



We Believe in a Campus  
**Free of Sexual Violence**

**Lessons from Campus Sexual  
Violence Prevention Leaders**

Bailey Gerrits and Roxanne Runyon

**OPIRG**  
**KINGSTON**  
Inspiring Research, Education, Action

“People are doing sexual assault prevention work off the side of their desks for the most part and this is unsustainable”

Coordinator of a campus gender empowerment organization

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### **Disclaimer**

*This report was commissioned by the Ontario Public Interest Research Group (OPIRG) Kingston and researched by Roxanne Runyon and Bailey Gerrits. This report does not necessarily represent the views of OPIRG Kingston or Queen's University.*

### **Acknowledgements**

*We wish to thank all those who took the time to share their ideas, successes, hopes and struggles. We also want to acknowledge the many people who continue to devote their energy and time to making campuses across Canada safer.*

*We dedicate this report to survivors, whose resilience and courage provide the map for a better future.*

### **About the Authors**

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## REPORT MANDATE

Commissioned by OPIRG Kingston, the purpose of this report is to provide an overview of proposed strategies for Queen's University to better address sexual violence on campus. Detailing interviews with anti-violence workers at universities across Canada, this report underscores lessons learned, positive strategies for change, and potential positive partnerships across universities and between universities and the broader community.

This report is meant to stimulate further discussion among members of the Queen's University community and across campuses in Ontario and Canada.

# Executive Summary

This report describes the findings of a literature review and interviews with post-secondary campus anti-violence workers in an effort to identify how Queen's University can better challenge rape culture through education and prevention. Commissioned by Ontario Public Interest Research Group Kingston and conducted by Queen's students Roxanne Runyon and Bailey Gerrits, this report details lessons learned, positive strategies for change, and potentially positive partnerships across universities and between universities and the communities they affect.

Our literature review makes it clear that prevention programming must aim to increase audience knowledge about sexual violence and healthy relationships and to foster the development of skills with which audiences can intervene in rape culture in their own lives. This programming is most successful when it includes opportunities for students to practice their skills and engage with real-life examples. Education workshops need to be reinforced by campus-wide, multi-media awareness campaigns, and both education and awareness programming must deconstruct rape-supportive attitudes and emphasize the importance of systemic cultural change. Prevention programming needs to be offered throughout a student's time on campus, extending beyond orientation to become comprehensively integrated into student life. Education programs, such as bystander intervention training, need to be community specific and campus specific to be most effective and address the needs of a given campus community. The literature suggests that these prevention and education programs are best administered to students both by professionals and student peer leaders. Additionally, the literature makes it clear that faculty and university staff must also receive comprehensive sexual assault prevention training to make sure that the whole university community and culture is receiving a clear and consistent message about the unacceptability of sexual violence and the changes we must all make to eliminate it.

We conducted interviews with leaders in campus sexual assault prevention from universities across Canada. Our findings detail lessons from their experiences as campus-based anti-violence workers. From these interviews, we identified several key opportunities that Queen's should take to work towards creating a campus free of sexual violence. From this, we have the following actionable recommendations:

## **1. Create a Campus Sexual Assault Centre**

To create this centre, we specifically suggest that it needs:

- a. Stable, ongoing, institutional funding for staff, operations, & programming
- b. A permanent, unionized, & professional staff of at least four people
- c. A robust volunteer program that trains students to deliver peer-support & peer-education programming
- d. To have a high degree of autonomy over operations & programming
- e. To be located centrally & accessibly on campus
- f. To integrate diverse perspectives in operations to meet the needs of LGBTQ & racialized survivors of sexual violence.
- g. To be imbedded in the larger anti-violence community

## **2. Establish a Sexual Assault Response and Prevention Office**

The role of the office will be to:

- a. Coordinate campus-based prevention initiatives
- b. Oversee prevention efforts across campus, identify gaps in prevention, education, awareness efforts, & work to bridge those gaps
- c. Advocate for sexual violence prevention & awareness at the campus administrative level

## **3. Create & Implement Comprehensive & Ongoing Anti-Sexual Violence Educational Programming**

## **4. Develop a Robust Peer Education Program**

## **5. Develop Comprehensive, Coordinated Multi-Media Messaging to Students About Sexual Assault**

## **6. Actively Create & Maintain Strong Relationships with Other Post-Secondary Institutions Sexual Assault Prevention Organization in the Community**

Together, implementing these recommendations has the potential to challenge rape culture and reduce sexual violence at Queen's University.

For those with limited time, we have the following suggestions for reading. For those interested in organizing on Queen's campus to make it a better place, we would encourage you to read the introduction (p. 6-7) and literature review summary (p.12) and focus on our detailed findings and recommendations (starting on p.13). There are also mini summaries of the literature review (pages 9, 10, 11, & 12) for those interested in reading the highlights from the academic and community literatures. For those readers from university contexts outside Queen's, we would like to draw your attention to the conclusion (p.25), which lists specific lessons applicable for all CEGEP, college and university campuses.

Throughout the report, we have highlighted in red key terms that we provide comprehensive definitions of in the Appendix.

# Introduction

Recently, sexual violence on university campuses has gained heightened attention in the public consciousness. While **sexual assault** and **rape culture** on campus is not a new issue, it has been the subject of increased public scrutiny in the last few years. The Canadian news media has drawn attention to deeply troubling enactments of rape culture, such as pro-rape student chants at St. Mary's University in Halifax, misogynist Facebook posts by dentistry students at Dalhousie University, sexually violent signs held up by students at Brock University during orientation week, and the inadequate support for survivors of sexual violence on campuses across the country.

While the federal government has been largely silent on this issue, in March of 2015, the Government of Ontario published an action plan entitled: *It's Never Okay: An Action Plan to Stop Sexual Violence and Harassment*. It emphasizes the need to raise public awareness about sexual assault and harassment; educate young people about consent and healthy relationships; and, better support survivors of sexual violence. **It's Never Okay pinpoints university campuses as sites where intervention and change are greatly needed, and points to the high numbers of campus-based sexual assaults and pervasiveness of rape culture on campuses across Ontario.** The report commits to ensuring that campuses provide students with the information and skills that they need in order to prevent sexual violence throughout their time as students. It pledges to ensure that post-secondary institutions provide effective training about sexual assault to staff, effective prevention programming, and adequate services and supports for survivors, and as well as having sexual assault protocols and policies set in place. Further, it commits to supporting university-led initiatives to reduce sexual violence and ensure safe campuses.

"We want to eliminate rape culture on campus. We want school environments to be safe and respectful. We want every student, in every university and college in Ontario, to be able to learn and study and experience campus life at its finest, free from sexual violence and harassment. And we know that to get there, we must work together to find solutions"

(From *It's Never Okay*)

Queen's University, like many campuses across Canada and Ontario, is plagued by sexual violence and the administration has taken notice. In July of 2013, Queen's University established the Sexual Assault Prevention and Response Working Group (SAPRWG): a group of Queen's administrators, faculty, students, and staff who are dedicated to effecting change at Queen's and improving how this institution works to prevent and respond to campus sexual violence. The SAPRWG developed an Interim Sexual Assault Support and Response Protocol and released their detailed report, entitled *Sexual Assault Prevention and Response Report and Recommendations* on June 1, 2015. This report includes an environmental scan of Queen's University and makes thirty-four recommendations to help achieve eleven objectives for strategic action.

Queen's has a potential to be a leader in sexual violence prevention on university campuses in Canada, thanks in part to the hard work and dedication of the members of the SAPRWG. This reports aims to build on the working group's recommendations and calls for students and anti-violence organizations to work in solidarity with the working group to better address rape culture on Queen's campus, support survivors, and work to end all forms of gender-based and sexual violence.

# Project Design

The research reflected in this report was carried out in the context of increased public, governmental, and institutional attention to the issue of sexual assault, and takes seriously the commitment Queen's University has made to, in the words of Queen's Principal Daniel Woolf, "leading the university as it enhances support for survivors of sexual assault and to fostering a campus environment that is free from harassment, discrimination, and violence."

This project was motivated to understand how Queen's University could better address sexual violence and gender-based violence on campus. We were guided, in particular, by two research questions to complement ongoing research efforts on campus.

1. What does prevention of sexual violence look like? What does prevention mean?
2. What prevention strategies are effective on Canadian university campuses?

We answered these questions using two complementary methods. First, we conducted a literature review of relevant academic literature and community publications. Second, this project heavily relied on numerous interviews with anti-violence program coordinators at Canadian universities. We sought to comprehend their approach to prevention programming, explore their definitions of sexual assault prevention, and understand what types of efforts have effectively challenged rape culture in their respective post-secondary institutional contexts. **The situated and experiential knowledge of our research participants provides our research with grounded, contextualized perspectives that literature alone cannot offer.** While we recognize that student groups often do important and significant amounts of prevention, we focused on institutionalized groups to better understand how to effect long-term, institutional, and ideally well-funded change. We interviewed ten campus coordinators at eight Canadian universities that shared some similar characteristics with Queen's, including size, proximity to the city, and population composition. The on-campus anti-violence leaders we spoke with worked at a variety of organizations within their respective campus contexts, including on-campus sexual assault centres, violence prevention education centres, human rights-type offices, and health and wellness centres, with a variety of staffing models, funding models, and relationships to their universities' central administration. To focus on the collective wealth of these leaders' knowledge, we anonymized these contributors.

Combining the literature review and lessons learned from leaders in the field, this project offers a grounded and well-informed response to the problem of sexual violence at Queen's.

# Literature Review

Through our review of academic and community literature on sexual violence prevention on university campuses in Canada and the United States, we learned that there are many prevention efforts, styles, and approaches. While there is a lack of consensus about which efforts work best, the overall insights we gleaned from the literatures suggest several key lessons.

To start this conversation, we first offer the following working definition of prevention: **the action of stopping sexual violence from occurring or reoccurring**. We build this definition off a community-based research project in Kingston, funded by the Kingston & Frontenac Anti-Violence Coordinating Committee (KFACC). This project identified six interrelated prevention strategies necessary for a comprehensive strategy: increase knowledge about sexual violence; increase knowledge about healthy relationships; develop positive skills; challenge social norms; foster youth leadership; and address substance abuse. Building on this, our research finds it useful to delineate the importance of both developing skills and knowledge in the areas of sexual violence and healthy relationships to address rape culture and decrease people's **rape-supportive attitudes and beliefs**.

Below we consider some specific lessons for university campuses.

## Knowledge and Skills

Effective prevention programming needs to be educational, teaching students about consent and deconstructing rape myths. Other information that could be incorporated into prevention programming includes basic statistics about sexual violence prevalence, identification of identified behavioural characteristics and attitudes often exhibited by perpetrators of sexual assault, and the identification of community agencies that assist victims of sexual assault (Gidycz et al 2001). Evaluating a program with these components, Gidycz et al (2001) found that those who participated evidenced less rape myth acceptance and held less rape-supportive beliefs; however, it did not have a significant effect on attitudes towards women, rape empathy, or rates of sexual aggression or victimization. These results suggest that information alone is not solution, but an important component of an anti-violence program.

Indeed, others have found information-based programming alone is ineffective. Instead, programs

need to include skill-building and real-life examples so that students can practice their skills and work to improve behaviour (Gidycz et al 2011; Bradley et al 2009). For example, a social change approach “seeks not only to change the attitudes and behaviours of the program participants but also to train them to work to change their peers and the culture at the root of rape supportive attitudes” (Edwards 2009, 25). This programming evidenced a lowered rape myth acceptance and increased knowledge around rape (Edwards 2009). In other words, incorporating skill building not only improves the chances of changing behaviours, it also increases knowledge retention and improves participants’ attitudes. One way to teach these skills is through interactive educational programming, such as theatre, role-play learning, or focused dialogue (Thatcher 2011).

Vladutiu et al. (2011) further suggests that workshop-based programming or classroom courses need to be reinforced through campus-wide mass media and public service announcements (see also Potter et al 2009). For example, they argue that a bystander poster campaign can be a cost effective first step in a multi-method program (ibid; see also Mudde et al. 2007), as media campaigns can be effective in increasing knowledge or awareness; however, they often do not successfully affect behaviour (ibid, 118; see Cavill and Bauman 2004). As such, media campaigns should be combined with other community education programs (see DeJong and Winsten 1998).

One way to improve both knowledge and skills is through bystander education, a promising area for sexual violence prevention (Gidycz et al. 2011; Potter et al. 2009; Banyard et al. 2007; Banyard et al. 2004). **Bystander education** trains students to intervene to reduce violence in a way that is relatively safe and effective (Coker et al. 2011). A bystander workshop aims to provide the participants an opportunities to both plan how to intervene and practice skills for acting as an empowered bystander using role playing (Banyard et al. 2009; 455). Trained students evidenced significantly lower rape myth acceptance and reported engaging in more bystander behaviours (Banyard et al. 2009). The most recent evidence positively supports bystander education. Using a randomized control trial (RTC) to evaluate the effectiveness of “Bringing in the Bystander” through a one-year post treatment analysis with first year university students from one rural, residential university and one urban, commuter-university, Cares et al. (2014) find significant changes in bystander attitudes for both women and men participants. These early results suggest that bystander training is likely a positive addition to on-campus sexual violence prevention programming.

**In sum, education programming should both aim to increase knowledge about sexual violence and to build skills.** What is clear from the community literature, as well as the academic literature, is that these programs have to explicitly address sexual violence, as well as healthy relationships. The literature also clearly supports a multi-pronged educational approach that could include positive skill building programs such as bystander education and workshops about healthy relationships, all of which need to be supported with in-person training and media campaigns.

## Extend Beyond Orientation

The literature also addresses questions related to the duration of prevention programming. Short-term prevention programs can be effective in producing desirable changes in attitudes (Breitenbecher 2000); however, a question of the durability of the attitude change remains. In general, the findings are mixed, but most short-term programs produce short-term results of reducing rape myth acceptance and rape-supportive attitudes and likely will not reduce the frequency of sexual assault on campus (ibid; see also Milhausen et al. 2006). A one-time dose of prevention or short-term intervention is not sufficient. Campuses need to invest in long-term sexual violence prevention programming and awareness campaigns.

In support of this, Anderson et al (2005) found that semester-long courses and multi-session workshops are likely more effective in promoting positive change, including decreasing rape-attitudes and rape-related attitudes. The solution is to extend prevention and education beyond orientation and infuse it in the curriculum (Amar et al. 2014; Dupain and Lombardi 2014; Vladutiu et al. 2011; Banyard et al. 2007). Indeed, Bradley et al (2009) strongly suggests that one-time information based programming is ineffective and unable to impact behaviours. Instead, prevention must be long-term and ongoing.

The answer to how long is clear: **prevention programming needs to be ongoing, extend beyond first year students' orientation and be infused in the curriculum so that anti-violence messaging is reinforced often for all students at all levels.**

## Language and Content Matters

Aside from education and skill building, the literature also has lessons for prevention program content generally. Anderson et al. (2005) found that specific content and focused sessions are better at improving participants' rape-related attitudes, rather than overarching short sessions focused on rape empathy for example. They found that programs that included more than one topic were less effective, suggesting that programs should comprehensively cover specific topics (ibid). Thatcher (2011) also found that the educational content is more effective when the messaging is focused with a robust follow-up dialogue. A focused campaign also has other connotations; the literature suggests that programming needs to be specifically tailored to the campus community context, rather than adopting prevention programming developed for other contexts, even other campus community contexts.

Another general goal of prevention programming could be to use gender-neutral language to stress that sexual violence extends beyond women (Rothman and Silvermann 2007) and ensure that participants understand that the programming is **trans-inclusive**. Indeed, gender-neutral language and inclusive discussion of sexual violence and healthy relationships and sexuality is key to effective prevention programming on university campuses. That said, anti-violence programming also

need to educate students about the gendered and intersectional reality of sexual violence, without further marginalizing anyone's experiences of sexual violence.

Program content also needs to be cognizant of unintended consequences. Amar et al (2014) found that prevention programming sometimes unintentionally blames sexual violence survivors when, for example, it focuses on individual students responsibility to avoid sexual assault. These will likely decrease survivor's willingness to report, even on anonymous campus surveys. The solution is to avoid blaming victims (Amar et al 2014) and to emphasize that sexual violence is a systemic rather than an individual issue.

**In sum, the literature is clear that the content of prevention programming is key to its effectiveness and positive reception of campus.** Programming is more effective if it teaches key aspects in sexual violence prevention in focused sessions, rather than crammed sexual violence 101 sessions. On top of focusing on education and skill-building in the areas of sexual violence, healthy relationships, and healthy sexuality, prevention programming needs to be community-specific. For university campus, that means recognizing that male-identified students are statistically more likely to commit sexual assaults on and off campus and women-identified students are more likely to experience sexual violence. That said, gender-neutral and trans-inclusive language, and intersectional perspectives need to be integrated throughout the programming.

## Professional vs. Peer Facilitators

The literature also addresses who is best suited to facilitate prevention programming. Anderson et al. (2005) found that programming presented by professional anti-violence educators was more effective than programming presented by peers. Others support the need for professional facilitators (Vladutiu et al. 2011). Contrary to these findings, Jozkowski et al. (2015) argues that peer-based education can be an effective way to reach college students. In other words, enlisting well-respected student leaders and training them thoroughly both in subject matter and facilitation skills increases the impact of peer-educator led programming. Relatedly, Piccigallo et al. (2012) found that when men were approached in a non-confrontational, alliance-building fashion by other male-identified students, they reported that their knowledge relating to sexual assault, their empathy toward sexual assault survivors, and their motivation to actively engage in the prevention of sexual violence all increased. They also found that peer educators are more effective at transferring norms, values and attitudes, while professional educators are more effective at transmitting information (ibid).

**The results are mixed, suggesting that there is a place and perhaps a need for both peer and professional prevention facilitators of educational and skill-building programming addressing sexual violence, healthy relationships, and healthy sexuality.**

# Prevention Audience

Finally, the literature addresses audience composition. With respect to whether the audience should include single gender or mixed gender participants, the jury is out. Some adamantly support mixed gender programming (Edwards 2009). Other scholars argue that single gender programming is preferable (Vladutiu et al. 2011; Bradley et al 2009). Sometimes, women can benefit from programming for them alone (Anderson et al 2005). What this suggests is that there is room for both single-gender and mixed-gender programming. Indeed, if the university takes seriously students of multiple genders, there is a need for mixed-gender programming.

The scholarship points to other audience considerations. The scholarship points to educating the entire student population through non-coercive means. There also needs to be an emphasis on men (Jozkowski et al. 2015, 53; Piccigallo et al. 2012; Gidycz et al. 2011; Vladutiu et al. 2011; Edwards 2009), athletes (Jozkowski et al. 2015) and student leaders as both allies and participants in prevention programming. “We would suggest that college and university administrations actively and formally seek to establish, institutionalize, support, and to further evaluate [men-centered peer-to-peer prevention] programs on their campuses to supplement and complement existing efforts” (Piccigallo et al. 2012; 520).

Finally, staff and faculty are also in need of prevention training. It is useful, for example, for academic and non-academic staff to learn about the various forms of sexual and gender-based violence, including sexual harassment, stalking, relationship violence, and sexual assault. It is also useful for staff to learn about campus supports and resources for survivors and how they can better support survivors if they disclose to them.

**What this points to is the importance for widespread programming for diverse audiences.** All students need prevention education and certain students, such as men and student leaders, are key allies that require education and training before becoming those key allies. As well, academic faculty and non-academic staff need sexual violence prevention training that is tailored to their needs on the university campus.

# Literature Review Summary

The academic and community-based literatures are clear; prevention must be ongoing; it needs to recur throughout a student’s education; and it must be institutionalized to promote longevity, while retaining flexibility to adapt to changing needs of the community. Programs must also seek to both improve knowledge about sexual violence and healthy relationships and seek to build skills in these two areas. The language used in programming and programming content are quite important and need to be tailored to the needs of the community. There is room and perhaps need for both peer and professional facilitators to provide education to students, staff, and faculty at educational institutions. Taken together, the literature lays the blueprint for a multi-pronged program that will work towards addressing Queen’s sexual violence problem.

# Finding and Recommendations

Below please find our findings from our interviews with anti-violence workers on Canadian university campuses interwoven with our recommendations for how Queen's University should proceed to better challenge rape culture and prevent sexual assault on campus. Our recommendations are informed both by the literature and by the insights of our research participants, who are all actively involved in sexual assault prevention work at Canadian post-secondary campuses. We draw directly on their contributions throughout our recommendations, as we believe their experiences and insights to be instructive as to how to implement a comprehensive sexual assault prevention strategy at Queen's.

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## 1. CREATE A CAMPUS SEXUAL ASSAULT CENTRE

The creation of a Sexual Assault Centre is a critical component to Queen's University's sexual assault prevention strategy. A Centre should provide free, anonymous, confidential, walk-in, trauma-informed support for Queen's students, staff, and faculty who have been affected by sexual assault (both recent and historical), relationship violence, stalking, and sexual harassment, as well as support and information for people supporting others who have been affected by these issues. Additionally, a Queen's Sexual Assault Centre would serve as the University's hub for sexual assault awareness, education initiatives and prevention programming and as a space for student leadership and community building.

"People are doing [sexual assault prevention] work off the side of their desks for the most part and this is unsustainable."

Coordinator of a campus organization

Importantly, a Sexual Assault Centre should operate from a survivor-centred, trauma-informed, and anti-oppressive framework. Please see our definitions of these terms in the appendix to this report. Such perspectives are endorsed international bodies, such as UN Women, and local bodies, such as Ontario Coalition of Rape Crisis Centres. Following, we discuss lessons we have learned about the logistics and specifics of opening and running a campus-based sexual assault centre.

## Centre Autonomy

We recommend that a Queen's Sexual Assault Centre operate with a high degree of autonomy. Our findings suggest that sexual assault prevention organizations are most effective when they are able to determine their own programming. For example, one organization we interviewed operated as a non-profit inside the university, receiving a student levy to support the core tasks while also holding a degree of autonomy from the university to ensure that the centre was responsive to the needs of the students but not beholden to changes in student government or university administration.

While a Centre should be funded by the university and indeed held fiscally accountable, neither the administration nor student government should easily interfere with the Centre's operations. What we specifically mean here is that neither the administration nor the student government should be able to dictate the day-to-day operations of a Centre, nor the form and content of educational and awareness programming. Rather, the Centre's operations should be controlled largely by its staff and volunteers and those who are strongly connected to its day-to-day operations and activities. One model that Queen's might consider is to set up a board with representatives from the student body, faculty, administration, and staff volunteers of the Centre. The board would oversee the Centre and engage in conversations with Queen's administration or student government about any suggestions for change or improvement. Another model Queen's might consider is to set up the Centre as a non-profit organization subject to any laws governing non-profits, as well as any contractual obligations with Queen's.

## Staffing

A Queen's sexual assault centre should have permanent, unionized staff. A paid, long-term, professional team of staff will mitigate the high turnover of the student population and enable long-term planning for the Centre.

Most of our research participants indicated that their organizations are not adequately staffed. In particular, the participants who work for organizations that provide support and advocacy for students indicated that they often cannot meet the needs of all of the students who use the service in addition to fulfilling their other work duties. Prevention work ends up taking a back seat to providing front-line support to students.

While a Centre should have a robust volunteer program that involves volunteers in its operations and programming, relying on volunteers for the operation of the Centre is not adequate or sustainable solution to understaffing.

We envision a Centre staffed by people with strong backgrounds in anti-violence work, community organizing, youth or student programming, youth engagement, social work, counseling, education programming development, volunteer management, and finances or non-profit management. **All staff, regardless of their specific education and professional backgrounds, would work from a feminist, anti-oppressive analysis of sexual violence.**

Our research participants emphasized the need for **diversity** among staff, and envisioned a staff with different identities, life experiences, and language capacities.

A Sexual Assault Centre at Queen’s requires **at least four full-time or close to full-time staff members** in order to carry out the administrative work, survivor support and advocacy, education, volunteer coordination, and prevention work that would be essential to its operations.

Each position is key for the successful operations of the Sexual Assault Centre. The administration may want to support a smaller staffing core at the beginning of the organization; however, our research strongly indicates that the four positions we suggest are the minimum required for a campus plagued with sexual violence. Indeed, **if Queen’s aims to be a leader in sexual violence prevention, the centre needs to be well funded and adequately staffed.**

<b>Director</b>	Responsible to support the staff, oversee centre operations and finances, be the main liaison with the Office of Sexual Assault Prevention (see recommendation #2), and otherwise administer the Centre. The director would work to build and maintain relationships with organizations on campus (for example, Four Directions, QCRED). This person would be adequately trained both to provide crisis support and to deliver trainings and educational programming.
<b>Volunteer Coordinator</b>	Responsible for recruiting, training, & supporting volunteers, this person would support the development of counseling and education training for new volunteers. They would also coordinate volunteer outreach and awareness activities throughout the school year. This staff member would also be trained to provide crisis support and to deliver educational programming and trainings. Volunteers will play a key role in the operations of the Centre (including peer-education and peer-counseling) and thus the volunteer coordinator would play a key role managing a high number of student volunteers. Given that on-campus organizations often experience high volunteer turnover, this position will be busy throughout the calendar year recruiting new volunteers, managing and supporting existing volunteers, and planning and coordinating ongoing volunteer trainings.
<b>Education Coordinator</b>	Responsible for coordinating educational programming delivery across campus, training peer-educators to deliver programming, & developing new programs. This person would liaise with on-campus groups, faculty and non-academic staff to offer educational programming as needed. Indeed, one of our interviewees indicated that much of their time was spent connecting with professors who wanted them to offer a talk in their classroom, along with developing programming specific to their campus context. This person would also provide crisis support as needed and would deliver educational programming.
<b>Counselor</b>	Responsible for providing support to survivors and people impacted by sexual violence, for helping to train volunteers to provide crisis support, for running support groups and delivering workshops. An on-campus sexual violence-specific counselor is important for Queen’s context as some survivors likely desire to have ongoing on-campus support. This counselor would maintain a strong relationship to community organizations such as the Sexual Assault Centre of Kingston in order to connect students to relevant resources.

## **Volunteer Program**

We recommend that a Sexual Assault Centre have a robust volunteer program, through which Queen's students are trained to provide peer-support to individuals affected by sexual assault, to facilitate peer-education programming, and to otherwise contribute in substantial ways to the operation of the Centre.

Please see recommendation #4 (Investment in Leadership and Community through Peer Education) for further information.

## **Space and Location**

A Queen's Sexual Assault Centre should be centrally located on campus in a space that is accessible and easy to locate.

A Centre should have adequate space for four staff offices, a private counseling space, and a drop-in space or gathering space for members of the campus community.

A Queen's Sexual Assault Centre should be a welcoming and inclusive space. One of our interview participants emphasized that a sexual assault centre should not only be "a place you go when bad things happen" but also be known and experienced as a positive space for community building. We envision a space where volunteers, community members, and survivors go without feeling shame or exclusion.

## **Capacity to Meet the Diverse Needs of the Campus Community**

A Queen's Sexual Assault Centre must have the capacity to serve members of the Queen's community with diverse genders, sexualities, racial identities, and abilities.

From its inception, a Centre must clearly be branded as serving people of all genders and sexualities. All staff and volunteers at the Centre must be highly trained around gender and sexual diversity, in order to be able to provide relevant and high-quality support and education services to LGBTQ members of the Queen's Community.

Several of our research participants highlighted the importance of training student-volunteers using an anti-oppressive framework that includes education around racism, mental health, classism, and colonialism. We envision that the centre will have strong partnerships with Four Directions, QCRED, Levana Gender Advocacy Centre, and other campus and community organizations to enrich volunteer training with diverse, grounded perspectives and provide student-volunteers with adequate knowledge and skills to combat multiple forms of oppression and embrace diversity more fully.

One of our research participants reported that the staff at her campus organization receives ongoing training (through in-sessions and workshops) around LGBTQ issues to ensure that the organization maintains the capacity to serve LGBTQ staff and students adequately and has up-to-date knowledge about LGBTQ issues. We recommend that a Queen's sexual assault centre commit to ongoing training of staff and students around issues of social justice and diversity to ensure that it can provide relevant and high quality services to LGBTQ students, racialized students, indigenous students, and student with disabilities.

## **Funding**

The funding situations of our research participants' organizations varied widely. One extremely robust peer-education program receives no stable funding, whereas others have a dedicated tuition levy and other forms of stable, institutional funding. **We cannot stress enough the importance of ongoing, steady funding for sexual assault prevention programming.**

Stable, ongoing funding of staff, operations, and programming ensure that the capacity of a centre's staff goes toward the operation of the centre rather than towards constantly attempting to secure funding by applying for multiple grants, hosting time-consuming fundraising efforts, or reaching out to donors required to carry out the core activities of the centre. Stable funding does not preclude volunteers from supporting the organization by applying for grants, hosting fundraisers or cultivating donors; however, stable funding ensures that staff and volunteers can focus on preventing sexual violence and supporting survivors first.

## **Embedding the Centre in the Larger Anti-Violence Community**

For a centre to be successful, it is crucial that it build relationships with local organizations, other post-secondary organizations, province-wide organizations, and so on. At the very minimum, communication between local organizations and the centre is vital to working towards a campus free of sexual violence. However, dialogue is not effort. Our research suggests three tangible ways in which the centre can ensure that it is adequately embedded in the larger community of organizations that combat sexual violence, gender-based violence, and domestic violence.

First, the centre should endeavor to join the Ontario Coalition of Rape Crisis Centres (OCRCC), a network of sexual assault centres in Ontario. The OCRCC is a vital network to communicate with other centres, find education opportunities, and lend its voice to united action to end sexual violence.

Second, to encourage community accountability, we recommend that the centre establish and formalize referral protocols with local organization, such as Sexual Assault Centre Kingston (SACK) for sexual assault referrals or Kingston Interval House (KIH) for domestic violence referrals. These protocols would encourage dialogue, collaboration, and further ensure that the centre operates with a survivor-centred focus and is able to provide survivors with options.

Third, to stay abreast to the latest updates in the field, we recommend that the centre look to share training opportunities with local organizations where possible. This will encourage dialogue between community organizations and potentially reduce costs for necessary training.

## **2. ESTABLISH A SEXUAL ASSAULT & GENDER-BASED VIOLENCE PREVENTION OFFICE**

Sexual Assault prevention requires a top-down, coordinated, collaborative approach. Thus, in addition to the establishment of a sexual assault centre, we recommend the establishment of an Office of Sexual Assault Response and Prevention that is responsible for coordinating prevention, education, and research initiatives across campus, for advocating for action on this issue at the administrative level, and for developing policy and procedures. Below we discuss these roles in more detail.

### **Relationship to the Sexual Assault Centre**

The Sexual Assault Centre and the Office of Sexual Assault Response and Prevention would work

very closely together to achieve the goal of a campus free of sexual violence. The key differences are that the Centre would be working from the bottom up – educating staff and students, supporting and advocating for survivors, training peer educators and fostering student leadership – while the Office would be working from the top down – working at the administrative level, ensuring that policies and procedures best address prevention, overseeing and motivating sexual violence research on campus, administering scholarships for student education on sexual violence, and developing a strategic plan that will continue to reduce experiences of oppression and sexual violence on Queen’s campuses.

**The combination of top-down and bottom-up approaches to combatting sexual violence and rape culture is crucial for maintaining momentum and ensuring a consistent, innovative, and multilayered approach to sexual assault response and prevention.**

### **Coordinate Prevention Initiatives Across Campuses**

This office would ensure that everyone on campus – undergraduate students, graduate students, academic staff, and non-academic staff – have access to the same interventions, including prevention education.

This office will thus work to ensure that all university staff knows what their responsibilities are in relation to sexual assault.

This office would work ensure that Queen’s students at the Castle and at West Campus have access to the same quality of sexual assault programming that students at main campus do.

### **Advocate for Sexual Violence Prevention at the Administrative Level**

This position or office would oversee prevention efforts across campus, identify gaps in prevention, education, and awareness efforts, and work to bridge those gaps, ultimately advocating for comprehensive education and prevention efforts and ensuring that the entire university community is being reached with these efforts.

This office would need to have strong ties with other offices at Queen’s, including the Queen’s University International Centre, Queen’s International Programs Office, and Positive Space as well as with external experts, like Sexual Assault Centre Kingston and Kingston Interval House, to get a community-informed, well-rounded perspective on the issue of sexual violence.

This position or office would work collaboratively with a Sexual Assault Centre at Queen’s, by amplifying its voice but not replacing it. It is crucial that anti-sexual violence program coordinators at the Sexual Assault Centre have a seat at the table for decision-making conversations about this issue and that the university takes this office and the Sexual Assault Centre as serious experts on the issue sexual violence and its prevention.

### **Coordinate Education and Research**

While staff at the proposed sexual assault centre and their volunteers would be responsible for delivering peer-based prevention programming and coordinating this programming, an Office would be responsible for harmonizing these efforts more broadly across campus and promoting the centre as the experts to provide this training. The office would identify gaps in education and coordinate the filling of those gaps, either by facilitating the education team at the campus sexual assault centre or from elsewhere. The office would also be responsible for hiring professional facilitators as required or bringing in outside speakers, in collaboration with the centre.

The office would coordinate research on sexual violence at Queen's University. This could include providing graduate and undergraduate scholarships for students studying sexual violence, gender-based violence, and domestic violence on campus, in the community and in the world, emphasizing the need to understand the scope of the problem, identify potential solutions, and evaluate prevention programming.

This Office would work to ensure that education is provided to prevent and mitigate violence at all stages in the institution, from undergraduate orientation, graduate orientation, teaching assistant training, staff training, and professor orientation packages to consistent programming for students, staff, and faculty throughout their academic experience.

### **3. OFFER COMPREHENSIVE, ONGOING EDUCATIONAL PROGRAMMING**

We recommend the creation and implementation of educational programming that is incorporated holistically into the Queen's student experience. We envision an education strategy so comprehensive that when a student graduates from Queen's University, they will have had access to multiple interventions that develop both their knowledge and their skills in relation to sexual violence, consent, and healthy relationships.

Education needs to be anti-oppressive, anti-colonial, and intersectional - approaching sexual violence as a pressing social issue, public health challenge, and human rights violation rather than an individual problem.

Our research suggests that anti-sexual assault education can be a way of establishing community and creating spaces where people can unlearn rape culture and develop skills to help others unlearn harmful beliefs, attitudes, and behaviours.

Our research strongly suggests that the best use of Queen's resources is to develop educational trainings and workshops that are delivered in person rather than spending money on the development of online training modules.

Below we detail key aspects of educational programming required at Queen's University.

#### **Ongoing Education**

Both our literature review and our interviews with program coordinators tell us that **one-time educational programming is not effective**. Education needs to be ongoing throughout a student's time at Queen's for it to be the most effective.

#### **Laying Knowledge Foundations and Developing Skills**

The program coordinators we interviewed all affirmed that learning definitions (e.g. the definitions of sexual assault, of consent, of coercion) and deconstructing rape myths and harmful cultural beliefs about sexual assault are the necessary foundations for sexual violence prevention education.

*"The first step to [sexual assault] prevention is knowing definitions and unpacking myths."*

Education Coordinator

Both the literature and our interviews strongly indicate, however, that increasing knowledge is not enough. Training that focuses on increasing knowledge needs to be followed by bystander intervention training that provides students with the opportunity to work through real-world situations and

put the knowledge they have gained into practice. Both the literature and our interviews indicate that the sexual assault awareness and prevention education is most effective when it both increases knowledge and develops skills using multiple, interactive learning techniques.

### **Orientation Week Educational Programming**

We recommend the more robust implementation of sexual assault education programming into Orientation Week activities. **Orientation Week is the one instance in which we strongly recommend that sexual assault awareness and bystander intervention training is made mandatory for all Gaels and all student leaders who will be in positions of authority and influence in relation to newly arriving Queen's students.**

Orientation week activities should include workshops and discussions in small groups that focus on sexual assault prevention and challenging rape culture, in addition to any keynote speakers or presentations directed at large groups of incoming students.

### **Engaging Men through Education**

Many of our research participants spoke about the need to have ongoing conversations about masculinity, and the importance of engaging men in an effort to help them unlearn the **toxic masculinity** that they are often socialized to emulate, and to motivate them to unlearn rape culture and oppressive attitudes.

Men's allyship groups and men's circles with the specific aim of unlearning rape culture are potential programs that could be created toward this aim.

One of our research participants' institution hosts a men's circle with the explicit goal of unlearning rape culture. This group is optional and is offered as an alternative to academic discipline for men who are caught sexually harassing other students. Several men who entered the circle for punitive reasons are now strong campus leaders in the fight against sexual violence, an example that points to the effectiveness of peer-led men's groups.

### **Education and Training for Academic and Non-Academic Staff**

Educational programming must extend to both academic and non-academic staff at Queen's.

One stakeholder stressed that staff and faculty must be adequately trained on sexual assault awareness, rape culture, and consent before they work with students, or else the education and awareness work that is targeted at students is at risk of being undone by rape culture within the university infrastructure and culture.

### **Evaluation**

We recommend the inclusion of evaluations at the end of educational programming that ask students to assess the workshop and to articulate what they learned. Programming needs to be responsive to these evaluations. As one interviewee stressed, it is important to never hold on to definitions and program content too tightly. Instead, programming will need to respond to and adapt to community changes and concerns.

#### **4. INVEST IN LEADERSHIP AND COMMUNITY THROUGH PEER EDUCATION**

We recommend that the university commit to substantially supporting the work of Peer Educators around the issues of sexual assault and consent.

Many of our research participants spoke of missed opportunities for peer education: of students being eager to get involved in raising awareness about sexual assault and engaging with their peers about this issue, but a lack of resources with which to train and coordinate them to do this work. Queen's is likely the same, as we know that many Queen's students are engaged and eager to support their campus community.

Below we further detail the importance of peer education and some logistics.

##### **Fostering Student Leadership and Professional Development**

A Queen's Sexual Assault Centre should have a robust Peer Educator Program, through which students are recruited and trained to deliver sexual assault awareness programming, consent education programming, and bystander intervention programming.

We recommend that Peer Educators receive thorough training, opportunities for professional development, and performance reviews. We recommend that Peer Educators receive notations on their transcripts (either their academic transcripts or their extracurricular transcripts, should they be developed) that acknowledge this work. This program could be used to recognize and facilitate the work of volunteers for different organizations throughout the university, not just the Sexual Assault Centre.

The coordinator of one university's peer wellness education programming reported that their peer helper program was well-known and well-respected on their campus, and that it served to foster leadership on social issues through experiential learning.

##### **Peer-Education: Transformative Learning and Community Building**

Our research participants pointed out that the peer facilitation model creates opportunities for transformative learning.

Our findings indicate that peer-education opens up opportunities to engage with men and boys on campus, especially in the contexts of athletics, fraternities, and student groups.

We recommend that the proposed centre and office work together to provide opportunities for peer educators to develop their leadership and mentorship skills, as well as provide mentorship for the volunteers. This peer-education model would complement the professionally facilitated education sessions and thereby create a robust prevention program for Queen's.

#### **5. DEVELOP A COMPREHENSIVE, COORDINATED MESSAGING TO STUDENTS**

We recommend the creation of advertising and awareness campaigns that stress that sexual assault is an issue that everyone at Queen's should care about, using posters, banners, on-campus media (The Queen's Journal, CFRC 101.9fm, newsletters, etc.), and social media.

### **Awareness Campaigns Extending Educational Messaging**

The awareness campaigns should draw on and extend the messaging that Queen's students and staff and are presented with in sexual assault education workshops and bystander intervention workshops, in order to reiterate, reinforce and strengthen this messaging. This could include a campaign that focuses on dispelling rape myths, reinforcing bystander intervention messaging, education around consent, creating awareness of on-campus resources and/or identifying campus leaders fighting against sexual violence.

### **Awareness Messaging and Student Life**

Queen's should extend consent and sexual assault awareness messaging into campus bars (Underground, Clark Hall Pub, and the Grad Club) and seek out the possibility of extending this messaging into popular off-campus bars, such as Stages, Ale House, The Spot, and Fluid.

We recommend that Queen's awareness campaigns include a strong social media presence, and make interventions into campus rape culture through Instagram, YikYak, Twitter, and Facebook.

### **Awareness Beginning at Orientation**

We recommend highly visible consent messaging during Orientation Week and Homecoming Week, such as the inclusion of consent messaging on Gael T-shirts.

Ideally, this messaging would reiterate and build on the anti-sexual violence educational programming delivered to new students during Orientation Week.

### **Creating Campaigns that are Specific to Queen's Context**

Queen's University must ensure that any and all campaigns or promotional materials that are borrowed from other organizations or universities are subjected to a Queen's community consultation, along with appropriate citation of their origin. Community consultation would seek to ensure that campaigns are relevant to the Queen's context and that they are inclusive of people's diverse identities and experiences.

### **Engaging Campus Leaders in Consent Campaigns**

We recommend considering the creation of an anti-sexual violence campaign that uses well-known campus men (such as athletes, members of student government) to deliver consent messaging. The literature points to the importance of engaging men as allies and attaching social and cultural capital to being vocal about sexual assault prevention.

## **6. ACTIVELY WORK TO CREATE AND MAINTAIN STRONG RELATIONSHIPS WITH SEXUAL ASSAULT PREVENTION ORGANIZATIONS AS OTHER POST-SECONDARY INSTITUTIONS**

Queen's University should take advantage of opportunities to engage with other organizations and individuals working to end sexual violence on campuses, by sending appropriate representatives to participate in conferences and symposia (e.g. the University of Victoria hosted a conference in August of 2015 entitled "Campus to Campus: Cultivating Consent Culture").

One of our research participants said that her organization's close relationship with anti-violence groups at other universities in their region was hugely beneficial to their work.

Queen's should strive to share knowledge and resources with other universities, especially other universities in Canada that have similar characteristics to Queen's.

The proposed Office of Sexual Assault Prevention should work to support academic research on sexual assault and to support collaborative research between campuses. This research should be shared in both academic and non-academic settings.

## Conclusion

This report relies on the vast knowledge of anti-violence leaders at campuses across Canada. Their insights about their successes and failures provide important lessons for the Queen's context. There are also key insights that all college, CEGEP, and university campuses can build on to move towards a more inclusive and safer space. We conclude this report by sharing these insights, with the hope that anti-sexual violence leaders will find them of value to their own work.

1. Campus-based sexual assault centres are valuable institutions that can provide support for survivors, advocate on campus, and foster student leadership
2. Funding for anti-violence work, whether it is a sexual assault centre or office, must be sustained, consistent and substantial so that anti-violence work is not consumed with looking for money to support the necessary and invaluable work.
3. All anti-violence work needs to prioritize becoming more inclusive by partnering with community leaders from all walks of life and by consciously working towards becoming and acting as an inclusive space.
4. Prevention is key to addressing high rates of sexual violence on campus and this prevention must be done on an ongoing and comprehensive basis throughout a student's, staff's and faculty's involvement with the campus. Indeed, prevention education (both skill-building and knowledge creation about both sexual violence and healthy relationships) needs to be offered for all those involved in campuses: students, faculty, and staff.
5. Advocating against anti-violence requires support for senior administration and one way to advocate for policy change is through the institutionalization of a dedicated office for sexual violence prevention.
6. Ending sexual violence requires a community, which means that university, college, and CEGEP anti-violence work needs to work better with community anti-violence workers and with other campuses to build strong networks and Canada-specific research.
7. Peer leadership is vital to developing a sustainable prevention program and fostering anti-violence leadership and campus change.

Queen's is long overdue to take action to prevent sexual assault, and has the capacity to become a leader on this issue. We believe in a campus free of sexual violence, and the findings of our research clearly map out key steps for Queen's University to take towards building that campus.

## APPENDIX

**Anti-oppressive Framework:** identifies and names systems of oppression, processes of domination, and experiences of this oppression and works towards ending violence and mistreatment towards all people.

**Anti-violence bystander education:** teaches people how to safely interrupt potentially harmful situations that includes effectively rebutting comments that support sexual violence or stopping potential sexual assault.

**Consent:** is an affirmative, ongoing, conscious, and voluntary agreement to engage in sexual activity. This robust definition of consent, which is encoded in the Criminal Code of Canada, is sometimes referred to as affirmative consent, yes means yes, and/or enthusiastic consent. Affirmative consent, rather than the “no means no” model of consent, shifts the onus of consent on those seeking to engage in sexual activity.

**Rape Culture:** is a culture in which sexual violence is common and where prevalent attitudes, norms, and behaviours excuse, minimize, and even propagate sexual violence.

**Rape myths:** are widely held, inaccurate beliefs about rape. Myths about rape give people a false sense of security by legitimizing sexual assault or denying that it even occurs. They often do this by blaming the victim for their experience or making excuses and minimizing their assault. In effect, these myths perpetuate sexual assault by not addressing the realities of rape. Examples of common rape myths include the notion that sexual assault is usually committed by strangers, that women can prevent sexual assault by avoiding being alone at night, that women who wear revealing clothing are asking to be sexually assaulted, that men can't be sexually assaulted, and that people tend to falsely report being sexually assaulted.

**Rape-supportive attitudes and beliefs:** are attitudes and beliefs that correlate with sexual aggression and support a rape culture. They include: justifying sexual assault and aggression based on the victim's behaviour; belief that victims should be held more responsible for sexual assault; peer pressure to sleep with as many people as possible (often women); need for sexual status; misunderstanding consent; acceptance of using alcohol and/or drugs to have sex with people; dislike for women and/or femininity; and acceptance of traditional gender roles, especially men's dominance over women (Burgess 2007).

**Relationship violence:** is any form of violence committed by a current or former intimate partner, such as a spouse, boyfriend, girlfriend, or partner. The word violence includes any physical or sexual abuse, threats, coercion, and emotional and psychological abuse.

**Sexual assault:** the legal definition of Canada includes “all incidents of unwanted sexual activity, including sexual attacks and sexual touching.” (Brennan and Taylor-Butts 2008). According to the Ontario Coalition of Rape Crisis Centres, it includes “a continuum of aggression, abuse and violence” and, as the coalition reminds the reader, each victim may define “sexual violence differently based on her [sic] own personal and unique experience” and thus any definition must allow for survivor-defined variation.

**Sexual harassment:** Sexual harassment is any unwanted sexual attention or communication that is offensive, intimidating, or humiliating, whether in verbal, written, or visual form. Under the Ontario Human Rights Code, sexual harassment is “engaging in a course of vexatious comment or conduct that is known or ought to be known to be unwelcome.”

**Stalking:** occurs when a person repeatedly watches, follows, harasses, threatens, or tries to make contact with another person, and this behavior is unwelcome and makes the victim fear for their safety.

**Survivor-centred Approach:** prioritizes the rights, needs and wishes of survivors. According to UN Women, this is based on a human rights approach that treats survivors with the right to be treated with dignity and respect, to choose the course of action in dealing with the violence, to privacy and confidentiality, to non-discrimination, and to receive comprehensive information to help them make their own decisions.

**Toxic Masculinity:** Where men define “masculine” as anything that is “unlike women” and therefore assert dominance over women. Toxic masculinity emphasizes violence and virility as traits of ‘being a man’, and discourages men from expressing strong emotions other than anger. (Adapted from Jeff Perera's talk, The Ladder of Manhood)

**Trans-inclusion:** is a process of including and supporting trans people and other gender-non-conforming folks by calling out and challenging transphobic attitudes, supporting trans voices, centering trans experiences, and ensuring that trans people are not tokenized. This includes respecting the legitimacy of people's self-identified gender and making an effort to learn about multiple expressions of gender than may defy one's understanding or limited experience of gender.

**Trauma-informed Approach:** recognizes the pervasive impact of trauma, understands the multiple paths to recovery, knows the signs and symptoms of trauma, integrates trauma-informed knowledge into all practices and policies, and seeks to actively resist re-traumatization.

**Unlearning:** is the intentional and deliberate process of letting go of practices and information that we have learned. It also includes helping to undo any negative effects of the discarded habit.

**Victim blaming:** holds the victim of a crime partially or wholly responsible for the crime committed against them.

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# OPIRG

## KINGSTON

Inspiring Research, Education, Action

**“We are constantly struggling to convince people in campus administration that sexual assault is an issue and that it is an issue that we are all responsible for.”**

**Campus Anti-Sexual Violence  
Coordinator**

**“In such an academic space, it is concerning that we fail to educate on sexual violence.”**

**Campus Sexual Assault  
Prevention Coordinator**