



# QUEEN'S UNIVERSITY

## SEXUAL VIOLENCE PREVENTION & RESPONSE FRAMEWORK

2022-2023

## **Introduction**

The *Sexual Violence Prevention and Response Framework* document reflects a joint effort between the Alma Mater Society, the Society of Graduate and Professional Students, the Sexual Violence Prevention & Response Services, the Division of Student Affairs and others. These groups and individuals are committed to the reduction of the prevalence of sexual violence on campus and improving the supports, resources and programming available to our community.

This framework is intended to contribute to increased collaboration and coordination among staff, student-affiliated groups and other community partners who plan and implement prevention and awareness activities for students. Although most of the programming described in this document was developed for student audiences, programming for other target audiences may also be included. This framework acknowledges that a holistic prevention and response strategy involves commitment to and collaboration with the broader community, including faculty and staff.

Partners are encouraged to use the framework as a guideline to make decisions in terms of efficacy, fit, breadth and depth of activities. Reference to this framework should not preclude any of the efforts of the Sexual Violence Prevention & Response Task Force to develop and implement campus-wide initiatives to support prevention and response. Nor should it preclude any group from doing anything that they feel will meet student needs related to sexual violence awareness and prevention. In fact, it should help identify gaps in programming, and assist in the coordination of the efforts of the interested parties.

## **Background**

A Sexual Violence Prevention and Response Working Group<sup>1</sup> was established in 2013 by the Division of Student Affairs. This cross-campus network of students, faculty and staff convened to mobilize efforts to prevent and respond to sexual assault involving students.

Starting in Fall 2015, new sexual violence prevention and education initiatives and resources were introduced, starting during Orientation Week and continuing

---

<sup>1</sup> In 2019, in response to directives from the provincial government, the name of the committee was changed to the *Sexual Violence Prevention & Response Task Force*.

<https://news.ontario.ca/maesd/en/2019/03/ontario-government-takes-action-to-protect-students-from-sexual-violence.html>

throughout the year. Based on the working group's recommendations, the University also created a Sexual Violence Prevention & Response Coordinator (SVPRC) position. The position was filled in Spring 2016. The Coordinator is part of the Human Rights and Equity Office (HREO). In Summer 2020 the University created and filled a Sexual Violence Prevention & Response Community Outreach & Student Support Worker position to work with the SVPRC in the HREO.

In March 2015, Queen's undergraduate and graduate students took part in a campus climate survey.<sup>2</sup> This survey collected student's self-reported experiences with sexual assault on campus as well as perceptions of the climate in terms of bystander intervention, support, and response. The survey response rate was 14%, with 2,243 students participating.

The data collected indicated that 25% of respondents had experienced at least 1 incident of sexual violence since arriving on campus. Fifty-three percent reported the assault took place when they were "incapacitated" and just over half (53%) of incidents were perpetrated by someone known to the survivor. Only 2% of students reported an incident to University officials however, 63% students disclosed to a roommate, friend, or classmate. These results are consistent with national data related to sexual violence.

In December 2016, the University's sexual violence policy was updated and approved, by the University's Board of Trustees, to align with provincial legislation and regulations.<sup>3</sup> The updated policy replaced a policy first approved in March 2016. That policy was developed after extensive consultation with students and other campus stakeholders. Another policy review took place in 2018/19 as required by legislation.

In the fall of 2022, the University engaged with external consultants, Canadian Centre for Legal Innovation in Sexual Assault Response ([CCLISAR](#)), for a review of policy and processes related to sexual violence involving students. The consulting team provided a [report](#) that is being used to guide the current, 2022/2023, policy review.

---

<sup>2</sup> EAB. (2015). *Building an Effective University Infrastructure: Addressing Sexual Violence on Campus*. The Advisory Board Company

<sup>3</sup> *The Sexual Violence and Harassment Action Plan Act* and O. Reg. 131/16: Sexual Violence at Colleges and Universities. *Ministry of Training, Colleges and Universities Act*. Ontario, Canada.

*The Policy on Sexual Violence Involving Queen's University Students*<sup>4</sup> outlines the University's commitment to Sexual Violence Awareness, Education & Training and will also guide the work outlined in this framework:

- The Sexual Violence Prevention & Response Coordinator will work with campus partners to develop and implement an annual education strategy to:
  - (i) promote a culture of Consent;
  - (ii) address issues of Sexual Violence; and
  - (iii) facilitate access to support mechanisms for Students affected by Sexual Violence.
- The University will deliver appropriate information and education related to Sexual Violence to the University Community, including Students in all years, with a focus on incoming Students during orientation week. The University will work with campus partners to provide ongoing awareness, education and training opportunities throughout the academic year.
- Subject matter experts will collaborate to adapt existing content, lead the development of new content and format design, in consultation with Students, to ensure information and educational material is tailored to the audience and context.
- Specific attention will be given to issues of consent, healthy relationships, bystander intervention strategies, and policies and procedures for responding to Sexual Violence.
- Awareness, education and training initiatives will take into account the vulnerability of particular communities to sexual violence and, specifically, the intersection of sexual violence with categories such as race, gender, religion, class and ability.
- The University will make training related to this policy available for staff, faculty, academic staff, Students, and members of the governing board and senior administration.

Over time, Queen's University has continued to participate in research related to assessing the health and well-being of students. Students have participated in *National College Health Assessment* (NCHA) surveys in 2013, 2016 and again in 2019. The data from these surveys is an important source of information to help guide program development on campus.

Additionally, in the winter of 2018, full-time students were invited to respond to a provincial climate survey. Approximately 26.5% of University students in Ontario

---

<sup>4</sup> <https://www.queensu.ca/secretariat/policies/board-policies/sexual-violence-involving-queen%E2%80%99s-university-students-policy>

participated in the *Student Voices on Sexual Violence Survey*. The survey included questions with a focus on five main themes:

- perceptions of consent,
- knowledge of sexual violence supports, services and reporting procedures
- experiences of sexual violence
- satisfaction with institutional response to sexual violence, and
- the behavior of bystanders.<sup>5</sup>

In March of 2021, all Queen's students were invited to complete the Student Experiences survey. This campus climate survey gathered information from Queen's students about overall campus culture and climate, including experiences, perceptions, and behaviours with respect to diversity, inclusion, and sexual violence at the university.

Students were asked questions about experiences and perceptions of:

- Training and bystander response
- Complaint to campus authority
- Obtaining support
- Experiences of sexual harassment
- Experiences of sexual violence
- Community actions and responses
- Relationship dynamics<sup>6</sup>

Campus partners have made a commitment to use the survey data to identify trends and areas of concern, to identify gaps in supports and service provision and to guide the development of educational programs on campus.

Sexual violence, complacency and the normalization of sexual violence are serious cultural problems within our society, and specifically within the constructs of university campuses. Sexual violence is not an issue that affects only the few, rather it is a social justice issue that affects all of us. Sexual violence is an issue that is related to other struggles of equity and can occur between individuals regardless of sexual orientation, gender, and gender expression and gender identity or relationship. There is often an intersection of sexual violence with discrimination and harassment, and those who experience the intersection of multiple identities such as, but not limited to, indigenous

---

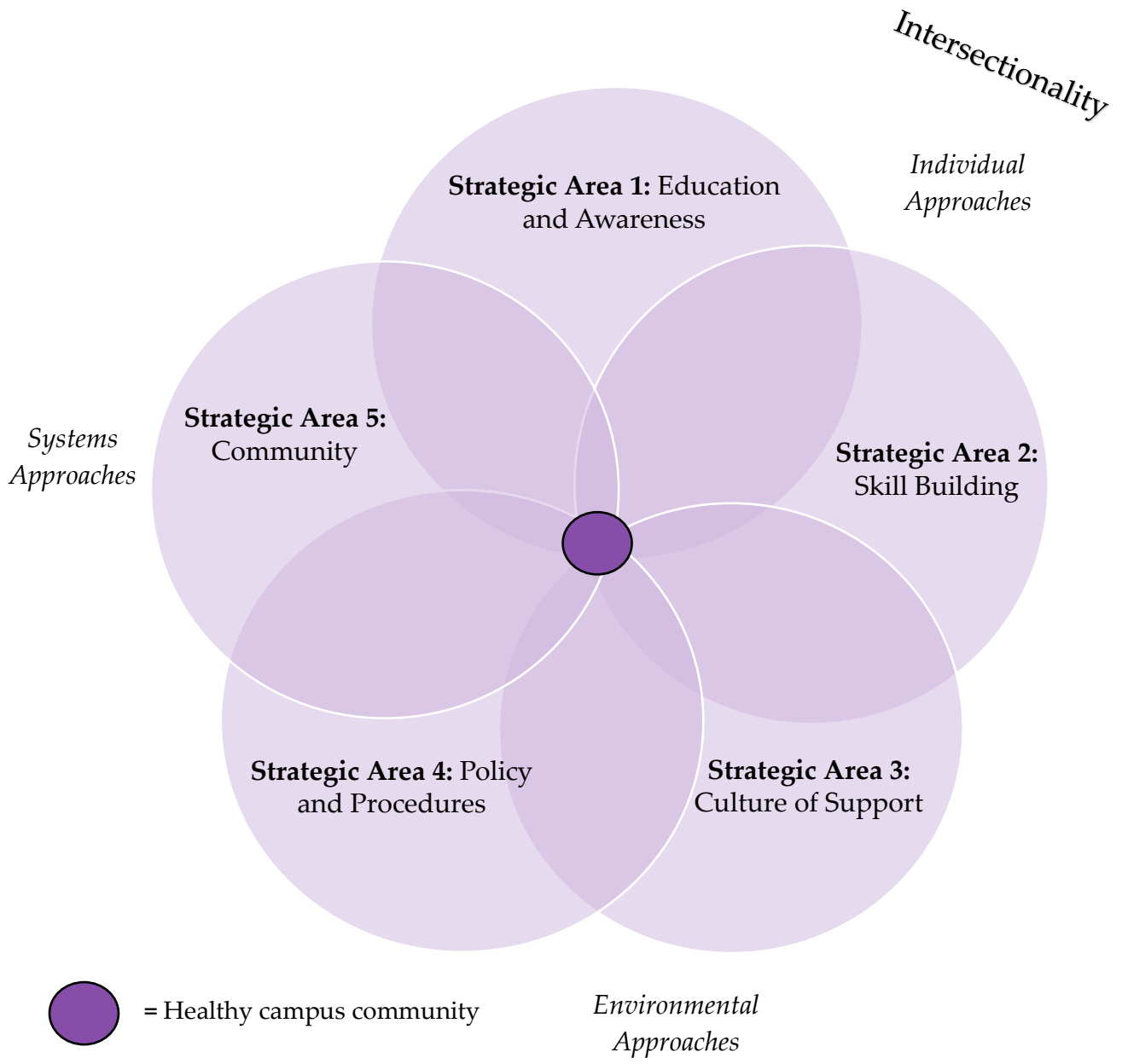
<sup>5</sup> <https://www.ontario.ca/page/student-voices-sexual-violence> and <https://files.ontario.ca/tcu-summary-report-student-voices-on-sexual-violence-survey-en-2019-03.pdf>

<sup>6</sup> <https://www.queensu.ca/inclusive/initiatives/student-experiences-survey/overview>

people, persons with disabilities, racialized people, and those whose gender identity or gender expression does not conform to historical gender norms.

Queen's University, the Alma Mater Society, the Society of Graduate and Professional Students, the SVPRS/HREO and the Division of Student Affairs are committed to underpinning our approach to sexual violence prevention and awareness in research and evaluation about the programs and services we provide while tailoring them specifically to the experiences of Queen's students.

# Prevention and Response Framework



## **Strategic Areas:**

### **1 Education and Awareness**

- 1.1 Making sexual violence prevention and response information available, accurate, up-to-date, relevant and accessible to students
- 1.2 Ensuring effective education and awareness programs developed using research-based program considerations and guided by strategic priorities

### **2 Skill Building**

- 2.1 Providing students with the tools needed to prevent and respond to instances of sexual violence
- 2.2 Equipping students with the ability to assess the risk of sexual assault
- 2.3 Providing students with the opportunity to learn and apply practical skills as they relate to sexual violence prevention and response

### **3 Culture of Support**

- 3.1 Fostering a campus culture that supports survivors/victims of sexual violence
- 3.2 Recognizing how different aspects of one's identity interact and influence their experiences, including and especially those related to sexual violence and having this inform coordinated prevention and response efforts

### **4 Policy and Procedures**

- 4.1 Maintaining a stand-alone sexual violence policy
- 4.2 Communicating the information about the policy and associated procedures to all members of the campus community (students, all employee groups)
- 4.3 Ensuring that the policy and related procedures are accessible
- 4.4 Ensuring that information about related policies is communicated to all members of the campus community

### **5 Community**

- 5.1 Challenging societal norms that support sexual violence
- 5.2 Working with and coordinating efforts with community partners to enhance efficacy of prevention
- 5.3 Ensuring that community norms and attitudes shift to compliment and support individual-level behavioral changes



## **Strategic Priorities**

### **1 Education and Awareness**

1.1 Student and awareness of resources and support services

### **2 Skill Building**

2.1 Improving Faculty/staff and student competency related to receiving disclosures

### **3 Culture of Support**

3.1 Increased support for students who disclose

3.2 Break down barriers to disclosure and reporting

3.3 Improve and streamline the process for receiving accommodations

### **4 Policy**

4.1 Policy, related resources and information should be easy to access and understand for students

4.3 Increased accountability of respondents

4.4 Improved process for reporting

4.5 Increased transparency of processes initiated by formal reporting

4.6 Improved and streamlined accommodations process

### **5 Community**

5.1 Invite a member of the Sexual Assault Centre Kingston (SACK) to participate on the Sexual Violence and Prevention and Response Task Force.

\*The following table reflects the work of multiple clubs, groups and units across the Queen's community that are actively engaged in prevention and response activities related to sexual violence.

<b>Initiative</b>	<b>Unit(s) Involved</b>	<b>Program Facilitators</b>	<b>Framework Components/ Focus</b>	<b>Content/Topic</b>	<b>Audience Characteristics</b>	<b>Format/ Duration/ Timing /Frequency</b>	<b>Number of Participants/ Notes</b>
<b>PEGaSUS A Supportive Psycho-educational group for people who have experienced sexual violence.</b>	Student Wellness Services (Student Affairs)	Registered Counsellors and/or Social Workers.	<b>Community, Skill Building, Culture of Support</b>		Self-referral, graduate and undergraduate students. Female identified only	Once a week for 1.5 hours each. The group runs for 8 weeks. Offered in fall, winter, and spring.	10 /group max
<b>Residence Staff Training</b>	Residence Life (Student Affairs)	Residence Life and Services Staff plus Campus Partners (SVPRS staff)	<b>Education &amp; Awareness: Skill Building: Culture of Support, Policy and Procedures</b>	Sexual Violence, definitions, statistics, role specific responsibilities, responding to disclosures, (recognize, respond, refer) Equips student & professional staff with tools to be a first responder	Student staff in Residence (Dons, Program Assistants, Front Desk staff), Residence student government	August Training and on-going sessions over the year	Approx. 160
<b>Orientation: It Takes All of Us online learning program - student version and assorted promotion</b>	SVPRS in partnership with Student Experience Office (Student Affairs) and Residence Life staff	Online	<b>Education &amp; Awareness, Culture of Support, Skill Building</b>	Understanding consent, sexual violence, bystander intervention, responding to disclosures, resources and support	First year students - incoming class – Mandatory	Late August and early September	Approx. 5500

<b>It Takes All of Us Online Learning Program – student version</b>	Sexual Violence Prevention and Response Service (SVPRS)	Online learning program	<b>Education &amp; Awareness, Skill Building</b>	introduction to sexual violence, consent, bystander intervention, responding to a disclosure, and resources available	All Students	45 min online learning program, interactive	Ongoing, for upper year students, inclusion in some course curriculum (e.g., HLTH102)
<b>It Takes All of Us online Learning Program – Employee Version</b>	Sexual Violence Prevention and Response Services (SVPRS)	Online learning program	<b>Education &amp; Awareness, Policy and Procedures, Culture of Support, Skill Building</b>	Identifying sexual violence, responding to disclosures from students, policy implications, bystander intervention, ethical relationships, power, resources	Staff and faculty	60 min online learning program, interactive	Mandatory for employee groups, phased implementation, on-going
<b>What is Consent?</b>	Residence Life (Student Affairs)	SHRC	<b>Skill Building, Community, Education and Awareness</b>	Consent education	Focus on first year students but also with other student groups	September 2022 – May 2023, teach-ins	Reached over 3000 students
<b>FRIES for Fries, Table Event</b>	Sexual Health Resource Center	SHRC	<b>Education and Awareness, Culture of Support</b>	Understanding consent and its application in relationships and sex	All students		150+
<b>Consent Awareness Week</b>	Residence Life and Services	Residence Life and Services staff	<b>Education &amp; Awareness, Culture of Support</b>	Sexual Violence, consent, healthy relationships, Rejection messaging, information	Focus: 1 <sup>st</sup> year students in Residence	Passive campaign with educational posts via Raftr, posters	

				about resources (SHRC, SACK, SVPRS, Consensual Humans)			
<b>Consent Awareness Week</b>	Sexual Violence Prevention and Response Service (SVPRS)	SVPRS, SACK, Residence Life and Services	<b>Culture of Support, Education and Awareness, Community</b>	Sexual violence, consent, believing survivors, accepting rejection, healthy relationships	All students	Sept 17 <sup>h</sup> - 24 <sup>th</sup> Social media campaign developed in collaboration with SACK. We Believe Survivors posters. Passive content shared through Rafr	All students, with some focus on first year students
<b>SVPR Website</b>	Sexual Violence Prevention & Response Service (HREO)	SVPRS	<b>Education &amp; Awareness, Culture of Support, Policy &amp; Procedures:</b>	Information about multiple topics related to SV, policy and policy FAQ, resources, events etc.	All students, faculty, staff and members of broader community	Permanent, on-going –	May 1, 2022 to August 30, 2023: increased use in response to Building Community Together campaign in fall 2022 and spring 2023 as well as mandatory status of It Takes All of Us requiring students, staff and faculty to access site
<b>SV Facebook, Instagram and newsletter</b>	Sexual Violence Prevention & Response Service (HREO)	SVPRS	<b>Education and Awareness, Culture of Support, Community</b>	Event promotion, resources, education on topics related to SV, community building, etc.	All students, faculty, staff and members of broader community	Permanent, on-going	Instagram – over 800 followers and over 260 posts  Newsletter subscriptions are increasing.

<b>Sexual Violence Awareness Week- January 2023</b> <b>Assorted activities</b>	SVPRS & Health Promotion	SVPRS, Health Promotion, Yellow House, SHRC, SEO	<b>Education &amp; Awareness, Skill Building, Culture of Support, Community</b>	Healthy relationships, intimate partner violence, consent, mental health, survivorship	All students	<p>Online, virtual and in person events, including workshops/presentations, tabling events and social media campaigns.</p> <p>Movies for Mental Health special event, online Stories Spark Change , special event, online – collaborations with external providers, campus and community partners</p> <p>Red Flag Campaign Online social media campaign red and green flags in relationships</p>	250+
<b>Steps to Take Poster, includes Consent Infographic</b>	Student Affairs	DSA and SVPRS	<b>Education &amp; Awareness</b>	Outlines the supports and services available to students after a recent sexual	All students	Regular distribution modified this year, digital version available in	Distribution of hard copies not tracked

				assault, how and where to access		addition to some print copies, early fall plus additional as requested	
<b>Party Goer Kits</b>	Health Promotion (Student Affairs)	Health Promotion with SHRC	<b>Education &amp; Awareness, Culture of Support</b>	Distribution of kits w focus on substance harm reduction, safer sex, consent. stickers, condoms and dental dams	Off-campus students	Homecoming St. Patrick's Day	300 kits distributed
<b>General Social Media + Ask Me Anything (AMA) About Consent initiative</b>	Health Promotion (Student Affairs) Residence (Dons)	Sexual Health Peer Health Education team	<b>Education &amp; Awareness</b> Addresses questions surrounding sexual health	Education & Awareness, Culture of support, Community	Students in Residence	Fall 2023 Physical boxes and anonymous online survey for students to ask questions around sex.	17 physical boxes, 50 questions submitted, grouped into 20 subject areas
<b>EGALE workshop on Responding to Transphobic Violence</b>		On-line, Instagram	<b>Education &amp; Awareness, Culture of Support, Community</b>	Gender Based Violence, femicide, consent, activism, community resources, sexual violence awareness	All QU community members	November 25 – December 6, 2022	
<b>GBV Prevention and Awareness and Bystander Intervention Workshop Program</b>	Sexual Violence Prevention and Response Service (SVPRS)	Staff and Student Facilitators	<b>Education &amp; Awareness, Skill Building, Culture of Support, Policy and Procedure</b>	Healthy relationships, rape culture, consent culture, understanding rejection, sex positivity, GBV,	Dons/ResSoc AMS staff ASUS volunteers Orientation Week leaders Open sessions for all campus	Fall and Winter terms, open registration and on request.	54 sessions, in-person and zoom, to approx. 1832 student participants

	Student Experience Office (SEO)			intersectionality and sexual violence, colonization and GBV, power dynamics, rejection resilience, responding to disclosures, policies and procedures at Queens, available resources on and off campus	community (focus on undergraduate students). By request to faculty societies, SGPS student groups, undergraduate student groups		
<b>Sexual Harassment and Violence in the Workplace</b>	Human Rights & Equity Office	SVPRC and HREO Staff, Human Resources	<b>Education &amp; Awareness, Culture of Support</b>	Sexual harassment, intimate Partner Violence	Staff and Faculty, part of certificate program offered via The Learning Catalogue (Human Resources)	Fall/Winter/Spring	approx. 30 per session
<b>Staff and Faculty Training On-Line Modules</b>	HREO and SVPRs host and promote CREVAWC link plus additional related workshops in HREO catalogue	On-line	<b>Education &amp; Awareness, Culture of Support</b>	Sexual Violence, dynamics, intersectional approach, how to respond to disclosure, legal issues, consent	Staff/Faculty	On-going	
<b>SHIFT Survey (Student Experiences Survey) follow up</b>	Student Affairs and HREO		<b>Education and Awareness, Culture of Support, Community</b>	Student experiences of campus safety, incidents of exclusion, harassment,	All QU students	On-going	Outcome: report "From Input to Action: Your Voice Matters" being used to guide ongoing SHIFT project work.

				racism and sexual violence			Assorted programming, Max 20
<b>Student Voices Week</b>	The Queen's Shift Project (Student Experience Office)	Varies	<b>Culture of Support, Community, Education and Awareness</b>		All QU Students	1-2 hour sessions, assorted formats i.e., Sunday Supper Series: 1.5 hour, peer led conversation with food, music	
<b>Shift Project Social Media campaigns</b>	The Queen's Shift Project	Shift Project Student Lead	<b>Education and Awareness, Culture of Support, Community</b>	Current issues: Red Dress/MMIWG2S info post, consent theme posts, National Day of Remembrance and Action on Violence Against Women etc.	All QU Students	Instagram posts	N/A
<b>The Shift Podcast</b>	The Queen's Shift Project	Taryn McKenna	<b>Education and Awareness, Culture of Support, Community</b>	The Shift Podcast is a platform for equity-deserving students to share their lived experiences and visions for the future, including SV prevention.	All QU students, faculty, staff.	Podcast episodes.	N/A
<b>Campus Life: Sex, Intimacy and Belonging</b>	SVPRS and Residence Life	SVPRS, Residence Life, guest panelist from QU	<b>Education and Awareness, Culture of Support,</b>	Panel discussion to introduce conversation	All students, focus on first year students in Residence	Fall 2022, special event	



		community, student and faculty experts		about intimacy and belonging			
<b>VESTA</b>	SVPRS	SVPRS, VESTA Social Innovation Technologies	<b>Education and Awareness, Culture of Support, Community</b>	Online recording and reporting platform for survivors, secure, allows anonymous sharing or reporting to campus and/or police, online resource library	Students, survivors of sexual violence	On-going	Launched mid-September 2022
<b>Assorted Educational Programming, Embedded in course curriculum</b>	SVPRS	SVPRS in partnership with Faculty members	<b>Education and Awareness, Culture of Support</b>	SV conversation linked to specific course curriculum e.g., Engineering, Political Studies	Students enrolled specific courses	On-going project	Fall 2022, Winter 2023
<b>Other Special Events</b>	SVPRS, Residence Life, Yellow House, SEO, Health Promotion	Community Partners: Jungle Flower	<b>Education and Awareness, Culture of Support, Community</b>	Navigating Difficult Conversations, My Safe Space, My Restorative Rights, Letters to and From Our Bodies	Focus on QTBIPOC student survivors of SV	October, November 2022, February 2023, 3 sessions, 2 hours each	Maximum 25 participants per session
<b>Yellow House Gender Diverse Supports</b>	Yellow House Student Centre for Equity and Inclusion	Yellow House staff	<b>Education and Awareness, Culture of Support, Community</b>	Supports for trans & gender diverse students e.g., 1:1 advising, group counselling, meditation spaces,	Trans, nonbinary, and gender diverse students (and open to those questioning/there to explore gender)	Weekly during fall and Winter terms	Approx. 110

				responsive field trips & workshops, space for gender diverse students to build community, share lived experiences, feel affirmed, introduce students to affirming professionals			
<b>Responsive Community Gatherings</b>	Yellow House, other campus and community partners (SWS, F&SL)	Yellow House staff	<b>Education and Awareness, Culture of Support, Community</b>	Responding to acts of violence and building community, support, activism	All interested students	4 sessions offered	Approx. 40 total
<b>2SLGBTQ+ Indigenous Circle</b>	Four Directions Indigenous Student Centre and Yellow House	4D and Yellow House staff, incl. student staff	<b>Culture of Support, Community</b>	Opportunity for participants to share and connect with others, promoting wellbeing and support through an Elder and peer support.	Queer, Indigenous, Indigiqueer, Two-Spirit and other gender diverse students who are Indigenous	Monthly throughout fall and winter terms	Approx. 30 total

<sup>1</sup> Workshops and training should be supplemented with mass-media, campus-wide public service notices.

<sup>2</sup> Increased cross-unit and cross-disciplinary collaboration enhances the efficacy of prevention efforts across units.

<sup>3</sup> Effective programs are professionally facilitated. Program facilitators can be students, staff, faculty, community members and others.

<sup>4</sup> Content should include consent, healthy relationships, risk reduction strategies, policies, bystander intervention, survivor supports, attitudes, rape-myths, alcohol, hazing, drugs, harassment and stalking and more.

<sup>5</sup> Effective programming usually targets single-gender audiences and are administered to students at several times throughout their time at university. Other audience characteristics to be mindful of include identity and culture. Programming should look to focus on subgroups of vulnerable students.

<sup>6</sup> Programs designed to be workshop-based or administered as classroom courses, occurring frequently and in long sessions, are the most effective for prevention. Lecture-based and longer formats are effective for improved rape attitudes and rape myth acceptance. (Vladutiu, Marin, Macy, 2011).

## Appendix 1: Research

The framework content is grounded in research focusing on determining the most effective methods for sexual violence prevention on university campuses. This research guided the adoption of the five strategic areas included, which complement one another with the ultimate goal of creating and maintaining a healthy campus community. The program considerations are based on research conducted by Vladutiu, Marin, and Macy <sup>7</sup>, which sets out recommendations for effective programming. These considerations are applied to all programming developed and administered, regardless of the strategic areas under which it falls. More specific research guiding each of the strategic areas follows.

### Education and Awareness & Skill Building:

The NASPA (2017)<sup>8</sup> research for effective prevention strategies informs two of our strategic areas: **Education and Awareness** and **Skill Building**.

- **Comprehensive.** Prevention strategies should include multiple types of activities, affect multiple settings, and go beyond raising awareness.
- **Varied in their teaching methods.** Prevention strategies should include interactive, skills-based components.
- **Sufficient in dosage.** Participants need to be exposed to enough of the program for it to have an effect. Prevention programming needs to happen over a long enough period of time so that it impacts participants' knowledge, attitudes, beliefs, behaviors, and skill acquisition.
- **Theory driven.** Strategies should have a scientific justification or logical rationale.
- **Focused on positive relationships.** Programs should foster strong and positive relationships between participants and their peers, families, and communities.
- **Appropriately timed.** Program activities should happen at a developmentally appropriate time to have maximum impact in a participant's life.

---

<sup>7</sup> Vladutiu, C. J., Martin, S. L., & Macy, R. J. (2011, February 24). College- or University-Based Sexual Assault Prevention Programs: A Review of Program Outcomes, Characteristics, and Recommendations. *Trauma, Violence and Abuse*, 12(2), 67-86.

<sup>8</sup> NASPA. (2017). *The Culture of Respect*. National Association of Student Personnel Administrators, Washington.

- **Socio-culturally relevant.** Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.
- **Administered by well-trained staff.** Programs need to be implemented by staff members who are sensitive and competent, and who have received sufficient training, support, and supervision.
- **Focused on outcome evaluation.** A systematic outcome evaluation is necessary to determine whether a program or strategy worked.
- **Integrated.** Effective prevention programs are integrated throughout the framework of an organization.

## Appendix 2: Intersectionality

Intersectionality<sup>9</sup> is an essential lens through which to examine how various forms of privilege and oppression shape one's experiences with trauma and their interactions with relevant resources and programming. Assuming this lens in our work is an acknowledgement that a variety of social factors contribute to sexual violence, the impact of violence, and individual's subsequent experiences navigating support resources and engaging in various forms of programming.

No two people will engage with any part of this sexual violence framework the same way, as their experiences are shaped by the various intersections of their identities and social locations. Intersectionality gives attention to power as operating at structural and discursive levels to silence and exclude certain types of knowledge and experiences and the way that it shifts depending on various intersections.<sup>10</sup> Using an intersectional lens throughout the development and application of Queen's' sexual violence framework, allows us to improve the way our framework is organized and how programs are delivered to best address the various intersections of oppression and ultimately better address sexual violence on our campus.

Things to consider when working intersectionally <sup>11</sup>

- The social locations of the persons you are working with
- Your own position as a service provider
- The conditions that impact social locations

It is also important to use accurate statistics that reflect the diversity of experiences when reporting on the prevalence of sexual violence.

It is impossible to create a completely comprehensive list of all the ways that a person may identify. This diagram, created by *The Learning Network* (2015), provides some examples of the ways various identities may intersect with sexual violence and why it is important to keep this in mind when developing strategies for preventing and responding to instances of sexual violence.

---

<sup>9</sup> Crenshaw, Kimberle (1989) "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," *University of Chicago Legal Forum*: Vol. 1989, Article 8. Available at: <https://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>

<sup>10</sup> Hankivsky, O. (2014). *Intersectionality 101*. Simon Fraser University, Institute for Intersectionality Research and Policy. Vancouver: Institute for Intersectionality Research and Policy, SFU.

<sup>11</sup> Baker, L., Barreto Elsa, & Ehtrington, N. (2015, October). Intersectionality. *Learning Network*(15), 2-8.



Graphic adapted from CRIAW/ICREF's Intersectionality Wheel Diagram published in *Everyone Belongs. A Toolkit for Applying Intersectionality* (2009, p. 6)

(Baker, Barreto Elsa, & Ehterington, 2015)

### Appendix 3: Sexual Violence Prevention Program Planning

How does your event fit into the Queen’s Sexual Violence Framework?

Questions to consider when planning your sexual violence prevention programming:

Question	Response
With which of the five strategic objectives does your event/workshop/programming align?	
Have you discussed your project plans with the Sexual Violence Prevention and Response Coordinator, other stakeholders and supervisors?	
Who is your audience? What is your target reach?	
How is your project being delivered? By who?	
What other supports and services will you need to have in place before, during and after the event?	
Has your program been well-researched? Is it evidence-based and evidence-informed?	
What procedures and communications need to be applied regarding ensuring that your programming is accessible and inclusive?	
What other organizations might be doing similar work? Are there any existing programs similar to the one you are planning? Are there opportunities for partnership?	
Is your programming a one- time event or an on-going project? If on-going, is it sustainable? What is the life span?	
What criteria will you use to measure program success? How will you evaluate your program?	
How will you incorporate feedback from participants into future planning?	



### **Additional References**

- Baker, L., Barreto Elsa, & Ehterington, N. (2015, October). Intersectionality. *Learning Network*(15), 2-8.
- Casey, E. A., & Lindhorst, T. P. (2009, April). Toward a multi-level, ecological approach to the primary prevention of sexual assault . *Trauma, Violence and Abuse, 10*(N), 91-114.
- EAB. (2015). *Building an Effective University Infrastructure: Addressing Sexual Violence on Campus*. The Advisory Board Company .
- Government of Ontario. (2017, January 1). O. Reg. 131/16: Sexual Violence at Colleges and Universities. *Ministry of Training, Colleges and Universities Act*. Ontario, Canada.
- Hankivsky, O. (2014). *Intersectionality 101*. Simon Fraser University, Institute for Intersectionality Research and Policy. Vancouver: Institute for Intersectionality Research and Policy, SFU.
- Ministry of the Status of Women. (2013, January). *Developing a Response to Sexual Violence: A Resource Guide For Ontario's Colleges and Universities*. (G. o. Ontario, Producer)  
Retrieved from [http://www.citizenship.gov.on.ca/owd/english/ending-violence/campus\\_guide.shtml](http://www.citizenship.gov.on.ca/owd/english/ending-violence/campus_guide.shtml)
- NASPA. (2017). *The Culture of Respect*. National Association of Student Personnel Administrators, Washington.
- Vladutiu, C. J., Martin, S. L., & Macy, R. J. (2011, February 24). College- or University-Based Sexual Assault Prevention Programs: A Review of Program Outcomes, Characteristics, and Recommendations. *Trauma, Violence and Abuse, 12*(2), 67-86.

Please direct questions about this document to [SVPREducation@queensu.ca](mailto:SVPREducation@queensu.ca)