

# Navigating Power Dynamics and Boundaries as a Graduate Student

## Land Acknowledgement

This work is taking place on and across the traditional territories of many Indigenous nations. We recognize that gender-based violence is one form of violence caused by colonization that is still used today to marginalize and dispossess Indigenous peoples from their lands and waters. Our work on campuses and in our communities must centre this truth as we strive to end gender-based violence. We commit to continuing to learn and grow and to take an anti-colonial and inclusive approach to the work we engage with. It is our intention to honour this responsibility by actively incorporating into our work the Calls for Justice within [Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls](#).

## Authors

Emily Livingston, Belinda Karsen, Robyn Wilson, Britt Harvey, Emily Colpitts, Roxanne Runyon, Dee Dooley, and Johannah May Black.

## Educators Community of Practice

Emily Livingston, Belinda Karsen, Robyn Wilson, Britt Harvey, Emily Colpitts, Roxanne Runyon, Dee Dooley, Johannah May Black, and Jacob DesRochers.

## Peer Reviewers

CJ Rowe, Jennifer Flood, Ian DeGeer, Daniel Brisebois, Lisa Clarke, Sharon Miklas, Leah Shumka, and Eric Craven.

## About Possibility Seeds

Courage to Act, is a national initiative to address and prevent gender-based violence at Canadian post-secondary institutions. It is led by Possibility Seeds, a social change consultancy dedicated to gender justice, equity, and inclusion. We believe safe, equitable workplaces, organizations and institutions are possible. Learn more about our work at [www.possibilityseeds.ca](http://www.possibilityseeds.ca).

## Phase 2 Courage to Act Project Team

Farrah Khan (Co-Director), CJ Rowe (Co-Director), Anoodth Naushan (Project Manager), Carina Gabriele (Communities of Practice Coordinator), Andréanne St-Gelais (Francophone Community of Practice Coordinator), Emily Allan (Communications Coordinator), Darshana Patel (Research Assistant), Kelly Prevett (Administrative Coordinator) and Jackie Diaz (Graphic Designer) with design elements by Michelle Campos Castillo.

## To reference this document, please use the following citation

Livingston, E., Karsen, B., Wilson, R., Harvey, B., Colpitts, E., Runyon, R., Dooley, D., & Black, J. (2020). *Navigating power dynamics and boundaries as a graduate student*. Possibility Seeds' Courage to Act: Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions in Canada.

**COPYRIGHT © 2021 by Possibility Seeds. SOME RIGHTS RESERVED**

“Navigating power dynamics and boundaries as a graduate student” by Possibility Seeds is licensed under a [Creative Commons Attribution-NonCommercial-Share Alike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

Possibility Seeds permits the use of this material under specific conditions. This material can be copied and redistributed, in any medium and format, if appropriate attribution is provided. Please credit Possibility Seeds, provide a link to the license, and indicate if changes were made. No part of this work can be used for commercial purposes. If you adapt or build upon the material, you may not distribute the modified material for commercial purposes. Should you have any questions or wish to use material from this text, please contact Possibility Seeds at [operations@possibilityseeds.ca](mailto:operations@possibilityseeds.ca).



## Funding Acknowledgement

“Navigating Power Dynamics and Boundaries as a Graduate Student,” a project by Possibility Seeds, was graciously funded by Women and Gender Equality Canada.



# Table of Contents

---

<b>ACKNOWLEDGMENTS</b>	<b>2</b>	Slide 13 – Facilitator B (2 min)	<b>23</b>
<b>INTRODUCTION</b>	<b>5</b>	Slide 14 – Facilitator B (20 min)	<b>24</b>
<b>FURTHER RESEARCH NEEDED</b>	<b>6</b>	Slide 15 – Facilitator A (5 min)	<b>26</b>
<b>PROMISING PRACTICES</b>	<b>6</b>	Slide 16 – Facilitator A (5 min)	<b>27</b>
		Slide 17 – Facilitator B (5 min)	<b>28</b>
<b>I. PRE-PROGRAM NOTES</b>	<b>8</b>	Slide 18 – Facilitator B (2 min)	<b>29</b>
A. Learning outcomes	8	Slide 19 – Facilitator A (10 min)	<b>30</b>
B. Workshop best practices	9	Slide 20-21 – Facilitator B (10 min)	<b>32</b>
C. Materials Needed	11	Slide 22 – Facilitator A (2 min)	<b>34</b>
D. Using this guide	11	Slide 23 – Facilitator B (2 min)	<b>35</b>
		Slide 24 – Facilitator A/B (30 min)	<b>36</b>
<b>II. FACILITATION GUIDE</b>	<b>12</b>	Slide 25 – Facilitator A (20 min)	<b>38</b>
Slide 1 – Facilitators A&B (10 min)	12	Slide 26 – Facilitator B (1 min)	<b>40</b>
Slide 2 – Facilitator A (2 min)	12	<b>REFERENCES</b>	<b>41</b>
Slide 3 – Facilitator A (1 min)	12	<b>APPENDIX A: RESOURCES</b>	<b>45</b>
Slide 4 – Facilitator B (5 min)	13	<b>BOUNDARY SETTING</b>	<b>46</b>
Slide 5 – Facilitator A (5-10 min depending on group size)	14	<b>RESPONDING TO DISCLOSURES OF SEXUAL VIOLENCE</b>	<b>47</b>
Slide 6 – Facilitator B (1 min)	14		
Slide 7 – Facilitator B (5 min)	15		
Slide 8 – Facilitator A (10 Min)	16		
Slide 9 – Facilitator A (5 Min)	18		
Slide 10 – Facilitator B (7 min)	19		
Slide 11 – Facilitator A (2 min)	21		
Slide 12 – Facilitator A (1 min)	22		

# Introduction

---

As a Community of Practice, we were asked to situate our project in relation to one of the education programming gaps identified in the *Courage to Act Report*, released in Fall of 2019.

The gaps named in the report included, “Working with graduate students to develop programs and initiatives that best meet the needs of and are reflective of the unique roles supported by graduate students in Post Secondary Institutions” (Khan, Rowe & Bidgood, 2019). Graduate students often hold multiple roles on campus as research assistants, teaching assistants, lecturers, and students themselves.

This makes their needs unique from undergraduate students, making traditional prevention training and resources less applicable to their experiences. This was the gap that we chose to address with our tool.

To begin to address this gap, we have developed a peer-facilitated workshop that will help graduate students develop practical skills around navigating power dynamics in academia and setting boundaries for healthy relationships. Our tool is designed to reflect the lived realities of diverse graduate student populations including those who identify as 2SLGBTQ+, BIPOC, and others that may be at an elevated risk of sexual and gender-based violence.

---

We have designed our workshop to be led by two graduate-student facilitators. Each institution can determine who these students should be. For example, some institutions may choose to facilitate the workshop through their Graduate Student Society or Association. Other institutions may choose to train facilitators through their Sexual Violence Resource Centre. When determining the facilitators for your institution, we encourage you to consider the following:

- What are the skills needed for this role? (eg. Previous knowledge of gender-based violence and sexual violence, experience facilitating)
- What is the time commitment for this role? How many sessions do we expect them to facilitate per term, or year?
- How will facilitators be compensated for their time?
- What opportunities can we provide for debriefing, mentorship, and ongoing support?

This peer-facilitated model does not suggest that the onus is on graduate students to protect themselves from predatory individuals, or from individuals who do not maintain clear professional boundaries. We chose this peer-facilitated approach to help make the workshop a safer space for participants and to remove power differentials that may result from having the session led by a PSI staff or faculty member.

We recognize that every PSI is unique and will have different structures and systems in place to support the integration of this workshop into graduate student programming. We realize that a single workshop can't address all of the nuances and complexities of graduate student experiences, but we hope that our tool draws attention to this programming gap and can be used as a starting point for a broader, ongoing conversation.



### FURTHER RESEARCH NEEDED

Most gender-based violence (GBV) prevention programs at Canadian post-secondary institutions target undergraduate students. However, graduate students face unique challenges when confronting GBV because of the precarious nature of their employment and their complex relationships with their supervisors and other tenured faculty. Most research on GBV and sexual violence at Canadian post-secondary institutions also focuses on the undergraduate experience, with statistics on graduate student experiences either being combined with undergraduates, or being excluded altogether.



### PROMISING PRACTICES

Post-secondary institutions in many Canadian provinces are now required to have standalone sexual violence policies that protect all members of the institution's communities, including students, staff, and faculty members. Some campus groups, such as the Graduate Student Society at the University of British Columbia have developed their own training and prevention programs around sexual violence specifically for the graduate student population (Graduate Student Society, 2019). Others, like the School of Graduate Studies at Queen's University offer graduate students a handbook on healthy supervisory relationships which includes resources for students if they feel the relationship goes awry (Queen's University, 2010). However, many of the other U15 schools offer little to no information on tailored resources or supports available for graduate students who may experience GBV or sexual violence. The Courage to Act Report (Khan et al., 2019) identified a need for "programs and initiatives" designed specifically for graduate students. The report notes that graduate students have "unique roles" within post-secondary institutions as students, researchers, teaching assistants, or sessional faculty.

# I. PRE-PROGRAM NOTES

---

## A. LEARNING OUTCOMES

**By the end of the workshop, participants will:**

- Be able to define and provide examples of sexual violence, including examples specific to the graduate student context
- Discuss the power dynamics at play in the university/graduate student context and how these power dynamics shape realities and experiences of sexual violence
- Articulate their understanding of what constitutes a healthy supervisor/student relationship and describe the personal and professional boundaries that support a healthy supervisor/student relationship
- Identify a range of strategies for responding to sexual violence and boundary violations (including strategies for responding in the moment, but also strategies such as documenting behaviour, self/advocacy and navigating institutional processes)
- Be able to identify relevant support resources on campus and in the community



---

## B. WORKSHOP BEST PRACTICES

**There are some considerations that should be taken into account before leading this workshop. Below are some best practices that may not be possible for every session, but we ask that you consider them so participants can feel safe, comfortable, seen, and supported.**

- Is your space accessible to all students? Are there washrooms/ accessible/gender-inclusive washrooms nearby?
- What is the layout of the space - is it conducive to moving around for students who use mobility devices?
- Is it private? Or does it have windows where people could see in and see who is attending the workshop? We suggest you have a space that people cannot see who is attending inside.
- Keep in mind that workshop participants are coming into this workshop with different lived experiences, social locations, and understandings of violence. For some participants, the concepts and terms discussed in this workshop may be new or unfamiliar. It's important to build in time to address questions and to create space for participants to reflect on how GBV and sexual violence intersects with systems of oppression throughout the discussions and activities.
- In recognition of the prevalence of GBV and sexual violence, workshop attendance should not be mandatory; individuals should always have the ability to opt-in or out of the workshop ahead of time without having to provide any kind of explanation. This should be communicated clearly in any promotional materials. The following Content Note may be used as a template for promotional materials:
  - **Note to Workshop Participants:** In this session, we will discuss various forms of sexual violence, including sexual harassment and assault, which may be distressing. This workshop is interactive, but please participate however it feels right for you.
- The workshop should be led by two facilitators. Although this guide assigns which facilitator should be speaking for each slide, facilitators should be prepared to jump in should any questions or concerns arise. If a participant needs a moment of self-care and steps out of the room, one of the facilitators should go to check in on them.
- Workshops should be capped at 25 participants.

**WHILE THE PURPOSE OF THIS SESSION IS TO PROVIDE PARTICIPANTS WITH GENERAL KNOWLEDGE AND SKILLS ABOUT BOUNDARY VIOLATIONS, FACILITATORS SHOULD BE PREPARED FOR PERSONAL DISCLOSURES EITHER DURING OR AFTER THE SESSION. FACILITATORS SHOULD BE AWARE OF THE FUNDAMENTAL PRINCIPLES OF A SUPPORTIVE RESPONSE AND HOW TO REFER TO CAMPUS OR COMMUNITY SUPPORT SERVICES. MOST POST-SECONDARY INSTITUTIONS OFFER WORKSHOPS ON RESPONDING TO DISCLOSURES FOR STUDENTS. THERE ARE ALSO SEVERAL EXCELLENT FREE ONLINE RESOURCES:**

- **Responding to Disclosures of Sexual Violence on University and College Campuses in Ontario:** interactive training which takes about six hours to complete; uses video vignettes which may be triggering
- **Break the Silence:** Similar to the Ontario program, but takes about 3 hours complete and relies on written case studies rather than videos vignettes.

- It's best if you have a point person within your university who can receive a 'warm handover' of the student who discloses should they want to be connected to university resources or have further questions after the session. You are not expected to be an expert on student support resources, but you should know a few.
- Have pamphlets on university/community resources at the ready. You can contact community orgs for informational material and/ or get this information from student support services at your university, such as student wellness services, the sexual violence resource centre, or equity offices. They don't need to be exhaustive, but they should include both on and off-campus resources.
- **Note:** if the student disclosing has been harmed by a member of the university community/staff/faculty/student, they may/ or may not feel comfortable using university resources. Please be aware of some community resources for sexual violence/ harassment as well.

---

## C. MATERIALS NEEDED

- Laptop/computer & projector
- Poster paper
- Markers
- Whiteboard markers
- Resource sheets (Appendix A)
  - **Note:** This document contains a number of different links to resources and information. If you have contact information for your participants, it could be beneficial to email this out to your participants after the workshop in order to make the links more easily accessible. It also is helpful to add resources specific to your institution.

---

## D. USING THIS GUIDE

This guide provides the necessary information to help successfully facilitate the *Navigating Power Dynamics and Boundaries as a Graduate Student* workshop. It includes details on which facilitator should be speaking, and how much time should be spent on each slide. Information written in regular font should be read as a script. Directives for the facilitators will be included as *italics*.

## II. FACILITATION GUIDE

---

### SLIDE 1 – FACILITATORS A&B (10 MIN)

*Introduce facilitators and name of workshop*

---

### SLIDE 2 – FACILITATOR A (2 MIN)

- We would like to begin today's presentation with a land acknowledgement.
    - *Read your institution's land acknowledgement*
  - It is also important to acknowledge from the start of any discussion on sexual violence that happens on unceded Indigenous territory that Indigenous peoples have historically experienced high rates of sexual violence (i.e. residential schools) and currently still face very high rates of sexualized violence (i.e. missing and murdered Indigenous women and girls) due to settler colonialism and racialized systems that create social and political indifference.
  - While it's important to recognize the harm done to Indigenous folks through colonialism, we also acknowledge the leadership of Indigenous community members who are working to resist gendered colonial violence and support one another. We would like to remember those values as we go through this workshop together.
- 

### SLIDE 3 – FACILITATOR A (1 MIN)

**As graduate students and members of the university community, you have the right to a safe learning and working environment that is free of sexual violence and discrimination.**

- Today we want to have an open conversation about what this means in practice by examining the different ways that sexual violence can manifest within the graduate student context, and talking about different tools, resources and strategies that are available to you should you experience or witness any behaviour within the realm of sexual violence.
- We especially want to encourage thinking and discussion about the different power hierarchies that exist within academia, and how these lay the foundation for different forms of harm to occur and create barriers that make it challenging for people who have been harmed to access support.

---

## SLIDE 4 - FACILITATOR B (5 MIN)



### PROMISING PRACTICE

Before we begin, it is important that we set up this space to be comfortable for all participants. To help with this, there are some principles we should all agree to follow.

- **Confidentiality** – respect that this room is designed to be a safe space. If someone chooses to share a story or experience, please do not share it outside of this workshop. If you are telling a story about someone else, please do not use their name or any identifying information.
- **While we aim to create a safer space** for folks to engage with difficult topics and support one another, there is no expectation to share personal experiences.
- **Take care of yourself** – if you need to close your eyes, put your head down, or step out of the room at any time, please do not hesitate. You do not need to ask permission to leave the room. You also should not feel pressured to participate beyond your comfort level – we will not call on you unless you raise your hand.
- **Respect lived experiences** – we all come here today with different life experiences, backgrounds, and levels of knowledge and comfort engaging with these topics. It is important that we respect that we all come to view this topic with our own lens based on our experiences. We will not tolerate racism, sexism, homophobia, transphobia, misogyny, ableism, or any other forms of oppression.
- **Language** – Sexual assault is a specific legal term; Sexual violence is a broader term that encompasses all sorts of sexual violations, including ones that would not necessarily meet the legal definitions of assault. We tend not to use the term sexual abuse because it has the connotation of abuse against children, and our program is specific to the experiences of graduate students. We also use the terms victim and survivor interchangeably during the presentation. There has been considerable discussion in recent years, and there are strong arguments to be made that either term may be acceptable. Individuals who have experienced sexual violence will often self-identify which term they are most comfortable with.

**Are there any other suggestions that you would like to add to this list?**

---

## **SLIDE 5 - FACILITATOR A (5-10 MIN DEPENDING ON GROUP SIZE)**

**Since we want to make this a shared safe space, it is important to know who is present. Let's take a couple minutes to share a bit about ourselves**

*This activity can vary depending on the group you are leading. Some recommended questions could be:*

- Name
- Program of study
- Favourite food

---

## **SLIDE 6 - FACILITATOR B (1 MIN) DEPENDING ON GROUP SIZE)**

**We want to begin today by defining the concept of sexual violence. Our university uses the following definition of sexual violence:**

- *Read your institution's definition of sexual violence*
- Some of the ideas and terms in this definition might be new to you, and that's okay! We're going to spend time unpacking them together.

---

## SLIDE 7 – FACILITATOR B (5 MIN)

**Another definition we want to share with you today is adapted from Jane Doe Inc., an anti-sexual violence advocacy group based in Boston, Massachusetts. We can think about layers of sexual violence happening on both an individual and social level.**

### ON THE INDIVIDUAL LEVEL:

A wide range of sexualized acts and behaviours that are unwanted, coerced, committed without consent, or forced either by physical or psychological means. These behaviours include:

- sexual assault, which is any form of sexual contact without consent
- sexual harassment, which is any form of unwanted sexual attention or communication
- stalking behaviours, which involve repeated unwanted contact/communication
- Any form of online sexual violence, such as sharing intimate photos or videos without consent.

### ON THE SOCIAL LEVEL:

The many attitudes, actions, social norms that perpetuate and sustain environments where sexual assault and abuse are tolerated, accepted, and denied

Ask: What are some examples of sexual violence on the social level? (*possible prompts*):

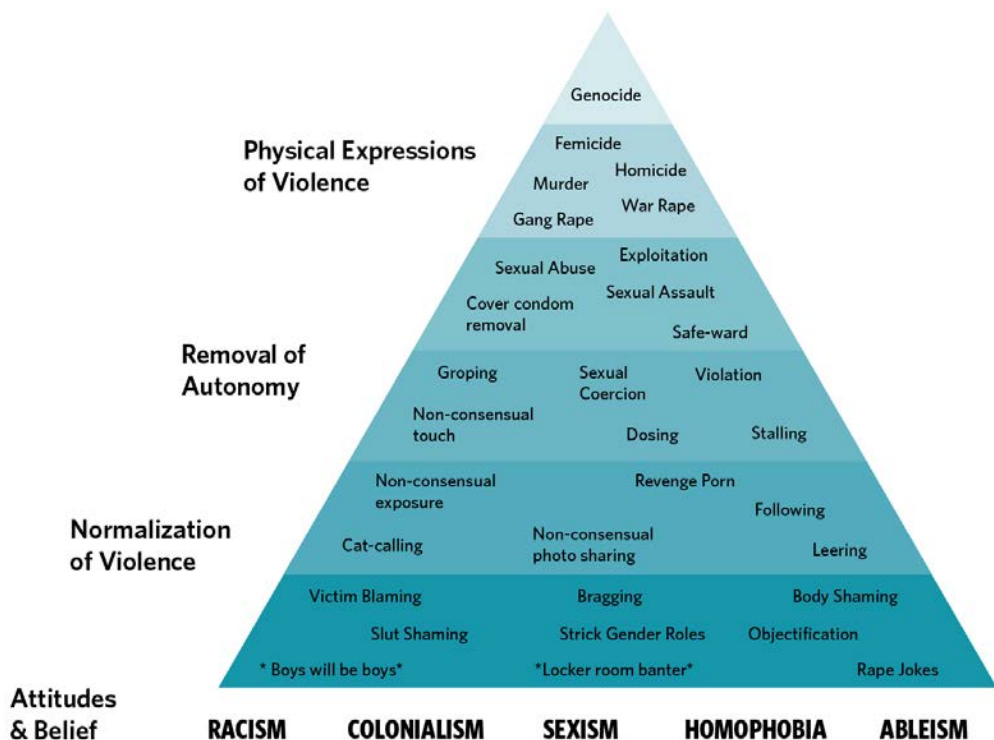
- Victim Blaming
- “No wonder she got that position; she’s always flirting with the prof.”
- “It’s a male-dominated industry; you need to just toughen up.”
- “It was just a joke.”
- Stereotyping gender roles
- “What was she wearing?”

## SLIDE 8 – FACILITATOR A (10 MIN)

This pyramid shows some examples of what is often known as the “continuum of sexual violence”.

The bottom of the pyramid shows some really common attitudes and behaviours, and the top of the pyramid shows some of the more highly recognized forms of sexual violence. We may refer to some of these behaviours towards the bottom as boundary violations because they are not as recognized as acts of sexual violence as those that are listed at the top of the pyramid. The behaviour on the bottom may not be as overt, but nonetheless can cause harm and have an impact on those who are subjected to them (e.g. feelings of discomfort and violation).

# Pyramid of Sexual Violence





- This image illustrates how everyday actions, words and beliefs lay the foundation for physical acts of sexual violence.
  
- We're not suggesting that all people who make a rape joke will also commit sexual assault.
  - There is a reason why the pyramid is broad and expansive at the bottom and narrows at the top.
  - Many people participate, consciously or unconsciously, in the bottom of the pyramid, but not all people escalate their behaviour into the realm of sexual assault.
  
- Physical expressions of violence can't happen without the attitudes and beliefs that precede them – it's all connected.
  
- We're also not suggesting that the things in the bottom of the pyramid aren't serious; these everyday experiences of sexual violence can have a cumulative impact.
  
- It is important to differentiate between impact and intent. For example, while the intent of telling a rape joke might be to get a laugh, it has the impact of normalizing sexual violence and may be upsetting for survivors in the room.
  - Sexual violence is fundamentally about the impact that it has on survivors, and not intending to cause harm is not an excuse.

---

## SLIDE 9 – FACILITATOR A (5 MIN)

**A common myth about sexual assault is that it is motivated by sexual desire or attraction. The reality is that this is rarely the case - rather, sexual violence is an expression of power and often results from and reproduces power imbalances and inequities.**

We can think about this on both the individual and the social level too:

- On the individual level, forcing unwanted sexual contact or attention on another person always involves a dynamic of power and control.
- People in positions of authority might abuse that authority to coerce someone they have power over.
- People also commit sexual violence because they feel a sense of entitlement, such as the belief that someone else owes them sex or that they have the right to someone else's body or sexuality.

■ In all of these situations, the perpetrator is disregarding the needs, wants, and well-being of the other person to get what they want, while the survivor's power and choice are taken away. This dynamic of power and dominance is at the root of all forms of sexual violence.

■ Sexual violence can happen to anyone, but it does not impact all communities equally. Sexual violence disproportionately is experienced by groups of people who experience different forms of social, economic and political marginalization or oppression, and marginalized survivors often experience unique barriers to accessing support.

■ Some of these forms of oppression are shown at the base of the pyramid.

- You may recall, for example, our earlier discussion of how Indigenous women and girls are disproportionately impacted by violence based on its intersections with settler colonialism.

---

## **SLIDE 10 – FACILITATOR B (7 MIN)**

**We want to spend some time talking about the impacts of sexual violence and how the range of different kinds of boundary violations we've talked about on the bottom of the pyramid can affect a person.**

Sexual violence of all forms can cause significant emotional, psychological, physical and economic harm.

Emotional and psychological consequences can include:

- Depression
- Feelings of powerlessness and helplessness

### **CAN ANYONE THINK OF ANY OTHERS?**

While Facilitator B leads the discussion, Facilitator A writes response on the flipchart

- Fear, anxiety, nightmares, feelings of panic, inability to focus)
- Denial or minimization of the harm a person is experiencing
- Guilt, shame and self-blame
- Avoiding places, situations or people associated with the person or people causing harm

### **WHAT COULD BE SOME OF THE PHYSICAL CONSEQUENCES?**

While Facilitator B leads the discussion, Facilitator A writes response on the flipchart

- Difficulties/changes with sleeping and eating (e.g. insomnia; decreased or increased appetite)
- Physical responses to stress (e.g. panic reactions such as increased heart rate and increased use of alcohol and other drugs to help cope with the stress)

**WHAT COULD BE SOME OF THE PROFESSIONAL OR ECONOMIC CONSEQUENCES OF EXPERIENCING SEXUAL VIOLENCE?**

While Facilitator B leads the discussion, Facilitator A writes response on the flipchart

- Decreased work/academic performance because of stress (e.g. lack of sleep, inability to focus on studies, avoiding work duties)
- Deciding to drop out or leave one's program because of the harm they've been subjected to
- Compounding existing marginalization or feelings of isolation within one's program or institution

These could be behaviours we see in ourselves or in others who have experienced sexual violence. These are all very real reasons why someone may be hesitant or unwilling to disclose.

---

## SLIDE 11 – FACILITATOR A (2 MIN)

**We next want to share some information on the prevalence of sexual violence.**

A recent survey of more than 43,000 Canadians aged 15 and older found that more than half had witnessed inappropriate behaviour in their workplace. 29% of women and 17% of men also said that they had experienced inappropriate behaviour in their workplace in the previous 12 months (Cotter & Savage, 2019).

The same survey found that 30% of women and 8% of men had been sexually assaulted since the age of 15.

As you recall from the pyramid, sexual violence can happen to anyone, but some groups are more vulnerable based on the intersections of violence with systems of oppression like colonialism and racism. Among all survivors, Black people, Indigenous Peoples, people of colour, people with disabilities, and lesbian, gay, bisexual, non-binary, and transgender folks are 3 to 6 times more likely to experience sexual assault (Cantor et al., 2017; James et al., 2016; Menon, 2018; National Intimate Partner and Sexual Violence Survey, 2010; Wells et al., 2012).

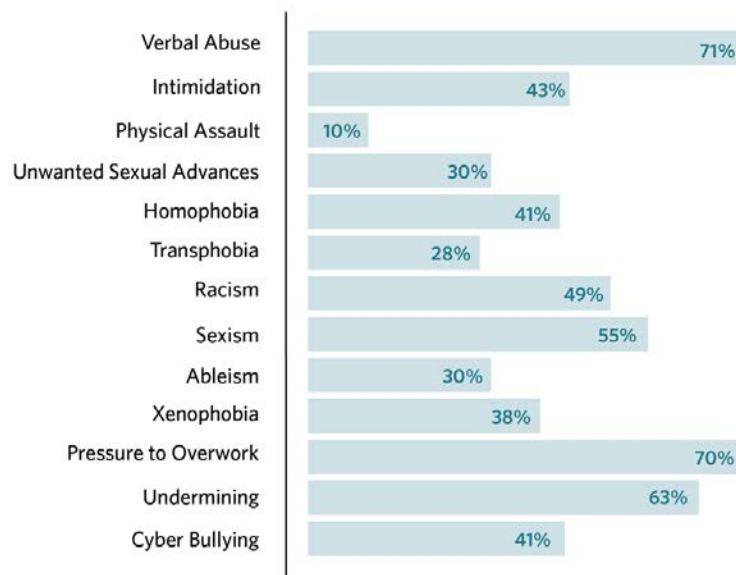
## SLIDE 12 – FACILITATOR A (1 MIN)

Over the last several years, there has been increased attention and research on sexual violence in university contexts. However, there is still very little research on the specific experiences of Canadian graduate students.

The Canadian Federation of Students Ontario (2018) surveyed 2000 graduate students from 20 institutions about their mental health and stressors that they had witnessed or experienced from other members of the institution (Figure 1). Among those surveyed, 30% had witnessed or experienced unwanted sexual advances, 55% sexism, 49% racism, and 71% verbal abuse.

### Stressors and Respondent's Experiences

Percentages of respondents who report witnessing and/or experiencing the following:



Canadian Federation of Students - Ontario

Figure 1.3: Stressors and Respondents' Experiences

Not in the Syllabus | 5

The University of Manitoba's 2019 Campus Climate Survey (Peter et al., 2019) found that while graduate students were slightly less likely to report experiencing sexual harassment than undergraduate students (52.9% vs. 55.9%), they were significantly more likely to be harassed by faculty or staff (23.2% vs. 5.8%).

---

### SLIDE 13 – FACILITATOR B (2 MIN)

**To help understand sexual violence and its prevalence in the academic environment, it's important to acknowledge both consent and coercion. Conversations about consent often focus on the legal definition (which is included on your resource sheet). In Canada, sexual contact is only lawful when someone has affirmatively communicated their consent through words or actions. *Silence or passivity is not consent.***

- The problem with the legal definition of consent is that it doesn't address context and assumes all relationships are neutral. I might say yes to meet my friend for a drink. That might feel very different than being asked to meet for a drink by a professor or advisor. My yes could look different when someone is in a position of authority, and I feel like I can't say no, or I might experience negative consequences. These power hierarchies can consciously or even unconsciously impact our decision-making.
- Coercion can involve the use of threats or physical force, but can also include using social norms and power relations to pressure someone to engage in sexual activity. For example, there may be after-hours events in your program that you are unable to attend, but declining an invitation could impact your career trajectory. The coercion does not have to be explicit to be coercion. Technically, you are consenting to go, but you are making that decision based on avoiding these negative consequences.

---

## **SLIDE 14 – FACILITATOR B (20 MIN)**

**Certain institutional cultures and settings have environmental factors and power dynamics that set the stage for coercive behaviour. Let's have a discussion about how graduate studies, and academic institutions in general, can contribute to a culture where boundaries are not always respected.**

Working with people near you, take the next 10 minutes to try and brainstorm around these questions:

- What are some examples of power hierarchies or power dynamics within academia? (For example, contexts where one person has authority influence over another)
- How do you think that the power hierarchies we've been discussing might create an environment where sexual violence is likely to occur?
- What are common attitudes, norms, or behaviours common in academic environments that make up the 'bottom of the pyramid'?
- What would it take to change these norms and create a culture where boundaries are respected?

Working with people near you, take the next 10 minutes to try and brainstorm around these questions:

- What are some examples of power hierarchies or power dynamics within academia? (For example, contexts where one person has authority influence over another)
- How do you think that the power hierarchies we've been discussing might create an environment where sexual violence is likely to occur?
- What are common attitudes, norms, or behaviours common in academic environments that make up the 'bottom of the pyramid'?
- What would it take to change these norms and create a culture where boundaries are respected?

Afterwards, we'll come back together to share what you've come up with

- As the groups are working for 10 minutes, walk around the room to check-in and support discussion

## **10 MINUTE BREAK**



If there is someone in each group whose comfortable speaking, we'd like to take some time to discuss what each group came up with

- Facilitator A takes notes on flip chart while Facilitator B leads discussion
- Affirm ideas put forward by groups – ex. circle things that are brought up by more than one group

What are some examples of power hierarchies or power dynamics within academia?

- Supervisor-supervisee relationships
- Gendered and racialized power disparities
  - Few women of colour in tenured faculty positions or higher administration
- TA-undergrad dynamics
- Junior vs. senior faculty members

How do you think that the power hierarchies we've been discussing might create an environment where sexual violence is likely to occur?

- Emphasis on networking and building connections
- Needing to maintain strong references for recommendation letters
- Needing to maintain enrollment status to meet citizenship requirements or funding criteria

What are common attitudes, norms, or behaviours common in academic environments that make up the 'bottom of the pyramid'?

- Competition – “if you don't take this opportunity, someone else will.”
- People who ask for help are “weak” or aren't cut out for academia
- Grad students are too busy to worry about sexual violence
- Unrealistic workload and expectations, little regard for 'work-life balance.'

What would it take to change these norms and create a culture where boundaries are respected?

- Recognition of the issue
- Resolution processes that recognize the potential negative impacts of coming forward
- Peer mentorship or active graduate student collective or union
- Training for faculty and staff on roles and relationships with students

---

## SLIDE 15 - FACILITATOR A (5 MIN)

**So far, we've covered a lot of information on consent, coercion, and sexual violence. To check in, we invited you to share one word that sums up how you are feeling going in the second half, or one word that represents the most important thing you've learned so far.**

We've talked a bit about boundary violations and what they look like, but now we're going to really dive into it. A reminder as well that we want to engage in self-care during this workshop, so if you want to check out or need to leave the room at any time, please feel free. If you are leaving the room and don't want us to come check on you, please just give us a thumbs up.

- **A boundary** is a guideline or limit that a person creates that dictates reasonable, acceptable, and safer ways to engage with them and act towards them, as well as expectations for how they will respond when someone pushes or passes those limits. Boundaries create physical and emotional space, and demonstrate how you want to be treated, what is okay and what is not.
- **Setting boundaries can feel really hard.** We don't have access to education or healthy examples on the importance of boundaries, how to set them, or even what they are! It is important to remember that your needs matter and that you deserve to have your boundaries respected. Boundaries are a healthy part of all relationships - communicating our own needs and expectations is an important skill that can be learned and practiced.
- **What are some different types of boundaries you can think of?**
  - Facilitator B records responses on flip chart
  - Name boundaries as they are suggested (ex. if someone says their home, you can reinforce that it is a physical boundary and explain what that means)



### IMPORTANT TERMS

**Physical boundaries** refer to your personal space, privacy, and body (i.e. what type of touch you are open to and from who)

**Mental boundaries** refer to your thoughts, opinions, and values (i.e. what type of conversations you are willing to engage in)

**Emotional boundaries** refer to knowing your own feelings and your responsibilities to yourself and others. A key component of healthy emotional boundaries is separating your emotions and responsibility for them from someone else's. (i.e. how much emotional support you are able to offer a loved one)

**Sexual boundaries** refer to your comfort with sexual touch and determining sexual activity: what, where, when, and with whom.

---

## SLIDE 16 – FACILITATOR A (5 MIN)

**So far, we've covered a lot of information on consent, coercion, and sexual violence. To check in, we invited you to share one word that sums up how you are feeling going in the second half, or one word that represents the most important thing you've learned so far.**

### **YOU HAVE A RIGHT TO YOUR OWN BOUNDARIES.**

You can set boundaries around your personal space, sexuality, emotions, thoughts, possessions, time and energy, culture/religion, ethics, and anything else you determine is important. Setting boundaries can help improve relationships and self-esteem, conserve emotional energy, give us agency, and give us space to learn and grow.

### **BOUNDARIES ARE LEARNED.**

Women, trans, and non-binary people are often taught that their needs are less important and that other people's needs should be put first. They are often taught that they do not have a right to boundaries and that setting boundaries makes them a bad person, unreasonable, or bossy. It can feel challenging to unlearn this, but it is so important to remember that our needs and feelings matter.

### **EXPLORING YOUR OWN BOUNDARIES IS IMPORTANT - AND CAN BE FUN!**

We use the word exploring because it is important to remember that your boundaries might change over time or in different contexts. There also might be times where you think that you are okay with a

certain behaviour or relationship but later realize that you cannot continue to accept this behaviour or relationship without harm to your physical, mental, or emotional health. You have a right to change your mind and change your boundaries. Reminder: Your boundaries are personal to you. You might see someone else experiencing something that you aren't comfortable with, but it could be okay with their boundaries. See the resources section at the end of this toolkit for more information.

### **A HEALTHY RELATIONSHIP IS ONE WHERE BOUNDARIES ARE DISCUSSED OPENLY AND REGULARLY, WHERE PEOPLE CHECK IN WITH EACH OTHER TO ENSURE THAT THE ESTABLISHED BOUNDARIES ARE STILL HELPFUL FOR ALL PARTIES.**

Academia doesn't always encourage this type of boundary setting. When we think back to the power hierarchies in academia, what are some situations where work boundaries might not be respected?

- Emails on evening/weekend
- Wine and cheese mixers
- Being asked to stay late (longer hours = more committed academic)

---

## SLIDE 17 – FACILITATOR B (5 MIN)

**When we are exploring our boundaries, it is helpful to think about hard and soft boundaries.**

Hard boundaries are things that you absolutely cannot or will not accept. Soft boundaries are things that you find unpleasant, but you are able to accept them in certain circumstances or for a limited time in order to achieve a broader goal.

- Does anyone in the group feel comfortable sharing one of their hard or soft boundaries?
  - Ex. Answering emails after hours – for some people, their day is over, and they are very clear that they will not even be checking their email. For someone else, it might be a soft boundary – they know the email is about a deadline coming up, so they will respond this time.
- While there are some behavioural expectations that are shared more broadly throughout society, what we decide to set as hard or soft boundaries is individual and deeply personal to each of us.
- Even though there are different norms within specific cultures, we should never treat any culture as a monolith and assume that everyone within a culture acts the same way or has the same boundaries. For example, it is a norm in some European cultures to kiss on the cheek as a greeting, but that doesn't mean that every European person is comfortable with this OR that you have to respect that tradition if you are not comfortable with it. We should also remember that cultures shift and change over time, and there are feminists in every culture that are challenging patriarchal norms from within. We can support and uplift those voices.
- Given that our boundaries can vary from person to person or culture to culture, it is important to practice communicating our boundaries to others, as well as to practice asking others about their boundaries. This can be difficult since this is something we are not really taught or even encouraged to do. We're going to practice this together later today.

---

## SLIDE 18 – FACILITATOR B (2 MIN)

As we've mentioned, it is important to remember that if someone violates your boundaries it is **not your fault**. Even if you have communicated your boundaries clearly, this in no way guarantees that the person or institution will respect them. In many ways, institutions like the university can act in ways that violate our right to assert our boundaries.

### **OUR SOCIETY OFTEN OFFERS ADMIRATION AND PRAISE TO PEOPLE WHO REGULARLY AND REPEATEDLY CROSS THE BOUNDARIES OF OTHERS.**

At universities, professors may pride themselves on having students drop out because their courses are too tough, or believe that professors who accommodate students or offer extensions aren't taking academics as seriously.

### **WHEN WE LOOK AT SEXUALIZED VIOLENCE, THE RESEARCH IS CLEAR IN DEMONSTRATING THE PRESENCE OF PEOPLE WHO USE PREDATORY BEHAVIOUR BECAUSE THEY FIND IT THRILLING TO VIOLATE THE BOUNDARIES OF OTHERS.**

In fact, the research demonstrates that most sexual assaults involve some planning or grooming in advance and are perpetrated by someone known to the survivor. Because of this reality, it is important never to blame survivors when their boundaries have been violated. This is true not just for sexual assault, but also for those who are targeted for sexual harassment and other forms of gender-based violence. Survivors might be people who are very skilled at setting and communicating boundaries. Unfortunately, many perpetrators are skilled in violating those same boundaries.

### **IF YOUR BOUNDARIES ARE VIOLATED, YOU CAN CHOOSE HOW TO RESPOND (THIS MAY ALSO DEPEND ON THE CONTEXT OF THE SITUATION).**

You may choose a direct or indirect response. Some options may feel riskier than others, so it is important to reflect on the pros and cons of different strategies, and determine what is best for you in the situation.

---

## SLIDE 19 – FACILITATOR A (10 MIN)

**When we experience a boundary violation like an act of sexual violence, there are a number of ways we can respond. These trauma responses are a way to take some control of what’s happening – that method of control can look different based on the stress response or the person experiencing it.**

These reactions each have “hidden wisdom” behind them and are our mind’s way of keeping us safe in the situation.

As we move through each response, we are not placing value judgments on these different responses. Your body is making decisions in the moment to keep you safe and can vary depending on your experience, who you are, and who the perpetrator is. We know from research on how our body reacts to trauma that these responses may not be a conscious choice, and your brain is making a split-second decision. There is no one correct way to respond to gender-based violence; the way you respond to being targeted is not always a conscious decision. These are trauma responses and are how your brain and body protects itself.

### **FIGHT RESPONSE**

One response is fight, which means you are confronting the threat. As the boundary violation is happening it could be fighting back or pushing away. You also might “fight” after the fact by pressing charges against the perpetrator, or getting involved in advocacy efforts. What would be some hidden wisdom in fighting? How does this response keep you safe?

- The hidden wisdom in this response is that you are doing something actionable to stop the violation.

### **FLIGHT RESPONSE**

Another possible is flight, or getting away from the threat. This could be running away from the threat or putting more physical distance between you. After the violation you may continue to avoid the perpetrator, such as by dropping or changing classes to minimize interactions. How would this response keep you safe?

- This response keeps us safe by putting distance between us and the threat.

## **FREEZE RESPONSE**

Another common possible response is freeze, where you are unable to move or even react to the threat. This looks like staying still and not moving. Afterward, you might continue to engage in numbing behavior by not taking any action or by unconsciously disassociating from the experience. This is where a lot of people might blame themselves for not doing anything in the moment, but how could this keep you safe?

- Responding in this way keeps us safe by remaining undetected and minimizing harm.

## **FAWN RESPONSE**

The fourth possible response is to fawn or appease the threat. In the moment, you might comply with the perpetrator or act in agreement with them. Afterward, you might continue to engage in people pleasing behavior to reduce the conflict. A lot of victim blaming comes with fawning behavior, but how does this keep us safe?

- This response keeps us safe by giving into the perpetrator, keeping them happy and lessening the harm.

**Reminder:** There is no one right way to respond when your boundaries are violated!

We'll share some additional resources about responses to trauma at the end of this workshop. If these responses resonate for anyone, we encourage you to seek out professional support.

---

## SLIDE 20-21 – FACILITATOR B (10 MIN)

**We've talked a lot about boundaries and what they mean, now we want to spend some time on language you can use when your boundaries are violated.**

Having and setting boundaries is not selfish; it is a brave act of love towards yourself. When setting boundaries, you do not have to defend, debate, or explain your feelings. You can use simple and direct language, and back up your boundary with action.

Here are some examples of what you can say:

“I feel \_\_\_ when \_\_\_ because \_\_\_\_. What I need right now is \_\_\_\_”

“I'd rather not talk about/do that”

“I'm not ready for that yet”

“When you did \_\_\_\_, it really hurt me”

“I appreciate your offer, but that's not going to work for me”

“No”

What are some other ways that you can communicate your boundaries?

- How could you communicate your boundaries nonverbally?
  - Walking away
  - Moving to create more distance between you and the person

It takes practice and support to learn and relearn how to identify and set boundaries.

Let's look at this example:

A student from a lab you teach comes to see you during your office hours. They ask a few questions about an upcoming assignment, but then begin to ask more personal questions and start giving you compliments about your appearance. They suggest that next week you could meet for coffee rather than in your office.



Grad students are in the unique position where they may experience boundary violations from either above or below. They often don't have the same level of protection as faculty, and setting boundaries with students is important for everyone involved. What are some ways you could respond in this situation? Once you have an idea, share it with the person next to you.

- Give participants a couple of minutes to discuss in pairs and then bring everyone back together
- Let them know that they can use the suggested scripts, but can come up with their own ideas or responses too

**Would anyone be comfortable sharing what they came up with?**

---

## SLIDE 22 - FACILITATOR A (2 MIN)

Again, setting boundaries can be hard, but with practice, it can feel really empowering! Here are some helpful tips to keep in mind.



### TIPS!

- Practice tuning into your inner sense of yes and no, and determine what your personal limits and guidelines are. What are my rights? What are my values? What is my “gut” telling me? Do I need to respond in this moment or wait for a different time?
- Trust your body. If you’re taking a minute to listen to your gut, believe what it is telling you. Oftentimes we can feel discomfort in our bodies: does your chest feel tight? Is your heart beating fast? Do you feel tension in your head?
- Use simple and direct language. Be confident about your “no” and clear about your “yes.”
- Back up your boundary with action. Document any violations when they are happening. Change classes or supervisors if it is available to you and necessary. What is necessary to you might not be necessary for someone else. You never have to try to push through something that is uncomfortable to you because it might be comfortable for someone else.

Practice self-care. You did a brave thing! Pat yourself on the back for that. It might be helpful to seek out others or to connect with support and resources. We’d like to reinforce that even doing all of these things, someone who is intent on crossing your boundaries may continue to do so. It is not your fault.

Remember that you have a right to set boundaries, and a right to expect that your boundaries be respected.

## 10 MINUTE BREAK

---

## SLIDE 23 – FACILITATOR B (2 MIN)

**We've spent time today looking at sexual violence and boundary violations from the individual perspective and want to finish with an activity that will help us understand how structural factors like university policies, racism, sexism, and colonialism play a huge role in allowing these behaviours to occur. The purpose of this exercise is to bring together everything we've talked about today but also to imagine a future academia where we all feel safe.**

- Working in small groups, we want you to imagine that you are planning an academic conference. We are going to think about how we can plan it from a perspective that minimizes risks to participants
  - Divide participants into groups of 3-4. Try and switch up the groups from who the participants have already been working with.

---

## SLIDE 24 – FACILITATOR A/B (30 MIN)



### TIPS

When planning an event like this, there are 3 structural factors that are helpful to consider.

#### THE FIRST

is environmental factors, which would include many considerations related to the physical space. Things such as event locations, lighting, and accessibility can all impact how safe and welcome participants feel attending the conference.

#### THE SECOND

consideration is cultural factors. Setting expectations from the start around how conference attendees should behave can have a big impact. It is important to acknowledge how these behavioural expectations will be communicated to attendees. The types of events you choose to hold at your conference can also impact culture.

#### THE THIRD

consideration is to acknowledge vulnerabilities amongst those who will be at the conference. We know from what we talked about today that some people are more likely to experience sexual violence based on structural inequalities – these are not qualities inherent in the individual. This is because systems such as colonialism are designed to target these groups. We want to ensure we are proactive in supporting and protecting these individuals. One of the best ways to offer support is through practices of inclusion.

**WITH THESE FACTORS IN MIND, TAKE THE NEXT 15 MINUTES TO WORK WITH YOUR GROUP TO DETERMINE HOW YOU WOULD ORGANIZE YOUR CONFERENCE IN A WAY THAT MINIMIZES RISK AND CREATES A RESPECTFUL AND INCLUSIVE SPACE. AFTERWARDS, WE WILL COME BACK TOGETHER TO SHARE OUR IDEAS.**

- While they are working, be sure to circulate the room and support their thought process as needed.
- Bring the group back together after 15 minutes

**WHAT WERE SOME THINGS YOU FELT WERE IMPORTANT TO INCLUDE UNDER ENVIRONMENTAL FACTORS?**

- Facilitator A records responses on flip chart

**WHAT WERE SOME CULTURAL FACTORS YOU FELT WERE VALUABLE TO INCLUDE?**

- Facilitator A records responses on flip chart

**WHO WERE SOME OF THE GROUPS THAT YOU IDENTIFIED AS POTENTIALLY BEING VULNERABLE WHILE ATTENDING? HOW COULD YOU BEST SUPPORT THEIR PARTICIPATION?**

- Facilitator A records responses on flip chart

---

## SLIDE 25 - FACILITATOR A (20 MIN)



### RECOMMENDED ENGAGEMENT

You all have done a great job of generating ideas on how to make this conference a safer and successful event for all participants. It is important to recognize, however, that even with our best efforts, boundary violations can still arise.

Next, we are going to give each group different boundary violations or acts of sexual violence that actually happened at recent conferences. Take a few minutes to read through your scenario, and then consider the following questions:

- What structures allowed this incident to take place?
- What barriers or risks are associated with setting boundaries around this behaviour?
- How can we respond to the situation beyond just supporting the individual?

**Take ten minutes to work through your scenario, and then we will come back together to share.**

- Distribute scenarios to each group. Walk around the room for 10 minutes and offer support as needed.
- Have a brief discussion around each scenario and the questions

**SCENARIOS ON THE FOLLOWING PAGE**

### SCENARIO 1

While attending a social event at a conference, a fellow PhD student began touching a fellow attendee's leg under the table. Suddenly a lecturer seated on the participant's other side began to also stroke the attendee's leg uninvited. Even though the incident was happening in a public space, the attendee felt frozen and no one else around reacted.

For more on this story: <https://strategicmisogyny.wordpress.com/2015/04/21/surrounded/>

### SCENARIO 2

While at a conference, a group of attendees entered a crowded elevator and one of the women asked what floor everyone needed. One of the men in the group responded, "Ladies' Lingerie", while others laughed. The woman filed a formal complaint with the conference organizers, believing the incident was an example of sexism within the Academy. The man counters that it was a joke and believes that he is wrongly being labelled a misogynist.

For more on this story: <https://www.theatlantic.com/politics/archive/2018/05/is-this-old-lingerie-joke-harmless-or-harassment/559760/>

These same strategies can be used for other scenarios or situations that may arise in other academic contexts. For instance, if you are teaching a course, you will want to consider culture and environment to make it a safer space for all students.

---

## SLIDE 26 – FACILITATOR B (1 MIN)

**Thank you for taking the time to join us today. We recognize that this can be a heavy topic, so we'd like to wrap up with a quick exercise. We'd like to invite each of you to share one thing you are taking away from this session and one thing you will do for self-care after this workshop.**

Thanks for sharing, everybody! We all have a role to play in ending sexual violence on campus and hope that you feel empowered to contribute to safer and more equitable communities for all. If anyone has any questions or comments, we will be here for the next 30 minutes.



### TIPS

If the session has seemed particularly difficult or intense for participants, you could wrap up with a brief grounding exercise.

**Here is one recommendation:**

3-minute grounding meditation:

<https://www.youtube.com/watch?v=qdINbRD4SWg>



# References

---

- Anonymous. (2015, April 21). Surrounded. *Strategic Misogyny*. <https://strategicmisogyny.wordpress.com/2015/04/21/surrounded/>
- Association of American Universities. (2017). *Combating sexual assault and misconduct*. <https://www.aau.edu/sites/default/files/AAU-Images/Key-Issues/Campus-Safety/AAU%20Climate%20Activities%20Full%20Report.pdf>
- Canadian Federation of Students-Ontario. (2018). *Not in the Syllabus*. [https://cfsontario.ca/wp-content/uploads/2018/03/Not-In-The-Syllabus-Report\\_ENG.pdf](https://cfsontario.ca/wp-content/uploads/2018/03/Not-In-The-Syllabus-Report_ENG.pdf)
- Cantor, D., Fisher, B., Chibnall, S., & Townsend, R. (2017). *Report on the AAUclimate survey on sexual assault and sexual misconduct*. Westat. <https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/AAU-Campus-Climate-Survey-FINAL-10-20-17.pdf>
- Centers for Disease Control and Prevention (2014). *Preventing sexual violence on college campuses: Lessons from research and practice*. The National Centre for Campus Public Safety. [https://www.nccpsafety.org/assets/files/library/Preventing\\_Sexual\\_Violence\\_on\\_College\\_Campuses.pdf](https://www.nccpsafety.org/assets/files/library/Preventing_Sexual_Violence_on_College_Campuses.pdf)

- 
- Cotter, A., & Savage, L. (2019). *Gender-based violence and unwanted sexual-behaviour in Canada, 2018: Initial findings from the survey of safety in public and private spaces*. Statistics Canada. <https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2019001/article/00017-eng.pdf?st=k-5gHNge4>
- Dills, J., Fowler, D., & Payne, G. (2016). *Sexual violence on campus: Strategies for Prevention*. Centers for Disease Control and Prevention. <https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf>
- Friedersdorf, C. (2018, May 9). *Is 'ladies lingerie' a harmless joke or harassment?*. The Atlantic. <https://www.theatlantic.com/politics/archive/2018/05/is-this-old-lingerie-joke-harmless-or-harassment/559760/>
- Health, Counselling & Disability Services. (2010). *How to make the most out of your supervisory relationship: Advice from supervisors and grad students*. Queen's University. <https://www.queensu.ca/sgs/sites/webpublish.queensu.ca.sgswww/files/files/Students/STUDENT%20booklet%20Supervisory%20Relationships.pdf>
- Huang, M. (2016, October 12). *Vulnerable observers: Notes on fieldwork and rape*. Chronicle of Higher Education. <https://www.chronicle.com/article/Vulnerable-Observers-Notes-on/238042>

- 
- James, S. E., Herman, J. L., Rankin, S., Keisling, M., Mottet, L., & Anafi, M. (2016). *The report of the 2015 U.S. transgender survey*. National Center for Transgender Equality. <http://www.transequality.org/sites/default/files/docs/usts/USTS%20Full%20Report%20-%20FINAL%201.6.17.pdf>
- Khan, F., Rowe, C.J., & Bidgood, R. (2019). *Courage to act: Developing a national framework to address and prevent gender-based violence at post-secondary institutions in Canada*. Toronto, ON: Possibility Seeds. Retrieved from <https://www.couragetoact.ca/report>.
- Menon, A. V. (2018). *Communities of color and the impacts of sexual violence*. University of Michigan Sexual Assault Prevention and Awareness Center. <https://sapac.umich.edu/article/57>
- National Academies of Sciences, Engineering, & Medicine. (2018). *Sexual harassment of women: Climate, culture, and consequences in academic sciences, engineering, and medicine*. The National Academies Press.
- National Intimate Partner and Sexual Violence Survey. (2010). *NISVS: An overview of 2010 findings on victimization by sexual orientation*. Centers for Disease Control and Prevention. [https://www.cdc.gov/violenceprevention/pdf/cdc\\_nisvs\\_victimization\\_final-a.pdf](https://www.cdc.gov/violenceprevention/pdf/cdc_nisvs_victimization_final-a.pdf)
- Pescitelli, A. (2018). Understanding sexual violence: A graduate student's perspective. *Simon Fraser University*. <https://www.sfu.ca/sexual-violence/education-prevention/new-blog-/support-and-care/Understanding-Sexual-Violence-A-Graduate-Students-Perspective.html>

- Peter, T., & Stewart, D. (2019). *The University of Manitoba campus climatesurvey on sexual violence: A final report*. University of Manitoba. <https://umanitoba.ca/sites/default/files/2019-09/UM%20Campus%20Climate%20Survey%20on%20Sexual%20Violence%202019.pdf>
- University of British Columbia Graduate Student Society. (2019). *Diversity and representation*. <http://gss.ubc.ca/representation/>
- Wells, L., Claussen, C., Aubry, D., & Ofrim, J. (2012). *Primary prevention of sexual violence: Preliminary research to support a provincial action plan*. Prevent Domestic Violence. <https://preventdomesticviolence.ca/primary-prevention-of-sexual-violence-preliminary-research/>

# Appendix A: Resources

---

## **The law says that there is no consent when:**

- Someone says or does something that shows they are not consenting to an activity
- Someone says or does something to show they are not agreeing to continue an activity that has already started [ongoing]
- Someone is incapable of consenting to the activity, because, for example, they are unconscious [unimpaired]
- Consent is obtained as a result of someone abusing a position of trust, power or authority [freely given]
- Someone consents on someone else's behalf. [agency]

# Boundary Setting

---

How to Set Better Boundaries: 9 Tips for People Pleasers:

<https://tinybuddha.com/blog/how-to-set-better-boundaries-9-tips-for-people-pleasers/>

How to Set Boundaries with Toxic People:

<https://livewellwithsharonmartin.com/set-boundaries-toxic-people/>

How to Set Sexual Boundaries with a New Partner, According to Experts:

<https://www.bustle.com/p/how-to-set-sexual-boundaries-with-a-new-partner-according-to-experts-15895786#:~:text=If%20you're%20looking%20for,yes%2C%20no%2C%20or%20maybe.>

Setting Boundaries - Healthy Relationships:

<https://www.loveisrespect.org/healthy-relationships/setting-boundaries/>

The No BS Guide to Protecting Your Emotional Space:

<https://www.healthline.com/health/mental-health/set-boundaries>

What are personal boundaries? How do I get some?

<https://psychcentral.com/lib/what-are-personal-boundaries-how-do-i-get-some/>

People-pleasers Can be Drawn to Toxic Relationships. It's Important to Understand Why:

<https://letsqueerthingsup.com/2018/06/30/people-pleasers-can-be-drawn-to-toxic-relationships-its-important-to-know-why/amp/>

# Responding to Disclosures of Sexual Violence:

---

Responding to Disclosures of Sexual Violence on University and College Campuses in Ontario: interactive training which takes about six hours to complete; uses video vignettes which may be triggering.

**Break the Silence:** Similar to the Ontario program, but takes about 3 hours to complete and relies on written case studies rather than video vignettes.

## Understanding Trauma

Making Sense of Trauma: <https://makingsenseoftrauma.com/>

Trauma and the Brain: <https://www.youtube.com/watch?v=4tcKYx24aA&t=3s>

## Self-Care

You matter too: Resources for self-care

<https://www.couragetoact.ca/blog/selfcareresources>

## Institution Specific Resources

Add resources available at your institution here.



**POSSIBILITY**  
 **SEEDS**

**COURAGETOACT.CA**  
#IHaveTheCourageToAct