



QUEEN'S UNIVERSITY

SEXUAL VIOLENCE PREVENTION & RESPONSE FRAMEWORK

2021-2022

The original (2017) version of this document was compiled on behalf of the Division of Student Affairs by **Lea Keren, Sexual Violence and Bystander Awareness Student Coordinator**. The Vice-Provost and Dean of Student Affairs sincerely acknowledges the work of all students, staff and faculty in contributing to the framework, and more importantly, in responding to sexual violence at Queen's University.

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 Coordinator, 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 organize 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. In fact, it should help identify gaps in programming, and assist in the coordination of the efforts of the stakeholders involved.

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

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>

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.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% 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.

*The Policy on 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 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

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/sexual-violence-involving-queen%E2%80%99s-university-students-policy>

(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 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

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>

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 dynamics⁶

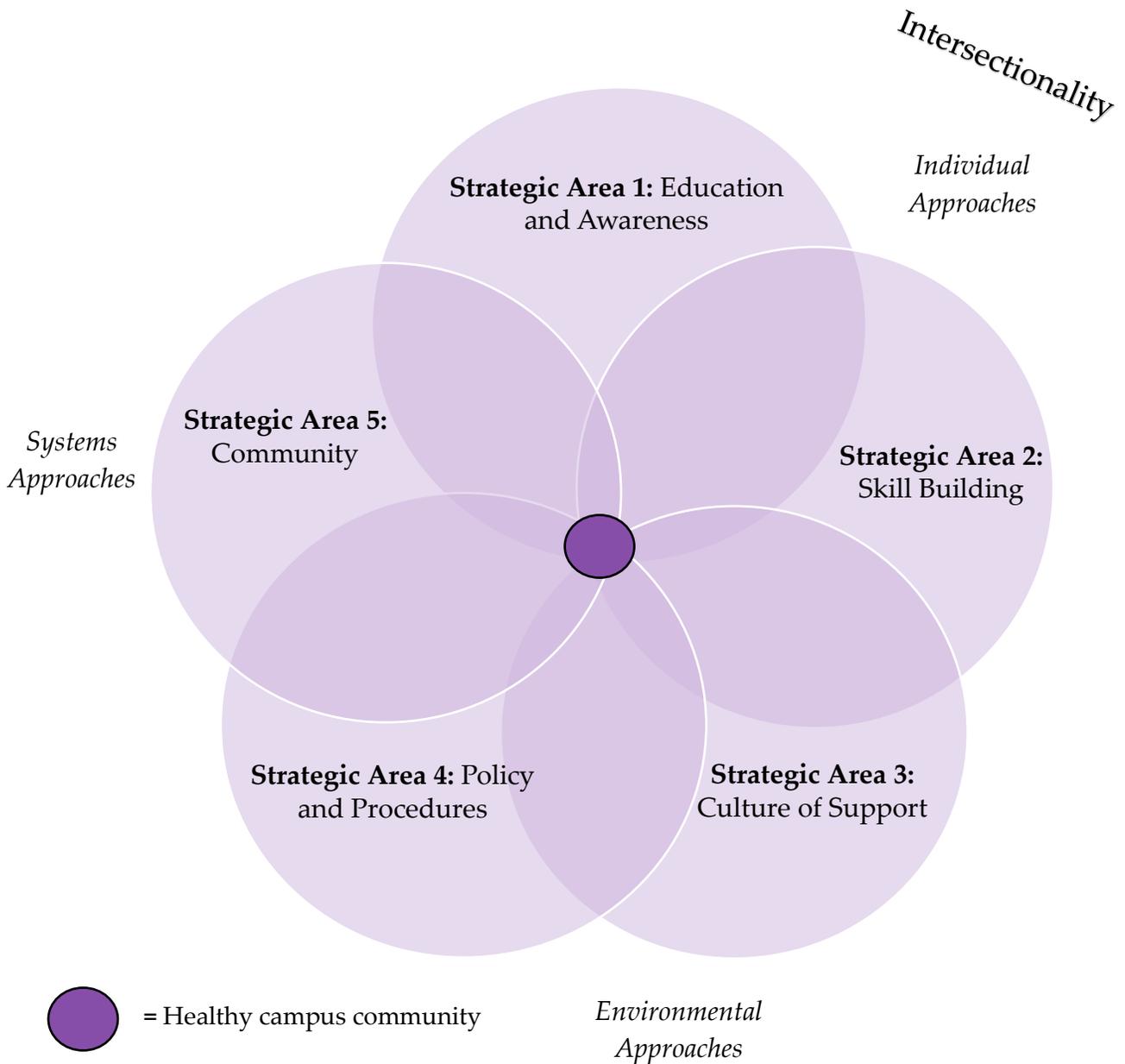
Campus partners have made a commitment to use the survey data to identify trends and areas of concern, to identify gaps in supports and service provision and to guide the development of educational programs on campus.

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 SVPRC/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 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. Due to the ongoing pandemic situation, some programming regularly offered by campus partners was modified or temporarily discontinued. Additionally, not all partners submitted an update for this version of the document. Despite those considerations, the document does provide a fairly fulsome summary of campus activities for August/September 2021 to the end of April 2022.

Initiative ¹	Unit ²	Program Facilitators ³	Description, Outcomes & Learning Objectives	Content/Topic ⁴	Audience Characteristics ⁵	Format/ Duration/ Timing /Frequency ⁶	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.	Culture of Support: Assists students who are coping and recovering from the effects of sexual violence through connection, education and empowerment	Understanding the impact of sexual violence. Developing effective coping skills to deal with the emotional aftermath. Exploring issues such as trust, intimacy, setting boundaries, assertiveness and 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 online only. Offered in fall, winter, and spring.	10 /group max
Residence Staff Training	Residence Life (Student Affairs)	Residence Life and Services Staff plus Campus Partners (SVPRO staff)	Education & Awareness: Skill Building: Equips student & professional staff with tools to be a first responder, Culture of Support: Learn how to support survivors of sexual violence	Sexual Violence, definitions, statistics, role specific responsibilities, responding to disclosures, (recognize, respond, refer)	Student staff in Residence (Dons, Program Assistants, Front Desk staff), Residence student government	August Training and on-going sessions over the year	Approx. 200
Orientation: It Takes All of Us online learning	SVPRS in partnership with Student	Online	Education & Awareness: Culture of Support:	Understanding consent, sexual violence, bystander	First year students	Late August	Incoming class

program - student version	Experience Office (Student Affairs)		Skill Building	intervention, responding to disclosures, resources and support			
It Takes All of Us Promotion	Residence Life (Student Affairs)	Residence Life and Services staff, SEO	Skill Building Education and Awareness	Encouraging first year students to complete It Takes All of Us module	1 st year students in residence	Social media campaign and residence newsletter information September 20 – 27, 2021	
It Takes All of Us Online Learning Program – student version	Sexual Violence Prevention and Response Service (SVPRS)	Online Module	Education & Awareness What is sexual violence, what is consent, and what are the resources available on campus Skill Building Bystander Intervention and disclosures		All Students	45 min online module covering sexual violence, consent, bystander intervention, responding to a disclosure, and resources on campus	Numerous courses now include this program as optional part of curriculum, also included in some AMS programming for staff and volunteers, open to all students, access from SVPRS website
What is Consent?	Residence Life (Student Affairs)	SHRC	Skill Building	How to communicate consent with partner, how to say no, how to accept a no, consent and hookup culture	1 st year students in residence	Virtual session, September 29, 2021	

Consent Awareness Week	Residence Life (Student Affairs)	Residence Life and Services staff	Skill Building Education & Awareness Community Builds on messages from Orientation Week	Sexual Violence, consent, healthy relationships, Rejection messaging, information about resources (SHRC, SACK, SVPRO, Consensual Humans)	1 st year students in residence	Passive campaign with educational posts via Rafrtr September 20 – 24, 2021	
Letters to Survivors Campaign and We Believe You Day, to promote Consent Awareness Week within and beyond Residence	Sexual Violence Prevention and Response Service (SVPRS)	Staff	Culture of Support Provides a space for students to anonymously share affirmations, words of support, and thoughts that build a culture of support	Empowerment, culture of care, consent culture, myths and stereotypes	All students	Week long social media campaign September 2021	8,466 total reach on social media, 365 total engagements + likes, comments, & shares
			Community				
SV Website	Sexual Violence Prevention & Response Service (HREO)	SVPRS and HREO staff	Education & Awareness: increase access to info, services and supports Policy & Procedures: communication with members of	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 – significant revisions this year with change to WP3 format	September 1, 2021 – April 30, 2022: 4,900 users, 7K sessions, session duration 1m33s, 10,872 page views, 82.8% new visitors

			campus community				
SV Facebook, Instagram and newsletter (new)	Sexual Violence Prevention & Response Service (HREO)	SVPRS	Education & Awareness: increase access to info, services and supports Educational content and event promotion Policy & Procedures: communication with members of campus 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 now has 628 followers. Newsletter subscriptions increasing.
Steps to Take Poster	Student Affairs	Infographic	Education & Awareness: Outlines the supports and services available to students after a recent sexual assault	Definition of SV, support services, resources,	Campus community	Regular distribution modified this year, digital version available in addition to some print copies	
Consent infographic	Student Affairs	Infographic	Education & Awareness: Explanation of consent and resources for support and services	Consent	1 st year students plus	Early Fall distribution plus additional as requested	
Sexual Violence Awareness Week- January 2022	Sexual Violence Prevention and Response Service (SVPRS)	Staff and students	Education & Awareness Skill Building	Survivor supports, Consent, activism, sex positivity, self	All campus community with a focus on undergraduate students, many	Healing Through Art	

<p>(#ConsentAction Week)</p>	<p>Culture of Support</p> <p>Community</p>	<p>care and empowerment</p>	<p>events done in partnership with other PSI's and OUSVN</p>	<p>Bystander Intervention Open Session</p> <p>Responding to Disclosures Open Session</p> <p>Student Panel: Building Consent Culture (w QFLIP)</p> <p>Your Safe Space Workshop – Jungle Flower/Reclaim Your Voice w Trent</p> <p>Affirmation Art with FrizzKid Art w Trent</p> <p>SPARK Pro-Bono Project: Intimate Image Sharing online presentation w Trent</p> <p>Stories Spark Change: Roxane Gay online presentation w OUSVN</p>
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Wellness Kits	Health Promotion (Student Affairs)	Substance Use Peer Health Educator (PHE) team, C.O.R. team leaders	Education & Awareness Addresses substance use behaviours & positive mental health Culture of Support Encourages practicing safe sex and awareness of harm reduction	Distribution of kits w focus on substance harm reduction + consent stickers, condoms and dental dams	Off-campus students	St. Patrick's Day	300 kits distributed, reached 250 students surveyed
General Social Media + Ask Me Anything (AMA) About Sex Forum	Health Promotion (Student Affairs)	Sexual Health PHE team	Education & Awareness Addresses questions surrounding sexual health	Social media promotion of healthy sexual health practices & answering of common questions.	Students at large	All year	4400 reached 125 engaged 80 likes
Sexual Health Trivia	Residence Life (Student Affairs)	RL+S staff and Health Promotions (PHEs)	Education and Awareness	Information about sexual health	1 st year students in residence	In person October 4, 2021	
Transgender Awareness Week and Trans Day of Remembrance	Residence Life (Student Affairs)	RL+S staff, SHRC	Education and Awareness	Information about Trans Day of Remembrance, trans experiences, intersectionality, care and resources available on campus	1 st year students in residence	Social media/Rafr campaign with educational posts and information; in person booths 3 x in the week November 13 – 19, 2021	

Alcohol and SV: Addressing Culture	SVPRS and Canadian Ctr. on Substance Use and Addiction	CCSUA webinar	Education and Awareness Culture of Support	Role of alcohol in sexual violence, consent culture, bystander intervention	Students	March 1, 2022
Film Screening: The Bystander Moment	Sexual Violence Prevention and Response Service (SVPRS) and Sexual Assault Centre Kingston	SACK staff and SVPRS Staff	Education & Awareness Skill Building Culture of Support	Engaging men, break down gender stereotypes, film plus panel discussion	All community	October 27, 2021
16 Days of Activism Against GBV Social Media Campaign	Sexual Violence Prevention and Response Service (SVPRS)	On-line, Instagram	Education & Awareness Building awareness of the prevalence of GBV, as well as education on intervention, healthy relationships, consent, and more Community Highlighting community resources and advocacy work	Gender Based Violence, femicide, consent, activism, community resources, sexual violence awareness, plus EGALE workshop on Responding to Transphobic Violence	All QU community members	November 25 – December 6, 2021
Begin by Listening: Student Activism on SV Symposium	SVPRS with OUSVN	Staff and students, virtual format	Education and Awareness Community	Research, art, activism and advocacy on SV and consent culture	Students from participating universities	November 2021

			Culture of Support				
Bystander Intervention Training	Student Experience Office (Student Affairs)	Students (Peer-led)	Education & Awareness: Skill Building: Equips students with an understanding of the barriers of intervention and learn strategies for safely intervening	Sexual violence definitions, consent, statistics, Bystander intervention attitudes (recognize, respond), sexual assault myths, social and cultural effects, privilege, identity, and intersectionality, responding to disclosures, campus and community resources	Dons/ResSoc AMS staff Walkhome Staff ASUS volunteers Orientation Week leaders Open sessions for all campus community By request to faculty societies, SGPS student groups, undergraduate student groups	One hour or two hour sessions, All year	16 sessions to approximately 798 students virtually
GBV Prevention and Awareness Workshop Program	Sexual Violence Prevention and Response Service (SVPRS) Student Experience Office (SEO) Bystander Intervention Program	Staff and Student Facilitators	Education & Awareness Workshops focused on topics of consent culture and healthy relationships	Healthy relationships, rape culture, consent culture, sex positivity, GBV, intersectionality and sexual violence, colonialism and GBV, power dynamics,	All Students (targeted to undergraduate)	Building a Consent Culture (1.5 hrs) Responding to Disclosures (1.5 hrs) Healthy Relationships (1 hr)	Building a Consent Culture approx. 438 Responding to Disclosures: approx. 71 Healthy Relationships approx. 59 Total approx. 568

			unhealthy and abusive relationships, and culture building	rejection resilience			
			Culture of Support				
			Community				
Movies for Mental Health: Creating supportive spaces for survivors of sexual violence	Sexual Violence Prevention and Response Service (SVPRS)	Art with Impact	Education & Awareness Building awareness of the impact of sexual violence using short films	Consent, impacts of sexual violence, healing, culture of support	All Students, QU and SLC	1.5 hr facilitated virtual discussion – view three short films and discussed. Hosted on blue box platform and followed by a 30 min q&a, November 10, 2021	
			Community Creating a more supportive community on campus. SACK and PSC part of panel conversation.				
Sexual Harassment and Violence in the Workplace	Human Rights & Equity Office	HREO Staff	Education & Awareness: Raises awareness of the rights and responsibilities of community members related to sexual harassment.	Sexual harassment	Staff and Faculty, part of certificate program offered via The Learning Catalogue (Human Resources)	Fall/Spring	approx. 30 per session

Staff and Faculty Training On-Line Modules	HREO and SVPRC host and promote CREVAWC link plus additional related workshops in HREO catalogue	On-line	Education & Awareness	Sexual Violence, dynamics, intersectional approach, how to respond to disclosure, legal issues, consent	Staff/Faculty	On-going	
SHIFT Survey (Student Experiences Survey) follow up work	Student Affairs and HREO			Review QU student experiences of campus safety, incidents of exclusion, harassment, racism and sexual violence	All QU students	March 4 – 26, 2021 for initial survey Implementation of programming in fall 2021	Outcome: report “From Input to Action: Your Voice Matters” being used to guide ongoing SHIFT project work

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

²Increased 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 look to 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 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.

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.

- **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

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, & 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

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Updates to this document in 2018, 2019 and 2020 and 2022 were completed by Barb Lotan, Sexual Violence Prevention & Response Coordinator. Updates to this document in 2021 were completed by Taylor Mackenzie MacPherson, Sexual Violence Prevention and Response Community Outreach and Student Support Worker.