Courage to Act National Skillshare Series - Educators Community of Practice, February 10th 2021

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Kelly: Hello, everyone. Welcome to the National Skillshare Series on Addressing and Preventing gender-based violence at post-secondary institutions in Canada. My name is Kelly Prevett and I'm the programming co-ordinator at Courage to Act. We're thrilled to welcome you to our Skillshare session today with the Educator's Community of Practice. Before we begin, just a quick note on language and accessibility. Attendees can turn on and off captioning in Zoom as needed by clicking 'Closed Captioning' in the control bar at the bottom of your screen. You can also listen to the session in French by selecting the French language channel using the interpretation menu.

Today we're also joined by Carina Nilsson, a graphic facilitator from Drawing Change. Her role is to listen deeply and then translate our ideas into visuals. There will be graphic recordings available for all Skillshare Sessions which you can find eventually on the education tab of our website and they'll also be released as part of the Community of Practice tools via the Courage to Act Knowledge Centre. So Courage to Act is a two-year national initiative to address and prevent gender-based violence post-secondary campuses in Canada. It builds on key recommendations within Possibility Seeds' vital report Courage to Act: Developing a National Framework to Address and Prevent Gender-Based Violence at Post-Secondary Institutions. Our project is the first national collaborative of its kind to bring together scholars, experts and advocates from across Canada to end gender-based violence on campus.

A key feature of our project is our National Skillshare Series where Working Groups, Communities of Practice and keynote speakers will discuss tools, trends and strategies that will shape how we address and prevent GBV on campus. Attendees will join a connected network of experts and advocates across Canada who are exploring urgent issues and promising practices. Supported by CACUSS, these Skillshare Sessions are also recognized learning opportunities. Attendance at 10 or more life webinars and our National Skillshare Series sessions will count towards an online certificate. Our project is also made possible through generous support and funding from the Department for Women and Gender Equality or WAGE, Federal Government of Canada.

We begin today's session by acknowledging that this work is taking place on and across the traditional territories of many Indigenous nations. We recognize that gender-based violence is just one form of violence caused by colonization to marginalize and dispossess Indigenous peoples from their lands and waters. Our project strives to honour this truth as we move towards colonizing this work and actualizing justice from missing and murdered Indigenous women and girls across the country.

This work can be really challenging. Many of us have our own experiences of survivorship and of supporting those we love and care about who have experienced gender-based violence. A gentle reminder here to be attentive to your wellbeing as we engage in these difficult conversations. You can visit the self-care sections of our Skillshare web page or visit our shelf-care room by visiting the link in the chat, and you can also follow along on Twitter with the hashtag #GBVNatonalSkillshare.

I invite you to enter questions into the Q&A box and then there will be a Q&A portion the last few minutes of the webinar. At the end of the session you'll also find a link to the evaluation form and we'd be grateful if you took a few minutes to share your feedback as it helps us to improve. And this is anonymous. Following the session, I'll also email out a copy of the evaluation form and a link to the recording so you can view it again and share it with your networks. I'm so excited to introduce you to Emily Livingston and Emily Colpitts from the Educators Community of Practice.

Emily Livingston is a PhD candidate in the Faculty of Education at the University of Manitoba and works with the campus' sexual violence resource centre. Emily Colpitts is a SSHRC post-doctoral fellow at McGill University where she researches the dynamic relationship between anti-violence activism and rising anti feminist and outright backlash at Canadian universities. She holds a PhD in gender, feminist and women studies from York University and is a member of the Collective Board at Toronto Rape Crisis Centre. I'm really pleased now to turn it over to our presenters.

Emily L: Right. Good morning or good afternoon, everyone. So my name is Emily Livingston and I'm happy to present here today with Emily on behalf of the Educators Community of Practice. We want to acknowledge the hard work that's been going on behind the scenes with all of the members of our Community of Practice and just acknowledge their contributions. So our group includes Johannah Black, Dee Dooley, Belinda Karsen and Britt Harvey who you'll be hearing from later in the presentation. Dr Emily Colpitts, Robyn Wilson, Roxanne Runyon and Jacob DesRochers.

So just a quick outline of what we're going to cover today. We are going to start off with some background information and context for our project and the tool we've developed. We'll then move into a panel discussion about the needs of graduate students and their experience with gender-based violence and sexual violence followed by a more detailed overview of our project and of course saving a bit time at the end for questions.

Emily C: So, 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 which was released in the fall of 2019. And so, the gaps named in the report included the one that you see here on the screen, which is working with grad students to develop programs and initiatives that best meet the needs of and are reflective of their unique roles in Post-Secondary Institutions. And so, this was the gap that we chose to address with our tool. Next slide, please Emily. Thank you. So this gap is not limited to the level of practice. While there's been an increased attention and research on sexual

violence in general in the university context in recent years, there's very little data on the specific experiences of Canadian graduate students and the data that does exist is really difficult to compare.

So the Canadian Federation of Students in Ontario surveyed 2,000 graduate students from 20 different institutions about their mental health in general and about the different stressors that they experience or witness from other members of their institution. And so, as you can see on the right hand of this slide, 30% of respondents witnessed or experienced unwanted sexual advances. 55% sexism, 49% racism, 71% verbal abuse, and of course these experiences are not necessarily mutually exclusive and are often intersecting. And the report recommended, among other things, the need for tailored supports that address the specific experiences of graduate students.

The University of Manitoba's 2019 Campus Climate Survey found that while graduate students were slightly less likely to report experiencing sexual harassment than undergrad students, they were significantly more likely to report being harassed by a faculty member or a staff member. And so, to begin to address this gap, we have developed a peer facilitator workshop that will help graduate students hopefully develop some practical skills around navigating power dynamics in academia and setting boundaries for healthier relationships. So our tool is designed to reflect the lived experiences of diverse graduate student populations including those who identify as two-spirit LGBTQ+, BIPOC and others who may be at an elevated risk for sexual violence and gender-based violence based on the intersections of this violence with systems of oppression.

And before we go into discussing our tool and how we envision its implementation, we wanted to invite graduate students as well as university administration who work with graduate students to share their experiences and their perspectives about these issues. So I'll turn it over now to my fellow CP member Britt to introduce our panel.

Britt: Great. Thanks Emily. So just before I move onto the introductions today, we have four great people on our panel. One from our Educator Community of Practice, who's involved in graduate studies. I'll introduce everyone shortly. So we have some questions today that we're going to ask generally about the graduate student experience with gender-based violence and sexual violence. So many thanks to our panelists for joining us today. We really appreciate you taking the time out of your busy schedules, we know everyone's really busy right now, so thank you so much for joining us. I just to want to note that if some of you are current graduate students and also currently working with graduate students, that we in no way expect you to share personal details of your experiences with gender-based violence and sexual violence. Just a general sense of the issues as graduate students and people who support graduate students.

We want to recognize the community of practice, the inherent vulnerability and ask you to discuss these issues today, so we just want to be explicit and that there is no obligation of anyone on this panel to disclose anything about their personal experiences. If you do wish to use examples, we just ask that you leave out identifying details and names to protect people's privacy. So thanks again for joining us. I'm just going to introduce the panelists now. So

on our panel we have Aaliya Khan, She's a PhD one student at York University and the Department of Social and Political Thought. She's interested in gendered Islamophobia, space, race and politics. Aaliya has a master's degree in planning. She has been professionally involved in various projects from a non-profit sector related to combating gender-based violence and Islamophobia both on and off campus. So thanks for joining us today, Aaliya.

Our panellist is Jessica Wright. She's a PhD candidate at the University of Toronto Ontario Institute for Studies in Education in the department of social justice education. Their doctoral work develops trauma informed consent education drawn from the perspectives of abuse trauma survivors. As a research lead that silences violence at the University of Toronto, her team published a 60-page report on students' experiences and understanding of sexual violence at the University of Toronto's three campuses. She's also a member at the Courage to Act Student Organizer Community of Practice. So thanks for joining us today, Jessica.

Harjap Grewal works as the policy advisor and advocate for the Graduate Student Society at Simon Fraser University on the unceded coast Salish territory. In both workplace and community group environments, Harjap has participated under the creation of accountable spaces that remove barriers to participation and accessing justice by developing practices and policies that challenge social economic and political power imbalances that enable oppression. So thanks for joining us today, Harjap.

And lastly but not least, we have Belinda Karsen and she's part of our Community of Practice. She or her. She is the educational specialist, sexual violence prevention at Simon Fraser University. Before joining the sexual violence support and prevention office at SFU, Belinda was the project lead for the sexual violence prevention program at the University of the Fraser Valley. She currently serves of the co-chair of the CACUSS sexual violence prevention and response community of practice. So thanks, everybody for joining us today. I'm just going to move into the questions, so how it sort of works is we're going to ask the same questions of all of our panelists they've been given ahead of time but the order they're going in.

I'm just going to be mindful of the time. We're probably going to wrap our panel around 12:40 so I'm not going to cut anybody off when they're still speaking, but I may wrap up at that time. So, Aaliya, I'm going to start with you for our first question. From your perspective, how are the dynamics of grad school different and how might it contribute to vulnerability, to violence and/or create or exacerbate barriers to reporting and accessing support?

Aaliya: Hi. Thanks. I know I only have two minutes, but I just want to quickly thank my friend, Johannah for putting me on this panel. You probably don't see a lot of women of colour and racialized people in graduate programs. There's a huge deficit. And so, I'm going to be speaking from the perspective of someone who has mostly experienced my PhD one from Zoom University and I just want folks to be very aware that just because we are off campus does not mean that graduate students are not vulnerable anymore. I think domestic violence, sexual violence, gender-based violence is concentrated in people's homes, right, and the economic precarity of graduate students

coupled with the dynamic where your home might put you at more risk.

Further, I think that, like you know, Zoom University kind of opens up your cohort, your colleagues and your faculty to your homes. So there are very many risk factors that I think that need to be kind of addressed that take into account the new normal and in terms of just some general thoughts of my experiences as a graduate student, I think that for a lot of racialized, you know, Indigenous, Black, brown and 2SLGBTQ+ people, we are often tokens, right. We are often like the individual minority in that space, and so, when I was doing planning, I thought that planning had a race problem. Now that I'm that an SPT initially I was like "Hey, like STP has like a race problem", but I think that graduate school in general has a race problem and what happens is that the alienation that graduate students feel in general, I think anyone who's been in grad school knows that it's very alienating, is exacerbated, right, because we have less access to communities, we have less access to peers who can relate to our experiences and we have less access to sympathetic faculty.

And so, we're made vulnerable because we don't have access to those communities that we would turn to if we were in conditions that were compromising our safety, and I think there are many structural aspects of grad school that compromise you, right. And so, I think that the point that I just kind of want to hit hard, I guess, is that the alienation that the average like white male might feel in grad school is compounded for marginalized people. And of course, I don't want to kind of give an overarching like response on behalf of marginalized people, but it's just kind of like more a comment on the structures that are at play. So that's my first response.

Britt: Thanks, Aaliya. I'll have Jessica come in. You just need to unmute, Jessica.

Jessica: [Laughs] Sorry. Thanks, Britt. For me, I think there's a number of reasons, you know, why grad students compared to undergrads have difficulty accessing support, but there's two pieces that stand for me. The first is financial sort of building off the last answer as well. Grad students are often precariously employed and by the time someone has done their undergrad and then entered grad school they can have a lot of debt. Then their survival through grad school is reliant on funding and employment from the university. And so, 'rocking the boat' so to speak by reporting gender-based violence can be very daunting.

I think grad students have more at stake professionally and financially when speaking up, and also reporting injustices at the university can feel like you're not meant to be there and this is definitely compounded for first generation students, international students and other marginalized groups. And for them it can feel like dealing with trauma at the university is part and parcel of making it in academia and these folks already tend to be less financially secure.

My research with Silence is Violence or SIV we found that, you know, students had to drop out of their program in the aftermath of sexual violence and these students were - all of them in our report anyway, were multiply marginalized. The second thing that I think really prevents grad students from accessing support is exhaustion and struggles with mental health. Grad

students report higher levels of stress than undergrads and this isn't really surprising given that academic research is very competitive, it can be very lonely and it's based on individual success, but in the SIV report and in the research we found that grad students had seen friends try to report and they were exhausted even just supporting their friends that were going through the reporting process, and then they saw that the outcomes were often unsatisfactory or victim-blaming. And so, going through the reporting process themselves was something they just didn't have the energy to do and it didn't seem worth it. So overall, I think the financial stakes and the exhaustion grad students face are big barriers too and in gender-based violence on campus.

Britt: Thank you for sharing Jessica. Thanks for that. Harjap?

Harjap: Yeah, I just also want to start off by thanking the organizers for putting this together and I'm going to echo a lot of what's already been said by Jessica and Aaliyah about some of the concerns. The first kind of two that come to my mind; one is the isolation similar to kind of the alienation that Aaliya was talking about and I kind of want to really specifically say that for certain graduate students their entire sort of experience and their point of contact at the university ends up being a supervisor or one or two faculty members as opposed to a graduate student that might be, you know, taking multiple courses or entering the university through an administrative office as opposed to being in contact with a supervisor.

              And then, you know, thinking about the level of isolation just in terms of that number of graduate students that are on campus, some of the departments that are quite small, your area of research might be really specific, just the number of people that you interact with on campus is drastically reduced.
              And that isolation, I think I allows for the second issues which I think is very important to be exasperated, which is the power and balances that exist between supervisors and students as graduate students, but also that exist sometimes between, let's say for example a postdoc in your program or senior students. And, you know, just to name them, I think is really important, a student is dependent on their supervisor for funding, their academic evaluations are done by their supervisor, they are dependent on the supervisor for references after they graduate.

              And for international students, as people have mentioned, they're dependent often times for their renewal of their Visas. So any thought of challenging a supervisor in terms of behaviors, maybe it's behaviors that are indicative of possible harassment or abuse that might be happening. People are just discouraged to even bring that forward, which I think is really important. So I guess just echoing, I think isolation and power imbalances are probably two of the really core differences that graduate students experience versus undergrads.

Britt: Thank you, Harjap. Belinda?

Belinda: Yeah, I want to echo everything that everyone has said, particularly I was thinking about the power imbalances between graduate students and tenured faculty or supervisors, I think Harjap has like, you know, depicted that quite clearly. I think there's some things related to that that may be a particular concern for graduate students and thinking of research. And so

graduate students as researchers who are often doing research off campus potentially, you know, doing some field work in very remote either local or international locations for, you know, extended periods of time and probably with less direct supervision than for example like an undergraduate student who may be doing research off campus. And so, I think that putting those graduate student researchers at additional – makes them even more vulnerable because of – you know, potentially a remote location. This lack of supervision or oversight and the questions of jurisdiction of their institution or even their grad program.

So if they're international, the institution does not have jurisdiction. When it comes to like reporting and accountability, Canadian law may not even have jurisdiction there. And then also, we're thinking about who has the potential. Who are they experiencing either gender-based violence or sexual violence by? It may be someone who's completely unaffiliated with the institution. And so, that is an additional barrier. Additionally, I guess, if they're in a remote international location, how do they remove themselves from that environment in the worst case scenario? It's very difficult. You can't just walk off campus or go home. So they really are vulnerable in those situations and that's one sort of component, I think of graduate studies that is particularly – of course, it exists like all the other things. Unfortunately, it exists at the undergraduate level, but I think it's exacerbated or heightened for graduate students. So I also wanted to add that point as well.

Britt: Thanks, Belinda. I'm just going to move to the next question about the current landscape in terms of what we have now. Just for our panelists, do existing sexual violence prevention and response initiatives on campus address the specific needs and experiences of graduate students? Why or why not? And I believe it's Jessica first for this question.

Jessica: Thanks, Britt. So I think it's important to recognize that change happens incrementally and that there has been a lot of amazing work done to address gender-based violence on campus. At the same, there is a lot of work to still do and it's great that things like consent and bystander education and anti-racism training are happening, but in my thesis research on consent education I found that sometimes these initiatives can be missing nuance and the ethics behind the education. It's not enough to teach people to act in politically correct ways. I mean, it can be a start, but I think we really need to consider that these initiatives are about community building, you know, like humanizing people across differences and creating more caring and connected campus communities. And some initiatives are too focused on the individual and how an individual can protect themselves rather than focus on the systemic issues that are creating the problems in the first place.

Gender-based violence doesn't just create an individual's crisis, it's connected to this larger collective crisis of care. Also, in the SIV report, there were senior faculty members, Vice Deans, chairs of departments perpetuating sexual violence and we can't simply, you know, educate these folks out of their violent behaviors. The culture at the university has to shift and some people really don't want to relinquish their privilege and, in those cases, there needs to be better measures in place so that survivors can hold their abusers accountable. So I think just in some, the university has to spread awareness about gender-based violence, but also take action to

protect students.

Britt: Thanks Jessica. Harjap?

Harjap: Yeah. I almost want to echo exactly what Jessica said, but to a certain extent, you know, I think it is looking outside of where the good work has already happened. Like, you know, there's amazing people at some of these institutions that are doing work on sexual violence and prevention policies and that work notwithstanding I think what the issue is, it's this kind of issue of accountability that Jessica is raising. And one of the ways that we've been like kind of seeing this manifest in some ways is the, what I would call the sort of the mistrust that gets built among the students to actually access a process through the university and that mistrust does not have to be related to an incidence of sexual harassment or violence. It could be related to, you know, like say for example you see a professor let's say belligerently making a racist comment in a classroom and there is no mechanism available to really hold them accountable.

            These other policies lacking are going to create a level of mistrust among students to actually access policies that might be better, but also still might not really provide real justice to the students, right. And we're in these conversations with the university right now. There's been many incidences that's been happening, you know, probably across North America, around the world at universities, but there are these policy gaps where I think people need to reimagine how people have done sort of the management of a university over the years in the sense that, you know, of course like a faculty member's privacy needs to be protected when they're being disciplined or those kinds of things, but that level of privacy, that should not prevent someone from actually really having an accountable and participatory process with the person that's agreed to actually come up with solutions, right.

            And I'm saying that like obviously across the board with other policies, but I think having that at the university, embedded in policy would actually build trust in people participating in a complaint related sexual harassment and violence. And then one other thing is just, I don't know what it's like at other institutions, but where we're at there's also a little bit of a gap in terms of protection against retaliation as well, right. So a lot of policies don't have exclusive protection against retaliation. So if you've gone through a different process and realize that you might not be protected, people in departments talk to each other, you might be blacklisted, like might not be able to find another supervisor, all of those kinds of concerns.

            If there isn't an explicit protection given to students in other venues then they might not trust the process when it comes to filing the complaint for a sexual harassment and violence as well.

Britt: Thank you, Harjap. Belinda, your thoughts.

Belinda: Thanks. Yeah, we've been talking about sort of the systemic and policy issues that exist or don't exist, I'd also like to talk about the prevention and education efforts. So there seems to be, you know, traditionally a lot more focus on undergraduate students and engaging undergraduate students and

sexual violence prevention initiatives I also – even want to say like traditional undergraduate students somewhere between the ages of 18 and 25 and less work. I think as Harjap pointed out, there's sort of - like I think there are people doing work and I'm seeing it in like isolated pockets in my institution and whether it's at the graduate program level or the faculty level where we're getting requests for workshops, for example, for graduate students.

Like the one that the CP has developed around preventional boundaries and navigating power disparities, but these all still seem like fairly isolated, you know, examples, and what I think is missing is a larger sort of comprehensive strategy that looks at those various levels that I think our panelists have talked about so far from the interpersonal all the way up to the systemic, that actually takes a hard look at the power structures that compose our post-secondary institutions and how those power structures need to be disrupted in order to eliminate these power disparities that are causing the problem in the first space. I want Aaliya as a current graduate student to have more time on the podium, so I will stop there.

Aaliya: Thank you so much. So I'm going to respond to the question a little bit of a different way, because I'm kind of thinking about the university as like this infrastructure with all these like little mini like spaces where the topic of sexual violence or gender-based violence is addressed. And what I think works is student-led initiatives. So I used to work at the Sexual Assault Survivor Support leg. The issue is obviously that they focus - just to echo what you said - that they focus on undergraduate students, but I think that initiatives like the one that we're discussing now, need more funding.

I think what doesn't work - we always have to talk about what doesn't work - is having cops on campus. Having police on campus, because what punitive or like, you know, what punitive measures do is that - or like just having police in general on campus. What that does is it creates insiders and outsiders, right. It creates criminals of violence and victims and obviously I like to use the word 'survivor', but I'm just kind of commenting on the approach that police take. These insiders and outsiders, by default have racial undertones, right. The most vulnerable people on campus are Black people, are Indigenous people and are racialized people, but they're the most likely to be carded, they're the most likely to be taken away by police.

And by extension, I think that there are infrastructures on campus that work in tandem or as an extension of police. So I think that like there is no place for securitization on campus, because what that does is it just increases violence. What I also find that works that have less to do with – that really has less to do with the administration and has more to do with community, is whisper network. But for whisper networks to work, we really have to unwork the idea that survivors lie, right? For these communities of survivors of women of 2SLGBTTQ+ people to work, we have to really start doing work at the ground level that undermines that notions that survivors of sexual violence lie. Yeah, so that's my answer.

Britt: Thank you, Aaliya. Just going to move to the next question. What measures might be taken to meaningfully address these gaps in campus anti-violence efforts and ensure that they are actually relevant for graduate students, that this is a tool that they're going to use in their studies? Harjap?

Harjap: Yeah. So a few things. I mean, like I think maybe building on some of the answers from the earlier questions. I think one big thing which – I don't know how long it's going to take for universities to shift, but I think people really need to reimagine graduate school and what supervision even looks like. You know, breaking the isolation from a single faculty member, whether you're working with multiple faculty members, there is incentives put in place for –particularly in fields like applied science and science and some of these like, you know, arenas where IP and like these kinds of concerns are a major issue, there's actually a built-in incentive for professors to not involve other faculty members in their research with another student, because they don't want that information to kind of be available to others in terms of like protecting the IP and intellectual property of the research.

So there's these incentives that I think really need to be fixed and that's kind of – I'm imagining like what does supervision actually look like going forward? I think it's something for people to really think and challenge. Breaking the fence of isolation by simple things like – I'll just give you a small example, there was a program where there was a level of abuse happening between faculty members and students and they simply organized a bowling night for students where they said for the first time they actually figured out who were all the graduate students in their program.

So like we are fairly lucky, like we have a fairly active like teaching support staff union and our Graduate Student Society is becoming more active, and so, we're trying to build those space, but the university really needs to figure out like how do you actually build like a campus culture where graduate students have access of peers and other networks that support when they need it. A couple of other really small things. Accommodations need to be made very clear to students when they want to come forward with a complaint. Way too many times - like a small example, right, like if you are in a research group where either a fellow student or a supervisor has caused harm in any way, sexual violence, sexual harassment or any other form of abuse, schools can be pretty good at transferring the student to new supervision or a new department and building that kind of support.

But what's lost in that is that there's all sorts of things that ultimately impact the student, like lost research that they can no longer pursue, extending the time that they have to complete their degree. The expenses that we've talked about, the precarity in terms of economics that graduate students face and paying an extra two semesters of tuition might not be an option for them, right. So those kinds of, I think, barriers – like if people are coming forward with complaints or filing a complaint, I think that kind of support needs to be made very visible and clear to students from the get go and again, I just say that that applies to all policies, but particularly in this case.

Britt: Thanks so much, Harjap. Belinda?

Belinda: I say that any sort of measures that are developed need to be developed in partnership with graduate students so that – yeah, it's like co-created by them, but at the same time, graduate students should not be expected to engage in that labour, you know, as volunteer work. There's already a lot of like unpaid and unrecognized labour that students and graduate students do, and so I think there needs to be institutional will and resources dedicated so

that graduate students can participate in the creation of say these workshops or policy reviews, but then not to be doing it on top of all the other things that they're doing. So to have some compensation and an institutional support for those positions. And so, yeah, so then that will enable us to better understand the needs and the best way, like what's the best way to engage in this work with graduate students?

Sorry, I wanted to say one other thing. And then related to that, and I mean, Emily Colpitts mentioned this in the intro this morning, that there is a lack of data around graduate students' experiences of gender-based violence and I think we need more need granular data to understand what are the experiences, what are the issues and then to develop measures and then whatever needs to be done, strategically based on what we actually know. So those would be two suggestions.

Britt: Thanks, Belinda. Aaliya?

Aaliya: Yeah, OK. So in terms of the measures that I propose, I think the obvious one following up from my last comments is that cops need to get off of campus. I think the other thing is just that initiatives like the initiative that you folks are kind of working with now need more funding. And I think initiatives that target grad students in general need more funding and I think that, you know, when I kind of think about measures that work, I think like everyone has a role to play, right. For some of us it's an editorial. You know, if you're on an admissions board, you kind of have to admit more people of colour, you have to loudly acknowledge the contributions of marginalized people. And for a shift in culture to take place, these initiatives need to be coordinated, right?

And I think that I'm hearing a lot of folks' kind of echo these points anyway. So you know, like we all need to kind of just take time to make relationships, to build relationships with the people who are doing this work on campus and have really difficult, really jarring conversations so that we can move past a campus space that's so deeply characterized by gender-based violence and that is so deeply characterized by practices of racial othering. So those are my measures that I would propose.

Britt: Thank you, Aaliya. I'm just thinking more - and with Jessica here, we probably don't have time for the last question, so Jessica, we'll just have your response. Thank you.

Jessica: OK. So I think one of the things that universities can do better to address gender-based violence for grad students is to be honest about what its capacities are. And this means maybe not promising holistic care or wraparound support if it's not possible. Survivors who come forward can be promised lots of things that aren't realized and then feeling betrayed by your institution can be another trauma in and of itself. And survivors are sometimes told that there's campus services, like for instance mental health counsellors that will support them through the process of reporting in the aftermath of their assault, but mental health centers can take weeks or months to book an appointment, then the counsellor might not be sensitive to issues of gender-based violence or anti oppression principles.

And students are, I think, are too often told that they're doing the right thing by reporting and encouraged to go forward with the process when, you know, it's not likely, given what we know about outcomes of reporting, that they're going to get the results or that the process is going to result in their abuser facing the kind of consequences that they'd hoped for. In the SIV research, there really were far too many students who didn't feel they'd be believed if they came forward. Because they'd heard about how traumatic and time consuming the reporting processes were. And especially for grad students the risk coming forward are – they tend to outweigh the benefits and people come to grad school to get these professional skills and yet it's school where their career – or it's their training and education where their career is being jeopardized through experiencing gender-based violence.

So, I mean I don't think students should be punished for speaking truth to power. I think there needs to be better and more meaningful complaints processes that really take into consideration the unique stakes for grad students and processes that can protect their well being including their career path, because right now I think it's difficult to ask grad students to come forward and identify an abuser in a university community when there's so much at risk and the outcomes tend to favour those with the most power. One practical thing might be partnering with community organizations and actually paying those organizations as a third party to help survivors with the process and that might remove some of the direct following at the university.

Britt: Thanks, Jessica. I want to keep listening to you all day. We have to move on to the rest of the presentation. Thanks. I think that was just such a powerful point to end on, Jessica. Thanks so much for that. Thank you, Harjap, Aaliya, Jessica and Belinda for bringing your knowledge, expertise and compassion for graduate students and these issues. We just so much appreciate you coming here today. So thank you all. I'll put it back to Emily and Emily.

Emily L: Thank you, Britt, and thank you again to our panelists for spending some time with us today and sharing your experiences and views on this issue. It's so important to get the perspective from people that are dealing with this firsthand. So we next wanted to move into just an overview of the tool in the workshop that we've developed. So our tool is designed to be an interactive workshop for graduate students that aims to achieve several key learning outcomes.

So 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 and graduate student context and how these dynamics may shape sexual violence or gender-based violence. Articulate their understanding of what constitutes a healthy supervisor/student relationship and describe the personal and professional boundaries that support that healthy 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. And lastly, we want to ensure that they're able to identify relevant support resources on campus and in the community.

So we designed these learning outcomes after conducting a review of the

literature and research currently available on graduate students' experience with gender-based violence as well as an environmental scan on what was currently available to support this student population at different post secondary institutions across Canada. So we've designed our workshop to be led by two trained graduate student facilitators and we really want to emphasize that this 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 staff or faculty member at the institution.

We also recognize that every institution is unique and will have different structures and systems in place to support the integration of this workshop into their programming. So we realize that a single workshop can't address all of the nuances and complexities of the graduate student experience, 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.

Emily C: So in terms of content, we designed this workshop to be approximately three hours in length with time built in for breaks. Of course, the content is quite heavy so those are really important to the structure. And in terms of what we're going to cover in the workshop, we start by defining sexual violence and its impacts. We then move into a discussion of power, consent, cohesion and specifically thinking about those things in the context of graduate studies and in the academic environment, how some of these dynamics can be normalized in ways that create the potential for violence. We really want to empower our participants in this workshop to set boundaries and to feel confident responding to boundary violations while also sort of reassuring them that boundary violations are never their fault.

And so, we included a discussion with practical examples and a group activity to practice responding to boundary violations in various ways. And then to have sort of an interactive component of the workshop. We have the final hour focusing on allowing our participants to think through these issues at a more structural and systemic level by working together to plan a fictional academic conference that sort of anticipates potential risks for violence and fosters a respectful and inclusive environment. So we also introduce scenarios of violence that have occurred in real life at recent academic conferences and we invite participants to work through developing a response that both supports the individuals who are directly impacted by these scenarios, but also sort of a collective response to violence as a broader community.

And so, this workshop aims to begin to address the specific experiences of graduate students that our panelists highlighted today and to envision safer academic spaces that address graduate students needs and don't reproduce the dynamics that give rise to violence, and I think maybe sort of the best thing that this workshop can do is really sort of serve as a site for that potential community building work to happen, like Jessica discussed. And so, by highlighting these needs today, we also hope that staff working to prevent violence on campus might begin to think about how their existing programming in terms of prevention education can start to sort of address

graduate student experiences so for example, if you have a workshop on responding to disclosures, can you build in some scenarios that address graduate students experiences as teaching assistance receiving disclosures from students. Thinking about how we might begin to shift this work to address those needs.

And while ultimately graduate students can work collectively to demand change, it's really important, too and by saying that, institutions are ultimately responsible for transforming these dynamics and for ensuring that graduate students have access to support. So as our panelists highlighted, these are really structural issues and are ways that the university in some senses continues to reproduce a world around certain bodies. And so, of course one workshop is not going to disrupt that in its entirety, but we hope that it can begin sort of contributing to those collective conversations to move us in that direction. And so, I think with that, we will open it up for some questions. Thank you, everyone.

If folks have questions - sorry, we should probably tell you how to ask them. You can put them in the Q&A box and then we can try to address them in the time that remains.

Britt:	I think there's one in the chat, Emily. Do you want me to mention it or – I know, you had talked about reading it in the Q&A box. Just let me know.
Emily L:	Yeah, sorry Britt, for some reason it won't let me open it while I'm sharing my screen, so if you're able to ask us the question, that would be awesome.
Britt:	OK, so there's two questions here, I'm just going to take 10 seconds to read it. OK, so I'll start with the first question, this is definitely an issue that's come up in our training at the University of Manitoba as well. This question says, "I struggle with the institution giving us more than an hour for training. How do you suggest working to make it either longer or shortening the sessions?"
Emily C:	Yeah, I don't know if I'm in charge of answering all the questions? OK, great.
Britt:	We can collectively as a group answer them.
Emily C:	That is something that we definitely talked about when we were developing this workshop as a Community of Practice. You know, in recognising that this is going to look different at each institution, so potentially where this is even facilitated, whether it's built into maybe TA training and those are compensated hours, that could be a possibility that would be really great. If this is something that's organised by the institution and there is only a limited amount of time allocated, could it be split into two separate workshops potentially? For sure. We've definitely built in a lot of room for flexibility, both to be relevant to different academic contexts and settings, but also to account for bringing in specific resources, specific content that might be most relevant to that particular program or an academic institution for example. I don't know if you have anything to add to that Britt or Emily?
Emily L:	Yeah, I was just going to say, we were very conscious of the time, again, as we were designing the workshop, but we thought it was important if we're going to introduce a topic like boundary violations that we really spend the

time to make sure that participants have the opportunity to practice and really dive into that experience. So we're not just rushing through these topics or checking a box to say we're covering it, that we're being conscious of how we're using the time. So we really wanted to make sure if something's included, that it's getting the attention it deserved.

Britt: Thanks Emily. I'm just going to move to the next question. And maybe it's helpful if I just direct it to one of our Communities of Practice. I'll have you take up the first pass at this, Belinda, and then we can all add on. So, another question is "Any advice for advocating for accountability in regards to gender based violence to an institution that has resisted the change and investing funding." So how you'd kind of helpfully encourage that.

Belinda: Yeah, that's a good question. I would say – and this is so almost cliché, but I would say first of all, begin by identifying the champions, the people who are not resistant to change, who recognize that there are problems and the people who are in power who have some power that they can leverage. Because quite often, this work, it falls to folks who are – whether it's graduate students or potentially junior faculty who recognise these issues, but they are similarly – don't have the power to exert the kind of pressure that is required to force an institution to change. So I think developing that network and trying to work to identify who those champions with power are and then working with them to come up with a strategy for exerting pressure on the institution would be sort of – I would suggest like a good starting point, but I mean – and I think like the question included a piece around resources too.

Like they're resistant to change and not willing to allocate resources toward this work, which I think is exacerbated now, given the financial precarity of a lot of post-secondary institutions. I wonder if anyone else – there's a lot of questions coming in now, so I will stop.

Britt: I think that's a great approach, Belinda. I also think it – I know when we have been advocating for stuff on our campus, sometimes it's helpful to get a couple faculty, like again, identifying champions involved and then saying, "Well, so-and-so is doing this. What are you doing?" And it's kind of there can be that internal pressure to kind of like say, "Hey, well they're doing this over here, what are you doing?" and it can make people start to think about, "OK, someone else is doing something about this, maybe I should think about getting involved and allocating some resources." So that can be helpful as well. But there are lots of questions, so I just want to ask the organisers, do we have time to ask another or try to answer another question or do you want us to wrap up?

Kelly: I think it would be great to wrap up. I will have the rest of the questions recorded so that perhaps there's another platform or way that we can make sure that people get the answers to these questions. I'll maybe connect with you folks afterwards, but I just want to say thank you everybody. I really love the engagement that people have had with both the panel and with this Q&A question period. I know there's tons of questions remaining. I did want to pass it over to our graphic recorder, Carina, who can share a little bit of the illustration from today's session. I'll give her a couple of moments to do that.

Carina: Hi everyone. I'm going to just hook up my iPad here and see if I can turn my video into the screen. I just want to thank everyone, just for the opportunity to be here and trusting me to capture your voices. I've got a lot of messy scribbles on the side that I'll be working on later to incorporate here. So, what I've done now is just tried to capture really quickly just the wonderful panelists, the words that they shared with us. Super high-level right now is just trying to capture the questions and what I'm really hearing is there are so many levels of structural barriers and as a recovering academic grad student myself, these are a lot of things that really resonate with me as well. So just, the culture shift at the university, the imbalance of power, all of these layers of structure that really needs to be examined, broken down.

And I really wanted to highlight recognizing those that are inside the institution that have that power to leverage, rather than always bringing it back to the graduate students to take on all that work, advocate for themselves. They're already exhausted. And just valuing that work, that emotional labour and yeah, finding those champions on the inside that can use their power to put pressure on the university to examine these structures and create a space where that accountability can be advocated for. So this will be finished up, I'm going to continue working on it after the session is finished and it will be shared with everyone afterwards. And I just want to thank you again for the opportunity to be here.

Kelly: Awesome. Thank you so much, Carina. We're so deeply appreciative of you, to the educators CP and then also, to just everybody who's joined us today. Thank you so much for taking part in the National Skillshare Series, for everybody who spoke today, for sharing your time and expertise. We've learned a lot and this recording will also be available on our website in a couple of days, so if you want to go back and watch and review, you can do that. And as I mentioned, Carina's beautiful drawing will also be available on our website. There was a question about how the tool can be implemented, so its contents will be shared. The CP tool will be available for post-secondary institutions to sign up, to pilot via the Courage to Act Knowledge Centre in fall 2021. So, if you are interested in this and have been following along, you can do that. Don't forget that registration is open for the rest of our Skillshare series and so you can sign up on the Courage to Act Skillshare webpage.

The rest of the series will showcase the 15 tools and toolkits being developed by our 150+ project partners, including all of our Communities of Practice. So thank you again to everybody who joined us today. We're so appreciative and we hope that you have a great afternoon. I'll pop the website in the bottom, so you can check that out there. And after the webinar you should get a link to our evaluation page and any feedback is certainly welcomed. Hope you all have a great afternoon. Take care.