SEXUAL VIOLENCE PREVENTION & RESPONSE FRAMEWORK

2023-2024

Introduction

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.

In the fall of 2022, the University engaged with external consultants, Watershed Legal Projects (formerly Canadian Centre for Legal Innovation in Sexual Assault Response (CCLISAR)), for a review of policy and processes related to sexual violence involving students. The consulting team provided a report that was used to guide the 2022/2023, policy review. An implementation committee convened to review the recommendations and to suggest revisions to the policy. In addition, provincial legislation required that post-secondary institutions expand their policies to include sexual misconduct committed by employees. A revised version of the sexual violence policy was presented to the Board of Trustees in fall 2023. This new policy, incorporating the sexual misconduct language, was approved and implemented January 2024.

The Policy on Sexual Misconduct and 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.
- 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

[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/policy-sexual-misconduct-and-sexual-violence-involving-students

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]

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.

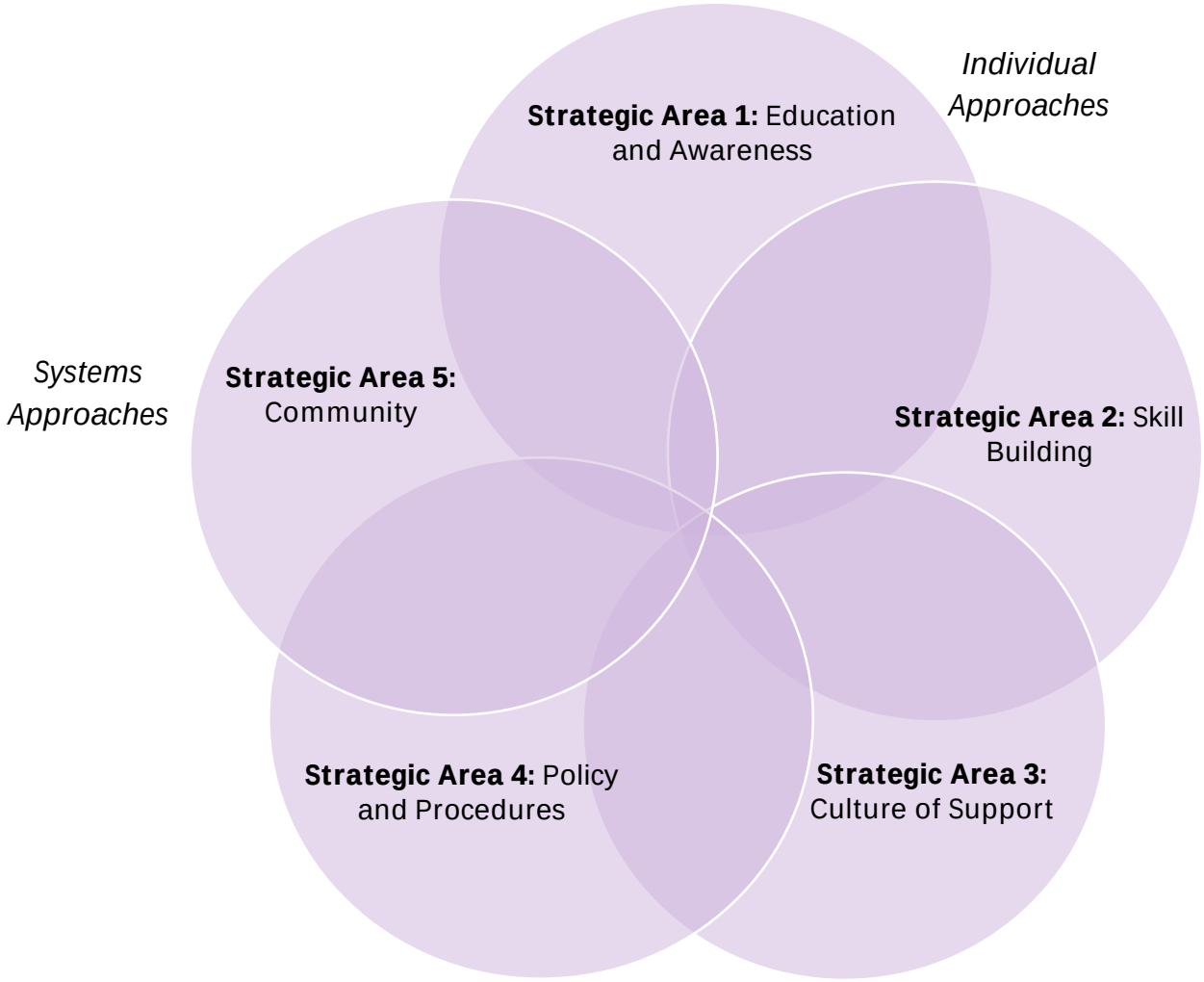
Students were asked questions about experiences and perceptions of:

Training and bystander response
Complaint to campus authority
Obtaining support
Experiences of sexual harassment
Experiences of sexual violence
Community actions and responses

[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

Relationship dynamics[6]

Prevention and Response Framework



Strategic Priorities

1
Education & Awareness

1.1