



UNIVERSITY OF  
TORONTO

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# 2022 Review of the *Policy on Sexual Violence and Sexual Harassment*

Final Report

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## I. Letter from the Co-Chairs

Dear President Gertler, Provost Regehr, and Vice-President Hannah-Moffat,

We were honoured to be asked to co-chair the Review of the [\*Policy on Sexual Violence and Sexual Harassment\*](#). It has been a privilege to serve in this work. We have been grateful for the opportunity to engage deeply in this project, to collaborate on ideas, and to meaningfully engage with our campus communities.

In our conversations and consultations, we heard a great deal of appreciation for the work that is both historical and ongoing in this area. We are grateful to the policy architects, scholars, student leaders, and staff who have done, and continue to do, the important work of caring for our campus communities when it comes to sexual harassment and sexual violence.

We also heard frustration and calls for the University to do better. We heard passion for, and community investment in, fostering a culture of consent, accountability, and respect so that we can continue to work, learn, and live in better, more caring and respectful ways.

The University of Toronto's Mission Statement is clear:

The University of Toronto is dedicated to fostering an academic community in which the learning and scholarship of every member may flourish, with vigilant protection for individual human rights, and a resolute commitment to the principles of equal opportunity, equity and justice.

Our call to action aligns with the U of T Mission Statement. We have an institutional obligation to respond to and address incidents and complaints of sexual violence and sexual harassment, and to ensure affected members of our community receive the necessary supports, in order that they too may flourish.

We want to express our deep thanks to the staff who helped to support the execution of this Review. Thank you to Archana Sridhar and Angela Treglia for their exceptional guidance as Project Co-Leads. We are grateful to the team of Andrea Kwan, Caroline Cardarople, Lesa Holmes, and Carmen Kehman for the many ways that they supported our work throughout this process. Thank you to Alexis Archbold for the environmental scans across the post-secondary sector on several areas of inquiry. Huge thanks to Cherylyn Scobie Edwards and Natasha Prashad, and to Ben Poynton and Reshma Dhrodia, for co-facilitating the open sessions for Black, Indigenous, and Racialized Communities, and for Persons with Lived Experience of Disability, respectively. Thanks to Clare Eno, David Carinci, and Franco Guido for their technical assistance managing the virtual open consultation sessions. Thank you to Drew Lesiuczok for the designs that were used for this project.

Thank you most especially to survivors, who were prioritized in our mandate, and who participated via all the consultation mechanisms, and who trusted us to hear them, to reflect their concerns, and integrate their ideas into our recommendations. We deeply appreciate your feedback and your willingness and commitment to bring about the necessary changes to the *Policy* at the University of Toronto. We are immensely grateful to all the students, staff, faculty, and librarians who took the time to make their views known. We hope that you will hear your voices in our recommendations.

Sincerely,



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Dean, Lawrence S. Bloomberg Faculty of Nursing



**Allison Burgess,**  
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## II. Preamble

The University's [Policy on Sexual Violence and Sexual Harassment](#) (the "Policy") came [into effect](#) on January 1, 2017, and applies to all students, staff, faculty, and librarians.<sup>1</sup> The *Policy* outlines the University's response to incidents of sexual violence involving members of the University community, and the supports provided for those who have experienced sexual violence. The *Policy* is an important component of the University's commitment that all members of the University community should have the ability to study, work, and live in a campus environment free from sexual violence, including sexual harassment.

In September 2021, the Ontario government released a Provincial Announcement and updated regulations (Ontario Regulation 131/16 made under the Ministry of Training, Colleges and Universities Act) with new requirements for sexual violence policies at publicly assisted colleges and universities to confirm that:

- A complainant acting in good faith who discloses or reports sexual violence will not be subject to actions for violations of the institution's policies related to drug and alcohol use at the time the sexual violence took place; and
- During the institution's investigative process, students who share their experience of sexual violence through disclosing, accessing support, and/or reporting to the university or college, will not be asked irrelevant questions from the institution's staff or investigators, such as those relating to past sexual history or sexual expression.

These two government requirements were aligned with already established practices at U of T. They were enshrined in the *Policy* in December 2021 in sections 19 and 68. Although the government requirements focused on students, the changes to the *Policy* apply to all U of T community members.

Section VIII of the *Policy* provides for the University to "conduct a review of this *Policy* every three years that will include consultation with Members of the University Community including students, staff and faculty," and to amend the *Policy* as appropriate. A similar requirement is outlined in [Bill 132](#). This is the second review of the *Policy*; it was last reviewed in 2019.

In alignment with this requirement, the University commenced the review process in 2021 so that any changes to the *Policy* would be made in 2022. In October 2021, Linda Johnston, Dean of the Lawrence S. Bloomberg Faculty of Nursing, and Allison Burgess, Director of the Sexual and Gender Diversity Office, were appointed as Co-Chairs for the review's consultation phase.

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1. Before 2017, the University of Toronto operated with the *Policy and Procedures: Sexual Harassment* (1997).

## Mandate

The mandate for the Co-Chairs was to conduct the periodic review and seek feedback on the [Policy on Sexual Violence and Sexual Harassment](#), the [Student's Guide to the Policy on Sexual Violence & Sexual Harassment](#) and the supports and services available to the U of T community, including the [Sexual Violence Prevention & Support Centre](#).

In his [Statement on Recent Concerns Regarding Sexual Violence](#) on October 19, 2021 (Appendix B), President Meric Gertler requested that the Review expand its mandate to address four additional questions:

- What are best practices to address the barriers to reporting and to provide support for survivors?
- How do we appropriately account for power dynamics that are inherent in institutions of higher learning?
- What information can be shared with participants engaged in, and at the conclusion of, a sexual violence process while taking into account confidentiality, privacy obligations and a fair and effective process?
- Should the university sector develop a process for sharing information between institutions about findings of sexual violence misconduct by faculty members? If yes, then how?

## Consultation Process

The review of the *Policy* was announced on October 7, 2021. Immediately following, the website for the 2021-22 Review of the [Policy on Sexual Violence and Sexual Harassment](#) was launched, inviting all members of the U of T community to provide feedback. The online form was open for submissions between October 7, 2021 and March 7, 2022. The form was revised on November 15, 2021 to include the additional questions from the President. The questions on the online feedback form are available in Appendix C. Simultaneously, the Co-Chairs were charged with conducting extensive consultations with members of the University community between November 2021 and March 2022 to gather data and feedback on the *Policy*.

In October, an extensive list of key stakeholders was developed. The project team also established a communications strategy to publicize the open consultations on the three campuses. The consultation phase of the Review was officially launched on November 17, 2021. To reach as many students, staff, faculty, and librarians as possible, the Co-Chairs hosted open consultations for all U of T community members as well as closed feedback sessions with relevant stakeholders. The Co-Chairs were supported by project team members who attended the consultation sessions to help consolidate data and take notes.

Overall, the Co-Chairs facilitated a total of 54 sessions, including 42 closed feedback sessions (see Appendix D) with relevant individuals and groups from the three campuses. Student leaders from tri-campus student societies and representatives of student groups, such as The PEARS Project and WomenatthecentrE were specifically consulted for their feedback. The Co-Chairs also consulted with staff from the Sexual Violence Prevention & Support Centre; the Office of Safety & High Risk; the Offices of the Vice-Provost, Students and Vice-Provost, Faculty & Academic Life; Deans of Students; the Community Safety Office; the Office of Workplace Investigations; Indigenous U of T leadership; tri-campus Campus Safety; equity offices; legal counsel; and other administrators for their perspectives. A total of nearly 700 people participated in the open and closed consultation sessions.

The original plan was to conduct hybrid consultations, with some in-person and some online. As the pandemic's Omicron wave grew in December, the decision was made to conduct virtual consultations only, in line with public health recommendations.

Forty-four responses were received via the online form. Formal submissions were received from the University of Toronto Students' Union (UTSU), University of Toronto Graduate Students' Union (UTGSU), the PEARS Project, the UTM Sexual Violence & Harassment Prevention Committee, and the University of Toronto Mississauga Students' Union (UTMSU). The consultation period ended on March 7, 2022.

The Co-Chairs facilitated twelve open consultation sessions. A dedicated session for students, another for faculty, and another for staff and librarians, were offered on each campus (3 open sessions per campus). The open consultation sessions were publicized via the Review website, the Bulletin Brief, the Provost's Weekly Digest, the University's social media channels, and various student and employee listservs and e-newsletters. Print and digital ads were also placed in *The Varsity* student newspaper and were included in several University event calendars.

Specific open sessions were hosted for (i) Black, Indigenous, and Racialized Communities, (ii) 2SLGBTQ+ communities, and (iii) Persons with Lived Experience of Disability. The session for Black, Indigenous, and Racialized Communities was co-facilitated by Cherilyn Scobie Edwards, Director, Equity, Diversity and Inclusion Office at UTSC, and Natasha Prashad, Program Coordinator, Anti-Racism & Cultural Diversity Office. The session for Persons with Lived Experience of Disability was co-facilitated by Ben Poynton, Accessibility for Ontarians with Disabilities Act (AODA) Officer and Reshma Dhrodia, On Location Team Lead, Accessibility Services (St. George campus). The Co-Chairs were present at both sessions to listen to feedback, and they led the consultation for 2SLGBTQ+ communities. These sessions created a shared space for discussions and encouraged a more in-depth conversation about specific experiences of navigating the *Policy* and accessing supports related to sexual violence and sexual harassment. Understanding the intersection of race, ethnicity, sexual and gender diversity, and disabilities with sexual violence and sexual harassment is key to dismantling barriers to reporting. During the consultations, equity-seeking groups were able to share experiences unique to them with the Co-Chairs.

During all 12 of the 90-minute open sessions, participants:

- Learned about the background of and process for the Review;
- Shared their thoughts on the existing *Policy* and opportunities for improvement; and
- Listened to, and engaged with, feedback from other participants.

Participants were invited to actively participate in the sessions in four ways:

1. Respond to interactive questions asked by the Review Co-Chairs via Mentimeter, an interactive online engagement tool (questions included in Appendix E);
2. Submit questions to a moderated Q&A;
3. Share questions and feedback directly via microphone or on camera; and
4. Engage with session content via the chat function.

They were also invited to contribute further via the online form.

The Co-Chairs were conscious that the consultation process could be difficult for some participants. A dedicated counsellor from Homewood Health was available throughout the staff and faculty sessions, and a counsellor from keep.meSAFE was available for the student sessions.

## **Environmental Scan and Readings**

In order to ensure a current understanding of the context of sexual violence and sexual harassment policy within higher education and elsewhere, the Co-Chairs gathered information on relevant topics. These included policies and practices from several comparator institutions, news and periodical items, internal documentation and process maps, provincial and state legislative documents, and legal and theoretical discussions of sexual violence and sexual harassment and their consequences.



### III. Introduction

All members of the University community should have the ability to study, work, and live in a campus environment free from sexual violence, including sexual harassment. I pledge that the University of Toronto will do everything in its power to enhance our policies, and improve our systems and practices; to create an environment where survivors feel empowered to share their experiences and seek support; to build awareness; and to foster a culture of consent, accountability, and respect. That is the commitment I am making today.

— *University of Toronto President, Meric Gertler*  
*President's Statement on Recent Concerns Regarding Sexual Violence*  
October 19, 2021

Sexual violence and sexual harassment on university campuses is not new, nor is it an issue that the University of Toronto is alone in confronting. There is, however, a rising public awareness of it, due in part to the ongoing high-profile sexual assault cases involving public figures that have emerged as part of the #MeToo movement.<sup>2</sup>

While sexual harassment policies already exist in the post-secondary sector, universities around the world are reckoning with new challenges about how to prevent, combat, and address sexual violence in their communities – between and among students, staff, faculty, and librarians. To do so entails a questioning, and in some cases, an unravelling, of a culture that, at its peril, has failed to attend to its inherent power dynamics and the needs of its somewhat transient populations of students, post-doctoral fellows, and junior faculty.

We want to make clear, however, that while there is work to be done, the University has much to be proud of in the establishment of the Sexual Violence Prevention & Support Centre (“the Centre”) and the trauma-informed supports that are offered there. We recognize the vitally important and challenging work the Centre staff carry out every day on behalf of survivors.

Since this review began, there have been several cases of sexual misconduct within the higher education sector that have been in the public eye. These have occurred across the spectrum – among and between students, faculty, senior leadership, and staff at institutions around the world. The cases have been both disturbing and illustrative of how sexual violence and sexual harassment persist in university and college settings. We also acknowledge that even as public stories emerge, there are many, many other incidents that are not shared, disclosed, or reported.

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2. The #MeToo movement is a social movement to empower people who have been sexually harassed or assaulted to publicize their experiences in order to find strength in numbers, usually on social media. The #MeToo movement was started by Tarana Burke in 2006 and has gained broader traction in more recent years.

As Co-Chairs of this review of the [Policy on Sexual Violence and Sexual Harassment](#) at the University of Toronto, we followed the public cases with concern and with an eye to building an institutional climate that fosters the “culture of consent, accountability, and respect” that President Gertler invoked in his statement. Our commitment is to bring forward the feedback we heard from the U of T community in our consultations in order to effect ongoing change. We urge the University to move steadily forward in implementing the recommendations we are putting forth in this Report.

We acknowledge the contributions of many academic administrators – Deans, Chairs, and others – and the staff and student groups across our campuses who carry out vital activities to address issues of sexual violence and sexual harassment at our institution. We also recognize the great work of previous policy architects, reviewers, and other contributors who have made important interventions in our ever-changing campus culture. The recommendations that we make in this report are not meant to castigate, but rather to help the University to better meet the needs of the community at large, to evolve in its response to sexual violence and sexual harassment on its campuses, and to support University leadership, the Centre, its staff, and the other offices involved in addressing incidents of sexual violence and sexual harassment.

A note about terminology used in this report: we use the term “survivor” to refer to any person who has experienced sexual violence or sexual harassment, though we recognize that terminology is very personal and some people may prefer different words. The term “complainant” is used to refer exclusively to those who have made a report to the University under the [Policy on Sexual Violence and Sexual Harassment](#) and who have engaged the University’s formal reporting processes.

## IV. Findings and Recommendations

### Findings

Over the course of our consultations, we heard a wide variety of thoughts – opinions, feedback, experiences, scholarship – on changes needed to the *Policy*, process, and related supports. As in any large-scale consultation, participants expressed a wide variety of views, and we invited the multiplicity of opinions into the discussions. In accounting for divergences, we have considered our overarching mandate – how can the University best foster a culture of consent, accountability, and respect that is necessary for change – and what is feasible given various important principles and constraints, such as survivor agency, due process, and privacy.

### Consultation Themes

In listening to participants from across the University's stakeholder groups, we identified five predominant themes that emerged from our discussions. These were:

1. **Improving processes;**
2. **Strengthening education and training;**
3. **Optimizing and resourcing the Sexual Violence Prevention & Support Centre;**
4. **Sharing information; and**
5. **Adjusting policies and guidelines that intersect with the *Policy*.**

These themes converge with each other in sometimes complex ways, and untangling them will take ongoing commitment, time, and resources. Our belief is that in addressing these thematic concerns, the University will lay a stronger foundation upon which a culture of consent, accountability, and respect may flourish.

### 1. Improving processes

We did hear specific recommendations relating to the language of the *Policy* (see Appendix F for a full list of line-by-line *Policy* change suggestions). Overall, however, many of the concerns that we heard about both the *Policy* and the Sexual Violence Prevention & Support Centre appeared to derive not from the *Policy* itself, or the services provided by the Centre, but rather from the processes associated with them. In our consultation sessions, it became clear that there were many myths and misunderstandings circulating within our communities that undermined trust in the Centre and the University. Recognizing that the current *Policy* is relatively recent, having taken effect in 2017, we believe that work must be done to identify and clarify points of confusion around University processes related to sexual violence and sexual harassment.

In seeking to understand the processes that relate to a report of sexual violence or sexual harassment, we engaged relevant offices at the University to map a process chart detailing the

main components. This process chart is included in Appendix G. This chart demonstrates that the pathways facing complainants (and respondents) are far from clear or straightforward. While some of this complexity may be necessary for procedural fairness, we would strongly advise the University to establish clearer pathways where possible and develop more user-friendly resources. The current lack of clarity regarding these processes contributes to confusion, frustration, and misunderstanding, and ultimately constitutes a barrier to reporting.

Many consultation participants expressed anger and exasperation about how long it takes for sexual violence and sexual harassment cases to be resolved. Recognizing that a trauma-informed approach requires providing time for participation on the part of complainants, delays can also be related to the respondent's participation or University resources. Notwithstanding this, it is apparent that the process can take a very long time. Currently, there are no guidelines to govern how quickly the University must act to initiate, proceed with, or resolve the steps in the reporting process that are under its control (e.g., the time within which an investigation or hearing must be initiated, or the interval at which a complainant or respondent must receive an update once a report has been made). We believe that the institution should make every effort to move as expeditiously as possible through its own processes. As a community, we have all just experienced two years of pandemic life – a period of time that felt interminable and challenged our mental and physical health in myriad ways. Unfortunately, it is not uncommon for sexual violence and sexual harassment complaint processes to take as long and longer. Sexual violence and sexual harassment cases are undeniably complex and challenging; where possible, we believe the University should do what it can to limit delays within its own internal processes.

We also heard a call for exploration and expansion of non-adjudicative resolution options that could be exercised in appropriate circumstances. Some consultation participants expressed a desire to know more about these options, particularly insofar as they may be more expeditious and have the possibility of meeting non-punitive or reparative needs of survivors. The *Policy* makes reference to this possibility in paragraph 78. The [Student's Guide to the Policy on Sexual Violence & Sexual Harassment](#) further elaborates on how this might be enacted; however, this elaboration is needed for all members of the U of T community.

## **2. Strengthening education and training**

Across all consultations, we heard consistent and broad support for more education and training on sexual violence and sexual harassment at the University. Even though the Sexual Violence Prevention & Support Centre offers workshops and trainings on sexual violence prevention and support, many participants in our consultations were unaware of this. In our staff and librarian sessions and faculty sessions, participants expressed a desire for more training on how to receive disclosures and how to support survivors once a disclosure has been made. A majority of participants commented that they believed that sexual violence and sexual harassment prevention competency training should be mandatory for all members of the University community. Others contended that mass mandatory training is ineffective. Despite disagreement on how education should be administered, there was broad consensus that more education on

sexual violence prevention and support is necessary.

Additionally, some participants noted that students involved in sexual violence and sexual harassment cases (either as complainants or respondents) may be undereducated in sexual relationships and establishing healthy boundaries, communication, and consent practices within relationships. Many members of our community may not have had access to this type of education previously. Sexual health and healthy relationship training as a prevention strategy could help to address some of these concerns.

### **3. Optimizing and resourcing the Sexual Violence Prevention & Support Centre**

As we noted in our Introduction, there was great appreciation for the work of the Centre and its staff, and unanimous acknowledgement of the importance of its services to the University community. At the same time, some participants noted a few areas of concern, namely having difficulty directly reaching someone at the Centre, the Centre's limited hours of operation, and the mistrust some students have in the Centre due to a perception that it works to protect the University, and not survivors. We know that some of the concerns outlined have been addressed already by the Centre, and others will require ongoing resourcing and engagement to resolve.

### **4. Sharing information**

While the President specifically asked us to look at ways of sharing information across institutions, we repeatedly heard calls for more transparency from the University within our own community and for participants in sexual violence and sexual harassment reporting processes.

People in the consultations definitively called upon U of T to be more transparent in the information that is shared with parties to an investigation and others. They want more information about process, about decisions, and about actions taken as the result of an investigation. Stakeholders want to see more access to information for complainants, mainly that complainants should be made aware of the outcomes of University's decisions and what action has been taken or decided upon. Additionally, there should be more clarity about what information can be shared with witnesses and the broader community from the outset of the process. There is a perception that the University is trying to hide information, which contributes to an overall distrust of the process. This could be mitigated by clear and consistent messaging and practice on the sharing of information, as well as principles that might constrain information-sharing, such as privacy, procedural fairness, and protection of a complainant from retaliation.

Survivors shared with us that a lack of communication to complainants and others (e.g., witnesses) about the outcome of a reporting process contributes to ongoing fear and a sense of being harmed. As one participant put it to us, "If you experienced sexual violence and harassment but didn't know that it was going to stop, would you feel safe?" Thus the effect of not communicating outcomes can contribute to the perpetuation of harm.

The consultation process also revealed that the University is perceived to be slow in responding to media reports of sexual violence or sexual harassment. This appears to promulgate a belief that the University is trying to sidestep accountability through a lack of transparency with respect to sexual violence and sexual harassment on its campuses. Outside of this review, we understand that the University is reviewing its media relations protocols to consider this issue.

## **5. Adjusting policies and guidelines that intersect with the *Policy on Sexual Violence and Sexual Harassment***

While the focus of this review is specifically on the [\*Policy on Sexual Violence and Sexual Harassment\*](#), there are other policies and guidelines with which the *Policy* intersects. In order to address some of the concerns we heard in our consultations, these policies and guidelines should be adjusted to align with both the spirit and the letter of the [\*Policy on Sexual Violence and Sexual Harassment\*](#).

Specifically, we found that the *Policy* connects, and at times overlaps with, the following:

- *Policy on Conflict of Interest* and the *Provostial Guideline on Conflict of Interest and Close Personal Relations*
- *Code of Student Conduct*
- *Policy on Appropriate Use of Information and Communication Technology*

Additionally, the consultations brought to light jurisdictional challenges that should be clarified in relation to affiliated hospitals when it comes to medical residents, fellows, learners in clinical training settings, and clinical faculty (see Appendix F for specific line item recommendations).

## Recommendations

We have categorized our recommendations according to the questions posed by President Meric Gertler in his [Statement on Recent Concerns Regarding Sexual Violence](#) (October 19, 2021).

**Mandate 1: Consider what changes are needed to the [Policy on Sexual Violence and Harassment](#) to address any gaps and determine how the University can continue to foster a culture of consent, accountability, and respect that is necessary for real change.**

As part of this mandate, we were also asked to provide feedback on the [Policy on Sexual Violence and Sexual Harassment](#), the [Student's Guide to the Policy on Sexual Violence and Sexual Harassment](#), and the supports and services available to the U of T community, including the Sexual Violence Prevention & Support Centre.

We heard that while the *Policy* reduces the number of times a complainant tells their story, it is not true that they only tell their story once. While the following recommendation may appear to increase the number of times a complainant tells their story, it may, in fact, reduce the number of times that they do.

**R1. Separate the report intake process from the support mechanisms of the Sexual Violence Prevention & Support Centre to better focus the Centre's resources on survivors/complainants, and utilize new Case Manager roles to assist parties in navigating the reporting process.**

As we noted in the Themes section above, there is broad agreement that the services the Centre provides are critical to the well-being of the University of Toronto community. While the Centre's intake of reports was not the subject of an explicit critique, we heard that there is a fundamental conflict in the Centre staff's dual role as a support for survivors and the initiator of the reporting process for complainants.

Trauma-informed support requires an unambiguous belief in survivors and a primary commitment to avoid retraumatization. By contrast, taking a report of sexual violence or sexual harassment from a complainant for the purposes of determining the feasibility of an investigation requires a different type of interaction and engagement.

In reviewing where other Canadian post-secondary institutions locate the report intake function in sexual violence and sexual harassment cases, we found only four in which reports are made in the same office that provides sexual violence support (Simon Fraser University, York, Wilfrid Laurier, and U of T). In other institutions, reports are made through a different office, frequently human resources, equity, or campus safety and security.

We recommend that U of T address this issue of role conflict by creating at least two new case manager positions outside of the current Centre staffing model. The primary responsibilities of these case managers would be to do report intake under the *Policy*; monitor the progress of

sexual violence and sexual harassment cases through the report, investigation and conclusion phases; and provide regular updates to complainants and respondents. The case manager would be the point person on the complaint for both the complainant and respondent, as well as any other offices whose work intersects with or contributes to the process. Case managers should be trauma-informed and would ideally have backgrounds in social work, nursing, or clinical psychology.

This recommendation should not be understood as a de-skilling of the Centre or a shedding of Centre responsibilities. The entry point to the process for the complainant should remain with the Centre, which can advise on both the disclosure and reporting processes. This recommendation would focus the work of the Centre and its coordinators on providing consistent, survivor-focused support and education (see recommendations 4 and 5). In this new model, Centre staff would be better positioned to provide a complainant with ongoing supports before, during, and after a report intake and throughout the institutional process. Centre staff could also more clearly carry out their responsibilities to those who wish to disclose without reporting, and in providing education and training for the entire U of T community.

#### **ACTION ITEMS:**

- A)** Decide which office should be accountable for report intake in sexual violence and sexual harassment cases.
- B)** Create at least two new case manager positions to ensure ongoing communication for complainants and respondents and to increase accountability, transparency, and timeliness (including report intake, updates to all parties at regular intervals on process, and monitoring timelines). At least one of these positions should be focused on students and at least one should be focused on staff, faculty, and librarians.

#### **R2. Increase institutional accountability through robust annual institutional reporting at a senior level on sexual violence and sexual harassment.**

As we noted in the Themes section, there is a sense in the community that the University lacks accountability for sexual violence and sexual harassment on its campuses. To combat this perception, and to signal the seriousness with which sexual violence and sexual harassment are viewed at the institution, we recommend that the University enhance its annual reporting of aggregate data on sexual violence and sexual harassment beyond the requirements of Bill 132.

Such enhanced reporting would respond to concerns that the University is not transparent about the scope and scale of sexual violence and sexual harassment on its campuses. The data that is reported could provide an important basis for evidence-informed decision-making and data-driven planning.

Our environmental scan of other Canadian post-secondary institutions revealed that there is a spectrum in terms of the scope of data collection and reporting. U of T currently reports on



three metrics: the total number of sexual violence reports in the academic year; the number of individuals seeking supports from the Sexual Violence Prevention & Support Centre; and the number of training/education sessions provided. In addition, each Campus Safety Office reports annually on the number of sexual assaults and indecent acts that are reported to them. Among our Canadian counterparts that we reviewed, the lowest number of metrics reported on was one, and the highest was 13, with more than half of institutions reporting on five or more metrics.

#### **ACTION ITEMS:**

- A)** Revise annual reporting to include comprehensive statistics on:
- i. Numbers of reports and disclosures
  - ii. Types of incidents (including alignment with Campus Safety, Community Safety Office, and other annual reports)
  - iii. For reports, categories of complainants and respondents (student/staff/faculty/librarians/other)
  - iv. For reports, the associated timeframes (e.g., length of investigations, time to completion/resolution)
  - v. Summary of trainings and education delivered across the three campuses; and
  - vi. For reports, decisions and sanctions applied, in the aggregate (i.e., not associated with individual reports)
- B)** Determine which high-level office will include this information in its reporting.

#### **R3. Revise the [Student's Guide to the Policy on Sexual Violence & Sexual Harassment](#) and create an additional companion guide for faculty, librarians, and staff.**

We recognize that the purpose of the [Student's Guide to the Policy on Sexual Violence & Sexual Harassment](#) ("the *Student's Guide*") is to provide students with information regarding the processes that operate alongside the *Policy*, and the *Policy's* interaction with other University regulations, such as the *Code of Student Conduct*. However, as it stands now, the *Student's Guide* is perceived to be as complex as the *Policy* itself, if not more so.

In our consultations, we heard that the *Student's Guide* is not well-known or understood and that those who are aware of it find it overwhelming and impenetrable. The point was made that a person in crisis, or who is struggling following a difficult experience, may not be able to find the information they need in a lengthy, legalistic document. Simplified information with clear flow charts is needed to help an individual find the support they need and understand their options.

We recommend that the *Student's Guide* be reworked and rewritten in plain language, using easy-to-understand flow charts and call-out boxes where possible. Ideally, brief information

sheets and an interactive website could be created to clearly explain each step of the process – what happens, what options are available, what and where supports can be found, and what can be expected.

In our consultations, we also heard feedback from faculty, librarians, and staff that they would like a similar companion guide to the *Policy*. We recommend undertaking this project to ensure that all of our community members have access to clear, accessible information on the process of making a sexual violence report.

#### **ACTION ITEMS:**

- A)** Revise or create guides to be user-friendly, including easy-to-follow directions that are relevant to the audience and clearly outline the *Policy*, associated processes, offices responsible, supports available, and expected timelines.
- B)** Create one-page information sheets, interactive webpages, and simplified flowcharts to make the information easier to understand at key points in the disclosure and reporting process.
- C)** Ensure that user guides are well-publicized and easy to find on the Centre website.

#### **R4. Increase resources, incentives, and accountability for ongoing community-wide training on the prevention of sexual violence and sexual harassment.**

As we noted in the Themes section, we heard overwhelming support, and demand for, community-wide sexual violence and sexual harassment training across the University. The challenge for the University and the Centre is how to disseminate training opportunities and incentivize ongoing sexual violence and sexual harassment training, recognizing the particular needs of different constituencies of students, staff, faculty, and librarians.

While mandatory training was suggested many times in our consultations, we realize that there are challenges to implementing mandatory training that is efficient, effective, engaging, and relevant at the scale of the University of Toronto.

Nonetheless, we encourage the University to find ways to embed and enhance core competency training on sexual violence and sexual harassment in areas where mandatory training is feasible and/or already exists. For staff, faculty, and librarians, it could be included in environmental health and safety (EHS) training, TA training, staff onboarding, teaching and learning workshops, new dean and chair orientation materials and meetings, or places where sexual violence training can reasonably be embedded or enhanced in existing processes. For students, it might be offered in residence orientations, student leader onboarding, and perhaps in course syllabi.

We advise the University to create an environment where sexual violence and sexual harassment training is much more widely available. Such training should be easy for any stakeholder to find and register for, offered on a regular basis, and could be delivered online or in-person, in

synchronous and asynchronous formats. Those in leadership positions, such as deans, chairs, and student leaders, should be encouraged to promote training and where applicable, incorporate metrics on training uptake in their own annual reporting.

This training should be delivered and/or organized by the Sexual Violence Prevention & Support Centre and would need to be adequately funded, as the increase in scale would require additional training staff to craft and deliver programming.

#### **ACTION ITEMS:**

- A)** Consider ways to integrate and/or enhance ongoing sexual violence and sexual harassment training, such as including it in mandatory Environmental Health & Safety (EHS) training, student orientation events, residences, teaching and learning workshops, new dean and chair orientation materials and meetings, etc.
- B)** Include education, training, programming uptake and delivery in the annual institutional report.
- C)** Delegate and incentivize training accountability to senior managers, deans, chairs, and other leaders who would be responsible for implementing sexual violence and sexual harassment training for their unit on an annual basis (at minimum).

#### **R5. Establish a student-focused education program on healthy boundaries, communication, and consent practices within relationships.**

We were tasked by the President to determine how the University can continue to foster a culture of consent, accountability, and respect that is necessary for real change. A key part of this culture work must be in early education and acclimatization. Our community is diverse, with students, staff, faculty, and librarians who come from a wide variety of backgrounds and lived experiences. Preventing sexual violence and sexual harassment relies, in some part, on ensuring that we have a common understanding of what constitutes healthy boundaries, communication, and consent practices within relationships, how to participate in them, and how to identify and engage with potentially unhealthy or inappropriate behaviour in ways that centre safety, care, support, and respect. We propose that the University establish a tri-campus student-focused education program on healthy relationships that has as its goal the early prevention and identification of attitudes and behaviours that can contribute to acts of sexual violence.

Such a program should be aligned with the core sexual violence and sexual harassment education training delivered by the Centre and could be connected to work being done by student societies and other student-facing offices doing work in this area. This would not be a program that engages in victim-blaming and would never imply that a survivor's experience happened because they were in an unhealthy relationship. Rather, the program should be open and accessible to undergraduate and graduate students. It should centre an intersectional lens, be 2SLGBTQ+ and culturally-inclusive, and include non-traditional relationships. A peer-led model might be suitable to encourage participation and to model behaviour.

## **ACTION ITEMS:**

- A) Develop a program to be delivered through the appropriate student-facing offices on healthy relationships that addresses healthy boundaries, behaviours, and relationships.

### **R6. Raise awareness of the Centre's range of services across the University and its role as a support for survivors.**

We heard in virtually every consultation with each stakeholder group that awareness of the Centre and its services was lacking. This problem is not unique to the Centre – many administrative or student service offices at U of T face the challenge of communicating information about their services to the institution's very large and diverse population. However, we heard widespread agreement that this is a service that needs broader awareness. Nobody should be a member of the U of T community and not know about the Centre and its services.

U of T Communications and the Centre should work together to develop resource materials for easy distribution to campus and divisional communications offices to amplify messaging from the Centre. Information about the Centre should also be widely distributed on University-wide platforms and channels, such as Quercus, student and staff handbooks and welcome materials, mental health resources, social media, etc.

To assist with clarity, any simplified materials developed for student and employee companion guides to the *Policy* should be replicated on the Centre website in both accessible webpage and downloadable PDF forms.

## **ACTION ITEMS:**

- A) Create a marketing and communications strategy to reach students, staff, faculty, and librarians in order to publicize Centre services (involving U of T Communications; tri-campus Student Life and Student Affairs offices; People Strategy, Equity & Culture; Faculty & Academic Life; Sexual Violence Prevention & Support Centre; etc.).
- B) Develop a more user-friendly Centre website and other materials to clearly guide complainants and respondents through the process of sexual violence and sexual harassment disclosure and reporting.
- C) Embed information about the Centre into University-wide resource materials (e.g., course syllabi, Quercus, online course tools, student and employee handbooks, mental health resources, etc.).

### **R7. Formalize supports for respondents within existing infrastructure.**

While much of the discussion in consultations concerned support for survivors and eliminating barriers to reporting, we also heard that there was a lack of knowledge of what resources were available for respondents. We heard that some student respondents felt unsure about how to

proceed when a complaint was made against them, and uncertain about how to move forward after a process was complete. Some of these respondents are also survivors. In building a community of care that embraces growth and learning, we must also consider how to support respondents with services that acknowledge and address the issues that arise for them once a report has been made, no matter the ultimate findings of an investigation. If we are serious about improving our campus culture as it relates to sexual violence and sexual harassment, and about breaking the cycle of violence, we must find a way to better support respondents.

To be clear, we are not advocating for the creation of a new office, nor are we recommending that the Centre be the resource for respondents. We know that supports for respondents are currently available within the existing infrastructure at various offices across the University but they are not officially designated as such. Such respondent supports might include mental health services, training and education, and academic or other accommodations, but would not include legal services or representation. We recommend that the University formalize existing supports for respondents by officially locating these supports with particular offices or individuals. This information should be readily available and distributed to respondents at the time of notification of a report against them.

#### **ACTION ITEMS:**

- A)** Determine which student offices will be designated as support for student respondents.
- B)** Formalize staff/faculty/librarian support mechanisms within the existing Employee and Family Assistance Plan.
- C)** At the time of notification of a report, ensure that respondents are made aware of the supports that are available to them. This should be enshrined in the *Policy*.

#### **Mandate 2: Identify best practices to address barriers to reporting and to provide support for survivors.**

Many of the recommendations we made under Mandate 1 overlap with the best practices and strategies for addressing barriers to reporting and providing support for survivors. The recommendations we make in this section are in response, more explicitly, to statements we heard during our consultations on why community members do not report instances of sexual violence and how the University can better support survivors of sexual violence and sexual harassment.

#### **R8. Increase the institution's provision of sexual violence and sexual harassment supports.**

In our consultation sessions, we heard a desire for more counselling resources for survivors. The University currently provides short-term mental health counselling services for students, and the University's staff and faculty benefit plans also allocate an annual amount for counselling services. However, survivors of sexual violence and sexual harassment often require longer-term counselling than is available through these avenues.

We recognize that counselling can be expensive, both for individuals seeking to obtain it and for the University in providing it. However, we believe there is a need to increase the support provided by the University across the three campuses. There are different ways to accomplish this that leverage our location in a metropolitan centre with significant expertise and community resources devoted to supporting survivors of sexual violence. We note the partnership model that was adopted by the University with CAMH to help address complex student mental health needs, and we encourage the University to explore similar models to meet the needs of survivors in culturally-informed ways.

#### **ACTION ITEMS:**

- A)** Explore models to provide sexual violence and sexual harassment counselling within the Sexual Violence Prevention & Support Centre, linking with U of T health and wellness resources, and in partnership with community-based organizations for longer-term, culturally-specific, and/or after-hours counselling and support services.

#### **R9. Expand and enhance the non-adjudicative resolution process and incorporate into accompanying communication materials.**

Appropriately addressing incidents of sexual violence and sexual harassment in our community is critical to maintaining the health, well-being, and safety of students, staff, faculty, and librarians. At the same time, observing the principles of due process and procedural fairness is an important part of our institutional commitments. The proceedings set out in the *Policy* and in the *Code of Student Conduct* adhere to these important principles but, as we heard in our consultations, these tools are not always flexible enough to respond appropriately to the complex factors at play in cases of sexual violence and sexual harassment at the University.

In section 7(e), paragraph 78, the *Policy* allows for the use of non-adjudicative resolution (NAR) processes, provided they are agreed upon by both the complainant and the respondent. This option bears further exploration insofar as it may be an opportunity to move certain sexual violence cases through the process more quickly, and in line with the wishes of the parties.

Indeed, the option of alternative resolution processes for sexual violence and sexual harassment cases appears to be fairly common in the Canadian higher education sphere. While they differ in the detail provided, several Canadian universities explicitly refer to alternative resolution processes in their sexual violence and sexual harassment policies and guidelines. We stress that these NAR processes should be viewed as a part of the formal resolution landscape and not be used as a means for the institution to avoid taking appropriate actions when warranted. Rather, we recognize that many participants desire a quicker remedy than is possible in the investigation-based process outlined in the *Policy*, and that in some situations, a remedy based in a restorative or reparative approach may be more appropriate than a punitive approach. In addition to improving timeliness of resolutions, NARs could offer an expanded range of remedies, and simpler and/or more flexible pathways to resolution.

### **Mandate 3: Consider how to appropriately account for power dynamics that are inherent in institutions of higher learning.**

In posing this question, President Gertler identified an enduring challenge for universities: the issue of relationships between faculty and students; between faculty at different levels of seniority; between faculty and staff; and other relationships that may arise in a hierarchy-based environment.

As we mentioned in our Introduction, the past few years have seen many high-profile cases of abuses of power resulting in sexual predation and harassment in universities. These cases weighed heavily on our communities of students, staff, faculty, and librarians – and our discussions reflected a great deal of concern on this complicated issue.

#### **R10. Explicitly address the issue of power dynamics and retaliation in the *Policy* and other related policies and guidelines.**

In our consultations, we heard a clear call for stronger frameworks to govern and address power differentials and the misuse or abuse of power. The *Policy* should more strongly embed language that addresses this, particularly in its Statement of Commitment.

Participants in our consultation sessions noted that the [\*Policy on Conflict of Interest – Academic Staff\*](#), which addresses personal relationships, and the [\*Provostial Guideline on Conflict of Interest and Close Personal Relations\*](#) are not well known. Many had never heard of these documents and were unaware of their content. These should be broadly disseminated to faculty, perhaps at the time of onboarding, with regular reminders.

In our open consultations, we asked very specifically, “Do you think the University should ban faculty-student sexual relationships?” We asked the question, we had a discussion, and, on the recommendation of a participant in an early consultation session, asked the question again.

In the intervening discussion, we explored the complexity of various kinds of relationships and examined how complicated the enforcement of such a ban might be. Individuals can occupy multiple roles at the University over time and there are situations in which relationships between people with a power differential might not be problematic (for example, a graduate student in one discipline at one campus in a relationship with a faculty member from a different campus and discipline). Consultation participants also articulated concern that instituting a ban might make it more difficult for complainants who are not in a position of power to come forward for support. Further, it might closet some relationships more deeply.

We know that some members of our community strongly support a ban. We did not hear consistent support across various stakeholder groups, including students. Despite hesitation to codify a ban, however, we did hear widespread agreement that “faculty should not sleep with their students.”

We recommend that the University undertake to review the *Policy on Conflict of Interest – Academic Staff* and the related *Guideline* to ensure alignment with the [Policy on Sexual Violence and Sexual Harassment](#). Such a review might also consider how to explicitly address the misuse/abuse of power in intimate personal relationships and clearly iterate the expectation that faculty should not have sexual relationships with, flirt, solicit, date, etc., their own students – defined as students in their department/s and/or division – or students around whom they have a sphere of influence.

The University could consider adopting a best practices guideline or framework to accompany the *Policy* and *Guideline*, to be reviewed and accepted by all parties entering into a faculty/student supervisory relationship. This would help to socialize expectations regarding appropriate dynamics and behaviours, including how each party might seek support should the relationship not uphold these principles.

In addition to the issue of faculty-student relationships, we also heard concerns about retaliation or reprisal. Specifically, we heard about fears that certain people, particularly those in power, can use their power to escape the consequences of their behaviours. This narrative is also dominant in public cases featured in the media. The fear of retaliation is real and justified, and the University cannot fully prevent it, especially when many faculty hold powerful roles both within and outside of the University that can impact students' academic and career prospects. However, the language of paragraph 51, that “threats of, or acts of retaliation, will be treated as Incidents of Sexual Violence” could be amplified and communicated more broadly to deter such behaviour.

#### **ACTION ITEMS:**

- A)** Add stronger language about the misuse and abuse of power to the *Policy's* Statement of Commitment.
- B)** Undertake a review of the *Policy on Conflict of Interest* and the *Provostial Guideline on Conflict of Interest and Close Personal Relations* to:
  - i. ensure they are up-to-date and aligned with contemporary frameworks of misuse and abuse of power, and
  - ii. are more broadly socialized with the relevant stakeholders
- C)** Develop a best practices guideline or framework to govern faculty/student supervisory relationships (for example, [Universities Australia Principles for Respectful Supervisory Relationships](#)).
- D)** Adjust the language in the [Policy on Sexual Violence and Sexual Harassment](#) (for example, better alignment of paragraphs 21 & 51) and amplify the University's condemnation and prohibition of retaliation and reprisal through University communications.



**Mandate 4: Explore what information can be shared with participants engaged in, and at the conclusion of, a sexual violence or sexual harassment process while taking into account confidentiality, privacy obligations, and a fair and effective process.**

In sexual violence or sexual harassment proceedings, as in other undertakings at the University that involve personal information, it is critical to respect the confidentiality of the information shared and the privacy of individuals involved. It is also important to recognize the importance of communication and transparency in fostering trust in the process and meeting the mental health needs of participants. In delving into this question, we heard frustration from complainants about not knowing what to expect in a reporting and investigative process, or how their complaint was proceeding in that process. In our consultations and review of the *Policy* and its processes, it was apparent to us that the process is more opaque than it needs to be for participants, and that more openness can be achieved without compromising confidentiality or privacy.

**R11. Increase transparency and timeliness for complainants and other participants.**

We heard clearly that there is a desire for more transparency in the processes related to the *Policy*. We were told of instances where complainants were not made aware of the outcome of their report or even that the process had concluded. This denies the participants closure, which can contribute to the perpetuation of trauma for all involved. Whenever possible, the University should ensure that participants are notified of the conclusion of the process and its outcome.

[The Occupational Health & Safety Act \(OHSA\)](#) requires that that an employer disclose to the complainant any corrective taken:

- S. 32.0.7 (1) To protect a worker from workplace harassment, an employer shall ensure that,  
(...)
- (b) the worker who has allegedly experienced workplace harassment and the alleged harasser, if he or she is a worker of the employer, are informed in writing of the results of the investigation and of any corrective action that has been taken or that will be taken as a result of the investigation; (...)

The University should consider the applicability of these principles to the broader University community, not just matters involving employees.

The University should also ensure that participants get updates on the progress of the case at regular intervals and make every effort to share appropriate information with participants throughout the process. As we noted in Recommendation 1, one of the duties of the case manager position would be to provide these kinds of updates to participants.

We heard concern that some complainants had been asked to sign non-disclosure agreements (NDAs) as part of the process. We found this alarming and inquired into the issue further. However, our inquiries did not reveal any official policy or investigation protocol that would explain an NDA. It is not the University's practice or policy to ask complainants to sign NDAs.

Complainants are advised to respect confidentiality as the process unfolds in order to follow best practice guidelines for the integrity of the investigation. Complainants are also told that they can speak with people in their personal support network, so long as it does not impede the investigation.<sup>3</sup> We recommend that the University be extremely clear that it does not ask or require complainants to sign NDAs at any stage of its response to reports of sexual violence or sexual harassment.

We further recommend that the University explore mechanisms for improving the timeliness of the process and mitigating institutional delays with an eye to being flexible for humans, but rigid for University processes. This might take the form of including timelines in the *Policy* or elsewhere that stipulate a maximum time for a process step to be completed. Examples of this might be prescribing a limit on the allowable time for an investigation to be started following a report assessment (with exceptions or accommodations for delay due to the complainant's wishes), or the time allowable for a decision-maker to make a decision or refer to a next step. Such limitations would offer more weight to the University's commitment in section 3, paragraph 23 of the *Policy* to "respond to Disclosures and/or Reports of Sexual Violence fairly and expeditiously," and section 7 (a), paragraph 48, which states that the "intention of the *Policy* is for the Reporting process and each of its steps to be completed as expeditiously as possible." As Co-Chairs of this Review, we are refraining from suggesting specific Action Items related to the policy timelines. Complainants need time to consider reporting and to engage with or disengage from the process. The implementation of the annual institutional reporting might provide the much-needed data-driven evidence that future reviewers could use to make informed decisions about policy-related timelines, should they be identified as an ongoing concern. Other recommendations we are making in this Report, such as introducing case manager positions and expanding non-adjudicative resolution options, will also serve to bring more efficiencies to the reporting process.

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3. In response to the question "**Can a student speak about their experience with others during an investigation?**" the *Student's Guide* states:

Yes, students can speak with others about their experience during a University process, and it is also important to keep in mind that confidentiality during an investigation process is important in order to protect the integrity and fairness of the investigation. Sometimes, it is not clear who may be interviewed as part of an investigation, so individuals involved in the investigation are encouraged to speak only to those in their personal support network. An investigator will further outline the confidentiality expectations at the start of an investigation for all individuals (including Complainants, Respondents, and witnesses) involved in the process. Confidentiality during the investigation process is considered best practice for the integrity of the investigation.

## ACTION ITEMS:

- A) Adjust the *Policy* to formalize information sharing where possible.
  - i. When possible, complainants should be made aware of the outcomes of investigations and what corrective actions have been taken. At minimum, complainants should be notified when a process has concluded.
  - ii. Other participants (e.g., respondents, witnesses) should also be notified when a process has concluded.
- B) The University should consider the applicability of the OHSa principles noted above to the University community that would require the sharing of investigation results and of corrective action that has or will follow.

### **Mandate 5: Consider whether the university sector should develop a process for sharing information between institutions about findings of sexual misconduct by faculty members.**

As one of only two Canadian members of the Association of American Universities (AAU), the University of Toronto has the potential to play a national leadership role in implementing the [AAU's Principles on Preventing Sexual Harassment in Academia](#). We heard strong support for these principles at U of T, and particularly for the sharing of information that would curtail the practice of “passing the harasser” among universities.

As members of the AAU, the University of Toronto has signed on to the principles as of their adoption in October 2021; what remains ahead is their implementation.

#### **R12. Establish guidelines and processes that allow information on sexual violence and sexual harassment to be shared with other institutions to discourage “passing the harasser.”**

During our consultations, we heard a great deal of concern about the relatively unfettered movement in academia of faculty perpetrators of sexual violence and sexual harassment. Participants expressed outrage and anger about hiring processes that can allow known harassers to take up positions – perhaps even receiving promotions – within the post-secondary sector.

We undertook research into “anti-pass the harasser” policies at other universities in Canada and the United States. We found that to date, the Canadian context appears to focus mainly on limiting the use of NDAs in sexual violence and harassment settlements rather than on specific policies to deter “passing a harasser.” The Prince Edward Island legislature, for example, has passed a law that prohibits the use of NDAs in cases of harassment and discrimination so that such information can be shared as part of a reference-checking process.

In the U.S., there are a few universities that have policies to combat “passing the harasser.” Some universities require that incoming and outgoing faculty references include information about sexual misconduct and require applicants to sign a document attesting to the fact

that they have never been found to have committed sexual violence, that there is no ongoing investigation against them, and that they have not left another institution during an investigation.

We believe that, as a matter of protection of students, staff, faculty, and librarians, the University should do all it can to prevent “passing the harasser” within academia. We recommend that the University adopt processes, such as the ones mentioned above, that help to avert the hiring of faculty who have been found to have engaged in sexual harassment or misconduct. As a top Canadian university, U of T has both an opportunity and an obligation to lead the university sector in addressing the problem of sexual misconduct within academia, and it is well positioned to make an important contribution to creating a culture of care and accountability institutionally, and across the university sector.

#### **ACTION ITEMS:**

- A)** Implement the AAU recommendation that “when considering whether to hire a faculty member, contact prior employers to determine whether the faculty member has been found to have engaged in sexual harassment or misconduct while at that institution.”<sup>4</sup>
- B)** Implement the AAU recommendation to adopt “policies making consent to release information a pre-requisite to employment.”<sup>5</sup>
- C)** Work with other AAU institutions, and Universities Canada and/or the U15, to develop sector-wide processes for the Canadian post-secondary sector.

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4. AAU Advisory Board on Sexual Harassment in Academia Hiring and Disclosures Subgroup; Promising Practices in Hiring Disclosure Policies.

5. AAU Advisory Board on Sexual Harassment in Academia Hiring and Disclosures Subgroup; Promising Practices in Hiring Disclosure Policies.

## V. Conclusion

This report has been shaped primarily by the generosity of perspectives, experience, and knowledge of the hundreds of people we spoke with in our consultations. The recommendations outlined in this report are offered with the sincere hope that the University can enhance the support it offers survivors of sexual violence and sexual harassment, and further, implement more robust prevention and process frameworks. We tried very hard to create the space and conditions for people in our community to provide their feedback. We hope that the U of T community felt heard in this process.

The issues of sexual violence and sexual harassment are challenging, painful, and complex. They touch many individuals and offices across our campuses, and have understandably been the site of intense activism, despair, and anger. We believe that implementing these recommendations will contribute to building a community of care on our campuses – and in higher education more generally – that is accountable, communicative, collaborative, and genuine in its commitment to ensure that sexual violence and sexual harassment have no place here.

# Appendices

## Final Report of the 2022 Review of the *Policy on Sexual Violence and Sexual Harassment*

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## Appendix A – Summary of Mandates, Recommendations, and Action Items

**Mandate 1: Consider what changes are needed to the [Policy on Sexual Violence and Harassment](#) to address any gaps and determine how the University can continue to foster a culture of consent, accountability, and respect that is necessary for real change.**

**R1. Separate the report intake process from the support mechanisms of the Sexual Violence Prevention & Support Centre to better focus on survivors/complainants, and utilize new Case Manager roles to assist parties in navigating the reporting process.**

### **ACTION ITEMS:**

- A)** Decide which office should be accountable for report intake in sexual violence cases.
- B)** Create at least two new case manager positions to ensure ongoing communication for complainants and respondents and to increase accountability, transparency, and timeliness (including report intake, updates to all parties at regular intervals on process, and monitoring timelines). At least one of these positions should be focused on students and at least one should be focused on staff, faculty, and librarians.

**R2. Increase institutional accountability through robust annual institutional reporting at a senior level on sexual violence and sexual harassment.**

### **ACTION ITEMS:**

- A)** Revise annual reporting to include comprehensive statistics on:
  - i.** Numbers of reports and disclosures
  - ii.** Types of incidents (including alignment with Campus Safety, Community Safety Office, and other annual reports)
  - iii.** For reports, categories of complainants and respondents (student/staff/faculty/librarians/other)
  - iv.** For reports, the associated timeframes (e.g., length of investigations, time to completion/resolution)
  - v.** Summary of trainings and education delivered across the three campuses; and
  - vi.** For reports, decisions and sanctions applied, in the aggregate (i.e., not associated with individual reports)
- B)** Determine which high-level office will include this information in its reporting

**R3. Revise the *Student's Guide to the Policy on Sexual Violence & Sexual Harassment* and create an additional companion guide for faculty, librarians, and staff.**

**ACTION ITEMS:**

- A)** Revise or create guides to be user-friendly, including easy-to-follow directions that are relevant to the audience and clearly outline the *Policy*, associated processes, offices responsible, supports available, and expected timelines.
- B)** Create one-page information sheets, interactive webpages, and simplified flowcharts to make the information easier to understand at key points in the disclosure and reporting process.
- C)** Ensure that user guides are well-publicized and easy to find on the Centre website.

**R4. Increase resources, incentives, and accountability for ongoing community-wide training on the prevention of sexual violence and sexual harassment.**

**ACTION ITEMS:**

- A)** Consider ways to integrate and/or enhance ongoing sexual violence training, such as including it in mandatory Environmental Health & Safety (EHS) training, student orientation events, residences, teaching and learning workshops, new dean and chair orientation materials and meetings, etc.
- B)** Include education, training, programming uptake and delivery in the annual institutional report.
- C)** Delegate and incentivize training accountability to senior managers, deans, chairs, and other leaders who would be responsible for implementing sexual violence training for their unit on an annual basis (at minimum).

**R5. Establish a student-focused education program on healthy boundaries, communication, and consent practices within relationships.**

**ACTION ITEMS:**

- A)** Develop a program to be delivered through the appropriate student-facing offices on healthy relationships that addresses healthy boundaries, behaviours, and relationships.



**R6. Raise awareness of the Centre's range of services across the University and its role as a support for survivors.**

**ACTION ITEMS:**

- A)** Create a marketing and communications strategy to reach students, staff, faculty, and librarians in order to publicize Centre services (involving U of T Communications; tri-campus Student Life and Student Affairs offices; People Strategy, Equity & Culture; Faculty & Academic Life; Sexual Violence Prevention & Support Centre; etc.).
- B)** Develop a more user-friendly Centre website and other materials to clearly guide complainants and respondents through the process of sexual violence and sexual harassment disclosure and reporting.
- C)** Embed information about the Centre into University-wide resource materials (e.g., course syllabi, Quercus, online course tools, student and employee handbooks, mental health resources, etc.).

**R7. Formalize supports for respondents within existing infrastructure.**

**ACTION ITEMS:**

- A)** Determine which student offices will be designated as support for student respondents.
- B)** Formalize staff/faculty/librarian support mechanisms within the existing Employee and Family Assistance Plan.
- C)** At the time of notification of a report, ensure that respondents are made aware of the supports that are available to them. This should be enshrined in the *Policy*.

**Mandate 2: Identify best practices to address barriers to reporting and to provide support for survivors.**

**R8. Increase the institution's provision of sexual violence and sexual harassment supports.**

**ACTION ITEMS:**

- A)** Explore models to provide sexual violence and sexual harassment counselling within the Sexual Violence Prevention & Support Centre, linking with U of T health and wellness resources, and in partnership with community-based organizations for longer-term, culturally-specific, and/or after-hours counselling and support services.

**R9. Expand and enhance the non-adjudicative resolution process and incorporate into accompanying communication materials.**

**Mandate 3: Consider how to appropriately account for power dynamics that are inherent in institutions of higher learning.**

**R10. Explicitly address the issue of power dynamics and retaliation in the *Policy* and other related policies and guidelines.**

**ACTION ITEMS:**

- A)** Add stronger language about the misuse and abuse of power to the *Policy's* Statement of Commitment.
- B)** Undertake a review of the *Policy on Conflict of Interest* and the *Provostial Guideline on Conflict of Interest and Close Personal Relations* to:
  - i. ensure they are up-to-date and aligned with contemporary frameworks of misuse and abuse of power, and
  - ii. are more broadly socialized with the relevant stakeholders
- C)** Develop a best practices guideline or framework to govern faculty/student supervisory relationships (for example, [Universities Australia Principles for Respectful Supervisory Relationships](#)).
- D)** Adjust the language in the *Policy on Sexual Violence and Sexual Harassment* (for example, better alignment of paragraphs 21 & 51) and amplify the University's condemnation and prohibition of retaliation and reprisal through University communications.

**Mandate 4: Explore what information can be shared with participants engaged in, and at the conclusion of, a sexual violence or sexual harassment process while taking into account confidentiality, privacy obligations, and a fair and effective process.**

**R11. Increase transparency and timeliness for complainants and other participants.**

**ACTION ITEMS:**

- A)** Adjust the *Policy* to formalize information sharing where possible.
  - i. When possible, complainants should be made aware of the outcomes of investigations and what corrective actions have been taken. At minimum, complainants should be notified when a process has concluded.
  - ii. Other participants (e.g., respondents, witnesses) should also be notified when a process has concluded.
- B)** The University should consider the applicability of the OHSA principles noted above to the University community that would require the sharing of investigation results and of corrective action that has or will follow.

**Mandate 5: Consider whether the university sector should develop a process for sharing information between institutions about findings of sexual misconduct by faculty members.**

**R12. Establish guidelines and processes that allow information on sexual violence and sexual harassment to be shared with other institutions to discourage “passing the harasser.”**

**ACTION ITEMS:**

- A)** Implement the AAU recommendation that “when considering whether to hire a faculty member, contact prior employers to determine whether the faculty member has been found to have engaged in sexual harassment or misconduct while at that institution” (AAU Advisory Board on Sexual Harassment in Academia Hiring and Disclosures Subgroup; Promising Practices in Hiring Disclosure Policies).
- B)** Implement the AAU recommendation to adopt “policies making consent to release information a pre-requisite to employment” (AAU Advisory Board on Sexual Harassment in Academia Hiring and Disclosures Subgroup; Promising Practices in Hiring Disclosure Policies).
- C)** Work with other AAU institutions, and Universities Canada and/or the U15, to develop sector-wide processes for the Canadian post-secondary sector.

## Appendix B – President’s Statement on Recent Concerns Regarding Sexual Violence

October 19, 2021

The experiences of sexual violence as shared by current and former members of the University and reported by Al Jazeera are deeply distressing and troubling to all of us as a community. All those who have come forward have demonstrated real courage in choosing to speak about their experiences.

Let me be clear: sexual violence – indeed sexual harassment of any kind – has absolutely no place at the University of Toronto. I want you to know that, as President of the University, I am committed to working with our community to bring about the necessary change in this area.

Before saying anything else, I want to encourage any member of the U of T community who has been affected by sexual harassment or violence to seek support from the University’s [Sexual Violence Prevention and Support Centre](#). If you choose to come forward, you will be doing so in a trauma-informed space, confidentially, protected from reprisal, and your concerns will be treated with the utmost seriousness.

Since the events described in this media report, the University has developed a new [Policy on Sexual Violence and Sexual Harassment](#). It came into effect in 2017 and applies to all students, staff, faculty, and librarians. Our tri-campus Sexual Violence Prevention and Support Centre was established specifically to provide support, guidance and protection to survivors, as well as helping to support culture change through community education.

While we have worked hard to make our policies robust, we acknowledge that there is more that needs to be done – given the particular dynamics at play in higher education settings.

The University recently launched a periodic review of the [Policy on Sexual Violence and Sexual Harassment](#). Professor Linda Johnston, Dean of the Lawrence S. Bloomberg Faculty of Nursing, and Allison Burgess, Director of the Sexual and Gender Diversity Office, are co-chairing the consultation that will help inform this review. Students, staff, faculty, and librarians will have opportunities to share their views through a combination of online and in-person consultations. I have asked that they make every effort to include input from survivors, and that they ensure tri-campus and college engagement with this review.

The University of Toronto commits to building the best systems and practices to protect all members of our community from sexual violence, to support survivors, and to foster a culture of consent, accountability, and respect. Given the importance of this Policy review, I have asked that this review address four specific questions pertaining to the University’s sexual violence policies and practices:

- What are the best practices to address the barriers to reporting and to provide support for survivors?
- How do we appropriately account for power dynamics that are inherent in institutions of higher learning?
- Given the importance of communication and transparency, what information can be shared with participants engaged in, and at the conclusion of, a sexual violence process while taking into account confidentiality, privacy obligations and a fair and effective process?
- Should the university sector develop a process for sharing information between institutions about findings of sexual violence misconduct by faculty members?

I want to assure members of our community – especially survivors – that I am according this issue the highest priority. I look forward to receiving the recommendations from our Policy review on how we might address any gaps in our current Policy, and how we can continue to foster a culture of consent, accountability and respect that is necessary for real change.

All members of the University community should have the ability to study, work, and live in a campus environment free from sexual violence, including sexual harassment. I pledge that the University of Toronto will do everything in its power to enhance our policies, and improve our systems and practices; to create an environment where survivors feel empowered to share their experiences and seek support; to build awareness; and to foster a culture of consent, accountability, and respect. That is the commitment I am making today.

I welcome any member of our community to reach out with your concerns, questions, or suggestions on how we can and must do better.

The Sexual Violence Prevention and Support Centre has also made extra support available for members of our community impacted by the current news around sexual violence. For more information, see: <https://www.svpscentre.utoronto.ca/support/>

**Meric S. Gertler**  
President

*\*Originally posted on the Office of the President [website](#).*

## Appendix C – Questions Asked in Online Feedback Form

The Review of the *Policy* was announced on October 7, 2021. Immediately following, the website for 2021-22 Review of the *Policy on Sexual Violence and Sexual Harassment* was launched, inviting all members of the U of T community to provide feedback. The online form was open for submissions from October 7, 2021 to March 7, 2022. The form was revised on November 15, 2021 to include the additional questions from the President. The questions on the online feedback form were as follows:

1. What recommendations or feedback would you like to share about the University's *Policy on Sexual Violence and Sexual Harassment*?
2. What feedback or recommendations would you like to share about the supports and services available to the U of T Community, including the Sexual Violence Prevention and Support Centre?
3. Do you have any feedback on the current [\*Student's Guide to the Policy on Sexual Violence and Sexual Harassment\*](#)?
4. The President requested that the Review address some additional questions in an expanded mandate. Please provide feedback on these areas below.
  - a. BARRIERS TO REPORTING:  
Please share any best practices you are aware of to address barriers to reporting of sexual harassment and sexual violence.
  - b. SUPPORTS FOR SURVIVORS:  
Please share any best practices for supporting survivors within the university environment.
  - c. POWER DYNAMICS:  
How should U of T appropriately account for power dynamics that are inherent in institutions of higher learning?
  - d. INFORMATION SHARING:
    - i. What information can and/or should be shared with participants during or after the reporting or investigation of sexual violence considering confidentiality and privacy?
    - ii. Should the university sector develop a process for sharing information between institutions about findings of sexual misconduct by faculty members and/or other employees? If yes, how should such a system be implemented to ensure consistency with values such as fairness and confidentiality?
5. Is there anything else you would like the Reviewers to consider when making recommendations about the *Policy on Sexual Violence and Sexual Harassment* and its implementation?

## Appendix D – List of Stakeholders Consulted

### Closed consultation sessions (42)

The Co-Chairs of the Review consulted extensively with members of the University community between November 2021 and March 2022 to gather data and feedback on the *Policy*. Closed consultation sessions included targeted meetings with individuals, departments, clubs, organizations, and various student, staff, faculty, and librarian leaders. Open consultation sessions aimed to reach as many students, staff, faculty, and librarians as possible across the three campuses and were promoted through outreach to all students, staff, faculty, and librarians.

Office of the Dean, Factor-Inwentash Faculty of Social Work (October 25, 2021)
Office of Student Experience & Wellbeing, UTSC (October 27, 2021 and March 3, 2022)
Forum on Student Experience (FSE) (November 1, 2021)
Department of Philosophy, St. George (November 3, 2021)
Faculty of Music (November 15, November 22 and December 8, 2021)
St. George Student Life Leadership (November 18, 2021 and February 24, 2022)
Office of the Chief Information Security Officer (November 25, 2021)
Office of the Vice-President and Principal, UTM (November 25, 2021)
University Legal Counsel (November 26, 2021)
Trinity College, University of Toronto (November 29, 2021)
Equity, Diversity & Inclusion Directors (December 3, 2021 and February 23, 2022)
Equity, Diversity & Inclusion Office, UTSC (December 9, 2021)
Principals, Deans, Academic Directors & Chairs (PDADC) (December 9, 2021)
Office of Safety and High Risk (December 10, 2021 and January 17, 2022)
Sexual Violence Prevention & Support Centre (SVPSC) (December 15, 2021 and January 25, 2022)
Centre for International Experience (December 16, 2021)
Pharmacology Department, Temerty Faculty of Medicine (January 25, 2022)
Provost's Undergraduate Student Advisory Group (PUSAG) (January 26, 2022)
Learner Experience Office, Temerty Faculty of Medicine (January 31, 2022)
University of Toronto Mississauga Principal's Advisory Group (January 31, 2022)
St. George, UTM and UTSC Campus Safety (February 1, 2022)
Office of the Vice-Provost Faculty & Academic Life (VPFAL) (February 2, 2022)
Deans of Students (February 4, 2022)
Tri-Campus Advisory Committee on Sexual Violence Prevention and Support (February 4, 2022)
Office of the Vice-Provost Students (OVPS) (February 15, 2022)

Prevention Empowerment Advocacy Response for Survivors (PEARS) Project (February 15, 2022)
Leaders in U of T Indigenous communities (February 17, 2022)
University of Toronto Scarborough Campus Leadership Forum (February 17, 2022)
School of Graduate Studies and Centre for Graduate Supervision and Mentorship (February 24, 2022)
Student Crisis and Student Progress & Support (February 24, 2022)
Community Safety Office (February 28, 2022)
Office of the Vice-Principal Academic & Dean, UTSC and the Department of Historical & Cultural Studies, UTSC (March 1, 2022)
Labour Relations, Division of People Strategy, Equity & Culture (PSEC) (March 2, 2022)
WomenatthecentrE, University of Toronto Chapter (March 4, 2022)
Workplace Investigations, Division of People Strategy, Equity & Culture (PSEC) (March 14, 2022)

## Open consultation sessions (12)

University of Toronto St. George Faculty (January 17, 2022)
University of Toronto Mississauga Faculty (January 21, 2022)
University of Toronto Scarborough Faculty (January 27, 2022)
University of Toronto St. George Staff & Librarians (January 28, 2022)
University of Toronto Mississauga Staff & Librarians (February 1, 2022)
University of Toronto St. George Students (February 2, 2022)
University of Toronto Scarborough Students (February 4, 2022)
University of Toronto Mississauga Students (February 7, 2022)
University of Toronto Scarborough Staff & Librarians (February 15, 2022)
Black, Indigenous and Racialized Communities (March 1, 2022)
2SLGBTQ+ Communities (March 3, 2022)
Persons with Lived Experience of Disability (March 4, 2022)



## Appendix E – Questions Asked at Open Consultation Sessions

Participants at the open consultation sessions were invited to actively engage in the sessions in four ways:

- A)** Respond to interactive questions asked by the Review Co-Chairs via Mentimeter, an interactive online engagement tool;
- B)** Submit questions to a moderated Q&A;
- C)** Share questions and feedback directly via microphone or on camera; and
- D)** Engage with session content via the chat function.

The Mentimeter questions were as follows:

1. When you think about the supports and resources on campus, including the Sexual Violence Prevention and Support Centre, what is working well?
  2. When you think about the supports and resources on campus, including the Sexual Violence Prevention and Support Centre, what could be improved?
  3. Were you aware that training on sexual violence and sexual harassment is offered by the Sexual Violence Prevention and Support Centre?
  4. Do you have any recommendations to strengthen the education, training, or programming currently being offered?
  5. For survivors, what are the barriers to accessing supports and resources on campus, including the Sexual Violence Prevention and Support Centre?
  6. How do we better address barriers to reporting?
  7. Do you think the university should ban faculty-student sexual relationships?
  8. What elements and issues would need to be considered should the University ban faculty-student sexual relationships?
  9. Based on this discussion, do you think the university should ban faculty-student sexual relationships?
  10. Are there other relationships that reflect a power imbalance that we should consider?
  11. For the next question, please take into account confidentiality, privacy obligations and a fair and effective process. During and at the conclusion of a sexual violence report process, what information should be shared with complainants and respondents?
  12. Should the university sector develop a process for sharing information between institutions about findings of sexual violence misconduct by faculty?
  13. What's the most important point you want the co-chairs to take away from this consultation?
- The questions were followed by an open discussion.

## Appendix F – Line-by-line *Policy* Language Changes Based on Community Consultation and Feedback

In addition to the Recommendations and Action Items outlined in the Report, the Co-Chairs also heard specific recommendations relating to the language of the *Policy*. Below are line-by-line *Policy* language changes that might be considered, in addition to any broader changes that might be made based on the Recommendations outlined in the full Report.

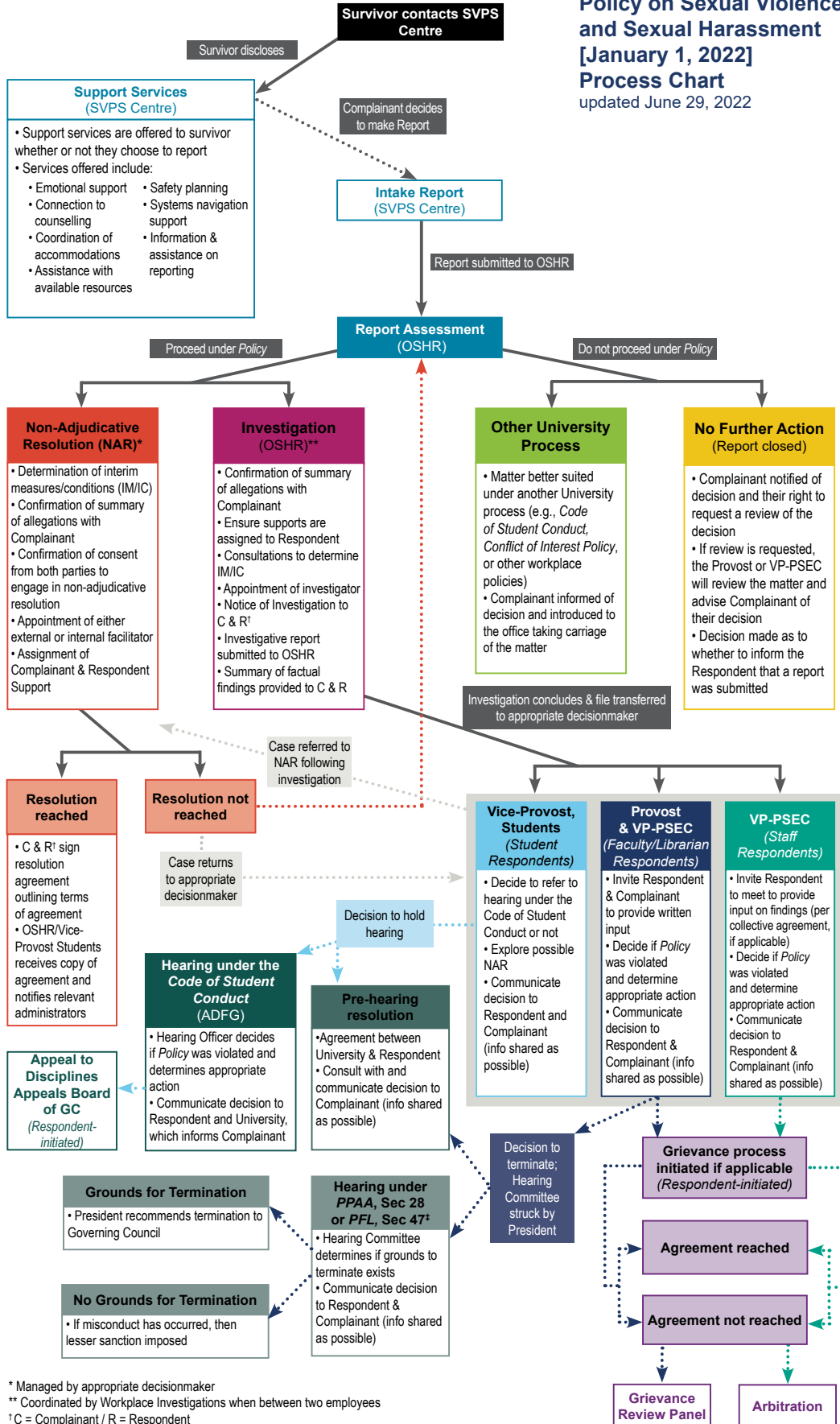
- a. With respect to the language on the definition of Member(s) of the University Community, the *Policy* states: “when used in reference to the university’s training obligation with respect to this policy.” This was identified as unclear to readers.
- b. With respect to the language on the definition of Complainant, the University could consider expanding to include alumni with respect to an experience during their time as a member of the University.
- c. With respect to the language on the definitions of Cyber Sexual Violence and Cyber Sexual Harassment the University could consider reviewing *Policy on Appropriate Use of Information and Communication Technology* to ensure alignment with the *Policy* and that language is up-to-date.
- d. With respect to the Definitions section, the University should consider adding “Affiliated Site” to be defined as an Affiliated Hospital or Research Institution with which the University has an affiliation agreement that explicitly commits both the University and the other Institution to following the protocol on Sexual Violence and Sexual Harassment Complaints Involving Faculty Members and Students of the University of Toronto Arising in Independent Research Institutions, Health Care Institutions and Teaching Agencies for determining the jurisdiction and process with respect to sexual violence and/or harassment complaints arising at the Affiliated Site involving a Member of the University Community.
- e. Paragraph 25 concludes by stating that “fairness to the Respondent will require disclosure of the Complainant’s identity and the material allegations being made.” We suggest that an addition be made to indicate that the University will inform the Complainant at this time that the Respondent will be notified.
- f. With respect to paragraph 25, in some circumstances, information may need to be shared with affiliated hospitals and/or the College of Physicians and Surgeons of Ontario (CPSO). The University might consider adding “In the case of residents, clinical fellows or clinical (MD) faculty members this may include an Affiliated Health Care or Research Institution pursuant to the Protocol with Affiliated Sites.”
- g. With respect to paragraph 26, consider including a link in the text to paragraph 81 to clarify under what circumstances the University might proceed without a complainant. We heard a lot of community worry about paragraph 81 and concern that the University would take action without the consent of a complainant. We suggest considering the addition of language that clarifies this as a more exceptional practice in certain cases, such as when legally required to for health and safety reasons, etc.

- h. In paragraph 29, Designated Member is a term that is mentioned, but no definition for this is provided. The University could consider including Designated Member in the definitions section to provide further clarity.
- i. In paragraph 31, the last line reads, “Notwithstanding those considerations, individuals who have experienced an Incident of Sexual Violence are encouraged to make a **Disclosure** and/or Report as soon as they are able to do so, recognizing that the passage of time may affect the University’s ability to address the issues raised by a Disclosure or a Report” (bold added). The University could consider the removal of “Disclosure” given that there would not be action taken by the University in the case of a disclosure.
- j. With respect to paragraphs 26 and 37, the content of paragraph 37 seems repetitive of some of the content in paragraph 26 and causes confusion to readers. The University could consider whether the content of paragraph 37 could be combined into paragraph 26, and therefore paragraph 37 could be subsequently deleted.
- k. With respect to paragraph 52, there’s a lack of clarity and definitions with respect to the terms Report and Intake. The chronology outlined in the paragraph is confusing and could be better clarified.
- l. With respect to paragraph 55a, there is no link provided.
- m. With respect to paragraph 55d, the University could consider deleting the phrase “depending on the role of the Respondent within the University community.” The community found this phrase to be misleading and it could be easily misinterpreted. The removal of this phrase could provide the needed clarity.
- n. With respect to Section VII: REPORTING, subsection C (a) (ASSESSMENT), it should be noted that the University has an existing Protocol to determine, with affiliated hospitals, the appropriate jurisdiction for any complaints involving sexual violence and/or harassment complaints arising at an affiliated hospital involving a Member of the University Community. The University should consider revising this to reflect that the Office of Safety and High Risk must have regard to this protocol and the associated jurisdictional analysis for determining which party will take the lead in investigating the complaint, or if it is joint jurisdiction, the process to be followed, which is also set out in the Protocol.
- o. With respect to paragraph 59, the University could revise the language for clarity. We suggest the following language for consideration: “The Complainant can choose not to request an investigation by the University. The Complainant has the right not to participate in any investigation that may occur.”
- p. With respect to paragraph 61, the timeline outlined should be clarified. There is confusion about whether the 14 days are calendar days or working days. We also heard questions about this particular timeframe and whether it might be extended to a month.
- q. Conversely, also with respect to paragraph 61, there is no timeline identified for the individual reviewing the matter to advise the Complainant of their decision in writing.

- r. With respect to paragraph 70, the University might consider providing additional clarity to address what constitutes “personal information,” who the “individuals contacted” are, and who the “people contacted” refers to.
- s. With respect to paragraph 73, the University should consider replacing the word “delegate” with “designate.”
- t. With respect to paragraphs 73 and 74, the phrase “to determine whether sexual violence occurred” is creating confusion within community. The University might consider phrasing that does not contribute to the perception that the University does not believe survivors.
- u. With respect to paragraph 75, the University could consider deleting the phrase “having regard to appropriate factors such as the nature of the offense and any mitigating or aggravating circumstances.” We heard from community that this phrase is causing confusion and doubt, and we would suggest that the sentiment is sufficiently captured by the word “appropriate.”
- v. With respect to section VII: REPORTING, subsection E: DECISION MAKING AND APPEAL PROCESS, the University could consider the following addition in the case of a Respondent who is a resident, clinical fellow or clinical (MD) faculty member: the investigation report will be reviewed by the Vice-Provost, Relations with Health Care Institutions or designate, who will determine whether workplace violence and/or sexual violence occurred and, if so, the appropriate sanctions or discipline and corrective action. The Respondent will be notified in writing of the decision and any discipline or sanction imposed and will have access to the grievance process under the relevant collective agreement or human resources policy in order to appeal.
- w. With respect to section VII: REPORTING, subsection E: DECISION MAKING AND APPEAL PROCESS, the University should consider addressing any circumstances involving status-only faculty members by adding: In the case of a Respondent who is a status-only appointee, the investigation report will be reviewed by the Vice-Provost, Faculty and Academic Life, who will determine whether workplace violence and/or sexual violence occurred and, if so, the appropriate sanctions or discipline and corrective action. The Respondent will be notified in writing of the decision and any discipline or sanction imposed and will have access to the grievance process under the relevant collective agreement or human resources policy in order to appeal.
- x. With respect to paragraph 82, the University could consider whether this paragraph is redundant. It seems to repeat the content already outlined in paragraph 12.
- y. With respect to paragraph 83, the University could consider deleting “if requested by the Complainant” so that informing the Complainant of the outcome of an investigation is the standard practice, rather than by request.

# Appendix G – Process Chart for Reporting Sexual Violence or Sexual Harassment

**Policy on Sexual Violence and Sexual Harassment**  
**[January 1, 2022]**  
**Process Chart**  
 updated June 29, 2022



\* Managed by appropriate decisionmaker  
 \*\* Coordinated by Workplace Investigations when between two employees  
 † C = Complainant / R = Respondent  
 ‡ PPA = Policies and Procedures on Academic Appointments; PFL = Policies for Librarians



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