



QUEEN'S UNIVERSITY

SEXUAL VIOLENCE PREVENTION & RESPONSE FRAMEWORK

2019 – 2020

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 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
 - (iii) facilitate access to support mechanisms for Students affected by Sexual Violence.

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>

- 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

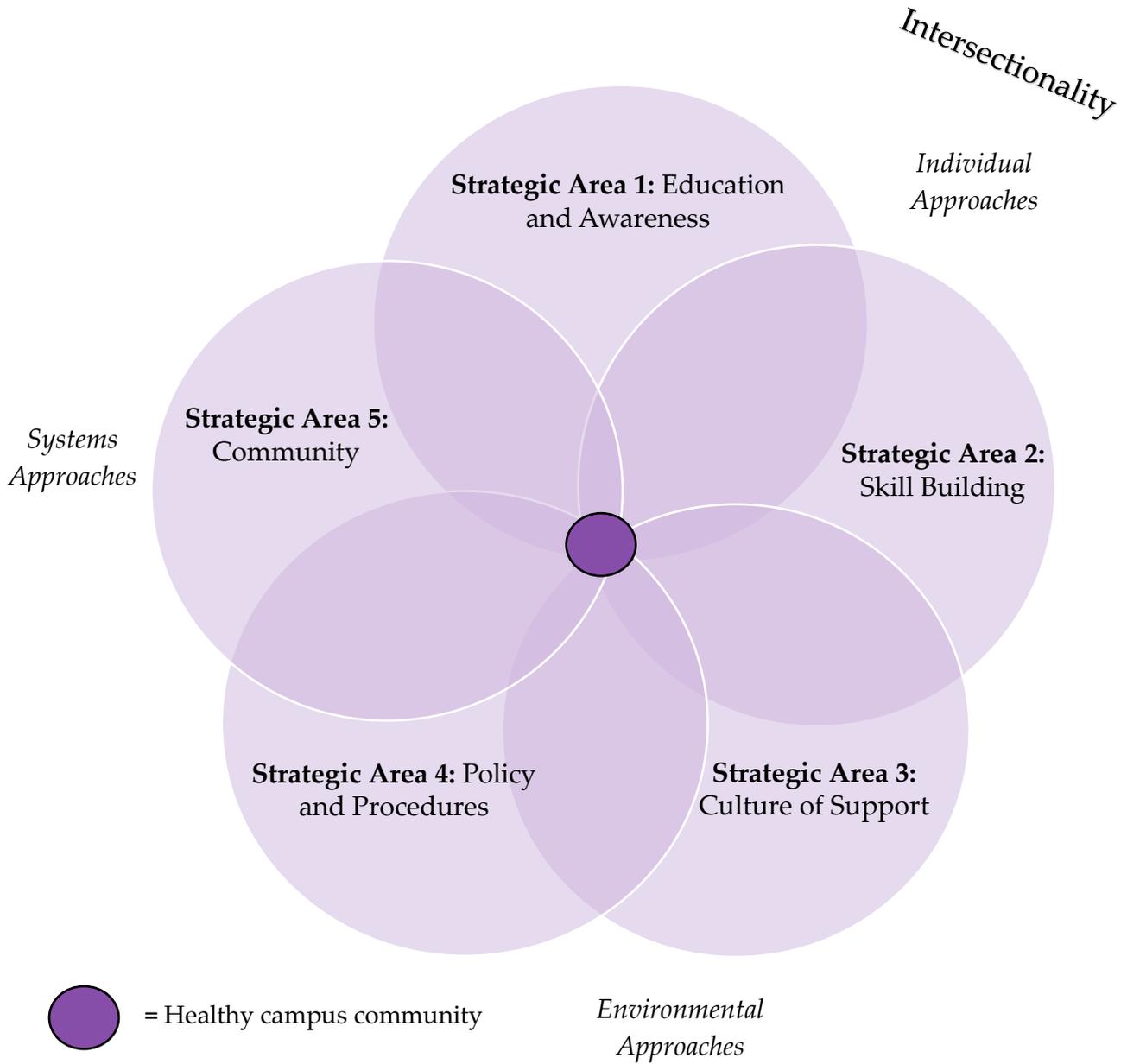
⁵ <https://www.ontario.ca/page/student-voices-sexual-violence> and <https://files.ontario.ca/tcu-summary-report-student-voices-on-sexual-violence-survey-en-2019-03.pdf>

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.

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. Unfortunately, the sudden closure of campus due to the COVID 19 pandemic resulted in some events and initiatives being cancelled or cut short. This table does not reflect all activities that had been planned for March and April 2020.

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 only	Once a week for 1.5 hours each. The group runs for 8 weeks. Offered in both the fall and winter terms.	10 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 and changes social norms	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	48 sessions, approx. 2398 students

Orientation Week Guest Speaker	Student Experience Office (Student Affairs)	Other BK Chan	Education & Awareness: Culture of Support:	Consent	First year students	September sessions	Incoming class
Existere (theatre project)	Student Experience Office (Student Affairs)	Students (Peer-led)	Education & Awareness: Raises awareness around issues that are of importance to first-year students Culture of Support: Social action theatre group that highlights diverse experiences in order to critically engage with and explore stereotypes and norms in order to incite social change	Multiple topics with a focus on student wellness, inclusion, consent etc.	First year students	September, during Orientation Week	Incoming class
Rape Aggression Defense (RAD) Systems Program	Campus Security and Emergency Services	Staff	Skill Building: Provides women with information about personal safety, awareness, risk reduction and avoidance. It teaches practical defensive	Risk reduction strategies focused on stranger assault	Female-identified students, staff, faculty	12 hour course delivered over three sessions	Varies

			techniques and provides opportunities for practice using simulations				
Red Flag Campaign	Health Promotion (Student Affairs)	Static displays, social media, boothing	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	All students, faculty and staff	February 3-14, 2020	Unable to track, locations are high traffic, evaluation done this year
SV Website	Sexual Violence Prevention & Response Coordinator (HREO)	SVPRC	Education & Awareness: increase access to info, services and supports Policy & Procedures: communication with members of campus community	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	August 19, 2019 to March 15, 2020: 2024 users, 2661 sessions
Steps to Take Poster	Student Affairs	Infographic	Education & Awareness: Outlines the supports and services available to students after	Definition of SV, support services, resources,	Campus community	September mailing plus additional distribution on request	

			a recent sexual assault				
Healthy Relationships Pamphlet	SVPRC, SWS, Health Promotion	Staff	Education & Awareness	Healthy relationships, warning signs of abuse, resources	All students	Campus wide distribution	Ongoing over several cycles
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	Summer and Fall 2019, open sessions by registration and others upon request	11 sessions, approx. 450 in attendance
Sexual Violence Awareness Week- Winter 2020	Social Issues Commission (Alma Mater Society), in partnership with other student groups	Students (Peer-led)	Education & Awareness Skill Building Culture of Support	Survivor supports, Consent	All campus community with a focus on undergraduate students	January Multiple events incl. on-line and in-person activities (Reclaim Your Voice, +++)	
Substance Training	Health Promotion (Student Affairs)		Education & Awareness: Culture of Support:	Alcohol, cannabis, opioids/fentanyl Risk reduction strategies	Orientation leaders plus ResLife Student Staff	Fall and as requested	
Party Goer Kits	Health Promotion (Student Affairs)		Education & Awareness Culture of Support	Distribution of kits w focus on substance harm reduction + consent stickers, condoms and dental dams	All students	Homecoming: Oct. 17, 2019 St. Patrick's Day: March 13, 2020	300+ 128

Assorted workshops, static displays, boothing, social media campaign (Ask Me Anything FB)	Sexual Health Topic Team, Health Promotion (Student Affairs)	Students	Education & Awareness	Health, sexuality, relationships	Students at large	All year	
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,	Gender, sexuality, consent, barriers & contraceptives, STI's, sex toys, healthy relationships, survivor supports	All students	All year	Unable to track accurately, large number of students access

			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)				
SA/DV Program Training	Sexual Assault/ Domestic Violence Unit, Kingston Health Sciences Ctr. KGH site	Community members	Education & Awareness: Informing students and staff about the resource and how and when to refer students to their services	Survivor supports	Peer Support Centre volunteers SHRC COR volunteers Other units/groups as requested	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
Consent infographic	Student Affairs	Infographic	Education & Awareness: Explanation of	Consent	1 st year students plus	Early Fall distribution plus	

			consent and resources for support and services			additional as requested	
Residence Staff Training	Residence Life (Student Affairs)	Staff plus Campus & Community Partners (e.g., Kingston Police)	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 and professional staff in Residence, RES SOC	August Training and on-going sessions over the year	Approx. 200
Consent Week	Residence Life (Student Affairs)	Staff	Skill Building Education & Awareness Community Builds on messages from Orientation Week	Sexual Violence, consent, healthy relationships, Rejection messaging, included promotion of community rally late in the month organized by SACK (Take Back the Night)	1 st year students in residence	September 2019	
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	

“Flip the Script” EAAA Sexual Violence Resistance Program	SVPRC (Human Rights & Equity Office)	Peer led facilitation, Graduate Student-Staff	Education & Awareness: Research based programming w focus on acquaintance assault Skill Building: Scenario based activities, verbal and physical skills Culture of Support: Recognition of individual difference of experience and response to violence	Recognizing personal and environmental danger cues, setting boundaries, sex & sexuality, consent, verbal & physical self- defence, community resources	Female identified students aged 17- 24	Multiple sessions offered over the calendar year (x2) (final sessions had to be cancelled due to pandemic)	Max. 20 per session
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
Rejection Campaign	Student Experience Office (Student Affairs) & Social Issues Commission (AMS)	Staff	Education & Awareness: Equips students with ways to reject someone and respond to rejection respectfully.	Healthy relationships, boundaries, rejection	All students	Week long social media campaign, March 2020	

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 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 ⁶, 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)⁷ 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.

⁶ 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.

⁷ 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

Intersectionality⁸ 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.⁹ 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 intersectionally¹⁰

- 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.

⁸ 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>

⁹ Hankivsky, O. (2014). *Intersectionality 101*. Simon Fraser University, Institute for Intersectionality Research and Policy. Vancouver: Institute for Intersectionality Research and Policy, SFU.

¹⁰ 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

- Casey, E. A., & Lindhorst, T. P. (2009, April). Toward a multi-level, ecological approach to the primary prevention of sexual assault . *Trauma, Violence and Abuse, 10*(N), 91-114.
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