

# **Program Proposal – Building a Post-Secondary Consent Culture**

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## **INTRODUCTION**

The Ontario Ministry on the Status of Women reported in 2013 that 15 to 25 percent of college and university-aged women will experience some form of sexual assault during their academic career. <sup>i</sup> As part of its mandate to improve safety on campuses, the Ministry stated its goal of creating “an Ontario where everyone on and off campus knows that sexual violence is unacceptable, where victims receive the support they need and where perpetrators are held accountable.” In 2016 Ontario’s Bill 132 mandated all Ontario colleges and universities to develop sexual violence policies, and many, but not all, post-secondary institutions moved swiftly to comply.

One educational initiative being adopted by colleges and universities across North America is the development of a “Culture of Consent” in which students come to understand what constitutes mutual consent for sexual activity. The initiative also aims to establish an environment in which consent is normalized, which in turn is meant to reduce the incidence of sexual violence on university and college campuses. This campaign will involve the strategic rollout of a series of paper and digital collateral, educational activities and events aimed at increasing awareness and personal implementation of consent. Though support of a consent culture is ongoing, after a defined phase 1 rollout the effectiveness of the campaign on positively impacting consent awareness and attitudes about sexual violence will be qualitatively evaluated in order to inform future campaigns.

## **PART I: STAKEHOLDER ENGAGEMENT**

A Consent Culture Program Development team should use a Community-Based Participatory Research approach, working with students and student clubs to:

- articulate specific needs with respect to consent,
- develop appropriate, inclusive and responsive collateral for promoting a culture of consent , and
- implementing the program.

Among student groups consulted and included in planning should be clubs/service organizations that specifically serve those populations identified in the Needs Assessment as most vulnerable to sexual violence: racialized, LGBTQ+, disabled and Indigenous (to the extent that there are clubs dedicated to those populations). Consultation with those groups should include an examination of whether and how the consent culture needs may differ in those cohorts, and whether communication methods and/or channels may differ to optimize reach to and engagement of those students.

Below are details of a stakeholder engagement plan, including who will be engaged, and how, why and when their engagement will be incorporated.

Table 1: Stakeholder Engagement Plan

Stakeholder	Engagement Objectives	Level of Engagement	Engagement method	Timing	Resources Needed
<i>Who are the stakeholders</i>	<i>List your key engagement objectives</i>	<i>What level of engagement is required</i>	<i>What engagement method will you use</i>	<i>Define when you need to engage</i>	<i>What resources will you need to conduct the engagement process</i>
Students	Understand what consent means to them; if they believe this is a problem; if they believe an educational campaign could work to build a consent culture; and to collaborate on the details of the campaign	Collaborate	Engage in planning as context experts  Hire students to design and develop collateral  Focus groups (in person and through online survey) to test collateral	Through all stages	Funding for students  Office space and associated resources for students  Space for focus group meetings (with funds for incentives to participate)
Institutional Centre for Human Rights Equity and Inclusion (if one exists)	Review the program design to provide feedback on its alignment with human rights objectives and ensure that it's in compliance with current policies  Provide input and feedback to ensure program addresses intersectionality of race, gender and gender identification	Consult	Direct information exchange meeting	Early	Meeting space

Stakeholder	Engagement Objectives	Level of Engagement	Engagement method	Timing	Resources Needed
Student Unions/Student Clubs/Service Organizations	Promote the plan through student clubs and orientation week activities.	Involve	Community-based participatory research (CBPR)-group exploratory meeting in early summer to clarify need (is it lack of understanding of what consent is, lack of confidence to exert consent, lack of buy in that consent matters, or something not yet considered by the Consent Culture team); periodic meetings through development and implementation.	Early for information sharing and problem clarification.  Mid-development for implementation update; pre-implementation for roll-out collaboration.  Post-implementation for feedback.	
Institutional residence leadership	Promote messaging and distribute collateral in student residences.				
Institutional athletics/recreation leadership	Promote messaging and distribute collateral to varsity athletes and coaches.				
Institutional student counselling offices	Check collateral development against known mental health triggers.  Ensure support for students in place.  Support promotion of campaign.	Involve	CBPR – meeting	Early before drafting collateral; before implementation to ensure support	Meeting space

Stakeholder	Engagement Objectives	Level of Engagement	Engagement method	Timing	Resources Needed
Institutional senior leadership	Support program with funding and champion program as an initiative that aligns with institutional sexual violence policy objectives.  Champion the program through promotion.	Empower	Presentation of program through senior leadership committees.	Early planning for funding opportunities.  On implementation for championing and promoting.	Presentation room
Institutional communications office	Promote through student-facing communications channels	Collaborate	Engage as content experts to develop appropriate communications strategy.	Early planning to begin development of communications plan.  On implementation for promotion; post-implementation for communications analytics.	Meeting space

**Levels of Engagement:**

Notify - Stakeholder **may encounter project** publicity.

Inform - Stakeholders are **regularly and reliably informed, made aware of their rights and ways of participating** in the project.

Consult - Project staff **obtains views of stakeholders. Stakeholders receive full feedback on decisions taken.**

Involve - Project staff **works with stakeholders through decision making processes to ensure views are understood and taken into account.**

Collaborate - **All aspects of decision making processes are undertaken in partnership with stakeholders.**

Empower - **Stakeholders set agendas for change.** Self-organization and responsibility over management is held by stakeholders.

## PART II: NEEDS ASSESSMENT AND LANDSCAPE ANALYSIS

### Background and Overview

With the implementation of the Ontario Ministry of Advanced Education and Training's Bill 132 in 2016, mandating all Ontario colleges and universities to develop sexual violence policies, there was a rush among post-secondary institutions to either develop such a policy, if there wasn't already one in place, or, more commonly, to formalize a policy to codify standing policies and procedures that were in place to address sexual violence on campus. Many institutions used this Ministry directive as an opportunity to develop stand-alone sexual violence offices and develop new programs and initiatives to engage and educate their communities in sexual violence prevention.

While all Ontario post-secondary institutions have some identified campus resource dedicated to responding to sexual violence, many have gone forward with prevention and education initiatives that include promoting a consent culture on campus. Leaders to date in this aspect of sexual violence education are Ryerson University and Humber College.

Ryerson has a robust *Consent Comes First* program that is embedded in their student orientation activities. In addition to a comprehensive Consent checklist for organizers of student events, their campaign includes a series of educational videos, infographics and signage to educate the Ryerson community about, and move towards, a culture of consent. It is important to note that Ryerson's library of videos and animations supporting a consent culture are largely not home-grown but rather borrowed from other organizations promoting consent education, including publicly available YouTube assets such as the widely distributed "Tea Consent" video (<https://www.youtube.com/watch?v=oQbei5JGiT8>); public topic-related blogs, TED Talks on consent, and a series of videos from Planned Parenthood (<https://www.plannedparenthood.org/learn/sex-and-relationships/sexual-consent>). This approach is significant as it leverages existing content and preserves limited PSE funding for sexual violence education (see Funding section of this program design).

Mohawk College also utilizes third party videos in their online consent education resources embedded on their End Sexual Assault and Sexual Violence at Mohawk website (<https://www.mohawkcollege.ca/student-life-at-mohawk/wellness/end-sexual-assault-and-sexual-violence-at-mohawk>). In addition to online resources, Mohawk mounted a Community of Consent Week across many of their campuses in September, 2017, which included speakers, events, prizes and tied into a local community Take Back The Night event.

Humber College has established robust consent education campaign, including the *Consent is Sexy Crew*: an initiative to hire 30 students for the 2017-2018 academic year (<http://humber.ca/student-life/sexual-assault/consent/consent-is-sexy>). This program trains a crew of students in sexual violence prevention best-practices and empowers them to develop and implement event-based outreach programs to engage in dialogue and activities aimed to increase awareness about consent and sexual violence prevention. Their program specifically addresses training to recognize diversity of perspectives in the student population, and provides bystander intervention training.

Most institutions with consent culture programs have determined that September orientation is a prime timeframe for reaching new incoming students and engaging them in consent education from the outset of their post-secondary education experience. There is a necessity to move forward with program planning using a normative approach to needs assessment, based on consent-education standards established through Bill 132 and reliance on best-practices and models gleaned from consent-culture leaders within the Ontario post-secondary sector. In addition to applying existing needs data, an assessment of the gap between consent culture programs initiated by the PSE leaders in the field and what is already in play at the institution will provide valuable relative and expressed needs assessments.

This immediate needs assessment will include a review of current consent culture offerings in Ontario post-secondary education institutions, and a review of current expressed need for consent education as demonstrated through available service-use statistics from institutional offices currently responding to sexual violence complaints.

**Preliminary evidence for a need for a consent-culture program should or will include:**

- From the Canadian Federation of Students “A National Vision for Consent Culture in Post-Secondary Education” report (2015) (<http://cfs-fcee.ca/wp-content/uploads/sites/71/2016/03/Consent-Culture-National-Vision-.pdf>)
  - many on-campus sexual assaults occur during the first eight weeks of classes
  - racialized, LGBTQ+, disabled and Indigenous students face higher rates of violence than other groups
  - 1 in 5 women studying in North American post-secondary institutions are sexually assaulted
- From institutional research on whether Individuals with intersectionality of their identity or perceived identity may be at increased risk of vulnerability
- From the Ontario Ministry of the Status of Women (2017- based largely on 2013 Statistics Canada data) ([http://www.women.gov.on.ca/owd/english/ending-violence/sexual\\_violence.shtml](http://www.women.gov.on.ca/owd/english/ending-violence/sexual_violence.shtml))
  - 15% to 25% of North American college and university-aged women will experience some forms of sexual assault during their academic year
  - Alcohol is the most common drug involved in drug-facilitated sexual assault
  - In 75% of sexual assault incidents the victim knows their attacker
- From the 2018 Maclean’s investigation on sexual assault at Canadian universities (see [http://www.macleans.ca/education/university/canadian-universities-are-failing-students-on-sexual-assault/?utm\\_source=Academica+Top+Ten&utm\\_campaign=cd6c13c99e-EMAIL\\_CAMPAIGN\\_2018\\_03\\_02&utm\\_medium=email&utm\\_term=0\\_b4928536cf-cd6c13c99e-47758641](http://www.macleans.ca/education/university/canadian-universities-are-failing-students-on-sexual-assault/?utm_source=Academica+Top+Ten&utm_campaign=cd6c13c99e-EMAIL_CAMPAIGN_2018_03_02&utm_medium=email&utm_term=0_b4928536cf-cd6c13c99e-47758641)), which surveyed 23,000 undergraduate students from 81 Canadian university campuses
  - More than 20% of female students, 46.7% of LGBTQ+ students and 6.9% of male students have been sexually assaulted in their lives and about half of those occurred during university
  - 31% of students reported not having been provided information about how to report a sexual assault

- 25% of students reported having been given no information on services for students who were sexually assaulted.
- A high rate of respondents reported that their knowledge about reporting sexual assault and their knowledge about sexual assault survivor resources came from University staff, while approximately 64% reported their knowledge came from peers (either directly or through student groups or clubs). Respondents were able to select more than one source.
- Preliminary data expected in April, 2018 from the Ministry of Advanced Education and Skills Development *Student Voices on Sexual Violence Survey* (<http://www.sv-vs.ca/en/Home>) to be run from February 26 – March 26, 2018. This survey will reach 650,000 postsecondary students and is intended to gather data about student attitudes around sexual violence, pervasive behaviours and available resources and support, in an effort to inform effective violence response and education initiatives. The survey includes a number of questions specifically relating to consent.

Figure 1 – Consent-related questions from MAESD Student Voices on Sexual Violence Survey, February/March 2018

Support		Student Voices on Sexual Violence					Quick Exit	
Please indicate your level of agreement with the following statements.								
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree			
Consent must be given at each step in a sexual encounter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
If a person initiates sex, but during foreplay says they no longer want to, the person has not given consent to continue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
If a person doesn't physically resist sex, they have given consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Consent for sex one time is consent for future sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
If you and your sexual partner are both drunk, you don't have to worry about consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Mixed signals can sometimes mean consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
If someone invites you to their place, they are giving consent for sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			

**Current consent culture best-practices and recommendations include:**

- Canadian Federation of Students “A National Vision for Consent Culture in Post-Secondary Education” (2015) recommendations that include:
  - A student-driven consent policy development process accompanied by adequate funding resources;
  - Consent education components embedded in Orientation week programming;
  - Education on consent should be grounded in an equity-based, anti-oppressive framework;

- Inclusion of posters, tabling, workshops and training embedded in student events, residences, campus bars and other student spaces.
- Besides orientation week, events can be organized around key national events including but not limited to Take Back the Night Week (September) and International Day to End Violence Against Women (November) (from CFS Campus Toolkit for Creating Consent Culture, 2017, <http://cfsontario.ca/wp-content/uploads/2017/07/Consent-Toolkit.pdf>).
- Commitment by the institution to provide training and education to the university/college community to prevent sexual violence and promote positive change in attitudes and behaviours that perpetuate sexual violence.

### **PART III: PROGRAM DESIGN CONSIDERATIONS**

#### **Stakeholders and audiences**

Although there is a tendency to focus sexual assault education on the female population, the Maclean's survey (2018) data that 6.9% of males reported being sexually assaulted indicates that efforts should be made to ensure that all messaging and collateral is inclusive of all populations. In addition, particular attention should be paid to reaching the LGBTQ+ community, who - according to the Maclean's survey (2018) - experiences more than double the rate of sexual assaults as the general female population. Both of these communities should be engaged as stakeholders in the planning process through student groups, where possible, and through inclusive community-based participatory research activities detailed in the Stakeholder Engagement Plan.

#### **Implementation**

Because student respondents to the Maclean's survey (2018) indicated that they often get their information regarding sexual assault from peers rather than from university/college staff, efforts to increase dissemination of material through student groups and clubs, student ambassadors at events and through residence facilities should be made.

#### **Need vs. Bandwagon**

Although evidence supports the recognition that sexual violence at post-secondary institutions is a problem that needs to be addressed, it does not specifically point to the development of a consent culture as an effective solution. Nevertheless, consent culture-building has been accepted as an integral part of broad-based sexual violence education programming. Pre- and post-launch attitudinal surveys will provide data on the effectiveness of a rollout of a consent culture campaign in changing sexual violence attitudes and knowledge levels, and should be analyzed to inform continued resource allocation for these activities within a static overall sexual violence education budget. In addition, data analysis will ensure the program is conscientiously needs-responsive and not simply following suit of other institutions in an effort to answer to legislative and organizational priority requirements.

### **Research, Planning and Assessment**

If there is a need for speed in implementing a consent culture program, an iterative approach to needs assessment can begin with the launch of the program and be included within a rollout evaluation. This more targeted and robust needs assessment will inform future program development. Using a Community-Based Participatory Research (CBPR) approach to needs assessment, a Consent Culture Program development team can utilize student surveys to gather information about students' perceived need for consent culture education as well as determining the current state of students' knowledge about existing sexual violence resources and support. In addition, focus group or student forum platforms may be utilized to assess the reception of the initial consent-culture rollout and receive feedback to be applied to future iterations of the program.

### **PART IV: STRATEGIC DESIGN**

Within any theory-of-change model lies the first decision for program design: will this program replicate an existing program, adapt an existing program, or represent the creation of an entirely new program? Many Ontario universities and colleges have already implemented consent culture programs, so new programs could essentially replicate those, utilizing evidence, best practices and evaluation data from existing implementations. Adaptations should include those factors flagged in the Needs Assessment Program Considerations section: attention to marginalized and typically underrepresented populations and engagement of students and student clubs for implementation.

There are several contextual factors that should inform the design of this program. The student demographic, including possible economic, cultural and gender-identification diversity: the program should be designed to respect and honour that diversity. The physical environment of the institution, including population, location and how the students are concentrated could also impact program design.

This program should move through three developmental levels of change. An initial launch should be followed by an evaluation of the apparent effectiveness of the program. As the program continues to roll out, and pre-and post-launch attitudinal surveys are analyzed, data collection will become more robust and the program will be able to more demonstrably determine effectiveness. Finally, after a full cycle of evaluation, the program's proven effectiveness in increasing knowledge of sexual violence and consent, and ultimately decreasing sexual assault complaints can be established.

A strategic logic model based on social norms theory of change (Keller, 2009), using established social norms interventions should be applied to the Consent Culture Program to affect a normalization of consent as a social behaviour. The model employed should be similar to that reported by William DeJong et al (2006)<sup>ii</sup> in a large 18-campus US randomized trial in which a social norms marketing campaign used a mix of campus media platforms and an implementation model very similar to this one, to effectively reduce misconceptions of drinking behaviour among post-secondary students. Those findings were reiterated in a 2010 US statewide social norms marketing campaign<sup>iii</sup>, also to reduce alcohol consumption, which

proposed that social norms marketing “provides a model for utilizing social norms media marketing to address other behaviors related to public health.” (Perkins, Linkenbach, Lewis & Neighbors, 2010, Abstract)

This model allows for integration of evaluation throughout the program plan, integrates a strategic lens with a tactical plan, and mitigates the unavailability of research-design controls and intervention groups in a study aimed at affected sexual violence attitudes on a university campus.

Although the logic of this program is linear, the program implementation team will need to be willing and nimble enough to move forward and backward through the plan as needs require in order to focus a message or audience depending on resources available, timing constraints, potential new directives from the Ministry or changing priorities from the institution.

Table2 – Logic Model of Change utilizing Social Norms Intervention

Underlying Problems	Intervention Strategy	Intervention Goal	Anticipated Outcomes	Desired Impact
Lack of awareness of consent behavior ↓ Students 1) not asking for consent and 2) not feeling empowered to actively give, deny or withdraw consent ↓ Unwanted sexual activity, which in worst case is sexual violence	Institution-wide social norms campaign to normalize a culture of consent	Increase awareness of the importance of consent for all parties	Increase use of consent; adoption of a consent culture on campus	Reduction in reports and complaints of sexual violence
<b>Evidence Required</b>				
Student survey on consent awareness	Campaign conforming to social norms and social marketing principles (PIE – positive, inclusive and empowering) and reaching intended audience(s) with appropriate saturation	Increased awareness of consent; engagement with campaign and data from another round of attitudinal survey	Indication of students employing consent (measured through survey)	Improved statistics on sexual violence complaints
<b>Current Status</b>	<b>September, 2018 Implementation 1</b>	<b>October-December, 2018 Evaluation 1 And Modification</b>		
	<b>January, 2019 Implementation 2</b>	<b>February-March, 2019 Evaluation 2</b>		<b>April, 2019 and onward</b>

## **PART V: FUNDING**

The Ontario Ministry of Advanced Education and Skills Development (formerly Ministry of Training, Colleges and Universities) began providing funds to postsecondary institutions under the Women's Campus Safety Grant in 1991. The grant is intended to help universities offset the costs of initiatives relating specifically to women's safety.

In March 2015, the Ministry launched a three-year, \$41M action plan to stop sexual violence and harassment entitled *It's Never Okay*, which became the focus of funding for the Women's Safety Grant submissions over the last three years.

The grant is distributed to all universities and colleges in Ontario. Previous initiatives funded through this grant include:

- International Women's Day conference
- Wen-do women's self-defense courses
- Print material and pamphlets on responding to sexual violence
- A theatrical production
- Crisis grants

With the *It's Never Okay* Action Plan coming to a conclusion in the spring of 2018, the current focus is wrapping up and a new focus for initiatives has not yet been announced. However the eligibility and initiative requirements are not expected to change, and should still include, among the awareness and education category:

- Campus safety websites and resource centres including the production of flyers, videos and digital products for online distribution;
- Supplies and promotional materials for specific campus awareness campaigns and social media campaigns on safety issues such as combatting sexual violence and building consent awareness; and
- Hosting or co-hosting awareness programs, safety and/or sexual violence conferences, courses and speaker honoraria.

The Consent Culture Program described here is well-suited for a funding proposal from the Women's Campus Safety Grant fund, with its focus on sexual violence education and emphasis on distribution of paper and digital collateral. Although this fund is geared to initiatives delivered in support of specifically women's safety, the fact that the Consent Culture Program will be inclusive of all gender-identifications should not preclude eligibility.

A new focus for applications for funding through the Women's Safety Grant has not yet been announced, but it is a safe assumption that, given the current Ministry Student Voices on Sexual Violence survey in the field, future submission applications will include sexual violence initiatives.

Many grants, including the Ministry’s, do not include funds marked for staff salaries. Units responsible for this program should consider approaching their institutional leadership for special programming funds. They may also consider outreach to their Graduate Studies and Fine Arts departments (or equivalent, if they have them) to explore developing partnerships that could provide experiential education opportunities for students to work on collateral design and program implementation and evaluation phases of this project.

## PART VI: IMPLEMENTATION

In implementing the Consent Culture Program from the tactical rollout plan, care must be taken to document and track the implementation steps to ensure that fidelity to the plan is maintained and the implementation exerts maximum influence on the goals. The implementation is an iterative process, with each step having objectives specific to that stage of implementation, collectively reaching the broader program goal.

*Table 3 – Consent Culture tactical roll-out plan*

	ACTIVITY	RESPONSIBILITY	TIMING
<b>PHASE 1 – DEVELOPMENT</b>			
1.2	Obtain preliminary results from MAESD Student Voices on Sexual Assault survey and determine if results inform any necessary modifications to program	Consent Culture (CC) Team	Pre-implementation
1.3	Consultation with student groups and storyboarding collateral	Student staff	Pre-implementation
1.4	Determination of collateral to produce for Sept. orientation	Student staff and CC team	Pre-implementation
1.5	Obtain vendor design and printing hard quotes	Student staff	Pre-implementation
1.6	Select vendor and provide outline	Vendor and student staff	Pre-implementation
1.7	First approvals on print collateral design	Vendor/CC Team	Pre-implementation
1.8	Final approvals on print collateral	Vendor/CC Team	Pre-implementation
1.9	Develop digital collateral in house (website, LCD screens and social media)	Student staff and institutional Communications unit	Pre-implementation
1.10	Develop and launch Consent website landing page	CC team and institutional Communications unit	Pre-implementation
1.11	Receipt of print collateral	Vendor	Pre-implementation
1.12	Develop and deploy pre-implementation student attitudinal survey *	CC Team and Institutional research office	Pre-implementation

\* If, during this phase, the initial Student Voices on Sexual Violence survey data becomes available from the Ministry of Advanced Education and Skills Development it should be analyzed. If the institutional-specific data from this survey is sufficiently informative, an initial pre-implementation student attitudinal survey may not be required.

	ACTIVITY	RESPONSIBILITY	TIMING
<b>PHASE 2 – ROLL-OUT</b>			
2.1	Distribution of print collateral to residences, student groups and on-campus student venues	Student staff and Orientation volunteers	Implementation/Launch
2.2	Embed digital collateral into institutional communications including social media schedule and LCD screens and schedule for one week prior to start of classes to one week following orientation	CC Team	Implementation/Launch
2.3	Promote consent culture website through social media from one week prior to start of classes to one week following orientation (+ ongoing promotion)	CC Team	Implementation/Launch
2.4	Attend orientation events to promote consent culture through hand-out collateral	Student staff	Implementation/Launch
<b>PHASE 3 – EVALUATION</b>			
3.1	Obtain and analyze analytics from Consent website and digital collateral call-to-action URLs	CC Team	Post-implementation
3.2	Obtain full results from MAESD Student Voices on Sexual Assault survey and determine if results inform any necessary modifications to program	CC Team	Post-implementation
3.2	Develop and deploy post-implementation student attitudinal survey (including feedback questions on Orientation week campaign)	CC Team and institutional research office	Post-implementation
3.3	Analyze post-implementation attitudinal survey results	CC Team and institutional research office	Post-implementation
<b>PHASE 4 – PROGRAM MODIFICATION AND 2<sup>ND</sup> ROLL-OUT</b>			
4.1	Update and reprint collateral per learnings from Phase 1 feedback	Vendor	Pre-implementation2
4.2	Develop one consent culture video for January orientation (if there is one)	CC Team with vendor (or student staff)	Pre-implementation2
4.3	Embed digital collateral into institutional communications including social media schedule and LCD screens and schedule for one week prior to start of classes to one week following orientation	CC Team	Pre-implementation2

PHASE 4 – PROGRAM MODIFICATION AND 2 <sup>ND</sup> ROLL-OUT			
4.4	Attend orientation events to promote consent culture through hand-out collateral	Student staff	Implementation2
4.5	Develop full consent video series	CC Team with vendor (or student staff)	Ongoing
4.6	Develop online consent education and resource website	CC Team and institutional Communications	Ongoing
4.7	Ongoing evaluation and review	CC Team	Ongoing

Following Durlak and DuPre’s model of implementation<sup>iv</sup>, several factors that will impact implementation in this program have been identified. Maintaining fidelity to the ascribed program can be assessed at a micro step-level as well as a macro sum of the outcomes of other factors. On a more detailed level a variety of methods can be employed to track and measure implementation outcomes using a combination of self-reporting, analytics, and hard data. See Table 4 in the Evaluation section for details on evaluation of Durlak and DuPre’s (2008) implementation factors of fidelity, dosage and quality.

## PART VII: EVALUATION

The Consent Culture Program is essentially an education initiative intended to increase student’s awareness of consent as it relates to sexual activity and a normalization of consent in student sexual culture across a diverse student population. These are attitudinal and behavior changes that can only be self-reported and taken at face value. Ultimately these attitudinal and behavior changes may contribute to a decrease in sexual assault complaints, but a contribution is all that can likely be attributed to the Consent Culture Program as there are many social influencers in place in the broad social environment affecting sexual violence data, namely current pervasive global harassment campaigns such as #metoo, #timesup, as well as the current prominence of the Ontario governments Student Voices on Sexual Violence survey being distributed and heavily promoted to all Ontario post-secondary students. These campaigns and initiatives can’t but help to increase student awareness of sexual violence issues, whether or not they chose to participate, well before they are exposed to this Consent Culture Program, and provide for an environment in which students should be open and receptive to the Consent Culture Program’s implementation, increasing its effectiveness.

Evaluation of the Consent Culture Program is embedded in the program design, from pre-implementation surveys to determine current attitudes and behaviours about sexual consent, through monitoring of implementation stages described in the implementation section of this plan, to post-implementation surveying and follow-up program modification. The evaluation requirement from the primary funder, the Women’s Campus Safety Grant, is for a status report, and that will include quantitative data about collateral delivery (paper, digital and presentations) including numbers of students reached through each platform and each venue. This data will also reflect effective implementation to racialized, LGBTQ+, disabled and Indigenous students, identified by the Canadian Federation of Students as facing higher rates

of violence than other groups (see Needs Assessment), through reporting on collateral distributed specifically through student groups and clubs serving those populations. The status report will also include a combination of quantitative and qualitative data emerging from an analysis of the pre- and post-implementation surveys, speaking to any changes in awareness and attitudes about consent.

Using the Joint Committee on Standards for Educational Evaluation's evaluation model (as cited in Newcomer et al, 2015<sup>v</sup>), attention will be paid to the three key elements of:

- utility, to ensure that the evaluation will serve the information needs of intended audience;
- feasibility, to ensure that the evaluation procedure is practical, cost effective, inclusive and responsive; and
- propriety, to ensure that the evaluation will be conducted legally and ethically.

Pre- and post-implementation surveys should be conducted through an online platform, accessible only by login with appropriate student credentials. That will limit access to the survey to only currently enrolled students. The survey URL will be provided during pre-orientation through campus residences, social media invitation on channels targeting both current students and the incoming student cohort. The surveys should be vetted through institutions respective legal and privacy offices before deployment, and assistance may be requested from the institutions' respective research offices, as per the recommendations offered by The Treasury Board of Canada, to ensure it supports reliability, validity and sensitivity, and mitigates against sampling bias, non-response bias and interview bias.

The evaluation model for this program falls into Newcomer et al's (2015) paradigm of being formative (as opposed to summative) as the intent is to affect change, specifically increased awareness of consent and reported increased use of consent. It also typifies the evaluation paradigm of being ongoing, measuring changing attitudes over time rather than on a one-time basis. It is important to note that although this program plan covers two specific implementation periods, namely September and January intake and orientation periods, the intent of the program itself is to affect a culture of consent: it is not a single event with well-defined before and after points but is illustrative of an attitudinal shift over time. Although program effectiveness can be reported on a small-scale from pre- to post-implementation feedback and survey analysis, ultimately the program will be ongoing over a much longer period as it becomes embedded in student communications, and the feedback gathered this year on attitudes and behaviours will become the benchmark for future evaluations on the normalization of a consent culture.

As explained earlier, there are many other factors and initiatives at play that, over the long-term, will affect consent culture. Although this evaluation will be able to provide insight to the effectiveness of the implementation of the Consent Culture Program, it will not adequately provide causal inference linkage between the program and changed consent culture, as it cannot filter out other influences and measure attitudinal changes solely as a result of exposure to this one program.

Table 4 – Implementation factors for evaluation

Implementation factor	Implementation step	Target objective	Evaluation method
<p><b>Fidelity</b></p> <p><i>Did the implementation adhere to the program plan?</i></p>	<p>i) Consultation</p> <p>ii) Production and delivery of collateral (print and digital)</p> <p>iii) Pre- and post survey/evaluation</p>	<p>i) Consult with stakeholders as detailed in the Stakeholder Engagement plan</p> <p>ii) completion of signage, posters, web page, digital screens, video and social media messaging</p> <p>iii) Delivery and analysis of attitudinal surveys before and after implementation</p>	<p>i) Document stakeholder meeting dates and participation</p> <p>ii) Collateral received an approved according to tactical plan timetable</p> <p>iii) Surveys distributed and data collected</p>
<p><b>Dosage (quantity)</b></p> <p><i>Did the implementation result in the provision of sufficient collateral?</i></p>	<p>i) Distribution of paper collateral at events and venues</p> <p>ii) Distribution of digital collateral through social media and LCD screens</p>	<p>i) Print collateral provided to residences, student groups, and directly to students at orientation events</p> <p>ii) Digital collateral on campus-wide LCD screens and classroom desktop screen during and around orientation week</p>	<p>Hard data on counts of collateral pieces distributed and numbers of events/venues at which they were distributed</p>
<p><b>Quality</b></p> <p><i>Were the elements of the implementation plan delivered clearly and correctly?</i></p>	<p>Production of all collateral</p>	<p>Engaging, on-message print and digital collateral</p>	<p>Self-reporting and student feedback ( ad hoc and via post-implementation survey)</p>
<p><b>Responsiveness</b></p> <p><i>Did the collateral and the program capture and hold the attention of students?</i></p>	<p>Distribution of all print and digital collateral; in-person promotion at orientation events</p>	<p>Students reporting noticing and engaging with the collateral and presentations</p>	<p>Self-reporting and student feedback ( ad hoc and via post-implementation survey)</p>
<p><b>Program differentiation</b></p> <p><i>Was the program specific to the institution's students as per the Needs Assessment?</i></p>	<p>Consultation with student groups to determine specific population sensitivities for the collateral</p>	<p>Collateral distributed to diverse population with varying cultural sensitivities</p>	<p>Self-reporting</p>

Implementation factor	Implementation step	Target objective	Evaluation method
<b>Monitoring</b> control/comparison conditions  <i>Can we correlate the program implementation to the outcomes?</i>	Evaluation stage*  * difficult to establish control and comparison groups with subject matter of sexual violence	Correlate program delivery to positive attitudinal changes respecting sexual violence and consent	Post-implementation survey can include a question about their exposure to program collateral to draw inferences about correlations between that exposure and changing attitudes
<b>Reach</b>  <i>Did the implementation reach a significant number of students and a diverse population?</i>	Distribution of all print and digital collateral; in-person promotion at orientation events	Delivery of collateral and presentations to xx% of students (%age of students engaged in orientation, joining clubs and in residences)	Count of print collateral pieces distributed; social media and website analytics; post-implementation survey
<b>Modification</b>  <i>What changes were made to the original plan during implementation and how did those modifications affect implementation or outcomes?</i>	Throughout implementation	Modifications made during implementation as necessary to address unexpected or emerging circumstances	Self-reporting

The effectiveness of the implementation may be mitigated by factors both within and external to the Consent Culture Program implementation team’s control. This program plan is grounded in a significantly political and policy-driven environment, with universities and colleges having been mandated by the provincial government to provide sexual violence education programming to students, including creating a Sexual Violence Policy with a priority on education initiatives.

In addition to considering community factors relevant to implementation success, Durlak and DuPre (2008) suggest program planners consider the characteristics of the program provider(s), the program itself, and the organizational capacity to deliver and support the program. Depending on size and resources, institutions may need to consider collaborating with third-party vendors who, although they can bring an objective lens to this program, may lack sufficient experience in the subject matter which could lead to overlook significant implementation considerations.

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<sup>i</sup> *Developing a Response to Sexual Violence: A Resource Guide For Ontario Colleges and Universities (2013)*. Citizenship.gov.on.ca. Retrieved 6 February 2018 from

[http://www.citizenship.gov.on.ca/owd/english/ending-violence/campus\\_guide.shtml](http://www.citizenship.gov.on.ca/owd/english/ending-violence/campus_guide.shtml)

<sup>ii</sup> DeJong, W., Schneider, S., Towvim, L., Murphy, M., Doerr, E., & Simonsen, N. et al. (2006). A Multisite Randomized Trial of Social Norms Marketing Campaigns to Reduce College Student Drinking. *Journal Of Studies On Alcohol*, 67(6), 868-879. <http://dx.doi.org/10.15288/jsa.2006.67.868>

<sup>iii</sup> Perkins, H., Linkenbach, J., Lewis, M., & Neighbors, C. (2010). Effectiveness of social norms media marketing in reducing drinking and driving: A statewide campaign. *Addictive Behaviors*, 35(10), 866-874. <http://dx.doi.org/10.1016/j.addbeh.2010.05.004>

<sup>iv</sup> Durlak, J. A., & Dupre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology*, 41(3-4), 327-350.

<sup>v</sup> Treasury Board of Canada. 1988. Program Evaluation methods: Measurement and attribution of program results. 3<sup>rd</sup> Ed. Retrieved August 16, 2017 from <http://www.tbd-sct.gc.ca/cee/pubs/meth/pem-eng.pdf>.