

# Taking Courageous Action

Recommendations and Resources for  
Post-Secondary Institutions to Address and  
Prevent Gender-Based Violence on Campus

**POSSIBILITY**  
 **SEEDS**

## Taking Courageous Action: Recommendations and Resources for Post-Secondary Institutions to Address Gender-Based Violence on Campus

### Introduction

Informed by experienced survivors, student researchers, frontline workers and policy experts, [\*Courage to Act: Developing a National draft Framework to Address and Prevent Gender-Based Violence at Post-Secondary Institutions in Canada\*](#) provided a blueprint for a national Framework, and highlighted innovative ideas, promising practices and calls to action for post-secondary institutions (PSIs) to address and prevent gender-based violence (GBV) on campus. The report spotlighted the good work currently being done across Canada, alongside a number of key recommendations (#CourageousActions) to support PSIs in improving practices, policies and procedures around GBV intervention and prevention.

This toolkit expands on the 12 key recommendations, offering a closer look at the incredible work happening at PSIs across the country to address and prevent GBV on campus. It takes great courage to act. We are honoured to learn and work alongside you.

\*This is a non-exhaustive list. Please email [anoodth@couragetoact.ca](mailto:anoodth@couragetoact.ca) if you have resources to share!

### Acknowledgements

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

### Acronyms

GBV: gender-based violence

PSI: post-secondary institutions

### Suggested Citation

Gabriele, C., Naushan, A. and Rowe, C.J. (2020, September 30). Taking Courageous Action: Recommendations for Post-Secondary Institutions to Address Gender-Based Violence on Campus. *Courage to Act*. [www.couragetoact.ca/education](http://www.couragetoact.ca/education)

The *Courage to Act* project is made possible through funding from the Department for Women and Gender Equality (WAGE), Federal Government of Canada.



Women and Gender  
Equality Canada

Femmes et Égalité  
des genres Canada



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## Key Recommendations (Courage to Act Report, 2019, pp. 21)

### 1. Implement existing Indigenous-led solutions aimed to end gender-based violence against Indigenous women, girls, Two-Spirit, and non-binary people.

A critical piece in challenging GBV on campus is addressing the legacy of settler colonial violence that continues to impact First Nations, Métis, Inuit (Indigenous) women, girls, Two-Spirit, and non-binary students. A few places where historical context meets contemporary Indigenous led-solutions are in the vital reports - Calls for Justice in the Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls (2019) and in the Truth and Reconciliation Commission of Canada: Calls to Action (2015) - and in the good work currently being done at the PSIs below:

- a) Noting that there are 230+ [Calls for Justice](#) prescribed in the Final Report of the National Inquiry, and that post-secondary institutions have an important role in actualizing justice for MMIWG, Courtney excerpted the most applicable Calls for Justice as they relate to college and university campuses. In this [free worksheet](#), you will find a list of these Calls for Justice for PSIs with guiding questions to support you and your PSI in exploring these further.
- b) [Justice for Women](#) at the University of Manitoba was created by Métis law student Alana Robert in 2013 in response to sexism from leaders on campus. In its eight year of operation, it provides education programming and advocates for policy reform.
- c) The [REDdress project](#), created by Jamie Black, focuses around the issue of missing or murdered Indigenous women across Canada. It is an installation art project based on an aesthetic response to this critical national issue. This project has been hosted on multiple campuses across the country to raise awareness of MMIWG.
- d) UBC Vancouver's [Indigenous Strategic Plan](#) is a response to the TRC's Calls to Action, United Nations Declaration on the Rights of Indigenous Peoples and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice. This strategic plan is now in its final stage.
- e) In August 2020, Memorial University adopted a new [Indigenous policy](#) which aims to provide a more effective, sensitive and appropriate review of all research impacting Indigenous Peoples.
- f) In response to the Truth and Reconciliation Commission's (TRC) Calls to Action, Western University is investing funds and resources into increasing Indigenous curriculum support and professional training efforts. They have hired an [Indigenous Curriculum and Pedagogy Advisor](#).

- g) In June 2020, CFS released a membership advisory resource, [\*Missing and Murdered Indigenous Women, Girls, and 2Spirit Final Report Calls for Justice Relevant to Student Organizations and Educational Sector\*](#). The report includes education-sector relevant Calls for Justice from the National Inquiry and draws conclusions for implementation.

## 2. Utilize a trauma-informed approach to support services, education, and reporting.

Working with, and supporting survivors requires all services, education and reporting structures to prioritize a trauma-informed and survivor-centric approach. The following PSIs have implemented programs, policies and practices that embody this.

- a) [Consent Comes First](#) (CCF) provides support to Ryerson community members (students, staff, faculty, alumni) affected by sexual violence, including those who have directly harmed and those supporting them. CCF offers training, policy work, and education campaigns for the broader Ryerson community.
- b) The [No Wrong Door](#) commitment at Red River College in Manitoba is a great example of working from a trauma-informed approach to responding to GBV. As a college community, they have collectively adopted a “No Wrong Door” approach when it comes to disclosing, reporting, and supporting those impacted by sexual violence, harassment and discrimination.
- c) At the [University of New Brunswick](#) and [St. Thomas University](#) it is common practice for campus security to meet the person who has been harmed at a location that they determine is comfortable and safe. This could be the support advocate’s office or a public place on campus.
- d) [Okanagan College](#) has curated a survivor-centric collection of supports and educational resources available for students in an online portal.
- e) The Centre for Research and Education on Violence Against Women and Children at Western University created an online training, [Responding to Disclosures of Sexual Violence](#), for front-line responders and service providers in the law enforcement, social work, and education sectors. The overarching training outcome is to develop effective responses to victims/survivors who report or/disclose experiences of sexual violence that will sustain support and intervention from that point forward.
- f) The University of Guelph-Humber and Humber College have created two resources to foster a supportive, aware and safe campus community: [Bystander intervention](#) and [Consent Peer Education Program](#).
- g) The [University of Lethbridge](#) outlines their commitment to a trauma-informed approach as part of their practices: “This approach is grounded in and directed by

a thorough understanding of the neurological, biological, psychological, and social effects of trauma and interpersonal violence and the prevalence of these experiences in persons who receive services. It involves not only changing assumptions about how we organise and provide services but creates organisational cultures that are personal, holistic, caring, and open.”

### 3. Support the leadership of student survivors, researchers, and activists.

Efforts to address GBV on campus builds on decades of activism by student survivors, researchers and activists. PSIs should support student leadership by engaging in meaningful collaboration with students, amplifying student voices and leadership, and dedicating funds and resources to sustain their important work. The following are examples of student-led research, programs and advocacy that can be brought to your campus.

- a) The Canadian Federation of Students-Ontario developed a useful toolkit titled [Campus Toolkit for Creating Consent Culture](#) to support ongoing campus-based work at students’ unions and gender resource centres. This toolkit explores a number of best practices for outreach, awareness and policy creation on campus. The Canadian Federation of Students (national) also wrote a report titled [A Provincial Vision for Consent Culture in Post-Secondary Education](#), which details ongoing work across the country.
- b) [Silence is Violence](#) is a survivor-led collective of feminist organizers tackling issues of sexual violence and rape culture on university campuses. Listen to a Silence is Violence speaker panel [here](#).
- c) The campaign "[Sans oui, c'est non!](#)" was created in December 2014 from a collaboration between Université de Montréal, its Center for harassment intervention, BIMH, and its student federation, FAÉCUM. The campaign united over 185 000 students at 16 universities in Quebec in efforts to increase awareness about sexual consent.
- d) The [OurTurn National Action Plan](#) is a resource researched and written by students from the Student’s Society of McGill University, with the intention to give student unions the tools they need to end campus sexual violence through evidence-based programs and effective action.
- e) The Ontario Undergraduate Student Alliance (OUSA) penned a policy paper titled [Sexual Violence Prevention And Response](#) (2016) that outlines the legislative and regulatory steps that the Ontario government could implement to ensure that PSIs are held accountable to the policies they have implemented on their campuses.

- f) A report titled, [\*Sexual Violence on Campus Recommendations for the Government of Alberta\*](#) was created by the Council of Alberta University Students (CAUS). The report focuses on the central role that the Government of Alberta occupies through its position in providing oversight, support, and funding. The report contextualizes GBV on campuses in Alberta, provides policy recommendations and discusses the government's role in ensuring that post-secondary institutions feature a wide range of education programs and support options.
- g) [\*The Active Bystander Network\*](#) is comprised of both SFU and FIC undergraduate and graduate students who work with the Sexual Violence Support & Prevention Office to provide outreach initiatives, events and workshops to increase student awareness and understanding of sexual violence.
- h) An article by Carrie A Rentschler titled, [\*#MeToo and Student Activism against Sexual Violence\*](#) examines the movement organizing and media activist work Canadian university students do to address sexual violence, the problem of faculty/student relationships, and the failures of some institutional response.

#### 4. Work with broader movements to end gender-based violence.

In each of our communities, there are committed advocates, frontline workers and community researchers with valuable expertise. Creating opportunities for meaningful collaboration is key in enhancing a strategic approach to addressing and preventing GBV at PSIs. The following are examples of successful campus partnerships at PSIs across Canada.

- a) The [Waves of Change](#) program was created by the Antigonish Women's Resource Centre and Sexual Assault Services Association with funding from Justice Canada and in partnership with various Nova Scotian post-secondary institutions to address sexual violence on campus. This province-wide program is made up of five separate training modules that take a prevention approach to sexual violence on campus.
- b) In May, Courage to Act wrote a blog post about 6 ways campuses can collaborate with GBV organizations. Our shared goal of ending GBV requires collaboration between community organizations and PSIs. Here are six ways that GBV organizations and PSIs can work well together:  
<https://www.couragetoact.ca/blog/collaboration>
- c) [#IBelieveYou](#) is an Alberta-wide campaign about how to respond to survivors of sexual assault, created four years ago by the Association of Alberta Sexual Assault Services (AASAS).
- d) [We Make it Our Business](#), a program out of Western University's Centre for Research and Education on Violence Against Women & Children has a comprehensive handout on guidelines for balancing safety and confidentiality in situations of workplace domestic violence that could be adapted to use at PSIs.
- e) Creating a memorandum of agreement between PSI and community organizations to share student services and counselling to provide more trauma support is one way to effectively utilize resources and expertise. A number of these collaborations are in place already:
  - i) University of New Brunswick, St. Thomas University and the New Brunswick Community College has a partnership with the Fredericton Sexual Assault Centre to provide trauma-informed support for students and staff on the tri-campus that started in 2015.
  - ii) Laurier University has a memorandum of agreement with the Sexual Assault Centre of Brantford and the Sexual Assault Support Centre of Waterloo Region to provide sexual violence counselling on-campus on both their campuses.
  - iii) Trent Central Student Association has a student levy of \$3.41 per student annually that goes to the Kawartha Sexual Assault Centre. The Centre



offers their services off-campus, including individual counselling, group counselling and workshops, peer support, public education, and professional training.

- f) Established in 2006 by American activist Tarana Burke, the #MeToo Movement has given a powerful platform to women and demonstrates the extent of sexual assault and harassment across society. In [Canada](#), the Movement has had implications not only for survivors, but also for support service providers, educators, law enforcement, employers, and the government. Listen to the [Unlocking Us Podcast](#) with Tarana Burke, founder of the #MeToo Movement, and Brene Brown for more information about this movement and its impact.

## 5. Develop and implement performance measurements, evaluation, and climate surveys.

Assessment and evaluation should be used to help PSIs understand how effective their policies and processes are in addressing and preventing GBV. Are your services doing what they are intended to do? Are resources being taken up adequately? Is campus education improving consent culture? What is the impact on students, faculty and staff? Performance measurements, evaluation and climate surveys all serve to provide a clearer idea of how your campus resources are working for the community. The following are examples of government, PSI, and other resources that use performance measurements, evaluation, and climate surveys to address GBV on campus.

- a) In February and March 2018, the Ontario government conducted the Student Voices on Sexual Violence survey at PSIs across Ontario. A [summary of the survey findings](#) highlighted the need for continued response and support, and prevention efforts on campus. Frequently administered provincial-led climate surveys help strengthen provincial commitments to listening to student voices and the student experience, and to fund advocacy related to GBV.
- b) In 2019, the Canadian government administered the [Survey on Individual Safety in the Postsecondary Student Population](#) (general population) to obtain an accurate picture of the nature, extent and impact of inappropriate sexual behaviours that occur in a school-related setting. This [blog post](#) offers a snapshot of the highlights from the survey.
- c) The student-created report OurTurn, provides a [scorecard](#) to evaluate your campus sexual violence policy. It was developed following a comprehensive, research-based review of over 60 post-secondary sexual violence policies throughout Canada which included consultation with dozens of stakeholders.
- d) In October 2017, McGill administered two anonymous Climate Surveys on [Campus Sexual Violence \(for students\)](#), and Climate Surveys on [Campus Sexual Violence \(for faculty and staff\)](#). They were conducted as part of a research project entitled: [IMPACTS: Collaborations to Address Sexual Violence on Campus](#) to improve university policies and programs on sexual violence generally.
- e) Ryerson University conducted an [Anti-Black Racism Campus Climate Review](#) led by the Office of the Vice President of Equity, Community and Inclusion. The review sought to capture Black students, faculty and staff experiences in accessing support from campus services. Recommendations and next steps were presented to administration.
- f) [West Coast Leaf](#) created the Gender Equality Report Card which monitors BC's compliance with provisions in international law that protect individuals against gender-based discrimination.

- g) The [Courage to Act Frontline GBV Campus Workers Community of Practice](#) is creating an evidence-informed PSI GBV Services Evaluation Tool, which will be released in early 2021.

## 6. Commit to sustainable funding for gender-based violence services and education.

This work requires ongoing, dedicated and sustainable funding from multiple sources including government, PSI and private institutions. Read on for some examples of how sustainable funding is supporting GBV initiatives and services at PSIs in Canada.

- a) **Student Levy:** Student levies (or student fees) are used at PSIs across Canada to fund campus services, initiatives, programs, and support. They are administered through campus student unions. While campuses have found innovative ways to utilize student fees to support critical GBV initiatives, it's important to note that the onus should not be on students to fund these supports. If these supports are to be sustained, universities and provincial and federal governments must also commit to ongoing funding.
  - i) **Queen's University:** Queen's University Students' Union (AMS) has a \$1.00 Mandatory Fee that is distributed to the Kingston Sexual Assault Centre, an off-campus non-profit organization providing free, confidential, non-judgemental crisis support, referral and advocacy services for survivors in Kingston and the surrounding areas.
  - ii) **University of British Columbia:** The University of British Columbia's Students' Union (AMS), has a mandatory \$9.30 student fee which funds the student union's on-campus [Sexual Assault Support Centre](#).
  - iii) **Dalhousie University:** Dalhousie Students' Union, DSU, has a mandatory \$2.50 student fee which funds the [DSU Survivor Support Centre](#).
- b) **Nova Scotia**
  - i) The Sexual Violence Prevention Committee (SVPC) was formed as a commitment of the 2015-19 Memorandum of Understanding (MOU) between the Province of Nova Scotia and the Nova Scotia Universities. In the context of the Province's efforts to address the issue of sexual violence through its strategy, Breaking the Silence: A Coordinated Response to Sexual Violence in Nova Scotia, the parties to the MOU committed to working together to address this issue on university campuses.
  - ii) In 2019, The Nova Scotia Provincial Government Nova Scotia created a five-year memorandum of understanding that will see universities get just over [\\$2.3 million in grants](#) to prevent sexual violence on university campuses.
  - iii) Out of SVPC and funding from the provincial government came a number of reports, policy recommendations, and resources. Namely:

- 1) [Development of Survivor-Centric Sexual Violence Policies and Responses](#)
  - 2) [Supporting Survivors of Sexual Violence: A Nova Scotia Resource](#) has a series of free training modules on this topic. We especially liked [African Nova Scotian Perspectives - Supporting Survivors of Sexual Violence](#)
  - 3) [Changing the culture of acceptance: Recommendations to address sexual violence on university campuses](#)
- c) In 1991, the Ontario provincial government created the annual “[Women’s Campus Safety Grant](#)” for colleges and universities in Ontario, which gives campuses the opportunity to distribute limited funding to students, staff, faculty, and departments for gender-based violence initiatives.
- d) Announced in June 2017, [It’s Time: Canada’s Strategy to Prevent and Address Gender-Based Violence](#) is the Government of Canada’s response to gender-based violence. Budget 2017 included \$100.9 million over five years, and \$20.7 million per year ongoing, to support the implementation of the GBV Strategy. Courage to Act is supported through this funding commitment.

## 7. Create a policy creation and review process.

As defined by [Langara College](#), a policy is a guiding principle or standard used to set direction and conduct. A policy creation process ensures there is a clear, articulated, transparent plan for creating policy, so everyone can get involved. A review process ensures the information in the policy is updated adequately and frequently, and has consistent agreement and buy-in from the community. This two-step process requires each PSI to engage with the community, student body, staff, faculty, and stakeholders. Community engagement means having a policy creation and review process that reflects the needs of those in your community. We should strive to have processes that are clear and transparent for everyone.

- a) After the first year of Carleton University's Sexual Violence Policy, the PSI held a widespread and comprehensive policy review process with key stakeholders. Carleton University has posted its revised sexual violence policy, its review process, review feedback, workplan, and timeline on [its website](#). You can find review feedback from their consultation process [here](#).
- b) Sault College developed a [document](#) outlining their sexual assault and violence policy creation and review process, which includes both the policy creation outline, and stakeholders who should be involved in the policy review process.
- c) Simon Fraser University [created](#) a Sexual Violence Prevention Education and Support policy in 2019, and held a comprehensive [policy review process](#) with community stakeholders. Find a compiled summary of feedback and actions the institution will take [here](#).
- d) Western University has initiated a review of its sexual violence policy, last updated in 2017. Western compiled data from over 400 students, staff, and faculty after conducting a feedback survey and focus groups. Find their updated policy, survey findings, and review process and timeline [here](#).
- e) While this resource is not specific to gender-based violence, this [resource](#) from Camosun College offers a step-by-step policy creation process, and reasons committing to consultation and review is necessary for the policy creation process.

## 8. Ensure that intersecting PSI policies are adapted to reflect overarching gender-based violence plan.

Applying a gender-based violence lens to any campus policy recognizes that gender-based violence does not exist in a vacuum, and all post-secondary institution policies should reflect that. In having a comprehensive gender-based violence plan, each policy should be taking into consideration the diverse ways that gender-based violence impacts the campus community.

- a) Media Releases and Campus-Wide Safety Alerts: [Campus Sexual Violence: Guidelines for a Comprehensive Response](#), produced by Ending Violence Association of British Columbia has a section with advice on how to craft media releases and campus wide safety alerts with a gender-based violence lens.
- b) The federal government created a [Gender Based Analysis \(GBA+\)](#) framework and course to provide a foundation for an organization's sustainable and systematic use of GBA+. It can be adapted to any organization's structure and needs. This resource creates a common baseline understanding of appropriate language, and how to apply a gender-conscious lens.
- c) In addition to multiple overlapping policies within a PSI, there are also policies that interact and overlap with provincial and territorial legislation, such as the Occupational Health and Safety Act. These should also be reviewed bi-annually by senior administrators to see how they will interact with their GBV policy to avoid duplication and ensure alignment.
- d) As noted in the Courage to Act report (2019), we must pay attention to where PSIs' GBV policies intersect and overlap with other policies and agreements that affect campus community members. Often, protocols are embedded in other policies, such as a student code of conduct or in collective agreements. For example, the [University of Toronto's Code of Conduct](#) includes information about the campus sexual violence policy, and explains that for students, this policy intersects with the Code of Student Conduct at the point of a Hearing, or the imposition of interim measures under s 55 of the policy, and is an offence under B.1.(a).
- e) Included within their [Residence and Community Standards](#), Queens University includes an entire section about sexual violence, how their community addresses and prevents GBV, and where students can seek support and learn more about Residence and Housing's sexual violence policy.
- f) Within Red Deer College's policy about [Research Involving Humans](#), the policy includes a section about related policies, and links readers to their campus sexual violence policy.

## 9. Implement an intersectional equity approach to addressing and preventing gender-based violence

An intersectional equity approach means caring for everyone's needs on campus. PSIs have bright, diverse campus communities that require responses that take into consideration the intricate and interconnected needs. There cannot be a "one-size" fits all approach. Addressing and preventing gender-based violence must take into consideration the legacy of settler colonialism and state violence against Indigenous people, anti-black racism and slavery, misogyny, ableism, xenophobia, and all other violence that intersects and compounds the impacts of gender-based violence. Neglecting to implement an intersectional equity approach will never adequately address and prevent gender-based violence on campuses.

- a) Some institutions have implemented an intersectional equity approach to addressing and preventing gender-based violence by directly acknowledging in their sexual violence policies the complicated and intricate ways sexual and gender-based violence impacts campus community members based on their intersectional identities. Examples of institutions include:
  - i) Simon Fraser University's campus [sexual violence policy](#) reflects on the diversity of the University Community, and specifically acknowledges how each person will be affected differently by Sexual Violence based on the intersection of multiple identities.
  - ii) [Ryerson University](#)'s sexual violence policy states, "Sexual violence impacts people of all genders. The university recognizes that sexual violence is overwhelmingly committed against women, and in particular women who experience the intersection of multiple identities such as, but not limited to Indigenous women, racialized women, black women, trans women and women with disabilities. Additionally, the university recognizes that those whose gender identity and gender expression does not conform to historical gender norms are also at increased risk of sexual violence."
  - iii) The [University of Alberta](#)'s sexual violence policy defines sexual violence by stating "[it] can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds."
  - iv) Dalhousie University defines intersectionality within their sexual violence policy, and states, "Intersectional refers to an approach that acknowledges the integrative nature of social identities and social oppressions, including various forms of violence. An intersectional approach to Sexualized Violence considers the fact that the impact of



Sexualized Violence can overlap and interact with experiences of sexism, homophobia, transphobia, racism, classism and ableism.”

- b) Women Against Violence Against Women (WAVAW), is a community rape crisis centre in Vancouver, which provides specific services to Indigenous community members, such as Indigenous counselling for Indigenous survivors of sexual assault, and MMIWG2S Family Counselling for self-identified family members of Missing and Murdered Indigenous Women. While WAVAW is not a PSI resource, it serves as a leading example of the ways that policies and programs can offer intersectional gender-based violence support for community members.

## 10. Establish centralized data collection, reporting, and public disclosure of statistics.

Provinces and Territories across Canada have varying mandates for PSI data collection processes. Sexual assault programs and policies cannot be properly designed, implemented, and evaluated without adequate data (Gomme & Micucci, 1997). Despite what mandates or laws exist in your province or territory, it is critical that PSIs take the responsibility upon themselves to establish centralized data collection, reporting and public disclosure of statistics. This will ensure you're able to keep track of the impact your policies and prevention initiatives have on campus, and keep a pulse for how the campus community is doing. This task requires PSIs to prioritize discretion, compassion, confidentiality, and transparency.

- a) In 2018, [Yukon College](#) integrated mandatory data collection within their updated sexual violence policy to collect annual statistics about incidents of sexualized violence on campus.
- b) Simon Fraser University's Sexual Violence Support and Prevention Office (SVSPO) is the central hub for sexual violence support on campus, intakes all reports associated with the sexual violence policy, and are the keeper of all campus sexual violence statistics. The SVSPO then develops a public report each year based on the data collected, which is available on their website: <http://www.sfu.ca/sexual-violence/about-us/sfu-policy.html>.
- c) On page nine of [Enhancing Care and Advocacy for Sexual Assault Survivors on Canadian Campuses](#) (2016) University of Saskatchewan researchers Elizabeth Quinlan, Allyson Clarke and Natasha Miller state, "National standards for data collection and reporting of campus sexual violence are needed" and continue by outlining suggestions for how to collect data on campuses, the importance of prioritizing survivor experiences, and the need to engage "student union representatives... in the assessment process so that the experiences and perspectives of students are fully considered."
- d) In August 2020, students in British Columbia released a report, [Data Collection, Reporting, and Institutional Accountability](#): A student submission on standards for data collection and reporting of campus sexualized violence policy utilization and implementation. The report breaks down comprehensive recommendations between the provincial government, and post-secondary institutions.
- e) In 2015, CBC News contacted 87 universities and colleges across Canada to request the number of sexual assaults reported on each campus to the institution between 2009 and 2013. The data they acquired can be found [here](#).
- f) In 2017, Alberta's post-secondary institutions considered conducting a [provincewide survey](#) to better understand the extent of student sexual assaults

and sexual violence. In 2018, Ontario's provincial government issued the [Student Voices on Sexual Violence Survey](#) to gather information about how student respondents perceive, understand and respond to sexual violence.

## 11. Create a long-term Gender Equity Strategic Plan for the PSI

Preventing and addressing gender-based violence cannot be an effort that exists within a vacuum- it requires a strategy and efforts taken by all administrators staff and faculty on campus. A long term strategy ensures you can keep track of progress and constantly be working towards a goal. Gender Equity strategies contain more than just a focus on gender-based violence, which ensures that efforts to improve safety and wellbeing on campus are intentionally being fostered, in a variety of ways and meet a variety of needs.

- a) The Government of Canada has a free online course on [Gender-Based Analysis Plus](#) that community members can take. The course is designed as a basic introduction to GBA+ where participants learn key concepts and how to apply some processes in their own work (Status of Women Canada, 2018).
- b) With the release of the Student Voices on Sexual Violence Survey (2019) results, each PSI in Ontario is mandated to integrate a number of established initiatives into their response and prevention strategies. These include:
  - i) Requiring every publicly-assisted college and university to report annually to its board of governors on a number of measures related to the experiences of and support for students who have experienced sexual violence; and
  - ii) Requiring every publicly-assisted college and university in Ontario to have a task force devoted to tackling sexual violence on campus. The task force would include diverse student representatives and be required to report its findings to both their respective Board of Governors as well as to the Ministry of Training, Colleges and Universities.

## **12. Enact oversight mechanisms with Indigenous, provincial, territorial, and/or federal governments.**

Our Indigenous, provincial, territorial and/or federal governments have the platform and power to ensure PSIs across the country are held accountable, and maintain strict standards for preventing and addressing GBV on campus. Oversight mechanisms provide the incentive for PSIs to continue doing this work well.

- a) The Ontario Undergraduate Student Association (OUSA) penned a [policy paper](#) titled Sexual Violence Prevention And Response (2016) that outlines the legislative and regulatory steps that the Ontario government could implement to ensure that PSIs are held accountable to the policies they have implemented on their campuses.
- b) While not specific to gender-based violence, the [Canada Research Chairs Program \(CRCP\)](#) implementing the Equity, Diversity and Inclusion Action Plan in 2017 is an example of an oversight mechanism in the Canadian PSI context.