

SEXUAL VIOLENCE ON CAMPUS:

Recommendations for
the Government of Alberta

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Please note that this paper has sections describing instances of sexual violence

EXECUTIVE SUMMARY

Campus sexual violence (CSV) robs students of an environment to safely and confidently pursue educational endeavours and enriching experiences. Many survivors have to contend with the unacceptable disruption it causes, in addition to the adverse impact on their academic performance and physical and mental well-being. While experiences of sexual violence happen at an individual level, the problem is systemic. Further, broader systemic issues such as racism, sexism, and homophobia all play a role in enabling perpetrators, upholding rape culture, and marginalizing and silencing survivors. It is against this backdrop that this research paper will explore the issue, giving particular focus to how the Government of Alberta (GoA), post-secondary institutions (PSIs), and the broader campus community can work together to support survivors, change the conversation, and establish formal systems to end CSV once and for all.

Through policy analysis, environmental scans, and conversations with student representatives and on-the-ground specialists, the research concludes that any attempt to reduce the rate of campus sexual violence must be multi-faceted with simultaneous and concerted efforts made by all stakeholders. Of particular importance is the role of the GoA, which is in a position to provide oversight, support, and funding. For this reason, the research and recommendations of this paper are tailored towards this key stakeholder group.

To an extent, the GoA has taken strides to enhance efforts in the dimensions of support, education, and policy; however, more campus-specific work is needed and the research has informed a number of policy recommendations in this regard. Note that while all five of these recommendations are important, none of them are sufficient on their own. Responding to and addressing CSV requires a comprehensive and holistic approach to ensure that no matter what PSI a student decides to attend in Alberta they will be free of the threat of sexual violence.

POLICY RECOMMENDATIONS

1 The GoA should assess and measure the prevalence of CSV in Alberta by developing and administering a yearly, institution-specific student survey.

It is challenging, if not impossible, to effectively address campus sexual violence without comprehensive information on the issue. Reports on the number of sexual assault cases, if available, do not reveal whether students perceive the campus community as a safe space nor provide clear indications on whether institutions are improving in terms of response and prevention. Data from surveys create accountability and provide valuable insights as stakeholders attempt to reduce rates of campus sexual violence.

2 The GoA should ensure that all institutions have robust sexual violence policies and procedures by creating a provincial framework in collaboration with campus sexual violence specialists, student representatives, PSIs, and other key stakeholders.

While it is reasonable to expect institutions will adopt a sexual violence policy that acknowledges the uniqueness of their campus, there are elements in a policy that PSIs should not compromise on. Students across the province should have the assurance that regardless of which Alberta PSI they attend, they will be protected by a comprehensive sexual violence policy.

3 The GoA should allocate consistent and adequate funding towards efforts focused specifically on training and prevention of sexual violence on Alberta's campuses.

Funding should be used to support campus-wide training sessions such as bystander intervention training in addition to campus specific-passive social marketing campaigns such as the Government of Alberta's #IBelieveYou Campaign. These initiatives would reach the widest audience possible and create meaningful cultural change on the topic of sexual violence.

4 The GoA should work with individual PSIs and commit to consistent and sufficient funding for the most appropriate support services dedicated to anyone affected by campus sexual violence.

Every post-secondary community member should have access to appropriate support services for anyone affected by campus sexual violence. In collaboration with key stakeholders at individual PSIs, this funding could take the form of creating or enhancing a specialized centre on campus, establishing or tending to the needs of on-the-ground specialists and ensuring there are enough such positions hired to prevent burnout, and/or adequately funding support options within the wider community and establishing linkages between them and campus.

5 The GoA should fund the development of online-based training that institutions can use as a baseline to educate their campus staff and faculty on effective and supportive responses to sexual violence disclosures.

The work to support survivors must not only fall on a small number of individuals. Institutions should create a safer campus and protect survivors by requiring campus staff and faculty to receive education and training dedicated to teaching best practices for receiving disclosures. The government should support institutions in this regard by funding the creation of online-based training.

INTRODUCTION

The formation and rise of movements against sexual violence have significantly shaped the way society perceives and reacts to the issue. In the United States, the high-profile cases of sexual assaults (e.g. by producer Harvey Weinstein and comedian Bill Cosby) have helped propel movements with considerable influence in North America, if not around the world. A notable example is Me Too – initially, a grassroots campaign founded by activist Tarana Burke who has worked with survivors of sexual violence, primarily women of colour (Brockes, 2018). In 2017, celebrities such as Alyssa Milano helped highlight the movement and shape #MeToo to what it is today. Meanwhile, in Canada, the sexual assault allegations against former CBC Radio broadcaster, Jian Ghomeshi, made the issue more salient among Canadians.¹

If campus communities are a microcosm of Canadian society then sexual violence is also a social and health issue at post-secondary institutions (PSIs). In 2013, a recording surfaced where students at Nova Scotia's St. Mary's University were reciting the following during frosh week: "SMU boys we like them young, Y is for your sister, O is for oh so tight, U is for underage, N is for no consent, G is for grab that ass" (CBC News, 2013). The pro-rape chant garnered national outrage and heightened the scrutiny of the state of sexual assault and violence on campus. The 2015 controversy surrounding Dalhousie University's fourth-year dentistry students again reinforced the concern. The men were found to have created a Facebook page, Class of DDS 2015 Gentlemen, where they posted degrading and misogynistic comments about their female classmates. One of the posts included a poll asking the group which female classmate they wanted to have "hate" sex with (Taber, 2015). A post-secondary institution fosters innovation, inspires the pursuit of knowledge, and creates opportunities for students to advance and practice citizenship; however, sexual violence robs students of a safe campus environment to participate in these objectives. Tackling this social and health issue on Alberta campuses is a daunting task, but it is essential.

Although all stakeholders involved have a role to play in combating campus sexual violence (CSV), the paper will focus on the central role that the Government of Alberta (GoA) occupies through its position in providing oversight, support, and funding. The paper will begin by providing information for readers to better understand the issue of CSV. Next, it will discuss the policy dimension, arguing that more work is needed to create a post-secondary structure that can satisfactorily prevent and holistically respond to sexual violence. Students across the province receive varying levels of rights and protections due to the inconsistent—and often inadequate—policies at Alberta institutions. In comparison to other jurisdictions, the GoA lags in establishing a campus-specific strategy to address CSV. Finally, the paper will discuss the government’s role in ensuring that post-secondary institutions feature a wide range of education programs and support options. One substantial challenge with the dimension of education is engaging all members of the campus community effectively and consistently. In addition, ensuring comprehensive support options for survivors becomes difficult when many Alberta institutions do not have the capacity to provide dedicated sexual assault centres or on-the-ground specialists such as sexual violence response coordinators.

Together, armed with accurate data, strong policies, well-funded support options, and a campus population willing and committed to tackling the issue, campus sexual violence can be all but eliminated from Alberta’s post-secondary institutions.

¹ While the Ghomeshi case served as a catalyst, concerns surrounding sexual violence has already started with the inquiry on the missing and murdered Indigenous women (Carter, 2014).

UNDERSTANDING SEXUAL VIOLENCE

Definition

According to the World Health Organization, sexual violence is “any act, attempt to obtain a sexual act, unwanted sexual comments, or advances, or acts to traffic, or otherwise directed, against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work” (Krug, Dahlberg, Mercy, Zwi, & Lozano, 2002, 149). On campus, sexual violence might look like rape within a dating relationship, forced abortion, preventing someone from using protective measures, or unwanted sexual advances (Krug et al., 2002, 149).

Sexual violence is an umbrella term that refers to sexual acts committed against a person and is marked by (Basile et al., 2014; Krug et al., 2002):

- The absence of consent: A person who has the legal, physical or cognitive ability to consent does not approve to engage in a sexual act
- Inability to consent: Approval is not possible due to the person’s state (e.g. age, disability, lack of consciousness, or intoxication)
- When refusal cannot be expressed due to, but not limited to, psychological intimidation, power differential, or use and threat of physical force

Sexual harassment is subject to the *Canadian Human Rights Act* (Section 14(2)) and is a form of discrimination under the *Alberta Human Rights Act* (Alberta Human Rights Commission, 2017). It refers to unwanted sexual behaviours or sexual advances that are offensive, coercive, or results in the humiliation of the target person. Like sexual violence, sexual harassment is a continuum and may be physical, visual, or verbal (e.g. requesting sexual favours; making sexual, offensive jokes; unwanted touching).

Sexual assault, which is under the purview of the Criminal Code of Canada, encompasses any form of coerced or unwanted sexual contact, such as groping or rape. Unlike sexual harassment, sexual assault in Canada is a criminal offence.²

² There are three types of sexual assault indicated in the Criminal Code. The first one is as described, while the other two are the purview of Section 272 (Sexual Assault with a Weapon, Threats to a Third Party, or Causing Bodily Harm) and the third level is under Section 273 (Aggravated Sexual Assault).

Terminology

The common terminology used when referring to someone who has experienced sexual assault or sexual violence is “victim” or “survivor.” There is hesitancy in the use of “victim” because of its association with helplessness and passivity and preference for the term “survivor” for it imbues empowerment and agency (see Papendick & Bohner, 2017). While “survivor” may carry positive attributes, individuals who have experienced sexual violence may not always identify with the label and may instead choose to describe themselves as “victims” (University of Alberta, 2016a). With this in mind, the research uses the term “victim” when referring to research studies, and any discussion outside this context employs the label “survivor.”

This paper will also use the terms Complainant to refer to survivors that have filed a formal report of sexual violence to their university, and Respondent to refer to the alleged perpetrator(s).



Forms of sexual violence commonly studied in the literature (Basile et al., 2014; Benoit et al., 2016; Krug et al., 2002):

- Completed or attempted penetration of the victim
- The victim is made to penetrate the perpetrator or another person
- Stealthing (non-consensual removal of a condom during sex)
- Exposure to pornography or sexually explicit images
- Voyeurism (observing someone naked or engaged in sexual activity without that person’s consent)
- Exhibitionism (exposure of one’s genitals without the target person’s consent)
- Verbal sexual harassment (e.g. delivering sexual comments or sexually explicit name-calling)
- Online sexual harassment

Educational and health outcomes associated with sexual violence, particularly sexual assault (Carey et al., 2018; Stermac, Horowitz, & Bance, 2017; Potter, Howard, Murphy, & Moynihan, 2018; Mengo & Black, 2016):

- Adverse impact on the survivor's academic performance, characterized by a drop in GPA, missed classes, disruption in the timeline of degree attainment and some cases, dropping out of the program altogether
- There are also survivors who reported improvement or no change in their academic outcomes – instead, they use the academic workload as a coping mechanism and to avoid social connections
- Development of post-traumatic stress disorder
- Contraction of sexually transmitted infections
- Inability to fully engage in academic work and extracurricular activities as a result of anxiety, low mood, and heightened self-protection (e.g. decreased participation in male-dominated settings)
- Elevated levels of anxiety and depression
- Loss of self-esteem on one's academic abilities, eventually influencing career goals




Rape Culture

An act of sexual violence is not an isolated case; instead, it is part of broader “systemic attitudes and behaviours that normalize, trivialize, or encourage sexual violence” (Bourassa, Bendig, et al., 2017, 45). Rape culture is a social environment where high rates of sexual violence, especially against women, are a normal part of life and aggressive behaviours, particularly by men, are considered typical (Bourassa et al., 2017; Phipps et al., 2018). Sexual violence on campus is allowed to happen because of a campus community and peer norms that support coercive behaviours and ultimately fail to protect potential victims (Schwartz et al., 2001, as cited in Potter, Moynihan, & Stapleton, 2011). A study at the University of Alberta in 2000 reported that men adhered more to sexual myths than women. For instance, there was a higher proportion of male respondents who held the belief that perpetrators “didn’t really mean to” commit sexual assault and that “she [the victim] asked for it” (University of Alberta, 2000). Another study conducted at the University of Ottawa (2015) revealed that a high percentage of male students minimized the issue of sexual violence, agreeing with survey statements such as “rape accusations are often used as a way of getting back at men” (42% of men and 18% of women agreed or were neutral).

Giraldi & Monk-Turner (2017) suggested that colleges have become environments where sexually aggressive behaviours are expected and deemed normal. Efforts to prevent CSV must include a focus on changing attitudes and beliefs that foster rape culture and one place to start is addressing rape myths.

Rape myths

Rape myths are the stereotypes and prejudices about rape, the victim, and the individual who committed sexual violence (Burt, 1980, cited in O'Connor, Cusano, McMahon, & Draper, 2018). These false, widely-held beliefs ultimately serve the purpose of blaming the victim and excusing the perpetrator (O'Connor et al., 2018; Suarez & Gadalla, 2010). Rape myths transform as cultural norms shift, often in the form of using subtle, as opposed to blatant, language (O'Connor et al., 2018). For example, a phrase like "Women often provoke rape through their appearance or behaviour" becomes, "If a girl is raped while she is drunk, she is at least somewhat responsible for letting things get out of control" (O'Connor et al., 2018). Subscribing to rape myths are consequential, primarily when they are used to rebrand campus sexual assault as an act of confusion rather than a criminal matter (O'Connor et al., 2018). Generally, the level of rape myth acceptance predicts sexual violence perpetration (Crall & Goodfriend, 2016). Adding to the concern is the association between acceptance of rape myths and adherence to discriminatory beliefs, such as ageism, classism, racism, and religious intolerance (Suarez & Gadalla, 2010).



Rape myths include the following incorrect assumptions, among others (O'Connor et al., 2018; University of Ottawa, n.d.):

- He did not mean to – there was a miscommunication or the signal was misunderstood
- He did not mean to due to intoxication – alcohol causes men to commit sexual assault
- Good guys do not commit rape (i.e. men who are white, middle-class, and have a good GPA)
- Men who are in a lower social class are more likely to rape
- College athletes are less likely to rape because women always want to have sex with them
- It is strangers who commit sexual assault
- She asked for it – promiscuous women
- If there is no resistance or fight, it is not rape
- Men cannot be victims
- Women give false accusations to retaliate

Disclosure and reporting

A disclosure occurs when victims choose to share details of the incident to those in their social sphere (e.g. a roommate, a friend, or a family member) or to key members of the campus community. Meanwhile, reporting constitutes notifying formal authority bodies (e.g. campus security or law enforcement officials) of the incident. The ability to choose how to move forward gives victims a sense of control and agency. While the majority of victims do not make a formal report, it is imperative that students who choose to engage in the formal process will receive the support necessary.

Barriers to disclosing

Rape culture has given rise to many barriers to disclosure and reporting, such as (Ullman, Foynes, & Tang, 2010; Sabina & Ho, 2014):

- Fear of not being believed
- Fear of being blamed for the incident (e.g. alcohol consumption at the time of the incident)
- Fear of secondary victimization when reporting
- Minimization of the incident
- A feeling of embarrassment or shame
- Fear of retaliation
- Feeling a degree of responsibility for what occurred
- Uncertainty on whether harm was intended or whether authorities would see it as serious enough

False accusations

The misconception surrounding false accusations may leave the wider community hesitant to believe survivors. However, a study by Lisak et al., (2010) found that only 2% to 10% of campus reports of sexual assault on campus went unproven (as cited in Quinlan, 2017).

“The Third Option”

Off-campus agencies such as the Calgary Communities Against Sexual Abuse (CCASA) offers the Third Option – recent victims are given a choice to have forensic evidence collected and stored for one year, affording them the time to decide whether to make a formal report (CCASA, n.d).

Restorative justice/ alternative resolution

The merit of restorative justice in the context of sexual violence is up for debate. On the one hand, restorative justice is argued to simply give the perpetrator further opportunity to exercise their power over the victim (Randall, 2013, as cited in Ending Violence Association of BC, 2016). On the other hand, this informal resolution has the potential to increase the agency of the victim and give the accused or perpetrator the opportunity to make amends (University of Alberta, 2016a). The Ending Violence Association of British Columbia recommends to only engage in the process if both parties requested it and under strong oversight by experienced mediators (Ending Violence Association of BC, 2016).

The scope of the problem

In 2014, Statistics Canada indicated that of the 636,000 cases of self-reported sexual assault incidents, 87% were committed against women. Further, nearly 47% of these involved women between the ages of 15-24 (Conroy & Cotter, 2017). This second statistic leads to the assumption that sexual violence is a substantial concern on post-secondary campuses, which have a high concentration of this demographic group. However, obtaining a complete picture of the issue on Canadian PSIs can prove challenging given the lack of public data and the absence of unified reporting mechanisms across institutions. This is partly due to varying assessment procedures across institutions, leading to inaccurate representations of the prevalence of the issue. For instance, institutions that have comprehensive monitoring practices may report more incidents compared to PSIs with less rigorous procedures (McCallion & Fedder, 2015). Also, empirical studies on the issue use a wide range of methodologies, and low response rates limit the generalizability of the research (Mellins et al, 2017; McCallion & Feder, 2015). Indeed, sexual assault is one of the most underreported crimes in Canada. The 2014 Statistics Canada survey suggested that 83% of sexual assault incidents are not reported to the police (Conroy & Cotter, 2017).

To exemplify these difficulties, consider CBC News' reporting of sexual assaults on 77 Canadian campuses between the years of 2009-2013 (Sawa & Ward, 2015). This 2015 investigative piece revealed that the University of Ottawa had 10 reported cases of sexual assaults within the five study years. Acadia University saw 22 reports. The highest number was at Ontario's Ryerson University, which received 57 reports. The institution responded by emphasizing that the numbers included any incidents that occurred within the university premises—even those that did not involve community members (CBC News, 2015).

Elsewhere, the University of Lethbridge reported a total of 16 cases of sexual assault in the years of 2015-2018 (University of Lethbridge, n.d.b). The University of Alberta's Student Conduct and Accountability Statistical Report (2016b) indicated that in the 2015/16 academic year there were approximately 41-45 alleged victims of gender-based violence (including sexual harassment and sexual assault). Experts from CBC's report asserted that such numbers are "surprisingly low, and an indication that they [institutions] are doing a poor job of encouraging students to come forward" (Sawa & Ward, 2015).

Given that relying solely on the number of reported cases to assess the state of sexual violence at PSIs is inadequate, a more effective measurement is necessary. To this end, campus climate surveys (CCS) may prove useful. These types of surveys measure and assess both the strengths and weaknesses of a PSI around diversity and inclusion efforts for the entire campus community. When designed correctly, a CCS gives students a safe platform to open up about their experiences. For example, the University of Ottawa's 2014 CCS discovered that 27% of women and 16% of men had been touched, hugged, or kissed on more than one occasion when they did not wish to be (University of Ottawa, 2015). Taking this into account, it is clear that the numbers from the CBC News report from the University of Ottawa (10 reported cases of sexual assault over five years) are not reflective of the actual experiences of students at that school. An even more shocking statistic from the Government of Ontario's 2018 Student Voices on Sexual Violence Survey unveiled that 63% of Ontario university student respondents had experienced some form of sexual harassment (CCI Research, 2019).

It would seem obvious that PSIs committed to implementing responses and prevention strategies to campus sexual violence must make a substantial effort to uncover the true nature of the problem within their campus community.

Intersecting identities: Gender, race, and ability

Activist and scholar Kimberlé Crenshaw introduced the concept of intersectionality to capture how multiple identities (mainly gender and race) interact to influence the experiences of Black women (Crenshaw, 1989; 1994). Crenshaw's idea has been crucial in the attempts to deconstruct and offer solutions to prominent issues, including sexual violence. Intersectionality offers explanations on the occurrence of a wide range of responses and interpretations, along with risk and perpetrating factors of sexual violence. While acknowledging intersecting identities is crucial, failure to situate such conversation within the broader structures and societal systems would only propagate victim-blaming. Therefore, when looking at the risk factors of sexual victimization, one must keep in mind the cultural and structural contexts in which they occur (i.e. homophobia, sexism, racism, ageism, or any system of oppression).

It is well documented that women are more likely to report having experienced sexual violence compared to men. Further, individuals who have a history of victimization are more vulnerable to future acts of sexual violence. Women who have experienced sexual assault before entering college were twice as likely to be sexually assaulted in their first semester (Carey et al., 2018).

While women do represent the majority of victims, Indigenous women bear some of the highest risks of victimization; the rate of sexual assault among this group is approximately three times higher than non-Indigenous women (Conroy & Cotter, 2014). Bourassa et al., (2017) perceived this as the result of systemic inequities that gave rise to substance abuse, poverty, and sex trade work prevalent among the population. The historical injustices suffered by these communities (e.g. residential schools and the Sixties Scoop) have consequences that continue to persist today and makes Indigenous women more vulnerable.

Indigenous women are not the only marginalized group who experience high rates of sexual violence. Individuals who have mental disabilities contend with a rate of sexual assaults that are approximately five times higher compared to individuals who do not have a disability (Conroy & Cotter, 2014). Respondents who identified as homosexual or bisexual had a rate of sexual assault that was six times higher than those who identified as heterosexuals (Conroy & Cotter, 2014). Finally, members of society who identify outside of the male-female gender identity are yet another group that experience a higher risk of sexual violence compared to their cisgender counterparts.

For stakeholders, it is important to understand that survivors who are members of marginalized groups may have needs that are different from the support and services required by survivors who are non-members. There is a risk that a significant portion of survivors have limited recourse for support if PSIs do not acknowledge the role of intersectionality in their programs and services.

Understanding the scope of the issue makes one thing clear: the lack of complete, transparent, and reliable data regarding CSV in Alberta impedes the ability of stakeholders to effectively address the issue. Data also allows PSIs to gauge the effectiveness of policies, programs and services, and identify gaps. The post-secondary education community would benefit greatly if the GoA provided leadership through periodical assessments and measurements of the state of CSV in Alberta.

1

Policy Recommendation

The GoA should assess and measure the prevalence of CSV in Alberta by developing and administering a yearly, institution-specific student survey.

POLICY:

Changing the structure

Governments play an important role in developing the overall direction for post-secondary education in each province. This section will begin by reviewing the meaningful government action that other governments in Canada have taken to combat CSV in order to compare with Alberta's approach. What is discovered is that an important aspect of any provincial government's response is passing a bill mandating each of its PSIs to develop a stand-alone sexual violence policy and procedure. A best practice in this scenario is ensuring a minimum standard is achieved. A majority of Alberta institutions already have a sexual violence policy; however, with no base standard to go by, the results vary widely. The second part of this section will analyze all 20 existing stand-alone sexual violence policies and procedures from publicly funded PSIs in Alberta in order to inform any minimum standard that the GoA may consider adopting.





Federal Government

Canadian provinces have exclusive jurisdiction to provide educational opportunities, in effect limiting the federal government's ability to address sexual violence at a policy level (Lopes-Baker, McDonald, Schissler, & Pirone, 2017). While the capacity for direct, regulatory involvement is restricted, the Government of Canada has other means to address sexual violence on campus at its disposal. A prominent example is the national plan *Its Time: Canada's Strategy to Prevent and Address Gender-Based Violence*. The formation of the Advisory Committee on the Framework to Prevent and Address Gender-Based Violence at Post-Secondary Institutions is one of the plan's most recent initiatives. Federal budget 2018 allocated \$5.5 million to the Department of Women and Gender Equality to "[develop] a harmonized national framework to ensure consistent, comprehensive and sustainable approaches in addressing gender-based violence at post-secondary institutions across the country" (Department of Finance Canada, 2018, p. 201). The Advisory Committee, chaired by the Department, is a direct result of this mandate and will work to "provide advice and feedback on the development, consultation and implementation of the framework" (Status of Women Canada, 2019). The final product will be a comprehensive resource PSIs can use to guide their attempts to address and eliminate sexual violence on their campus. Failure by institutions to implement best practices risk the withdrawal of federal funding, although it is still unclear what that would look like (Bresge, 2019).

Canadian Provinces

The provinces of Alberta, Saskatchewan, Newfoundland and Labrador, and New Brunswick do not have legislation pertaining specifically to campus sexual violence while Nova Scotia currently has a bill before their Assembly. The other five provinces do have legislation.

This section will aim to determine whether a coordinated provincial legislative approach can be a catalyst in combating the issue of CSV. Let us now consider the provinces who do have legislation relating to campus sexual violence; Alberta's approach will subsequently be addressed.

Ontario

In 2015, the Government of Ontario launched the province-wide initiative *It's Never Okay: An Action Plan to Stop Sexual Violence and Harassment*. Within a three-year framework, the plan sought to “help change attitudes, provide more support for survivors and make workplaces and campuses safer and more responsive to complaints of sexual violence and harassment” (Ontario, 2018). Bill 132 - the *Sexual Violence and Harassment Action Plan Act* (Canada's first such legislation), the campaign #WhoWillYouHelp, and the Student Voices on Sexual Violence Survey were the direct results of the Action Plan.

Importantly, this plan has led to real action. Bill 132 amended the *Ministry of Training, Colleges and Universities Act* so that every PSI in Ontario must have a sexual violence policy that “sets out the process for how the college or university will respond to and address incidents and complaints of sexual violence involving students enrolled at the college or university” (*Sexual Violence and Harassment Action Plan Act*, 2016). The Bill also states that the university must consider student input in the drafting of the policy, and that a review of the policy be undertaken every three years.

The Student Voices on Sexual Violence Survey is notable because the Ministry of Training, Colleges and Universities has committed to administering it every three years (it ran for the first time in 2018) and sharing with stakeholders the results in order to address gaps in education, programming, and support services (Ontario, 2019). Since the 2018 survey reported that 63% of university student respondents had experienced some form of sexual harassment (CCI Research, 2019), the Ministry has committed \$6 million in annual funding towards efforts to enhance sexual violence programs on campus through

training, safer environmental designs, and online safety apps (Jeffords, 2019). The Ministry also announced in March 2019 that PSIs in Ontario would now be required to set up a task force devoted to tackling sexual violence on campus (Ontario, 2019).

In addition to these steps, the Ontario Government is now also involved in providing training opportunities for campus community members. With government funding, the Centre for Research & Education on Violence Against Women & Children developed the web-based training “Responding to Disclosures of Sexual Violence.” The program, which was specifically designed to help campus employees respond appropriately to disclosures of sexual violence, was rolled out in February 2019 with about a dozen Ontario PSIs having signed on (Responding to Disclosures, n.d.; Xing, 2019).

British Columbia

British Columbia became the second province to mandate their post-secondary institutions to create/update their sexual violence policy when Bill 23, the *Sexual Violence and Misconduct Policy Act*, passed in May 2016. The Bill required institutions to review their policies at least every three years and include consultation with students as part of the review. The BC government additionally held a public outreach campaign in 2018 on post-secondary institutions’ sexual violence policies in order to further inform the actions being taken to prevent and respond to sexual misconduct (Ministry of Advanced Education, 2019a). In addition to legislation, the government program Safe Campuses BC periodically hosts forums and information campaigns to teach and support campus communities as they tackle issues related to sexual violence (Ministry of Advanced Education, 2019b).

The case of BC’s approach to addressing CSV offers some learning opportunities. In 2018, the Green Party of BC did a private evaluation of existing policies and found many issues, including a lack of dedicated staff at individual PSIs (Vescera, 2019). In addition, a discrepancy of resource availability among larger and smaller schools made it difficult to adequately implement the government’s vision. The conclusions included that the government of BC’s minimum requirements for PSI CSV policies were set too low, and an implementation strategy was never fully fleshed out (Vescera, 2019). The government’s response to these failings is currently ongoing.

Quebec

In December 2017 Quebec passed Bill 151, *An Act to Prevent and Fight Sexual Violence in Higher Educational Institutions*. Quebec post-secondary institutions were given until January 2019 to adopt or modify an existing policy. For many PSIs, the legislation provided the framework to develop their first ever CSV policy and associated strategy. An example is Vanier College's Sexual Violence Prevention and Response Policy, which introduced safety measures, mandatory training activities, a process for filing complaints, and support services for survivors (Montreal Gazette, 2019).

Apart from Bill 151, the Quebec government has also allocated \$44 million in funding for its *2016-2021 Government Strategy to Prevent and Counteract Sexual Violence*. The Strategy is a collaborative effort between the province's 12 ministries and organizations. One objective is to organize PSI networks to create a safe community and support organizational and institutional collaboration on various initiatives and campaigns, such as the *Sans oui, c'est non!* campaign (Without Yes, It's No!) (Québec, 2018).

Building off of the government's initiative, in 2019 McGill University decided a mandatory online course was necessary to reach everybody in a timely way (Leavitt, 2019). There is an obvious benefit to this widespread, mandatory approach. Government implementation of such an initiative would have ensured that all students, staff, and faculty at every Quebec PSI would receive the training. As it stands, only the McGill University community will be exposed to these necessary modules.

Manitoba

A year after Quebec passed Bill 151, Manitoba became the fourth province in Canada mandating its post-secondary institutions to formulate sexual violence policies. Bill 15, *The Sexual Violence Awareness and Prevention Act*, requires PSIs in the province to adopt and implement policies that raise awareness on sexual violence and establish protocols on prevention, reporting, and complaints. The province also published the *Manitoba Post-Secondary Sexual Violence Policy Guide* in conjunction with the Bill for institutions to use as a reference.

Prince Edward Island

Prince Edward Island is the newest jurisdiction with legislation regarding CSV when royal assent was given to Bill 41, *Post-Secondary Institutions Sexual Violence Policies Act* in December 2018 (proclamation has not occurred yet since regulations still need to be finalized). The bill requires that post-secondary institutions, with student input, develop policies and a process to address campus sexual violence. PSIs must also report all incidents of sexual violence to the Department of Workforce and Advanced Learning. Further, the Bill requires that such policies be reviewed every three years. Importantly, development of this legislation featured public consultation with more than 50 stakeholders, including UPEI's student union. While the province's largest PSI—the University of Prince Edward Island—already had a sexual violence policy at the time this bill came into law, the minister responsible suggested that this bill would take existing sexual violence policies a step further (Williams, 2018).

Nova Scotia

In Nova Scotia, a private members' bill titled Bill 14, the *Sexual Violence Action Plan Act*, was introduced before the assembly in September 2018 by Opposition PC MLA Tory Rushton. If passed, the Bill would legislate PSIs to establish sexual violence policies in addition to provisions regarding reporting and complaint protocols. At the time of this writing, the Bill is at Second Reading.

Although not mandated by law, the Provincial Sexual Violence Prevention Committee has concurrently developed guidelines and recommendations for Nova Scotia PSI's to "maintain up-to-date, stand-alone sexual violence policies that are survivor-centric, and that they work to enhance and uphold survivor-centric campus responses to sexual violence" (Labour and Advanced Education, 2019). Various collaborative agreements between Nova Scotia's universities and colleges and the provincial government will hopefully create meaningful follow through on the Committee's guidelines.

The Government of Alberta's approach in addressing CSV

The Government of Alberta has a province-wide strategy to address sexual violence, although not specifically within the campus community. It launched the *Commitment to End Sexual Violence* with a focus on the following: shift the culture towards consent and gender equality; enhance response systems; and support survivors through agency partnerships (Government of Alberta, 2018). There have been several education and awareness campaigns funded through the project (e.g. #IBelieveYou, I Am a Kind Man, and WiseGuyz Project). The widely successful #IBelieveYou campaign exemplifies what can occur when the government, post-secondary institutions, students' associations and clubs, organizations, and the wider community work together to address the issue. The campaign sought to create a safe space where survivors of sexual assault could speak of their experiences. A survey by the Association of Alberta Sexual Assault Services (2017) revealed that before the campaign, only 21% of respondents would have given a supportive response to a survivor. This figure jumped to 72% by year three of the campaign. In partnership with their local sexual assault centres, all PSIs in Alberta have brought #IBelieveYou to their respective campuses at some point.

In 2018, the former NDP government also funded community sexual assault centres and organizations amidst surging demand for counselling services. For example, the Association of Alberta Sexual Assault Services received \$8.1 million, allowing member agencies to respond with more crisis counselling, outreach in schools and communities, and specialized court workers (Graney, 2018). Also in 2018, the government allocated \$700,000 in funding to the Elizabeth Fry Society for a pilot project that gives survivors access to free legal advice (Zabjek, 2018). However, these initiatives were not tailored to Alberta's campus communities, meaning the specific issue of CSV has been left largely untouched by the GoA.

During the 2019 provincial election the United Conservative Party (UCP) promised \$5 million in funding for sexual assault service centres and other supports if elected (Clancy, 2019). With the election of the UCP, at the time of this writing it remains to be seen whether this new government will follow through on its campaign promise and prioritize combating sexual violence with financial support as they usher in a period of fiscal restraint in this province.

Conclusions Regarding the Role of Provincial Governments in Combating CSV

As discussed in a previous section, the availability of data on campus sexual violence in Canada suffers from incomplete and unreliable information. Therefore, it is difficult to determine whether provinces with legislation have curbed CSV more than provinces without. In addition, existing legislation is very new, with the oldest one being Ontario's Bill 132 having come into law in 2016. It may therefore be too early to determine their effectiveness.

However, this should not deter the Government of Alberta from taking bold action to combat campus sexual violence in this province. Although the GoA has demonstrated some commitment to addressing sexual violence across Alberta, considering the significant strides other jurisdictions have made against sexual violence on their post-secondary campuses, the GoA lags in terms of campus-specific policy and actions. Campuses are a unique social environment which make CSV a distinct issue. Thus, educational campaigns and funding for programs open to the general public are not always adequate to address the specific circumstances and realities of a post-secondary institution.

The GoA is in a position to offer a complete, coordinated effort in the fight against CSV. This should include funding for on-campus support services and educational campaigns. This should also include legislating that PSIs create policies that reach a minimum standard, are informed by thorough consultation with the campus community, and are reviewed every few years to ensure maximum impact and relevance.

Analyzing Alberta post-secondary institutions' sexual violence policies



20 of Alberta's 26 universities that receive public funding have developed their own stand-alone sexual violence policy. However, with no minimum standard to inform their work, these approaches vary tremendously. This section will firstly aim to define what makes a good sexual violence policy and will then review the outcomes of a policy analysis done for all 20 policies and procedures to determine whether they exhibit these best practices.

What makes good policy?

A stand-alone sexual violence policy recognizes the distinct features of the problem of campus sexual violence, and by separating it from other institutional policies, it becomes easier for individuals who have been impacted by sexual violence to navigate the system (Ending Violence Association of BC, 2016). The absence of a stand-alone policy is a missed opportunity for institutions to respond to and prevent CSV.

An excellent, survivor-centred campus sexual violence policy and procedure should exhibit the following features³:

Defining Campus Sexual Violence

- Acknowledges that sexual violence is a crime with distinct features and consequences, and that the university clearly condemns it
- Clearly defines like terms including sexual violence, sexual harassment, and sexual assault
- Clearly articulates who the policy applies to and how the issue of Nexus is approached
- Coordinates with other campus policies to ensure a unified cross-campus response
- Reviews and updates the policy and procedure on a regular basis to ensure current best practices in the prevention and response to sexual violence are being followed

Properly Approaching Disclosures

- Clearly distinguishes between disclosing (telling someone about what has happened) and reporting sexual violence (making a formal report to the institution thereby initiating a quasi-legal investigative process)
- Provides trauma-informed training to those most likely to receive disclosures, and/or maintains sexual violence response specialists on campus
- Has a strong, clear confidentiality and information sharing protocol, as well as clear limits to confidentiality (e.g. articulating that privacy rights are not absolute and that the university may be required to take immediate action, such as contacting the police)
- Pledges to provide education and training to the wider campus community for how to respond and prevent campus sexual violence from occurring

Procedures for addressing formal complaints

- Provide various avenues for making a formal report, such as anonymously or through a third party
- Requires sexual violence sensitivity training for all those investigating or adjudicating the complaint process
- Having interim protection provisions for the survivor/victim for the time when an incident is being reviewed
- Protection for the complainant from face to face encounters with the respondent during the complaint process
- Clear timelines for the institution to deal with a formal complaints process, and no time limits for filing a formal complaint
- A specific immunity clause for drug and alcohol use

³ This list was informed by Ending Violence Association of BC's *Campus Sexual Violence: Guidelines for a Comprehensive Response*, and the Student's Society of McGill University's *Our Turn: A National, Student-Led Action Plan to End Campus Sexual Violence*.

In essence, survivor-centred policies understand that every survivor is unique. Such policies uphold confidentiality whenever possible, ensure the survivor's safety, show care and provide information through a trauma-informed lens to help survivors make their own decisions, and also respects those decisions.

Policy analysis

Using the guidelines listed above, the paper will now analyze the policies and procedures of the twenty PSIs in Alberta which have stand-alone versions (see Appendix for raw data). The purpose of this section is not to exhaustively analyze the effectiveness of each. Instead, it is to highlight their varying differences in order to underline the need for a minimum standard for any future provincial legislation mandating the creation of sexual violence policies at Alberta's PSIs.

Defining Campus Sexual Violence

Among the 20 publicly-funded Alberta PSIs with an existing stand-alone sexual violence policy, there is inconsistency when it comes to framing the issue. Some institutions explicitly denounce sexual violence and understand the intersectional aspects of the problem, in addition to acknowledging their role in combating the pervasiveness of rape culture and the systemic nature of sexual violence. Other PSIs are not so explicit by not explaining why sexual violence is unacceptable and not tolerated. The University of Alberta (2017) has an exemplary statement: "The University recognizes the harm caused by a culture in which common attitudes, norms and practices tolerate, normalize, trivialize, excuse or outright condone sexual violence. . .the University takes seriously its responsibility to reduce sexual violence by fostering a culture of consent and support through education, training and policy" (p. 1).

Ensuring that the policy defines like terms such as sexual violence, sexual harassment, and sexual assault is important for the institution's community to understand what each is and how they are different. 13 of 20 policies do have separate definitions for all three. Some policies go beyond that minimum to define terms such as sexual misconduct, acquaintance sexual assault, sexual exploitation, sexual coercion, drug-facilitated sexual assault, and accomplice sexual misconduct.

For the question of to whom the policy applies, 18 of 20 policies explicitly state that every member of the campus community is covered under it (the two outlier policies made no specific mention of scope). On the question of nexus to the university, 14 of 20 policies state that off-campus activities require a real and substantial link to the university for them to be covered under the policy. Universities tend to favour this

legal line in the sand despite the negative on-campus consequences of off-campus incidences of sexual violence. For example, consider a sexual assault involving two students from the same university at a private off-campus house party. While most universities would argue that the event had no connection to the university and is therefore not covered under the policy, the reality is that the victim is now forced to attend school with their attacker, potentially leading to the educational and health outcomes listed in Box 2. With this in mind, 4 policies do define their scope without concern for the requirement of Nexus to the university (the University of Alberta, Northern Alberta Institute of Technology, Grand Prairie Regional College, and Ambrose University).

As a step further, only 11 of 20 policies apply their Nexus to online or virtual environments. The way in which a sexual violence policy interacts with other campus policies will play a role in determining its impact. Many approaches were discovered among the 20 policies analyzed. 4 of 20 policies state that they will operate in conjunction with, and not in conflict with other policies. The King's University (2017) prioritizes their sexual violence policy by adding that "when complementation is not possible, this policy supersedes all others when the complaint involves Sexual Violence" (p. 5). Athabasca University (2019) says that when a conflict with another policy occurs, "the most restrictive policy, procedure, practice or legislation will apply" (p. 1). Ambrose University (2018) suggests, more vaguely, that "the Sexual Violence policy governs the approach taken to the extent necessary" (p. 1). Some schools' policies do not actually feature a stand-alone sexual violence procedure and therefore defers certain actions to related policies. Such is the case at the University of Alberta for example, where the Code of Student Behaviour guides the procedure for addressing a formal complaint of sexual violence. Finally, 5 of 20 policies simply list related policies at the end of the document with no specific clause clarifying these relationships.

Defining a timeline for policy review is an important step in ensuring that current best practices in prevention and response are being followed. 5 of 20 policies state that they must be reviewed within a certain time frame. These review frequencies range from between two and five years, with the average being three years. 9 policies do not state a minimum frequency of review but do set a date for the next review to occur. Based on when these policies were last meaningfully reviewed, this creates a range for policy review between one year and seven years, with the average being three years. 1 policy simply states that the policy will be reviewed as necessary. 5 policies do not define a timeline for review nor do they set a date for a future review.

Properly addressing disclosures

Sexual violence policies should have clear policy statements that pledge to treat disclosures with the gravity and importance they deserve. Those seeking help, support, or someone to talk to should feel like there are avenues separate from taking formal action against their perpetrator. Further, those making disclosures should feel empowered and in control of their own response to the situation and not feel concerned about whether divulging information will have negative consequences.

The policy analysis revealed that although all 20 policies do place some level of importance on the act of disclosing sexual violence, the details are highly varied. Some policies tailor their messaging directly to those wishing to make a disclosure by suggesting they seek out specialists or other advocates on campus. Other policies focus their messaging on the wider campus community, providing suggestions on what to do if receiving a disclosure. Only 3 policies use the term Trauma-Informed as they discuss receiving disclosures. Meanwhile, Concordia University of Edmonton (2015) does not even use the word Disclosure in its policy or associated procedure as it places its focus squarely on formal reporting options.

In general, most of the 20 policies state that individuals will be the decision-makers with regards to their own best interests. Some policies warn against disclosing someone else's incident without their consent while others state that if certain members of the campus community observe sexual violence then they are required to report it.

17 of 20 policies are explicitly clear with regards to upholding confidentiality, as well as when it does not apply (e.g. in situations where an individual is judged to be at imminent risk of harming self and/or others, or when situations involve a minor). The remaining 3 policies are not explicitly clear with these limits to confidentiality.

Finally, it is important that sexual violence policies pledge to provide the wider campus community with education and training to counter stereotypes of rape culture and provide the entire campus community with the basic tools to adequately respond to sexual violence. Every single policy did make commitments to this end, although the details ranged greatly. Further, 4 policies made commitments to maintaining annual statistics for the purposes of community education.

Procedures for addressing formal complaints

For survivors to feel empowered to seek formal action against a perpetrator of sexual violence, CSV policies should do well to describe the details of what this process entails. Doing so would encourage participation in the process by allaying fears of the unknown and ensuring that an exceptional university response is presented in every circumstance. In addition, offering a variety of reporting options creates a survivor-centred system which prioritizes the diverse ways in which people experience and respond to sexual violence. Despite these best practices, the 20 policies analyzed feature a large variance in detail and commitment to addressing formal complaints.

All 20 policies discussed non-criminal formal reporting as the principal means of resolving formal complaints of sexual violence, which is the quasi-judicial process where the PSI investigates in accordance with policy. 4 policies explicitly stated that such reports must be made in writing while others such as Red Deer College (2018) state they “can be made in person, by telephone, or in writing (p. 5)”. 6 policies provide an option to file a formal complaint anonymously while only 4 policies outline third-party reporting options. Policies providing these latter two options also attach a warning that these forms of reporting may limit the ability of the university to respond and investigate.

2 policies discuss the option of filing a personal record of information. The University of Lethbridge (2019) explains this is a way to “ensure the experience is documented in close proximity to the time it occurred to assist in recalling details should a Complaint be made at a later date” (p. 7). Northern Alberta Institute of Technology (NAIT) (2017), the other institution discussing this option, also states that filing such a response does not automatically launch a formal investigation but will rather launch a special team to “respond to requests for support. . .implement interim measures to preserve safety and evidence, and assess next steps for NAIT” (p. 4).

One final option, discussed by 5 policies, is an alternative resolution (or restorative justice) process, although MacEwan University’s (2018) policy vaguely mentions the term once with no further explanation. Alternative resolution can be used to informally resolve the complaint at the earliest stage possible through mediation, education, training, or other means. Three institutions qualify that while alternative resolution is an option to resolve the issue cooperatively, it must be voluntary and must feature consent from both parties throughout the entire process. NAIT (2017)’s policy actually discourages the process of alternative resolution, citing “the risk of further harm to the survivor, the respondent, or the institution (p. 6).”

Another area of extreme divergence relates to who the policy appoints as being in charge of following through with the formal complaint. While one would expect to see such wide differences among PSIs, a minimum standard of best practices in survivor-centred approaches is often lacking. Some of the 20 policies analyzed task one senior administrative position as the lead decision maker (e.g. as is the case at Athabasca

University), some task a specialized team (e.g. the University of Lethbridge's Complaint Review Team), and some defer to other university policies based on the details of the formal complaint (e.g. at the University of Calgary, if the respondent is a student, then the Student Non-Academic Misconduct Procedure is initiated and the Student Conduct Office becomes the lead). Other approaches include tasking the institution's Registrar to lead the process, while others employ many specialized teams such as NAIT's approach which includes involving the Student Resolution Office, a Threat Assessment Team, and a Sexual Violence Response Committee. Northern Lakes College (2017) for its part does not even name anyone to be in charge of formal complaints. In one final example, 3 policies mention the process of involving a student conduct hearing panel although details are often left sparse. Of the 20 policies, only 8 explicitly make mention of the importance of ensuring specialized training for those overseeing the process.

Another key aspect of the formal process is the availability of interim survivor-centred protective measures for complainants, which should come as an addition to safety planning and academic accommodations for anyone having disclosed sexual violence to the institution. 14 of 20 policies explicitly discuss and provide examples of such measures, with common examples including no contact between complainant and respondent, and/or that the respondent be removed from classes, the work place or residence. 3 policies do mention the possibility of interim protective measures but do not provide examples. 3 policies do not discuss interim measures at all.

The investigation of formal complaints features a very wide range of approaches among the 20 policies analyzed, some of which are much more detailed than others. 19 of 20 policies use an investigator to determine whether the policy was breached (only Bow Valley College does not mention such a process). Some policies outline when to use an internal versus external investigator while some do not. Further, only 10 policies specify the need for the investigator to be trained in survivor-centred approaches. 3 policies, such as Southern Alberta Institute of Technology (SAIT) (2019), promise that investigators will not judge or blame survivors for their "dress, conduct, emotional disposition, past sexual history, or timing of disclosure" (p. 7). 6 policies discuss the commitment to assigning a special contact person for both the complainant and respondent for the duration of the process. 3 policies commit to establishing a terms of reference for each investigative process undertaken. Only 6 policies explicitly commit to continuing an investigation even if the respondent decides not to participate, while Lethbridge College (2019) states that sanctions "may only be imposed on an individual who participated in an Administrative Investigation" (p. 8). 13 of the 20 policies mention an appeals process.

Regarding timelines, most policies do not impose a time limit to report cases of sexual violence; however, many policies, such as Red Deer College (2018), do stress that the investigation "may be more challenging the longer the period of time between an incident and a Formal Report" (p. 6). Concordia University of Edmonton (2015) and Olds College (2018) do state that an investigation may not be pursued if a complaint

is reported more than one year after the occurrence. Regarding the timeline generally needed to investigate a formal complaint, 9 policies lay out a standard time frame. These range from 30 calendar days, 30 business days, 60 business days, and 90 days.

2 institutions have policies without a frivolous claims clause, which prevents complaints motivated by an intent merely to harass, delay or embarrass the opposition. In addition, only 3 policies indicate the availability of amnesty for survivors who may have violated other university policies relating to the incident (The King's University, SAIT, and Medicine Hat College).

Conclusions of the policy analysis

As can be seen from this analysis, clear survivor-centred processes in policy are severely lacking throughout Alberta's post-secondary institutions. A minimum standard for CSV policies would enhance most, if not all, of the 20 policies analyzed here. The GoA should create a sexual violence policy framework and require post-secondary institutions to adopt or update their policy to meet this base standard. The framework creation process should be collaborative, and the government should give prominent roles to on-the-ground specialists and student representatives (from both small and large campuses).

2

Policy Recommendation

The GoA should ensure that all institutions have robust sexual violence policies and procedures by creating a provincial framework in collaboration with campus sexual violence specialists, student representatives, PSIs, and other key stakeholders.

EDUCATION:

Changing the conversation

Campus is often a hive of activity that provides its learners many avenues for getting involved in campus life beyond the classroom, which unfortunately also exposes students to a high risk of experiencing sexual violence on campus. There is a huge opportunity for the GoA to promote cultural change during these times.

Participation in campus life activities

There are ample opportunities on campus for students to enrich their social lives as they work towards their academic goals. Unfortunately, a number of these opportunities arise in spaces where sexual violence is also more likely to occur – two prominent examples include athletic and fraternity memberships. Athletes reported higher rates of sexual violence perpetration compared to nonathletes and the group was overrepresented as perpetrators in official sexual violence complaints on campus (Crall & Goodfriend, 2016). As for fraternity activities, a study by Mellins et al., (2017) found that students who actively participate are more likely to adhere to rape myths and engage in sexually coercive acts. They also reported that those in sororities and fraternities have a higher probability of experiencing sexual assault compared to non-members (Mellins et al., 2017).

In addition, alcohol consumption has generally been a part of the campus experience, and the substance proves to be significant in the realm of sexual violence (Friesen, 2019). Numerous studies have reported the involvement of alcohol consumption among sexual violence incidents (see Flack et al., 2008; Mellins et al., 2017; Crall & Goodfriend, 2016). A study of reported sexual assaults in Edmonton indicated that 45% of the victims and 55% of the perpetrators consumed alcohol at the time of the incident (Jung, 2017).

Fraternities and athletic communities have traditionally been known to create spaces that perpetuate traditional gender ideologies (see Friesen, 2019 for a discussion of the relationship between alcohol culture and gender ideologies). When fraternity and athletic groups tolerate hyper-masculine behaviours and engage in high-risk alcohol consumption, there is a greater vulnerability among participants and an increased risk of perpetration.

The Red Zone

The red zone is a time frame when new students, specifically first and second-year female students, are at high risk for sexual violence. This period is often defined as the first eight weeks of the semester beginning with residence move-in week. (Kimble, Neacsiu, Flack, & Horner, 2008; Student's Society of McGill University, 2017). The red zone also coincides with a period when there is heightened alcohol consumption and sorority engagements (Flack et al., 2008, as cited in Kimble et al., 2008).

Workshops and training

Sexual Assault Resistance Training vs. Bystander Intervention Programs

Risk-reduction programs such as resistance training teach participants, prominently women, strategies they can use to reduce the risk of sexual victimization (e.g. self-defense classes). One example is Concordia University of Edmonton's Flip the Script – a sexual assault resistance training for women that identifies risk factors and equips participants with verbal and physical resistance strategies to counteract sexual assault. Flip the Script is based on the principle that women have the right to resist and fight back; it is the objective of the program to develop skills that would enable women to protect themselves (Concordia University of Edmonton, n.d.).

Increasingly, there has been a shift from individual-based to community-based programming in an attempt to reduce incidents of sexual violence. One community-based program common among Alberta institutions is the bystander intervention training. Underpinned by the principles of empowerment and awareness, this program encourages campus community members to actively create a campus environment that does not tolerate sexual violence (Coker et al., 2011; Katz & Moore, 2013). It does this by promoting prosocial attitudes and conduct by transforming bystanders into allies and enables individuals to assess and respond to high-risk situations. As reported by Katz & Moore (2013), students who participated in bystander education programs experienced increased perceived confidence in responding to sexual assault risk, subscribed less to rape-supportive attitudes, had more willingness to help, less intention to sexually aggress, and increased in actual bystander-helping behaviours.

Student leadership

Students are at the centre of any campus community; therefore, they must be encouraged to occupy prominent roles in addressing the very issue that has substantial consequences to them. A few Alberta institutions have initiatives that seek to empower students so they can take charge. For example, MacEwan University runs the Anti-Violence Education Network (MAVEN), a peer education and mentorship program that aims to equip students with the skills to educate their peers on sexual violence. The campus also runs the annual Ending Sexual Violence Student Research Forum where students have the opportunity to submit and present their research on matters relating to sexual violence. Another opportunity that gives students a platform is the University of Lethbridge's Re-Imagine Advisory Panel. The panel is composed of students who have been impacted by sexual violence and are given the space to assess the institution's policies, programs, and initiatives (University of Lethbridge, n.d.a). The University of Alberta's Sexual Assault Centre has two volunteer programs available for students where they occupy roles in education and crisis intervention (University of Alberta Sexual Assault Centre, n.d.a). Engaged students are in a perfect position to challenge and transform their peers' beliefs about sexual violence and ultimately, help change the norms of the campus community.

Government support for campus education of CSV

Promoting and supporting training and education for campus communities would have an incredible impact in the fight against campus sexual violence; truly, culture change is the most important aspect of addressing the issue. There are financial costs to all training opportunities such as offering bystander intervention training to a wider campus audience in addition to initiatives such as MacEwan's MAVEN project. Government financial support would allow this type of work to reach more people and expand its effectiveness.

In addition, Alberta institutions would continue to benefit from passive educational campaigns such as the GoA's #IBelieveYou campaign to reach an even wider audience. Effective marketing campaigns invoke social self-identification by using content and settings familiar to the target audience (Potter, Moynihan, & Stapleton, 2011). When exposed to these forms of social marketing campaigns, students were more likely to contemplate intervening in a potential sexually violent situation (Potter, Moynihan, & Stapleton, 2011).

3

Policy Recommendation

GoA should allocate consistent and adequate funding towards efforts focused specifically on training and prevention of sexual violence on Alberta's campuses.

SUPPORT:

Responding to the immediate needs of the survivors

For those that will be affected by CSV, it is critical to ensure that proper supports are available immediately, throughout, and after an incident. Although this support will take different forms on Alberta's campuses due to the differing structures and resource availability among them, it is imperative that proper supports are available. In addition, campus integration with community supports are a means of enhancing on-campus options. This approach may play a larger role depending on the school.

Currently however, this level of dedicated and specific support is not the case among many Alberta PSIs. The majority of Alberta institutions depend on their general counselling services to meet the needs of individuals who have been impacted by sexual violence. While such counsellors are important, they most often deal with academic issues, financial stress, and transitions in life; students struggling through issues of violent trauma require a different level of support. In addition, without adequate assistance, counselling service providers are not having the capacity to meet the specific and sometimes urgent needs of CSV survivors while helping the broader community. Therefore, when at all possible, specific campus support options to respond to CSV are necessary and may include the following options.

Specialized centres

Sexual violence is an issue distinct from academic and non-academic concerns. In recognition of this, a few Alberta institutions have set up an all-encompassing solution on campus to provide everything from training, programming, support services, and advocates to combat CSV. A notable example is the University of Alberta's Sexual Assault Centre. The Centre has been part of the campus community for 25 years, delivering programs and services such as counselling, advocacy for academic accommodations, and medical or reporting support. It seeks to promote a campus shift through education programs on sexual assault disclosure, workshops on bystander intervention and survivor support skills (University of Alberta Sexual Assault Centre, n.d.b).

These centralized and specialized centres right on campus are an incredible benefit for campuses that have the capacity to afford them. Perhaps more PSIs would be able to establish a similar service if financial support from the GoA was provided. In addition, institutions with an existing centre would likely benefit from added financial support to ensure their long-term relevance and viability.

Sexual violence coordinator/specialists

Only a few Alberta institutions have an established sexual violence prevention and education coordinator position that acts as a point of contact for individuals seeking support. Designated coordinators have accurate and comprehensive information regarding sexual violence, including support services, accommodations, and options available for survivors. Considering the prevalence and impact of sexual violence to a campus community, the absence of a coordinator/specialist in the majority of Alberta institutions is concerning. Without designated personnel to coordinate needed services and provide accurate and comprehensive information, survivors who choose to come forward are at higher risk of revictimization and from not being able to navigate the bureaucratic processes. The presence of designated staff to educate and respond to sexual violence signals to the campus community the institution's commitment to the well-being of students.

With this in mind, it is important to note that the nature of this work may place stress on the physical and mental health of sexual violence coordinators. In addition, such pressure is further exacerbated if funding is inadequate or if they are the only such position for thousands of students (for more information see Wood, 2001). It is important that universities provide coordinators with adequate resources and supports to mitigate these issues and avoid high turnover.

Integration with the wider community

Some PSIs supplement their on-campus sexual violence support options with a community-integrated approach, coordinating with organizations from the wider community who are trained to deal with cases of sexual violence. One example of this is Mount Royal University's (MRU) collaboration with Calgary Communities Against Sexual Abuse (CCASA). CCASA provides counselling at MRU once a week that is trauma informed and survivor centered. Even though MRU does feature a dedicated sexual violence coordinator, this community collaboration is important because of the understanding that sexual violence is a community issue extending beyond campus. Further, it is important that students are connected to community supports once they complete their degrees.

Although discouraged, in some cases (for example for the very smallest Alberta PSIs), these types of community collaborations may be the best approach to offer dedicated sexual violence supports on campus where only general counsellors are able to be employed.

Government support for CSV services

The majority of PSIs do not have dedicated support services to deal specifically with concerns surrounding sexual violence. If they do, the supports are often underfunded and overwhelmed. In even more limited circumstances, PSIs that rely exclusively on support services based in the wider community may not be providing students with the practical, student-centric supports they require.

For these reasons, the GoA should work with individual PSIs and commit to consistent and sufficient funding for the most appropriate supports required for each campus. This funding could take the form of creating or enhancing a specialized centre on campus, establishing or tending to the needs of on-the-ground specialists and ensuring there are enough such positions hired to prevent burnout, and/or adequately funding support options within the wider community and establishing linkages between them and campuses.

Policy Recommendation

4

The GoA should work with individual PSIs and commit to consistent and sufficient funding for the most appropriate support services dedicated to anyone affected by campus sexual violence.

The Sexual Violence Box

PSIs that provide on-campus supports for those affected by campus sexual violence must be wary of shifting all of the responsibility of preventing and responding to CSV to those entities—a situation which Graybill (2017) termed “the sexual violence box.” The situation occurs when campus community members, especially those more likely to hear disclosures, become complacent with their role as leaders on campus regarding combating CSV due to the existence of specialized services. As Graybill concludes, “as long as our students are victims of sexual violence, we must all share in the labor of response”.

In order to combat this, PSIs should offer training to staff and faculty on how to effectively respond to disclosures so they can occupy more significant roles in creating a safer campus. However, training an entire campus staff and faculty should not fall solely on the on-the-ground specialists. The GoA, in collaboration with post-secondary institutions and other stakeholders, should develop responding to sexual violence training specific to the campus setting. Institutions should make this training mandatory to all staff and faculty, particularly campus community members who are likely to receive disclosures, such as campus security, coaches, health and counselling personnel, academic support services, residence assistants, deans and other key leadership positions, and students in key representation and leadership roles.

5

Policy Recommendation

The GoA should fund the development of online-based training that institutions can use as a baseline to educate their campus staff and faculty on effective and supportive responses to sexual violence disclosures.

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APPENDIX:

Alberta Post-Secondary Institution Policy Analysis

PSIs in Alberta with a stand-alone SV policy	Name of policy	Timeline for policy review	Purpose of the policy. Does it strongly denounce SV? Does it discuss intersectionality, rape culture, or the systemic nature of SV?	Does it clearly define similar terms such as sexual violence, sexual harassment, and sexual assault?
Ambrose University	Sexual Violence Policy	Policy approved April 2017 and amended November 2018. Reviewed as needed, at minimum every three years	Somewhat. Does not strongly denounce. Does not discuss intersectionality or systemic issues.	Yes.
Athabasca University	Harassment, Violence, and Sexual Violence Policy	Policy approved May 2019. Next review date of May 2024. Procedure approved May 2019 with review date of May 2020. No minimum frequency of review mentioned.	Somewhat. Does not strongly denounce. Does not discuss rape culture or systemic issues.	Yes, in the Procedure. Definitions in the Policy related to general violence and harassment have the effect of muddying the picture
Alberta University of the Arts	Sexual Violence Policy	Policy approved October 2018. No timeline for review	Yes.	Yes.
Bow Valley College	Sexual Violence Policy	Policy approved December 2016 and last amended February 2017. Next review date of December 2019. No minimum frequency of review mentioned.	Yes.	Mostly. It is missing a definition for Sexual Harassment
Concordia University	Sexual Violence Policy	Policy approved November 2015. Next review date of November 2022. No minimum frequency of review mentioned.	Yes.	Yes.
Grand Prairie Regional College	Sexual Misconduct Policy	Policy approved October 2018 and amended August 2019. Reviewed at minimum every 2 years	Somewhat. Does not strongly denounce. Does not discuss rape culture or systemic issues.	Yes. Also includes terms such as sexual misconduct, sexual exploitation, sexual coercion, drug-facilitated sexual assault, and accomplice sexual misconduct

Lethbridge College	Sexual Misconduct Prevention and Response Policy	Policy approved July 2019. No review timeline mentioned.	Somewhat. Does not discuss rape culture or systemic issues.	Mostly. It is missing a definition for Sexual Harassment
MacEwan University	Sexual Violence Policy	Policy approved September 2015 and revised December 2018. Next review date of December 2023	Yes.	Yes.
Medicine Hat College	Sexual Violence Policy	Policy approved February 2017 and revised September 2019. Frequency of review is every three years; next review date of September 2022	Yes.	Yes. Also includes a definition for Acquaintance Sexual Assault, and Drug-facilitated Sexual Assault
Mount Royal University	Sexual Violence Response Policy	Policy approved February 2017. Next review date of April 2019. No minimum frequency of review mentioned.	Yes.	Mostly. It is missing a definition for sexual assault
NAIT	Sexual Violence Prevention and Response Policy	Policy approved May 2017. Next review date of May 2020. No minimum frequency of review mentioned.	Somewhat. Does not discuss rape culture or systemic issues.	No. Like terms of sexual violence are included (but not defined) within the definition for sexual violence
NorQuest College	Sexual Violence Policy	Policy approved May 2017 and revised June 2018. Next review date of June 2020. No minimum frequency of review mentioned.	Somewhat. Does not discuss rape culture or systemic issues.	Yes. Also includes a definition drug-facilitated sexual assault.
Northern Lakes College	Sexual Assault and Sexual Violence Policy	Policy approved August 2017. Next review date of August 2022. No minimum frequency of review mentioned.	Somewhat. Does not discuss rape culture or systemic issues.	Mostly. Does not include a definition for sexual harassment.
Olds College	Sexual Violence Policy	Policy approved September 2018. Reviewed every two years.	Yes.	Yes.
Red Deer College	Sexual Violence Policy	Policy approved January 2018. Next review date of January 2019. No minimum review frequency mentioned.	Yes.	Mostly. Sexual harassment is not defined but rather included as a type of violence within sexual violence's definition
SAIT	Sexual Assault and Sexual Violence Policy	Policy approved June 2016 and revised June 2019. No mention of the next review date or a minimum frequency of review.	Yes.	Mostly. Missing a definition for sexual harassment
The King's University	Sexual Violence Policy	Policy approved May 2017. Reviewed every five years	Yes.	Yes.
University of Alberta	Sexual Violence Policy	Policy approved June 2017. Reviewed as necessary.	Yes.	Yes.
University of Calgary	Sexual Violence Policy	Policy approved June 2017. No mention of the next review date or a minimum frequency of review.	Somewhat. Does not strongly denounce. Does not discuss rape culture or systemic issues.	Yes.
University of Lethbridge	Sexual Violence Policy	Policy last revised June 2019, with the previous revision being April 2016. No mention of the next review date or a minimum frequency of review.	Yes.	Yes.

PSIs in Alberta with a stand-alone SV policy	Who does the policy cover? How is the issue of Nexus addressed?	Policy explicitly stated to apply to online activities?
Ambrose University	Members of the university community on or off campus. Off campus actions include anyone involved in university business, and also any interactions that may negatively impact another member of the community	No.
Athabasca University	Applies to all Members of the university community and to "locations, physical or virtual, where University activities or relations are conducted or which bear a nexus to the University"	Yes.
Alberta University of the Arts	Applies to the conduct of all members of the university community that occurs on campus or off campus, but only if a member of the community is involved in the business or activities of the university	No.
Bow Valley College	"Applies to all disclosures and/or reports of sexual violence made against a Bow Valley College learner which have a real and substantial link to Bow Valley College, its activities, its community, or its functions, whether or not the conduct occurred on Bow Valley College property".	No.
Concordia University	Any Member of the University Community where the violence is alleged to have occurred on University property, or at a University related event.	Yes.
Grand Prairie Regional College	Applies to all Members of the College Community	No.
Lethbridge College	Covers members on campus or off campus (if committed during a College-sanctioned activity or using property owned or operated by the College)	Yes.
MacEwan University	All members of the university community, on or off campus, as long as "the conduct or the persons involved have an identifiable and substantial link to the University, or the occurrence affects the University working, learning or living environment."	Yes.
Medicine Hat College	"This policy applies to all employees and students. . .both on and off college premises while engaged in college related activities"	Yes.
Mount Royal University	All members of the university community on or off campus, as long as the instance features a Nexus with the university (meaning actions "that take place away from the University's owned or leased properties by a member of the University community for reasons related to the mandate of the University")	Yes, but specifically to "activity on social media or University-sanctioned online websites."
NAIT	All members of the NAIT community including students, employees, volunteers, members of the Board of Governors, employees or organizations representing NAIT when on NAIT property. NAIT shall take all reasonable steps to ensure the safety of the NAIT Community even if SV occurs on or off NAIT property.	Yes.
NorQuest College	The closest information to scope provided is a definition for Members of the College Community, which includes "any student, faculty, administrative or staff member of the college, member of the public serving in a recognized capacity for the college, guardian of an underage student acting on behalf of the student in the college community, and employee of an agency contracted by the college."	No.
Northern Lakes College	Not mentioned	No.
Olds College	Covers any member of the college community "on College property, or at a College related event", or if the Complainant and Respondent were "acting in a capacity defined by their relationship to the College".	Yes.
Red Deer College	"This policy applies to anyone affected by Sexual Violence where the violence is alleged to have been committed by a member of the RDC Community during any activity or at any location, on or off campus, that could reasonably be associated with the College".	Yes.
SAIT	"Applies to all members of the SAIT community, regardless of whether an act of sexual violence or sexual assault has occurred on or off the SAIT campus, at a SAIT event or sporting event, [or] during a SAIT-related educational activity".	No.

The King's University	The policy applies "to any Member of the University Community affected by Sexual Violence where a) the violence is alleged to have occurred on University property, or at a University related event, and b) where either the Respondent or both the Complainant and the Respondent are acting in a capacity defined by their relationship to the University".	Yes.
University of Alberta	Any member of the university community "whether or not the sexual violence took place on University property or in relation to University activities."	No.
University of Calgary	Applies to all members of the University Community in relation to actions, interactions and behaviours occurring on campus, and off campus where a member of the University Community is involved in the business of the University.	Yes.
University of Lethbridge	The Policy applies to all members of the University Community, either on campus "or off-campus when part of a University course or organized class activity, University-Sanctioned Event, or when representing the University".	No.

PSIs with a stand-alone SV policy	How does the policy coordinate with like campus policies (i.e. what is the approach if there is a conflict between this policy and another)?	Policy treats disclosures with the gravity and importance necessary, separate from formal reporting?
Ambrose University	The SV policy governs the approach taken to the extent necessary	Yes. "A Disclosure is not a Formal Report and will not trigger an investigation". The university will train key community leaders for receiving disclosures and also designates Community Advocates as recommended first points of contacts. "University staff, faculty and student leaders are required to report such incidents to the applicable Senior Officer" (although this is not a Formal Report).
Athabasca University	When there is a conflict, the most restrictive policy, procedure, practice or legislation will apply.	Yes. "Making a Disclosure does not obligate the disclosing party to file a formal Complaint". Any member "who receives a disclosure should be respectful and supportive and encourage the disclosing individual to access support resources or to contact a Reporting Officer". The Procedure warns against disclosing someone else's incident without their consent.
AU Arts	"The Policy will be read in a manner which operates in conjunction with, and not in conflict with, other policies and procedures"	Yes. Survivors should choose the services, supports, and outcomes they feel are most appropriate. Those who disclose will have their concerns taken seriously, and "their right to dignity and respect is protected throughout the process".
Bow Valley College	"If a learner is found to be in violation of other Bow Valley College policies. . .the learner may be sanctioned by any or all policies"	Yes. Anyone making a disclosure has the right to support options, be presumed to be making the disclosure in good faith, be treated with dignity and respect, and be their own decision maker. "Counsellors in Learner Success Services are designated as advocates to support learners in navigating and understanding on and off-campus options, processes and resources".
Concordia University	The policy "shall be read in a manner which operates in conjunction with, and not as conflicting with, those policies"	Somewhat. Formal reports are the focus of the policy. Community members who receive reports of SV are to refer to the Dean of Students, assist them in accessing available support services, and take appropriate action to prevent further SV from occurring.
Grand Prairie Regional College	All relevant policies and documents will be considered	Yes. Individuals "are, to the extent possible, the decision-makers with regard to their own best interests". "If a person chooses to confide in you, you should be supportive and not try to pre-empt, pressure, or co-opt their decision-making". The policy also lists suggestions for what a supportive response looks like. The College will designate staff to be responsible for advocacy for those who have experienced sexual misconduct. The Policy warns against disclosing someone else's incident without their consent.
Lethbridge College	The Policy does list other related policies but not how it interacts with them	Somewhat. Formal reports are the focus of the policy. Lead First Responders will "ensure that the Complainant has been apprised. . . of the academic and non-academic supports and resources available. . . and advise the Complainant of their rights and options"
MacEwan University	The Policy does list other related policies but not how it interacts with them	Yes. The Policy lists individuals who "have received training on responding to disclosures". The University also keeps an up-to-date list of individuals trained to receive both Disclosures and Complaints. "The University will provide Trauma-Informed response and support to Members. . .who have been impacted by Sexual Violence".
Medicine Hat College	To find out how the policy interacts with related policies one must go to the appropriate section in the Procedures	Yes. A procedure lists in detail what to do if someone discloses to you, and what a supportive response should include. "Individuals who disclose sexual violence are to be treated with respect, recognizing that they are the final decision makers".
Mount Royal University	The Policy does list other related policies but not how it interacts with them	Yes. The university will maintain a Response Team who "will offer support to any Individual who has experienced Sexual Violence and anyone who has received a Disclosure". Individuals "have the right to determine what and how much they choose to disclose". Members of the Response Team will maintain a standard of training which recognizes the dynamics associated to working with SV.

NAIT	"This Policy complements and works in conjunction with other NAIT policies"	Yes. " Disclosure. . .can be about seeking support, guidance, or accommodation". NAIT staff who are in a position of authority "shall take immediate action to respond to or prevent Sexual Violence from occurring." Survivors shall determine their own best interests.
NorQuest College	The Policy does list other related policies but not how it interacts with them	Yes. "There are people on campus who are trained to listen and provide you with support". "Anyone who has experienced sexual violence has the right to be believed to be disclosing in good faith". Survivors shall determine their own best interests. The College is committed to "providing trauma-informed support services to students and employees of the college who have been impacted".
Northern Lakes College	The Policy does list other related policies but not how it interacts with them.	Yes, although the policy confuses the words Complainant and Respondent. "Respondents will be treated with fairness and respect for their dignity, receiving full and prompt cooperation and support." The Policy will also help to "ensure that those who experience sexual violence are believed and their rights are respected".
Olds College	" This policy complements such other policies and shall be read in a manner which operates in conjunction with, and not as conflicting with, those policies".	Yes. "The role of the person receiving a disclosure is to listen, believe, affirm, and empower the person making the disclosure" and not "to investigate or ask questions, other than to ask how they can help"
Red Deer College	The Policy does list other related policies but not how it interacts with them	Yes. "The role of the person receiving a Disclosure is to listen, believe, affirm, and empower the person making the Disclosure". Survivors have the right to determine "what to disclose and whether to file a Formal Report with the College"
SAIT	The Policy links to related policies within the document, discussing how they relate within the context of that particular section	Yes. Disclosures are "for the purpose of seeking support. There is no investigation." Survivors "choose for themselves those services they feel will be most beneficial". A member of the SAIT community who witnesses an incident must inform SAIT by reporting it
The King's University	"This policy complements other such policies and shall be read in a manner which operates in conjunction with, and not as conflicting with, those policies. When complementation is not possible, this policy supersedes all others when the complaint involves Sexual Violence."	Yes. The University will ensure that community members likely to receive disclosures are trained to enable them to provide an appropriate, trauma-informed response. Those who experience Sexual Violence will be treated with dignity and respect, that their rights are respected.
University of Alberta	Official complaints will be resolved according to the procedures set out in the appropriate University agreement(s)	Yes. Survivors will be considered the primary decision-maker. For those more likely to receive disclosures, additional training is available. Access to supports will be "non-judgmental, coordinated and comprehensive".
University of Calgary	Official complaints will be resolved according to the procedures set out in the appropriate University agreement(s)	Yes. "The University respects the rights of individuals. . .to choose the services and supports they feel are most appropriate". "The Sexual Violence Support Advocate (SVSA) is available for anyone who is seeking information about options for making a Disclosure" or seeking supports. "Notifying the SVSA of the incident does not constitute a Formal Report"
University of Lethbridge	No other policies mentioned, nor how this policy interacts with other university policies	Yes. The University respects survivors "to make their own decisions about accessing support services and accommodations". Those who receive disclosures "are encouraged to refer the individual to the Sexual Violence Prevention Educator (for students)".

PSIs in Alberta with a stand-alone SV policy	Will provide Education and Training for the wider campus community?	Policy is explicitly clear with regards to upholding confidentiality, as well as limitations of this guarantee?	What on-campus reporting methods are available? E.g. non-criminal on-campus (file a formal complaint according to policy), third party (someone else files a formal report on the survivor's behalf), anonymously, or through an alternative resolution/restorative justice process.
Ambrose University	Yes.	Yes.	Discusses non-criminal, and anonymous reporting. For anonymous reports, no details are provided and the policy warns that this may limit the ability of the University to respond and investigate.
Athabasca University	Yes.	Yes.	Discusses non-criminal reporting by completing a complaint form.
AU Arts	Yes. Will also "maintain annual statistics on disclosures and formal complaints for the purposes of community education".	Yes.	Discusses non-criminal reporting through an online complaint form or to the appropriate office.
Bow Valley College	Yes.	Yes.	Discusses non-criminal reporting through a report to Learner Success Services.
Concordia University	Yes.	Yes.	Discusses non-criminal reporting, and alternative resolutions. Non-criminal reporting "can be filed by any person and must be made in writing". Alternative resolutions to resolve Complaints co-operatively at the earliest stage possible can include, with the consent of both parties, education and training or other means to resolve the Complaint.
Grand Prairie Regional College	Yes.	Yes.	Discusses non-criminal reporting which "may be filed in writing or verbally to a College Official".
Lethbridge College	Yes.	Yes. However, confidentiality is discussed within the Definitions and doesn't have its own section	Discusses non-criminal, and third-party reporting. Third-party reporting is "to a Lead First Responder, Health Services or Security Services through svsupport@lethbridgecollege.ca". The Policy Administrator will balance any wish by a complainant to remain anonymous with the need to ensure a safe College environment.
MacEwan University	Yes.	Yes.	Discusses non-criminal reporting, anonymously through the Confidence Line or other means, and vaguely mentions the term "alternative resolution" once. Anonymous reports may limit the ability of the University to respond and investigate.
Medicine Hat College	Yes.	Yes.	Discusses non-criminal reporting.
Mount Royal University	Yes. In addition, "statistics will be used to inform the Response Team and the need for campus education and awareness"	Only a general statement for protecting personal information is provided with no mention of limits.	Discusses non-criminal, and anonymous reporting. The policy warns that anonymous reporting will likely lack an investigative process due to insufficient evidence, but will be used to maintain statistics.
NAIT	Yes.	Only a general statement for protecting personal information is provided with no mention of limits.	Discusses non-criminal reporting, alternative resolutions, and filing a record of information which won't automatically initiate an investigation. When filed, the Student Resolution Office will activate the Threat Assessment Team to respond to requests for support, implement interim protections, and assess next steps for NAIT. Alternative resolutions may be limited due to "the risk of further harm to the survivor, the respondent, or the institution".

NorQuest College	Yes.	Yes.	Discusses non-criminal reporting. "If a Complainant does not consent to release information necessary for the investigation, the formal report may be closed".
Northern Lakes College	Yes.	Yes.	Discusses non-criminal reporting.
Olds College	Yes.	Yes.	Discusses non-criminal reporting, and alternative resolutions. Non-criminal complaints must be made in writing. A voluntary alternative resolution process requires the consent of both parties can be used to resolve the complaint at the earliest stage possible. "Any alternative resolution process followed may not replace the investigative process".
Red Deer College	Yes. In addition, statistics will be maintained for the "purposes of community education".	Yes.	Discusses non-criminal reporting, and alternative resolutions. "A Formal Report can be made in person, by telephone, or in writing." Alternative resolution requires voluntary participation from both parties throughout the process and may involve an impact statement/letter, use of a trained facilitator, or educational opportunities for the respondent.
SAIT	Yes.	Yes.	Discusses non-criminal, anonymous, and third-party reporting. "SAIT will investigate any third party or anonymous reports. . .provided that the report has sufficient information to allow the investigator to assess the allegation".
The King's University	Yes.	Yes.	Discusses non-criminal, and third-party reporting. An investigation will not be conducted if the Complainant does not provide sufficient information. Any community member can make a formal report, even on behalf of others.
University of Alberta	Yes.	Yes.	Discusses non-criminal, and anonymous reporting. Non-criminal reporting made through U of A Protective Services, or U of A Office of Safe Disclosure and Human Rights. Anonymous reporting can be made through the U of A Sexual Assault Centre.
University of Calgary	Yes. The University will also "maintain annual statistics. . .of incidents of Sexual Violence for the purposes of community education".	Yes.	Discusses non-criminal, and anonymous reporting. Formal Reporting depends on the role of the respondent: for students it's the Student Conduct Office, for employees it's Human Resources, and for anyone else it's the Protected Disclosure Advisor. Campus security can also receive reports for any situation. For anonymous reports, the policy warns that this may limit the ability of the University to respond and investigate.
University of Lethbridge	Yes.	Only a general statement for protecting personal information is provided with no mention of limits.	Discusses non-criminal reporting, and creating a personal record of information "to ensure the experience is documented in close proximity to the time it occurred to assist in recalling details should a Complaint be made at a later date. The individual who experienced Sexual Violence prepares the personal record of information and is responsible for retaining the document.

PSIs in Alberta with a stand-alone SV policy	For non-criminal on-campus formal reporting, who is the decision maker in charge of the Complaint? Are they required to be trained on responding to SV?	Policy describes survivor-centred interim protections and provides examples?
Ambrose University	For reports involving a student, the decision maker is the most senior officer in student development. Training not mentioned.	Yes.
Athabasca University	For reports involving a student, the decision maker is the Provost who is to be trained in investigating and responding.	Yes. No specific examples are provided.
AU Arts	For reports involving a student, the Registrar's Office is the decision maker. Online complaint forms first go to the Security Office who will receive, review, and refer the form. Training not mentioned.	Somewhat. One vague statement states that "the complainant may request face to face protection during the investigative process"
Bow Valley College	For reports involving students, Learner Success Services is the decision maker. "In the event that a matter involves a learner and an employee, Human Resources and Learner Success Services will consult and determine the appropriate jurisdiction and procedure". Counsellors in Learner Success Services are trained on responding to SV.	Yes.
Concordia University	Complaints must be filed with the Dean of Students, who is the decision maker. Training not mentioned.	Yes.
Grand Prairie Regional College	For reports involving students, the Director Student Experience is the decision maker. "All College officials will have sufficient and thorough training appropriate to their role".	Somewhat. One vague statement states that the College will "arrange for any reasonable accommodations necessary".
Lethbridge College	Students are to make a report to a Lead First Responder (this role is not defined). Reports are then forwarded to the VP People and Planning, and Dean Student Affairs who will follow through. For reports involving students, the Provost is the decision maker. "College employees involved in Administrative Investigations will receive relevant training at least annually".	Yes.
MacEwan University	Formal complaints are forwarded to the Sexual Violence Response Team, chaired by the Vice-President and General Counsel and includes representatives from Human Resources, Security Services and Student Affairs. A decision maker for each complaint will be determined (for students it is the Associate Vice-President, Students). Training not mentioned.	Yes.
Medicine Hat College	Students should report to the Registrar. Student Services will act as the decision maker and manage and investigate incidents relating to students. Training not mentioned.	Somewhat. One vague statement states that the College will provide students who have disclosed with "appropriate academic and other accommodation".
Mount Royal University	For reports involving students, the VP Student Affairs and Campus Life is the decision maker. "Employees who participate in the application of this Policy will receive and maintain a standard of training which will focus on a Trauma-Informed Process". In one instance, the Policy mentions the process of a student conduct hearing panel but does not elaborate on how this would be administered.	No mention of interim or protective measures.
NAIT	The procedure is a confusing array of various Teams, none of which are defined in the policy. Mentioned are the Student Resolution Office, the Threat Assessment Team, and the Sexual Violence Response Committee. Training not mentioned.	Yes.

NorQuest College	The Office of Student Judicial Affairs will "assist with reporting and advise parties on their rights, responsibilities, and the procedures for adjudicating reports". In one instance, something called the Sexual Violence Support and Awareness Team is mentioned to "coordinate services", but details are never discussed further. Training not mentioned.	No mention of interim or protective measures.
Northern Lakes College	This is not discussed.	No mention of interim or protective measures.
Olds College	The Sexual Violence Response Team, comprised of: Registrar and Director, Student Services; Director, Human Resources; Director, Communications; Manager, Health & Wellness Centre; Manager, Health Safety & Security; and Manager, Human Resources is the collective decision maker. Training not mentioned.	Yes.
Red Deer College	For reports involving students, the VP Academic is the decision maker. The Security and Emergency Response department, specifically through a Sexual Violence Response Team made up of specially trained members of the RDC Community will coordinate any investigation.	Yes.
SAIT	The Registrar receives, investigates, and manages formal reports if involving a student. Training not mentioned.	Yes.
The King's University	For reports involving students, the Vice-President of Student Life and Dean of Students is the decision maker. In the event that a matter involves a learner and an employee, they will co-lead with the Director of Human Resources. Training not mentioned.	Yes.
University of Alberta	The policy is only clear on who is in charge of imposing interim measures: The Vice-Provost and Dean of Students in the case of students. Training not mentioned.	Yes.
University of Calgary	The decision maker is determined based on which university policy is launched based on the details of the formal report. Training not mentioned.	Yes.
University of Lethbridge	For reports involving students, the Associate Vice-President (Students) is the decision maker. They, along with the decision maker for employee-related incidents (the Associate Vice-President (Human Resources)), co-chair the Complaint Review Team which also includes the ED of Student Services, the Chief Safety Officer, and a senior administrator. The University will provide training to anyone "related to the support, investigation and decision-making" of the policy.	Yes.

PSIs with a stand-alone SV policy	Details of the non-criminal on-campus complaint process (e.g. is there an investigation? Do investigators receive proper training? What are the outcomes of investigations?). Any details of a survivor-centred approach to investigations (e.g. is there mention of inadmissible evidence such as past sexual history?). Is there an appeals process?
Ambrose University	Trained internal or external investigators may be used. Should the respondent choose not to participate, the University reserves the right to implement interim measures. Anyone "who is found to have committed Sexual Violence against another person will be held accountable and subject to sanctions and discipline". Appeals are to the University President.
Athabasca University	An internal or external investigator may be used (no training mentioned). After an investigation, the decision maker will "determine and implement any corrective measures necessary", "consider whether a review of the Harassment, Violence, and Sexual Violence Policy or Procedure are necessary", and "review, revise, or cancel any Interim Measures". Appeals are to the University President.
AU Arts	A specially trained third-party investigator may investigate, as deemed appropriate. The investigative process shall hold accountable individuals who violate policy. No mention of an appeals process.
Bow Valley College	The College will investigate "in consideration of the wishes of the Complainant", and where reasonable, limit "the retelling of details by the complainant to reduce additional trauma". A respondent "who withdraws from studies will continue to be subject to the process of investigation and decision". Policy violators "may be sanctioned by any or all policies". Appeals are to the Learner Appeal Policy.
Concordia University	An internal or external investigator may investigate, as deemed appropriate (no mention of specialize training). The University will appoint someone to be the primary contact for Complainants, Respondents and other persons involved. "Terms of reference will be established by the investigation team for each investigation". "All reasonable efforts shall be made. . .to minimize further distress to the Survivor when the need to involve law enforcement authorities arises". Policy violators "will be held accountable and subject to sanctions and discipline. No mention of an appeals process.
Grand Prairie Regional College	The decision maker will "arrange for an impartial investigation to be conducted" (no mention of training) to "collect and review documents, records, and any other relevant evidence". "Upon completion of an investigation, the investigating party will make a determination of fact in a written investigation report". To facilitate communication, the College will designate staff members to be responsible for advocacy for survivors. Anyone who has violated this policy will be disciplined, including termination, expulsion, or such other response as deemed appropriate. Appeals are to the University President.
Lethbridge College	The policy administrator may decide to launch an investigation conducted either by the Lead First Responder or by an external investigator (who will be a "duly-qualified individual"). Investigations should not include information that is more prejudicial than probative or about an individual's reputation, character or past sexual history. Upon completion of the investigation, the College will meet separately with the Complainant and Respondent to discuss the report. A recommendation for sanctions will then be made by the policy administrator to the decision maker. Sanctions "may only be imposed on an individual who participated in an Administrative Investigation". Appeals are to the Provost if the appellant is a student or the President if they are not.
MacEwan University	If the Sexual Violence Response Team determines an investigation is required, they will appoint someone to be the "primary Contact for each of the Complainant, Respondent, Reporter, and other persons involved". They may also recommend the appointment of an internal or external investigator if "there is sufficient information to proceed with an investigation". "Best efforts will be made to ensure that the investigator(s) are trained in current best practices in Trauma-Informed interviewing and investigations". Investigations will be "conducted in a systematic, orderly and discreet manner", will draw conclusions objectively, and will provide the decision maker with a report. The decision maker will discuss the results with the Complainant and Respondent. No mention of an appeals process.
Medicine Hat College	No specific mention of who an investigator may be or if they receive training. The college will designate an employee to ensure that the survivor and the respondent are provided with reasonable updates about the investigation. If the complaint is substantiated, the college will decide on the appropriate disciplinary actions consistent with the appropriate policy. No mention of an appeals process.
Mount Royal University	The decision maker will appoint an investigator and tell the complainant and respondent who it is by email (no mention of training). Investigators will employ any means appropriate in the circumstances to investigate. The investigator will provide a report to the decision maker. Investigative reports can not include "a Complainant's irrelevant prior sexual history". An investigation where the respondent withdraws from participation or fails to respond to emails will proceed without their participation. "In recognition that Sexual Violence will often involve power imbalances, intersecting identities, and dating or domestic violence, the University may direct an investigator [of a formal report] to investigate other elements of misconduct at the same time". No appeals process mentioned.
NAIT	NAIT will appoint an internal or external investigator (no mention of training). Investigations may include interviews with anyone deemed appropriate. An investigative report will be provided to the Chair of the Sexual Violence Response Committee. "Sanction Decisions will be made in accordance with the Formal Adjudication Procedure." Appeals are through the Student Appeals Procedure.

NorQuest College	"If the complaint is sustained following an investigation, the college will decide on the appropriate disciplinary actions consistent with the non-academic misconduct procedure." No other details provided.
Northern Lakes	"All reported incidents of sexual violence will be investigated to the best of the administration's ability". No other details provided.
Olds College	The Sexual Violence Response Team will establish a term of reference for each investigation and will assign a primary contact for the Complainant and Respondent. Investigators may be internal or external (no mention of training). "The Complainant and the Respondent will be notified of the investigation findings, outcomes and appeal options, at a scheduled hearing, and when the investigation is complete". Any member found to have breached policy is "subject to sanctions and discipline as outlined within applicable College policy, collective agreements and laws".
Red Deer College	The Sexual Violence Response Team will "appoint an investigator, either internal or external to the College, who has completed trauma-informed investigation training". One member of the Sexual Violence Response Team will be the principal contact person for the Complainant and another member for the Respondent. The investigator's report will be sent to the decision maker for applying the appropriate disciplinary procedure. "Discipline or sanctions may include, but are not limited to: termination of employment, expulsion from the College, cancellation of contracts or tenancy leases, or being banned from campus." If a respondent refuses to participate, the investigation will continue without them. Appeals are to the University President.
SAIT	A trained internal or external investigator may be appointed. At a minimum, the investigation should include interviews with anyone involved in the formal complaint. The complainant will not be made to meet or face the respondent in any capacity. Survivors will not be judged or blamed for their "dress, conduct, emotional disposition, past sexual history, or timing of disclosure". The investigation will continue even if the complainant or respondent is no longer a member of the SAIT community. Final reports will be provided to the complainant, respondent, and all relevant members of management. Sanctions will be applied according to the Student Code of Conduct for student respondents. Appeals are carried out by the appropriate policy (student code of conduct if the respondent is a student).
The King's University	A trauma-informed internal or external investigator may be appointed to investigate and create a final report of the findings. "Terms of reference will be established with the Investigator(s) for each investigation". Subject to privacy and confidentiality, the Complainant and the Respondent will be provided with the final report. If a breach in policy has been found, the decision maker "will consider discipline or sanctions up to and including expulsion, termination of employment, or termination of contract." Appeals are to the University President.
University of Alberta	Official complaints (and any appeals) will be resolved according to the appropriate University agreements; for example, the Code of Student Behaviour for complaints involving a student. Investigators and adjudicators should, at a minimum, have appropriate training in understanding sexual assault, the effects of trauma on memory and behaviour, and trauma-informed interviewing.
University of Calgary	The University will appoint an internal or external investigator who has completed trauma-informed training. Investigations will usually include interviews, collection and review of evidence, and a final report. For policy violations where "the Procedure for Student Non-Academic Misconduct is applied, the Hearing Board will not include a Student representative and will consist of only individuals who have undertaken trauma-informed adjudication training and who have not previously been involved in the incident in question." Individuals who are found to have breached the policy "may be subject to disciplinary action up to and including termination of employment, expulsion from the University or termination of any other relationship they have with the University." No mention of an appeals process.
University of Lethbridge	The Complaint Review Team will appoint a qualified internal or external Investigator to conduct the Investigation. Investigations will adopt trauma-informed approaches. The investigation will proceed if the respondent decides not to participate. Upon review of the report, the Complaint Review Team will determine next steps. If sanctions are required, the decision maker will meet with the Respondent. The "Respondent will be asked if they will consent to have the Complaint Review Team disclose the sanction imposed". Appeals are to the Provost and Vice-President (Academic) for students.

PSIs in Alberta with a stand-alone SV policy	Time limit to formally report a case of SV?	PSI's timeline to deal with a formal complaint process?	Availability of amnesty for survivors who may have violated other university policies relating to the incident	Includes a frivolous claims clause?
Ambrose University	None mentioned, although the University encourages immediate reporting	Investigations will be concluded in a timely manner.	Not mentioned	Yes.
Athabasca University	None mentioned	Investigations will be concluded in a timely manner.	Not mentioned	Yes.
AU Arts	None mentioned, although the University encourages immediate reporting	Nothing mentioned.	Not mentioned	Yes.
Bow Valley College	None mentioned, although the University encourages immediate reporting	Nothing mentioned.	Not mentioned	Yes.
Concordia University	The University may choose not to pursue an investigation of a Complaint if the Complaint is reported to the University more than one calendar year after the occurrence	The investigation will be completed in most cases within thirty calendar days.	Not mentioned	Yes.
Grand Prairie Regional College	None mentioned	Investigations will be concluded in a timely manner.	Not mentioned	Yes.
Lethbridge College	None mentioned	The investigation will be completed in most cases within 60 calendar days.	Not mentioned	Yes.
MacEwan University	Members "may file a Complaint at any time after an incident", although the University encourages immediate reporting	The investigation will be completed in most cases within sixty calendar days	Not mentioned	Yes.
Medicine Hat College	Members are encouraged to report SV "as soon as possible"	Nothing mentioned.	"Complainants or witnesses will not normally be subject to disciplinary sanctions for potential violations of the Respectful Work and Learning Environment policy or the Student Non-Academic Misconduct policy, that took place during the time of the alleged sexual violence incident."	Yes.
Mount Royal University	None mentioned	Investigations will be concluded in a timely manner.	Not mentioned	No.
NAIT	"Individuals who have experienced Sexual Violence are encouraged to come forward to report as soon as they are able to do so"	The investigation will be completed in most cases within thirty business days	Not mentioned	Yes.

NorQuest College	"Individuals who have experienced Sexual Violence are encouraged to come forward to report as soon as they are able to do so"	Nothing mentioned.	Not mentioned	No.
Northern Lakes	None mentioned	Nothing mentioned.	Not mentioned	Yes.
Olds College	"The College may, in its sole discretion, choose not to pursue an investigation of a Complaint if the Complaint is reported to the College more than one calendar year after the occurrence"	The investigation will be completed in most cases within thirty calendar days.	Not mentioned	Yes.
Red Deer College	"There is no time limit for making a Formal Report; however, the College encourages individuals to make a Formal Report as soon as they are able to do so"	The investigation will be completed in most cases within ninety days.	Not mentioned	Yes.
SAIT	None mentioned	The investigation will be completed in most cases within thirty business days.	Nothing mentioned definitively but one clause does suggest that survivors will not be judged or blamed "for any drug and/or alcohol use around the time of the sexual assault or sexual violence incidence".	Yes.
The King's University	None mentioned	The investigation will be completed in most cases within thirty business days.	"To encourage reporting, the University pursues a policy of offering Individuals who have experienced Sexual Violence, Complainants, Reporters, and Bystanders amnesty from university policy violations related to the incident."	Yes.
University of Alberta	None mentioned	Nothing mentioned.	Not mentioned	Yes.
University of Calgary	None mentioned	Nothing mentioned.	Not mentioned	Yes.
University of Lethbridge	"There is no time limit for filing a Sexual Violence Complaint. However, delaying the submission of a Complaint may affect the availability of evidence"	The investigation will be completed in most cases within sixty working days.	Not mentioned	Yes.

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