Queen’s University
SEXUAL VIOLENCE PREVENTION AND RESPONSE FRAMEWORK
UPDATED NOVEMBER 2018

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 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 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 is primarily directed towards students, this framework acknowledges that a holistic prevention and response strategy involves commitment and collaboration from the broader community.

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 Working (SVPRWG) group 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 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 involving students.

Starting in Fall 2015, new sexual violence prevention and education initiatives and resources were introduced, starting during Orientation Week and continuing throughout the year. Based on the working group’s recommendations, the University also created a Sexual Violence Prevention and Response Coordinator position. The position was filled in Spring 2016. The Coordinator is part of the Human Rights & Equity Office.

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. 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. The updated policy replaced a policy first approved in March 2016. That policy was developed after extensive consultation with students and other 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:
  (i) promote a culture of Consent;
  (ii) address issues of Sexual Violence; and,
  (iii) facilitate access to support mechanisms for Students affected by Sexual Violence.
- The university will deliver appropriate information and education related to Sexual Violence to the 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, 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 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 Maintaining 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** (to be set by SVPRWG)

1 **Education and Awareness**
   1.1 Student awareness of resources and support services

2 **Skill Building**
   2.1 Improving 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 Accurately reflecting the nuances and experiences of students on Queen’s campus (EAB, 2015)
4.2 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 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
### 2017-2018 Sexual Violence Programming

<table>
<thead>
<tr>
<th>Initiative&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Unit&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Program Facilitators&lt;sup&gt;3&lt;/sup&gt;</th>
<th>Description, Outcomes &amp; Learning Objectives</th>
<th>Content/Topic&lt;sup&gt;4&lt;/sup&gt;</th>
<th>Audience Characteristics&lt;sup&gt;5&lt;/sup&gt;</th>
<th>Format/Duration/Frequency&lt;sup&gt;6&lt;/sup&gt;</th>
<th>Number of Students Reached</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PEGaSUS</strong></td>
<td>Student Wellness Services (Student Affairs)</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>Self-referral, Survivors, graduate and undergraduate students</td>
<td>Fall and winter terms, 1 session per term, weekly for 10 wks.</td>
<td>Variable attendance, max. registration per session is 10</td>
</tr>
</tbody>
</table>
| **Bystander Intervention Training** | Student Affairs | Students (Peer-led) | **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  
**Education & awareness:** Helps students learn the definitions of sexual assault and consent and some Queen’s specific statistics related to campus sexual violence | Bystander intervention, rape-myths, attitudes (recognize, respond) | - Dons/Res Soc  
- AMS staff  
- Orientation Week leaders  
- Open sessions for all campus community | All year | Approx. 2500 |
| **Orientation Week Guest Speaker** | Student Affairs | Other | **Education & Awareness:**  
**Culture of Support:** | Consent | - First year students | September 2 sessions | Incoming class |
<p>| <strong>Existere</strong>         | Student Experience Office (Student Affairs) | Students (Peer-led) | <strong>Culture of Support:</strong> Social action theatre group that highlights diverse experiences in order to critically engage with and explore stereotypes and multiple topics with a focus on student wellness, inclusion, consent etc. | - First year students | September Multiple sessions | Incoming class |</p>
<table>
<thead>
<tr>
<th><strong>Queen’s Reads</strong></th>
<th>Student Affairs Staff</th>
<th><strong>Education &amp; Awareness Community</strong></th>
<th>The Break, focus on sexual violence, themes of oppression, intersectionality of identity</th>
<th>-</th>
<th>All members of community, focus on students</th>
<th>Massive book distribution in fall, follow up events over the year</th>
<th>Approx. 5000 books made available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rape Aggression Defense (RAD) Systems Program</strong></td>
<td>Campus Security and Emergency Services Staff</td>
<td><strong>Skill building</strong>: Provides women with information about personal safety, awareness, risk reduction and avoidance. It teaches practical defensive techniques and provides opportunities for practice using simulations</td>
<td>Risk reduction strategies focused on stranger assault</td>
<td>-</td>
<td>Female-identified students</td>
<td>Two-three part sessions</td>
<td>All year</td>
</tr>
<tr>
<td><strong>CHAMP</strong></td>
<td>Residence Life (Student Affairs) Staff and peer facilitators</td>
<td><strong>Culture of Support</strong>: Facilitates discussions to build healthy masculinity by looking at self-identity, privilege, responsibility, relationships and more.</td>
<td>Consent, alcohol, healthy relationships, masculinity &amp; gender stereotypes</td>
<td>-</td>
<td>First year, male-identified students</td>
<td>Events held during fall and winter terms</td>
<td>Approx. 75</td>
</tr>
<tr>
<td><strong>Red Flag Campaign</strong></td>
<td>Health Promotion (Student Affairs) Static displays, social media</td>
<td><strong>Education &amp; Awareness</strong>: Addresses sexual assault, dating violence and stalking on university campuses <strong>Culture of Support</strong>: Encourages intervention when people see the warning signs of sexual violence</td>
<td>Bystander intervention, Harassment and stalking, Rape-myth</td>
<td>-</td>
<td>All students, faculty and staff</td>
<td>February 5-9, 2018</td>
<td>Unable to track, locations are high traffic</td>
</tr>
<tr>
<td><strong>Stand-alone SV website</strong></td>
<td>Sexual Violence Prevention staff</td>
<td><strong>Education &amp; Awareness</strong>: increase access to info, services and supports</td>
<td>information about multiple topics related to SV, policy and</td>
<td>-</td>
<td>All students/faculty/staff and members of</td>
<td>Permanent, on-going</td>
<td>1831 users, 2362 sessions,</td>
</tr>
<tr>
<td>Event</td>
<td>Initiative Type</td>
<td>Responsible Party</td>
<td>Message Summary</td>
<td>Target Audience</td>
<td>Event Dates</td>
<td></td>
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</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     |
| Steps to Take Poster        | Student Affairs  | Infographic       | **Education & Awareness**: Outlined the supports and services available to students after a recent sexual assault                                                                                           | Campus community | September mailing plus additional distribution on request |
| Healthy Relationships Pamphlet | SVPRC, SWS, Health Promotion | Staff | **Education & Awareness**  
Healthy relationships, warning signs of abuse, resources                                                                                                                                           | All students    | Campus wide distribution |
| Policy information sessions | Sexual Violence Prevention & Response Coordinator (Human Rights & Equity Office) | Staff | **Policy & Procedures**: employee responsibilities and how to respond to disclosures from students.  
**Education & 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, procedures                                                                 | Staff and faculty | All year 11 sessions, approx. 175 in attendance |
| Sexual Violence Awareness Week | Social Issues Commission & Bystander Student Coordinator (Peer-led) | Students (Peer-led) | **Culture of Support**: Improving attitudes and fostering a culture of support via opportunities to discuss and learn about how to support survivors/victims of sexual violence, post-traumatic  
Survivor supports                                                                 | All campus community | November |
<table>
<thead>
<tr>
<th>Event</th>
<th>Organization</th>
<th>Audience</th>
<th>Format</th>
<th>Description</th>
<th>Frequency</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video: What is sexual violence?</td>
<td>Social Issues Commission (AMS)</td>
<td>Students, AMS SIC</td>
<td>Education &amp; Awareness</td>
<td>Sexual violence, myths and stereotypes</td>
<td>All campus community</td>
<td>Fall launch and ongoing</td>
</tr>
<tr>
<td>Alcohol Training</td>
<td>Health Promotion (Student Affairs)</td>
<td></td>
<td>Education &amp; Awareness: Culture of Support</td>
<td>Alcohol, Risk reduction strategies</td>
<td>Orientation leaders plus ResLife Student Staff</td>
<td>Fall and as requested</td>
</tr>
<tr>
<td>Sexology 101: Healthy Relationships and Consent Workshop</td>
<td>Health Promotion (Student Affairs)</td>
<td>Students</td>
<td>Education &amp; Awareness</td>
<td>Consent and Healthy Relationships</td>
<td>First year students, residence, as requested</td>
<td>All year</td>
</tr>
<tr>
<td>Assorted workshops, static displays, booting, social media campaign</td>
<td>Sexual Health Topic Team, Health Promotion (Student Affairs)</td>
<td>Students</td>
<td>Education &amp; Awareness</td>
<td>Health, sexuality, relationships</td>
<td>Students at large plus one specific collaboration with QUIC re: dating Ask Me Anything on FB</td>
<td>All year</td>
</tr>
<tr>
<td>Consent Workshops</td>
<td>Sexual Health Resource Ctr. (peer led)</td>
<td>Students</td>
<td>Education &amp; 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.</td>
<td>Consent and Bystander Intervention</td>
<td>Orientation week leaders</td>
<td>Orientation (March, April) and by request</td>
</tr>
<tr>
<td>Teach-ins &amp; Regular Centre Programming</td>
<td>SHRC (peer led)</td>
<td>Students</td>
<td>Education &amp; Awareness: Provides information and facilitates discussion regarding various aspects of sex and sexuality, emphasizing healthy relationships with partners &amp; with one’s self. Provides a</td>
<td>Gender, sexuality, consent, barriers &amp; contraceptives, STI’s, sex toys, healthy relationships, survivor supports</td>
<td>All students</td>
<td>All year</td>
</tr>
<tr>
<td>Program</td>
<td>Organization</td>
<td>Service Description</td>
<td>Target Audience</td>
<td>Duration</td>
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<tr>
<td>SA/DV Unit Accompaniments</td>
<td>SHRC</td>
<td>Culture of Support: Provides confidential support services to those seeking the services of the Sexual Assault/ Domestic Violence Unit and Kingston General Hospital.</td>
<td>All students</td>
<td>All year</td>
<td></td>
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</tr>
<tr>
<td>SADV Training</td>
<td>Sexual Assault/ Domestic Violence Unit, Kingston Health Sciences Ctr. KGH site</td>
<td>Education &amp; Awareness: Informing students and staff about the resource and how and when to refer students to their services</td>
<td>Peer Support Centre volunteers, Other units/groups as requested</td>
<td>September, when COR volunteers are hired and ongoing as requested</td>
<td></td>
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</tr>
<tr>
<td>Sexual Harassment and Violence in the Workplace</td>
<td>Human Rights &amp; Equity Office</td>
<td>Education &amp; Awareness: Raises awareness of the rights and responsibilities of community members related to sexual harassment.</td>
<td>Student, staff and faculty</td>
<td>All year</td>
<td></td>
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</tr>
<tr>
<td>Rethink the Drink</td>
<td>Health Promotion and University Rector</td>
<td>Education &amp; Awareness: Discussion surrounding alcohol and substance abuse and its relationship with sexual violence</td>
<td>Students</td>
<td>October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consent infographic</td>
<td>Student Affairs and Alma Mater Society</td>
<td>Education &amp; Awareness: Explanation of consent and resources for support and services</td>
<td>1st year students plus</td>
<td>Orientation Week distribution and additional distribution</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Residence Staff Training | Residence Life (Student Affairs) | Staff | **Skill building**: Equips student & professional staff 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 & Awareness**: Helps staff learn the definitions of sexual violence and consent and some Queen’s specific statistics related to campus sexual violence. | Sexual Violence | - | Student and professional staff in Residence, RES SOC | August Training and some on-going sessions over the year | Approx. 200

| Consent Week | Residence Life (Student Affairs) | Staff | **Skill Building Education & Awareness Community** – assorted events | Sexual Violence, consent, healthy relationships | - | 1st year students in residence | Fall 2017

| Staff and Faculty Training On-Line Modules | Human Rights & Equity Office (SVPRC) | On-line | **Education & Awareness**: Dynamics of sexual violence, intersectional approach, how to respond to disclosure, legal issues, consent | Sexual Violence | - | staff/faculty | On-going

| EAAA “Flip the Script” Sexual Violence Resistance Program | 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 x4 | Max. 20 per session
**Mandatory Training for Athletes**

| Athletics and Recreation (Student Affairs) | Staff | **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 |

**Sexual Harassment Online Training**

| Human Rights & Equity Office | On-line | **Education & Awareness:** Sexual Harassment | - | Campus community | On-going | |

**Forensic Experiential Trauma Interviewing Training**

| Student Affairs and Kingston Police Service | In-person training community expert | **Education & Awareness:** Trauma informed interview/investigation | Staff who are part of investigation of sv reports | Summer and Fall 2017, multiple days | Sessions organized by DSA & KPS were both open to members of the broader community in addition to QU staff |

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1. Workshops and training should be supplemented with mass-media, campus-wide public service notices.
2. Increased cross-unit and cross-disciplinary collaboration enhances the efficacy of prevention efforts across units.
3. Effective programs are professionally facilitated. Program facilitators can be students, staff, faculty, community members and others.
4. Content should include consent, healthy relationships, risk reduction strategies, policies, bystander intervention, survivor supports, attitudes, rape-myths, alcohol, hazing, drugs, harassment and stalking and more.
5. Effective 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
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 (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 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.
- **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.

Policy and Procedures:
Students experience a wide spectrum of unwanted sexual behavior. Therefore, a comprehensive sexual violence policy has to educate all members of the campus community 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 (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). 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 (Baker, Barreto Elsa, & Ehterington, 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.
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?

Here are a series of questions to consider when planning your sexual violence prevention programming:

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<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, other stakeholders and supervisors?</td>
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</tr>
<tr>
<td>Who is your audience?</td>
<td></td>
</tr>
<tr>
<td>What is your target reach?</td>
<td></td>
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<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>
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<tr>
<td>Are there opportunities for partnership?</td>
<td></td>
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<tr>
<td>Is your programming a one-time event or an on-going project? If on-going, is it sustainable? What is the life span?</td>
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<tr>
<td>What criteria will you use to measure program success?</td>
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<tr>
<td>How will you evaluate your program?</td>
<td></td>
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<tr>
<td>How will you incorporate feedback from participants into future planning?</td>
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</tr>
</tbody>
</table>
References