

National Skillshare Series – Frontline Gender-Based Violence Workers Community of Practice, July 7th 2021

Transcription is provided in order to facilitate communication accessibility and may not be a totally verbatim record of the proceedings.

Farrah: Hi everyone. Welcome to the Courage to Act National Skillshare Series. It's our last community of practice today and I'm so excited to be a part of this conversation with all of you. We're just going to give it one more minute before we start so get in a comfortable position, get some water, get whatever's going to feel good for you at this moment.

All right, I think we are good to start.

So, again, my name is Farrah Khan and I'm one of the co-directors of Courage to Act, which is a national project to look at addressing and preventing gender-based violence. I am so excited to be here because this Skillshare Session today is something near and dear to me as a frontline gender-based violence worker, because we're going to be listening and hearing about this amazing project that frontline gender-based violence workers created in their Community of Practice.

Before we begin a note about accessibility and language, attendees can view live captions for this session by clicking the link in the chat box, so just look down at the chat box and you can see it. You can also listen to this session in French by selecting "French language channel" using the Interpretation Menu. Today's session is being recorded and will be available on our website along with a transcript of this session.

A graphic recording will also be created from today's presentation by Sam from [Drawing Change]. We're so lucky to be here with him. His role is to listen deeply and to translate our ideas into visuals. You can watch Sam drawing as he follows along with the session by spotlighting his video on your Zoom setting. There will be a graphic recording available at all the skillshare sessions, which you can find at the Education tab on our website and when they are released as a part of the Community of Practice tools in the Courage to Act Knowledge Centre, which will be happening very soon.

Courage to Act is a two-year national initiative to address and prevent gender-based violence in post-secondary institutions in Canada. It builds on key recommendations within the Possibility Seeds vital report, "Courage to Act: Developing a National Framework to Address and Prevent Gender-Based Violence in Post-Secondary Institutions".

Our project is the first national collaboration of its kind that brings together scholars, experts, advocates from across Canada to end gender-based violence on campus. Now that's a pretty lofty goal so I can say we're really working on preventing it or even addressing it, because it is a huge issue and we can't just do it in a silo.

About the National Skillshare, so a key feature of our project is a National Skillshare Series where working groups, communities of practice, and keynote speakers will discuss tools, trends and strategies that will shape how we address and prevent gender-based violence on campus.

Through the skillshare series we are so pleased to introduce and offer insights into the development of the tools and resources created by gender-based violence experts like yourselves.

There will be a chance to sign up for piloting opportunities at the Courage to Act Knowledge Centre in fall 2021. And it's really exciting because I will be able to spend time with you actually looking at these tools and refining them together.

Attendees will join a connected network of experts and advocates across Canada who explore urgent issues and promising practices, this is supported by caucus. These skillshare series are also a recognized learning opportunity, attendance at ten or more live webinars in our national skillshare series will count towards an online certificate.

Our project is made possible by generous support and funding from the Department of Women and Gender Equality, WAGE, federal government of Canada.

Possibility Seeds always begins our sessions with the recognition that we're acknowledging this work as taking place on and across traditional territories of many Indigenous communities who recognize that gender-based violence is one form of violence caused by colonization to marginalize and dispossess Indigenous people from their lands and waters. The frontline worker team will also be providing a Land Acknowledge as part of their presentation.

If you don't know what community that you are as a settler on, it's really important to figure that out, and you can go to nativeland.ca. And that's a really important place you can find that and explore what that looks like for you and what that means for you.

I also want to name that this work is challenging. Many of us have been working now for a year under pandemic restrictions, we may be survivors, we may be a frontline worker, wherever we are on that spectrum, it's really important that we take care of ourselves. And I hear you that it's hard, so we do have a self-care section on our website that you can go we call it "shelf care" and you can go and kind of explore things that feel good for you. If it feels overwhelming right now, you can go to that.

You can also use the #GBVNationalSkillshare to talk about anything that you're learning today that you're excited about, please share it so people know about it.

You're invited to enter questions in the community box throughout the session. They'll be posed to the Frontline GBV Worker CP at the end of

the presentation. We'll try to engage with as many questions as we can, please do ask them.

At the end of this hour you'll also find an evaluation link, we're grateful if you take a few minutes to share your feedback as it helps us improve. It's anonymous, so we're not going to know who did it or who said it, so please tell us what you think.

Prior to the sessions we'll also email you a copy of the evaluation form and a link to the recording, so you can view it again and share with your networks.

I'm so excited to introduce Meaghan Ross from the GBV Community of Practice, Meaghan Ross and I have worked together for a number of years and somebody I really appreciate and trust. She is a Sexual Violence Response Coordinator at University of Waterloo. Today she'll be the facilitator for the Frontline GBV Workers Campus Skillshare.

Meaghan R: Thanks Farrah and thanks so much for having us here. We're really excited to be able to connect with everyone today and to talk about the work that we've been doing collectively together.

So as we begin, we really do want to take that time to centre in and focus on the land that we're on and what that means for us.

And so, as Farrah mentioned, we are all treaty people, and what that means is that there have been traditional and current custodians of these lands and waters across Turtle Island. And those Indigenous people doing that work have done that since time in memorial, and we have a lot to learn from them. Those of us who are settlers have a lot to learn from them in terms of their teachings, and particularly, what that means for work in education and what that means for work against gender-based violence.

And so, today, we want to start by taking time to think about what our role is. What does an actual Land Acknowledgement mean? And those of us who are settlers, especially those of us who are white, those of us who did not come here through forced enslavement or forced migration, we have a role in being allies, and being in the struggle, and being in the resistance with Indigenous folks taking their direction and their lead. This is particularly true as this is really – this is a heavy time for us and for you, and there's a lot on our hearts when we think about what is happening in terms of colonialism across Turtle Island. And as we think about what's happening in terms of colonialism globally. So there is much work for us to do.

And we would encourage folks to take a moment right now to think how we individually, and we collectively, do this work of moving from just an acknowledgement into action.

So we encourage folks to take that pause first before we start this conversation and to be in a good mind, and a good space, and a good heart, and to think about how we incorporate the teachings that we have

learned from Indigenous peoples and that they continue to share with us. So we encourage folks to take a moment right now and to think about how we move into action, and what we are called to do.

Thanks for taking that moment with us. This is really central to, as Farrah said, the conversations that we have doing this work addressing colonialism, around addressing how education should happen, around addressing gender-based violence, these are all hard conversations and central to our work.

And one of the benefits of having worked in a community of practice together is that we have been able to reduce some of our isolation. That we have been able to think creatively with each other to strategize and to really provide that support to each other.

You will hear later on today sort of how varied the context of the work that we do is. That we each kind of are structured in a campus that looks really different that comes to this work with different agendas, and many of us come from community or are currently in community and being called in to do this work on campuses. And from all of that isolation, we have been able to use our Community of Practice to create a tool that is really born of thinking about what this work could look like, and thinking about what we need to do this work well.

So, I'd like to invite Carla, from the community of practice. Carla is the Sexual Violence Support Advocate from the University of Calgary. And Carla is going to first take us through the tool to let you know what the tool includes, how it was developed, how it came to be, what we're hoping it can do. And then we're going to speak with some of the other folks from the Community of Practice who are going to help us think about its applicability and the tools' adaptability.

So welcome to Carla.

Carla: Thank you Meaghan. Thank you for that intro.

I'm just going to dive into it here and bring you kind of up to speed on where we are and the work that we've done in creating this evaluation tool.

So, most of us probably on this call are aware that these roles are still pretty new on campus, and there's very little thorough or consistent evaluation frameworks in place that help us demonstrate the value of the work that we do, beyond just collecting numbers around people that we respond to, or that are seeking support, or making complaints. And so while there may be some legislation governing reporting numbers of people served, this is not the whole story. There hasn't been time for us to answer all the complex questions that really evaluate the work that we're doing.

So this is – when we talk about the less visible or invisible pieces, this is what kind of centred a lot of our conversation. And we wanted to think about how do we kind of take into account that work that's being done?

How do we measure the value of supporting survivors when this work is often invisible, it's new to institutions and the benefits might not be as easily quantifiable as simply adding numbers.

So, for example, how many people remained in school as a result of the services provided? These roles were created from student advocacy, and require some really unique ways of supporting people and thinking outside of the box, recognizing this problem is being gendered and therefore a matter of human rights, and so really meeting people individually/uniquely every time that we sit down with folks and meeting them where they're at.

So for us, that means being really well educated in most, if not all, areas of anti-oppression work, things like racism, homophobia, transphobia, ableism, sexism, xenophobia/centre phobia – sorry – and how these pieces interact with each other, such as things like misogynoir. As well as systems theories, thinking critical race theory, queer theory, so thinking things there like patriarchy and colonialism. As well as strong understandings of multiple reporting processes and institutional systems, like the criminal system, the healthcare system, education systems, civil processes, human rights processes, occupational health, professional college complaints, and this is not an exhaustive list.

And we also must be able to do all of this while doing it in a trauma-informed way. So we needed a tool that was dynamic, something that could be both flexible to our unique post-secondary's and the contexts of those that we're in. But, as well, that could help create something comparative across institutions and provinces.

We need to be able to demonstrate the skills and expertise, the knowledge foundational to this work that I was mentioning above, most of which comes from our work and our connections to feminist anti-violence work within communities. We need to be able to show partners, and governments and our boards the data in ways that help them understand the full picture. This felt like a really daunting task. And we had many, many conversations about how we might do this.

Many frontline workers in different campuses have made great strides in developing their programs to ensure supports are in place but we haven't had the time to maybe pause, reflect and develop evaluation for assessing this work. So this tool is hopefully going to help us all do that and strengthen our responses to sexual violence on our campuses, making sure they're effective and impactful.

We would like to dedicate this tool to all of the people who have come forward with their stories and knowledge, allowing us to walk with you during such a difficult time, thank you for your courage in seeking support. And we hope that we've accurately represented your knowledge.

So let me share a little bit about the toolkit and the process of arriving where we are now. So this community work took shape in perfect community development process. We met several times talking as a

group, sharing knowledge, experiences, and building trust through listening and reciprocity.

We had an amazing consultant Anna work with us who spent time listening, asking questions, building a framework and continually checking in with us to make sure the needs of the assessment was just right so that we could best represent the work and the voices of those we support. We brought together frontline workers from across Canada at different PSIs connected to this work, as well as some community organizations that support this work.

So we acknowledge that this work dedicates some attention to staff and faculty, but the evaluation framework intentionally focuses on students primarily. For a couple of reasons, students are the largest population on most of our campus as well as the largest population that most of us serve in general, and many folks on different campuses actually only work with students.

And secondly, students are overrepresented unfortunately in sexual violence statistics/gender-based violence statistics. So in general, these positions have leadership or crucial involvement addressing gender-based violence at post-secondary.

To describe these areas, we adopted here the key dimensions suggested by the Courage to Act Report. One: that we respond to disclosures and provide support. Two: that we provide prevention education. And three, we provide support reporting investigation work and adjudication.

However, the scope of this evaluation framework is specifically for the assessment of institution response and disclosures and support of survivors – victims or survivors.

We decided not to include the assessment of prevention in education since these domains require a separate evaluation framework. The purpose of this framework is fundamentally to improve existing response and support services.

So I'm going to just talk a little bit next about why it's important to capture this work and the benefit of doing that.

So we hope that this resource can help frontline workers adopt any evidence-based approach to inform local program improvement and advocacy initiatives and reporting.

The Community of Practice highlighted that monitoring evaluation purposes should go beyond the purposes of just being accountable to funders. We wanted to develop a tool with guidelines to collect and analyze data that would be helpful to also improve programs and services, and to collectively learn together across all of the PSIs in Canada. So that we could speed up this learning process, because what we also know is that as we're learning, and maybe making mistakes,

we're causing more harm. So if we can do this collectively together, and learn from each other, that would be best.

So these guidelines were developed to help frontline workers and their teams create a monitoring and evaluation framework at your own PSI with the following purposes:

- To understand the efforts and deliverables attached to institutional responses to disclosures and support services by assessing output.
- To study the direct effects and impact of the work on the response system and the services offered to victims and survivors by assessing outcome.
- To understand what GBV victims or survivors found challenging, or helpful, when they accessed the supports related to our work at PSIs; and but provide recommendations for future directions.

So I'd like to share a little bit about what you can expect to see in the tool next.

So our tool contains one main document with guidelines on how to develop an evaluation framework. It also includes two annexes and one simulation document.

We want to thank Zanab from Courage to Act as they developed this simulation tool for us, and it was kind of something we did last minute as we realized it would be really helpful in understanding the tool and putting it into and taking that theory to practice. So we created a narrative with a fake post-secondary to test this frontline GBV work, and analyze the data, so you'll be able to see that help provide guidance.

We believe that the guidelines built collectively with this group can help develop and implement structured monitoring and evaluation processes focused on the work related to response and disclosures. So I'm just going to outline the six steps of the framework to help give you a bit of an insight into what to expect.

So there are six steps you can see on the screen. The first section will help you make some informed choices to define the foundations, identify and define multiple components such as what key stakeholders should be involved, and to what extent should they be engaged, what are your data collection capabilities, the framework purposes, scope and timeframe; and then timeframes for developing and implementing this framework?

This section provides tips on how to start discussions at your PSI, questions such as who should be involved and how, what skills do we need to build, what will be the approach, what resource is available, what form of evaluation is best for us to use? So, although having some insights on stakeholder engagement and scope alignment, step two, which is building the foundations, is really – it provides a meaningful contribution to how and why we build a program theory. And we offer a

program logic model that can be utilized at your different programs. They are diagrams and examples that can be utilized as a starting point.

Step three, Choosing Evaluation Questions, provides examples of evaluation questions in four different evaluation domains. So the first one is appropriateness, so looking at to what extent is the work being done at your school appropriate to the needs of people affected or impacted by gender-based violence? Two is efficiency; to what extent were the intended outputs delivered, and were the available resources sufficient to do this well? Effectiveness, to what degree was the program considered as being of value by its key stakeholders? And last is impact; to what degree and extent did the work achieve its intended objectives and desired changes?

Step four is Creating the Integrated Monitoring and Evaluation Plan. So this is organized according to the evaluation domains I just mentioned. Monitoring indicators are suggested to provide data about the program and evaluation methods to answer each of the evaluation questions to provide a deep analysis and possible differences from that data that you collect.

Step five, Collecting and Working with Data. During the discussions that informed these guidelines we talked about the importance of having data that is comparable across our organizations and different PSIs. So this is where we would refer readers to those two annexes I was telling you about that were created to help ease an understanding of the tool.

The first one is the Indicator Information Section, or annex one, and it describes each of the indicators listed in our monitoring and evaluation plan in more detail, also expanding upon how to measure them. So they are organized again according to the four evaluation domains, which were appropriateness, efficiency, effectiveness and impact.

The second tool, or Annex Two, Compendium of Data Collection Tools provides suggestions for the creation, or adjustments, of tools that maybe you're already using to collect the data to be evaluated.

So, the ones that we've included are an intake form, tools for assessment of gender-based violence policies on our campus, follow up forms to be completed by victims or survivors who have accessed the services, and a statistics collection tool completed by the gender-based violent worker after meeting with the victim or survivor. So these four tools will give us access for different data point collection pieces.

There's also a priority identification tool for frontline gender-based violence workers, which offers gender-based violence workers a list of suggested areas to discuss with the institution managers to support identification priorities to address our own trauma exposure.

And then finally, step six is Sharing Your Findings. And this just presents a rough draft of an annual report that could be used to present the data that you've now collected using this tool, and it could be adjusted according to the context of each PSI or post-secondary.

Knowing that not all institutions are the same or different places of this work maybe have different expectations of what they're monitoring and evaluating, we opted to offer a really comprehensive tool so that each PSI could choose what's applicable to its own context.

So, kind of, lastly, the tool presents some guidelines that are ready to be piloted. And this means that as we receive feedback we can implement these experiences to continue to improve it.

So that's kind of the tool – a high-level example of the tool, and I'm going to pass it back to Meaghan.

Meaghan R: Thank you so much for that. I hope that was helpful for folks. We know you haven't seen it, so we wanted to spend some time outlining what it included. So that's a little bit of like rapid-fire information about everything that would be involved. As you sort of hear from us today and as we continue talking please do populate any questions you have about what's involved, or any of the specifics that Carla mentioned.

Now I would like to welcome four other folks from the Community of Practice who are going to help us think through how this can be really adapted, how this tool reflects the different contexts in which we're working.

So first, I'd invite Meagan Simon. She is the Sexual Violence Response Coordinator at MacEwan University in Edmonton.

I'd like to have Eileen Conboy come on. Eileen, she is the Sexual Violence Prevention and Response Coordinator at the University of Prince Edward Island.

We'll also have Colleen. Colleen is the Director of Mental Health and Wellness at Yukon University.

And Paula. Paula, she's the Executive Director at the Corner Brook Status of Women Council, which is in Corner Brook, Newfoundland and Labrador. So if all those folks want to join me.

Great. And just to ensure we have Colleen, that's great. OK.

So, first, what I'm hoping that we can do is just have some information from each of you, to let us know a little bit about your specific context. Help us to think about how your PSI or your community organization kind of enters into this work. And then, tell us a little bit about how you think the tool could be adapted to your context.

And I'm just going to call on folks for the ease of today. So I'll just start kind of in the order that people were sort of announced, or introduced.

So Meagan, if you could start just by sharing some information about your context and how you think this tool is really going to be applicable to your space and the work that you're doing.

Meagan S: Sounds good, thank you Meaghan.

So as the other Meaghan said, I am at MacEwan University, we're located in Treaty 6 Territory in Edmonton, Alberta. We are a downtown campus with roughly 18,500 students part-time and fulltime.

MacEwan University offers a mix of bachelor programs, transfer degree programs, as well as diploma and certificate programs. We introduced a sexual violence policy in 2015. And then my position as Sexual Violence Response Coordinator was created in 2018.

So, in terms of how I see this framework applying to my particular context, I think the reality has already been mentioned is that these positions have been created within the last I would say maybe five to ten years, for the most part. And all of us faced situations where we were coming into the position and needed to create it from the ground-up. And I spent quite a bit of time early on deciding what kind of structure I needed for the position, what would be my particular role at the university, my responsibilities and overall how I fit into the university ecosystem. Knowing that there were other support services available and so what would be my unique role. And one of my first priorities was needing to create myself an evaluation tool, a tool to track my service delivery, and a way to draft annual reports for my stakeholders on campus.

And specifically at MacEwan, I have a Sexual Violence Prevention Education Committee that I report to.

So I relied quite heavily on my past experience working at not-for-profit sexual assault centres in Alberta and I was able to utilize that past experience to develop some tools. But they weren't developed necessarily from a context that this framework was developed, where we were all gender-based violence workers working together to say what do we need to evaluate from within a post-secondary environment.

So, I think the tool is going to be very helpful in me thinking through how I've been evaluating and improving, how I evaluate into the future, to ensure that I'm looking at the context that I'm working with. Rather than relying on previous experience and previous tools.

And I think all of the indicators are going to be applicable to my context, so I'm very excited to use it. And for both evaluating my services as well as reporting mechanisms as well.

Meaghan R: Thanks. I hear you, and feel having to build things from the ground-up, so I feel that resonating. And I think that's probably true for lots of folks who are in the kind of work that we're doing.

Eileen.

Eileen: I'm from PEI. So yes, I'm at the University of Prince Edward Island. Some context again, our population here around 160,000, I think we might have just gone over that recently.

My university has about 4,000 students. I think I incorrectly put the number of staff and faculty that we had on that slide before. We have about 800 staff and faculty. Largely a commuter campus.

And yeah, we launched our Sexual Violence policy here in October 2018. At that time I was hired as the first coordinator as well.

So I'm the only coordinator responsible for both response and prevention education on campus supporting every member of the university community, all instances of sexualized violence, no matter when or where. We do actually have sexual violence policy legislation here in PEI, but our reporting requirements are unspecified at this time, or not in our regulation.

And I think the person context matters as much as the university context, so like Meagan was saying – number two I should say, I have a background in non-profit, I have a Master's in Educational Counselling, and so I came from working directly with survivors and counselling, and now I'm here at this university navigating processes and wearing different hats.

So I think I'm interested in many of the indicators that are included in this tool. I love that there are measures for quantity that speaks to stakeholders who respond to that, but then also that we're going to be looking at the quality of people's response experiences using my services. I also like to think about how you know it is adaptable and that I can pick and choose indicators as my own role evolves. And maybe kind of like I think Meagan S was saying, you know potentially meet those dream services that we want to have on campuses across the country.

But there are a few indicators that I may not use. So for example, in my current context right now, I don't have survivor accompaniment in the scope of my [audio cut out 00:30:07] at this moment, I also don't have third party reporting under my policy; so those might be things that I might not include in a measure from my university context.

Also, I'm very mindful and want to be mindful about what information I take, and for what reason. With my small school size, I have to be mindful about what information might be identifying when I'm reporting certain measures from my office.

I also really like the stakeholder mapping matrix, because, like I said, I am one person in this office. I think it's going to be really helpful to not only help me to identify the stakeholders on campus and community, but also the level of engagement that I might need from them or might be expected from them. And I think sometimes at school is a great way to communicate and build relationships on campus. So I'm foreseeing that being really helpful as well.

Meaghan R: Thanks for all that information, about how you can kind of see that moving – moving that tool throughout your space and the work that you're doing, particularly as one person in a smaller context, thanks to that.

Colleen?

Colleen: Thank you Meaghan. So I'm from Yukon University. And Yukon University is the only post-secondary institution in the Yukon Territory. The Ayamdigut campus is in Whitehorse, and it's located on the traditional territory, the Kwanlin Dün's First Nation and the Kwanlin Dün's Council. And the Yukon actually has 14 individual first nation governments, so 11 of them are self-governing. And we also have 13 campuses spread throughout the territory. So we're a large land mass with a small population.

The city of Whitehorse itself has over 30,000 people. The population of the entire territory is just over 42,000. So small numbers, but a great network of post-secondaries throughout that territory.

Yukon College became Yukon University in the spring of 2020 and we are the first Canadian University north of 60. So of course we're a hybrid university offering a wide variety of programs that includes trades and Indigenous governance is Yukon University's first degree. So there's I guess a very diverse population throughout that territory.

The Yukon University legislation does include specific commitments to Yukon First Nations, including their jurisdiction under the final and self-government agreements, and the implementation of those agreements by building capacity through education and research borne with Yukon First Nations. So this is a really unique opportunity and legislated requirement to include all 14 First Nations in what we are doing.

So when it comes to sexualized and gender-based violence it's really an important opportunity but a huge challenge to figure out how to do that.

So, in terms of the tool, we do have a SVRP policy that was approved in 2018. The legislation from 2020 does name some specific requirements for Yukon U, including identifying reporting procedures.

The territory itself has a SVRP team mainly based out of Whitehorse. Yukon University has a rep on this team. That person has been on leave, so we have not had a current rep on there.

And as a hybrid university we're in a dynamic state of influx right now, with many stages of staffing. So we don't have an officer per se. So in my role, I have ended up being one of those who does my best to navigate those tough waters, and I guess gain capacity and access for the people who come forward and disclose and report.

The tool provides strong guidelines from the student lens, which is really exciting. And that tampered with our change in infrastructure. Our program theory and logic model easily fit all contexts. And I see it being a really exciting framework to help guide all of the changes and the decisions that need to be made at Yukon University around this.

The data collection tools provide relevant indicators that can be chosen to flip the ongoing development and change in rules, both with the Yukon youth and the Yukon community. So I see the huge value of this tool for our specific context.

It has the option of guiding the creation of what I would consider an intentional, informed and integrated disclosure and support approach both within Yukon University and the Yukon community.

Because we are so small we really do rely on one another to have that expertise throughout the territory and really support one another within the context.

The participation in the visionary hopeful potential and support of other higher education networks cannot be overstated in terms of its value for a place like the Yukon. And you know being involved with the community of practice has been such an incredible network, and I can't say enough about how important the expertise and support from all of you has been. And how, you know Yukon University looks forward to maintaining that and then continuing to be part of learning together with everyone.

Thank you.

Meaghan R: Thanks. Yeah, and helpful I think to see the differences in terms of what legislation is all sort of governing people, and the ways in which we are kind of coming to this work under different frameworks. Thanks for that Colleen.

Paula?

Paula: Hi. I am located in Corner Brook, Newfoundland Labrador on the west coast of the island portion of the province. Corner Brook is located on ancestral traditional land of the Mi'kmaw Beothuk peoples.

Corner Brook is a town of about 20,000 people, and it's located about eight hours away from the capital city. Which is our main major urban centre for the entire province.

Our town, although small, does have 3 post-secondary campuses, one is a university campus and then we have two college campuses. One is public and one is private, and we serve about 2,000 students.

As you might have guessed already, not all post-secondary institutes have dedicated staff to address sexual violence on campus, or the position might be shared between multiple campuses. Community agencies that are local often provide the services and support in these instances. So including community agencies, in this Community of Practice, reminds us that sexual violence often doesn't happen in isolation in our post-secondary institutions, it often impacts all of the community and also that sexual and gender-based violence are societal issues.

In terms of this tool, we see this tool as providing a basis for establishing a common foundation for establishing and evaluating services, regardless of who the provider is.

We also see it providing points for consideration for post-secondary institutions that have yet to develop these positions, but who are hoping to. And that they can use these values and points to consideration while they establish those positions.

In terms of being a community-based organization, obviously our reporting processes will look different; however, what will remain the same is looking at those values of appropriateness, efficiency, effectiveness and impact, because they're all relevant to the services and supports that we provide.

Meaghan R: Thank you so much, I really appreciate hearing from you Paula.

One of the reasons we wanted to make sure that you were part of this panel is because we see this Community of Practice as many of us have come in from community spaces, and really are working to make those connections between folks in the community who have done this work long before the universities came to this, in order to sustain those partnerships and practices, and to learn from each other. So I really appreciate that perspective of how you might make use of this in a space where there isn't someone in a role at a particular university.

Second question for you folks – and I'm just going to ask that you just share one thing. For each of you, what do you think is one of the values of the tool?

And you've kind of spoken to this a little bit. But I'm going to ask that folks be really specific, and think about in the context of the work that you're doing, the folks that you have to provide reports and data to, and the sort of multiplicity of who you would use this data for, and with, what's one of the values? So, real specific answer, I'm going to go back in the same order. Meagan S, Eileen, Colleen, Paula, Meagan S.

Meagan S: I'm going to say two. But I'll be quick. Because I think that there are two values, it's about accountability and making the invisible work visible. And I think for me, personally, as somebody who is personally in this role, the accountability piece is maybe the most important. It's a way that I can be accountable to the people that I serve and my community, and constantly looking at how to improve my service delivery. And I think that's so important. And then along with that making the invisible work visible, it can be so difficult to reflect even in words and data the work that we do. And often, I summarize it as I help people who leave feeling heard and cared for and supported, but how do you reflect that in a reporting mechanism? So I think that this tool will be helpful in translating what support looks like in practice, and what are the outcomes of that support.

Meaghan R: You didn't lie, that was super quick. Eileen.

Eileen: I want to echo what Meagan said. But also say, because of you know jumping into this role and starting a new office from scratch, it meant that I was guided by a lot of new and great best practices that were already out there by other institutions and such. But I haven't had the lived experience of the survivors to inform my practice, and so I'm really excited to be able to get feedback from the stakeholders involved in my services and be able to improve and continue to grow with the response that we have here on campus at UPI.

Meaghan R: Thanks. And I think that that accountability piece, as both of you were saying, is really the foundation right. That's the thing that we are focusing on the most for this work, recognizing that we report to lots of different folks.

Colleen?

Colleen: Oh I see it as being an incredible tool to create – I agree with making the invisible visible. The accountability framework has been absent I think in the Yukon and the university has really struggled with how do we do this? So I see this being super helpful to help us get on track to create an accountability framework that will work, that does pull that work out into numbers that people will understand.

Meaghan R: And appreciate the need to have – especially in spaces where there isn't a framework in place, really wanting to make sure that that is driven by the people who are most connected into this work, those being the survivors and students, and also ourselves who are doing the sort of frontline work. So making sure that that tool is kind of grounded in that perspective I think is really important, as you related.

Paula?

Paula: Well not to sound like a broken record, but obviously accountability, making the invisible visible. But I also think that this is a tool that allows us to establish improved partnerships between community organizations and post-secondary institutions that have similar goals. And that is in addressing gender-based violence in ways that improves individuals' health and wellbeing and helps them to have better outcomes.

Meaghan R: Thanks. So welcome folks to add in additional questions. We have two here that I'm going to start with.

So, I'm hoping that folks can speak just a little bit about – and Meagan, maybe I will start with you. You had sort of mentioned, and Carla mentioned this earlier, it's like really challenging to capture the work that we do, for lots of reasons, but maybe you can just help explain like what is it that's so challenging to capture about our work? And why has that not been sort of evident, the value of that work, in previous evaluation methods before?

Meagan S: I'm just going to give you the first answer off the top of my head. But you know, we often talk about person-centred support, and you know what that looks like in practice, and one of the ways that I might summarize

person-centred support is like I'm a human and I recognize that the people I work with are humans, and I'm building a relationship with them and the relationships are the most important part. And what are the foundations of relationships, it's active listening, it's caring for each other, it's supporting each other, it's you know allowing people to make decisions for themselves, respecting the dignity and self-determination of the people that we support and work with. And so how do you reflect in numbers when your focus is about cultivating relationships?

There are many strengths of the tool and I think one of the strengths of the tool is that it has a follow up survey, and a way for the people that we work with, survivors and victims, and anybody else who we might be working with to communicate that in their own words. And also you know it's a mix of quantitative and qualitative methods that we're using there, and so – I might be rambling now. I've lost your question. But I hope that answers it.

Meaghan R: I think that's capturing a lot of what we're trying to get at. It seems really hard to sort of put into just the numbers that we're most often asked to report.

Paula, Eileen, Colleen, anything you would add to the answer of the question of what's challenging to capture about this work?

Eileen: Hi everyone. I think just to reflect the complexity of the trauma that we're seeing, many survivors have a history of trauma, and that might not mean one visit to the office, that might mean a couple of phone calls, and you know a soft way to enter into some support. And so it really is challenging to paint the picture of supporting these complex humans like Meaghan said.

Meaghan R: Yeah. Paula?

Paula: I think the other point to make too is that we're often seeing people in a moment which is often in crisis, and what we do is often not quantifiable in that moment because the impact of what we're doing in establishing those relationships and providing support is often not seen until down the road. So I think that's the difficult part in evaluating this type of work.

Meaghan R: Thanks for that. Colleen, did you want to add anything in?

Colleen: Yes. The only other thing that I would add is I think it's also the complexity and the discomfort in general of our society in talking about and dealing with sexualized violence, and you know throughout the entire continuum, people are just not comfortable dealing with this complexity. Because in some cases it's normalizing you know abuse that has been happening for a long, long time, in different ways. And it's just, you know having a tool can be helpful to create a system that can be shared and understood by all too, and move those conversations forward.

Meaghan R: And you're reminding me that one of the pieces that we spoke about early on, when we started the community of practice, was also having a

tool that allowed us to share some of those indicators and measures;. Because, as it's probably evident, we're all coming to this work from different starting points and with different kinds of levels of evaluation experience and currently, it's really hard to kind of share what the data is telling us, and to think through how we might understand that and work from that. So I think having a bit of a baseline that it's a tool, that it has some flexible indicators but also some common indicators is going to be really useful in that work.

My second question for you folks is – so a bit more of a practical question, given that many of us come to this work without the sort of experience grounded in evaluation frameworks. We've all done lots of evaluation, we know what we want from evaluation but we don't have that sort of experience in developing and implementing the tools per se. How accessible have you found the tool so far and do you think it's accessible for other people who may not have that kind of experience?

So maybe I will connect in, again maybe I'll just start the same sort of round, Meagan if you want to start us off and other folks kind of jump in.

Meagan S: For sure. And I think one of the strengths of the tool is that we did have an evaluation expert Anna, who created it for us, and so I think there can be some trust that that expertise was there in the development of the tool. It also references a few resources that people could look into on their own to learn more.

But in terms of how accessible it is for maybe somebody who doesn't have evaluation experience, I'll say I do have some experience with research methods, with conducting research, so based off of that I find it very accessible.

At the same time, I think that if I didn't, one of the things that I've learned at my institution is just the resource in terms of collaboration. And I think if I didn't have that background and I think if I felt the tool was daunting in any way, I might reach out to the people that I know within my campus. The people who are working in different departments, colleagues that are faculty or staff, if I have an institutional data analysis team on my campus, just connecting with those folks, and then working with them to understand the tool and develop for our particular context. I think if that's possible, then that would help me out as well if I found it challenging. But I do believe it's accessible.

Meaghan R: I suppose we're a bit biased, because we've helped to create the tool, so hopefully we find it accessible. But I do appreciate the point then of having common language for the folks who maybe have the evaluation methods but are less in tune with the work around gender-based violence. So thanks for that point Meagan.

Would other folks want to add anything into sort of how accessible or adaptable you think the tool might be?

Eileen: I mean, coming from people who work frontline, this tool was created with that in mind but you know the needs that we have, I think it is

absolutely applicable and accessible to the needs of frontline workers. I know that, especially near the end of our project, we took some great thought to think about use and accessibility so people can refer to the simulation to kind of get a grasp of how the process might look like. But yes, it certainly wasn't my – I don't have a strong background in evaluation and I'm still really excited to apply it to my services.

Meaghan R: Trying to make the evaluation – I know that evaluation and policy are some people's jam, but we're trying to make the excitement and the energy behind it applicable to all of us. So I appreciate you adding the piece about still being excited about it. And then also the piece about the simulation, so thanks again to Zanab for her instrumental work in that piece. Because the simulation really does then help to showcase how you might use that, give a guide or an example of how you might use the data and the tools and the indicators.

So, last question for folks. So, we sort of talked a little bit about this and we have a question. Just in terms of recognizing all of the things that we have to prioritize when we are trying to – either those of you who are doing this work sort of as frontline workers. Paula you're coming into this work from a community where there are many other things on the go. Colleen, you kind of spoke about this as work that's kind of happening across a really vast space. So, given that there are many things to prioritize, how do you think you'll be able to maybe use this kind of a tool to help prioritize evaluation?

So maybe I will start with Colleen, and then other folks can jump in.

Colleen: Thanks Meaghan. So I see it as a great tool really for Yukon University to use as I would say almost a new beginning. Because we have a lot of different individuals and new staff who are coming into this work, who don't have an office but they will be expected to assist on that team. So this will be a great way to guide us as we create what Yukon University is now going to use in conjunction with our community partners. So I – you know I've been very excited that it is there as something that we can pull, and I anticipate that it will be really helpful in moving us along.

Meaghan R: Yeah. Helpful to prioritize when you don't feel like you're starting from the beginning, when you feel like you're starting with something.

Colleen: Yes, absolutely.

Meaghan R: Anyone else want to sort of jump in to how you might use a tool like this to help prioritize, given all of the other things that we have to prioritize?

Meagan S: I'll jump in. I think in a way it just makes it easy. Like over the last few years that I have been in this position I have developed some of these tools and implemented some of them but then got to a certain task that just was sort of daunting me so it kept being on the backburner. And I think the tool makes it easy to put it to the forefront and go, "Oh here is a guide and here is a framework that I could just follow step by step and help me along through the process". And so I find that very helpful.

Meaghan R: Yeah Paula?

Paula: I think this tool really provides us with a foundation for opening those discussions about how we move these positions forward, both those that are currently there, we look at how we evaluate those in terms of improvements, and for those PSIs that still don't have these positions. It provides a great foundation for us to be able to say, "Look, here's some tools, here's some examples that you can start from", so nobody's kind of starting out of leftfield or feeling like they're completely lost.

Meaghan R: Which I think is a great note to leave it on, because as someone who did start in a university where that position never existed before, I felt very lost, so anything that helps to reduce that isolation I think is really important. And anything that helps us feel like we are more prepared for the multiplicity of things that this work calls us to do I think is really important. So thank you for that important piece to leave on.

And we will just say one more time, this is a really a working document, so you can tell we're pumped about it. But we're also really kind of biased about what this tool can do because we have long needed something like this in our work. But we see this as a tool that keeps going and so we're really looking forward to the next phase with Courage to Act, where folks are able to adapt and develop this document as it's going to work for you and your context. So back to Courage to Act folks.

Farah: That was such a great conversation. Thank you so much to the Community of Practice, the Frontline GBV from Community of Practice, long name, but such an important group of people.

And I have so much respect for this group as someone who does the frontline work as well, and as someone who has witnessed this group's kindness and compassion with each other. I think there was a book club at some point that happened, I think there was you know a building of relationships that really saw whenever you had the honour of being able to talk to this group. And I'm really excited when I'm hearing you too, because I think you know one of the things that is named in the Courage to Act Report and is named for so many frontline workers is the need for tools like this. And the ability for the next two years is for us to really look at this tool and refine it so that we can come up with things that really work for us. So I'm really excited by the generative conversations that are going to come from this tool. I cannot thank this team enough for this.

And we want to make sure that we're thanking this group for the work they're doing and also the folks that were adjacent to this group and supported this project or also a part of this project. So, including Zanab, Anna, and Anoodth, thank you so much for all of the work that you did to make this happen. Especially Anna did tremendous work and really sat down with a whole group of people, including myself, who had no idea all the time about evaluation the way she did, and brilliant minds, we're so lucky to have had her with the team at that time.

And we also, you know we can see from Sam from Drawing Change, has created a beautiful illustration to represent the conversation we've had today. A graphic reporting from Drawing Change, along with the video recording and transcript will be available on the website in the coming days. So look out for it.

If you're interested in learning more about the tool, or learning about the opportunity to pilot some of these tools, including this tool; because this is going to be one of the pilot tools that we're doing for the next two years, please continue to follow the Courage to Act project. You can sign up for piloting the opportunities through our Knowledge Centre in fall 2021.

And don't forget to register for our last session; I'm really excited about that one. I think it's a great thing to end our skillshare on, which is with Vikki Reynolds. And it's an opportunity to talk about trauma exposure and how we do this work with care and compassion and not only for ourselves but for our peers. And I think that's something I really learned from the group, Community of Practice, that brought this together, I was so impressed with just the care and tenderness that they provided to each other and to members of the team.

So make sure you sign up for that one, because I think Vikki Reynolds will bring us a lot of really interesting insights.

And I also just want to thank all of you. You know, we have been having those for a year. This is not what we first thought of this project. We thought about all of us coming together physically. But it's been an amazing skillshare time, and really the breadth and depth of these conversations, the work of the Community of Practice, the time that you provided to push this conversation forward in meaningful ways is just so heartfelt and tremendous, and cannot thank you enough for that.

We're really lucky to learn work and play sometimes, creatively, alongside all of you. And we can't thank you enough for the hard work that you're doing around this project. And this project would not be here without all of that work.

We also want to thank WAGE for their tremendous support of this project for the past three years, and the government of Canada of course.

Thank you for joining us, and a kind reminder to do some self-care, take a breath, take a stretch and fill out those evaluation forms. Thanks so much. Take care everyone.