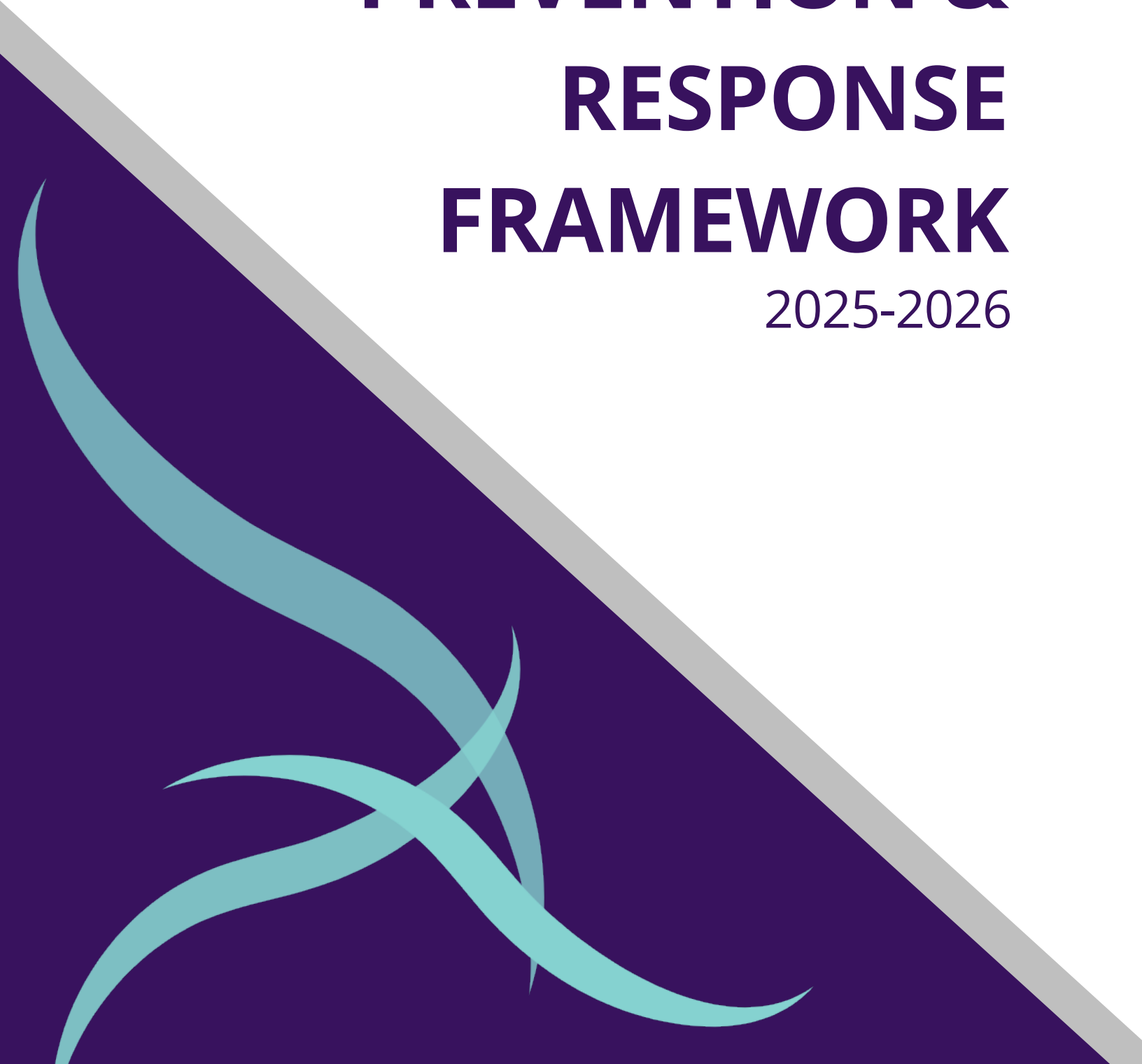


SEXUAL VIOLENCE PREVENTION & RESPONSE FRAMEWORK

2025-2026

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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 Group¹ 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 throughout the year. Based on the working group's recommendations, the University also created a Sexual Violence Prevention & Response Coordinator (SVPRC) position (2025 – renamed “Manager”). The position was filled in Spring 2016. The role was embedded in the Human Rights and Equity Office (HREO). Since then, the SVPR Services team has expanded to include two additional, full-time permanent roles: an *Education and Outreach Coordinator* and a *Case Manager and Student Advisor*.

¹ 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>

In March 2015, Queen's undergraduate and graduate students took part in a campus climate survey.² 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% of 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.³ 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, Watershed Legal Projects (formerly 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 was used to guide the 2022/2023, policy review. An implementation committee was convened to review the recommendations and to suggest revisions to the policy. In addition, [provincial legislation](#) required that post-secondary institutions expand their policies to include sexual misconduct committed by employees. A revised version of the sexual violence policy was presented to the Board of Trustees in fall 2023. This new policy, incorporating sexual misconduct language, was approved and implemented in January 2024.

*The Policy on Sexual Misconduct and Sexual Violence Involving Queen's University Students*⁴ 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 Services team 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

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

³ *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.

⁴ <https://www.queensu.ca/secretariat/policies/board-policies/policy-sexual-misconduct-and-sexual-violence-involving-students>

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 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.⁵

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

⁵ <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>

- Relationship dynamics⁶

In Winter 2025, we undertook the [Canadian Campus Wellbeing Survey](#) as part of the ongoing commitment to understanding more about the experiences of our students as they navigate campus and academic life and to glean guidance on direction for education and intervention activities.

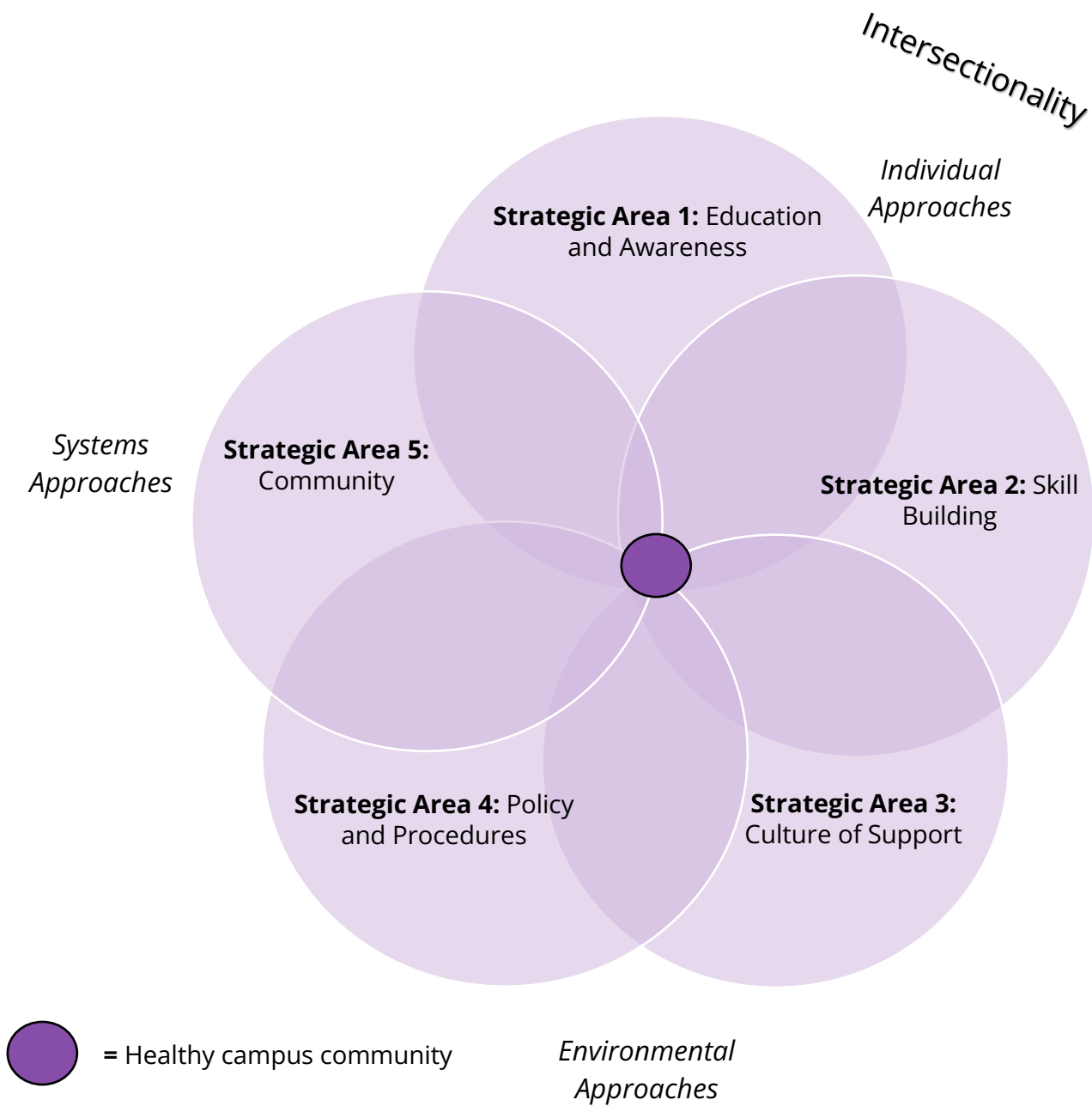
Campus partners have made a commitment to use the survey data to identify trends and areas of concern, to identify gaps in supports and service provision and to guide the development of educational programs on campus.

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 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.

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

Prevention and Response Framework



Strategic Areas

1 Education & 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 are developed using research-based program considerations and guided by strategic priorities
2 Skill Building	2.1 Equipping students with information to assist in understanding the root causes of sexual violence and to recognize situations that might lead to the escalation of violence
	2.2 Providing students with the tools needed to prevent and respond to instances of sexual violence
	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 & Awareness	1.1 Increasing Student and Faculty/Staff awareness of resources and support services
2 Skill Building	2.1 Improving Faculty/Staff and student competencies 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 considerations/accommodations
4 Policy and Procedures	4.1 Policy, related resources and information should be easy to access and understand for students 4.2 Increased accountability of respondents 4.3 Improved process for reporting 4.4 Increased transparency of processes initiated by reporting 4.5 Improved and streamlined considerations/accommodations process
5 Community	5.1 Invite a representative from each of the Sexual Assault Centre Kingston (SACK) and Kingston Interval House (KIH) 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. These are activities which were implemented in **2025-2026**.

Initiative	Lead plus Unit(s) Involved	Program Facilitators	Framework Components/ Focus	Content/Topic	Audience Characteristics	Format/ Duration/ Timing /Frequency	Number of Participants/ Notes
PEGaSUS A Supportive Psycho-educational group for people who have experienced sexual violence.	Student Wellness Services (Student Affairs)	Registered Counsellors and/or Social Workers.	Community, Skill Building, Culture of Support	Understanding impacts of sexual violence, develop effective coping strategies, explore related issues (trust, boundary setting, assertiveness, positive body image).	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
Empower UP – trauma informed resistance training	Student Wellness Services	Registered Counsellor	Skill Building, Culture of Support	Learn body-based ways to manage symptoms of trauma, anxiety, depression Build physical & emotional/mental strength Connect with others who understand most of what you are experiencing so that you know you are not alone Become familiar with the ARC	Female identified student, with self-identified trauma or adverse childhood experiences (sexual assault, childhood trauma, bullying etc.), and an interest in resistance training and group therapy.	Winter	10/group max
Residence Staff Training	Residence Life (Student Affairs)	Residence Life and Services Staff plus Campus Partners (SVPRS staff)	Education & Awareness: Skill Building: Culture of Support, Policy and Procedures	Sexual Violence, definitions, statistics, role specific responsibilities, responding to disclosures, (recognize, respond, refer) Equips student & professional	Student staff in Residence (Dons, Program Assistants, Front Desk staff), Residence student government	August Training and on-going sessions over the year	Approx. 160

Initiative	Lead plus Unit(s) Involved	Program Facilitators	Framework Components/ Focus	Content/Topic	Audience Characteristics	Format/ Duration/ Timing /Frequency	Number of Participants/ Notes
				staff with tools to be a first responder			
Orientation: It Takes All of Us online learning program - Student Version and assorted promotion	SVPRS in partnership with Career Services and SEO (Student Affairs) and Residence Life staff	Online learning program	Education & Awareness, Culture of Support, Skill Building	Understanding consent, sexual violence, bystander intervention, responding to disclosures, resources and support available	First year students - incoming class – Mandatory Available for all students, ongoing	Late August and early September, also January entries, 45 min online learning program, interactive with an embedded quiz	Approx. 5500 first year students Ongoing, for upper year students, inclusion in some course curriculum, required in some second entry programs
Orientation: Training for Student Leaders	SVPRS	Education and Outreach Coordinator	Education & Awareness, Culture of Support, Skill Building	Prevention and Response education	AMS O Leaders, Faculty Societies (Engineering, FAS, Commerce)	Late summer	
It Takes All of Us online Learning Program – Employee Version	Sexual Violence Prevention and Response Services (SVPRS)	Online learning program	Education & Awareness, Policy and Procedures, Culture of Support, Skill Building	Identifying sexual violence, responding to disclosures from students, policy implications, bystander intervention, ethical relationships, power imbalances, resources	Staff and faculty	60 min online learning program, interactive	Mandatory for employee groups, phased implementation, on-going
Consent Awareness Week	Sexual Violence Prevention and Response Service (SVPRS), Residence Life and Services,	Program staff	Culture of Support, Education and Awareness, Community	Assorted: Sexual violence, IPV, consent, believing survivors, accepting rejection, healthy relationships	All students	Annual event, September 13-19 includes We Believe You Day and Take Back the Night Rally and march – some other in-person events, information campaigns and social media programming	All students, with some focus on first year students

Initiative	Lead plus Unit(s) Involved	Program Facilitators	Framework Components/ Focus	Content/Topic	Audience Characteristics	Format/ Duration/ Timing /Frequency	Number of Participants/ Notes
Athletics & Recreation	A&R, SVPRS	SVPRS Education and Outreach Coordinator, A&R Coaching team	Education and Awareness, Culture of Support	Prevention and response education	Varsity teams (rugby, volleyball and Gaels 101 programming)	assorted	
16 Days of Gender Activism	SVPRS and Residence Life and Services	Program staff	Culture of Support	Holiday Cards for survivors	All students	Two events in Residences, one on main campus, one on west campus	
SVPRS Website	Sexual Violence Prevention & Response Service (HREO)	SVPRS	Education & Awareness, Culture of Support, Policy & Procedures:	Information about multiple topics related to SV/IPV, policy and policy FAQ, resources, events etc.	All students, faculty, staff and members of broader community	Permanent, on-going – * note addition of IPV to website and collateral materials, IPV definition now included in SV Policy	Most active pages are the homepage and It Takes All of Us access page, peaks in use correspond to start of the fall term, longest time spent on a page is for “Get Help” followed by “Education and Events” and “Faculty and Staff”
SV Instagram	Sexual Violence Prevention & Response Service (HREO)	SVPRS	Education and Awareness, Culture of Support, Community	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 is most active platform and focus is there	May 2025- April 2026: Views =255,900 Reach=89.800 (up 233.6%) Content interactions=1500, up 100% New followers = 1100 Facebook engagement is limited

Initiative	Lead plus Unit(s) Involved	Program Facilitators	Framework Components/ Focus	Content/Topic	Audience Characteristics	Format/ Duration/ Timing /Frequency	Number of Participants/ Notes
Sexual Violence Awareness Week- Consent Action Week January 2026	SVPRS & Health Promotion	SVPRS and Health Promotion staff	Education & Awareness, Culture of Support, Community	Healthy relationships	All students	Healthy Relationships in a Digital Age: student panel presentation February 26, 2026 Rose Commons SVPRS social media campaign	
Steps to Take Poster and SVPRS services pamphlet	SVPRS	SVPRS with support from DSA/Residence	Education & Awareness	Outlines the supports and services available to students after a recent sexual assault, how and where to access support/resources on campus and in community	All students with focus on ensuring all first year students in Residence get pamphlet and posters are in all buildings	Regular distribution, on-going, done annually	500 posters available to campus partners, many to Dons for use on floors, SVPR Services pamphlets distributed as well
Party Goer Kits	Health Promotion (Student Affairs)	Health Promotion with SHRC	Education & Awareness, Culture of Support	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, annual event
GBV Prevention and Awareness and Bystander Intervention Workshop Program (includes Active Bystander online module for Graduate Students)	Sexual Violence Prevention and Response Service (SVPRS) Career Services (DSA)	Staff and Student Facilitators	Education & Awareness, Skill Building, Culture of Support, Policy and Procedure	Healthy relationships, rape culture, consent culture, understanding rejection, sex positivity, GBV, intersectionality and sexual violence, colonization and GBV, power dynamics, rejection resilience, responding to disclosures, policies and procedures at Queens,	Dons/ResSoc AMS staff ASUS volunteers Orientation Week leaders Open sessions for all campus community (focus on undergraduate students). By request to faculty societies, graduate and	Workshops offered in Fall and Winter terms, open registration and on request. Participation also incentivized in some courses. 90 minutes each	54 workshops hosted, 1412 attendees (incl. mandatory Bystander training for O leaders) 1 student leader with 13 facilitators employed.

Initiative	Lead plus Unit(s) Involved	Program Facilitators	Framework Components/ Focus	Content/Topic	Audience Characteristics	Format/ Duration/ Timing /Frequency	Number of Participants/ Notes
				available resources on and off campus	undergraduate student groups		
Sexual Harassment and Violence in the Workplace workshop	Human Rights & Equity Office, Human Resources	SVPRC and HRAS Advisor, Human Resources staff	Education & Awareness, Policy and Procedure, Culture of Support	Sexual harassment, Intimate Partner Violence	Staff and Faculty, part of certificate program offered via The Learning Catalogue (Human Resources)	Fall and Early Summer sessions offered	Up to 30 per session
Staff and Faculty Training On-Line Modules	HREO and SVPRS host and promote CREVAWC link plus additional related workshops in HREO catalogue	On-line	Education & Awareness, Culture of Support	Sexual Violence, dynamics, intersectional approach, how to respond to disclosure, legal issues, consent	Staff/Faculty	On-going	
Staff and Faculty New Staff Orientation	Human Resources	Staff, multiple units, Manager SVPRS	Education and Awareness, Culture of Support, Policy and Procedure	SV Policy, notification responsibility, supports and services	Staff/Faculty	Weekly, ongoing – Teams meeting	626 attendees from May 1, 2025 to April 30, 2026. 17 Faculty/ 609 staff
# Consentatqueens Consent Culture Working Group	SVPRS- chairperson is SVPR Education and Outreach Coordinator	DSA units, AMS, SGPS, students at large, clubs, faculty societies	Education & Awareness, Culture of Support, Community	Planning, collaboration, resource sharing	QU community	ongoing	Monthly meetings, or more, as needed
InnovatEd- embedded SV programming	SVPRS	SVPR Education and Outreach Coordinator	Education and Awareness, Culture of Support	SV conversation linked to specific course curriculum e.g., Engineering, Political Studies, Commerce, Nursing, Global, Development, Geography +	Undergraduate students	On-going	2200 students, 9 courses, 5 faculties/schools, 23 sessions, students in years 1-3
Take Back the Night	Campus lead: Walkhome - AMS	AMS, SVPRS, KIH + various other community partners	Education and Awareness, Culture of Support, Community	Rally w guest speakers and march in the area surrounding City Park	Open to all community, focus on students	Fall event	Not tracked

Initiative	Lead plus Unit(s) Involved	Program Facilitators	Framework Components/ Focus	Content/Topic	Audience Characteristics	Format/ Duration/ Timing /Frequency	Number of Participants/ Notes
International Women's Day	SVPRS and Ban Righ Centre	Program staff	Culture of Support, Community, Education and Awareness	IWW Panel: The Weight of Care, Beyond Balance in Academic Life	Students, staff, faculty	One hour, lunch'n learn format, March 11, 2026 at Ban Righ Centre	Approx. 35
Student Voices Week	DSA/SEO Shift project	SHIFT and campus partners	Culture of Support, Community, Education and Awareness	A variety of events over the course of a week, boothing, finding voice activities, student celebration event	Open to all QU community, focus on students	Annual Event March 2026	Not tracked
KFACC and Anti-Human Trafficking Working Group participation	Community partners, Manager, SVPRS and representative from School of Nursing	Community committee membership and active participation	Culture of Support, Community, Education and Awareness	Anti-violence work at QU is connected to work in community – variety of professional development opportunities offered over the year – made available to campus partners	Service providers from community as well as front-line staff at QU	Lunch'n Learn as well as ½ day or full day workshops – most recent full day event, May 2026: IPV and Technology	
Other assorted PD activities for multiple units	Manager, SVPRS	KHSC SA/DV Program	Education and Awareness, Community	presentations from campus and community partners on services available	Staff from multiple units incl. CSES, Residence, SCO, Office of Ombudsperson, HREO, SVPRS, CARE team, Yellow House, SWS +	Fall 2025, Winter and Spring 2026	PD/Inservice training for campus partners and colleagues from SLC

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

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

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

⁴ 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.

⁵ 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 focus on subgroups of vulnerable students.

⁶ 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 ⁷, 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)⁸ 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 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.
- **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.

⁷ 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.

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

Appendix 2: Intersectionality

Intersectionality⁹ 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.¹⁰ 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 ¹¹

- 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.

⁹ 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>

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

¹¹ Baker, L., Barreto Elsa, & Ehterington, 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 Manager, Sexual Violence Prevention and Response Services, 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

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