



UNIVERSITY OF
TORONTO

EDUCATION AND PREVENTION OF SEXUAL VIOLENCE

GUIDING PRINCIPLES FOR SEXUAL VIOLENCE
EDUCATION AND PREVENTION INITIATIVES

DRAFT FOR CONSULTATION

Submitted by the Expert Panel on Education and Prevention of Sexual Violence

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GUIDING PRINCIPLES FOR SEXUAL VIOLENCE EDUCATION AND PREVENTION INITIATIVES

Introduction

In June 2016, the University of Toronto launched its Expert Panel on Education and Prevention of Sexual Violence. The Expert Panel's mandate is to provide the University with guiding principles for the development of evidence-based training and education; and to provide advice and guidance on updating the content and delivery of existing programs.

To address this mandate, the Expert Panel has created draft principles to consider when developing and implementing sexual violence education and prevention initiatives at the University of Toronto. These draft principles were informed by preliminary consultations with key stakeholders on campus, the expertise and experiences of the panelists, and an extensive review of the research and academic literature. Through these principles, the Expert Panel presents a vision for sexual violence education and prevention that recognizes the importance of deliberate and collective efforts to shift the culture around sexual violence, and whose content is evidence-based and informed by the knowledge and experiences of various stakeholders across the University. The Expert Panel also believes that education and prevention initiatives should offer content that is consistent both across campuses and across the various times at which training should occur. Given the research intensive nature of our University, all education and prevention initiatives should also be assessed and evaluated systematically and rigorously. Finally, the Expert Panel recommends that the tri-campus Sexual Violence Prevention and Support Centre should be responsible for leading, in consultation with various stakeholders, the development of education and prevention initiatives for all members of the University community.

In March 2017, the Expert Panel will hold a broad consultation to gather feedback on these draft principles. An online questionnaire will be made available to invite comments from students, staff and faculty. In addition, a series of in-person consultation sessions will be planned on all three campuses to consult with students, staff and faculty. These tri-campus consultations will be accessible, and counsellors and safe rooms will be made available for students. Comments received through the online questionnaire and the in-person consultation sessions will inform the final version of the Expert Panel's report, to be released in the spring.

In accordance with Ontario [Bill 132](#) and the University of Toronto's [Policy on Sexual Violence and Sexual Harassment \("the Policy"\)](#), this document defines 'sexual violence' as:

"Any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, and sexual exploitation."

Guiding Principles for the Development, Delivery and Evaluation of Sexual Violence Education and Prevention Initiatives

Part I. Curriculum of Sexual Violence Education and Prevention Initiatives

I.i. All members of the University community will be provided with foundational education on the contents of the University of Toronto's Policy on Sexual Violence and Sexual Harassment ("the Policy"). Education customized to groups within the University Community (e.g., students, staff, faculty) will address the following:

- The definition of sexual violence and the various behaviours that are included in this definition.
- The University's process for responding to and addressing incidents and complaints of sexual violence.
- The process for reporting an incident or making a complaint about sexual violence, including the specific office to whom an incident should be reported.
- The difference between a disclosure and a report under the Policy.
- Examples of measures that may be used to protect complainants from retaliation.
- The investigation and decision-making processes that will take place if an incident or complaint of sexual violence is investigated, including the elements of procedural fairness that will be part of the investigation and decision-making processes.
- Examples of interim measures that may be implemented during the investigation or decision-making process, and examples of decisions that may be made and measures that may be imposed after an investigation.
- Measures to protect and keep confidential the personal information of persons involved in an investigation.
- The process of appealing decisions resulting from investigations.
- The roles and responsibilities of senior administrators, students, faculty, other employees, contractors and witnesses upon becoming aware of incidents or complaints of sexual violence.
- The importance of autonomy in decision-making for those who experience sexual violence, and the range of options they have under the Policy.
- The role of the Sexual Violence Prevention and Support Centre, as well as the services it can provide.

I.ii. In addition to the foundational Policy-related education described in I.i, advanced levels of education will be developed for all students, including elected student leaders and executives from student organizations. This advanced education will include:

- Information and skills training to assist students in better supporting one another in the prevention of sexual violence (e.g., respectful relationships, consent education, bystander interventions, etc.).

- Information and skills training to assist students in better supporting one another through the disclosure and/or reporting processes.

I.iii. In addition to the foundational Policy-related education described in I.i, advanced levels of education will be developed for identified staff and faculty groups, including but not limited to advisors, counsellors, senior administrators, academic administrators, HR staff, Campus Police, and others with student- or employee-facing responsibilities. This advanced education will include:

- Information and skills training appropriate to each role.
- Sexual violence prevention training (e.g., respectful relationships, bystander interventions, etc.).
- Strategies to better support members of the University community through the disclosure and/or reporting processes.

I.iv. The curriculum content of education and prevention initiatives will be derived from theory and supported by empirical evidence.

- Initiatives will draw from research on sexual violence, attitudinal and behavioural change theories, communication strategies, cultural norms and expectations, and oppression.
- Initiatives will be designed based on research in the scholarship of teaching and learning.

Part II. Development of Sexual Violence Education and Prevention Initiatives

II.i. The development of sexual violence education and prevention curricula will be informed by tri-campus consultation with key stakeholders.

- The Sexual Violence Prevention and Support Centre will consult students, staff and faculty on all three campuses with respect to the content and modes of delivery of education and prevention initiatives.
- Key stakeholders from each campus will work with the leadership team of the Sexual Violence Prevention and Support Centre and in consultation with the Tri-Campus Sexual Violence Prevention and Support Centre Advisory Committee to develop a process for soliciting input into the sexual violence education and prevention curricula and modes of delivery.
- A diversity of perspectives will be represented in the curriculum development of education and prevention initiatives, through the involvement of Indigenous persons, persons with disabilities, members of racialized and sexually diverse groups, and those whose gender or gender expression does not conform to historical gender norms, among others.

- University of Toronto researchers with expertise in sexual violence will be involved in the development of curricular content.

II.ii. Education and prevention initiatives will reflect the ways in which identity, inequity and power affect the occurrence, reporting and disclosure of sexual violence. Specifically, education and prevention initiatives will:

- Recognize that sexual violence can occur between individuals regardless of sex, sexual orientation, gender identity or expression, or relationship status.
- Recognize that sexual violence is overwhelmingly committed against women, especially women who experience the intersection of multiple identities.
- Address the effects of difference and inequity, including socio-economic, socio-cultural and racial differences, and the ways in which they can operate to reinforce violence in society.
- Address power and privilege, and understand their historical context with respect to identified communities, such as those of Indigenous persons, persons with disabilities, members of racialized and sexually diverse groups, and those whose gender or gender expression does not conform to historical gender norms, among others.
- Embed intersectional approaches in sexual violence education, recognizing the multiple aspects of identity that affect individual experiences and that compound and complicate the occurrence, experience, disclosure and reporting of sexual violence.
- Adopt a trauma- and violence-informed approach, recognizing the widespread impact of violence and trauma on individuals (including psychological, neurological, biological, social and spiritual effects).

Part III. Delivery of Sexual Violence Education and Prevention Initiatives

III.i. The delivery of education and prevention initiatives will be theoretically grounded and empirically informed.

- The delivery of initiatives will be based on research on sexual violence.
- Initiatives will be delivered based on research in the scholarship of teaching and learning.

III.ii. Sexual violence education and prevention curricula will be delivered in a consistent, coordinated, accessible manner and through a variety of methods.

- The Sexual Violence Prevention and Support Centre will work in consultation with stakeholders on the three campuses to deliver training across the University in a consistent and coordinated manner.
- Where appropriate, training may be co-facilitated by individuals from specific campus “micro-cultures” (e.g., student leaders, coaches, team leads, etc.), and the Sexual Violence Prevention and Response Coordinator or another centrally trained facilitator.

- The Sexual Violence Prevention and Support Centre will provide opportunities for students to become trained and involved in peer education, where appropriate.
- The University should consider creating a website and/or mobile app for the dissemination of ongoing, consistent, centralized messaging on sexual violence, and for information regarding disclosure and reporting.
- A variety of modalities, such as on-line, in person, the arts, print, and video, should be considered as delivery methods.
- Training should follow the principles of Universal Instructional Design in order to promote accessibility.

III.iii. The Sexual Violence Prevention and Support Centre will train facilitators to deliver education and prevention initiatives.

- Centre-trained facilitators may include students, faculty and staff. The use of external contractors could also be permitted, where the training they offer meets the principles laid out in this document.
- Wherever possible, facilitators should represent multiple professions and disciplines, and the diversity of the University community.
- Facilitators should meet a set of pre-determined criteria developed by the Sexual Violence Prevention and Support Centre. These criteria will also apply to external contractors.
- The Sexual Violence Prevention and Support Centre should ensure that facilitators are recognized for their contributions.

III.iv. Ongoing education will be provided to students at different time points throughout the course of their programmes to create a continuum of education.

- The Sexual Violence Prevention and Support Centre will work in consultation with stakeholders on the three campuses to support the delivery of ongoing and consistent education.
- Education initiatives will be provided to students upon initial entry to the University community. Ongoing education will then also be provided across students' course of study.
- For optimal effectiveness, the Expert Panel recommends that sexual violence education be embedded into a student's course curriculum, with an emphasis on opportunities for in-class learning and discussion.

III.v. The Sexual Violence Prevention and Support Centre will facilitate ongoing education for faculty and staff at regular intervals to promote continuing professional development.