Sexualized Violence and the Graduate Student Experience: Report on Existing Education and Prevention Materials in B.C. Post-Secondary Institutions

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## Executive Summary

Graduate students are underrepresented in sexualized violence research, and there is a lack of consideration, support, and resources for the unique and complex needs of this student group (Pescitelli, 2018). The aim of this project is to understand current practices, workshops and trainings, material resources, and themes in sexualized violence prevention and response for graduate students in B.C. We contacted all publicly funded B.C. post-secondary institutions, several community groups doing anti-violence work, and subject-matter experts. Additionally, we conducted a preliminary review of existing literature. The study had a response rate of just over 50 per cent, and we conducted nine semi-structured interviews. Most interviewees from the post-secondary institutions hold positions in sexualized violence prevention and response offices or student services departments.

Most post-secondary institutions do not have trainings targeted to graduate students and the people who regularly engage with them (i.e., faculty). Instead, general sexualized violence trainings (e.g., consent training) are often adapted to fit specific participant demographics. Existing trainings often cover a variety of sexualized violence prevention concepts and skills (e.g., responding to disclosures and bystander intervention) in a single session. Some trainings target graduate students in specific roles, such as teaching assistant, and creating an inclusive classroom environment. Few institutions reported having sexualized violence trainings that target faculty and focus on student–instructor relationships.

We identified several themes as unique to the graduate student experience with sexualized violence. Interviewees said their institutions either currently include these topics when training graduate students or recommend they be included in future trainings. Below is a summary of the themes.

* Due to the multiple and unique roles graduate students occupy in post-secondary institutions (e.g., student, teaching assistant, research assistant, sessional instructor, etc.), there is a need for sexualized violence education that focuses on appropriate relationships and boundaries between graduate students and others in post-secondary institutions, with particular attention to hierarchical power.
* Various aspects of existing trainings, including content and facilitation, need to be customized to be relevant and accessible to graduate students, with attention paid to practice scenarios, support and resources, and method and medium of delivery.
* Educating faculty and staff education is a significant factor in preventing sexualized violence that involves graduate students. However, engaging post-secondary staff and faculty in sexualized violence training has been historically challenging.
* Education on an institution’s sexualized violence policy and processes, including student and employee rights and responsibilities, needs to be included in future trainings.
* Institutions’ administration and leadership should acknowledge a historical culture of entitlement, especially in some faculties.
* Sexualized violence policy and processes need to be robust, accessible, and survivor-centered, and prevention and education training should be mandatory for all members of a post-secondary institution.

We conducted interviews with a majority of the B.C. post-secondary institutions that offer graduate programs. Unsurprisingly, often the larger the institution, the greater the resources and the more comprehensive and specific their approach. Simon Fraser University (SFU) and the University of Victoria (UVic) emerged as leaders in providing graduate student education and training.

SFU’s Professional Boundaries for TAsand UVic’s Social and Professional Competency Trainingappear to be well aligned with the BCcampus Intersectional Sexualized Violence Advisory Group’s principles. Additionally, UVic’s Power, Privilege, and Accountabilitytraining for leaders, supervisors, and administrators offers a promising framework for reference or adaptation for future trainings.

A notable prevention and education workshop developed external to post-secondary institutions is Navigating Power Dynamics and Boundaries as a Graduate Student (2021) by Possibility Seeds’ Courage to Act project. This workshop and facilitation guide offer a promising approach for increasing graduate students’ understanding of power dynamics in post-secondary environments. It also provides practical skills for preventing sexualized violence.

This report presents a primary recommendation for developing graduate student sexualized violence trainings and two guidelines for content creation and delivery.

### Recommendation for Development

* Develop two related but unique sexualized violence trainings based on existing UVic or SFU work. One training could be developed for graduate students and one for faculty and staff, each with a focus on power, relationships, policy, and resources.

### Guidelines for Content Creation and Delivery

* Create content-specific modules that provide information and topics relevant to graduate students (e.g., customized practice scenarios, discussions on power and positionality, etc.) for use with existing BCcampus and Ministry of Post-Secondary Education and Future Skills sexualized violence prevention training (e.g., consent, bystander, supporting survivors training).
* Use a scaffolded approach to delivering sexualized violence training to increase the reach of information and awareness while capitalizing on the benefits of asynchronous, in-person, and capacity-building discussion groups.

## Introduction

This environmental scan is part of a BCcampus project, in partnership with Women and Gender Equity and the Ministry of Post-Secondary Education and Future Skills, that focuses on the impacts of sexualized violence in graduate student populations. This project and previous BCcampus and ministry sexualized violence training resources apply a gender-based analysis plus and consider how intersecting forms of oppression increase the risk of sexualized violence, present barriers to reporting and accessing resources, and pose challenging experiences in legal, educational, health, and other systems (BCcampus, 2022). We used the data from this environmental scan and literature review to create recommendations for planning and developing training workshops that provide information, skills, and awareness for graduate students and post-secondary institutions.

### Primary Researcher

Matty Hillman is an educator, artist, and father. He lives on the traditional territory of the Sinixt people (the West Kootenay region in B.C). He is an instructor in the School of Health and Human Services at Selkirk College and a community educator. Matty has been working in sexualized violence prevention and education in the post-secondary environment for seven years. His published work includes “Strengthening our Response to Sexual Violence,” a working paper of suggestions and recommendations for Selkirk College. Matty is an experienced and skilled facilitator who regularly delivers workshops, training, and presentations on sexualized violence, mental health, and trauma-informed education to students, faculty, and community members. He has developed several workshops on these topics and regularly supports emerging trainers. Matty has worked with BCcampus on a contractual basis since 2021, most notably as part of the development team for the Preventing and Responding to Sexualized Violence in B.C. Post-Secondary Institutions project and as primary author of the Supporting Survivors training.

## Literature Review

The following literature review provides a summary of existing knowledge on graduate student experiences with sexualized violence. Much of the information in the literature aligns with the general themes discussed by interviewees.

While there has been significant focus on sexualized violence in post-secondary institutions in recent years, these conversations tend to focus on the undergraduate experience. Statistics on graduate students and sexualized violence have so far been combined with undergraduate statistics or excluded altogether (Livingston et al., 2020).

An exploratory survey of one American university found that when compared with undergraduate students, graduate students had significantly less awareness of campus resources and a lesser sense of community (McMahon et al., 2021).

Experiences of sexualized violence are high for both men and women graduate students as reported in a 2016 University of Oregon survey. Thirty-eight per cent of women and 23.4 per cent of men participants self-reported having experienced sexual harassment from faculty or staff; 57.7 per cent of women and 38.8 per cent of men participants reported experiencing sexual harassment from other students (Rosenthal et al., 2016). Notable Canadian research from the University of Manitoba found that graduate students are slightly less likely to report sexual harassment than undergraduate students (52.9 per cent vs. 55.9 per cent), but they are much more likely to be harassed by faculty or staff (23.2 per cent vs. 5.8 per cent) (Peter et al. 2019).

*Understanding Sexual Violence: A Graduate Student’s Perspective* by Aynsley Pescitelli (2018) outlined four major themes in the graduate student perspective and experience with sexualized violence:

* Graduate students often have multiple roles in the post-secondary environment. In addition to being learners, graduate students can be teaching assistants, research assistants, and teaching faculty. Their multiplicity of roles presents several issues related to sexualized violence, including a greater dependence on faulty and research supervisors.
* Graduate students can be involved in multiple power-based relationships in an institution’s hierarchy. These unique relationships provide opportunities for sexualized violence to occur through graduate students being victimized by faculty supervisors or graduate students perpetrating sexualized violence against others in the post-secondary community.
* Pescitelli (2018) identified that graduate students occupy a “limbo-like space” in the post-secondary hierarchy. Due to their close proximity to undergraduate students in settings like labs, small groups, and tutorials, graduate students may be more likely to receive a disclosure of sexualized violence from an undergraduate student. It’s important that grad students are informed about how to handle a disclosure and the resources available to survivors and themselves.
* Arguably the stakes for experiencing sexualized violence and deciding what to do after an experience are highest for graduate students when the decisions to take a leave of absence, change supervisors or institution, or abandon their degree are incredibly costly, especially for students who are deeply linked to a specific institution, department, or field of study.

The Open Secrets Project (Students for Consent Culture Canada, 2021) provides a comprehensive summary of the scope and impact of sexualized violence by instructors against students. Study participants included students and faculty members, who shared similar perspectives about the normalization of a predatory culture in post-secondary institutions, the silencing of survivors through institutionally driven means, and the negative health and academic impacts on survivors (Students for Consent Culture Canada, 2021).

Students for Consent Culture Canada (2021) provides the following recommendations for improving prevention and training:

* The use of coercive faculty–student relations in practice scenarios
* Increased awareness of the existence and use of institutional sexualized policies
* Tips for speaking with administrators, lawyers, and media
* Mandatory anti-oppressive education for all post-secondary community members
* Expanded and ongoing education for faculty and staff, including awareness campaigns

Courage to Act’s 2022 study asks “unsettled questions” around the role of post-secondary institutions in addressing student–instructor relationships (Paskaran et al., 2022). It identified building bridges between various community groups (i.e., students, instructors, and institutions) as a key approach to increasing collective understanding and safety. In addition to several policy-based suggestions, this study provided recommendations for education and training. Post-secondary institutions need to provide instructors with education and training that places the responsibility of maintaining a sexualized violence–free relationship on the instructor. Additionally, institutions have a responsibility to provide students and staff with the necessary supports, including reporting options and how to access them. Student and staff empowerment can be encouraged through training that is trauma-informed and education initiatives delivered through multiple communication channels (Paskaran et al., 2022).

Possibility Seeds recently developed a peer-facilitated workshop that aims to address some of the gaps in sexualized violence prevention education for graduate students. Navigating Power Dynamics and Boundaries as a Graduate Student (2021) supports participants to “develop practical skills around navigating power dynamics in academia and set boundaries for healthy relationships” (Livingston et al., pg. 5).

The roles of power hierarchies and post-secondary cultures are highlighted within this workshop, with particular focus on how these structural elements contribute to an environment where sexualized violence is normalized. Participants are asked to consider the various roles graduate students occupy in post-secondary institutions and the accompanying power dynamics (e.g., supervisor–supervisee relationships, teaching assistant–undergrad dynamics) and how attitudes like competition and little regard for work–life balance support a culture where sexualized violence is likely to occur. The workshop also explores boundaries (e.g., hard and soft boundaries; physical, emotional, and sexual boundaries), with simple and direct scripts for asserting them (Livingston et al., 2021).

Practice scenarios in this workshop provide examples of graduate students’ “unique position where they may experience boundary violations from either above or below (Livingston et al., 2021, p. 33). Participants are invited to consider structural factors (e.g., environmental factors, cultural factors, and specific group vulnerabilities) when discussing scenarios where sexualized violence might occur.

Overall, this workshop and its facilitation guide offer a promising approach for increasing graduate students’ understanding of power dynamics and providing skills for preventing sexualized violence. Notably absent from this resource is a focus on education and accountability for faculty and staff.

## Methodology

To begin, the primary researcher was provided with a list of 25 publicly funded post-secondary institutions in B.C. Fourteen currently offer graduate study programs of some kind. Matty contacted all 25 institutions plus two community groups, three graduate student societies, one student union, and three subject-matter experts. His first outreach by email provided a summary of the project and an invitation to meet online. He emailed institutions that did not reply to the initial email again or contacted them by telephone. In total, he made 33 contacts and received 17 responses. Ten respondents accepted the invitation to participate, and nine respondents turned it down. Matty conducted nine interviews and received one written response. For a complete summary of contacts, responses, and interviews, see Appendix A.

### Method

Matty used a mixed methods approach for the environmental scan. He conducted hour-long interviews over Zoom using a semi-structured approach, providing interviewees with a list of questions and areas of interest before the interview (see Appendix B). One post-secondary institution provided access to its training slide decks.

Matty took a relational approach to study, attempting to build rapport throughout the interview process. His questioning followed closely the information required for the data table but also included two open-ended questions to elicit qualitative and anecdotal data from interviewees.

Following the interviews, Matty analyzed the data thematically, with particular attention to the rich qualitative responses to open-ended questions. Data sheets can be found in Appendix C.

### Limitations

The short timeline of this project may have contributed to a lower response and interview rate. Additionally, the approximate eight-week window for this environmental scan occurred during the first two months of the winter semester, a typically busy period for people employed in post-secondary. Reasons provided by interviewees who responded to emails but were unable or uninterested in engaging included not having graduate programs, not having sexualized violence materials specific to graduate students, and expecting significant changes to their sexualized violence materials soon. Notably absent from this environmental scan were the University of British Columbia, Douglas College, and the University of the Fraser Valley. Matty contacted three of four possible graduate student societies, but due to the above mentioned time constraints, he didn’t reach out to Northern B.C. Graduate Students’ Society. Several institutions and individuals were open to having future conversations.

## Themes

The following themes emerged from interviews, written responses, and the learning outcomes and goals of some existing sexualized violence materials. Interviewees either currently include these themes when training graduate students or recommend they be included in future training.

### Power Analysis, Accessing Supports, and Policy

Interviewees pointed out increased awareness is needed for graduate students and should be incorporated in future trainings. Most prominent is the need for a power analysis and the role of power in sexualized violence. Faculty–student relationships (interpersonal and professional) should be discussed in the context of appropriate behaviour and boundaries. Awareness about sexualized violence resources and support for graduate students and an increased understanding of institutions’ sexualized violence policies are also needed.

Customized Content Needed

Every interviewee spoke to the vital need to have customized training to meet the needs of graduate students. Practice scenarios should reflect relevant situations graduate students find themselves in. Delivery means should also resonate with the student or staff group. For example, interviewees said fine arts students responded well to visual-based learning materials, and students from math programs appreciated chalk and blackboard use. Some interviewees found better success with discussion-based group learning rather than practice scenarios. Many interviewees noted the need for a relational approach to facilitating training by getting to know participants and understanding their existing knowledge, fears, and questions about sexualized violence.

More focus on education, training, and resources is needed for faculty and staff to increase understanding of appropriate student–faculty relationships and what constitutes sexualized violence. Additionally, content that addresses a historical culture of toxicity and entitlement is required. Institutionally, post-secondary institutions can do more by developing policy that clarifies inappropriate relations (including creating a zero-tolerance sexualized violence policy) and holding perpetrators accountable.

### Support and Resources for Sexualized Violence Training from Leadership

Leaders must recognize the need for a preventative approach and consider mandatory training for faculty and students. Several interviewees spoke to the rarity of having faculty or staff request or attend training sessions and identified mandating sexualized violence training for new and existing as an ideal process.

Several interviewees reported they have begun piloting the BCcampus Safer Campuses for Everyone asynchronous training. Smaller institutions expressed appreciation for having access to open educational materials, as they do not have the resources to create their own. One interviewee mentioned a desire for BCcampus training on facilitation (i.e., train the trainer).

### Difficulties Accessing Graduate Students

Several interviewees cited challenges with accessing graduate students for educational and training purposes. Graduate students tend to be more socially isolated and have less connections with their institutions’ academic and personal resources. They may also be working professionals who hold multiple roles in their personal and professional lives.

Interviewees recognized a host of reasons, such as less time spent on campus and work and personal commitments. For this reason some interviewees reported combining several topics into one training. UVic, for example, combines bystander training and responding to disclosure training, and the University of British Columbia (UBC) Okanagan combines consent and bystander training in a single workshop that targets graduate students.

Interviewees reported some success with training cohorts of students (e.g., engineering students), but this usually occurs only following a trend of sexualized violence within the program. Some student cohorts and faculties tend to be easier to connect with and receptive to training, such as health care and human services programs.

## Gaps

“The academy is not supportive of grad student well-being.” — Interviewee

Many post-secondary institutions with graduate programs do not have specific sexualized violence trainings for graduate students. Instead, most adapt elements of existing trainings (e.g., practice scenarios) to fit the participant demographic. Even with adaptations, trainings can fail to consider various nuances of the graduate student experience such as the wide variety of environments graduate students and supervisors occupy together, like classrooms, labs, field study locations, and social settings. Other areas of awareness that are overlooked are the isolated experience of being a graduate student, minimal contact with an institution beyond one supervisor, and the potentially high cost to a student’s educational and career aspirations of reporting an incident of sexualized violence with an instructor (Simon Fraser Public Interest Research Group, 2023).

A major gap identified in this scan is a lack of sexualized violence training for faculty and other staff who regularly engage with graduate students. Most interviewees spoke of the need for greater awareness about the power and privilege teaching and non-teaching staff hold and how it increases the chance for sexualized violence and related harm. Additionally, many sexualized violence policies do not account for student–instructor relationships. There is a lack of consensus as to whether a complete ban on student–instructor relationships would be a positive step, but policies should clearly define the expectations of ethical relationships between students and employees with particular attention to relationships with the widest gaps in power (Students for Consent Culture Canada, 2021).

Many interviewees, especially from community groups, spoke to the need for more than “another training.” Structural and cultural change is needed in certain faculties and academia. There is sometimes a lack of accountability by faculty perpetrators; a lack of consequences applied by institutions; silencing of survivors through non-disclosure agreements; rigid, traumatic, and uncoordinated policies and response procedures; and an overall culture of entitlement and status in post-secondary institutions (SFPRIG, 2023; Students for Consent Culture Canada, 2021).

## Recommendations

This section outlines a primary recommendation for developing graduate student sexualized violence trainings and two guidelines for content creation and delivery.

### Faculty and Student-Specific Trainings

Two similar but distinct trainings are recommended as part of an approach to sexualized violence with graduate students: one for staff and faculty and one for graduate students.

The role of power and privilege is a key topic in any sexualized violence education material. Training content that addresses sexualized violence in the graduate student population needs to provide comprehensive information on the power students, staff, and faculty hold and are subjected to. Significant focus should be on understanding how power and roles in the post-secondary hierarchy facilitate opportunities for sexualized violence and how these structures impact survivors' decisions to report, receive accommodations, and complete their educational programs.

The possibility of interpersonal relationships between graduate students, instructors, staff, and undergrad students should be addressed in sexualized violence trainings. Also important is a discussion on appropriate boundaries for relationships, highlighted through practice scenarios. An intersectional approach is needed that considers not only personal social locations but also the power involved in graduate students’ relationships with staff, faculty, and other students. Graduate students may be both in positions of power over undergraduate students they teach or mentor while simultaneously being deeply connected with faculty supervisors who hold immense power over them (often institutionally and culturally supported).

While a single training or series of trainings is insufficient to address the deeply systemic nature of sexualized violence in post-secondary, content that discusses what institutions can do should be included. Post-secondary institutions can show their support for preventing sexualized violence by providing resources for developing materials, training facilitators, promoting awareness through marketing campaigns, and ensuring new and existing staff receive comprehensive training. To illuminate a historical culture of predatory behaviour in post-secondary, examples of previously tolerated behaviours can be included (Students for Consent Culture Canada, 2021).

Trainings for staff and students need to include contextual elements specific to graduate students. Focus should be given to graduate students’ multiple roles (i.e., student and employee), ensuring they understand the nuances of appropriate boundaries in each. For example, training scenarios should be situations graduate students and instructors are likely to come across (e.g., nonconsensual touch by a supervisor in a lab or being asked out for drinks by an undergraduate student you teach). As has been the case with the development of previous training resources (e.g., Starting a Conversation on Mental Health), students should be included in the creation of practice scenarios to ensure authentic narratives grounded in realistic graduate student experiences.

Several post-secondary institutions have existing sexualized violence trainings for graduate students (SFU, UVic, and UBC Okanagan) that are worthy of deeper exploration. SFU’s Professional Boundaries for TAsand UVic’s Social and Professional Competency Trainingappear well aligned with the Intersectional Sexualized Violence Advisory Group’s principles, as they include intersectionality, power analysis, trauma-informed approaches, etc. It’s worth noting the UVic training covers several aspects of sexualized violence prevention and response, such as bystander intervention and responding to a disclosure.

Navigating Power Dynamics and Boundaries as a Graduate Student by Possibility Seeds also provides a promising approach to graduate student training. This workshop’s focus on the power dynamics of various institutional roles is a notable strength, but it lacks the more comprehensive approach of the UVic training.

Fewer institutions provided information on sexualized violence trainings that target faculty and staff who engage with graduate students. At the time of the environmental scan, UVic’s Power, Privilege and Accountability training for leaders, supervisors, and administrators offered a promising framework for reference or adaptation. UBC Okanagan is developing a training for supervisors that includes content on boundaries, inappropriate demands, how to socialize, and sexism in the classroom.

### Scaffolded Approach

There are advantages to delivering asynchronous, online, and in-person trainings. Several interviewees spoke to the advantages of a scaffolded approach that uses diverse delivery formats.

Delivering sexualized violence education with a scaffolded approach could reach large numbers of graduate students and capitalize on the strengths of each delivery modality. An asynchronous training could be offered to large groups of students as part of an orientation process. New and existing employees could be exposed to asynchronous trainings through an onboarding process. Asynchronous trainings would offer increased accessibility and use minimal resources following an initial investment and could be adapted to fit specific demographic groups.

In-person training requires resources such as skilled facilitators, classroom space, and time. However, human-facilitated training offers greater flexibility in adapting content and the advantages of relational-based facilitation. A facilitator can adapt content, tone, and approach to best suit the participant demographic. In-person training provides an opportunity to engage with medium-size student groups (e.g., up to 30 participants).

Discussion-based training with small student groups (e.g., athletes) provides the opportunity for a highly specialized and intimate exploration of issues. Facilitation by faculty or peers can be considered.

By rolling out the three types of training with a scaffolded approach, post-secondary institutions can reach many community members while engaging in deeper and context-based discussions with particular groups of students and staff. This approach can also be incentivized by providing a co-curricular credit to student participants who complete a minimum number of training sessions. It must be acknowledged this approach requires significant resources.

### Content-Specific Modules for Existing Trainings

Creating content-specific modules for graduate students to be embedded in existing BCcampus sexualized violence training materials is also worth considering.

Additional slides, scenarios, and facilitator notes that cover graduate student issues (e.g., multiple roles, working in isolation, knowledge of appropriate resources, etc.) could be added to the four existing synchronous training resources. Benefits to this approach include eliminating the need to recreate existing content.

BCcampus and the Ministry of Post-Secondary Education and Future Skills sexualized violence training materials provide a theoretical foundation grounded in intersectionality, trauma-informed care, the influences of power and colonization, gender inclusivity, and more. We identified consent, bystander intervention, and responding to disclosures as topics in various graduate student trainings.

Including additional content in the following areas would effectively customize the existing suite of trainings for graduate student and faculty populations:

* Sexualized violence policy awareness and use
* Multiplicity of graduate student roles
* Historical and current culture of coercion and inappropriate behaviour in post-secondary institutions
* Appropriate and inappropriate student–instructor relationships and boundaries
* Relevant support resources for graduate students harmed by sexualized violence
* Practice scenarios that show graduate student situations and environments

“We need to recognize that our sexualized violence education models can’t remain static; they need to evolve.” — Interviewee

## Conclusion

Like all post-secondary students, those in graduate programs are not exempt from sexualized violence. This report highlights existing education and prevention materials in community groups and many B.C. post-secondary institutions with graduate programs. Despite the availability of resources, graduate students face unique challenges when it comes to accessing relevant and meaningful materials. The need for more targeted and comprehensive programming for graduate students is evident, as is the need for increased institutional support and resources for those affected by sexualized violence. Through implementing the primary recommendation to create two related but distinct sexualized violence trainings for students and staff, and considering the guidelines for content creation and delivery, future sexualized violence materials for graduate students will be more effective at keeping all members of the campus community safe. This report is a call to action for institutions to prioritize the safety and well-being of graduate students through effective education and prevention strategies.

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# Appendices

## Appendix A: Contact And Response Chart

|  |  |  |
| --- | --- | --- |
|  | **Contact (post-secondary institutions, community group, subject-matter expert)** | **Response** |
| 1 | UVic | Positive; interviewed |
| 2 | SFU | Positive; interviewed |
| 3 | UBC Okanagan | Positive; interviewed |
| 4 | Capilano University | Positive; interviewed |
| 5 | Emily Carr University of Art + Design | Positive; interviewed |
| 6 | Royal Roads University | Positive; interviewed |
| 7 | Vancouver Island University | Positive; interviewed |
| 8 | Anti-Violence Project | Positive; interviewed |
| 9 | Simon Fraser Public Interest Research Group | Positive; interviewed |
| 10 | Dawn Schell (UVic) | Positive; interviewed |
| 11 | Aynsley Pescitelli (SFU and Douglas College) | Positive; unavailable |
| 12 | Kate Rossiter (Ending Violence Association) | No response |
| 13 | UBC Graduate Student Society | No response |
| 14 | UVic Graduate Student Society | No response |
| 15 | Vancouver Island University Student Union | No response |
| 16 | Douglas College | No response |
| 17 | University of the Fraser Valley | No response |
| 18 | Thompson Rivers University | Negative response |
| 19 | Kwantlen Polytechnic University | No response |
| 20 | Justice Institute of British Columbia | No response |
| 21 | Langara College | Negative response |
| 22 | Okanagan College | Negative response |
| 23 | Selkirk College | No response (position vacant) |
| 24 | Northern Lights College | Negative response |
| 25 | North Island College | No response |
| 26 | Nicola Valley Institute of Technology | Negative response |
| 27 | College of the Rockies | Negative response |
| 28 | College of New Caledonia | No response |
| 29 | Coast Mountain College | No response |
| 30 | Capilano University | No response |
| 31 | Camosun College | No response |
| 32 | British Columbia Institute of Technology | No response |
| 33 | Vancouver Community College | No response |

## Appendix B: Interview Questionnaire

### BCcampus Post-Secondary Institution Sexualized Violence Resources Environmental Scan Questions and Areas of Interest

Thank you for agreeing to discuss your institution’s sexualized violence education materials with me. The work you and your colleagues do is important to student and community safety in our province.

I am engaging in this research with a relational approach, and therefore I am very much looking forward to connecting with you directly.

To help sculpt our conversation and time together, I have included some of the questions and areas of interest most relevant to this scan. Feel free to compose some responses in writing on this document or wait until our meeting to relay the most salient points.

I am very available to discuss any additional points that may come to mind following our meeting.

Thank you again for sharing your time and expertise.

With gratitude,

Matty Hillman (He/Him/His), MA (CYC)

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### Sexualized Violence Resource Environmental Scan

Note: This inquiry is focused on sexualized violence resources available to graduate students. If your institution does not offer sexual violence resources specific to graduate students, please consider the other sexual violence prevention materials you do offer in your responses.

Resource title:

Type of training (workshop, training, materials):

Learning outcomes/goals:

Type of access (online, in-person, blended):

Delivery (synchronous, asynchronous):

Frequency of use:

Average number of participants:

Year of development or most recent update:

Openly licensed?:

Target audience (staff, students, faculty, administrators):

Perception of success with evaluation summary:

Would you be willing to allow BCcampus to take a deeper look?

What training resources do you feel are most needed right now?

Do you have any thoughts on how the graduate student experience with sexualized violence might be unique and, if so, what should be considered when creating sexualized violence resources that target graduate students?

The Intersectional Sexualize Violence Advisory Group uses the following principles in its work. How well do your institution’s sexualized violence materials align with these principles?

* Accessibility
* Cultural safety
* Decolonial approach
* Experience informed
* Gender inclusive
* Intersectional
* Survivor-centred
* Violence- and trauma-informed
* Healing-centred with use of transformative justice approaches

## Appendix C: Data Sheets

### UVic

**Interviewee:** Lane Foster, manager, Sexualized Violence Education, Prevention, and Support ([svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca))

**Resource titles:** *Power, Privilege and Accountability:* The workshop is designed to cultivate a shared understanding among UVic leaders, supervisors, and administrators of the role power and privilege play in successfully navigating workplace conflict and leading individuals and teams.

**Learning outcomes/goals:** The workshop helps participants understand where they hold power privilege and how that power privilege may be perceived by others. This includes a discussion of the different ways people may unintentionally exercise power and their responsibility as leaders to acknowledge and productively harness their power and authority. This includes an exploration of accountability and what it looks like for leaders on campus. The workshop is designed to be interactive and includes a case study for reflection and skill-building.

### **Social and Professional Competency Training**

**Learning outcomes/goals:** This training is designed to increase graduate students’ and teaching assistants’ understanding and sense of responsibility regarding UVic’s Sexualized Violence Prevention and Response Policy and Discrimination and Harassment Policy (most geared to grad students). The power piece is highlighted. It is intersectional, including situational roles. It raises awareness in the grad student population in equity, diversity, and inclusion and sexualized violence (as UVic students, teaching assistants, and researchers), and it builds an understanding of the importance of equity, diversity, and inclusion and sexualized violence prevention in a professional sense. There is space for linking grad students to resources on and off campus. It covers how to be responsive (i.e.g, bystander and supporting survivors). It can be difficult to access students, so a few themes are combined.

**Type of training** (workshop, training, materials): Training and materials (disclosure and consent cards).

**Type of access** (online, in-person, blended): Half online and half in-person (moving more toward in-person).

**Delivery** (synchronous, asynchronous): Synchronous. One or two facilitators by equity and human rights staff or others.

**Frequency of use**: Two or three times in fall. Three or four in spring, summer, winter. Staff or faculty usually request; sometimes students request. When there is no existing relationship, they do reach out to faculty.

**Average number of participants:** Flexible based on facilitator preference (at least five). Typical 20–25; can be 70–80 (athletes).

**Year of development or most recent update:** 2022. Consistently updated.

**Openly licensed?**: No

**Target audience** (staff, students, faculty, admin): Grad students

**Perception of success with evaluation summary**: Brief survey with QR code. Positive feedback: Outcomes met, answered questions about policy. Suggestions include a need for content warnings.

**Would you be willing to allow BCcampus to take a deeper look?** Would have to check.

**What training resources do you feel are most needed right now?** More training about power. Very nuanced, tangible, in-depth info. How power shifts in various professional roles. With great scenarios that grad students might experience. There is a need to have buy-in from grad students. Need a shift to a culture of understanding — what’s not okay to do and what’s not okay to be experiencing from supervisors. More awareness about sexualized violence resources for grad students. There is an expectation they (as experts/knowledge holders in their fields) have more knowledge than they may have.

**Do you have any thoughts on how the graduate student experience with sexualized violence might be unique and, if so, what should be considered when creating sexualized violence resources that target graduate students?**

Scaffolding approach could be good. Starting with online moving deeper. Not just sexualized violence prevention but also policy (there can be a gap in knowledge). Separate students from faculty for trainings. International grad students may be better served with other international (non-grad) students or a specific training for international grad students. Grad students of marginalized gender have unique experiences.

The Intersectional Sexualize Violence Advisory Group uses the following principles in its work. How well does your institution’s sexualized violence materials align with these principles?

* Accessibility: Yes, in language, for example
* Cultural safety: Yes, in scenarios
* Decolonial approach: No; an aspiration as that language is tricky. There may be elements that are considered in the facilitation approach.
* Experience informed: Yes, using storytelling from facilitators when appropriate (e.g., interrupting violence)
* Gender inclusive: Yes, in scenarios etc. Not applying gender stereotypes. Transphobia is considered sexualized violence in UVic policy and practice.
* Intersectional: Yes, we define, talk about, work into power analysis and scenarios
* Survivor-centred: Yes defining. Believe survivors.
* Violence- and trauma-informed: Yes, but make it safer if possible. Response and shift content depending on participant demographics.
* Healing-centred and transformative justice approaches: Yes

### SFU

**Interviewee:** CJ Rowe, director, SEXUAL VIOLENCE SUPPORT & PREVENTION OFFICE, ([cj\_rowe@sfu.ca](mailto:cj_rowe@sfu.ca)) and Belinda Karsen, education specialist (belinda\_karsen@sfu.ca)

**Resource title:** *Professional Boundaries for TAs*

**Type of training** (workshop, training, materials): Workshop

**Learning outcomes/goals:**

* Learn how to establish and maintain healthy professional boundaries with students and colleagues.
* Acquire strategies for responding to boundary violations by students or colleagues.
* Gain awareness of campus support services and how to access them.

**Type of access (online, in-person, blended):** Online over Zoom or in-person

**Delivery (synchronous, asynchronous):** Synchronous

**Frequency of use:** Throughout the year and on request

**Average number of participants:** 10–30

**Year of development or most recent update:** In use since fall 2017 and edited/amended on an ongoing basis

**Openly licensed?:** Unknown

**Target audience** (staff, students, faculty, admin): Graduate students and tailored for each unique learning group

**Perception of success with evaluation summary:** N/A

**Would you be willing to allow BCcampus to take a deeper look?** Yes

**Resource title:** *Responding to Disclosures of Sexual Violence*

**Learning outcomes/goals:**

* Learn what constitutes sexual violence and misconduct at SFU and Fraser International College.
* Develop skills to respond supportively and appropriately to disclosures of sexual violence.
* Gain awareness of campus support services and how to access them.

**Type of access (online, in-person, blended):** Online over Zoom or in-person

**Delivery (synchronous, asynchronous):** Synchronous

**Frequency of use:** Throughout the year and on request

**Average number of participants:** 10–30

**Year of development or most recent:** In use since fall 2017 and edited/amended on an ongoing basis

**Openly licensed:** Unknown

**Target audience** (staff, students, faculty, admin): Graduate students and tailored for each unique learning group

**Perception of success with evaluation summary:** We have done some evaluation to determine the efficacy of this workshop but not specifically with graduate students.

**Would you be willing to allow BCcampus to take a deeper look?** Yes

**Resource title:** *Responding to Disclosures of Sexual Violence Guide* ([virtual](http://www.sfu.ca/content/sfu/sexual-violence/supporting-survivors/responding-to-disclosures/_jcr_content/main_content/download/file.res/SVSPO%20Responding%20to%20Disclosures%20Guide%20Aug%202022.pdf) and print)

**Learning outcomes/goals:**

* Learn what constitutes sexual violence and misconduct at SFU and Fraser International College.
* Develop skills to respond supportively and appropriately to disclosures of sexual violence.
* Gain awareness of campus support services and how to access them.

**Type of access** (online, in-person, blended): Online and in print

**Delivery** (synchronous, asynchronous): N/A

**Frequency of use:** Available online 24/7

**Average number of participants:** N/A

**Year of development or most recent update:** First edition was developed in summer 2017 and has been updated as needed since

**Openly licensed:** Unknown

**Target audience** (staff, students, faculty, admin): Staff, students, faculty, administrators, and general community members

**Perception of success with evaluation summary:** We have done some evaluation to determine the efficacy of this resource but not specifically with graduate students.

**Would you be willing to allow BCcampus to take a deeper look**? Yes

**Resource title:**Bystander Intervention workshop

**Type of resource:** Workshop

**Learning outcomes/goals:**

* Learn how to identify potentially harmful situations.
* Describe and apply tactics to intervene in situations and to show support safely and effectively.
* Gain awareness of campus support services and how to access them.

**Type of access** (online, in-person, blended): Online via Zoom or in-person

**Delivery** (synchronous, asynchronous): Synchronous

**Frequency of use:** Not a popular session among graduate students

**Average number of participants:** 10–30

**Year of development or most recent update:** First developed in 2017 and revised as needed depending on the audience and research in bystander intervention education

**Openly licensed:** Yes

**Target audience** (staff, students, faculty, admin): Staff, students, faculty and administrators. Tailored to the unique needs and contexts of the graduate students participating in the workshop.

**Perception of success with evaluation summary:** N/A

**Would you be willing to allow BCcampus to take a deeper look?** Yes

**Resource title:** Faculty & Teaching Support Staff Tips and Tools ([virtual)](http://www.sfu.ca/sexual-violence/faculty.html)

**Learning outcomes/goals:**

* Support for faculty
* Responding to disclosures
* Classroom incidents
* Trauma-informed pedagogy

**Type of access** (online, in-person, blended): Available 24/7 online

**Delivery** (synchronous, asynchronous): Online

**Frequency of use:** N/A

**Average number of participants:** Open to all

**Year of development or most recent update:** 2021–2022

**Openly licensed:** Unknown

**Target audience** (staff, students, faculty, admin): Faculty and teaching support staff (including teaching assistants)

**Perception of success with evaluation summary:** N/A

**Would you be willing to allow BCcampus to take a deeper look?** Yes

**Resource title:** Pedagogy of Care Circlesare ongoing seminars and workshops presented in partnership with the Sexual Violence Support & Prevention Office and the Centre for Educational Excellence

**Type of resource:** Seminar and workshop

**Learning outcomes/goals:** The sessions focus on classroom interactions, including how to:

* Apply a culture of care to incidents of sexual violence and disclosures of sexual violence in the classroom.
* Prepare instructors to respond pedagogically to incidents and disclosures within their scope as educators, not counselors.
* Gain tools informally to apply to the classroom as a supplement to formal workshops.

**Type of access** (online, in-person, blended): Online over Zoom

**Delivery** (synchronous, asynchronous): Synchronous

**Frequency of use:** Piloted in 2022–2023 between Oct 13, 2022, and April 20, 2023

**Average number of participants**: N/A

**Year of development or most recent:** 2022–2023

**Openly licensed:** Unknown

**Target audience** (staff, students, faculty, admin): Faculty members, teaching assistants/TMs, and sessional instructors

**Perception of success with evaluation summary:** N/A

**Would you be willing to allow BCcampus to take a deeper look?** Yes

**What training resources do you feel are most needed right now?**

Education, training, and outreach educational resources need to be created for faculty and staff so they understand professional expectations and what constitutes sexualized violence and so they become accountable for their own behaviour. We need more done at the provincial level to address faculty/instructor–student relationships.

**Do you have any thoughts on how the graduate student experience with sexualized violence might be unique and, if so, what should be considered when creating sexualized resources that target graduate students?**

All these workshops are customized to the student audience. The case studies applied need to be specific. They should be drafted and scripted to student and faculty groups. In general, SFU trainings and workshops have similar outcomes and broad strokes to BCcampus sexualized violence materials. The medium education is presented on matters (e.g., visuals for art, blackboards for math).

Faculty to co-facilitate is a strong approach but seems to be a rare occurrence. The primary delivery period is during the start of the year in grad school groups. Some trainings have been made mandatory for science student cohorts (five or six departments) — 408 students trained mostly on relationships and boundary workshops. This was possible due to a focus from leadership (associate dean).

Faculty trainings: It’s difficult to get buy-in unless there has been an incident. They are not mandated. Sexual Violence Support & Prevention Office does reach out but often receives little response or is redirected to provide training to grad students. Staff have allocated time for these types of trainings, but faculty do not, and therefore workload can present a challenge. Awareness of the issue ranges between different departments. Some faculty don’t see the power they hold as they have always been in this position.

There is a need for a power analysis in faculty training, but the question is who delivers it and where the direction comes from. A top-down approach is needed but through legislation. Quebec has legislated all post-secondary institutions to engage in sexualized violence training, perhaps yearly.

In-person delivery is better but requires adequate resourcing.

Peer training is a strong approach (including faculty taking turns facilitating other faculty).

Scaffolding from online to in-person to peer based to community capacity training. Learning series but also toolkits.

Onboarding is also needed for newly hired staff.

Faculty union can be a barrier and instead need to be on board.

Teaching assistant and research assistant unions have been very supportive.

Policy: Sexualized violence policy has mechanisms in place to detangle relationships. There is still a question as to whether it is a good idea to prohibit faculty–student relationships as it results in hidden (and less safe) relationships.

### UBC Okanagan

**Interviewee:** Shilo St. Cyr, director, Sexual Violence Support & Prevention Office ([shilo.stcyr@ubc.](mailto:shilo.stcyr@ubc)ca)

**Resource titles:** Consent Training, Queering Consent, Boundaries and Self Care. Managing Problematic Issues in the Classroom as a Teaching Assistant (how to respond as a teaching assistant).

**Resource title:** Workplace Respect and Discrimination

**Type of training** (workshop, training, materials): All are workshops, and there are some material handouts.

**Learning outcomes/goals:** Available in the slide deck

**Type of access (online, in-person, blended):** Online and now returning to in-person

**Delivery** (synchronous, asynchronous): Synchronous

**Frequency of use:** 10 times per year, four times per semester. There is a two-day intensive with six workshops.

**Average number of participants:** Maximum 30

**Year of development or most recent update:** Made in 2018–2019, adapted to be online then updated recently (2022)

**Openly licensed?:** No, but willing to share

**Target audience** (staff, students, faculty, admin): Graduate students. This training was made mandatory for engineers due to high reports.

There is an equity and inclusion certificate for teaching assistants/grad students created in partnership with the College of Graduate students. Some faculty mandate teaching assistants to do it.

**Perception of success with evaluation summary**: Lots of disclosures after questions and referrals following workshops. There is a feedback form (QR code with data survey program; Qualtrics).

**Would you be willing to allow BCcampus to take a deeper look?** Yes

Project in development this summer: Supervisor trainings that cover the following content: bullying, inappropriate demands, grind culture, how to have parties/socialize, how to manage sexism and inclusion in the classroom.

**Do you have any thoughts on how the graduate student experience with sexualized violence might be unique and, if so, what should be considered when creating sexualized resources that target graduate students?**

“The academy is not supportive of grad student well-being.” Grad students can be ignored. “This is what I experienced in grad school” culture. There is a high drop-out rate for grad students who have experienced sexualized violence.

The graduate student perspective needs to be targeted (e.g., power dynamics with supervisors and other students). Often there is only one supervisor, so it can feel like there are limited options for someone who has experienced sexualized violence. Perhaps we should consider a European model with (multiple) co-supervisors. There can be tragic results when there is sexualized violence with the one supervisor. Protections are needed for academic integrity. Supervisors are putting grad students as authors on papers and using this as leverage. There can be greater risks for grad students who are considering reporting (loss of supervision and potential loss of career prospects). There can be a level of entitlement with faculty; for example, “I’m tenured, I can do what I want.” This has been said explicitly in classes.

**The Intersectional Sexualize Violence Advisory Group uses the following principles in its work. How well do your institution’s sexualized violence materials align with these principles?**

* Accessibility: Yes, requests taken regarding accessibility
* Cultural safety: Yes, but it can’t be a truly safe space. Safer space. There is no accountability following workshops, for example. Can’t control the responses of others.
* Decolonial approach: Yes, centred land acknowledgement on sexualized violence. Write land acknowledgments together. Explore the root causes. How theft of land is connected to sexualized violence.
* Experience informed: Yes. Assumption that there are survivors in the room. Always considering how a survivor would feel hearing this. Volunteer program includes survivors and grad students.
* Gender inclusive: Yes. All genders served.
* Intersectional: Yes. Talk about it in every workshop — root causes and intersecting forms of oppression. Reporting barriers etc. related social location. Information on Kim Crenshaw.
* Survivor-centred: Yes. Survivor makes choices.
* Violence- and trauma-informed: Yes. Trigger warnings. Impact over what happened, how to respond.
* Healing-centred and transformative justice approaches: Healing-centred: Survivors decide what happens next. Helpers/those who receive disclosures need support too. Helpers need to respect survivor choices. Not a transformative justice yet.
* Relevance: Workshops changed for every group (e.g., teaching assistants, research assistants). Content is made more complex for advanced groups (e.g., MSW). Mostly the activities are adapted to the timing.

### Capilano University

**Interviewee:** Shiayli Toni, sexual violence and wellness coordinator (shiaylitoni@capilanou.ca)

**Resource titles**: Cultivating Community Care and Respect, Safer Campuses for Everyone (BCcampus asynchronous)

**Type of training** (workshop, training, materials): Training

**Learning outcomes/goals:** Understanding equity, belonging, and community building. Sexualized violence harms: How to show up for survivors in survivor-centred ways, where to find resources. Sexualized violence policy, student responsibilities.

Content of trainings based on the 2021 sexualized violence perception survey. Participants’ primary interests as noted in the survey results: what supports are there, who and where to go. Role and responsibilities under policy for both staff and students.

**Type of access** (online, in-person, blended): Online and in-person (community conversation)

**Delivery** (synchronous, asynchronous): Synchronous

**Frequency of use:** Just getting started. Working with department heads and faculty to get buy-in. Front loading in September to lower requests throughout the year. Preventive over reaction.

**Average number of participants:** 20 something currently, could do as many as 50. Lower engagement when not through classroom requests.

**Year of development** **or most recent update**: 2023 and in-progress

**Openly licensed?**: Unknown but would like to see it OED.

**Target audience** (staff, students, faculty, admin): Safer Campuses is going into a staff onboarding program, possibly being mandated. Cultivating Community Care and Respect delivered to cohort groups on request from faculty. Faculty and department heads often join these sessions. Hoping to expand this coming year to general students.

Perception of success with evaluation summary: N/A

Safer Campuses: This training doesn’t encourage as much thought, nor does it provide as much detailed nuance. Surface level: Basic info they already know. It lacks deep engagement, contextual nuances, and relational approach. Doesn’t fit the lived experience of students as it can be lacking relevant personal narratives. Resistance can be felt with standardized approaches. Open conversations work better to encourage questions from participants. Use common terms over jargon.

**Would you be willing to allow BCcampus to take a deeper look?** Possibly. Need follow-up.

**What training resources do you feel are most needed right now?** Need a more systemic approach over the current approach that focused on the symptoms of sexualized violence (a reactive model). Gender socialization plays a role in leading to the lack of a healthy sense of self. We need to offer generative options. Need a more sex-positive culture. Cultural change requires healthy mechanisms of self-worth, humanizing people. Finding better ways to create feelings of purpose and belonging for community members. Colonial context (roots of violence) is important. Empathizing and hearing what men are saying (especially sports groups) and meeting them where they are at. They have fears too. Facilitator found that when this approach was applied, men participants began to open, offering questions and solutions.

**Do you have any thoughts on how the graduate student experience with sexualized violence might be unique and, if so, what should be considered when creating sexualized violence resources that target graduate students?**

Briefed on responsibility as an employee (i.e., authority exists). Power dynamics related to consent. Expectations of professionalism.

### Royal Roads University

**Interviewee:** Dranna Andrew-Brown, manager, Student Engagement Student Service (dranna.andrewsbrown@royalroads.ca)

**Resource titles:** Consent, Relationship and Boundaries, Being an Active Bystander, How to Support a Survivor

**Type of training** (workshop, training, materials): Training

**Learning outcomes/goals:**

* Consent: Define what consent is. List three ways to practice consent. List at least three examples of sexual violence.
* Relationships and Boundaries: Describe what a boundary is. Describe how power can impact boundaries in a relationship.
* Being an Active Bystander: List at least five ways to be an active bystander. List at least five examples of harmful behaviour that can happen online or face-to-face.
* How to Support a Survivor: List at least nine ways to support someone who has experienced sexual violence. Identify at least six potential barriers to disclosing sexual violence. List at least three ways to avoid causing harm to a survivor of sexual violence.

**Type of access** (online, in-person, blended): All, but primarily online asynchronous

**Delivery** (synchronous, asynchronous): Both

**Frequency of use:** Online orientation (through launchpad) 70 per cent. Above 90 per cent attendance for in-person orientation.

**Average number of participants:** One at time asynchronous, 20–100 in-person

**Year of development** **or most recent update**: About six years ago. Joint creation with Research Universities’ Council of British Columbia.

**Openly licensed?:** Yes. Slide deck and facilitation guide.

**Target audience** (staff, students, faculty, admin): Students are directed to these online trainings prior to course start (through their optional online orientation) and then again during first class in some courses (healthy communities, consent and bystander videos).

Human Resources has adapted for staff and is mandatory.

**Perception of success** **with evaluation summary**: Good reception. Trainings have been very well received.

**Would you be willing to allow BCcampus to take a deeper look?** Unknown

**What training resources do you feel are most needed right now?** International students and others who are in established relationships and/or are divorced and dating again. More nuanced information for dating in post-secondary. Information for those who support more mature students.

**Do you have any thoughts on how the graduate student experience with sexualized violence might be unique and, if so, what should be considered when creating sexualized resources that target graduate students?**

Grad student population is unique at Royal Roads. They have less opportunities for research (e.g., less one-on-one relationships with profs, research supervisors etc.). Students are often already professionals who have personal support structures and community. International students completing a professional graduate program are most in-person grad students with an average of 30 seeking professional experience.

Suggestion: In smaller schools, capacity is an issue. Train the trainer opportunity for post-secondary institutions when rolling out new training would be helpful.

### Vancouver Island University

**Interviewee**: Adriana Elias, mental health strategist (adriana.elias@viu.ca)

**Resource title:**

*Safer Campuses for Everyone* (BCcampus asynchronous)

Target audience: Student leaders, athletes, peer support, student wellness group. Encouraged but not mandated. Can be part of training for student leaders.

*Student Disclosure Training for Wellness Peer Supporters*

Target audience: Residence leaders, student athletes, etc.

Participation: Approximately 14. Counsellor facilitated. Three hours in duration. Possibly created in-house. August delivery.

**Learning outcomes:** Understanding bias, defining sexualized violence, understanding responses, disclosure response guidelines

Consent workshop delivered by local community speaker Kerry Isham.

**Topics:** Legal age, consent campaigns, what is consent, what does it sound like, conditions needed to give consent, scenarios

Open for all students and staff (23 attended)

Movies for mental health onsexualized violence

**Infographics resources:** Three topics: survivors, receiving disclosures (faculty or staff), and if you are accused

**Type of training** (workshop, training, materials): All

**Average number of participants:** Safer Campuses for Everyone — 180 (total). Fifty per cent have started reviewing.

**Year of development or most recent:** Unknown

**Openly licensed?:** Unknown

**Target audience** (staff, students, faculty, admin): Student leaders. Staff: Sexualized Violence committee (10–15)

**Perception of success with evaluation summary**: Optional survey to provide feedback. Is it clear, engaging, and informative? Response has been positive.

**Would you be willing to allow BCcampus to take a deeper look?** Unknown

**What training resources do you feel are most needed right now?** Safe relationship planning. Positive language. Healthy kits. Positive sexuality approach. For example: Not sexual violence but sexual health. Possible healthy masculinity groups/workshops. Men’s representation in facilitation and education.

**Do you have any thoughts on how the graduate student experience with sexualized violence might be unique and, if so, what should be considered when creating sexualized violence resources that target graduate students?**

Difficult to tell. Resources are offered to everyone. International grad students — need to know the resources in community and campus, especially the cultural context as compared to home culture. Especially consent as a cultural concept.

### Emily Carr University of Art + Design

**Interviewee:** Sue Dorey, program manager of violence reduction and incident response (studentadvocate@ecuad.ca)

Resource title: *Safer Campuses for Everyone* (BCcampus asynchronous)

Reviewed and updated with additional and more rigorous content added (fall 2022). This training is used as part of a continuum of response. Can be completed alongside a student or with faculty and students within a class.

Promoted through student services. Needs to be requested through the webpage.

Feedback from staff: Viewed and recommended to students.

**Good Night Out** (delivered by a community group that offers various events on consent)

Offered once a year to foundation students.

Arts-based materials: Posters created by students with QR code that leads to live information and resources.

Additional notes: Most materials are used in an onboarding process in students' foundation year. This approach missed transfer students.

There is a strong uptake with visual-based materials for art students (posters, zines, social media, etc.). Most artists have social activism in their practice. Emily Carr branding creates ownership and uptake.

They recognize the need to broaden the targeted groups to more than first-year students.

Also using Courage to Act/Possibility Seeds materials and research.

Expecting more educated students in the future (with consent knowledge already).

It’s important to note that smaller post-secondary institutions can’t develop these resources on their own so they are greatly needed.

**What training resources do you feel are most needed right now?**

Trainings target to men, such as mindful masculinity. Deeper conversations than just consent. Need men on committees. Safe spaces for men to discuss. Currently mostly survivors are leading conversations.

**Do you have any thoughts on how the graduate student experience with sexualized violence might be unique and, if so, what should be considered when creating sexualized violence resources that target graduate students?**

Start with identifying their needs. Grad students are diverse. They are often over-taxed (more committees, more research, more responsibilities). Diverse delivery methods should be considered. They might access the on-demand stuff, but it’s currently tailored to first-year students. Research may be needed — what we know versus what we think we know. We know consent is being taught and understood (theoretically), but it’s not being applied, and we need to find out why it’s not being applied. Grad students at Emily Carr often transfer from other post-secondary institutions and can find it challenging to learn new expectations and resources regarding sexualized violence.

### Community Group: UVic’s Anti-Violence Project

**Interviewee:** Niko Mumford, education coordinator (education@antiviolenceproject.org)

**Resource title:** Understanding Consent

**Learning outcomes/goals:**

* Understanding terms and definitions, root causes (colonialism, gender binary, and how other forms of violence connect on the micro level)
* Practical skills for understanding consent (relationships and in communities).
* Sex positive but also broader context of consent in society.

Supporting a Survivor

**Learning outcomes/goals:**

* Practical skills: listen, believe, refer to care model
* Active listening, self-care, myth busting and affirming experiences
* Give back control to survivors

Practicing Boundaries (newest training, consent 2.0). Developed in 2020 launched in March 2022.

**Learning outcomes/goals:**

* Why it can be difficult to set boundaries in society
* Understanding power differentials
* Models and concrete tools: refusing and responding to rejection

**Target audience:** Free. Mostly delivered to students but also all community members. All are welcome. Registration through social media/website to Eventbright. University of Victoria Students Society, Graduate Student Society, classes, community groups.

**Type of access:** (online, in-person, blended): Both online and in-person

**Delivery** (synchronous, asynchronous): Never asynchronous (for safety to provide support). Half hour after support.

**Frequency of use:** Run each one at least per month. By request.

**Average number of participants:** 7–15

**Openly licensed?:** No

**Target audience:** Everyone. Focus on post-secondary students.

**Perception of success with evaluation summary:** Feedback survey with every workshop. Generally, feedback is great. Feedback is incorporated and important to the project. Trainings are always evolving.

**Would you be willing to allow BCcampus to take a deeper look?** Yes but will double check with the whole team. Slide deck may be available for online version. More conversation based on in-person. There is a facilitation guide for each training. Volunteers are trained in anti-violence facilitation techniques, four hours a week for a month.

**What training resources do you feel are most needed right now?** More focus on anti-violence/anti-colonial lens. Recognizing our education models can’t remain static as they need to evolve. Understanding there is a diversity of experience and participants. Community and peer-based education is needed. More involvement with community groups who are not funded like post-secondary institutions are (which has its own agenda). Funding to community groups. A good reference point is the 11 minimum standards to sexualized policies in post-secondary institutions — Students for Consent Culture.

**Do you have any thoughts on how the graduate student experience with sexualized violence might be unique and, if so, what should be considered when creating sexualized violence resources that target graduate students?**

Often living off campus and not as incorporated into campus life. It is not a shared experience as there is uniqueness to grad students. Graduate Student Society board is connected to the Anti-Violence Project.

The Anti-Violence Project and UVic have a complicated relationship. There has been a major critique of Tools for Change and Bringing in the Bystander. Student feedback says they are not survivor-centred and triggering. Do not account for vast diverse experiences. Limits of the support UVic staff can offer due to institutional framework.

### Community Group: Simon Fraser Public Research Group

**Interviewee:** Chantelle Spicer, director of engagement ([engagement@sfpirg.ca](mailto:engagement@sfpirg.ca)); Harjab, Graduate Student Society advocate; Hanieh, student director of research

**Do you have any thoughts on how the graduate student experience with sexualized violence might be unique and, if so, what should be considered when creating sexualized violence resources that target graduate students?**

Belinda began doing responding training with graduate student stewards (workers). Good workshop considering labour/power, etc. Stewards did not know how to respond and advocated for trainings. One-offs, not consistent. Only one facilitator. Sexual Violence Support & Prevention Office is limited in what it can do. Power hierarchy. Lack of resourcing. They aren’t the decision makers. How do we get the leadership (decision makers) on board?

Effort from SFU offices to understand there is a gap. Recognition but lack of action.

Most policies don’t account for supervisor–student relationships. More of a power dynamic than a traditional employer dynamic. Provided feedback to sexualized violence policy — for example, doesn’t account for environments outside of campus (conferences/labs, etc.). In more environments where they could be sexualized violence, like getting drinks after a conference. Gaps in understanding the nuances of the relationships between grad students and supervisors dynamic. Grad students are the most isolated. One point of contact with their supervisor. Little other contact with students or faculty. Possible impacts on future employment/academic career. Policy piece is needed. Education works for people who can learn (have ignorance). Faculty members often recognize their power trying to establish policies that provide space for sexual relationships with students. Culture in certain faculties supports these relationships. Power protecting power. Lack of consequences for perpetrators (due to image/liability). Lack of accountability. Harm, oppression, and silencing grad students are experiencing. Rights and justice seeking as opposed to education.

Education: Not allowing this culture of profs to do whatever you want, needs to be not normalized. Destigmatize, reject the normalization. Trainings need to be mandatory — there are other mandatory trainings for students (e.g., lab safety). Not an asynchronous model. Bad training is harmful (not skilling, retraumatizing, etc.).

Education tends to be interpersonal. What about institutional change/education? Like, community agreements. Zero tolerance policy is a policy position.

What could help: Discussion questions over case studies. Grad students and profs (separate). Accountability, power, ideology, toxic culture in programs “what are you seeing around you.” Non- or academic adjacent–situations (end of term parties, field schools, labs, in the field remote, faculty homes, on campus late). So many more variables (isolated ones) for grad students. More interactions with non-post-secondary staff/faculty.

Responding to disclosures: Skilling them to support each other as there are many barriers to disclosure (lack of policy). Peer support groups. BCcampus: Not just marketing to institutions but to students.

Category approach to scenario discussions: Moral, legal, grey, etc.

Student advocate for stronger legislation: 10 minimum standards

### Subject-Matter Expert

**Interviewee:** Dawn Schell, UVic manager mental health outreach and training (dmschell@uvic.ca)

**What training resources are most needed right now (for grad students)?**

* Understanding power differentials and how to navigate them
* Understanding what sexualized violence is in the context of graduate school — knowing what is and is not okay (hope that makes sense) and what to do

**Do you have any thoughts on how the graduate student experience with sexualized violence might be unique and, if so, what should be considered when creating sexualized violence resources that target graduate students?**

Based on my experience both working with graduate students as a counsellor and my own observations of the dynamics in my graduate department, in many ways graduate students are even more vulnerable than undergraduate students.

* Their funding, future job prospects, references, research opportunities, networking, visas/study permits may be on the line.
* How then does one navigate issues of harassment, consent, and even how to seek support?
* What if it’s a colleague and they happen to be the “favoured” grad student?

This project has been funded through Women and Gender Equality Canada's Women's Program.

