

Reinforcing Safety or Perpetuating Harm? Examining The Role and Effectiveness  
of Bill 151 and Sexual Violence Prevention Efforts in Montreal Universities

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# **Abstract**

## **Reinforcing Safety of Perpetuating Harm? Examining the Role and Effectiveness of Bill 151 and Sexual Violence Prevention Efforts in Montreal Universities**

Ciara Brookes Gilligan

This thesis examines the effectiveness of Bill 151 and sexual violence prevention efforts within Montreal universities. Bill 151, enacted by the Quebec government in 2017, mandates higher education institutions to implement policies, training, and reporting mechanisms to combat sexual violence. Through secondary data analysis, this research evaluates annual reports and prevention policies from seven Montreal universities, assessing their adherence to Bill 151 and their impact on reducing sexual violence. The study reveals inconsistencies in policy implementation, reporting quality, and prevention efforts among institutions. While some universities demonstrate transparency and thoroughness, others exhibit gaps in data collection, accountability, and survivor support. Findings indicate that institutional bias, lack of standardized reporting, and low participation in training programs hinder the effectiveness of these measures. Moreover, the persistence of underreporting and cultural barriers reflects systemic issues within academic environments. By analyzing trends in reported cases and prevention initiatives, the thesis underscores the need for intersectional, survivor-centered approaches that address the root causes of sexual violence and institutional shortcomings. Recommendations include enhancing training programs, improving data transparency, and fostering a cultural shift to combat rape culture and promote accountability. This research contributes to understanding how universities can better ensure campus safety and equity for all students

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To my weekly yoga class that has kept me sane over the course of writing this paper.

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## Dedication

This thesis is dedicated to all those who have been affected by sexual violence, to those who have been ignored or not taken seriously when reporting their assault, to those who felt that they would not be believed and stayed quiet, to those who lost their lives to gender-based violence, to those who took their own lives due to the emotional trauma associated with their assault and to those who continue to struggle with the after effects of sexual violence.

### Ressources

#### **Quebec**

Sexual Assault Crisis Line: .....1-888-933-9007

#### **Canada Wide**

Suicide Crisis Helpline.....9-8-8

Canadian Mental Health Association.....1-833-456-4566

[good2talk.ca](http://good2talk.ca)

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# Introduction

As a woman living in the age of digital literacy and mass media, sexual assault seems to be a main topic of conversation. Often, we hear news stories of different high-profile celebrities who are being exposed for their abusive behaviour; first it was R-Kelly and his abuse of underage women, then it was Jeffrey Epstein who abused and trafficked young girls, and today we see P-Diddy and Donald Trump who have both been outed for their abusive behaviour. The abuse is, in almost every case, towards women. This is not surprising. We live in a society where sexual abuse of women continues to be normalized. Young girls are still being told that they should never walk alone at night, that they should fear who they meet in public, that they should dress a certain way and be careful how much they drink as to not be seen as prey for those looking to abuse them, as if it were their sole responsibility to protect themselves.

Jacobsen's study found that young women's fear of sexual assault outweighed their fear of all other violence (2022). Additionally, women felt that their gender was what led to sexual crimes, creating significant shame towards the female body and a heightened sense of self-preservation (Jacobsen 2022). Self-evidently, sexual assault has lasting impacts on the mental health of victims. Based on Eisenberg's study, up to half the victims developed lasting depression and anxiety after an assault and up to 19% attempted suicide (2021). Additionally, a study found that 17% - 65% of rape victims develop Post Traumatic Stress Disorder (PTSD) at some point in their life, 13% - 49% meet the criteria for depression, 28 - 61% develop drug disorders, and 23 - 44% experience suicidal ideation (Dworkin et al. 2017). Kilpatrick's study



also found that rape victims were 13 times more likely to have attempted suicide compared to non-victims and, were 26 times more likely to develop drug addictions after their assault (2000).

When thinking about how sexual violence is always at the back of my mind and something I and most women fear on a daily basis, it made me wonder, why is the responsibility to avoid sexual violence entirely up to women? Why is it that those who are committing these acts on the bodies of women, rarely ever face real consequences? And most importantly, what are we as a society doing to change the narrative around sexual violence and combat this issue?

To answer these complex questions, I decided to focus on one institution, that of higher education, and to study the effectiveness of sexual assault prevention training and resources. I chose to focus on Montreal universities given Quebec's newly bill titled *The Act to Prevent and Combat Sexual Violence in Higher Education Institutions*, otherwise known as Bill 151. Although, under this bill, all universities and CÉGEPs in Quebec are required to provide a policy on sexual violence within their institutions as well as report on their rates of sexual violence and their initiatives to combat this issue annually, for the purpose of this study, I will only be looking at the universities in Montreal. The universities included in this research are both English universities: Concordia University and McGill University, as well as the French universities: Université du Québec à Montréal (UQAM), Université de Montréal (UdM, which also includes Hautes Études Commerciales de Montréal - HEC), École de Technologie Supérieure (ÉTS), École Nationale d'Administration Publique (ENAP), L'Institut National de la Recherche Scientifique (INRS) and École Polytechnique de Montréal), for a total of 8 universities.

I decided to exclude CÉGEPs from my analysis because the scope of my research was already very broad and complex. Also, most students in CÉGEP will be in their late teens, which

marks a clear distinction with adult students attending university. For this study, I chose to look at young adults due to the freedom associated with being of this age group (not living at home, living in university residence, legal drinking age); if CÉGEP students were to be included in this study, it would make more sense to then also include high school students due to social similarities. Finally, as a last reason not to include CÉGEPs, there is potential to expand this research in future years to universities across Canada. CÉGEP is unique to Quebec, functioning as academic preparation for higher education. Only looking at university students' experiences of sexual violence allows for easier comparison across all provinces.

Quebec, of course, is not the only region to adopt sexual assault prevention and awareness training. Governments and universities around the globe implemented policies and awarded funding for programs to curb sexual violence cases. In 2024, the Australian government launched a 40-million-dollar campaign to educate teenagers about consent and reduce sexual violence. The campaign featured television, social media and online content encouraging parents to discuss consent with their children (Butler 2024). Additionally, in 2023, 39 members of Australian universities committed to a charter outlining actions to prevent and respond to sexual harassment, including public reporting and community education (Long 2024). The French education system also integrated programs to raise awareness about sexual harassment for students at an early age while French legislation mandated higher education institutions to have actions plans for sexual violence in hopes of combatting the issue (Mercat-Bruns 2021). Norway has also recently made significant efforts to address and combat the issue of sexual violence. Norwegian schools incorporated a curriculum that addresses sexual health, consent and respectful relationships for young students (Saur, Hustad, and Heir 2011). Many more initiatives could be cited across the globe.

In Canada, the federal government made efforts in recent years to combat gender-based violence. The National Action Plan to End Gender-Based Violence was enacted in 2022. The 10 year plan aims to create a Canada free of gender-based violence through prevention, support for survivors and a responsive legal and justice system (Government of Canada 2024). Outside Quebec, many provinces (Ontario, British Columbia, Manitoba and Prince Edward Island) have passed bills that mandate higher education institutions to implement and sexual violence policy and resources for their students (Albert 2024).

Seeing these various initiatives in different regions raise the question of whether sexual violence training, policies and resources may be effective at spreading awareness or are, on the contrary, ineffective at combating the issue of sexual violence on campuses. The purpose of this research is to analyze the effectiveness of harassment and sexual violence training within Montreal universities. More precisely, it aims to see if training decreases rates of sexual violence within campus culture after the implication of Bill 151 from the Quebec government. The goal is to assess where Quebec university prevention protocols are (potentially) lacking while also comparing between universities to assess which prevention approach is most effective in terms of survivor safety, rates of sexual violence and harassment, implementation, and quality of training and overall participation of the university population. Throughout this research, and more critically, I plan to assess whether assault prevention and training decreases rates of sexual violence or rather further reinforces rape culture, overlooking the root of the problem regarding sexual violence.

### *Data Collection*

The method chosen for this research is primarily secondary data analysis. I will be using data taken from the annual reports on harassment and sexual violence from the main universities in Montreal.

Based on Quebec's newly imposed bill titled *The Act to Prevent and Combat Sexual Violence in Higher Education Institutions*, universities must submit a yearly report detailing their efforts to combat sexual violence, such as training and campus initiatives. The annual reports must detail the cases of sexual violence, which groups are most effected and the status of each group within the university (David 2017). Within the annual report, universities must also list their goals for the coming year as well as how they have worked to improve their approach. In other words, universities in Quebec must create and revise a policy regarding sexual violence and harassment, and this policy must be submitted annually and revised as needed (David 2017). For my data collection, I looked on the websites of each university. For those whose policies and reports are not readily available on their websites, an email was sent to the appropriate contact requesting copies of their policies and annual reports. In the case that universities do not provide their annual reports and policies, this absence was used as a point of analysis in the discussion of my research as they are required to provide this information to the public.

Within my data collection, I was able to collect data from Concordia, McGill, UQAM and Udm based off information available on their websites. For ÉTS, their annual reports were available on their website up until 2021; upon emailing their Bureau for Respect of Persons (BRP), I was provided with all reports until 2023. For INRS, their annual reports were available upon request and were all received within several weeks of sending the request email. Polytechnique's annual reports were available on their website until 2021, upon emailing their prevention department, I was only provided with annual reports until 2021 which poses

limitations on comparing their data with that of other universities which cover a 4-year period. For ENAP, I was able to find their policy on their website but not their annual reports; upon reaching out to their prevention department and general secretariat several times, I never heard back or received their annual reports and as a result, ENAP is unfortunately not included in this research.

Another challenge I encounter lies in the way universities organize their reports. In the case of several universities, their formal/informal complaints, disciplinary action, informal resolution, gender, and status of complainants/respondents were not divided specifically for sexual violence but included all reports on harassment. This made it difficult to assess exactly what disciplinary action came from reports related to sexual violence and the evaluation of other influential factors such as gender and university status. In relation to the organization of reports, another limitation was the standard for annual reports not being consistent among each university. Some universities had longer and more detailed reports while others were much shorter and did not include as much information. This will be an important limitation and point of analysis for some universities may have been reluctant to include certain information as well as the quality of information in universities with significantly longer reports.

Another major limitation in this study is the number of reports received by each university. As we know, only a small percentage of sexual violence cases are reported to proper authorities. The reports received in this study are likely not accurate to the actual number of cases at each university due to low reporting. Because of this, we will never truly know the extent to which sexual violence is experienced at each university, however, given data on lack of reporting, it can be assumed that the number of cases is likely higher.

## *Data Analysis*

This thesis is based on secondary data analysis. The data that will be reanalyzed are the reports and statistics on sexual violence provided in each university's annual reports between when Bill 151 was implemented (2019) to the most recent year (2023).

The annual reports were collected by the Government of Quebec for the purpose of analyzing the progress of each university and compliance with Bill 151. My study will be using this data in a similar way. It will use content analysis, a research method that systematically examines patterns and themes within contents of communication, to examine universities' policies to prevent sexual violence as well as the resources available to students and accessibility of information within media, such as university websites. This analysis will use the content from these sources to see if there are any connections to themes commonly seen within rape culture, such as victim blaming. In tandem, both forms of analysis will provide a general understanding of the effectiveness of Bill 151 and university initiatives while also highlighting areas of improvement to create more effective and inclusive training on sexual violence.

First, I will look at the sexual violence and harassment policies implemented by each university. I will be primarily looking at the prevention measures imposed by each university such as mandatory training and campus initiatives. I will also be looking at who is responsible for handling cases of sexual violence and who is responsible for investigating claims. Within the policies of each university, they must detail how cases are reported, how they categorize cases such as admissible/inadmissible, as well as the disciplinary outcomes regarding harassment and sexual violence for both staff and students which will also be an important point of analysis and comparison between each university. I will also be looking at the dates of revision for each policy to see if universities are keeping up to date with current trends related to sexual violence

within campus culture and routinely updating their policies to better represent their students and staff.

The second point of analysis will be the annual reports of each university based on when the policy was implemented in 2019 until today. First, I will be looking at the rates of sexual violence each year alongside demographics of victims and perpetrators, status of victims and perpetrators as well as the action that was taken after the initial complaint was made and following disciplinary actions. Second, I will be looking at the prevention activities and training each year to assess the effectiveness and initiative each year. From this, I will be able to accurately compare each university to see where some might be lacking in initiatives, which universities are experiencing the highest rates of violence in relation to their student bodies as well as the best approaches to combating the ever-growing issue of sexual violence on campus.

The analysis will provide a comprehensive exploration of data from Montreal universities' policies and annual reports mandated by Quebec's Bill 151, evaluating their effectiveness in preventing sexual violence while identifying themes associated with rape culture, such as institutional bias, victim blaming, and normalization of gender-based violence. Divided into four sections, the chapter examines the accessibility and quality of annual reports, emphasizing the need for standardized templates under Bill 151; compares rates of reported sexual violence relative to university population sizes to identify institutions requiring focused prevention efforts; critiques prevention and education initiatives, highlighting gaps in participation and staffing; and assesses how cases of sexual violence are addressed, exploring report classification, external investigators, and survivor-centered approaches. Ultimately, the analysis underscores how current practices may inadvertently reinforce negative themes while offering insights to improve support for victims and accountability for perpetrators.

## *Conclusion*

There is a lack of research on universities and sexual violence. Research on other subjects such as mental health has gathered more significant attention. Mental health is highly important, but sexual violence is also important, and it has not been taken as seriously as it should be. The scourge of sexual violence within university settings demands urgent and persistent attention. The data is unequivocal: sexual violence is a pervasive issue that deeply impacts the safety and well-being of students, affecting their educational experiences and mental health. The intersectionality of gender, sexuality, and race compounds these experiences for the most vulnerable groups, highlighting an urgent need for tailored interventions. These interventions must not only prevent such incidents but also support the victims in a manner that respects their dignity and addresses their specific circumstances. Moreover, the reluctance to report these incidents, driven by fear of reprisal, doubt, and systemic barriers, underscores the profound mistrust in the mechanisms supposed to protect students.

This thesis investigates whether the efforts made by the major universities in Montreal meet the current challenges. More precisely, it evaluates whether they are effective at preventing sexual assault within campuses. Educational institutions must not only update their policies and training programs but also foster a cultural shift to eliminate the normalization of sexual and gender-based violence and the stigmatization of victims. Effective actions should include thorough education on consent and sexual violence, strong support systems and resources for victims, and rigorous disciplinary procedures for offenders. Policies must also be included and intersections, reflecting the diverse experiences of all students, especially those in marginalized



communities who are often lumped in with general policies without addressing their individual and community needs.

# Chapter 1

## Statistics and Policies

The main goal of this chapter is to provide an overview of the issue of sexual violence on campus, as well as the efforts by Canadian universities, provinces, and the federal government to address gender-based violence on campuses. It examines initiatives in Canadian and Quebec universities, offering a statistical overview of the scope of sexual violence and detailing the legal frameworks in Quebec and across Canada aimed at prevention.

Sexual violence remains a persistent issue in both Canada and Quebec, prompting critical debates on how academic institutions can effectively address it. The issue highlights broader concerns about consent, gender-based violence, and student safety. Despite federal efforts like the 2022 National Action Plan to End Gender-Based Violence and provincial policies mandating prevention and reporting mechanisms, challenges such as underreporting, ineffective training, and policy gaps persist. Marginalized students—especially queer, transgender, and racialized individuals—continue to face barriers. Institutions are struggling to create environments where students feel safe reporting incidents, leading to low reporting rates and limited accountability.

This chapter lays the groundwork for understanding the complexities of sexual violence on campuses. The analysis emphasizes that creating safer academic environments requires a multifaceted approach, combining robust policies with cultural shifts and sustained efforts to engage students and staff. As universities endeavor to tackle the issue of sexual violence through education and preventive measures, it is clear that these efforts are not sufficient. The persistence of high rates of sexual violence calls for a re-evaluation of current strategies and a more robust approach to protect students and foster a safe educational environment. In addressing this complex issue, this thesis will explore the underlying factors contributing to the high rates of

sexual assault and harassment in university settings. It will delve into the roles that institutional policies, cultural norms, and social structures play in perpetuating sexual violence, offering insights into how these elements can be challenged and reformed to create a safer academic environment for all students.

### *A statistical overview of the situation of sexual violence on university campuses*

The disturbing prevalence of sexual violence is underscored by alarming statistics from various academic studies and surveys, revealing the scale and gendered nature of the problem. A 2019 survey by Statistics Canada highlighted that a staggering 71% of students at Canadian universities had witnessed or experienced unwanted sexual behaviors (Burczycka 2020). This statistic is a stark indication of the pervasive nature of sexual misconduct in higher education settings.

Although sexual harassment and assault affects both sexes, sexual violence remains a gendered phenomenon affecting a disproportionate number of women. A disproportionate number of these incidents affecting female students, with 1 in 10 female students experiencing sexual assault and 1 in 5 female students experiencing assault after agreeing to one sexual act (Burczycka 2020), which means that there is a likely chance that women will know of someone who has experienced sexual violence if they don't experience it themselves. A study done by the University of Michigan estimates that around 20% of female college students but only 6% of male college students experienced sexual assault during their time at the (Moylan, Javorka, and Bybee 2019). Findings from Sutton's research found that college students between the ages of

18- to 25-year-old were 3 times more likely to experience sexual violence compared to women of all other ages (2020).

Members of the queer community are also confronted to the intersectional dynamics of sexual violence on campuses, making it imperative to understand the varied experiences of students from different backgrounds. The Association of American Universities Report on Campus Climate conducted a study on 27 campuses across the United States and their rates of sexual violence and found that 18% of all female students self-reported non-consensual penetration or sexual touching compared to 22.4% of students who identified as lesbian, bisexual, gay or questioning (Moylan et al. 2019). Sexual minorities were found to have the highest rates of sexual violence within campus communities along with racialized minorities (Sutton 2020). The National Library of Medicine's three multi-campus studies found that those who were bisexual and pansexual experienced the most sexual violence, specifically black transgender students who were 8 times more likely to experience sexual assault compared to all other groups from their study (Krieger et al. 2018). Those who identify as transgender are 3 times more likely to experience sexual violence compared to those who identify as heterosexual (Government of Canada 2020).

Robust statistics on sexual violence are hard to establish, since researchers are faced with constant underreporting and low rates of interventions. According to a Statistics Canada's 2021 paper, students in university settings are 1.6 times less likely to report their experiences of harassment compared to faculty out of fear of humiliation (Hango 2021). Additionally, initiatives at Queens University in Ontario found that the university said they were making efforts to reduce sexual violence on campus, but that their trainings were centered around victim blaming, enforcing silence, and emphasis on reduced alcohol consumption, rather than dealing with the

issue of sexual assault at hand (Baron Cadloff 2022). Students who identified as sexual minorities or racial minorities said that they felt their abilities to intervene when witness to acts of sexual violence was complicated by systems of oppression that put them in positions to experience violence; they felt fear of experiencing additional violence if there were to intervene (Krieger et al. 2018). The reluctance to report such incidents, as indicated by numerous studies, highlights a culture of silence and fear that pervades many campuses.

The campus statistics confirm what we know of society at large. A study from *The Journal of Intrapersonal Violence* found that reports of sexual assaults to healthcare providers and/or authorities were rare (Eisenberg et al. 2021). Additionally, the 1999 General Social Survey on Victimization in Canada, found that only 22% of all sexual assault cases were reported to police (Government of Canada 2006). Eisenberg's study found that only 26.7% of victims reported sexual assault and of that, only 18.7% of rape victims received medical attention after the rape and only 17.8% reached out to rape crisis lines for support; within this report, it was also found that bisexual women were more likely to disclose their assault and most often they would disclose the assault to a mental health professional after seeking help for anxiety and depressive disorders as a result of the assault (2021). In one study, 91% of female respondents and 92% of male respondents said they did not intervene when they witnessed unwanted sexual behavior due to feelings of discomfort and fear of consequences or personal and future safety (Burczycka 2020). Oftentimes when women report sexual violence, especially towards people in positions of authority, they are faced with significant media coverage and criticized for their contribution to the assault that took place (Gigi Durham 2021). This can be highly humiliating and deter women from reporting their experience, especially since they do not want to re-live a traumatic experience.

Whatever the context, victims of assault are still hesitant to report their experiences to authorities. This attitude comes not only out of fear of being further victimized, but also because of low trust in the judicial process. Many women know by experience that they might not be believed when denouncing sexual assaults. As a case in point, Statistics Canada published their research on sexual assault cases in Canada between 2009 and 2014. It found that only 43% of sexual assault cases resulted in charges being laid; of this number, 49% went to court, 27% led to a conviction and around 15% were sentenced to custody (Rotenberg 2017). In other words, from this data, around 1 in 10 of all reported sexual assaults led to a criminal conviction and 7% resulted in custody. Another study done by the Vancouver Rape Relief and Women's Shelter in British Columbia found that out of 37,455 cases in 2017, only 11,495 resulted in charges, and these charges were more closely related to physical assault rather than sexual assault (Ruze 2020). The lack of judicial convictions is often justified through the prejudice that women falsely report sexual assault. However, based on The National Center for the Prosecution of Violence Against Women's study, approximately 2-8% of rape cases nationally are falsely reported or have simply insufficient evidence to deem that consent wasn't given (Lonsway, Archambault, and Lisak 2009). Based on section 265 (3) of the Canadian Criminal Code, to convict someone of sexual assault, lack of consent must be proven, which is where the justice system struggles not only because this is a difficult task often based on hearsay, but if the perpetrator believes there was consent this can be enough to have the charge dropped (Government of Canada 2024a).

## *Legislations regarding sexual violence in Quebec*

It is clear that the nature of sexual assault on a legal level is not taken as seriously as it should be. Many assaults are not reported, and too few people are convicted of sexual assault. Recently, governments have taken actions to address the issue. For example, in June 2017, the Federal Government of Canada implemented their *strategy to prevent and address gender-based violence* which includes the *National Action Plan to End Gender-based Violence* which launched in 2022; the Government of Canada has invested over \$800 million and \$44 million per year ongoing in the gender-based violence strategy which includes funding for educational institutions to better their approach to sexual violence, a crisis line and other research regarding this prominent issue (Government of Canada 2024).

In Quebec, due to raising concerns about willingness to report sexual offenses and victim well-being during the judicial process, the court system is making significant efforts to combat this issue. Based on a unanimous vote in 2021, the courts will be opening 27 new positions for prosecutors to focus entirely on victims of sexual assault and domestic violence as well as adding additional support positions for victims (Mathieu 2024). This comes after rising complaints about the Quebec law system being outdated and not suitable for cases of sexual assault, where the victims used to be required to testify in open court while looking at their accusers. Many have said that one of the main issues is that victims are treated as regular witnesses, having their cases continuously brought back up with little regard to the traumatic nature of reliving these experiences (Morris 2022). Within Mathieu's article, they noted that several domestic violence and sexual assault cases were dropped upon hearing about the court process or knowing that they would have to testify in front of their accuser (2024). Due to this concern, the Quebec court has allocated 5.5 million dollars to the renewal of specialized courts so that victims will be able to

testify in separate rooms, enter the location without seeing the perpetrator, and have more personalized locations for victims to feel comfortable (Mathieu 2024).

Another issue faced by victims is the lack of knowledge about the court system which has been addressed within this new court system where the victims will be accompanied by a member of the court for extra explanation and guidance throughout their entire experience. With the addition of a personal member, victims will no longer have to repeat their accusations and rather will be able to meet with the judge directly, in a relaxed setting, once (Mathieu 2024). Additionally, victims will have the choice to be accompanied by a service dog if needed while testifying, the service dog will sit on the stand with the victim to decrease anxiety. As of winter 2023, a significant number of prosecutors, judges, lawyers, police officers, and probation officers have been trained in proper conduct and treatment of victims of sexual assault, with training centered around the consequences of violence on the brain, the use of emotional intelligence and the functioning of memory after violence (Mathieu 2024). The new court plans to have completed its pilot project and implement permanent changes across Quebec by the end of November 2026 (Morris 2022). Although these improvements in the court system will not necessarily decrease the number of growing sexual assault cases, there are hopes that victims will have a more comfortable and equitable experience when reporting cases of sexual assault in Quebec.

### *Legislations regarding sexual violence on campus in Quebec*

Recently, in the wake of the #MeToo movement that gave victims the courage and voice to speak out against abusers in positions of power, several initiatives by universities and government have attempted to address gender-based violence and harassment on university



campuses. Significant efforts were deployed to combat sexual violence on campus, whether mandated or not. British Columbia, Manitoba and Ontario are all under legislation to implement stand-alone sexual violence policies (Shen 2017). On December 17, 2023, Queen’s University in Ontario received \$550,000 in funding “to develop, evaluate and deliver evidence-based accessible, interactive online training modules on gender-based violence and prevention” (Public Health Agency of Canada 2023). Nova Scotia and Prince Edward Island have also in recent years developed legislation for their universities to implement sexual violence resources.

Quebec was no exception. In 2017, the Government of Quebec put in place the *Act to Prevent and Fight Sexual Violence in Higher Education* or Bill 151. H  l  ne David, then Minister of Culture and Communications of Quebec, introduced the bill in 2017 which was then developed in consultation with various higher education committees such as the Collegial Student Federation of Quebec, the Quebec Student Union and the C  gep Federation; the bill was passed unanimously in the Quebec General Assembly with 111 votes, after months of review. It has not been updated since its introduction in 2017.

This Bill was enacted after numerous public complaints of sexual violence on campus and the 2016 ESSIMU report (Enquête Sexualité, Sécurité et Interactions en Milieu Universitaire) which found that within Quebec universities, one third of respondents (students and staff) reported having experienced some form of sexual violence committed by someone affiliated with the university since their arrival (Ricci and Bergeron 2019). The Bill also came after numerous public cases of sexual misconduct within prominent Montreal universities; in 2017, Concordia faced its share of public complaints regarding sexual misconduct within their English department after a student published an essay on the atmosphere within the department directed at two prominent professors (McKenna and Rukavina 2018). Additionally, McGill also

faced allegations of sexual misconduct against at least 5 professors in the Faculty of Arts (which included professors abusing power to have sexual relations with students, holding office hours in inappropriate locations); according to the vice-president of student affairs, this issue has been ongoing and widely known yet there lacks proper policies and investigation protocols to address the issue (Rukavina 2018).

The implementation of Bill 151 does not come without some criticism. One main criticism was the lack of student voices while making the bill. Several students expressed their disappointment with the Quebec Liberal Government for creating a bill directed at helping students without the input of students. They stated that the only voice for students within the bill is that of the Rape Crisis center (Hendry 2018). Additional debates around bill 151 highlight significant gaps when it comes to student-teacher relationships and intersectionality. The bill fails to address student-teacher relationships, with lack of specific guidelines and restrictions; there is slight addressing of abuse of power with little else in terms of the complications of these relationships which is concerning given the above examples (McGill Tribune Editorial Board 2017). The Bill also lacks significant focus on intersectional approaches and the impacts that sexual violence has on victims of minority populations, with those identifying within these populations experiencing stigma and violence at different rates than others (Safaie 2018).

Bill 151 comprises a set of guidelines that universities and colleges in Quebec must follow and implement on their campuses to ensure the safety and well-being of their students (David 2017). This law is divided into two parts, general policy, and accountability. Within the general policy, academic institutions are required to provide annual educational training regarding sexual violence and preventative measures to all their staff members, managers, and any association representative. Additionally, each institution is required to provide

comprehensive training to their students each year as well as to each athletic group; such training can be in the form of a seminar or other educational tools, such as online workshops. Within its “plan of action,” each institution must detail its procedure and investigation protocol when complaints are filed and must make this visible to the public. Each year, institutions are required to revise their policy and make appropriate adjustments to better protect their students and faculty.

The second part of the Law to Prevent and Combat Sexual Violence in Higher Education Institutions looks at the accountability of the institutions. An annual report is required to be submitted to the Minister, detailing any updates to the policy and the impact of their policy. In the annual report, institutions must include their prevention and awareness measures such as training activities followed by staff and students. They must detail their security measures and the number of complaints they receive as well as the outcomes of these complaints while also including a standing committee that is responsible for revising the policy and implementing new guidelines to better aid the university (Government of Quebec 2024). If institutions fail to report annually or fail to be transparent about their preventative actions, the Minister has the right to implement policy at the expense of the institution to ensure the safety of their faculty and students. Additionally, if any student or victim is interested in the policy, the institution is required to provide them with the policy and process of complaint with full transparency.

## *Conclusion*

Sexual violence on university campuses in Canada and Quebec is a deeply rooted issue shaped by systemic inequalities, underreporting, and institutional challenges. While legislative frameworks like the National Action Plan to End Gender-Based Violence and Quebec’s Bill 151

have introduced important preventive and accountability measures, gaps in implementation and cultural resistance remain. Statistics reveal the disproportionate impact of sexual violence on women, LGBTQ+ students, and racialized individuals, underscoring the need for nuanced, intersectional approaches.

As institutions continue to refine their policies and support mechanisms, understanding the broader cultural, social, and institutional factors is essential. Effective strategies are needed. This chapter has laid the foundation for exploring these complexities by presenting the current legislative and institutional landscape. The next chapter will cover the results from my research on Montreal universities annual reports regarding sexual violence within their campuses, to see trends among universities.

## Chapter 2

### Data Collection from University Policies and Annual Reports

#### *Introduction*

This chapter presents key findings from sexual violence prevention policies and annual reports shared by the 7 prominent universities in Montreal, including Concordia University, McGill University, Université de Montréal (UdM), Université du Québec à Montréal (UQAM), École de Technologie Supérieure (ÉTS), Institut National de la Recherche Scientifique (INRS), and Polytechnique University<sup>1</sup>. By systematically examining the content and implementation of these policies, as well as annual reporting trends, this chapter aims to provide a comprehensive overview of how these institutions address, report, and respond to incidents of sexual violence on their campuses.

These reports offer crucial data for the analysis, including the number of complaints, resolution pathways, demographic breakdowns, and the nature of educational and preventative initiatives over a 4-year period. By providing a data-driven review of these policies and reports, the chapter contributes to a deeper understanding of the strengths and gaps in university efforts to prevent and address sexual violence. This comparative approach not only highlights best practices but also identifies opportunities for cross-institutional learning and improvement, laying the groundwork for more effective and survivor-centered strategies in the future.

#### *Concordia University*

#### Policy

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<sup>1</sup> L'École National D'Administration Publique (ENAP) was also contacted but were unable to provide their annual reports.

Concordia University's *Policy Regarding Sexual Assault* outlines the reporting process for survivors of sexual assault, key definitions, and the responsibilities of involved parties. Established in 2016 and updated through 2022, the policy aims to maintain a safe learning environment and provide support for survivors, while also implementing training and awareness initiatives. The Sexual Assault Resource Centre (SARC) is the primary point of contact for survivors, offering crisis intervention, counseling, and accommodations. SARC also develops mandatory training programs and educational outreach. In addition to SARC, the university has a Standing Committee on Sexual Violence, which coordinates efforts to prevent and respond to sexual violence alongside the Sexual Assault Resource Team (SART), which provides a trauma-informed response to individual cases.

Complaints are categorized as either external or internal. External complaints involve external legal action, while internal complaints are classified as informal (resolved through mediation) or formal (leading to an investigation and potential disciplinary action). Formal complaints against staff or students are submitted through the Office of Rights and Responsibilities (ORR), with investigations conducted by internal or external investigators. Disciplinary actions for staff may include training or dismissal, while sanctions for students can range from suspension to expulsion.

The university's key initiative for combating sexual violence is the mandatory training module *It Takes All of Us*, which covers topics like consent and bystander intervention. This training is required for all incoming students and staff, with additional in-person workshops and collaborative campaigns.

## Annual Reports

2020/2021

In 2020-2021, Concordia's Office of Rights and Responsibilities (ORR) and the Sexual Assault Resource Center (SARC) handled 430 requests, ranging from discriminatory behavior to sexual violence. 22 cases involved sexual violence, with an additional 5 consults and 27 infractions reported. The resolution of sexual violence cases was not fully detailed in the report, with 22% of all cases being resolved informally and 10% formally. Five students voluntarily took leave, but no one was placed on involuntary leave.

Students generated the most complaints (75), followed by administrative staff (44) and faculty (33). Students were also the most common subjects of complaints (112). Training initiatives, though impacted by the pandemic, continued with online and in-person workshops, focusing on harassment and violence prevention.

#### 2021/2022

From May 1, 2021, to April 30, 2022, SARC handled 394 cases, a decrease of 8.3% from the previous year. Of these, 251 were consultations, 68 sought informal resolutions, and 31 formal resolutions. Sexual violence cases dropped significantly to 10, with 3 formal cases and 7 consults. The report did not specify gender data.

Students made the most case requests (64), and most complaints were against students (54). Most consultations were requested by students (91). As with the previous year, the ORR partnered with the Equity Office to deliver workshops on inclusivity, managing difficult conversations, and responding to student concerns.

#### 2022/2023

In 2022-2023, Concordia received 404 reports, with 44 seeking informal resolution, 40 formal resolution, and 280 consultations; 8 cases involved sexual violence, with 4 formal cases and 4 consults. Gender data was again omitted from the report.

Students were the most frequent requestors for assistance (37 cases), and complaints were mostly directed at students (36). Consultations mostly involved students (155). The ORR continued to provide training on managing difficult conversations and inclusivity, with increased in-person workshops. The ongoing partnership with Bartimaeus helped pair students with social workers to create individualized support plans.

## *McGill University*

### Policy

McGill University's *Policy Against Sexual Violence* was first approved in November 2016 and last revised in September 2022, with the next review scheduled for 2025. It outlines how cases of sexual violence are reported and handled, as well as educational initiatives to address the issue. Three main teams oversee these processes: the Implementation Committee, the Office of Mediation and Reporting (OMR), and the Office for Sexual Violence Response, Support, and Education (OSVRSE).

The Implementation Committee focuses on education, resource allocation, and monitoring reports and disciplinary actions. The OSVRSE provides support to survivors, including guidance through the reporting process, counseling, and accommodations. The OMR is the main contact for survivors and ensures trauma-informed responses that consider the impact of intersectionality.

Survivors can file reports with the OMR, which categorizes them based on how they will be handled rather than the type of assault. Mediation may be offered as an option, but formal investigations are conducted by independent investigators if necessary. Disciplinary actions, decided by the provost, can range from reprimands to expulsion for students and dismissal for staff.



McGill's prevention efforts, led by OSVRSE, include campus-wide campaigns, mandatory training on trauma-informed responses, and education on preventing sexual violence. Training is also provided on intersectionality, recognizing how factors like race, gender, and identity affect experiences of sexual violence. The OSVRSE website offers further resources on reporting and educational materials.

## Annual Reports

### 2019/2020

McGill's first annual report (April 2019-March 2020) documented 107 disclosures (19 new), primarily from students (93%), with many involving individuals external to McGill. Of the 19 formal reports, 11 concerned sexual assault, and 8 involved sexual harassment. All complainants were female, and all respondents were male. Following investigations, 8 cases were founded, 4 were not, and 7 remained ongoing. Disciplinary actions included expulsion, campus exclusion, and probation. Additionally, 57 service requests, mostly for psychosocial support, did not lead to investigations. Awareness efforts included mandatory online training with high completion rates and various educational campaigns like the #ConsentMcGill initiative.

### 2021

McGill's second report (Jan-Dec 2021) saw a 28.9% increase in disclosures (149). Only 7 new reports of sexual violence were filed, likely due to the pandemic. Of these, 4 involved sexual assault, and 3 involved sexual harassment. Six cases were founded, with no mediation resolutions. Reporting trends showed women reporting men in all cases. Disciplinary actions for students included expulsion and probation, while staff faced suspension and termination.

Awareness initiatives continued with workshops and increased mandatory training participation (83.3% of students).

## 2022

In 2022, 105 disclosures were made, with 15 leading to formal reports, including sexual assault (5 cases), harassment (6 cases), and other violations. Twelve cases proceeded to investigation, with 5 being founded, 1 unfounded, and 6 still ongoing. Disciplinary measures ranged from probation to suspension. Educational initiatives saw low student participation (2.3%), while staffing shortages led to an internal evaluation. A revised online training program was introduced, including enhanced interactivity and support features, with an 87.7% student completion rate.

## 2023

McGill's fourth report documented 124 disclosures, with 15 new reports, including 8 related to sexual assault. Of these, 5 were founded, 3 unfounded, and 3 ongoing. Disciplinary actions included suspension, probation, and termination. Despite staffing shortages, the Office of Sexual Violence Response, Support, and Education (OSVRSE) conducted 21 workshops, with just 1.3% of students participating.

## *Université de Montréal (UdM)*

### Policy

The University de Montreal's *Policy to Prevent and Combat Sexual Misconduct and Violence*, adopted in 2018 and revised in 2019 and 2022, outlines measures to address sexual violence and harassment on campus. The policy is reviewed every five years or as needed. The Office of Respect for Persons (ORP) is the main contact for cases of sexual violence, responsible

for prevention programs, training, receiving, and assessing complaints, as well as providing support to affected individuals. The ORP also monitors cases and intervenes in inappropriate authority relationships.

The Permanent Committee on Sexual Violence reviews the policy, assesses training effectiveness, and ensures follow-ups. The General Secretary aids the ORP in handling complaints, while an impartial investigator, internal or external, handles formal investigations.

Complaints can be informal (focused on conflict resolution and awareness) or formal (requiring a written, signed account). Formal complaints may lead to disciplinary actions such as course changes, probation, suspension, or dismissal for both students and staff. If a complaint is deemed inadmissible, it can be appealed within seven days. False allegations may result in disciplinary action.

The ORP provides mandatory annual training for staff, students, and leaders, ensuring periodic updates aligned with best practices. Awareness initiatives about the policy and sexual violence prevention are also conducted throughout the year.

## Annual Reports

2019/2020

From May 1, 2019, to April 30, 2020, the Université de Montreal's Office of Respect for Persons (ORP) received 239 intervention requests, with 47 related to sexual violence (19.6%); eight were formal complaints of which seven were deemed receivable, and four were founded, though disciplinary actions were not specified. Complainants were primarily students (46%), and respondents were mostly staff (54%). Training initiatives focused on sexual violence awareness, with 3,084 individuals trained, including students, staff, and summer students. Campaigns like *No to Sexual Violence* and *Cyberviolence in Romantic Relationships* educated the community on

consent and digital abuse. The university also held awareness weeks on harassment and sexual violence prevention.

#### 2020/2021

During this period, 258 intervention requests were made, with 50 related to sexual violence (19.4%). Three formal complaints were related to sexual violence and were all founded, but disciplinary actions were not detailed. Staff represented 36% of complainants and 60% of respondents, while students made up 50% of complainants. Training efforts included virtual workshops and continued mandatory online training, with additional sessions for student athletes. The *No to Sexual Violence* campaign was updated to reflect students' experiences.

#### 2021/2022

The ORP saw 331 intervention requests, with 58 related to sexual violence (17.5%). Five formal complaints were filed, and two were founded, though disciplinary actions were unspecified. Training efforts expanded, with 1,100 students and 470 staff participating. Key initiatives included the campaign *No to the Trivialization of Sexual Violence*, focusing on consent and the impacts of sexual violence. Collaborations with various external partners continued, including the Ministry of Higher Education's Advisory Committee and The Courage to Act.

#### 2022/2023

In this period, the ORP received 370 requests, with 74 related to sexual violence (20%). Five formal complaints were filed, three of which were founded. The ORP's training focused on active bystander intervention through updated mandatory online training, *The Important Thing is to Act*. Increased in-person events included Sexual Violence Prevention Week, film screenings,

and hybrid conferences. Collaborations with international and local partners, such as the Montreal Sexual Assault Consultation Table, remained central to the university's efforts to combat sexual violence.

## *L'Université du Québec à Montréal (UQAM)*

### Policy

The University of Quebec at Montreal (UQAM) adopted its *Policy to Prevent and Combat Sexism and Sexual Violence* in April 2019, with amendments in 2020 and 2022. The policy requires review every three years or sooner. The Office of Harassment Intervention and Prevention (OHIP) manages all cases related to sexual violence, including disciplinary action, accommodations, and training.

The university offers specialized resources for survivors and 24/7 emergency services with a survivor-centered approach. The Permanent Committee Against Sexism and Sexual Violence, including OHIP, faculty, administration, and student representatives, develops prevention strategies, approves investigators, and oversees policy reviews and OHIP's annual reports.

Complaints can be submitted in person or anonymously online. Informal resolutions may involve mediation, training, or restorative justice, while formal complaints lead to investigations by external investigators. If a complaint is founded, disciplinary actions for students range from reprimands to expulsion, and for staff, from warnings to dismissal. The process takes up to 90 days, and complainants can contest inadmissible complaints within 10 days.

Mandatory annual training on sexism and sexual violence is required for all staff, leaders, and student representatives, though student training specifics are not outlined in the policy.

## Annual Reports<sup>2</sup>

### 2019/2020

This report covers June 1, 2019, to May 31, 2020, with 171 cases handled by the Office of Harassment Intervention and Prevention (OHIP). 64 cases were related to sexism and sexual violence, and 5 formal complaints of sexual violence were filed. Most complainants were female (48), while most respondents were male (33). Many complainants were students. Key issues involved sexual harassment in study and work environments, and common interventions included accompaniment, awareness measures, and accommodation. 4 of the 5 complaints were deemed receivable, leading to investigations. Security measures included escort services and physical space analysis. Around 17,500 university members completed a 35-minute mandatory training. OHIP collaborated on several initiatives, including *The Courage to Act*.

### 2020/2021

From June 1, 2020, to May 31, 2021, OHIP managed 225 cases, with 84 related to sexism and sexual violence, though no formal complaints were filed. Most complainants were female (58), and respondents were predominantly male (58). Complaints focused on study and work environments, addressing harassment, cyber sexual harassment, and sexual assault. OHIP adapted to the pandemic with video capsules and updated training on sexual violence, reaching nearly 15,000 community members. OHIP was part of multiple projects and roundtables, such as

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<sup>2</sup> All UQAM annual reports include both policies on harassment and sexual violence

*The Courage to Act and Planning Tools to Prevent Sexual Violence in Higher Education*. Goals included expanding training and policy awareness.

#### 2021/2022

Between June 1, 2021, and May 31, 2022, 371 cases were opened, with 92 linked to sexism and sexual violence. Six formal complaints were filed, and five were accepted for investigation. Most complainants were female (71), with students being the largest group. Common interventions included accompaniment and awareness. Training sessions reached 743 participants, and a new mandatory video was viewed by 15,000 students. OHIP participated in multiple projects and committees, such as the *Preventing Sexual Violence in Higher Education* project.

#### 2022/2023

For June 1, 2022, to May 31, 2023, OHIP received 373 requests, with 92 cases related to sexism and sexual violence. Six formal complaints were deemed admissible, with two founded after investigation. Most complainants were female (61) and students. Interventions included accompaniment, sensitization, and accommodation. Training sessions were tailored to specific groups, with 14,000 members viewing a new mandatory online training. OHIP also raised awareness through interviews and presentations and joined initiatives to protect interns and p promote a culture of respect.

## *École de Technologie Supérieure (ÉTS)*

### Policy

École de Technologie Supérieure (ÉTS) implemented its *Policy to Prevent and Combat Sexual Violence* in 2018, with revisions in 2021 and 2022, and it is reviewed every five years. The Bureau for the Respect of Persons (BRP) is the main contact for sexual violence cases, supported by the Director General and General Secretary, who oversee policy implementation, training, and investigations. The Consultative Committee advises on prevention.

Cases are categorized as reports or administrative complaints. Reports, handled by the BRP, involve measures like facilitating resolution and notifying the accused, actions must be completed within 7 days. Administrative complaints require a written submission, and if admissible, are investigated by external parties, concluding within 90 days. Disciplinary actions for valid complaints include suspension, dismissal, or expulsion. Complaints made in bad faith result in disciplinary measures.

ÉTS mandates regular training on sexual violence prevention for staff, students, and event organizers. Organizers of events involving alcohol must enforce measures to prevent misconduct, with the university reserving the right to cancel non-compliant events.

### Annual Reports

2019/2020

During this review period, the Bureau for the Respect of Persons (BRP) received 76 reports, 15 related to sexual violence. All sexual violence cases were resolved informally, primarily through coaching. Reports were nearly equal between men (49%) and women (50%),



with most complaints involving staff members. Graduate students represented most student cases.

The BRP held 12 awareness and training activities, including #WithRespect...Let's Take Action, consent workshops, and mandatory online training on preventing sexual violence. Despite participating in various committees and attending the 2020 National Meeting on Sexual Violence, the BRP faced staffing challenges, operating with only 2 members during the pandemic.

#### 2020/2021

During this review period, the Bureau for the Respect of Persons (BRP) received 66 reports, with 45% from students, 49% from staff, and 6% from others. Nine reports were related to sexual violence, with 7 resulting in formal complaints, including 1 related to sexual violence; disciplinary action remained unclear. Most complainants (69%) and accused (81%) were male, reflecting the male-dominated student population. Students made up 54% of complainants, and 75% of the accused were employees. Coaching remained the primary intervention method.

The BRP organized 12 training and awareness activities, including the *Together Against the Trivialization of Sexual Violence* capsule, in collaboration with UQAM, and other custom workshops like *Managing Inappropriate Situations* and *Conflict Management*. The BRP was also involved in external workshops and collaborations focusing on sexual violence prevention.

#### 2021/2022

During this review period, the BRP received 101 reports with 52% from staff members, 43% from students, and 5% from other parties. This year, more women (53%) filed reports compared to men (46%). Of the 101 reports, 21% were related to sexual violence but none were

reported formally and sought informal resolution. All formal complaints regarding harassment were from women and the accused were divided equally among men and women; all complaints were against staff. As seen in previous year, the most popular form of resolution was coaching.

The BRP facilitated a 12 awareness and training activities such as *With Respect...Without Sexism Campaign*, Interactive Kiosks, *What Were You Wearing* exhibition, conference on women's rights and sexism and the inclusion of guest speakers. Training activities included *Together to Prevent and Combat Sexual Violence* module, *Together to Counter the Trivialization of Sexual Violence* video and *Together to Reflect on Gendered Social Norms and Sexual Violence*. The BRP collaborations remain the same as previous years.

#### 2022/2023

During this review period, the Bureau for the Respect of Persons (BRP) received 179 reports, with 48 related to sexual violence. Six formal reports were filed, including 3 related to sexual violence; 4 were deemed admissible, with 1 founded. Most complaints came from students (50%), followed by staff (43%), with the majority involving other students. Women filed most reports, and men were the primary subjects of complaints. Coaching remained the preferred intervention method.

The BRP conducted 35 training and awareness activities, including the *Together for Sexual and Gender Diversity Campaign*, interactive booths, and the screening of the *Je Vous Salue Salope* documentary. Training initiatives featured capsules on respect, consent, and gendered social norms, alongside custom workshops. The BRP's collaborations remained steady, with new participation in the Expert Committee of the Distance Education Working Group on Sexual Violence within the Quebec University Network.

## *L'Institut National de la Recherche Scientifique (INRS)*

### Policy

The National Scientific Research Institute (INRS) adopted its Policy Against Sexual Violence in June 2019, with revisions as needed, most recently in 2022, and a minimum review every 3 years. The General Secretary oversees complaints, appoints external investigators, and advises on sanctions. Other roles include the Governance and Ethics Committee which handles complaints about executives, the Director General who promotes the policy, Human Resources who implement sanctions, the Permanent Committee who reviews the policy, and the Institutional Committee who develops action plans and awareness initiatives.

To file a complaint, survivors must complete a form and email it to the general secretariat. Complaints can follow informal procedures or become administrative complaints. Informal cases are resolved through personal initiatives or accommodations, while administrative complaints are forwarded to an external investigator. Valid complaints may lead to suspension, expulsion, or dismissal, with sanctions for executives decided by the board of directors. Complaints can be anonymous, but bad faith complaints may result in disciplinary action and reimbursement of incurred costs.

Training and awareness activities include policy training, annual awareness week, information booths, and dissemination of legal resources.

## Annual Reports

### 2019/2020

INRS's annual report covers the period between September 1, 2019, to August 31, 2020.

During this review period, INRS received 1 report, and 2 complaints related to sexual violence. Of the complaints, 1 was inadmissible and 1 was founded which resulted in dismissal of the accused.

Training and visibility measures put into place included mandatory trainings, posters, promotional pens, enhancement of the VACS<sup>3</sup> section on the INRS website, presentation at staff meetings and welcome communications to new students. Among students and staff required to complete the mandatory training, it is estimated that 75%-100% completed the training. This year, INRS's awareness week was cancelled due to the pandemic, however they distributed posters and brochures as well as an online training. INRS plans on hiring a full-time psychologist in the following year.

### 2020/2021

This review period covers between September 1, 2020, and August 31, 2021. During this review period, INRS received no complaints or reports regarding sexual violence likely due to the pandemic.

Awareness activities continued which included conferences and online trainings. It is estimated that 75%-100% of staff and students completed the mandatory online training.

### 2021/2022

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<sup>3</sup> VACS: Violences A Caractères Sexuelles

This review period covers between September 1, 2021 – August 31, 2022. During this review period, INRS received 0 reports and 1 complaint regarding sexual violence which was deemed inadmissible. After the complainants first meeting with the external investigator, they withdrew their complaint although follow up was conducted to ensure the complainant did not fear retaliation.

Awareness activities included mandatory training and a 2-hour conference which reached about 50-100 members of the university community. It is estimated that around 50%-75% of students and staff completed the mandatory online training.

#### 2022/2023

This review period covers between September 1, 2022, and August 31, 2023. During this period, INRS received 1 complaint and no reports of sexual violence. The complaint involved a situation that occurred years prior, external to the university. As a result, the complainant was provided support and resources, but no formal action was taken.

Awareness activities and initiatives included posting on the website and internet portals, email dissemination, mention during awareness activities and events and posters/other communication tools. Other training activities included Online trainings, and conferences. It is estimated that 50%-75% of students and 75%-100% of staff completed the mandatory online training.

## *Polytechnique*

### Policy

Polytechnique University's *Policy to Prevent and Combat Sexual Violence* was adopted in 2018, with the latest revisions in 2023. The Bureau for Intervention and Prevention of Conflicts

and Violence (BIPCV) is the main point of contact for complaints and is responsible for implementing prevention programs, reporting to the Board, and supporting survivors. The Permanent Committee on Campus Life oversees the policy every five years and provides feedback to the BIPCV.

Complaints can be made to the BIPCV in person or online. Informal complaints receive accommodation services, such as psychosocial support, while formal complaints require a written submission. If requested, the BIPCV or an external investigator conducts an investigation, to be resolved within 90 days. Sanctions for valid complaints can range from reprimand to expulsion or dismissal, including actions against groups.

The BIPCV also organizes regular activities on sexual violence, with mandatory training for students in their first semester and annual training for staff.

## Annual Reports

### 2019/2020

During this review period, the BIPCV received 112 intervention requests, with 19 formal reports, 26% of which involved sexual violence. Of the 19 reports, 9 were founded, and 8 are still ongoing; 11% of formal reports related to sexual violence. Women (73%) were the majority of complainants, while men (65%) were the majority of the accused. Most reports came from students (53%), while staff (54%) were the most accused. The preferred interventions were advisory services, problem-solving, and environmental changes.

Training initiatives included meetings with event organizers for alcohol-related events, the launch of *PolyAlert* for reporting incidents, civility awareness for administrative staff, and diversity week activities. Mandatory training was completed by 97% of students and 71% of staff. The BIPCV also participated in national and provincial events on sexual violence.

2020/2021

During this review period, the BIPCV received a total of 136 intervention requests with incivility and sexual violence being reported the most. This year, there were no formal reports initiated. Most reports were submitted via email. Of the 136, 18% intervention requests were related to sexual violence however, there were no formal reports. Women (50%) sought the most help from the BIPCV with men (69%) being the most accused. Students (50.4%) reported the most while staff (50%) members were the most accused. The preferred form of intervention were advisory services followed by problem-solving.

Prevention and awareness activities included online training and awareness workshops, active bystander training, collaborations with student associations, information dissemination through *PolyAlert*, and the training of new staff members. Collaborations remained the same as the previous year.

## Conclusion

To conclude, all policies and reports provided were analyzed, with specific data removed for the purpose of this research. Overall, most universities provided an overview of their annual rates of sexual violence, gender demographics and types of complaints. Given this data, we were able to see the trends and similarities across universities and how prevention and education evolved over the years on campuses. Additionally, the policies to prevent sexual violence published by each university provided information regarding how each university views sexual violence and their commitment to handling reports of violence, supporting victims and efforts to combat the ever-growing issue. The following chapter will provide an in-depth analysis of the information collected within this chapter, comparing each university for trends and patterns while

also comparing their approaches to themes commonly seen within rape culture with the purpose of highlighting the benefits and possible consequences within each universities approach.



## Chapter 3

### An analysis of the annual reports and prevention policies

This chapter provides an in-depth analysis of data collected from each universities policies to prevent sexual violence and annual reports mandated by Quebec's Bill 151. The goal of this chapter is to compare the approaches to combatting the issue of sexual violence created by each university, while also looking for themes commonly seen within rape culture such as institutional bias, victim blaming and the normalization of gender-based violence. Although this chapter is mainly a critique of the universities' approaches, the purpose of this analysis is to assess the effectiveness of Bill 151 and each universities policies to prevent sexual violence on their campuses, to see if they are truly effective or rather reinforce negative themes associated with sexual violence and to better approaches in the future.

Given the volume of data, this chapter is divided into four distinct sections to provide a more in-depth and organized analysis. The first part focuses on the accessibility of the annual reports with an analysis of where the reports are published for the public to access, if at all, as well as the willingness of universities to provide their annual reports were they not to be readily available. This part also looks at the quality of reports and the quality of data within each report as each universities' templates vary with some including detailed reports with significant data and others not at all. Overall, the first part of this chapter highlights the necessity for Bill 151 to provide a mandatory template to each university to ensure that all relevant data is collected and divided appropriately by each university, which will foster a more accurate and in-depth analysis of university efforts to combat sexual violence within their campuses.

The second part of this chapter reviews the average reported rates of sexual violence by each university based on estimated population size of each university. This part provides a table

to visually see which university has the highest rate of sexual violence cases compared to the size of their population. Arguments and other studies on rates of sexual violence within higher education institutions are used as a point of comparison and explanation for why some universities have higher rates of violence compared to other while also providing a tentative hypothesis for the rates of violence associated with universities from this study. Overall, this part aims to show which universities require the most attention when it comes to sexual violence prevention efforts based on their high reporting rates and can also be used as a point of comparison with their efforts to combat the issue on their campuses.

The third part of this chapter and the basis of this research paper is that of prevention and education efforts by each university. Within this section, mandatory training and in-person training efforts are compared across universities, highlighting gaps in university efforts such as low participation rates and allowing for further discussion on the effectiveness of these trainings to combat sexual violence on university campuses. Participation rates alongside number of staff for each respective department is an important part of analysis in this chapter as participation remains low across universities while the staff who run the resource and reporting centers also remains low.

The fourth and last part of this analysis looks at how cases of sexual violence are addressed and everything that goes into resolving these complaints. The section looks at similarities across universities in how they classify reports as informal or formal while also provided information for further discussion on how this categorization may be contributing to themes of survivor silence within rape culture. The individuals, departments and investigators are also analyzed to see which universities are employing external services to help investigate their claims and whether this relates to institutional bias, reputation and quality of investigations. The

reporting and investigation process are also used as a key point of analysis to see if universities are using survivor centered approached regarding accessibility to reporting and appropriate disciplinary action for perpetrators of sexual violence.

Overall, this chapter is an important point of analysis and key to the following discussion on how these practices incorporated by Montreal universities may have harmful and adverse effects when supporting victims of violence and holding perpetrators accountable.

### *Part 1: Accessibility the reports*

Under *The Act to Prevent and Fight Sexual Violence in Higher Education Institutions* chapter 2, section 5 specifically states that “the educational institution must group all the viable sexual violence-related services and resources together in a known and readily accessible place” (Govournment of Quebec 2024). Additionally, in Chapter 2, section 10, the act states that “the educational institution must ensure that its policy is readily accessible and brought to the attention of each student at the time of his or her admission and at the beginning of each term” (Govournment of Quebec 2024).

The annual reports of Concordia, McGill, Udm, and UQAM were all easily accessible and readily available on their website. For ÉTS, annual reports were accessible but had to be requested and took over 3 weeks to receive. Polytechnique had their reports posted on their website, but they only covered the years between 2019 and 2021; upon emailing their office, it became clear that these were the only annual reports that had been completed, regardless of the mandatory nature of annual reports. ENAP did not have their annual reports readily available and never provided them after several emails and a call to their office.

Although the act does not specifically state that annual reports must be easily accessible, it is assumed that they fall under sexual assault resources and would therefore be required to be easily accessible. Additionally, having all the information and documents readily available shows the universities' commitment to accountability, showing that they are open to sharing their activity publicly. When universities do not provide this information, it raises suspicion as to why some annual reports were available on their websites while others were not. This absence contributed to a perception of secrecy or even cover-up.

#### Quality of the reports

The quality of information is an important point for any policy decision. Our analysis shows that the quality of the universities' annual reports is inconsistent. Under the *Act to Prevent and Combat Sexual Violence in Higher Education in Quebec*, there is no specific template or format for universities to make their annual reports or policies. Although there are significant advances because of this bill, there is also a downside specifically through lack of standardization for policies and annual reports and a lack of accountability for universities. The act rather provides a list of points that must be completed. If there were to be a standardized format for both the policy and annual reports, this would make the documents significantly more palatable and also more informative across all universities.

The numbers compiled by each institution were not standardized. Some universities such as UQAM combined rates of sexual violence with other issues such as harassment or sexism. This made it difficult to analyze the effects of the policy and training as well as the specific rates of sexual violence. Other universities, such as INRS, had little information in their annual reports. They answered the mandatory questions stated in the act with yes/no answers, adding little detail otherwise. This made it difficult to analyze the initiatives done by the university each year. It

also showed a lack of effort on the part of the university to seriously address the issue of sexual violence.

Also, the Quebec policy lacks specific guidelines for the annual reports and makeup of the offices that deal with sexual violence. For example, INRS had very little information about the initiatives they had in place over the years and the status of their complaints, rather their annual reports were short, lacked detail and only stated some facts which provided little information about sexual violence within this university. On the other hand, UQAM in many ways added too much detail in their annual reports with the average report being around 40 pages.

We conclude that if there were to be some form of standardized guidelines, this would make the reports more palatable for the average reader, but also would ensure that proper information was being documented by each university; important information such as status of victims and perpetrators to know where exactly there needs to be more focus within the universities and could also be beneficial for alternative research, such as this paper, on the actual effects of sexual violence and prevention methods within universities.

### *Quality of the data*

The statistics provided by each university must be handled with care. It is unclear if they are an accurate representation of the culture of sexual violence within each university.

First, given that many victims choose not to report their assault, we can assume the real numbers are higher than the numbers provided by the reports.

Second, one must consider that universities may not always truthfully report cases of sexual violence. In North America, some universities were caught manipulating or concealing their cases of sexual violence in an effort to preserve their reputation. As seen in Yung's study, when universities were audited, their rates of sexual violence increased by 44% and then dropped

significantly during the rest of the year showing that universities in this study were undercounting rates of sexual violence on campus (2015).

In Quebec, reports are made by people who have a vested interest in the preservation of the university's reputation. When looking at the makeup of Quebec universities' offices that handles the reports, specifically the permanent committees, most members are or were once part of the university community in some capacity, such as professors and administrative faculty. At INRS, the General Secretariat was responsible for handling cases of sexual violence. Across all universities, there did not seem to be anyone impartial to the university dealing with cases of sexual violence other than the external investigator. This is concerning as the ones holding the university accountable for sexual violence prevention and those who are responsible for reporting on rates of sexual violence are also bound to the university. This raises concern about the accuracy of the annual reports, especially given the fact that, when reports are submitted to the Ministry, there does not seem to be any verification that their information is accurate. The whole process seems to have little back-checks and monitoring.

## *Part 2: Reported rates of Sexual Violence*

University reports enable us to estimate the rates of sexual violence. The table below shows a comparison between universities over a 4-year period, if available. The university student population numbers were taken off university websites and are estimates of the population today. One must be careful with these student population numbers. For example, every year, UQAM states they have an estimated university population of around 44,000 individuals, although we know from other sources that this number is declining.

*Table 1- Percentage of Students Affected by Sexual Violence in Montreal Universities*

<i>University</i>	<i>Student population (estimate)</i>	<i>Average reported cases of sexual violence/year</i>	<i>Percentage of population that is affected by sexual violence (%)</i>
<i>Concordia</i>	52, 250	13	0.025%
<i>McGill</i>	35, 000	7	0.02%
<i>UdM</i>	67, 000	57	0.085%
<i>UQAM</i>	43 000	83	0.19%
<i>ÉTS</i>	12, 000	23	0.19%
<i>INRS</i>	1,425	1.2	0.084%
<i>Polytechnique</i>	11, 800	26	0.22%

As we can see in Table 1, ÉTS and Polytechnique both have significantly smaller university populations, yet have some of the highest percentages of their population affected by sexual violence; 0.22% of Polytechnique's population is affected and 0.19% of ÉTS's population. Other universities have lower rates in comparison to their university population.

It is unclear why certain universities have higher rates of sexual violence. Still, we can advance some contributing factors. For ÉTS and Polytechnique, some could argue that higher rates are linked to effective resources for students wanting to report incidents, easier access to reporting services such as online and anonymous platforms as well as raised awareness for sexual violence after the #MeToo movement. But we tend to believe that ÉTS' and Polytechnique's higher rates are explained by the universities' higher male populations and scientific profile. Indeed, Aguilar and Baek's research shows that women in male-dominant fields such as engineering and science face high rates of sexual violence on the part of their professors and peers (2020).

### Explaining variables and comparisons with other studies

Quebec statistics can be compared with other research to assess whether some variables are more closely linked to sexual assault and gender-based violence on campus. One can wonder whether private institutions are more or less likely than public institutions to foster sexual violence on campus. In the United-States, the University of Michigan's study on sexual violence found that private institutions had 2.5% higher rates of sexual assault reporting compared to public institutions (Moylan et al. 2019). Clearly, this is not the case in Quebec. According to the report's numbers, UQAM (0,19%), the most popular university, has a much higher rate of sexual violence compared to McGill (0,02%), the most ivy-league-type university.

The difference between UQAM and McGill may be partly explained by the average age of the student body. McGill, with a more graduate student population, has an older student body compared to UQAM. The same can be said of INRS, that exhibit a relatively low rate of sexual violence (0,084%). The University of Michigan's study found that an older student body reduced rates of assault within campus settings (Moylan et al. 2019). The *Journal of Intrapersonal Violence's* 2024 study also found that primarily bachelor universities have a higher rate of sexual assault on campus (Moylan et al. 2024). Additionally, they also found that one-third of sexual assaults were experienced by undergraduate students who also lived in undergraduate on-campus housing, regardless of security measures put in place within these living facilities (Moylan et al. 2024).

These tentative hypotheses to explain the variations of sexual violence rates between universities should be taken lightly. The way numbers are reported is presumably the most important factor to consider when comparing universities. For example, why Concordia (0,025%) has a rate more than three times lower than Udm (0,085%) is difficult to comprehend,



unless one supposes that the mechanisms behind the reporting of sexual violence cases are not the same.

### *Part 3: Prevention and Education:*

Prevention and education are at the core of universities' policies to combat sexual violence and in many ways are the purpose of Quebec's Bill 151. Overall, without the prevention and education measures implemented by the universities, the bill's impact would be essentially null, therefore making this point of analysis arguably the most important to see whether the efforts are truly effective at combating sexual violence within Montreal campuses.

#### Mandatory Training

As stated by Quebec's Bill 151, universities are required to have mandatory training for staff and students. Staff are required to complete an annual training, mostly online, regarding the impacts of sexual violence and how to intervene. Students in most cases, are only required to complete the mandatory training at the beginning of their first semester.

When one says that training is mandatory, it is assumed that all members of the university community will have to participate. Since the training is required by the government of Quebec, there is additional reason to have accountability for training participation. But not only is training completion imperfect across all universities, there does not seem to be much accountability or consequences for those who do not complete the training. The Quebec government doesn't seem to hold universities accountable for their lack of mandatory training participation. Across all universities, not one had a 100% completion rate for their mandatory training. One university that stood out is Polytechnique. Here, staff were the most accused of sexual violence, yet only

71% of the staff completed the “mandatory” online training each year. INRS reports an estimated percentage of staff and students who complete the mandatory training which ranges from 50%-75% or 75%-100%, which gives us a very rough (and near-meaningless) average of 75%.

UQAM states that less than half of the university population completes the training every year.

### *In-Person Training*

Each university has the freedom to add awareness and educational initiatives for the university community. Several of the universities prided themselves on their awareness and education initiatives, which included awareness weeks, booths, seminars, guest speakers, and other activities. One of the main themes across several of the universities, was the lack of staff in comparison to the number of students and reported cases. Delivering awareness activities or prevention weeks can require significant resources and time.

Moreover, these initiatives do not seem to be effective in reach students. For the universities that recorded their initiative participation, the results were surprisingly low considering the deployed effort and resources. In 2023, McGill conducted 21 workshops with just 1.3% of students participating, roughly 500 students out of 35 000. In 2021/2022, UQAM reported their training sessions reached around 743 participants (1.6% of a student population of around 44,000). In 2021/2022, Udm reported their training initiatives reached 1,570 students and staff (2.3% of a population of around 67,000). There does not seem to be any incentive to participate in these events as all are optional. With participation so low, these initiatives seem an investment of time and resources with little benefit.

One university that stood out regarding training was Udm. It provided specific and specialized training for student-athletes. As discussed above, athletes in varsity sports have higher rates of sexual violence, yet are often included in generalized prevention training (Sutton

2020). By offering individual training for athletes within the university, Udm seem to be taking proactive measures to raise awareness about consent and violence for athletes. Although, reading the annual reports it is not clear if this specific training is beneficial, this is a step in the right, and informed, direction.

#### *Part 4: How Cases are Addressed*

Across all universities, there seems to be the same format for how cases of sexual violence are categorized. It shows how all universities follow Policy 151 and are taking common approaches when dealing with cases of sexual violence.

Sexual violences are categorized as either formal or informal. For the most part, formal reports are evaluated by the respective department to see if they are eligible for formal investigation, which could then lead to disciplinary action. Informal reports are dealt with through informal resolutions such as environmental and academic changes, escort services across campus, mediation, and perpetrator awareness.

All universities state that depending on the nature of the claim, the respective department will decide which cases require an external investigator. When a formal report is deemed valid for an investigation, the university then employs an external investigator. McGill University states that they employ external “special” investigators “with expertise in investigations who is trained in Trauma-informed processes” (McGill University 2022). They also state that they give preference to external investigators with intersectional-based approaches. INRS also states that their external investigator will have no ties to the university. Other universities such as Concordia, Udm, and Polytechnique state that their investigator can be internal or external depending on the situation. Hiring an external investigator seems crucial in cases of sexual

violence not only for the confidentiality of cases but also for the comfort of survivors knowing that their cases will be investigated with full impartiality. It seems preferable, to maintain complete impartiality, that an external investigator would be employed in all cases of sexual violence within the universities.

UdM and ÉTS state specifically that false allegations will be met with disciplinary action which can range from suspension and expulsion to legal action. INRS states that if a false allegation is found, the accuser will be met with disciplinary action and may even be required to reimburse the university for the costs associated with the investigation process. Such section might have been prompted by medialized cases where people who had been strongly accused of sexual violence sued universities for substantial sums. Using the example of Declan McCool who sued McGill university and their respective departments for defamation after being accused on sexual assault which turned out to be false. In 2020, McCool sued McGill for 1 million due to lost income, pain and suffering due to lack of diligence on part of the university in completing a thorough investigation into this case and jumping to conclusions without evidence (Lalonde 2023).

Although this case is important and damaging to the accused, it is important to note that false accusation occur far less than legitimate accusations. Based on The National Center for the Prosecution of Violence Against Women's study, nationally only 2-8% of all allegations of sexual violence were false (Lonsway et al. 2009). They also state, which is backed by the government of Canada's process for determining consent, that false reports do not necessarily mean that assault did not happen, but rather that there is not enough evidence to prove that consent was not given (Lonsway et al. 2009; Government of Canada 2024). It is interesting to

note that some universities felt compelled to add a section about false allegations when statistics show how rarely false allegations happen.

The addition of a section on false accusation is not innocuous. It could be significantly deterring for victims who want to report their assault but fear that they won't be believed that there won't be sufficient evidence, and that they could face disciplinary action as a result.

### Who is involved

All universities are required to have a standing committee on sexual violence prevention. Concordia, Udm and UQAM have permanent committees specific to sexual violence while other universities have committees that also handle other issues, such as Polytechnique's permanent committee on campus life.

Across all universities, there is a primary point of contact for those who wish to report sexual violence. However, this is not standardized across universities and makes the effectiveness of these points of contact questionable. Concordia and McGill both have specific departments whose sole purpose is to handle reports of sexual violence, while also delivering training to the university community. Concordia has *The Sexual Assault Resource Center* and *The Sexual Assault Resource Team* while McGill has *The Office for Sexual Violence Response, Support and Education*, and *The Office of Mediation and Reporting*. Other university departments deal not only with sexual violence claims but also with harassment and violence complaints with some such as Udm handling all complaints for any type of conflict within the university. INRS doesn't have a specific department but rather the general secretariat handles all reports of sexual violence.

When universities do not have sexual violence-specific departments and committees, it raises concerns about the effectiveness of handling cases and delivering training materials. It also

raises concerns about the efficiency of training initiatives. Many departments are overloaded with significant amounts of cases requiring attention and could not dedicate proper attention to all cases and training initiatives. For example, ÉTS, in 2019-2020, received a total of 76 cases to their Bureau of Respect for Persons which was comprised of only 2 members. Understaffing may lead to issues such as improper or rushed investigation. Additionally, this alludes to a lack of effort and funding, if not care when addressing sexual violence within campuses.

### Reporting

Within this study, it was clear which universities sought to make the reporting process the most survivor centered. At UQAM, INRS, and Polytechnique, survivors or bystanders can report cases of sexual violence anonymously and online. This can encourage those who are not comfortable reporting their cases of assault and can potentially lead to more reports.

The other universities required reports to be made in person, often accompanied by a lengthy written statement. This can be a significant deterrent for survivors. Not only is their identity disclosed, but several victims, as seen in Jon Krakauer's report, face shame when disclosing their assault, especially if departments do not have specifically trained staff to support students (2015).

### Investigation Process

As stated above, the universities in this study categorized their reports of sexual violence as either formal or informal, with formal cases resulting in an investigation and more serious disciplinary actions. Across all universities, the preferred method for handling reports was through informal resolution which could range from accommodation measures, no contact

orders, mediation, and perpetrator awareness. Within the annual reports, complaints are categorized as harassment or sexual violence, however, the exact type of violence is not specified for each report.

Informal resolution may further reinforce rape culture and stereotypes associated with women and sexual violence. As discussed in earlier chapters, survivors of sexual violence are often hesitant to report their assault due to the stigma associated with sexual violence and femininity/masculinity as well as public scrutiny and victim blaming that often accompanies cases of sexual violence (Krakauer 2015). Counselors may encourage victims to resolve their reports informally because it appears to be the least demanding approach. However, this might fail to address the root cause of the issue, potentially downplaying the gravity of sexual violence and enabling perpetrators.

As seen in McDaniel's study, perpetrators of sexual violence often commit more than one act before facing consequences, often not considering their acts as assault (2021). Additionally, in Gay's book *Not That Bad* we see women in many cases, overlook or justify their assault to not face criticism or be labeled as victims, often closely related to femininity standards (2018). Taking these examples, when cases are suggested to be resolved informally, if survivors, who are mostly female, are already justifying their assault or overlooking the severity of the assault, it would make the most sense that they would choose this form of resolution over formal resolution; if perpetrators are also not facing formal consequences, based on our knowledge of sexual assault patterns and behavioural learning, they are likely to repeat their actions.

Although this is not the case for all universities, several of the universities would resolve reports separately from the survivor depending on the severity and evidence for the claim. Udm stated in their policy that "informal approaches are often effective for resolving issues

permanently” when addressing both harassment and sexual violence reports. Several theories disprove these claims. They claim that that proper punishment for deviant acts is highly effective at diminishing the reoccurrence of these acts. Humans learn from their actions and their consequences (Bandura 1976). Hannah K. Scott conducted significant research on behavior modification and found that punishment along with positive reinforcement was the most effective at behavior modification in both children and adolescents (2024). Additionally, Ronald L. Akers found in his study of crime and deviance, that criminal behavior is often replicated by those around us and that we learn from the consequences of others (1998). If informal resolution is the most common form of resolution when it comes to claims of sexual violence, not only does this reinforce the lack of severity for sexual violence claims but could also enable perpetrators to further commit crimes of a sexual nature. Taking Bandura’s theory of social learning, if we see or don’t see punishment for these actions with proper severity, then we are only teaching others that this behavior is not as punishable or serious as other forms of behavior, in many ways justifying this behavior (1976).

When investigations are dealt with formally, in most cases, an external investigator is appointed to fully review all information and make an educated conclusion about the claim. When informal resolution is the preferred method of resolution some victims may fear that their voice won’t be heard. As seen in Caron and Mitchell’s article, many survivors are hesitant to come forward as they fear not being believed, fear public humiliation, and feel as though their assault was not serious enough to be reported (2022). When realizing that an investigator will conduct interviews, it is understandable that this may create fear for the survivor of not having enough evidence to support their claim or not being believed which could push them towards a more informal resolution. Although informal resolution may be the best form of resolution for



some cases, stating that this is the most encouraged form of resolution is concerning given information regarding victim mentality.

Also, seeking out an external investigator when investigating sexual violence cases can be useful when investigating cases where seniority may play a role, such as the involvement of faculty or other members within the university. Polytechnique, Concordia, and UdM only chose to appoint an external investigator when deemed necessary. To “deem necessary” is an interesting expression as the severity of a report and the need for investigation is at the discretion of those evaluating the report which could leave room for bias when evaluating reports, especially if those involved are in positions of superiority within the university or if the report could damage the universities reputation.

### *Conclusion*

This chapter highlighted the range of policies and practices that Quebec universities have implemented to address sexual violence, with a central focus on prevention, reporting mechanisms, and accountability. While Bill 151 provides a framework for mandatory training and survivor-centered policies, disparities in enforcement, training frequency, and investigator impartiality raise questions about the efficacy and consistency of these approaches. For instance, informal resolution is the primary response in many cases, and this may inadvertently reinforce stigmatizing attitudes and enable repeat offenses, especially when combined with limited oversight of training completion and reporting processes. Our findings suggest that while universities have made strides in establishing protocols to comply with provincial legislation, there are substantial areas for improvement to ensure more effective prevention and response measures. In the following chapter, we will explore the broader implications of these findings,

discussing potential gaps, strengths, and recommendations for policy enhancement and institutional reform.

## Chapter 4

# Assessing the Effectiveness of Quebec University Mandatory Training

This thesis seeks to answer the question: are sexual violence prevention training, policies and resources within Montreal universities effective at decreasing the prevalence of sexual violence, holding perpetrators accountable for their actions and dismantling rape culture?

Based on my findings, I argue that sexual violence training, policies and resources within Montreal universities are not very ineffective at combating the issue of sexual violence within their universities and unintentionally reinforce themes of rape culture. I also argue that lack of effective training, awareness and justice for victims further reinforces the social value of women within our society. In this chapter, we will discuss the negative aspects of Quebec's bill 151: The Policy to Prevent and Combat Sexual Violence in Higher Educational Institutions. We will analyse how the policies in tandem with annual reports from Montreal universities further reinforces rape culture through their emphasis on informal resolution, lack of specific training for perpetrators, staff participation and university reputation, structural barriers of reporting and the normalization of victim blaming and stigmatization.

### *A toothless bill*

It is unclear whether universities are being held accountable by the government for their compliance to the bill and are faced with any form of penalty when not submitting their annual reports. The bill seems very aggressive in its intention to combat sexual violence, but universities that fail to comply to the bill's requirements face light repercussions, if any. For example, when

the Quebec policy was first adopted, it stated that all higher education institutions must have their policy finalized and submitted by September 2019. But when both McGill and UQAM missed this deadline, there did not seem to be any consequence other than a social media post by the former minister for higher education, H       David, stating the situation was “unacceptable” (Laframboise 2019).

Also, bill 151 states that “the bill grants the Minister the power to impose oversight and monitoring measure and, if an educational institution fails to comply with one of its provisions, to cause the institution’s obligations to be performed by a third person, at the universities expense” (David 2017). This alludes to some form of supervision and accountability on part of the government ensuring that universities are complying with Bill 151. However, this does not seem to be the case. As we will see in the next section, many universities do not seem to follow the law’s requirements and do so without any penalty.

Under the bill, it is required that the annual reports and policies be easily accessible and publicly available. It is also required that each year the universities publish an annual report regarding their cases of sexual violence and training initiatives. Polytechnique only published two annual reports (in 2019 and 2020). Upon inquiring as of to why they stopped complying with the government guidelines, I received no response and therefore no explanation. ENAP did not have any of their annual reports publicly available and did not answer my inquiry to receive these reports after numerous attempts. Why were these universities choosing not to include their reports while others were happy to have them publicly available or provided upon request? Would it not be in the best interest of the university to publish these to show institutional transparency and accountability for their efforts or lack thereof regarding sexual violence within their institution?

Backed by the government bill, the policies of each university state that staff and students are “required” to complete mandatory training once a year. But across all universities, there was no year that 100% of their staff completed the mandatory training. In most cases, staff were completing the mandatory training at significantly lower rates than students. This is concerning since it is evident across annual reports that the main perpetrators of sexual violence in most cases were faculty. If staff are the most involved in cases of sexual violence, rationally it is assumed that there would be more accountability for them to complete the training. Also, there would be more independent training and awareness initiatives targeted at staff. This was not the case. Across all universities and within Bill 151, there was no clear form of accountability for staff not completing the mandatory training. In other words, there were no incentives that this needed to happen. This situation undermines the entire purpose of making a training “mandatory” if there is no consequence for not completing it. This also undermines the effectiveness of sexual violence prevention and awareness training if the main perpetrators are not receiving the proper training and are not being held accountable for their lack of training participation.

### Online training and retention

Staff were required to complete the mandatory online training at the beginning of each school year and were not required to participate in other training activities. But, as we now know, retention of training materials is a significant issue. As stated in the literature review, in-person training on sexual violence prevention had little long-term influence on participants. University in online training, adding a further barrier for retention, is presumably even less persuadable (Goldberg 2007). Also, for information on sexual violence prevention to be

impactful, it needs to be repeated (Cronin et al. 2024). Considering all the information and studies that have been done on the effects of sexual violence training combined with the high rates of sexual violence on the part of staff within university settings, it seems highly ineffective that staff are only required to complete training once a year, especially without accountability for their participation.

For most universities, the training remains the same year after year, with mild updates. If staff are required to take the same 45-minute training each year, this leads to boredom and lacks attention to the training. When the training is different each year, this avoids repetition for viewers and can add to the retention of information. UQAM and Udm are the only two universities that changed their annual training slightly each year. UQAM presented its training *Together to Counter the Trivialization of Sexual Violence* in 2019 and *Together to Reflect on Gendered and Sexual Norms and Sexual* in 2021 with each following year having a different training around similar themes.

### Training and backlash

Although the implementation of training for staff and students regarding harassment and sexual violence may have benefits, studies have proven that training through seminars is not entirely effective and may lead to more hesitation when intervention is needed.

According to Goldberg's article, which examined 282 full-time professionals to assess their responses to harassment training, training initially had benefits for awareness, but that over time, conflict avoidance reduced staff's willingness to intervene or confront perpetrators of unwanted sexual behavior (2007). Additionally, Cronin found that initially, training significantly increased knowledge and self-efficiency regarding prevention measures, but that over time

behavioral intentions to intervene decreased; they hypothesized that this had to do with the timing of the training as well as the process and transparency of reporting (Cronin et al. 2024).

Kaplan's article regarding the impact of harassment training found that training could positively change attitudes towards victims by reducing victim blaming but that this defeats the initial purpose of the training (2019). They detailed that training is more often directed at bystanders who are trained to intervene, yet interventions are not as common due to fear of retaliation or consequences within institutions from a lack of confidentiality. Additionally, Kaplan critiques harassment training, as oftentimes training ignores structural problems such as power dynamics and discrimination with training not based on an intersectional lens; they also found that training can often lead to backlash specifically for men which leads to discrimination of women specifically, due to men's fear that they may make a mistake that could be interpreted as harassment, therefore they are seen as less willing to work with female employees (2019). Overall, harassment education is important in all institutions yet still requires adjustments as rates of harassment and violence remain high and rates of reporting remain low.

### *Emphasis on informal resolutions*

As seen in the previous chapter, informal resolution was the preferred method of several universities in this study. Some specifically stated that informal resolution is the most beneficial in some cases and that they often try to resolve their reports informally first. A few universities chose not to hire an external and impartial investigator, but for most, inclusion of an external investigator was at the discretion of the office. This is problematic as it leaves significant room for bias. As we know from previous studies and also media cases, universities have been known for concealing their cases of sexual violence within their institutions in order to save their

reputations (Yung 2015). If this were the case, it would make sense that universities would want an internal investigator to oversee which cases are being formally reported, especially if they include faculty as this could be highly damaging to the university's reputation.

In some cases, informal resolution may be a good option (for instance in cases of harassment where formal charges may not be necessary). The Department of Justice Canada published an article on the restorative justice approach and found that for some, this added an element of control to their case and therefore was more beneficial and eased some of the stress associated with more formal approaches (Government of Canada 2017). But one must ask how and why victims chose this form of resolution over others. When we think of victim mentality after assault has occurred, there is often a sense of denial in victims, that what they experienced was not “actually” sexual assault. This attitude may help them cope with their trauma, thinking that what happened to them was not in fact “that bad” (Gay 2018). They may lean more towards informal resolution, when they do not choose to report anything, since they have downplayed their experience. By encouraging informal resolution, this further reinforces a harmful form of justification and allows for the perpetrator to avoid appropriate consequences (Elmore et al. 2021).

As we see often in the media, cases of sexual violence with heavy overtones of victim blaming (e.g. alluding to the choice of clothing the woman was wearing, leading to her potentially “asking for it”). Additionally, we also see victims of sexual violence being re-victimized by having to further repeat their experience, be questioned aggressively about their experience and having a strong fear that there is a real possibility that they will not be believed and face public scrutiny as a result (Campbell and Raja 1999). Nadav-Carmel and Lev-On's research looked at the cognitive map of sexual violence victims to understand their preferred



method of reporting; they found that the majority of victims from this study preferred social media over legal avenues when it came to justice for their perpetrators (2024). Not only does social media reach more people, but it can also be more discreet form of reporting as victims get to choose the information they are presenting and can choose to remain anonymous when making posts about their perpetrator.

The use of informal resolution as the main, preferred and encouraged form of resolution also leads to the question of institutional resources, reputation, and care for justice. Informal resolution for most of the universities ranged from mediation to class dismissal to temporary leave of absence for the survivors; this could also include change of classes, exam extensions, no contact orders and even apology letters from perpetrators. Although this may be beneficial in some cases, the use of informal resolution for sexual violence seems to fit more with the idea that sexual violence is not actual violence. As seen in Statistics Canada's article, cases of violence such as physical assault are often treated more seriously as violence than cases of sexual violence, when arguably sexual violence is a more severe form of violence given mental health outcomes (2024). When universities are not dedicating the time and resources to formally investigate cases of sexual violence, and rather are encouraging survivors to report informally, one can only speculate whether they view this form of violence as less severe than other forms of violence.

Within the universities of this study, it is stated in all policies that the choice of resolution is entirely up to the victim. Although it is the choice of the victim to decide if they want to resolve their assault formally or informally, we must ask ourselves if this decision is really a choice or if it's the safer option at keeping their experiences confidential, sparing their reputation, avoiding the re-traumatization that could potentially come with formal reports and avoiding forms of

retaliation. This method of resolutions speaks heavily to themes of survivor silence, survivor fear and exploitation of victim mentality.

### *Not targeting staff*

The status of the perpetrators across all universities in this study is also important for understanding which groups may need the most attention. 4 out of the 7 universities in this study stated that students were most often reporting sexual violence or harassment perpetrated by (academic or administrative) staff. But although staff are the most often accused, training and awareness initiatives are predominantly directed at students.

For instance, as mentioned above, the mandatory training was not completed by all staff annually and there did not seem to be any accountability taken by the university and by the government to ensure this was completed. If under the bill, it states that all staff and students must complete the mandatory training, it is assumed that there would be some form of accountability for all those implementing the policy. Additionally, without accountability on part of the university and the Quebec government, it adds to the speculation of whether bill 151 is truly effective and highlights a lack of effort on part of the government at implementing this bill.

Moreover, Quebec university members are not being held accountable for their lack of participation in mandatory training. Therefore, professors may not be educated on the proper way of handling cases of sexual violence when they are brought to their attention. For instance, if a student trusts their professor enough to come to them with their experience looking for guidance and the professor in question failed to complete the training where specific guidelines and resources for this situation are clearly presented, the professor also face the risk of not properly advising their student. This could potentially lead to the improper or lack of reporting

for the situation. Also, some aggressors may not face external investigation when accused of sexual misbehavior. This shows a lack of accountability and potentially proper punishment that create fear and silence for victims. For instance, some may fear that if their professor potentially assaults them, there is a chance that the university could choose to save their reputation over survivor support.

### *Not targeting men*

For centuries, patriarchal systems have positioned women as subordinate to men, which has led unfortunately to the normalization of male dominance over female bodies (Siegel 1996). Today, 30% of women aged 15 and older have been sexually assaulted at least once in their lifetime (Government of Canada 2019; U.S. Department of Justice 2011). Yet, there is little conversation about the role and reason for why men hurt women. Violence, especially sexual violence is seen as a “woman’s problem”. Sexual violence is not a woman’s issue. It is a male issue as men are the ones committing most of the crimes. But women are constantly being told to be careful in public situations as they are vulnerable to sexual violence. They are constantly made aware of the resources available to them. But we rarely ever see resources available for men who might have violent thoughts towards women. Although media and organizational representations of sexual violence against women is important for awareness, this further reinforces that sexual violence is a woman’s issue and can be harmful for male victims of sexual violence who often don’t fit into this narrative.

Although universities are making efforts to train their populations on sexual violence, this seems to further reinforce a culture where rape is a female issue. It sends the message that we, as a society, should learn how to better protect and defend women. A perfect example of this can be

seen in the resources available to survivors of sexual violence, such as the respective university departments being made up of almost entirely female staff. Although this is important, focusing on women is not focusing on the root of the problem but rather on the effects of the problem, that being a masculinity problem within modern society.

Across all universities, most survivors were female accusing male perpetrators. Yet, within all universities, there did not seem to be any initiatives targeting men. There were several initiatives on the impacts of gender-based violence, how to be an active bystander, and how to deal with victims of assault. However, there was little regarding education of men specifically and bystander awareness for men. As discussed above, men struggle with holding each other accountable for their actions (Katz 2006). Institutions continue to overlook this issue by not providing specific and potentially mandatory training for male students and staff on consent and proper sexual etiquette, as well as male-specific intervention methods. Although informal resolution may be beneficial in some cases, in others it's not. Knowing about sexual violence is common for women who are taught about this from a young age. Therefore, it would make the most sense to direct sexual violence prevention training at those who are committing acts of sexual violence.

Training should be conceived as to deconstruct hegemonic masculinity. Hegemonic masculinity is the dominant masculine trope in our society. It is created through socially constructed values, actions, and norms that produce the ideal man while also legitimizing men's dominance (Connell and Messerschmidt 2004). The ideal man represented in dominant Canadian society must be assertive, a provider, muscular, and able to regulate their emotions; a common phrase "boys don't cry," describes how the ideal man should show little emotion but rather emotions of aggression and assertion (Tolman, Davis, and Bowman 2016). When men deviate

from gender expectations, they face significant social regulation from their peers but also intra-personal regulation by limiting their actions and internal/external emotional expressions (Connell and Messerschmidt 2004). As Butler would argue, men are not born with inherent masculine traits but learn how to act as “men.” Male athletes, for instance, learn through gender policing how to perform as athletes without deviating from ‘idolized’ masculinity (Butler 2004).

Heterosexuality is extremely important within hegemonic masculinity. C.J. Pascoe’s study on the conceptions and expressions of gender in high schools explains hegemonic masculinity as “related to the male body but not specific to the male body” in reference to social understandings of masculinity and how “this sense of gender is the activity of managing situated conduct in light of normative conceptions of attitudes and activities appropriate for one’s sex category” (Pascoe 2007:23). The study provides significant insight into the role that sexuality and sexual performance play concerning masculine identity. Through her interviews with high school boys, Pascoe found that several boys used their sexual performance as a way to ‘fit in’ socially with other boys “Compulsive heterosexuality is not about desire for sexual pleasure per se, or just about desire to be ‘one of the guys’ rather it is an excitement felt as sexuality in a male supremacist culture which eroticizes male dominance and female submission” (2007).

Additionally, Pascoe found that those in high school who were not having sex with women were considered to be gay and were considered to be lesser than the boys who were having sex; it wasn’t uncommon for boys to go out of their way to prove their social standing through sexual activity, no matter how sex was acquired: “they’re cool and I wanna be cool, so they go and do whatever as far as prostitution or actually drugging a girl or whatever” (Pascoe 2007:70). Additionally, it was found that having a female partner or talk of having been intimate with a female partner served as proof of heterosexuality. This could explain why men seek to

take advantage of the female body through assault as a way to assert their heterosexuality and masculinity while also further asserting the female body as an object and possession for masculine identity (Pascoe 2007:71).

Although traditional and enforced masculinity has a major part to play in terms of rates of sexual assault perpetrated by men, social justification and normalization of misogynistic behavior are also a contributing factor. Kimmel and Messner's study looked at fraternity and sorority culture that used sexual jokes towards one another as a significantly problematic factor that influences and reinforces misogynistic behaviors amongst young men and justifies their behaviors amongst young women (2010). As seen in the study, fraternity boys used language and jokes against the female sorority with sexually violent undertones; the joke was brushed off by both the men and women as simple humor, but the reality was that the humor used by the male fraternity was directly representative of normalized gender-based violence. It reinforced the notion that the female body was to be objectified and possessed, "transform[ing] women into sexual objects which both justifies aggression at women by suspending their relationship to men and devalues sexuality itself" (Kimmel and Messner 2010:153). Humoristic behavior and the culture of sexual jokes at the expense of women, also referred to as 'locker room talk,' is highly normalized within masculine culture; in Pascoe's study, the boys talked in explicit detail about their sexual encounters and the way they dominated the female body as a way to "fit in" (2007). If one were to not engage with the sexist joking, they were othered by the rest of their comrades. In Kimmel and Messner's study, when interviewed separately, several of the fraternity boys expressed that they did not feel comfortable with the ways in which the female body was talked about but that they felt it was necessary to contribute to the crude discussion to create a "fraternal bond" (2010).

If universities within this study are providing generalized practice for sexual violence prevention, specifically violence prevention for women, not only are they reinforcing that sexual violence is a woman's issue but also doing a disservice to the male population. This is not to say that the entire university community should not be trained on how to be better bystanders and how best to support victims of sexual violence, but rather there should be specific training for male identifying students about their roles within rape culture, unfair male expectations in society, the struggles they may face, how better to support their friends; additionally, the inclusion of male centered resources for dealing with aggressive thoughts or tendencies against women could also be beneficial. By focusing on women as the receivers of sexual violence, although statistically accurate, this overlooks the root cause of the problem being the struggling men who commit these acts. To "combat sexual violence" we must combat the root of the problem being the perpetrators, since without this, we are overlooking the issue, teaching survivors to be better victims, and allowing for the masculine struggle to continue.

### Structural barriers of reporting

In relation to university reputation, there are also significant structural barriers within some universities when it comes to the reporting process. As briefly mentioned previously, many victims choose not to report their experiences of sexual violence due to a variety of social barriers, such as fear of not being believed, social stigma, lack of trust in the legal system and concerns about personal safety (Warshaw 2019). It is a difficult decision for survivors to acknowledge having experienced sexual violence and then to gather the courage to report their situation. This further emphasizes the importance of providing easily accessible avenues to report sexual violence.

Polytechnique and UQAM made significant efforts to support their students and staff when it came to the reporting process, such as having an online option, allowing anonymous reports and allowing bystanders to make reports on behalf of victims. Other universities, such as Udm and ÉTS, did not follow this lead. They rather required victims to come to the respective offices in person to write lengthy statements, did not allow for anonymous reporting and made the process for reporting demanding for the victims. This could be a significant deterrent when it comes to reporting sexual violence.

There are ways to encourage victims to come forward about their assault, knowing they will not be further re-victimized. By not taking victim-mentality into consideration, universities show their lack of knowledge for the experiences of survivors and a lack of effort to fully accommodate and motivate other victims to speak up about their assault. This insensitivity can potentially lead to more victims choosing not to report their cases to spare themselves the emotional toll. Universities, intentionally or not, are providing structural barriers for victims to report.

Victim-centered reporting processes are widely known in Quebec with the introduction of the new court system for survivors of domestic and sexual violence. The justice system in Quebec these past years has been undergoing construction of a new court in order to better support victims of domestic and sexual violence; this new court will include separate entrances for victims and perpetrators to avoid contact, zoom conferences so that victims do not have to be in the same room as their perpetrators, service dogs for support and a representative to stay with the victim at every step of the process (Mathieu 2024). Universities that are not complying with the vast research on how best to support victims when reporting sexual violence, speaks to a lack of



effort and awareness to current research and leaves room for speculation as of to whether these barriers are intentionally set to deter victims from reporting.

### Unintended adverse effects

Training on sexual violence must be extremely well done. Otherwise, it can have opposing effects on retention and reinforced stereotypes such as victim blaming. The normalization of sexual violence and stereotypes associated with victims of sexual violence are ever present within this study.

As mentioned in the previous chapter, some universities included sections in their policies about false reporting and the consequences complainants will face if they are caught falsely accusing someone of sexual violence. As we know, the chances of false reporting are very low. Many alleged “false reporting” are in fact due to lack evidence (Lonsway et al. 2009). The belief in false reporting plays a major role in the stigmatization of sexual violence, with women fearing that they will not be believed when reporting their assault. Adding a specific section about the consequences of false reporting, further reinforces stereotypes associated with sexual violence and could act as a significant deterrent for victims to come forward about their experience. Although false reporting should be taken seriously, it seems unnecessary and uninformed given the statistics and evidence on false reports of sexual violence and to include this in the policy where victims are most likely to go when seeking advice and resources to report their situations could be a significant deterrent.

To understand why university policies might not work efficiently, one must consider the normalization sexual assault. Today, women are still taught that it is not a matter of if they will be assaulted, but when (Gay 2018). Sexual assault is closely related to internalized

heteronormativity which further reinforces traditional feminine roles, or lack thereof, through shame, guilt, and internalized stereotypes. Robin Warshaw's book looked at a series of acquaintance rape cases to see how the women judged these situations and how this affected them internally; the findings suggested that women were more likely to justify their assault out of fear of retaliation and social stigma. "They were embarrassed about the details of the rape and felt they would be blamed for what occurred" (Warshaw 2019:87). Women weren't thought to be the victims; it was implied that they had done something bad, further reinforcing the heightened sexuality of men and the stigma associated with women diverging from traditional femininity (Hooks 2015).

Rape culture, as defined by Kate Harding, is when "women perceive a continuum of threatened violence that ranges from sexual remarks to sexual touching to rape itself. A rape culture condones physical and emotional terrorism against women and presents it as the norm" (Harding 2015:9). Pazzanese defines rape culture as a "set of social attitudes about sexual assault that leads to survivors being treated with skepticism and even hostility, while perpetrators are shown empathy and imbued with credibility not conferred on people accused with other serious crimes, like armed robbery" (2020). As seen through several high-profile sexual assault cases, the extent to which rape is a crime is rarely emphasized; rather emphasis is put on the personality of the perpetrator and the lifestyle of the victim.

Within rape culture, there also lies significant bias, otherwise referred to as the rape myth. Rape myths are defined as beliefs and attitudes about rape that are false and serve to justify the abuse of the perpetrator and blame the victim (McDaniel and Rodriguez 2021). They are associated with higher levels of sexual assault. A study from *The Journal of Intrapersonal Violence* looked at undergraduate men's self-reports of sexual assault and perceptions of rape. It

found that out of 1,882 male students at the University of Massachusetts, 6.4% of men self-reported having committed sexual assault and approximately 63.3% of self-reported rapists admitted to committing 91% of rape; additionally, each repeat offender was responsible for an average of 5.8 rapes, with evidence that the victims were almost always known in some way to the perpetrator (McDaniel and Rodriguez 2021). Interestingly, the study found that the men who committed rape often accepted myths about rape, such as myths about consent and blaming the victim.

Rape myth essentially means only certain people are perpetrators of assault, such as those living with lower income or a criminal past. The crimes of those who don't fit this stereotype are often diminished to misunderstandings or excusable mistakes. As Pazzanese stated, "rape culture bias is not only real, but shapes how people determine what a believable rape case looks like, who is most likely a rape victim, and in which circumstances rape is less likely to take place" (2020). A good example of the rape myth can be seen through Boyle's study which looked at the most reported rape cases and found that those with the most media coverage, were those that featured gangs or ethnic minorities, with emphasis that justified their actions based on the state of their communities (2005). Not only does this highlight significant racial bias, but it also shapes the narrative that only certain men are capable of rape, not reflecting the reality that rape is more often committed by those known to the victim.

Rape myths are also used to rationalize why the rape occurred. They notably stigmatize women that are supposedly dressed as if they were "asking for it", while insisting that the overwhelming majority of men are honorable and respectful. As Elmore stated, "myths themselves are contradictory – they claim that only certain women (i.e. provocatively dressed or sexually promiscuous) are raped, yet they also claim that men never intend to rape anyone,

insinuating that their sexual desires just got out of control” (2021:2). Rape myths act as justification that the woman might have misled the man into thinking that he was given consent. Rape myths lead the general public into thinking that assault won’t happen to them because they don’t fit the stereotyped profile of the victim.

Women are quick to put their experiences as lesser than those of others. Roxanne Gay’s book *Not That Bad*, looked at a variety of sexual assault cases where the women justified their sexual assault to avoid being labeled a victim. Many of the women that shared their stories in Gay’s book received “more advice to surrender sexually and to accept the double standard that a man’s pleasure is fundamental to his well-being and hers optional or nonapplicable. Because almost always the number one goal was to nimbly accommodate and satisfy your man by indulging his uncontrollable primal biological urges” which for many led to blurred lines of consent and not wanting to call their assault rape (Gay 2018:223). Additionally, some women don’t want to get the men they know in trouble or embarrass them by accusing them of rape. They feel internalized guilt and shame about whether it was clear that they did not consent, or if they had done something to instigate the assault; never was it thought that the male in the situation was fully responsible for their actions (Warshaw 2019).

Still today, women are not being believed, being labeled as promiscuous, or even being socially ostracized after reporting assault. I argue that this discrepancy has much to do with the social value society has given to women or lack thereof. Their lived experiences are made to be less important than the lived experiences of men, specifically white men. Traditionally, men and women have held different positions in society. Since men were accumulating monetary value through salaried work, they held higher status in society. Women did not hold the same amount of social value since their labor could not be measured through monetary gain. Today, little has

changed. For example, Andrea Dworkin wrote about the social value of a woman, explaining that “she is devalued not only in people’s thought but in the way she is treated by individuals because she is not their equal, by institutions of the society” (1987:215).

The lesser value attributed to women is clear when assessing how women are treated by the legal and media system when they report sexual assault. Women face significant backlash and humiliation publicly when they come forward about sexual assault. As Krakauer noted, “I was essentially raped all over again” when detailing the way that she was treated by the healthcare and justice system after reporting her assault (2015:29).

#### *Summary of the Impacts of the Quebec Government’s bill*

The Government of Quebec’s Bill 151 *The Act to Prevent and Combat Sexual Violence in Higher Education* has had a significant impact on universities within Quebec and Montreal. Institutions have incorporated detailed policies on the matter, creating permanent committees, resources and offices to combat this issue and spreading awareness around their campuses. The use of a mandatory bill is effective at ensuring all higher education institutions are following the same laws and practices when it comes to sexual violence and are making efforts to support survivors and educating their communities.

Overall, it was clear throughout this research, that universities and the Government of Quebec were taking initiative to combat the ever-pressing issue of sexual violence within higher education institutions. This being said, there were several instances where these initiatives and resources had opposing effect, fitting more closely with themes often seen within rape culture such as victim silence, institutional bias, lack of accountability, structural barriers and the normalization of victim blaming. It is important to note that some universities were better than

others within their policy such as UQAM and McGill, who seemed to have a significantly greater emphasis on victim mentality while also making a point in their policies and annual reports to include all relevant facts while also emphasizing the importance of this issue.

Regardless of the services that were provided to staff and students, I argue that these initiatives further reinforce rape culture and are not proving to be entirely effective for a variety of reasons mostly related to accountability, lack of participation, and lack of initiatives and resources directed at the root cause of the problem, which I argue is rooted in the masculinity struggle. Additionally, many of the trainings that were “enforced” by the universities and by the government do not seem to fit with current literature and research on the most beneficial way to train and gather awareness for sexual violence; for example, studies have shown that when training individuals on the correct intervention techniques and training techniques related to sexual violence, that retention is limited over time whereas universities of this study were only required to provide students and staff training once a year, training that may not be retained therefore making it ineffective (Goldberg 2007).

Although there are significant issues within the policies and annual reports within this study, Montreal universities are not entirely to blame. As will be discussed in the conclusion of this paper, I believe that properly addressing sexual violence in a university setting, regardless of the quality of training, may prove to have little effect as I believe that training young adults is too late and rather that they should be educated on this matter at an earlier stage. As we saw in C.J. Pascoe’s research, male teenagers were learning problematic behaviour related to sexual violence at the time of sexual development in the early stages of late elementary and high school, yet this issue seems to be addressed later on when behaviour has already been learnt (Pascoe 2007). I will also discuss in the following chapter how, regardless of age and training, that the inclusion

of sexual violence-based training may provide more awareness to the issue but will have little effect in combating the entire issue of sexual violence since there is little emphasis on the root cause of the problem which I argue is a problem with traditional masculine culture.

## Conclusion

Throughout this paper, the goal has been to see if Montreal universities, following Quebec's newly introduced Bill 151, have effective training, policies and resources to decrease the prevalence of sexual violence, holding perpetrators accountable and dismantling rape culture. Findings throughout this paper suggest that policies and implemented training may be beneficial at raising awareness; sexual violence training, policies and resources are ineffective at combatting the issue of sexual violence on Montreal campuses and rather further reinforce rape culture through survivor silence, protection of institutional reputations, lack of justice and accountability and the normalization of sexual violence. My findings also suggest the influence of underlying themes related to the social value of women within capitalist society compared to the social value of men in terms of universities response and dedication to reports of sexual violence as well as general societal views on the severity and consequences of sexual violence.

The analysis of Montreal universities' policies on sexual violence alongside data from their annual reports provided valuable information regarding how universities classify and resolve reports of sexual violence, and the consequences faced by perpetrators of violence. Additionally, the annual reports provided pertinent information regarding yearly rates of sexual violence, status of victims and perpetrators and, yearly training initiatives aimed at spreading awareness and combating the issue of gender-based violence.

However, it is important to note this research's limitations; arguably the most important limitation faced within all research regarding sexual violence, is the number of reports. As we know, it is common for victims of sexual violence to avoid reporting their experiences for a variety of reasons mainly rooted in social stigmas associated with gender and violence. Because of this, it is impossible to know for sure the exact number of sexual violence cases within each



university of this study; nonetheless, we can assume that rates of sexual violence will be higher than what is reported.

One must acknowledge the efforts deployed by all Montreal universities included in this study to raise awareness about sexual violence and providing resources to members of their communities. Yet, based on this study, I do not believe that Quebec's bill 151 and the training, policies and ressources implemented by Montreal universities are effective at combating the issue of sexual violence within their campuses. Furthermore, certain aspects of universities' policies and annual reports have adverse effects and further reinforce rape-culture themes of survivor silence, institutional bias, lack of accountability and further reinforce that sexual violence is a woman's issue by not addressing the root cause of the problem.

As discussed throughout this paper, many of the universities sought to resolve reports of sexual violence informally, which I argue overlooks the severity of sexual violence and in many ways, silences victims by encouraging them to report in less demanding ways. Additionally, informal resolution can enable perpetrators as there is a lack of significant consequences when resolution is informal. This may enable perpetrators to potentially assault again. Themes of survivor silence can also be seen through structural barriers implemented by the universities within their policies on reporting (such as victims being required to report in person, provide lengthy written statements and not accepting anonymous reports). As we know, many victims choose not to report for a variety of reasons mostly attached to denial and fear of stigmatization. If reporting is difficult and lengthy, this may deter victims from reporting their experiences, silencing them within the institution.

Institutional bias is also a theme seen often throughout this research by some universities choosing to resolve formal reports internally rather than hiring an external investigator. Some

universities prefer concealing cases of sexual violence rather than weaken their public reputations. Additionally, institutional bias can also be seen through the lack of accountability and targeted training for those most accused, which is this research was mostly staff. Staff were seen across several universities, being accused the most of harassment and sexual violence, yet also completing the mandatory training at significantly lower rates compared to students, with little evidence of accountability for missed training.

Lack of accountability was another significant theme throughout this research. Bill 151 states that there must be mandatory training for staff and students annually. Yet not one university had a 100% completion rate for their annual training for either staff or students. If training is mandatory, it is assumed that there are consequences for those who do not complete it. There should also be consequences for the universities for not ensuring full training completion. We haven't seen any penalty for students or universities that do not comply with the law's requirement. It is in this sense that spoke of a toothless bill.

In this study, quality of training was also a concern. Many institution's staff or students only being required to complete training once a year or at the beginning of their first semester and never again throughout their university career. Other trainings are optional and attract little participation. Training once a year, often through online formats, does not seem like the most effective way to ensure retention of the material and studies have shown that this is not effective at properly training bystanders for intervention, with participants only retaining information for a certain number of months.

Through all policies, initiatives and training, it is clear that sexual violence continues to be labelled as a "woman's issue." They are not addressing the root cause of the problem. Focusing on survivor support, resources available for survivors and bystander awareness, ignores the

question of why sexual violence is such a significant problem on campuses to start with. It overlooks who is committing these acts of violence and focuses on the aftereffects of violence. However, we know that men are committing sexual and gender-based violence towards both men and women at significantly higher rates than all other genders; we also know that women and queers are at the receiving end of sexual violence at significantly higher rates compared to cis heterosexual men. All trainings and awareness initiatives overlook the problem that clearly resides within the modern masculine norms, therefore making it impossible to “combat” the issue of gender-based violence. Only by focusing on who is committing the violence and what may be pushing them to commit such acts can campus policies really be effective.

Based on my research, I believe that sexual violence reports should be take the form of formal reporting from the very beginning. Victims should not be encouraged to settle for the easier alternative to reporting formally. Additionally, I believe that there should be specific offices across all universities that deal solely with cases of sexual violence. These offices would ensure that proper attention is paid to cases. They would also ensure proper reporting of cases. At the moment, many universities include both sexual harassment and sexual violence in the same policy, making it difficult to differentiate exactly how many cases of sexual violence occurred and how each case was resolved. I also believe that universities could benefit from survivor centered approaches to accessible reporting by allowing anonymous, online reports, reports on behalf of victims and different approaches to false reporting. Finally, and arguably most importantly, I believe that all universities should have some form of training and resources available for men and focused on perpetrators of sexual violence, toxic masculinity and the effects this has at creating perpetrators of sexual violence and additionally, mental health resources available for men.

### *Concluding Remarks*

It is evident that sexual violence has not been taken as seriously as it should in our society. Women have been experiencing sexual violence for generations, with this being fairly normalized and seen as part of the female experience.

Normalized violence over the female body relates closely to Marxist-Feminist arguments about gendered social value. In early capitalism, we see women treated as commodities for their husbands, similar to that of property and ownership. Ownership over the female body legitimizes control over women often in the form of violence. If treated socially as less due to women's lack of economic contributions, this also justifies that physically women can be treated as less, often expressed through violence. Although today women have significantly more social freedom, I argue that many themes related to social value are still present and will remain present under patriarchal society where violence over the female body in any capacity is normalized and not considered as damaging as other forms of violence.

Only after the #MeToo movement were women's accounts of sexual violence gradually being taken more seriously. Conversations about the effects of sexual violence on survivors started to happen on mainstream platforms. Institutions such as universities started to implement proper policies to combat this issue. But one can't help but wonder if training on sexual violence in university is ineffective not only due to its intrinsic shortcomings, as I have discussed in my thesis, but also, more largely, to the timing of the training. As seen through many articles, papers and studies, youth are taught how to act sexually from an early age, often from their peers, social circles and media. If we are providing in depth training to university students, after many have already become sexually active, I argue that regardless of the quality of training, that this will not

be the most beneficial, since behaviours regarding sexual activity have already been learned. I believe that training and awareness would be more effective if taught and enforced at a much earlier stage in life and then reiterated later to ensure that proper sexual behaviour is developed rather than correcting inappropriate behaviour at a later date.

In brief, it is crucial to reflect on the future of sexual violence education, whether we will truly have a society in which sexual violence no longer exists? How can we implement child friendly sexual awareness training to ensure youth are learning respectful relationship behaviours earlier in life? And finally, how can we change a powerful culture that has normalized sexual violence and devalued the experiences of women for generations?

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## *Appendix A: Policy*

*The following annex provides the links to publicly available documents (policies, annual reports) used for this research. Links have been chosen due to the volume of content across all universities and policies. For documents that were not publicly available, the relevant material used for this research will be listed from both the policies on sexual violence and the annual reports.*

### **Bill 151 – An Act to Prevent and Fight Sexual Violence in Higher Education Institutions**

*The entirety of Bill 151 can be found on the government website listed below as well as revisions, meetings and assemblies associated with the creation of the bill.*

<https://www.assnat.qc.ca/en/travaux-parlementaires/projets-loi/projet-loi-151-41-1.html?appellant=MC>

### **McGill University**

[https://www.mcgill.ca/secretariat/files/secretariat/policy\\_against\\_sexual\\_violence.pdf](https://www.mcgill.ca/secretariat/files/secretariat/policy_against_sexual_violence.pdf)

### **Concordia University**

<https://www.concordia.ca/content/dam/common/docs/policies/official-policies/PRVPA-3.pdf>

### **Université de Montréal**

[https://secretariatgeneral.umontreal.ca/public/secretariatgeneral/documents/doc\\_officiels/reglements/administration/adm10\\_57\\_politique\\_VACS.pdf](https://secretariatgeneral.umontreal.ca/public/secretariatgeneral/documents/doc_officiels/reglements/administration/adm10_57_politique_VACS.pdf)

### **Université du Québec à Montréal**

[https://instances.uqam.ca/wp-content/uploads/sites/47/2019/04/Politique\\_no\\_16\\_2.pdf](https://instances.uqam.ca/wp-content/uploads/sites/47/2019/04/Politique_no_16_2.pdf)

### **École de Technologie Supérieure**

<https://www.etsmtl.ca/uploads/politique-prevenir-violence-sexuel.pdf?v=1724188078>

### **Institut National de la Recherche Scientifique**

<https://inrs.ca/wp-content/uploads//2020/06/POL-Violences-caractere-sexuel-ANG-VFP.pdf>

**Polytechnique**

<https://share.polymtl.ca/alfresco/service/api/node/content/workspace/SpacesStore/d14f4762-9bc0-418b-a19b-9e69a0e2bf37?a=false&guest=true>

## *Appendix B: Annual Reports*

### **McGill University**

*All of McGill University's annual reports on their Policy Against Sexual Violence from 2016-2023 can be found through the link below. For the purposes of this study, only reports from 2019-2023 were used:*

*<https://www.mcgill.ca/omr/sexual-violence-0/annual-reports>*

### **Concordia University**

*Annual Report 2018-2019:*

*<https://www.concordia.ca/content/dam/concordia/conduct/rights/ORR-Annual-Report-2018-2019.pdf>*

*Annual Report 2020-2021:*

*<https://www.concordia.ca/content/dam/concordia/conduct/rights/annual-report.pdf>*

*Annual Report 2021-2022:*

*[https://www.concordia.ca/content/dam/concordia/conduct/rights/ORR\\_Annual\\_Report\\_2021-2022.pdf](https://www.concordia.ca/content/dam/concordia/conduct/rights/ORR_Annual_Report_2021-2022.pdf)*

*Annual Report 2022-2023:*

*<https://www.concordia.ca/content/dam/concordia/conduct/rights/ORR-Annual-Report-2022-2023.pdf>*

### **Université de Montréal**

*Annual Report 2019-2020:*

*[https://respect.umontreal.ca/fileadmin/harcelement/documents/RA-BIMH-2019-2020\\_final2\\_20210518.pdf](https://respect.umontreal.ca/fileadmin/harcelement/documents/RA-BIMH-2019-2020_final2_20210518.pdf)*

*Annual Report 2020-2021:*

*[https://respect.umontreal.ca/fileadmin/harcelement/documents/2020-2021\\_RA-BIMH-v7\\_final.pdf](https://respect.umontreal.ca/fileadmin/harcelement/documents/2020-2021_RA-BIMH-v7_final.pdf)*

*Annual Report 2021-2022:*

[https://respect.umontreal.ca/fileadmin/harcelement/documents/2021-2022\\_RA\\_Bureau\\_du\\_respect\\_de\\_la\\_personne.pdf](https://respect.umontreal.ca/fileadmin/harcelement/documents/2021-2022_RA_Bureau_du_respect_de_la_personne.pdf)

*Annual Report 2022-2023:*

[https://respect.umontreal.ca/fileadmin/harcelement/documents/2022-2023\\_RA\\_BRP\\_avril\\_2024.pdf](https://respect.umontreal.ca/fileadmin/harcelement/documents/2022-2023_RA_BRP_avril_2024.pdf)

### **Université du Québec à Montréal (UQAM)**

*All of UQAM's annual reports can be found through the link below which includes annual reports from 2014-2015. For the purposes of this study, only those from 2019-2023 were used.*

<https://harcelement.uqam.ca/le-bureau/rapports-annuels/>

### **Polytechnique**

*All Polytechnique's annual reports can be found through the link below. The link provides both annual reports from 2019 and 2020. The link also includes an additional annual report covering the period between 2021 to 2023 which was uploaded after this research was concluded. It is encouraged to look over the additional report within the context of this paper to see if similar trends arise.*

<https://www.polymtl.ca/bipcv/informations-generales>

### **École de Technologie Supérieure (ETS)**

*Annual Report 2019-2020:* <https://www.etsmtl.ca/uploads/Rapport-annuel-BPRH-2019-2020.pdf?v=1708111696>

*Annual Report 2020-2021:* <https://www.etsmtl.ca/uploads/Rapport-annuel-BRP-2020-2021.pdf?v=1708111696>

*Annual Report 2021-2022 (Translated to English by ChatGPT):*

#### **HIGHLIGHTS**

- 101 reports
- 52% staff members
- 43% students

- 5% others (third parties, former employees or students)
- 2% of reports led to a complaint
- 2 complaints: 1 for harassment and 1 for harassment and discrimination
- 66% of reports led to coaching
- 29 interventions by the counselor
- 12 prevention activities and tools

## REPORTS BY STATUS

BRP received 101 reports this year, a 33% increase from the previous year (76 cases), similar to pre-pandemic years

## AWARENESS ACTIVITIES

- "With Respect...Without Sexism" campaign
- Interactive kiosk in Pavilions A and D: Members of BRP and volunteers ran a kiosk where participants engaged in a quiz about sexism. Popular among participants, the activity included a fortune wheel to answer true or false or multiple-choice questions, and prizes included comics on benevolent sexism and bookstore gift cards.
- "What Were You Wearing?" exhibition: Through stories and testimonials, the exhibition showcased different clothing worn during sexual assaults, addressing the common but prejudiced question "What

## TRAINING MODULES:

- "Together to Prevent and Combat Sexual Violence": A video divided into four modules covering VACS definitions, consent, active bystander intervention, and reporting/resources.
- "Together to Counter the Trivialization of Sexual Violence": A video presenting

## RECOMMENDATIONS

- 21% of reports were related to sexual violence but none were reported formally
- all complainants were women; receivers were 50/50 split between men and women
- 50/50 complainants being students and staff
- All complaints were against staff

## REPORTS BY GENDER AND STATUS

Unlike last year, more women consulted BRP, with 53% of reports from women and 46% from men.

were you wearing?" which shifts the blame onto victims.

- Conference on Women's Rights and Sexism: A virtual conference discussing gender prejudices, sexism, rights violations, and means to combat sexism.
- Workshop on Neurosexism by Dr. Annie Duchesne: A 45-minute session addressing how neuroscience can debunk essentialist myths about women and sexist practices.
- Launch of the Third VACS Video Capsule: An online video discussing social norms related to gender and sexual violence, viewed by 1019 participants.

testimonies and information on trivializing sexual violence in academic settings.

- "Together to Reflect on Gendered Social Norms and Sexual Violence": A complementary video encouraging reflection on gendered social norms and sexual violence.



## 2020-2021 IMPLEMENTATION:

1. Develop a Clear Approach for EDI Reports and Complaints: Clarify the roles of BRP and the EDI counselor, complete the new Policy for a Fair, Diverse, Inclusive, and Discrimination-Free Workplace, Study, and Living Environment.
2. Integrate ÉTS's Position on Harassment, VACS, and EDI into Course Plans: Recommend including policies on VACS, harassment, and discrimination in course plans.
3. Reconfirm BRP's Special Budget for Awareness and Training Activities:

- Maintain the budget for developing awareness and training activities.
4. Adapt BRP Operations to the New Team Composition: Clarify roles and responsibilities, establish telework procedures, and conduct a retreat to define the action plan.
  5. Develop a Continuous Training Plan for BPS in Collaboration with BRP: Create a training plan for BPS members to handle delicate situations, particularly VACS.

## 2022-2023 RECOMMENDATIONS:

1. Increase BRP's Visibility: Improve awareness among faculty and students about BRP services.
2. Raise Awareness of BRP's Role in EDI and Discrimination: Launch an EDI awareness campaign, promote new policies, and inform about inclusive projects.
3. Implement a Secure Database for BRP: Establish a secure environment for handling confidential reports and complaints.

4. Reconfirm the Special Budget for Awareness and Training Activities: Continue to diversify training offerings in harassment, VACS, and EDI.
5. Launch an Inter-University-College Survey: Survey specialized resources in VACS and harassment to discuss practices and challenges.

## Annual Report 2022-2023 (Translated to English by ChatGPT):

### REPORTS BY STATUS

The BRP received 179 reports this year, representing a 77% increase from the previous year (101 cases), a considerable rise compared to previous years. The BRP has become increasingly present on campus through preventive activities; about 500 people participated in the latest awareness campaign on sexual and gender diversity

### BREAKDOWN BY CATEGORY:

- Others: 7%

- Staff: 43%

- Student Community: 50%

Note: The "Other Status" category includes third parties or former ÉTS members.

## REPORTS BY GENDER AND STATUS

Like last year, more women consulted the BRP. Indeed, 57% of reports were initiated by women; men represented 42% of those who sought the BRP's help.

### GENDER BREAKDOWN:

- Male: 46
- Female: 53
- Other: 2

The most cited reason for reports this year was incivility (40%). Sexual violence was the second most cited reason, likely influenced by BRP's awareness activities on sexual violence in 2022-2023.

### Breakdown of Reasons:

- Incivility: 71
- Sexual Violence: 48
- Harassment: 36
- Other: 26
- Verbal Violence: 26
- Conflict: 23
- Psychological Violence: 23
- Academic: 23
- Discrimination: 11
- Intimidation: 5
- Physical Violence: 3

## Reports on Sexual Violence

There was an increase in reports of sexual violence again this year: 48 cases versus 21 last year. The university community seems more aware of what constitutes sexual violence, partly due to the BRP's second awareness campaign on sexual and gender diversity and the launch of a video on sexual violence.

Out of the six complaints received this year, three concern psychological harassment and sexual violence.

### Sexual Violence Report Rate Over the Years:

- 2017-2018: 14%
- 2018-2019: 23%
- 2019-2020: 20%
- 2020-2021: 14%
- 2021-2022: 21%
- 2022-2023: 27%

## Reports by Departments

Students not associated with a department made the most reports this year (27%). A higher number of reports in a department does not necessarily indicate an unhealthy study environment but can reveal a desire to prevent harassment and sexual violence. The number of reports from a department can also be partly explained by its size.

### Student Community Breakdown:

- Undergraduate: 46%
- Graduate: 41%

- Doctoral: 13%

#### Department Breakdown:

- Construction Engineering: 23%
- Systems Engineering: 17%
- Electrical Engineering: 9%

- Software and IT Engineering: 17%
- Mechanical Engineering: 7%
- Non-Departmental: 27%

#### Breakdown of Actions:

- Coaching: 120
- Counselor/Director Intervention: 39
- Referral: 29
- Abandonment: 16
- Awareness-Facilitation: 14
- Other-Information: 13
- Management Intervention: 11

- Accompaniment: 7
- Complaint: 6
- Problem Resolution: 4
- Accommodation: 2
- Risk Factor Notice: 2
- Safety Measure: 2

#### AWARENESS ACTIVITIES

##### Campaign "Together for Sexual and Gender Diversity"

The Bureau for the Respect of Persons (BRP) held a campaign titled "Together for Sexual and Gender Diversity" from March 20 to 31, 2023. This campaign aimed to foster a better understanding of the issues faced by the 2SLGBTQIA+ community members and encourage the university community to be proactive allies.

This exhibition, loaned by Fondation Émergence, which fights against homophobia and transphobia through various education programs, featured portraits of LGBTQ+ professionals, showcasing that LGBTQ+ individuals are present in all workplaces, are competent, and deserve to be heard and respected.

##### Interactive Booths at Pavillons A and D (approximately 400 participants)

The BRP hosted booths in Pavilions A and D during four lunchtimes, where participants could engage in a quiz to learn more about sexual and gender diversity issues. This activity was very popular, similar to the previous campaign on sexism. During one lunchtime booth session, the BRP also invited organizations (Interline, the LGBT+ Family Coalition) and other ÉTS services to join the event.

##### Lecture by Béatrice Robichaud "The Journey of a Trans Entrepreneur in High Technology" (80 participants)

In a 45-minute lecture, Béatrice Robichaud discussed her journey as a trans woman in high technology. She is the co-founder of Panthera Dental, a Quebec-based SME specializing in the manufacturing of medical prostheses.

##### ProAllié Training "Including LGBTQ+ People in the Workplace and Studies" (40 participants)

This 45-minute training presented by Fondation Émergence aimed to:

- Familiarize participants with the vocabulary related to sexual and gender diversity.

##### Exhibition "Métro, placard, dodo"

- Improve understanding of LGBTQ+ realities.
- Learn how to be better allies.
- Implement good inclusion practices in the workplace and studies.

## TRAINING ACTIVITIES

### "Together to Prevent and Combat Sexual Violence"

This video capsule is divided into four modules and covers:

- Definition and scope of sexual violence.
- Notion of consent.
- Active bystander intervention.
- Disclosure, reporting, and available resources.

The training lasts approximately 35 minutes.

### "Together to Counter the Trivialization of Sexual Violence"

This video capsule addresses the trivialization of sexual violence in the university setting through testimonials inspired by real situations and additional

## CUSTOM WORKSHOPS

The BRP develops training sessions tailored to the needs and reality of specific groups. It prepares customized content to meet the expectations and concerns raised.

### Training "Respect, It Benefits Everyone"

- Development of a customized training for the organizers of the Quebec Engineering Competition.
- Customized training for the organizers of a student activity: Benelux.
- Customized trainings (2) for the organizers and another for the volunteers of the "Saveurs de génie" event.
- Customized training for athletes and coaches of sports teams.

### Documentary Screening "Je vous salue salope" (20 participants)

This documentary was screened as part of the action days against violence towards women. Directed by Léa Clermont-Dion and Guylaine

information. The training lasts approximately 18 minutes.

### "Together to Reflect on Gendered Social Norms and Sexual Violence"

This complementary training specifically addresses reflecting on gendered social norms through a video. The capsule lasts approximately 15 minutes.

### "Together, Let's Build a Culture of Respect and Consent"

This capsule features the active intervention of witnesses to sexual violence and also discusses helpful attitudes to adopt during a disclosure. The training lasts approximately 20 minutes.

- Specific customized training for sports team coaches.

### Capsule for the PRE011 Course Introduction to Occupational Health and Safety

### With Respect!

- Annual information and awareness capsule.
- Services offered to university community members by the BRP.
- Examples of reports.
- Examples of interventions.

Trainings (3) "Intervening in Delicate Situations"

- Customized training for security agents.

Training "Handling Incidents During Internships"

- Customized training for coordinators of the cooperative education service.

Group Coaching - Equipping Against Disrespect

- Customized training for the research dean's department.

Course DGA1031 – Research Issues

- Presentation of the BRP.
- Services offered to university community members by the BRP.
- Examples of reports.
- Examples of interventions.

## RECOMMENDATIONS

### Implementation of 2021-2022 Recommendations

#### 1. Increasing BRP Visibility

The increase in BRP reports demonstrates the success of activities to raise awareness about the BRP, such as the "Together for Sexual and Gender Diversity" campaign, orientation presentations, and sessions for new faculty.

#### 2. Raising Awareness of BRP's Role in EDI and Discrimination

The BRP collaborates with the ÉDI advisor at ÉTS to raise awareness about the importance of working and studying in an equitable, diverse, and inclusive environment. Initiatives include the "Together for Sexual and Gender Diversity" campaign, inclusive measures like universal toilets, and efforts to draft a discrimination policy.

#### 3. Establishing a BRP Database

M-Files will be the new BRP database, ensuring a secure environment for BRP operations. Implementation began in October 2023.

#### 4. Securing a Special Budget for Awareness and Training Activities

This year, the BRP obtained a special budget for implementing M-Files.

#### 5. Launching an Inter-University-College Survey

A survey was launched to gauge interest in a day of reflection on best practices, with strong interest shown from various universities. A follow-up survey will further explore relevant topics.

## *Institut National de la Recherche Scientifique (INRS)*

### Annual Report 2019-2020

#### Bloc 1 : Comité permanent

Quels sont les groupes représentés au sein du comité permanent de votre établissement?

Communauté étudiante :	1
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Personnel dirigeant :	1
Personnel enseignant :	1
Ressources spécialisées :	1
Autres groupes représentant les membres du personnel :	0
Sièges réservés pour les personnes victimes :	0
Sièges réservés pour les groupes les plus vulnérables :	0

## Bloc 2 : Révision de la politique

Est-ce que la politique de votre établissement a été mise à jour entre le 1er septembre 2021 et le 31 août 2022?	Non
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## Bloc 3 : Visibilité et accessibilité de la politique

En date du 31 août 2022, quels sont les moyens mis en place pour assurer la visibilité et l'accessibilité de la politique dans votre établissement?	<p>Une formation obligatoire;</p> <p>Affiches dans chaque centre et distribution aux diverses associations étudiantes;</p> <p>Distribution de crayons promotionnels;</p> <p>Bonification de la section VACS sur le site web de l'INRS. Cette page a été traduite en anglais au bénéfice de notre communauté anglophone.</p> <p>Lors de l'embauche du personnel, la politique fait partie des outils à consulter à leur arrivée, tout comme la formation de base obligatoire.</p> <p>Pour les étudiants, elle est présentée lors de leur inscription et un rappel est effectué dans la communication d'accueil.</p>
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## Bloc 5 : Mesures de prévention et de sensibilisation et formations mises en œuvre

Avez-vous mis en place des mesures de prévention et de sensibilisation dans le cadre de la mise en œuvre de la politique institutionnelle de votre établissement entre le 1er septembre 2019 et le 31 août 2020?	Oui
Avez-vous mis en place des activités de formation dans le cadre de la politique institutionnelle de votre établissement entre le 1er septembre 2019 et le 31 août 2020?	Oui
Parmi l'ensemble des étudiantes et étudiants visés par une activité de formation obligatoire entre le 1er septembre 2019 et le 31 août 2020, à combien estimez-vous la proportion d'entre eux à l'avoir complétée?	75 à 100%
Parmi l'ensemble des dirigeants, des membres du personnel, des représentants de leurs associations et syndicats respectifs et des représentants des associations étudiantes, à combien estimez-vous la proportion d'entre eux à avoir complété une activité de formation obligatoire entre le 1er septembre 2019 et le 31 août 2020?	75 à 100%

## Mesure

Type	Activité de sensibilisation
Format	Autre
Durée	0
Principales populations visées	Toute la communauté de notre établissement d'enseignement
Personnes rejointes	1 à 10 personnes
Évaluation	Non

## Mesure

Type	Activité de sensibilisation
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Format	Affiches
Principales populations visées	Toute la communauté de notre établissement d'enseignement
Personnes rejointes	Plus de 1000 personnes
Évaluation	Non

## Mesure

Type	Activité de formation
Format	Formation en ligne
Durée	1 heure
Principales populations visées	Toute la communauté de notre établissement d'enseignement
Personnes rejointes	Plus de 1000 personnes
Évaluation	Oui

## Mesure

Type	Activité de sensibilisation
Format	Dépliants ou autre matériel de sensibilisation
Principales populations visées	Toute la communauté de notre établissement d'enseignement
Personnes rejointes	Plus de 1000 personnes
Évaluation	Non

## Bloc 6 : Mesures de sécurité mises en place

Avez-vous mis en place des mesures de sécurité dans le cadre de la politique institutionnelle de votre établissement entre le 1er septembre 2019 et le 31 août 2020?	non
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## Bloc 7 : Plaintes et signalements reçus

Nombre de signalements en matière de violences à caractère sexuel reçus :	1
Nombre de plaintes en matière de violences à caractère sexuel reçues :	2
Nombre de plaintes en matière de violences à caractère sexuel traitées :	1
Délai de traitement moyen d'une plainte (jours) :	71.0
Délai minimal (jours) :	14.0
Délai maximal (jours) :	128.0
Nombre de dossiers pour lesquels le délai de traitement a excédé 90 jours :	1
Nombre de plaintes non recevables en vertu de la politique institutionnelle de votre établissement :	1
Nombre de plaintes recevables en vertu de la politique institutionnelle de votre établissement :	1
Nombre de plaintes jugées non fondées :	0
Nombre de plaintes jugées fondées :	1
Nombre de plaintes ayant mené à une sanction :	Moins de 5
Veuillez cocher la nature des sanctions qui ont été appliquées à la suite des plaintes. Veuillez compléter la liste en précisant les autres actions absentes.	Congédiement

## Annual Report 2020-2021

### Bloc 1 : Comité permanent

Quels sont les groupes représentés au sein du comité permanent de votre établissement?

Communauté étudiante :	3
Personnel dirigeant :	1
Personnel enseignant :	4
Ressources spécialisées :	2
Autres groupes représentant les membres du personnel :	0
Sièges réservés pour les personnes victimes :	0
Sièges réservés pour les groupes les plus vulnérables :	0

### Bloc 2 : Révision de la politique

Est-ce que la politique de votre établissement a été mise à jour entre le 1er septembre 2021 et le 31 août 2022?	Oui
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### Bloc 3 : Visibilité et accessibilité de la politique

En date du 31 août 2022, quels sont les moyens mis en place pour assurer la visibilité et l'accessibilité de la politique dans votre établissement?	Diffusion sur le site web, Diffusion sur les réseaux sociaux, Diffusion sur l'intranet, les portails, Diffusion par courriel, Mention durant des activités organisées par l'établissement d'enseignement ou un de ses membres, Mention durant les activités de sensibilisation et les formations obligatoires
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### Bloc 5 : Mesures de prévention et de sensibilisation et formations mises en œuvre

Avez-vous mis en place des mesures de prévention et de sensibilisation dans le cadre de la mise en œuvre de la politique institutionnelle de votre établissement entre le 1er septembre 2019 et le 31 août 2020?	Oui
Avez-vous mis en place des activités de formation dans le cadre de la politique institutionnelle de votre établissement entre le 1er septembre 2019 et le 31 août 2020?	Oui
Parmi l'ensemble des étudiantes et étudiants visés par une activité de formation obligatoire entre le 1er septembre 2019 et le 31 août 2020, à combien estimez-vous la proportion d'entre eux à l'avoir complétée?	75 à 100%
Parmi l'ensemble des dirigeants, des membres du personnel, des représentants de leurs associations et syndicats respectifs et des représentants des associations étudiantes, à combien estimez-vous la proportion d'entre eux à avoir complété une activité de formation obligatoire entre le 1er septembre 2019 et le 31 août 2020?	75 à 100%

### Mesure

Type	Activité de sensibilisation
Format	Conférences
Durée	1 heure 3 activités conférences différentes
Principales populations visées	Toute la communauté de notre établissement d'enseignement



Personnes rejointes	100 à 500 personnes
Évaluation	Non

## Mesure

Type	Activité de formation
Format	Formation en ligne
Durée	30 minutes
Principales populations visées	Communauté étudiante de 2e cycle universitaire, Communauté étudiante de 3e cycle universitaire, Représentants et représentantes des associations étudiantes, Représentants et représentantes des syndicats, Organismes et organisatrices des activités d'accueil, Personnel enseignant, Personnel non-enseignant, Cadres ou personnel dirigeant
Personnes rejointes	Plus de 1000 personnes
Évaluation	Non

## Bloc 6 : Mesures de sécurité mises en place

Avez-vous mis en place des mesures de sécurité dans le cadre de la politique institutionnelle de votre établissement entre le 1er septembre 2019 et le 31 août 2020?	non
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## Bloc 7 : Plaintes et signalements reçus

Nombre de signalements en matière de violences à caractère sexuel reçus :	0
Nombre de plaintes en matière de violences à caractère sexuel reçues :	0
Nombre de plaintes en matière de violences à caractère sexuel traitées :	0

## 2021-2022

### Bloc 1 : Comité permanent

Quels sont les groupes représentés au sein du comité permanent de votre établissement?

Communauté étudiante :	4
Personnel dirigeant :	1
Personnel enseignant :	4
Ressources spécialisées :	2
Autres groupes représentant les membres du personnel :	0
Sièges réservés pour les personnes victimes :	0
Sièges réservés pour les groupes les plus vulnérables :	0

### Bloc 2 : Révision de la politique

Est-ce que la politique de votre établissement a été mise à jour entre le 1er septembre 2021 et le 31 août 2022?	Oui
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Veuillez indiquer la date de l'adoption de cette nouvelle version :	2022-04-20
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### Bloc 3 : Visibilité et accessibilité de la politique

En date du 31 août 2022, quels sont les moyens mis en place pour assurer la visibilité et l'accessibilité de la politique dans votre établissement?	Diffusion sur le site web, Diffusion sur l'intranet, les portails, Diffusion par courriel, Mention durant les activités de sensibilisation et les formations obligatoires
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### Bloc 5 : Mesures de prévention et de sensibilisation et formations mises en œuvre

Avez-vous mis en place des mesures de prévention et de sensibilisation dans le cadre de la mise en œuvre de la politique institutionnelle de votre établissement entre le 1er septembre 2021 et le 31 août 2022?	Oui
Avez-vous mis en place des activités de formation dans le cadre de la politique institutionnelle de votre établissement entre le 1er septembre 2021 et le 31 août 2022? \	Oui
Parmi l'ensemble de la population étudiante visée par une activité de formation obligatoire entre le 1er septembre 2021 et le 31 août 2022, à combien estimez-vous la proportion d'entre elle à l'avoir complétée?	50 à 75%
Parmi l'ensemble des dirigeants, des membres du personnel, des représentants de leurs associations et syndicats respectifs et des représentants des associations étudiantes, à combien estimez-vous la proportion d'entre eux à avoir complété une activité de formation obligatoire entre le 1er septembre 2021 et le 31 août 2022?	50 à 75%
Type	Activité de sensibilisation
Format	Conférences
Durée	2 heures
Principales populations visées	Toute la communauté de notre établissement d'enseignement
Personnes rejointes	50 à 100 personnes
Évaluation	Non

### Bloc 6 : Mesures de sécurité mises en place

Avez-vous des mesures de sécurité mises en place dans le cadre de la politique institutionnelle de votre établissement?	Oui
Est-ce que certaines de ces mesures de sécurité dans le cadre de la politique institutionnelle de votre établissement ont été mises en place entre le 1er septembre 2021 et le 31 août 2022?	Non

### Bloc 7 : Plaintes et signalements reçus

Nombre de signalements en matière de violences à caractère sexuel reçus :	0
Nombre de signalements en matière de violences à caractère sexuel en cours de traitement :	0
Nombre de signalements en matière de violences à caractère sexuel traités :	0
Nombre de plaintes en matière de violences à caractère sexuel reçues :	1
Nombre de plaintes en matière de violences à caractère sexuel en cours de traitement :	0
Nombre de plaintes en matière de violences à caractère sexuel traitées :	1
Délai de traitement moyen d'une plainte (jours) :	30.0
Délai minimal (jours) :	30.0
Délai maximal (jours) :	30.0
Nombre de dossiers pour lesquels le délai de traitement a excédé 90 jours :	0
Nombre de plaintes non recevables en vertu de la politique institutionnelle de votre établissement :	0
Nombre de plaintes recevables en vertu de la politique institutionnelle de votre établissement :	1
Nombre de plaintes jugées non fondées :	1
Nombre de plaintes jugées fondées :	0
Nombre de plaintes ayant mené à une sanction :	0
Veuillez cocher la nature des sanctions qui ont été appliquées à la suite des plaintes. Veuillez compléter la liste en précisant les autres actions absentes.	Aucune sanction appliquée

## *Annual Report 2022-2023*

### Bloc 1 : Comité permanent

Quels sont les groupes représentés au sein du comité permanent de votre établissement?

Communauté étudiante :	4
Personnel dirigeant :	1
Personnel enseignant :	4
Ressources spécialisées :	3
Autres groupes représentant les membres du personnel :	0
Sièges réservés pour les personnes victimes :	0
Sièges réservés pour les groupes les plus vulnérables :	0

### Bloc 2 : Révision de la politique

Est-ce que la politique de votre établissement a été mise à jour entre le 1 <sup>er</sup> septembre 2022 et le 31 août 2023 ?	Non
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### Bloc 3 : Visibilité et accessibilité de la politique

En date du 31 août 2023, quels sont les moyens mis en place pour assurer la visibilité et l'accessibilité de la politique dans votre établissement?	Diffusion sur le site web, Diffusion sur l'intranet, les portails, Diffusion par courriel, Mention durant des activités organisées par l'établissement d'enseignement ou un de ses membres, Mention durant les activités de sensibilisation et les formations obligatoires, Affiches, dépliants ou autres outils de communication
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## Bloc 5 : Mesures de prévention et de sensibilisation et formations mises en œuvre

Avez-vous mis en place des mesures de prévention et de sensibilisation dans le cadre de la mise en œuvre de la politique institutionnelle de votre établissement entre le 1 septembre 2022 et le 31 août 2023?	Oui
Avez-vous mis en place des activités de formation dans le cadre de la politique institutionnelle de votre établissement entre le 1 septembre 2022 et le 31 août 2023?	Oui
Parmi l'ensemble de la population étudiante visée par une activité de formation obligatoire entre le 1er septembre 2022 et le 31 août 2023, à combien estimez-vous la proportion d'entre elle à l'avoir complétée?	50 à 75%
Parmi l'ensemble des dirigeants, des membres du personnel, des représentants de leurs associations et syndicats respectifs et des représentants des associations étudiantes, à combien estimez-vous la proportion d'entre eux à avoir complété une activité de formation obligatoire entre le 1 septembre 2022 et le 31 août 2023 ?	75 à 100%

### Mesure

Type	Activité de formation
Format	Formation en ligne
Durée	1 heure
Principales populations visées	Toute la communauté de notre établissement d'enseignement
Personnes rejointes	50 à 100 personnes
Évaluation	Non

### Mesure

Type	Activité de sensibilisation
Format	Formation en ligne
Durée	30 minutes
Principales populations visées	Toute la communauté de notre établissement d'enseignement
Personnes rejointes	100 à 500 personnes
Évaluation	Non

### Mesure

Type	Activité de sensibilisation
Format	Conférences
Durée	1 heures
Principales populations visées	Représentants et représentantes des associations étudiantes, Représentants et représentantes des syndicats, Organismes et organisatrices des activités d'accueil, Autre
Personnes rejointes	10 à 50 personnes
Évaluation	Non

## Bloc 6 : Mesures de sécurité mises en place

Avez-vous des mesures de sécurité mises en place dans le cadre de la politique institutionnelle de votre établissement?	Oui
Est-ce que certaines de ces mesures de sécurité dans le cadre de la politique institutionnelle de votre établissement ont été mises en place entre le 1 septembre 2022 et le 31 août 2023 ?	Non

## Bloc 7 : Plaintes et signalements reçus

Nombre de signalements en matière de violences à caractère sexuel reçus :	1
Nombre de signalements en matière de violences à caractère sexuel en cours de traitement :	0
Nombre de signalements en matière de violences à caractère sexuel traités :	1
Nombre de signalements ayant mené à des actions ou des interventions :	1
Veillez cocher la nature des actions ou des interventions appliquées à la suite des signalements reçus.	autres
Nombre de plaintes en matière de violences à caractère sexuel reçues :	0
Nombre de plaintes en matière de violences à caractère sexuel en cours de traitement :	0
Nombre de plaintes en matière de violences à caractère sexuel traitées :	0
Nombre de plaintes ayant mené à une sanction :	0