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 which contribute to the framework, and more importantly, responds to sexual violence at Queen's University.
Introduction
This Sexual Violence Prevention and Response framework is a joint effort between the Alma Mater Society, the Society of Graduate and Professional Students, the Sexual Violence Prevention and Response Coordinator and the Division of Student Affairs. These groups 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 increase collaboration and coordination among staff, student-affiliated groups and other community partners who plan and organize prevention and awareness activities for students. Though the programming found in this document is directed towards students, this framework acknowledges that a holistic prevention and response strategy involves commitment and collaboration from the broader community.

It is not to preclude any group from doing anything that they feel will meet student needs related to sexual violence, however, it should be used as a guideline to make decisions in terms of efficacy, fit, breadth and depth of activities. This framework should also not preclude any of the efforts of the Sexual Violence Working group to develop and implement campus-wide initiatives to support prevention and response. In fact, it should help identify gaps in programming, and coordinate the efforts of the groups involved as it relates to the Working Group.

Background
A Sexual Violence Prevention and Response Working Group 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 on campus.

Starting in Fall 2015, new sexual violence prevention and education initiatives and resources were put in place for Orientation Week, and throughout the year. The university also created a Sexual Violence Prevention and Response Coordinator position, based on the working group’s recommendations. The position was filled in Spring 2016.

In March 2015, Queen’s undergraduate and graduate students took part in a campus climate survey. 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. 2,243 students responded, which represents a survey response rate of 14%.
This data indicated that 25% 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 perpetrated by someone known to the survivor. Only 2% students reported incident to University officials however, 63% students reported 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. The policy was first approved in March 2016 after extensive consultation with students and campus stakeholders.

Section 6 of the Policy on Sexual Violence Involving Queen’s University Students 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 (or “SVPRC”) will work with campus partners to develop and implement an annual education strategy to:
  - promote a culture of Consent;
  - address issues of Sexual Violence; and,
  - 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 Queen’s 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 should take an intersectional approach to understanding Sexual Violence.
- The university will make training related to the policy and procedure available for staff, faculty, Students, and members of the governing board and senior administration.

Sexual violence and the complacency about sexual violence is a serious cultural problem within our broader society, but more specifically within the constructs of university campuses. As such, sexual violence is not an issue that affects a few people, but rather is a social justice issue that affects all of us. Sexual violence is an issue that is related to other struggles of equality and can occur between individuals regardless of sexual orientation, gender, and gender identity or relationship. In fact, 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 Sexual Violence Prevention and Response Coordinator, the Alma Mater
Society, the Society of Graduate and Professional Students, 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 Having a stand-alone sexual violence policy
   4.2 Communicating the information about the policy and associated procedures to members of the campus community
   4.3 Ensuring that the policy and related procedures are accessible

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 2017-2018 (to be set by SVPRWG)

1 Education and Awareness
   1.1 Student awareness of resources and support
   1.2

2 Skill Building
   2.1 Multiple sessions? Length of sessions?
2.2 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
3.3 Improve and streamline the process for receiving accommodations

4 Policy
4.1 Accurately reflecting the nuances and experiences of students on Queen’s campus (EAB, 2015)
4.2 Policy and related resources and information should be easy to access and understand for students
4.3 Increased accountability of respondents
4.4 Increased transparency of actions
4.5 Improved process for reporting
4.6 Improved and streamlined accommodations process

5 Community
5.1 Include member of the Sexual Assault Centre Kingston on the Sexual Violence Prevention and Response Working Group

Annual Priority Audiences:
- First year students
- Upper year students
- Student leaders (all positions)
- Graduate and professional students
- Frontline staff and support persons
- Administrative staff
- Racialized students
- Indigenous students
- LGBTQ+ identified student
- Male-identified students
### 2016-2017 Sexual Violence Programming

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Unit</th>
<th>Program Facilitators</th>
<th>Description, Outcomes and Learning Objectives</th>
<th>Content/Topic</th>
<th>Audience Characteristics</th>
<th>Format/Duration/Frequency</th>
<th>Number of Students Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEGaSUS</td>
<td>Student Affairs (Student Wellness Services)</td>
<td>Staff</td>
<td><strong>Culture of Support:</strong> Assists students who are coping and recovering from the effects of sexual violence through connection, education and empowerment</td>
<td>Survivor supports</td>
<td></td>
<td></td>
<td>All year</td>
</tr>
<tr>
<td>Bystander Intervention Training</td>
<td>Student Affairs (Peer-led)</td>
<td>Students</td>
<td><strong>Skill building:</strong> Equips students with an understanding of the barriers of intervention and learn strategies for safely intervening <strong>Culture of Support:</strong> Discusses the cultural effects of sexual violence and changes social norms <strong>Education and awareness:</strong> Helps students learn the definitions of sexual assault and consent and some Queen’s specific statistics related to campus sexual violence</td>
<td>Bystander intervention, rape-myth, attitudes</td>
<td>- Dons/ResSoc</td>
<td>- AMS staff</td>
<td>- Orientation Week leaders</td>
</tr>
<tr>
<td>Consent Speaker</td>
<td>Student Affairs</td>
<td>Other</td>
<td><strong>Education and awareness:</strong> <strong>Culture of Support:</strong></td>
<td>Consent</td>
<td>- First year students</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>Existere</td>
<td>Student Affairs (Student Experience Office)</td>
<td>Students (Peer-led)</td>
<td><strong>Culture of Support:</strong> 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 <strong>Education and awareness:</strong> Raises awareness around issues that are of importance to first-year students</td>
<td>multiple topics with a focus on student wellness, inclusion, consent etc.</td>
<td>- First year students</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>Rape Aggression Defense (RAD)</td>
<td>Campus Security and Staff</td>
<td></td>
<td><strong>Skill building:</strong> Provides women with information about personal safety, awareness, risk reduction <strong>Risk reduction strategies:</strong> focused on stranger assault</td>
<td>- Female-identified students</td>
<td>Two-three part sessions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
3Effective programs are professionally facilitated. Program facilitators can be students, staff, faculty, community members and others.
<table>
<thead>
<tr>
<th><strong>Program</strong></th>
<th><strong>Emergency Services</strong></th>
<th><strong>and avoidance. It teaches practical defensive techniques and provides opportunities for practice using simulations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHAMP</strong></td>
<td><strong>Student Affairs</strong></td>
<td><strong>Culture of Support:</strong> Facilitates discussions to build healthy masculinity by looking at self-identity, privilege, responsibility, relationships and more. <strong>Consent, alcohol, healthy relationships, masculinity and gender stereotypes</strong></td>
</tr>
<tr>
<td><strong>Culture of Support</strong></td>
<td><strong>Staff and peer facilitators</strong></td>
<td><strong>Education and awareness:</strong> Facilitates discussions regarding self-identity, privilege, responsibility, relationships and more. <strong>Consent, bystander intervention</strong></td>
</tr>
<tr>
<td><strong>Consent Workshops</strong></td>
<td><strong>Society of Graduate and Professional Students (Sexual Health Resource Centre)</strong></td>
<td><strong>Students (Peer-led)</strong></td>
</tr>
<tr>
<td><strong>Teach-ins</strong></td>
<td><strong>Society of Graduate and Professional Students (Sexual Health Resource Centre)</strong></td>
<td><strong>Students (Peer-led)</strong></td>
</tr>
<tr>
<td><strong>Red Flag Campaign</strong></td>
<td><strong>Student Affairs (Health Promotion)</strong></td>
<td><strong>Static displays</strong></td>
</tr>
<tr>
<td><strong>Ask for Angela</strong></td>
<td><strong>Student Affairs/Alma Mater Society</strong></td>
<td><strong>Students (Peer-led)</strong></td>
</tr>
</tbody>
</table>
| **Drawn the Line poster campaign** | Static displays | Staff | **Culture of Support**: Aims to engage the community in a conversation about sexual violence  
**Community**: Content is used throughout the Kingston community and information sessions are sometimes hosted by campus partners | Bystander Intervention, Rape-myth, attitudes | - | All students | October |
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Steps to Take Poster</strong></td>
<td>Student Affairs</td>
<td>Infographic</td>
<td><strong>Education and awareness</strong>: Outlined the supports and services available to students after a recent sexual assault</td>
<td>-</td>
<td>Campus community</td>
<td>September mailing</td>
</tr>
</tbody>
</table>
| **Policy information sessions** | Human Rights Office (Sexual Violence Prevention and Response Coordinator) | Staff | **Policy and Procedures**: Hosted when new iterations of the policy are released and as requested.  
**Education and awareness**: Ensuring that community members are aware of the policy and can ask any questions they may have about it and its related procedures | Policies | - | Staff, students and faculty | All year |
| **How to help a friend who’s a survivor of sexual violence** | Alma Mater Society (Social Issues Commission) | Students (Peer-led) | **Culture of Support**: Improving attitudes and fostering a culture of support by providing students with an venue to discuss and learn about how to support survivors/victims of sexual violence | Survivor supports | - | All students | November |
| **Alcohol Training** | Student Affairs (Health Promotion) | Students | **Education and awareness**:  
**Culture of Support**: | Alcohol, Risk reduction strategies | - | | 
<p>| <strong>Sexology 101: Healthy Relationships and Consent Workshop</strong> | Student Affairs (Health Promotion) | Students | Consent and Healthy Relationships | - | All year |</p>
<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Target Audience</th>
<th>Duration</th>
</tr>
</thead>
</table>
| **SAFV Training**                          | **Education and awareness**: Informing students about the resource and how and when to refer students to their services | - Peer Support Centre volunteers  
- Campus Observation Room Volunteers  
- Student, staff and faculty  
- 1st year students  
- Target audience is staff/faculty | - September, when COR volunteers are hired  
- All year  
- Orientation Week  
- August Training |
| **Sexual Harassment and Violence in the Workplace** | **Education and awareness**: Raises awareness of the rights and responsibilities of community members when it comes to sexual harassment.  
**Alcohol Consent Infographic**: Explanation of consent and resources for support and services | - Student, staff and faculty  
- Students  
- 1st year students | - All year  
- October  
- Orientation Week |
| **Rethink the Drink**                      | **Education and awareness**: Discussion surrounding alcohol and substance abuse and its relationship with sexual violence | - Students  
- 1st year students  
- Staff | - August Training  
- Orientation Week |
| **Consent infographic**                     | **Education and awareness**: Explanation of consent and resources for support and services | - Student, staff and faculty  
- Students  
- 1st year students | - All year  
- Orientation Week |
| **Residence Staff Training**               | **Skill building**: Equips students with tools to be a first responder, hear a disclosure empathically and understand how to follow up  
**Culture of Support**: Learn how to support survivors of sexual violence  
**Education and awareness**: Helps students learn the definitions of sexual violence and consent and some Queen’s specific statistics related to campus sexual violence | - Student, staff and faculty  
- Students  
- Staff | - August Training  
- Orientation Week |
| **Staff and Faculty Training On-line Modules** | **Education and awareness**: Dynamics of sexual violence, intersectional approach, how to respond to disclosure, legal issues, consent | - Target audience is staff/faculty | - On-going |
### Information Sessions – Dating/Domestic Violence

<table>
<thead>
<tr>
<th>Staff</th>
<th>Education and Awareness: healthy relationships, abuse, resources available to support</th>
<th>Dating/Domestic violence w focus on cultural and language needs of diverse students</th>
<th>International students/racialized students</th>
<th>2 sessions held, School of English and QUIC</th>
</tr>
</thead>
</table>

### Sexual Harassment Online Training

<table>
<thead>
<tr>
<th>Human Rights Office</th>
<th>On-line</th>
<th>Education and Awareness: Raising awareness of community members’ rights and responsibilities when it comes to sexual harassment.</th>
<th>Sexual Harassment</th>
<th>Campus community</th>
<th>On-going</th>
</tr>
</thead>
</table>

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.

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
This framework was developed based on research focused on determining the most effective methods for sexual violence prevention on university campuses. This research has guided the development of the five strategic areas that work in collaboration and conjunction with each other 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 (2011), 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) research for effective prevention strategies informs two of our strategic areas education and awareness as well as skill building programming.

- **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.
- **Socioculturally 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.

Policy and Procedures:
Students experience a wide spectrum of unwanted sexual behavior. Therefore, a comprehensive sexual violence policy has to educate students about what constitutes sexual violence while providing protection to survivors/victims and perpetrators. According to EAB (2015), ideal sexual violence policies:

- Are stand-alone policies
- Address the spectrum of sexual violence
• Have concise and accessible language
• Are posted prominently online

*The Colleges and Universities Act, Ontario Regulation 131/16 section 5 requires that every college and university provide training on their sexual violence policies. This training must be available to students, governing members and senior administrators and students (Government of Ontario, 2017).

Appendix 2: Intersectionality
Intersectionality 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. Intersectionality seeks to acknowledge 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 engage with any part of the 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 (Hankivsky, 2014). In working with the diversity of the Queen’s students, it is important to recognize one’s own identity as well as those of the students they are interacting with. Using an intersectional lens throughout the development and use 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 (Baker, Barreto Elsa, & Ehterinton, 2015)
• 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.
### Appendix 3: Sexual Violence Prevention Program Planning

Here are a series of questions to consider to help guide your sexual violence prevention programming:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does your event fit into the Queen’s Sexual Violence Framework?</td>
<td></td>
</tr>
<tr>
<td>With which of the five strategic objectives does your event/workshop/programming align?</td>
<td></td>
</tr>
<tr>
<td>Have you discussed your project plans with the Sexual Violence Prevention and Response Coordinator and other relevant supervisors?</td>
<td></td>
</tr>
<tr>
<td>Who is your audience?</td>
<td></td>
</tr>
<tr>
<td>What is your target reach?</td>
<td></td>
</tr>
<tr>
<td>How is your project being delivered? By who?</td>
<td></td>
</tr>
<tr>
<td>What other supports and services will you need to have in place before, during and after the event?</td>
<td></td>
</tr>
<tr>
<td>Has your program been well-researched? Is it evidence-based and evidence-informed?</td>
<td></td>
</tr>
<tr>
<td>What procedures and communications need to be applied regarding ensuring that your programming is accessible and inclusive?</td>
<td></td>
</tr>
<tr>
<td>What other organizations might be doing similar work?</td>
<td></td>
</tr>
<tr>
<td>Are there any existing programs similar to the one you are planning?</td>
<td></td>
</tr>
<tr>
<td>Are there opportunities for partnership?</td>
<td></td>
</tr>
<tr>
<td>What criteria will you use to measure program success?</td>
<td></td>
</tr>
<tr>
<td>How will you evaluate your program?</td>
<td></td>
</tr>
</tbody>
</table>
References