

AGENDA

Board of Directors Meeting # 7

October 12, 2022 – 6:00 pm



Agenda – October 12, 2022

7.0	Call to Order	
7.1	Land Acknowledgement Member Martha Yiridoe	
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7.3	Ratifications and De-Ratifications 7.3.1 Ratification of CEPSSC representative 7.3.2 De-Ratification and Ratification of GQE representative	2 3
7.4	Comments from the Chair 7.4.1 Introductions and Pronouns	
7.5	Approval of Past Minutes 7.5.1 Meeting # 6 – September 21, 2022	4
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7.8	Director Reports	
7.9	CSA Service Update and Report 7.9.1 SafeWalk Service Update – Max Mancuso	27
7.10	Committee Updates and Reports 7.10.1 Petitions, Delegations and Representations (PDR) Committee Minutes # 4 7.10.2 Petitions, Delegations and Representations (PDR) Committee Minutes # 5	29 30 35
7.11	Business 7.11.1 Fall 2022 By-Election Nomination Signatures 7.11.2 Elections Appeals Board Appointment 7.11.3 Our Campus Our Safety Student Leaders' Action Plan	39 40 43
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7.14	In Camera Session	
7.15	Adjournment	88

Motion

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Item 7.2.1 (a) Approve the Agenda

MOTION: That the agenda for the CSA Board of Directors Meeting # 7 on October 12, 2022, be approved as printed and distributed.

Moved:

Seconded:

Item 7.2.1 (b) Amend the Agenda

MOTION TO AMEND: That the agenda be reordered so that **Item 7.9.1: SafeWalk Service Update** be placed as the first item of discussion.

Moved:

Seconded:

Item 7.2.1 (c) Approve the Amended Agenda

AMENDED MOTION: That the agenda for the CSA Board of Directors Meeting # 7 on October 12, 2022, be approved as amended with:

- the reordering of the agenda so that **Item 7.9.1: SafeWalk Service Update** be placed as the first item of discussion

Moved:

Seconded:

Motion

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Item 7.3.1 Ratify CEPSSC Representative

MOTION: That **Michaela Hishon** be appointed as the **College of Engineering and Physical Sciences Student Council** representative on the 2022-23 CSA Board of Directors, effective immediately.

Moved:

Seconded:

Motion

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Item 7.3.2 De-Ratify and Ratify GQE Representative

WHEREAS Tess Vardy was appointed by Guelph Queer Equality as the CSA Board of Directors representative only for the summer semester of the 2022-2023 academic year;

BE IT RESOLVED for **Tess Vardy** to be de-ratified as the representative of **Guelph Queer Equality** on the 2022-2023 CSA Board of Directors, effective immediately;

AND FURTHER That **Olivia Smith** be ratified as the **Guelph Queer Equality** representative on the 2022-2023 CSA Board of Directors, effective immediately.

Moved:

Seconded:

Motion

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Item 7.5
Approval of Past Board Minutes

MOTION: That the Minutes be approved for the following CSA Board of Directors meeting:

7.5.1	CSA Board Meeting # 6	September 21, 2022
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Moved:
Seconded:

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Attendance – September 21, 2022

Board of Directors			
At-Large Representatives (Elected)		Present / Regrets	Arrived / Departed
Vacant	College of Arts		
Vacant	College of Arts		
Sanya Sareen	College of Biological Science	Present	
Vacant	College of Biological Science		
Jake Levy	College of Engineering and Physical Sciences	Present	
Vacant	College of Engineering and Physical Sciences		
Vacant	College of Social and Applied Human Sciences		
Vacant	College of Social and Applied Human Sciences		
Mauricio Fernandez	Gordon S. Lang School of Business and Economics	Regrets	
Daniel Neiterman	Gordon S. Lang School of Business and Economics	Present	
Isha Maharaj	Ontario Agricultural College	Present	
Vacant	Ontario Agricultural College		
Vacant	Ontario Veterinary College		
Vacant	Ontario Veterinary College		
Member College Government Representatives (Appointed)		Present / Regrets	Arrived / Departed
Eva Gabler	College of Arts Student Union	Present	
Ana Maria Mercu	College of Biological Science Student Council	Present	
Vacant	College of Engineering and Physical Sciences Student Council		
Samantha Ogbeiwi	College of Social and Applied Human Sciences - Student Alliance	Present	
Vacant	Lang Students' Association		
Kelly Ruigrok	Student Federation of the Ontario Agricultural College	Present	
Vacant	Central Veterinary Student Association (Ontario Veterinary College)		

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Student Organization Representatives (Appointed)		Present / Regrets	Arrived / Departed
Duncan McGuire	Indigenous Student Society (ISS)	Present	
Martha Yiridoe	Guelph Black Students Association (GBSA)	Regrets	
Vacant	Guelph Queer Equality (GQE)		
Vacant	Guelph Resource Centre for Gender Empowerment and Diversity (GRCGED)		
Varnika Karavadi	International Student Organization (ISO)	Present	
Anthony Pereira	Interhall Council (IHC)	Present	
Vacant	Guelph Campus Co-op		
Vacant	Ontario Public Interest Research Group (OPIRG)		
Vacant	Student Senate Caucus		
Vacant	Board of Governors		
Executive (Ex-officio, Non-voting)		Present / Regrets	Arrived / Departed
Nicole Walker	President	Present	
Vacant	Vice President Student Experience		
Mason Friebe	Vice President Academic	Present	
Jena-Lee Ashley	Vice President External	Regrets	

Staff	Position
Cameron Olesen	Chair
Colleen Bovay	Policy & Transition Coordinator
Earl Evans	Policy & Transition Manager - Interim
Kandace Blaker	Scribe

Guest	Affiliation

*Note: If a Member arrives after the Call to Order, their arrival time (a) is shown above.
If they leave before Adjournment, their departure time (d) is shown.
If no time is shown in the column, they were present for the entire meeting.*

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Summary of Resolutions

6.2.1 Approve the Agenda

MOTION: That the agenda for the CSA Board of Directors Meeting # 6 on September 21, 2022, be approved as printed and distributed.

Motion Carried

6.3.1 Ratification of CASU Representative

MOTION: That Eva Gabler be appointed as the College of Arts Student Union representative on the 2022-23 CSA Board of Directors, effective immediately

Motion carried

6.5 Approval of Past Minutes

MOTION: That the Minutes be approved for the following CSA Board of Directors meeting:

6.5.1	CSA Board Meeting # 5	August 31, 2022
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Motion carried

6.7 Executive Updates

MOTION: That the following Executive Updates be received as information:

6.7.1	President	September 21, 2022
6.7.2	VP Student Experience (vacant)	
6.7.3	VP Academic	September 21, 2022
6.7.4	VP External	September 21, 2022

Motion carried

6.10.1 Hiring Committee Report – Policy and Transition Coordinator

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MOTION: That the hiring of **Colleen Bovay** for the position of Policy and Transition Coordinator be approved, as recommended by the Hiring Committee.

Motion carried

6.10.2 Hiring Committee Report – Bike Centre Coordinator

MOTION: That the hiring of **Paige Quinn** for the position of Bike Centre Coordinator be approved, as recommended by the Hiring Committee.

Motion carried

6.10.3 Hiring Committee Report – FoodBank Assistant

MOTION: That the hiring of **Chloe King** for the position of FoodBank Assistant be approved, as recommended by the Hiring Committee.

Motion carried

6.10.4 Summary of Committee Appointments

MOTION: That the Summary of Committee Appointments, as presented to the Board of Directors meeting on September 21, 2022, be received as information.

Motion carried

6.11.1 Report: Orientation Week

MOTION: That the report from Jack Fisher, Student Experience Coordinator, regarding Orientation Week, be received as information

Motion carried

6.11.2 Student Experience Coordinator – Contract Extension

WHEREAS the CSA has an obligation to the student body to run engaging and interesting programs throughout the year including, but not limited to live music, films, and social events;

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WHEREAS the long time CSA programmer retired in the Fall of 2021;

WHEREAS the CSA will not have a VP Student Experience until midway through the Fall 2022 semester;

WHEREAS to make up for staffing shortages, the CSA hired the Student Experience Coordinator on a short-term contract in Spring 2022;

WHEREAS the Student Experience Coordinator has done an exceptional job organizing and running CSA Orientation Week programming;

WHEREAS the Student Experience Coordinator has taken on vital responsibilities that benefit the CSA and the general student experience on campus;

WHEREAS the Student Experience Coordinator has a wealth of knowledge about campus programs, community partners, and understands how to make the most of the convoluted systems;

WHEREAS having consistent full-time staff makes the ongoing operation of CSA services and the CSA office flow better;

WHEREAS planning for the Fall and Winter semesters is already underway by the Student Experience Coordinator and the Executive Committee is pleased with the quality of work being produced

WHEREAS having a staff member available to transition, train, and support the incoming VP Student Experience would be both helpful and necessary;

BE IT RESOLVED THAT the contract of the Student Experience Coordinator be extended until April 30, 2023, with the opportunity to renew, pending a positive evaluation.

Motion carried

6.15 Adjournment

MOTION: That the CSA Board of Directors Meeting # 6 on September 21, 2022, be adjourned at 7:02 pm

Motion carried

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6.0	Call to Order	
6.1	Land Acknowledgement Member Sanya Sareen	
6.2	Adoption of the Agenda 6.2.1 Approve the Agenda 6.2.2 Declarations of Conflicts	
6.3	Ratifications and De-Ratifications 6.3.1 Ratification of CASU Representative	
6.4	Comments from the Chair 6.4.1 Introductions and Pronouns	
6.5	Approval of Past Minutes 6.5.1 Meeting # 5 – August 31, 2022	
6.6	Executive Committee Minutes	
6.7	Executive Updates 6.7.1 President – September 21, 2022 6.7.2 VP Student Experience (vacant) 6.7.3 VP Academic – September 21, 2022 6.7.4 VP External – September 21, 2022	
6.8	Director Reports	
6.9	CSA Service Update and Report	
6.10	Committee Updates and Reports 6.10.1 Hiring Committee Report: Policy & Transition Coordinator 6.10.2 Hiring Committee Report: Bike Centre 6.10.3 Hiring Committee Report: FoodBank Assistant 6.10.4 Info: List of Committee Appointments	
6.11	Business 6.11.1 Report: Orientation Week – Jack Fisher, Student Experience Coordinator 6.11.2 Student Experience Coordinator – Contract Extension	
6.12	New Business 6.12.1	
6.13	Announcements	
6.14	In Camera Session	
6.15	Adjournment	

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Minutes – September 21, 2022

6.0 Call to Order

The meeting was called to order at 6:07 pm.

6.1 Land Acknowledgement

Member **Sanya Sareen** presented the following Land Acknowledgement:

The University of Guelph resides on the traditional land of the Attawandran people and the Treaty Lands of the Mississaugas of the Credit. We also honor our Haudenosaunee, Anishanaabe, and Metis neighbours, past, present, and future. To be able to gather on this land, daily, to live, learn and work, is a token of the stories and connections starting centuries before settlers arrived here. By acknowledging those whose land we are on today, we extend our gratitude for the care and protection they have offered, but also embrace our responsibility towards them. Beyond words, our actions must align with this responsibility, whether this be by taking the time to learn about the rich history behind our places of gathering or consider the impacts our actions will have on this cherished land, its inhabitants, and its ancestors, so we can act as good partners with the lands nurturing ourselves and our loved ones.

Sanya Sareen, Board Member

6.2 Adoption of the Agenda

6.2.1 Approve the Agenda

MOTION: That the agenda for the CSA Board of Directors Meeting # 6 on September 21, 2022, be approved as printed and distributed.

Moved: Isha Maharaj

Seconded: Jake Levy

Motion carried

6.2.2 Declarations of Conflicts

No declarations of conflict were made at this meeting

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6.3 Ratifications and De-Ratifications

6.3.1 Ratification of CASU Representative

MOTION: That **Eva Gabler** be appointed as the College of Arts Student Union representative on the 2022-23 CSA Board of Directors, effective immediately.

Moved: Isha Maharaj

Seconded: Anthony Pereira

Motion carried

6.4 Comments from the Chair

Cameron Olesen, Chair: This is normally when I would give any particular information for the items on the agenda tonight, but I did that before the meeting tonight to make sure everyone was aware for those first couple of motions, so with that being said, welcome everyone and thank you all for being here tonight.

6.4.1 Introductions and Pronouns

Each member provided their name, pronouns, and role on the Board.

6.5 Approval of Past Board Minutes

MOTION: That the Minutes be approved for the following CSA Board of Directors meeting:

6.5.1	CSA Board Meeting # 5	August 31, 2022
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Moved: Jake Levy

Seconded: Sanya Sareen

Motion carried

6.6 Executive Committee Minutes

No Executive Committee Minutes were presented at this meeting.

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6.7 Executive Updates

MOTION: That the following Executive Updates be received as information:

6.7.1	President	September 21, 2022
6.7.2	VP Student Experience (vacant)	
6.7.3	VP Academic	September 21, 2022
6.7.4	VP External	September 21, 2022

Moved: Jake Levy

Seconded: Isha Maharaj

Motion carried

6.7.1. President

Nicole Walker: Hi everyone! I'm very excited to be here. It's been a great change of pace having students back on campus and being able to interact with everyone in-person, I'm sure you all have felt that too, within your different groups and student organizations. As you'll see in the O-Week report that Jack put together, we did reach and interact with thousands of students during Orientation Week. We did a ton of stuff during O-Week, and we have already hit the ground running for the fall semester. We ran Imaginus last week, Clubs Days, interacted with hundreds more students, and are working to set up outdoor office hours so students can come directly to us and ask us questions. It really is a team effort; we do have our core staff and service staff who have been working really hard to make things happen and get us out there so students know exactly who the CSA is.

This is Earl's last meeting, so happy retirement, Earl.

In terms of elections, we've been working to target groups that haven't really filled their seats in past years, specifically OAC and the OVC. We went to those specific locations, we emailed their respective clubs, and all their accredited student organizations and I've talked personally with their president to try and recruit people. We've had a lot of people who have shown interest and we're in the process of confirming how many we have running in the election. But it does seem like it's more than last year which is great. Jena's been crushing the social media. We've been trying to do a better job than we have the last couple years so we're hoping we can take more photos of people at CSA events and post them/feature them, hold giveaways. That sort of thing, so students can see that sort of information that we have regarding services and what we have to offer them.

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We're looking at different ways to hear student concerns and are brainstorming what that looks like, so if you folks have suggestions on how we can reach more students please let us know. We're very willing and committed to working with you to make that happen. As you know, there's tons of stuff on campus impacting students. Stuff that we've heard is parking and affordable housing. These are two really big items, so we're trying to see how we can get students together and get anecdotes in order to address it with the municipality, especially with the elections coming up, as well as with the University. So, it's a two-step approach.

Our newsletter went out September 13. If you didn't know that, please check your email. It looks really funky and there's a lot of good information in there. We're doing Homecoming stuff this weekend. Your Executive will be announcing the halftime show and we'll be running a campus clean up as well. Sexy Bingo is tomorrow, I think it may be sold out already but if not, you can book your table. SafeWalk starts on Monday. They have 45 volunteers, which is great, and they're interviewing another 20.

If you have any questions, I'm happy to answer them. My office is on the 2nd floor, I am always working, and I'm really excited for students to have a great year. Feel free to share your ideas. I'm very interested in hearing what you folks have to say.

Nicole Walker, President

Jake Levy: Could the president kindly explain what anecdotes they're looking for regarding the parking situation.

Nicole Walker : We've been talking to students and have heard that issues around parking and housing seem to be the two main concerns that we're hearing about right now. We're collecting student feedback so that we can better address it with the University, so if you know anyone having parking issues, have them reach out to us. The Executive are discussing what addressing these concerns will look like, whether we host a Town Hall or offer a suggestion form via social media where students can air their concerns about issues they're experiencing. We're trying to brainstorm ways to try and tackle the parking issue. We have a great relationship with Guelph Transit, so we're exploring how we can pair that together. If there are specific things that you're hearing or if there are ways you would like to talk to students, just let me know and I'm happy to have a conversation about it.

6.7.3 VP Academic

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Mason Friebe: Hi everyone. I'm really happy to be back in person! Thanks again to Earl- it's been great having you around. Regarding the Student Memorial Service, the invitations have been sent out. It will be held in October. Otherwise, I've been busy with committee start up. The Calendar Review committee, course changes that get submitted, it used to be all manual, but now it's all online so everyone's learning the new system, but it should be more efficient. Not to say there will be a lot more course changes, but it should be better. Open Accessibility Course Content Task Force is looking into promotional opportunities for Open Ed resources, and potential events for us to host to gather student opinions on textbooks and letting them know what OER is. Maybe by making some handouts or possibly releasing another survey.

O-week went well, we did lots of tabling promoting our byelection and letting students know what the CSA is. I think that went really well; the foot traffic was pretty insane! Clubs Days was very busy too. SHAC is doing well. We have an articling student and a paralegal for this semester who have office hours. We're working to update their business cards and hold class talks and other things to better promote the service.

Projects that I have been working on include looking into course outlines and the standards and procedures we have in place for that, as some students are noticing important policies are missing in some, but not others, or late policies are not included when they should be, which can lead to the possibility of TA's docking marks without the policy being clearly stated, which isn't right. It is appealable but most students don't know that. So that's something to keep an eye on. Course outlines in general aren't all out there because of the IT issue, which is also a significant problem, because some people are missing deadlines. Hoping to have that resolved soon.

Teaching Excellence Awards are no longer bound by a specific deadline. Historically it was in March that we would hold the awards ceremony, but that ceremony no longer exists. We're planning instead to announce it at our AGM, which means we'll probably delay the election committee.

Finally, it's worth noting that students are voicing their concerns with housing, and the long waitlist to get in, which, unfortunately, many students won't. There are also 100 plus international students stuck abroad due to visa delays, which further complicates the wait list situation. Many of these students will, unfortunately, face deferrals if they didn't opt for Distance Education courses. The selection deadline has since ended as of September 16. We'll be hearing more about that soon.

Mason Friebe, VP Academic

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6.7.4 VP External

Nicole Walker, President, spoke on behalf of Jena-Lee Ashley, VP External.

Nicole Walker: Jena is bummed she couldn't be here. She wanted to attend virtually, because she's very excited for in-person meetings with you all and sharing her dad jokes! She was especially sad that she wouldn't be able to say farewell to Earl.

Jena has done a great job with hiring for the FoodBank and the Bike Centre. We have a new Bike Centre Coordinator working to get the space up and running. There have been some barriers because of the IT disruption, which has caused delays. We're working to sort that out while IT works to problem solve on their end.

Jena is the go-to person for all things bus pass, including any concerns. If you're hearing concerns, please let her know. She's been working on bus pass opt-ins for coop students and distance education students, who can purchase a pass during front office hours. Anyone else shouldn't be purchasing one, as it would be included in their fees so they can use their student card on transit. If you have issues with the bus, send Jena an email with the bus number, time, and location where there was an issue, and she can reach out to transit to have them fix things. Transit is also piloting an electric bus program which is really exciting.

In terms of events, Jena specifically wanted to touch on the ISIC cards through the CFS for START International which was really well received. We brought some CFS staff on campus for that. The card offers discounts for international students. You are also eligible so if you're interested, talk to Jena. She's also getting some campaigns up and running for Gryphfest. Also, in terms of Culture Jam, she has a list of students to start the BIPOC Coalition. If you're interested in joining the BIPOC Coalition, reach out to Jena and she can add you. It's a drop-in on Thursdays 1230-130pm. It's a safe place for BIPOC-identifying individuals who want to meet other folks and share resources and network on campus. Jena is also working with Wellness on programming events and awareness together. We'll be running a campaign on Consent is Mandatory through the CFS again. We're also interested in advocating for mandating sexual violence and gender-based violence training for students in residence. This is something we've been looking to implement for a while, and we've also made it a requirement for CSA staff to complete. We're working with the University to see if we can mandate it because it's really important.

6.8 Director Reports

Cameron Olesen, Chair: This item on the agenda is for members of the Board to give updates specifically on what you've been up to as a member of the

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Board, such as sitting on committees or helping with campaigns or anything else around the CSA office. Now would be the time to give that update for the purpose of the minutes. Any updates regarding your individual organizations, that's better saved for the announcements section.

Ana-Maria Mercu stated that she helped with tabling for the byelection.

Isha Maharaj noted that she also helped with tabling as well as participated in the PTC hiring.

Anthony Pereira also added that he helped with tabling for the byelection.

Sanya Sareen noted that she helped with hiring the new FoodBank assistant.

6.9 CSA Service Update and Reports

No service updates or reports were presented at this meeting.

6.10 Committee Updates and Reports

No committee updates or reports were presented at this meeting.

6.10.1 Hiring Committee Report – Policy & Transition Coordinator

MOTION: That the hiring of **Colleen Bovay** for the position of Policy & Transition Coordinator be approved, as recommended by the Hiring Committee.

Moved: Nicole Walker, President

Seconded: Isha Maharaj

Nicole Walker: Colleen is a UofG graduate, and it's really exciting that she's back. She's awesome and a great fit for our team. This is her first week without training wheels and we're excited to have her on board!

Motion carried

6.10.2 Hiring Committee Report – Bike Centre Coordinator

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MOTION: That the hiring of **Paige Quinn** for the position of Bike Centre Coordinator be approved, as recommended by the Hiring Committee.

Moved: Nicole Walker, President

Seconded: Sanya Sareen

Nicole Walker: Paige is awesome. If you folks have time, definitely stop by the Bike Centre to say hi and introduce yourselves.

Motion carried

6.10.3 Hiring Committee Report – FoodBank Assistant

MOTION: That the hiring of **Chloe King** for the position of FoodBank Assistant be approved, as recommended by the Hiring Committee.

Moved: Nicole Walker, President

Seconded: Varnika Karavadi

Nicole Walker: Chloe was selected from a big pool of candidates; she's already started working. Member Sareen may be able to speak to it more.

Sanya Sareen: Yes, we had a lot of good candidates, it was hard picking one, but Chloe seems awesome and knows about the position. I'm excited to see how she'll grow with the FoodBank.

Motion carried

6.10.4 Summary of Committee Appointments

MOTION: That the Summary of Committee Appointments, as presented to the Board of Directors meeting on September 21, 2022, be received as information.

Moved: Isha Maharaj

Seconded: Jake Levy

Motion carried

6.11 Business

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6.11.1 Report: Orientation Week

MOTION: That the report from Jack Fisher, Student Experience Coordinator, regarding **Orientation Week**, be received as information.

Nicole Walker:- O-Week went way beyond our expectations, everything was so well received. Some events were so popular we had to turn people away. It was great working with START International. Lots of students were interested in the Bike Centre which was great. Executives were everywhere all week. We had a lot of people asking great questions. I encourage you all to read Jack's report, he really did a great job. Block party was definitely a highlight of O-Week. We got to introduce the bands and meet them. There were between 4 to 5 thousand students in attendance. I loved hyping up the crowd. Page 47 of the Board Report update shows some attendee stats. In total, there were 13 events, and 2 hypnotist shows. Overall, we reached over 10 thousand students during O-Week, though there are probably some repeats in there. Jack did such a great job to make sure the Executive had input and kept us involved in planning. We're really happy with how things went.

Isha Maharaj: I was there too, the numbers seem like a lot, but I think the estimated numbers are too low. I'm pretty confident the real numbers are much higher. We had to move people off the field at Block Party to adhere to noise bylaws. I had a blast. Jack did great.

Nicole Walker: We're also planning programming for the year, and we did a O-Week debrief. If you have any information for us, let me or Jack know if you have any feedback for what students are saying! We're also planning programming for the year, so if your organizations want to collaborate with the CSA, let us know, we're happy to work with you. And follow us on social media for event updates.

Moved: Isha Maharaj

Seconded: Anthony Pereira

Motion carried

6.11.2 Student Experience Coordinator – Contract Extension

WHEREAS the CSA has an obligation to the student body to run engaging and interesting programs throughout the year including, but not limited to live music, films, and social events;

WHEREAS the long time CSA programmer retired in the Fall of 2021;

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WHEREAS the CSA will not have a VP Student Experience until midway through the Fall 2022 semester;

WHEREAS to make up for staffing shortages, the CSA hired the Student Experience Coordinator on a short-term contract in Spring 2022;

WHEREAS the Student Experience Coordinator has done an exceptional job organizing and running CSA Orientation Week programming;

WHEREAS the Student Experience Coordinator has taken on vital responsibilities that benefit the CSA and the general student experience on campus;

WHEREAS the Student Experience Coordinator has a wealth of knowledge about campus programs, community partners, and understands how to make the most of the convoluted systems;

WHEREAS having consistent full-time staff makes the ongoing operation of CSA services and the CSA office flow better;

WHEREAS planning for the Fall and Winter semesters is already underway by the Student Experience Coordinator and the executive committee is pleased with the quality of work being produced

WHEREAS having a staff member available to transition, train, and support the incoming VP Student Experience would be both helpful and necessary;

BE IT RESOLVED THAT the contract of the Student Experience Coordinator be extended until April 30, 2023, with the opportunity to renew, pending a positive evaluation.

Moved: Nicole Walker, President

Seconded: Isha Maharaj

Nicole Walker: Pleased doesn't begin to cover how impressed we were with O-Week and the level of programming that happened. Jack is exceptionally open to feedback and motivated to deliver what students want. He goes above and beyond to support the executive. We couldn't do programming on campus during COVID, so it's been great to come back strong and blow everyone away, and it's vital to keep that momentum for the year. We're really hoping Jack will stick around for a long time. Good people are hard to find, so we want to keep him!

Motion carried

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6.12 New Business

No new business was presented at this meeting.

6.13 Announcements

Cameron Olesen, Chair: This is a good time to give any personal or club/college-related updates.

Earl Evans: Again, welcome to Colleen. It's been great being back, so big thanks to everyone for your support. I wish all of you the best of luck in your studies.

Nicole Walker: We loved working with Earl. I want to give a shout-out to the board members who volunteered to help with Elections tabling. Anthony, Ana Maria, and Isha, thank you for volunteering to help with tabling for elections. I hope you had a good time. I'm looking forward to having you all involved and working with you on issues affecting students. I'm always flexible on meeting the needs of students, there are lots of opportunities for collaboration. I'm really open to anything. Personal update, my sister and I won the volleyball championships in Pennsylvania. I sprained my ankle and will be hobbling for a while. Otherwise, I'm really excited to be having these meetings in-person.

Mason Friebe: I don't have much to announce. Welcome to those of you who are new today. It's great to see everyone, and I look forward to our future meetings. Special thanks, again, to Earl for all his help. On a personal note, I tried go-carting. It was fun. I highly recommend it if you get a chance.

Kelly Ruigrok: SFOAC had their first meeting last week, and I was really excited to be a part of it. I got back from the Midwest US last week for a course tour where we travelled to 9 different states. It was really cool to explore a different agriculture perspective.

Samantha Ogbewi: Not much happening. We have a new Executive team this year, so we're trying to plan out what we'll do. I got back from LA on Monday, so I'm pretty jetlagged, but it was fun.

Jake Levy: I'm still in co-op and I still love it! It's a lot of work, but one perk is that I work online on Fridays, so I got to go to New York with my family over the weekend. Had great pizza while I was there. Other than that, I'm a member of the Executive team for Hillel. We had a few events over O-Week that were fun!

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Board of Directors Meeting # 6
September 21, 2022 – 6:00 pm
UC 442



Daniel Neiterman: I just got back from Egypt where I was presenting at a conference. That's it for me!

Ana-Maria Mercu: CVS had a couple O-Week events that did really well. About 200 students came out. We also had an event on Monday at the Brass Taps that was also successful. I had training at the alumni centre where I'm now working, so that's been exciting.

Varnika Karavadi: ISO had a bunch of successful events. Also celebrating a milestone because ISO hit 1k followers on Instagram. We have a lot of things planned, we're also going to paint the cannon, which I've never done so I'm looking forward to. Personally, I'm juggling a few positions and it's a big transition coming back from the pandemic, so I'm just trying to get settled in.

Eva Gabler: It's so nice to meet you all! We had a Breakfast Social O-Week event, which was pretty cool. It was great seeing students connect.

Isha Maharaj: I'm wrapping up my position on the O-Week Team, which is wild. I got over 200 thousand steps in during O-Week. Glad to hear everyone had fun and that their events were successful. Gryphfest was a hit- I worked really hard on that. We had a giant bouncy castle and food trucks. On the ISO side, we had kite flying and tie dye event which was so fun. We also have two events coming up, on Wednesday we'll be selling Indian street food and doing henna in the UC Courtyard. We're also planning a cricket match on October 1 on Johnston Green in collaboration with ISO and the Pakistani Student's Association. If you want to play, or learn to play or anything, please reach out to me.

Anthony Pereira: It's been amazing to see the difference in participation between now and the beginning of COVID. It's been such a difference and it's great to see all the O-Week events with such high participation. I have a concert tomorrow; we'll see if it actually happens. It's been cancelled a few times so 4th times the charm.

Sanya Sareen: CVS had a Clubs Day in the Science Complex today. We had free cookies and coffee that was gone in under 2 hours. In terms of other club updates, SSGSA had an O-Week paint night event that was really successful. We weren't sure what to expect in terms of turn out so that was really nice to see. On a personal note, I'm an SLG leader this year so I had my first session yesterday which was pretty cool. SLG's have just transitioned to in-person. I was feeling overwhelmed and nervous, but it was a lot of fun.

Duncan McGuire: I'm excited to be back in-person. We had the first in-person Exec meeting of the Indigenous Student Society, which was great. We had a lot

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of great turnouts for our club events. Unfortunately, we had to turn some people away from a dreamcatcher event, which is unfortunate but shows there's a lot of traction which is great. And I joined the Quidditch team, so I'm looking forward to that! I also just got back from BC where I was working on a project to bring items home from museums.

Colleen Bovay: Hi everyone and thank you. I'm excited to be here. If you need anything, my office is on the second floor, and you can reach me by email as well. I would like to remind you- I still need some of you to sign and return the code of conduct and confidentiality agreements, so please send those my way as soon as possible.

Cameron Olesen, Chair: Thank you everyone for being here tonight. I'm happy to be back to in-person board meetings so we can see everybody and enjoy a nice meal. We got everything done in less than an hour, so it's much quicker than our online Board Meetings!

6.14 In Camera

No In Camera session was held at this meeting.

6.15 Adjournment

MOTION: That the CSA Board of Directors Meeting # 6 on September 21, 2022 be adjourned at 7:02 pm.

Moved: Isha Maharaj

Seconded: Anthony Pereira

Motion carried

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UC 442



Approved by the Board of Directors

Date: September 21, 2022

Signed: _____

Date: _____

Cameron Olesen
Board Chair

Signed: _____

Date: _____

Colleen Bovay
Policy & Transition Coordinator

Motion

Board of Directors Meeting # 7
October 12, 2022



**Item 7.6.1
Executive Committee Minutes**

WHEREAS the University's IT system experienced an IT incident on Monday September 12, 2022, impacting the shared drive of the CSA;

WHEREAS Executive Committee Minutes documents are stored on the shared drive of the CSA;

WHEREAS the IT incident is still ongoing, and the Executive have been unable to access the Executive Committee Minutes;

MOTION: For the CSA Board of Directors to receive this update as information.

Moved:

Seconded:

Motion

Board of Directors Meeting # 7
October 12, 2022



**Item 7.7
Executive Updates**

MOTION: That the following Executive Updates be received as information:

7.7.1	President	October 12, 2022
7.7.2	VP Student Experience (vacant)	
7.7.3	VP Academic	October 12, 2022
7.7.4	VP External	October 12, 2022

Moved:

Seconded:

Motion

Board of Directors Meeting # 7
October 12, 2022



Item 7.9.1 CSA Service Update - SafeWalk

(a) Extend Speaking Rights to SafeWalk Staff

WHEREAS CSA Rules of Order, Section 3.3 states that visitors can be extended speaking rights following a motion passed by the Board of Directors;

WHEREAS CSA Rules of Order, Section 3.9 states that presentations to the Board of Directors that are submitted in the Board package shall be limited to a maximum of ten minutes when presented at the Board of Directors Meeting;

MOTION: to extend speaking rights to Max Mancuso, SafeWalk Volunteer & Public Relations Coordinator, for the duration of item 7.9.1 to present the SafeWalk Service Update and respond to questions that arise from members regarding the presentation.

Moved:
Seconded:

(b) Receive the SafeWalk Service Update Presentation

MOTION: to receive the SafeWalk Service Update as presented by Max Mancuso, SafeWalk Volunteer & Public Relations Coordinator, as information.

Moved:
Seconded:

Service Update

Board of Directors Meeting # 7

October 12, 2022



Item 7.9.1

CSA Service Update - SafeWalk

The University of Guelph SafeWalk team is a CSA service dedicated to providing students, staff, faculty and visitors on campus with a safe and reliable accompaniment to their destinations after dark and helping to maintain the safety of the University community. SafeWalk volunteers contribute positively to their University community while having the chance to develop their life skills and meet new people!

We are actively trying to support local charities and provide a variety of opportunities for campus involvement. We're always recruiting new volunteers, and we love the amazing team we've built thus far! We can be accessed via the UofG phone line, the emergency poles on campus, and through the SafeGryphon app! Reach out to Max or Bea for more information anytime!

Motion

Board of Directors Meeting # 7
October 12, 2022



Item 7.10

Petitions, Delegations, and Representations (PDR) Committee Minutes

MOTION: That the Minutes be received as information for the following Petitions, Delegations, and Representations Committee meetings of the 2021-2022 academic year:

Agenda Item #	Meeting #	Meeting Date
7.10.1	Meeting # 4	February 7, 2022
7.10.2	Meeting # 5	March 9, 2022

Moved:

Seconded:

Minutes

Petitions, Delegations, & Representations (PDR) Committee
Meeting #4 – February 7, 2022 – 1:00 pm
Microsoft Teams



Members: Nicole Walker (CSA President, Chair), Shilik Hamad (VP External, Vice-Chair) Amanda Conibear (Student Organization Representative), Quinton Stummer (Director), Bell Harris (Director), Lily Taylor-Stackhouse (At-Large or College Representative)

Regrets: None

Guests: None

1.0 Welcome & Introductions

1.1 Member Hamad provided a Land Acknowledgement.

2.0 Adoption of the Agenda

2.1. Approve the Agenda

- The agenda was approved as presented.

2.2 Declarations of Conflicts

- No declarations of conflicts.

3.0 Comments from the Chair

4.0 Approval of the Previous Minutes

4.1 PDR Meeting #3 – Wednesday, November 24, 2021

- Minutes were approved as presented.

7.0 Review of the PDR Budget Line: \$6073.08 remaining

8.0 Review of PDR Applications – November Follow Up

a. Origami Club Update

The purpose of the funds is being used for the same intention they applied for. Due to it being the same school year, it would be okay for them to try to run their events again this semester, as they were already approved earlier this year.

b. Kaleidoscope Magazine

No updated information was provided. Will reach out to them one final time to consider their application at the last meeting of the year.

Minutes

Petitions, Delegations, & Representations (PDR) Committee
Meeting #4 – February 7, 2022 – 1:00 pm
Microsoft Teams



9.0 Review of PDR Applications – February

a. 26 – Gryph Hacks

- i. Application
 - i. Looking to have 300 virtual participants. Haven't received PDR funding before. Have \$500 in funding from Guelph Coding Community. Waiting to hear back from SLEF. Requesting \$500 for their annual hackathon.
- ii. Budget
 - i. Looking for \$500 from PDR funding.

Committee Decision: The committee thinks it's a good initiative to support since they're trying to engage so many students. Looked at budget and the committee are in favour as they're looking to have 400-500 students participate. The Committee approved the \$500 funding request.

b. 27 – CASS

- i. Application
 - i. Lunar New Year for February 15th. Looking to have community members and students get more involved in Asian traditions and engage students from different backgrounds. Showcase this time of year to the U of G community. Looking for 20 participants. 18 will be students with a few community members. Haven't asked for funding before. Other sources of funding include club fee. CSA would contribute to decorations, food, and gift cards. Asking \$160 in funding.
- ii. Budget
 - i. Asking \$160 in funding. Would cost \$152 if community members were charged \$8, however, funding would cover expenses if community members don't show up.

Committee Decision: The committee approved \$160 in funding.

c. 28 – Guelph Green Labs

- i. Application
 - i. Submitted November 24th, had them resubmit application with changes. Wanted them to address Was it \$354 per box, or for two boxes? What is the \$500 from Interhall Council for? They're looking to do an initiative on campus regarding waste reduction. Implement terrocycle waste boxes for masks. Hoping to reach 2,000 students. Looking to promote the initiative on social media. Haven't asked for funding before. Received \$500 and implemented into three medium

Minutes

Petitions, Delegations, & Representations (PDR) Committee

Meeting #4 – February 7, 2022 – 1:00 pm

Microsoft Teams



size boxes for recycling. Asking for \$400. Looking to divert PPE and toxic products into the landfill. After resubmitting, they provided the right changes to the application.

- ii. Budget
 - i. Asking for \$372.90. Per box is \$177, without tax and includes free shipping. A committee member recommended funding \$372 compared to the \$400 they requested before to align with the actuals on their budget.

Committee Decision: The committee approved a \$372 in funding be provided to Guelph Green Labs.

d. 29 – Poet Society

- i. Application
 - i. Had an event for students to come together and enjoy poetry and talk with each other. Had about 15 virtual participants.
- ii. Budget
 - i. Asking for \$25.

Committee Decision: The Committee approved the \$25 funding request.

e. 30 – Juried Art Show

- i. Application: A decision will be made at the March PDR meeting.
- ii. Budget: The committee has follow-up questions regarding the budget.

f. 31 – Jack.org

- i. Application
 - i. Are a CSA club. Stressbuster event after Valentine's day. To encourage self love and gratitude and going to have a collaborative Spotify playlist that people can share. Wanting to provide Starbucks gift cards to students who participate. Also doing a giveaway self care kit. If PDR can't fund, they can request funding from Jack.org. Looking to have 30-50 participants. Haven't asked for PDR funding before and haven't done it this year. Have listed various funding needs from events in the past.
- ii. Budget
 - i. Asking for \$300.

Committee Decision: The committee recommended \$200 of the \$300 be given to the club, in which \$100 would be used for the giveaway and \$100 for \$10 gift cards given the number of participants attending and the amount of funding requested. The Committee approved a partial funding request of \$200.

Minutes

Petitions, Delegations, & Representations (PDR) Committee

Meeting #4 – February 7, 2022 – 1:00 pm

Microsoft Teams



g. 32 – GMUN

- i. Application
 - i. CSA Club. Looking to do an event for simulating a real life MUN, similar to Queen's. Haven't submitted a PDR funding before and haven't asked for funding from other sources. Looking to make the event as accessible as possible and decrease the costs.
- ii. Budget
 - i. Asking for \$500 based on 15 delegates. Committee proposed to provide partial funding of \$240 for the delegate's fee. The committee discussed different amounts of funding we could provide and landed on \$250. Doesn't have as much of an impact on our undergraduate community with participant number, but still wanted to support the initiative. Can also help them with further funding opportunities on campus. Could be an option for individuals to apply for PDR funding to fund their delegate fee.

Committee Decision: The Committee approved the \$25 funding request.

h. 33 – TedxGuelph

- i. Application
 - i. Doing a one-day Ted Talk event. Speakers and performers will share their passions and experiences to the audience. Looking to have 90-100 participants, with 80-90 of them being students.
- ii. Budget
 - i. Have asked for funding for this initiative before but haven't received any funding this year. No other sources of funding. Looking to get money from PDR, as well as donations from other organizations. Unfortunately, the committee was unable to access their budget file.

Committee Decision: The committee will reach out to this group for additional information regarding their budget, specifically their budget and what their anticipated expenses and revenue sources are.

i. 34 – IgNITE Medical Case Competition

- i. Application
 - i. Looking to do trivia at the brass taps. Hoping to have 10 – 17 people.
- ii. Budget
 - i. Requesting \$175. If they're running the event, what's for admission?

j. 35 – MSA

Minutes

Petitions, Delegations, & Representations (PDR) Committee

Meeting #4 – February 7, 2022 – 1:00 pm

Microsoft Teams



- i. Application
- ii. Budget
- k. 36 – HOLA**
 - i. Application
 - i. Asked for \$160 last semester and was approved. Looking for \$200-250 this application. Using the same form and resubmitted application for more money. Didn't use the \$160 provided last semester.
 - ii. Budget

Committee Decision: Since they didn't use the \$160, they have been given, the committee will inform them of their funding from last semester. If they require additional funding, they can apply for PDR funding deadline in March.

- l. 37 – My World, My Choice!**
 - i. Application: Approved partially funding of \$100 to support the technical costs associated. However, only a limited number of students participating and limited impact on the undergraduate community, as this event is focused on the Guelph Community.
 - ii. Budget: Requested \$500 in funding.
- m. 38 – CoBUMP**
 - i. Application: Funding Approved for \$100; Conditional funding depending on if they receive SLEF funding.
 - ii. Budget:
- n. 39 – BMSSA**
 - i. Application: Funding approved for \$180.
 - ii. Budget:
- o. 40 – FDOG**
 - i. Application: Funding Approved for \$50
 - ii. Budget

Next Meeting: Monday, March 7, 2022 at 1:30 pm!

Minutes

Petitions, Delegations, & Representations (PDR) Committee
Meeting #5 – March 11, 2022 – 2:30 pm
Microsoft Teams



Members: Nicole Walker (CSA President, Chair), Shilik Hamad (VP External, Vice-Chair) Amanda Conibear (Student Organization Representative), Bell Harris (Director),

Regrets: Lily Taylor-Stackhouse (At-Large or College Representative), Quinton Stummer (Director)

Guests: None

1.0 Welcome & Introductions

2.0 Adoption of the Agenda

2.1. Approve the Agenda

- Agenda was approved.

2.2 Declarations of Conflicts

- No conflicts of interest were declared.

3.0 Comments from the Chair

4.0 Approval of the Previous Minutes

4.1 PDR Meeting #4 – Wednesday, November 24, 2021

7.0 Review of the PDR Budget Line: As a committee, we have awarded a total of \$5638.92. Three clubs who were awarded PDR funding returned unused funds in the amount of \$275.21. The amount remaining in the PDR budget line is \$ 3636.29.

8.0 Review of PDR Applications – November Follow Up

a. 25 – Kaleidoscope Magazine

- Application: From our November deadline that has been dragged out. Wanted to print their issue in December, wanted funding to print 100 copies (25 pages each). Associated with Kazoo, 15 artists, 15 members. Participants include those who purchase the Issue 18, which would be about 100 people. Cannot complete initiative without CSA funding. Has sold issues in past, profit that is made goes to printing future issues and events. Followed up with them but did not hear back from them.

Minutes

Petitions, Delegations, & Representations (PDR) Committee

Meeting #5 – March 11, 2022 – 2:30 pm

Microsoft Teams



Budget: Did not include their expenses. Did not submit the budget. Will follow-up with them one last time, and address that based off their application, we could not make a firm decision. We are meeting a final time and if the information is not received by then, the committee will not consider the application.

b. 30 – Juried Art Show

- i. Application: Annual event hosted by and for studio art students. Will have winners for the event. JAS is independent but associated with the Fine Arts Network. Hoping to draw 50-70 students.
- ii. Budget: Requesting \$500. Majority of funding comes from proceeds from silent auction. Percentage of donations go to JAS. Will be hosting a hybrid virtual/in-person event to promote inclusivity/accessibility. Given budget capacity this year and the hybrid accessibility component, the committee supports approving \$500 in funding.

c. 34 – TedxGuelph

- i. Application: Doing a day long TEDx event, hoping to have 100 attendees, perhaps 20-30 community members but majority students. Aiming to sell tickets for \$7 each. Received funding in past years, but not this year.
- ii. Budget: Requesting \$500. Didn't include their expenses, and will ask them to define a clearer budget, and send it back to us to review. Will put application back on HOLD.

d. 35 – IgNITE Medical Case Competition

- i. Admission: Hosting a branch-wide event to do a trivia event at brass taps. Does not seem to have a direct benefit, engagement, or impact for students.
- ii. Budget: Requesting \$175, the team has decided to deny the event.

9.0 Review of PDR Applications – March

- a. 41 – Guelph Medical Brigades: Requesting \$500
 - i. Application: CSA club, already ran their event called Blind Date with a Book, happened on March 9th. Donated to funding medical supplies, resources, in Panama and to assist their volunteers in fundraising. Anticipated about 100 students to come look, buy, or leave a book. Looking for financial aid to purchase books and supplies. Haven't received PDR funding this year, have looked to other funding opportunities. If they don't get funding, they won't be able to provide as many books to students to fundraise and provide these supplies to students. Members feel that we can support this initiative considering the budget, however, we will make recommendations that they be more specific about where they are

Minutes

Petitions, Delegations, & Representations (PDR) Committee
Meeting #5 – March 11, 2022 – 2:30 pm
Microsoft Teams



sourcing their books, and how they have calculated their fixed costs for books.

- ii. [Budget](#): Asking for \$500. Anticipate on spending \$1800 (approx. 150 books), \$12 per book. Wrapping paper (\$10), tweel (\$10), sharpies (\$5). Will approve for \$500 in funding and provide recommendation for clearer budgets in the future.

b. 43 – SciArt Club: Requesting \$230

- i. [Application](#): Asking for \$230.
- ii. [Budget](#): Anticipate spending \$190 on paint supplies, \$20 for hand sanitizer and wipes, \$20 reusable cloth drop. Will approve \$230 in funding.

c. 46 – Medical Ethics Society: Requesting \$150

- i. [Application](#): Event for March 28th, Medical Herstory – dedicated to raising awareness to gender health equity and breaking gender-biased stigma. Raise awareness of gender bias in medicine and healthcare, with the aim to eliminate gender bias in the future. Anticipating 50 students to join online session. Hoping will inspire students in their careers. Hoping to have more students than 50.
- ii. [Budget](#): \$100 for cost of online event and \$50 for two \$25 gift cards as prizes. If they do not receive funding, will have to cancel event. Approved \$150 in funding.

d. 47 – Guelph Poets Society: Requesting \$50

- i. [Application](#): Looking to purchase a thank you gift for Leslie, an MFA student who will be presenting their poetry at an event. Received PDR funding last semester for \$25.
- ii. [Budget](#): Will approve \$50 in funding.

e. 48 – Scientista: Requesting \$105

- i. [Application](#): Conference of speakers, workshops, and graduate panel and share experiences for the audience to ask questions to encourage women and minorities in STEM. Received other funding this year, as well as PDR funding which was \$150 for a speaker series.
- ii. [Budget](#): Will approve \$105 in funding.

f. 49 – EDAS: Requesting \$75.50

- i. [Application](#): Eating Disorder Awareness Society on April 7th as an Exam Stress Buster. Want to hand out snacks to students to remind them to take care of themselves and hand out ED awareness pamphlets to educate students. Has not applied for PDR funding before.

Minutes

Petitions, Delegations, & Representations (PDR) Committee

Meeting #5 – March 11, 2022 – 2:30 pm

Microsoft Teams



- ii. **Budget:** Requesting \$75.50 in funding. Bananas (\$12), Apples (\$15), granola bars (\$21), Button Maker Rental (\$10), Button supplies (\$17.50). Funding Approved for \$75.50.

g. 50 – Formula1Guelph Club: Requesting \$260

- i. **Application:** Having an introduction meeting with members at Kelsey's. There are no descriptions or explanations as to how this feels distinct, beneficial, or engaging for the campus community. The committee expressed this event had a limited impact on the undergraduate community.
- ii. **Budget:** Budget only includes the total cost of the event. Funding for the event is denied.

h. 51 – Cam's Kids: Requesting \$45

- i. **Application:** Running an event to increase resiliency skills in the academic and work life.
- ii. **Budget:** Received \$150 funding and \$45 for another event, applied for SLEF and PDR this year. Requesting \$45 in funding to pay for host to facilitate event. The committee approved \$45 in funding.

10.0 Review of PDR Process & Feedback

The committee did not have enough time to discuss this agenda item. The committee will review the PDR process and have the opportunity to provide feedback at the next meeting.

Next Meeting: Final Meeting of the Semester is TBD!

Motion

Board of Directors Meeting # 7
October 12, 2022



Item 7.11.1 Fall 2022 By-Election Nomination Signatures

WHEREAS the CSA Policy Manual, Appendix G – Electoral, Section 4.2.1 c) states that Director candidates for CSA elections must collect a minimum of 25 verified nomination signatures;

WHEREAS the previous nomination signature requirement for Director candidates in CSA elections was 10 verified signatures throughout the COVID-19 pandemic;

WHEREAS the nomination signature requirement was reviewed by the Policy & Bylaw Review Committee, in which a recommendation to increase the number of verified signatures from 10 to 25 for Fall 2022 was brought forward to the CSA Board of Directors and approved at the February 2, 2022 meeting;

WHEREAS the CSA has had considerable turnover in the Policy & Transition Coordinator position, formally known as the Policy & Transition Manager role which supports the Elections Office;

WHEREAS due to an oversight, the Fall 2022 By-Election Nomination Package was not updated to reflect the change in policy from 10 to 25 verified signatures for Director candidates;

WHEREAS the CSA Board of Directors received the Fall 2022 By-Election Director Nomination Package as information at the August 31, 2022 Board Meeting and included the 10-signature requirement for Director candidates,

WHEREAS the CSA Elections Office, CSA Board of Directors, and Director candidates were unaware of the changed requirement for 25 signatures;

WHEREAS the oversight was discovered after the conclusion of the nomination period for the Fall 2022 By-Election;

WHEREAS the nomination requirement for the Director appointment process and CSA General Elections will be 25 signatures, unless changes are brought forward by the Policy & Bylaw Review Committee;

MOTION: that the CSA Board of Directors endorse the successful candidates of the Fall 2022 By-Election with the reduced number of 10 verified nomination signatures.

Moved:
Seconded:

Motion

Board of Directors Meeting # 7
October 12, 2022



Item 7.11.2
Appoint Elections Appeals Board (EAB)

WHEREAS CSA Policy Appendix G, Section 27.3.1 states that the Elections Appeals Board (EAB) shall consist of the following:

- Three Directors and
- Two General Members of the CSA in good standing

WHEREAS Member Tess Vardy was one of the three Directors appointed to the Elections Appeals Board for the 2022-2023 academic year;

WHEREAS Member Tess Vardy was appointed as the CSA Board of Directors representative of Guelph Queer Equality only for the Summer semester of the 2022-2023 academic year;

WHEREAS Member Tess Vardy has now been de-ratified from the CSA Board of Directors;

WHEREAS as result there is now a Director vacancy on the Elections Appeals Board;

MOTION: that the following Director be appointed to the Elections Appeals Board (EAB) for the 2022-2023 academic year:

Moved:

Seconded:

See following pages for EAB information.

Motion

Board of Directors Meeting # 7
October 12, 2022



CSA Policy Appendix G: Electoral

27.1 Mandate of the Elections Appeals Board (EAB)

- 27.1.1 The Elections Appeals Board (EAB) will meet on an as-needed basis to preside over any appeal of a decision made by the CRO; including infractions.
- 27.1.2 Any appeals to be discussed following elections period and scheduled meetings of the EAB will be sent directly to the Board of Directors.
 - a) The President will warn the Board of Directors of the possibility of the need for emergency Board meetings to discuss appeals and infractions deemed major during elections week.
- 27.1.3 The EAB will not hear any appeals submitted more than 24 hours after the Chief Returning Officer's decision.
- 27.1.4 The decisions of the Elections Appeals Board shall be considered final and will not be subject to further review.

27.2 Formation of the Board

Membership of the Elections Appeals Board will be organized by the President and ratified by the Board of Directors no later than the first Board meeting of the Fall semester.

27.3 Membership of the Board

- 27.3.1 The Elections Appeals Board (EAB) shall consist of:
 - a) Three Directors; and
 - b) Two General Members of the CSA in good standing as per the requirements in Bylaw 1, Section 2.1.
- 27.3.2 The Board will nominate and select the Directors who will sit on EAB as per Robert's Rules and the Chair's discretion.
- 27.3.3 General Members of the CSA to sit on the Elections Appeals Board will be selected as follows:
 - a) General Members of the CSA will be informed of the volunteer opportunity through advertising via mass-mail and posters to form a volunteer pool.
 - b) All interested CSA members shall submit a 150-word statement of interest and CV to be reviewed by the Board.
 - c) The Board will select and ratify CSA General Members to be on the EAB

Motion

Board of Directors Meeting # 7
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as per Robert's Rules and the Chair's discretion

- 27.3.4 Advertising to, and the selection process of General Members of the CSA to sit on the EAB shall take into consideration candidate equity.

A candidate who falls within a marginalized group will be selected when that candidate is of comparable qualifications to the other most qualified candidates.

Marginalized shall be defined as a person from groups that face systemic barriers to such volunteer opportunities, including but not limited to women, racialized people, aboriginal people, queer people, persons with disabilities, and international students.

- a) The membership of the EAB shall consist of no less than 40% women-identified individuals.

- 27.3.5 Membership of the EAB will be reviewed by the Chief Returning Officer and the President at the close of the nomination period for the General Elections, or as required, to ensure no conflict of interest exists among members and candidates.

27.4 Meetings of the Board

- 27.4.1 Quorum for EAB meetings shall be set at three (3) members.

- 27.4.2 The President shall not be a voting member of the EAB, however, the President shall break a tie among the voting members if required.

- 27.4.3 The EAB will establish regular meeting times prior to campaign and voting periods. The EAB will hold three (3) meetings during campaign and voting periods.

- 27.4.4 The President shall be responsible for setting meeting times and ensuring that all parties related to the appeal are made aware of meeting times, dates, and locations. The EAB shall meet proactively to be prepared to reply quickly and efficiently to appeals should they arise.

- 27.4.5 It is the responsibility of the President to inform the Board of Directors of EAB decisions.

- 27.4.6 The candidate or referendum team in question must make themselves available and be prepared should the EAB deem it necessary to ask the candidate or referendum team questions.

- a) If extenuating circumstances apply, and a candidate or referendum team cannot attend a meeting of the EAB, notification must be given to the President at least 24 hours before the time of the meeting. Otherwise, failure to appear may cause the complaint or appeal to be rendered null and void.

Motion

Board of Directors Meeting # 7

October 12, 2022



Item 7.11.3

CSA Endorsement of the Our Campus, Our Safety: Student Leaders' Action Plan for Institutions and Governments to Address and Prevent Sexual Violence on Campus

WHEREAS there is an unprecedented conversation in North America on sexual and gender-based violence at post-secondary institutions;

WHEREAS survivors, administrators, student advocates, parents, faculty, and gender-based violence organizations are pushing for transformative change;

WHEREAS the CSA VP External attended and participated in the student leaders round table to inform the development of the Our Campus, Our Safety Action Plan;

WHEREAS The Courage to Act report captures promising practices, key policy areas, and prevention plans as a foundational framework to address and prevent gender-based violence at post-secondary institutions across Canada;

WHEREAS student organizations across the country are being asked to endorse the Action Plan assembled by Possibility Seeds' Courage to Act Project;

WHEREAS the 10 calls to action to address and prevent sexual violence on campus align with the values and work that the CSA strives to achieve for our undergraduate students and campus community;

BE IT RESOLVED that the CSA endorse the Our Campus, Our Safety Action Plan;

AND FURTHER That the CSA submit our logo to Possibility Seeds ensuring our endorsement is recognized.

Moved:

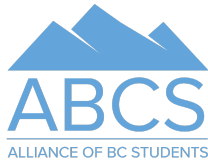
Seconded:

Our Campus, Our Safety:

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

August 2022





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

Send your logo to aubrianna@possibilityseeds.ca

Prepared by:

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McGill University

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Students' Council, Western University

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Adam MacKenzie, President
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Students' Association, Mount Royal University | Council of Alberta University Students

With files from:

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

Calls to Actions for Post-Secondary Institutions

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

Calls to Action for Provincial and Territorial Governments

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

Calls to Action for the Federal Government

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

Introduction

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

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

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

Prevalence and Severity of Campus Sexual Violence Against Students

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

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

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

An Intersectional Lens

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

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

Sexual Violence and Social Location¹

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

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

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

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

Anti-Black Racism and Anti-Indigenous Racism

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

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

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

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

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

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

Calls to Action for Post-Secondary Institutions

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

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

Important Considerations for Consent and Sexual Violence Prevention Workshops

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

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

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

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

Resources:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Resources:

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

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

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

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

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

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

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

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

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

Calls to Action for Provincial and Territorial Governments

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

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

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

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

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

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

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

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

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

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

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

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

Prevention Education

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

Responding to Sexual Violence

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

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

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

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

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

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

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

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

Nova Scotia ¹¹	Memorandum of Understanding with Nova Scotia Universities (2023-24)
Alberta	Ministerial Letter (2022)
Saskatchewan	No legislation in place.
New Brunswick	No legislation in place.
Newfoundland and Labrador	No legislation in place.
Yukon, Northwest Territories, Nunavut	No legislation in place.

Non-Disclosure Agreements

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

Amnesty Clauses

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

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

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

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

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

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

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

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

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

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

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

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

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

Calls to Action for the Federal Government

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

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

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

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

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

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

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

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

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

Conclusion

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

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Appendix A: Glossary¹³

Anti-Racism

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

Complaint

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

Complaint Process

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

Consent

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

Discrimination

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

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

Gender-Based Violence

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

Harassment

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

Harm

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

Harm Reduction

A recognition that the processes designed to address gender-based violence in post-secondary institutions can themselves cause harm; and a series of practices that, wherever possible, seeks to limit and reduce the negative consequences of gender-based violence and gender-based violence complaints processes of the involved parties.

Intersectionality

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

Post-Secondary Institutions (PSIs)

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

Procedural Fairness

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

Promising Practices

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

Survivor

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

Trauma-Informed/Trauma-Informed Practice

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

Appendix B: Recommended Readings

National

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Cross, P., Stephens, M. (2021). *You Choose What To Do Next: Understanding Publication Bans in Criminal Proceedings Involving Sexual Offences Guide*.
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Alberta

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

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Ontario

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

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

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

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

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

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

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

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

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

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

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

Motion

Board of Directors Meeting # 7

October 12, 2022



Item 7.15 Adjournment

MOTION: That the CSA Board of Directors Meeting # 7 on October 12, 2022 be adjourned at pm.

Moved:

Seconded: