

**Transcript for Intersectional Sexualized Violence Project: New Resource Showcase
BCcampus webinar hosted on September 19, 2024**

Presenters: Matty Hillman, Samantha Matute Arrieta, Meaghan Hagerty, Jewell Gillies, and Kaitlyn Zheng

Host: Robynne Devine

ROBYNNE DEVINE:

Welcome, everybody. We're very excited to be able to finally showcase these resources. It's been a long time coming and I'm very excited to get going. Just a reminder for folks, like all BCcampus, the code of conduct is in place, just a reminder that we all want to show up in a good way in this space. Next slide, Paula, please.

I'm first going to start by inviting all of the presenters today to unmute, and we're just going to do a round of introductions. I'll just start with myself. I'm Robynne Devine. My pronouns are she/her. I am a senior project manager at BCcampus, and I am joining as a settler on the unceded territory of the Lekwungen-speaking People, also known as Songhees and Esquimalt Nation, or known today as Colwood, B.C.

MATTY HILLMAN:

Hi, everybody. I'm Matty Hillman. Pronouns are he/him, and I'm a mental health educator and counselor at Selkirk College, which is in the West Kootenays on the unceded territory of the Sinixt, and I worked on the Graduate Student Resource.

SAMANTHA MATUTE ARRIETA:

Hi, everybody. My name is Samantha Matute Arrieta, but I do go by Sam. My pronouns are she/her. I'm joining you from the territories of the Musqueam, Squamish, and Tsleil-Waututh Peoples, and I'm a project lead at Ending Violence Association of B.C.

MEAGHAN HAGERTY:

Good morning, everyone. My name is Meaghan Hagerty. I use she/her pronouns, and I'm joining from the traditional unceded territory of Tk'emlúps te Secwépemc within Secwépemc. I like to share with folks that Tk'emlúps means the meeting of the rivers, and I'm very lucky today sitting at my office at the Kamloops Sexual Assault Counselling Centre to look out my window and see that meeting of the rivers. I'm really excited to have everyone here and launch these resources.

KAITLYN ZHENG:

Hi, everyone. My name is Kaitlyn Zheng. I'm joining you today from the traditional territories of the Songhees and the Esquimalt Nations of the Lekwungen Peoples, also known as Victoria, B.C. I work for BCcampus as the coordinator of Project Support and Open Publication, and I have been supporting the projects of this incredible Intersectional Sexualized Violence Project.

JEWELL GILLES:

[speaking in Kwakwaka'wakw] Gailakaslaxwala gigiame, ninooksolas. Nugwa'am Jewell Gillies. Gyayutlan Musgamagw Dzawada'enuwx. Gailakaslaxwala ix wanala, walasana mula. Gailakaslaxwala Syilx walasans mula.

So hello to all of you, my relatives. My name is Jewell Gillies. I use they, them, and their pronouns. I am a very, very proud Two-Spirit member of the Musgamagw Dzawada'enuwx of the Kwakwaka'wakw First Nation. My traditional territory is roughly the northern half of Vancouver Island, a variety of islands and inlets that are kind of north and west of there. I am a very fortunate guest here in the unceded, traditional, and currently occupied territories of the Syilx Okanagan People here in West Kelowna where I've been for about 14 years. I was the project lead for one of these resources, the Medicine of the Berry Patch. I look forward to walking you through all of the features and experiences of that. Thank you. I will add really quickly here for folks. I would invite everybody, please write into the chat as well your introduction. Our ability to invite ourselves into this space is a very pragmatic act of reconciliation. You're introducing your energy, your intentions, and who you are into this work, into this space today. So if you feel so, you're welcome to please go ahead and introduce yourselves in the chat and let us know where you're coming from. Thank you.

ROBYNNE:

Thanks, everybody. Just to go over today's goals. We are going to do a little bit of a project overview, and then we'll invite Matty in to talk about the graduate resource, which is the Power Dynamics and Boundaries, and then Sam will cover off on the Communication, Healthy Relationships, and Consent. We are going to take a five-minute break. Then from there, Meaghan will walk us through the Technology-Facilitated Sexualized Violence resource, and then Jewell will walk us through the Medicine of the Berry Patch. Lastly, Kaitlyn will also be giving us a tour and a little bit of an overview of Pressbooks and the Creative Commons licensing we use for these resources. Then the goal, fingers crossed, is that we have some time at the end to do some questions, answer some questions. You won't have an opportunity as each person speaks about things, but just keep track of your questions and we'll do our best to address everything towards the end. Paula, next slide, please.

Of course, just a reminder that we are talking about resources that support sexualized violence. Folks are invited to do whatever you need to take care of yourself today if that's turning off your camera, walking away. We won't talk explicitly about sexualized violence, but of course, do what you need to do to take care of yourself today. Paula next slide.

How we got here. Well, it's been a journey. First of all, I just want to acknowledge that we are here because of funding through Women and Gender Equity (WAGE), which was through a partnership or a proposal that the Ministry of Post-Secondary Education and Future Skills had submitted and BCcampus was invited into this work to project to project manage it. The focus areas for this project were determined through that proposal with our Ministry. And those four focus areas are supporting Indigenous students, graduate students, international students, as

well as some foundational training for technology-facilitated sexualized violence. This work really started back in April of 2022, seems like forever ago. Then just to show you the cycle that a project like this goes through, we spent quite a bit of time planning, that's including building a community and putting together a community agreement, which you can actually find on the project page, and then doing some scans and then looking at the findings and consulting with our advisory group on what that means for where we're going to go next. Then we built quite a bit of time in for building, and then we piloted with quite a few institutions across the sector, which shout-out to them. That was amazing. We'll talk a bit more of that later, and then released this summer. With the Consent Week this week, you probably noticed the release that came out from the Ministry or the Government of B.C. to highlight both Consent Week and these resources. And next slide, please.

All right we could not have done this work without all of these amazing partners and contributors and collaboration. I want to there's a few folks here that are not here presenting today, but were very much involved in this resource or in all of these resources, one of which is the Intersectional Sexualized Violence Advisory, which is comprised of subject matter experts in the sector, as well as folks who support students in the sector and survivors. A big shout-out to all of those folks. They advised and really framed where we went, before we went into the building, really shaped this project. I want to also acknowledge Catherina Blair, who was the other curriculum writer for the International Resource, who is not able to be here today. A big shout-out to Liz Warwick, who was the instructional designer on all of these resources, as well as Barb Johnston and Merrie-Ellen Wilcox, from West Coast Editorial Associates. As well as Kristin Albertine from the JIBC. A lot of folks are involved in this work. I also want to shout-out to Stefan Matis, who is a videographer. You'll see some videos later on today, as well as SFU, who provided some grad students from SFU that helped support the grad resource. And then just the folks in the sector that actually participated in the piloting, those were students, staff, faculty across the sector. Piloting is a really big part of the work that we do and the outcomes that come out of this. I just really want to thank everybody. Then with that, I'm going to hand it over to Mattie. Next slide.

MATTIE:

Thanks, Robynne. Yeah, wow. What a team. What a team. So I'm here to chat a bit about the Graduate Student Resource, which we are calling Power Dynamics and Boundaries. I think it's fitting that I start this off because I see this training is really building on the previous sexual violence trainings from the last round. That's to say, you know, we take concepts like bystander, consent, and supporting survivors and present them in this graduate student context, which is very academia centric, which we'll look at in a minute. So I'll give a bit of background here on the training, and on this slide, and I think Paula is going to put the link in the chat for it. So this training takes a really strong focus on the role of boundaries. Boundaries are sort of the skill and concept that's really presented for practise and understanding. And of course, the role of power within setting boundaries and within the academic setting is key to this. So we'll see those themes emerge in the next few slides. But a bit around the process. So the research component consisted of an environmental scan where I sat down with 16

representatives from public post-secondaries, and then various community groups. So this is out of 25 public post-secondaries in the province. Obviously, not all of them have graduate programs, but those that do. You know, I conducted about a 90-minute qualitative interview with them as well as these community groups. We also had a graduate student development team that I worked with to create the scenarios. And this was an awesome group of diverse graduate students, a lot coming from Simon Fraser in science majors, but very diverse social identities, and they contributed a lot to the case study scenarios at the end. I'll just take a moment right now to acknowledge the tension that can exist between anti-violence groups and post-secondary institutions in determining best practices and addressing graduate student sexual violence. I choose my words carefully here, but essentially, trainings and education are helpful, but they are not enough. Anti-violence groups, like the Anti-Violence Project would love to see more buy-in from leadership, including policy, community agreements, really addressing this culture of entitlement and power. Um, also, could be seen as a missed opportunity that staff and faculty aren't targeted for trainings, when statistics point out that very often faculty are contributing to sexual violence with graduate students. There's not a lot of data and research done with the graduate student population, but the stuff that has been done shows that their rates of sexual violence are similar to undergrads. Generally, over 50%, which itself is very troubling. But the amount of sexual violence and harassment that comes from faculty is five times higher than undergraduates. You can see already the role of power here. Let's go on to the next slide, please.

So just a bit of the nuts and bolts. We say it's 90 to 120 minutes. I would really suggest more of a setting aside 2 hours for a training of this nature. We could do it in an hour and a half, but to really give it justice and provide space for conversation and a deep dive, 120 minutes, 2 hours is suggested. You know, I'm partial to in-person, but remote facilitation works well. Also, I think it's key to have your supports in place and really accessible when you're doing remote facilitation. This is the most sort of traditional styled training of the four, I believe. You know, it moves in that sort of theory-to-activity sort of process. And it has a number of customizable sections, including, I think, most importantly, the case study scenario that comes at the end, the application section. The first round of trainings, it's composed of a facilitation guide, which includes step-by-step slide review, the PowerPoint itself, and then a number of handouts. The handouts are the Wellness Wheel, a guide for supporting survivors, and then, of course, the scenario itself, the scenarios themselves. Next slide, please.

Okay, so when it comes to major themes for a training like this, what stands out is the multiplicity of the sort of positions that graduate students can occupy. They're often simultaneously in positions of power over and power under. That puts them at risk for both experiencing sexualized violence and perpetrating it as well. There's also other unique factors for graduate students, being that there can be more isolated, less attached to the institution physically, but also very deeply linked to it. We're talking about students who have dedicated upwards of five, eight, ten years to studies in a specific field. So as one scholar mentions, the stakes for graduate students in experiencing sexualized violence are incredibly high, right? When the decision to take a leave of absence or change supervisors or institutions or abandon

their degrees are incredibly costly, especially for students who are deeply linked with a specific institution, department, or field of study. So that really kind of came to the surface in both the research and the development here. So of course, graduate students can be everything from students to instructors themselves, having relationships with other students, with research advisors, and instructors themselves, right? So that just makes a very rich and diverse opportunities for power dynamics and imbalances, which can and do lead to sexualized violence. So we'll go on to the next slide, please.

Okay. So as I mentioned, you know, setting boundaries, I think it's, there's been an increased focus on the role of boundaries in post-secondary recently with both educators and students. And so this training really provides a brief comprehensive summary of the need for and the challenges with implementing boundaries as a graduate student. So we cover, we define and cover several types of boundaries and the impacts of boundary violations. We talk about boundaries in a fluid way. Some are hard in that there are always solid boundaries. Others are contextual. There's a cultural component as well. I'll just read a little bit from this section. "Setting boundaries can feel really hard. There's not a lot of education or healthy examples on the importance of setting boundaries, how to set them, or even what they are. It's important to remember that your needs matter, and you deserve to have your boundaries respected. Boundaries are a healthy part of all relationships and communicating your own needs and expectations is an important skill that can be learned and practised." So, kind of, you know, sort of foregrounding it with that and really working with people to develop their own understanding. There's a reflective component to this to understanding your own boundaries and how to implement them, and then the challenges of the situation, especially related to power, attitudes, and behaviours that exist in academia. Next slide, please.

Just a quick overview of the table of contents. You can find the workshop PowerPoint up at the top there, where that one arrow is. You can also find it in the beginning of the slide-to-slide section. And then, of course, the resource and handouts come at the end, which I already mentioned, what those are. And then I think we have one more slide.

So just to summarize, I think a key component here, again, is the diversity that graduate students are. You know, from the fields that they study to their identities and their relationships in and outside the institution. It really requires us to consider the audience when delivering a training of this nature and customize it to the participant group and their experiences. You know, for example, the power dynamics and gender roles and expectations in engineering, for example, compared to nursing. Those are going to, you know, create opportunities for a lot of different discussions in the same training. And we want to really focus on the three primary engagement activities, of course, with the most time on the case study at the end. There's upwards of a dozen case studies to think and read through and decide which one fits best. There's also an opportunity to create your own, a bit of a guide within the facilitation guide to create your own scenario to be the most sort of relevant. And it really all comes back to a deep dive into the cultural norms in post-secondary and those attitudes and power dynamics that accompany it. Thank you.

SAM:

Fantastic. Thank you so much, Matty. And congratulations on building such an amazing resource. I'm sure that it's going to be amazing for everyone in PSI all across the board. I am Sam. Once again, I am coming to talk to you about the Communication, Healthy Relationships, and Consent resource. This is a resource for B.C.'s post-secondary institutions to support international students. As I begin to talk about this resource, I really want to recognize that this is a collective effort as most things are. Despite me being the one delivering this information to you, this curriculum was co-written by myself and Catherina Blair, who unfortunately wasn't able to join us today. It was also done with the support of the BCcampus team brought to life by a wonderful team who built the interface that holds the curriculum itself. And the brilliant feedback from the Projects Advisory Group. Also quickly, I want to give a shout out to Interobang, a card game that inspired the curriculum created at Simon Fraser University after meaningful conversations between SFU staff and international students on how culture and family shape our relationships as individuals all across the board.

Awesome. As the resource contents go, the research aims to address in part the educational gap in gender-based violence programming for international students and to support institutions in addressing the unique needs that arise. Each module includes a short video, short reflection questions, space for personal reflection, and some additional handouts as well. We intentionally chose not to ask questions that had a right or wrong answer. Instead, we wanted to encourage participants to respond based on their own experiences and perspectives. Module 1 is called Understanding and Communicating Our Boundaries. It explores the role of communication in establishing our boundaries in safe and healthy relationships, how we understand and communicate across these different types of relationships we hold. It examines how our various cultural contexts, influence, communication styles play a role in building and maintaining safe and healthy relationships where our boundaries are honoured and respected. I also want to note that we've defined culture as not simply bound to geographical location or created by territorial boundaries, but as existing in spaces that foster a shared way of being. Examples of these shared cultural spaces include national culture, workplace culture, queer culture, campus culture, and many more. Each of these cultural spaces influences how we relate to one another and how we understand concepts like communication, healthy relationships, and consent. Module 2, Boundaries and Healthy Relationships, explores and reflects on various qualities needed to maintain safe and healthy relationships. It explores how we engage in conversations about them. This includes relationships with roommates, colleagues, friends, sexual, or non-sexual partner or partners, significant others, or even our parents as well by exploring and defining these relationships and what they mean to us to better understand the reasons behind the boundaries we have set as well. Lastly, Talking About Consent on Module 3, explores the importance of communicating and navigating the complexities and nuances of consent. How cultural context, like I mentioned, influence our understanding of consent, beliefs about sex and consent, being shaped by our culture, gendered expectations, lived experience, and community influencing as well, and it is both as we know, verbal and non-verbal, how it can be given, received, and refused in certain aspects as well. I will share with you as well some of the ways in which our resource is structured.

But when it comes to our approach, we designed a curriculum with a strong focus on reflexivity, as I mentioned, that provides as well a supportive framework that reflects the learners' unique challenges and opportunities. We also with the support of the International Resource Working Group, developed this resource with that commitment to honour and recognize that international students have existing knowledge, experiences, and strengths in relation to their engagement and discussions about sexualized violence. Instead of necessarily framing this resource as we have to teach international students what consent means in a Canadian cultural context. In this space, we talk about how this complex environment in which we have cultures that come through in different ways of sharing space and perspectives, it comes through as well.

Inside our resource, it looks a little bit like this. We'll have short reflection questions that provide feedback. As I mentioned, there's no right or wrong answer to these questions. Most of the answers are there to prompt thinking or reflection for participants as they go through these. They also have space for participants to journal or take away these questions into their own lives outside of simply the space of the learning aspect.

There is also a set of handouts and additional questions that are provided after each module. Each module consists with the piece that contains the videos, the reflection questions, the feedback aspects, the journaling pieces inside, and after that, we provide participants with a little bit more on journaling as well to think about more thoroughly and for themselves, how they understand communication and their own boundaries, their healthy relationships and talking about consent in their own contexts. Almost always and separate to the specific learning space, but as a takeaway in their own personal lives, and additional questions as well. One of the things that I also want to mention is that this resource as well is a resource that is self-paced and online, very key part of it. But participants are able to go in, look at this resource in their own time. One of the things about this resource is that it's meant to be easily accessible and timed to be quite short. But the resource will take up to 7 to 10 minutes for participants to complete. Granted, as these are self-reflection questions, participants may take a little bit more time in developing their own answers as well. The way that the resource looks is that it contains the pre-learning information, and this all includes how the curriculum was built and some of the information behind why it was built in such a way. The learning journey in itself, which contains the modules, and then how to adapt and edit the modules as a post-secondary institution. As well with the help of the International Student Resource Working Group. We also realized that this resource is a foundation and preliminary for any future sexualized violence educational opportunities. While it is originally built for international students, we do believe that it is not just for this specific group, but for all students in the B.C. post-secondary sector who may want to look at how these very primary concepts in the learning journey of sexualized violence can begin and expand.

One last note. As this resource is an international student resource, we also want to share that we are incredibly happy that this curriculum was able to be translated into seven languages. We have simplified Chinese, English, Hindi, Portuguese, Punjabi, Spanish, and Vietnamese.

MEAGHAN:

Again, my name is Meaghan Haggerty, and I'm going to chat through the Technology-Facilitated Sexualized Violence resource. Echoing what folks have said already, this resource truly was a collective effort. I do want to give one more shout-out to Liz, the instructional designer who supported. Without Krista and Albertine, this resource would quite literally be a Google Doc still sitting somewhere. So really, really appreciate them and can't sing their praises highly enough, as well as Merri-Ellen for editing with us, and then the specific team that I had supporting and reviewing and providing feedback had such an incredible depth and wealth of knowledge around technology-facilitated violence that they really helped strengthen all of this. I'm the face, but it was a real collective effort. So what we've developed is approximately 45-minute online self-paced and non-facilitated course. It is asynchronous. We say 45 minutes, but similar to Sam mentioning in their resource, there's a lot of links and a lot of deeper diving that folks can do if they're interested and if they want to, so that rough estimate of timing there. Throughout the modules that we've built, we go through common definitions of technology-facilitated violence, some myths around it, and that was really intended to get this idea that um tech-facilitated violence is happening and it's having really real impacts on people's lives, and it often gets minimized. Wanting to draw some attention there. We talk about some of the driving forces of this kind of violence and trying to break down the idea that technology is causing the violence and it's actually facilitating it. Then we look at responses to violence. If folks have experienced it, if they witnessed it, or if someone discloses to them. Then we've wrapped up with a number of scenarios trying to touch on different nuances within tech-facilitated violence.

The goals of this training, it's really meant to be layered with other existing training. There's an assumption that folks have done something similar to the Safer Campuses training that covers the basics around consent, supporting survivors, bystanders, and have some because we just didn't have time to dig into quite everything of those foundational pieces. It's meant to introduce basic concepts around tech-facilitated violence. Again, it's introductory, and so it's really meant to get folks on a similar page of understanding around the main concepts. Like I said, to emphasize the importance of taking tech-facilitated sexualized violence seriously within our campuses and our lives generally. It's also meant to encourage folks to do more learning. Like I said, lots of other links. What it's not meant to do is to cover every aspect and nuances of tech-facilitated sexualized violence, as everyone is aware, and you don't have to stretch your imagination to believe tech-facilitated violence is very rapidly changing and shifting and new things are coming up and other things are less relevant and whatnot. So really encourage folks to use this as a starting place for conversation and to continue staying educated on it. It's also not meant to shame technology use or blame technology itself for what's happening, and especially within consensual sexual interactions that people might be having. We really didn't want to do that or drive people away from technology. As we know, it also can create a lot of community for folks. It can create all kinds of positive pieces too.

In terms of using the resource, it was created in Articulate Rise. it's a similar format to the Safer Campuses for Everyone resource that was developed in the last couple of years anyway. The

difference with this one is that there's no required edits or additions to it. If you have the skill set and whatnot, you can go in and change it, I believe, but you don't have to. You don't have to add in a bunch of campus-specific stuff. so that's kind of nice. When you go on the BCcampus website, where all the resources are, Kaitlyn's going to go through all that shortly. But this is where you can download that score package and then somebody smart at your institution will be able to help you get it up and running. Yes, that is all again, huge thanks to Kristin and Albertine for putting those pieces together.

I think they're going to put a link in the chat here. This is the mock-up version of it. You can click on there and you can flip through, see what the resource looks like, what's included. It is a bit text-heavy, I'll say, especially toward the start before we get into the definitions and stuff. That was a choice. Again, mostly because tech-facilitated violence changes so rapidly and it's emerging and whatnot. It's one of those things where you would create a video talking about Twitter, and then the next week, it would now be called X. We leaned away from videos for that reason. But within the resource, there's lots of reflective questions that are incorporated. There's some matching activities, flip cards, and then the scenarios with questions embedded throughout them. Intention was to be as interactive as we could, but there is also quite a lot of info in them.

The scenarios were one thing in the scan that people really wanted to see how this is showing up in people's lives and whatnot. We did develop six different scenarios. This is how they're labelled in there and then it's just a breakdown of what's in each one. We have some folks who are in grad school, sorry, one being an international student, and focused around sexualized harassment technology-facilitated. We have folks from the 2SLGBTQAI+ community and looking at deep fakes and sextortion. Some memes based ones with Bailey who's an Indigenous student. It's looking at social media and how that can impact folks. Looking at student athletes and social media stalking. We have Haru on the bus. He's a racialized male victim, and this is around cyberflashing or unsolicited intimate images. It's a stranger who has perpetrated it. Another common piece of tech-facilitated violence. Then we have one that's focused around a dating app, which was consensual and then turns non-consensual. I would also say with these as much as they, they live within an online version right now, I'd encourage folks to take a look at them and if there's something that you think you can work into an in-person training or use for other things, get creative with it, use them and adapt them, let us know how it goes, share with other folks what you've done, how they landed. I think this piece is where some of that real deep learning happens and is solidified for everyone. I should also mention, I don't think it was on a previous slide. We did our best for these to be useful for student staff and faculty. As we all know, it's very challenging to build one thing that works for everybody. But we did our best and we hope that they are useful to a range of audiences.

Okay. There we go. I did just want to highlight a few additional resources. Like I said, this field is really changing and growing quickly. So Shadow two, the work that Ran and Wong at Women Shelter, Canada has done with Tech safety Canada? The resources on that website are incredible, and they're always changing and being added to. So highly suggest folks check that

out. The Government of British Columbia, of course, has launched its intimate images protection service. There's lots of resources provincially to access there, as well as the B.C. Society of Transition Houses recently launched their camp or sorry Compass Tool Kit. Again, that's resources for folks who are navigating non-consensual image sharing. Um, I think these things are going to keep going. Some of these things, I think have come out since we finalized the resource. It changes fast, encourage people to continue checking in with those pieces and learning from all the work going on in community as well as on campuses. I believe with that, my slides still aren't moving, but I believe if we go to the next slide, I'm going to be passing it over to the brilliant Jewell Gillies to introduce their resource.

JEWELL:

Thank you, Meaghan. And thank you folks for all of your attention and time. This is a culmination of work and years of work that all of us have been invested in. So this opportunity for each of us to share a little bit of our journey to get here is the piece that supports our emotional well-being, right? So I want to talk to you about The Medicine of the Berry Patch. This is the resource that we created for supporting Indigenous students on campus. And I want to read really quickly an excerpt from Natalie Clark's environmental scan because this is what formed the whole structure for this resource. So Dr. Natalie Clark wrote a poem for her gap analysis in her environmental scan, and it goes like this. "There used to be a berry patch here gap analysis. I could write a poem here. I could leave it empty. I could ask a question without an answer. Like the time someone asked me, how can we support this Métis student on campus who experienced sexualized violence, and there was nothing. Silence. There could be a basket with no berries. There could be a space where berries used to grow. There could be a story about this one time we picked berries and made food, like the talk at UBC on decolonizing rape culture or the one at TRU. We offered berries. People ate them. I can still taste them in my mouth. But there are no berries growing here." That is such, first of all, for an Indigenous academic, me seeing an Indigenous professional put a gap analysis into narrative form was radically cool for me. I'm in my MBA at SFU. So that was a whole new way of looking at knowledge, looking at how we frame knowledge because that then helps us interpret it differently. It impacts our emotional well-being differently. It intersects with different parts of our thought process of the world differently. And her poem sat there and highlighted the constant effort that Indigenous Peoples have been putting into this field. We're offering the berries. Man, we're cooking up the food. We're feasting. We're talking about all of our needs. We're talking about the barriers, but we still have no berries growing here, right? And the concept that we can create healthier ecosystems by investing ourselves in building roots in our supports, right? So I'm going to say we created this resource, and it was really hard. It was really hard to figure out what the structure was going to look like. I did not want it to be a typical asynchronous learning module where people went through and clicked through each stage and had a little box that gave them in their mind some idea that they were completing reconciliation. Cause none of us can complete something that's meant to be a journey, meant to be something that we exist in, not a thing we've done or did. So it took a lot of brainstorming around this concept of how do we each build roots and create our supportive ecosystem, and how do we do it where we're not just doing it by rote because some manager in a department,

somewhere says, "Here's your PD for the year. Go be a woke Indigenous ally." We wanted it to have meaning that you walked away with. Next slide, please.

So we came to this, and I was really loud voice on this one saying, I fully expect people to come to this resource, having already got functioning knowledge on these materials. The TRC Calls to Action. The Final Report on the National Inquiry into Missing and Murdered Indigenous Women and Girls, as well as the In Plain Sight Report on Racism in our Health Care System. All of these are globally accessible. And in 2024, it behooves everybody to be personally responsible for removing your willful ignorance of the history that we are sitting in. So we've kind of expected that folks are going to come to this resource having functioning knowledge on what these pieces mean to them, what they mean to their programs, their department, the role that they play, because that helps set context for us, again, meaningfully, making this a tactile experience. Next slide, please.

This is how your landing page is going to look. We've got some pre-learning information. It gives you background on how we got here, and it gives you some content warnings. We're going to talk a little bit about how I framed the content warnings here in a hot sec. Then your learning journey is just that. It's yours, and it's a journey. You start it however you want to. You interact with it and engage with it, however you want to. You start at next steps and then maybe you go back to the beginning, or you go and review things and you say, I think I'm really comfortable with this aspect or this idea right now. But I really don't know how to apply it. So I'm going to go look at the Sustaining the Barry Patch part because maybe that calls to me more right now. Then, oh wait. I had a whole new idea. Maybe I'm going to go back and look at a different portion of it. It is meant to be internally reflective. You've got resources and handouts at the back. Again, I did not. I actually had to push back at Robynne and her team at some point because they were very furiously trying to research and gather every link for every trauma-informed Indigenous well-being, something, resource, or report or anything. And I stopped and said, Ho hold up. Like, I love your research like acumen. But that's the journey. Like if we don't go in a team that acknowledges ourselves, we're not learning it. We're just putting another PDF in a digital folder somewhere, and it's doing nothing to actually impact how you see yourself engaging with reconciliation. I do a lot of consulting work outside of the post-secondary world, and that is one of the biggest things for folks right now. How do you measure your success with this work? In this process, it's supposed to be measured through your experience, through your own eyes, through your own relation to that growth of knowledge. You're all your own leaders on this. Next slide, please.

So again, same things here. It's not your typical learning module. There is going to be no completion. There's going to be no satisfactory confetti when you submit the final thing. This is about building relationships. I call this kin-centric models of learning. So this is about how do you go into community as a non-Indigenous settler who works in the English department at College of New Caledonia and figure out how you can get on the invite list to all the family gatherings in the community so you can build the relationships because you earnestly want to. This journey is meant to inspire you to those thoughts, those methodologies. Again, it's about

creating that intentional space for relationship building. Hence there's no quizzes here. Next slide, please.

So our own learning journey, Robynne I'm going to invite you to unmute and join me in this conversation. Our own journey in creating this resource was radically cool, but incredibly difficult from some perspectives. I'll invite Robynne to share some of her thoughts if she would like.

ROBYNNE:

Yeah, well, I have a whole page of thoughts. I'll try to summarize it. Yeah. This was a really complex topic. I think that's probably my first learning from this is underestimating the complexity of trying to create a resource that's supporting Indigenous students and sexualized violence and just given the history. I think one of the big things I learned is I'm in constant awe of Jewell's resilience and working through this resource with us. I think one other thing that I just wanted to share too is we got some really good advice earlier on from actually some folks within the Ministry in the Indigenous Branch, which really encouraged us as non-Indigenous folks supporting Jewell in this work to get in the canoe with them. I think that that was a really pivotal part of this project. And I really want to give a shout-out to Liz and Barb, who really rolled up their sleeves and got in there and started to, within their expertise, supporting the development of this resource so that it created space for Jewell to have space to really think through and reflect on both the goal and then kind of how we could do this without, It was a fine balance between creating something that is trauma-informed because of we're working in Pressbooks. Making sure that we're creating a safe resource, but without softening the truth of the history. I think that that was one of the biggest things that we had to navigate is how can we do this without causing harm or re-harming somebody, but yet making sure that folks go out and do that learning. I do really want to give a shout-out to both the Ministry of Post-Secondary Education and Future Skills and WAGE because that did mean that we had to pivot some of our timelines and things like that, and they were very much in support of that. I really appreciated that. I think it comes down to relationships, hey Jewell? You and I have known each other for a long time, and there's a lot of trust, I think between our relationship. I think that's...

JEWELL:

That's the one thing I wanted to touch on. Really quickly, I want to come back. You highlighted Liz and Barb, and how they took on at one point, that concept of getting in the canoe. And like, yeah, what does that mean? Because everybody in this group started off their presentation by acknowledging it's a team effort. This team concept is not new, but the way that they did it was. For them and for us in the context of supporting an Indigenous person in your effort of doing the work, being the reconciliatory agent. Like in doing your job. Liz and Barb are curriculum writers and amazing authors/writers. Their field of expertise is very vast. It is focused on writing content and curriculum. They are neither of them Indigenous. They have worked with me through BCcampus for years and years, however, and I have a beautiful relationship with them. I have broken down in meetings with them on this resource in particular; it hits home. It's a real living experience, right? And this is where reconciliation is not

something you check a box on. It's not something you can satisfy in a yearly employee checklist. Did I reconcile enough this year? It's about seeing the impact that you have in the relations that you're holding. The work for this project was, like, some of the hardest emotionally tumultuous work that I've completed thus far in my life. But it was also incredibly healing. I sat in safe spaces quite literally with folks in this room and broke down and talked about it and said, "Hold up. I get that we have a timeline. I get that the Ministry has responsibilities, and there's funds and financial things attached to it, but I can't right now. So I need to empower you to feel confident in being that advocate and that actual accomplice to reconciliation by using the voice that I know that you have in trusting when I sit there and say, 'I believe in you being a good human,' so go and do the right thing. They went into my scripting for all the videos. All of this resource is video based. And so they went into all the scripts that I wrote, and I needed them quite tangibly to make edits to my voice because at times it became out of context or out of scope for the project. And in those moments, I was dealing with multiple family deaths and other things going on in my personal life. And I said, "Friends, this is what's happening, but here's what I need you to look for. Here's what I want you to be critical on. And here is me giving you full power because I know that you know how to do this in such a honourable way." And I walked away for a good few weeks having to deal with my own family's needs and support systems, and I came back, and it was just done. And they had beautifully had conversations. They had kept me in the email links so that I could read everything afterwards. They summarized stuff in a way that my neurodivergent brain really gets support with. And they checked back in saying, "Hey, did we get it right?" And gosh darn, if that isn't actualizing what reconciliation should look and feel and be experienced like? Like, holy man. Like, it was beautiful. I've always said with my work at BCcampus, their way of doing these projects has always inherently been based in Indigenous pedagogy around equity of voice and need, right? So hands go up to all of you for that work.

I will come back to the videos here really quick and say we did all of the filming in territory on the land, and then some scripting stuff in the studio. We had a really beautiful moment when we were filming in the conservancy. This is a national Conservancy Park in Kelowna. Two random folks were going on a hike while we were there, and I was trying to smudge with these folks that were filming me. And I ended up having a beautiful conversation because we're like, what's going on here? I was like, Come join us. Both of them were survivors of sexual violence, one who just left her intimate partner and had just left her first counselling session that morning. Being able to sit and realize that we're building and filming this resource around, what are the ways that we find our strength in moments of trauma? Because the world is always going to be filled with traumas, and we know that we need to be prepared and armor ourselves and bear down with, you know, weaponry to protect ourselves. But how do we signal that we already have strength within us? And I think that's where if you can go to the next slide, please, Paula.

That's where we wanted to shift some of our imagery. When we started talking about the content warnings or trigger warnings, I really dislike when I go into a post or a curriculum something and it says, "Trigger warning. This talks about X, Y, Z, and Z. Well, that's now making

my cortisol immediately rise because it's like you have to be alert, something dangerous is coming, content that's emotionally triggering is coming. And I'm like, that's not where my strength comes from. So why am I not highlighting where is my strengths? Oh, Can I go back one? Thank you. Where do I empower my inner monologue? To recognize, yes, there is a threat. There is a trauma. There is a stressor here. But wait, I'm not, I don't have to go into mock nine emergency mode. I have tools. I have resources, I can breathe into this discomfort just a little bit. And so we started using some traditional imagery here. It's all digital assets that folks can download and add to your marketing materials, your campaign materials, if you do that, to really start leveraging that trigger warning as a space to invite us to identify our strengths, and to be able to do that for our peers as well. Because if we can sit there and hold space to say, "I see that you're struggling," I can also sit there and say, "But I can see that you have so much resiliency in you and I love that you came to talk to me about this." And that just shows me right away, you have the ability to reach out for help, and talking in that way that's more supportive of their ability to heal themselves with community. Yeah, Robynne, did you have anything else to add or conclude from our...

ROBYNNE:

I mean, I guess in closing, I think I mean, you nailed, you said this already is I had to quickly learn that, I had to make sure that I was being an advocate and an ally before a project manager with this resource, and I knew that from the start, but I think it became even more apparent as we went through. Lastly, just more of a call to action for folks in the sector that are working with Indigenous people. One of the things I learned is that there are policies and processes within finance to be able to be able to pay folks with lived experience or Indigenous people that you're working with quicker than the traditional 30-minute holdback. In an effort for reciprocity, really encourage folks if you're not already doing that in your institutions, to look into those processes and try to be able to do that for folks. That is it for me. I think we pass it over to Kaitlyn next. Thank you.

KAITLYN:

Thank you, Jewell. That was beautiful. Here I'm going to take you inside a very quick tour of Pressbooks of the Communication Healthy Relationships and Consent as all four of these resources have a component in Pressbooks, so I also hope to share some navigation tips here.

I'll just quickly take over screen sharing and if someone can give me a thumbs up that screen sharing. Awesome. This is the Pressbooks home page of the Communication, Healthy Relationships, and Consent resource. Here we have the Read Book button that will take you to the very first page of any resource in Pressbooks, and that is usually the accessibility statement for BCcampus published resource. The Buy Book button, it will take you to a link that our print-on-demand partner, which is SFU has, where we can purchase a physical copy of this book, and the Download this Book button, where you can download a variety of export format if this resource to whether you use the resource offline or import that into your own Pressbooks or LMS. If you further scroll down, you'll see the table of content where you can click on any one of the chapter titles to access that chapter directly. Further down, we have the book

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Let's go into one of the modules. You've probably seen some screenshots from Sam's presentation already. But when you're actually in this resource, we know it may not be the right size for you. Here is the expected full screen buttons, if it works better for your eyes, and the arrows to navigate between the slides. The table of content here to go to any specific slides. Down here, we also have the Reuse button for you to download this H5P file and upload it to your own website for LMS. The rights of use that explains the attribution information for the materials that we reuse from elsewhere. Of course, the embed code to embed these interactive elements into your own website or LMS.

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ROBYNNE:

Awesome, thank you, everybody. Thank you to all the presenters. That was awesome. Now just opening it up for questions. Folks are invited to unmute and ask a question if you're comfortable or feel free to put a question in the chat.

PARTICIPANT:

Hello, everyone. Well, yes, I was just about to say, thank you very much for all the work. It's amazing to have the resources available. And I know this has been a long project, I just wanted to acknowledge that thank you all for that. Thanks, Jen.

ROBYNNE: Thanks, Jen.

MATTY:

I just wanted to reflect on that experience, Jewell, you mentioned while filming. I just I'm so taken back on how serendipitous and powerful that must have been for you and hopefully the survivor that, you know, came across this amazing resource being developed, right?

JEWELL:

Yeah, it was. Thank you for that question. Yeah. It was a really beautiful, like, experience, and now they're connected to me on Instagram. I have a public Instagram, so folks can find me and go there and, I do just my random, like niche things every day. But that's the concept, right? That wholesomely just captured the concept. I was gleeful. I'm very neurodivergent. Folks here probably recognize that already. And I was like, doing a weird jig in the middle of this trail as I was looking at the film director and his crew person, because I was like, this is us doing the thing. Like, we always talk about, especially in reconciliation, it's about building relationships. It's about building relationships. And from an organizational structure from post-secondary, you're one employee of thousands who's supporting thousands and thousands of students. So what is reconciliation and building relationships really look like to you as the chair of engineering department from this massive institutional place. And it was that concept that we wouldn't have found those people. I wouldn't have had that beautiful contact with them, if I hadn't asked Robynne, "Hey, weird question, but can I maybe do some of the recording, not in the studio? I know that I have scripts that I have to read, but is there a way we can do it on the land? I want to do it in territory. I want to do it in an actual forest because the whole analogy is about building and growing a thriving ecosystem that provides nutrients through our medicines through our gifts, through our resources." She was like, "Well, I don't see why not." Immediately, just the film crew, everybody was there for it. If we're only ever holding in and just talking to our own siloed little groups of people, then of course, we're not going to see a broader impact because we're not sharing that message outward. I think about the teachings and a lot of the teachings I talk about in this resource, in particular is around what is the concept of wealth for Indigenous peoples? It's radically different. It's the concept of spiritual wealth through our relations. Through potlatching, I know that I can call on people from all the way down in South America as nation tribes, and they would come to my big house and they would potlatch with me. That's my wealth. It's because I have such a relationship with them that I know if I was travelling down there, and suddenly I needed a house to stay in. I could then knock on their door and say, "Hey, Auntie," and she'll say, "Oh, I remember all of the gifts that you shared with us in your big house. Come in. Let me feed you, let me house you and I'll take care of you." It's about the relating. When we talk about land acknowledgments, they're almost like arrogant at this point in our lives because nobody's doing the actioning of that. I recognize this territory and the people that are here, but I don't meet them. But I don't talk to them. And I don't go into their community. I don't research who they are. I don't research what it means to them to be in this land. I don't know what this land looks like from the ground up because they've never been in that forest. It's all of those concepts and stripping away the policy and the structures of governance and procedure that we often get stuck in in very Eurocentric

spaces. And understanding that sometimes you being able to satisfy I'm putting effort into reconciliation is by going and doing the work on the land, right? Yeah. That whole interaction has given me wings. Those ladies since then have both messaged me on Instagram and invited me to, they've got group potlucks they do and stuff, and just like it was really powerful. We can only have those experiences if we're extending ourselves outwards, though and sharing our gifts. Right? Yeah. Thank you.

ROBYNNE:

Awesome. Thanks, Jewell. And if there isn't going to be any more questions, we will wrap this up. There is a post project survey that Kaitlyn just put the link in. But through the magic of QR codes, you can also do the survey right now, it's just really great to get feedback on both just how we delivered this webinar, but the content within it, always looking for feedback so that we can constantly be improving. Again, thank you to everybody that showed up today to listen to all of our speakers. We're very excited that these resources are now available and acknowledge that there's lots more work to do. Intersectionality is a really complex, obviously, umbrella, and there's lots of folks that or resources that are needed still in the sector. I just wanted to note that we do know that and it's on our mind. Thanks, everybody, and take care.