



UNIVERSITY OF  
**TORONTO**

# EDUCATION AND PREVENTION OF SEXUAL VIOLENCE

GUIDING PRINCIPLES FOR SEXUAL VIOLENCE  
EDUCATION AND PREVENTION INITIATIVES

FINAL REPORT

Submitted by the Expert Panel on Education and Prevention of Sexual Violence  
May 29, 2017

## GUIDING PRINCIPLES FOR SEXUAL VIOLENCE EDUCATION AND PREVENTION INITIATIVES

### INTRODUCTION

An integral part of the University of Toronto's ("the University") commitment to its community to study, work, and live in a campus environment free from sexual violence is to make available programs and resources to educate its community on the prevention of and response to sexual violence. To realize this commitment, the President and Provost established an Expert Panel on Education and Prevention of Sexual Violence. The Expert Panel's mandate was 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.

Fundamental to the Expert Panel's work was the acknowledgment that sexual violence is a pervasive issue in society which can occur between individuals regardless of sex, sexual orientation, gender identity or gender expression, or relationship status, and which is overwhelmingly committed against women, especially women who experience the intersection of multiple marginalized identities. Moreover, we recognize that a purposeful and collective effort among various stakeholders across all three campuses is needed to shift the culture around sexual violence on our campuses. Together, we have the potential to create a University community characterized by caring, respect, and empathy. This shared commitment and responsibility is reflected in the Expert Panel's recommendations that education and prevention initiatives:

- be derived from theory, supported by evidence, and informed by the knowledge and experiences of various stakeholders across the University, including Indigenous ways of knowing;
- address power, privilege, and intersectionality in the curriculum itself, as well as in the ways in which the curriculum is developed and disseminated;
- include consistent messaging, with consideration of varied modes of dissemination to reflect the diverse needs of the unique communities across all three campuses;
- represent trauma- and violence-informed approaches;
- be intentional with respect to the tri-campus nature of the University of Toronto;
- be systematically and rigorously monitored, assessed, and evaluated.

The Expert Panel engaged in the following process between June 2016 and May 2017 in order to develop this final report:

- An extensive review of the related research and academic literature;
- A campus engagement strategy across all three campuses to elicit input about key considerations in the development and implementation of education and prevention initiatives;
- Circulation of a draft document entitled "Draft Guiding Principles for Sexual Violence Education and Prevention Initiatives";
- Consultation regarding the draft document, including an anonymous online feedback tool and a series of in-person focus groups with students, staff, and faculty across all three campuses;
- Revision of the draft document and submission of the final report to the Provost.

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 CURRICULUM, 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 receive foundational education on the contents of the University of Toronto's *Policy on Sexual Violence and Sexual Harassment* ("the Policy"). This education will be customized for various groups within the University community (e.g., students, staff, faculty) and 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 role of the tri-campus Sexual Violence Prevention and Support Centre ("the Centre") and the services it can provide, as well as additional support resources within the community;
- The process for reporting an incident or making a complaint about sexual violence;
- 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.

I.ii. In addition to the foundational Policy-related education described in I.i, all students will receive advanced levels of education. This advanced education will include:

- Information and skills training to assist undergraduate and graduate students in better supporting one another in the prevention of sexual violence (e.g., respectful relationships, consent education, bystander interventions, resistance training);
- Information and skills training to assist undergraduate and graduate students in better supporting one another in the disclosure and/or reporting processes;

- Specific training developed for elected student leaders and executives from student organizations.

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, human resources staff, Campus Police, and others with student- or employee-facing responsibilities. These advanced education opportunities will also be available to any faculty and staff member. This advanced education will include:

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

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

- Based upon research on sexual violence, power, inequities and oppression, attitudinal and behavioural change theories, and communication strategies;
- Informed by clinical, practical, and lived experiences;
- Informed by Indigenous ways of knowing;
- Designed based upon 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 Centre will consult undergraduate and graduate 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 Centre to develop a process for soliciting input into 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 identity or gender expression does not conform to historical and dominant gender norms, among others.
- University of Toronto researchers with expertise in sexual violence will be involved in the development of curriculum content.

II.ii. Education and prevention initiatives will reflect the ways in which intersectionality, inequities, power, and biases 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 marginalized identities;
- Address power and privilege, and understand their historical context with respect to identified communities, such as Indigenous persons, persons with disabilities, members of racialized and sexually diverse groups, and those whose gender identity or expression does not conform to historical and dominant gender norms, among others;
- Embed intersectionality 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 their psychological, neurological, biological, social, and spiritual effects).

### Part III. Delivery of Sexual Violence Education and Prevention Initiatives

III.i. The framework for the delivery of education and prevention initiatives will be derived from theory and supported by evidence. The framework will be informed by:

- Research on sexual violence and trauma- and violence-informed approaches;
- Clinical, practical, and lived experiences;
- Indigenous ways of knowing;
- Research on the scholarship of teaching and learning.

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

- The Centre will work in collaboration with stakeholders on the three campuses to deliver training across the University in a coordinated manner.
- Where appropriate, it is recommended that training be co-facilitated by individuals from specific campus “micro-cultures” (e.g., undergraduate and graduate student leaders, faculty members and academic administrators, coaches, team leads, students from various backgrounds, staff members, etc.), and a centrally trained facilitator.
- Where appropriate, opportunities will be available on all three campuses for undergraduate and graduate students, faculty members and academic administrators, and staff members, to be trained and involved in peer education.
- The University may consider creating a centralized 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 online, in person, the arts, print, and video should be considered as delivery methods.
- Delivery methods will reflect an understanding of intersectionality, considering the ways in which identities, inequities, and power affect access to information and the ways in which information is taken up.
- Training should follow the principles of Universal Instructional Design 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 undergraduate and graduate students, faculty, and staff. The use of external contractors may be permitted where the training they offer meets the principles laid out in this document.
- The group of trained facilitators should represent multiple disciplines and Indigenous knowledge, and embody the intersectionality of identities.
- Facilitators should meet a set of pre-determined criteria developed by the Centre. These criteria would also apply to external contractors.

- The Centre should recognize facilitators for their contributions.

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

- The Centre will work in consultation with stakeholders on the three campuses to support the delivery of ongoing and consistent education.
- Online educational modules will be developed and made available for entering students prior to orientation.
- Students will participate in education initiatives upon initial entry to the University community as part of orientation.
- Ongoing, differentiated, and sequenced education will also be provided across undergraduate and graduate students' course of study.
- Education about the Policy will be included in the Safety Abroad curriculum for undergraduate and graduate students preparing to study abroad.
- To reach as many students as possible, the Expert Panel recommends that course syllabi include information about the Centre, as well as about sexual violence supports within the community.
- 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 and training for faculty and staff at regular intervals and locations across the three campuses.

- Onboarding processes for new faculty and staff members will include advanced education, in addition to education about the Policy.
- Advanced education for faculty and staff will be developed in collaboration with those stakeholders responsible for the education and professional development of members.
- A sequenced series of educational modules will be developed and made available.

III.vi. Every academic and administrative unit across the three campuses will appoint a Sexual Violence Education and Prevention Representative.

- This representative will be designated from existing faculty/staff members with an expectation of making a voluntary, stable, long-term commitment to the role.
- This representative will serve as a conduit between the unit and the Centre, assisting the Centre with the sharing and dissemination of information.
- This representative will be intentionally involved in the training and education in the unit by assisting the Centre with an understanding of the local context and by facilitating access to the unit's members.



III.vii. A tri-campus Advisory Committee on Sexual Violence Education and Prevention will be established.

- This committee will be comprised of diverse stakeholders from the three campuses.
- The mandate of this committee will include reviewing the guiding principles on a regular basis and serving as a resource for the Centre.

## **Part IV. Evaluation and Revision of Sexual Violence Education and Prevention Initiatives**

IV.i. The curriculum and implementation of education and prevention initiatives will be rigorously and systematically monitored, assessed, evaluated, and researched, and revised accordingly.

- Intersectionality, bias, and trauma- and violence-informed approaches will inform assessment and evaluation of the education and prevention initiatives.
- Ongoing assessment and evaluation will occur to measure outcomes, processes, and quality of education and prevention initiatives.
- Researchers will be involved in the construction of new knowledge about sexual violence education and prevention.
- Based upon ongoing assessment, evaluation, and research, the sexual violence education and prevention curricula will be refined on a regular basis.