

**Transcript for Preventing and Responding to Sexualized Violence through Sharing and Collaboration
Hosted by BCcampus, March 17, 2022**

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MATTY HILLMAN:

I think we should probably get started. So again, hello and welcome. Welcome to our presentation on our Sexual Violence Prevention Workshop Series. This has been a collaboration between three rural post-secondary institutions. So we're really calling this our community of practice. We've been delivering BCcampus sexual violence prevention and response trainings, and we're here to share with you sort of our learnings and our experiences. Answer any questions that you may have, really just highlight what this model has done so far. In terms of the workshop, we have a plan with sort of a bit of interactive stuff, some polls and that coming up. But mostly just please chime in through the chat or even just verbally if you have any questions at any time. And certainly, we will have a chance for questions and discussions at the end as well. So let's move on to the next slide so we can acknowledge where we're all coming from.

EWNET DEMISSE:

Yeah. So yeah, before we dive into the content today and before we kind of introduce ourselves, we just want to start off by showing appreciation and gratitude for where we are and also recognize that the topic of sexual violence, the topic that kind of prompted this collaboration, is deeply intertwined with colonialism and that non-consensual sexual touch or behaviour of devaluing those that are impacted or harmed by sexual violence and how that's really deeply rooted with colonial traits and ideologies of superiority and with that non-consensual theft of land. And so as we work towards dismantling and deconstructing those colonial ideologies and practices, that's how we work towards reconciliation. And so, yeah, it's really humbling to always bring it back to the fact that we're here, we get to live here at work here. So we just want to show our appreciation for the land and for the people that have kept it. And for us, I'm speaking from Selkirk College. We're on the lands of the Senex, the Syilx, the Ktunaxa, and the Secwepemc people. And feel free to also share where you're coming from as we get into our introductions here. Next slide, please.

DISHA SALHAN:

Wonderful. So let's get to what we will cover in today's session and what's today's agendas. So we'll start the introductions, who we are, what we are doing, and why we are doing this. We will also go over the framework for marketing, the process, registration and delivery. And also talk a little bit about after the session process that we followed. We will go over sections and how it's been going. What did we learn through the process? And then looking ahead, what are our next steps where we want to take this further. And as (UNKNOWN) mentioned earlier, please feel free to ask any questions at any point. You can use the raise hand function. You can put your question in the chat or you can hold on to your questions till the end when we have time. We will be hereafter the session to answer any questions.

MEGHAN REISER:

OK, great. So I can dive in to start off our introductions. So we'll just, we'll introduce our kind of a team so that you know who is chatting with you today and share a little bit of background about how we're connected with this project as well. So first off, we've listed the institutions in the order of presentations

that we've given. So I'm Meghan Reiser, she/her pronouns and I work at College of the Rockies in Cranbrook, British Columbia, on beautiful Ktunaxa territory. And so Chris McHolm as well as Cori Andrichuk, manager of student life, and I had presented the first session of the series, which was bystander intervention on February 1st. Chris Mc Holm is now off on a parental leave, not able to be here today, but was one of the folks that was involved right from the beginning of this project. So I just want to acknowledge all the work that he's put in. He's the counsellor at College of the Rockies, and I am our student housing coordinator here, working with our students living on campus. And both Chris and I sit on the sexualized violence prevention and response team of the college, which is kind of where we connected to this project. And I'll pass it over to Christine Turner to introduce herself.

CHRISTINE TURNER:

Hi. Good morning, everyone. I am Christine Turner. And like Megan said, I am at the College of the Rockies, also here in Cranbrook, and I'm filling in for Chris. So I kind of walked into this whole process kind of midway, but very excited to be here. So thanks for listening.

MATTY HILLMAN:

Awesome. So hi again, Matty Hillman here. I'm an instructor in Child and Youth Care at Selkirk College. I also work with a healthy campus quite a bit. I'm delivering various trainings and things like that. I've been working with BCcampus for the last, say, a year and a half. I've been part of the development team for some of these trainings as well as some mental health trainings that are coming out. And yeah, I just really love my job, really love supporting students and further kind of educating instructors on how to support students in a more holistic, compassionate sort of mentally health literate way. And yeah, it's been an honor to be working with the rest of the folks here. So I'll pass it on to my Selkirk counterpart, Ewnet.

EWNET DEMISSE:

That's me. So yes, Ewnet Demisse, I am the healthy campus coordinator here at the college. And I work with different departments to create opportunities for students and staff to engage in health promotion initiatives. And that takes the form of events and workshops, educational practices and things like that. And so I'm really happy to be part of this team and work alongside of Matty and these awesome people. We'll talk about each other a little bit later too. But yeah, I'll pass it on to Rachel from North Island.

RACHEL BIRCH:

Hello, everyone. Of course, my voice cracks as soon as I start talking. My name is Rachel Birch and I am the wellbeing strategist here at North Island College. I use she/her pronouns and I'm grateful to be coming in today from the traditional unceded territories of the (UNKNOWN) First Nations. And so I connected in with this project through my work as a wellbeing strategist. My role came out of the Canadian Mental Health Association of BC's Campus Suicide Prevention Grant. It's quite a mouthful. I'll get there. And so I was grateful to connect in with this project and I'll let Disha introduce herself as well, and then maybe I'll come back and just give you a little bit of background on how all of these people that you've just that came together and started working together. So.

DISHA SALHAN:

Thank you, Rachel. So my name is Disha Salhan and I'm Student Life and Outreach Liaison in North End

College. Very grateful to be joining you today from the unceded international territories of (UNKNOWN) First Nations. And my role tonight is to support students, provide one on one support to students who are facing any personal academic challenges or are in distress. And I also sit in the social violence education team that we have here at NIC. And that's how I am involved in this project. Back to you, Rachel.

RACHEL BIRCH:

Yeah. So the idea to form this community of practice came out of another group that our managers participate in, and it's a small rural institute collective that meets occasionally to share some of their practices and resources around sexualized violence, education and training. And so in that community of practice, they were having a conversation about being small institutions, having less students, less resources, and how could we offer really meaningful, sexualized violence, education and training opportunities to students and maybe take the opportunity to pull resources and make the most of the different areas of expertise that each person would have. So, yeah.

MATTY HILLMAN:

Thanks. Thanks. Well said, Rachel. Can we just jump back at one slide for a second? So one thing I just neglected to mention, which probably is obvious, but all of these trainings have been happening online. I wish we had a private bus or a private jet when we were flying across the province to see each other and doing these in person. But these have all been happening online. And as you can see, we've done two so far with the third one coming up with North Island College So that we've talked about ourselves a bit, it'd be great if we could just hear a little bit about the participants here. So I have, I think, three short polls that we're going to run. Patrick, if you could just throw up that first one about attendance.

So the question here is how many BCcampus sexual violence trainings have you participated in? They've been offered in a number of ways, including in our community practice. And perhaps you've participated in one or you've even facilitated some. So I'll note that there's actually four trainings in total, and we'll talk a bit more about that in a minute. But we're just wondering how many of you have actually been to one so far? OK. So fairly diverse. Got to one more vote to go and then I'll read out the results. OK. Awesome. So one person has been to zero trainings, one person has been to one training, one person has been to two trainings and six people have been to three. Most likely the three that we're talking about and the ones that we're delivering. So there is that data. Great to hear. So a lot of you are familiar with it. Now, if we can move on to the second poll question, please.

OK. The second poll question reads, does your institution, to your knowledge, have plans to roll out any or all of these trainings? Oh, this is looking great so far. Almost. Yeah. OK. So eight out of eight. Yes. So 100%, eight out of eight folks see that their institution will either is already doing this or rolling this out. So this is great information to have. Maybe you can pick up a little bit about how we've we've adapted things and rolled things out as a community in practice. I'll also point out that there are facilitator training videos on BCcampus website, and these are essentially hour and a half videos where the facilitators walk you through the facilitation tips, steps, difficult questions, how to answer them, things like that. So maybe we can even get those links up towards the end. So awesome there. So one more question, Patrick, if you could.

So this final question reads, could you see yourself being a facilitator for these trainings, yes or no? OK. OK, great. So out of the nine folks that answered, seven folks could see themselves being facilitators and two probably not. So again I think what we're going to talk about today will be a lot about delivery. And so hopefully you can pick some things up there. And then also for more in-depth, look for those facilitator-guided videos on the BCcampus website. So thank you so much for sharing where you're at. We've got a good knowledge base here to work from. So let's move on to the next slide and I'm going to give a bit of background here.

So as I said, this is a community practice. This is us collaborating in the planning and delivery of these three different BCcampus sexual violence workshops. So I said three, there's actually four. So there's the ones we've mentioned, the bystander, which has happened, the responding to disclosures also known as supporting survivors and the consent and sexual violence, one still to come. And then there's a fourth one called Accountability and Repair that would be working with perpetrators. So the really special thing about these workshops are the fact that they're open education and they're through BCcampus. So what that means is every institution is welcome to take the original content and adapt it to fit their institution as they see it most relevant. And then that can include tweaking obvious things like land acknowledgements but finding the right scenarios for your institutional demographics that you're working with, all kinds of little ways to tweak it. It's also important to note that I consider these trainings to be incredibly progressive. They're all grounded in very intersectional decolonized accessible, just all-around social justice-based values. And I think you'll really see that when you dive into the facilitation guides that accompany all the trainings. So in terms of us specifically as a community of practice, as you've seen, we've offered one training per month over this one-semester period of the winter semester. They've lined up pretty consistently, one per month and we have one to go. Each institution presented one workshop and yet all of us attended each workshop. And we also had a sort of a pre-meeting and a post-meeting to debrief and learn from each other. And yeah, it was really quite a team effort I guess is the final piece I'll say with that. So that's what we've been doing. Let's go on to the next slide. And Rachel will tell us a bit about why we did this.

RACHEL BIRCH:

Yeah. So as I said, there was that small rural institute collective that shared resources and practices. And the conversation came up there and it was each session that each institution offers requires a certain amount of resources and work. Setting it up, preparing for facilitation, working off time to have people facilitate, doing all the marketing and the planning and the registration and all of those pieces. And in smaller institutions, we tend to hold multiple roles at once. And so we don't always have the same areas of expertise that would maybe lend themselves to the workshops. And so the idea came forward what if we could collaborate and share resources and work together and then make use of like Matty is an expert on the Supporting Survivors Workshop. And so we were very happy to let him facilitate that with Ewnet and do such a fantastic job. And then we were able to learn from participating and working with him to facilitate that workshop. So our students really got a great experience and the best of both worlds in that being able to participate in the workshop and also to have us learn how we can offer that workshop better. So like any community of practice, we got the benefits of sharing and learning from each other, having conversations, getting to know different angles and perspectives and facilitation, making the most of different areas of expertise. As you'll see later on, Selkirk created the marketing materials and then sent them to the different institutions so that we could adapt them. We were able to

in smaller institutions, sometimes attendance is a little low. And so by collaborating and bringing in students from College of the Rockies, Selkirk and North Island College, we were able to have a higher attendance of students, and we were able to offer the students an opportunity to interact with their peers at other institutions and to share and discuss and sort of open up that conversation in a different way. Yeah. And so those were kind of the main benefits that we had. And then we also had the opportunity to create a framework and look at how we can continue to develop this in the future. When this idea came forward, it was to share resources and maybe remove some of the work in facilitating these workshops. That hasn't necessarily been the case right out of the gate because there's a bit of planning and building in the front. But as we go forward, that workload is reducing and we're getting a framework in place. And the other tremendous benefit and I think I think Christine will nod to this, is that as other people step into this framework. It's easy to come in and understand what's going on and understand what the roles and responsibilities are, and to step in and participate in a meaningful way because that outline has been established and those roles and those tasks have been established. And then the other benefit, of course, is the social connections between the facilitators and also between the students.

EWNET DEMISSE:

So onto the next slide here, we can get into the nitty-gritty here. But yes, so many benefits in putting this together and bringing this group together. And so in terms of the how to use of what we did exactly, we thought that it would be best to have a consistent template when we were marketing. So we had one institution in this case, we had Selkirk College put the marketing material together and then use that to be adapted, as Rachel mentioned earlier, for each institution. And then with that material, so we had the posters set up, we had social media slides, wallet cards and certificates for participation. And then each institution was responsible for doing their own promotion within their whatever works with their institutions. And that included also registration and attendance and also follow-up emails which was put together by North Island College. And that also helped as well to have a template that we could follow to send the same email out that consisted of the post-event survey to get some feedback. And then the results of that were shared with all three institutions once we got some submissions in as well. But in terms of marketing, we thought it would be best to have a consistent display visual and then you'll see that on the next slide. But I think, Rachel, do you want to add just... Yeah.

RACHEL BIRCH:

Yeah. Do you want to go ahead? Yeah. Do you want to go ahead and toggle to the next slide and I can speak while we're looking at it? So you can see on the one side there's the Selkirk College poster. And then here's an example of how North Island College adapted it. So the wording along the top changed, the QR code changed. It links to the NIC website on the one poster into the Selkirk side on the other poster, and then the email for registration changed. And I think what was really interesting is we created a cohesive visual of marketing materials for advertising this workshop. But each institution has very individualized needs in terms of reaching out to students. And so I know some institutions went out to their instructors and spoke directly to different department areas that would have a relevant interest in this. Also sending out individualized emails at North Island College. We have a group of about 15 students that are kind of core student leaders. They're involved in our Board of Governors or our student leadership team. We're in close collaboration with our student union. And so we reached out to them directly and said, like, you guys are student leaders, we'd love to have you join us if you're

interested. And so each institution was able to take these marketing materials and adapt them and use them in the way that best suited the needs of their students. And then they also took care of the registration for their own students. And one of the benefits of that was in the pre-planning session. So the day before we'd offer the session, we would meet together and we would say, OK, like, NIC has 10 students registered and these are their names. And so then we could start to form breakout rooms and decide how we wanted to move forward with the session based on the registration levels.

EUNET DEMISSE:

Yeah. And to kind of just get into the more specifics, Rachel just mentioned this as well, but what we did is we've met every day before the session and that was kind of our deadline or cutoff point for registration. So we closed the registration at 9 am the day before. Each workshop was held on the first Tuesday of every month. And then in that first pre-workshop meeting, we discussed the numbers, how many we had registered for each institution. Then we also brought forward the different registrants. So how many were students and how many were staff and how many were other? And that also helped us when we were putting participants into breakout rooms so that we had better discussions and more rich discussions with appropriate peers. And just so that there wasn't any power dynamic, especially discussing the topic around sexual violence is really important to us that we kept students with students and staff with staff, and then we had our workshops. And then the day after our workshops we also had that post-event debrief. That was extremely fruitful to have that because we had the facilitators primarily discussed what kind of worked for them and what would have helped them. For example, after the first session it came up that it would be helpful to have an IT support, which we didn't really think of. And that way we could have someone on call kind of to ensure that breakout rooms are set up, that polls are set up anything technology-wise. We're not all experts, but just to have someone kind of on-call, on standby to make sure that everything was going smoothly, that's something that we hadn't thought of and that we learned after the first session. So we incorporated that and we're mindful of that for the next sessions to follow. Things like that came out of those debriefs. We also shared feedback with each other, which was also very helpful. I know for me and I'm sure everyone else can attest to that too, just to hear of what worked well from the perspective of the participants. And we also shared any feedback that was brought up from the survey results as well.

So it might sound we've talked about this before, too. It might sound like an overkill of having like the planning session, the session and then the debrief. But for me, it was extremely beneficial and I think a lot came out of all three of those meetings. Did I miss anything on here? I think we're good to go.

MATTY HILLMAN:

I think that was great, Ewnet and Rachel, thanks. OK. So if we go on to the next slide, Meghan and I will talk just a little bit about the delivery. The delivery for these trainings is so strong as it is with just really comprehensive facilitation guides, multiple spaces for breakout room activities. And they all culminate in a case study sort of small group applied learning experience, which generally is seen as the most engaging and most learning experience. So I'll just point out that BC campus trainings are all very accessible. The Zoom platform is our preferred choice for those accessibility requirements like closed captioning and the reader technology. Again, high engagement through choices that we made with learning. So even just a small example today was putting that poll early in our presentation is something I really like to do in my teaching. Like if I'm going to be talking a lot, I want to get the students, participants, staff talking early as well. So even little check-ins, how are you doing?

What's your familiarity with this content before we start going? And generally, there is a fairly high comfortability and familiarity just probably just because of that recruitment piece that Ewnet was speaking to, right? You get the students that are already interested and knowledgeable in these topics, which of course leaves the challenge of those harder to reach groups and how to get them engaged. So, yeah, those are some of the things that I learned. How about you, Megan? What stood out for you for delivery?

MEGHAN REISER:

Thanks, Matty, I think. Yeah, I would just echo all of the things that Matty has shared. Certainly, the accessibility of using Zoom and doing it online has been really beneficial. And I'm curious to see as we move forward, because, of course, like it was referenced at the beginning because of our locations, this is just it's a partnership that works virtually and probably doesn't work the same way in person. Knowing that a lot is online right now, I do see that we could probably see some challenges or maybe there's some folks who would have chosen not to attend if they're engaging a lot online and maybe don't feel like they would want to take that on again. I think as we move back and folks are attending a lot of things in-person the kind of opportunity to come for one online event maybe even work, kind of easy for them. And again, it makes it really accessible. And I think we've talked a lot about the benefits of having students from other institutions connect with each other. And when we were just chatting over the last couple of weeks, we've kind of mentioned that that's something that we haven't really intentionally built into the sessions yet. It's kind of naturally happening just by having them there, but that we may look at doing more, which I think is an exciting opportunity that we have using the platform that we are. And then, like Matty mentioned, the importance of making sure that it is interactive so that folks are engaged. So some other things that we've used are things like mentee meter or the annotate feature on Zoom. And I think like my reference, it's just when we've started the session in that way, I'm really finding that we have a lot of students participating in the chat or maybe wanting to unmute and ask questions or share discussion topics as we go throughout. And again, also, as Rachel mentioned earlier, sometimes at our small institutions, we may have lower numbers of students at these sessions, sort of have a higher number with the three institutions. I think there's a bit of that kind of snowball effect that a few students are participating and it really opens the door to more folks feeling comfortable doing that. So it's been yeah, it's a pleasure to facilitate these sessions too because there is quite a lot of engagement, which is wonderful. I think we can pop over to the next slide.

RACHEL BIRCH:

I think like Meghan, you make a really good point as well, because students coming into these sessions, they're interacting with their peers. But if they're peers from other institutions, sometimes it can be more comfortable to have open conversations and to share with people who you aren't necessarily going to bump into in the hallway afterwards. So there is kind of that nice additional benefit to sharing with other institutions. With the delivery, like Matty said, BCcampus does a fantastic job of having the facilitation guides and all of those pieces. And so when we came together as a group to plan these sessions, we dealt with a lot of sort of the cross I want to call them like the business details. So who is going to take care of registration? Who is going to take care of marketing? How are we going to track attendance? When was the last day to register? Were we just going to just leave it open and publish the link in public places so people could drop in? And we decided that wasn't a very good idea. But how are we going to share that link, and how many students do we need to run the session? And as we delved

into offering the sessions and I know a few people have touched on this already, we really quickly came to realize that there was strength in all of us being there to participate and support. And so I forget who mentioned it, but that designated tech person that was so helpful because if you're presenting and you also have to manage the PowerPoint presentation and monitor the chat and make the breakout rooms and run videos, that can be really overwhelming. And so if we could share those different tasks amongst the group, that was really helpful. And then also part of that learning is when we offer these workshops, we tend to offer them with like NIC specific resources. But because we were offering to all three institutions, it became really apparent that we needed to provide supports and resources for all three institutions. So when we referenced institutional policy, we made sure that we had the specific links for all three institutions on that slide. And when we talked about reaching out for support to continue conversations either during or after the workshop, if students were feeling like they maybe wanted someone to talk to, we made sure that we listed the resources for all three institutions. Yeah. And so then I'm going to maybe hand this over for a second to Christine because there was another important learning piece in here that I think really benefited students that we have this.

CHRISTINE TURNER:

Yeah. Thank you, Rachel. I think what you said was part of that whole debrief, we did learn a lot. And I think after that first session, it was pretty apparent that it's a sensitive topic and can be quite potentially triggering. And so I think after the first session, Chris was actually the counsellor at the time and he was present and he did end up kind of talking with a few people afterwards that may have been triggered by the sessions and was able to support people through that. And so part of that debrief, we learned that it might be important to kind of have that upfront that there is a person here, there is a counsellor that is part of the team and is available and having my contact information or just a way to be able to contact me so that they know that there's some support out there. And so that was one of the things that we learned from the debrief. And we found that was really important to have after each of the sessions are just a part of all of the sessions.

RACHEL BIRCH:

And then we also made sure, like Christine was our counsellor and contact person for students during our second session. And we made sure that Christine had, again, the links and the resources for each institution's specific resources and supports. So that was really helpful too, so when she was talking to a student who maybe reached out to her by direct message during the session, she could find out which institution they were from and refer them to supports if they needed additional, an additional opportunity to to talk and work things through. And then we could maybe go to the next slide.

And here you'll see some examples of the certificate of completion and the wallet cards that we used. And we talk about incentives for students because it is important to recognize and value students time, you know. And so every workshop that was completed or will be completed, the student would get a wallet card. And so you can see this just doesn't generic harassment prevention training. But if a student attended an active bystander intervention training on February 1st and they would get one of these cards as an active bystander intervention training. And then students who attended all three workshops could then also get a certificate of completion. And this is really an important opportunity to sort of like Matty, what's the word I'm looking for? Co-Curricular learning?

MATTY HILLMAN:

Incentivize?

RACHEL BIRCH:

Incentivize. I was thinking co-curricular.

MATTY HILLMAN:

Yeah, co-Curricular credit.

RACHEL BIRCH:

Co-Curricular credit. Yeah. Yeah. This is the other benefit of working with a group you guys. So it's, it gives students an opportunity to have something that they can then take to their employers and say, listen, like I have this training and it can benefit and enhance my my work in the workplace. But and I'm going to pass this over to Meghan. Not all three institutions use these. And so that's an important consideration to make in a discussion to have as well.

MEGHAN REISER:

Absolutely. Thanks, Rachel. So at College of the Rockies, we do have a fairly I'd say, clear criteria for when we can hand out certificates and when we're not able to. Just to make sure we're being clear about kind of what's falling under the academic side of the house and what's going under, you know, that co-curricular side.

And so, you know, we there wasn't comfort at our institution to move forward with certificates at this time. We are currently working on developing a co-curricular record. So I anticipate that there may be a chance in the future, you know, to have this training included as, you know, something that can be listed on the co-curricular record. But we weren't offering the certificates at this time. And really the reason we wanted to mention that is just because, you know, the customization of this collaboration has been such a key success of it, that, you know, because we're not offering certificates in the exact same way that the other institutions are, hasn't impacted in any way our ability to collaborate on the sessions and get the benefits out of working with our students, you know, across the three institutions. And so it certainly is, and I think partially that speaks to just the flexibility of this team and the specific folks who are on it. But I think also to the framework that, you know, folks are able to customize what's working for them at their institutions and and make it work for a for each individual group that's participating.

MATTY HILLMAN:

So we've got a question here from Maureen: "Did anyone offer their course in conjunction with their continuing Ed departments in order to offer this certificate?" Not to my knowledge. How about the other two?

MEGHAN REISER:

I can jump in quickly. So that's that's what we would have had to have done at the college to be able to offer this certificate. And we decided not to go that that route, which is exactly. Yeah. So that that really gets at the core of why we weren't able to offer the certificates at the college.

MATTY HILLMAN:

Gotcha. Awesome. Great question.

SPEAKER:

Can I just ask, would it be OK to ask a follow up to Meghan on that?

MATTY HILLMAN:

Please.

SPEAKER:

So we're in a similar situation at Northern Lights College. And so in, I guess the question I might have for you is in deciding not to do the conjunction with the continuing and and not having a certificate, did you find that that hindered your participation in any way and just not having that extra incentive? That's where I'm really struggling right now.

MEGHAN REISER:

Yeah, I would say. I mean, so tough to know. I do think on the college and you know, we've learned a lot in terms of marketing, recruitment, things like that. There's definitely things I know looking back in terms of our specific marketing strategy, the timelines that we had at College of the Rockies for the first session in particular, you know, we would change. So I think, yes, we have seen some some lower participation at times, but I can't say that that's a result of not having the certificate. I think there's a good chance that that's a little bit more on some of the the marketing side. And we've learned and made changes for the subsequent sessions. I do think there would be value in incentivizing with the certificates and things like that. So again, you know, the hope is to move that way, just for us, it would fall under that co-curricular record very likely rather than a certificate. And part of it, too, is just a reflection of, you know, workload, capacity and timing, that when this opportunity came up, it was such a great one to dive into.

And it probably would have been a longer process to engage with our continuing education team and actually have courses set up to be able to go the certificate route.

SPEAKER:

Thanks. Yeah, I'm experiencing similar things, though. I'm glad I'm not alone.

MATTY HILLMAN:

Yeah, great. Great questions and concerns around incentivization, I think. And yeah, it's a tough one. We've talked about the co-curricular and I think it's I think it's somewhat helpful here. You know, I also encourage students to, you know, include the fact that you have this knowledge in, say, something like a cover letter, perhaps you don't have a specific Selkirk endorsed form. But hey, you know, I've been trained in anti-violence through these courses I've taken, you know, that's going to look good on a cover letter. Now that we're back in classrooms, one word pizza that'll get them there. But, you know, the definitely the incentivize part is a bit of a challenge. Or just get creative with it. So anyways, that was a great conversation. Thanks, everyone. Let's move on. We've just got two more slides left and then we can hopefully have some a bit more open discussion.

So just briefly, I think we're going to just each take turns from the team talking about really what stood out for us. I'll start. For me, it was really just the diversity of the members of our community of practice. And it also sort of just dawned on me really when we're coming together yesterday to put this together, that, wow, like we share a lot of values in terms of creating a healthy and safe and inclusive, diverse campus. But look at all the different roles that come together and how they contribute, right? So we have educators, we have support staff, we have we have clinical therapist, Meghan really bringing sort of a sort of a business and organizational background. So, you know, I don't think that was necessarily on purpose, but for me, that diversity of our team was a huge asset. And I'll pass it on.

EWNET DEMISSE:

I can go next. Yeah. My favorite thing about about this collaboration is it's just like I love being at Selkirk. And one of my favorite things about it is that it's quite a small institution, and with that you can get better acquainted with students and staff. But with that also, you really have to be intentional about learning opportunities and being able to grow and collaborate because we are quite a small institution. So for me, especially because I'm fairly new to Selkirk, it was a great learning experience to connect with other institutions and learn from each other and just having this connection, it's been extremely fruitful for me and just learn how I can grow within my role better, be better suited to cater to our students and, and building that healthy campus community. So I think all of it was great, but that was my favorite.

RACHEL BIRCH:

I can go next. I kind of have joked a few times that I'm grateful that North Island College is going last because we have had the opportunity to learn so much about facilitation and engaging students and and having those conversations around, like Matty said, having those poles and opportunities to converse very early in the session and using different tools to increase engagement and to sort of set students up for success in having those discussions in breakout rooms and making sure that we prioritize that and give them lots of, lots of opportunities to have those discussions and to engage. And so I joke that I'm really grateful North Island College is going last because we've had all this opportunity to learn. But but I also joke a little bit, maybe a little more seriously that I am nervous because I feel like every session that's gone on, we've leveled up and raised the bar and raised the bar. And now I feel like and I see is going to have to do something really great. And I'm grateful for that too. You know, like we are learning and Disha and I, you know, we participate in this community of practice. But the truth is we're not the only ones who benefit. A lot of our colleagues here at North Island College are tracking along with this, following along and learning through this experience along the way. And so it's shaping the way other workshops are presented here at (UNKNOWN) and the way other facilitators are facilitating these different opportunities for student learning. And so, so just very grateful for the learning and excited about the challenge of, of how we can continue to improve through that. And then so grateful for this group of people that that we have the opportunity to work with and for the opportunity for these conversations and this perspective sharing and being able to learn from each other. Just, just endlessly grateful for that on my part.

DISHA SALHAN:

Thanks, Rachel. I can go next. So from from for me, the biggest reflection what the impact that was made and I quote everything that Matty, Rachel, and Ewnet have said so far. But, you know, if we do, and I'll say that, one session we'd each you know, small number of students, but coming together we

were able to impact more students with one session. So I think that was my biggest piece from this and like the idea of community practice and how it can benefit us. The other piece, as Rachel said, that as we're going last, we're still in that learning lens and you know, like we get to learn like little things about like engagement and how many breakout room should we do. And you know, now when we do the session last, we have tech support, we have companies aboard.

So all those learning pieces were were huge huge for me. Thank you.

CHRISTINE TURNER:

I can go next. So, yeah, what everyone said ahead of me, pretty much. But, you know, kind of walking into this role part partway through, it's just been like everyone's been so helpful. And so I think the biggest takeaway for me is just that collaboration and the ability to learn from each other and, you know, bounce ideas off each other. And just just the learning that has taken place has been really, really beneficial. And it shares the load for sure. You know, a lot of these smaller institutions just don't have the same resources. And so being able to share resources and expertise is really, really my big takeaway.

MEGHAN REISER:

And yeah, I can wrap this up. I agree with other folks. I think there's not a lot for me to add because it's been spoken too very well. I do think the ability to, yeah. Just have, like the different strains of this team and like many. So like it's quite a diverse team in terms of position types and areas of strengths and areas of experience.

You know, I, like Rachel, I think in terms of the logistics, the plan, you know, that's not my strong suit, right? It just isn't. And I know that there's lots of things that have happened through the course of these sessions that if I was on my own probably would have, you know, maybe maybe fell to the wayside and having folks who are so strong in that area, you know, having support and even, you know, with the marketing and things like that, you know, I know that at the college, you know, I know our marketing team is is pretty strong trait now and you know to be able to have marketing materials from Selkirk to be able to use those like that's a huge advantage, you know, and and they're beautiful work marketing materials. So that's been really great. And then certainly just to echo what other folks have said about the connections piece that I do really think is going to extend beyond just these sessions. Right. You know, even just to have a couple more familiar faces at some of these other institutions that are more similar to us in terms of size and demographics and those types of things is hugely beneficial.

I don't know as much about other folks, but I know for myself, you know, generally the interactions that I have with other institutions are specifically through our, you know, student housing professional associations, right? So specifically with folks working in student housing. But we know that there's incredible work going on and, you know, other student services areas in education areas. And so it's really exciting to start having some connections outside of those as well.

MATTY HILLMAN:

Perfect. Awesome. Well said everyone. So last slide here is just thinking about ahead and looking ahead. So obviously we still have one of our three trainings and we wish the best of luck to North Island. It's going to go great. But you know, when we're done this tryout of trainings, what can we take away and use again? So, well, we're thinking to begin with, there's a number of other trainings and workshops that could fit well within this model. So just just briefly, you know, BCcampus has has the capacity to connect training, which is more geared towards instructors supporting students. There's also a starting a

conversation, which is more about students supporting student mental health. There's a let's talk about suicide, one coming out, student to student support there. So, you know, a wealth of trainings, I think, this could really easily fit into this model. And then even thinking outside of post-secondary and specific BC campuses, have we maybe started a community of model, a community, a practice model here that can be shared with with other community groups, with with these and even student groups to to take and run with different projects? Because I know for me, you know, community practice is sort of, before this, it felt a bit like one of those ethereal words, but what does it actually mean and look like and what is it involved? Well, I think we all have a really clear understanding of it and more importantly, we have it documented. And we can share this framework with anyone who's interested in sort of replicating what we've done. In terms of if we were to do this again next year. Well, you know, is one semester the best time? Is it maybe better to run this in the fall when students are first arriving? So they really kind of get a foundational understanding of the culture that's that's in the post-secondary environment that they're joining. Multiple trainings, too. These are trainings that don't have to happen just once. Right. We've been playing with the idea of what order of training goes goes best. You know, we kind of thought, well, you know, if you if you have consent solidified at or early on, then hopefully you won't need to have too many bystanders and then hopefully you won't need to respond to too many survivors. Right. So is kind of joking. But what what way is the best way in terms of order. Also and this is something we'll be talking about really soon, is how does how can these in-person trainings, these collaborative community of practice models fit in conjunction with asynchronous models like the articulate. Right. So are we going to offer both at institutions? Look here, maybe take articulate before you even land on campus. And that gives you your sort of basic basics around what we're going to talk about. And then you're going to attend an hour, hour and a half, two hour training that's interactive. You're going to communicate with peers and things like that. So those are some of the ideas we're playing with as we kind of wrap up this. Yeah. Any final comments from the team here before we move into a question and, question and comment, piece?

RACHEL BIRCH:

I think the only other thing that we maybe talked about was considering opening our community of practice workshops to employees and possibly even community members. And so just looking at, you know, we have this framework, we have the strength that we can use and can we share it with other, with other groups.

MATTY HILLMAN:

Yeah. Yeah. Let's, let's, let's. Let's have democracy with knowledge, you know, and we we understand that there's sometimes a bit of barriers, and those are important ones to think about. Right. Are we having service providers in on sessions where they could have student clients at the same time? So those are things to navigate. So we weren't, we weren't quite there yet, but we I think it's important to explore like how can we share this knowledge with the broadest community base as possible? So thanks for that reminder about that conversation, Rachel, so that'll bring us to our last slide, which is really just gratitude for you attending and opening it up to any questions, comments. Anything at all that's come up for you?

SPEAKER:

A question. Hi. Hi. With the articulate training, and maybe I missed it at the beginning. Did any of the three institutions offer it as a pre req class starting option or promoted in that way?

MATTY HILLMAN:

We have not at Selkirk so yet, but we're.,, Yeah. Literally talking about it today. But I want to pass that on. I know other institutions are considering it too. OK.

MEGHAN REISER:

I can jump in on that one quickly. So College of the Rockies, we were fortunate enough to take part in the pilot for the articulate sessions. So we did have some of our folks on campus. It wasn't offered out like widely across the whole campus to all students. But we did have some of our student leaders, student athletes participate and take the asynchronous training as part of the pilot to provide feedback. So there was some of that, but yes, certainly it's a conversation that as we're talking about rolling that out to kind of just the general student population that we've talked a lot about, how how will that fit together with these sessions as well as if there's other sessions that we're offering just specifically on college campuses. I know working in student housing, we also do specific sexual violence training with our student leaders working in housing. And so what, mostly what we've talked about is that likely the asynchronous would be kind of a pre work, you know, to give folks a bit of a shared foundation with the hopes that when they come to the sessions, there's a little bit of a foundation to build off of. We can get into more interactive components more quickly, those types of things. So that's kind of what I anticipate happening. But we haven't got there yet.

SPEAKER:

OK, thanks.

SPEAKER:

I just want to talk about my appreciation for the work that you guys are doing. We've had the directors of Student Affairs and student development and with our rural group. We have we've been talking about doing this kind of stuff for years. And it wasn't until our little our group sort of broke away from the bigger group that we started getting quite serious about it. And then magically, we just had the perfect team to come together to engage in it. And so you've made something come to life. We've been talking about this for a year or so. So there's been some, I think, a little bit of trepidation around collaborating like this and who's going to own this. But but we just all took it on and so did you. And we that this is like outstanding what is coming out of this. And Rachel is going to share you a very quick story. A couple years ago, I was going for a run on the seawall in Vancouver, and I ran into a bunch of women and they invited me to run with them. And so I did because I was a bit and it's getting a bit dusty and I thought it would be nice to run with you. And so at the end of the run, I'm just ready to die because they up my game so much. But the other woman across the way said, Oh my God, that was the best training run we've ever done. You upped our game. And I'm like, Oh. And, and so it was that's just a very small example of what's happening here, too. I have no doubt you're going to cross the finish line in exactly the same way the rest of your group did, because that is what happens when we get together and we get with that group and we cross the finish line. It's just better than you can ever imagine. So I want to thank you for that. All those all those kinds of thoughts about how we can do that. I love the asynchronous idea. We're also talking about packaging this together with a variety of the other pieces

that I know we're all doing, EDI and all of that, as something that you would do. This is who you are as a civil citizen at Carter. Yeah, any of these like this is this is the package and and and yeah, the pre package. Then stay tuned for workshops as we move along. And I just think that is an ideal kind of way if we can get to that place. I love your talk about that. that, we these values and yet we're all in different different institutions, different cultures and different perspectives from all of our different positions. But ultimately, when when you get down to our values are the same, there is a whole lot we can't do. And you guys are proving that out. And I so I have a couple of I do have a couple of questions. I'm wondering if the students were able to give any feedback around the workshops that you're collecting there. And I'm wondering if, if there was a difference in male and female participants.

MATTY HILLMAN:

Yeah. Good questions. Good questions. I'll let Ewnet speak and then I guess Meghan would have the data for the respective too.

EWNET DEMISSE:

Yeah, we do have I think it was it was short it was sorry it was a smaller numbers of feedback for the for the first session and I think we did get a couple more, Rachel, correct me if I'm wrong for the second session and those are are being collected and we share them within the group and we're hoping for just after the ones the last session taking place on the 5th of April, we'll get some more feedback after that one, too. But the questions revolve around getting a better understanding of of what they were able to take from the workshop, what they learned from the workshop, what could have been done better. And in terms of gender identity and differences in participation. We did have more female identifying students on all ends. Oh sorry, for the last two workshops. Numbers. Exact numbers I don't have right now, but I can I can get them and send them your way around that. But yeah there were more female. Female.

MATTY HILLMAN:

Did we, I'm trying to remember did we have a gender box on it? or no we're just kind of going by names and assumptions then for that?

EWNET DEMISSE:

Based on assumptions.

MATTY HILLMAN:

OK. OK. So maybe, maybe something to consider.

SPEAKER:

Yeah. Yeah. And it even though we don't have that based on the assumptions, it might help us market differently or figure out how to market in a different way to gather up a variety of students in international, including probably.

MATTY HILLMAN:

Yeah. Yeah.

MEGHAN REISER:

And some folks did include like pronouns and things like that on their resume screen name. So yeah, some, some information on that. But like folks said, nothing formal, sexually interesting, we had a good conversation at one of our last planning meetings about this exact thing. But it's you know, and it's not uncommon, right, that you go to trainings on sexual violence. And it's often a lot of folks who, you know, are female identified. And then also it's a, you know, sometimes a higher number of maybe trans and non-binary folks as well. And we kind of talked about, you know, do we need to be changing significantly to be marketing to these other groups? And, you know, trying to have more say of like our trade students, you know, at the college. I know that's a big demographic that we often don't feel like we're reaching as much with these types of trades, with these types of trainings. And I think we had a good chat around. Yes, that's something for us to talk about, is something for us to look at, but also recognizing that this specific collaboration doesn't have to fill all of the gaps, and looking at what other things are we offering. So I shared an example for us of the college. You know, we didn't have any of our student athletes come to these sessions, but we provide specific sexual violence training for our student athletes. Right? So so that's OK. You know, we're OK with that gap in these sessions because we know that it's being sold elsewhere. And so I think that's probably a conversation that I'm sure will be really ongoing about, Yeah, how do we kind of fill the gaps that we need to? But also, you know, are we going to fill all of them with these sessions? All those places that the individual institutions will need to look for for other clients as well.

RACHEL BIRCH:

I can speak a little bit to the surveys as well. So Northland College created the survey and we're collecting all the data and then we're sharing it with the community of practice. The first session on February 1st for active bystander intervention, we only had one respondent, but we had about 10 students in it in attendance, so it was a smaller attendance in the workshop anyways. The second session, supporting survivors, we had eight students respond so far. So we're getting a little bit more feedback each time we go along. We don't ask students to identify their gender or anything like that. Matty You wanted to check in there? I'm going...

MATTY HILLMAN:

Yeah, just just an idea with with some of the other trainings. The, the feedback form comes prior to the certificate as that sort of that's the incentive rate, you get the email, you fill out the form. Then when they get the form back, then you get the incentive that wallet card certificate. So that just came to me as maybe a way because that's a big gap, having eight and one respondent. So. Yeah.

RACHEL BIRCH:

See the benefits of a community of practice in action. I think that's an excellent idea. I'm writing it down as we speak. And that's maybe something Disha and I were talking about when we facilitate the April 5th workshop that we were going to mention the survey in advance as well. And we were also going to request that the students who wanted a wallet card to submit their names to us, because in the session sometimes when students log on, it doesn't say their names or it says like, you know, see VND and you know, number, number, number or whatever.

And so just having students identify by first and last name who they are and that they want a certificate. So this might be a really great way to do that. Maybe that's an excellent idea. Yeah. And then I was also

going to speak a little bit more about the feedback that we did receive during the session. So in the Active Bystander Intervention session and we did have some students talking about how identity and gender impact their access to support and to how they intervene, like how those different factors play into how they're able to intervene in different situations. Yeah. And then there was a little bit of feedback too, especially in the first session. We had a bit more diversity in terms of the facilitators, a bit more gender diversity. I think also with Selkirk, I know with North Island college, it's going to be a bunch of lovely ladies presenting. We don't have any. I don't think we have any male counselors right now. So. Yeah. Yeah.

MATTY HILLMAN:

One of one of the really nice things about the, the, these trainings is the wealth of case scenarios at the end. There's, I think sometimes eight, up to eight. And these were written by students based on lived experience and they span everything from, you know, inappropriate behavior in the workplace to international student experience, something in the hallway to traumatized indigenous students. So, you know, that's that's just shows, you know, the more information we can have about the demographics of the audience, we can maybe make little tweaks before we deliver. So we're, you know, we're providing the situation that's most relevant to them. Alright. if. If anyone has anything else, please. please feel Or if you want to ask anything of us outside the group, I think we're pretty much right on time. We're about 5 minutes early, but if there's no other questions, I'd say we can wrap things up and we can hang out for a bit if anyone wants to chat after. But again, thank you so much for for joining. You know, you're always wondering, what if I throw a presentation and nobody comes? But we got we got a good turnout and great questions. And yeah, thanks to my team as well very much.

SPEAKER:

I think Robynne here is going to say something, maybe.

ROBYNNE DEVINE:

Yeah, sorry I'm late, but. And I missed some of that. But I just want to thank everybody for coming in and doing this session. I was so excited to hear that this work was happening and it makes my heart so full to know that all we are, you guys have taken over. We are and even made it even more amazing by doing this collaboration. So I think there's a follow up story here that we should be sharing with folks that weren't able to come today, because I think that what you three institutions have done have been amazing. So I just wanted to thank everybody. And just a follow up to what the discussions around the articulate rise. And I know Tasmine, I think she was in the room, too, is the idea around that training was to kind of be a scaffold, a scaffold into the face to face stuff. So it's great to hear that folks are starting to think about that. And I think the advantage of putting it into your element is that that give it puts it in front of folks that maybe wouldn't take the time to come to the face to face training. So at least everybody's getting some fundamental knowledge around this. And then of course, the synchronous stuff too, to go deeper into that. So it's really exciting to see. Lots of people are starting to adopt that as well. So again, just thanks, everybody, so much. This is just amazing.