



QUEEN'S UNIVERSITY

SEXUAL VIOLENCE PREVENTION & RESPONSE FRAMEWORK

2020-2021

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

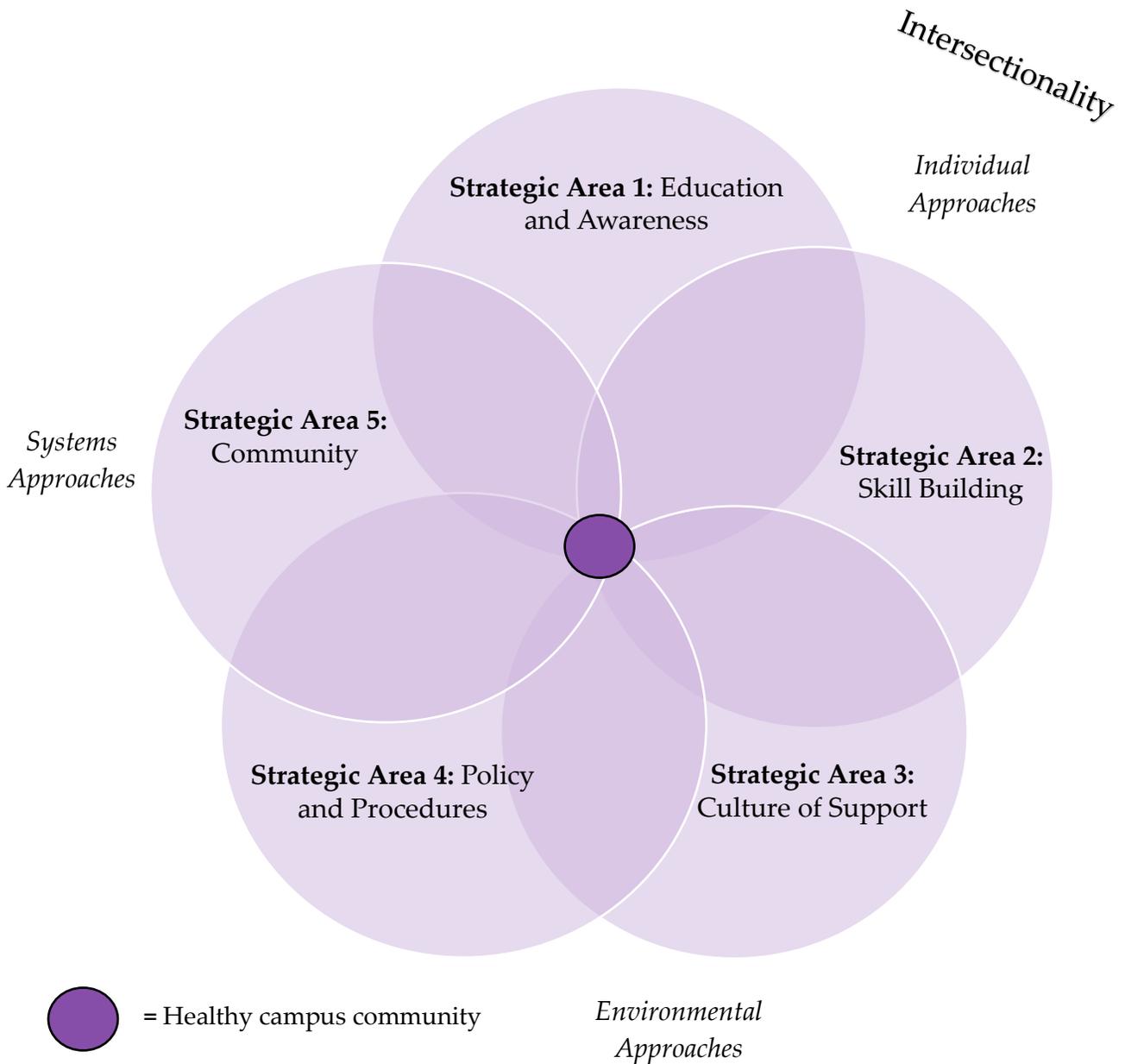
Campus partners have made a commitment to use the survey data to identify trends and areas of concern, to identify gaps in supports and service provision and to guide the development of educational programs on campus.

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 COVID 19, almost all activities this year were online and some yearly in-person events were cancelled.

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
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 both the fall, winter, and spring.	10 /group max
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 Culture of Support: Discusses the cultural effects of sexual violence	Sexual violence definitions, consent, statistics, Bystander intervention attitudes (recognize, respond)	Dons/ResSoc AMS staff 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 Module delivery to approx. 1100 orientation leaders	32 sessions to approx. 1100 students virtually

and changes
social norms

Orientation Week Consent Module	Student Experience Office (Student Affairs)	Other BK Chan	Education & Awareness: Culture of Support:	Consent	First year students	Late August	Incoming class
Human Sex Trafficking Awareness Session	Sexual Violence Prevention and Response Service (SVPRS), Campus Security and Emergency Services	Ed Cunningham, Kingston Police and Lana Sanders, Victim Services	Education & Awareness: Information about sex trafficking, how to recognize, and resources for support	Human sex trafficking	Staff only	February 16, 2021 February 26, 2021	60 attendees
Red Flag Campaign	Health Promotion (Student Affairs)	Sexual Health Topic Team Students	Education & Awareness: Addresses sexual assault, dating violence and stalking on university campuses Culture of Support: Encourages intervention when people see the warning signs of sexual violence	Bystander intervention, Harassment and stalking, Rape-myths, healthy relationships	Students at large	March 1-8, 2021 (Social Media Stories, Posts & Live)	14,000 views on social media, 183 total reach + engagement & likes
SV Website	Sexual Violence Prevention & Response Service (HREO)	SVPRS and HREO staff	Education & Awareness: increase access to info, services and supports	Information about multiple topics related to SV, policy and policy FAQ,	All students, faculty, staff and members of broader community	Permanent, on-going	March 16, 2020 to August 8, 2021: 3.9K users, 5.5K sessions Last 180 days, 1.7K

			Policy & Procedures: communication with members of campus community	resources, events etc.			users, 2.5K sessions 482 users in past 30 days, most accessing via desktop 87%, only 11% using mobile, 2.1% on tablet
SV Facebook and Instagram	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	Since accounts creation (Sept 2020) Instagram at 264 followers . Account engagement reach +500 a month Facebook has 210 followers and 195 who have liked account Account engagement +100 each month on average
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	

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	
SV Policy information Sessions	SVPRC	SVPRC	Education & Awareness Policy & Procedures: employee responsibilities and how to respond to disclosures from students.	Policies, procedures	Staff and faculty	Winter 2021, open sessions by registration and others upon request, Zoom	10 sessions held December 2020 to March 2021
Sexual Violence Awareness Week- Winter 2021	Sexual Violence Prevention and Response Service (SVPRS), Freedom From Violence	Staff and students	Education & Awareness Activism and sex work, consent and healthy relationships, Skill Building Trauma Informed education on responding to your inner critic and building compassion after trauma Building intimacy after trauma	Survivor supports, Consent, activism, sex positivity, self care and empowerment	All campus community with a focus on undergraduate students	January Reclaim Your Voice – talking to your Inner Critic Stripping, Art and Activism with Jacq the Stripper Sex after Trauma with Alisha Flisher	120 students attended total

			Culture of Support Support for survivors on sex after trauma, building self-compassion				
Substance Training	Health Promotion (Student Affairs)	Health Promotion Professional Staff	Education & Awareness: Addresses harm reducing substance use strategies in training format. Culture of Support: Provides direct support in alcohol-related healthy lifestyle appointments (HLA)	Alcohol, cannabis, opioids/fentanyl Risk reduction strategies	Orientation leaders plus ResLife Student Staff COR student volunteers	Fall and Winter as requested Sept 29 (Fall training) Oct. 2 (Make-up training) Jan 31 (winter training)	multiple sessions, 21 students attended
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: March 15 & 16	400 kits distributed, reached 900 students

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	5300 reached 173 engaged 165 likes
How to Have Safe Sex During COVID-19	Health Promotion (Student Affairs)	Sexual Health PHE team	Education & Awareness: Addresses intersection between sex & COVID-19	3-part social media promotion series on safer sex practices during COVID-19	Students at large	All year	4488 reached 302 engaged 162 likes 264 shares 22 saves
SV Training	SIC/AMS and Peer Support Centre	Student leaders	Education & Awareness Skill Building	Topics related to theme of sexual violence	SIC volunteers, Bystander Intervention Team, PSC, SHRC, SACK	On-going	
Consent Workshops	Sexual Health Resource Ctr.	Students (Peer led)	Education & Awareness: Facilitates discussions regarding the pillars of consent, means of practicing/promoting consent, and bystander intervention. Emphasizes the need for building a culture of consent early in the university experience.	Consent and Bystander Intervention	Orientation week leaders	Orientation and on-going by request	Incoming class

Teach-ins & Regular Centre Programming	SHRC	Students (Peer led)	Education & Awareness: Provides information and facilitates discussion regarding various aspects of sex and sexuality, emphasizing healthy relationships with partners & with one's self. Provides a resource and referral services relevant to sexual violence, sexuality, and sexual health (pamphlets, lending library, referral resources) (these services were remote this year, offered through their phone call hours)	Gender, sexuality, consent, barriers & contraceptives, STI's, sex toys, healthy relationships, survivor supports	All students	All year	Unable to track accurately
Essential Items Bursary	SHRC	Students (Peer led)	Culture of Support Relieves financial strain on Queen's students who,	Essential sexual health items Contraceptives Pregnancy tests Menstrual items	All students	All year	All students

			due to the SHRC's closure during COVID-19 purchased essential items at other retailers for a higher price. EIB reimbursed applicants difference between the price paid and price available through SHRC.				
SA/DV Program Training	Sexual Assault/ Domestic Violence Unit, Kingston Health Sciences Ctr. KGH site	Program Manager	Education & Awareness: Informing students and staff about the resource and how and when to refer students to their services	Survivor supports	Faculty of Medicine only this year (student clubs etc. did not request this year)	Year round, on-going as requested	
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	Varies
Residence Staff Training	Residence Life (Student Affairs)	Staff plus Campus & Community Partners	Education & Awareness: Skill Building: Equips student &	Sexual Violence, definitions, statistics, role specific	Student and professional staff in Residence, RES SOC	August Training and on-going sessions over the year	Approx. 200

		(e.g., Kingston Police)	professional staff with tools to be a first responder, Culture of Support: Learn how to support survivors of sexual violence	responsibilities, responding to disclosures, (recognize, respond, refer)			
Consent Week	Residence Life (Student Affairs)	Staff plus partners Consensual Humans and SAGE Lab	Skill Building Education & Awareness Community Builds on messages from Orientation Week	Sexual Violence, consent, healthy relationships, Rejection messaging COVID and physical distancing + hookup culture	1 st year students in residence	September 2020	
Staff and Faculty Training On-Line Modules	HREO and SVPRC host and promote CREVAWC link	On-line	Education & Awareness	Sexual Violence, dynamics, intersectional approach, how to respond to disclosure, legal issues, consent	Staff/Faculty	On-going	
Mandatory Training for Athletes	Athletics and Recreation (Student Affairs)	A&R Staff plus campus partners	Education & Awareness	Assorted topics including sexual violence	All student athletes, attendance mandatory to maintain eligibility	Sessions scheduled related to athletic "season"	All varsity and club athletes
Letters to Survivors Campaign	Sexual Violence Prevention and Response Service (SVPRS)	Staff	Culture of Support Provides a space for students to anonymously	Empowerment, culture of care, consent culture, myths and stereotypes	All students	Week long social media campaign September 2020	100 individual submissions to the campaign

			share affirmations, words of support, and thoughts that build a culture of support				+1,000 engagement
Community, Support, and Action October Workshop Series	Sexual Violence Prevention and Response Service (SVPRS) and Social Issues Commission (SIC)	Staff and Student leaders Facilitator from SHRC and SACK Panelists included students and club members	Education & Awareness Skill Building Culture of Support	Trauma sensitive support, healthy relationships, student activism, boundaries, sex positivity, consent, rejection resilience, culture of support	All Students	Workshop from SACK on Trauma Informed Care Sex Positivity with SHRC Student Panel on SV Activism	80 attendees across the three events
Know your Rights: Naming and Reporting Sexual Harassment in the Workplace	Sexual Violence Prevention and Response Service (SVPRS) and Trent University	SHARE Exchange Legal Action Centre	Education & Awareness Education on what sexual harassment looks like in the workplace and resources available Culture of Support Providing options and resources available to students pursuing reporting processes	Sexual harassment, reporting, legal aid	All Students	1 hr workshop on naming and reporting sexual harassment in the workplace October 6 th 2020	30

16 Days of Activism Against GBV Social Media Campaign	Sexual Violence Prevention and Response Service (SVPRS)	Staff	Education & Awareness Building awareness of the prevalence of GBV, the impact of COVID on rates of GBV, as well as education on intervention, healthy relationships, consent, and more	Gender Based Violence, femicide, consent, activism, community resources, sexual violence awareness	All Students	16 Day social media campaign around activism against GBV and including Dec 6 th national day of remembrance	Over 200 unique engagements on social media Reach of +2,000
Trauma Sensitive Yoga	Sexual Violence Prevention and Response Service (SVPRS)	Staff Yoga Facilitator Kamryn Marsh	Culture of Support Space for those looking for a space that is trauma informed to practice affirming self care. Facilitator would start and end each session discussing consent, empowerment, and choice	Trauma sensitive care, self care, culture of support	All Students	6 small online group sessions from January to April 6 webinar sessions from January to April	50 students registered total Flex of 8-14 attendees per session

Affirmations Campaign	Sexual Violence Prevention and Response Service (SVPRS)	Staff	Culture of Support Affirmation sharing that affirm self love, healthy relationships, 2SLGBTQ+ identities, and relationship statuses	Affirmations, sex positivity, 2SLGBTQ+ relationships	All Students	Affirmations campaign shared the week of February 8 th . Asked for affirmations from the community for a chance to win a gift card. Compiled affirmations and shared online to build culture of self-love and support around a time of year (Valentines) where students might feel pressures	40 unique submission +500 engagement +35 unique shares to other Instagram accounts
GBV Prevention and Awareness Pilot Workshop Program	Sexual Violence Prevention and Response Service (SVPRS) Student Experience Office (SEO) Bystander Intervention Program	Staff and Bystander Facilitators	Education & Awareness Workshops focused on topics of consent culture and healthy relationships Skill Building Building skills in intervention, support, recognizing unhealthy and abusive relationships,	Healthy relationships, rape culture, consent culture, sex positivity, GBV, intersectionality and sexual violence, colonialism and GBV, power dynamics, rejection resilience	All Students (targeted to undergraduate)	Pilot two workshops 5 times total: Building a Consent Culture (2) Healthy Relationships (3)	185 students completed the workshop

			and culture building				
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 Community Creating a more supportive community on campus . SACK part of panel conversation	Consent, impacts of sexual violence, healing, culture of support	All Students	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	40 attendees
Sexual Citizens: Q/A with Authors	Sexual Violence Prevention and Response Service (SVPRS)	Jennifer S. Hirsch and Shamus Khan	Education and Awareness Q&A discussed findings from book <i>Sexual Citizens</i> such as consent, hookup culture, and the sexual geographies that shape relationships	Consent, sexual violence, hookup culture,	All students, staff, and faculty, plus community partners	2hr Q&A with authors. Local attendees received a copy of the book: <i>Sexual Citizens</i>	96 registrants
It Takes All of Us Online Training	Sexual Violence Prevention and Response Service (SVPRS)	Online Module	Education & Awareness What is sexual violence, what is consent, and what are the resources	Consent, sexual violence, debunking myths, bystander intervention, resources	All Students	45 min online module covering sexual violence, consent, bystander intervention, responding to a	400 participants completed since launch in late February 2020 HLTH 102 (taught by Jennifer

	available on campus Skill Building Bystander Intervention and disclosures	disclosure, and resources on campus	Tomasone) used the module as part of their course material
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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 programing 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.

⁶Programs 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 improve 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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