

## SEXUAL ASSAULT PREVENTION AND RESPONSE REPORT AND RECOMMENDATIONS

**April 30, 2015**

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## TABLE OF CONTENTS

Table of Contents .....	2
List of Tables and Figures.....	3
Acknowledgement .....	4
Executive Summary .....	5
I.    Prevention and Response Consultation and Research .....	13
II.   Status of Current Prevention and Response at Queen’s.....	23
III.  Support Services and Response .....	33
IV.  Prevention Initiatives and Programs .....	56
V.    Social and Cultural Climate .....	75
VI.  Policies and Procedures .....	84
VII.  Accountability.....	99
Appendix A – Principal’s Invitation to Campus Consultation .....	107
Appendix B – Draft Sexual Misconduct Policy.....	108
Bibliography .....	118

## LIST OF TABLES AND FIGURES

Table 1: All Survey Respondents - Queen's Affiliation.....	15
Table 2: Survey Respondent Demographic Data.....	15
Table 3: Undergraduate Students – Queen's Affiliation.....	16
Table 4: Undergraduate Students – Program of Study .....	16
Table 5: Undergraduate Students – Year of Study/Program .....	16
Table 6: Graduate and Professional Students – Queen's Affiliation .....	17
Table 7: Graduate and Professional Students – Program of Study .....	17
Table 8: Graduate and Professional Students – Year of Study/Program .....	17
Table 9: Teaching Fellows, Faculty and Staff – Queen's Affiliation .....	18
Figure 1: Current Status of Support and Response Service.....	24
Figure 2: Current Status of Prevention Education and Training Programming.....	26
Figure 3: Current Status of Formal and Informal University Complaint Options.....	31
Table 10: Undergraduate Students – Awareness of Resources and Services .....	33
Table 11: Graduate Students – Awareness of Resources and Services .....	34
Table 12: Teaching Fellows, Faculty and Staff – Awareness of Resources and Services.....	34
Table 13: Models of University-Administered Centralized Services .....	44
Figure 4: Boston University Sexual Assault Response & Prevention Centre .....	45
Figure 5: Harvard Office of Sexual Assault Prevention and Response .....	46
Table 14: Harvard Office of Sexual Assault Prevention and Response Staffing .....	47
Figure 6: Example of Organizational Structure for Possible Queen's Centre .....	53
Table 15: Example of Possible Queen's Centre Staffing.....	54
Figure 7: Proposed Support and Response Resource for Queen's .....	55
Table 16: Undergraduate Students – Awareness of Prevention Initiatives.....	56
Table 17: Graduate Students – Awareness of Prevention Initiatives.....	56
Table 18: Institutions with Bystander Intervention Programs .....	69
Table 19: Undergraduate Students – Perception of Socio-cultural Factors .....	75
Table 20: Graduate Students – Perception of Socio-cultural Factors .....	75
Table 21: Teaching Fellow, Faculty and Staff – Perceptions of Socio-cultural Factors .....	75
Figure 8: Kingston Police Protocol for Handling Reports of Sexual Assault.....	91
Table 22: Stand-Alone Policies, Codes of Conduct, & University Conduct System .....	93
Figure 9: Model for Queen's Coordinated Sexual Assault Prevention & Response .....	101
Table 23: Queen's Recommendations and Ontario Premier's Action Plan.....	102

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Special gratitude is extended to Dr. Leslie Flynn, Vice-Dean Education in the Faculty of Health Sciences, who moderated the open campus community meetings with sensitivity and skill.

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## EXECUTIVE SUMMARY

The Sexual Assault Prevention and Response Working Group (SAPRWG) was established in the summer of 2013, as one of several interrelated working groups reporting through the Health and Wellness Steering Committee, to advance a more strategic approach to addressing sexual assault prevent and response at Queen's. The Working Group was focused on student experiences of sexual assault on campus.

The SAPRWG was guided by a resource developed by the Ontario Women's Directorate with the Ministry of Training, Colleges and Universities and several provincial organizations with subject matter expertise in the context of higher education (OWD, 2013). The document, entitled *Developing a response to sexual violence: A resource guide for Ontario's colleges and universities*<sup>1</sup>, suggests several best practices for responding to campus sexual assault:

- Communicate a commitment to an action plan;
- Identify a sexual violence response team;
- Assess current policies, protocols and practices;
- Train campus community members, including students during orientation; and
- Monitor and evaluate progress.

The SAPRWG conducted an inventory of existing campus policies, protocols, programs, systems and resources and contrasted these with best practices suggested in the report. This initial inventory identified strengths and gaps in Queen's and was a departure point from which the SAPRWG expected to begin work on a comprehensive strategy for sexual assault prevention and response.

In the fall of 2014, the SAPRWG announced it would be releasing a comprehensive set of recommendations to address sexual assault prevention and response by the end of the 2014/15 academic year. This report is a culmination of the research and consultative efforts of the SAPRWG to date.

Between February and April 2015, the SAPRWG undertook to examine best practices and collect community feedback across five interrelated domains for intervention:

1. Support services and response mechanisms;
2. Prevention initiatives;
3. Social and cultural climate;
4. Policies and procedures;
5. Accountability.

During this time, the work of the SAPRWG was being informed by a Council of Ontario Universities (COU) Reference Group on Sexual Violence, which includes a representative from Queen's University.

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<sup>1</sup> Ontario Women's Directorate. (2013). *Developing a response to sexual violence: A resource guide for Ontario colleges and universities*. Available online at: [http://www.women.gov.on.ca/owd/docs/campus\\_guide.pdf](http://www.women.gov.on.ca/owd/docs/campus_guide.pdf)

The Council of Ontario Universities (COU) has established a Reference Group on Sexual Violence that includes a representative from Queen's University.

The Reference Group was established to share best practices in the area of policy, prevention, and response and continues to examine sector-wide issues. The group will also be discussing and providing feedback on compliance with respect to the recently released Ontario Premier's Action Plan<sup>2</sup> - *It's never okay: An action plan to stop sexual violence and harassment*.

The Action Plan identified the following commitments related to Universities (PO, 2015):

- Introduction of legislation to require colleges and universities to work with students to adopt a sexual assault policy, developed with significant input from students, and renewed – with student involvement – every four years;
- Assurance that each campus has clearly stated complaints procedures and response protocols, effective training and prevention programs, as well as access to services and supports for survivors available 24/7;
- Requirement that universities report publicly on incidents of sexual violence, as well as initiatives underway to address sexual violence and harassment, and their effectiveness;
- Support for initiatives by universities to reduce sexual violence and harassment, and ensure safer campuses;
- Assurance that all students have information about preventing sexual violence and harassment and are informed of resources and supports, starting with their first week of orientation and continuing throughout the year, for students in all years of study; and
- Requirement for all universities to participate in a province-wide awareness campaign in September of 2015.

The COU Reference Group will respond to any forthcoming provincial legislation, and Queen's policies and practices will continue to be informed by both Government expectations and the work of the Reference Group.

Queen's broad community consultation and best practice research led the SAPRWG to identify eleven objectives to enhance Queen's commitment to, and capacity for, effective sexual assault prevention and response. Best practices for effective sexual assault prevention and response suggest coordinated, collaborative, consistent and community-wide approaches, which include simultaneously implemented individual, systemic and cultural interventions. All five domains of intervention listed above must be engaged in an integrative manner to influence meaningful and sustained sexual assault prevention and response efforts.

Thirty-four recommendations, listed below, are offered to help achieve the identified eleven objectives for strategic action. Envisioning and enacting effective sexual assault prevention and response efforts at Queen's University will require the enhancement of some existing and the introduction of some new systems, resources, and practices.

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<sup>2</sup> Office of the Premier of Ontario (PO). (2015). *It's never okay: An action plan to stop sexual violence and harassment*. Government of Ontario. Available online at: <http://docs.files.ontario.ca/documents/4136/mi-2003-svhap-report-en-for-tagging-final-2-up-s.pdf>

## **Strategic Objectives and Associated Recommendations**

1. Integrate and Profile Support and Advocacy Services.
2. Streamline Academic Accommodation Processes.
3. Clarify Roles in Support Network and Coordinate Response Mechanisms.
4. Disseminate and Deliver First-Responder Training and Information.
5. Designate Personnel to Deliver Coordinated Prevention Education.
6. Inform and Educate Students in All Years, with a Focus on Orientation.
7. Deliver Evidence-Based Peer-Involved Prevention Education.
8. Promote a Compassionate and Violence-Averse Campus Culture.
9. Develop a University Process for Handling Complaints of Sexual Assault
10. Develop a Comprehensive Sexual Assault Policy
11. Improve Institutional and Public Accountability.

### ***Objective 1: Integrate and Profile Support and Advocacy Services***

The SAPRWG recommends that:

- i. The university establishes a central, visible, and welcoming “Sexual Assault Response and Prevention” (SARP) Centre, which would function as: a single point of entry for integrated and holistic sexual assault response, support, advising, counselling, advocacy, and case management services; and a driving force for campus-wide sexual violence prevention education and first-response training.
- ii. The university adequately resources more integrated and holistic sexual violence prevention services, with professional staff<sup>3</sup> as well as students to manage a holistic response, support, and prevention model of service delivery, which might include: managing the centre, directing its activities, delivering counseling and psycho-educational support, delivering training and educational programs, for instance.
- iii. The university significantly raises the profile of all sexual assault support services and resources among the student population, as well as the campus community broadly, and publicizes operating hours of campus and community sexual assault support and advocacy services to ensure students are aware of available 24/7 resources.

### ***Objective 2: Streamline Academic Accommodation Processes***

The SAPRWG recommends that:

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<sup>3</sup> Comparable models of holistic support, response and prevention services include a professional staff member that: directs and supervises programs, services, and any professional or student staff and volunteers; provides crisis intervention and trauma counselling; provides holistic individual support, advocacy, and referral; provides case management and consultation; liaises with campus and community partners; and contribute to designing and overseeing the delivery of training and education for staff and student first-responders.

- i. The Advisory Committee on Academic Accommodations develops a standard and consistent university-wide policy and process to enable students to efficiently request and receive academic accommodation requests in a manner that maintains student confidentiality and integrity.

***Objective 3: Clarify Roles in Support Network and Coordinate Response Mechanisms***

The SAPRWG recommends that:

- i. The university clarifies and communicates the roles of various university personnel responsible for sexual assault first response, investigation, advising, counselling and advocacy.
- ii. The university establishes terms of reference for a Sexual Assault Response Team, comprising key members of the campus response network, to ensure criminal and university response protocols are clear, coordinated, and consistent.
- iii. Members of the support and response network develop relationships, based on mutually agreed upon service delivery principles, with community partners (e.g., Kingston Frontenac Victim Crisis & Referral Services and the Sexual Assault Crisis Centre Kingston) to facilitate appropriate referral and timely response.

***Objective 4: Disseminate and Deliver Training and Information***

The SAPRWG recommends that:

- i. Subject matter experts collaborate to develop and propose mechanisms to deliver tailored training<sup>4</sup> to campus community members, depending on their roles and responsibilities (e.g., first-responders, faculty, TAs, non-academic departmental staff, etc.) and focusing on the effects of and myths about sexual assault, the university's academic accommodations policy and procedure, and expectations for maintaining student privacy and dignity through the process.
- ii. Directors and department heads imbed training into existing training requirements and opportunities for academic and non-academic departments so that faculty, staff and teaching assistants understand how best to recognize, respond to, and refer a disclosure of sexual assault.
- iii. Subject matter experts, with support from the university's marketing department, develop a tangible resource, similar to the Georgia Tech Gold Folder Initiative<sup>5</sup>, for broad distribution to faculty and staff members, which concisely and coherently provides

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<sup>4</sup> Training in the fall of 2015 will target Residence Dons and Orientation Week Leaders, followed by ongoing training sessions delivered to additional target audiences, prioritizing individuals most likely to receive a disclosure or report of sexual assault.

<sup>5</sup> Georgia Tech. *Gold Folder Initiative: Faculty and Staff Sexual Response Guide*. Available online at <http://www.voice.gatech.edu/plugins/content/index.php?id=79>

information about sexual assault and guidance to effectively “recognize, respond, and refer”, so that disclosures and reports of sexual assault are directed, with care, to the appropriate campus response mechanisms.

***Objective 5: Designate Personnel to Deliver Coordinated Prevention Education***

The SAPRWG recommend that:

- i. The university dedicates professional staff<sup>6</sup> to coordinate and implement sexual assault prevention education activities, and co-locate prevention education staff and student peer educators with professional counselling and case management staff to support the holistic service delivery model proposed.
- ii. Students and professional staff involved in designing and delivering prevention education initiatives innovate marketing messages as well as outreach and programming strategies such that they resonate with today’s student audiences.
- iii. Students and professional staff involved in delivering prevention education develop mutually beneficial partnerships, collaborate on initiatives, and work together to regularly assess programs.

***Objective 6: Inform and Educate Students in All Years, with a Focus on Orientation***

The SAPRWG recommends that:

- i. The university meets the requirements of the Ontario Premier’s Action Plan by delivering appropriate information related to sexual assault to all first year undergraduate and incoming graduate students during orientation week (including non-participants). Subject matter experts must collaborate to lead content and format design, in consultation with students to ensure the information is tailored to the audience and context.
- ii. Prevention education efforts engage male-identified students as role models, to encourage outreach from male-identified survivors and active bystander intervention behaviour.
- iii. The university employs best health promotion practices for effective behaviour change by using an ecological approach and delivering multiple messages to multiple target populations in multiple settings. Depending on time of the year and context, awareness-raising and skill-building should be tailored to target different students across all years in

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<sup>6</sup> Comparable models of holistic support, response and prevention services include a professional staff member that: plans and implements prevention education programs; recruits, trains and coaches student volunteers to support and sustain the implementation of annual educational awareness raising and skill-building programs (e.g., Red Flag Campaign, Bringing in the Bystander, etc.); and provides basic support and advocacy functions. Co-location within the SARP Centre allows for the development of a team of professionals dedicated to holistic sexual assault support and violence prevention, establishes a visible robust presence of violence prevention and support services.

relation to topics such as: adhering to the university's Student Code of Conduct; laws around sexual harassment and assault; university policies and consequences related to sexual assault; giving and receiving consent; identifying the characteristics of healthy dating relationships/intimate partnerships; reaching out to available counselling services and emergency supports; safety planning; and bystander intervention.

***Objective 7: Deliver Evidence-Based Peer-Involved Prevention Education***

The SAPRWG recommends that:

- i. Trained members of the SAPRWG deliver a Queen's customized Bringing in the Bystander (BITB™) curriculum, by piloting the program in 2015/16 to Residence Dons and Student Orientation Leaders.
- ii. The university support ongoing bystander intervention training and programming<sup>7</sup>.

***Objective 8: Promote a Compassionate and Violence-Averse Campus Culture***

The SAPRWG recommends that:

- i. The university clearly defines and articulates a statement of commitment on non-tolerance for gender-based violence, broadly communicates violence prevention and response services available, and takes steps to systemically assess whether and how related campus activities may influence the campus culture with respect to violence prevention (e.g., alcohol culture, hazing prevention and response).
- ii. The university ensure support, response, and prevention education personnel have the competency to work with a diversity of students using an intersectional<sup>8</sup> violence prevention framework that recognizes the distinct needs of and effects on female-identified, male-identified, LGBTQ-identified, racialized, and international students, as well as students with disabilities.
- iii. Environmental Health & Safety and Campus Security & Emergency Services collaborate to conduct periodic campus environmental safety scans.

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<sup>7</sup> In 2014/15, the SAPRWG received funding from the Women's Safety Grant to receive training and to launch a bystander intervention education program based on a train-the-trainer model. Queen's has committed to implementing the Bringing in the Bystander Intervention Program. To sustain the bystander training model, ongoing funding for the program needs to be secured to run and oversee the program.

<sup>8</sup> An intersectional approach to prevention and response acknowledges that survivors possess and reflect diverse, complex, and intertwining personal and social identities as well as contextual experiences. As certain identities are socially marginalized and stigmatized and as cultural values differ across diverse identities, an intersectional approach recognizes that different survivors will experience some common and other distinct effects of gender-based violence and barriers to accessing services.

- iv. All members of the campus community be supported to develop capacity and engage in violence prevention efforts, promoting a conceptualization of and approach to gender violence that is intersectional, inclusive, stigma-free, and accessible.

***Objective 9: Develop a University Process for Handling Complaints of Sexual Assault***

The SAPRWG recommends that:

- i. The university establishes a model for a university conduct process for handling allegations of sexual misconduct, including sexual harassment and sexual assault, against students; this conduct model would supersede the Residences and Athletics & Recreation non-academic discipline processes currently handling allegations of sexual misconduct against residents and athletes, while ensuring consultation with the directors of the two departments during sanctioning; the AMS and SGPS non-academic discipline systems would not be applicable in the case of sexual misconduct.
- ii. The university adequately resource the new university conduct model in order to competently and consistently respond to allegations of sexual misconduct, including the following possible infrastructure: professional staff to coordinate the process; individuals with expertise to carry out investigative functions; hearing and sanctioning bodies; training programs for investigating, hearing, and sanctioning personnel, for example.

***Objective 10: Develop a Comprehensive Sexual Assault<sup>9</sup> Policy***

The SAPRWG recommends that:

- i. The university clarifies in its Student Code of Conduct that sexual misconduct, including sexual harassment and sexual assault, is a violation of university behavioural expectations and subject to the university's non-academic misconduct/discipline system, and extends expectations for appropriate behaviour to social media and on-line activity.
- ii. The SAPRWG Policy Subcommittee draft a stand-alone policy, detailing investigating, decision-making, and sanctioning protocols for responding to allegations of sexual misconduct, including sexual harassment and sexual assault, against students.
- iii. The stand-alone policy for handling sexual misconduct, should include the following:
  - a) Detailed university procedures and processes to be followed;

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<sup>9</sup> The SAPRWG Policy Subcommittee has advanced a draft Sexual Misconduct Policy for handling complaints of sexual misconduct against a student or student group. In this Policy, Sexual Misconduct includes: sexual assault; sexual harassment; and aiding, abetting, or inciting sexual misconduct.

- b) Definitions of sexual misconduct, sexual assault, sexual harassment, and consent, including legal definitions and any interpretive statements;
- c) Articulation of the rights of both complainants and respondents; and
- d) Details about criminal reporting options as well as university reporting options, procedures and process that may be simultaneously engaged, with a list of possible university sanctioning outcomes;
- e) Explanations of the level of autonomy the survivor will retain in the aftermath of a disclosure and/or formal report, as well as how the university will balance a survivor-centric commitment to confidentiality with a commitment to maintaining the safety and security of the larger community where an assessment of risk deems an alleged assailant to be a potential threat to others.

***Objective 11: Improve Institutional and Public Accountability***

The SAPRWG recommends that:

- i. The Working Group be maintained to advise student and professional partners and stakeholders, to coordinate programs and services, and to monitor progress on strategic actions for more effective campus sexual assault prevention and response.
- iii. The Working Group regularly studies and reports on the climate concerning sexual assault on campus, to gauge individual experiences as well as cultural behaviours and norms to inform prevention and response efforts.
- ii. The Working Group supports the university in becoming an emerging leader in the area of evaluating the effectiveness of bystander intervention programming.
- iii. The university adopts any sector-wide metrics introduced to measure “success” with respect to sexual assault prevention and response.
- iv. University support and response services (e.g., Campus Security & Emergency Services, Counselling Services, Human Rights Office, etc.) collaborate to develop coordinated systems for institutional tracking and reporting of incidents of formal and informal sexual assault reporting and disclosure, ensuring to adhere to FIPPA and university confidentiality policies.
- v. The university complies with any sector and ministry requirements for public reporting.
- vi. The university imbeds in its stand-alone sexual misconduct policy a requirement to review the document after one year of drafting and every four years thereafter, with a commitment to community consultation.

## **I. PREVENTION AND RESPONSE CONSULTATION AND RESEARCH**

### **A. Introduction**

The Sexual Assault Prevention and Response Working Group (SAPRWG) was established in the summer of 2013, as one of several interrelated working groups reporting through the Health and Wellness Steering Committee, to advance a more strategic approach to addressing sexual assault prevention and response at Queen's.

Queen's has not been alone in its renewed attention to sexual assault prevention and response. Across Canada, institutional administrators, health and wellness practitioners, student affairs professionals and students have been discussing and acting on the identified need for more effective prevention programming, more survivor-centric support services, more coordinated response mechanisms, and more transparent reporting and complaint policies and procedures.

The need to tackle the persistent problem of sexual and gendered violence on campuses is reinforced by Canadian and campus statistics compiled by the Canadian Federation of Students (CFS). The CFS uncovered that 70% of self-reported sexual assaults were against women, that almost half of all self-reported sexual assaults were against people 15 to 24 years of age, that almost one in five reported sexual offences occur with an intimate partner, that more than 80% of rapes that occur on college and university campuses are committed by someone close or known to the survivor, and that many on-campus sexual assaults occur during the first eight weeks of classes. Furthermore, most cases of sexual and gendered violence are not formally reported to the police. It is estimated that less than one in ten sexual assaults are reported to the police. Barriers to reporting include feeling unsafe or unsupported, internalizing social stigma, feeling humiliation, and fearing being re-victimized by the legal process, for instance (CFS, 2013).

The Working Group was in the process of developing a set of recommendations in relation to best practices for sexual assault prevention and response, when media raised the profile of the issue nationally. In a *University Affairs* article, Tamburri & Samson (2014) recently wrote that Canadian universities had been reconsidering their sexual assault prevention and response strategies as a result of emerging information from studies of reported campus sexual assaults and greater public scrutiny about how schools handle sexual assault. According to Tamburri and Samson (2014), one study that analyzed 204 cases of sexual assault reported to the Ottawa Hospital in 2013 found:

About one-quarter of the victims had been at mass gatherings when the assault occurred, most commonly New Year's Eve celebrations, Canada Day, Halloween and frosh week events. Of those, 90 percent said they had voluntarily consumed drugs or alcohol and 60 percent thought they had been drugged. A third of the victims knew their assailant.

In the fall of 2014, the Principal made a public statement profiling and endorsing the work of the SAPRWG in developing a comprehensive strategy to address sexual assault prevention and response. Principal Woolf also requested that the Working Group expedite the development of an interim Sexual Assault Protocol and ongoing work towards a more permanent stand-alone sexual assault policy.

Like many other universities, Queen's has been handling allegations of sexual assault, with advice from institutional human rights and legal experts. The complexity of determining the most appropriate avenue for formal and informal complaints relates to the scope and limitations of protections afforded for sexual assault, sexual harassment and sexual misconduct in the Criminal Code of Canada, the Ontario Human Rights Code, and the university's Student Code of Conduct. The authorities and jurisdictions of the justice, civil and university conduct systems create complexities that need to be better explained to and navigated by/with students.

The complexity of these processes may shed some light on the reasons why students at Queen's, and indeed across universities, have been calling for stand-alone sexual assault policies to streamline and clarify reporting options and procedures.

Soon after the Principal's request, the Working Group announced its intention to release a full set of sexual assault prevention and response recommendations in a report to be completed by April 30, 2015, while establishing a policy subcommittee to work on and release an interim Sexual Assault Support and Response Protocol by December 15, 2014.

The Interim Protocol released was intended to guide ongoing work to develop a more permanent stand-alone Sexual Assault Policy. The interim protocol included:

- A statement on the university's position with respect to sexual assault;
- The current scope of the university's response to complaints of sexual assault;
- The existing options for community members to report complaints and access supports;
- References to existing related policies and procedures currently used;
- On-campus services currently available for individuals who experience sexual assault;
- Off-campus services and resources available to community members;
- Information about prevention education, training, and response efforts;
- Definitions of sexual assault and consent;
- A statement about confidentiality;
- Confidentiality and its limitations;
- A set of university commitments to survivors; and
- The university's obligation regarding and process to fulfill accommodations request.

Between January 15 and March 15, 2015, the SAPRWG engaged in a broad consultative process including campus and community partners and stakeholders. The SAPRWG solicited feedback from students, faculty and staff through an anonymous online questionnaire, through four public meetings for campus community members, and through individual and group meetings with key campus constituents and Kingston community partners.

During this time, the SAPRWG hired two part-time research assistants to complete a literature review of best practices, to conduct an environmental scan of policies and programs at comparable U.S. and Canadian institutions, and to collect and analyze the data from the consultative process.

The next chapter outlines the SAPRWG consultative and research process in more detail.

## **B. Community Consultation**

To launch the consultative process, an email was sent from the Principal to every member of the campus community, inviting them to participate in the campus-wide consultation process. The email outlined, in detail, the multiple venues through which community members could provide their feedback, including a link to an anonymous online feedback survey (Appendix A).

Community members were able to provide feedback by:

1. Completing a confidential online feedback questionnaire;
2. Attending one of four public consultation meetings;
3. Participating in a confidential individual interview; and/or
4. Participating in a focus group organized for key informants and constituents.

In all of these venues, participants were invited to provide specific feedback on the Interim Sexual Assault Support and Response Protocol as well as broader feedback to inform the final set of sexual assault prevention and response recommendations. Participants were guided to respond to the following four domains of focus:

1. Support and Response (e.g., support systems, resources, response protocols);
2. Prevention Education (e.g., awareness-raising, skill-building, training);
3. Social and Cultural Climate (e.g., environmental barriers and enablers); and
4. Policy and Procedures (e.g., interim protocol, permanent policy and procedures).

### ***Online Feedback Survey***

In its communications about the consultative process, the Working Group indicated that responses to the on-line questionnaire, individual interviews and focus group meetings would be confidential and that thematic findings would be summarized by the research team.

The survey sought to gauge self-reported awareness of campus and community sexual assault support services and response mechanisms and campus prevention initiatives. It also asked respondents to indicate environmental factors they thought most influence effective sexual assault prevention and response policies, programs and services. Finally, it asked for any recommendations or suggestions to improve on support services and response mechanisms, prevention initiative, social and cultural climate, and policies and procedures.

The survey offered opportunities to respond to both closed and open ended questions.

The responses to each of the five open ended questions have been categorized into themes representing a common area of feedback. Following the list is a breakdown of the responses by theme and accompanying quotes from respondents. The themes emerging from these survey responses and accompanying quotes from respondents are detailed in the chapters below.

### *Respondent Profile and Demographics*

1071 campus community members completed the online feedback survey. Among these respondents, 66.1% were undergraduate students, 14.3% were graduate and professional students, and 19.5% were teaching fellows, faculty, and staff (Table 1). The profile and demographics of respondents are provided in Tables 2 – 9 below.

Table 1: All Survey Respondents  
Queen's Affiliation








Response	Chart	Percentage	Count
Undergraduate student (e.g., BA, BSc)		66.1%	708
Graduate student (e.g., Masters/PhD)		9.1%	97
2nd entry student (e.g., BEd, MD, JD)		5.2%	56
Teaching Fellow		0.1%	1
Continuing adjunct faculty member		0.7%	8
Contract adjunct faculty members		0.6%	6
Tenured or tenure-track faculty member		2.2%	24
Continuing staff member		12.4%	133
Contract staff member		3.5%	38
		<b>Total Responses</b>	<b>1071</b>








Table 2: Survey Respondent Demographic Data

Demographic	Proportion UG (%)	Proportion G/P (%)	Proportion F/S (%)
International/Visa or Exchange Student	3.0%	5.7	1.4
Aboriginal Student	2.6%	3.8	4.9
Racialized Student	16.6%	20	3.5
Female-identified	80.5%	73.6	75
Male-identified	17.9%	23.6	25
Non-Binary	1.6%	2.8	
Bisexual	9.4%	7.7	4.3
Gay/Lesbian	1.8%	1.9	2.8
Heterosexual	82.6%	81.7	90.1
Questioning	2.6%	0	1.4
Two-spirited	0.2%	0	0
Not listed	3.4%	8.7	1.4
Student with a Disability	16.8%	14.6	7.7






**Table 3: Undergraduate Students**  
**Queen's Affiliation**

Response	Chart	Percentage	Count
Undergraduate student (e.g., BA, BSc)		100.0%	708
Graduate student (e.g., Masters/ PhD)		0.0%	0
2nd entry student (e.g., BEd, MD, JD)		0.0%	0
Teaching Fellow		0.0%	0
Continuing adjunct faculty member		0.0%	0
Contract adjunct faculty members		0.0%	0
Tenured or tenure-track faculty member		0.0%	0
Continuing staff member		0.0%	0
Contract staff member		0.0%	0
		<b>Total Responses</b>	<b>708</b>

**Table 4: Undergraduate Students**  
**Program of Study**

Response	Chart	Percentage	Count
Faculty of Art/Sci ex. CnEd, PhK, Cmp		63.5%	445
Faculty of Art/Sci - Concurrent Ed		7.8%	55
Faculty of Art/Sci - Kin&Hlth Studies		3.1%	22
Faculty of Art/Sci - Computing		2.9%	20
Faculty of Eng & Applied Science		13.8%	97
Faculty of Law		0.0%	0
Faculty of Education		0.0%	0
Faculty of Health Sciences - Medicine		0.1%	1
Faculty of Health Sciences - Nursing		2.1%	15
Faculty of Health Sciences - Rehab		0.0%	0
Faculty of Health Sciences - Other		0.1%	1
School of Business		6.3%	44
School of Urban/Regional Planning		0.0%	0
School of Policy Studies		0.1%	1
		<b>Total Responses</b>	<b>701</b>

**Table 5: Undergraduate Students**  
**Year of Study/Program**

Response	Chart	Percentage	Count
1		16.0%	112
2		35.0%	245
3		24.1%	169
4		20.1%	141
5+		4.9%	34
		<b>Total Responses</b>	<b>701</b>

**Table 6: Graduate and Professional Students**  
Queen's Affiliation

Response	Chart	Percentage	Count
Undergraduate student (e.g., BA, BSc)		0.0%	0
Graduate student (e.g., Masters/PhD)		63.4%	97
2nd entry student (e.g., BEd, MD, JD)		36.6%	56
Teaching Fellow		0.0%	0
Continuing adjunct faculty member		0.0%	0
Contract adjunct faculty members		0.0%	0
Tenured/tenure-track faculty member		0.0%	0
Continuing staff member		0.0%	0
Contract staff member		0.0%	0
		<b>Total Responses</b>	<b>153</b>

**Table 7: Graduate and Professional Students**  
Program of Study

Response	Chart	Percentage	Count
Faculty of Art/Sci ex CnEd, PhK, Cmp		29.8%	45
Faculty of Arts/Sci - Concurrent Ed		2.0%	3
Faculty of Arts/Sci - Kin & Hlth Studies		2.6%	4
Faculty of Arts/Sci - Computing		1.3%	2
Faculty of Eng & Applied Science		8.6%	13
Faculty of Law		27.2%	41
Faculty of Education		9.3%	14
Faculty of Health Sciences - Medicine		6.0%	9
Faculty of Health Sciences - Nursing		0.7%	1
Faculty of Health Sciences - Rehab		2.0%	3
Faculty of Health Sciences - Other		4.0%	6
School of Business		2.6%	4
School of Urban/Regional Planning		0.0%	0
School of Policy Studies		4.0%	6
		<b>Total Responses</b>	<b>151</b>

**Table 8: Graduate and Professional Students**  
Year of Study/Program

Response	Chart	Percentage	Count
1		47.0%	71
2		29.1%	44
3		11.3%	17
4		5.3%	8
5+		7.3%	11
		<b>Total Responses</b>	<b>151</b>

Table 9: Teaching Fellows, Faculty, and Staff  
Queen's Affiliation

Response	Chart	Percentage	Count
Undergraduate student (e.g., BA, BSc)		0.0%	0
Graduate student (e.g., Masters/PhD)		0.0%	0
2nd entry student (e.g., BEd, MD, JD)		0.0%	0
Teaching Fellow		0.5%	1
Continuing adjunct faculty member		3.8%	8
Contract adjunct faculty members		2.9%	6
Tenured/tenure-track faculty member		11.4%	24
Continuing staff member		63.3%	133
Contract staff member		18.1%	38
		<b>Total Responses</b>	<b>210</b>

### ***Open Meetings***

Four public meetings were held to solicit campus community feedback. All sessions were moderated by Dr. Leslie Flynn, Associate Professor and Vice Dean of Education in the Faculty of Health Sciences, Department of Psychiatry and Family Medicine at Queen's. The four open meetings were held:

Thursday, February 26	Noon – 1:00 pm
Thursday, February 26	6:30 – 7:30 pm
Wednesday, March 4	Noon – 1:00 pm
Wednesday, March 4	6:30 – 7:30 pm

During the public meetings, the Working Group requested that no media personnel remain in attendance to facilitate open dialogue from participants. Multiple dates and times were scheduled to maximize participation from students, faculty and staff.

Almost 80 individual faculty, staff, and students participated in these open meetings. Attendees included a broad array of students-at-large, members of the Alma Mater Society and the Society of Graduate and Professional Students Executives and Leadership Teams, and members of student services groups, such as the AMS Peer Support Centre, the Sexual Health Resource Centre, and the Levana Gender Advocacy Centre. Faculty and staff participants represented a variety of academic and non-academic departments.

### ***Focus Groups***

Members of the SAPRWG scheduled focus groups with key campus constituents to obtain feedback on the interim protocol as well as any general feedback with respect to improving sexual assault prevention and response on campus. Focus group meetings were held with the following campus constituents:

- The AMS Pub Services (TAPS) student staff
- Sexual Health Resource Centre student staff
- Levana Gender Advocacy Centre student collective members
- The AMS Peer Support Centre student staff
- Gender Studies Department faculty and students
- Counselling Services staff, Health Counselling & Disability Services (HCDS)

### ***Individual Interviews***

Members of the SAPRWG scheduled interviews with key community partners to obtain feedback on the interim protocol, as well as any general feedback with respect to improving sexual assault prevention and response on campus. These individual sessions were held with:

- Melanie Jeffries,  
Detective Constable, Sexual Assault Unit, Kingston Police Services
- Elayne Furow,  
Executive Director, Sexual Assault Centre, Kingston
- Donna Joyce,  
Manager, Sexual Assault/Domestic Violence Clinic, Kingston General Hospital

Campus community members were provided with an email address to request individual interviews. Three faculty members and two students provided interview feedback.

### **C. Education Advisory Board Campus Climate Survey**

Queen's is part of a consortium of U.S. and Canadian institutions of higher education, participating in a Campus Climate Survey administered by the Education Advisory Board (EAB). The EAB is a U.S.-based firm providing research and consulting services to U.S. and Canadian colleges and universities<sup>10</sup>.

The climate survey aims to understand the scope and nature of sexual violence and intimate partner violence on campus, and to measure the effectiveness of sexual violence prevention programs. The survey instrument was developed after extensive literature reviews, analyses of other surveys, and feedback from sexual violence experts, administrators, and recent graduates.

Queen's ethics approval was received to administer the survey, which was launched on March 25, 2015 and remained in the field for three weeks to April 15, 2015. Every full-time undergraduate and graduate student was invited to participate in the survey.

The Campus Climate Survey yielded a 14% overall response rate. 2,867 students responded, with 2,243 completing and 616 partially completing the survey.

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<sup>10</sup> <http://www.eab.com/about-us>

Data from this climate survey will be compiled and analyzed by EAB during the summer, with cross institutional results released to institutions by September 2015. The EAB will conduct a high level analysis of Queen's data and release raw data to Queen's by September 2015.

#### **D. Literature Review**

Primary, secondary, and tertiary literature was reviewed for this report, including original research in academic peer reviewed journals, systematic reviews, best practice guidelines, reports, and on-line news articles, for instance. As well, university websites were sourced for information on institutional sexual assault policies and programs, as well as task force and committee mandates and reports.

In addition to academic journals, the following are some examples of U.S. and Canadian groups and organization that produced research briefs and reports that were consulted and cited:

- Community-University Institute for Social Research, University of Saskatchewan
- Division of Violence Prevention, Centres for Disease Control and Prevention;
- Education Advisory Board;
- METRAC Action on Violence;
- Ontario Women's Directorate;
- Social Innovation Research Group, Wilfrid Laurier University
- Western Centre for Research & Education on Violence Against Women & Children; and
- White House Task Force to Protect Students from Sexual Assault.

#### **E. Environmental Scan**

The Working Group collected some comparative data, specifically from Canadian and U.S. schools which might have exemplary models of coordinated sexual assault support services, bystander intervention programs, and stand-alone policies. There were three recurrent themes emerging from the Queen's campus discourse and media reports in the fall of 2014 and later found in the Ontario Premier's Action Plan.

The intent of this limited environmental scan was to understand the landscape across comparable as well as exemplary institutions with respect to sexual assault prevention and response.

Canadian schools were selected for comparative review based on whether they were comparators from an educational quality and reputational profile and/or whether they have a visible central sexual assault service, a well-resourced and established bystander program, and/or a stand-alone sexual misconduct or sexual assault policy with associated procedures. Schools reviewed included: University of Alberta, University of British Columbia, Carleton University, Concordia University, Guelph University, McMaster University, McGill University, University of Toronto, Western University, and York University.

U.S. Schools were selected based on whether they have a visible central sexual assault service, a well-resourced and established bystander program, and/or a stand-alone sexual misconduct or sexual assault policy with associated procedures. Schools reviewed included: Boston University, Dartmouth University, and Harvard University.

Once selected for comparison, websites were searched for answers to the following questions:

1. Does the campus have a Sexual Assault Office or Centre? If so, what is its organizational structure?
2. Does the campus have a dedicated Sexual Assault Counsellor
3. Does the school's student code of conduct specifically articulate and define sexual misconduct, including sexual assault, as violations of the code?
4. Who delivers sexual assault prevention education and does the school run a Bystander Intervention program?
5. Who conducts investigations when complaints of sexual misconduct are made to the university non-academic discipline/misconduct system?
6. Who acts as the complainant advisor? Who acts as the respondent advisor?
7. Does the school have a separate Sexual Assault or Sexual Misconduct Hearing Board?
8. Does the school have a stand-alone sexual assault or sexual misconduct policy with procedures/protocols in the same document?

## **F. Organization of Findings from Consultation and Research**

The confidential online feedback survey, the public consultation meetings, the focus groups and the individual interviews followed a similar methodology for collecting information from participants.

All consultation and feedback venues asked participants to comment on four strategic priority areas related to sexual assault prevention and response: support services and response processes, prevention programming, social and cultural environmental factors, and policy.

The feedback from all consultation venues has been triangulated and organized into themes that emerged under each of the four strategic priority areas.

The following section includes the themes in feedback for each strategic priority area and related recommendations, taking into consideration some best practices and research conducted in the Canadian and U.S higher education sector (see Literature Review and University Landscape Scan chapters).

### **III. STATUS OF CURRENT PREVENTION AND RESPONSE AT QUEEN'S**

The current context at Queen's is now described. It is important to understand the current landscape for sexual assault prevention and response at Queen's, on which we might build our strengths and address identified gaps. Understanding the current status of support and response services, prevention initiatives, and complaint reporting policies and procedures will help situate feedback from the extensive campus consultation, as well as best practices from the literature review and institutional environmental scan discussed throughout this document.

#### **A. Status of Current Support and Response Services**

Below is a list of existing support and response services, followed by a graphic depicting the multiplicity of these services which are available to students (Figure 1). It is the lack of coordination and integration of these services that is of greatest concern in this domain.

#### **Campus Support and Response**

##### **1. Campus Security & Emergency Services**

- 24/7 first response, Safety assessment and planning
- Referral to campus support services (listed below)

##### **2. Outreach Counsellor (Sexual Assault/Trauma Specialty)**

- Crisis intervention, individual counselling, psycho-educational group
- Advocacy, liaison, referral with/to campus and community partners (SA/DV unit, Victim Witness Program, KPS, SACK, HRO); court accompaniment
- Case management: consultation, advising for campus and community members (administrators, faculty, students, staff, parents)

##### **3. Central (HCDS) and Decentralized (Residences, Faculties/Schools) Counselling Services**

- Crisis intervention, individual counselling, psycho-educational group programming
- Consultation and referral as needed

##### **4. Sexual Health Resource Centre**

- Accompaniment to hospital and SA/DV unit as requested
- Non-judgemental referral

##### **5. Sexual Harassment Prevention Coordinator**

- Complainant process advising (including outlining reporting options)
- Informal resolution and remedial actions (including No-Contact Undertakings)
- Liaison with KPS (to facilitate survivor statements)

**6. Director of Counselling Services (Chair, Threat Assessment Team)**

- Assessment, crisis intervention, counselling for alleged assailant/respondent

**7. Dons, Peer Support Centre, Graduate Student Advisors**

- “Recognize, Respond, Refer”

**8. University Ombudsman**

- Respondent process advising (including outlining respondent rights)

**Additional Proactive Campus Support and Response**

**9. Walk-Home Services**

- Non-judgemental, confidential service

**10. Campus Security & Emergency Services**

- Rape Aggression Defense (RAD) – self-defense program

**Community Support and Response<sup>11</sup>**

**11. Kingston Police Services, Sexual Assault Unit**

- Criminal process advising; collecting statements, investigating, and laying charges

**12. Kingston General Hospital, Sexual Assault/Domestic Violence unit**

- Emergency medical attention; medical evidence/forensic collection as requested

**13. Sexual Assault Centre Kingston**

- 24/7 crisis line, individual and group counselling
- Survivor advocacy, Hospital and court accompaniment

**14. Kingston Frontenac Victim Crisis & Referral Service**

- Hospital and court accompaniment

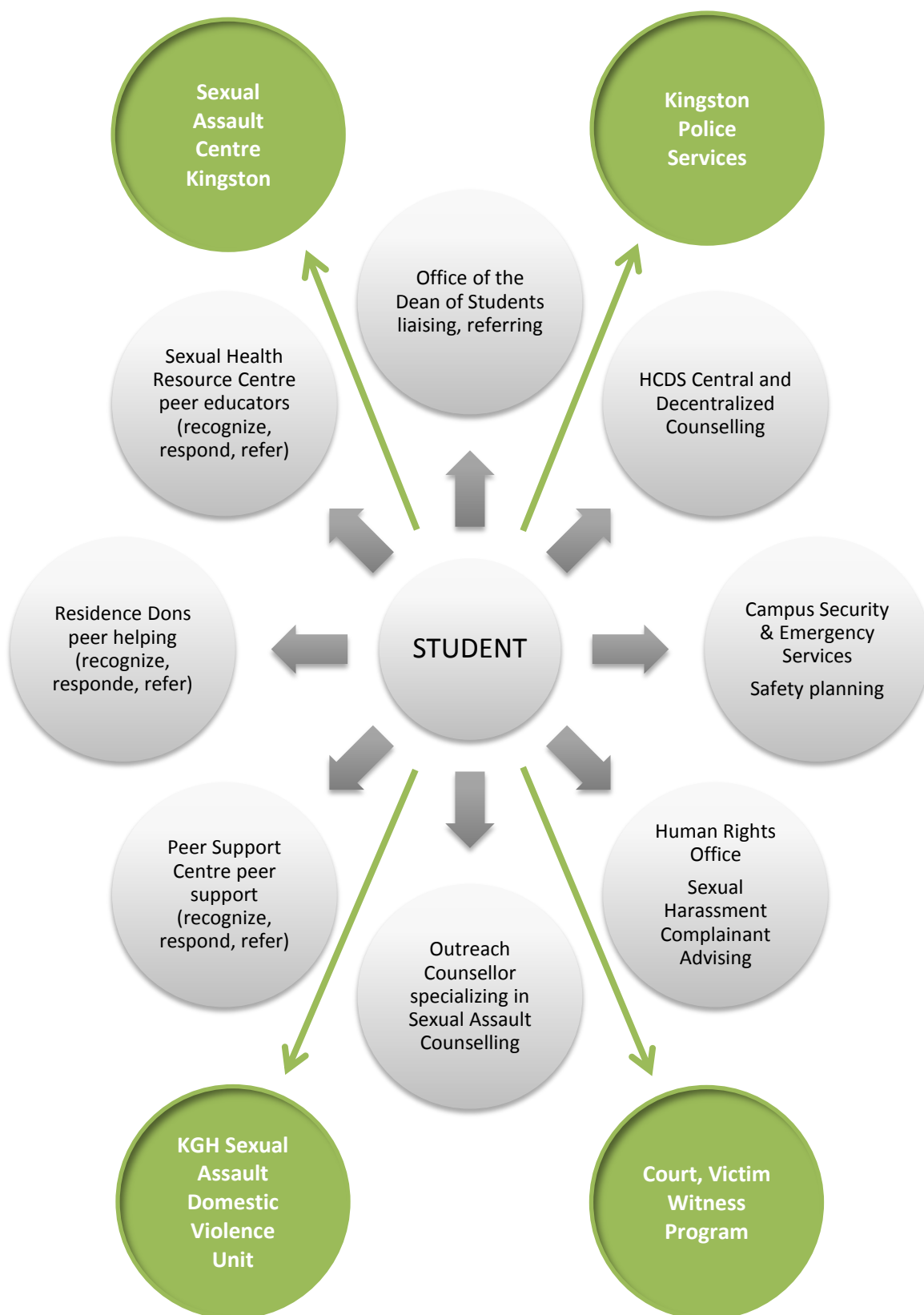
**15. Attorney General’s Office, Victim Witness Program**

- Survivor advising on justice system and court proceedings

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<sup>11</sup> The Kingston & Frontenac County Sexual Assault Protocol (2008) describes response roles and responsibilities of Kingston and area partners. Available online at: <http://kfacc.org/uploads/Sexual%20Assault%20Protocol.pdf>

Figure 1: Current Status of Support and Response Services



## **B. Status of Current Prevention Education and First Responder Training**

Below is a list of existing education and training resources, followed by a graphic depicting the multiplicity of these initiatives that are targeting students (Figure 2). It is the lack of awareness and coordination of initiatives that is of greatest concern in this domain.

### **Training**

#### **1. Outreach Counsellor (Sexual Assault Specialty)**

- Training counselling staff on effects, myths, and counselling strategies to empower survivor and support recovery
- Training first contacts (Dons, PSC, SHRC staff) on effects, myths, and how to appropriately “Recognize, Respond, Refer”

#### **2. Human Rights Office – Campus Community Training**

- Sexual Harassment On-line Module for faculty, staff, and students
- Human Rights, Harassment/Discrimination workshops

#### **3. Residence Life – Don Training**

- Passive and active Residence programming
- “Recognize, Respond, Refer”

### **Education**

#### **4. Office of the Dean of Students – Bystander Training**

- Bystander Intervention Training (in-house design and delivery)

#### **5. Student Experience Office – University Orientation Days**

- U101 Series: Personal Safety Strategies

#### **6. Residence Life – Programming for First Year Students**

- Consent workshops delivered by SHRC student staff
- Healthy relationships workshops delivered by HCDS Peer Health Educators

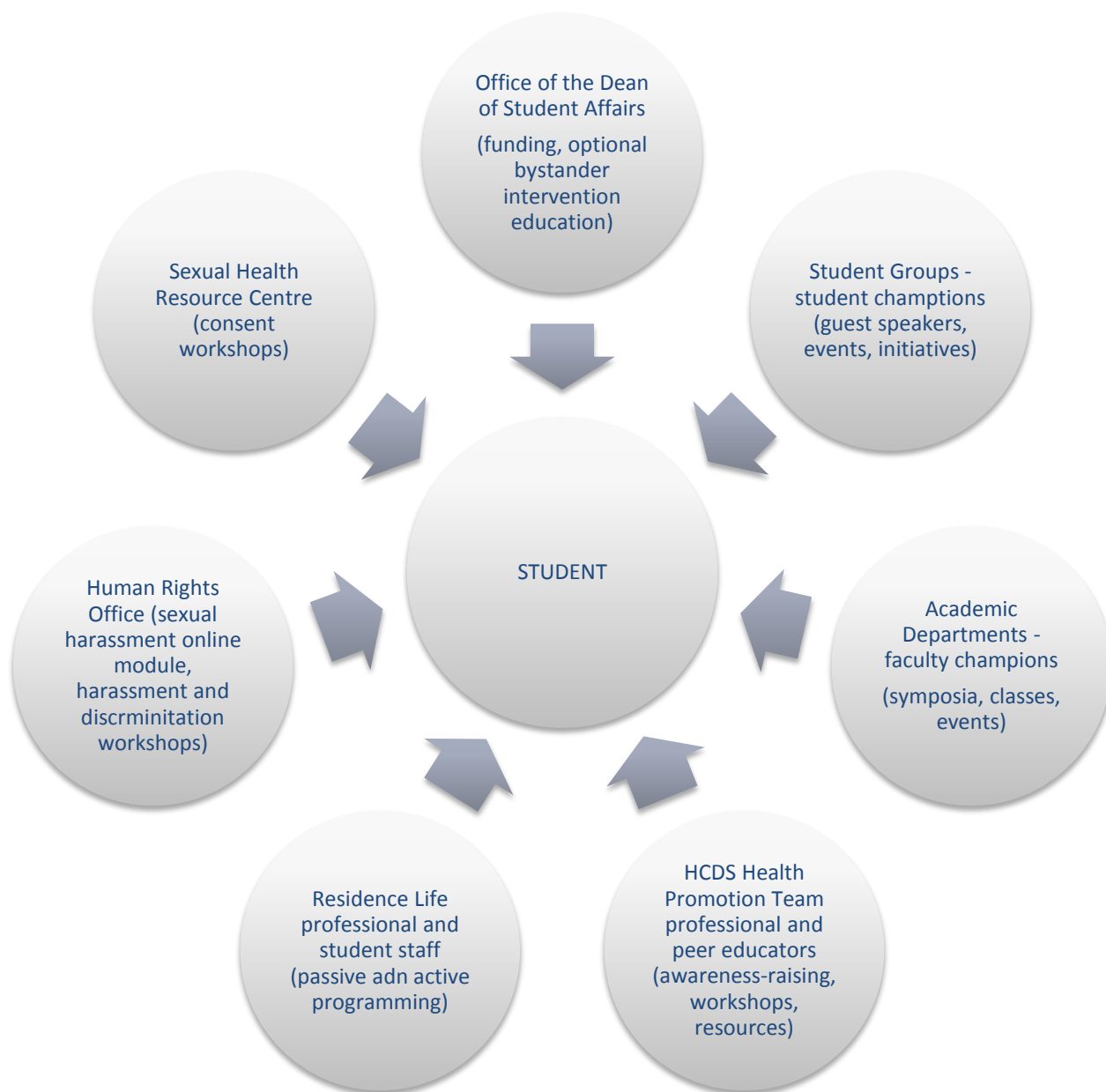
#### **7. HCDS Health Educators – Resources, Workshops, Campaigns**

- Train Peer Health Educators: Healthy Relationships workshops
- Sexual Health and Sexual Violence web-based resources
- Implement awareness-raising campaigns (e.g., Red Flag, Draw the Line)

#### **8. Sexual Health Resource Centre – Consent Workshops**

- Design and deliver workshops for student leaders and students-at-large

Figure 2: Current Status of Prevention Education and Training Programming



### **C. Status of Current Reporting Options and Complaint Mechanisms**

Below is a list of existing reporting options and complaint mechanisms, followed by a graphic depicting the multiplicity of these mechanisms which are available to students (Figure 3). The lack of coordination and advocacy to navigate the mechanisms is of greatest concern in this domain.

#### **University Reporting Options and Complaint Mechanisms**

##### **1. Formal Complaint to Kingston Police – Pursuing Criminal Charges**

- 24/7 response
- Collection of survivor statement and any other medical and material evidence
- Determination of grounds for laying a charge
- Liaison with medical and legal resources as needed

#### **University Reporting Options and Complaint Mechanisms**

##### **2. Campus Security & Emergency Services**

- 24/7 response
- Safety assessment
- Imposition of Notice of Prohibition if warranted

##### **3. Formal Complaint to University – Pursuing Disciplinary Action**

- Residence Discipline system for residents (investigation, sanctioning, appeal)
- Athletics & Recreation Discipline system for athletes (investigation, sanctioning, appeal)
- Provostial Authority (SARD 17c.) for all others (referral to USAB to hear, sanction)

##### **4. Formal Complaint to Human Rights – Pursuing Restorative Justice**

- Harassment/Discrimination Policy and Procedure
- Sexual Harassment Prevention Coordinator acts as complainant process advisor

##### **5. Informal Resolution through Human Rights Office**

- Informal resolution facilitated by advisor
- No-contact undertaking negotiated between parties, if requested and mutually agreed

As mentioned previously, the complexity of these processes have led to calls for stand-alone sexual assault policies, which streamline and clarify university reporting options and procedures.

The following sections outline the various response mechanisms and reporting options.

## **Discussion of Current University Complaint Processes at Queen's**

### *Notices of Prohibition for Safety Reasons*

At any time, Campus Security & Emergency Services can recommend the issuance of an Interim Notice of Prohibition if they assess the alleged assailant in a sexual misconduct complaint may be a potential threat to harming others, pending university disciplinary or criminal investigations.

### *Current University Processes for Handling Complaints of Sexual Harassment*

The Ontario Human Rights Code provides protection against sexual harassment. Thus, when campus community members experience sexual harassment, they may make a complaint through the Queen's Harassment and Discrimination Policy and Procedure. The Human Rights Office is a central resource and services in these cases, providing individual support, complainant advising, accommodations advocacy, campus community response training, and prevention education concerning sexual harassment.

According to the Queen's Human Rights Office<sup>12</sup>:

Sexual harassment is an attempt by one person to assert power over another person. Under the Ontario Human Rights Code, sexual harassment is "engaging in a course of vexatious comment or conduct of a sexual nature that is known or ought to be known to be unwelcome." In some cases, one incident can be serious enough to be sexual harassment. Sexual harassment can include, but is not limited to:

- asking for sex in exchange for something, like offering to improve a test score, offering a raise or promotion at work, or withholding something like needed repairs to your apartment (also known as Quid Pro Quo harassment);
- asking for dates and not taking "no" for an answer, demanding hugs or making unnecessary physical contact, including unwanted touching, using rude or insulting language or making comments that stereotype women or men, calling people unkind names that relate to their sex or gender, making comments about a person's physical appearance (whether or not they are attractive);
- saying or doing something because you think a person does not fit sex-role stereotypes, posting or sharing pornography, sexual pictures, cartoons, graffiti or other sexual images (including online); and
- making sexual jokes, bragging about sexual ability, bullying based on sex or gender, spreading sexual rumors or gossip (including online), voyeurism and exhibitionism.

Sexual harassment can also develop in the context of dating relationships. Trying to initiate a relationship when one party is unwilling; or persistently trying to continue a relationship when someone has ended it, can also constitute sexual harassment.

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<sup>12</sup> Queen's University Human Rights Office – What is Sexual Harassment?  
<http://www.queensu.ca/humanrights/advisory/issues/sexualharassment.html>

### *Current University Processes for Handling Complaints of Sexual Assault*

When campus community members experience sexual assault or stalking (also referred to as “criminal harassment”), the Human Rights Office offers advice, support and referrals but has limited jurisdiction to respond to formal complaints to such incidents because they are criminal offences. Information provided by the Queen’s Human Rights Office clarifies:

Persistent conduct (text messages, emails, stalking behaviours, etc. that is carried out over a period of time and which causes the recipient to reasonably fear for their safety is criminal harassment and is an offense under the law. Behaviors involved in unwanted physical contact may extend up and to and including sexual assault. Because of the nature and complexities involved in sexual assault, people may want to contact an advisor for assistance.

At Queen’s, the Human Rights Office has been a resource to students who have experienced sexual assault insofar as they can facilitate informal resolutions and remedial actions such as voluntary no-contact orders and accommodations. For formal complaints, students who experience sexual assault may simultaneously pursue criminal charges through the justice system *and* seek redress through the university system.

### *Criminal Code of Canada – Criminal Justice System*

The Criminal Code of Canada<sup>13</sup> provides protection in cases alleged sexual assault. Humber College summarizes the definition of sexual assault as:

any type of unwanted sexual act done by one person to another that violates the sexual integrity of the victim and involves a range of behaviours from any unwanted touching to penetration. Sexual assault is characterized by a broad range of behaviours that involve the use of force, threats, or control towards a person, which makes that person feel uncomfortable, distressed, frightened, threatened, or that is carried out in circumstances in which the person has not freely agreed, consented to, or is incapable of consenting to. (Humber, 2015)

Queen’s students who allege sexual assault are always provided the option to pursue criminal charges, and university officials assist students to navigate the justice system in these cases.

### *Queen’s Student Code of Conduct – University Discipline System*

When university students who have experienced sexual assault want to make a formal report or complaint leading to discipline, they typically have two options: making a criminal report through the justice system and making a complaint through a university’s discipline system.

Most Canadian universities have well developed non-academic discipline/conduct systems, however, adjudicating sexual assault complaints, as incidents of student misconduct, can be complex and challenging. Nonetheless, in these processes, the investigation and adjudication is

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<sup>13</sup> Criminal Code of Canada <http://laws-lois.justice.gc.ca/PDF/C-46.pdf>

based on a “balance of probabilities”, where the investigator determines whether a claim is more likely to be true than not true and the university doles out appropriate sanctions if warranted (Tamburri & Samson, 2014).

While many schools have separate Residence and Athletics discipline systems, the systems exist within a broader university-administered conduct framework. At Queen’s, there are four distinct discipline systems that operate separately and that do not intersect:

1. The Residence Discipline System handles cases when students involved are residents;
2. The Athletics & Recreation Discipline System handles cases when students involved are athletes;
3. The AMS Discipline System handles cases when students involved are undergraduate students, who are neither residents nor athletes; however, this system does not handle cases when a student is alleged to have committed a human rights violation or criminal offence (i.e., the system is not applicable for sexual misconduct); and
4. The SGPS Discipline System handles cases when students are graduate or professional students, who are neither residents nor athletes; however, this system does not handle cases when a student is alleged to have committed a human rights violation or criminal offence (i.e., the system is not applicable for sexual misconduct).

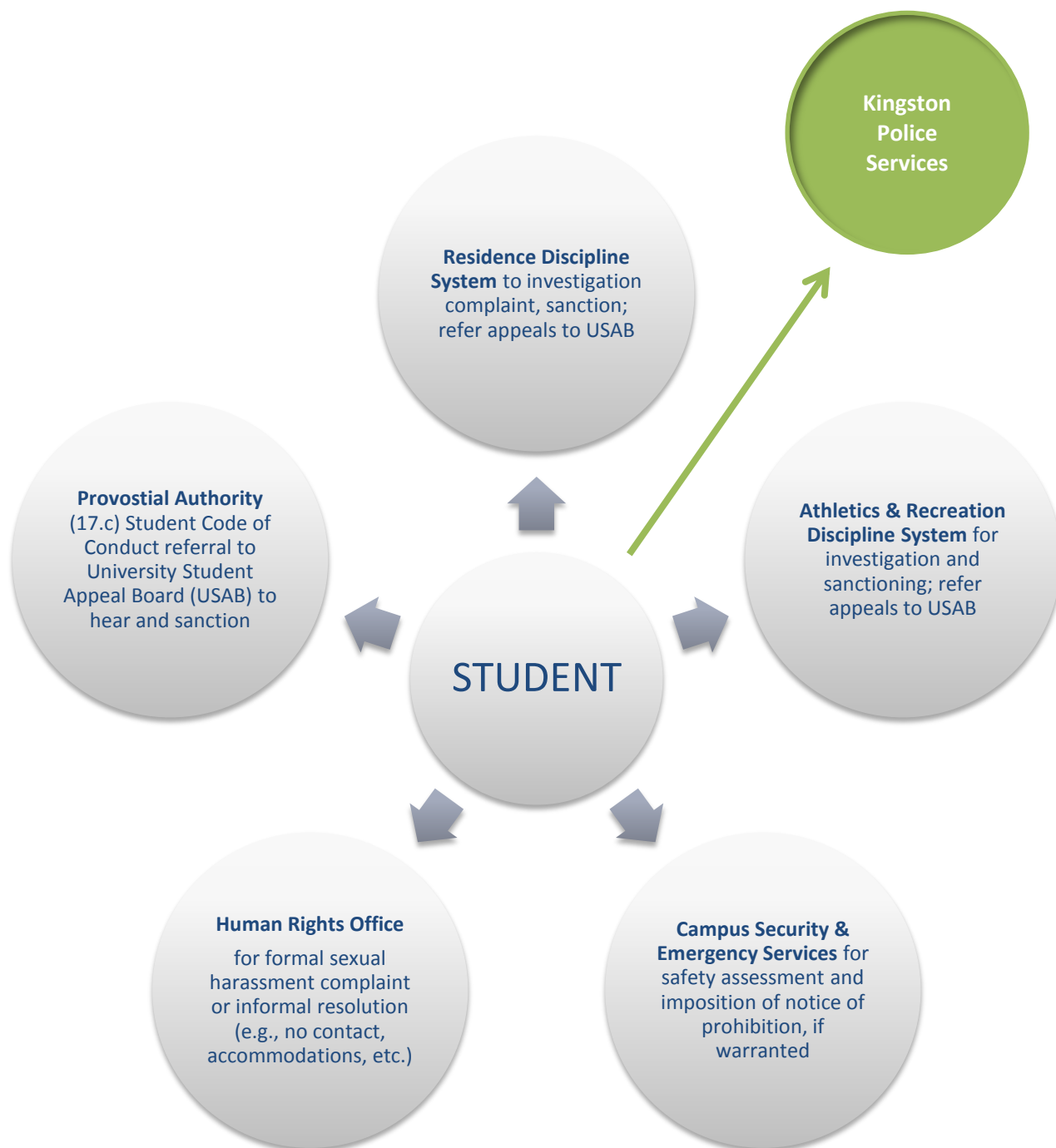
The only university authority with respect to student non-academic misconduct resides with the Provost who can refer cases to the University Student Appeal Board for a hearing, if the nature of the case warrants circumventing the systems listed in 1 – 4, as determined by the Provost.

Thus, if a student inquires about making a sexual assault complaint through a university system, Residences can handle the case if the alleged assailant is a resident and Athletics can respond if the alleged assailant is an athlete; however, there is not an overarching university-administered conduct system for investigating, hearing and adjudicating the case if the alleged assailant is not a resident, nor an athlete.

Separate from these discipline processes, the Human Rights Office handles formal or informal complaints of harassment and discrimination, including sexual harassment, through the Harassment/Discrimination Complaint Policy and Procedure. Students who choose not to pursue criminal charges nor redress through formal university procedures may be able to explore voluntary no-contact undertakings and other remedial actions with the assistance of Human Rights Office advisors.

A stand-alone policy for sexual misconduct and an integrated response, support and prevention model of services delivery presuppose the existence of a single, clearly defined, and accessible university conduct process for handling complaints.

Figure 3: Current Status of Formal and Informal University Complaint Options












### III. SUPPORT SERVICES AND RESPONSE

#### A. Awareness of Support Services and Response Protocols










The online feedback survey asked respondents to indicate whether they were aware of various campus and community resources and services. Nine available sexual assault resources and services were listed. The proportion of respondents who self-reported their awareness of listed resources and services are depicted in Tables 10, 11, and 12, indicating responses from undergraduate students, graduate students, as well as faculty and teaching fellows respectively.

Responses suggest that a significant portion of the campus community may be unaware of the available sexual assault resources and services on campus and in the community. The proportion of campus community members aware of these resources and services ranged from 12% to 60%. The only service that was known to more than 60% of any community group was the Employee and Family Assistance Program – 81% of Faculty, Staff, and Teaching Fellow respondents reported being aware of this service.










Table 10: Undergraduate Students  
Are you aware of the following campus and community resources and services?

Response	Chart	Percentage	Count
1. specialized sexual assault/trauma counselling services for students by an Outreach Counsellor within Student Affairs		42.5%	208
2. sexual harassment prevention advising by the Human Rights Office		23.5%	115
3. hospital accompaniment services by the campus Sexual Health Resource Centre		55.0%	269
4. medical and health assessment for recent sexual assault by the Sexual Assault/Domestic Violence unit in the Kingston General Hospital		57.3%	280
5. crisis intervention, accompaniment, medical/legal information, counselling for any community member from the Sexual Assault Centre Kingston		41.5%	203
6. counselling support for faculty and staff by the Employee and Family Assistance Program (EFAP)		12.3%	60
7. immediate crisis-counselling appointments offered for students at the Counselling Services (HCDS)		61.3%	300
8. green folder (listing of mental health support services distributed to campus community members)		11.7%	57
9. impartial and confidential advising by the University Ombudsman on university complaint, discipline, and appeal policies and procedures		12.1%	59
<b>Total Responses</b>			<b>489</b>

**Table 11: Graduate and Professional Students**  
**Are you aware of the following campus and community resources and services?**

Response	Chart	Percentage	Count
1. specialized sexual assault/trauma counselling services for students by an Outreach Counsellor within Student Affairs		50.0%	48
2. sexual harassment prevention advising by the Human Rights Office		38.5%	37
3. hospital accompaniment services by the campus Sexual Health Resource Centre		40.6%	39
4. medical and health assessment for recent sexual assault by the Sexual Assault/Domestic Violence unit in the Kingston General Hospital		54.2%	52
5. crisis intervention, accompaniment, medical/legal information, counselling for any community member from the Sexual Assault Centre Kingston		46.9%	45
6. counselling support for faculty and staff by the Employee and Family Assistance Program (EFAP)		14.6%	14
7. immediate crisis-counselling appointments offered for students at the Counselling Services (HCDS)		52.1%	50
8. green folder (listing of mental health support services distributed to campus community members)		32.3%	31
9. impartial and confidential advising by the University Ombudsman on university complaint, discipline, and appeal policies and procedures		19.8%	19
<b>Total Responses</b>			<b>96</b>

**Table 12: Teaching Fellows, Faculty and Staff**  
**Are you aware of the following campus and community resources and services?**

Response	Chart	Percentage	Count
1. specialized sexual assault/trauma counselling services for students by an Outreach Counsellor within Student Affairs		44.4%	71
2. sexual harassment prevention advising by the Human Rights Office		60.0%	96
3. hospital accompaniment services by the campus Sexual Health Resource Centre		25.6%	41
4. medical and health assessment for recent sexual assault by the Sexual Assault/Domestic Violence unit in the Kingston General Hospital		50.0%	80
5. crisis intervention, accompaniment, medical/legal information, counselling for any community member from the Sexual Assault Centre Kingston		52.5%	84
6. counselling support for faculty and staff by the Employee and Family Assistance Program (EFAP)		80.6%	129
7. immediate crisis-counselling appointments offered for students at the Counselling Services (HCDS)		52.5%	84
8. green folder (listing of mental health support services distributed to campus community members)		54.4%	87
9. impartial and confidential advising by the University Ombudsman on university complaint, discipline, and appeal policies and procedures		30.6%	49
<b>Total Responses</b>			<b>160</b>

## **B. Suggestions to Improve Sexual Assault Support and Response**

Survey participants were asked: *Is there anything you would like to recommend or suggest to improve sexual assault support and response at Queen's?*

During public, focus group and individual interview meetings, campus community members were asked to consider and discuss challenges and opportunities with respect to improving sexual assault support services and response protocols.

Taken together, comments from the online survey as well as public, focus group and interview meetings can be summarized under six themes.

1. Awareness and Coordination of Services and Resources
2. Central Entry Point for Services and Resources
3. Clarification of Response Process
4. Access, Quality or Consistency of Services
5. First Contacts/Responder Training
6. Accommodation Process

A brief summary of the most salient comments in each of these themes is offered below, followed by related objectives and recommendation proposed by the Working Group.

### ***1. Awareness and Coordination of Services and Resources***

The campus consultation process surfaced an overwhelming lack of awareness and clarity about sexual assault support services, resources and response processes available at the institution. Awareness on support services available on campus was identified as a priority area. Many respondents felt that these services are either not being promoted enough or in a way that students will notice. Many respondents noted that they were not aware of most of, or all, of the services listed. Respondents highlighted that this alone is problematic, and that greater awareness and promotion on campus is essential to increase the profile of these services. The services are generally well received by respondents and their importance in addressing sexual assault (and issues beyond that) were understood, however concern was raised that if students are not aware of the resources, they won't be accessing them.

*Lack of awareness of resources is an obvious barrier to accessing services; the entire campus community needs to be more aware to improve outreach and usage of services.*

*I didn't know that any of these resources were available - and they are amazing! - but they won't do anyone any good if no one knows about them. And someone who has just been sexually assaulted might not be in the right frame of mind to go looking for these programs. They need to be advertised better so that someone who is in need of help knows where to go right away, without having to go searching.*

*UBC is a good example of transparent and prompt triage services for recent trauma.*

*I was not aware of any of those services so making people aware of them and then making sure the systems in place have the capacity to accommodate the number of people that would likely use them if they knew they existed and felt they were appropriate and useful.*

*More communication regarding the services and supports at Queen's. I am a first-year graduate student and this is the first time I have heard about many of these services.*

*There is a lack of knowledge about the designated specialist for sexual assault trauma counselling.*

*Key contacts for support and response processes are not known.*

*Profile the timelines for seeing the nurse at the Sexual Assault/Domestic Violence unit for a recent assault.*

Greater awareness of these support systems should be made a priority. It was suggested often that Orientation Week and other high risk times of year (Homecoming, exams, etc.) be considered as times where promotional efforts would be especially impactful.

*Awareness of the available resources is the main thing that is lacking. Perhaps an orientation/session during Frosh Week in First Year would help to address this.*

*Promote awareness of these support services, instead of trying to hide or skate around the issue. During Frosh Week especially; we were taught all about the mental health resources on campus but nothing on sexual assault support/medical care.*

A call for greater visibility and coordination of support services, resources and response processes was recurrent in the comments.

Concern that there are multiple resources and services dealing with sexual assault and the confusion and miscommunication that this may cause was addressed. Respondents expressed frustration over a feeling of being passed from one service to another with little to no communication between the services. While many of these incidences were not related to sexual assault, they have shaped a perception that trying to find the appropriate support service can be overwhelming.

*There are so many services at Queen's. Students just get passed from one to another. Trying to find the one that actually serves your needs is difficult. Eventually students get frustrated and give up because we have classes and homework to do! Help us. We are reaching out. It feels like a maze now.*

Communication among the partners and services involved should be a priority to prevent time delays and different information being provided depending on where an incident is first reported. It was also suggested to implement a system for communication and resource building among services that are provided by Queen's staff and student-run services be implemented.

*Better working relationship and information sharing between the key departments that deal with issues of sexual assault, Campus Security, Residences, and HR so o individual departments are not kept in the dark when issues arise. So when individuals involved go to one of these departments for help or the resources they offer, staff are not caught off guard as they were not previously informed of past incidents or events.*

*More integration and coordination between "official" Queen's resources and those provided by the student-run SHRC. In terms of raising awareness and providing highly accessible service, the SHRC seems to be miles ahead of what Queen's itself is capable. You should learn from them and strive to emulate their model of service.*

## **2. Central Entry Point for Resources and Services**

Multiple entry points for accessing the support services may also be seen as a deterrent for reporting sexual assault incidences since the process is not seen as being easy to navigate.

*The number of services available can sometimes make it overwhelming to know which resource is best to make a referral or use myself. It can also be frustrating to pick a service that seems correct, and then be referred elsewhere that may operate on a different set of business hours/availability.*

*What I mean by this is that there are almost TOO MANY resources, making it difficult to know where you should go. I would suggest having a first level resource where you go first for all problems of this nature, who will then refer you to the appropriate campus resource in a respectful, confidential manner.*

*Advocacy resources and services are diffuse across campus units, and navigating can re-victimize the survivor.*

*The system is confusing and alienating.*

The need for one central resource to be the starting point for sexual assault support and response was a strong suggestion emerging from the comments. Many comments outlined the need for a streamlined system for reporting and access to support services.

*Would be nice to have something more simple like 911 (e.g. let's say 737 -- then the person answering the phone will ask a few questions and direct the individual accordingly).*

*...Also, for these attacks to be reported, we need it to be EASY to report it. There should be a simple number or division that we can call to report it and they should be the ones to help because a series of convoluted rules and people to talk to is overwhelming. We should have this number to call readily accessible to everyone and it should be instilled in students starting Frosh week.*

The implementation of an on-campus emergency response centre (such as a 24 hour counselling service or sexual assault response centre) was suggested. It is not always possible for students to easily access community services, so an on-campus resource would be beneficial.

*Why is there no on-campus immediate response centre? It can be daunting to feel pressured to go to a hospital. Also, SAC Kingston is REALLY far away!!!*

*There needs to be a designated (or several) sexual misconduct advocates who provide on-going support to survivors. These advocates should also be reachable 24-hours a day (appoint on a rotating cycle).*

There was a particular interest in a sexual assault centre dedicated to counselling and advocacy services – a sexual assault resource hub. It was suggested that the work of the centre should extend beyond addressing sexual assault after it has occurred and into prevention work and outreach. Community members described an interest in a centre with staff taking on several functions, including that of a coordinating entity. Some key approaches and responsibilities suggested for this holistic centre include: an intersectional and survivor-centric approach to service delivery, an advocacy role with respect to academic accommodations, responsibilities for explaining reporting options, specialized counselling support, 24 hour crisis response, and facilitation of referrals to additional campus and community partners and resources.

*There is no sexual assault centre or office with dedicated services and survivor advocate on campus.*

*Look at the University of Alberta model – they have had a centre for 25 years.*

*A centre that is anti-racist, anti-sexist – like what the Grey House was.*

*A model like the Four Directions – stable funding/space – a place to also connect when not in crisis.*

*Place the centre in a house with administrative backing – consider dual funding: Queen's and student fees.*

*We need a sexual assault centre that provides workshops that not only teach about consent but also debunk various rape myths that are prevalent. Such a centre could also provide disclosure training to campus security, Dons in residence, and other university staff who might receive disclosures of sexual assault.*

*All reporting options should also be included in coordinated services on campus that are also supporting responses to sexual misconduct (e.g., counselling, outreach services, women's centre etc.).*

*A centre of office can reinforce existing structures – have students involved and make connections between services.*

*We need more resources to support this [one counselor with specialized sexual assault counselling expertise] central function.*

The issue of students being intimidated or afraid to access the services that could help them was raised. Creating private/confidential spaces and a safe space should be a priority for all services. A popular strategy suggested was the use of incorporating more students into these services as representatives and/or promoters.

*I think the main thing would be to create a very private but positive environment to ensure people don't feel stupid for contacting anyone. I think the way to do that might be to normalize support and make it a common, student-oriented thing. Probably by using reliable, trustworthy students to represent and support their peers. I somehow feel like I could open up more to a 20 something year old female, than some 60 year old man or woman.*

### **3. Clarification of Response Process**

Feedback was received that the perception among students is that if they access a support service on campus that they will need to report the incident to the police. This is one barrier to reporting a sexual assault. Outlining what to expect and the roles of each service listed in the policy will help make the process transparent.

*Some students/staff may be concerned that by accessing support they need to report to police. This may prevent some from accessing supports that would otherwise be helpful. I think that in describing roles and responsibilities of the above, it may also be important to note that support is non-judgmental and supportive of student/staff needs and is very much student-directed.*

A response and reporting protocol that is the same at each service will help students know what to expect and ensures all staff are following the same guidelines.

*If it were to happen to me, I don't know where I should go or what I should do. I think a reporting protocol for victims and a response protocol for authorities dealing with the case needs to be in place and promoted.*

*We need to clarify that an effective response is available to each individual.*

*Response protocols need to include visible avenues for reporting that can be either confidential or anonymous (or a combination of both).*

*Reporting avenues should attempt to be as accessible as possible; in person, identified campus organizations, online, telephone etc.*

Reference was made to the need for a response team to discuss reported incidents.

*There should be a designated oversight committee for sexual misconduct that meets regularly (bi-weekly).*

#### **4. Access, Quality or Consistency of Services**

Campus community members called for timely, available, culturally relevant, survivor-centric, and empathic first response and ongoing support services, to improve service quality and consistency.

*The current resources are entirely insufficient. The Kingston Sexual Assault Centre has a wait time of several weeks, and does not provide support to male survivors or men seeking advice on how to support survivors in their life.*

*There may be these services available, but if a student requires immediate assistance (for example, from HCDS crisis-counselling) they should receive assistance [without having] to wait for an appointment.*

*"Crisis counselling" at HCDS is not always immediate.*

*It is unhelpful to have limits (2-3 sessions) placed on the number of counselling visits and to have a different counselor assigned to the same students*

*Not having walk-ins is a barrier.*

*There needs to be a screening checklist at HCDS – students don't always identify when an issue is urgent.*

*Balance enabling and supporting students, especially when they are in the middle of a crisis.*

*Need services after hours – within student timeframes.*

*On the topic of support, I would like to see diversity in these services, so that people of colour, disabled people, and queer people know that they also have safe access to these protocols. There needs to be an inclusive and diverse campaign that showcases these support systems.*

*More counselling services for those who have faced victimization on campus with regard to their sexual orientation, ethnicity or other intersecting factors*

*I feel as if I may not know of the services provided to victims because of my gender. None of the initiatives that I have seen on campus seem to interact, involve, or move to support the male victims of sexual assault. To be blunt, I've felt incredibly marginalized... I'd also say that as a homosexual on campus, but one that flies well below the radar, I've felt rather forgotten in this context as well.*

*We need specialized support.*

*There needs to be a follow-up plan with students.*

As well, community members signaled the importance of a designated response team, comprising key campus partners among the network of sexual assault support and response personnel. It was envisioned that the goal of this team would be to convene to discuss incidents of sexual assault reported and ensure all appropriate response mechanisms and follow-up had been engaged.

## **5. First Contacts/Responder Training**

With respect to the capacity for first contacts to appropriately handle disclosures, community members noted the need to widely cast a first responder training net to equip our campus community to appropriately “recognize, respond and refer”. This training should target professional staff as well as student groups.

*Training should be provided for staff, students and faculty involved on campus, especially student organizations/leaders. All training should be tailored to meet unique concerns and roles of various groups.*

*Support and response protocols should follow an intersectional coordinated effort across various stakeholders on campus and in the Kingston community.*

*First line responders need to understand the issues from an anti-oppression framework.*

Staff respondents commented that knowing who they were referring a student to would make them more comfortable with the process versus sending a student to deal with a stranger.

*Need to ensure information is distributed and training opportunities are made available to all departments and all members of our campus community; training should clarify what is expected of campus community members when they encounter a disclosure or report of sexual assault as well as how to make a referral to clearly listed services and resources.*

*Supervisors should all have sexual misconduct training and policy training; act as the department representative.*

*I was unaware of a few of these services and I do not know the people involved. I would recommend that those staff members who are supports for students who may have been sexually assaulted should be going around to various departments and offices to introduce themselves. I am reluctant, frankly, to refer someone in a vulnerable position to someone I don't know. Relationships are fundamental to providing this type of support. I would also suggest that groups like Levana and the Ban Righ Centre could provide very important support to this population....especially but maybe not even explicitly women. These are not listed on the green folder either.*

*A lot of conversations still need to happen to make an effective communications plan, and one that is not just from one or two departments or committees. The information communicated needs to come with resources and supports available.*

While training should be tailored to target multiple audiences across the campus, focus should be placed on training particular groups such as Dons, Teaching Assistants, Queen's First Aid, Team Captains and Coaches, AMS Peer Support Centre, SGPS Student Advisors, and Sexual Health Resource Centre volunteers, among student groups who may be first to hear a disclosure of sexual assault. Community members discussed the need to ensure that this training is supported by the employers of the various volunteers and staff listed above. One such comment refers to training for AMS Pubs Staff:

*The Underground and Queen's Pub must be more vigilant about sexual assault.*

Residence Life was also identified as a department on campus that should be profiled in sexual assault prevention and response. Dons and other residence staff are typically the first point of contact for first year students. Dons and other Residence Life staff should receive adequate training to deal with being a first responder, to provide residents with sexual assault information, to refer them to campus resources and support services, and to facilitate a culture that does not condone sexual assault.

*Education is key. When I was sexually assaulted in my Dorm in first year, the only suggestion from my Don was that I call the police.*

*There was no mention of any of these resources specific to sexual assault by my dons. They should emphasize these more during frosh week as well as educating about consent and respecting someone saying "no".*

*Profile the role of Residence Dons as first points of contact and do more to prepare them because they have very different capacities to handle sexual assault disclosures; ensure Dons are able to keep up their skills through refreshers after fall training.*

*My Residence Don was supportive and helpful and made a prompt referral to the Outreach Sexual Assault Counsellor.*

## **6. Accommodation Process**

Campus community members reported confusion with respect to academic accommodation possibilities and expectations. Members also reported experiencing a lack of consistency in academic accommodation requirements, as well as responses to requests. This lack of clarity and inconsistency was highlighted as a potential systemic barrier to requesting accommodations, thereby complicating and delaying the recovery process. While there were examples noted of positive experiences with academic accommodations, many respondents noted a lack of consistency and awareness of this process, especially among faculty. As well, it was felt to be unreasonable to expect survivors to contact all of their professors, and advocate for themselves,

at a time of distress. Community members suggested the policy should include a framework for both students and faculty on how to navigate the accommodation process.

*In my experience, accommodation has varied from professor to professor. What the policy promises is that accommodation will be equal across the board. In order to rectify this difference, professors will need to be given limits of what they can and cannot do regarding the attendance and abilities of students, especially those dealing with mental health issues.*

*Advocates should always encourage alleged survivors autonomy in the reporting process; outline various options, rights and responsibilities. They should be responsible for making referrals as needed as well as making accommodation arrangements.*

*There is a gap in advocacy for academic accommodation and this could represent a systemic barrier.*

*The advocacy and referral process needs to be clarified and communicated effectively to students and to faculty, recognizing that some students may choose self-advocacy, but not requiring them to undertake lengthy or complicated self-advocacy as there are some professors who are resistant to providing accommodations without documentation.*

*What is the role of the Disability Services Office in relation to sexual assault support and advocacy services?*

*Establish an accommodation policy and process that is streamlined, easy to access, consistent, and communicated broadly to the multiple campus partners involved.*

*Codify how faculty should deal with accommodations – train faculty and TAs.*

*Standardize letters from counselors.*

### **C. Environmental Scan**

#### *Models of Support Service Delivery*

In 2013, the Community-University Institute for Social Research at the University of Saskatchewan conducted a review of existing models of support service delivery at 13 Canadian post-secondary institutions. Among the schools reviewed, six were found to have dedicated sexual violence services/centres. The remaining seven schools reported providing sexual violence-related services within units with broader mandates (Quinlan, Clarke, & Miller, 2013).

The SAPRWG conducted an environmental scan of Canadian and U.S. institutions, focusing on learning more about those schools which have Sexual Assault Offices or Centres. Among eight schools with prominently advertised centres or offices were three Canadian and two U.S. schools whose models of coordinated sexual assault support, prevention and response services looked to be adaptable to the Queen's context (Table 13).

Table 13: Models of University-Administered Centralized Response and Prevention Services

Institution	Does the campus have a Sexual Assault Office or Centre?
<a href="#">U of A</a>	Yes. Sexual Assault Centre under University Wellness Services, Dean of Students. Drop-in, counselling, advocacy, accompaniment, referrals, resources, education. Director (and Social Worker), Prevention Education, Volunteer Program Coordinators; appointments with Psychologists.
<a href="#">Boston</a>	Yes. Sexual Assault Response and Prevention Centre under Dean of Students. Counselling, crisis response, on-call, advocacy, resources, referrals, education. Director (and Social Worker), Administrative Coordinator, Crisis Intervention Counsellors, Prevention Coordinator.
<a href="#">Carleton</a>	Yes. Sexual Assault Support Services Office under purview of university Equity Office. Counselling, safety planning, resources, education, academic accommodations, referrals. Coordinator (and Social Worker), Peer Support Volunteers, Peer Education Volunteers.
<a href="#">Concordia</a>	Yes. Sexual Assault Resource Centre. Crisis intervention, advocacy, accompaniment, outreach, referral, education, resources. Coordinator (and Social Worker), Peer Educators
<a href="#">Harvard</a>	Yes. Office of Sexual Assault Prevention & Response Counselling, Advocacy, education, drop-in appointments; 24-hr reporting hotline. Director (and Social Worker), Prevention/Education Specialists, Survivor Advocates, Peer Educators.

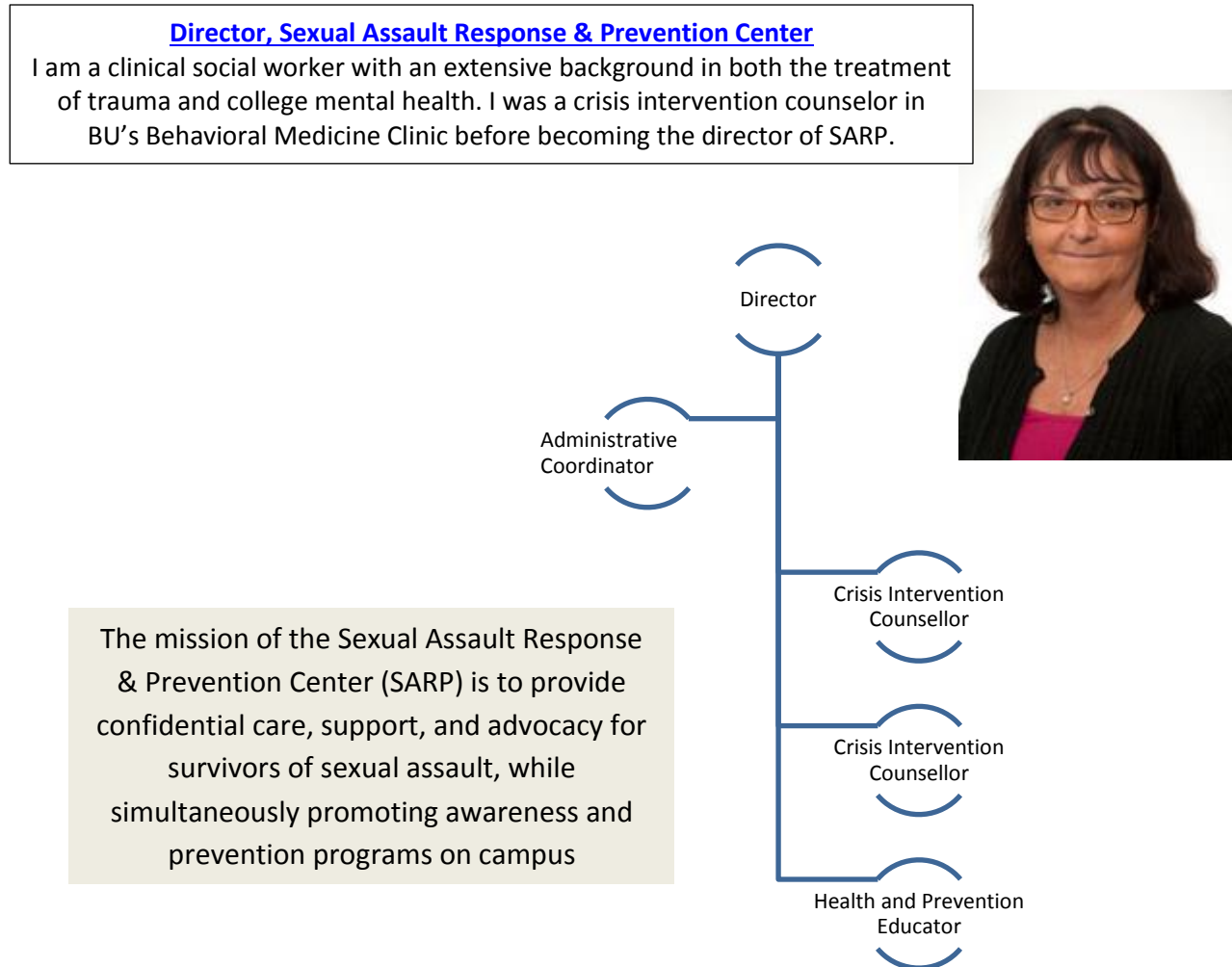
The University of Alberta, Carleton University, and Concordia all have university-run centres that are managed by registered social workers who, as professional practitioners, direct centre operations, manage staff and volunteers, and provide counselling services. Similarly, Boston University and Harvard University have a centre and office, respectively, and these universities have employed registered social worker to both direct the staff and programming as well as deliver counselling services. Each of these five schools has a similar array of staff and volunteer roles but different complement of paid and unpaid employees.

Some post-secondary student groups across Canadian institutions have been calling for dedicated campus spaces to house coordinated sexual assault prevention efforts, support services and response information. In 2011, Carleton University students mobilized to influence the eventual establishment of the Sexual Assault Support Services Office.

The University of Saskatchewan is the latest example of an institution in which students are calling for the creation of an on-campus Centre. At Queen's, interest in a campus Centre emerged in the 2013/4 academic year, with the Alma Mater Society Social Issues Commissioner initiating conversations about and exploring the feasibility of a Sexual Assault Centre on campus.

Examples of the organizational structures of two robust centralized, integrated sexual assault prevention and response services can be found at Boston University (Figure 4) and Harvard University (Figure 5).

Figure 4: Boston University Sexual Assault Response & Prevention Centre

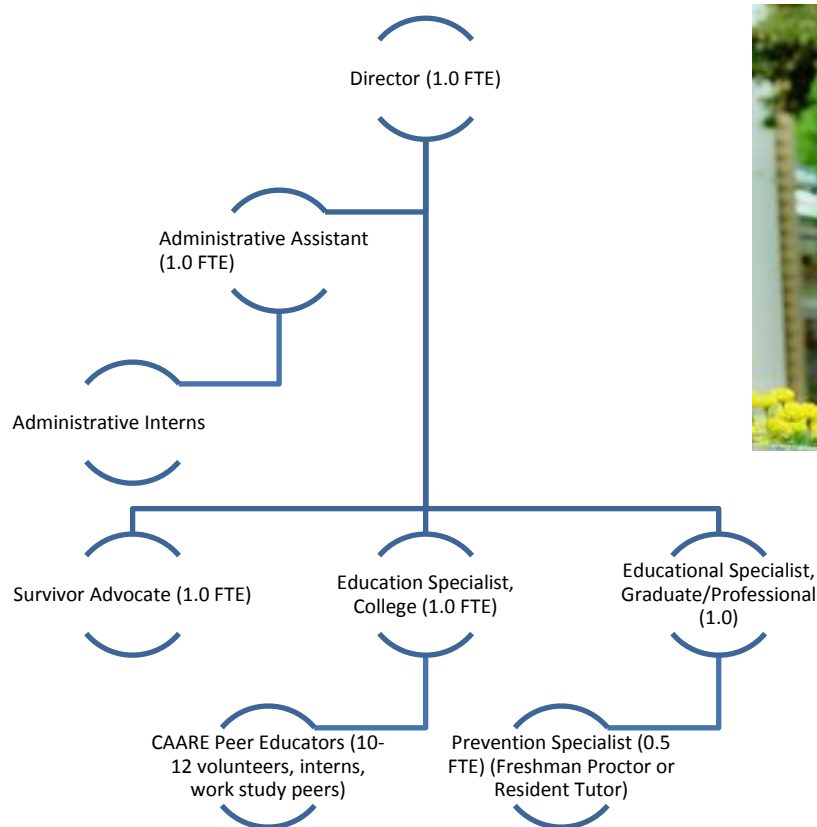


**Figure 5: Harvard Office of Sexual Assault Prevention and Response**

The Office of Sexual Assault Prevention and Response promotes the compassionate and just treatment, their friends, and significant others. It fosters collaborative relationships between campus and community systems, and affects attitudinal and behavioural changes on campus as we work toward the elimination of sexual violence against all people.

**Director, Office of Sexual Assault Prevention & Response (OSAPR)**

Alicia has a history of community advocacy and social justice; prior roles have included the LGBTQ/Hate Crimes Specialist for the Cook County State's Attorney's Office and Coordinator of Sexual Violence Support Services at DePaul University. While at Harvard, it is Alicia's desire to increase accessibility of OSAPR to individuals of all gender identities, gender expressions, and sexualities and to continue improving provision of culturally competent, non-directive service. As Director, Alicia supervises a team of two Education Specialists, a university-wide Survivor Advocate, a Prevention Specialist, and the Administrative Assistant. Alicia oversees supervision of CAARE peer educators, Response peer counselors, and SASH tutors and proctors. As a trained Rape Crisis Counselor, Alicia shares on-call responsibilities with the OSAPR Survivor Advocate and works with both Education Specialists to provide innovative and engaging programming for the entire Harvard community. Alicia also serves on numerous committees addressing sexual violence, health, and safety at the University, including President Drew Faust's task force.



Details of positions and staff roles and responsibilities within the Harvard Office of Sexual Assault Prevention and Response are provided in Table 14:

Table 14: Harvard Office of Sexual Assault Prevention and Response Staffing

<b>Harvard Office of Sexual Assault Prevention and Response Staff Members and their Roles and Responsibilities</b>	
<b>Director (Registered Social Worker)</b>	Oversees the implementation of all educational efforts, to monitor and coordinate support services, to provide support to individual students, to accompany complainants through complaint processes as needed, and to assure that students are matched with appropriate medical and counselling resources; on-call responsibilities.
<b>Education Specialists</b>	Coordinate freshman workshops and work with the Director on plans for upper year and student group education. These staff members will also be part-time response person, sharing on-call responsibilities with the Director.
<b>Prevention Specialist</b>	A freshman proctor/resident tutor, designated to work with male peer leadership organizations, men's social organizations and teams, and other men's groups.
<b>Peer Health Educators</b>	As many as 10-12 highly trained (40+ hours) peer educators, drawn from the university broadly but also specific academic programs that may have internship programs for senior undergraduate and graduate students. These may be volunteers, interns, and/or work study students. The size of the pool will vary depending on interest and commitment level.
<b>Survivor Advocate</b>	Provides individual support and assistance for sexual assault and interpersonal violence survivors from the University community, including crisis counselling, safety planning, medical and legal advocacy and accompaniment, and serves as the primary responder to the 24-hour on-call system. Assists individuals navigating resources and accommodations both on and off campus. Works closely with the response peer counselors and is responsible for training students and campus partners on the best ways to serve and support survivors.

## **D. Literature Review**

### *Sexual Violence Support and Advocacy*

Hopkins and Danchinsko (2013) conducted interviews with five U.S. university administrators who oversee sexual violence prevention and response resources. They contrasted sexual violence infrastructure, prevention education models, and policies at each of these universities. Capriotti and Strawn (2009) conducted research on five U.S. campuses with an enrolment between 13,600 and 50,900 students. They spoke with staff overseeing violence prevention programs and summarized findings with respect to sexual assault prevention and intervention programming as well as advocacy and/or counseling services on campus. Below is a summary of some key findings from these research activities which sought to understand how universities approach organizational structures and programming concerning sexual violence as well as the management and coordination of information for survivors.

#### *i. Sexual Violence and Reporting*

The majority of survivors, less than 10%, are likely to report incidents of sexual assault and access campus support services (Baker, Campbell, & Straatman, 2012). Survivors are often reluctant to report incidents to the police, for fear of alerting their perpetrator, with whom they are often acquainted or in a close relationship (Capriotti & Strawn, 2009). Moreover, (Baker,

Campbell, & Straatman, 2012) suggest that some survivors experience further barriers to reporting and accessing services depending on marginalization or stigma associated with specific intersecting identities (e.g., physical ability, racialization, class background, religious affiliation, sex, sexual orientation, gender identity, for instance). Support service providers need to be aware of cultural differences and potential barriers in order to interpret and approach situations in culturally appropriate and relevant ways.

Perceptions of confidentiality factor heavily into reporting. The fear of breaches to confidentiality and personal privacy are among the major concerns of survivors, acting as barriers to reporting (Baker, Campbell, & Straatman, 2012). Clearly outlined support service mandates and obligations with respect to confidentiality and privacy can mitigate, if not alleviate, concerns among survivors threatened by the possibility of “exposure” or being “outed” in other ways (Baker, Campbell, & Straatman, 2012).

Capriotti and Strawn (2009) found that institutions with articulated confidentiality policies saw the highest numbers of self-reporting. They suggest clearly outlined disclosure and reporting processes should be included in policies in order to protect survivor anonymity and confidentiality. Policies should include survivor rights, available services, confidentiality statements and mandatory reporting if it is a requirement.

Another significant barrier to reporting is the fear of reprisal (Baker, Campbell, & Straatman, 2012). Policies should address this fear by articulating zero tolerance for retaliatory behaviour.

With respect to reporting to the university community, most institutions aggregate their data to maintain the confidentiality and safety of survivors. All identifying information is removed for public reporting purposes. For advocacy and case management purposes, consent is requested from survivors before sharing any identifying information with members of an advocacy or case management team. Policies include clear confidentiality guideline for all parties, including service providers (Hopkins and Danchinsko, 2013).

## *ii. Support Service Best Practices*

The following is a list, according to Baker, Campbell, & Straatman (2012), of best practices in support services for survivors:

- 24/7 access to support services to facilitate disclosure at any time;
- Non-judgemental support by first responders, counselors and advocates;
- Centralized and coordinated support services to minimize possibility of survivor feeling re-victimized by disjointed and inadequate services;
- Specialized sexual assault support and counselling from a well—trained, culturally competent individual who is also culturally competence and can account for diversity of survivors and circumstance; and
- Appropriate and tangible resources for further support, ensuring the survivor gains a sense of empowerment by maintaining their control over self-disclosure and accessing subsequent support services and reporting options.

### *iii. Integrated Support and Advocacy Services*

Capriotti and Strawn (2009) find that most sexual assault programs integrate an advocacy function, with their support function. The integrated advocacy model serves to provide coordinated and holistic support to survivors. Advocates encourage “self-empowerment, safe planning, independent decision-making, reinforcing self-esteem and autonomy” (p. 9). Program staff members who play an advocacy role are assigned immediately to survivors who come forward, and they provide guidance in three areas: (a) decision-making concerning next steps with respect to safety, health, and reporting; (b) accompaniment to meetings with respect to health and reporting; and (c) arrangement of short-term academic and other accommodations.

### *iv. Centralized vs. Decentralized Sexual Violence Support Services*

In their review of sexual assault programs under the purview of Student Affairs portfolios, Capriotti and Strawn (2009) examined a range of program structures with varying staff sizes. While programs vary in their structures, Capriotti and Strawn found that most have prevention education programming, advocacy services and reporting liaison for survivors, and counselling support (2009).

When contrasting centralized and decentralized resources, Capriotti and Strawn (2009) found that most universities in their study employ a decentralized sexual assault program model. These decentralized models often include a network of support services such as health services, counselling services and services offered through women’s centres. Some of these models designate a sexual assault contact person in each of their decentralized services to act primarily as a liaison with respect to reporting routes. This decentralized model that relies on non-specialist trained liaisons necessitates a coordination function between the decentralized units. Designated staff members vary in their employment status, including both part-time and full-time staff. Both benefits and drawbacks of a decentralized model were identified. With larger numbers of dedicated staff in decentralized units, there is the potential for multiple points of entry and more time available to meet with survivors, thereby strengthening relationships between the survivor and the university liaison. However, services that are decentralized tend to be less visible to survivors and they can create confusion and unnecessary barriers to accessing services. The roles of decentralized designates may not be clearly delineated, edging into and conflicting with roles more appropriately delivered by professional advocates and therapists. As well, it is difficult to maintain consistency of information relayed with respect to available reporting options and university procedures.

Hopkins & Danchinsko (2013) comment that centralized sexual assault resource coordinators appear to minimize the need for survivors to recount their experiences to multiple support personnel, thereby decreasing their stress. As well, to alleviate confusion among students as a result of multiple points of contact, they point to one particular school successfully launched a model whereby one university sexual violence resource staff managed survivor short-term and long-term care, connecting the survivor with all resources in a coordinated manner. Where institutions had multiple reporting venues, a mechanism had to be in place to ensure that those responsible for coordinating resources across campus meet regularly to ensure survivors receive consistent care. Whether support was centralized or decentralized, to make reporting accessible

to more students, institutions offered multiple methods for reporting sexual violence, including online, in-person and by telephone. Capriotti and Strawn (2009) found that stand-alone sexual assault centres afford a level of visibility of services that facilitate survivor access to services. While institutions that have a central sexual assault office focused primarily on prevention and advocacy work, one university studied designated a centralized office devoted to programming, advocacy, and the provision of support services. This holistic centralized model includes a Director, an Assistant Director, a Legal Advocacy & Direct Services Coordinator, a Violence Prevention Education Coordinator, and a Volunteer Coordinator.

#### *v. Training First Responder and Frontline Community Members*

A vast majority of survivors turn to familiar people, in their inner support circles, for support (Baker, Campbell, & Straatman, 2012). Thus, it is important to train first responders, student peers and influencers, coaches, faculty, and teaching assistants for instance. These community members must receive standardized training to appropriately recognize, respond and refer disclosures of sexual assault. According to Baker, Campbell and Straatman (2012), components of such training should include: campus and community resources; empathic and active listening skills; effects of and myths about sexual violence; reporting options and complaint protocols; and strategies for self-care. In a scan of six U.S. public institutions of higher education, Kumar and Geraci (2012) found that four of the six provided online sexual misconduct training for employees.

### **E. SAPRWG Proposed Objectives and Recommendations**

#### **Objective 1: Integrate and Profile Support and Advocacy Services**

The SAPRWG recommends that:

- i. The university establishes a central, visible, and welcoming “Sexual Assault Response and Prevention Centre” (SARP) Centre, which would function as: a single point of entry for integrated and holistic sexual assault response, support, advising, counselling, advocacy, and case management services; and a driving force for campus-wide sexual violence prevention education and first-response training.
- ii. The university adequately resources more integrated and holistic sexual violence prevention services, with professional staff<sup>14</sup> as well as students to manage a holistic response, support, and prevention model of service delivery, which might include: managing the centre, directing its activities, delivering counseling and psycho-educational support, delivering training and educational programs, for instance.

<sup>14</sup> Comparable models of holistic support, response and prevention services include a professional staff member that: directs and supervises programs, services, and any professional or student staff and volunteers; provides crisis intervention and trauma counselling; provides holistic individual support, advocacy, and referral; provides case management and consultation; liaises with campus and community partners; and contribute to designing and overseeing the delivery of training and education for staff and student first-responders.

- iii. The university significantly raises the profile of all sexual assault support services and resources among the student population, as well as the campus community broadly, and publicizes operating hours of campus and community sexual assault support and advocacy services to ensure students are aware of available 24/7 resources.

### **Objective 2: Streamline Academic Accommodation Processes**

The SAPRWG recommends that:

- i. The Advisory Committee on Academic Accommodations develops a standard and consistent university-wide policy and process to enable students to efficiently request and receive academic accommodation requests in a manner that maintains student confidentiality and integrity.

### **Objective 3: Clarify Roles in Support Network and Coordinate Response Mechanisms**

The SAPRWG recommends that:

- i. The university clarifies and communicates the roles of various university personnel responsible for sexual assault first response, investigation, advising, counselling and advocacy.
- ii. The university establishes terms of reference for a Sexual Assault Response Team, comprising key members of the campus response network, to ensure criminal and university response protocols are clear, coordinated, and consistent.
- iii. Members of the support and response network develop relationships, based on mutually agreed upon service delivery principles, with community partners (e.g., Kingston Frontenac Victim Crisis & Referral Services and the Sexual Assault Crisis Centre Kingston) to facilitate appropriate referral and timely response.

### **Objective 4: Disseminate and Deliver Training and Information**

The SAPRWG recommends that:

- i. Subject matter experts collaborate to develop and propose mechanisms to deliver tailored training<sup>15</sup> to campus community members, depending on their roles and responsibilities (e.g., first-responders, faculty, TAs, non-academic departmental staff, etc.) and focusing on the effects of and myths about sexual assault, the university's academic accommodations policy and procedure, and expectations for maintaining student privacy and dignity through the process.

<sup>15</sup> Training in the fall of 2015 will target Residence Dons and Orientation Week Leaders, followed by ongoing training sessions delivered to additional target audiences, prioritizing individuals most likely to receive a disclosure or report of sexual assault.

- ii. Directors and department heads imbed training into existing training requirements and opportunities for academic and non-academic departments so that faculty, staff and teaching assistants understand how best to recognize, respond to, and refer a disclosure of sexual assault.

## **F. SAPRWG Proposed Model for Sexual Assault Centre**

In reviewing campus community feedback, best practice literature, and models at a few select institutions, the SAPRWG offers a model for conceptualizing a possible Sexual Assault Response and Prevention Centre at Queen's.

In the following pages are a series of figures 6 and 7, and tables 15, which illustrate:

- A possible vision statement for a Sexual Assault Response and Prevention Centre;
- Potential near and longer term models for such a centre;
- Potential roles and responsibilities of staff and volunteers housed in the centre;
  - Modeled after personnel typically staffing centres at other institutions
- Responsibilities of the current Queen's response, support, and prevention personnel:
  - Counsellor specializing in sexual assault trauma counselling, in the JDUC;
  - Sexual Harassment Prevention Coordinator, in the Human Rights Office;
  - Health Promotion and Education Coordinator, in the HCDS.
- Proposed "steps" for student support and response in the aftermath of a sexual assault.

Campus community and SAPRWG members stressed the importance of dedicating personnel to the prevention functions within the proposed Centre. Dedicated personnel would have an expertise in the areas of sexual violence prevention and they would complement and add capacity to other university prevention educators. Community commentary and best practices on prevention initiatives are outlined in section IV of this report.

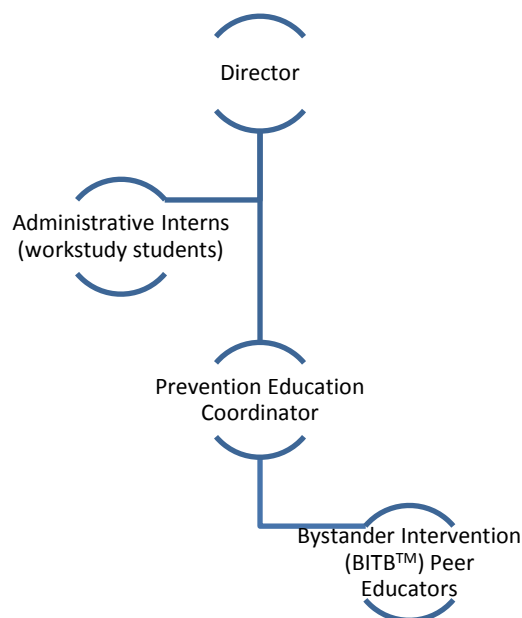
It will be important to evaluate the demand on response, support and prevention services of any new model after the first as well as second years of operations to ensure planning for sustainability.

Figure 6: Example of Organizational Structure for a Possible Queen's Sexual Assault Response & Prevention Centre (SARP)

**Vision:**

Reporting through the Office of the Vice-Provost and Dean of Student Affairs or through the Office of the Provost & Vice-Principal (Academic), the Sexual Assault Response & Prevention Centre is a service unit that houses a team of staff tasked with the coordination and delivery of sexual assault prevention and response services and programming. Included among the Centre's services and programs are: specialized sexual assault counselling and advocacy, consultation and liaison, first responder training, psycho-educational programming for survivors, as well as prevention education and training. The centre offers a confidential and inclusive space for a diversity of students and it is a resource to enhance the campus community's capacity to prevent and respond to gender-based violence.

**EXAMPLE: NEAR TERM POSSIBILITY**



**EXAMPLE: FUTURE POSSIBILITY**

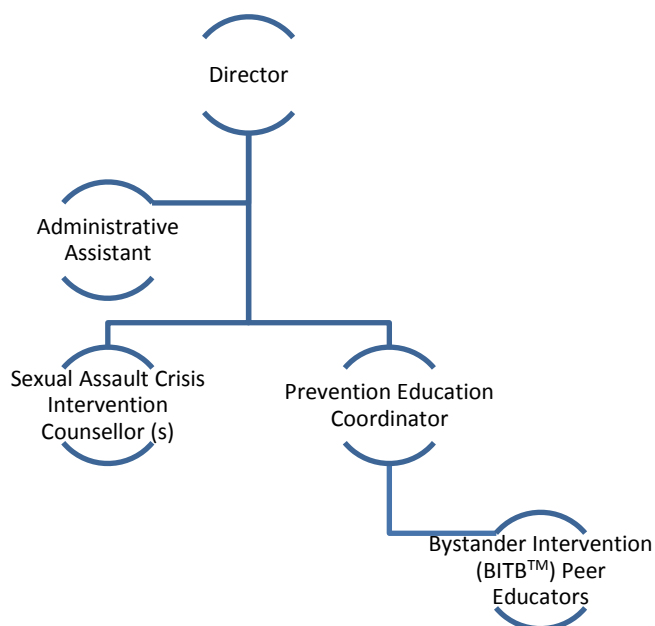
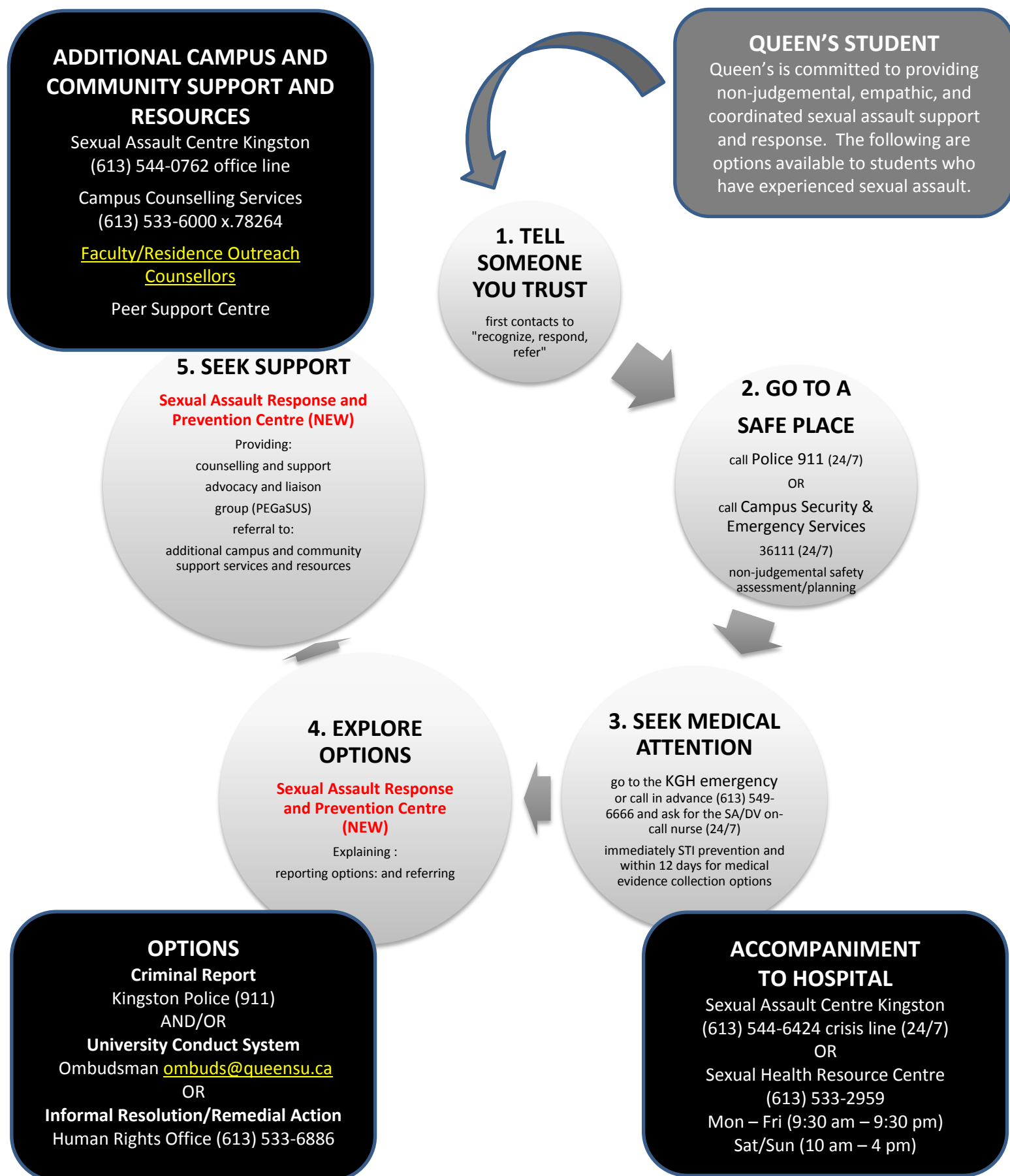


Table 15: Example of Possible SARP Centre Staff Roles and Responsibilities

<b>Possible Staff Positions, Roles and Responsibilities</b>	
<b>Director</b>	<p>Manages the operations of the office and supervises staff</p> <p>Monitors and coordinates network of clinical and non-clinical sexual assault support services</p> <p>Provides individual crisis intervention, counselling, advocacy, referral <sup>a</sup></p> <p>Acts as initial contact to outline reporting options and assists survivor to navigate systems <sup>b</sup></p> <p>Provides case management, consultation and advising <sup>a, b</sup></p> <p>Provides consultation to parents, at the request of the survivor <sup>a, b</sup></p> <p>Liaises with Victim Witness Assistance Program <sup>a, b</sup></p> <p>Liaises with Sexual Assault/Domestic Violence Clinic <sup>a, b</sup></p> <p>Accompanies survivors to court as needed <sup>a, b</sup></p> <p>Arranges for hospital accompaniment (SACK, SHRC) <sup>a, b</sup></p> <p>Advises the Threat Assessment Team as required by the Chair <sup>a, b</sup></p> <p>Advises senior administrators and faculty as required <sup>a, b</sup></p> <p>Facilitates psycho-educational group for survivors <sup>a</sup></p> <p>Contributes to design and delivery of training for first-responders <sup>a, b, c</sup></p> <p>Oversees the coordination and implementation educational efforts <sup>c</sup></p> <p><sup>a</sup> These responsibilities are currently performed by the existing Outreach Counsellor/Student Life Advisor specializing in sexual assault counselling (for students).</p> <p><sup>b</sup> These responsibilities are currently performed by the existing Sexual Harassment Prevention Coordinator (for faculty, staff and students).</p> <p><sup>c</sup> These responsibilities are currently performed <b>in part</b> by the Health Promotion and Education Coordinator and in part by the SAPRWG.</p>
<b>Prevention Education Coordinator</b>	<p>Coordinate and implement awareness-raising and skill-building educational programs <sup>c</sup></p> <p>Collaborate with professional and student staff partners on the strategic delivery of prevention education initiatives <sup>c</sup></p> <p>Recruit, train, and coach upper year undergraduate and graduate students to deliver bystander intervention program <sup>d</sup></p> <p>Provide basic crisis intervention, advocacy, and referral as needed.</p> <p><sup>c</sup> These responsibilities are currently performed <b>in part</b> by the Health Promotion and Education Coordinator and in part by the SAPRWG.</p> <p><sup>d</sup> These responsibilities are currently performed <b>in part</b> by the Sexual Health Resource Centre (peer-led consent workshops).</p>
<b>Bystander Intervention Peer Educators</b>	<p>As many as 10-12 highly trained (40+ hours) volunteers, interns, and/or work study students drawn from the university broadly but also specific academic programs that may have internship programs for senior undergraduate and graduate students.</p>
<b>Possible Future Staff Positions, Roles and Responsibilities</b>	
<b>Crisis Intervention Counsellor(s)</b>	<p>Professional sexual assault crisis intervention staff; improves accessibility, timeliness, availability of urgent and ongoing support.</p>
<b>Administrative Intern/Assistant</b>	<p>Administrative support, reception, booking appointments, supporting all programming.</p>

Figure 7: Proposed Support and Response Resource: “What to Do After a Sexual Assault”














## IV. PREVENTION INITIATIVES AND PROGRAMS





### A. Awareness of Prevention Initiatives and Programs

According to the online feedback survey, students have a great awareness of Campus Security & Emergency Services as a 24/7 resource, AMS Walk Home Service, and the Blue Light Emergency Phones across campus. Students are also gaining an increased awareness of the relatively new SeQure app – a Queen’s specific downloadable safety and security app. That being said, students are much less aware of initiatives like educational workshops offered, including consent workshops offered by the Sexual Health Resource Centre (Tables 16 – 17).

**Table 16: Undergraduate Students**  
**Are you aware of the following sexual assault prevention initiatives and programs?**

Response	Chart	Percentage	Count
1. Sexual assault and intimate partner violence poster campaigns (e.g., Don't Be That Guy, Red Flag, Draw the Line, etc.)		60.2%	338
2. What is Consent workshop offered by the Sexual Health Resource Centre		26.4%	148
3. RAD (Rape Aggression Defense) self-defense course offered by Campus Security & Emergency Services		18.9%	106
4. Sexual Harassment on-line educational module offered by the Human Rights Office		7.0%	39
5. Human Rights workshops (inclusive of content on sexual harassment) offered by the Human Rights Office		12.7%	71
6. Workshops offered by the Health Promotion team in Health, Counselling & Disability Services (e.g., healthy relationships)		23.7%	133
7. Workshops organized by Dons in Residences (e.g., consent, healthy relationships, safety, etc.)		54.7%	307
8. SeQure app (mobile safety app for quick access to campus security resources and emergency services)		68.8%	386
9. Blue Light Emergency Phones (campus blue lights with yellow box and red button when pushed dispatches campus safety and emergency services).		96.8%	543
10. AMS Walkhome Service (anonymous, non-judgemental mixed gender pair of students to accompany students to destination)		97.9%	549
11. 24/7 Campus Security and Emergency Services (613-533-6111)		84.8%	476
<b>Total Responses</b>			<b>561</b>

**Table 17: Graduate and Professional Students**  
**Are you aware of the following sexual assault prevention initiatives and programs?**

Response	Chart	Percentage	Count
1. Sexual assault and intimate partner violence poster campaigns (e.g., Don't Be That Guy, Red Flag, Draw the Line, etc.)		58.1%	68
2. What is Consent workshop offered by the Sexual Health Resource Centre		16.2%	19
3. RAD (Rape Aggression Defense) self-defense course offered by Campus Security & Emergency Services		15.4%	18
4. Sexual Harassment on-line educational module offered by the Human Rights Office		7.7%	9
5. Human Rights workshops (inclusive of content on sexual harassment) offered by the Human Rights Office		15.4%	18
6. Workshops offered by the Health Promotion team in Health, Counselling & Disability Services (e.g., healthy relationships)		17.1%	20
7. Workshops organized by Dons in Residences (e.g., consent, healthy relationships, safety, etc.)		28.2%	33
8. SeQure app (mobile safety app for quick access to campus security resources and emergency services)		31.6%	37
9. Blue Light Emergency Phones (campus blue lights with yellow box and red button when pushed dispatches campus safety and emergency services).		88.0%	103
10. AMS Walkhome Service (anonymous, non-judgemental mixed gender pair of students to accompany students to destination)		88.9%	104
11. 24/7 Campus Security and Emergency Services (613-533-6111)		73.5%	86
<b>Total Responses</b>			<b>117</b>

## **B. Suggestions to Improve Prevention Initiatives and Programs**

Survey participants were asked: *Is there anything you would like to recommend or suggest to improve sexual assault prevention at Queen's?*

During public, focus group and individual interview meetings, campus community members were asked to consider and discuss challenges and opportunities with respect to enhancing prevention efforts and programs.

Taken together, comments from the online survey as well as public, focus group and interview meetings can be summarized under six themes.

1. Creative Marketing, Communication, and Outreach Efforts
2. Engaging Men within a Gender-Based Violence Framework
3. Focusing on Orientation Week and First Year but also Beyond and for All Years
4. Consent Workshops
5. Peer-Involved Bystander Intervention Program
6. More Effective Educational Approaches and Content

A brief summary of the most salient comments in each of these themes is offered below, followed by related objectives and recommendation proposed by the Working Group.

### ***1. Creative Marketing, Communication, and Outreach Efforts***

Feedback from the consultation process uncovered the need to better market prevention education efforts and to ensure that effective programs are tailored to diverse audiences in all years of study and throughout the academic year.

*Prevention education (if there is any) needs to be better marketed to the Queen's community.*

*Education programming visibility is critical.*

*Market at the beginning of the year.*

*Current prevention efforts and the resources provided are not widely known or comprehensive.*

*Right now the issue is treated like white noise – we need something more direct so students pay attention.*

*Use signs in bathrooms – subtle but impactful posters.*

*Use videos, more effective strategies to teach about consent (e.g., cup of tea analogy).*

It was suggested that advertising should be linked to work that is happening on campus in order to improve the consistency of messages. As well, it was suggested that strategies be developed for reaching students who are not keenly interested in learning about sexual assault prevention and response and are, therefore, less likely to pay attention to advertising.

*The people that need to change their behaviour are less likely to self-select to participate in sexual assault prevention workshops. For this reason, I think a combination of advertising campaigns and a strong institutional response are probably the most effective deterrence on this campus. Advertising campaigns could be directed at bystanders as well as perpetrators to try to create an attitude on campus that will not tolerate sexual assault or harassment, and that will intervene when they see concerning behaviour.*

Effective communication strategies should be developed and made a priority in any effort to increase sexual assault awareness and prevention on campus. It is important to remember that students are inundated with information every day and sometimes important messages get overlooked due to the large volume of emails and posters that are distributed.

Respondents highlighted the need for communication campaigns to share positive messages, such as examples of positive behaviours, strangers stepping in to help a person in a vulnerable situation or healthy consensual relationships.

*We need positive examples and stories about the behaviour that we'd like to see - stories about respect, intervention, etc. Those should be shared through the Gazette, Journal, posters, and campaigns -let's create stories about the good stuff so that becomes the norm.*

The need for greater coordination of prevention education efforts was also referenced given the reality that several student and professional groups have educational mandates and there is potential for either gaps or duplication of services.

*Coordinators should be designated to oversee education efforts.*

*Peer led programing efforts should report to designated coordinator so that efforts are not duplicated and gaps in services can be addressed.*

*Networks between administrators and student organizations should include all participants in marketing efforts.*

*Streamline campaigning for resource awareness and consent, especially from student groups and student leaders.*

## **2. Engaging Men within a Gender-Based Violence Framework**

While the vast majority of perpetrators of sexual assault are male-identified, not all men are perpetrators. Thus, a nuanced approach to outreach and prevention education is needed to speak to the diversity of male-identified students and their role in violence prevention efforts.

*To encourage male student participation administrators should avoid accusatory language and imagery in prevention and education efforts.*

*Ensure educational approaches are not accusatory.*

*When advertising, be cautious of messaging that may dissuade male survivors from coming forward.*

There was a call for more prevention efforts targeted to men, including the need to ensure that male-identified survivors of sexual assault perceive they too have avenues to seek out support and redress if they so choose.

*Education to males on campus should be extended.*

*There should be an effort to recruit men to educate other men.*

*I talked to an all-male floor in Residence – at a High Table – men need a space to say “I don’t get it” with someone relatable.*

Gender stereotypes that are perpetuated by sexual assault education strategies should be identified and removed from resources and workshops on campus. Concern was raised about current campaigns that target only women as well as those that portray men solely in the role of a perpetrator.

*The advertisements on campus shouldn't just be aimed at women to stop Rape but rather changing behaviour for everyone. How to help, not assuming women can only be raped by men, or that men aren't raped.*

*Stop targeting men as "the perpetrator" (i.e. "that guy").*

Respondents stressed the importance of avoiding gender-specific outreach. It was also recommended that outreach and educational efforts address same-sex sexual assault and do not solely portray men as the perpetrators. Any communication material developed should be gender neutral and be sensitive to the fact that any gender can be the victim of sexual assault.

*Cross-gender programming is beneficial because it allows for various perspectives and creates meaningful and necessary dialogue.*

*Avoid narrow definitions of survivors which can be exclusive*

*Although these things happen to men they are almost never reported out of fear, judgement, or shame. If they are reported they are often ignored or ridiculed. I would also like more awareness to be raised about sexual assault within queer relationships (particularly sexual assault between two men), and how men can be sexually assaulted.*

*I see a disconnect between my gender and the information I've seen on this topic.*

*Don't paint any one gender with one brush stroke when talking about prevention (i.e.. "Don't be that guy campaign). Make sure services are also gender neutral.*

Indeed, numerous comments on the “Don’t Be That Guy” campaign were received. It was suggested that the campaign not continue on campus and be replaced with an outreach strategy that is not gender specific and provides the community with positive ways to prevent sexual assault. The campaign was seen as grouping all men together as perpetrators and also sending the message that men’s responsibility ends at simply not sexually assaulting someone. Respondents felt that the campaign was too broad in its assumptions and instead of moving the conversation in a positive manner it instead serves to segregate males and females.

*The intimate violence poster was offensive to some members of the community. "Don't be that guy" -, for example, paints a blanket brush of men. Most people are good ... why assume most are "bad".*

*I also dislike the "Don't be That Guy" campaign at its core. While historically, and even logically to an extent I understand it, it still marginalizes men in a way. The issue I have with it [is] that the gendering of the attacker role seems to aid in the deconstruction of the male victim which is something I see as a very large issue in society today, and without question on this campus.*

*"Don't be that guy" is blatantly sexist and from its controversy is counterproductive by changing the conversation from a glaring issue of sexual assault, to an issue of "Is this ad really appropriate".*

### **3. Focusing on Orientation Week and First Year**

It was suggested that beginning the conversation on sexual assault during Orientation Week would help convey, to incoming students, that Queen’s has no tolerance for sexual violence. Orientation Week was highlighted as an opportune moment for sexual assault awareness building and prevention as students are already being educated about the services on campus, and sexual assault response and prevention should be included in this list.

*I believe that awareness regarding sexual assault prevalence should be highlighted during Frosh Week to all first years. If sources/awareness tactics are distributed from the first week that students arrive at this university, then awareness is more concrete.*

*A more honest, and explicit, conversation with Frosh about the causes and issues with gender-based violence. Address how every individual plays a role in the issue.*

*Orientation week has so many assemblies for 'resources', but not once did I hear anything about sexual assault prevention and support. This is CRITICAL for incoming students, particularly because most of them are living on their own for the first time and may not know what to do if presented with a crisis situation.*

*Effective orientation programs set the tone for knowledge and raising awareness, students should engage in other education programming such as bystander intervention to build on their skills and enhance their response to sexual violence.*

Providing proactive information about consent to all students during Orientation Week was highlighted as a critical component to prevention.

*More information for all students starting in first year encouraging learning about consent, and how to proceed if you think a friend has been a victim.  
Target incoming students moving into residence*

*I wish there had an info session in frosh week to make sure everyone was on the same page about rape, discrimination, and consent. We had all these presentations on school policies, but no one ever mentioned gender-, sex-, and queer-related issues.*

*I think we need to be more proactive at defining what is acceptable and what constitutes consent in various situations that our students encounter and more transparent in supporting the victim without re-victimizing them.*

*Add a consent and sexual assault prevention component into Frosh Week to make it clear to incoming students what counts as consent and what counts as assault. Follow up with mandatory workshops throughout the year for first years in and out of residence.*

*I believe awareness and education is key, and would like to see mandatory consent workshops introduced into Orientation Week for all students living both in and outside of Residence.*

*Offer some form of a workshop during orientation week about sexual assault or consent. Many of these workshops are optional and at the discretion of dons, for example (i.e. if their Frosh are not interested in the workshop, they won't book it).*

*Ensure education makes links between alcohol and sexual assault during orientation week*

Topics suggested for inclusion during Orientation Week emphasized bystander intervention. Conversations and workshops around sexual assault, alcohol and other related issues were also suggested as important topics to discuss.

*I think that at least one presentation should be given during frosh week to all new students that emphasizes the positive aspects of being a good person and helping people, and is slanted in a positive way towards supporting acts that take courage - like standing up for someone when no one else is - rather than always telling men not to commit crimes of a sexual nature towards women.*

*Discussions around consent, rape culture, and drinking culture need to be a part of orientation / frosh week / etc.*

As a precursor to educating the incoming undergraduate class, it was suggested that training Orientation Week leaders is necessary.

*Perhaps sexual assault awareness should be part of Orientation training considering most sexual assaults occurs within the first year at University. Train Gaels and leaders to respond to a victim without shame or blame and remind them to offer themselves as a point of contact if sexual assault occurs.*

While first year students were suggested as a population to focus on, and particularly during Orientation Week, the Working Group was also encouraged to consider other student populations in its work. The diversity of the student population should be considered when creating any education and prevention workshops and other communications, including first year students living off-campus, upper year students, international students, LGBTQ-identified, and racialized students, for instance.

*Orientation education programs should only be considered a small part of the campus's work towards sexual violence education/prevention.*

*Discussions...need to be continuing on a large scale, they need to go further than simplistic models of this discussion that emphasize "stranger danger" and ignore LGBTQ people and racialized issues.*

*Distribute the phone number sheets to upper years (the ones posted in dorm rooms for first years) such as via e-mail once a year so they can print and save it in case they need these numbers. I know I don't speak for only myself not knowing all the resources available off hand especially in a situation like this.*

*Students are vulnerable at multiple times, not just during orientation week*

*Prevention education needs to meet people beyond orientation week, prior to and after would be best.*

*Programming needs to move beyond orientations and have multiple sessions. Prevention work should attempt to create a consistent presence during student's time on campus.*

*Students should engage in various training workshops; possibly one per semester.*

*Programs and services need to target all new students (e.g., transfer, international, as well as first year students) at different times throughout the academic year and using multiple outreach methods.*

*Augment education and training opportunities for faculty members.*

#### **4. Consent Workshops**

Workshops on consent were discussed at length by respondents, some of whom were considering mandatory educational programming while others spoke about the importance of open and ongoing conversations as effective strategies.

##### *Mandatory Workshops or Course Content*

Many comments referenced mandatory workshops and inclusion of content related to sexual assault prevention in the curriculum. It was suggested that information in workshops or course content should include detailed conversations about sexual assault, consent, masculinity, victim-blaming, privilege, and inclusivity, for example, as well as information about resources and services available.

*There should be a mandatory sexual assault/ consent workshop/lecture during frosh week for all incoming students. This would set the tone that sexual assault at Queen's is taken seriously and is unacceptable.*

*Mandatory training for first-year incoming students allows for broader reach/exposure to the topic.*

*Consent workshops should focus on what it means to give enthusiastic consent and what healthy relationships look like. Also I do not feel comfortable with consent workshops, events and programs that are advertised as "consent is sexy". Consent isn't sexy it is MANDATORY.*

*Consent classes or workshops should be curricular. A mandatory first year course for all students on consent, assault, victim blaming, masculinity, sex, gender and sexual diversity. Not just a one hour workshop here and there. Get serious, create a full academic course that counts as a grade toward your major (so the majority of student who think it's stupid or doesn't apply to them take it seriously), make every first year student take it. Educate.*

*Go to classrooms that already exist – the Centre student volunteers can deliver information on respect, consent, and assault.*

*I would also recommend making a consent workshop mandatory for all first-year students in residence - this could be facilitated by their dons and would preferably happen during Frosh Week or shortly after.*

*I would like to see a workshop about consent required for all students in residence. I would also like to see an introductory level Gender Studies course required for all students as a means of introducing students to the topics of gender inclusivity, masculinity, feminism etc. there is a huge amount of disdain towards gender studies and feminism on campus.*

*I think attending at least one consent lecture (through SHRC or human resources) should be mandatory. No one should feel ashamed, offended or otherwise if everyone has to attend. The information is good for everyone and a refresher is never a bad thing if it was taught before anyway. First year would be a good time to do it. It should include intervention/bystander talks as many will attend a party during their time at Queen's and may be able to help a fellow student in need.*

These mandatory consent workshops and classes with content related to gender-based violence were suggested for all students, not just first year students and not just during Orientation Week.

*I would suggest a mandatory session on preventing sexual assault for both male and female students in first year. It should cover all resources available, what to do if it happens to you/a friend, and the repercussions for anyone involved in sexual assault or harassment (academically and with the law).*

*Classes in consent should be mandatory for all students. Having the SHRC come in to teach a workshop at the discretion of a don is not sufficient, and does not have a wide enough reach. I think that every student at Queen's should be required to take a Gender Studies course dealing with issues of sexual violence, as well as racism, gender inequity, classism, ableism, transphobia, homophobia, and other forms of systemic discrimination. As it stands, the people taking Gender Studies courses and learning about the reality of institutionalized oppressions are typically people who are already at least nominally aware of these issues. Privileged students in programs that do not address human rights issues are not likely to learn about consent, and are more likely to perpetuate sexual violence, or excuse it.*

*Consider providing education to student in class.*

### Open and Ongoing Conversations

While there were calls for mandatory workshops and classes, many campus community members also considered that mandatory education may not facilitate the kind of learning desired to make real individual and cultural change. Mandatory workshops were not seen as the only solution. Continuing the education and outreach beyond these workshops is essential to sexual assault prevention. There was an interest in open conversations around sexual assault and, in particular, providing ongoing opportunities for students to learn more about consent.

*More awareness and training about the different types of rape and sexual assault, and how to help prevent these instances from happening (i.e., teaching people about the importance of consent)*

*Continue to have resources in place for educating about sexual assault, including the issue of consent.*

*Do more to actively educate students about sexual assault and consent in serious yet impactful ways, not just humorous methods like Existere (which is still amazing, but it makes the issue a bit too satirical and may not get the message through effectively).*

*Many people have not learned about what consent is, and when it is taught, it is taught in a way that doesn't reach most people. More discussion about the 'culture of consent,' and especially in first year.*

*I think that it is important to encourage more talk about sexual assault. In the culture that young people live in today, sexual assault occurs far more often than expected but people are...under the impression that what has happened to them doesn't constitute as assault.*

*Be more up front with students about the sexual assaults on campus.*

*I think a huge issue is that people don't understand what exactly constitutes consent (people assume sexual assault is only violent and forceful when it can be more complex, less black-and-white than that) and people don't understand the importance of it. People need to know how frequently things like this happen.*

*Get rid of the taboo.*

*Students are not coming to campus as blank slates, but rather highly socialized and cultural beings. We need to talk honestly and openly about how ideas about gender, sex, consent, etc. are already operating before students arrive at university, and what we can do to affect those beliefs in terms of what is learned and taught both on the campus and beyond the campus (in people's everyday social encounters).*

*Augment education about consent and harassment prior to arriving at Queen's*

*Provide "safe" spaces for conversations to happen, as they do at the Sexual Health Resource Centre*

Community members noted that there are many myths circulating about sexual assault and sexual violence, and that educational efforts should include clarifying these myths. Educational efforts should also include clearly outlined definitions, raising awareness of resources on campus, and consequences. Many students are unaware of their rights and/or the resources that are available to them on campus.

*Educating all faculties and teams through equity training and consent conversations. Consent law in Canada is actually a great place to start and should be thoroughly explored during training. More student groups and activities should occur during the year to improve the culture and safety at Queen's. Also bringing in male allies and making their support will help make the move.*

*Students need to understand exactly what sexual assault is, and that there are serious consequences to their actions. Many students at Queen's believe that while intoxicated, consent can be 100% certain from both parties and that the school has no place to be involved in a legal case. Ignorance of the meaning of sexual violence and assault are what I think are key on campus so not only do potential abusers know, but victims are aware they have been attacked. As well, student privileges such as clubs, sports, and enrolment should be taken away from those accused or being investigating on charges of sexual assault.*

### **5. Peer-Involved Bystander Intervention Program**

Campus community members recognized the need to have dedicated resources for the task of sexual assault prevention education, with a particular emphasis on managing and sustaining a peer-involved bystander intervention education program.

It was clear that students were also looking for peer leadership opportunities to contribute to these educational efforts. Peer education was felt to be an opportunity to empower students to influence change within their own communities and to ensure that programming remains relevant and resonates with the student body.

*Recognize and engage interested students who want to contribute to prevention efforts*

*Make is clear and easy for students to get involved with the campus education and prevention efforts.*

*Empower students to make a difference at the micro-level, which will contribute to macro-level change.*

*Consider peer educators, similar to the model in Health Promotion.*

*University should structurally support peer student programming – support institutionally with at least one paid staff.*

Bystander skill-building was highlighted to encourage safe and effective intervention

*Bystander Intervention is a good way to open up the conversation and equip students to deal with issues*

*Bystander intervention is the most commonly used education model because it is associated with positive behaviour change.*

*How we at the university and the community on a whole view sexual assault has a large impact on the issue. Education about real victims and education to let people know how to respond when they see something uncomfortable I think will have the most effect.*

*By-stander effect is a big one - I've heard of people being assaulted that have had people walk by and do nothing.*

*The bystander behaviour and intervention skills aspect is so important, especially when I think of the recent assault at Stanford. The two cyclists stopped the assault, and that is so important. I don't feel that the Queen's community has enough of a sense of responsibility for mutual safety.*

*Provide explicit advice on what to do/how to react if sexually/verbally assaulted or as a witness to assault. Many people don't know what they're supposed to say. This includes occurrences other than extreme physical cases like rape for violence.*

*I think that encouraging a culture of young adults who don't just sit ideally by while someone gets assaulted is very important. It may sound horrible, but all too often people are afraid to stand up when the "leaders of the pack" are doing things they think might not be right. I think also just continuing to dialogue about it gets people thinking and plants the seed for change.*

Community members stressed the importance of having highly trained and professionally supported peers if they are to deliver bystander-training.

*Well-trained facilitators are associated with positive education outcomes; committed, competent, and can effectively connect with audiences.*

*If using peers, they need effective and comprehensive training in sexual violence.*

*Peer educators often receive disclosures from survivors; peer educations should have effective training to deal with responding and reporting.*

## **6. More Effective Educational Approaches and Content**

It was stressed that prevention education programming be rigorously evaluated and assessed to ensure we are setting the right goals and investing in the most effective strategies.

*Identify goals and work towards these in a very practical way.*

*Prior to beginning any prevention education efforts, complete a campus environmental scan to explore perceptions and attitudes as well as behaviours on campus.*

*The University should recognize and promote good ideas and resources.*

Creating and advertising educational programs that reach students who do not typically access information was identified as a priority that requires a better understanding of how to engage these students and effectively influence behaviour change.

*Students are more effective at reaching the student population and also harnessing student involvement in peer education efforts and campaigns.*

*Programs are encouraged to develop certificate programs and even make donations to campus organizations taking the lead on education efforts.*

*Implement strategies beyond posters as they create awareness but not necessarily change behaviours.*

*Orientation prevention efforts currently focus on students' individual responsibilities to make safe choices and to seek out resources, rather than more broadly targeting the campus population to encourage non-violent behaviour and foster a safe environment*

*I understand that prevention of this behaviour is highly complicated. There is not much that can directly prevent the actions of those who choose to harass and assault. However, I believe the posters and awareness strategies are the most effective. Realistically, those who are mostly likely to assault will NOT be the ones to voluntarily attend 'What is Consent' or other workshops. These workshops are effective in providing potential victims with the tools and knowledge to know when they have been assaulted or see an assault occurring. But from personal experience and the experience of many friends, I believe the issue lies in the assaulters. It is important to reach this audience in whatever way possible to reinforce over and over the idea that inappropriately touching, assaulting etc. no matter what time of day, how drunk or what the setting is, is completely shameful and wrong.*

*Do not rely on online training formats as they can easily be read without individuals taking time to develop real awareness and skills.*

### **C. Environmental Scan**

In the summer of 2014, the University of British Columbia produced a report of current bystander programs implemented in Canada and the United States. The report reviews 33 universities and colleges across Canada and finds that “there are only a handful of active bystander programs” and many had been introduced no earlier than three years from the time of the assessment. Two schools, the University of Windsor and St. Francis Xavier University, had adapted and implemented the Bringing in the Bystander (BITB™) curriculum developed at the University of New Hampshire (UBC, 2014). The SAPRWG had been investigating the New Hampshire BITB™ program as a promising practice for Queen's.

Since the UBC assessment, some additional Canadian schools have implemented bystander programs. Table 18 lists schools reviewed in the SAPRWG environmental scan where coordinated peer-delivered bystander intervention programs are implemented or in development. While not a bystander intervention program, Guelph's Safe Assault Free Environment program has been cited as an exemplary model for peer-led sexual assault, consent, healthy relationships and partner abuse education.

Table 18: Institutions with Bystander Intervention Programs

Institution	Does the school implement a bystander intervention program?
<a href="#">U of A</a>	Yes, bystander workshops and education campaigns, Sexual Assault Centre staff and volunteers.
<a href="#">Boston</a>	Yes. “Step Up, Step In” bystander program, Sexual Assault Response and Prevention Centre.
<a href="#">Dartmouth</a>	Yes. Dartmouth Bystander Initiative (DBI).
<a href="#">UBC</a>	Yes. “Really?” Bystanders, Anti-Violence Ally Training, Sexual Assault Support Centre.
<a href="#">Concordia</a>	Yes. Bystander workshops coordinated through the Sexual Assault Resource Centre.
<a href="#">Guelph</a>	SAFE (Safe Assault Free Environment) sexual assault, consent, healthy relationships, partner abuse workshops delivered by Student Health Services peer educators
<a href="#">Harvard</a>	Yes. Bystander intervention program, Office of Sexual Assault Prevention & Response
<a href="#">McGill</a>	Yes. Bystander intervention program, Office of the Dean of Students
<a href="#">York</a>	In development. Active Bystander Program

## D. Literature Review

### *Sexual Violence Prevention*

Bowers, Holly & Boyd Gardner (2014) assessed nine universities in the U.S., interviewing administrators responsible for peer-led prevention programming. After reviewing and contrasting program funding, resources, management techniques, peer-facilitator training, and outcomes across these institutions, they suggested, among other recommendations, that universities should customize prevention education models to suit their distinct environments, cultures, and priorities. DeGue et al. (2014) conducted a systemic review of 140 prevention programs and recommended a comprehensive, well-coordinated, campus-based prevention strategy based on an intersectional public health framework. This section outlines findings and recommendations from comparative research by Bowers et al. (2014) and DeGue et al. (2014).

#### *1. Sexual Assault Prevention Advisory Committee*

Education advisory committees are recommended – separate from the response team. Bowers et al. (2014) recommend establishing an advisory committee to oversee campus-wide sexual assault prevention efforts. They report that such committees typically involve campus security/police, campus health services, student life representatives, residence life, local hospital liaisons, athletics departments and student affairs representatives.

#### *2. Marketing to and Targeting Diverse Audiences*

Marketing campaigns are recommended to keep the issue of sexual violence top-of-mind for students (and others) throughout the year. Education efforts should discuss reporting options, include bystander intervention training, encourage faculty training, and be collaborative with community partners. The campus climate can be most affected when education efforts are progressive, inclusive, multi-modal, multi-dose and tailored to student population needs. The

education framework should attempt to span students' life on campus. Campaigns and education efforts need to be inclusive and accessible to all. LGBTQ+ and international students are at particular risk in terms of barriers. The Education Advisory Board (Alexander et al., 2015) suggest some questions to consider in developing educational strategies include:

- What are the special populations on your campus that could benefit from specialized prevention programming?
- How do these students interact with current prevention education efforts?
- What barriers exist that prevent these students from engaging in prevention education efforts or seeking support on campus?
- How could these barriers be addressed in a way that encourages student involvement?<sup>16</sup>

### 3. *Effective Evidence-Based Prevention Strategies*

DeGue et al. (2014) assert that, although there has been substantial progresses in the field of sexual violence research and prevention, rates of sexual violence remain high and very little is known about how to effectively prevent sexual violence due to the “lack of quality, reliable and rigorous research that looks specifically at sexual violence perpetration” (p. 359). Much of the research and programming efforts have been devoted to interventions such as brief psycho-educational strategies that have proven effective in raising awareness but ineffective in preventing sexual violence. DeGue et al. (2014) suggest that, while attitudes are an important factor in sexual violence prevention, “they account for a relatively small portion of the variance in behaviour” (p. 347). They suggest that changing attitudes may not be enough to obtain a measurable change in sexual violence perpetration behaviours. As well, DeGru et al. indicate that prevention efforts must pay more attention to sexual violence risk factors such as alcohol culture.

DeGue et al. (2014) also identify nine “Principles of Prevention” including a comprehensive approach, appropriate timing, varied teaching methods, sufficient “dose” of intervention, positive relationship building, sociocultural relevance, well-trained staff, theory-driven strategies, and attending to “what works/what doesn’t” (p. 356). They also identify the following best practice components of a prevention education strategy:

- A focus on both risk and protective factors;
- Attention to the individual, interpersonal relationships, the campus, and the community;
- Involvement of and collaboration between campus and community practitioners; and
- Directing efforts at general population as well as targeted interventions specifically to those who may be at increased risk of experiencing sexual violence.

With respect to timing, while education and resources must be provided throughout the academic year, a focus must be placed on orientation week and the first six to eight weeks of classes – a dubbed the ‘red zone’ given the increased incidence of sexual assault during this time period. A leading sexual assault researcher, Dr. David Lisak says the most at risk are first-year students. In an interview on campus sexual assault, Lisak says, “They are younger, they’re less experienced.

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<sup>16</sup> Education Advisory Board Webinar. (2014). *Beyond Orientation: New Approaches to Sexual Violence Prevention Programming*.

They probably have less experience with alcohol, they want to be accepted” (Shapiro, 2010). According to Lisak, perpetrators have little need for knives or guns. He says, “The basic weapon is alcohol” (Shapiro, 2010).

Varied teaching methods, fostering positive relationship building (parents, students, faculty and staff) and having peer educators lead discussions are correlated with positive programming outcomes. Greater efficacy has been related to longer programs in terms of both dose (single sessions) and duration (longer than 4-weeks); most education sessions should be longer than 1-hour, or at least on going (DeGue, 2014). While online education programs may reach more students than in-person sessions, this mode of deliver, for the subject matter, has not proven best-practice. Research suggests that one-time training modules like online training only raise awareness rather than change attitudes and behaviours. They may be effective if they complement various other education efforts. If online training is utilized, the scenarios should be tailored to reflect the unique campus environment to resonate with students (DeGue, 2014).

#### *4. Peer-led Prevention Education*

According to Bowers et al. (2014), face-to-face presentations represent the primary form of content delivery for peer-led sexual violence prevention and education programs at the institutions in their study. Programs incorporated interactive methods including peer role-play, small group discussions, activities, and multi-media for example. Peer-led sexual assault programming that is affiliated with a single office, typically a health and wellness service or women’s centre, was found to prevent duplication of programming across campus (Bowers et al., 2014). Bowers et al. (2014) found that peer-led programs that are most often utilized at universities include: bystander intervention, consent education, rape awareness, survivor advocacy and support. To increase visibility, reach and participation in the bystander training program, student organizations use their networks to support program administrators in their promotional efforts. Audiences vary, either targeted to specific groups of students at specific times or across all student bodies. Several institutions engage male-identified students as role models for gender-based violence prevention, including awareness raising and encouragement towards active bystander intervention behaviour.

#### *5. Bystander Intervention Approach*

In a systematic review of sexual violence prevention strategies, DeGue (2014) indicates that bystander intervention programs are the second most common prevention education strategies implemented by U.S. universities. Bystander approach is a prevention strategy that trains individuals to respond to “situations in which norms or behaviours that promote violence are present” (Cook-Craig et al., 2014, p. 6). To affect change in social norms the target audience for programming must be everyone in the community rather than just the perpetrators. Bystander intervention training was central in most prevention education programs as research correlates bystander intervention training and observed behaviour change. In their study of the bystander intervention model for bullying and sexual harassment, Nickerson et al. (2014) found “the bystander intervention measure was positively correlated with empathy...and awareness of bullying and sexual harassment” (p. 391).

Bowers et al. (2014) indicate that bystander intervention prevention education models can promote attitude and behaviour changes amongst participants, especially with a combination of peer-led programming and longer duration of intervention programming. Research supports the implementation of evidence-based peer-led programming to students through “multiple sessions and repeated exposure to content” (p. 9), including mandatory messaging and/or programming during first year student orientation to maximize breadth of program reach. Bowers et al. (2014) also suggest universities consider implementing “late-night events and interactive activities that raise awareness before campus events with high risk for alcohol consumption and sexual violence” (p. 9). It is recommended that pre- and post-program surveys be administered to assess program efficacy over time.

According to Zellner and Moore (2011), most schools that employ a bystander program recruit undergraduate students to facilitate the sessions; however, some schools also pair graduate students with undergraduates. Peers who will lead and facilitate bystander intervention workshops are required to attend intensive sexual violence training. Research suggests it is a best practice to have at least one consistent training facilitator to increase the effectiveness of the peer-training program. Bowers, et al. (2014) report “little research has been done on best practices for leadership of workshops” (p. 4).

## **E. SAPRWG Proposed Objectives and Recommendations**

### **Objective 5: Designate Personnel to Deliver Coordinated Prevention Education**

The SAPRWG recommend that:

- i. The university dedicates professional staff<sup>17</sup> to coordinate and implement sexual assault prevention education activities, and co-locate prevention education staff and student peer educators with professional counselling and case management staff to support the holistic service delivery model proposed.
- ii. Students and professional staff involved in designing and delivering prevention education initiatives innovate marketing messages as well as outreach and programming strategies such that they resonate with today’s student audiences.
- iii. Students and professional staff involved in delivering prevention education develop mutually beneficial partnerships, collaborate on initiatives, and work together to regularly assess programs.

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<sup>17</sup> Comparable models of holistic support, response and prevention services include a professional staff member that: plans and implements prevention education programs; recruits, trains and coaches student volunteers to support and sustain the implementation of annual educational awareness raising and skill-building programs (e.g., Red Flag Campaign, Bringing in the Bystander, etc.); and provides basic support and advocacy functions. Co-location within the SARP Centre allows for the development of a team of professionals dedicated to holistic sexual assault support and violence prevention, establishes a visible robust presence of violence prevention and support services.

**Objective 6: Inform and Educate Students in All Year, with a Focus on Orientation**

The SAPRWG recommends that:

- i. The university meets the requirements of the Ontario Premier's Action Plan by delivering appropriate information related to sexual assault to all first year undergraduate and incoming graduate students during orientation week (including non-participants). A professional staff member must lead content and format design, in consultation with students to ensure the information is tailored to the audience and context.
- ii. Prevention education efforts engage male-identified students as role models, to encourage outreach from male-identified survivors and active bystander intervention behaviour.
- iii. The university employs best health promotion practices for effective behaviour change by using an ecological approach and delivering multiple messages to multiple target populations in multiple settings. Depending on time of the year and context, awareness-raising and skill-building should be tailored to target different students across all years in relation to topics such as: adhering to the university's Student Code of Conduct; laws around sexual harassment and assault; university policies and consequences related to sexual assault; giving and receiving consent; identifying the characteristics of healthy dating relationships/intimate partnerships; reaching out to available counselling services and emergency supports; safety planning; and bystander intervention.

**Objective 7: Deliver Evidence-Based Peer-Involved Prevention Education**

The SAPRWG recommends that:

- i. Trained members of the SAPRWG deliver a Queen's customized Bringing in the Bystander (BITB<sup>TM</sup>) curriculum, by piloting the program in 2015/16 to Residence Dons and Student Orientation Leaders.
- ii. The university support ongoing bystander intervention training and programming<sup>18</sup>.

## **F. SAPRWG Proposed Bystander Program**

Early in 2013, the SAPRWG consulted with Dr. Charlene Senn at the University of Windsor<sup>19</sup> about their bystander program – Windsor is one of two Canadian schools that has adapted the New Hampshire Bringing in the Bystander (BITB<sup>TM</sup>) curriculum.

<sup>18</sup> In 2014/15, the SAPRWG received funding from the Women's Safety Grant to receive training and to launch a bystander intervention education program based on a train-the-trainer model. Queen's has committed to implementing the Bringing in the Bystander Intervention Program. To sustain the bystander training model, ongoing funding for the program needs to be secured to run and oversee the program.

<sup>19</sup> University of Windsor Bystander Program: <http://www1.uwindsor.ca/bystander/>

Finding the BITB™ a promising model to pilot at Queen's, in 2014/15, the SAPRWG applied for and received funding from the Women's Safety Grant to pilot a customized BITB™ curriculum at Queen's in 2015/16.

In the absence of a dedicated Coordinator for Sexual Assault Prevention Education, members of the SAPRWG have been trained to deliver the BITB™ curriculum and to train other staff and students to deliver the training. The Queen's BITB™ customized curriculum has been vetted by the Working Group. Plans are underway to both train staff and student educators over the summer of 2015 and to provide Bystander Intervention education in the fall of 2015 for all Residence Dons and Orientation Week Leaders.

Other priority target audiences will be identified among the following student groups: AMS, SGPS, Residence Society, Orientation Roundtable, Orientation Committee Leaders, Orientation Week Leaders, Residence Dons, Student Constables, The AMS Pub Services staff, Varsity Leadership Council, AMS Assembly, SGPS Assembly, Faculty/School Societies and affiliated Club/Group Leaders, for example, as well as students-at-large.

The ideal scenario, moving forward, is to pass this responsibility onto a dedicated Coordinator of Sexual Assault Prevention Education and to secure ongoing funding for the BITB™ program.

## V. SOCIAL AND CULTURAL CLIMATE

### A. Perceptions of Social, Cultural and Environmental Factors

The following tables (19 – 21) indicate the proportion of respondents that perceived various factors as influencing and/or contributing to effective sexual assault prevention and response, in the context of our campus social and cultural climate.

Table 19: Undergraduate Students

Which of the following social, cultural and environmental factors do you think can influence and/or contribute to effective sexual assault prevention and response?

Response	Chart	Percentage	Count
1. cultural attitudes regarding gender based violence		82.5%	428
2. cultural attitudes and knowledge regarding sexual assault and consent		89.8%	466
3. community bystander behaviour and intervention skills		82.1%	426
4. institutional policies including codes of conduct		56.1%	291
5. campus climate/culture		76.3%	396
6. leadership (student government/, heads/directors, administration)		53.2%	276
7. campus built environment (e.g., lighting, sight lines, building access)		58.0%	301
8. community services (e.g., police, hospitals, community organizations)		58.4%	303
9. secondary school educational policies and curriculum		62.4%	324
10. broader societal factors		56.1%	291
11. other factor(s). Please specify:	 Total Responses	4.6%	24
			<b>519</b>

Table 20: Graduate and Professional Students

Which of the following social, cultural and environmental factors do you think can influence and/or contribute to effective sexual assault prevention and response?

Response	Chart	Percentage	Count
1. cultural attitudes regarding gender based violence		85.3%	93
2. cultural attitudes and knowledge regarding sexual assault and consent		89.9%	98
3. community bystander behaviour and intervention skills		81.7%	89
4. institutional policies including codes of conduct		58.7%	64
5. campus climate/culture		84.4%	92
6. leadership (student government, heads/directors, administration)		58.7%	64
7. campus built environment (e.g., lighting, sight lines, building access)		64.2%	70
8. community services (e.g., police, hospitals, community organizations)		70.6%	77
9. secondary school educational policies and curriculum		64.2%	70
10. broader societal factors		68.8%	75
11. other factor(s). Please specify:	 Total Responses	7.3%	8
			<b>109</b>

Table 21: Teaching Fellows, Faculty, and Staff

Which of the following social, cultural and environmental factors do you think can influence and/or contribute to effective sexual assault prevention and response?

Response	Chart	Percentage	Count
1. cultural attitudes regarding gender based violence		86.0%	129
2. cultural attitudes/ knowledge regarding sexual assault and consent		88.0%	132
3. community bystander behaviour and intervention skills		78.7%	118
4. institutional policies including codes of conduct		70.0%	105
5. campus climate/culture		88.0%	132
6. leadership (student government, heads/directors, administration)		78.7%	118
7. campus built environment (e.g., lighting, sight lines, building access)		68.7%	103
8. City/community services (e.g., police, hospitals, community organizations)		70.0%	105
9. secondary school educational policies and curriculum		72.0%	108
10. broader societal factors		62.0%	93
11. other factor(s). Please specify:	 Total Responses	6.7%	10
			<b>150</b>

## **B. Suggestions to Improve Climate**

Survey participants were asked: *Please elaborate on how you think and of the above-listed social, cultural and environmental factors may influence the implementation of effective sexual assault prevention and response policies, programs, and services.*

During public, focus group and individual interview meetings, campus community members identified several social, cultural and environmental factors that can act as barriers or enablers to effective campus sexual assault prevention and response efforts.

Taken together, comments from the online survey as well as public, focus group and interview meetings can be summarized under six themes:

1. Commitment to Violence Prevention;
2. Campus Culture;
3. Hazing and Alcohol;
4. Classroom Environment;
5. Digital Environment – Social Media and Online Activity; and
6. Increase Campus Safety and Blue Lights.

### ***1. Commitment to Violence Prevention***

Consultations surfaced the experience of incongruence between campus-wide commitments to the mental health of students on the one hand and a perceived lack of institutional commitment to sexual assault prevention. Campus community members stressed the importance of acknowledging that sexual assault does happen on campus as well as prioritizing violence prevention.

*There is a disconnect between the university's commitment to mental health of students and lack of a visible commitment to sexual assault.*

*I believe that lack of knowledge about sexual violence is an institutional issue.*

*If Queen's can make it a priority in its everyday operations and relations to promote a zero tolerance policy towards sexual assault, much like the school promotes school spirit, then it will definitely help in reducing the issue.*

*Shift the prevention narrative from placing the onus on potential victims to a campus-wide promotion of consent culture.*

*The first step is to actually acknowledge that sexual assault does happen. This can be in conflict with the school image that we want to portray.*

*Focus on the theme of violence broadly – maybe use a positive space model.*

*We need a physical structure...visible and sustainable – a hub of progressive education.*

## 2. *Campus Culture*

With respect to the campus culture more broadly, community members commented on the sense that “feminism” is not supported. They point to some sexualized orientation week chants that objectify women and promote sexism and misogyny. Students are reluctant to speak out against offensive behaviour for fear of backlash.

*There is a general sense that “feminism” is not supported on campus.*

*There's still prevalent gender bias against women with rape jokes being told and feminist movements mocked. Culture and is a huge factor in determining the success of any movements.*

*Biggest problem is that there's not enough awareness of what qualifies as "rape" and the importance of consent.*

*Most students have likely heard the term “rape culture” but don't know what it means.*

*There is a fear among students of engaging in the bystander intervention efforts. This campus has a huge huge culture of street harassment of women and queer-presenting people especially and this contributes to a culture that can more easily escalate into sexual assault or result in unreported instances when sexual assault does happen.*

*The culture in the "student ghetto" is not a safe space, especially at night and when people are drinking.*

Many community members expressed concern over a “rape culture” that they feel exists on campus. They describe situations that contribute to a culture that minimizes the seriousness of sexual assault and creates stigma and barriers for survivors.

*There has been a culture shift on campus over the last two years. Students are afraid to stand up and say something for fear of backlash. There is a need for tools to help students to engage in a positive way.*

*There needs to be more education surrounding topics such as rape culture and equality.*

*I think that we have to make it very clear that that sort of talk isn't funny. We cannot condone rape jokes or anything because that normalizes the violence involved; as well we should make sure to protect vulnerable sections of people (particularly trans youth) and launch a discussion that makes the males of the Queen's community likewise feel included and respected in the discussion. We have to make sure that we do not alienate in this discussion, even while making sure that the voices of the victims are the ones heard most clearly.*

*There is a large culture at Queen's surrounding rape, assault and sexism. I have noticed a great deal of jokes regarding these topics and it needs to stop. I have witnessed people speaking out about assault and being verbally struck down by fellow Queen's students in open platforms. People need to understand that rape and assault is not a joke, it is a very serious problem that affects many students each day.*

*The issue is that there is a prevalent rape culture on campus. My friend put "I'm going to rape this midterm" on yik yak as I filled out this survey and it got 30 + upvotes from Queen's Students in our proximity. This support is not okay and it is a systematic problem here at THIS university. I don't feel safe talking about sexual assault as I have no idea what the people on my floor would think about it.*

*When I talk to my friends who attend other universities, they tell me that Queen's is known for its rape culture... I think the effort to implement sexual assault prevention and response policies is admirable.*

*Change will require change at other proximate universities – culture at other universities in Ontario is influential.*

*Consider declaring spaces as “intolerant” to violence – similar to positive space.*

### **3. Hazing and Alcohol**

Feedback suggested there should be attention paid to related cultural issues like hazing, drinking, and partying, which are seen to complicate social environments and perpetuate sexually inappropriate activities.

*Some orientation week chants are still sexualizing women.*

*Campus climate/culture has long been geared towards support and retention of "customs" and "traditions." Many customs and traditions effectively bolster and perpetuate the ability of some to abuse others.*

*I saw a lot of hazing first-hand, including sexually suggestive harassment. I know the university is keen on "tradition", but there needs to be more tightly controlled training of O-Week leaders and their activities.*

*A zero tolerance policy for students, faculty, staff and student groups, teams or organizations that create or facilitate environments that make students feel unsafe or vulnerable in the context of gender based violence and sexual assault or harassment. In recent years on campus there have been instances of student run teams, organizations, and government making inappropriate statements or holding events that promote a threatening or unsafe atmosphere.*

*During orientation there seem to be a lot of boundary violations.*

*Policies and practices for other related issues (e.g., alcohol, hazing, etc.) on campus should be reviewed to support the sexual assault policy.*

*Deal with what are obviously serious drinking behaviours among students. I suspect alcohol is the root cause of many sexual assaults (although not all). Alcohol use among students is something we do not deal with here at Queen's but I think it's an enormous problem. It is simply luck that we do not have more tragedies because of drinking.*

*Recognize youth are dealing with stress, substance misuse, and violence – build social infrastructure to address this reality*

The importance of engaging campus stakeholders was emphasized by many respondents. There should be a focus on engaging various student groups to help promote that sexual assault awareness and prevention is important to students and not just a focus from administration.

*Campus leaders both student / faculty and administration speaking out regularly and publically of these issues.*

*Solicit involvement from as many student groups as are willing. Public athletics involvement - especially men's teams - would be great.*

*We need to use effective people on campus (students) to promote and advertise. We should be tying in the advertising strategies to campus pride and what environment we want to see at Queen's.*

*We all have to communicate that sexually threatening language, gestures, etc. are not part of the cultural norms accepted here. I believe this is an essential complement to the creation of policies to prevent assault and to care for victims when assault does occur.*

#### **4. Classroom Environment**

Specific to the classroom environment, feedback suggested victim-blaming/shaming remarks and offensive jokes are not uncommon, with both instructors and students contributing to a discourse that is a general climate that is not generally conducive to combatting sexism, misogyny and gender violence.

*Comments made in class can be offensive, both by instructors and students.*

*Some professors make inappropriate victim-blaming/shaming remarks.*

*Jokes are made in class and instructors don't always understand the joke, so they don't understand why it's offensive; sometimes the professors are the ones making the jokes that are offensive and don't realize why.*

*Education needs to start with professors –could the CTL help here?*

*Some classroom discourses, including lecture and study material, textbooks, as well as professor and student remarks, perpetuate a culture and climate that may not only be difficult for students who have experience sexual assault, but also may not be conducive to combating sexism, misogyny and gender violence generally.*

*Support instructors to better understand issues of equity and the university's commitment and expectations concerning violence prevention.*

## **5. Digital Environment – Social Media and Online Activity**

Oftentimes, the offensive discourse is concentrated and perpetuated in the digital environment. Campus community members would like the university to broaden the scope of its Student Code of Conduct to extend to social media. Some feel there is a feeling of a lack of follow through on the perpetrators of violence, and that the lack of apparent consequences for misogynist remarks on social media can contribute to the perpetuation of inappropriate and violent behaviour.

*The focus is on supporting the survivor but there is no follow through with perpetrators (e.g., a sense that students can get away with making inappropriate comments on Overheard @ Queen's all the time)*

*The lack of apparent consequences for misogynist remarks on social media can contribute to the perpetuation of inappropriate behaviour*

*Bystander intervention is more than just being a witness at a party. Some good examples at Queen's include reactions to inappropriate comments on Overheard @ Queen's.*

*Sometimes the backlash on Overheard @ Queen's and multiple people commenting is a consequence – important to communicate that intervening can be done in small, easy steps.*

*In this technological age the policy should address the sharing photos/videos of someone without their consent. This behaviour should not be tolerated by the university.*

*I have found over my time at Queen's that many Queen's-affiliated online groups (i.e., Overheard at Queen's, Queen's University Class of '16, '17 etc.) have become digital spaces where students can belittle and mock experiences of victims of sexual assault without any consequence.*

*Acknowledgement of digital sexual harassment over groups such as "Overheard at Queen's" and "Butthurt at Queen's".*

*The university is hesitant to intervene in student culture.*

*You can't police social media...but somehow address things.*

## 6. Increase Campus Safety and Blue Lights

Increasing campus safety was suggested as a priority area. Regions on campus such as the Union Street path from West Campus to Main Campus, Richardson Stadium, parking lots, and City Park were identified as areas of potential security concerns. The University District was also identified as an area that could undergo a safety audit.

*I understand that Union Street between main and west campus is not Queen's property. However, many students walk between the two campuses on a regular basis throughout the day--both during daylight and night time hours. Having blue light emergency phones along the way should be provided to ensure the safety of students along the entire way.*

*I have been taking the shuttle as a staff from Richardson to main campus. I work evenings. Since the shuttle hours have been cut, I am sometimes forced to walk home in the dark. I know this is not likely the safest option- but what about resources put in place for those using Richardson. It is a desolate parking area- and a prime target area as it is not well lit and no bystanders later in the evening. Help students and staff feel safer by advertising that the area has cameras and it is under surveillance. Go the extra mile.*

*Better lit streets and/or extended Blue Lights coverage in the University District. Blue Light needs to be taken seriously more by students as a whole. I consciously always know where a blue light is as a female student. This should be the norm.*

*Blue Lights could be continued into University District and across City Park.*

*I think it would be a lot safer if there were to be blue lights installed on the walk from main campus to west campus. I also think more lighting should be put in the park beside Botterell Hall and the back of Biosci because it is very dark at night with no lighting. It is also hard to avoid walking back in darkness during December when it gets dark so early.*

*Many people are unaware of the severity of the issue. This can be seen by how many people prank press the emergency blue lights. To change the culture your first step needs to be making students aware there is actually a problem and that sexual assault is not something that just happens in "other places".*

Walk Home was mentioned numerous times as a positive service for student safety on campus. Suggestions were made to increase their reach on-campus, as well as exploring the feasibility of extending their covered zone to include the university district. As the service does extend its reach into the university district, this comment suggests more advertising may be needed.

*I think one positive thing Queen's could do is encourage the Walk Home Service to extend past Campus. The Queen's Walk Home Service is a great idea, but since they don't provide Walk-Homes for Students living off campus (For Example Brock Street) students don't have the opportunity to have someone walk home with them.*

### C. Literature Review

Sexual violence is a serious student and campus health and safety issue. It is also a social and political issue as it both perpetuates and is perpetuated by broader systemic gender and social inequities. Thus, prevention and response must also consider initiatives to address the campus culture, which is influenced by institutional, social and political factors.

Cornell's Council on Sexual Violence Prevention, established in September of 2013, identifies a comprehensive approach to sexual violence prevention and response that clearly articulates several climate-related objectives. In addition to enhancing education, promoting reporting, providing support services, and enforcing policies, the Council suggests equal attention to challenging contributing social-cultural factors, monitoring and evaluating climate issues, and enhancing security of the physical and social environment (Cornell, 2013).

The prevalence of both subtle and overt misogyny, hypermasculinity, homophobia, and transphobia in our society is noted by the White Ribbon Campaign – a movement of men and boys working to end gendered violence. A report on engaging men in gender-based violence prevention, commissioned by the White Ribbon Campaign, suggests that “to adequately address and prevent gender-based violence...requires a critical analysis of its root causes and unpacking dominant notions of masculinity” (Blostein et al., 2014).

Several additional campus cultural issues create a more complicated terrain on which to combat gendered violence. The prevalence of drug and alcohol use, hazing activities, and social media engagement, in the lives of students suggests that sexual assault prevention and response interventions must consider policy interventions across these related concerns.

With respect to social media, the digital environment does not lend itself well to compassionate and empathic human interactions. As demonstrated in the comments provided by campus community members consulted by the SAPRWG, as well as various recent media reports about institutions attempting to respond to gendered violence expressed online, universities must grapple with how to consider digital spaces as extensions of campus social and cultural spaces.

Several Canadian universities and colleges extend their student codes of conduct to the digital social communities. For example, the Seneca College Code of Conduct says students shall not engage in abusive communication and defines this as:

...any unwelcome words or images received or distributed in person or by telephone, letter, electronic mail or any communication medium including social media that intimidate, disparage or cause humiliation, offence or embarrassment to a person. Examples of this behaviour are bullying; hazing; harassment; threats.<sup>20</sup>

Queen's Residences Rules and Regulations Handbook incorporates a statement that online or digital forms of bullying and harassment will not be accepted:

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<sup>20</sup> Seneca College Code of Conduct <http://www.senecacollege.ca/studentconduct/student-code-of-conduct.html>

Bullying and harassment are unacceptable forms of behaviour in our Residences...[and] can take different forms (verbal, physical, non-verbal), and can occur in person or via electronic media (texting, social media, online chatting, etc.).<sup>21</sup>

The Social Innovation Research Group at Wilfrid Laurier University prepared a comprehensive report entitled *University campuses ending gendered violence*, in which they suggest “there is a particular culture at any university that contributes to gendered violence against students” (Harrison & Lafrenière, 2015, p. 46). Addressing common and unique campus cultural aspects may help counter the normalization of gendered violence on campuses.

#### **D. SAPRWG Proposed Objectives and Recommendations**

##### **Objective 8: Promote a Violence-Averse Climate and Culture**

##### ***Objective 8: Promote a Compassionate and Violence-Averse Campus Culture***

The SAPRWG recommends that:

- i. The university clearly defines and articulates a statement of commitment on non-tolerance for gender-based violence, broadly communicates violence prevention and response services available, and takes steps to systemically assess whether and how related campus activities may influence the campus culture with respect to violence prevention (e.g., alcohol culture, hazing prevention and response).
- ii. The university ensure support, response, and prevention education personnel have the competency to work with a diversity of students using an intersectional<sup>22</sup> violence prevention framework that recognizes the distinct needs of and effects on female-identified, male-identified, LGBTQ-identified, racialized, and international students, as well as students with disabilities.
- iii. Environmental Health & Safety and Campus Security & Emergency Services collaborate to conduct periodic campus environmental safety scans.
- iv. All members of the campus community be supported to develop capacity and engage in violence prevention efforts, promoting a conceptualization of and approach to gender violence that is intersectional, inclusive, stigma-free, and accessible.

<sup>21</sup> Queen’s Residence Rules and Regulations, <http://residences.housing.queensu.ca/wp-content/uploads/2011/10/ResRules-Handbook-2014-20151.pdf>

<sup>22</sup> An intersectional approach to prevention and response acknowledges that survivors possess and reflect diverse, complex, and intertwining personal and social identities as well as contextual experiences. As certain identities are socially marginalized and stigmatized and as cultural values differ across diverse identities, an intersectional approach recognizes that different survivors will experience some common and other distinct effects of gender-based violence and barriers to accessing services.

## VI. POLICIES AND PROCEDURES

### A. Suggestions to Improve Policies and Procedures

Survey participants were asked: *Please provide any comments on the Interim Sexual Assault Support and Response Protocol.*

During public, focus group and individual interview meetings, campus community members also identified several challenges and opportunities with respect to enhancing policies and procedures for effective campus sexual assault prevention and response efforts.

As well, representatives from the local police force, sexual assault centre, and hospital were interviewed to provide feedback on the interim protocol and made several suggestions for a comprehensive stand-alone sexual assault policy. Kingston community partners consulted included: the Detective Constable in charge of the Kingston Police Service Sexual Assault Unit, the Director of the Kingston Sexual Assault Centre, and the Manager of the Sexual Assault/Domestic Violence Unit in the Kingston General Hospital provided feedback.

Taken together, comments from the online survey as well as public, focus group and interview meetings can be summarized under six themes:

1. Comprehensive and Accessible Policy;
2. Clarified Definitions;
3. Clarified Reporting Options and Processes;
4. University Complaint Process;
5. Criminal Justice System and Coordinated Investigations; and
6. Post-Reporting/Complaint Follow-up.

A brief summary of the most salient comments in each of these themes is offered below, followed by related objectives and recommendation proposed by the Working Group.

#### ***1. Comprehensive and Accessible Policy Document***

There was a clear call for a single comprehensive sexual assault policy that is easy to access and available on a designated website as well as linked to other stakeholder websites. The policy should provide detailed information on campus and community support services available and associated contacts as well as reporting options and university procedures for handling complaints.

*There is no stand-alone policy*

*Policies need to be available and accessible to all and should be made available on campus designated sexual misconduct website as well as on various stakeholder websites*

*Policies and procedures related to sexual assault are not visible or accessible*

*While the Interim Protocol includes a compilation of current services, it needs to outline how these services can help*

*Policy needs to speak to communication of services available as well as prevention and consistent response.*

Many respondents provided feedback on the draft policy and effective strategies for implementing it. Respondents highlighted that having a policy will not totally solve the problem but is part of a larger prevention and response strategy. Using the policy to implement consequences to students who have committed sexual assault will send a strong message that the policy is being utilized.

*I feel institutional policies are important for preventing sexual assault but they are only strong if they are upheld. In light of the recent events at Dalhousie I think it is CRITICAL that institutional policies stating sexual assault is not permitted need to be firmly abided by and acknowledged rapidly after an event occurs if they are going to have any power in influencing sexual assault prevention. People lose faith in these policies after events such as those at Dalhousie, and others see that consequences might not be as bad as they would have thought.*

*I think implementing policies regarding sexual assault and making people aware of them will have an influence. If you do not make it known that the University does not condone such behaviour, people may start to think that there will be no consequences for their actions. You need to educate people about this topic and make it part of the society and culture so that bystander behaviour does not occur and that people do step in when something inappropriate is occurring.*

Consistency in response and using the policy to administer consequences is also considered essential for the strategy to be supported on campus.

*A consistent campus/community response and understanding of the issue is essential. Each factor outlined above contributes to building a supportive and comprehensive approach to sexual assault awareness and prevention. It is very important that the practices and procedures that are adopted are sustainable and can be incorporated into the day to day activities of the university.*

Finally, community members were unclear about the burden of proof needed by the university to pursue any of its response processes, including non-academic discipline, no contact undertakings, notices of prohibition, accommodations requests, etc. They requested this be clearly articulated in the policy.

*There is a lack of clarity concerning the threshold or burden of proof required to move a complaint forward in the university system.*

*Policy needs to clearly outline the onus of evidence for reported incidents.*

## 2. Clarified Definitions

Many respondents felt the definition of sexual assault did not cover all components of sexual assault. Concern was also raised that the definitions provided were not consistent with the Criminal Code of Canada.

*Policy definitions of sexual misconduct should be broad enough to include a range of sexual violence (sexual harassment, sexual assault etc.).*

*Sexual assault is defined, but is that all this policy is intended to cover? What definition does unwanted verbal advance come under? Are there any other relevant terms to define, such as, say, sexual harassment?*

*A definition on verbal harassment and assault should be included, so that readers understand that non-physical forms of sexual violence do exist.*

*I am disappointed that the policy uses definitions of Sexual Assault and consent that are not consistent with the Criminal Code of Canada. There is already a policy on harassment/sexual harassment which encompasses a wide range of actions. This new policy is called the "Sexual assault policy" and states that "Sexual assault is a criminal offence in Canada". I think it should use the same definition as the Criminal Code.*

*I think that this policy should be in line with the Criminal Code due to the serious nature of these offences. This includes by having the same definitions of sexual assault and consent as in the Criminal Code.*

*Why does the definition of sexual assault in the Interim Protocol differ from the legal one found in the Criminal Code? It seems tremendously problematic for the university to prohibit lawful sexual interactions by its community members. Provided the interactions are in accordance with Canadian law, they should be private in nature, and the university, in my view, has no business interfering.*

It was suggested that the definition of consent be expanded to include that it can be withdrawn at any time and that previous consent does not apply to future situations.

*Could also include that consent can be withdrawn, and any sexualized acts after consent has been withdrawn is sexual assault.*

*Section II, definition of Consent needs a specific way of dealing with both parties being impaired. It makes it clear that consent is invalid if survivor is impaired, and that impaired judgement to recognize consent is not an excuse for an assailant. However, given that consent must be had from both parties, if both are impaired, then by the above, both parties' consent is invalid, yet both parties remain responsible for ensuring consent is given, and thus both become survivors and assailants simultaneously. This absolutely needs to be resolved in some fair way.*

*To add to the definition of consent: it needs to be continuously re-established (i.e. in established relationships) - previously given consent should not be taken as an invitation.*

*Consent: consider adding "enthusiastic" to the list of terms consent should be.*

### **3. Clarified Reporting Options and Processes**

Community members reported great confusing about available reporting options and ensuing processes. They were unsure when and how different university policies and protocols should be engaged. Questions arose about how the Harassment & Discrimination Policy plays a role, if at all, in the university response to sexual assault. Community members called for a single point of contact that could explain reporting options and help survivors explore their options. The need for a streamlined reporting process and additional details on this process were highly suggested.

*Procedure: Seems complicated. If the individual has been a victim then it seems like it would be overwhelming to try to figure out what to do. I would suggest a single point of contact.*

*I would appreciate it if the non-criminal procedures were outlined in greater detail, so that student victims will know what to expect, and what their rights are, if they pursue an internal investigation.*

*How does policy intersect with Harassment/Discrimination Policy and Procedure?*

*A single point of contact for exploring reporting options is helpful.*

*All reporting avenues should be clearly outlined.*

*University reporting options are not clear, they are not outlined at the time of reporting an incident of sexual assault, nor is any resource toolkit provide to help navigate services, resources, reporting options, and policies. Reporting protocols may vary across campus populations, reporting processes then need to be clearly outlined for everyone.*

*There is much in this protocol that I think is very good. However, I would appreciate it if the non-criminal procedures were outlined in greater detail, so that student victims will know what to expect, and what their rights are, if they pursue an internal investigation. In my own case as an undergraduate, my assailant was one of my professors, and this created a massive power imbalance throughout the entire investigative procedure. Please address in greater detail the specific issues and disadvantages a student victim will face if pursuing a complaint against a member of the university who enjoys greater power and prestige than they do. It is a serious issue.*

Some respondents wanted to have more information on informal reporting options.

*Are there modes of reporting that don't involve anyone - the survivor or a university representative - notifying the alleged assailant of the complaint? Is it possible to just register having experienced an instance of harassment?*

*Maybe something more on what can be done without formal reports/criminal charges i.e. how things can be privately dealt with and whether people who have been reported will stay on file for the duration of their affiliation with the university so multiple reports can be noted and something can be done.*

Issues of survivor-centricity and confidentiality were raised. Community members commented that reporting might be improved if the document were more survivor-focused/friendly, clarified protections for the survivor, explained confidentiality commitments as well as limits to confidentiality, while ensuring the rights of both parties are articulated.

*The document should be survivor-centric.*

*Policies should clearly outline the reporting and disclosure process for survivors and the survivors' rights.*

*As written, protocol is not survivor-focused; need to determine whether policy will be survivor-focused and implication for guaranteeing confidentiality*

*Also make graphic more survivor-friendly.*

*Ensure the rights of both the survivor and the alleged assailant are considered.*

*Clarify supports and resources available for both the victim and accused.*

*Those accused should always be provided with a representative; their rights and responsibilities should also be outlined.*

*Policy needs to outline clearly retaliation measures and what that looks like for students' protection.*

*Clarify the limits of confidentiality.*

*Clarify who will determine limits of confidentiality and based on what criteria.*

#### **4. University Complaint Process**

Some respondents perceived the University's current disciplinary policies to be ineffective in responding to sexual misconduct. Members requested clearly outlined investigation and adjudication procedures as well as possible sanctioning outcomes.

*Queen's internal disciplinary rules are so lax, ineffective.*

*Put sexual assault in conduct policies.*

*Investigation procedures under the University student misconduct process should be clearly outlined.*

*Policy needs to provide a standardized system since many students are not aware of the multiple policies and partners on campus.*

*Consider how the university will proceed with investigation and adjudications as it is not a court of law.*

The importance of clearly outlining enforceable consequences was noted in the feedback.

*I didn't see anything explicitly stating that if someone is criminally convicted of sexual assault that they will be expelled from Queen's. This expulsion should permanently show up on their academic record.*

*What are you going to do about the perpetrators of sexual assault? I don't see any strict, hard-line policies about what happens if someone is accused of assaulting someone else.*

*The tone of the protocol is way too soft – needs to take a strong unequivocal approach.*

*Policy must outline the consequences for assailants found responsible for misconduct by the University.*

It was also suggested by some respondents that these consequences should not be implemented before an investigation has been completed.

*I disagree with the restriction of campus facilities for an alleged assailant; minimal restrictions should be placed until the veracity of the accusation is determined.*

*Given that this individual is merely "alleged" to be an assailant, this may cause extreme undue harm to an individual who has not been convicted of anything. The procedure around determining whether there is a safety risk, and at the minimum an appeals procedure, must be clearly defined.*

*If it is deemed necessary to remove the alleged assailant from residence, alternative housing MUST be provided to them until the issue is resolved. If campus security imposes restrictions on alleged assailant's access to University resources the alleged assailant should be accommodated for these measures.*

There were some inquiries about how the University would handle any accusations that were determined to be false.

*What happens if someone is falsely accused of sexual assault?*

*The policy should include some sort of deterrent for false claims.*

## **5. Criminal Justice System and Coordinated Investigations**

Feedback from some suggested that criminal reporting options should be encouraged more overtly in the policy.

*I think that despite the challenges and pain for those involved, criminal reports need to heavily encouraged. It's hard to tell from the policy document just what would be said when someone does tell someone at the University about it, but I think the idea of non-criminal reporting/internally dealing with rape is damaging because it enforces the idea that college is not "real life" and that what you do here does not have real consequences. That mentality is prevalent among students, and someone who is not criminally prosecuted is probably likely to do it again.*

*Move non-criminal options to the front.*

*If it is a criminal offense, then the police have to be the first people called because they are the only office that can make something stick.*

*Policy should outline who from the university will assist students who choose to file a report with police; at some schools (e.g., UBC), Dons will go with a student to the police station.*

A few expressed concern around any non-criminal proceedings at all.

*Sexual assault is a crime and should be a police matter! I applaud the support for students but it is a crime and must be treated as such.*

*Document appears comprehensive. My opinion is that sexual assault is the domain of the police and the criminal system. Victims must be referred to the police as I don't believe there is such a thing a non-criminal sexual assault.*

While several campus and community members recommended that criminal reporting options be listed first among various options, others suggested that non-criminal options should receive prominence. All feedback suggested that, regardless of where the information is placed, criminal reporting options should be outlined in detail, with more clarity on the role of the police and expectations of both parties.

With respect to facilitating criminal proceedings, should the survivor choose this route, the Kingston Police stressed the importance of maintaining the integrity of the survivor's statement. The Police assert that the survivor **not** provide written disclosures to any individual prior to ascertaining whether they wish to pursue criminal options, in order to maintain the integrity of the writing survivor statement required by the Police. If the survivor provides a written statement to the university, and then testimony at the preliminary hearing, this constitutes three statements

for the defense counsel to cross examine and question the survivor on any discrepancies. It also increases the number of individuals who have to testify to the information they received from the survivor. In other words, this duplication of statements can act against the survivor in the legal process. Furthermore, requiring the survivor to repeat the details of the traumatic event can cause unnecessary stress and a sense of re-victimization. If the survivor chooses to report to the police, the only other person that will need to make a statement to the police is the first person to whom the survivor disclosed information (oftentimes this is a peer).

The Kingston Police offered a detailed account of the process engaged after receiving a report of sexual assault (Figure 8).

### **Figure 8: Kingston Police Protocol for Handling Reports of Sexual Assault**

When a report of sexual assault is made to the Kingston Police, they will assist the survivor or the individual reporting on their behalf. The Sexual Assault Unit attempts to ensure survivors are fully informed through the process and retain control over the decision as to whether to proceed criminally or not. Police Communications Personnel, who will likely be the survivor's first contact, will ascertain the type of assault that occurred, determine the extent of injuries and risk to the survivor. If the offender is still present, Police and Ambulance will be dispatched, if necessary. Survivors will be advised, at that time, of precautions that should be taken to preserve physical evidence.

The dispatched Officer will attend but not take a written statement at that time. Instead, the Officer will obtain basic information about the incident and explain to the survivor the option to attend the hospital to receive medical attention, first and foremost, in the prevention of sexually transmitted disease and pregnancy, as well as for the collection of evidence, should the survivor wish to pursue criminal charging options.

*As we are all well aware, at the time of the initial trauma, survivors can have a variety of reactions including, "disorganization, disorientation, shock, and disbelief, accompanied by anxiety, fear, and guilt". (Kingston Police General Order Vol.I-B13R4). Clearly it is a difficult time to make decisions in a process that they are not familiar with. In that respect, I feel that it is important to assist the survivor so that no doors are closed and they do not have any regrets in their decisions during a time of such confusion.*

*~ Detective Melanie, Sexual Assault Unit, Kingston Police Services*

Police can and will transport the survivor, and any support person requested by the survivor, to Kingston General Hospital and call in advance of their arrival to ensure that a Sexual Assault/ Domestic Violence trained nurse is dispatched to reduce the time that the survivor has to wait. The SADV nurse will explain the process and the survivor will be assured that the Sexual Assault Evidence Kit will not be released to Police without the survivor's consent. The SA/DV unit will also offer follow up from a Social Worker.

If the survivor chooses to provide a statement to Police, a detective will be assigned and can arrange a time convenient for the survivor. As per The Victim's Bill of Rights (1995) and Kingston Police General Order related to Sexual Assault Investigations, a survivor who requests to be interviewed by an officer of the same gender shall be accommodated where possible. The survivor will be assured that, in providing a statement, they have not lost control and will have the decision as to whether they would like to proceed any further. However, if the incident is one of domestic/intimate partner violence, The Policing Standards Manual (2000) and Kingston Police General Order on Domestic Violence (Vol.I-B-10) mandate that an officer is to lay a charge if there are reasonable grounds to do so.

The Police can also contact Frontenac Victim Crisis and Referral Services to provide further assistance and follow up services to the survivor.

Queen's Campus Security & Emergency Services should discuss, with Kingston Police, the most appropriate survivor-centric means of gathering information needed to pursue the options survivors immediately choose, while giving consideration to options they may choose to pursue at a later date.

#### **6. *Post-Reporting/Complaint Follow-up***

Students requested more attention to following up with both survivors and alleged assailants so they are kept up to date on the status of disciplinary processes and actions.

*Follow-up procedures need to be outlined to ensure both the survivor and alleged assailant are kept up to date on the disciplinary processes and actions.*

*The response protocol does not include a communication strategy to ensure students are kept up to date on ongoing processes related to the case, including no-contact orders.*

The lack of an advocate assigned to follow-up with students through their university career is felt to be a gap as students report ongoing of being in the same academic program and required courses with the alleged assailant/respondent.

*Student complainants criticize the need to have to continually ensure the safety of spaces like classes, convocation, general public areas, and tutorial groups.*

### **B. Environmental Scan**

Canadian universities have been researching best practices for some time in search of promising frameworks and practices to help them more effectively respond to allegations of sexual assault. In the last year, Ryan Flannagan, Director of Student Affairs at Carleton University, conducted a scan of sexual misconduct policies of several U.S. colleges, including Dartmouth, Harvard, Boston University, Tufts, and the University of Virginia. His review surfaced a number of common elements.

At these five schools, the university process is invoked by the complainant, sometimes called the reporting person; however, if the community is deemed to be at risk of harm based on the information obtained from reporting person, the university is required to pursue the matter whether or not the reporting person withdraws from the process. All of these schools have robust formal and informal reporting procedures, which are made transparent to the complainant and respondent.

With respect to the task of investigating complaints, these schools did not assign their campus policy or security personnel as investigators. Some schools engage external investigators (e.g., lawyers, mental health professionals, etc.) and others choose investigators from a pool of internal faculty and staff. In either case, investigators already came with or had to receive specialized training to demonstrate competence in conducting investigations related to allegations of sexual misconduct, including sexual assault. The standard of truth is “the balance of probabilities” – the likelihood that the misconduct took place is greater than not.

In the course of hearing the complaint, individuals involved and witnesses are interviewed, statements collected, and, sometimes, experts are consulted. The investigator writes a report and submits it to university officials responsible for the university judicial process. In some cases the report would include recommendations and in other cases it would not; however, both the complainant and respondent would always have an opportunity to review and respond to the report. The university official coordinating the judicial process forwards the report to a Decision and/or Sanctioning Panel or Board comprising identified university officials who must also take specialized sexual violence training. In all cases, and at all schools, complainants and respondents are able to appeal the decision of the Panel or Board.

Table 22 lists some schools which have a stand-alone policy or protocol, explicitly name sexual assault or sexual misconduct as a violation in their institutional student codes of conduct, and/or have university-administered conduct processes for handling violations of the code of conduct.

Table 22: Stand-Alone Policies, Codes of Conduct and University-administered Conduct Processes

<b>Institution</b>	<b>Does the school have Stand-Alone Sexual Assault or Sexual Misconduct Policy? Does the school name sexual assault or sexual misconduct in their Student Code of Conduct? What body oversees/administers student non-academic discipline?</b>
<a href="#">U of A</a>	Sexual Assault is explicitly included in Code of Conduct. Office of Student Judicial Affairs, Student Services, Dean of Students
<a href="#">Boston</a>	Sexual Assault is explicitly included in Code of Conduct. Office of Student Conduct, Dean of Students
<a href="#">Carleton</a>	Sexual Assault/Misconduct not explicitly included in the Student Rights and Responsibilities Policy Office of Student Rights and Responsibilities, Student Affairs
<a href="#">Concordia</a>	Sexual Harassment and Sexual Assault is explicitly included in Code of Rights and Responsibilities. Office of Rights & Responsibilities,
<a href="#">Dartmouth</a>	Sexual Misconduct is explicitly included in the Standards of Conduct. Sexual Misconduct Policy and Procedure, Office of Judicial Affairs, Dean of the College
<a href="#">Guelph</a>	Sexual Assault Protocol refers to existing conduct policies and procedures. Sexual Assault is explicitly included in the Policy on Non-Academic Misconduct. Student Judicial Services, University Secretariat
<a href="#">Harvard</a>	.Sexual Assault and Sexual Misconduct are explicitly included in Standards of Conduct. Office of Academic Integrity and Student Conduct, Dean of Colleges
<a href="#">McGill</a>	Sexual Harassment is explicitly included in Student Rights and Responsibilities Handbook. Disciplinary Process, Dean of Students
<a href="#">McMaster</a>	Sexual Harassment Policy and Procedures, University Secretary. Office of Student Conduct, Student Affairs
<a href="#">U of T</a>	Sexual Harassment Policy and Procedure. Sexual Assault is explicitly included in Code of Student Conduct, Office of the Vice-Provost, Students and First-Entry Division
<a href="#">York</a>	Sexual Assault Awareness, Prevention and Response Policy references Sexual Harassment Policy Sexual Assault is explicitly included in Code of Student Rights and Responsibilities. Office of Student Conflict Resolution, Vice-Provost, Students

### C. Literature Review

While legislative requirements and public accountability measures differ in Canada and the U.S., broadly speaking, both Canadian and U.S. institutions must determine institutional responsibility for addressing complaints of sexual misconduct and maintaining student safety on campus.

In a recent article in the *Chronicle of Higher Education*, Robin Wilson describes the dilemma facing U.S. institutions of higher learning. Wilson articulates the challenges facing university discipline systems in the U.S. context:

The limits of campus disciplinary systems can also make it hard for them to deliver justice...students can have lawyers by their sides during hearings and investigations. But colleges cannot issue search warrants, compel students to submit evidence, or subpoena witnesses. No one is under oath to give information truthfully. And unlike court proceedings, the campus judicial process wasn't designed to be an open forum, where an impartial judge or jury hears and decides a case before the public. Instead, campus hearings are closed. Federal privacy rules that protect students mean colleges typically can't disclose, confirm, or correct the details of a case or its outcome. (Wilson, 2015, p. 5)

In a Canadian report on the impact of sexual assault on academic performance, MacQuarrie and Rodger (2007) suggested that without a comprehensive sector-wide framework for understanding and addressing the problem of sexual assault on campuses, our response to it have been fragmented.

Wilson cites an administrator, in the U.S. context, who argues that universities have an obligation to look into matters in the interests of student safety:

Despite the high stakes and rising debate, many campus officials are deeply committed to ending sexual misconduct and argue that they should be in charge of investigating and adjudicating reports of assault. "We have this obligation to keep our student safe," says Jody Shipper, executive director of the Office of Equity and Diversity at the University of Southern California. "This is not something we can shirk." (Wilson, 2015, p. 3)

Wilson goes on to give the example of academic accommodation among the unique interventions that can be imposed by campus officials, which are not under the purview of the criminal justice system:

Campus officials are uniquely poised to do many things to keep students safe on campus. They can preserve the educational opportunities for victims by providing special accommodations, helping them avoid running into their accused perpetrators in the classroom or the dorm. Regardless of whether an assault charge goes to the police or whether prosecutors pursue it, the criminal-justice system can't take those protective measures. (Wilson, 2015, p. 3)

A summary of best practices in the area of policy is outlined below.

## *Sexual Violence Response Policies and Protocols*

### *1. Definitions*

Hopkins and Danchinsko (2013) found that definitions of sexual misconduct in institutional policies were broad, including a range of sexually violent misconduct, including “sexual exploitation (voyeurism, recording of sexual images), sexual harassment (stalking, relationship violence) and sexual assault” (pp. 9 – 10). Capriotti and Strawn (2009) found that sexual assault programs varied in the types of sexual misconduct they address and most programs service the student population only. The range of misconduct handled by these programs includes stalking, partner violence, sexual assault, and sexual harassment for example. Most programs serve the student population. In its discussion paper on sexual assault policies on Canadian campuses, METRAC Action on Violence cites defining terms such as “consent”, “force” and “incapacity” as a best practice (Gunraj et al., 2014, p. 9).

### *2. Stand-Alone Policies*

Examining the policies of six U.S. public institutions, Kumar and Geraci (2012) found that half of the institutions embedded policies for sexual misconduct in an “equal opportunity and harassment policy, while the others maintain a stand-alone policy for sexual misconduct, harassment, or violence” (p. 4). In 2014, METRAC Action on Violence reviewed the policies of 15 post-secondary institutions in Canada. In its analysis, it was concluded that, while most institutions do not have a sexual assault-specific policy, “many encompass sexual assault behaviours under harassment, discrimination and/or misconduct policies” (Gunraj et al., 2014, p. 9). The report urges post-secondary institutions to “treat sexual assault as distinct from other kinds of misconduct given its gendered power dynamics and the unique challenges faced by those who are victimized” (p.9).

### *3. Adjudicating Alleged Incidents of Sexual Violence*

Hopkins and Danchinsko (2013) found that universities vary with respect to their sexual misconduct adjudicating boards. Best practices include a diverse pool of administrators, faculty and students available to hear cases. These board members receive training in gender-based violence. Geraci and Kircher (2010) reviewed the structures of hearing boards at six U.S. institutions. They found that these hearing boards ranged in size from three to seven faculty and/or professional staff. There were variable responses to the question of including students on sexual misconduct hearing boards. All board members, whether students, faculty or staff, receive specialized training, including understanding the definition of consent and participating in a mock hearing.

Hopkins and Danchinsko (2013) recommend that university policies clarify the threshold for finding responsibility for reported sexual misconduct. They suggest that the evidence need not be “clear and convincing” but rather that the university can demonstrate a “preponderance” of evidence (p. 10). In other words, while the legal system relies on a ‘burden of proof’ with respect to evidence, many institutions of higher education rely on assessing the ‘balance of probabilities’ based on the evidence collected.

Hopkins & Danchinsko (2013) also found, among the universities they examined, that respondents were not assigned university sexual assault advocates, but rather were offered the services of a procedural advocate as part of the institution's judicial system (2013). In a review of Canadian schools, Gunraj et al. (2014) suggest that policies that provide for the rights of both the complainant and the responded are best equipped to handle complaints of sexual assault.

#### *4. Sexual Assault Response Teams*

With respect to sexual assault policies and protocols, Hopkins and Danchinsko (2013) found some schools constitute a crisis management team that meet to discuss every sexual violence incident and to assess the potential threat to the campus community. Members of crisis management teams include members from Dean of Students Office, gender and sexuality resource services, counselling services, campus safety services, human resources, and university counsel, for example. Where a threat to the broader community is deemed to exist and it is assessed at the highest level, an institution-wide email alert is disseminated.

### **D. SAPRWG Proposed Objectives and Recommendations**

#### **Objective 9: Develop a University Process for Handling Complaints of Sexual Assault**

The SAPRWG recommends that:

- i. The university establishes a model for a university conduct process for handling allegations of sexual misconduct, including sexual harassment and sexual assault, against students; this conduct model would supersede the Residences and Athletics & Recreation non-academic discipline processes currently handling allegations of sexual misconduct against residents and athletes, while ensuring consultation with the directors of the two departments during sanctioning; the AMS and SGPS non-academic discipline systems would not be applicable in the case of sexual misconduct.
- ii. The university adequately resource the new university conduct model in order to competently and consistently respond to allegations of sexual misconduct, including the following possible infrastructure: professional staff to coordinate the process; individuals with expertise to carry out investigative functions; hearing and sanctioning bodies; training programs for investigating, hearing, and sanctioning personnel, for example.

**Objective 10: Develop a Comprehensive Stand-Alone Sexual Assault<sup>23</sup> Policy**

The SAPRWG recommends that:

- i. The university clarifies in its Student Code of Conduct that sexual misconduct, including sexual harassment and sexual assault, is a violation of university behavioural expectations and subject to the university's non-academic misconduct/discipline system, and extends expectations for appropriate behaviour to social media and on-line activity.
- ii. The SAPRWG Policy Subcommittee draft a stand-alone policy, detailing investigating, decision-making, and sanctioning protocols for responding to allegations of sexual misconduct, including sexual harassment and sexual assault, against students.
- iii. The stand-alone policy for handling sexual misconduct, should include the following:
  - a) Detailed university procedures and processes to be followed;
  - b) Definitions of sexual misconduct, sexual assault, sexual harassment, and consent, including legal definitions and any interpretive statements;
  - c) Articulation of the rights of both complainants and respondents; and
  - d) Details about criminal reporting options as well as university reporting options, procedures and process that may be simultaneously engaged, with a list of possible university sanctioning outcomes;
  - e) Explanations of the level of autonomy the survivor will retain in the aftermath of a disclosure and/or formal report, as well as how the university will balance a survivor-centric commitment to confidentiality with a commitment to maintaining the safety and security of the larger community where an assessment of risk deems an alleged assailant to be a potential threat to others.

### **E. SAPRWG Policy Subcommittee Proposed Sexual Misconduct Policy**

Taking into consideration campus consultation feedback, community partner feedback, best practice research, and an environmental scan of comparable stand-alone policies, the SAPRWG Policy Subcommittee has drafted a Policy for Sexual Misconduct by Students and Student Organizations and associated Procedures. The Policy defines sexual misconduct as including sexual assault and sexual harassment, as well as aiding, abetting, or inciting sexual misconduct. The draft Policy (Appendix B) in its entirety includes:

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<sup>23</sup> The SAPRWG Policy Subcommittee has advanced a draft Sexual Misconduct Policy for handling complaints of sexual misconduct against a student or student group. In this Policy, Sexual Misconduct includes: sexual assault; sexual harassment; and aiding, abetting, or inciting sexual misconduct.

- A policy statement;
- A statement about the scope of the policy;
- Commitments to survivors;
- A statement about confidentiality;
- Criminal and university reporting options and considerations;
- Procedures for initiating a university complaint, including;
  - Process for imposing interim measures;
  - Commitment to academic accommodations;
  - Expectations with respect to process timelines;
  - The standard of proof required;
  - Investigation and determination of findings process;
  - Process and considerations for sanctioning decisions;
- Related policies; and
- Related resources.

A number of issues must be considered and resolved before the Policy and its associated Procedures will be implementable:

1. The establishment of a university-administered complaint process for handling Sexual Misconduct;
2. Assessment and determination of the feasibility of establishing and resourcing the university infrastructure required to implement the Policy and Procedures;
3. Consultation with legal, policy and subject matter experts to review and finalize both the Policy and its associated Procedures; and
4. Review and revision of related university policies and procedures to clarify jurisdiction and avoid duplication and/or confusion.

## VII. ACCOUNTABILITY

### A. Suggestions to Improve Accountability

The SAPRWG identified the need to include recommendations to help mobilize and sustain strategic actions, to assess program and policy effectiveness, and to build a sense of responsibility among the institutional leadership and campus community to its members and public stakeholders. As well, the Working Group expects universities will receive some directions with respect to public accountability measures from the Ontario Government.

The consultation process reinforced the need to engage the campus community in regular reviews of sexual assault policies, programs and resources. It was noted that the recommendations propose new infrastructure, personnel and programming, all of which require direct or indirect financial investments. Regular reviews will help to identify progress on securing material and human resources to advance priorities objectives.

*Policy/support/resources should be reviewed regularly and the campus community should be encouraged to be part of this process.*

*On the list of supports there is little to no reference regarding the performance of the services listed. Will there be an audit or an evaluation of the quality of services provided?*

*The new stand-alone policy must be reviewed to ensure its relevance to the ever-changing environment on campus.*

*Mechanisms must be considered to assess adherence to and efficacy of the policy.*

Below are the recommendations proposed to improve institutional and public accountability.

### B. SAPRWG Proposed Objectives and Recommendations

<b>Objective 11: Improve Institutional and Public Accountability</b>
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The SAPRWG recommends that:

- i. The Working Group be maintained to advise student and professional partners and stakeholders, to coordinate programs and services, and to monitor progress on strategic actions for more effective campus sexual assault prevention and response.
- ii. The Working Group regularly studies and reports on the climate concerning sexual assault on campus, to gauge individual experiences as well as cultural behaviours and norms to inform prevention and response efforts.

- iii. The Working Group supports the university in becoming an emerging leader in the area of evaluating the effectiveness of bystander intervention programming.
- iv. The university adopts any sector-wide metrics introduced to measure “success” with respect to sexual assault prevention and response.
- v. University support and response services (e.g., Campus Security & Emergency Services, Counselling Services, Human Rights Office, etc.) collaborate to develop coordinated systems for institutional tracking and reporting of incidents of formal and informal sexual assault reporting and disclosure, ensuring to adhere to FIPPA and university confidentiality policies.
- vi. The university complies with any sector and ministry requirements for public reporting.
- vii. The university imbeds in its stand-alone sexual misconduct policy a requirement to review the document after one year of drafting and every four years thereafter, with a commitment to community consultation.

### **C. Concluding Remarks and Next Steps**

This report has offered 34 recommendations, spanning 11 strategic objectives, for Queen’s to consider in its renewed purpose to establish and deliver effective sexual assault prevention efforts, support services, and response mechanisms.

In this report, the current status of support services, prevention initiatives, and response mechanisms at Queen’s has been described. Possibilities for enhancing Queen’s sexual assault support, prevention and response are proposed, which build on our strengths and address the gaps identified through the Working Group’s extensive consultation. Some best practice strategies are already underway and the SAPRWG is poised to help enact other new suggested strategies.

The SAPRWG can envision a coordinated sexual assault prevention and response at Queen’s by strategically and simultaneously engaging recommendations across all objectives. Figure 9 depicts this vision.

Table 23 demonstrates how the proposed SAPRWG objectives and recommendations meet, and exceed, the Ontario Government’s expectations as outlined in the Premier’s Action Plan.

The SAPRWG remains committed to leading and further supporting the university’s continuing progress in this important area.

Figure 9: Model for Queen's Coordinated Sexual Assault Prevention and Response

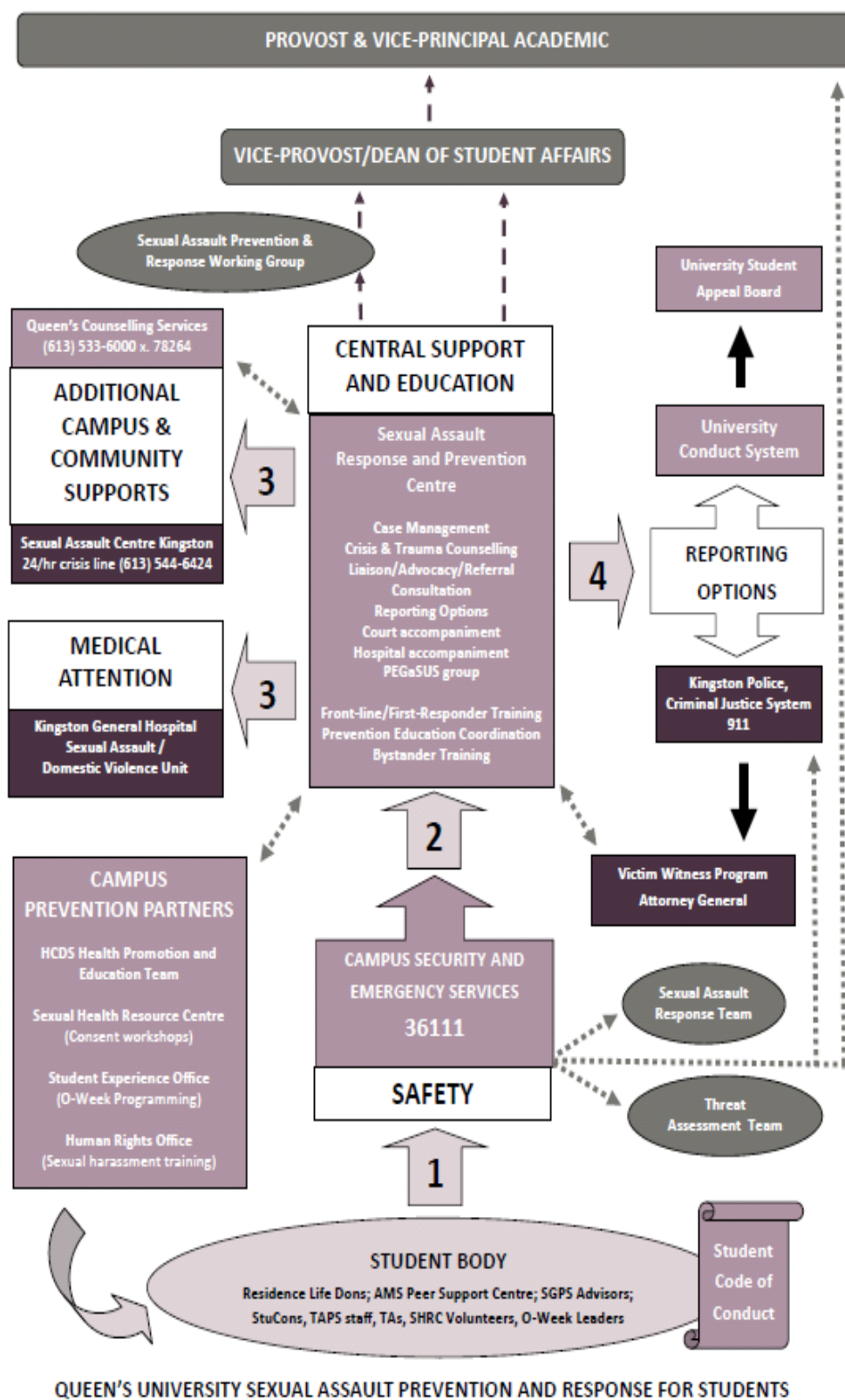


Table 23: Queen's Recommendations and Ontario Premier's Action Plan<sup>24</sup>

HE Sector Expectations from the Province's	SAPRWG Recommendations for Queen's Strategic Acton
<p><b>Student Engagement</b></p> <p>The government says it's vital that students are consulted fully and that what is put in place at each university reflects their wishes and needs.</p>	<p><b>Involvement and Consultation with Students</b></p> <p>Undergraduate and Graduate students on the Sexual Assault Prevention and Response Working Group crafting recommendations and on Sexual Assault Policy Subcommittee proposing a stand-alone policy.</p> <p>Undergraduate and Graduate students participated in broad consultation:</p> <ul style="list-style-type: none"> <li>- 66% UG and 14% G/P student respondents to confidential online survey</li> <li>- 4 open campus consultation meetings where students-at-large attended</li> <li>- Several individual interview with students who requested 1:1 time</li> <li>- Several focus group consultation sessions with key student leaders and groups</li> </ul>
<p><b>24-7 supports:</b></p> <p>The government recognizes that some universities have more community resources than others, and different student needs. Some universities will be viewed as complying if supports are available and accessed in the community 24-7, but only if students say this is adequate given the nature of their campuses.</p>	<p><b>Objective 1: Integrate and Profile Support and Advocacy Services</b></p> <p>The SAPRWG recommends that:</p> <ol style="list-style-type: none"> <li>i. The university establishing a central, visible, and welcoming "Sexual Assault Response and Prevention Centre" (SARP) Centre, which would function as: a single point of entry for integrated and holistic sexual assault response, support, advising, counselling, advocacy, and case management services; and a driving force for campus-wide sexual violence prevention education and first-response training.</li> <li>ii. The university adequately resources more integrated and holistic sexual violence prevention services, with professional staff<sup>25</sup> as well as students to manage a holistic response, support, and prevention model of service delivery, which might include: managing the centre, directing its activities, delivering counseling and psycho-educational support, delivering training and educational programs, for instance.</li> <li>iii. The university significantly raises the profile of all sexual assault support services and resources among the student population, as well as the campus community broadly, and publicizes operating hours of campus and community sexual assault support and advocacy services to ensure students are aware of available 24/7 resources.</li> </ol>
	<p><b>Objective 2: Streamline Academic Accommodation Processes</b></p> <p>The SAPRWG recommends that:</p> <ol style="list-style-type: none"> <li>i. The Advisory Committee on Academic Accommodations develops a standard and consistent university-wide policy and process to enable students to efficiently request and receive academic accommodation requests in a manner that maintains student confidentiality and integrity.</li> </ol>

<sup>24</sup> Office of the Premiere of Ontario. (March 2015). Safer campuses: Owning the problem – sharing the solution. In Government of Ontario, *It's never okay: An action plan to stop sexual violence and harassment*, (pp. 26 – 29).

<sup>25</sup> Comparable models of holistic support, response and prevention services include a professional staff member that: directs and supervises programs, services, and any professional or student staff and volunteers; provides crisis intervention and trauma counselling; provides holistic individual support, advocacy, and referral; provides case management and consultation; liaises with campus and community partners; and contribute to designing and overseeing the delivery of training and education for staff and student first-responders.

<p><b>Effective Training for Front-line Workers</b></p> <p>Universities may be able to apply for funds for such things as training for front-line workers including campus security, or for special Arts projects designed to educate students about sexual violence.</p>	<p><b><i>Objective 3: Clarify Roles in Support Network and Coordinate Response Mechanisms</i></b></p> <p>The SAPRWG recommends that:</p> <ol style="list-style-type: none"> <li>The university clarifies and communicates the roles of various university personnel responsible for sexual assault first response, investigation, advising, counselling and advocacy.</li> <li>The university establishes terms of reference for a Sexual Assault Response Team, comprising key members of the campus response network, to ensure criminal and university response protocols are clear, coordinated, and consistent.</li> <li>Members of the support and response network develop relationships, based on mutually agreed upon service delivery principles, with community partners (e.g., Kingston Frontenac Victim Crisis &amp; Referral Services and the Sexual Assault Crisis Centre Kingston) to facilitate appropriate referral and timely response.</li> </ol>
<p><b>Effective Training for Front-line Workers</b></p> <p>Universities may be able to apply for funds for such things as training for front-line workers including campus security, or for special Arts projects designed to educate students about sexual violence.</p>	<p><b><i>Objective 4: Disseminate and Deliver Training and Information</i></b></p> <p>The SAPRWG recommends that:</p> <ol style="list-style-type: none"> <li>Subject matter experts collaborate to develop and propose mechanisms to deliver tailored training to campus community members, depending on their roles and responsibilities (e.g., first-responders, faculty, TAs, non-academic departmental staff, etc.) and focusing on the effects of and myths about sexual assault, the university's academic accommodations policy and procedure, and expectations for maintaining student privacy and dignity through the process.</li> <li>Directors and department heads imbed training into existing training requirements and opportunities for academic and non-academic departments so that faculty, staff and teaching assistants understand how best to recognize, respond to, and refer a disclosure of sexual assault.</li> <li>Subject matter experts, with support from the university's marketing department, develop a tangible resource, similar to the Georgia Tech Gold Folder Initiative, for broad distribution to faculty and staff members, which concisely and coherently provides information about sexual assault and guidance to effectively "recognize, respond, and refer", so that disclosures and reports of sexual assault are directed, with care, to the appropriate campus response mechanisms.</li> </ol>
<p><b>Effective prevention education programs.</b></p> <p>The government recognizes that there are many prevention programs already in place and only expects the sector to build on what exists, to share best practices and to consult with students about what they think makes sense for particular campuses..</p>	<p><b><i>Objective 5: Designate Personnel to Deliver Coordinated Prevention Education</i></b></p> <p>The SAPRWG recommend that:</p> <ol style="list-style-type: none"> <li>The university dedicates professional staff to coordinate and implement sexual assault prevention education activities, and co-locating prevention education staff and student peer educators with professional counselling and case management staff to support the holistic service delivery model proposed.</li> <li>Students and professional staff involved in designing and delivering prevention education initiatives innovate marketing messages as well as outreach and programming strategies such that they resonate with today's student audiences.</li> <li>Students and professional staff involved in delivering prevention education develop mutually beneficial partnerships, collaborate on initiatives, and work together to regularly assess programs.</li> </ol>

<p><b>Make sure all students have information about preventing sexual violence and harassment and are informed of resources and supports, starting with their first week of orientation and continuing throughout the year, for students in all years of study.</b></p> <p>A training and prevention education program during orientation week</p>	<p><b><i>Objective 6: Inform and Educate Students in All Years, with a Focus on Orientation</i></b></p> <p>The SAPRWG recommends that:</p> <ul style="list-style-type: none"> <li>i. The university meets the requirements of the Ontario Premier’s Action Plan by delivering appropriate information related to sexual assault to all first year undergraduate and incoming graduate students during orientation week (including non-participants). A professional staff member must lead content and format design, in consultation with students to ensure the information is tailored to the audience and context.</li> <li>ii. Prevention education efforts engage male-identified students as role models, to encourage outreach from male-identified survivors and active bystander intervention behaviour.</li> <li>iii. The university employs best health promotion practices for effective behaviour change by using an ecological approach and delivering multiple messages to multiple target populations in multiple settings. Depending on time of the year and context, awareness-raising and skill-building should be tailored to target different students across all years in relation to topics such as: adhering to the university’s Student Code of Conduct; laws around sexual harassment and assault; university policies and consequences related to sexual assault; giving and receiving consent; identifying the characteristics of healthy dating relationships/intimate partnerships; reaching out to available counselling services and emergency supports; safety planning; and bystander intervention</li> </ul>
<p><b>Effective prevention education programs.</b></p> <p>Bystander education is an effective strategy; the public service announcement “If you don’t help her, you’re helping him” challenges everyone to speak out against sexual violence.</p>	<p><b><i>Objective 7: Deliver Evidence-Based Peer-Involved Prevention Education</i></b></p> <p>The SAPRWG recommends that:</p> <ul style="list-style-type: none"> <li>i. Trained members of the SAPRWG deliver a Queen’s customized Bringing in the Bystander (BITB™) curriculum, by piloting the program in 2015/16 to Residence Dons and Student Orientation Leaders.</li> <li>ii. The university support ongoing bystander intervention training and programming.</li> </ul>
<p><b>Reduce sexual violence and harassment, and ensure safe campuses.</b></p> <p>There will be a roundtable of leading experts on violence against women, helping the government bring an integrated approach to the problem across all sectors.</p>	<p><b><i>Objective 8: Promote a Compassionate and Violence-Averse Campus Culture</i></b></p> <p>The SAPRWG recommends that:</p> <ul style="list-style-type: none"> <li>i. The university clearly defines and articulates a statement of commitment on non-tolerance for gender-based violence, broadly communicates violence prevention and response services available, and takes steps to systemically assess whether and how related campus activities may influence the campus culture with respect to violence prevention (e.g., alcohol culture, hazing prevention and response).</li> <li>ii. The university ensure support, response, and prevention education personnel have the competency to work with a diversity of students using an intersectional violence prevention framework that recognizes the distinct needs of and effects on female-identified, male-identified, LGBTQ-identified, racialized, and international students, as well as students with disabilities.</li> <li>iii. Environmental Health &amp; Safety and Campus Security &amp; Emergency Services collaborate to conduct periodic campus environmental safety scans.</li> </ul>

	<p>iv. All members of the campus community be supported to develop capacity and engage in violence prevention efforts, promoting a conceptualization of and approach to gender violence that is intersectional, inclusive, stigma-free, and accessible.</p>
<p><b>Adopt a sexual assault policy, developed with significant input from students, and renewed – with student involvement – every four years.</b></p> <p>A clear process for complaints.</p>	<p><b><i>Objective 9: Develop a University Process for Handling Complaints of Sexual Assault</i></b></p> <p>The SAPRWG recommends that:</p> <ul style="list-style-type: none"> <li>i. The university establishes a model for a university conduct process for handling allegations of sexual misconduct, including sexual harassment and sexual assault, against students; this conduct model would supersede the Residences and Athletics &amp; Recreation non-academic discipline processes currently handling allegations of sexual misconduct against residents and athletes, while ensuring consultation with the directors of the two departments during sanctioning; the AMS and SGPS non-academic discipline systems would not be applicable in the case of sexual misconduct.</li> <li>ii. The university adequately resource the new university conduct model in order to competently and consistently respond to allegations of sexual misconduct, including the following possible infrastructure: professional staff to coordinate the process; individuals with expertise to carry out investigative functions; hearing and sanctioning bodies; training programs for investigating, hearing, and sanctioning personnel, for example.</li> </ul>
	<p><b><i>Objective 10: Develop a Comprehensive Sexual Assault Policy</i></b></p> <p>The SAPRWG recommends that:</p> <ul style="list-style-type: none"> <li>i. The university clarifies in its Student Code of Conduct that sexual misconduct, including sexual harassment and sexual assault, is a violation of university behavioural expectations and subject to the university's non-academic misconduct/discipline system, and extends expectations for appropriate behaviour to social media and on-line activity.</li> <li>ii. The SAPRWG Policy Subcommittee draft a stand-alone policy, detailing investigating, decision-making, and sanctioning protocols for responding to allegations of sexual misconduct, including sexual harassment and sexual assault, against students.</li> <li>iii. The stand-alone policy for handling sexual misconduct, should include the following: <ul style="list-style-type: none"> <li>a) Detailed university procedures and processes to be followed;</li> <li>b) Definitions of sexual misconduct, sexual assault, sexual harassment, and consent, including legal definitions and any interpretive statements;</li> <li>c) Articulation of the rights of both complainants and respondents; and</li> <li>d) Details about criminal reporting options as well as university reporting options, procedures and process that may be simultaneously engaged, with a list of possible university sanctioning outcomes;</li> </ul> </li> </ul>

	<p>e) Explanations of the level of autonomy the survivor will retain in the aftermath of a disclosure and/or formal report, as well as how the university will balance a survivor-centric commitment to confidentiality with a commitment to maintaining the safety and security of the larger community where an assessment of risk deems an alleged assailant to be a potential threat to others.</p>
<p><b>Report publicly on incidents of sexual violence, as well as initiatives underway to address sexual violence and harassment, and their effectiveness.</b></p> <p>PO wants to work with COU and the sector to develop appropriate metrics. An increase in the number of claims that come forward could be viewed as “success.” It could be that some institutions will choose to track awareness with a survey or an interview series, perhaps a “mini-longitudinal study” in first year and then again in fourth.</p>	<p><b><i>Objective 11: Improve Institutional and Public Accountability</i></b></p> <p>The SAPRWG recommends that:</p> <ul style="list-style-type: none"> <li>i. The Working Group be maintained to advise student and professional partners and stakeholders, to coordinate programs and services, and to monitor progress on strategic actions for more effective campus sexual assault prevention and response.</li> <li>iv. The Working Group regularly studies and reports on the climate concerning sexual assault on campus, to gauge individual experiences as well as cultural behaviours and norms to inform prevention and response efforts.</li> <li>ii. The Working Group supports the university in becoming an emerging leader in the area of evaluating the effectiveness of bystander intervention programming.</li> <li>iii. The university adopts any sector-wide metrics introduced to measure “success” with respect to sexual assault prevention and response.</li> <li>iv. University support and response services (e.g., Campus Security &amp; Emergency Services, Counselling Services, Human Rights Office, etc.) collaborate to develop coordinated systems for institutional tracking and reporting of incidents of formal and informal sexual assault reporting and disclosure, ensuring to adhere to FIPPA and university confidentiality policies.</li> <li>v. The university complies with any sector and ministry requirements for public reporting.</li> <li>vi. The university imbeds in its stand-alone sexual misconduct policy a requirement to review the document after one year of drafting and every four years thereafter, with a commitment to community consultation.</li> </ul>

## APPENDIX A

### Principal's Invitation to Campus Consultation on Sexual Assault Prevention and Response

Dear campus community members,

As you may know, the [Sexual Assault Prevention and Response Working Group](#) has been meeting for the last year, working on identifying and recommending strategies and priorities to improve Queen's policies, programs, and practices in relation to sexual assault prevention and response at Queen's. In addition, a Subcommittee of the Working Group has been established to focus on policy development and they have released an [Interim Sexual Assault Support and Response Protocol](#).

**As part of a campus-wide consultation process, I invite all students, faculty and staff to provide the Working Group, and its Policy Subcommittee, with specific feedback on the Interim Protocol as well as broader feedback to inform the final set of sexual assault prevention and response recommendations that will address the following areas:**

- 1 – support and response, including best practices in support systems and resources as well as response teams and protocols;
- 2 – prevention education, including best practices in awareness-raising campaigns as well as bystander intervention training and skill-building;
- 3 – environment, including suggestions to address social, cultural, and institutional factors to minimize systemic barriers to effectively preventing and responding to sexual assault; and
- 4 – policy, including a comprehensive policy with associated procedures and guidelines.

You may provide your feedback through one or more of the following avenues.

**1. Complete a confidential online feedback questionnaire at**

<http://queensu.fluidsurveys.com/surveys/asstdeansa/saprwg-feedback-survey/>.

Responses to the on-line questionnaire will be compiled by a Research Assistant and your identity will not be revealed. Thematic findings or suggestions will be reported in such a way as to ensure the identities of individuals remain confidential.

**2. Attend one of four open meetings scheduled for campus community members.**

Locations of open meetings will be announced shortly. The schedule of meetings is:

Thursday, February 26	noon – 1:00 pm	Faculty/Staff
Thursday, February 26	6:30 – 7:30 pm	Students (Graduate and Undergraduate)
Wednesday, March 4	noon – 1:00 pm	Faculty/Staff and Students (Graduate and Undergraduate)
Wednesday, March 4	6:30 – 7:30 pm	Students (Graduate and Undergraduate)

**3. Participate through invitation, in a confidential interview and/or focus group organized for key campus and community informants and constituents.**

A number of individual interviews and focus groups will be organized to obtain feedback from key campus and community informants and constituents, identified by the Working Group. Invitations to participate in an individual interview and/or focus group will be sent to key informants and constituents. If you would like to be invited to participate in an interview or focus group, please email [vpdean.sa@queensu.ca](mailto:vpdean.sa@queensu.ca).

Thank you.

Daniel Woolf

Dr. Daniel Woolf, FRSC

Principal and Vice-Chancellor

Queen's University

My assistant is Cheryl Lewis: [principal.assist@Queensu.ca](mailto:principal.assist@Queensu.ca); tel 613 533-2201

## **APPENDIX B**

### **Draft Queen's University Policy for Sexual Misconduct by Students and Student Organizations**

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#### **I. STATEMENT OF POLICY: SEXUAL MISCONDUCT**

This Policy is designed to dictate expectations for responsive, coordinated, and fair procedures in response to complaints of Sexual Misconduct covered by this Policy.

This Policy and its associated Procedures do not replace the criminal justice system. All persons have the right to pursue legal avenues whether or not they choose to proceed under this Policy. All persons also have the right to forego criminal and university reporting avenues, opting to choose confidential disclosure to a counselor for ongoing support.

Criminal processes and findings in respect of the alleged Sexual Misconduct do not limit or prohibit the ability of the University to act under this Policy and its associated Procedures, as well as other policies and procedures of the non-academic discipline system.

When Sexual Misconduct is reported to the University in accordance with this Policy and its associated Procedures, Queen's will respond promptly, with the aim of: supporting the Reporting Person; assessing the safety of the Reporting Person and the campus community; referring the Reporting Person to the formal and informal avenues for recourse; and engaging appropriate response mechanisms.

This Policy will take precedence over and applies despite any other Queen's policies, including the Residences Rules and Regulations<sup>26</sup>, Athletics & Recreation Discipline Policy<sup>27</sup>, and the Harassment and Discrimination Complaint Policy and Procedure<sup>28</sup>.

Any person who knowingly makes a false statement in connection with an investigation under this Policy will be in violation of this Policy and is subject to disciplinary action. False statements include statements that omit a material fact, as well as statements that the speaker/writer knows to be untrue.

#### **II. COMMITMENT TO SURVIVORS**

Sexual Misconduct can have serious negative impacts on an individual's physical, mental, emotional, and spiritual health and wellness. Queen's University recognizes the possible traumatic effects of Sexual Misconduct and supports the efforts of individuals to seek support and recover.

All persons who report an experience of Sexual Misconduct can expect to:

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<sup>26</sup> <http://residences.housing.queensu.ca/wp-content/uploads/2011/10/ResRules-Handbook-2014-20151.pdf>

<sup>27</sup> <http://residences.housing.queensu.ca/wp-content/uploads/2011/10/ResRules-Handbook-2014-20151.pdf>

<sup>28</sup> <http://www.queensu.ca/secretariat/policies/senateandtrustees/harassment.html>

- Be treated with compassion, dignity, and respect;
- Be provided with timely safety planning assistance;
- Be informed about on and off-campus support services and resources available to them;
- Be provided with non-judgmental and empathic support;
- Be provided academic and work accommodations as appropriate;
- Be integral decision-makers in situations pertaining to themselves;
- Determine whether and to whom they wish to disclose or report their experience, including:
  - whether or not to pursue formal criminal and/or University disciplinary avenues of redress;
  - whether or not to pursue informal Human Rights avenues for resolution;
  - whether or not to disclose to a support person and seek out personal counselling.

### III. SCOPE

This Policy will apply to all complaints of Sexual Misconduct:

- a) whether the Sexual Misconduct is alleged to have occurred on or off university property;  
**and**
- b) where the Responding Person is a Student or Student Group.

For complaints of Sexual Misconduct where the Responding Person is an employee, procedures followed are those determined by the Human Resources Department, Employee & Labour Relations, Faculty Relations, and/or the collective agreements.

### IV. DEFINITIONS

- A. Aiding, Abetting, or Inciting Sexual Misconduct** means to participating in, soliciting, directing, or assisting in Sexual Misconduct.
- B. Consent** means a voluntary agreement to engage in the sexual activity in question. The legal test is what was in the survivor's mind. Submitting for reasons of fear is not consent. The fear need not be communicated. Intoxication may lead to a finding that the survivor is incapable of consenting. Consent can be withdrawn any time. Mistaken belief in consent is only a defence if the alleged assailant took reasonable steps to ascertain whether the survivor has communicated consent to the particular sexual activity in question. The mistake defence cannot be based on intoxication, nor on silence, passivity or ambiguity.
- C. Investigator** means the person designated under this policy to conduct an investigation.
- D. No-Contact Undertaking** means an agreement, which is mutually undertaken by two or more parties, to refrain from contacting one another based on mutually specified conditions.

**E. Notice of Prohibition** means a notice to a particular individual that they have been prohibited from all or part of the campus of Queen's University.

**F. Reporting Person** means:

- i. Any person who alleges that a student violated this Policy; or
- ii. Any person who alleges that a student group has violated this Policy.

A Reporting Person need not be a Queen's student, faculty member, or staff member.

**G. Responding Person** means:

- i. A student accused of violating this Policy; or
- ii. A student group accused of violating this Policy.

**H. Retaliation** means engaging in conduct that may reasonably be perceived to:

- i. Adversely affect a Reporting Person or witness's living, working or learning environment because of their engagement of this policy and its associated procedures or because of their participation in an investigation under this Policy; or
- ii. Prevent a person from making a report, engaging this policy and its associated procedures or from participating in an investigation under this Policy.

**I. Sexual Assault** means any form of activity of a sexual nature, including kissing, fondling, touching, oral or anal sex, vaginal intercourse or other forms of penetration, that is imposed by one person onto another without consent.

**J. Sexual Harassment** means any comment or conduct of a sexual nature which is known or ought reasonably to be known to be unwelcome. It includes but is not limited to:

- i. Sexual solicitations, advances, remarks, suggestive comments and gestures (including songs and chants).
- ii. The inappropriate display of sexually suggestive pictures, posters, objects or graffiti.
- iii. Physical contact of a sexual nature (including Sexual Assault under the Criminal Code).
- iv. Sexual conduct that interferes with an individual's dignity or privacy such as voyeurism, and exhibitionism.

**K. Sexual Misconduct** means Sexual Assault, Sexual Harassment, and Aiding, Abetting, or Inciting Sexual Misconduct.

**L. Student** means any person enrolled as a student in any Queen's University faculty, school or department. Conduct of a Student in the course of the person's work as a Queen's employee is subject to this policy and may also form the basis for decisions concerning the individual's employment.

**M. Student Group** means a group officially affiliated with the University (including the AMS and/or the SGPS and/or any club sanctioned by either of them) and constituted to promote such things as social, vocational, academic, cultural, and/or political interests of students within its membership.

#### **IV. SEXUAL ASSAULT AWARENESS, EDUCATION & TRAINING**

The Health Promotion team within Health, Counselling & Disability Services will collaborate with campus partners, including, but not limited to: Residence Life, Athletics & Recreation, the Student Experience Office, the Human Rights Office, and AMS as well as SGPS affiliated groups (e.g., Social and Equity Commissioners, the Peer Support Centre, and the Sexual Health Resource Centre), to develop and implement appropriate health promotion outreach, including ongoing awareness campaigns and educational and training programs targeting students.

The Human Rights Office team will collaborate with Student Affairs (including Health Counselling & Disability Services, Residence Life), Athletics & Recreation, Human Resources, the AMS as well as SGPS affiliated groups (e.g., Social and Equity Commissioners, the Peer Support Centre, and the Sexual Health Resource Centre), to develop and implement ongoing awareness campaigns and educational and training programs targeting faculty, staff and student groups as appropriate.

The university will deliver appropriate information related to sexual assault to all students in all years, with a focus on incoming students during orientation week. Subject matter experts will collaborate to lead content and format design, in consultation with students to ensure the information is tailored to the audience and context.

#### **V. REPORTING SEXUAL MISCONDUCT**

Reporting Persons may choose to pursue formal or informal reporting options.

##### *Formal Reporting Options*

Reporting Person may pursue one or both of the following formal reporting options:

- i. Individuals may report their allegations through the criminal justice system<sup>29</sup>; and/or
- ii. Individual may report their allegations through the University discipline system.

<sup>29</sup> <http://laws-lois.justice.gc.ca/PDF/C-46.pdf>; Sections 271 – 273.2

### *Informal Reporting Options*

If a Reporting Person does not want to pursue formal criminal or University discipline options, they may choose to pursue an informal resolution:

- iii. Individuals may seek informal resolution and remedial action through the Human Rights Office.

### *Disclosure without Reporting*

If a Reporting Person does not want to report the incident through the criminal justice system, the University discipline system, or the Human Rights Office, they are encouraged to consider disclosing their experience to a professional counselor in order to receive personal support and academic accommodations that may be needed as a consequence of the impacts.

#### **A. Reporting through the Criminal Justice System**

To initiate a criminal investigation, a report may be made to:

- i. Kingston Police Services (24/7)

911 (for emergency)

(613) 549-4660 (for non-emergencies)

The criminal process is separate from the University discipline process. A Reporting Person can pursue one or both reporting options simultaneously.

Campus Security & Emergency Services (CS&ES) and/or the Sexual Assault Counsellor can provide Reporting Persons with information concerning their options and rights and will assist, if requested or agreed upon by the Reporting Person, in making reports to law enforcement officials.

If the Reporting Person chooses to make a report to police, CS & ES can facilitate making a report to the Kingston Police.

If criminal charges are laid, CS & ES will act as a liaison with the Police and inform the Reporting and Responding Person of progress in the criminal case, unless reporting restrictions (e.g., sealing orders or other restrictions) have been imposed.

Kingston Police will provide information relating to filing a complaint, the criminal investigation process, and the likelihood that criminal charges may be laid.

## **B. University Contacts for Reporting**

Violations of this Policy committed by Students and Student Groups should be made to:

Campus Security & Emergency Services

(613) 533-3611          EMERGENCIES (24/7)

(613) 533-6733          General Inquiries

## **C. Timelines**

To promote timely and effective processes, Queen's strongly encourages Reporting Persons and other persons with knowledge about possible violations of this policy to make reports as soon as possible following the occurrence of an alleged Sexual Assault.

A delay in reporting may impact the University's ability to gather relevant and reliable information. It may also impact the University's ability to take disciplinary action if a Responding Person is a Student who has graduated or permanently withdrawn.

While prompt reporting is encouraged, Queen's will receive and review all allegations of violations of this policy unless the Responding Person has graduated or permanently withdrawn from the University.

## **D. Preservation of Information, Material and Medical Evidence**

Preservation of information, material and medical evidence relating to Sexual Assault is essential for both possible criminal justice investigations and university investigations under this policy.

Reporting Persons, Responding Persons, witnesses, or others reporting possible violations of this policy are encouraged to preserve all information and material evidence relating to the incident.

Examples of such information and material evidence include, but are not limited to, electronic communications (e.g., e-mails and text messages), photographs, clothing, bedding, and medical information.

Reporting Persons who experience Sexual Assault are encouraged to seek medical attention as soon after the incident as possible.

**Medical Contacts:**

**i. For immediate medical attention**

Kingston General Hospital Emergency, 76 Stuart Street  
(613) 549-6666 (24/7)

**ii. For confidential medical evidence examination/forensic evidence collection**

Kingston General Hospital Sexual Assault/Domestic Violence Unit  
Ask for SA/DV Nurse on-call  
(613) 549-6666 Extension 4880

**VI. CONFIDENTIALITY**

The privacy and confidentiality of the Reporting and Responding Persons, as well as others involved in the complaint, will be protected to the extent possible but may be precluded where, for example:

- (a) An individual may be at risk of self-harm;
- (b) An individual may be at risk of harming another;
- (c) There is reason to believe that other members of the broader community may be at risk of harm; and/or
- (d) Reporting is required by law (e.g., in the case of a minor).

All parties involved will be informed of possible limits of confidentiality.

**IX. UNIVERSITY RESPONSE PROCEDURE**

Upon receiving a report of Sexual Misconduct, the University will proceed as described below.

**A. Support and Initial Assessment**

Once the University has received an allegation of Sexual Misconduct, the Reporting Person and the Responding Person will be offered appropriate support and other resources as well as notified of applicable policies.

Both parties will be provided with contacts for support, including confidential counselling and advising services. At this time, the university will also notify the Responding Person that retaliatory behaviour will result in disciplinary action.

The University will conduct an Initial Assessment, including taking the steps necessary to ensure a safe environment for the Reporting Person and other members of the campus community.

Campus Security and Emergency Services incident report database will maintain confidential record of the incident for internal tracking purposes.

## **B. Interim Measures and Notices of Prohibition**

The university may impose interim measures as may be appropriate for the individuals and organizations involved in the allegation of Sexual Misconduct and for the larger campus community.

Interim measures may include, but are not limited to:

- Separation of the Reporting Person's and Responding Person's academic and living situations;
- Temporary administrative suspension of the Responding Person or organization;
- No-Contact Orders/Undertakings;
- Notice of Prohibition; and
- Restriction of privileges.

## **C. Academic Accommodations**

Students requiring academic accommodations (e.g., extensions on assignments, deferrals of exams, dropping classes, continuing studies from home, etc.) will be supported, in accordance with the university standards and procedures for requesting and granting accommodations.

## **D. Scope and Timelines of University Discipline Process**

The scope and timeline of further investigation and/or action by the University will depend on a number of factors including:

- Whether the Reporting Person requests confidentiality or that an investigation not be pursued;
- Whether the Reporting Person wishes to make a formal complaint under this policy;
- Whether the university concludes it has an obligation to proceed with an investigation in order to ensure campus safety; and
- Whether ongoing fact-gathering by the police requires a temporary delay in further factual investigation by the University.

## E. Discipline Process

Complaints of Sexual Misconduct may be initiated:

- By the Reporting Person; and/or
- By an Academic Dean or the Vice-Provost/Dean of Student Affairs.

Complaints pursued through the university non-academic discipline system will be handled by the Provostial Authority, in accordance with section 17.c. of the Senate Appeals, Rights and Discipline Policy or as outlined in the *Response Procedure and Discipline Process for Sexual Misconduct by Students or Student Groups*<sup>30</sup>.

## X. SPECIAL CIRCUMSTANCES

To prevent delay, when positions authorized to exercise responsibility under this policy are vacant or during the unavailability of persons holding those positions, the Provost may designate other persons to exercise their authority under this policy.

## XI. RELATED POLICIES

- A. Queen's Student Code of Conduct<sup>31</sup>
- B. Queen's Senate Policy on Student Appeals, Rights, and Discipline<sup>32</sup>
- C. Queen's Residences Rules and Regulation<sup>33</sup>
- D. Queen's Athletics & Recreation Non-Academic Discipline Policy<sup>34</sup>
  - i. Student Athlete Guidelines for Behaviour<sup>35</sup>
  - ii. Student Athlete Summary of Infractions<sup>36</sup>
  - iii. Appeal Policy and Procedure<sup>37</sup>
- E. Queen's Harassment and Discrimination Complaint Policy and Procedure<sup>38</sup>
- F. No-Contact Undertaking Policy and Procedure (LINK)
- G. Notice of Prohibition for Queen's Student Policy and Procedure (LINK)

<sup>30</sup> A draft *Response Procedure and Discipline Process for Sexual Misconduct by Students or Student Groups* has been developed for review by legal, policy and subject matter experts and approval by appropriate university bodies.

<sup>31</sup> [http://www.queensu.ca/secretariat/policies/senateandtrustees/Code\\_of\\_Conduct\\_final\\_2008.pdf](http://www.queensu.ca/secretariat/policies/senateandtrustees/Code_of_Conduct_final_2008.pdf)

<sup>32</sup> <http://www.queensu.ca/secretariat/policies/senateandtrustees/SARDPolicy.pdf>

<sup>33</sup> <http://residences.housing.queensu.ca/wp-content/uploads/2011/10/ResRules-Handbook-2014-20151.pdf>

<sup>34</sup> [http://www.gogaelsgo.com/documents/2010/9/11/A\\_R\\_Disciplinary\\_Process\\_-\\_FULL\\_-\\_APPROVED\\_-\\_April\\_22-10.pdf?id=373](http://www.gogaelsgo.com/documents/2010/9/11/A_R_Disciplinary_Process_-_FULL_-_APPROVED_-_April_22-10.pdf?id=373)

<sup>35</sup> [http://www.gogaelsgo.com/documents/2010/10/8/GuidelinesForBehaviour\\_Student-Athlete.pdf?id=454](http://www.gogaelsgo.com/documents/2010/10/8/GuidelinesForBehaviour_Student-Athlete.pdf?id=454)

<sup>36</sup> <http://www.gogaelsgo.com/documents/2010/10/8/SummaryofInfractions.pdf?id=455>

<sup>37</sup> [http://www.gogaelsgo.com/documents/2010/10/5/A\\_R\\_Appeal\\_Policy\\_and\\_Procedures\\_-\\_APPROVED\\_-\\_April\\_22-10.pdf?id=428](http://www.gogaelsgo.com/documents/2010/10/5/A_R_Appeal_Policy_and_Procedures_-_APPROVED_-_April_22-10.pdf?id=428)

<sup>38</sup> <http://www.queensu.ca/secretariat/policies/senateandtrustees/harassment.html>

## **XII. RELATED RESOURCES**

A. The Sexual Assault Prevention and Response Working Group  
<http://www.queensu.ca/studentaffairs/health-and-wellness/sexual-assault-prevention-and-response-working-group>

B. BROCHURE – Support Services for Students in Distress  
<http://queensu.ca/studentaffairs/sites/webpublish.queensu.ca.vpsawww/files/files/Residence%20room%20phone%20list%202014.pdf>

C. PAMPHLET: What to do if you have been sexually assaulted  
<http://www.queensu.ca/studentaffairs/sites/webpublish.queensu.ca.vpsawww/files/files/Sexual%20Assault%20brochure%202014%20.pdf>

## **XIII. APPENDICES**

- A. Graphic: Coordinated Sexual Assault Support and Response
- B. Graphic: What to do immediately after a Sexual Assault

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