

Building Strategies to Prevent Sexualized Violence

Some places to start

Territory Acknowledgement

We acknowledge with respect that the lands on which this presentation and conference are taking place are the unsurrendered and stolen shared lands of the Lilwat7úl and Sk̓w̓x̓wú7mesh nations, whose relationships with the land have existed since time immemorial. This mountain's name is Cwítima/Kacwítima (Lilwat7úl), and Sk̓wik̓w (Sk̓w̓x̓wú7mesh).

We recognize the interconnected nature of sexualized violence, gender-based violence, and colonial violence against Indigenous peoples, lands, and bodies.

Learning Outcomes

- A brief introduction and starting point for the policy landscape related to campus sexualized violence
- The role of educational workshops in our programming
- An introduction to running campaigns and events
- Starting points for addressing campus violence in student residences
- What makes sexualized violence prevention work different from other types of student advocacy?
- Ultimately, How do we do this work effectively and in a good way?
- Note: keeping our broad audience in mind, we're asking questions not giving answers

Introductions

Kenya Rogers

Name, pronouns, etc.

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Name, pronouns, etc.

Introductions



antiviolenceproject.org

Accessibility & Participation

Accessibility Needs:

- Raise your hand to speak, we will do our best to meet your needs

Participation:

- Lots to cover
- Need clarification? Raise your hand to speak
- Q&A at the end

Safety

- If you need to leave at any point, that is ok.
- During the presentation, **Kate Jarman** is available to provide immediate support.
- If anything is triggering or distressing and you want to talk, please come find us at the end.

Safety

Resources:

- Sunshine Coast/Sea to Sky Crisis Line: 1-866-661-3311
- VictimLink: 1-800-563-0808 or VictimLinkBC@bc211.ca
- KUU-US Indigenous Crisis Line: 1-800-588-8717
- Trans Lifeline: (877) 330-6366

Group Agreement

Survivors in
the room

Take space/
make space

It's ok to be
triggered

Confidentiality

Practice care

Respect

The Role of Policy

National and Provincial Contexts

National Jurisdiction:

- Criminal law
- Funding and overarching “framework”
- *National resource: Our Campus, Our Safety

Provincial Jurisdiction:

- Education
- Distinct legislative, policy, and funding landscapes
- Relevant resources will depend on province/territory



Two Streams of Action: Policy

Provincial Stream:

- High-level legislative, funding, and oversight landscape
- Broad scale actions

Institutional Stream:

- PSI-specific approaches
- More locally specific, on the ground actions
- Responding to institution-specific challenges

Provincial Actions: The overarching context

Policy Advocacy: 2 Streams of Action

Provincial Stream of Action

- Legislation (or lack thereof) sets the context
- Will influence institutional stream

Institutional Stream of Action

- Your institutions' specific sexualized violence policy (or lack thereof) and surrounding context

Provincial Stream of Action

- Many provinces have policy legislation
- Overall findings:
 - Legislation tends to be limited in scope, proper oversight, and associated funding
- Important: be tuned in to your province's legislative landscape

Legislative Landscape Overview

Have Legislation:

- BC, Manitoba, Ontario, Quebec, PEI, Yukon

No Legislation

- Alberta, Saskatchewan, New Brunswick, Nova Scotia, Newfoundland, Northwest Territories, Nunavut

Tougas, S., Naushan, A., & Patel, D. (2021). Environmental Scan of Relevant GBV Policies and Law for Canadian Post-Secondary Institutions. *Courage to Act: Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions in Canada.*

What should we be looking for from legislation?

Beyond just having a policy

- Insufficient legislation risks replicating the same harms as without
- Students for Consent Culture: 11 minimum standards
 - Foundational work for many student advocates
 - Developed in response to widespread insufficiencies in legislation
 - If used a resource, credit those who developed them

Spicer, Chantelle and Connor Spencer. 'Moving Beyond Potential Building Justice for Students in British Columbia: A Call for Action on Campus Sexual Violence'. Students for Consent Culture Canada, 2019.

Minimum Standards



1. Standalone policy
2. Right to both criminal and institutional processes
3. Mandatory training for decision-makers
4. Rape shield protections
5. Protection from face-to-face encounters
6. Timelines
7. Protection from gag orders
8. Broader scope: off-campus, co-op and work placements
9. Informing of sanctions
10. Student representation on committees
11. Review period every two years

Case Example: BC SVMPA

SVMPA: The Sexual Violence and Misconduct Policy Act

- Fought for by student advocates
- Requires that each PSI have a policy
- Limited additional requirements
- Very minimal oversight or accountability mechanisms

Minimum Standards: How does BC stand up?

1. Standalone policy 
2. Right to both criminal and institutional processes
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Asking Questions

Handout: questions to ask for understanding your provincial policy legislation landscape. You can use this as a tool for building either your provincial advocacy, or for better understanding your PSI context.

- Do you have legislation? Is it meeting these standards? Should we be advocating to change it?
- If you don't have legislation, should you be advocating to introduce it?
- Who is already working on provincial action? Who are our partners/allies?

Institutional Stream

Institutional Policy Considerations

Key things to know: The basics

- What are the legislative requirements? Are they meeting them?
- What are the key standards the policy should be meeting? Is it meeting them?
- What are students telling us about their experiences with reporting or seeking support under this policy? Is the institution upholding its commitments? Is further harm being caused?
- Are the minimum standards too low? What could be advocated for to improve?

Institutional Policy Considerations

Key things to know: Review periods

- Is there a mandated review period under your legislation? Find out timelines.
- Are students or particular groups required to be consulted under either the policy or the legislation? What does this process look like?
- Who is the approval authority?
- Who is responsible for upholding the policy?

*Think about pressure points and avenues to advocate

Institutional Policy Considerations

Key things to know: Reporting and evaluation

- What kinds of reporting or evaluation mechanisms are required/in place?
Under the legislation, under policy?
- Can you establish your own evaluation processes?
 - Surveys, focus groups, SFCC scorecard
- *Gap between policy and practice
 - Can institutional reporting be trusted? How do we assess this?

Practical Applications On Campus: Education, Outreach, and Awareness

Workshops

- What kinds of workshops would we want to see on our campus?
- Are other folks already doing this work? Can we partner and support it? Should we be making something new/different?
- Do we have the expertise to educate others on this topic? If not, where can we build relationships to bring that expertise in?
- Do we have the resources to offer workshops on an ongoing basis?
- Do we have the support services available for facilitators and participants triggered by workshop content?
- Have we made the necessary safety considerations?

Workshops: Lessons from the field

- Students feel more engaged in workshop content when they get to build and understand definitions in real time
- Content needs to be adaptable to many different contexts (consider International students of example)
- It is important to meet students where they are at, and to foster learning environments that balance **safety** and **inquiry**
- Ex: Building Consent Culture

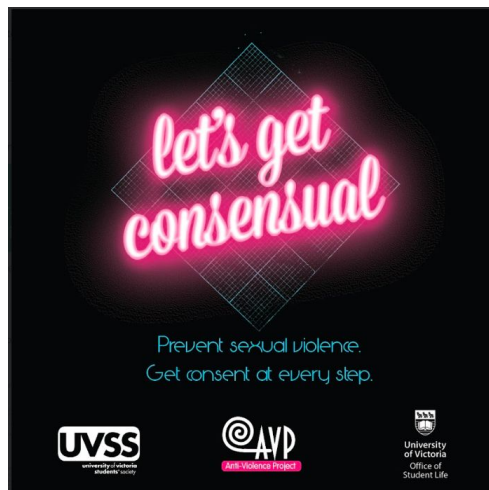
Campaigns

- What do we mean by “awareness”? What are we trying to make people aware ***of***?
- Who is our target audience? Why?
- Do we have specific actions that we want to be taken, or are we aiming for increased understanding of a given issue?

Campaigns: Lessons from the field

- Call to action
 - Ex. “Attend our workshop!”
- Tangible and digital presence
 - Posters, videos, social media, tabling, swag, etc.
- How to get involved
 - Connecting students to the work through ongoing committee and volunteer opportunities assist with retention and expansion
- Branding: distinct and consistent
 - Stands out from PSI’s branding, clear messaging

Campaigns: Lessons from the field

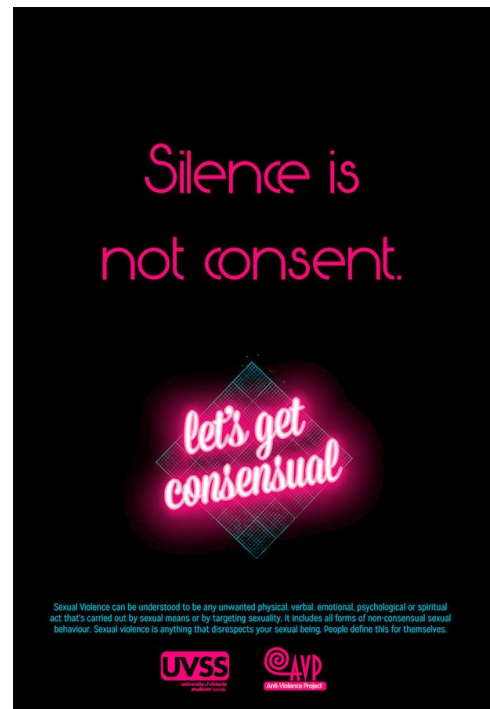


Coasters!

Buttons!



Posters!



Campaign Messaging: Lessons from the field

Messaging

- Avoid victim-blaming
- Responsibilize: those who cause harm, institutions, policy failures...**not survivors.**
- Attend to and avoid potentially triggering content

Campaign Messaging: Lessons from the field

Things to watch out for

- le: cisnormative, heteronormative, or ableist language
- Only focusing on consent as a “yes”
- Only focusing on consent as being “sexy”
- Not discussing consent in other contexts outside of “sex”
- Only discussing consent as a legal requirement
- Not just violence against women

*Get feedback from your community on developing inclusive language

Events

- Whose voices are we promoting?
- Whose voices are not present?
- Are we making space for people of diverse experiences?
- Are we making these spaces inclusive, supportive, accessible?
- Are we compensating people properly?
- Are we meeting students where they are at? (physically, emotionally, socially?)

Events: Lessons from the field

- Ex. Protests, info sessions, speaker events, panel discussions, art installations
- Having diverse organizing committees
- Working across advocacy groups
 - Coalition building, solidarity, reciprocity

Lessons from the field: Important Note

Consultation is key

- This work must be community-focused and human-centered
- Outreach: meeting students where they are at
 - One-sized outreach doesn't fit
- Compensate people, do not extract this emotional labour for free!! (if you can't pay for it try and get the PSI to do it)
- Building emotional and practical safety

Trauma-Informed Consultation Guide, Rogers, K. 2020.

https://drive.google.com/file/d/1z2W7cb-8DN1HjKI9oz2wFxBbiAEyxVk_/view

Special Considerations: Student Residences

Student Residences

Unique Aspects

- Strongly correlated with increased rates of violence on campus
- Most assaults occur in a home or car
- Impacts:
 - Survivors may have to live in same residence as those who used violence
 - High potential for re-traumatization

Student Residences

Unique Aspects

- Student workers in residences (Residence Advisors, Community Leaders, etc.)
- Frontline response: students in these positions often are the first to receive disclosures
 - Emotional impact, vicarious trauma
- Lack of proper training or support
 - Responsibility of PSIs

Student Residences

Consulting Student residence workers

- What are they experiencing on the ground?
- What training are they getting on disclosures and emergency response?
- How can your student association advocate for and support them?

Student Residences

Consulting Student residence workers

- Are student staff supported to know how reports are being made, what their role is and what will happen if a student does disclose to them?
- How is confidentiality being managed?
- What are the expectations for student staff?
- Do they have the necessary support systems in place for their own emotional wellbeing?

Student Residences

Meeting students where they're at

- Bring outreach and programming directly to students in residence
- Know the context:
 - High rates of violence at certain times/dates/events
 - Do you know when the first big “game” of the season is?
Weekend before classes start?
What about Halloween? New Years?



A poster with a black background and a large blue circle at the top. The text is in pink and white. At the bottom, there is a logo for 'let's get consensual' and a website URL.

CONSENT IS

- a mutually communicated agreement
- enthusiastic
- responsibility of the initiator
- step by step & ongoing
- cannot be held to a predetermined agreement
- best practiced sober

let's get consensual

www.uvic.ca/consent
www.antiviolenceproject.org



A poster with a black background and a large blue circle at the top. The text is in pink and white. At the bottom, there are logos for AYP, University of Victoria, and UVSS.

SOME WAYS TO SUPPORT SURVIVORS

- This is not your fault
- I am sorry this happened to you
- I am so glad that you are communicating with me
- You are not alone
- You deserve healing
- What do you need right now?

WE BELIEVE SURVIVORS

AYP
antiviolenceproject

University of Victoria
Student Affairs

UVSS
University of Victoria
Students Society

Student Residences: Harm Reduction & Outreach

During big party nights:

- Late-night outreach, harm reduction tents nearby
 - Folks trained in crisis response
- Outreach: water, safer sex supplies, safe walk program*, naloxone, information and resource pamphlets

*Be careful with who is participating in safe walk programs

Student Residences

Harm Reduction and Outreach

- Reminder: we do not blame those who experience violence for using substances, going to parties, dressing a certain way, flirting, etc.
- Reminder: we must hold those who cause harm responsible for their actions, alcohol and substance use do not absolve people for inflicting violence

While parties and alcohol and substance consumption are correlated with higher rates of violence, we know that promoting abstinence only or banning partying **does not work.**

Instead, we focus on **harm reduction.**

Student Residences: Education and Outreach

- Bring workshops and tabling directly to residence
- Do consultations: what are students experiencing? What do they need? What's working well, and what isn't?
- Make connections with student residence advisors or community leaders
- Door hanger examples
- Campus move in day (and any other big days)

Student Residences: Harm Reduction & Outreach

What about bystander intervention?

- Bystanders can have an important place in reducing harm and preventing further violence
- However, there is a tricky balance
- Remember: points of intervention
 - It is highly unlikely that bystanders will be around during an assault to intervene
 - Can be highly dangerous
- Our focus is on consent education, harm reduction, and improving systems overall

Questions?

Support

We are available after this session and after our session later today to talk if you need support.

Come meet us after the presentation if you want to chat.

Contact Information

Questions, workshop requests, consultations.

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Thank you!