

CAMPUS SEXUAL VIOLENCE:
Guidelines for a Comprehensive Response

MAY 2016

Acknowledgements

The Ending Violence Association of British Columbia (EVA BC) would like to thank the following organizations for their input into the campus sexual violence guidelines:

Western Canada Sexual Assault Initiative (WCSAI) partners:

- Association of Alberta Sexual Assault Services – <http://aasas.ca/>
- Klinik Community Health – <http://klinik.mb.ca/>
- Sexual Assault Services of Saskatchewan – <http://sassk.ca/>

Members of EVA BC's Campus Sexual Assault Reference Group:

- Haven Society – <http://www.havensociety.com/>
- Kamloops Sexual Assault Counselling Centre – <http://www.ksacc.ca/>
- Prince George & District Elizabeth Fry Society – <http://www.pgefry.bc.ca/>

Special thanks to Ashley Bentley, Manager of the AMS Sexual Assault Support Centre (www.amssasc.ca), and Lucia Lorenzi, survivor, sexual violence researcher, and member of the University of British Columbia Expert Panel on Sexual Assault, for their thoughtful comments on the draft campus sexual violence guidelines. We are deeply grateful to Karen Martin (Disability Alliance BC), Shashi Assanand (Vancouver & Lower Mainland Multicultural Family Support Services Society), and Mary Teegee (Carrier Sekani Family Services) for their careful reviews of the guidelines. We would also like to acknowledge our government partners and the universities/colleges that have been working in partnership with EVA BC to strengthen their institutions' sexual violence prevention efforts and responses to sexual assault.

These guidelines have been developed with support from Status of Women Canada, as part of EVA BC's deliverables for the Western Canada Sexual Assault Initiative.

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Association of BC



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Canada

How to cite this document:

Ending Violence Association of BC. (2016). *Campus Sexual Violence: Guidelines for a Comprehensive Response*. Vancouver, BC: Ending Violence Association of BC.

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1. Executive Summary

A comprehensive response to campus sexual violence should include several components, each of which is important, but none of which is sufficient on their own. Post-secondary institutions are encouraged to consider the following guidelines when developing or enhancing their responses to sexual violence on campus.

1. Leadership and Inclusion

Develop strong leadership and an inclusive and diverse working group that will guide the development of a comprehensive response to sexual violence, including the drafting of an institutional policy and protocol.

- Demonstrate the institution's commitment to addressing campus sexual violence by ensuring that both proactive and reactive responses are led and announced publicly by senior administration.
- Involve key stakeholders, including representatives of all members of the campus community (e.g., students, staff, faculty), and those involved in various aspects of campus life, including housing, athletics, campus security, student government, teaching assistants, student services, disability resource centres, Indigenous centres, health and counselling, and either campus sexual assault centres, where they exist, or local community-based sexual assault response services.
- In an effort to increase transparency, publicly announce members of sexual violence policy development committees, their areas of expertise, and their roles both within and outside of the campus community.
- Include the perspectives of a variety of student groups who are likely to experience violence, or receive disclosures of violence (e.g., international students, students with disabilities, LGBT2SQ students, Indigenous students, graduate students, fraternities and sororities, students involved in sex work).
- Consult with subject-matter experts (e.g., provincial associations of sexual assault centres and groups such as the Ending Violence Association of BC), during the development of sexual violence policies, protocols, programs, and training initiatives. Post-secondary institutions should compensate subject matter experts, as well as students and survivors who are involved in this work, for their time and expertise.

2. A Common Language

Develop a clear definition of sexual violence, a shared understanding of the nature and impacts of sexualized trauma, and a common language that is trauma-informed, victim/survivor-centered, and gender-inclusive.

- Clearly define relevant terms (e.g., sexual violence, sexual assault, sexual harassment, date rape, rape culture, consent, coercion, acquaintance sexual assault, drug-facilitated sexual assault). Definitions should align

with legal definitions and be informed by experts in the field of anti-violence.

- Understand the wide range of reactions to sexual violence, all of which are adaptive attempts to survive a traumatic experience, and understand the impacts of sexualized trauma on victims/survivors as well as the collateral impacts (e.g., on friends, family members, bystanders, the campus community as a whole).
- Ensure that responses to campus sexual violence are trauma-informed and aim to minimize re-traumatization and harm to victims/survivors, and promote empowerment and recovery.
- Understand what it means to be victim/survivor-centered and grounded in the lived experiences of victims/survivors. Recognize that the victim/survivor's experiences, needs, and legal rights must be a key consideration in all processes and responses to sexual violence. Recognize victims/survivors' needs for information (e.g., about available supports, reporting options, ensuring information is provided in alternative formats, if needed), safety/protection (e.g., of their privacy rights), and participation (e.g., in decisions about how to respond to an incident).
- Understand the gendered nature of sexual violence while ensuring that responses are gender-inclusive as often as possible (i.e., inclusive of, and responsive to, the needs of victims/survivors of all gender identities so as not to erase anyone's experience of violence). Be cautious not to *fall into the trap* of gender-neutrality, which risks inadvertently erasing or neutralizing the gendered nature and impacts of sexual violence.
- Acknowledge and be responsive to intersecting forms of oppression based on gender, colonization, race, ethnicity, age, ability, sexual orientation, and occupation, as some populations statistically face increased risks of sexual violence and barriers to disclosing and accessing support services.
- Follow the lead of victims/survivors and use the language that the victim/survivor uses (e.g., 'victim' vs. 'survivor'; 'she' vs. 'he' vs. 'they').

3. Campus Sexual Violence Policy

Develop and implement a stand-alone sexual violence policy outlining the institution's position, intentions, and guiding principles.

- Develop and implement a stand-alone sexual violence policy that clearly condemns sexual violence, rather than addressing sexual violence within other existing policies. A stand-alone sexual violence policy signals to the campus community that the institution takes the problem of sexual violence seriously, acknowledges that sexual violence is a crime with distinct features and consequences, and demonstrates an understanding that post-secondary students are a group at especially high risk of sexual violence and sexual assault.
- Clearly articulate the scope of the policy and who the policy applies to (e.g., students, staff, faculty, guests/visitors).

- Use the language of non-consent when describing sexually violent behaviours (e.g., ‘forced penetration’ instead of ‘intercourse’, ‘forced penis to mouth contact’ instead of ‘oral sex’).
- Consider developing a *Code of Conduct* for all members of the campus community that outlines those behaviours that will not be tolerated. For post-secondary institutions with an existing *Code of Conduct*, consider updating it to ensure that sexual violence is explicitly named as a behaviour that will not be tolerated.
- Ensure that the sexual violence policy is victim/survivor-centered.
- Ensure that the campus sexual violence policy is coordinated with other institutional policies and complies with federal and provincial legislation and policy.
- Review and update the sexual violence policy on a regular basis to ensure it reflects changes in provincial and federal policy and legislation, and best practices in the prevention and response to sexual violence.

4. Campus Sexual Violence Protocol

Develop and implement a sexual violence protocol outlining who is responsible at each level and stage of response and intervention.

- Outline the clear and transparent step-by-step actions that are to be taken when a member of the campus community discloses sexual violence. Outline the roles and responsibilities of various departments, services, staff and faculty following a disclosure of sexual violence.
- Ensure that the sexual violence protocol addresses the immediate safety of the victim/survivor, access to medical care (if needed), transportation and accompaniment, emergency housing, financial aid, access to 24-hour support and advocacy services, reporting options, and follow-up care.

5. Confidentiality and Information Sharing

Develop clear institutional guidelines pertinent to confidentiality and information sharing in cases of sexual violence and sexual assault.

- Address privacy, confidentiality, and information sharing by outlining when members of the campus community can share information and when they cannot, what information can be shared, with whom information can be shared, in what form information can be shared, and when written consent for sharing information is required (or not) from the victim/survivor.
- Determine who is responsible for communicating information both within and outside the campus community, and how the confidentiality of the victim/survivor will be maintained in any communications about incidents of sexual violence.
- Make every effort to respect the wishes of the victim/survivor, protect the privacy and identity of the victim/survivor, and protect the privacy and anonymity of any person who discloses an incident of sexual violence.

- Clearly articulate that privacy rights are not absolute and that the institution may be required to take immediate action in some circumstances; a decision to disclose information about a victim/survivor without the individual's consent should only be made in rare circumstances, and the victim/survivor should be kept informed.
- Clearly articulate when consent is required before information about the perpetrator can be disclosed further by the person receiving a report of sexual violence and under what circumstances information could be shared without the consent of the individual named as the perpetrator.
- Ensure that campus-wide safety alerts or communications about incidents of sexual violence avoid identifying victims/survivors and/or perpetrators.

6. Disclosure and Reporting Options

Clearly outline the full range of options, including formal reporting options, available to victims/survivors, both on- and off-campus.

- Clearly distinguish between disclosing (telling someone about what has happened) and reporting sexual violence (making an official or formal report to the authorities, such as campus security or police thereby initiating a legal or quasi legal investigative process).
- Victims/survivors should be made aware of the following disclosure and reporting options, and be informed that they may choose any of these options, or any combination of the available options:
 - a) **No Report** – the victim/survivor discloses sexual violence to seek emotional support, medical support, or advocacy, but not report to police or other campus authorities.
 - b) **Report to Police** – the victim/survivor makes a police statement, which would generally be followed by a criminal investigation. Victims/survivors should be offered support from a sexual assault response worker who can prepare and accompany the victim/survivor.
 - c) **Report to Campus Security** – the victim/survivor informs campus security so they are aware that a sexual assault perpetrator may be on campus or amongst the campus community; survivors should be offered support from a sexual assault response worker who can accompany the victim/survivor.
 - d) **Third Party Report to Police via Community Victim Service Agency** – the victim/survivor makes an anonymous report through a community-based victim support worker; reports are sent to police by an intermediary agency and provide detailed information about the incident and the perpetrator, but do not include the name or contact information of the victim/survivor.
 - e) **Proposed New Option Recommended to Institutions: Anonymous Report to Post-Secondary Institution via Victim/Survivor Support Service** – anonymous report made through a victim/survivor support worker; reports would be sent to campus security by an intermediary agency and provide detailed information about the incident and the

perpetrator, but would not include the name or contact information of the victim/survivor.

- f) **Medical Assistance / Forensic Medical Exam** – medical attention to address possible physical injury, pregnancy and/or sexually transmitted infections; forensic exam to collect any forensic samples while the victim/survivor decides whether or not to report to police (note that in some provinces, a police report is required for this exam).
- g) **Formal Complaint to Post-Secondary Institution** – report to institution’s administration, precipitating a student misconduct process if the perpetrator is a student; report to Human Resources or other relevant administrative department if the perpetrator is staff or faculty.
- h) **Civil Claim** – civil suit against perpetrator for damages suffered.

7. **Interim Protection Provisions**

Develop interim protection provisions to increase the safety of victims/survivors while the institution responds to incidents of sexual violence.

- Design and implement interim protection provisions that serve to increase the safety of the victim/survivor while the incident is being addressed, ideally with the agreement of both the victim/survivor and the perpetrator (e.g., no-contact, reassignment of supervision/assessment, emergency housing, restrictions on the perpetrator’s movement on campus).
- Clearly differentiate between an interim protection provision, developed by the post-secondary institution, and a legal protection order obtained through the criminal justice system.
- Be cautious about the use of restorative justice processes, including mediation. Use restorative justice processes only if immediate safety concerns and power imbalances can be addressed and if such processes are specifically requested by the victim/survivor and carried out by restorative justice experts and with support from sexual assault response workers.

8. **Accommodations for Victims/Survivors**

Clearly articulate the full range of academic and non-academic accommodations available to victims/survivors of sexual violence.

- Clearly articulate the range of accommodations, including changing residence/housing, financial aid, academic accommodations, or transfer to a different faculty or department.
- Make every effort to offer accommodations that disrupt the life of the victim/survivor as little as possible.

9. **Provision and Coordination of Services for Victims/Survivors**

Develop a plan for the provision and coordination of service delivery to victims/survivors, both on- and off-campus.

- Ensure victims/survivors of sexual violence are immediately connected to a qualified support person, such as a sexual assault response worker or advocate who can assist them in identifying their options and next steps.
- Coordinate campus-based sexual assault support centres (where they exist), community-based sexual assault response services, health and counselling services, disability resource centres, Indigenous centres, campus security, police and hospital based medical services.
- All responders (including, but not limited to, faculty, staff, teaching assistants, health and counselling services, etc.) should be trained in sexual assault response and skilled in responding to disclosures and making effective referrals to local community-based sexual assault response services.
- Consider a 'satellite' service delivery model, where specialized community-based service providers are invited to deliver sexual assault response services on campus on a fee for service basis, to facilitate access to these services and save resources by eliminating the need for post-secondary institutions to replicate existing services in the community.

10. Training and Education

Provide ongoing training and education to students, faculty, staff, and student services in the areas of sexual violence prevention, including awareness of campus sexual violence policies and protocols, responding to disclosures, and bystander intervention.

- Sexual violence prevention – sexual violence and consent awareness campaigns; institutional sexual violence policy and protocol awareness; healthy relationships, assertiveness and boundaries, and self-defence
- Responding to disclosures – compassionate and empowering response
- Bystander intervention – shift social attitudes; build skills/confidence

2. Campus Sexual Violence

As many as one in four women will be sexually assaulted while obtaining a post-secondary education (Hayes-Smith & Levett, 2010). Research suggests that approximately 60-70% of on-campus sexual assaults occur in campus residences, and that the vast majority of victims/survivors of campus sexual assault know the perpetrator (Fisher, Cullen, & Turner, 2000; Government of Ontario, 2015). University/college students are most at risk of a sexual assault during the first year of their studies, with many sexual assaults perpetrated within the first eight weeks of the academic year (Senn, Eliasziw, Barata, Thurston, Newby-Clark, Radtke, Hobden, & SARE Study Team, 2014). Research has shown that sexual assault before or during college can have a significant impact on academic performance and can lead survivors to drop out of post-secondary studies altogether (Jordan, Combs, & Smith, 2014). A recent survey across nine post-secondary institutions in the United States (Krebs et al., 2016) found that 28% of sexual assault victims/survivors had considered taking time off from their studies, transferring to another institution, or dropping out of school, while 10% of victims/survivors surveyed ultimately did drop classes or change their class schedule. It is clear that sexual violence not only threatens the physical safety of members of the campus community, but can also negatively impact student learning (Reingold & Gostin, 2015).

American clinical psychologist and researcher Dr. David Lisak has reported that undetected college sexual assault perpetrators share many of the predatory characteristics of incarcerated sexual offenders. This reality is in sharp contrast to the common assumption that most sexual assaults on campus are perpetrated by a “basically ‘decent’ young man who, were it not for too much alcohol and too little communication, would never do such a thing” (Lisak, 2011, p. 56). In fact, Lisak argues, the majority of undetected perpetrators of campus sexual assault are *repeat* offenders, each perpetrating an average of 5.8 sexual assaults (Lisak, 2011; Lisak & Miller, 2002). Their behaviour is typically premeditated and their strategies deliberate; they are adept at identifying ‘likely’ victims, ‘grooming’ individuals prior to assaulting them, and using alcohol to increase the victim/survivor’s vulnerability (Lisak, 2011). Research suggests that alcohol is the most commonly used substance in drug-facilitated sexual assaults, and approximately half (50%) of sexual assaults among university/college students involve alcohol (Zawacki, Abbey, Buck, McAusin, & Clinton-Sherrod, 2003). Perpetrators strategically reduce the likelihood of being reported by (a) assaulting people within their social networks, and (b) minimizing the use of violence that results in visible physical injuries (Lisak & Miller, 2002).

2.1 Sexual Assault in Canada

While people of all genders can be perpetrators or victims/survivors of sexual violence, the majority of sexual assaults are committed against women by men (Boyce, 2013; Maxwell, 2015; McIntuff, 2013). Sexual assault is the most under-reported of all violent crime in Canada, with less than 10% of incidents reported to police (Johnson & Dawson, 2011). While some progress has been made with respect to public awareness

and professional knowledge of sexual assault, reporting continues to be undermined by entrenched myths and misconceptions, shame, victim-blaming, and self-blame that are so often associated with sexual violence. Sexual offences that are reported to police are less likely than other types of violent offences to be cleared, and conviction rates remain lower than for most other violent crimes (Boyce, 2013).

Despite an overall decrease in self-reported victimization in Canada, sexual assault rates have either remained stable or increased (Statistics Canada, 2015). Approximately one in three women will be sexually assaulted in her lifetime (Government of Ontario, 2015). The majority (75%) of sexual assaults are committed by someone known to the victim/survivor (e.g., acquaintance, intimate partner, family member, friend) and most occur in private residences, and commercial or institutional establishments (Statistics Canada, 2015). Young women and girls are especially vulnerable to sexual assault, as women between the ages of 15-24 are the group most targeted (Perreault & Brennan, 2010). As such, many women will have already experienced sexual violence by the time they reach university/college, and many women will be sexually assaulted while attending university/college (Senn et al., 2014).

Persons experiencing multiple intersecting forms of oppression (e.g., racism, classism, homophobia, transphobia, ableism) are especially vulnerable to sexual violence, and face additional barriers to services (Johnson & Colpitts, 2013). Women with disabilities are four times more likely to experience sexual assault than women without disabilities (DisAbled Women's Network of Canada, n.d.). Indigenous women are almost three times as likely to experience violent victimization (physical and/or sexual violence) than non-Indigenous women (Brennan, 2011). Women of colour are at an increased risk of sexual assault due to racialized sexual assumptions (Canadian Research Institute for the Advancement of Women, 2002), and may have difficulty reporting or seeking help because of racism embedded within the health care system (Rana, 2012). Within the campus community, international students are particularly vulnerable to sexual assault, both on- and off-campus, and are more likely to be targeted because they may have limited knowledge of Canadian criminal laws, less confidence in their English language skills, or limited local support systems, especially at the start of the academic year (Forbes-Mewett, McCulloch, & Nyland, 2015).

2.2 Disclosing and Reporting Sexual Violence

There is an important distinction to be made between *disclosing* (i.e., telling someone about what has happened) and *reporting* (i.e., making an official or formal report to the authorities) sexual violence. Students and young women are much more likely to disclose experiences of sexual assault to a peer (e.g., friend, roommate, or classmate) and most do not report sexual victimization to formal supports or authorities (e.g., police, health care providers, advocates) (Sable et al., 2006; Felson & Paré, 2005). Among college-aged women, as many as 85% will disclose sexual victimization to a peer, and adolescents are also more likely to disclose to their friends, who play a central role in whether or not they go on to disclose or report to others (Campbell, Greeson, Fehler-Cabral, & Kennedy, 2015; Orchowicz & Gidycz, 2012).

There are many reasons why victims/survivors choose not to disclose or report sexual violence, including confusion about what has happened, a sense of shame or embarrassment about what has happened, conflicting feelings about the perpetrator (especially if the perpetrator is known to the victim/survivor or they are part of the same community), concerns about personal safety, or fear of being blamed or not believed. Rape culture contributes to societal scepticism of reports of sexual assault compared to reports of other criminal offences despite evidence that false reports of sexual assault are no more common than false reports for other types of crime (as low as 2%) (Lisak, Gardinier, Nicksa, & Cote, 2010).

2.3 The Legislative and Policy Landscape

Public dialogue is beginning to increase awareness of sexual violence and sexual assault, and numerous organizations and institutions across Canada, including professional sports leagues and the military, are looking to develop and strengthen their response to sexual offences. The BC government, as part of its Violence Free BC initiative, has committed to develop a justice system policy on sexual assault. Post-secondary institutions are similarly more aware of the prevalence of sexual violence, its impacts on victims/survivors and the campus community, and their responsibility to proactively prevent and effectively respond to sexual violence as part of a comprehensive response. These shifts are in large part a result of the work survivors and activists to speak up about their experiences and bring the issue of campus sexual violence to the forefront.

In the United States, Title IX is a federal law that prohibits discrimination on the basis of sex (which includes sexual harassment and sexual assault) and requires that all universities/colleges receiving federal funding proactively address the problem of sexual violence and protect students from sexual harassment and sexual assault. The Clery Act imposes additional requirements on post-secondary institutions, including recording and reporting of violent crimes on or near campus, and timely warnings when there is an ongoing threat to the safety of the campus community.

Post-secondary institutions in most Canadian provinces and territories are not yet legally required to address the problem of sexual violence on campus. In 2015, the Government of Ontario promised to introduce legislation requiring post-secondary institutions in Ontario to develop sexual assault policies, ensure post-secondary institutions have sexual assault response protocols, ensure campus sexual assault victims/survivors have 24/7 access to services and supports, and ensure that campuses are equipped to prevent and respond to sexual assault through training and education initiatives (Government of Ontario, 2015). In 2016, the Government of Ontario enacted the *Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment)*, mandating every university/college to develop a sexual violence policy by January 2017.

The Government of BC has introduced the Sexual Violence and Misconduct Policy Act (Bill 23), which was originally tabled as a private member's Bill. This Bill has now passed third reading and will take effect on May 19, 2017. The Act requires all post-secondary institutions to establish and implement a "sexual misconduct" policy that addresses sexual misconduct, including sexual misconduct prevention and responses to such misconduct, and sets out complaint and response procedures. The Act also requires that the college or university consult with students when establishing its first policy and when it reviews its policy, which must be done every three years and when directed by the Minister of Advanced Education. Under the Act, the Minister may direct the institution to conduct a survey to assess the policy's effectiveness. Each year, the university or college president must report to the institution's governing body on the implementation of the policy.

2.4 The Challenge for Post-Secondary Institutions

"Institutional betrayal," or the failure of post-secondary institutions to prevent sexual violence and respond to sexual assault in an effective and supportive manner, can further harm victims/survivors and exacerbate trauma responses following a sexual assault (Smith & Freyd, 2013, p. 26). Institutional betrayal, which includes "not taking proactive steps" to prevent campus sexual violence, "making it difficult to report the experience/s" and "covering up the experience/s," has been linked to a number of impacts, including post-traumatic stress responses, among university students (Smith & Freyd, 2013). As such, a comprehensive response to campus sexual violence should aim to both prevent sexual violence from occurring in the first place and respond to instances of sexual assault, by supporting the needs of victims/survivors, holding perpetrators accountable, and building capacity among members of the campus community to provide an empowering response upon receiving a disclosure of sexual assault or sexual violence. Responses to campus sexual violence should aim, first and foremost, to **DO NO HARM**.

The challenge for institutions, in developing and implementing sexual violence policies and protocols, is in balancing the rights of victims/survivors, the rights of the accused to due process and privacy, and the safety of the campus community as a whole. This balance can be especially challenging for post-secondary institutions in cases where a victim/survivor comes forward to inform the institution and seek support, but does not want the institution to take action. While this may be the victim/survivor's wish, a failure to take action in high-risk situations may pose a liability issue for post-secondary institutions who have a responsibility to keep the campus community safe.

2.5 Purpose of EVA BC's Campus Sexual Violence Guidelines

Several post-secondary institutions in BC are currently in the process of developing policies and protocols to address the problem of sexual violence, and one institution has already implemented a sexual assault policy and response protocol. In other provinces across Canada, governments, academic leaders, and community-based subject matter experts have provided direction to post-secondary institutions in the development of

such policies and protocols. For example, St. Thomas University in New Brunswick developed their sexual violence policy in partnership with Fredericton Sexual Assault Crisis Centre. Queen's University in Ontario has also developed a comprehensive policy. Colleges Ontario (2015) published a *Sexual Assault and Sexual Violence Policy and Protocol Template* to serve as a framework for each college to develop their own sexual assault policy. However, few provinces and territories in Canada have guidelines to inform their response to campus sexual violence.

This resource has been developed by the Ending Violence Association of BC, in consultation with subject matter experts in BC and across Canada, government partners, universities/colleges, and sexual assault victims/survivors, to guide post-secondary institutions in British Columbia, and other provinces and territories, in the development of policies and protocols, and training and education, as part of a comprehensive response to sexual violence. We are aware of the challenges involved in balancing (a) the principle of do no harm and the privacy of victims/survivors and (b) the responsibility of institutions to keep their campuses safer and prevent sexual violence. We suggest the development and adoption of a system of Anonymous Reporting to Post-Secondary Institutions as a solution to this difficult balancing act. Anonymous reporting serves as a tool that promotes disclosure and reporting of sexual violence incidents, and allows post-secondary institutions to respond more effectively to maintain the safety and security of the entire campus community.

3. Overview of the Guidelines

A comprehensive response to campus sexual violence should include several components, each of which is important but none of which is sufficient on their own. Post-secondary institutions are encouraged to consider the following guidelines when developing or enhancing their responses to campus sexual violence:

1. Leadership and Inclusion

Develop strong leadership and an inclusive and diverse working group that will guide the development of a comprehensive response to sexual violence, including the drafting of an institutional policy and protocol.

2. A Common Language

Develop a clear definition of sexual violence, a shared understanding of the nature and impacts of sexualized trauma, and a common language that is trauma-informed, victim/survivor-centered, and gender-inclusive.

3. Campus Sexual Violence Policy

Develop and implement a stand-alone sexual violence policy outlining the institution's position, intentions, and guiding principles.

4. Campus Sexual Violence Protocol

Develop and implement a sexual violence protocol outlining who is responsible at each level and stage of response and intervention.

5. Confidentiality and Information Sharing

Develop clear institutional guidelines pertinent to confidentiality and information sharing in cases of sexual violence and sexual assault.

6. Disclosure and Reporting Options

Clearly outline the full range of options, including formal reporting options, available to victims/survivors, both on- and off-campus.

7. Interim Protection Provisions

Develop interim protection provisions to increase the safety of victims/survivors while the institution responds to incidents of sexual violence.

8. Accommodations for Victims/Survivors

Clearly articulate the full range of academic and non-academic accommodations available to victims/survivors of sexual violence.

9. Provision and Coordination of Services for Victims/Survivors

Develop a plan for the provision and coordination of service delivery to victims/survivors, both on- and off-campus.

10. Training and Education

Provide training and education to students, faculty, staff, and student services, in the areas of sexual violence prevention, including awareness of campus sexual violence policies and protocols, responding to disclosures, and bystander intervention.

4. Guidelines for a Comprehensive Response

The Ending Violence Association of BC's guidelines for a comprehensive response to campus sexual violence are described in detail below. They are intended to guide leaders in post-secondary institutions who are responsible for the development and implementation of policies, protocols, and programs to prevent and respond to sexual violence. The aim of the guidelines is to assist leaders in the development of a comprehensive and coordinated response through an inclusive and respectful process. The development of a comprehensive response to sexual violence is likely to be impacted by the unique circumstances, needs, and resources of individual post-secondary institutions. The response to campus sexual violence will also need to be reflective of the size and composition of the student population, the realities of the institution's geographic location, and the availability of local, off-campus, community-based sexual assault response services, among other factors. However, these unique factors should not prevent post-secondary institutions from leading progressive initiatives to prevent and respond to sexual violence, which occurs in all campus communities.

4.1 – Leadership and Inclusion

Develop strong leadership and an inclusive and diverse working group that will guide the development of a comprehensive response to sexual violence, including the drafting of an institutional policy and protocol.

Post-secondary institutions are encouraged to develop comprehensive responses to sexual violence that are led by senior administration at the university/college. This leadership serves to increase the perceived legitimacy of the policies and protocols developed, ensure that all members of the campus community take the issue of sexual violence and their responsibilities seriously, and ensure that policies, protocols, training and education initiatives are implemented across the whole campus (Lichty, Campbell, & Schuiteman, 2008; Ontario Women's Directorate, 2013; White House Task Force to Protect Students from Sexual Assault, 2014). Campus sexual violence policies and protocols should be publicly announced by administrators at the highest levels (e.g., the President), to demonstrate the institution's commitment to addressing sexual violence on campus, and should be widely publicized within the campus community (Ontario Women's Directorate, 2013).

4.1.1 Meaningful Participation of Key Stakeholders

Developing a comprehensive response to sexual violence on campus requires meaningful participation of key stakeholders, including representatives of all members of the university/college community (e.g., students, staff, faculty), and those involved in various aspects of campus life, including housing, athletics, campus security, student government, teaching assistants, student services, disability resource centres, Indigenous centres, health and counselling services, and either campus sexual assault

centres, where they exist, or local community-based sexual assault response services (see Appendix A). A Campus Sexual Violence Working Group (or ‘Sexual Violence Safety Committee’) should be developed to ensure the full and sustained participation of key stakeholders. Special effort should be made to include the perspectives of student groups most impacted by violence (e.g., international students, Indigenous students, students with disabilities, LGBT2SQ students, fraternities and sororities, students involved in sex work) (Lichty et al., 2008). A wide range of stakeholders should be invited to participate early in the process to ensure their views are reflected in sexual violence policies and protocols, and to increase buy-in and uptake of the policies and protocols. Be mindful to be inclusive of diverse voices and not to tokenize any group invited to participate in these processes. Post-secondary institutions should include undergraduate and graduate students, and particularly survivors, in the development of policies and protocols, and should compensate students and survivors for their time and expertise, recognizing that this is difficult work that may require students and survivors to take time away from their studies and/or other paid work. In an effort to increase transparency, post-secondary institutions should publicly announce members of sexual violence policy development committees, their areas of expertise, and their roles within and outside of the campus community.

4.1.2 Consultation with Subject Matter Experts

Post-secondary institutions are also strongly encouraged to consult with subject matter experts within the academic and public sectors and also within the anti-violence community (e.g., provincial associations of sexual assault centres, such as the Ending Violence Association of BC, Association of Alberta Sexual Assault Services, Sexual Assault Services of Saskatchewan, Klinik Community Health, and Ontario Coalition of Rape Crisis Centres, and national groups such as the Ending Violence Association of Canada) during the development of sexual violence policies, protocols, programs, and training initiatives. Consultation with subject matter experts will ensure that the institution’s efforts to prevent and respond to campus sexual violence reflect current laws and policy, and best practices in responding to sexual violence. Consultation will also support the inclusion of specialized community-based victim/survivor support services as part of a coordinated response to sexual violence.¹ Subject matter experts should be consulted to review and provide input into sexual violence policies and protocols, and to develop and deliver sexual violence awareness, bystander intervention, and disclosure response training to all members of the campus community (Ontario Women’s Directorate, 2013; White House Task Force to Protect Students from Sexual Assault, 2014). Post-secondary institutions should compensate subject matter experts, and organizations that specialize in responding to sexual violence, for their time and expertise, as many community-based agencies are not funded to do this work.

¹ A comprehensive list of community-based victim services and sexual assault / woman assault centres is available at www.endingviolence.org (Need Help) or www.endingviolencecanada.org (Getting Help).

4.2 – A Common Language

Develop a clear definition of sexual violence, a shared understanding of the nature and impacts of sexualized trauma, and a common language that is trauma-informed, victim/survivor-centered, and gender-inclusive.

Developing a common language is an important step that should be undertaken before the development of a sexual violence policy and protocol, training and education on sexual violence and sexual assault. Terms such as sexual violence, sexual harassment, sexual assault, consent, coercion, and rape culture should be clearly defined. A common language should also be developed with respect to the nature of sexual violence, the impacts of sexualized trauma, and the meaning of a trauma-informed, victim/survivor-centered, and gender-inclusive responses, to help facilitate an appropriate and empathic response to a disclosure or report of sexual violence.

The language that post-secondary institutions use to discuss sexual violence is crucial because the way sexual violence is discussed fundamentally shapes the way the incident, the perpetrator, and the victim/survivor are viewed (see Wright, 2007). When language frames violent, deliberate, unilateral behaviour as though it were mutual, responsibility for what happened is shifted onto the victim/survivor (Coates & Wade, 2004). For example, ‘forcing his tongue into the victim’s mouth’ implies a lack of consent that is not conveyed when the word ‘kissing’ is used; likewise, ‘unwanted sexual contact’ implies a lack of consent that is not conveyed if the word ‘intercourse’ is used (Coates & Wade, 2004, p. 501). These differences in the language used significantly alter what is being conveyed about the severity of what has happened, its impacts, and the culpability of the perpetrator.

4.2.1 What is Sexual Violence?

Definitions of sexual violence, sexual harassment, and sexual assault should be developed for inclusion in campus sexual violence policies and protocols. An awareness of the three levels of sexual assault outlined in the Canadian *Criminal Code* may be helpful in this regard, as campus sexual assault policies should be consistent with legal frameworks. It is important that agreed upon terminology be clearly and consistently communicated to all members of the campus community and in all institutional messaging about sexual violence.

Sexual Violence – As the Sexual Violence and Misconduct Policy Act recognizes, the concept of ‘sexual violence’ refers to a spectrum of non-consensual sexual contact and behaviour. There are many different types of sexual violence, including sexual harassment, sexual assault, sexual exploitation, criminal harassment, indecent exposure, voyeurism, etc. Sexual violence can be perpetrated by anyone – an acquaintance, a classmate, a teacher, a family member, a colleague, a friend, a dating partner, an intimate partner, or a stranger.

Sexual Harassment – Sexual harassment refers to unwanted communications or actions that are sexual in nature, and are offensive, intimidating, or humiliating. It can take many forms, including verbal, written, or visual. Sexual harassment includes unwanted touching, offensive jokes, sexual requests, and verbal abuse. Sexual harassment is a type of sex discrimination, and falls under *Human Rights Law* (not the *Criminal Code of Canada*).

Sexual Assault – Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent. Sexual assault includes *any* form of sexual contact where consent has not been given (e.g., non-consensual touching that is sexual in nature, forced vaginal or anal penetration). Sexual assault can be committed by an intimate partner, someone known to the victim/survivor (sometimes called “acquaintance rape” or “date rape”), or a stranger.

In Canada, sexual assault is considered to be a serious crime. There are three distinct classifications (or ‘levels’) of sexual assault, which are outlined in the *Criminal Code*:

- **Level 1 – Sexual Assault [Criminal Code s. 271]**
The *Criminal Code* does not specifically define sexual assault. The broader category of ‘assault’ is defined as the intentional application of force to another person, directly or indirectly, without the consent of that other person. Following this, Canadian courts have interpreted sexual assault to mean an assault committed in sexual circumstances, which violates the sexual integrity of the victim/survivor. This offence carries a maximum sentence of ten years imprisonment if prosecuted as an indictable offence, or a maximum of 18 months imprisonment if prosecuted as a summary conviction offence.
- **Level 2 – Sexual Assault with a Weapon, Threats to a Third Party, or Causing Bodily Harm [Criminal Code s. 272]**
This is a sexual assault where a person carries, uses, or threatens to use a weapon (or imitation of a weapon), threatens to cause bodily harm to a person other than the victim/survivor (e.g., a child or friend), causes bodily harm to the victim/survivor, or is party to the offence with any other person. This indictable offence carries a maximum sentence of 14 years imprisonment, and a minimum sentence of four years imprisonment if a firearm was used.
- **Level 3 – Aggravated Sexual Assault [Criminal Code s. 273]**
This is when a person wounds, maims, disfigures, or endangers the life of the victim/survivor in the course of committing a sexual assault. This offence carries a maximum sentence of life imprisonment, and a minimum sentence of four years imprisonment if a firearm was used.

Consent – Consent is an agreement to engage in a sexual activity. It must be fully voluntary, clearly communicated, and ongoing. All sexual activities that are

engaged in must be consented to: if there is consent given for a particular sexual activity, this consent does not automatically extend to other sexual activities. Consent can be withdrawn at any time, including during a sexual activity that had previously been consented to.

As defined by Canadian law [**Criminal Code s. 273.1**], consent is “the voluntary agreement ... to engage in the sexual activity in question.” Consent does *not* legally exist if:

- Sexual activity is agreed to by someone other than the persons directly involved,
- The person is incapable of consenting to the sexual activity (for example, because they are under the influence of alcohol or drugs),
- An abuse of power, authority, or trust is used to coerce the victim/survivor to engage in sexual activity, or
- One party expresses (through their words or their conduct) a lack of agreement to engage in the activity.
- The person, having consented to engage in sexual activity, expresses by words or conduct a lack of agreement to continue to engage in the activity.

According to s. 265(3), no consent is obtained where the person submits or does not resist because of:

- The application of force to the complainant or to someone other than the complainant;
- Threats or fear of the application of force to the complainant or someone other than the complainant;
- Fraud; or
- The exercise of authority.

Pursuant to the new provincial legislation in BC, post-secondary sexual violence policies will of necessity address a range of sexual misconduct. The terminology used should be consistent with legal definitions and should also be informed by a contextual understanding of the power dynamics and potential risks involved. The BC Sexual Violence and Misconduct Policy Act requires all public post-secondary institutions to establish a “sexual misconduct” policy with “sexual misconduct” defined to include:

Sexual assault ss. 271, 272, and 273

Sexual exploitation s. 153

Sexual harassment

Criminal harassment (stalking) s. 264

Indecent exposure s. 173

Voyeurism s. 162

Distribution of sexually explicit materials without consent

Attempted acts of sexual misconduct

Threats of sexual misconduct

Rape culture is a term used to describe how various types of sexual violence – including sexual harassment and sexual assault – are normalized in our society. It references the many ways that victims/survivors of sexual violence continue to be blamed, and the ways in which male sexual violence is seen as normal or permissible. Evidence of rape culture can be seen in many places, such as the trivialization of sexual assault, public scrutiny of women’s appearances, judgment of women’s sexual histories, public tolerance of sexual harassment, the prevalence of gender violence in television and films, and the overt sexualization of young girls in the media. Rape culture explains why sexual violence prevention often focuses on teaching women how to avoid being sexually assaulted, rather than focusing on the behaviours of perpetrators.

4.2.2 What are the Impacts of Sexualized Trauma?

The trauma associated with sexual violence can be significant and distinct from the trauma associated with other forms of violence and victimization. Sexual assault is a serious traumatic event that can be dehumanizing and often results in humiliation, self-blame, and terror. Most people carry with them shame about sex and sexuality, including that which is consensual and healthy. Even though sexual assault is more about aggression, power, and control, it involves a person’s most intimate body parts, and the trauma and shame are profound. The victims/survivors become the object of the perpetrator’s need for power, control, hatred, and rage; in this way, the victim/survivor may feel like they have no agency over their being and no control over their basic humanity and dignity.

A sexual assault victim/survivor’s physical injuries may not always be significant or visible, but the unseen psychological impact can be severe and long-lasting. Regardless of the degree of force, the threat of bodily harm, or the use of a weapon, sexual assault violates a victim/survivor’s bodily integrity, rights to privacy, safety, and sense of self, and challenges victim/survivors’ fundamental beliefs that the world is safe and just. Sexual assault can impact a victim/survivor physiologically, emotionally, psychologically, spiritually, and financially. Telling someone about sexual assault is not easy and may feel terrifying; it is likely that the victim/survivor of a sexual assault may:

- Feel deeply embarrassed, ashamed, or humiliated, especially if the assault was perpetrated by someone they trusted or if there were drugs or alcohol involved
- Fear they will not be believed or will be blamed, especially if this has been the victim/survivor’s experience in the past or they have seen this kind of thing in popular culture
- Be confused about whether or not it was sexual assault, especially if the victim/survivor is young and/or unaware of Canadian sexual assault laws or the victim/survivor is a person with a disability who has experienced ongoing abuse as part of their daily “care” (such as bathing, dressing) by family members or caregivers.
- Fear for their safety, or the safety of their loved ones, especially if threats were involved

- Fear gossip, judgment, anger or ostracism from friends, family, community (including their campus community)
- Feel conflicted about the perpetrator getting into trouble, especially if they were assaulted by someone they know (friend, family member, family friend, caregiver, intimate or dating partner) or if the perpetrator is part of the same close community (e.g., university/college community, Greek life, deaf community, residence)
- Fear the response from the police, justice system, or university/college administration, or fear nothing will come of reporting
- Hope to put it behind them quickly by avoiding talking about it or avoiding having contact with the perpetrator(s)

The impacts of sexual violence vary widely depending on the nature of the incident, the individual victim/survivor, and the relationship (if any) between the victim/survivor and the perpetrator. As such, post-secondary institutions should avoid making any suggestion that some experiences of sexual violence are worse than others. The full impact of sexual violence may not be known to anyone other than the victim/survivor. All responses to sexual assault are adaptive attempts to survive this traumatic experience, both physically and emotionally.

It is important to recognize that the impacts of sexual assault are significant for, but not necessarily limited to, the individual who is the target of this violence. The impacts are often far-reaching, impacting the friends and families of victim/survivors, bystanders, and the campus community as a whole. The institutional response to sexual assault should therefore recognize the impacts on the entire campus community and those close to victims/survivors, and address these through the availability of campus-wide supports (Banyard, Moynihan, Walsh, Cohn, & Ward, 2010).

4.2.3 What Does it Mean to be Trauma-Informed?

It is not easy for someone to disclose that they have been sexually assaulted. How others respond to a disclosure can have a big influence on how the victim/survivor makes sense of what happened and could affect what the victim/survivor does or does not do next. A trauma-informed approach is key to supporting a victim/survivor of sexual violence. Being trauma-informed within the campus context means understanding the impacts of sexual violence and sexualized trauma on victims/survivors (and others) and responding in a manner that promotes empowerment and recovery and minimizes re-traumatization (Harris & Fallot, 2001). Trauma-informed approaches are relevant not only to working with victims/survivors, but also to their communities – in this case campus communities (Randall & Haskell, 2013). A trauma-informed response involves a fundamental reframing of questions that ask ‘what is wrong with the victim/survivor?’ to questions that ask ‘what has happened to the victim/survivor?’ (BC Centre of Excellence for Women’s Health, 2013; Clinic Community Health Centre, 2013).

Principles of a trauma-informed approach include:

- Acknowledging the impact of trauma
- Empowering victims/survivors
- Maximizing choice related to disclosing, reporting, and accessing support
- Restoring control to the victim/survivor
- Recognizing the victim/survivor's need for (and right to) safety
- Building on the victim/survivor's strengths
- Treating the victim/survivor with dignity and respect
- Moving forward at the victim/survivor's own pace, and
- Respecting the victim/survivor's right to privacy

(Elliott, Bjelajac, FalLOT, Markoff, & Reed, 2005)

A trauma-informed response has the potential to dramatically improve the well-being and recovery of sexual assault victims/survivors (Cleary & Hungerford, 2015).

4.2.4 What Does it Mean to be Victim/Survivor-Centered?

A victim/survivor-centered approach is one that is grounded in the lived experiences of victims/survivors, rather than the rights of perpetrators and/or the needs of institutions. The views of victims/survivors are paramount when providing support and advocacy, as victims/survivors are the experts on their own realities and their needs in the aftermath of sexual violence (Gilfus, Fineran, Cohan, Jensen, Hartwick, & Spath, 1999).

The rights of victims of crime in Canada have been articulated in the *Canadian Victims Bill of Rights* and include the right to information, protection, participation, and restitution. Although these rights pertain primarily to victims involved in the criminal justice system, and not all of the entitlements codified in law are relevant to the campus context, they do provide insight into the basic rights framework that institutions could use as a guide related to victims/survivors. Post-secondary institutions are encouraged to consider the needs of victims/survivors with respect to:

- **Information** about what institutions are doing to prevent sexual violence; institutional processes in response to sexual violence and the role of victims/survivors in these processes; the status and outcome of any institutional processes related to their case; the services and supports available to them (both on- and off-campus); and the reporting options available to them. Provide information in alternative formats for people with disabilities.
- **Protection** with respect to personal safety and security; protection from the individual perpetrating sexual violence against them; protection of their identity and their right to privacy.
- **Participation** in institutional processes responding to a sexual violence disclosure or formal report to the administration and/or authorities; and in decision-making about how, when, and with whom information about the sexual violence is shared.

While we recognize that in some cases, the term ‘alleged’ may be legally required (e.g., in the absence of an admission of guilt or findings pursuant to an on-campus investigation or inquiry, to avoid conveying prejudice), we discourage post-secondary institutions from defaulting to the term ‘alleged’ when referencing instances of sexual violence that have been disclosed or reported, or persons who have been identified as perpetrators. This word serves to convey doubt about the veracity of the victim/survivor’s experience, and contributes to victim-blaming. Instead of referring to “an alleged sexual assault,” we suggest referring to “a report of sexual assault”, in the event that formal report has been made, or “a disclosure of sexual assault” in the event that a formal report has not been made.

4.2.5 What Does it Mean to be Gender-Inclusive?

A person of any age or gender may be harmed by sexual violence; however, sexual assaults are perpetrated predominantly by men against women and girls (Statistics Canada, 2015). National adult criminal court statistics from 2011/12 revealed that 98% of accused persons in sexual assault cases, and 97% of accused persons in other sexual offences, were male (Boyce, 2013). Sexual violence is therefore considered to be a gendered form of violence. However, gendered violence does not *only* mean that women are most often the targets; it also means that the violence may target the victim’s gender and may be sustained by gender inequities. The risk of sexual violence is especially high for transgender and gender-variant persons, and is often considered by the authorities to be a type of hate crime (Jauk, 2013). Approximately 50% of transgender individuals are sexually abused or assaulted at some point in their lives (FORGE, 2012). While research on sexual violence against men is limited and reporting rates are low, there is no question that men and boys – in particular, men who are young, Aboriginal, living with disabilities, working in the sex industry, and/or living on the streets or in correctional facilities – experience sexual violence (Du Mont, Macdonald, White, & Turner, 2013).

When responding to sexual violence on university/college campuses, administrators and service providers must be aware of the reality that victims/survivors reflect a diversity of genders, sexual orientations, abilities, cultures, faiths, and nationalities. Additionally, victim/survivors’ unique circumstances may impact their experiences and need for support, protection, information, accommodation, and referrals. Consulting widely with diverse groups across campus will help to ensure that responses to campus sexual violence are attentive to – and reflective of – the diverse needs of the campus community. When responding to an incident of sexual violence, we urge administrators and responders to follow the lead of victims/survivors and use pronouns (e.g., he, she, they) and/or terms (e.g., victim, survivor) that the victim/survivor chooses or uses, rather than making assumptions about an individual’s identity and/or experience.

It is critically important to understand and acknowledge the gendered nature of sexual violence and sexual assault, and bring a gender-based analysis to the development of any campus sexual violence policies and protocols. However, in an effort to be *gender-inclusive* in the development of policies, protocols, and training and education (i.e.,

inclusive of and responsive to the needs of sexual assault victims/survivors of all gender identities), administrators should still be mindful of those statistically more at risk of sexual violence. Be cautious not to *fall into the trap of gender neutrality* in the arena of gendered violence, thereby inadvertently erasing or neutralizing the gendered nature and impacts of sexual violence. Using gender-neutral language that suggests *equal risk* of sexual violence among men and women can be problematic when looking at the evidence regarding those most impacted by violence. A gendered analysis is critical to effectively prevent and respond to sexual violence. Language that is gender-inclusive, on the other hand, recognizes the full continuum of gender identities and the reality of sexual violence experienced by individuals along the gender spectrum, but nevertheless acknowledges that women and girls are the primary targets of sexual violence.

Policies and protocols can apply to all members of the campus community while still reflecting the gendered nature of the issue – in this case, sexual violence. The BC Government’s *Violence Against Women in Relationships (VAWIR)* policy, for example, provides an example of a provincial policy that applies equally to persons of all genders who are experiencing domestic violence in BC, but that also acknowledges the gendered nature of domestic violence and the power dynamics of this particular form of violence, both in the text and title of the policy (BC Ministry of Public Safety and Solicitor General, Ministry of Attorney General, & Ministry of Children and Family Development, 2010).

4.3 – Campus Sexual Violence Policy

Develop and implement a stand-alone sexual violence policy outlining the institution’s position, intentions, and guiding principles.

Before developing a campus sexual violence policy and protocol, post-secondary institutions are encouraged to examine existing institutional policies and procedures, and resources and initiatives within the campus community to respond to sexual violence (Lichty et al., 2008). For example:

- Is there a campus-based sexual assault centre or referral protocol with off-campus sexual assault response services?
- Are there existing protocols related to student misconduct that have previously been used to respond to cases of sexual violence?
- Are there sexual violence and/or sexual assault awareness and consent campaigns, or sexual violence prevention and bystander intervention programs?
- What personal safety programs (e.g., Safewalk) and physical safety features (e.g., Code Blue Emergency Phones) are in place on campus?

An environmental scan of existing sexual violence policies, protocols and programs will also assist institutions in identifying key stakeholders (e.g., sexual assault advocates, student groups) who should be invited to participate in the development of a policy and protocol, and highlight gaps in campus safety and support programs.

Ideally, post-secondary institutions will develop and implement both a sexual violence policy and a sexual violence response protocol – and we encourage administrators to move forward in the development of both a policy and protocol, simultaneously. However, we recognize that post-secondary institutions are under pressure to take immediate action, and that in order to develop a robust, stand-alone sexual violence policy – with meaningful and sustained participation of multiple stakeholders – the process cannot be rushed. As such, an interim response protocol may be developed to improve the response to sexual violence in the short-term while a policy is still in development.

4.3.1 Stand-Alone Sexual Violence Policy

A policy is a statement of guiding principles, or a framework, which maps out the intentions of the university/college with respect to preventing and responding to sexual violence committed against members of the campus community, and *why* the university/college intends to take action in response to campus sexual violence. While various forms of sexual violence may be addressed in existing institutional policies (e.g., student misconduct), universities/colleges are strongly encouraged to develop a stand-alone sexual violence policy. The absence of a stand-alone sexual violence policy may be viewed by the university/college community as an indication that the administration does not take the problem of campus sexual violence seriously.²

A stand-alone campus sexual violence policy signals to the campus community that the institution is serious about preventing and responding to sexual violence. Indeed, many governments have developed separate policies for the most pressing social issues, including domestic violence and sexual assault. A stand-alone policy also acknowledges the distinct features and consequences of sexual violence, and the significant under-reporting of incidents of sexual assault. A stand-alone policy further demonstrates that the institution recognizes the high risk of sexual violence faced by students attending university/college. Developing a stand-alone policy will ensure greater visibility than the inclusion of sexual violence in existing institutional policies, such as misconduct or sexual harassment policies, and is key to effective implementation of the policy. This will make the policy easier for students, staff, and faculty to locate and reference. The presence of a stand-alone policy may also attract resources as part of an implementation plan, which may lead to greater support for victims/survivors, delivery of specialized services on-campus, and training and education on prevention and the policy itself, as well as the skills that all members of the campus community should have in order to respond in a timely, effective, and empowering manner.

² If post-secondary institutions decide to add sexual violence to existing institutional policies, those policies should be renamed to explicitly highlight the inclusion of sexual violence, and institutions should ensure that relevant investigative procedures and protocols are also adapted to reflect these changes.

4.3.2 Scope of the Sexual Violence Policy

University/college sexual violence policies should clearly condemn sexual violence and outline the institution's intentions to (a) prevent sexual violence on campus and sexual violence involving members of the university/college community, (b) address the needs of victims/survivors of sexual violence, and (c) hold perpetrators accountable for their behaviour. The scope of the policy should be clearly articulated, including *who* the policy applies to (i.e., students, staff, faculty, guests/visitors), *what* behaviours are prohibited (i.e., sexual harassment, sexual assault, other sexual offences or other forms of sexual misconduct), and *where* the policy is applicable (i.e., both on- and off-campus) (White House Task Force to Protect Students from Sexual Assault, 2014). We strongly recommend that any campus sexual violence policy apply equally to all members of the campus community, both on- and off-campus.

4.3.3 Victim/Survivor-Centered Policy

A campus sexual violence policy should be victim/survivor-centered. As such, it should outline the rights of victims/survivors, including the right to be treated with dignity and respect; the right to safety and privacy; the right to be informed about all available reporting options, both within and outside the institution and in alternative formats when needed; the right to be informed about advocacy and support services and in alternative formats when needed; the right to choose from among the available reporting options and support services; the right, subject to certain limited exceptions, to have decisions about how to proceed respected; and the right to be informed about any limits to confidentiality and any decisions made with respect to their case (Colleges Ontario, 2015; Ontario Women's Directorate, 2013).

Campus sexual violence policies should be coordinated with other institutional policies and regulations (e.g., student codes of conduct, student discipline, alcohol and drug use policies) and should comply with federal and provincial legislation and policy (White House Task Force to Protect Students from Sexual Assault, 2014). In Canada, these would include the *Criminal Code*, *Canadian Victims Bill of Rights*, *Victims of Crime Act*, provincial privacy laws, labour laws, and human rights legislation. Once a sexual violence policy is developed, changes should be made to other existing policies – especially if they are found to be out-dated or in conflict with the new sexual violence policy – to ensure coordination among institutional policies. It should be recognized that while policies are an important component of a comprehensive response to campus sexual violence, policies alone are insufficient to address the problem of campus sexual violence. Furthermore, resources are needed to ensure that policy intents can be achieved; as such, resources should be aligned with sexual violence policies.

4.3.4 Sexual Violence Policy Review

All campus sexual violence policies should be reviewed and updated on a regular basis to ensure that they reflect changes to provincial and federal policy and legislation, and best practices in the prevention and response to sexual violence. The policy review

process should involve subject matter experts, including community-based sexual assault service providers and advocates, such as the Ending Violence Association of Canada. The timeframe for review should be clearly articulated in the policy to ensure that a review is carried out as specified (for example, every three years). In the first few years of a new sexual violence policy, it may be advisable to review the policy annually.

4.3.5 Campus Code of Conduct

In addition to developing and implementing a sexual violence policy, post-secondary institutions should consider developing a *Code of Conduct* for members of the university/college community that outlines the specific behaviours, including those behaviours articulated in the sexual violence policy, that will not be tolerated. Such a *Code of Conduct* may ensure that all members of the campus community are aware of, understand, and agree to comply with, the institution's sexual violence policy. Institutions with an existing *Code of Conduct* should consider updating it to ensure that sexual violence is explicitly named as a behaviour that will not be tolerated.

4.4 – Campus Sexual Violence Protocol

Develop and implement a sexual violence protocol outlining who is responsible at each level and stage of response and intervention.

A protocol outlines *how* instances of sexual violence involving a member (or members) of the university/college community are to be handled by the university/college. That is, the clear and transparent step-by-step actions that are to be taken when a member of the university/college community discloses sexual violence. A protocol also articulates *who* is responsible for assisting victims/survivors of sexual violence, and provides a plan for communication among those involved in responding. The protocol should outline the roles and responsibilities of various departments, services, staff and faculty following a disclosure of sexual violence involving a member (or members) of the university/college community. These include, but are not limited to, campus-based sexual assault support centres or off-campus sexual assault response services, campus-based health and counselling services, campus security, law enforcement, hospital- and community-based health services, institutional representatives from senior administration, faculty, staff, and students. Post-secondary institutions can rely on protocols to ensure that sexual violence policies are implemented as intended, and that members of the entire campus community are aware of the collaborative and empowering response that will be provided when someone discloses an incident of sexual violence.

Campus sexual violence protocols should ensure that anyone who responds to a sexual violence disclosure is aware of the institution's sexual violence policy, has training in order to respond to a disclosure in an empowering manner (see Guideline 10 – Training and Education), and knows how to provide a victim/survivor with an effective referral to 24-hour support and advocacy (e.g., community-based victim service or sexual assault response program). Support services, especially those that provide support around-the-

clock, are not always available on campus, so members of the response team are expected to know where they can refer victims/survivors at any time of the day or night.

The institution's campus sexual violence protocol may include a response flowchart that outlines the steps that should be taken to support a victim/survivor, as well as an up-to-date list of campus and community resources, such as local sexual assault or women's centres (see Appendix A), university health and counselling services, campus security, and safe walk programs. This list should be reviewed and updated on a regular basis to ensure that victims/survivors have timely access to relevant supports and services.

A campus sexual violence protocol should include the following components:

- Ensuring the immediate safety of the victim/survivor
- Ensuring the victim/survivor has access to medical care (if needed)
- Ensuring the victim/survivor has transportation and accompaniment to safety and/or medical services
- Ensuring the victim/survivor has access to emergency housing and financial aid
- Ensuring the victim/survivor has access to a support person and/or advocate
- Ensuring the victim/survivor is aware of the institution's policy and protocols
- Ensuring the victim/survivor is aware of all disclosure and reporting options
- Ensuring the victim/survivor is referred to appropriate services for follow-up care
- Facilitating access to language and cultural interpreters
- Ensuring accessibility for victim/survivors living with disabilities
- Ensuring referrals to culturally appropriate support services.

4.4.1 Sexual Violence Protocol Review

Campus sexual violence response protocols should be reviewed and updated on a regular basis to ensure that they include all relevant departments and persons who have a responsibility to respond, continue to reflect best practices in the response to sexual violence, and accurate and up-to-date contact information for support services.

4.5 – Confidentiality and Information Sharing

Develop clear institutional guidelines pertinent to confidentiality and information sharing in cases of sexual violence and sexual assault.

A campus sexual violence protocol should include a section on privacy, confidentiality, and information sharing. The protocol should outline when members of the campus community can share information and when they cannot, what information can be shared, with whom information can be shared, in what form information can be shared, and when written consent for sharing information is required (or not) from the victim/survivor. It is equally important to specify who is responsible for communicating information both within and outside the university/college community, and how the

confidentiality of the victim/survivor will be maintained in any communications about incidents of sexual violence. That protocol should incorporate the following privacy principles:

- Every effort will be made to respect the wishes of the victim/survivor and protect the privacy of the victim/survivor's personal information, including identity, if the individual does not wish this information to be shared.
- Every effort will be made to protect the privacy and anonymity of any person who discloses an incident of sexual violence.
- Subject to certain limited exceptions, before disclosing any information reported related to incidents of sexual violence, the express consent of the person making the report is required. Ensure that the person fully understands the meaning of consent.
- The limits to confidentiality will be outlined to the victim/survivor or to the person making the report upon disclosure or as soon as possible after disclosure.
- Before disclosing any information reported related to incidents of sexual violence, potential immediate safety concerns will be canvassed with the person making the initial report, and every effort will be made to address these safety concerns.

4.5.1 Limits to Confidentiality

The protocol should clearly articulate that privacy rights are not absolute and that the university/college may be required to take immediate action, such as contacting the police or child welfare authorities, in relation to a disclosure of sexual violence, in the following circumstances:

- There are reasonable grounds to believe that others in the university/college community may be at significant risk of harm based on the information provided.
- An individual is at imminent risk of severe or life threatening self-harm.
- An individual is at imminent risk of harming another person.
- There is a requirement to report to child welfare under s. 13 of the *Child, Family and Community Service Act* where a child (someone under 19 years) is in need of protection.
- There is a requirement to comply with a court order for release of information.

The protocol should specify who within the university/college administration has the authority to make the decision to release information without consent in the above circumstances. A decision to disclose victim/survivor information without the individual's consent should only be made in rare circumstances. If a decision is made to release information without consent, only information relevant to the health or safety concern in question should be released. The victim/survivor should be kept informed of any decision to release personal information.

4.5.2 Information About the Perpetrator

In addition to providing their own personal information, the person making the initial disclosure or report of sexual violence may include, in their disclosure or report, personal information about the perpetrator. Generally speaking, subject to the exceptions listed above, consent from the perpetrator would be required before this information could be disclosed further by the person receiving the disclosure or report. However, provincial privacy laws allow such information to be shared without consent in the following circumstances:

- If there are compelling circumstances that affect anyone's health or safety.
- To assist in an investigation or in making a decision to start an investigation.
- If the disclosure is for the purposes for which the information was originally collected and the disclosure is necessary for those purposes.

Any exceptions to maintaining confidentiality must be clearly articulated in the protocol and to all those involved.

4.5.3 Media Releases and Campus-Wide Safety Alerts

Language used in media releases or statements made by post-secondary institutions in response to incidents of sexual violence should be carefully worded and should avoid any suggestions that any one incident or type of sexual violence is worse than another. Post-secondary institutions should consider developing their own guidelines for communicating to the media and the public about sexual violence. The resource, "Use the Right Words: Media Reporting on Sexual Violence in Canada" (Femifesto + Collaborators, 2015) may be helpful in this regard.

In some cases, universities/colleges may decide to alert the campus community to sexual assault incidents or sexual predators. Timely campus safety alerts are important both to ensure that members of the campus community can take any necessary action and to send a message to perpetrators that the institution is aware of the incident (Ontario Women's Directorate, 2013). These alerts should be very carefully worded so that they avoid victim-blaming language and do not identify victims/survivors. Where possible, information included in safety alerts should be shared with the victim/survivor to ensure its accuracy. Campus-wide safety alerts should be communicated in multiple formats and media to ensure they are accessible to all members of the campus community (Ontario Women's Directorate, 2013). Campus safety alerts should include the following information:

- Date and time disclosure or report was made
- Authority to whom disclosure or report was made
- Date and time that sexual violence incident occurred
- Location where sexual violence incident occurred
- Information about the incident (e.g., drug-facilitated, series of incidents)

- Non-identifying information about the perpetrator (e.g., male acquaintance)
- Information about where victims/survivors can access support services
- Information for perpetrators on where to access treatment for behaviour change
- Information on bystander intervention directed at the campus community

4.6 – Disclosure and Reporting Options

Clearly outline the full range of options, including formal reporting options, available to victims/survivors, both on- and off-campus.

Ensuring that sexual violence is formally reported may be optimal from a future prevention, student safety, and institutional liability perspective. However, it is important to recognize that formal reporting processes may have unintended consequences, may not improve a victim/survivor’s safety, and could create harm. As such, we caution against mandatory reporting to campus security or police, and we reiterate the importance of the ‘do no harm’ principle.

4.6.1 Disclosing vs. Reporting

Campus sexual violence protocols should clearly distinguish between *disclosing* (i.e., telling someone about what has happened) and *reporting* (i.e., making an official or formal report to the authorities, such as campus security or police, thereby initiating a legal or quasi-legal investigative process). We encourage post-secondary institutions to consider reporting to the institution as one of several options available to victims/survivors of sexual violence. Protocols must identify all of the disclosure and reporting options available to victims/survivors, including not reporting. The goal should be to create options for victims/survivors to disclose in order to get support, and every effort should be made to ensure that a victim/survivor’s decision to choose one or more of the available options is respected subject to certain limited exceptions. This is considered to be an empowering approach – one that is seeking, at the first opportunity, to give back to the victim/survivor some control after what was likely a very traumatic, frightening, and humiliating event. In the event that any victim/survivor might still be in danger, for any reason, the goal is to find the balance between empowering their decisions and being honest about any concerns you may have about their situation. It is important that they feel respected and supported, without judgment.

4.6.2 Disclosure/Reporting Options for Victims/Survivors

Victims/survivors should be made aware of the following disclosure and reporting options, and be informed that they may choose any of these options, or any combination of the available options.³

³ The order in which these options are listed is not intended to reflect a linear progression in reporting.

a) No Police Report

A victim/survivor may wish to disclose sexual violence (i.e., tell *someone*) in order to seek emotional support but may not want to report to police or other campus authorities (e.g., campus security). Subject to certain limited exceptions (see Guideline 5 – Confidentiality and Information Sharing), this decision should be respected, and the victim/survivor should still be offered support services including emotional support, counselling, medical treatment, emergency housing, and financial aid. However, other reporting options should still be outlined, as any decisions victims/survivors make should be fully informed. Sometimes victims/survivors have been misinformed about what could happen, fear being blamed, or assume they will have no support going forward, so outlining all reporting options and the support available on each path is an important step towards empowering victims/survivors to make informed decisions.

b) Report to Police

A victim/survivor may wish to report a sexual assault to police. In these cases, victims/survivors should immediately be offered the support of a campus-based sexual assault response worker (where they exist) or a community-based sexual assault victim support worker to support and accompany the victim/survivor, and assist with emotional preparation – critical components of an empowering and trauma-informed response. A person with a disability may also want an advocate from disability services that they use to accompany them for support.

c) Report to Campus Security

A victim/survivor may wish to inform campus security about what happened so that they are aware that a sexual assault perpetrator may be on campus or amongst the campus community. The victim/survivor may or may not then decide to make a formal report to campus security, police, or the institution, and should be offered connection to a sexual assault response worker or advocate for support and accompaniment to do this.

d) Third Party Report to Police via Community Victim Service Agency

A victim/survivor may wish to make an anonymous Third Party Report (TPR) through a campus sexual assault response worker (where they exist) or community-based victim support worker. Third Party Reports are sent to police departments by an intermediary agency; the report provides detailed information about the crime and the perpetrator, but does not include the name or contact information of the victim/survivor. The intermediary agency workers must be knowledgeable about, and able to provide support through, the criminal justice system. In British Columbia, TPR is only currently available through Community Based Victim Services. A Third Party Report is not in and of itself a police investigation; it is an option of last resort for victims who would not otherwise provide information to the police but who may want to access support and let the police know of a sexual predator in order to protect others (Community

Coordination for Women's Safety, Ending Violence Association of BC, 2014; 2015). Third Party Reporting is not a substitute for a call to 911.

It is important to remember that with a sexual assault, as with any violent offence, police can play a critical role in assessing risk and protecting the victim/survivor and other potential victims from further violence.

Proposed New Option Recommended to Institutions

e) Anonymous Report to Post-Secondary Institution via Victim/Survivor Support Service

We propose that post-secondary institutions consider developing an institutional Anonymous Reporting system that would complement, but not replace, the existing Third Party Reporting to Police option (as described above). Such a system would inform post-secondary institutions about incidents of sexual violence and the presence of sexual predators within the campus community, and provide victims/survivors and bystanders with the option of anonymously informing the institution about incidents of sexual violence. Universities/colleges across BC could work together to create a province-wide institutional anonymous report database to assist institutions in responding to incidents of sexual violence in a more timely and effective manner, and tracking any sexual violence perpetrators who transfer to other institutions.

f) Medical Assistance / Forensic Medical Exam

It is advisable for anyone who has experienced a sexual assault to seek medical attention because of the possibility of physical injury, pregnancy and/or sexually transmitted infections, including HIV. Victims/survivors should be referred to the nearest hospital and should be connected with a sexual assault response worker or advocate who can provide support and accompaniment to the hospital.

The victim/survivor should be informed that medical staff can conduct a forensic medical exam and collect forensic samples, ideally within 72 hours, but forensic samples can be collected up to 1 week after a sexual assault. This forensic medical exam is commonly referred to as a 'rape kit'. In some provinces, if the victim/survivor is unsure about reporting to police at the time of the exam, forensic samples can be collected and stored for up to 1 year while the victim/survivor decides whether or not to speak with the police. If possible, advise the sexual assault victim/survivor to not shower, eat or drink, brush teeth, or change clothing before the forensic exam, as that may destroy some potential forensic evidence (although forensic samples can still be taken). Sexual assault response workers should be knowledgeable about which local hospitals offer forensic medical exams, and should share this information with victims/survivors in addition to offering them accompaniment to the hospital. If the victim/survivor does not wish to go to a hospital or seek medical attention, respect that decision unless you are aware of injuries that need to be addressed.

g) Formal Complaint to the Post-Secondary Institution

The victim/survivor may wish to make a formal report to the university/college administration, and precipitate a student misconduct process (if the perpetrator is a student). Students who have been accused of sexual violence should have transparent processes available to them, and student discipline is only one of several remedial options. The rights of both victims/survivors (e.g., to safety, privacy) and the individual(s) identified as the perpetrator(s) (e.g., to procedural fairness) should be clearly articulated in the campus sexual violence protocol.

A formal complaint may also be made to Human Resources or other relevant administrative department if the perpetrator is staff of faculty. Victims/survivors should be offered support through a sexual assault response worker or advocate.

h) Civil Claim

The victim/survivor may wish to contact a civil lawyer with expertise in suing a perpetrator civilly to inquire about taking the perpetrator to court for damages suffered. This option may be pursued instead of, or in addition to, all or any of the above options.

4.7 – Interim Protection Provisions

Develop interim protection provisions to increase the safety of victims/survivors while the institution responds to incidents of sexual violence.

Post-secondary institutions have a responsibility to prevent and respond to incidents of sexual violence. Responding to incidents of sexual violence involving members of the campus community includes working with police or campus security to protect victim/survivors and engaging disciplinary processes to address the behaviour of perpetrators and reduce further risk to members of the campus community. In order to protect victims/survivors in the immediate aftermath of a disclosure or report of sexual violence, we encourage post-secondary institutions to design and implement interim protection provisions that serve to increase the safety of the victim/survivor while the incident is being addressed.

Because of the serious and potentially life-long impacts of sexualized trauma, it is of the utmost importance that institutions do everything possible to ensure the safety of victims/survivors of sexual violence, and minimize disruption to their education and/or employment. The institution should be mindful that the provisions are in place to protect the victim/survivor and thus should be developed in consultation with the victim/survivor and prioritize safety-related needs. An interim protection provision can be developed and implemented without agreement from the perpetrator, but is more likely to be adhered to if all concerned parties agree to the provisions. While the development and implementation of an interim protection provision should involve the victim/survivor, and institutions should seek consent from victims/survivors to obtain agreement from

perpetrators, this process should not involve or require direct or indirect contact or communication between the victim/survivor and perpetrator.

Interim protection provisions may include, but are not limited to:

- The perpetrator being moved to a different residence
- Limitations being placed on the movement of the perpetrator on campus (e.g., restrictions on access to certain buildings)
- No contact with the victim/survivor or named witnesses/bystanders
- Reassignment of supervision/assessment duties in cases where the perpetrator is the supervisor or instructor (e.g., graduate research supervisor, lab supervisor, employer) of the victim/survivor.

There is no one-size-fits-all approach with respect to the development of an interim protection provision or the conditions placed on a perpetrator following a disclosure or report of sexual violence. Determinations about the specific conditions included in such a provision will necessarily depend on the circumstances of the case and level of risk to the victim/survivor. Community-based victim service workers may identify risk indicators, but risk identification processes will generally be enhanced if they are undertaken in partnership with campus security and/or police. Permission should be sought from victims/survivors before consulting with campus security and/or police.

4.7.1 Institutional vs. Legal Protections/Processes

It is important to keep in mind that legal protection orders may be also be obtained through the criminal justice system, and that an institutional interim protection provision is not a legally enforceable order or a substitute for protection through the criminal justice system. Rather, a clear distinction must be made between an institutional protection provision and a legal protection order, and this difference should be clearly communicated to both the victim/survivor and the perpetrator.

Furthermore, it is imperative that post-secondary institutions recognize and respect that many victims/survivors of sexual violence will choose not to report to police or the institution. The post-secondary institution's overall response to *disclosures* (as opposed to formal reports) of sexual violence should include a range of options such as counselling, medical attention, academic or residential accommodation, and help in making a report under the institution's misconduct or sexual violence policy, or to the police, should the victim/survivor wish to involve these systems.

It may be counter-productive to focus on the number of charges laid or sanctions imposed as the main benchmark of success in response to disclosures. Whether or not the victim/survivor decides to report to police, it is not the role of the post-secondary institution to duplicate a police investigation. A finding that an act of sexual misconduct has occurred pursuant to a university or college sexual violence policy is not the same as a conviction for a sexual offence. Student misconduct or sexual violence policy processes should be based on principles of natural justice and procedural fairness.

Decisions made pursuant to such policies will be made on a balance of probabilities, and do not require proof beyond a reasonable doubt, as a criminal case would.

4.7.2 Restorative Justice Processes

We strongly discourage the use of restorative justice processes, including mediation, in lieu of sanctions in cases of sexual violence, as sexual assault is a power-based crime (that is, a crime where there is an imbalance of power, or an abuse of power by the perpetrator, and the victim/survivor feels powerless to stop it and/or come forward). In these cases, it has been argued that restorative justice processes may be used by perpetrators to manipulate and maintain their power over victims/survivors, and thus the application of these processes to gender-based violence remains controversial (Randall, 2013). If the victim/survivor specifically requests a restorative justice process, great care should be taken to identify community-based sexual assault experts and restorative justice experts who deal with sexual assault cases, as expertise in both restorative justice *and* sexual assault will be critical for this process to be empowering for the victim/survivor. Managing restorative justice processes in cases of sexual violence should *not* be promoted or taken on by the institution alone but in partnership with community-based anti-violence workers.

4.8 – Accommodations for Victims/Survivors

Clearly articulate the full range of academic and non-academic accommodations available to victims/survivors of sexual violence.

The person(s) and/or department(s) responsible for responding to requests for accommodation for victims/survivors of sexual violence should be clearly articulated in campus sexual violence protocols, recognizing that the accommodations requested and approved are likely to differ on a case-by-case basis. There is no one-size-fits-all approach to accommodating and meeting the safety needs of victims/survivors of sexual violence. However, every effort should be made to minimize disruption to the victim/survivor's studies and/or daily routine when making accommodations.

Given the evidence regarding the impact of sexual violence on academic progress and campus life, academic and non-academic accommodations should be made for victims/survivors whenever possible and particularly after a formal complaint and finding of sexual misconduct pursuant to a post-secondary sexual violence policy. Victims/survivors should be asked what they need to feel safe and to recover, and should be informed about the process and timeframes for accommodation requests. Victims/survivors should be encouraged to speak to their advisors or counsellors about possible accommodations, as a thorough exploration of what a victim/survivor may need usually takes time and is better achieved with support.

4.8.1 Non-Academic Accommodations

There are several academic and non-academic accommodations that may be made for victims/survivors who have experienced sexual violence on- or off-campus. Non-academic accommodations may relate to housing, employment, or other forms of financial aid. For example, a student may request to change residence or housing if their accommodation no longer feels safe to them. Similarly, an employee may seek to be transferred to a different faculty or department if they have experienced sexual violence in the workplace.

4.8.2 Academic Accommodations

Academic accommodations may also be helpful for victims/survivors who are coping with the aftermath of sexual violence while enrolled in a post-secondary institution. Accommodations for victims/survivors of sexual violence may include the following (please note that this is not an exhaustive list):

- Permission to miss class(es) to meet with those involved in responding to the incident, to meet with a victim service worker, or attend on- or off-campus counselling appointments
- Providing assignment extensions or withdrawal from courses without penalty, recognizing the potentially significant impact of sexual violence on a victim/survivor's ability to concentrate, process information, and/or achieve their full academic potential
- Providing options for completion of courses online if the victim/survivor does not wish to attend classes in-person

4.9 – Provision and Coordination of Services for Victims/Survivors

Develop a plan for the provision and coordination of service delivery to victims/survivors, both on- and off-campus.

The single most important step that can be taken following a disclosure of sexual violence by a member of the campus community is ensuring that the victim/survivor is immediately connected with a qualified support person who has expertise in the area of sexual violence response, and who can assist the victim/survivor in identifying options, and provide support with any next steps.

A coordinated campus response to sexual violence should involve a wide range of on- and off-campus services from multiple sectors, as well as persons who are not service providers but who may play a role in responding to, or making accommodations for, a victim/survivor of sexual violence. All responders should be trained in sexual assault response and skilled in responding to sexual violence disclosures. Groups that may form part of a coordinated campus response to sexual violence include:

- institutional representatives from senior administration
- campus-based sexual assault support centres (where available)
- community-based sexual assault response services
- campus-based health and counselling services
- campus security
- hospital-based medical services
- relevant faculty and staff
- access, equity and diversity department representatives
- residence life staff
- student leaders
- student government

4.9.1 Making an Effective Referral

All campus-based responders should be knowledgeable about local community-based sexual assault response services so that they can make appropriate referrals in the absence of campus-based services or to ensure that support services are available to the victim/survivor outside of regular office hours, since campus-based services may not provide 24-hour support. Universities/colleges should proactively approach community-based sexual assault response services in their local communities and develop protocols for referring victims/survivors to these services. Hospital-based medical services and Sexual Assault Nurse Examiner (SANE) programs should also be identified for the purposes of making appropriate and timely referrals for health care and forensic exams. Referrals to campus - and community-based supports and services should be provided to victims/survivors in all cases, regardless of whether or not they choose to report to the administration or authorities.

4.9.2 Community-Based Sexual Assault Response ‘Satellite’ Services

In addition to the development of referral protocols between post-secondary institutions and community-based services, we encourage universities/colleges in larger communities to consider approaching and inviting specialized community-based service providers to deliver sexual assault response services on campus, particularly where there are few or no campus-based services, such as a campus-based sexual assault centre. These specialized community-based service agencies could provide services on campus on a limited basis (e.g., one or two days per week) on a fee for service basis. This ‘satellite’ service delivery model would facilitate access to specialized community-based supports for members of the campus community, eliminate the need for post-secondary institutions to replicate specialized services that are already available in the local community, strengthen supports so victims/survivors do not fall through the cracks, and potentially result in significant cost-savings for post-secondary institutions. Feeling well supported by the post-secondary institution and specialized service providers may then mitigate any challenges to, or criticisms of, universities/colleges for failing to respond to incidents of sexual violence.

Universities/colleges are encouraged to visit the websites of the Ending Violence Association of BC (www.endingviolence.org) or Ending Violence Association of Canada (www.endingviolencecanada.org) for assistance in identifying appropriate community-based sexual assault and/or victim services agencies in their communities or regions. Post-secondary institutions and community-based sexual assault response services will need to work together to ensure the needs of all victims/survivors within the campus community will be met (including queer and trans survivors). Campus responders should also be knowledgeable about culturally appropriate services for indigenous survivors, local multicultural/multilingual services, international student needs, services for victims/survivors with disabilities, LGBTQ community supports, and agencies that provide support to men who have experienced sexual abuse/assault. Any lists of resources and support services maintained by the institution should be reviewed and updated regularly to ensure that victims/survivors have timely access to relevant supports and services.

4.10 – Training and Education

Provide training and education to students, staff, faculty, and student services, in the areas of sexual violence prevention, including awareness of campus sexual violence policies and protocols, responding to disclosures, and bystander intervention.

University/college faculty, staff, and students receive little, if any, training or education on the nature and impacts of sexual violence (Ko, Ford, Kassam-Adams, et al., 2008). As such, sexual violence awareness, education, and training are critical components of a comprehensive response to campus sexual violence, and improving the uptake of policies and protocols (Ontario Women’s Directorate, 2013). Specialized training should always be tailored to various members of the campus community (e.g., student leaders, faculty, disability resource centres, Indigenous centres, campus security) to ensure that all potential first responders have the information and skills needed to prevent and respond to sexual violence. Training and education programs should also be evaluated and updated regularly to ensure that improvements are continuously made and resources are not misdirected.

4.10.1 Sexual Violence Prevention

Sexual violence prevention is a critical component of a comprehensive response to sexual violence. Sexual violence education and awareness campaigns should be delivered campus-wide and reach as many members of the campus community as possible, as part of an institutional sexual violence prevention strategy. Education and awareness efforts should include consent and provide terminology for sexual violence, sexual harassment, sexual assault, consent, coercion, and other key terms. Widespread sexual violence education should increase understanding of the phenomenon of sexual violence in society and the impacts of sexual violence and sexualized trauma. Some post-secondary institutions have ongoing sexual violence prevention initiatives such as

sexual violence awareness and consent campaigns. Others have sexual assault awareness or consent weeks/months, where educational programming and information/materials regarding sexual health and safety are made readily available to members of the campus community. Broad evidence-based sexual violence prevention and awareness initiatives should focus on:

- Understanding the gendered nature of sexual violence, and how sexual violence is unique from other issues that may come up on a university/college campus
- The varying short-term and long-term trauma-based impacts sexual violence can have on victims/survivors (physical, emotional, mental, spiritual, financial, and academic)
- Understanding rape culture and myths perpetuated about sexual violence that continue to cause harm

Prevention education should focus as much as possible on the actions and behaviours of people who commit or who may potentially commit sexual violence as opposed to the actions/behaviours of victims/survivors or potential victims/survivors.

a) Awareness Of Policies And Protocols

Policies and protocols are only truly effective if they are implemented as intended, and practices are adjusted accordingly. Sexual violence education and awareness initiatives should therefore include awareness of the institution's sexual violence policy and protocol. Information about the institution's sexual violence policy and protocol should be shared with all members of the campus community and should include:

- Disclosure and reporting options for victims/survivors (including not reporting), and how confidentiality should be managed and handled
- The ways in which academic and non-academic responders will respond, and where and when they will share information
- Accommodations to ensure the victim/survivor's safety and enhance their well-being

Campus sexual violence policies and protocols must be accessible to all members of the university/college community, such as staff, faculty, and students, including international students, students who speak English as an Additional Language (EAL), and students with disabilities (California Campus Sexual Assault Task Force, 2004). As such, information about sexual violence policies and protocols should be published and distributed in a variety of formats.

b) Healthy Relationships, Healthy Masculinities, Assertiveness and Boundaries, and Self-Defence Training

Some campuses offer healthy relationship workshops and self-defence courses for women as part of a broader approach to sexual assault prevention (Senn et al., 2014). These courses have been controversial because they may risk suggesting that

victims/survivors are responsible for preventing sexual violence directed at them, in a society where victim-blaming attitudes are widespread. Healthy relationship workshops and self-defence courses may highlight coercion strategies used by perpetrators, including individuals known to the victim/survivor, and teach self-identified women how to interrupt these strategies and/or fight back physically. We would suggest that, while these workshops and courses may be invaluable to young people, they should only be offered subject to resources and as part of a comprehensive approach to sexual violence prevention that also addresses rape culture, the behaviours of perpetrators, and the role of bystanders. Notably, some institutions facilitate men's groups, which provide space on campus for dialogue about healthy masculinities, gender-based violence, and rape culture.

4.10.2 Responding to Disclosures Training

All members of the campus community should have the knowledge and skills to respond to a sexual violence disclosure in a compassionate and empowering manner. Training on how to respond to a disclosure should be made available to all members of the campus community, but especially to those individuals who are likely to receive a sexual violence disclosure, such as resident advisors (Orchowski & Gidycz, 2015). This is particularly important because it is not easy for someone to disclose that they have been sexually assaulted, and the response of the first person a victim/survivor tells can have a significant influence on how the victim/survivor makes sense of and copes with what has happened to them for the rest of their life, and what they decide to do next.

Responding to disclosures training should emphasize:

- The reasons most victims/survivors do not disclose sexual violence
- Response competence, including ways to respond to sexual violence disclosures in a manner that does not harm victims/survivors, but empowers victims/survivors
- Understanding the impact of trauma and barriers to disclosure

Hearing about a sexual assault can be difficult and it is common for first responders to feel exhausted, upset about what they heard, or worried about having done a good enough job in responding. First responders should be provided with support for their own feelings while being careful not to share information that could identify a victim/survivor. A campus sexual violence protocol should provide information about available supports for individuals who respond to disclosures and for those who provide support to victims/survivors of sexual violence.

4.10.3 Bystander Intervention Training

Bystander intervention training is a promising initiative that has been successfully adapted to university/college campuses to address sexual violence (Senn et al., 2014). This training has been found to be effective in shifting attitudes and social norms on the issue of gender-based violence, including campus sexual assault (Banyard et al., 2007; Palm Reed et al., 2015). Bystander training seeks to provide individuals in the broader

community with the skills, awareness, confidence, and sense of responsibility to take action to prevent or interrupt sexual violence. A large body of research suggests that bystander training increases intentions to intervene, but that bystanders are more likely to do so in situations involving a friend than those involving a stranger (Katz, Paziienza, Olin & Rich, 2015; Katz & Moore, 2013). Bystander intervention training and education is most effective in person, but bystander intervention campaigns and online training also show promise (Katz & Moore, 2013; Kleinsasser, Jouriles, McDonald & Rosenfield, 2015). By training everyone in the campus community to be an active bystander, opportunities to prevent or intervene in sexual violence may be acted on, making campus communities safer for everyone.

The Bystander model has been adapted to the university/college context, and used in high schools, sports leagues, and the military throughout Canada and the United States, building on the work of Jackson Katz (Katz & Moore, 2013; Katz, 2015). The Ending Violence Association of BC (EVA BC) has partnered with the BC Lions to develop the groundbreaking 'Be More Than a Bystander' initiative aimed at substantially increasing awareness and understanding about the impact of men's violence against women. The program breaks the silence on violence against women and girls by providing tools, language and practical ideas about how to be more than a bystander, how to speak up, and how to communicate that violence and abuse are not acceptable. EVA BC is a leader in providing bystander intervention training in sports leagues, and has been providing similar bystander training to universities/colleges in British Columbia.

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Appendix A: British Columbia's Public Post-secondary Institutions and Community Based Victim Services

Institution	Campus Location	Community Based Victim Service (CBVS)
British Columbia Institute of Technology	Burnaby	Women Against Violence Against Women
	Delta	CBVS, Surrey Women's Centre Society
	North Vancouver	CBVS, Hollyburn Family Services Society
	Richmond	CBVS, Family Services of Greater Vancouver CBVS, Chimo Community Services
	Vancouver	Women Against Violence Against Women
Camosun College	Victoria	CBVS, Victoria Sexual Assault Centre
Capilano University	North Vancouver	CBVS, Hollyburn Family Services Society
	Sechelt	CBVS, Sunshine Coast Community Services Society
	Squamish	
College of New Caledonia	Burns Lake	CBVS, Prince George & District Elizabeth Fry Society Prince George Sexual Assault Centre
	Fort St. James	
	Mackenzie	
	Prince George	CBVS, Prince George & District Elizabeth Fry Society Prince George Sexual Assault Centre
	Quesnel	Sexual Assault Response Line, Quesnel Women's Resource Centre Society
	Vanderhoof	Outreach Service, Omineca Safe Home Society
College of the Rockies	Cranbrook	CBVS, Summit Community Services Society
	Creston	
	Fernie	
	Golden	
	Invermere	
	Kimberley	
Douglas College	Coquitlam	CBVS, Tri-Cities Transitions Society
	New Westminster	CBVS, Family Services of Greater Vancouver
Emily Carr University of Art and Design	Vancouver	Women Against Violence Against Women
Justice Institute of British Columbia	Chilliwack	CBVS, Chilliwack Community Services
	Maple Ridge	CBVS, Maple Ridge/Pitt Meadows Community Services Council
	New Westminster	CBVS, Family Services of Greater Vancouver
	Kelowna	Central Okanagan Elizabeth Fry Society
	Pitt Meadows	CBVS, Maple Ridge/Pitt Meadows Community Services Council
	Victoria	CBVS, Victoria Sexual Assault Centre

Institution	Campus Location	Community Based Victim Service (CBVS)
Kwantlen Polytechnic University	Cloverdale	
	Langley	CBVS, Ishtar Transition House Society
	Richmond	CBVS, Family Services of Greater Vancouver CBVS, Chimo Community Services
	Surrey	CBVS, Surrey Women's Centre Society
Langara College	Vancouver	Women Against Violence Against Women
Nicola Valley Institute of Technology	Burnaby	Women Against Violence Against Women
	Merritt	
Northern Lights College	Atlin	
	Chetwynd	CBVS, South Peace Community Resources Society
	Dawson Creek	CBVS, South Peace Community Resources Society
	Dease Lake	CBVS, Three Sisters Haven Society
	Fort Nelson	
	Fort St. John	CBVS, South Peace Community Resources Society
North Island College	Tumbler Ridge	CBVS, South Peace Community Resources Society
	Campbell River	CBVS, Campbell River Family Services Society
	Courtenay	CBVS, Comox Valley Family Services Association
	Mount Waddington	
	Port Alberni	CBVS, Alberni Community and Women's Services Society
Northwest Community College	Ucluelet	
	Hazelton	CBVS, Gitxsan Health Society
	Houston	CBVS, Northern Society for Domestic Peace
	Skidegate	CBVS, Islands Wellness Society
	Kitimat	CBVS, Tamitik Status of Women Association
	Masset	CBVS, Haida Gwaii Society for Community Peace
	Prince Rupert	CBVS, Prince Rupert Community Enrichment Society
	Queen Charlotte	CBVS, Islands Wellness Society
	Smithers	CBVS, Northern Society for Domestic Peace
Terrace	CBVS, Ksan House Society	
Okanagan College	Kelowna	CBVS, Central Okanagan Elizabeth Fry Society
	Penticton	CBVS, South Okanagan Victim Assistance Society
	Salmon Arm	CBVS, Shuswap Area Family Emergency Society
	Vernon	CBVS, Vernon Women's Transition House Society
Royal Roads University	Colwood	CBVS, Victoria Sexual Assault Centre

Institution	Campus Location	Community Based Victim Service (CBVS)
Selkirk College	Castlegar	CBVS, Castlegar and District Community Services Centre
	Nelson	CBVS, The Advocacy Centre / Nelson CARES Society
	Trail	CBVS, Trail Family and Individual Resource Centre Society
Simon Fraser University	Burnaby	Women Against Violence Against Women
	Surrey	CBVS, Surrey Women's Centre Society
	Vancouver	Women Against Violence Against Women
Thompson Rivers University	100 Mile House	
	Ashcroft & Cache Creek	
	Barriere	
	Clearwater	
	Kamloops	CBVS, Kamloops Sexual Assault Counselling Centre
	Lillooet & Lytton	CBVS, Lillooet Friendship Centre Society
	Vancouver	Women Against Violence Against Women
Williams Lake	Aboriginal CBVS, Northern Shuswap Tribal Council	
University of British Columbia	Okanagan	CBVS, Central Okanagan Elizabeth Fry Society
	Vancouver	Sexual Assault Support Centre (SASC) Women Against Violence Against Women
University of Northern British Columbia	Fort St. John	CBVS, Community Bridge
	Gitwinksihlkw	
	Prince George	CBVS, Prince George & District Elizabeth Fry Society Prince George Sexual Assault Centre
	Quesnel	CBVS, Prince George & District Elizabeth Fry Society Prince George Sexual Assault Centre
	Terrace	CBVS, Ksan House Society
University of the Fraser Valley	Abbotsford	CBVS, Abbotsford Community Services
	Chilliwack	CBVS, Chilliwack Community Services
	Hope	
	Mission	CBVS, Abbotsford Community Services
University of Victoria	Victoria	CBVS, Victoria Sexual Assault Centre
Vancouver Community College	Delta	CBVS, Surrey Women's Centre Society
	Vancouver	Women Against Violence Against Women
Vancouver Island University	Duncan	CBVS, Cowichan Women Against Violence Society
	Nanaimo	CBVS, Haven Society
	Parksville-Qualicum	CBVS, Haven Society
	Powell River	CBVS, Powell River Community Services Association