de Chicoutimi
Pavillon Saint-Vallier
305 Saint-Vallier St.
PO Box 5006
Chicoutimi, QC G7H 5H6
418-541-1000
24/7

CSSS Lac-Saint-Jean-Est
Pavillon de l'Hôtel-Dieu d'Alma
300 Champlain Blvd. South
Alma, QC G8B 5W3
418-669-2000
24/7

CSSS Domaine-du-Roy
450 Brassard St.
Roberval, QC G8H 1B9
418-275-0110
24/7

Moncton Area

Dr. Georges-L.-Dumont University Hospital Centre (Vitalité Health Network)
330 Université Ave.
Moncton, NB E1C 2Z3
506-862-4000
24/7

The Moncton Hospital (Horizon Health Network)
135 MacBeath Ave.
Moncton, NB E1C 6Z8
506-857-5111
24/7

APPENDIX K - LIST OF RESOURCES FOR SEXUAL ASSAULT VICTIMS

HELP IS JUST A PHONE CALL AWAY!

Across Quebec: **1-888-933-9007** | Montreal: **514-933-9007**

RESOURCES FOR VICTIMS OF SEXUAL ASSAULT

Partage au masculin (Men's resource)
Across Quebec (toll-free): 1-866-466-6379
www.partageaumasculin.com

Abitibi-Témiscamingue

CALACS Abitibi Action IKWE
PO Box 94
Amos, QC J9T 3A5
819-732-7889
Monday to Friday, 8:30 a.m. to 12 p.m.
and 1 p.m. to 4:30 p.m.
calacsabitibi@cableamos.com

CAPACS-AO
PO Box 62
La Sarre, QC J9Z 2X4
819-333-3773
Monday to Friday, 8:30 a.m. to 12 p.m.
and 1 p.m. to 4:30 p.m.
capacs-ao@tlb.sympatico.ca

CALACS Point d'appui
PO Box 1274
Rouyn-Noranda, QC J9X 6E4
819-797-0101
Monday to Friday, 8:30 a.m. to 12 p.m.
and 1 p.m. to 4:30 p.m.
info@pointdappui.org
www.pointdappui.org

Assaut Sexuel Secours
PO Box 697
Val-d'Or, QC J9P 4P6
819-825-6968
Monday to Friday, 8:30 a.m. to 12 p.m.
and 1 p.m. to 4:30 p.m.
info@assautsexuelsecours.com
www.assautsexuelsecours.com

Bas-Saint-Laurent

CALACS du KRTB
5 Iberville St.
Rivière-du-Loup, QC G5R 1G5
418-816-1232
calacskrtb@yahoo.ca

CALACS de Rimouski
146 Sainte-Thérèse St.
Rimouski, QC G5L 4C3
418-725-4220
Monday to Friday, 8:30 a.m. to 12 p.m.
and 1 p.m. to 4:30 p.m.
calacsri@globetrotter.qc.ca

Chaudière-Appalaches

CALACS Chaudière-Appalaches
598 Renault Blvd.
Beauceville, QC G5X 1M9
418-774-6856
418-774-6858 (fax)
Monday to Thursday, 8:30 a.m. to 12 p.m.
and 1 p.m. to 4:30 p.m.
info@calacsca.qc.ca
www.calacsca.qc.ca

CALACS À-Tire-d'Aile
Lévis, QC
418-835-8342
1-866-835-8342 (toll-free)
Monday to Friday, 8:30 a.m. to 4:30 p.m.
atiredailecalacs@bellnet.ca
www.calacslevis.org

Partage au masculin – St-Georges
11925 1st Ave. East, Room 102
St-Georges de Beauce, QC G5Y 2C9
418-228-7682

Partage au masculin – Lévis
225 Monfort St.
Lévis, QC G6W 3L8
418-835-9444

Partage au masculin – Thetford Mines
418-335-6677

Partage au masculin – Lac-Etchemin
418-335-6677

Quebec City

Viol-Secours
3293 1st Ave.
Quebec City, QC G1L 3R2
418-522-2120
Monday to Friday, 8:30 a.m. to 4:30 p.m.
violsecours@bellnet.ca
www.violsecours.com

CALACS de Charlevoix
PO Box 61
La Malbaie, QC G5A 1T6
418-665-2999
Monday to Friday, 8:30 a.m. to 4:30 p.m.
calacscharlevoix@videotron.ca

North Shore

Lumière boréale
CALACS Baie-Comeau
PO Box 2216
Baie-Comeau, QC G5C 2S9
418-589-1714
1-800-563-0443 (toll-free)
Monday to Friday, 8:30 a.m. to 4:30 p.m.
calacs09@globetrotter.net
www.lumiereboreale.qc.ca

La pointe du jour
CALACS Sept-Îles
PO Box 340
Sept-Îles, QC G4R 4K6
418-968-2116
Monday to Thursday, 8:30 a.m. to 4:30 p.m.
calacs7iles@globetrotter.net

Estrie

CALACS Agression Estrie
PO Box 1594, STN Place de la Cité
Sherbrooke, QC J1H 5M4
819-563-9999
Monday to Friday, 8:30 a.m. to 12 p.m.
and 1 p.m. to 4:30 p.m.
calacsestrie@videotron.ca
www.kamakura.ca/calacs_estrie.htm

CALACS de Granby
PO Box 63
Granby, QC J2G 8E2
450-375-3338
Monday to Friday, 8:30 a.m. to 12 p.m.
and 1:30 p.m. to 4:30 p.m.
info@calacs-granby.qc.ca
www.calacs-granby.qc.ca

Gaspésie-Îles-de-la-Madeleine

CALACS L'Espoir des Îles –
Îles-de-la-Madeleine
210 Chemin Principal, Suite 101
Cap-aux-Meules, QC G4T 1C7
418-986-6111
Monday to Friday, 8:30 a.m. to 12 p.m.
and 1 p.m. to 4:30 p.m.
calacsdesiles@ilesdelamadelaine.ca

CALACS La Bôme-Gaspésie
Sainte-Anne-des-Monts service point
10 Sainte-Anne Blvd. West, Suite O
Sainte-Anne-des-Monts, QC G4V 1P3
418-763-7675
1-866-968-6686 (toll-free)
Monday to Thursday, 8:30 a.m. to 12 p.m.
and 1 p.m. to 4 p.m.
calacs.gaspesie@globetrotter.net

CALACS La Bôme-Gaspésie
PO Box 6160
Gaspé, QC G4X 2R7
418-368-6686
Monday to Friday, 8:30 a.m. to 4:30 p.m.
calacs.gaspesie@globetrotter.net

CALACS La Bôme-Gaspésie
Maria service point
PO Box 7
Maria, QC G0C 1Y0
418-759-1330
1-866-968-6686 (toll-free)
Monday to Friday, 8:30 a.m. to 4:30 p.m.
calacs.gaspesie@globetrotter.net

Lanaudière

CALACS La Chrysalide
PO Box 82080
Terrebonne, QC J6X 4B2
450-964-7888
Monday to Friday, 9 a.m. to 12 p.m.
and 1 p.m. to 5 p.m.
calacs.chrysalide@videotron.ca

Parents-Unis Repentigny (Lanaudière)
260 Lavaltrie St. South
Joliette, QC J6E 5X7
450-755-6755
Monday to Thursday, 8:30 a.m. to 4:30 p.m.
purepentigny@citenet.net

CALACS Coup de cœur
PO Box 31
Joliette, QC J6E 3Z3
450-756-4999
Monday to Friday, 9 a.m. to 12 p.m.
and 1 p.m. to 5 p.m.
calacs@citenet.net

Laurentides

CALACS Laurentides
PO Box 202
Saint-Jérôme, QC J7Z 5T9
450-565-6231
450-476-6000 and 450-565-8184 (toll-free)
Monday to Friday, 9 a.m. to 5 p.m.
info@calacs-laurentides.com

L'Élan CALACS
PO Box 64
Sainte-Agathe-des-Monts, QC J8C 3A1
819-326-8484
1-866-915-8484 (toll-free)
Monday to Friday, 9 a.m. to 5 p.m.
steagathe@lelan.org

L'Élan CALACS
PO Box 301
Mont-Laurier, QC J9L 3G9
819-623-2624
1-866-431-2624 (toll-free)
Monday to Friday, 9 a.m. to 5 p.m.
mtlaurier@lelan.org

CETAS
8 De la Salette Blvd., Suite 101C
Saint-Jérôme, QC J7Y 5C8
450-431-6400
Monday to Thursday, 9 a.m. to 4:30 p.m.
Friday, 9 a.m. to 12 p.m.
cetas@b2b2c.ca

Laval

CPIVAS Laval
PO Box 27543, Franchise Pont-Viau
Laval, QC H7G 4Y2
450-669-9053
Monday to Friday, 9 a.m. to 12 p.m.
and 1:30 p.m. to 5 p.m.
cpivasinc@qc.aira.com

Mauricie and Centre-du-Québec

Centre d'aide Aqua-R-Elle
PO Box 532
Victoriaville, QC G6P 6T3
819-751-0755
Monday to Friday, 8 a.m. to 12 p.m.
and 1 p.m. to 4:30 p.m.
calacsvicto@cdcbf.qc.ca

CALACS du Centre-de-la-Mauricie Mékinac
PO Box 954, STN Bureau-Chef
Grand-Mère, QC G9T 5Z8
819-538-4554
Monday to Friday, 9 a.m. to 4:30 p.m.
calacs_cmm@bellnet.ca

Emphase Mauricie-Centre-Du-Québec
1-819-519-4273 (Trois-Rivières)
1-855-519-4273 (toll-free)
www.emphase-mauricie-cq.org

La Passerelle
PO Box 93
Drummondville, QC J2B 6V6
819-478-3353
Monday to Thursday, 8 a.m. to 5 p.m.
Friday, 8 a.m. to 4 p.m.
info@calacs-lapasserelle.org

CALACS Trois-Rivières
PO Box 776
Trois-Rivières, QC G9A 5J9
819-373-1232
Monday to Friday, 8 a.m. to 12 p.m.
and 1 p.m. to 4:30 p.m.
calacs@qc.aira.com

CALACS Entraid'Action
PO Box 10117, STN Bureau-chef
Grand-Mère, QC G9T 5K7
819-538-8554
calacs.entraide@cgocable.ca

Moncton Area

24/7 Provincial Helpline:
CHIMO Helpline
1-800-668-6868
www.chimohelpline.ca

Montérégie

Groupe d'entraide l'expression libre du Haut-Richelieu
PO Box 24
Saint-Jean-sur-Richelieu, QC J3B 6Z1
450-348-4380
Monday to Thursday, 9 a.m. to 4:30 p.m.
expressionlibre@videotron.ca

CALACS Châteauguay
PO Box 47030
Châteauguay, QC J6K 5B7
450-699-8258
Monday to Friday, 9 a.m. to 5 p.m.
info@calacs-chateauguay.ca

La Traversée (Rive-Sud)
10 Hickson Ave.
Saint-Lambert, QC J4R 2N3
450-465-5263
Monday and Friday, 9 a.m. to 5 p.m.
Tuesday, Wednesday and Thursday, 9 a.m. to 7 p.m.
info@latraversee.qc.ca

CALACS La Vigie
PO Box 22
Valleyfield, QC J6S 4V5
450-371-4222
Monday to Friday, 8 a.m. to 4 p.m.
calacslavigie@rocler.qc.ca

Centre d'aide pour victimes d'agression sexuelle (CAVAS)
St-Hyacinthe, QC
450-778-9992
cavas@cgocable.ca

Montreal

Mouvement contre le viol et l'inceste
PO Box 211, STN Delorimier
Montreal, QC H2C 2N6
514-278-9383
Monday to Friday, 9 a.m. to 5 p.m.
mcvi@contreleviol.org

West Island CALACS
PO Box 43536, STN Roxboro-DDO
Dollard-des-Ormeaux, QC H8Y 3P4
514-684-2198
Monday to Friday, 9 a.m. to 5 p.m.
info.calacsdelouest.ca

Montreal Assault Prevention Centre
PO Box 237, STN Place du Parc
Montreal, QC H2X 4A4
514-284-1212
Monday to Thursday, 9:30 a.m. to 4:30 p.m.
centre@cpamapc.org
www.cpamapc.org

CRIPHASE (Centre de ressources et d'intervention pour hommes abusés sexuellement dans leur enfance)
8105 De Gaspé Ave., Suite 100
Montreal, QC H2P 2J9
514-529-5567
Monday to Friday, 9 a.m. to 5 p.m.
info@criphase.org
www.criphase.cam.org

Trêve pour Elles
PO Box 56574, RPO Ontario
Montreal, QC H1W 3Z3
514-251-0323
Monday to Friday, 9 a.m. to 5 p.m.
trevepourelles@videotron.ca
www.trevepourelles.org

The Help and Information Center on Sexual Harassment in the Workplace (GAIHST)
2231 Bélanger St.
Montreal, QC H2G 1C5
514-526-0789

Montreal Sexual Assault Centre
1801 De Maisonneuve Blvd. West, Suite 600
Montreal, QC H3H 1J9
514-934-0354
514-934-4504 (24/7 emergency)
24/7
cvasm@videotron.ca

Native Friendship Centre of Montreal
2001 Saint-Laurent Blvd.
Montreal, QC H2X 2T3
514-499-1854
514-499-9436 (fax)
imayo@nfcm.org
www.nfcm.org

Outaouais

CALAS de l'Outaouais
PO Box 1872, STN B
Gatineau, QC J8X 3Z1
819-771-1773
1-888-757-7757 (toll-free)
Monday to Friday, 9 a.m. to 5 p.m.
calas@bellnet.ca

Centre d'intervention en abus sexuels pour la famille
92 Saint-Raymond Blvd., Suite 400A
Gatineau, QC J8Y 1S7
819-595-1905
1-888-368-7243 (toll-free)
Monday to Friday, 8:30 a.m. to 12 p.m.
and 1 p.m. to 4:30 p.m.
info@ciasf.org
www.ciasf.org

CALACS de Maniwaki
PO Box 273
Maniwaki, QC J9E 3C9
819-441-2111
Monday to Friday, 8:30 a.m. to 4:30 p.m.
calacsmaniwaki@bellnet.ca

Saguenay-Lac-Saint-Jean

CALACS Entre Elles
PO Box 161
Roberval, QC G8H 2N6
418-275-1004
Monday to Friday, 8:30 a.m. to 12 p.m.
and 1 p.m. to 4:30 p.m.
calacsentreelles@bellnet.ca

La Maison ISA
PO Box 8351
Chicoutimi, QC G7H 5C2
418-545-6444
Monday to Friday, 8:30 a.m. to 12 p.m.
and 1 p.m. to 4:30 p.m.
maisonisa@bellnet.ca

Northern Quebec

For assistance, contact the CLSC at your *Centre de santé et de services sociaux* (CSSS).

Nunavik

For assistance, contact the CLSC at your *Centre de santé et de services sociaux* (CSSS).

Terres-Cries-de-la-Baie-James

For assistance, contact the CLSC at your *Centre de santé et de services sociaux* (CSSS)

APPENDIX L – GUIDE FOR AN EFFECTIVE ACTION PLAN

This tool, developed from the report's recommendations, summarizes best practices in prevention, intervention and policy development regarding sexual violence in the university context. It was designed to guide thinking about current practices and orient the development of an action plan that reflects the realities and priorities of each institutions' unique environment.

Recommendation	Done	Under way	To do	Priority
WORKING TOGETHER TO CREATE A CULTURE OF RESPECT AND PREVENT SEXUAL VIOLENCE				
Schools should:				
▪ Promote a culture of respect and values that support egalitarian relationships that respect difference. Means:				
▪ Clearly state that sexual violence is a serious, unacceptable social problem that must be denounced and condemned. Means:				
▪ Develop a shared language and objectives to be effective in the fight against sexual violence. Means:				
▪ Join forces to create awareness about sexual violence as well as prevent and intervene to stop sexual violence. Means:				
SECTION I – UNDERSTANDING SEXUAL HARASSMENT AND VIOLENCE IN THE UNIVERSITY CONTEXT				
Schools should:				
▪ Raise awareness in the community about the myths and prejudices that fuel rape culture and can lead to sexual violence. Means:				
▪ Encourage discussions about preconceived ideas and negative social norms often held and applied by community members. Means:				

Recommendation	Done	Under way	To do	Priority
▪ Open and promote discussion on the taboo subject of intimate relationships between professors and students. Means:				
▪ Establish limits and regulations to provide a better framework for relationships where power is uneven to prevent possible abuses. Means:				
▪ If this type of relationship is not prohibited, adopt rules for conflicts of interest that require personnel to report this type of relationship to ensure people are protected and guarantee procedural equity. Means:				
▪ Work to offer quality services and processes that facilitate disclosure and censure. Means:				
▪ Make representations to different levels of government so that they all work together to remove obstacles to reporting incidents to the authorities. Means:				
SECTION II – LEGAL FRAMEWORK AND MANDATORY MANAGEMENT PRACTICES				
Schools should:				
▪ Inform members of the university community about regulations regarding harassment and the associated institutional policy. Means:				
▪ Inform members of the university community that deviations from regulations will not be tolerated. Means:				

Recommendation	Done	Under way	To do	Priority
▪ Inform members of the university community about the means available to resolve situations covered by the regulations and provide them the name of the designated resource person. Means:				
▪ Give the person responsible for managing complaints the necessary leeway to freely exercise their duties, including the independence required to conduct investigations. Means:				
▪ Require that managers and those in authority conduct themselves in an exemplary, respectful fashion. Means:				
▪ Inform managers and authorities that they must act diligently when inappropriate behaviour is brought to their attention. If they fail to act, the school could sanction them. Means:				
▪ Take disciplinary measures or necessary corrective action against the perpetrator of the misconduct. Means:				
▪ Subject members of the university community to the same rules of civility as generally observed in society. Means:				
▪ Inform members of the community that they are responsible for informing the party in question, directly or through their manager, if they believe that have been treated in an offensive manner. Means:				
▪ Ensure that anyone who is the victim of harassment does not suffer prejudice or reprisals after exercising this right, unless the complaint is frivolous or in bad faith. Means:				

Recommendation	Done	Under way	To do	Priority
SECTION III – PRACTICES TO PROMOTE PREVENTION ON CAMPUSES				
Schools should:				
▪ Commit to mobilizing and take action to prevent sexual violence on campus. Means:				
▪ Concentrate efforts and promote the following practices to prevent sexual violence: ▪ Take a public stance against sexual violence; ▪ Create effective policies and regulations; ▪ Promote the cooperation among actors; ▪ Form specialized committees; ▪ Run awareness-raising campaigns; ▪ Offer prevention and training programs; ▪ Train the university community; ▪ Work to reduce risk factors; ▪ Combine approaches. Means:				
▪ Raise awareness among all members of the university about sexual violence, including professors, students and administrative, support and security staff. Means:				
▪ Get student leaders, student associations, staff associations and unions deeply and actively involved in prevention and intervention strategies. Means:				
▪ Provide community members with information about sexual violence, the designated safe resource on campus, resources for assistance, recourse and corrective measures in the event of acts of sexual violence. Means:				
▪ Widely distribute, including by email, information about sexual violence and resources available. Issue regular reminders. Means:				

Recommendation	Done	Under way	To do	Priority
▪ Place priority on awareness raising among students during their first university semester (e.g.: distribute documentation to all students beginning their studies, make training about sexual violence and consent mandatory). Means:				
▪ Include participation in an awareness-raising session as a course requirement. Means:				
▪ Develop and support awareness-raising campaigns and prevention programs. Means:				
▪ Use mixed approaches (psychoeducation, bystander intervention training, cognitive behavioural). Means:				
▪ Initiate joint awareness-raising and prevention campaigns. Means:				
▪ Involve men in awareness-raising efforts because over 95% of sexual violence is committed by men. Means:				
▪ Work to spread the idea of consent and increase empathy among male students. Means:				
▪ Create discussion spaces for issues of sexual violence. Means:				
▪ Regularly evaluate risky areas and activities and adopt prevention measures accordingly. Means:				

Recommendation	Done	Under way	To do	Priority
▪ Promote active witness behaviour; equip and encourage the university community to mobilize against sexual violence. Means:				
▪ Provide the human and financial resources to support prevention efforts. Means:				
▪ Develop inter-university partnerships to better share expertise, knowledge, training and awareness-raising materials. Means:				
▪ Develop ties and networks of internal and external partners to facilitate cooperation. Means:				
SECTION IV – PRACTICES TO PROMOTE INTERVENTION ON CAMPUS				
Schools should:				
▪ Agree that people who are victims of sexual harassment have a right to respect and empathy from all actors and must receive services without prejudice. Means:				
▪ Evaluate the types of intervention available on campus, identify and correct shortcomings in the services offered. Means:				
▪ Put in place an intervention protocol to react appropriately to reports or complaints. Means:				
▪ Clearly identify a safe person to act as the designated resource during an incident of sexual violence. Means:				

Recommendation	Done	Under way	To do	Priority
▪ Define the duties, responsibilities and cooperation expected of actors required to intervene. Separate the roles and responsibilities of the designated resource (support, guidance, informal interventions) from the people assigned to handling complaints (investigation, decision, sanction and reparation). Means:				
▪ Make sure that those involved in handling misconduct are trained in sexual violence and that they have the skills and expertise to support victims. Means:				
▪ Ensure reports are dealt with confidentially and handle formal efforts with a great deal of discretion. Means:				
▪ Offer the chance to make anonymous reports to provide victims with assistance and point them toward resources. Means:				
▪ Make informal interventions and prevention and accommodation measures possible to deal with situations and minimize negative impacts. Means:				
▪ Offer psychological and medical support for those involved. Intervene with victims early on. Means:				
▪ Provide an accessible, impartial and equitable complaint process that is perceived as such by the university community so as not to discourage complaints. Means:				

Recommendation	Done	Under way	To do	Priority
▪ Ensure that the formal complaint process is based on best practices and that the steps in the process, timeframes and sanctions are clearly defined and communicated to the entire community. Means:				
▪ Process formal complaints diligently and professionally. Means:				
▪ Unless the victim requests it, avoid having a complaint about sexual violence go through an investigation or disciplinary committee with a number of representatives of the university given the intimate character of these situations. Means:				
▪ When an investigation is required, it should be done by an external, specialized investigator. Means:				
▪ Determine the appropriate sanctions and put in place reparation or support measures that can help minimize the effects of sexual violence. Means:				
▪ Support those found responsible for sexual violence to help them acknowledge their acts, make them aware of the repercussions, encourage them to offer reparation, if applicable, and work to prevent further offences on their part. Means:				
▪ Provide the human and financial resources needed to respond quickly and appropriately to reports and complaints. Means:				

Recommendation	Done	Under way	To do	Priority
SECTION V – PRACTICES FOR THE POLICY AND REGULATIONS				
Schools should:				
▪ Recognize that official policies and regulations can be essential to creating an environment on campus where everyone feels respected. Means:				
▪ Choose between the following two options to optimize the implementation of appropriate, effective policy and regulations to address sexual violence: <u>Option 1:</u> Use psychological harassment policies to address sexual violence, but act on the two following recommendations: ▪ Clearly identify the prevention and handling of sexual harassment and assault in the wording of regulations and policies on harassment. Not only should the wording clearly refer to them, but also there should be prevention and intervention efforts specific to this type of misconduct. ▪ Have mechanisms other than those for dealing with psychological harassment to address sexual misconduct that is not sexual harassment or assault. A code of conduct or disciplinary rule clearly addressing this other sort of misconduct should exist to round out harassment policies. * If sexual harassment and sexual assault are not clearly identified in the wording of psychological harassment policies and if there are no policies or regulations that cover all forms of sexual violence, the school should have a policy and regulations specifically for sexual violence. <u>Option 2:</u> Create a policy or regulation specific to sexual violence, or, if applicable, review those already in place to cover all forms of sexual misconduct. Means:				
▪ Draw on best practices when creating or reviewing policies and regulations. Means:				

Recommendation	Done	Under way	To do	Priority
▪ Clearly state that victims will be well treated and receive services that meet their needs and that the guilty parties will be held responsible for their actions. Means:				
▪ Emphasize informal prevention and intervention in the regulations. Means:				
▪ Promote awareness of policies and instil them in the university community through action and activities. Means:				
▪ Make the university community aware of the content of the policy and rules of conduct. Means:				
▪ Regularly review the policies and regulations. Means:				
SECTION VI - RESOURCES AND PARTNERS				
Schools should:				
▪ Develop a network of partners in the institution and the community to enable rapid, effective interventions in the event of reports or complaints. Means:				
▪ Identify roles and responsibilities of the authorities, services and people who play key roles in handling this form of misconduct. Means:				
▪ Make people aware of the resources and explain their role. Means:				

Recommendation	Done	Under way	To do	Priority
▪ Equip the community to receive disclosures and direct the person to the appropriate resources. Means:				
▪ Work with resources and authorities in a spirit of collaboration, while protecting the confidentiality of cases. Means:				
▪ Encourage interuniversity cooperation and collaboration to take joint action against sexual violence. Means:				

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