Strengthening Our Response to Sexual Violence: A Working Paper on Prevention and Response Strategies for Selkirk College

by

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Abstract

Bill 23: Sexual Violence and Misconduct Act requires that all post-secondary institutions establish and implement a sexual misconduct policy including prevention and response measures. This paper supports the work that is being done at Selkirk College to address the prevention and response requirements of Bill 23, and support a decrease in the number of sexual assaults on campus while simulataneously working to increase the number of students who seek support following a sexual assault. This paper is informed by two Selkirk College institutional research projects, feedback provided by college staff, and information found in existing guidelines for post-secondary institutions. The resulting understanding of issues related to sexual violence on campus that emerged from this research informs the recommendations for Selkirk College's sexual violence prevention and response strategy in various areas: identifying and utilizing a preferred language, gaining institutional buy-in and support, developing a peer-to-peer delivery model, creating and rolling out an awareness campaign and designing and implementing evaluation mechanisms. Furthermore, this paper outlines three intervention approaches that are either currently in use at Selkirk College or are being considered for delivery to the campus community in the near future: *Bringing in the Bystander* (BITB) training and supporting survivors education and healthy masculinities groups. While the recommendations found in this paper align with the approaches that many post-secondary institutions throughout the province are taking in order to meet the requirements of Bill 23 and to address issues related to sexual violence, this project considers needs specific to the rural college-community of Selkirk College. The perspectives and insights of Selkirk College staff members and the student body collected during this study reflect the unique nature of this institution and have been incorporated into the suggestions and recommendations this working paper offers.

Keywords: Sexual Violence; Post-Secondary; Prevention; Response

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Executive Summary

On May 19, 2017, Bill 23: Sexual Violence and Misconduct Act comes into force. In addition to requiring that all post-secondary institutions establish and implement a sexual misconduct policy, the act requires that sexual misconduct be addressed through prevention and response measures (Bill 23, 2016).

Sexual violence on college campuses is pervasive, with studies indicating that over one quarter of women will experience sexual assault while attending college (Hayes-Smith & Levett, 2010) and that college-aged men (18–24) are 78% more likely to experience sexual assault than non-student men of the same age (Department of Justice, 2016). Despite this known prevalence of sexual violence on campuses everywhere, students still infrequently report sexual victimization to authorities (Campbell, Greeson, Fehler-Cabral, & Kennedy, 2015), with only 1 one in six college-age female survivors receiving victim services assistance (RAINN, 2016).

This working paper supports Selkirk College's efforts to address the prevention and response requirements of Bill 23, and the college's commitments to decreasing the number of sexual assaults on campus and increasing the numbers of students who seek support following a sexual assault. With that in mind the paper provides:

- Sexual violence preventions strategies for instructors and administrators to engage with students during pre-class events and within and outside of the classroom;
- suggestions for implementing a sexual violence awareness campaign centring on the college's sexual assault and prevention strategy;
- a review of the current *Bringing in the Bystander* training that provides participants with awareness of of rapre culture and possibly dangerous situations, as well as the skills,

confidence and sense of responsibility to prevent or interrupt sexual violence in their community (EVABC, 2016a), including recruitment and evaluation mechanisms;

- recommendations for procedures relating to how all members of the Selkirk College's community can appropriately respond to disclosures of sexual assault; and
- guidance on how to create and facilitate an on-campus men's group for the purpose of holding discussions about both how men perform masculinity and what impact these performances can have on women and rape culture.

The Ending Violence Association of British Columbia's document, "Campus Sexual Violence: Guidelines for a Comprehensive Response" (2016), along with a significant portion of the existing literature in the areas of structural violence and rape culture, were reviewed during the creation of this paper. Additionally, data from two institutional research projects conducted at Selkirk College were considered: (1) The Selkirk College Sexual Violence Survey that was disseminated, via email, to over 1700 students in the fall of 2016. This survey contained five demographic questions and five scaling questions posed to collect students' thoughts and feelings on issues related to sexual violence. Several questions also provided space for additional comments to be provided. (2) Data were also collected from Dinner Basket Conversations (DBCs) that used a focus group research method to collect students' thoughts and feelings on issues related to college life. In these conversations, hosts invited eight to 12 students to create and share a meal together, while discussing sensitive topics in a safe and comfortable setting. Hosts were expected to record prevailing themes that emerged during the dinner and were provided with a template to organize themes into categories, such as knowledge, stories and emotions. Hosts compiled their notes into a final summary of their observations of the dinner, provided to the lead researcher following each DBC.

Some key themes that emerged from these research projects were as follows:

- Almost half of the resondants were unaware of the supports presently available to survivors of sexual violence both on and off campus.
- Almost three quarters of respondants desired to see student and staff training on issues related to sexual violence.
- Some students failed to recognize the frequency, severity and nature of sexual violence on campus.
- Engaging some male students in a discussion on issues related to sexual violence presents challenges.

At the time of this writing, Selkirk College is in the consultation stage of producing its draft sexual violence and misconduct policy. The college has sought feedback on the draft policy from students, staff, faculty and community members. While this paper does not address the writing or consultation process of Selkirk College's policy, some members of the policy team have contributed to the creation of this paper by providing feedback and support. The policy team is composed of various Selkirk College administrators and staff, including the Healthy Campus Advisor, Leslie Comrie.

The data gleaned from the two institutional research projects, feedback provided by Selkirk College staff, and information found in existing guidelines for post-secondary institutions have been analysed during the creation of this paper. The resulting understanding of sexual violence on campus informs the following recommendations for Selkirk College's sexual violence prevention and response strategy:

Language

- It is recommended that Selkirk College identify and utilize a preferred and common language when referring to issues related to sexual violence. This includes the use of gender-inclusive language that is trauma informed and survivor centred.
- The language in Selkirk College's response and prevention strategy should convey the recognition that sexual violence can occur to anyone, but that sexual assaults are perpetrated predominantly by men against women and girls (Statistics Canada, 2015). This approach will align Selkirk College's language with other sexual violence prevention training curricula and reflect the statistical realities of sexual assault.

Institutional Buy-in and Support

- Ideally buy-in to Selkirk College's sexual violence prevention and response strategy would include both top-down support, from high-level administrators, and grass-roots interest from a diverse student body.
- Top-level administrators (i.e., the president) may wish to consider making a public announcement outlining Selkirk College's expectations for an inclusive campus community that is free of violence, as well as emphasizing the serious nature and potential consequences of an offence.
- Administrators can also offer material support for education and prevention programming by ensuring that there is adequate funding, space and staffing to follow through with strategies selected for implementation.
- Student input should inform the strategy's planning and decision-making process through surveys and focus groups (such as the ones utilized in this project). Students' thoughts and opinions on issues related to sexual violence and on the college's prevention and response strategy should be periodically sought, valued and considered.

- Whenever possible, Selkirk College should solicit and utilize student voices when designing promotional and educational materials (e.g., educational videos).

Peer-to-Peer Delivery Model

- A peer-to-peer education model for delivering sexual violence response and prevention training is recommended because this offers several benefits, including cost effectiveness, information delivery via sources seen as credible, and the empowerment of student educators (Turner & Shepherd, 1999).
- Given that some student groups may be harder to recruit and engage than others, it is recommended that Selkirk College strive to make recruitment efforts relevant to specific student groups (e.g., Indigenous students, members of the lesbian, gay, bisexual, trans, and queer [LGBTQ] community, international students, etc.) and keep records of which programs participants are enrolled in to increase awareness of hard-to-reach populations (e.g., students in male-dominated programs).
- Offering a number of incentives to both peer educators and program participants, including co-curricular credit, certificates of completion, hours towards practicum, hours towards programs that require volunteer hours, and monetary stipends is recommened because this encourages participation.
- With the understanding that students may feel overwhelmed by an excess of information in the initial weeks of each semester, recruitment efforts can take place at multiple times throughout the year.
- Classroom instructors can be informed of recruitment efforts and plans, as they may be able to provide information about students whom they believe to be possible candidates for peer educator recruitment.

Awareness Campaign

- Promotion materials should provide information about Selkirk College's strategy, such as upcoming trainings, statistics on the prevalence and seriousness of sexual violence and information on consent and the use of drugs and alcohol.
- Promotional materials can be delivered through various forms of media, including printed materials, posters, and information cards found throughout all campuses and distributed during all campus events. Social media and on-campus television are also strong mechanisms for promotion.
- Promotional and educational materials should utilize preferred language, terms and definitions, and they should feature attractive and eye-catching illustrations. Selkirk College can consider utilizing promotional materials from other post-secondary institutions or creating its own.
- Selkirk College may wish to create and launch a week-long sexual violence campaign focused on increasing awareness and prevention of issues related to sexual violence.
- Selkirk College can utilize student engagement events, especially those occurring early in each semester, to deliver their awareness campaign, but should also consider continuous promotion throughout the school year.

Evaluation Mechanisms

- Selkirk College should expand its needs assessment process by developing a method to reach distance learning students and those attending smaller campuses and learning centres for the purpose of measuring their understanding and needs as related to issues of sexual violence.

- The college can continue to seek feedback from peer facilitator training sessions to help determine the efficacy of the training and the resulting comfortability of peer facilitators in delivering bystander training.
- Selkirk College should design an evaluation mechanism for measuring participants' degrees of attitudinal and behavioural change resulting from bystander training (see *Bringing in the Bystander* section). It is recommended that this evaluation be completed by participants prior to training sessions, immediately after each, and in a three-month follow-up.

Bringing in the Bystander training

- Bystander training is likely to produce attitudinal and behavioural shifts in relation to participants' views of sexual violence, including greater intention, increased readiness and more perceived skills to safely intervene.
- The introduction of the bystander training model to all Selkirk College staff, faculty and administrators through professional development opportunities and intra-institutional communication methods is highly recommended as increasing understanding of issues related to sexual violence, as well as this training, are key to increasing buy-in for a large-scale implementation of the program.
- Peer educator recruitment efforts should focus on reaching student groups traditionally considered the most difficult to engage (e.g., those enrolled in male dominated programs, students on athletic teams such as the Selkirk Saints, etc.). In-class presentations by relevant male presenters that outline the program and the benefits of both facilitation and participation are highly recommened.

- It is further recommended that bystander training be embedded in course curricula and delivered to every student at multiple times throughout the year as an effective means of providing a wide range of students with the skills and confidence to intervene in situations with strangers and friends, and in doing so help establish a safer community on Selkirk College campuses.
- Selkirk College may wish to continue to build on existing relationships with other post-secondary institutions (e.g., College of the Rockies) in order to collaborate on possible training opportunities and share information and resources.

Supporting Survivors Education

- All campus community members should can be educated on multiple aspects of sexual assault disclosure, such as barriers to disclosing, the effects of a positive and negative response to a disclosure, the likelihood of a non-professional receiving a disclosure, and the three-step process (listen, believe, empower).
- Selkirk College's current "Supporting Survivors" handout should be provided to all campus community members in both email and physical form. Additionally, this handout can be considered a "living document," one that is regularly reviewed and updated.
- Selkirk College may wish to consider creating a supporting survivors training workshop to be delivered to peer educators and student leaders.
- Students need to feel that they are fully aware of the process that they or their peers will encounter if they decide to make a disclosure: who they can make a report to, what emotional and psychological supports are available, what academic accommodations may be provided and how they will be protected from retaliation. To address these concerns,

the college's policy regarding supporting survivors must be made available at multiple on-campus and online locations.

- It is recommended that Selkirk College creates a staff position specific to responding to disclosures and educating and supporting students on issues related to sexual violence.

Healthy Masculinities Groups

- To support healthy masculities on campus, Selkirk College should begin by creating a position for a male facilitator of a men's group. This paid position requires the successful candidate possess a combination of education and experience in community organizing, group facilitation and clinical counselling with a clear focus on healthy masculities.
- Recruitment efforts for participants in a men's group can begin immediately following the hiring of the group facilitator. Initially, recruitment efforts may need to prioritize male student leaders. These men may be identified through their previous work with other campus initiatives (e.g., *Bringing in the Bystander* training, student ambassador and student union, etc.) or possibly identified by faculty or staff.
- In collaboration with the Healthy Campus Advisor, the facilitator can begin planning dates and activities for the initial men's group meetings. This planning would include the promotion of the group through previously mentioned mechanisms (posters, social media, in-class presentations, etc.) and the collection of a variety of resources and literature exploring various forms of masculinity and their impact on issues related to sexual violence.

Summary

While the recommendations found in this paper align with the approaches that many post-secondary institutions are taking throughout the province in order to meet the requirements

of Bill 23 and to address issues related to sexual violence, this project considers needs specific to the rural college-community of Selkirk College. The perspectives and insights of Selkirk College staff members and the student body collected during this study reflect the unique nature of this institution and have been incorporated into the suggestions and recommendations this paper offers.

This project is one aspect of a culture change at Selkirk College. It is a tool intended for use by everyone who desires to live in a community free from acts of sexual violence.

Acknowledgements

This project was made possible with the assistance and collaboration of many people. In particular, I want to acknowledge the important and valuable contribution of the students of Selkirk College, whose generous guidance informed this paper. By sharing their thoughts, feelings and experiences on issues related to sexual violence, they have helped to contextualize the recommendations this paper provides and strengthen Selkirk College's approach to preventing and responding to sexual violence. I am very grateful for their willingness to share their experiences and opinions with honesty and integrity, in the spirit of creating a safer campus community for all.

I also want to acknowledge my deep appreciation and gratitude for the support and contribution of my key mentors at both Selkirk College and the University of Victoria: Rhonda Schmitz (Selkirk College); Leslie Comrie (Selkirk College); Robin Higgins (University of Central Asia); Dr. James Anglin (UVic); and Dr. Sibylle Artz (UVic).

Finally, I gratefully acknowledge those in my personal life who have encouraged and supported me through a lifetime's journey of learning and persistence, and who continue to do so: my mother, father and sisters, as well as my close friend and dear colleague, Melissa Michaud.

Preface

This project, which supports Selkirk College's sexual violence prevention and response strategy, has for me been a journey of professional collaboration, student engagement and self-reflection. As a settler male, a child and youth care worker, novice social science researcher, a beginner college instructor, a sexual violence educator and an advocate, I have experienced and continue to experience a diverse intersection of roles and agendas. The purpose of this reflection is twofold: firstly, I describe the process leading up the creation of this project, and secondly, I acknowledge and reflect on what I have learned about the role of men in addressing and preventing sexual violence.

Since beginning my education and practice in the field of Child and Youth Care, over eight years ago, I have known I wanted to be an instructor at Selkirk College. My first two years in the Human Services diploma program at Selkirk College were incredibly formative ones. As a mature student returning to the classroom, I was apprehensive about engaging with my classmates and instructors. I was swiftly put at ease through the gentle demeanor of my teachers and an environment of safety, respect and acceptance in the classroom. The small class size and laidback Kootenay lifestyle that permeated the atmosphere of most classes also contributed to my increased level.

After several years of entry-level practice and the completion of my bachelor's degree in Child and Youth Care, I returned to Selkirk College for an MA practicum placement within the counselling department. I was supervised in this placement by Robin Higgins, a member of the leadership team instrumental in the development of the Dinner Basket Conversations. Among the many things Robin taught me in our work together was a greater understanding of the complex

nature of student lives and the diverse needs these young (and not so young) people have. In addition to the ever-present pressure of academic achievement, students face a plethora of issues: mental health challenges, substance misuse, financial pressures, and social and environmental isolation, among others. The projects on which Robin and I collaborated and the conferences we attended together helped me to conceptualize student success in a holistic light—one requiring that many diverse and intersecting needs be met.

One of these conferences was *The Power of Our Collective Voices*, a two-day pre-conference symposium at UBC in the spring of 2016. The aim of this event was to provide students, staff, faculty and administrators of various post-secondary institutions from around the province with the tools to better respond to sexual violence on campus by creating a safe space for discussion of the development and implementation of post-secondary policies, protocols, prevention strategies and community collaboration (CCSV conference, 2016). Considering Bill 23 had completed its first reading in parliament a few weeks before, the timing of this event was very poignant.

Following a lively two days filled with keynote speakers, breakout groups and casual conversations with colleagues from other post-secondary institutions, Robin and I and two other Selkirk College staff members began to reflect on how all this new information could best be applied to our rural college community. Selkirk College is unique. The small student population and multi-campus layout that spans several rural communities throughout the Kootenay / Boundary region, make Selkirk College different from other post-secondary institutions in the province. Questions began to emerge for us around how to meet the requirements of Bill 23 and address the needs of our unique community: How might Selkirk's isolated and rural location challenge efforts to engage students in conversations on issues related to sexual violence? Does

the fact that our college lacked security guards or a safe ride program impact the rates of sexual violence on campus? How aware of the prevalence of sexual violence and issues like consent are Selkirk College students? Do Selkirk College students face specific barriers to disclosing an experience of sexual violence and seeking support?

From these questions the idea of creating a resource to support Selkirk College's sexual violence prevention and response strategy began to emerge. As often happens with large projects, some of the specifics of this project shifted over the course of its creation, yet its intention has remained: to provide recommendations for how to equip members of the Selkirk College community with knowledge of issues related to sexual violence, awareness of the college's expectations for creating a violence-free campus environment and skills to prevent and respond to sexual violence.

Over the next nine months I attended multiple sexual violence prevention events, including a third UBC conference, *Changing the Conversation on Sexual Violence on Post-Secondary Institutions*, and a two-day workshop, *Bringing in the Bystander,* hosted at UVic. I also began to reach out to others already doing this work on BC campuses, like members of the Anti-Violence Project (AVP). Located at the University of Victoria, the AVP comprises a team of staff and volunteers; this group "strives to provide anti-oppressive and sex-positive services, advocacy and action on campus and off, in partnership and collaboration, in order to address and resist gender-based and all forms of violence" (AVP, 2017, p. 1). Through these experiences, I learned some the approaches that other institutions were incorporating into their sexual violence prevention strategies, such as peer-to-peer education and advocacy models, acknowledgement of the connection between sexual violence and colonization, and the enlistment of local artists in the creation of awareness materials.

Around this time, I was hired as an instructor in the Human Services diploma program at Selkirk College. This job significantly shifted my position on campus and, subsequently, my work on this project. I now had a position with considerably more responsibility, especially in relation to those I was aiming to support through this project.

Throughout my academic career and practice experience (possibly earlier as well), I have continuously reflected on my positionality and the privilege and power that comes with it. As a white, cisgender, able-bodied male I am spared countless structural barriers that others face, while reaping the benefits of a world that explicitly values the thoughts, opinions and actions of individuals like me over those of all others. Although not wealthy, I have rarely experienced the debilitating effects of poverty. I live in the place in the world that is beautiful and full of resources and opportunities. I am educated at a level that is out of reach for many and employed in a high-status institutional structure. I also work, study and contribute to a field that strives to "level the playing field" in our society—that posits, a world of equality is possible through education and awareness of issues of inequality and individual and group acts of social justice.

The paradox does not escape me. The fact that my current position of status is inherently tied to my unearned privilege, yet also provides a platform to draw attention to the structures and culture that support inequality is troubling, to say the least. It would not be a stretch to say that this tension has kept me up at night. I have (and continue to) question my motives and the appropriateness of my position in the social justice movement.

Perhaps nowhere is this tension more prevalent than in relation to the subject of sexual violence. With so many aspects of this issue stemming from men's place of privilege and ultimately their hesitance to relinquish it or at times, even to examine it, how can a man with so

much of it make a positive difference? And is it even my place to inject myself into the discussion and wax poetic on an issue I have likely contributed to more than I have experienced?

My answer to these questions is a tentative "yes." With so much of the sexual violence in today's world being directed towards women, by men, in my mind sexual violence remains primarily a men's issue. It is an issue that men, through our behaviours, words and consumer choices knowingly and unknowingly support and participate in. It is also a problem to which men can and should seek solutions. In the words of men's therapist and social work professor Jonathan Ravarion (2013), "Social justice allies should not run away from their privilege as men but, rather, find ways to use it in the interest of women and social justice" (p. 160).

We men have a responsibility to educate ourselves and other men about our complicity in sexual violence. We should engage in a critical analysis of our culture and the messages of patriarchy found throughout it. We should reflect on our position in a society that values some people more than others. We should make space for the voices of those quieted and heard much less than our own. We should practice listening to the experiences of those impacted by our privilege, and gain reverence for their resiliency and respect for their perspectives. And when the time is right, we should collaborate as social justice allies, with everyone who will have us.

Ultimately, this project aims to be a point of departure into a new campus culture where privilege is questioned, empathy is abundant and violence in any form is eschewed. Cultures can be slow to change, but they can also contain moments of tremendous transformation. This project seeks to supply not just men, but everyone on our campus community, with awareness and tools that support a paradigm shift to a violence-free Selkirk College.

Part A: Context

1. Introduction

Several documents are currently available to post-secondary institutions, providing guidelines for the creation of a sexual assault prevention and response strategy (e.g., UBC Sexual Assault Panel, 2016; EVABC, 2016; Finn, 1995). The information and resources found in these guides have been considered in this paper and its recommendations. However, it is important that institutions tailor their programs to fit their school's environments and student bodies, as what works for one school may not work for another (Finn, 1995). Therefore, this project aims to contextualize new and existing guidelines to Selkirk College's environment.

This working paper provides strategies for instructors and administrators to assist them in engaging with students about issues related to sexual violence during pre-class events and within and outside of the classroom, and suggestions for rolling out an awareness campaign about the college's sexual assault and prevention strategy. A review of the current "best practice" *Bringing in the Bystander* training is provided, as are recruitment and evaluation mechanisms, as well as suggestions for policy and procedures relating to how all members of the Selkirk College community can appropriately respond to disclosures of sexual assault. Additonally, this paper provides guidance on the formation of groups that explore the various ways men perform masculinity, and the impact these performances can have on women and rape culture. It also provides a number of resources for group facilitators.

The purpose of this project is to support a shift to a violence-free campus culture at Selkirk College. The development, implementation and evaluation of a multi-campus, sexual violence strategy is an enormous task and beyond the scope of this project. Rather, this project

focuses on recruitment and intervention strategies for Selkirk College's strategy that are directed at students, staff and administrators, to be delivered within the first three years of the college's initiative. With the project foucs in mind, this working paper provides the following:

- a definition of Galtung's (1969) various forms of violence as a useful framework for understanding sexualized violence,
- a description of the current situation of sexual violence and rape culture on college and university campuses.
- a presentation of a scan of relevant literature and theoretical orientations related to sexual violence and institutional culture change,
- guidelines for implementing a sexual violence prevention and response strategy at Selkirk College, and
- a summary of the insights gained from an inquiry into the student body's current level of awareness and knowledge of issues related to sexual violence.

Background

On April 27, 2016, the legislature in the British Columbia Government introduced Bill 23: Sexual Violence and Misconduct Policy Act, 2016. This legislation requires all public sector, post-secondary institutions in British Columbia (BC) to establish and implement policy addressing sexual misconduct. The bill defines sexual misconduct as acts of "sexual assault, exploitation and harassment, stalking, indecent exposure, voyeurism, non-consensual distribution of sexual photographs or video, and attempting or threatening to commit an act of sexual misconduct" (Legislative Assembly of BC, 2016, p. 1). The bill also requires institutions to enact sexual complaint and reporting mechanisms and to review these policies every three years. Prior

to this legislation, post-secondary institutions were not required by the BC government to have policies in place to address sexual violence and misconduct on campus.

Selkirk College is currently creating a sexual violence and misconduct policy entitled "Strengthening our Response to Sexual Violence." Until recently, Selkirk College had no policy specific to addressing sexual violence on campus. In the past, acts of sexual violence fell under the student code of conduct, specifically section 3, part iv: "Students have a right to be free from physical, sexual or mental harassment, indignity, injury or violence" (Selkirk College, 2002, p. 2). In addition to the provincial mandate of Bill 23, post-secondary administrators have multiple reasons to support the introduction of sexual-assault-specific policy on their campuses (see: Finn, 1995):

- Institutions where sexual assault is known to occur risk a damaged reputation and a subsequent drop in enrolment.
- There is an ethical responsibility for post-secondary institutions to provide a safe environment for students to learn in (EVABC, 2016).
- Interpersonal violence can affect survivors' friends, family members and community (Edwards, Higgins & Zmliewski 2007; Clapton, Lonne, & Theunissen, 1999).
- Students who are sexually assaulted have shown a decrease in academic performance and are more likely to drop out of school (Reingold & Gostin, 2015; Jordan, Combs & Smith, 2014).

2.1 Sexual Violence Statistics

Canadian statistics regarding sexual assault are troubling. Statistics Canada (2015) finds that despite a drop in self-reported victimization overall, sexual assault rates have remained stable or increased. Approximately one in three Canadian women will be sexually assaulted in

her lifetime (Government of Ontario, 2015), and women who are enrolled in post-secondary institutions have a 25% chance of being sexually assaulted (Hayes-Smith & Levett, 2010).

Studies of individuals that perpetrate sexual assault at post-secondary institutions have also been conducted. Abbey, McAuslan and Ross (1998) found 15% of men reported having committed an act meeting the legal definition of rape and two-thirds of men who acknowledge committing a sexual assault admit to committing multiple acts. In a 2001 study, Schwartz et al. reported that 20% of college men admitted to having committed sexual dating violence. American psychologist, researcher and prominent expert on the characteristics of sexual predators, Lisak (2011) has found that the majority of undetected perpetrators of sexual assaults on college campuses are repeat offenders.

While the vast majority of sexual assaults are committed against women by men (Maxwell, 2015), some people are more at risk than others. Especially vulnerable are persons experiencing multiple forms of intersecting oppression (e.g., racism, classism, homophobia, transphobia, ableism, etc.) (Johnson & Colpitts, 2013). Compared to women without disabilities, women with disabilities are four times more likely to experience sexual assault (DisAbled Women's Network of Canada, n.d.). Indigenous women are almost three times as likely to experience sexual assault than non-Indigenous women (Brennan, 2011). International students have been found to be particularly vulnerable to sexual assault, especially early in the academic year, due to a lack of familiarity with Canadian law, less confidence in their English language skills and a limited knowledge of local support services (Forbes-Mewett, McCulloch, & Nyland, 2015).

Sable, Danis, Mauzy, and Gallagher (2006) identify many of the historical barriers to reporting rape and sexual assault: "personal shame, concern for privacy, distrust of criminal

justice proceedings and fear of perpetrator retaliation remain, despite rape reform research and legislation" (p. 160). Currently, female students infrequently report sexual victimization to authorities, but are much more likely to disclose incidents to a peer (Campbell, Greeson, Fehler-Cabral, & Kennedy, 2015).

2.2 The Context of Selkirk College

Founded in 1966, Selkirk College was British Columbia's first regional community college. The college offers over 60 nationally recognized programs, delivered throughout a total of eight campuses and learning centres located in the Kootenay/Boundary region (Selkirk, 2016).

Selkirk College currently has 2370 full-time students, of which 311 are international students and 127 are aboriginal learners (Selkirk College, 2016). The college employs 352 full-time equivalent employees (Selkirk College, 2016). The Selkirk College Saints hockey team, the college's primary athletics group, plays in The Intercollegiate Hockey League. Almost 250 students live in two on-campus traditional dormitory-style residence buildings located at the Nelson Tenth Street campus and the main Castlegar campus (Selkirk College, 2016).

Currently, acts of sexual violence by registered students on college premises or off campus when the individual is acting as a designated representative of the college fall under policy 3400: Student Code of Conduct – Rights and Responsibilities. Section 4. A. x, outlines that improper student conduct includes "Threatening or subjecting any person, student or staff to verbal harassment (swearing, cursing, foul language), physical, sexual, or, mental harassment, indignity, injustice, or violence" (Selkirk College, 2002, p. 4). Regardless of the actions or inactions of civil authorities, students who are found responsible for misconduct may be subject to disciplinary sanctions such as reprimand, probation, temporary suspension, withholding of academic record, and time-specific suspension (Selkirk College, 2002). In accordance with Bill

23, Selkirk College is currently in the process of composing a standalone sexual assault prevention and response strategy.

Currently, on-campus services available for students who wish to disclose or report an act of sexual violence are limited. Counselling services are available on the Castlegar and Nelson campuses, with limited services at the smaller satellite locations. Once a week on the Castlegar campus, an Options for Sexual Health clinic (OPT) provides free and confidential services such as PAP testing, sexually transmitted disease testing, low-cost contraceptives, and pregnancy options and counselling. Recently, Selkirk College launched a mobile-responsive website designed by staff and students to provide a comprehensive online resource of college and community resources in the West Kootenay area (Selkirk College, 2016a). Included in the directory are educational resources on consent and healthy relationships, as well as contact information for community-based, anti-violence counsellors.

2.3 Our Research and Data

In order to contextualize Selkirk College's approach to preventing and responding to sexual violence, Selkirk College students' thoughts, feelings and awareness of issues related to sexual violence were collected. Over the course of the 2016/2017 school year, two methods of institutional research were applied at Selkirk College. The data gleaned from these research projects have been utilized to inform the college's sexual violence strategy. Additionally, selected quotations from research participants appear throughout this paper, highlighting some of the specific needs of the Selkirk College community.

In November 2016, the Selkirk Sexual Violence Survey was disseminated, via email, to students on four campuses in two cities. The survey contained 10 questions in total: five

demographic questions to help categorize the respondents and five questions posed to collect their thoughts and feelings on issues related to sexual violence. Each question was delivered in a closed format; however, space was provided for respondents to elaborate if they felt it necessary. All participants were provided with information regarding the possible risks attributed to participating in this anonymous and voluntary survey, as well as the planned use of the data, through the informed consent form. This survey research project was approved through Selkirk College's Research Ethics Board. In order to ensure that adequate college counsellor supports were available for any potential harm that respondents may have experienced, the survey was distributed only to students who attended classes on Nelson and Castlegar campuses, 1793 students in total. With 261 responses in the two-week time frame that it was available, the survey has a 14.5% response rate, interestingly making it the most well responded to voluntary student survey in Selkirk College history.

Selkirk College has been conducting Dinner Basket Conversations (DBCs) for the past four years. Grounded in appreciative inquiry and narrative theories, DBC were created to provide a setting in which students and staff can discuss sensitive or difficult topics in a safer and comfortable setting (Comrie, 2016). The DBCs also provide a means for Selkirk College staff and researchers to gather information about the prevailing culture at the college and what people are doing to stay healthy or what issues they are struggling with (Comrie, 2016).

Host(s) initiate the DBC by inviting a group of people to join them in preparing and eating a meal together while discussing a particular topic (previous topics have included students' relationships to substances). The ingredients for the meal are provided free of charge,

and a kitchen space is provided on campus, or hosts may invite guests into their homes. Sexual violence has been the topic of DBCs for the 2016/2017 school year.

Prior to their first DBC, hosts receive a three-hour training session by professional facilitators and counsellors that provides guidelines for discussion around confidentiality, listening skills and response to potential discomfort among the participants. Hosts are provided with a list of conversation starters (see Appendix 1) as a guide to initiate conversation, and guests are encouraged to speak at length to any of the topics around sexual violence that resonate for them. Dinner Basket Conversation hosts are also trained in how to appropriately attend to distressed students or staff (see Appendix 2). The training takes place in the context of a model DBC in which the group engages in conversations around healthy sexuality and around sexual violence, providing a sense of what it feels like to discuss the topics and have facilitation of the topic modeled for them.

Hosts are expected to record prevailing themes that emerge during the dinner and are provided with a template to organize themes into categories such as knowledge, stories and emotions (see Appendix 3). Hosts compile their notes into a final summary of their observations of the dinner, which is provided to the lead researcher following each DBC.

The hosts conduct recruitment of between eight to 12 guests, and all participation in DBC is voluntary. Participants are provided information on the nature of the activity, including the topic of the event, possible risks and benefits of participation, and the plan for dissemination of the data through an informed consent form (see Appendix 4). While themes that emerge in the conversations are recorded anonymously and guests are asked to hold confidential any comments that are made, due to the group nature of a DBC, a guarantee of complete confidentiality cannot

be made. All participants are required to sign the informed consent form prior to the DBC, indicating that they have read and understood the nature of the project.

Some key themes that emerged from these two research projects were as follows:

- Many students are unware of the existing supports available to survivors of sexual violence both on and off campus.
- Many students want to see student and staff training on issues related to sexual violence.
- Some students fail to recognize the frequency, severity and nature of sexual violence on campus.
- Engaging certain students in a discussion on issues related to sexual violence can be challenging.

2. Literature Review: Theories of Sexual Violence

The following literature review outlines some of the existing theories that seek to provide an understanding of violence, and specifically sexualized violence, in society. This review is spurred by questions that have arisen for me while conceptualizing this project: What mechanisms directly and indirectly condone and support sexualized violence? What institutional factors influence the proliferation and deterrence of sexualized violence on post-secondary campuses? What are some of the current trends in sexualized violence prevention and education on post-secondary campuses? Further, after consultating with colleagues and subject matter experts, I decided that to be fully comprehensive I should begin my overview of this topic area by increasing my understanding of the various types and sources of violence in society.

3.1 Violence: Direct, Cultural and Structural

The World Health Organization defines violence as,

> The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation. (Krug, Mercy, Dahlberg, & Zwi, 2002 p. 1084)

In its direct form, violence takes the well known forms of physical assaults, killing, torture, and rape, as well as verbal and emotional abuse; the threat to use force is also recognized as violence.

Johan Galtung (1969) has made significant contributions to the fields of sociology, political science, and conflict and peace studies. In his seminal article entitled, "Violence, Peace, and Peace Research," Galtung (1969) offers the term *structural violence* to identify social and institutional structures that cause harm or violence to people. Closely linked to social injustice, structural violence often takes the form of an uneven distribution of goods, resources, or opportunities, based on class, gender, ethnicity, ability, and so forth. Structural violence is considered an "avoidable disparity between the potential ability to fulfill basic needs and their actual fulfillment" (Ho, 2007, p. 1).

Galtung (1990) expanded on his earlier 1969 theories on violence by identifying that "aspects of culture can be used to legitimize violence in its direct or structural form" (p. 291). He thus points out that violence is often legitimized through cultural constructs such as religion, ideology, language, art and science, which "makes direct and structural violence look, even feel right – or at least not wrong" (Galtung, 1990, p. 291).

Direct sexual violence does not occur in a vacuum. Structural and cultural violence have been identified as causes of direct violence, while direct violence reinforces structural and cultural violence (Galtung & Fischer, 2013). The pyramid of violence image below provides a visual aid in understanding that these forms of violence are related and transmittable and helps to show that structural and cultural violence are often rendered invisible (see Figure 1).

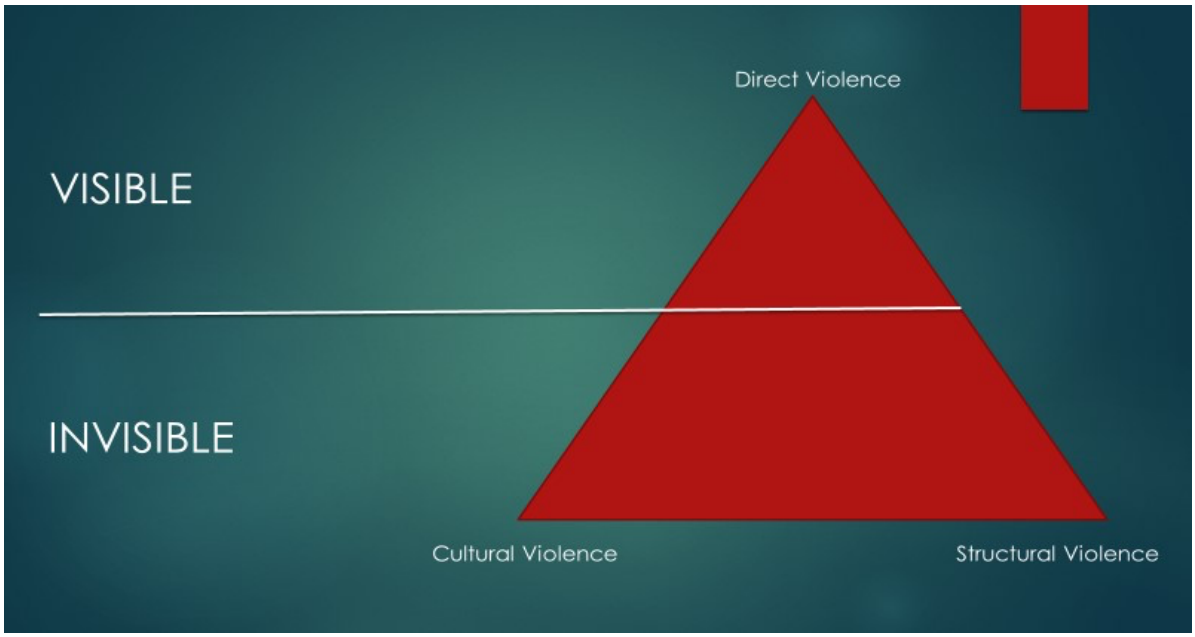

Figure 1: Gatlung's Pyramid of Violence (Scheepers, 2016, p. 3).

Building on Gatlung's work, Strombler and Martin (1994) show how formal structures within post-secondary environments such as school sanctioned fraternity events can institutionalize gender inequality and are biased towards heterosexual peer groups on campus. Mohler-Kuo and colleagues (2004) identify several institutional factors they found to correlate with high rape prevalence, including public and co-ed schools with higher levels of episodic drinking. Armstrong, Hamilton and Sweeney (2006) summarize three board categories deemed to explain the high rates of sexual assault on college campuses: individual determinants, rape

culture and the gendered contexts of institutions. According to Armstrong et al., individual determinants are traits and characteristics such as being young and having traditional views of sexuality and gender roles that influence an individual's likelihood of perpetrating or being the victim of sexual violence.

An understanding of the relationship between direct, cultural and structural violence is relevant, as sexual violence prevention and education programs often identify and define sexualized violence on multiple levels. For example, in addition to offering a strategy for intervening in overtly violent situations, the *Bringing in the Bystander* program also aims to highlight instances of sexual violence that are less visible. This includes the use of a "rape culture pyramid" (see Figure 2), a visual aid to help facilitate a discussion of rape culture and how base elements such as sexism support top-level core offenders (Moynihan et al., 2017).

Figure 2: Rape Culture Pyramid (from Moynihan et al., 2017, p. 48).

In short, Galtung's theory of violence serves to highlight how some elements of sexual violence may not be visible, and these less visible forms legitimatize direct acts of violence. In other words, when, sexualized violence occurs in post-secondary environments, there are mechanisms of both cultural and structural violence supporting this violence.

3.2 Rape Culture

Rape culture, described as environments conducive to and supportive of rape, has been found to be prevalent on college campuses (Sanday, 2007). Several mechanisms have been recognized as contributing to the stubborn presence of rape culture on post-secondary campuses.

Examples of myths about rape such as the beliefs that "no" really means "yes," that women can resist rape if they wish, and that victims of rape are promiscuous and often fabricate and falsely report rape to avoid ruining their reputation or as an act of anger or revenge (Burnett et al., 2009) Rapoe myths have been identified as contributing to rape culture, as they help to shape the attitudes that individuals hold towards victims and perpetrators of rape (Frese, Moya, & Megias, 2004). Rape myths often deny or minimize the perceived injury of an act of sexualized violence or blame victims for their own victimization (Burt, 1980).

Rape myths support the dismissal of certain types of sexual assault as less serious than others. For example, acts of sexual assault committed against an intoxicated college woman may not be considered as inappropriate (Sanday, 1990). This ambiguity about who is truly a victim of sexual assault not only rationalizes the behaviour of men who rape but also limits women's

understanding of date rape and consent, which in turn may prevent survivors from reporting (Burnett et al., 2009).

Rape myths also exist where the identity and tactics of perpetrators are concerned. Racialized minority groups are more likely to be viewed as dangerous sexual predators and receive harsher and sometimes unfair treatment from the police and courts (Katz, 2006). Fernando Mederos, an educator and advocate of culturally sensitive approaches to domestic violence intervention programs, notes that there is a long-standing ethnocentric practice that when sexualized violence occurs with men of colour there is a tendency to attach the deviant act to the entire ethnic group, as opposed to the individual perpetrator (Aldarondo & Mederos, 2002).

Rape prevention strategies may also be affected by rape myths. Campbell (2005) contends that although rape prevention materials tend to focus on both stranger and acquaintance rape, safeguarding strategies primarily advise women to take steps to reduce danger in public settings, such as avoiding walking alone on dark streets. This emphasis highlights the persistence of the "stranger danger" rape myth, despite it being a well documented fact that the majority of rapes are committed by close intimates, family members and acquaintances of the victim (White & Post, 2003, as cited in Campbell, 2005).

Humour and humorous objects that depersonalize women through reducing them to body parts have also been identified as supportive of rape culture. Sexist or lewd jokes can be a part of attitudinal formation and can lead to desensitization of the serious nature of sexualized violence (DeKeseredy, 2011; Schwartz & DeKeseredy, 1997).

Perhaps the most insidious rape myth persists because of normalized biological gender roles. Naturalized gender and body attributes, such as the masculine body as potent and driven

by biological urges, as contrasted to the female body as indifferent to sex but programmed to receive, contribute to the motifs of male sexual dominance and female submissiveness (Campbell, 2005). When gendered sexual narratives such as these are backed by a seemingly apolitical, biological and social scientific authority (e.g., Thornhill & Palmer, 2000), an environment in which rape appears to be a natural phenomenon is fostered.

In their study exploring the antecedents to rape myth acceptance, Burt (1980) interviewed members of the general public on their attitudinal, personal, experiential and demographic associations with rape myth acceptance. Their findings indicated that the higher the level of gender role stereotyping, adversarial sexual beliefs, and acceptance of interpersonal violence, the greater the respondent's acceptance of rape myths (Burt, 1980).

3.3 Routine Activities Theory

Developed by Cohen and Felson (1979), routine activities theory (RAT), proposes that three elements are present when a crime is committed: a motivated offender, an available victim and a lack of capable guardians. It has been noted that college campuses provide an abundance of these necessary factors (Henson & Stone, 1999). Motivated men can be operationalized as those who possess one or more individual factors related to rape proclivity in men, such as rape myth acceptance, sexual aggression towards women, participation in cultures of masculinity on campus, such as fraternities and athletics, and belonging to rape-supportive peer groups (Mustaine & Tewksbury, 2002). Available victims have been identified as those individuals (predominately women) who are present in environments of high risk for sexual assault, such as sorority membership, fraternity parties and campus activities overall (Cass, 2007). Finally, the lack of a capable guardian is often considered in relation to the (relative) absence of campus security or law enforcement (Cass, 2007), but has also been conceptualized as alcohol

consumption, since as men and women become intoxicated they lose the ability to be effective guardians of themselves (Schwartz, DeKeseredy, Tait & Alvi, 2001).

Routine activities theory has been used to study institutional factors that may influence sexual assaults and the reporting of sexual assaults on college campuses. Cass's (2007) survey of 11 American colleges involving over 3000 student interviews found institutional factors related to safety promotion on campuses (guardianship factor), such as police or security presence, fenced boundaries and evening escort services, to have no impact on the frequency of sexual assault.

Combining a feminist and RAT orientation, Mustaine and Tweksbury (2002) found women's proximity to motivated offenders, such as rape supportive peer-groups and family stability, to be primary factors in sexual assault victimization. The authors conclude, "women's risks of sexual assault in a hot spot for such victimization are primarily influenced by exposure to male peer groups or other potential offenders and by family stability while growing up" (Mustaine & Tweksbury, 2002, p. 119).

Stotzer and MacCartney (2015) have utilized RAT in their formidable study of institutional factors on reported rapes at 524 colleges and universities across the United States. Their findings highlight higher rates of rape reporting on campuses that were highly residential (availability factor) and those with high-level athletic divisions (motivated offender factor). Of the two previously mentioned capable guardianship factors, only those schools that allowed students of legal age to possess alcohol reported a greater prevalence of rapes, while the number of law enforcement employees was not found to be related to reported sexual assaults (Stotzer & MacCartney, 2015).

3.4 Male Peer Support Theory

While RAT seeks to understand the conditions that increase the likelihood of sexual violence occurring, male peer support theory suggests *why* some men are motivated to commit sexual assault against women. There is a substantial body of literature that seeks to explain the role of male peer groups with men who engage in sexually predatory behaviour. As W. W. DeKeseredy (1990) explains, there are two primary components to male peer support theory: the *attachments* that men have to other abusive men and the *resources* that they provide each other. Put another way, male peer groups support and legitimize sexually aggressive behaviour by their members through a sense of loyalty to the group and by providing verbal and emotional encouragement. Male peer groups, such as fraternities, have already been identified as environments that support sexist views and rape myths. Cross-culturally, Levinson (1989) found pro-abuse peer support most prevalent in cultures where men reside together and away from women.

Several scholars have utilized male peer support theory to develop further claims regarding sexually abusive men. In an attempt to understand how male peer groups form, Karin (1967) found that some men enter college with the expectation of a hyper-erotic and sexually aggressive subculture and that these men actively seek out each other through, for example, fraternity membership. Kanin (1967) further suggests that these groups often set unrealistic and unattainable goals of sexual conquest for their members, leaving men frustrated and feeling relatively deprived, resulting in predatory sexual conduct. Finally, to mitigate any feelings of guilt and justify sexual abuse, all-male alliances use sexually explicit language to create group-based justifications, labeling women as *loose* or *pick-ups* (Kanin, 1967).

Psychoanalytical underpinnings can be observed in Sanday's (1990) assertions that fraternity life provides a mechanism for newly independent men to break away from their mothers as part of the development of male identity. Specifically, the formation of sexual identities can be anxiety producing, and "fraternity initiation rituals are designed to maximize male bonding and to give young men the confidence to take on this new environment" (Sanday, 1990, as cited in Schwartz & DeKeseredy, 1997, p. 40). Furthermore, because fraternities tend to legitimize male dominance by supporting the objectification of women, they provide a sense of power to men who may otherwise feel powerless in this new setting (Sanday, 1990).

Perhaps the most multi-faceted and contextual formulation of male peer support theory in regard to sexual violence comes from Schwatz and W. S. DeKeseredy's (1997) modified male peer-support theory. In an attempt to move beyond exclusively individual behaviours, the authors recognize four important factors related to peer support and the sexual abuse of women; ideologies of familial and courtship patriarchy, alcohol consumption, membership in formal social groups and the absence of deterrence (Schwatz & DeKeseredy, 1997).

While the relevance of the first three factors in male peer support groups has already been noted, the final is "a factor that allows these behaviours to continue [due to a] lack of punishment or negative sanction" (Schwartz & DeKeseredy, 1997, p. 49). A timely example of an absence of deterrence by the judicial system is the 2016 sentencing of convicted rapist Brock Turner, a Stanford student, who was sentenced to six months of a possible 14 years, after admitting to sexually assaulting an unconscious woman.

Part B: Framing the Approach

1. Language

The Ending Violence Association of BC (EVA BC) (2016a) identifies the necessity of a common language when defining acts of sexual violence as an important step that should be taken prior to developing training and education on sexual violence and sexual assault. Wright (2007) outlines how language matters because the way that sexual violence is discussed significantly shapes how the perpetrator, the survivor, and the severity of the incident are viewed. For example, terms such as *intercourse* or even *unwanted sex* do not convey the lack of consent that the word *rape* does. The unilateral nature of sexual violence that places sole responsibility on the offender is obstructed when "language that mutualizes violent behaviour implies that the victim is at least partly to blame" (Coates & Wade, 2004, p. 501). Put simply, pronouns matter when describing sexual acts. "They were cuddling on the couch" suggests a much different scenario than "he was forcing himself on top of her," yet both statements could be used interchangeably without much forethought. In sum, research suggests that language describing acts of sexual violence in prevention and education programs and resources should be specific and detailed, and it should avoid language that may minimize culpability.

In addition to framing occurrences of sexual violence precisely, a common language will accurately describe the impacts of sexual trauma on the survivor. The impacts of sexual violence can be physical, psychological, emotional, spiritual, and financial, and they may pose long-lasting challenges, such as jeopardizing the survivor's belief that the world is just and safe (EVABC, 2016a). It is recommended that education and prevention resources provide detailed descriptions of these impacts and operate with a trauma-informed approach. A trauma-informed

approach means acknowledging the individualized effects of sexual violence on survivors and others, empowering survivors with choice and control in disclosing, reporting, accessing support at their own pace, and respecting the survivors' right to privacy and need for safety (Elliot, Bjelajac, Fallot, Markoff, & Reed, 2005). By outlining that the effects of sexual violence are significant and long lasting, not only for survivors but also for their family and friends, education and prevention programs further solidify their importance while simultaneously generating empathy for survivors.

1.1 Gender-Inclusiveness

While sexual violence can happen to anyone, the language used in post-secondary prevention and education programs and resources can accurately reflect the gendered nature of sexual violence. Sexual assaults are perpetrated predominantly by men against women and girls (Statistics Canada, 2015). Adult criminal court statistics in Canada in 2011/12 revealed that 98% of accused persons in sexual assault cases were male (Boyce, 2013). Repeatedly citing these realities within post-secondary programming can help frame this issue as one in which both the perpetrator's gender and the survivor's gender are relevant. It can also provide context for why language found in resource materials often indicates the male as perpetrator and female as survivor.

Considering the possibility that male participants may dispute rates of sexual assault and the gendered nature of sexual violence, it would be helpful for prevention and education programs to contain statistics with accompanying citations to the research papers and academic journals. Such statistics might comprise current rates of sexual violence on Canadian campuses, and the messaging might identify the student populations most likely to experience sexual violence, such as, women, trans folk, international and indigenous individuals. Additionally,

because sexual violence is sustained by gender and other inequalities (EVABC, 2016a), the inclusion of intersectionality as a topic in sexualized violence prevention programs and resources is crucial. The notion of intersectionality promotes the understanding that individuals are shaped by the interaction of their various socially constructed identities, such as their ethnicity, gender, class, sexuality, and ability (Hankivsky, 2014). Furthermore, this complex interplay of connected systems, contexts, and structures results in the possibility of individuals experiencing both privilege and oppression, simultaneously. From an intersectional perspective, an individual's life cannot be reduced to a single category; instead, it is the interactions and effects of various social categories, in a specific time and place, that create a person's unique social location (Hankivsky, 2014). In regard to sexual violence, a conversation around the interplay of various identities vis a vis intersectionality and those statistically more likely to experience sexual violence may help to foster an understanding in the college's gendered approach to the issue.

There is a balance to consider in the use of gendered language within programing and resources. With the reality being that survivors of sexual violence can reflect a vast diversity of sexual orientations, abilities, cultures, faiths social classes and ethnicities, it is strongly encouraged that post-secondary administrators consult with diverse groups across campus to ensure that responses to sexual violence are reflective of, and attentive to, the diverse needs of the campus community (EVABC, 2016a). Yet, program facilitators and those that compose resource materials must be mindful not to fall into the trap of gender neutrality in their use of language, because gender-neutral language suggests equal risk of sexual violence for men and women, which as research suggests, is not accurate. Finally, in all of the college's programming, proper pronoun usage for the inclusion of trans and non-binary folk should be used for gender-specific events and activities.

The concept of equity further supports a gendered approach to sexual violence prevention and education. Selkirk College's strategy to prevent and respond to sexual violence can take an equity-based approach, as opposed to a one of formal equality, which promotes a "level playing field." Equity is based on the recognition that patterns of disadvantage and discrimination exist in our society and identifies that sexual assault is not a neutral phenomenon, occurring randomly, but one that is largely committed against women and children (Task Force on Gender-based Violence and Aboriginal Stereotypes, 2014). Therefore, strategies for preventing and responding to sexual violence need account for disadvantage and discrimination in their language and delivery models, to promote a fair (or equitable) outcome. It is recommended that Selkirk College employ an equitable and intersectional approach and make explicit the nuances of these terms in all their sexual violence prevention and response materials.

1.2 Preferred Terms and Definitions

Survivor / Victim: It is recommended that Selkirk College utilize the term "survivor" as opposed to "victim" when referring to individuals impacted by sexual violence. The term "survivor" indicates resilience within the individual despite the impacts of trauma. This term is more positive than the term "victim," which may limit the interpretation of the individual to one who merely suffers.

Sexual Violence: "Sexual violence" refers to a spectrum of non-consensual sexual contact and behaviours, from sexual harassment, sexual assault, sexual exploitation, and indecent exposure, to voyeurism and others. (EVABC, 2016a).

Sexual Assault: "Sexual assault" denotes any form of sexual contact that occurs without ongoing and freely given consent (e.g., non-consensual touching that is sexual in nature, forced vaginal or anal penetration) (EVABC, 2016a).

Sexual Harassment: "Sexual harassment" refers to unwanted communication or action, including verbal, written or visual, that is sexual in nature and is offensive, intimidating, or humiliating. Sexual harassment is a type of sex discrimination and falls under human rights law, not the Canada's *Criminal Code* (EVABC, 2016a).

It is important to note that the above acts can be committed by anyone: an acquaintance, a classmate, a teacher, a family member, an intimate partner, or a stranger (EVABC, 2016a). For the purpose of this paper, the term "sexual violence" will be used to encompass the wide array of harmful actions of a sexual nature described above.

Summary of Recommendations

- It is recommended that Selkirk College identify and utilize a preferred and common language when referring to issues related to sexual violence. This preference should encompass gender-inclusive language that is trauma informed and survivor centred.
- It is recommended that the language in Selkirk College's response and prevention strategy convey the recognition that sexual violence can occur to anyone, but that sexual assaults are perpetrated predominantly by men against women and girls (Statistics Canada, 2015). This approach will align Selkirk College's language with other sexual violence prevention training curricula and reflect the statistical realities of sexual assault.

2. Institutional Buy-in and Support

To ensure that all members of the campus community take seriously issues related to sexual violence and their responsibilities in prevention and response, "Post-secondary institutions are encouraged to develop comprehensive responses to sexual violence that are led by senior administration at the college/university" (EVABC, 2016a, p. 16). Many of the suggestions and recommendations found in this paper require the support and cooperation of all

members of the campus community. It is therefore imperative that presidents, vice presidents, and deans ensure that all mid-level administrators, faculty and staff are involved with the prevention and education strategy.

Commitment from top-level administrators may be announced formally, both in person at institutional events (e.g., Get Connected Day, Discovery Day) and through a written letter to all students and staff from the office of the president. Announcements can outline Selkirk College's expectations for an inclusive campus community that is free of violence, as well as the serious nature of an offence and the stern and consistent nature of punishment. Finn (1995) emphasizes the importance of this leadership from upper administration:

> An absolute essential step for changing campus norms about acquaintance rape is for the president to establish policies that make sexual assault a behavior that will not be tolerated and will be punished sternly. The president then needs to publicize the policies personally, vocally, and repeatedly. (p. 5)

Top-level administrators can also offer material support for education and prevention programming by ensuring that there is adequate funding, space and staffing (Finn, 1995). For example, Selkirk College's communications and marketing departments may be instructed to set aside sufficient time and resources to announce new developments in the prevention strategy and upcoming educational workshops through various media (e.g., staff newsletters, college social media sites, posters, flyers and campus television). Finally, top-level administrators have the authority necessary to mandate participation in sexual violence prevention education and training for all Selkirk students and staff.

Summary of Recommendations

- Ideally, buy-in to Selkirk College's sexual violence prevention and response strategy includes both top-down support from high-level administrators and grass-roots interest from a diverse student body.
- Top-level administrators (preferably the president) may wish to consider making a public announcement outlining Selkirk College's expectation for an inclusive campus community that is free of violence, as well as the serious nature of an offence and the stern and consistent nature of punishment.
- Student input should be brought into the strategy's planning and decision-making process through surveys and focus groups (such as the ones utilized in this project). Students' thoughts and opinions on issues related to sexual violence and on the college's prevention and response strategy should be continually sought, valued and considered.
- Whenever possible, Selkirk College should solicit and utilize student voices when designing promotional and educational materials (e.g., educational videos).

3. Peer-to-Peer Delivery Model

A peer-to-peer education format is the preferred model for sexual assault prevention and education programming (e.g. *Bringing in the Bystander*, 2017; *Stepping Up*, 2016). Having a basis in psychological theories such as social learning theory, role theory, and subculture theory and utilizing learning tools such as role modeling and reinforcement, the peer education model has been successfully deployed in health projects such as smoking reduction, substance use mitigation, HIV prevention, and sexual health promotion (Turner & Shepherd, 1999).

A review of peer education literature by Turner and Shepherd (1999) presents several frequently cited reasons to use a peer education model.

1. ***Cost Effectiveness:*** Utilizing peer educators eliminates the need to hire external facilitators. Student peer educators could be reimbursed with stipends or non-academic credit. Moreover, the continuous nature of peer educator training (with previous peer educators training future educators) makes this model economical and self-sufficient.
2. ***Credibility:*** Peers are considered credible and acceptable sources of information, when others (i.e., professionals) may not be so perceived.
3. ***Empowerment:*** Peer education empowers those involved and benefits those providing it.
4. ***Role Modeling:*** Peer educators can act as positive role models both inside and outside classroom settings and can reinforce learning through ongoing contact with their peers.
5. ***Outreach Capability:*** Peer education can be used to educate individuals who are "hard to reach" through other delivery models.

More than college staff or instructors, students are likely to have "their finger on the pulse" of the campus community and be aware of the current issues in regard to sexual violence discourse. Information gleaned from peer educators can be utilized to make program content more relevant to the student population. For example, Mount Royal University combines curriculum development with peer-educator training. Students are asked to brainstorm current topics they feel to be relevant to post-secondary students and identify the top issues for each of the program's modules: for instance, healthy relationships, consent, bystander intervention, media, and gender (Warthe, Kostouros, Carter-Snell, & Tutty, 2013). Through the predetermined

modules, the peer educators then deliver the content they devised in the training. In this way, the curriculum content is updated at each peer educator training session.

It is recommended that sexual violence prevention programs be facilitated by two mixed-gender peer educators (Moynihan, Eckstein, Banyard, & Plante, 2012; Finn, 1995). Several reasons have been identified in support of a mixed-gender peer delivery model, including demonstrating a unified front where sexual violence is presented as an issue relevant to all genders. Additionally, with mixed-gendered educators present, each participant can find a same-sex leader with whom to identify. Considering the possibility for defensiveness from men, a male facilitator is needed to dispel any "us versus them" attitude, but a female co-facilitator is also needed to explain to men, first-hand, how women feel and think about sexual violence (Finn, 1995). Educators who do not conform to the binary definition of gender (i.e., transpeople) may contribute unique knowledge and lived experience to a discussion on issues related to sexual violence and as such can be encouraged to co-facilitate with individuals of either gender. Trans folks who choose to facilitate groups may be of special relevance to other trans participants and members of the LGTQ community.

Peer delivery models are being used extensively in sexual assault education programs at colleges and universities (Schewe, 2006), and research supports their efficacy in changing attitudes of acceptance for rape myths (Kernsmith & Hernandez-Jozefowicz, 2011) and rape tolerant attitudes (Lanier, Elhot, Martin, & Kapadia, 1998). However, not all students respond equally to the peer-delivery model. Younger students, female students, those who have experienced sexual assault and those involved in extra-curricular activities are more likely to endorse and believe sexual assault prevention education programs are useful for themselves and

the post-secondary institution as a whole (Jozkowski, Henry, & Sturm, 2015). Unfortunately, additional findings from the same research indicate that sub-groups of university students are generally considered at higher risk of committing sexual assault; that is, men and individuals on either intramural sports teams or university athletic sports teams are more likely to believe that sexual assault prevention education is not important for them personally or for the student body as a whole (Jozkowski, et. al, 2015).

3.1 Peer Educator Recruitment

It is important for those who recruit peer educators to have an awareness of what members of the student population will be most likely to positively respond to in peer educator recruitment efforts, and which groups of people may be resistant. Students who believe that sexual assault education is important are more likely to become peer educators, dispel rape myths, get buy-in and promote the institution's sexual assault prevention strategy to the student body in both formal and informal ways (Jozkowski, et al., 2015). Inversely, it is important to seek out student educators from groups who may perceive sexual assault prevention education to be less important (e.g., male-dominated programs, men on athletic teams), as student representatives of such groups will have a greater influence on their specific peers (Jozkowski, et al., 2015). Students who identify strongly with their peer educator are most likely to experience an improvement in their beliefs and attitudes towards sexual assault (Kernsmith & Hernandez-Jozefowicz, 2011). Therefore, it is recommended that recruitment efforts be cast towards a wide range of social circles and student groups. Put another way, a diverse group of peer educators will relate to the greatest number of students.

The above information can be distributed throughout Selkirk College's student population in several ways. Consideration of the gendered nature of some of the college's programs should be given in peer educator recruitment. For example, programs in the School of Health and Human Services are heavily female dominated and may therefore prove easier for the recruitment of student educators. Inversely, male-dominated classrooms such as those found in environment and geomatics programs and industry trades and training will likely produce fewer students interested in becoming peer educators. In all recruitment efforts, but especially in classrooms or programs identified as likely to be challenging for peer educator recruitment, it is recommended that special care and attention be taken to ensure that the recruiter is relevant to the student group (i.e., a peer); well versed in the current rates and issues of sexual violence and the need for education, incorporating the provision of supporting documentation; and able to explain the benefits of becoming a peer educator (e.g., honorarium, co-curricular credit, etc.). Additionally, classroom instructors can be informed of the recruitment efforts and plans, as they may be able to refer students whom they believe to be good candidates for peer educator recruitment.

Research suggests that students who feel connected to their school through participation in extracurricular activities and student groups may be more likely to support sexual assault prevention education through participation as a peer educator (Jozkowski, et al., 2015). Selkirk College offers several student groups who may prove fruitful in producing students interested in becoming peer educators. Students engaged in the student ambassador program or involved in student government (e.g., Selkirk College Students' Union) may be likely to respond positively to peer educator recruitment efforts.

It has been suggested that because women are more likely to experience sexual assault, they may be more receptive to sexual violence education and prevention programs (Jozkowski, et al., 2015). As a group particularly vulnerable to sexual violence and one with possibly unique insights into the issue, student educators who do not conform to traditional gender binaries can be encouraged to express their thoughts and feelings about sexual violence. Other student groups on Selkirk College campuses may be composed of students who are at greater risk of experiencing sexual violence, and special effort may be needed to incorporate their voices as student educators. Students with disabilities, LGBTQ groups, international student groups or Indigenous student groups ought be approached for student educator recruitment. Sexual violence program facilitators can make themselves aware of other student-led groups present on campus each semester (e.g., sports and activities teams, study groups, special interest clubs) and consider their inclusion in recruitment planning. The Ending Violence Association of BC (2016a) points out that program facilitators should be mindful to be inclusive of special student groups while avoiding tokenising them.

Building upon the sense of community that student life can create, Selkirk College boasts several campus-wide events that present unique and timely opportunities to recruit student educators. Get Connected Day occurs the first week of each semester and offers campus orientation to new and returning students. Although students may find themselves overwhelmed by the large amounts of information with which they are inundated at events such as these, it can also be expected that at this time their sense of connection to college culture and community might be high. In addition, younger students, a group identified as responding positively to sexual violence education, may be present at events that offer orientation into the new collegial

environment, such as these. Finally, there exists the practical advantage of reaching a large number of students with the recruitment message at one location and in a short period of time.

Peers have been identified as the best recruiters of new peer educators (Finn, 1995). Current student educators have an intimate knowledge of the educator experience and the benefits of participation in the program, and they can be encouraged to deliver recruitment presentations and to suggest peers whom they believe to be suitable for recruitment. Additionally, student educators will likely share their experiences as educators with their peers in informal settings.

Recruitment of student educators through social media is also worth exploring. Selkirk College has various online formats (e.g., Selkirk College homepage, Facebook, Instagram and Twitter) to carry messages to students and staff. Recruitment announcements may contain a short description of the program, including the benefits of becoming a student educator and quotes from previous student educators and participants. This content can be written by program facilitators and disseminated to the student population through the communications department.

Incentives or honoraria for peer-educator participation are generally considered necessary. A monetary stipend may be the most straightforward incentive with universal student appeal. Other options include offering a co-curricular credit and a recognized certificate of training. Some universities have offered hours spent on training to be counted towards credit for practicum or volunteer hours (Warthe et al., 2013). Opportunities for both of these approaches exist within Selkirk College's Health and Human Services programs, as students are required to complete several hundred hours of practicum experience each school year, as well as to have a number of volunteer hours prior to applying to the program. The latter requirement may prove to

be part of an especially fruitful approach, as prospective Health and Human Services students in need of volunteer hours for their applications can be directed to student educator opportunities, thereby introducing future students to Selkirk College's violence-free campus culture early on.

3.2 Participant Recruitment

Many of the above approaches for recruiting student educators can be applied in the process of participant recruitment. Participant recruitment efforts can be applied through classroom presentations, at college-wide events, and social media channels. Further, an incentive for participation may also increase attendance rates; a certificate of recognition or co-curricular credit is likely the most economically viable incentive.

Considering that students are at increased risk of sexual assault in the first few months of their first and second years at college (Kimble, Neacsiu, Flack, & Horner, 2008), promptly providing awareness of Selkirk College's sexual violence strategy and policy is important. Orientation events like Get Connected Day that occur at the beginning of each semester are ideal times to recruit student educators and participants, as well as to inform all campus community members of upcoming training and services to support survivors. Selkirk College may wish to consider creating a sexual violence prevention and response package, containing information and resources that outline the college's sexual violence strategy and policy, to be provided to each student during the first week of classes. Student participants in DBCs noted the need to have presentations delivered throughout the year.

> ***"There was also a desire to have the services presentation re-done later on in the semester when students could actually digest what was being said. As well some***

students mentioned they might feel more comfortable if Selkirk had a specific and very visible policy and procedure." **(DBC host)**

Instructors may be requested to embed sexual violence training within their curricula by setting aside time on one day per semester to invite student educators to present to their classes. It is likely that classes and programs with similar content will be most receptive to adding training to their curricula (e.g., Human Services, Psychology, etc.). While these classes may be a strong place to start in order to gain initial support and begin to set a norm within the college, it is imperative that as many students from diverse programs and fields of study participate, particularly those with high male-student populations. Therefore, recruitment efforts for student participants in the bystander program should be directed at a diverse cross section of Selkirk College programs.

When encouraging the inclusion of sexual violence training in the classroom, the importance of the training can be framed as specifically relevant to the class's field of instruction. For example, it may be possible to acquire interest from business programs by framing sexual harassment and misconduct as a common workplace issue and one of which desirable employees (i.e., program graduates) are aware. Similarly, education and training on sexual violence can be an important aspect of international students' acculturation process. In promotion to the international student community, instructors can be reminded that international students are at a higher risk of experiencing sexual violence, due to a lack of familiarity with Canadian law, less confidence in their English language skills and a limited knowledge of local support services (Forbes-Mewett et al., 2015). It is important to note that feedback from international students and staff on Selkirk's Sexual Violence Survey reported that the language

used was inaccessible for some students, as it was above their English proficiency. To address this limitation, program facilitators may wish to consult with international staff and instructors prior to presenting training or to recruiting student educators and participants.

In cases where resistance from instructors is experienced or perceived as a possibility, support from department heads and deans may be necessary to strongly encourage instructor involvement.

In instances where students wish to participate in educational and prevention workshops and training that occur outside of the classroom but during class time, instructors should be encouraged to accommodate any class absences by providing extensions on assignments and opportunities for students to make up for missed classroom content.

An additional recruitment approach available when seeking participants is to mandate attendance at the institutional level. Data gleaned through evaluative mechanisms regarding participation levels in training and attitudinal change by participants in the first three years will help Selkirk College administrators to decide whether mandating the participation of all staff and students is required. Requiring participation in sexual violence programming may need to be considered, as it is the only means of ensuring all students receive information and training at least once. As culture change requires the active participation of a majority of community members, all members of the Selkirk College community need to be encouraged to and facilitated to participate. Additionally, mandating all students to attend at least one sexual violence training session demonstrates that this is an issue that the school finds extremely important (Finn, 1995). This said, in the developing stages of Selkirk College's strategy (i.e., the

first three years) adequate resources may not be in place to support the delivery of even one workshop or training session to every student.

One student population that can be considered for mandated attendance of sexual violence education and training sessions is students living in Selkirk College residences. As previously noted, students living in residence are more at risk for experiencing sexual assault (Stotzer & MacCartney, 2015). Moreover, the pragmatic advantage of easy accessibility to students living in residence is worth considering.

While limited resources are certainly an understandable consideration and a possible barrier when implementing a campus-wide initiative, any institution rolling out a strategy as involved and important as a sexual assault prevention and response program should investigate and apply every opportunity possible to engage with the campus community. It is possible, even desirable, that students may experience the same training on more than one occasion, for example, during an orientation day or sexual violence awareness week event, in addition to an in-class presentation. Research suggests that administrators not be concerned that students will fail to engage or "tune out" their second or subsequent training, as every workshop will be different, engaging different students who pose different sets of questions, concerns and objections (Finn, 1995). Furthermore, students enrolled in multiple-year programs at Selkirk College will benefit from experiencing training in each year of their academic journey. Each school year that students participate in sexual violence education and training will subsequently bring a different set of experiences and perspectives around the issue. In sum, Selkirk College may wish to consider a saturation approach to inculcating students and staff with training and education on sexual violence, as "only multiple prevention approaches involving all elements of

the campus in repeated and mutually reinforcing exposure to issues like rape is capable of changing campus norms" (Finn, 1995, p. 37).

> ***"Some ideas (on what the college can do to prevent or minimize sexual violence on campus) included education, consistent advertising or dissemination of information on the topic throughout the school year, and activities that relate to this topic."*** **(DBC host)**

Summary of Recommendations

- It is important to recognize that some student groups may be harder to recruit and engage than others. Therefore, it is recommended that Selkirk College strive to make recruitment efforts relevant to specific student groups and keep records of which programs participants are enrolled in to increase awareness of hard to reach populations.
- There are a number of incentives Selkirk College may wish to consider offering to both peer educators and participants, such as co-curricular credit, certificates of completion, hours towards practicum, hours towards programs that require volunteer hours, and monetary stipends.
- With the understanding that students may feel overwhelmed by an excess of information during the initial weeks of each semester, recruitment efforts should take place at multiple times throughout the year.
- Classroom instructors can be informed of recruitment efforts and plans, as they may be able to provide referrals of students they believe to be good candidates for peer educator recruitment.

4. Awareness Campaign

The Selkirk Sexual Violence Survey provides some baseline data regarding students' awareness of sexual violence support services, perceptions of the issue and suggestions for approaches in addressing the issue. Quantitative data from two of the survey questions indicate that student's wish to see Selkirk College invest considerable effort into implementing a large-scale awareness campaign as part of their roll out.

Question 9 asked participants what resources to support victims of sexual violence they were aware of, both on and off campus (Selkirk College, 2016b). Despite the existence of college-based counsellors, crisis lines and community- and police-based special victims' programs, almost half (42%) of survey participants replied that they were unaware of any services. The lack of awareness of these existing supports may be attributed to several factors; students often receive information about college-based supports at times when they are overloaded with information (i.e., orientation week) and some students have relocated to the region to attend college and have no previous knowledge of community resources.

Summaries of the observations of hosts of the DBC also point to the need for greater awareness of existing campus supports for those who experience sexual violence. Some students spoke specifically to the need for new students to be aware of exactly where to go if they or a friend experience sexual violence.

> ***"There was one good discussion about wanting to make sure that new students knew exactly where to go and what to do if something happened to them or a friend."*** **(DBC host)**

Further pointing out the need to promote greater awareness of the college's approach to sexual violence is the response to Question 10: "Selkirk College is interested in creating safer campus environment, one free of all types of violence. Please indicate what you think Selkirk's top three priorities should be to address this issue" (Selkirk College, 2016b). In response to this question, 36% of participants selected "increased visible awareness of Selkirk College's Sexual Assault Policy and Protocols (i.e., posters, cards, ads on TV)" as their number one priority.

Qualitative responses some students provided in the "additional comments" sections elucidate the need to educate the Selkirk College community on the severity of the issue. Several responses called into question the legitimacy of the survey's referenced statistics, which accurately describe the percentage of women likely to experience sexual assault during their time at college (i.e. 20–25%). Some participants' responses directly request sources be provided:

> ***"Please provide link because I don't believe this is true," wrote one and "What is your source of this information, sounds unrealistic," asked another*** **(Selkirk Sexual Violence Survey results, 2016, p. 5).**

Some Selkirk College students who participated in a DBC also lacked awareness of the variety of forms sexual violence can take. Students in one particular conversation were able to identify only date rape as a form of sexual violence, while remaining unaware of behaviours like sexual comments, harassment and inappropriate contact.

The responses to the above survey questions and student conversations indicate the need for Selkirk College to roll out an awareness campaign focused on informing the campus community that sexual violence is a serious and current problem, and one that the college is committed to addressing. Additionally, participant responses indicate the awareness campaign

should contain information on existing support services currently available both on campus and off, as well as information on how to support a survivor who discloses (see Section 2 of Part C, "Supporting Survivors Education").

Illustrative and informative messages in a variety of media forms will be an important piece of Selkirk College's awareness campaign. For inspiration and ideas, the college can look to the approaches of other post-secondary institutions and their choice of a means of awareness promotion.

Located at the University of Victoria, the Anti-Violence Project (AVP) comprises a team of staff and volunteers, a group "strives to provide anti-oppressive and sex-positive services, advocacy and action on campus and off, in partnership and collaboration, in order to address and resist gender-based and all forms of violence" (AVP, 2017, p. 1). The AVP is a rich source of information, resources and collaboration for any institution wishing to address issues of sexual violence.

The artist Cassandra Everitt created posters for AVP as part of a date rape awareness campaign. The posters (three varieties in total) show an individual choosing to intervene in a situation likely to lead to sexual violence (e.g., a man confronting another man after observing him drug a female's drink). The posters are especially poignant as they feature eye-catching illustrations and have a straightforward message. Additionally, the posters illustrate that date rape is not an issue confined to heterosexual relationships—one poster's scene depicts relationship violence between two men (Appendix 5).

Ohio University created a unique and issue-specific media campaign for their Sexual Assault Nurse Examiner (SANE), a 24-hour per day student health centre that offers free medical

support to students following a sexual assault. Taking a social marketing approach to promotion, images and texts chosen for promotional posters were composed to address perceived obstacles to accessing SANE. For example, in response to a survivor dismissing the seriousness of an assault, a poster displays a scene in which a man points out to a woman that the injuries she sustained are criminal, while another poster addresses privacy concerns by focusing on the confidentiality of procedures and the ability of students to control whether blood tests for drug or alcohol would be taken (Konradi, 2003). Students were used as models and posed in familiar on-campus locations (e.g., dorm rooms) to maximize the likelihood that students could see themselves performing the actions depicted in the advertisements (Sutton, Balch, & Lefebvre, 1995). Evaluation surveys suggest that this highly individualized social marketing campaign "effectively sold the idea of using forensic and medical services to the college student population," who after viewing the posters had more accurate knowledge of the service and retained the key themes in the advertisement (Konradi, 2003, p. 978).

Bearing in mind the above mentioned survey comments that demonstrate a lack of awareness and disbelief regarding the frequency and severity of the issue, Selkirk College should consider including impactful and current statistics regarding sexual violence on posters, cards, online and on campus media. Examples of poignant and well-documented statistics that Selkirk College may wish to consider incorporating (including the statistics' sources) in their promotional materials are as follows:

- One in four women experience sexual violence at college or university (Hayes-Smith & Levett, 2010).
- Certain groups of women are more likely to experience sexual violence, including

women with disabilities (Stimpson & Best, 1991) and Indigenous women (WAWG, 2008).

- Less than 10% of incidents of sexual violence are reported to police (Johnson, & Dawson, 2011).
- Sexual assault rates have either remained stable or increased in recent years (Statistics Canada, 2015).
- Seventy-five percent of sexual assaults are committed by someone known to the survivor (e.g., intimate partner, friend, acquaintance), and most occur at private homes or public institutions (Statistics Canada, 2015).

4.1 Consent

The AVP has developed a consent education workshop. Through the use of activities, discussion, and media, this workshop provides the education, skills, and opportunity to understand and practice consent in a supportive and sex-positive space (AVP website, workshop section, 2016). This two-hour long program uses a peer-to-peer delivery model. While Selkirk College can certainly consider sending a staff member to receive this training for the purpose of setting up a similar program at the college, a consent education campaign based in visual media (e.g., posters, videos, etc.) may also be effective.

Recently several online videos have been created that effectively and creatively provide information on consent by defining what it is and how to practice it (see May, 2015; UVSS, n.d.) The latter video is especially impactful and contextualized for the audience demographic, as the message is delivered by male UVic students. Selkirk College may wish to promote these pre-existing videos to the student body through social media avenues or create its own consent video

utilizing student actors. Finally, a flyer and poster series on the topic of consent, containing definitions of terms and images of individuals modeling consent, should be posted in student support service areas (e.g., counselling office), on student bulletin boards and in bathrooms.

The following terms and definitions related to consent can be utilized by any awareness campaign and are drawn from Selkirk College's sexual violence prevention and response policy (currently under review).

- Consent is an active and voluntarily expressed agreement between two or more persons.
- It is the responsibility of the person who wants to engage in physical contact or sexual activity to obtain active and voluntary agreement from the other person(s).
- Consent is not silence, passivity, or coerced acquiescence, body movements, non-verbal responses such as moans, laughter, or the appearance of physical arousal.
- Consent cannot be legally given if an individual is intoxicated.

4.2 Alcohol and Sexual Assault

Alcohol consumption is extremely common on post-secondary campuses (Neighbors, Lee, Lewis, Fossos & Larimer, 2007). Research has found that alcohol is the most common drug associated with allegations of sexual assault (Girard & Senn, 2008) and that up to three-quarters of sexual assaults that occur on campuses involve the consumption of alcohol by the victim, the perpetrator or both (Abbey et al. 1996; Sampson 2002 as cited in Armstrong, Hamilton & Sweeney, 2006). These findings indicate the importance of investigating alcohol consumption patterns on campuses, as well as the policy and administrative approaches to the issue.

Consuming alcohol prior to being the victim of a sexual assault may contribute to a victim-blaming response by others. College women who have been raped after drinking were

found not to be taken as seriously as those raped under other circumstances (Norris & Cubbins, 1992). To this end many men have learned that alcohol can help get a woman intoxicated to the point that they cannot resist their advances, and some men may even see this as part of a regular and legitimate strategy of seduction (Schwartz & DeKeseredy, 1997). Further emphasizing this point is the double standard that exists, by which an intoxicated woman is considered fair game for sexual violence, yet other crimes such as automobile theft are considered serious whether alcohol is involved or not (Schwartz & DeKeseredy, 1997).

A concerted focus on the direct role that alcohol plays in the prevalence of sexual assault on campuses is needed (Mohler-Ku et al., 2004; Sanday, 1996). Administrative and policy-based approaches to curbing alcohol consumption in order to reduce sexual assault include prohibiting alcohol on campus and even extending student alcohol codes to include off-campus environments (Bohmer & Parrot, 1993). Some colleges offer informational activities related to students' relationships with substances, and there has been growth in the number of American colleges that offer prevention programs (White, 2006). Researchers have highlighted that for alcohol prevention approaches to be effective, they should focus more upon the student and environment (norms, culture) and less upon the substance (Rabow & Duncan-Schill, 1995). A note of caution regarding punitive approaches to regulating alcohol on campuses is warranted, given that they can heighten the symbolic and defiant nature of alcohol consumption, tempting some students to drink harder or in a more isolated and secretive manner (Armstrong et al., 2006).

Selkirk College students have reported a lack of awareness of the part that alcohol can play in sexual violence:

> ***"…the only form of sexual violence that participants could identify was date rape. They were not aware that inappropriate contact, or sexual comments/harassment, or non-consented sex while intoxicated were forms of sexual violence."*** **(DBC host)**

Considering this knowledge, it is recommended that Selkirk College provide information, through its awareness campaign, on the relationship between alcohol and sexual violence. The following presents information to consider:

- Ninety percent of the sexual assaults reportedly experienced by Canadian female students involved alcohol (The Canadian Federation of Students 2001).
- Under Canadian law, intoxication is not a defense for sexual assault.
- Individuals under the influence of drugs and alcohol may not be legally able to provide consent.

4.3 Sexual Violence Awareness Events

In addition to the use of print and digital media as a means of promoting awareness, several post-secondary institutions hold sexual assault awareness months. For example, January is Sexual Assault Awareness Month (SAAM) at UBC. Started in 2010, SAAM is a collaborative initiative uniting many campus partners in raising awareness and understanding of issues related to sexual assault (UBC Student Services, 2017). Each week of the campaign is dedicated to a specific issue, such as creating cultures of consent and supporting survivors. Educational workshops occur throughout the month on variety of topics such as trauma-informed practice for working with survivors and a writing workshop focused on creative self-care.

A primary desired outcome of awareness campaigns is to broche the often taboo subjects of sexual violence and healthy sexuality. As such, the SAAM event includes a "Denim Day"

sticker program inviting individuals to join the conversation on sexual assault by asking wearers about their sticker. Denim Day is a protest response to a 1998 Italian court rape charge being overturned because the victim's jeans were deemed "too tight." Additionally, a sexual heath educator at UBC hosts a blog where students and community members can ask questions and provide comments on issues related to sexual violence.

Enlisting student leaders in the conceptualization and delivery of an awareness campaign is suggested. Selkirk College has several education programs whose students would be well suited to contribute for both the design and implementation of a month-long campaign. Nursing students may be considered to organize a sexual violence awareness month as part of their third- and fourth-year self-directed research project, with a focus on prevention. Under the supervision of an appropriate faculty member and collaborating with various college and community members, these students could be tasked with the promotion and delivery of multiple aspects of the event.

Collaboration with faculty and students from other departments at Selkirk College can be considered for the creation and promotion of relevant student-driven messages regarding issues related to sexual violence. For example, students from the Digital Arts and New Media program may be enlisted to create multi-media for the promotion campaign. Working with an employee with expert knowledge of the subject (e.g., members of the policy review committee), students could create awareness promoting media in various forms (e.g., posters, videos, etc.), all containing messages and images deemed relevant to the Selkirk College community.

The creation of "grassroots" media can be an act of empowerment for oppressed or at-risk groups and provides an alternative to mainstream media that often contains implicit and

explicit messages supportive of dominant norms (read, rape culture and male privilege). Student-created media can provide forums for conversation and the sharing of experiences, and in doing so be a tool to address sexual violence.

The University of Victoria's AVP provides many examples of the ways people have created their own media in various forms, as well as "a series of links that illuminate examples of and promote alternatives to the violence found in mainstream media" (AVP website, media section, 2016). Selkirk College may wish to consider employing the talents of its faculty members in engaging students in media creation. For example, the creative writing faculty can be approached to develop and deliver "make your own media" events, with a focus on education and awareness about sexual violence. Again, partnering with a subject matter expert, creative writing instructors could host zine-making workshops and provide interested students with introductions to poetry and blogging, all for the purpose of encouraging dialogue on sexual violence.

Summary of Recommendations

- It is recommended that promotional materials include information about Selkirk College's strategy, including upcoming training and groups, statistics on the prevalence and seriousness of sexual violence and information on consent and the use of alcohol and drugs.
- Promotional materials can be delivered through various forms of media, including print posters and information cards found throughout all campuses and distributed at all campus events. Social media and on-campus television are also strong mechanisms for promotion.

- Promotional and educational materials should utilize preferred language, terms and definitions and feature attractive and eye-catching illustrations. Selkirk College can consider utilizing promotional materials from other post-secondary institutions or creating its own.
- Selkirk College may wish to create and launch a week-long sexual violence campaign focused on increasing awareness and prevention of issues related to sexual violence.

5. Evaluation

Program evaluation in the Human Services is essential to assess whether the program in question is achieving its stated goals (Rossi, Freeman & Lipsey, 2004). Evaluation of sexual violence prevention and response strategies can involve three steps: (1) a needs assessment to determine the exact nature of the issue and baseline assessment, (2) evaluation of a new activity's operations and effectiveness, and (3) the use of the results of the evaluation to improve the program (Finn, 1995).

5.1 Needs Assessment

A needs assessment is a vital component when developing a new program or expanding an existing one. Surveying members of the target population to determine how many people in a community need particular services and what level of services already exist is a commonly used process in needs assessment (McKillip, 1987). When developing sexual violence prevention and response strategies, a needs assessment can help to determine the nature and severity of sexual violence at the college, get buy-in from top administrators, and facilitate understanding of the baseline conditions prior to the implementation of any prevention activities (Finn, 1995).

The Selkirk Sexual Violence Survey and DBC provide data that contribute to assessing the needs of the college in regard to issues of sexual violence. Both of these research projects

have been participant-led mixed-method inquiries into the student body's thoughts, feelings and awareness of issues of sexual violence. Finn (1995) declares that when designing and implementing a college sexual assault policy, "the needs assessment should include a survey of students to determine the magnitude and nature of the problem, their perception of how serious it is, and their suggestions for preventing it" (p. 18).

5.2 Formative Evaluation

Formative evaluation research focuses on providing information to guide the planning, design and operation of a program. Needs assessments are a type of formative research that provide program designers with important information about the needs of the service users, the requirements of the service providers, the specific intervention strategies, and the feasibility of the project as a whole (Monette, Sullivan, & DeJong, 2011).

A *pretest* or *trial run* is another form of formative evaluation, which tests the procedures of a new program prior to its official launch. Selkirk College is currently pilot testing its *Bringing in the Bystander* program (see Section 1 of Part C, "*Bringing in the Bystander*") by delivering the training to select staff and students. Institutions evaluating programs through trial runs should pay close attention to the feedback provided by participants and implement changes as appropriate.

Formative data can also be obtained from program participants following the completion of a specific training session or workshop. Through feedback and evaluation form, participants can indicate whether the activity has covered the content outlined and whether the facilitators were knowledgeable about the subject matter. The facilitators' proficiency in service delivery

can be assessed in a variety of ways, encompassing questionnaires, personal reflection and direct observations (Monette et al., 2011).

5.3 Summative Evaluation

Summative evaluation research involves assessing the impact of a program to determine whether the program meets its desired outcomes. The data produced during summative evaluation research may help policy makers decide whether to continue, expand or cancel a program and whether the findings are generalizable to other populations (Monette et al., 2011).

A common summative evaluation mechanism for human services programs is the participant evaluation form. Evaluation forms can be simple to design and often require few resources and little explanation to utilize. Desired outcomes and learning for student training and workshops in Selkirk College's sexual violence strategy include both knowledge and skills acquisition. As such, evaluation forms may inquire whether participants feel that the activity improved their understanding of the issue (e.g., "Do you feel you have a better understanding of rape culture after completing this workshop?") or provided them with new skills in relation to the issue (e.g., "After completing this training do you feel you are better equipped to intervene before, during or after an incident of sexual violence?"). An example of a program evaluation form with both formative and summative components can be found in Appendix 6.

Selkirk College should consider evaluation methods for every training and educational program they deliver as part of their sexual violence preventions and response strategy. To be as useful as possible, evaluation forms for any training or educational program should be filled out on at least three occasions by each participant: pre-training, immediately following each training

session, and three months post-training. An evaluation schedule such as this provides researchers with baseline data; short-term summative data, tracking any immediate changes with participants; and longer-term measurement of change. All evaluations and feedback forms need to be completed privately by participants and all data kept confidential and secure.

It is likely that Selkirk College will initially need to utilize its own staff and program facilitators to evaluate new programs in their sexual violence strategy. Peer educators may be tasked with this responsibility and briefed on the importance of obtaining feedback and completed evaluation forms at the conclusion of every activity, event and workshop. The college may also wish to employ its institutional research department in evaluating any attitudinal and behavioural changes with regard to issues of sexual violence on campus following implementation of their strategy. Finally, when available, outside consultants and researchers can provide non-biased, large-scale summative evaluations (Monette et al., 2011).

It is worth noting that assessing the long-term impact of rape prevention programing is difficult and rare (Lonsway, 1996). Selkirk College primarily provides one and two-year certificate and diploma programs. Thus, many students attend the institution for two years or less (although part-time students could attend for several years longer). Due to this relatively short window for engagement with full-time students, evaluation of long term attitudinal or behavioural changes in participants, due to program interventions, may be challenging.

5.4 Examples of Evaluative Methods

Pre- and post-intervention attitudinal measures can be assessed with participant self-reporting through a series of scaling questions. Several empirically tested attitudinal scales exist

for measuring individuals' degree of agreement and disagreement with beliefs known to correlate with sexual violence (e.g., rape myths). For example, the *Illinois Rape Myth Acceptance Scale* is a 45-item scale developed to assess the acceptance of rape myths (Payne, Lonsway, & Fitzgerald, 1993). All statements are positively worded to reflect rape culture myths; for instance, "When women go out wearing low-cut tops or short skirts, they're just looking for trouble." Participants score their agreement with each statement on 7-point Likert scale. The *Adversarial Heterosexual Beliefs Scale* (Lonsway & Fitzgerald, 1995) is designed to measure participants' belief in the inherent adversarial nature of heterosexual relationships. As defined by Burt (1980), adversarial sexual beliefs comprise "The expectation that [heterosexual] sexual relationships are fundamentally exploitative, that each party to them is manipulative, sly, cheating, opaque to the other's understanding, and not to be trusted" (p. 218). Similar attitudinal scales have been used to explore participants' attitudes towards feminism, before and after receiving rape education programming (Lonsway, Klaw, Berg, & Waldo, 1998).

Qualitative assessment of attitudinal change has been evaluated by measuring participants' reactions to video scenes, pre- and post-sexual violence training (Lonsway et al., 1998). Videotaped scenes portraying various levels of sexual coercion in a heterosexual relationship (man instigating) were shown to both male and female participants who were asked to assume the role of their respected gender and indicate what their response to the situation would be. Thematic analysis of their responses found that, post-intervention, women were more likely to respond with direct verbal resistance and men were more likely to respond with a sense of understanding and concern for the females' feelings, thoughts and desires (Lonsway et al., 1998).

Summary of Recommendations

- Selkirk College should expand its needs assessment process by developing a method of reaching distance-learning students and those attending smaller campuses and learning centres for the purpose of measuring their understanding and needs as related to issues of sexual violence.
- The college should continue to seek feedback from peer-educator training sessions to help determine the efficacy of the training and the resulting comfortability of peer educators in delivering bystander training.
- Selkirk College may wish to design an evaluation mechanism specific to measuring participants' degree of attitudinal and behaviour change, as a result of bystander training (Section of Part C, "*Bringing in the Bystander*"). It is recommended that this evaluation be completed by participants prior to training, immediately following training, and three months post-training.

Part C: Intervention Models

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1. Bringing in the Bystander Training

Based on the seminal work of Jackson Katz (1995), bystander-type training is one of the most promising, researched and universally applied sexual violence intervention programs to date. Bystander training provides participants with awareness of rape culture and possibly dangerous situations, as well as the skills, confidence and sense of responsibility to prevent or interrupt sexual violence in their community (EVABC, 2016a). The bystander model is popular because it applies a universal strategy of prevention (Lonsway et al., 2009) and, as opposed to workshops directed exclusively towards male-dominated environments, which can be perceived as punitive (Casey & Lindhorst, 2009), the mixed-gender model used in bystander programs promotes men and women working together to address sexual violence in their community (Senn & Forrest, 2016).

Empirical research into the efficacy of bystander training in college settings suggests that both male and female participants benefit, primarily through attitudinal and behavioural shifts including increased intention, readiness and perceived skills to safely intervene (Senn & Forrest, 2015). An initial meta-analysis of almost 3000 students within 12 studies supports these effects in addition to smaller but significant self-reported lower rape-supportive attitudes and lower rape-proclivity but not perpetration (Jennifer Katz & Moore, 2013). Studies further suggest that bystanders are more likely to intervene in situations involving a friend than those involving a stranger (Katz & Moore, 2013).

Currently, Selkirk College is rolling out a plan to train select staff and students as bystander intervention facilitators. This "train the trainer" format consists of one day-and-a-half mixed-gender training session in which participants learn the program curriculum, along with basic presentation and facilitation skills (e.g., pacing, how to handle challenging situations, role play scenarios, etc.). Students selected to become facilitators should represent a diverse cross-section of the student body. Selkirk College has selected student resident advisors, nursing and human services students, student union members and student ambassadors. Once trained, these student educators will be the holders of the program knowledge and possess the skills and ability to educate the student body, as well as to train future peer educators.

"Train the trainer" programming includes preparing educators to support participants who become triggered and show signs of distress during training. This programming includes skills such as recognizing distress in participants, self-care strategies, awareness of vicarious trauma, and de-escalation techniques for particularly challenging participants. In addition, student facilitators are made aware of appropriate support services available to participants both on campus and off. It is worth considering having all student facilitators complete a "supporting a survivor" workshop prior to facilitating any sexual violence training.

In addition to training student facilitators, Selkirk College is currently experimenting with introducing bystander training to select faculty and staff members at professional development events such as Discovery Day, a full day of training sessions and workshops offered to instructors and staff over the spring reading break. Participants in these sessions receive a 90-minute abridged version of the standard three-hour bystander training. Although the bystander model is designed for peer-to-peer delivery, primarily to a student population, it may be useful to introduce this content and delivery model to the campus community as a whole, including

faculty and staff. Feedback through qualitative evaluation forms completed by participants of the Discovery Day sessions highlights that the majority of the attendees found the content both engaging and troubling, and consider it important for the campus community as a whole.

As previously mentioned, embedding sexual violence training in the class curricula is a suggested delivery model for Selkirk College's sexual assault and prevention strategy. Currently, the bystander intervention training program is the most developed and empirically supported sexual violence prevention program available to Selkirk College and is therefore a prime program to be considered mandatory for all students. Research supports embedding bystander training into undergraduate curricula as an effective way to engage with a large portion of students who are representative of the campus as a whole, and in doing so promote a wide range of prosocial bystander behaviours for both men and women, in both friendship and stranger situations (Senn & Forrest, 2015). This final point is of special interest, as previous research into bystander training has found participants less likely to help strangers than to help friends (Katz & Moore, 2013). Additionally, bystander training embedded in class curricula may be perceived with greater legitimacy when endorsed by male faculty, rather than only by female faculty thereby reducing men's defensiveness (Senn & Forrest, 2016).

It is recommended that bystander training be embedded in course curricula and delivered in every classroom at Selkirk College as an effective means of providing a wide range of students the skills and confidence to intervene in situations with strangers and friends and in doing so help establish a safer community on Selkirk College campuses.

Several mechanisms have been employed for evaluating the effectiveness of bystander intervention training. Most recently, Senn and Forrest (2016) conducted a quasi-experimental

research project with over 800 undergraduate students (intervention, n = 518; control, n = 309) at the University of Windsor. The research method consisted of three online surveys, completed at three intervals: baseline, one week after the training, and four months' post-intervention. In addition to background and demographics questions, the survey contained the following measures, all of which demonstrated reliability and validity in previous research (see Banyard, Moynihan, Cares, & Warner, 2014).

Bystander Efficacy Scale: This measure asks participants to indicate their level of confidence (in 10% increments) that they could engage in verbal or physical interventions when they observe a situation that could lead to physical or sexual violence.

Readiness to Change/Help: This section contains 24 items consistent with the underlying stages of the Transtheoretical Model of Change (Prochaska & DiClemente, 1984). Questions correspond to one of three stages of an individual's process of change (Pre-contemplative, Contemplative, Action). For example, "I don't think that sexual assault is at all a problem on campus" (Pre-contemplative) and "I am actively involved in projects to deal with sexual assault on campus" (Action). Participants respond to each question on a 5-point Likert scale ranging from "strongly disagree" to "strongly agree."

Brief Bystander Intent: Participants are provided with 10 intervention situations related to sexual assault and asked to rate, on a 5-point Likert scale, the likelihood that they would engage first with someone they know and next with a stranger. All situations describe verbal interventions (e.g., "I stop and check on someone who looks intoxicated when they are being taken upstairs at a party"). Higher mean scores on this measure indicate a greater intent to intervene.

Barriers to Sexual Assault Intervention: This section of 16 questions investigates known barriers to bystander intervention (Latane & Darley, 1970). Examples from this subscale include failure to notice (e.g., "At a party or bar, I am probably too busy to be aware of whether someone is at risk for sexually assaulting someone"), failure to identify risk (e.g., "In a party or bar situation, I think I might be uncertain as to whether someone is at-risk for being sexually assaulted"), failure to take responsibility (e.g., "I am less likely to intervene to reduce a person's risk of sexual assault if I think she/he made choices that increased their risk"), failure to intervene due to skills deficit (e.g., "Although I would like to intervene when a guy's sexual conduct is questionable, I am not sure I would know what to say or do"), and failure to intervene due to audience inhibition (e.g., "I am hesitant to intervene when a man's sexual conduct is questionable because I am not sure other people would support me").

Bystander Behaviour: Participants identify how often (0–4 times) they have employed 44 bystander behaviours in relation to situations of possible sexual violence. Questions were grouped in four subscales (risky situations, proactive behaviour, access resources, and party safety). This measure was not employed in the one-week follow up survey, as insufficient time had passed (Senn & Forrest, 2016).

In sum, the above examples provide a comprehensive list of measures for assessing participants' self-reported thoughts and intentions related to prosocial bystander intervention. Selkirk College may wish to consider including several, if not all, of these previously tested reliable measures when creating outcome evaluation forms for bystander training.

Evaluations of bystander programs based on participant self-reporting are subject to several limitations. Like all retrospective, self-report measures of behaviour, error and bias can

occur because people do not always report accurately on things they have said or done (Baumeister, Vohs, & Funder, 2007 as cited in Jouriles, Kleinsasser, Rosenfield, & McDonald, 2014). Contributing factors to this problem include recall bias (failing to recall events) and participants interpreting questions in a way that is different from how the researcher intended (Jourile et al., 2014). The perceived quality of bystander intervention is another dimension not well evaluated by a self-reporting evaluation model. There can be a significant degree of difference in the quality of an individual's intervention, ranging from strong and persistent to weak and ineffective. Closed-ended questions that ask participants to indicate the number of times in the past they have intervened or whether they will in the future reveal little about the quality and therefore effectiveness of their confrontation.

Given these issues, a more direct method of measurement for evaluating bystander intervention programs has been suggested (Baumert, Halmburger, & Schmitt, 2013). Role plays and behavioural re-enactments (i.e., simulations) are one method for measuring and evaluating behavioural responses to interpersonal situations. Jourile et al. (2014) utilized a computer simulated virtual reality environment to create a replication of a situation that could escalate into a female being sexually assaulted, allowing participants the opportunity to act to try and prevent it. Other research has utilized a mixed-methods approach to measuring bystander efficacy through self-reporting willingness to intervene based on a vignette, as well as by observing behavioural reactions to a simulated event (Baumert et al., 2013).

Selkirk College should begin evaluation of their bystander training program immediately following the first sessions. Considering that the college may have limited resources to dedicate to program evaluation, participant feedback and evaluation forms are a strong choice during the

introductory years of the program, as they require considerably less time and resources than more involved evaluation processes such as role plays.

Appendix 6 provides an example of a bystander training evaluation form utilized by Okanagan College. An evaluation form such as this constitutes a useful template, as it provides both formative evaluation items (e.g., "The workshop outline was presented and all topics covered"), as well as summative evaluation items (e.g., "I feel a greater sense of responsibility to intervene in cases of sexual violence before, during and after the incident").

Summary of Recommendations

- Bystander training is likely produce attitudinal and behavioural shifts in relation to participants' views of sexual violence, including increased intention, readiness and perceived skills to safely intervene.
- Introduction of the Bystander Intervention training model to all Selkirk College staff, faculty and administration should continue through professional development opportunities and inter-institutional communication methods. Increasing understanding of issues related to sexual violence, as well as this training, is key to increasing buy-in for a large-scale roll-out of the program.
- It is important that peer educator recruitment efforts focus on reaching student groups traditionally considered the most difficult to engage with (i.e., those enrolled in male-dominated programs, Selkirk Saints, etc.). In-class presentations by relevant male presenters that outline the program and the benefits of both facilitation and participation are suggested.

- It is recommended that bystander training should be embedded in course curricula and delivered in every classroom at multiple times throughout the year as an effective means of providing a wide range of students with the skills and confidence to intervene in situations with strangers and friends, thereby helping to establish a safer community on Selkirk College campuses.
- Selkirk College may wish to continue to build on existing relationships with other post-secondary institutions (e.g., College of the Rockies) in order to collaborate on possible training opportunities and share information and resources.

2. Supporting Survivors Education

This guide uses the term "disclosure" to refer to the act of discussing an experience of sexual assault with someone, and the term "reporting" to refer to the act of discussing sexual assault with the police or college officials (see Fisher, Daigle, Cullen, & Turner, 2003).

The psychological effects that sexual violence may have on survivors are wide ranging and include symptoms of post-traumatic stress disorder (PTSD) including re-experiencing the event through flashbacks and nightmares, emotional numbness and avoidance or emotional distress when experiencing reminders of the event (Brown, Testa, & Messman-Moore, 2009). Other research has shown that experience of sexual assault correlates with an increase in problem drinking (Najdowski & Ullman, 2009). Serious suicide ideation and attempts are related to sexual assaults with younger, minority and bisexual survivors, and those who perceive to have little control over their recovery (Ullman & Najdowski, 2009).

The trauma of sexual assault may also impact survivors physically, including soreness and bruising in the areas where they were injured; they may be at risk for pregnancy, and they

may have contracted a sexually transmitted infection (STI) (EVABC, 2016b). Additional impacts can be of a financial nature, due to missed work, and academic problems may arise through absence from classes and decreased ability to concentrate.

Sexual assault is a traumatic event. As such, during a violent sexual incident, stress hormones flood the body and produce a "fight," "flight" or "freeze" response. Of these possible responses, the "freeze" response is the most common, with over 88% of survivors experiencing this response (EVABC, 2016b). Additionally, immediately following a sexual assault a survivor's memory may be fragmented or distorted: they may not remember what the perpetrator looked like or where they were, and they may experience a flat affect in their emotional expression (Ferrell-Womochill, 2015).

The effects of the response a survivor receives when they disclose a sexual assault have been well documented, and studies suggest that women receive both positive and negative responses (Ahrens, Cabral, & Abeling, 2009). Positive social reactions to disclosure of sexual assault include reactions that offer empathy or kindness, belief in the survivor, and tangible support and resources (Ahrens et al., 2007; Ullman, 1996; Ullman, 2000). In contrast, negative social reactions have been described as "responses from support providers who blame or shame the victim, distract the victim, display so much anger that the victim is unable to attend to her own needs, or attempt to control the victim's decisions" (Orchowski & Gidycz, 2015, p. 804). Negative reactions from community supports (e.g., lawyers, police) have been known to have significant effects on PTSD symptoms and have been labeled "secondary traumatization" (Campbell, Sefl, & Barnes, 1999).

Less than 10% of incidents of sexual violence are reported to police (Johnson, & Dawson, 2011). There are several reasons that survivors may be reluctant to report: fear that they will not be believed, language or cultural barriers to communicating what happened or to accessing support, feelings of self-blame and embarrassment, fear of stigmatization, and a belief that nothing will come of reporting (EVABC, 2016b).

Considering that students are much more likely to disclose to a peer than to a formal support or authority (Sable et al., 2006) and that the type of response they receive can greatly impact their psychological health, including PTSD symptoms, all members of a campus community need to be prepared to effectively and properly handle a disclosure. Moreover, the responses that survivors receive can impact the campus culture as a whole, deter others from reporting and perpetuate victim blaming and rape culture. Psychologists Campbell, Dworkin, and Cabral (2009) state, "With each disclosure and interaction with the social world, victims are given explicit and implicit messages about how they are to make sense of this crime and apportion blame" (p. 227). Furthermore, telling others about an experience of sexual assault can be potentially helpful for the survivor, as the disclosure can "reduce isolation and initiate connections with supportive services and resources; in some cases, it can also result in the punishment and removal from the community of the perpetrator with an adequate criminal justice system response" (Walsh, Banyard, Moynihan, Ward, & Cohn, 2010, p. 136).

Studies have suggested that a third of college students may receive disclosures and that many report feeling shock and surprise, not knowing what to do and possibly re-victimizing the survivor through challenging them or expressing disbelief (Dunn, Vail-Smith, & Knight, 1999). However, not all students respond similarly to disclosure. Banyard et al.'s (2010) study of over

1000 undergraduate students at the University of New Hampshire shows a contrast in gender regarding the frequency of disclosure and the perception of the disclosure experience. On average, one in three women and one in five men received a disclosure of unwanted sexual activity. Women reported greater emotional distress in response to a friend's disclosure, greater positive responses and less confusion or feelings of ineffectiveness than men (Banyard et al., 2010).

Hearing about and responding appropriately to a disclosure of sexual assault can be difficult for anyone. The EVABC (2016b) reminds us that responders are not there to do everything for the survivor; they are there to

- *listen* attentively to the survivor's disclosure.
- *believe* what they say happened to them, and
- *empower* them in moving forward.

A post-secondary institution can better prepare all community members to respond to disclosures of sexual violence through including a response strategy composed of educational training, various forms of media resources, and a sexual violence support center or sexual violence support staff on campus.

Educational workshops for training individuals to respond to disclosures of sexual violence can contain a breadth of information, such as a definition of sexual violence and the rates of prevalence of sexual assault on campuses; the impacts of sexual assault, including how trauma affects survivor responses and how to appropriately respond (listen, believe, empower), on and off campus sexual assault resources; and the importance of self-care for responders

(EVABC, 2016b). Response training workshops can be available to all individuals on campus and can be delivered with the same peer-educator model, and possibly the same educators as for bystander training.

Selkirk College has recently developed a "Supporting Survivors" resource handout (see Figure 3) that provides a comprehensive list of on campus and community-based services, including police-based and community-based victim services workers, college counsellors, and the 24-hour emergency crisis line phone number. This one-page resource was delivered to select staff and student services departments, particularly those considered more likely to receive a disclosure (e.g., counsellors, OPT clinic nurses) prior to commencing the sexual assault survey. Selkirk College should consider increasing distribution of this resource handout to all students, both on-campus and through online means, and to post it in all student service department offices and bathrooms.

Supporting Survivors

a Resource Handout for the Selkirk College Community

VICTIMS SERVICES
Police based trained victim support staff provide support to assist for individuals and their families who have experienced relationship violence, childhood sexual abuse, sexual assault, and stalking or harassment.

Castlegar 250 365 7721

Trail 250 368 2184

Nelson 250 354 5175

SELKIRK COLLEGE COUNSELLING SERVICES
Provides short-term counselling for students located on main campuses. Students experiencing a crisis are encouraged to contact Selkirk counselling service for assistance. Selkirk College Counselling Services Castlegar BC, Silver King Campuses in Nelson, and out of the Castlegar Campus.

250 365 1273 or

1 888 953 1133, ext 21273

OPTIONS FOR SEXUAL HEALTH
Services include low-cost birth control, STI care, Pap screening, pregnancy testing and pregnancy options counselling.

Castlegar: 1007-2nd St Castlegar,
Drop-in Tue 5:00 p.m. - 7:30 p.m.

Trail: Suite 2 - 1500 Columbia Avenue
Drop-in Wed 4:30 p.m. - 7:00 p.m.

Nelson: 333 Victoria Street
Drop-in Wed 5:30 p.m. - 8:00 p.m

Selkirk College: 301 Frank Beinder Way
Drop-in 11:00 am to 1:00 pm

www.optionsforsexualhealth.org

1-800-739-7367

24 HOUR CONTACTS

VICTIM BC
Provides confidential, multilingual telephone service 24 hours a day, 7 days a week to referral services to all victims of crime and immediate crisis support to victims of family and sexual violence. victimlinkbc@bc.ca

1 800 563 0808

TTY 604 875 0885

TEXT 604 836 6381

TRANSITIONAL HOUSING
Castlegar & District Community Services Society - Castlegar Safe Home

250 365 2104 or 1 888 353 2273

Nelson Community Services Centre Society Aimee Beaulieu Transition House

250 354 4357

Trail Family & Individual Resource Centre Society WINS Transition House

250 364 1543

HOSPITALS

Kootenay Boundary Regional Hospital Address: 1200 Hospital Bench Trail, BC

250 368 3311

Kootenay Lake Hospital
Address: 3 View Street Nelson, BC

250 352 3111

BC NURSELINE

Confidential health information and advice. Specially trained nurses answer questions about health topics and procedures, identify symptoms, and help you decide when to see a health professional.

1 866 215 4700

TTY 1 866 889 4700

A survivor can report an assault to local law enforcement, the College, neither, or both. Selkirk College does not require a survivor to report an assault, and will provide support services and necessary accommodations.

CASTLEGAR RCMP VICTIM SERVICES
440 Columbia Avenue Castlegar, BC

250 365 7341

TRAIL RCMP VICTIM SERVICES PROGRAM
3601 Laburnum Drive Trail, BC

250 368 2184

NELSON CITY RCMP VICTIM SERVICES
1010 Second Street Nelson, BC

250 354 5175

SALMO POLICE VICTIM SERVICES
P.O. Box 39 Salmo, BC

250 357 2277

COMMUNITY BASED SPECIALIZED VICTIM SERVICES - THE ADVOCACY CENTRE
521 Vernon Street, Nelson

250 352 5777 or 1 877 352 5777

COMMUNITY BASED SPECIALIZED VICTIM SERVICES - TRAIL FAIR
2079 Columbia Ave Trail, BC V1R 1K7

250 364 2326 ext. 234

HEALTHY CAMPUS

Selkirk College Journeys taken. Futures waiting.

selkirk.ca

Figure 2: Supporting Survivors Resource Handout (Selkirk College, 2016)

Many post-secondary institutions have centres for preventing and responding to issues of sexual violence (e.g., University of Victoria's AVP; UBC's Sexual Assault Support Centre). These centres can play an important role in providing sexual health resources, organizing and delivering training and education on issues related to sexual violence and providing support services for survivors. Unfortunately, studies have shown that students may experience multiple barriers in accessing support from a support centre following a sexual assault. Among the issues cited by students for choosing not to access services are not considering the incident serious, wanting to keep the matter private, and having difficulty trusting a stranger (Walsh et al., 2010). Physical barriers (e.g., hours open, distance to the service, accessibility for individuals with physical challenges) can also deter access to formal support services (Walsh et al., 2010). Staff competency and approachability is an important consideration for survivors' decision to access services, and Ullman and Filipas (2001) have documented a range of both positive and negative reactions from social support network members received by survivors who disclose.

> ***"Barriers such as not knowing who to go to on campus, having a lack of education on behaviours that may be inappropriate, and peer influence or pressure not to report."***
> **(DBC host)**

Considering these issues, what is needed is to communicate that sexual assault centres are available to assist students in a confidential, survivor-centred manner, even if students think that what has happened does not fit their perception of sexual assault (Walsh et al., 2010). Some institutions have found success with the use of social marketing strategies to increase knowledge and awareness of sexual assault support services (see Section 4 of Part A, "Awareness Campaign").

The creation of an on-campus, fully staffed, sexual assault support centre may not be possible due to limited resources, or even necessary or useful considering the fragmented layout (multiple campus locations in several cities) and relatively small student population of Selkirk College. However, the college should consider creating a student support position, specific to sexual violence on campus. A position such as this one could directly support Selkirk College's goal of eliminating sexual violence on campus and meet identified student needs regarding sexual health.

In relation to the barriers survivors' experience when contemplating making a disclosure to a college employee, a visible, issue-specific position on campus is likely to encourage ongoing conversation about the issues while providing an avenue of disclosure to a trained professional. This *violence prevention worker* could also provide information to Selkirk College faculty and staff regarding the significance of the issue, as well as to Selkirk College's community-based prevention strategy—essentially promoting buy-in within the college. Further, a key responsibility of this position could be the promotion and organization of the in-class workshop delivery model, collaboration with the marketing department on a promotion campaign, and the recruitment and training of peer educators.

The individual in this position can also provide information and support directly to the student body though one-on-one counselling and by facilitating psychosocial education groups. The ideal candidate for this position is an experienced female practitioner with a background in social work, child and youth care or counselling, trained to engage with students in a trauma-informed manner. Research experience would also be an asset the creation and execution of

program evaluations. A single-staffed full-time position could likely provide support to the main campuses in Castlegar and Nelson.

> ***"Many of the students expressed needing a safe space and consistent person to report to… such as a counsellor that is available on call who can bridge the survivor to appropriate services and provide support though the process."*** **(DBC host)**

Summary of Recommendations

- All campus community members should be educated on multiple aspects of the disclosure of sexual assault, including barriers to disclosure, the effects of positive and negative response to disclosure, the likelihood of a non-professional receiving a disclosure, and the three-step process (listen, believe, empower).
- Selkirk's current "Supporting Survivors" handout should be provided to all campus community members in both email and physical form. Additionally, this handout can be considered a "living document," one that is regularly reviewed and updated.
- Selkirk College may wish to consider the creation of a supporting survivors training workshop to be delivered to peer educators and student leaders.
- Students need to feel that they are fully aware of the process that they or their peers will encounter if they decide to make a disclosure, such as to whom they can report, what emotional and psychological supports are available, what academic accommodations may be provided and how they will be protected from retaliation. To address these concerns, the college's policy regarding supporting survivors should be made available at multiple on-campus and online locations.

- It is recommended that Selkirk College create a staff position specific to responding to disclosures and educating and supporting students on issues related to sexual violence.

3. Healthy Masculinities Groups

This section begins by exploring forms of hegemonic masculinity that contribute to a culture where sexual violence is normalized. Following this section, I will offer suggestions for Selkirk College on providing approaches that bring a critical awareness to these traits of hegemonic masculinity and create an open dialogue between campus community members, with the intention of challenging and ultimately rethinking the attitudes and behaviours of men, or the way men define themselves as men.

The wide range of research reviewed for this paper suggests that this component should be an essential component of Selkirk College's strategy. As a college community, we can, and should, deliver training for community members on how to intervene in potentially violent situations and provide resources to support survivors of sexual violence. However, until we begin to examine the root causes and sources of sexual violence occurring on campus, we will be missing valuable opportunities to arrest this violence at its place of origin. Simply put, addressing male privilege and misogyny can be considered one of the most "upstream" approaches to eliminating sexual violence.

Hegemonic masculinity, also known as *traditional masculinity*, perpetuates the notion that all men are inherently superior to women and behave in ways that are aggressive, stoic, unemotional and, at times, violent. But, of course, there is not one true or correct version of masculine identity; there are many aspects and ways of performing masculinity (Connell, 2005). Furthermore, hegemonic masculinity may use force to remain dominant over women, but men

may also be harmed by its oppressive nature through limiting conceptions of the choices men have to express their gender:

> In our time, when there is so much violence perpetrated by narcissistic, angry men - acting as lone school shooters, rapists, or as agents of state authority at the highest levels of power - encouraging men to be more self-aware would seem to be a task of the utmost urgency. (Katz, 2013, p. xxiv).

Jackson Katz originally made this statement in 2008, and it would appear it is even more relevant today. With the current top elected official of the most powerful nation in the world often espousing rhetoric of hate and violence against women, a discourse of hegemonic masculinity could not come from a more elevated position.

The recommended first step for Selkirk College in addressing the way men in the college community perform masculinity is through the creation of a men's group. This group would provide a safer space for men to discuss issues and questions that may emerge through this culture change initiative, or that they face simply by being men in today's masculine-dominant society. College-based men's groups such as this can be found at both UVic and UBC. To borrow from the AVP, a men's group is

> A space for men and masculine-identified folks to: connect with other men and masculine-identified folks, learn about the systems and structures which support and uphold gender-based violence, share lived experiences, and work on strategies for

> dismantling and challenging gender-based violence and oppression on campus and the community at large. (AVP website, 2016)

A group such as this requires skilled facilitation. It is recommended that a male individual with clinical counselling or group facilitation experience be staffed in this position. Additionally, it is advisable that this individual be a recognized as a member of the community, ideally a Selkirk College staff member or possibly a mature student.

Engaging with the men of the Selkirk College community in an honest and frank discussion of male privilege, hegemonic masculinity and its inherent links to sexual violence may be a challenging proposal for some to consider seriously. Self-reflexivity should be seen as an indispensable character trait for members of any dominant group who want to be better people; however, this introspection can be unsettling, as it requires a questioning of long held beliefs (Katz, 2013).

At Selkirk College, attempts to engage males in a conversation on issues related to sexual violence have been challenging.

> ***"I asked them if they wanted to come down for dinner, they stated that they didn't feel comfortable speaking about the topic."*** **(DBC host).**

It is incredibly important that men begin to engage in this type of introspection into traditional masculinity. In the process of this self-examination, men will likely improve their relationships with women and other men. They may grow to understand themselves and ways of expressing themselves that they had previously not considered.

Promotion of Selkirk College's men's group can utilize many of the previously mentioned awareness campaign mechanisms (e.g., posters, social media, in-class promotion,

etc.). The characteristics of male students who may be most attracted to this type of group may be of special interest in the recruitment planning and process. Thomas Keith (2013) outlines a certain type of man or "bro" that he identifies as being the most receptive to an examination of traditional masculinity. These men are likely those who long for meaningful relationships with women and have come to understand that traits and behaviours aligned with hegemonic masculinity are unlikely to produce this outcome. At Selkirk College, these men will likely be those previously established as student leaders—outspoken, well-known and well-liked men who are highly engaged in the campus community through their academic work, involvement in student leadership projects, and extra-curricular activities, or who are members of the Selkirk Saints.

The generation of interest in the recruitment of participants for Selkirk College's men's group needs should follow the recruitment techniques of other elements of the college's strategy. In other words, it needs to be a peer-to-peer model where the more recognized students set a tone of acceptance and interest in the group. Males who know how male culture works from the inside can have a powerful influence on other men in encouraging them to take sexism seriously and can disrupt current models of masculine behaviour (Keith, 2013).

These standards of dominant men are a cultural ideal and one that the public media proliferates and supports through nearly all forms of discourse. Video games, music videos, advertisements and movies of all genres often provide examples of men acting out hegemonic masculinity (e.g., John Wayne, John Rambo, etc.). And while not all men correspond to these personalities or even aspire to be like them, many of them are complicit in upholding this masculine mystique because of the perceived gratification and promise of camaraderie it holds for them (Tarrant, 2013).

A meaningful activity recommended for Selkirk College men's group is a critical analysis of various types of popular culture as they relate to hegemonic masculinity. Group facilitators may wish to provide a variety of types and genres of media, such as print, video and music, of which the contents sexualize women or stereotype men. Participants can then then be encouraged to examine both the explicit and implicit messages these images and words create about men and women. Topics likely generated through these discussions will include the objectification of women, expressions of power over women by men and displays of traditional masculinity.

Robert Jensen (2013) reflects on the hyper-sexualisation of females, an idea that is likely emerge from this activity: "When you create a sex-class that can be bought and sold, the people in that group – in this instance women – will inevitably be treated as lesser, as available to be controlled and abused" (p. 78).

> ***"All participants felt as though (pornography) has a negative impact, not just for them, but for the younger generation. The main issue of porn being the ease of access and the unrealistic portrayal of sex."*** **(DBC host)**

Selkirk College students have already shown an interest in examining the way popular culture contributes to male attitudes towards women and rape culture in general. Several times in DBCs the topic would gravitate towards the misogynistic nature of lyrics found in popular music. Furthermore, some students felt that listeners are unlikely to be aware of the negative connotations of the music they listen to and are therefore are supporting a culture of sexual violence without being aware of it:

> ***"We felt like there is such an unawareness about what songs are actually saying in them and by listening to music as consumers we are in ourselves enabling and supporting that culture without even realizing it."*** **(DBC host)**

In addition to a critical analysis of misogynistic media, men's groups can consider facilitating a discussion on the impacts of sexual violence. Understanding the serious and long-term impacts of sexual violence on the lives of survivors and the community as a whole helps not only to generate empathy for those impacted, but also to illuminate the ways in which men can identify and disrupt instances of gender-based violence or abuse. Social justice activist and writer Chris Crass (2013) reminds men that "men talking openly and honestly with each other and, where appropriate, in group discussions…and supporting survivors of sexual assault and harassment [are] important part[s] of this process" (p. 147).

There are several recommended resources for use in a Selkirk College men's group, which can be found in Appendix 7. These videos can be viewed in their entirety in order to provide an in depth analysis of some of the more problematic aspects of hegemonic masculinity. Alternatively, a shorter, partial viewing of either may be useful as a conversation starter for the group.

Summary of Recommendations

- Selkirk College can begin by creating an employed position for a male facilitator of a men's group. This paid position requires that the successful candidate possess a combination of education and experience in community organizing, group facilitation and clinical counselling experience.
- Recruitment efforts for participants in a men's group can begin immediately following the hiring of the group facilitator. Initially, recruitment efforts may need to prioritize male student leaders. These men may be identified through their previous work with other campus initiatives (e.g., *Bringing in the Bystander* training, student ambassador and student union, etc.) or possibly identified by faculty or staff.

- In collaboration with the Healthy Campus Advisor, the facilitator can begin planning dates and activities for the initial men's group meetings. This planning would include the promotion of the group through the previously mentioned mechanisms (posters, social media, in-class presentations, etc.) and the collection of a variety of resources and literature exploring various forms of masculinity and their impact on issues related to sexual violence.

Conclusion

The aim of this working paper has been to provide the Selkirk College community with information and suggestions to strengthen the College's response to sexual violence in the college community. The information that grounds this paper was gathered from several sources: existing literature and theory related to sexual violence, consultation with experts on the subject from other post-secondary institutions, and two institutional research projects conducted at Selkirk.

The findings from my consultations and review of the research literature and the results generated by the two institutional research projects indicate that Selkirk College's approach to addressing issues related to sexual violence align with some aspects of other post-secondary institutions' strategies, such as utilizing preferred language and terms (EVABC, 2016a), seeking institutional and student buy-in and support (EVABC, 2016a), recruiting student leaders as peer-educators (*Bringing in the Bystander*, 2017; *Stepping Up*, 2016) and developing a comprehensive awareness campaign (EVABC, 2016a).

My inquiry and analysis has also shown that it is important for post-secondary institutions to tailor their sexual violence and prevention strategies to fit the specifics of their location and the demographics of their staff and student body (Finn, 1995). With this specificity in mind, I suggest that the Selkirk institutional research department continue to gather information from their students and staff regarding their thoughts, opinions and awareness of issues related to sexual violence. The college may also wish to continue consultation and collaboration with other rural post-secondary institutions in order to share information and resources.

This paper outlines three intervention approaches, which are either currently in use at Selkirk College or are being considered for delivery to the campus community in the near future:

(1) *Bringing in the Bystander* is an empirically tested, peer-to-peer delivered training model that equips participants with the awareness and confidence to recognize and interrupt possibly dangerous situations that they may encounter (Moynihan, et al., 2013). Given this information, I suggest that Selkirk College continues to provide this training to staff and students through various avenues, and that this be done with a strong commitment to connecting with student groups understood to be "hard to reach," such as those in male-dominated programs and members of the Selkirk Saints.

(2) Providing the entire campus community with information on how to appropriately support a survivor of sexual assault is very important, as the response a survivor receives can deeply impact their psychological and emotional health, as well as influence a survivor's decision to seek support. Selkirk College's current "Supporting to Survivors" (Selkirk 2016) handout is an existing resource that can be further utilized if provided to all students and staff, made available online, and updated regularly. To further create an environment that is survivor focused and supportive of disclosures, I note a number of the participants in the DBCs who have suggested that the Selkirk College's administration should consider creating a staff position specific to responding to disclosures and educating and supporting students on issues related to sexual violence.

(3) A promising direction in sexual violence prevention that the Selkirk Healthy Campus team should consider is the creation of a men's group for encouraging dialogue on the

performance of masculinity in our culture. Men's groups that are facilitated by trained professionals have been utilized in other post-secondary campuses in the province, such as UVic and UBC. These groups provide safe spaces in which men are encouraged and supported to discuss the various ways in which masculinity is performed in our culture, the structures that support gender-based violence (e.g., media) and their links to issues related to sexual violence (AVP website, 2016).

In closing, the limitations of this project must be acknowledged: The information and recommendations contained within this paper represent the current direction and approach to sexual violence prevention and response. Many aspects discussed within are likely to change and develop as research and practice in this area continues to advance. I therefore recommended that Selkirk College continue to fund institutional research projects on issues related to sexual violence and consult with experts on sexual violence to stay current on best-practice approaches for response and prevention. By demonstrating a sustained focus on this issue, Selkirk College will continue to move in the direction of eliminating sexual violence on campus.

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Appendices

Appendix 1: Dinner Basket Conversations Conversation starters

Conversation starters. The following topics are offered as a guide to get a rich conversation going. In addition to these ideas, guests should be encouraged to speak, at length, to any topics around sexual violence that resonate for them.

1. Sexualized violence can take many forms. Violent acts, such as date rape receive a lot of attention. What other types of sexual violence exist? (Encourage guests to brainstorm various types of sexual violence that occur within our current culture e.g., sexual violence in media (music, film, video games), catcalling, pornography etc.)

2. How might these various acts be related? Why do you think some are considered more serious than others?

3. What cultural message might these acts create?

4. There seems to be a lot of media attention lately on acts of sexualized violence that occur involving alcohol? Why do you think this is? What role does alcohol play in dating?

5. Rates of sexual violence on college campuses are many times higher than in the general population. Why do you think this is?

6. Selkirk College is interested in creating safer campus environment, one free of all types of violence. What role do you think an institution like Selkirk can play in eliminating violence on campuses?

7. While sexual violence can happen to anyone, the vast majority of sexual violence is perpetrated by men, against women. Why do you think this is the case?

8. Can you recall a situation when something inappropriate of a sexual nature occurred within in a group of friends? How did you know that it was wrong?

9. Did you do or say anything during or after this situation? Why or why not? What might you do different if this occurred again?

10. What resources are you aware of that support victims of sexual violence (both on and off campus)?

Appendix 2: How to support DBC participants

Protocol for responding to a participant in a Dinner Basket Conversation who is experiencing distress regarding the topic of Sexualized Violence

1. Tell the participants at the beginning of the Dinner Basket Conversation that there might be a possibility that they might experience distress or discomfort due to the sensitivity of the topic or their personal experiences with sexualized violence. Let them know that you are available for them to debrief with after the dinner is over and that you will assist them to seek help and support if needed.
2. Be aware of how participants are behaving and responding (or not responding) during the Dinner Basket Conversation. Notice body language and other indicators of stress or anxiety.
3. Stay after the dinner so that participants who may be experiencing distress can discuss this with you privately.
4. If a participant is experiencing distress or discloses an incident of sexualized violence listen to them and reassure them that you are glad that they told you. If they have not disclosed this information before then let them know that you will support them if they need help in seeing a college counselor.
5. If the participant indicates increasing or prolonged distress follow the procedures below in order.
    - Ask if the participant has a friend or family member that could support them and ensure that they are in contact and that that person is available.
    - Call the Crisis Line and have the participant talk with a volunteer there.
    - Call Leslie Comrie and if she is not available call Rhonda Schmitz.
6. If participant has disclosed or has experienced distress but is managing connect with them the following day to ensure that they have stabilized. Provide encouragement to connect with a Selkirk College counsellor.

Crisis Line Network	**Selkirk Counseling**	**Leslie Comrie**	**Rhonda Schmitz**
1-888-353-2273	**1.888.953.1133**	**250-608-1156**	**250-608-1566**

Appendix 3: DBC Host Facilitator Observations

Thematic evaluation involves observing and recording similar themes that emerge during during the group conversations.

It may be helpful to organize themes in categories such as:

Emotional – What similar emotions or reactions emerged for the guests during the conversations? Would you consider the emotional environment to be especially heavy or light during certain topics / questions?

Knowledge – Where there any similarities in what guests expressed knowing / or not knowing in regards to the topics?

Hopes - Where there any similarities in what guests expressed as hopes or ideals in regards to the topics?

Stories – Were there any similarities in the stories that guests shared? Did any story especially stand out?

Gender – Did you notice any similarities or differences between the reactions or comments between the men and women in the group?

Overall, what is your impression of the usefulness of this activity? How engaged where the the guests? Did you get the impression that this activity was useful to them? Did any guests express gaining better understanding of sexual violence due to this activity?

Appendix 4: DBC Informed Consent form

Selkirk College

Informed Consent for Dissemination of
Dinner Basket Conversation Themes and Quotes

Selkirk College, and those conducting this research study, subscribe to the ethical conduct of research and protection of participants. This research is being conducted under permission of the Selkirk College Research Ethics Committee. The main concern of the Committee is the health, safety, and psychological well-being of research participants.

This consent form, a copy of which has been given to you, is only part of the process of informed consent. It should tell you what the procedure is about, and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask the researchers. Furthermore, should you wish to obtain information about your rights as a participant in research, or about the responsibilities of researchers, or if you have any questions, concerns, or complaints about the manner in which you were treated in this study, please contact Paula Vaananen, Chair of the Selkirk College Research Ethics Committee at pvaananen@selkirk.ca or 250-365-1430.

Your signature on this form will signify that you understand the study information included on this consent form, which describes:

- the procedures of the research,
- whether there are possible risks and benefits of this research study,
- that you have received an adequate opportunity to consider the information describing the study, and
- that you voluntarily agree to participate in the study.

If necessary, the study information may be contained in a separate Study Information Document, a copy of which has been provided to you.

Study Title: Sexual Violence on Campus/Dinner Basket Conversations

Investigator(s) name(s): Leslie Comrie, Matt Hillman

Investigator(s) School: Healthy Campus/ Health and Human Services

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Purpose and goals of this study:

This research project will serve two purposes.

1. To inform Healthy Campus about how students and staff view sexualized violence, issues of consent and rape culture so we might better respond to these issues as they occur on campus and so that we might write effective policy and procedures to guide our response.

2. To provide student and staff input for a manual entitled, ”Introducing Students to a Violence-Free Campus: A Manual and Guide to Sexual Assault Prevention Strategies on Selkirk College”. This manual is part of Selkirk instructor and UVIC master’s student Matthew Hillman’s thesis project.

What the participants will be required to do

1. Background of and rationale for this activity.

Dinner Basket Conversations (DBC) were created to provide a setting in which students and/or staff can discuss sensitive or difficult topics in a safe and comfortable environment. The host invites a group of people to join them in preparing and eating a meal together while discussing a particular topic. The ingredients for the meal are provided free of charge and a kitchen space is available on the campus or student residences. Conversation topics have varied over the past few years. The topics of DBC this semester will be: Healthy Sexuality and Sexualized Violence.

Over the past four years we have been experimenting with Dinner Basket Conversations and have found that they serve two purposes:

- Provides a safe and comfortable environment in which people can have conversations about topics that matter.
- Provides a means by which we can gather information about the prevailing culture at Selkirk College and what people are doing to stay healthy or what issues they are struggling with.

Participants: You will be required to complete an evaluation of the Dinner Basket Conversation process and conversation topic. The Host will be required to write a brief narrative describing themes that emerged during the conversation and to record brief quotes from participants if pertinent. If a quote is to be recorded the participant who offered the quote will be asked permission for it to be used in the host’s narrative and in subsequent uses of the research. All quotes will be anonymous. For the purposes of the Dinner Basket Conversations process photos may be taken of the dinner. Photo release forms will be signed during the dinner and photos will only be used if a release has been signed. No photos will be used for the aspect of the research that involved the development of the manual.

Risk to the participant or third parties:

Participants may experience psychological triggers related to the topic of Sexualized Violence. Host will have been trained prior to hosting a DBC and part of the training involves protocols for assisting a participant who is experiencing distress due to listening to or engaging in the subject matter. (see attached Protocol Form D). The Dinner Basket evaluations and conversation themes will be collected as data and will be anonymous but because we are all conversing with one another over dinner we will hear one another’s comments. We ask that you respect the privacy of

one another and hold confidential any comments that are made. We also recognize that we cannot guarantee that confidentiality will be maintained in this regard.

Benefits of the study to the development of (new) knowledge

This study will contribute to Selkirk College by providing a means through which information can be gathered from students and staff regarding thoughts, experiences and suggestions around the topic of Sexualized Violence. This information will provide us with information to develop policy and procedures to better support students and staff who have experienced sexualized violence and prevent further violence. The study will also provide information to inform the development of a manual to help prevent Sexualized Violence on campus.

Statement of Confidentiality:

All DBC evaluations, themes and quotes will be rendered anonymously. Photos will be taken only with written consent, will be for advertisement purposes and will not be attached to quotes or evaluations.
If a quote is to be given to the researcher, permission must be given by the participant. See permission for quote to be used below.

I give permission for the Host to quote me and pass this quote along to the researchers:
PARTICIPANT

_____ _____ _____

Name (print) Signature Date

WITNESS

_____ _____ _____

Name (print) Signature Date

Inclusion of names of participants in reports of the study:

Names will not be included in the reports of the study, nor will they be available to the researchers.

Contact of participants at a future time or use of the data in other studies:

Participants will not be contacted in the future for use of the data in other studies.

Plan for dissemination of data

The Data will be used to inform Selkirk College of the efficacy of the Dinner Basket Conversations and of ideas, experiences and suggestions around the topic of sexualized violence.

There is the possibility that this study may be presented to other academic institutions, faculty, students, administrators, conferences and / or published in academic and non-academic journals.

I understand that I may withdraw at any time without penalty, and that I will be given continuing and meaningful opportunities for deciding whether or not to continue in the study. I also understand that I may register any complaint with the Chair of the Research Ethics Committee, Paula Vaananen: pvaananen@selkirk.ca, 250-365-1430.

Having been invited to participate in the research study named above, I certify that I have read the study procedures which are described in this document. I understand the procedures to be used in this study and the personal risks to me in taking part in the study as described above.

I understand the risks and contributions of my participation in this study and agree to participate:

PARTICIPANT

Name (Print)	Signature	Date

WITNESS

Name (Print)	Signature	Date

A copy of this consent form will be given to you. Please keep it in your records for future reference.

Appendix 5: AVP poster

Appendix 6: BITB evaluation form

Bringing in the Bystander Workshop Evaluation

Facilitators:
Date: **Location:** Please indicate whether you are a:
Student
Staff, faculty or administrator
Trainer (2-day session)

Place a ✓ in the box that best describes your opinion.

Evaluation	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Workshop outline was presented and all topics covered.						
The facilitators were knowledgeable about the subject matter.						
Exercises were useful and relevant.						
I understand the concept of Bystander Intervention.						
I am able to identify a continuum of inappropriate sexual behavior.						
I feel a greater sense of responsibility to intervene in cases of sexual violence before, during and after the incident.						
The workshop duration was appropriate.						

Which part of the training did you like the best?

Which part of the training did you like the least?

Do you have any suggestions for improvements?

Would you support this training being offered to all students, during class time? If not, please explain.

Appendix 7: Healthy Masculinities Groups resources

Tarrant, S. (2013). *Men speak out: Views on gender, sex and power* (2nd ed.). New York: Routledge.

Thomas Keith. (2011). The Bro Code: How Contemporary Culture Creates Sexist Men: Documentary. *Media Education Foundation*.

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