

RESIDENCE ANTI-OPPRESSION PROJECT

2014-2015 END OF YEAR REPORT

Emily Yee Clare

We must develop a welcoming and supportive place for all wanting to be successful students and positive community members. To do this, we must suspend the assumption that we are already successful in this effort and utilize assessment and continuous self-evaluation to gain a true picture.

2010 Student Housing & Hospitality Strategic Plan

Student Housing & Hospitality Services
McGill Office of Sustainability

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Land Acknowledgement

Before we delve into this exit report, it is important to acknowledge that the Residences Anti-Oppression Program (RAOP) took place on the traditional territory of the Kanien'keha:ka, the keepers of the Eastern Door of the Haudenosaunee Confederacy. The island we call Montreal, called Tiohtia:ke in the language of the Kanien'kehá:ka, has historically been a meeting place for other Indigenous nations, including the Algonquin peoples.

Anti-oppression work must be based in anti-racist and decolonial values. Notably, we must work to educate ourselves and hold ourselves accountable to the people and land on which we work and reside. Here is a list of a couple resources:

apihtawikosisan.com

- ôpihtawikosisân is Métis from the Plains Cree speaking community of Lac Ste. Anne, Alberta. She currently lives in Montreal, Quebec and blogs!

rezprojectresources.com

- a resource list with articles and posts about colonialism and indigeneity

decolonialatlas.wordpress.com

- “the Decolonial Atlas, started in 2014, is an attempt to bring together maps which, in some way, challenge our relationships with the land, people, and state”



Montreal in Kanien'kéha (Mohawk)

Introduction

Throughout the last year, the Residences Anti-Oppression Program (RAOP) implemented a range of trainings, workshops, service expansion, and awareness campaigns for the Student Housing & Hospitality Services (SHHS) population. This report will provide an overview of the project development, accomplishments, and lessons learned. I will not delve into the minutiae of the projects' everyday work as brevity will increase the utility of this report. Finally, I will conclude with a list of recommendations for the long term sustainability of the project.

Overall, it has been a pleasure to work on this project and I look forward to seeing how this project evolves and changes throughout the next couple of years. If you have any questions or require any clarification, please feel free to contact me.

History

The Residences Anti-Oppression Program (RAOP)¹ was developed to build on previous anti-oppression work done on McGill campus. In the 2011 Diversity Survey, 20% of students stated that they had experienced 'somewhat to very much' discrimination on any basis, whether due to language, race, ability, gender, etc. Students of Colour noticeably experienced more discrimination than their white peers (Mendelson 2011). Further, the McGill Diversity & Equity Research Lab investigated experiences of racism within Residences.

Residences are the first introduction for thousands of McGill students to independent living. The transition to university can be difficult and students are not always equipped to deal with issues of discrimination and harassment. It is thus important to ensure that resident students, live-in student staff (Floor Fellows and Dons) and professional staff (Hall Directors, operations staff) have the tools and knowledge to effectively and proactively address these issues as they arise. In this context, McGill Student Housing had significant room for sustained anti-oppression programming development.

The annual September roll-out of Rez Project, a mandatory session for all resident students, served as the primary source of anti-oppression training for students. It is a single 3-hour workshop focusing predominantly on gender, sexual identity, and sexual assault. Although, it has evolved significantly since its creation 10 years ago, it was limited in scope. Thus, I approached Ria Rombough in 2013 with the general idea of increasing anti-oppression programming in the Residences. After multiple conversations, the position was created through community needs assessment, proposal drafting, and by securing over \$90,000 in funding from various grant sources, most notably the McGill Office of Sustainability and the [Sustainability Projects Fund](#).

¹ See Appendix III

Program Overview

The project focused on shifting people's attitudes and beliefs and in moving forward, it is important to recognize that culture shifts often take years before any impact can be seen. Fundamentally, this work must be focused on the long-term vision vs. the short-term. Additionally, the evaluation of such programming must be based not only on raw quantifiable numbers but also, qualitative measures.

In the end, 6 new training modules were developed and over 3000 students, Floor Fellows, Residence Life Managers, and Student Housing staff were trained in different aspects of anti-oppression, including but not limited to race, consent, mental health, and (dis)ability. This was supported by an assessment process, including one-on-one interviews and focus groups, to ensure the material remains relevant and engaged with contemporary issues. In addition, the project supervised and facilitated an accessibility audit of the unit with the Office for Students with Disabilities, and approximately 20 employees were supported.

Partnerships

Further, we engaged a network of stakeholders to ensure the viability of the project. Perhaps most significantly, the Social Equity and Diversity Education Office (SEDE), the Office for Students with Disabilities, and Bianca Tetrault, the Sexual Assault Response Coordinator. Their support was often informal and on an ad-hoc basis. The project would never have manifested in the way it did without these groups and individuals support. Overall, it's important to maintain a consistent and clear communication with these people to ensure the sustainability of the project! I won't be listing each group in this section but will embed their information throughout the report in relevant sections.

Beyond inter-university units, multiple local community organisations have also collaborated on work or have requested access to trainings in order to expand their training database. Additionally, multiple universities across Canada and the US have endeavoured to implement similar trainings in their own contexts. Although the work has been freely shared, crediting the unit has been requested.

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Services

We coordinated with MyACCESS and the McGill Writing Centre to provide service hours directly in residences. It's also useful to have them at Orientation and the services roundtable to develop trust with the newly hired and returning Floor Fellows and staff. Additionally, we coordinated with Therapeutic Paws of Canada to have therapy sessions for students during crises and Mental Health Awareness Week.

MyACCESS/Office for Students with Disabilities

Our relationship with OSD was a pleasant surprise. Students on average learnt about the Office in their late 2nd or 3rd year. Consequently, many students are underserved and under-supported the majority of their time in University. As such, we attempted to shift residence programming to provide. As Rez Life is committed to holistically supporting students, the hours would ultimately help with retention rates and the long-term academic success of students.

One of our main undertakings was the implementation of in-residence OSD office hours. However, due to logistical issues, they yielded little results with only a handful of students attending the whole semester. Initially, we had the drop-in hours moving around the different residence buildings to provide increase access for students. This created an overwhelming list of locations and times for students. As such, in our 2nd semester, the hours were standardised in RVC (W-120), but unfortunately ended up being cancelled after multiple crises and extenuating circumstances arose.

In our end of year meeting, the Interim Director, Tanja Beck and I discussed an alternative method for service provision. Floor Fellows are an important access point for students and we felt that cultivating a clearer relationship between Floor Fellow teams and the Office would be useful. Direct contact between Floor Fellows and the office will cultivate trust and transparency within the community. As such, we recommend implementing a semesterly OSD meet-and-greet during regular Floor Fellow team meetings for people to discuss concerns or issues that may be cropping up on their floor. This meeting should only take a portion of regular team time.

McGill Writing Centre

At the beginning of my term, I ran into Sue Laver, the Director of the McGill Writing Centre, and we decide to bring Writing Centre tutoring directly into Residences. Typically, there is more demand for the hours than there is space or capacity so offering Residence space was mutually beneficial. We hired Zac Abram, to serve as the Residence tutor. He was extremely reliable and autonomous, and worked every Sunday from 1-4 at Citadelle. We created an email, writingcentre.residences@mcgill.ca, to facilitate coordination of tutoring hours. Here is an excerpt from his report at the end of the Fall Semester:

“After a slow start, I now have a more reliable number of students seeking my help on a weekly basis. I average about two students per session. Sometimes there is more, but usually it's two. There is a lot of repeat business but this is a marked decline from the typical MWC drop-in session where tutors have a line out the door. Obviously the demand is there, but it isn't translating into a lot of appointments for residence students. For whatever reason, students don't seem to want to e-mail me in order to set up an appointment. In fact, the majority of the students that I do see tend to have seen the promotional sign at the Citadelle and just knock on my door. The rest are students I have recruited at my regular writing centre shifts.

I think this program has potential. It's definitely going through the usual growing pains of a new program. If it continues in the new term, I'd be happy to continue as the tutor. I would recommend that the necessity for e-mail appointments be deemphasized in favour of establishing that the three hour block is available for drop-ins. We can discuss strategy later. I think if we get the word out that there is a no-stress opportunity to talk about their essays and eliminate the hurdles between student and tutor, the program will succeed.”

Based on final conversations with Zac, here are recommendations for the subsequent Writing Centre hours:

- The hours continue in a standardized time and place.
- Communication around these hours start early and is present in many different forms points (website, screens, etc.)
- The hours are drop-in and do not require prior signup

Therapeutic Paws of Canada

Therapeutic Paws of Canada was a welcome addition to Residence Life Programming. They provide 1 to 1 and a half hour long dog therapy sessions! Most notably, they provided sessions in all the residences for Mental Health Awareness Week and a two ad-hoc sessions in RVC after different crises. Typically, they require at least 6 weeks to mobilise their volunteers. However, **a couple months is preferred**. I would touch base with them early in August to start charting out the year's timeline for therapy dog sessions. Figure out preferred dates, locations, parking, and contact people before you contact Carri. It makes it easier for her and so she doesn't need to chase after you! It can be overwhelming to coordinate sessions so here is what she requires:

1. An estimation of how many students will attend the session! Estimate high! C4 had hundreds of students and I had to act like a bouncer for crowd control.
2. You need parking for each therapy dog volunteer close to the venue. **This must be arranged prior to the day of!**
3. You need a point person (and their phone number) for the session that can arrive early, accompany volunteers to their parking spots, provide parking vouchers if needed, and bring them to the location. They will

also be checking in students with waivers and attendance sheets. If you think there will be a large group of students, consider have 2-3 support people.

4. Printed out waivers and attendance sheets! The participants need to sign in prior to interacting with the dogs.

Here is information that will help out with planning this year's sessions. We limited the amount of places due to logistical considerations. Feel free to add or change things but also consider that 6 sessions is already a lot for a community organization to provide.

RESIDENCE	PARKING	ROOM	NOTES
Solin	Street parking on Delisle or underground parking (the RLM has access)	Basement room	--
Upper Rez	Parking needs to be arranged ahead of time by the RLM. Usually parking vouchers are provided	Any of the study rooms	--
Doug	Parking needs to be arranged ahead of time by the RLM. Usually parking vouchers are provided	Library	--
RVC	Parking in the RVC parking lot. Charlene can arrange for parking vouchers	W-125, the exercise room or the Roscoe Lounge	The Roscoe Lounge is really accessible to students
C4	Parking in the RVC parking lot. Charlene can arrange for parking vouchers	The Games Room	Typically, the point person will meet the person near RVC and then walk them over to C4
NRH	Parking needs to be arranged ahead of time by the RLM. Usually parking vouchers are provided	The Games Room or Study Room	--

RECOMMENDATIONS

- 1) Implement a semesterly **OSD meet-and-greet during** Floor Fellow team meetings for people to discuss concerns or issues that may be cropping up on their floor
- 2) Recommendations for Writing Centre hours:
 - a. The hours continue in a standardized time and place.
 - b. Communication around these hours start early and is present in many different forms points (website, screens, etc.)
 - c. The hours are drop-in and do not require prior signup
 - a. Communicate with OSD so that they know the hours too and can refer students as well

TIMELINE

August 2015	<ul style="list-style-type: none"> – Contact the Writing Centre to confirm tutoring hours in Residences and start promotion for students – Book LC for Writing Centre drop-in hours – Contact OSD to schedule semesterly meetings – Invite both OSD & Writing Centre to Floor Fellow orientation – Contact Therapeutic Paws about hours for Mental Health Awareness Week and, if possible for the rest of the academic year
March 2016	– Schedule debrief meetings with the OSD & the Writing Centre

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Trainings

All Residence Life staff and student staff received anti-oppression training prior to move-in. This is useful in providing people the tools and language to talk about these at times controversial topics. Additionally, many Floor Fellows and Residence Life Staff were trained to deliver our various trainings to students throughout the year (Anti-Oppression 101, Inclusive Event Planning, etc.). Additionally, we liaised with McGill Counselling Services and the Office of the Dean of Students to provide additional trainings including Mental Health First Aid and Bystander Intervention.

Coming into this contract, the project team felt it important to create a structure for a year-long/multi-year learning process. Realistically, there is little long-term benefits to an individual 3 hour work shop - the information in these workshops are dense so allowing staff and students to learn at a natural pace is more sustainable. In order to facilitate this, we worked on ensuring that the language and framing in our trainings were consistent and premised on providing a space for voices and narratives that were not regularly represented. Further, we worked on ensuring that any work that we developed on marginalities not presented within our sphere of understanding were reviewed by groups on campus such as the Trans Working Group, QPIRG and SEDE. **These change from year to year so it's important that you keep apprised of the equity and anti-oppression groups on campus.**

It's useful to have workshop facilitators who have different IDs (race in particular), especially if they are less experienced facilitators. This allows for a good back and forth of different perspectives on the topics and allows for students of different IDs to see themselves reflected in the workshop material. Further, there is the simple reality that participants will respond to different demographics better. For example, it's useful to have a white facilitator address conversations of reverse racism, and a facilitator of colour to respond to questions about internalized and horizontal racism. Additionally, it is worthwhile to have someone who has a stake in the material to facilitate. For example, if the participants are predominantly Floor Fellows, hiring a previous Floor Fellow is useful in building trust and rapport

Our trainings must be evolving documents – please make sure the trainings are tweaked each year. This will guarantee that the content is contemporary and relevant to the community. Anti-Oppression language and rhetoric must evolve to address community needs. Make a handout for each training, which can comprise the main definitions and any important points. Email it out early if possible with included YouTube links! This increases access. You can also get the participants to read out the definitions which can reduce the lecture nature of trainings!

The impacts of these trainings can already be seen! Prior to leaving, I did a pre-summer Rez Lifer training and the new hires had previously attended different Anti-O trainings while living in residences. The level of nuance and

understanding was remarkable! The participants mentioned that they were planning to use the summer as a space to put the trainings into practice (noticing power dynamics, privilege, and calling people out).

Finally, it is recommended that managers across SHHS attend the Anti-O trainings and/or access the Safer Spaces trainings offered through the [Social Equity & Diversity Office](#). They do incredible work with staff on a myriad of topics including diversity, accessibility, and discrimination. Staff can also participate in a Safer Spaces certificate program!

I have saved all the trainings manuals and relevant handouts in the Rez Project folder. In addition to the creation of multiple comprehensive facilitation manuals, we have been able to develop student access to different forms of resources. For example, we have created multiple zines on topics such as decolonization and on consent and videos of students discussing their experiences with mental health issues. Further, the development of a [resource website](#) allows for the content to remain interactive and dynamic.

Anti-Oppression 101

One of my first assigned tasks was the creation of an Anti-Oppression 101 training for Newly Hired and Returning Floor Fellows. It was useful to jump into the project with such a clear assignment and timeline as it forced me to quickly learn about the residence life community dynamics. I was supported by Kira Page from QPIRG, Annie Preston, the Rez Project Coordinator, and Becca Yu, an experienced workshop facilitator. One of tools that we developed was the oppression tree!

The workshop focused on providing an overview of history, power and privilege and how positionality impacts care when you are a Floor Fellow. As with all trainings, it was developed so that anyone with a basis of anti-oppression knowledge could pick up the manual and deliver the training. Additionally, we embedded clear sections so that they can be interchanged as necessary. Examples include:

- Sexual Violence, Multiculturalism, Cultural Appropriation, Trans* identities and the use of pronouns.

Ideally, this workshop will be delivered before the summer to allow for reflection during the break. Additionally, feel free to make new sections as required to ensure that the material is as dynamic as possible. There are returning Floor Fellows so you don't want the content to be too repetitive.

Inclusive Event Planning

In the past, there have been issues with cultural appropriation during Halloween events. The Inclusive Event Planning was developed for members of



Residence Council (first years elected from each residence) and explores Accessibility 101, cultural appropriation and how to plan an inclusive event. This workshop is very skill oriented. This year's Council Orientation will be expanded to 2 days, with the second day focusing on Inclusive Event Planning and Server Training. It is recommended that if there is time, portions of Bystander Intervention Training be integrated as well.

I trained the Council Advisors (CAs) and Rez Lifers to facilitate to the residence councils. While many of the trainings went well, a couple were explosive and the CAs felt it hard to navigate their role of advisor while shutting down problematic conversations. As such, it is recommended that in subsequent years, CAs facilitate residences other than their own. As with the other trainings, it's recommended that 2 people facilitate this workshop (ideally a facilitator of colour and a white facilitator). Conversations around cultural appropriation can be difficult and it's important that the two facilitators work together to navigate these discussions.

In the end, over 200 residence council members and executives were provided Inclusive Event Planning training. As with the Anti-O workshop, there were already positive impacts from the workshop. One of the councils critically engaged with a problematic Halloween event theme and worked through it as a group to change it so that it was more appropriate! The two Council Rez Lifers were fantastic at mediating the situation!

It should be noted that although the workshop has a large Halloween focus, its content should nonetheless be woven throughout all of the year's work. A couple other notes:

- Rez Lifers get a combo training of Anti-O and Inclusive Event Planning before the summer and then a more specific one in August. The manual is in the Rez Project folder!
- Touch base with SEDE as we were working on an inclusive Event Planning pamphlet before I left. It could be a useful hand-out!

Floor Fellows In-Service

The Floor Fellows have been an important source for feedback throughout the project development, whether supporting the organization of focus groups to attending workshop run-throughs. We had initially provided the training pre-summer for the newly hired and returning floor fellows. However, due to shifts in Floor Fellow Orientation planning, we decided to fold in the Anti-O 101 training into orientation in August.

Beyond that, we decided to figure out a way of integrate anti-o training throughout the year for floor fellows. We decided to create an elective process for Floor Fellow training through the current in-service structure. There will be 3 mandatory in-services (not all the dates have been scheduled):

- Race Project run-through in November
- Active Listening
- End of Year close-out

The remaining three will be based on an elective system. Different workshops will be assigned points based on the time commitment and Floor Fellows will need to select a combination of workshops/trainings that total 3 points. Floor Fellow teams will be encouraged to ensure a diversity of trainings amongst team members. Teams ought to choose early in order to facilitate year-long management. Workshops include:

- Server Training (1 pt.)
- Indigenous Perspectives (1 pt.)
 - This was one of our most popular workshops this past year!
- Universal Design (1 pt.)
- Bystander Intervention (2 pts.)
- Non-violent crisis intervention (2 pts.)
- Mental Health First Aid (3 pts.)
- Race Project facilitation and training (3 pts.)
 - 2 Floor Fellows from each team will be encouraged to sign up for this option.

Bystander Intervention

Bianca Tetrault, the Sexual Assault Response Coordinator, was hired shortly after the RAOP started. It was a pleasure to work with her! We collaborated on a quite a few initiatives including Mental Health Awareness Week, Consent Week, Consent Project, etc., and notably, Bystander Intervention Training. In addition to supporting the workshop development, we looked at how to integrate the training into the Residences as a support to Consent Project:

Bringing in the Bystander offers facilitator training designed to educate trainers to empower community members to identify and intervene in potentially harmful situations, and to respond compassionately to individuals affected by sexual assault. By providing trainers with scenarios relevant to university life, this program will provide trainers with the skills and knowledge to intervene safely, educate peers on the different aspects of sexual violence, confront rape culture, and mediate group activities. This workshop strives to foster a community of responsibility, to reduce the incidents of sexual violence, and to create a safer space on campus. This program was developed by the University of New Hampshire.²

The recent creation of a [Social Work Stagiaire](#) position will help facilitate the integration of the trainings into residences. They will be able to host training sessions in residences specifically for residence-based students and Floor Fellows. Additionally, students will have the opportunity to become facilitators of the program. It was also decided that this training would be integrated into the new Floor Fellow in-service structure but additionally, in the new Floor Fellow recruitment process. That is, in all the information sessions, students will be

² <http://www.mcgill.ca/healthymcgill/about-us-0/bystander>

encouraged to apply to the position with trainings such as this one under their belt and provide students the opportunity to sign-up for the workshop. I would also encourage a continued relationship between Bianca and the Rez Life Office in content development to ensure that the material is relevant and if necessary, tailored to Residences.

RECOMMENDATIONS	
1)	Increased training for staff (front-line, managers, leadership) to ensure a common language across the department. <ol style="list-style-type: none"> a. Ensure that RLMs and RLO staff attend these trainings annually to be sure that they are aware of the content.
2)	Translation of trainings into French
3)	Expand Council Orientation to two days to provide a slate of harm reduction and anti-o trainings including Server Training and Bystander Intervention Training <ol style="list-style-type: none"> a. Ensure that the CAs facilitate trainings for residences other than their own
4)	Integrate Bystander Intervention Training into the Floor Fellow hiring and recruitment process

TIMELINE	
August 2015	<ul style="list-style-type: none"> – Anti-O 101 for Floor Fellows during orientation – Post-summer Rez Lifer Training – Contact SEDE about the inclusive event planning pamphlet – Contact Health McGill re: Server Training
September 2015	<ul style="list-style-type: none"> – Floor Fellows will select their elective in-services – CA/Rez Lifer Inclusive Event Planning facilitator training – Council Orientation (Inclusive Event Planning, Server Training, Bystander Intervention Training) – Establish Bystander Intervention Training schedule with Bianca
October 2015	<ul style="list-style-type: none"> – Promote Bystander Intervention in Floor Fellow hiring information sessions
November 2015	<ul style="list-style-type: none"> – Race Project Floor Fellow run-through
March 2016	<ul style="list-style-type: none"> – Pre-summer Rez Lifer Training

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Rez Project

Rez Project serves as the primary source of anti-oppression training for students. Originally, it was a single 3-hour workshop focusing on gender and sexual identity, and sexual assault that was developed 10 years ago by SACOMSS. During the last year, I worked with the two Rez Project coordinators to expand the Rez Project content to include workshops on race and mental health. We convened multiple conversations with floor fellows, staff and community members to discuss how this could be implemented.

Initially, we debated making all three mandatory but we were not sure how they would fit in the year without impacting students academically. Ultimately, we decided that we would maintain 'Rez Project' (renamed 'Consent Project' for transparency purposes) and implement a 'Race Project' in the beginning of the winter semester. We decided to continue with a 'Mental Health Project' but to embed it within a 'Mental Health Awareness Week' to allow students to access mental health resources and information in the manner which suits them best.

We decided that we would be more explicit about the content of the Rez Project modules by incorporating their subject matter in their names (Race Project, Consent Project, etc). This transparency would help prepare students for the workshops by providing a context that could be widely publicized early on through the Rez Handbook and website. Further, if we are educating students about potentially triggering topics, it's important that they are aware of what they may be attending.

Through this process, SHHS has committed to institutionalizing 2 yearly-long student 'Rez Project' coordinator positions to ensure the long-term sustainability of these projects. Additionally, the workshops have been translated into French to increase access for our francophone students. Please note that this report won't go into the specific details of the logistics of Consent and Race Project. There are respective exit reports for this purpose. **Each year, the translations will need to be updated.**

For long-term sustainability of student-oriented anti-oppression programming, it is recommended that the Rez Life Office engage in a conversation about creating a certification program based on the attendance of mandatory and option 'Rez Project Modules' and other anti-o trainings. This could serve as an important incentive! Additional points:

- We will be partnering with Student Services to ensure that facilitators and participants receive co-curricular credit!
- Coordinate with SEDE about pan-campus run-throughs, which will be mutually beneficial to SEDE and residences since it will allow for a larger pool of participants for consultation
 - SEDE has agreed to support broadening the outreach of these workshops to the greater campus.

Consent Project

This was an important year for consent project! It was a serious content revamp year and additionally, it was the first year we had more than enough volunteers! This is useful in ensuring reducing the chance of facilitator burn-out. Further, it is worthwhile to look into creating additional volunteer positions to support the project. Examples include, active listeners during the nights of the workshops, and potentially, positions to support the coordinators to make sure they do not overwork!

As with previous years, the workshop covered conversations around consent, sexual assault, sexual and gender identity. We hired two Rez Project Coordinators for their experience with intersectional analysis and attempted to create integrate more conversations around race, ability, etc. into the workshop. Further, this work was done parallel to the development of the other anti-o trainings to ensure that the messaging of the workshops were consistent and reinforcing across the board.

Notably, we created the first 'Rez Project Zine' in physical and digital format. In our feedback, we had heard that floor fellows and participants wanted a way to continue the conversation around gender, sexuality, and consent throughout the year. Ideally, students will be emailed the digital version of the zine. That being said, it may be worthwhile to strategise effective dissemination of the zine.

One method of 'continuing the conversation' is supporting Consent Week, an initiative from Bianca Tetrault. This was the inaugural year and Residences can provide important programming for our students. The creation of a [Social Stagiaire](#) position will help the roll-out and logistical coordination of this project.

Race Project

Race Project is one of my proudest outcomes of RAOP. Coming in, we knew that it would require extensive research, consultation and rewrites. One of our Rez Project Coordinators, Esther Harvey-Peake stayed on for an additional three months to help write and coordinate the project. The reality is, race is a complicated topic and often there is a high degree of push-back at McGill around these conversations. What we found was that regardless of country of origin, students lacked the basic language and historical information on how to navigate many of these conversations, notably regarding indigenous topics.

Initially, we collaborated with the Rez Project Working Group, a group of students and staff to create the framework of the workshop. Subsequently, we researched and created a rudimentary workshop focusing on race, colonialism, and ethnicity that we started presenting to different community groups for feedback. In the end, the project went through around 6-7 rewrites. It should be noted that SEDE and First Peoples' House were very important in the final stages of this project. We wanted to ensure that going into the roll-out in January, we

had a robust workshop which would equip students with a baseline on how to navigate many of these conversations.

Through the consultation process, we decided that we would only roll-out Race Project to 10% of the residence population to figure out how students in residence would respond to the material and adjust the content accordingly. We decided to have one facilitator of colour and one white facilitator for the workshop to model allyship and to ensure that specific voices navigated particular conversations. For example, the White facilitator would engage in conversations around Whiteness and debunk reverse racism, while the facilitator of Colour would talk about horizontal and internalized racism.

Further, this smaller roll-out would help build community buy-in and help ensure there is a steady flow from year-to-year of volunteers. That is participants from previous years may volunteer in subsequent years. It should be noted that it is important that **strong facilitators are required for this Project** and coordinators must be discerning. As such, it may be useful to do more broader community outreach than with Consent Project. While anyone can attend training, not everyone is equipped to navigate and teach about Race 101. As such, facilitator burn-out must be taken into consideration, particularly for facilitators of colour. **If you do not feel like you have enough strong facilitators, do not do a full roll-out in Winter 2016.** If it take 2-3 years for a full roll-out to happen, so be it!

It should be noted that facilitator training will not be mandatory for Floor Fellows and will be integrated into their [in-service structure](#). That being said, it will be mandatory for them to attend a November run-through and to attend their floor's run-throughs. Those who volunteer to facilitate will be required to attend training in January.

Mental Health Awareness Week/Mental Health Project

Invisible Medicines: Community Life and Mental Health is a 2 hour workshop originally written for the community within and surrounding McGill University and Montréal by mental health practitioner, Kai Cheng Thom. The workshop was commissioned by McGill Residence Life in 2014 as new addition to the expanded Rez Project program, which endeavors to equip first-year students with basic awareness and sensitivity training to issues of social diversity and oppression on campus and, more generally, in contemporary Western life.

This workshop was embedded and offered throughout student housing throughout the year at different intervals and in specific spaces. It is important to reach out to Healthy McGill regarding the coordination and facilitation of these workshops for the upcoming year. They have indicated interest in this initiative. Ideally, they will be able to provide this workshop alongside their other programming across campus but also within student housing once or twice a year.

Another significant collaboration was the creation of the first Mental Health Awareness Week at McGill with SSMU and Student Services. Initially, this initiative was housed in Student Housing, but as the year progressed and as the

mandate of the week expanded to the rest of campus, the overarching coordination of events and publicity moved to SSMU and their Mental Health Commissioner. In the end, it was a ten-day event series aiming to empower McGill students to discuss and act on mental health. We provided student-led mental health programming while highlighting existing student and university-run services on campus. Activities such as therapy dogs, art shows, and student research presentations were coordinated.

We created a website, which can be updated each year: mhweek.ca In addition to this, we developed a series of videos (See Appendix) highlighting student experiences with mental health. They are currently housed on the Healthy McGill YouTube Channel and can be used in subsequent years for trainings and general mental health outreach.

While the week was a success, a large bulk of the work fell on me at the last minute. In order to make sure this format is sustainable, the RLO staff and I brainstormed the following:

- SSMU will continue being the main coordinator of the week and student housing will schedule events and residence specific trainings in tandem
 - Contact the VP University Affairs and the Mental Health Commissioner
- It's important that Residence Councils are engaged to ensure that the organization is as decentralized as possible. [The Equity and Community Engagement Programming Rez Lifer](#) will be able to liaise with them and support them in developing tailored events for individual residences (movie screenings, yoga, etc.)
 - It worked well with Solin last year! They organized their own trainings, yoga sessions, etc.
 - Students tend to respond better to programming which is developed internally
- Collaborate with the Rez Lifers to coordinate residence-wide events such as a movie screening, faculty-in-rez and [therapy dogs](#)
- It is important to shorten the week from 10 days to 5 business days (and weekends if necessary) to reduce labour

(Dis)Ability Project

In our conversations about anti-oppression programming in student housing, we found that conversations around ability were sorely missing. As such, a (dis)ability project was developed by Lili Cumberledge to make sure that first-year students have a solid understanding of disability – both physical and mental – and know how to be supportive towards their disabled peers, while questioning deeper ableism that is present at McGill and in Montreal.

As this was developed towards the end of my mandate, it would be useful to further tweak and solidify this training through more run-throughs and consultations. In my exit interview with the OSD, they indicated possibly being a

place to house the training. Ideally, this workshop can be offered broadly both through campus and student housing!

RECOMMENDATIONS	
1)	Creation of a ' Rez Project Certification Program ' to incentivizing student involvement with anti-oppression trainings in Residences:
2)	Coordinate with Student Services regarding co-curricular credit for students and facilitators
3)	Expand impact of Consent and Race Project to the rest of campus through coordination with SEDE
4)	Transfer the coordination of Invisible Medicines and (Dis)Ability Project to Healthy McGill and the Office for Students with Disabilities
5)	Ensure that the Rez Project Coordinators are sufficiently supported: <ol style="list-style-type: none"> a. The creation of alternative volunteer positions (active listening, logistical support, etc.)
6)	Strategise effective dissemination of the 'Consent Project Zine'
7)	Reach out to SSMU to and decentralise the planning and roll-out of Mental Health Awareness Week to involve residence councils

TIMELINE	
July 2015	– Tweaks and changes to Consent Project
August 2015	– Early August, start volunteer call-out for Consent Project – Translation of workshop into French – Contact SEDE about pan-campus run-throughs and coordination – Contact OSD about housing Dis(ability Project) – Contact PSN about housing Invisible Medicines <ul style="list-style-type: none"> o Determine possible run-through dates – Contact SSMU regarding Mental Health Awareness Week <ul style="list-style-type: none"> o Contact Therapeutic Paws regarding services – Contact Student Services regarding co-curricular credit for participants and facilitators
September 2015	– Consent Project facilitator training – Roll-out of Consent Project – Start planning pan-student housing Mental Health Awareness Week events
October 2015	– Early September, liaise with councils regarding Mental Health Awareness Week – Send out Consent Project surveys to participants and facilitators – Writing of Consent Project exit report – Campus run-through of Race & Consent Project with SEDE – Starting tweaks and changes to Race Project – Mental Health Awareness Week
November 2015	– Floor Fellow Race Project run-through – Start volunteer call-out for Race Project
December 2015	– Translate Race Project into French – Assess size of roll-out with RLMs

January 2016	<ul style="list-style-type: none"> – Race Project facilitator training – Roll-out of Race Project
February 2016	<ul style="list-style-type: none"> – Send out Race Project surveys to participants and facilitators – Writing of Race Project exit report – Winter Semester campus run-through of Race & Consent Project with SEDE

CONTACT INFORMATION	
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Healthy McGill	514.398.2087 health.promotion@mcgill.ca
Vice President University Affairs SSMU	ua@ssmu.mcgill.ca
Mental Health Commissioner SSMU	mentalhealth@ssmu.mcgill.ca
Tanja Beck Acting Director OSD/MyACCESS	514.398.6009 tanja.beck@mcgill.ca
Carri Bleuer Therapeutic Paws of Canada	carri.bleuer@gmail.com

Accessibility

Since the start of the RAOP, we have expanded our focus on accessibility considerably. MyACCESS and SHHS provided funding to hire two Universal Design Interns who are working on an Accessibility Audit of the McGill Residences. Looking beyond physical accessibility, this will ensure that Residences reduces the amount of barriers for students to access support and services. [See above](#) for more information about OSD's role in student housing.

Excerpted and tweaked from the 2014-2015 Accessibility Audit Report by Cameron Butler and Xindi Li:

“The Universal Design Residences project was a collaborative initiative between the Office for Students with Disabilities (OSD) and Student Housing and Hospitality Services (SHHS). It was developed as part of the Residences Anti-Oppression Program, coordinated by Emily Yee Clare. Universal design is “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

Two Universal Design Interns, Xindi Li and Cameron Butler, were hired for a year, starting May 2014, to carry out the project, under the supervision of Emily Yee Clare and Tanja Beck of OSD. They were mandated to assess the application of the principles of universal design within residences and to provide recommendations on how SHHS can incorporate as broad a conception of accessibility as possible.

Three main areas were chosen to frame the project: the physical buildings, programming and events, and communications. Programming and events included programming developed through the Residence Life Office as well as events put on by Floor Fellows and residence councils. Communications covered all information being provided to students, especially with regards to online resources and event promotions. It also involved inter-personal communication between residence staff and students, such as accommodation requests, front desk staff, etc. These areas were assessed through a physical audit of the buildings, one-on-one interviews with staff, and a focus group with students who had recently been in residences. Although principles of universal design encompass more than physical structures, it should be noted that this project had a major focus on physical barriers.

Over the course of the project, the interns' scope expanded to also incorporate assessments of the food accessibility within the residences' cafeterias, as well as the carousels being piloted for the hiring of Floor Fellows. A working group was also formed, with participation primarily from staff representing numerous areas of SHHS. The interns worked with the working group to review the findings of their audit and develop concrete recommendations for future action. The report outlines the process undertaken by the interns, as well as their major findings and proposed recommended actions, which will be taken up by the working group.”

Although, the interns report highlights many amazing recommendations. I would like to focus on one in particular, the [Accessibility Hub](#), a new page on the SHHS website, which was created to provide students with all accessibility-related information about Residences in a single place. Content is still being cultivated for the page but here is an overview of the important information that students ought to be able access.

- **Residence accessibility chart:** A chart outlining the accessibility features of the different residences
 - The interns are worked with the OSD to make the chart fully accessible for screen-readers.
- **Tour video captioning:** Videos were made last summer that showed tours of the different residence buildings, highlighting the features of each. Closed captioning has since been added
- **Residence Accessibility Request Form:** A web form has been created on the SHHS website to give a space for students to submit information accessibility needs they have, whether it is related to physical impairment, mental health issues, religious practices, dietary restrictions, or gender identity, etc. Their responses are forwarded to the relevant staff who can ensure they are supported effectively.
 - Residence Life Mangers will be sending out the link to the form with their welcome emails to students, which will allow students to submit more information prior to move-in and allow for better preparation.

Finally, the Accessibility Working Group should meet on a regular basis to ensure that the recommendations are being developed and implemented.

RECOMMENDATIONS	
1)	Implement the recommendations from the Universal Design Access Interns' Report
2)	Ensure baseline of web and building accessibility , including but not limited to: <ul style="list-style-type: none"> a. Closed captioning, b. Contrast
3)	Maintain the Accessibility Hub as a source of support and information for students. <ul style="list-style-type: none"> a. Ensure this space is updated and promoted to students

TIMELINE	
July 2015	– RLMs email out link to incoming students to the accessibility web form
August 2015	– Accessibility Working Group should be created and begin meeting

CONTACT INFORMATION	
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Accessibility Working Group SHHS	accessibility.residences@mcgill.ca

Macdonald Campus

The project team organized and facilitated Macdonald Residence Monitor Orientation Training. Topics included but were not limited to, drugs & harm reduction, anti-oppression training, and basic active listening. Additionally, the housing staff downtown and at Mac are currently strategizing ways to effectively expand anti-oppression programming to Mac while recognizing the unique needs of the community.

We worked on developing a SPF application (SP0147) to expand many of our initiatives to McGill's satellite campus. The Macdonald Community Wellness Project was approved in April 2015 and the project coordinator, Cameron Butler, has already started working! He is also looking at expanding the trainings, including the Rez Projects to Macdonald Campus!

CONTACT INFORMATION	
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Krista Houser SPF Administrator	514.398.1003 krista.houser@mcgill.ca

Support Work & Crisis Management

An unexpected development in the project was the amount of support hours that I had to do. On average, I worked on support work and crisis management 5-6 per hours per week, particularly for queer and racialized Floor Fellows and students. It was indicated often that they did not see themselves reflected within the university support networks and did not always feel comfortable exploring experiences of racism with predominantly white therapists and psychiatrists. Although students of colour indicated that they could access support from their Floor Fellows, many Floor Fellows of Colour were often overwhelmed from supporting not only their students but also the students of their white peers.

One thing of note was that there were two major crises during my mandate: a Floor Fellow passed away and there was a fire in one of the residences. In addition to supporting staff and students throughout these two traumatic experiences, I coordinated services such as active listening and therapy dogs. This required substantial logistical coordination and necessitated that the project's main initiatives had to be on hold. It should be noted that throughout both of these situations, the rest of the Rez Life Office staff and RLMs were also working at full capacity.

It is crucial that SHHS expand their staff capacity to better support students from marginalized backgrounds. One idea that has been floated around has been to invite the Peer Support Network to provide regular hours in Residences from Peer Supporters of minority backgrounds.

RECOMMENDATIONS

- 1) **Draft a letter to Student Services** informing them of the impact of the lack of diversity in their cohort of counsellors, therapists, psychiatrists, and support workers.
- 2) **Liaise with the Peer Support Network** about providing support hours in Residences from racialized and marginalised peer support workers.
- 3) **Expand staff capacity**, either in terms of RLMs or staff out of RLO, to ensure sufficient support for students in times of crisis.

TIMELINE

- | | |
|--------------------|--|
| August 2015 | – Contact PSN regarding support hours in Residences from racialized and marginalised peer support workers. |
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CONTACT INFORMATION

Peer Support Network	peersupport@mcgill.ca
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Assessment

We hosted a series of focus groups and one-on-one discussions assessing student and staff experiences with mental health barriers and racism in residences. This allowed us to gain important insight into the needs of the community and adapt training and workshop content to reflect these experiences. Assessment must be an ongoing process including surveys, focus groups, and one-on-one interviews that do not rely solely on quantitative data. This can also include ensuring that there are exit reports and surveys from workshops and the Rez Projects.

In our focus groups, there were approximately 6-8 participants for about an hour and a half each. Typically, there would be 1 facilitator and 1 note taker. If everyone consents, the conversations are often recorded to ensure the notes are the most accurate possible. Students who lived in Rez in the last 5 years were paid (\$25), asked to sign consent forms, and provided food. They were interviewed on different topics:

- Race
- Mental Health
- Ability
- Food

Consistently, we found that experiences of racism, ableism, and mental health were present within the residence structure. Importantly, participants noted that attending the focus groups was very healing. That is, the act of sharing their experiences was cathartic. Especially, when they knew the content of the conversations would concretely benefit future students. Notably, we extracted quotes from the focus group on race and embedded them into Race Project to explain microaggressions to students. An example of a quote:

There was another Asian girl I started becoming friends with; we were in the same friend group but were the only People of Colour. And our friends would start confusing us for each other, calling us by each other's names, so what ended up happening was that it started to create a distance between us.

Bubbles

Depending on the subject matter, different community organisations could be useful to contact and include in the process. For example, we ended up sharing our quotes with SEDE and First Peoples' House. It would be useful to continue this! The reality is that student housing is an important petri dish for testing out and learning about anti-oppression pedagogy on campus.

Additionally, we supported the development of survey questions. Often surveys can be a source of anxiety for people from marginalised backgrounds. Requiring them to sandwich themselves in a narrow definition or simply picking

the 'best option.' As such, we came up with a process to increase people's ability to define themselves and in a multitude of ways. For example:

- 1) How do you identify in terms of ethnicity or race?
 - a) Person of Colour/racialized/visible minority
 - b) Indigenous
 - c) Mixed race
 - d) White
 - e) Other _____

This method can be applied to multiple other categories including gender and ability.

RECOMMENDATIONS

- 1) Compensation & **annual focus groups** assessing student experience on the following topics:
 - a. Race
 - b. Religion
 - c. Food
 - d. Mental Health
 - e. Ability
 - f. Consent
- 2) The **Senior Residence Life Advisor will create a yearly report** compiling focus group findings and recommendations

Human Resources

Human interactions and interpersonal dynamics are key to human resources best practices, social sustainability and anti-oppression. In order to guarantee the long-term durability of the project, it is important to ensure that staff members have enough anti-oppression knowledge to support current and new initiatives. Further, it is crucial that students, especially marginalised students, see themselves reflected in positions of power. Possible long-term solutions:

- Creation of a student equity ombudsperson position similar to the food ombudsperson position
- Ensure that staff have sufficient anti-oppression knowledge through training
- When hiring staff in SHHS and the RLO, ensure that knowledge and skills in anti-oppression are taken into consideration.
 - Lived experiences of marginalization should also inform employment equity practices and hiring decisions
 - This will significantly increase the support for part-time and student positions such as the Rez Project Coordinators

Additionally, I would ensure that all student staff and casual positions are paid a minimum of 15\$ an hour. This allows for a degree of job stability and is also a living wage. It sends a message to employees that their work is valued and encourages long-term retention. Further, this would fall in line with trends across North America.

Community Engagement & Equity Programming Rez Lifer

A significant shift was adding 'Equity' to the Community Engagement Rez Lifer position. This position will help support equity programming in residences through the creation of a dedicated committee, which will comprise a representative from each residence in addition to potential community supports such as a Healthy McGill representative.

The committee will also liaise with the residence councils to ensure that initiatives like Mental Health Awareness Week and Consent Week are effectively programmed and communicated to students. It should be noted that this committee will not have 'punitive' powers over councils or any students but can serve as a resource and support for councils.

This committee could serve as a training ground for potential Rez Lifers and Floor Fellows as they would have access to additional training for committee members in anti-oppression (inclusive event planning, bystander intervention). Often such committees attract a different cohort of students than those who run for election to councils and therefore would broaden the pool of potential Floor Fellow applicants.

Social Work Stagiaire

One way of continuing Anti-Oppression programming was through the creation of a Social Work Student placement focusing on sexual assault in a student housing context. The position was developed with [Bianca Tetrault](#) to focus on supporting the coordination of the following weeks:

- Consent campaign
- Bystander intervention trainings
- Sexual Assault Awareness Week
- What the Feminism
- Mental Health Awareness Week

Additionally, this position will also provide crisis support for survivors as well as resource referrals. This position is best served by a Qualifying Year for the Social Work Master's Program. This will help ensure a degree of maturity of the stagiaire. Selection of the positions happen in April and ideally, the candidate will be able to attend Floor Fellow Orientation to ensure that they meet Floor Fellows, and understand the culture of residence. The required skills are as follows:

- Experience in facilitation
- Developing content for programming
- Organized
- Training in crisis intervention

RECOMMENDATIONS

- 1) **Creation of a Student Equity Ombudsperson** position
- 2) Ensure that **staff have sufficient anti-oppression** knowledge through training
- 3) When hiring staff in SHHS and the RLO, **ensure that knowledge and skills in anti-oppression are taken into consideration.**
 - a. Lived experiences of marginalization should also inform employment equity practices and hiring decisions
- 4) Student staff and casual employees are paid a minimum **15\$ per hour**
- 5) Depending on the success of this placement, it may make sense to look into getting **a second placement** focusing on race and/or ability in the student housing context.
 - a. If you wish to create a second position, contact Francine before the end of the Fall Semester.

TIMELINE

August 2015	Social Work Stagiaire attends Floor Fellow Orientation
September 2015	Community Engagement and Equity Programming Committee formed
December 2015	Contact Francine for a second Social Work placement
April 2016	Select stagiaire(s)

CONTACT INFORMATION	
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Healthy McGill	514.398.2087 health.promotion@mcgill.ca
Bianca Tetrault Sexual Assault Response Coordinator Office of the Dean of Students	514.398.3786 bianca.tetrault@mcgill.ca

Lessons Learned

When you embark on any long-term project, inevitably there will be shifts in programming. Here are a couple of the main lessons learned:

1. While we had developed a comprehensive workplan prior to starting the RAOP, many of **the most successful outcomes of the project were only developed after the program started**. For example, the creation of the accessibility audit and Mental Health Awareness Week arose only after initial meetings with stakeholders.
 - a. Although I was the person who developed and managed the roll-out of the project, significant shifts still occurred. I would recommend that future SPF projects dedicate a portion of hours at the beginning to perform needs assessments. Most significantly, this should be encouraged if the grant writer(s) is unique to possible filled positions.
2. **Events are not the most effective way** of sustainably integrating anti-oppression in many spaces. Often a disproportionate amount of energy and money is put into logistics and the coordination of events.
 - a. However, if the event is situated within a clear context like Mental Health Awareness Week, events can be important places for students to access information in a plurality of formats (movies, workshops, panels, etc.)
3. Throughout the program, we hired multiple students to do a range of services from video editing to translation. We paid them a range of 16 to 22 dollars per hour. **Creating student staff 'anti-oppression' positions** is an important way of empowering students from marginalised backgrounds. These positions were their first paid positions in the area of anti-oppression and many expressed the benefits of being paid for fulfilling work.
 - a. Since these positions, many have requested references for school, employment, and housing. Consistently, they have yielded positive results!

Changes from Initial Plan

While the vast majority of the project was accomplished mid-year, the project team decided to three aspects to ensure that the main goals of the project would be accomplished.

1. **Longitudinal Survey:** Originally, the plan was to setup a longitudinal study, which would take place over the next 5-10 years assessing the impact of the anti-oppression trainings and awareness building. However, after talking to experts in the Education Faculty, we decided that tracking such attitudinal shifts would be difficult. Further, the necessary time commitment to develop the survey would redirect time from other aspects of the project.
2. **State of Diversity Report:** A comprehensive report on the 'State of Diversity at McGill' would require more than 100 research and drafting hours.

Further it would detract from the incredible work already being done by the SEDE office and the Joint Board-Senate Committee on Equity. Focusing more on the Residence context is important to ensure the sustainability of this project as such energy will be devoted to a report assessing Equity in Residences.

3. **Macdonald Campus:** We were encouraged to ensure programming reached Mac Campus. As stated above, the project team organized and facilitated Macdonald Residence Monitor Orientation Training. We also supported the development of a successful SPF application!

RECOMMENDATIONS

- 1) Future SPF projects be encouraged to **dedicate a portion of hours** at the beginning of socially oriented projects **for needs assessments**.

APPENDICES

2014-2015 END OF YEAR REPORT

Emily Yee Clare

APPENDIX I

Recommendations	
1)	Implement a semesterly OSD meet-and-greet during Floor Fellow team meetings for people to discuss concerns or issues that may be cropping up on their floor
2)	Recommendations for Writing Centre hours: <ol style="list-style-type: none"> a) The hours continue in a standardized time and place. b) Communication around these hours start early and is present in many different forms points (website, screens, etc.) c) The hours are drop-in and do not require prior signup d) Communicate with OSD so that they know the hours too and can refer students as well
3)	Increased training for staff (front-line, managers, leadership) to ensure a common language across the department. <ol style="list-style-type: none"> a) Ensure that RLMs and RLO staff attend these trainings annually to be sure that they are aware of the content.
4)	Translation of trainings into French
5)	Expand Council Orientation to two days to provide a slate of harm reduction and anti-o trainings including Server Training and Bystander Intervention Training <ol style="list-style-type: none"> a) Ensure that the CAs facilitate trainings for residences other than their own
6)	Integrate Bystander Intervention Training into the Floor Fellow hiring and recruitment process
7)	Creation of a 'Rez Project Certification Program' to incentivizing student involvement with anti-oppression trainings in Residences:
8)	Coordinate with Student Services regarding co-curricular credit for students and facilitators
9)	Expand impact of Consent and Race Project to the rest of campus through coordination with SEDE
10)	Transfer the coordination of Invisible Medicines and (Dis)Ability Project to Healthy McGill and the Office for Students with Disabilities
11)	Ensure that the Rez Project Coordinators are sufficiently supported: The creation of alternative volunteer positions (active listening, logistical support, etc.)
12)	Strategise effective dissemination of the 'Consent Project Zine'
13)	Reach out to SSMU to and decentralise the planning and roll-out of Mental Health Awareness Week to involve residence councils
14)	Implement the recommendations from the Universal Design Access Interns' Report
15)	Ensure baseline of web and building accessibility, including but not limited to: <ol style="list-style-type: none"> a) Closed captioning b) Contrast
16)	Maintain the Accessibility Hub as a source of support and information for students. Ensure this space is updated and promoted to students

17)	Draft a letter to Student Services informing them of the impact of the lack of diversity in their cohort of counsellors, therapists, psychiatrists, and support workers.
18)	Liaise with the Peer Support Network about providing support hours in Residences from racialized and marginalised peer support workers.
19)	Expand staff capacity, either in terms of RLMs or staff out of RLO, to ensure sufficient support for students in times of crisis.
20)	Compensation & annual focus groups assessing student experience on the following topics: a) Race b) Religion c) Food d) Mental Health e) Ability f) Consent
21)	The Senior Residence Life Advisor will create a yearly report compiling focus group findings and recommendations
22)	Creation of a Student Equity Ombudsperson position
23)	Ensure that staff have sufficient anti-oppression knowledge through training
24)	When hiring staff in SHHS and the RLO, ensure that knowledge and skills in anti-oppression are taken into consideration. Lived experiences of marginalization should also inform employment equity practices and hiring decisions
25)	Student staff and casual employees are paid a minimum 15\$ per hour
26)	Depending on the success of this placement, it may make sense to look into getting a second placement focusing on race and/or ability in the student housing context.
27)	Future SPF projects be encouraged to dedicate a portion of hours at the beginning of socially oriented projects for needs assessments.

APPENDIX II

Timeline	
July 2015	<ul style="list-style-type: none"> – Tweaks and changes to Consent Project – RLMs email out link to incoming students to the accessibility web form
August 2015	<ul style="list-style-type: none"> – Contact the Writing Centre to confirm tutoring hours in Residences and start promotion for students – Book LC for Writing Centre drop-in hours – Contact OSD to schedule semesterly meetings – Invite both OSD & Writing Centre to Floor Fellow orientation – Contact Therapeutic Paws about hours for Mental Health Awareness Week and, if possible for the rest of the academic year – Anti-O 101 for Floor Fellows during orientation – Post-summer Rez Lifer Training – Contact SEDE about the inclusive event planning pamphlet – Contact Health McGill re: Server Training – Early August, start volunteer call-out for Consent Project – Translation of workshop into French – Contact SEDE about pan-campus run-throughs and coordination – Contact OSD about housing Dis(ability Project) – Contact PSN about housing Invisible Medicines <ul style="list-style-type: none"> o Determine possible run-through dates – Contact SSMU regarding Mental Health Awareness Week <ul style="list-style-type: none"> o Contact Therapeutic Paws regarding services – Contact Student Services regarding co-curricular credit for participants and facilitators – Accessibility Working Group should be created and begin meeting – Contact PSN regarding support hours in Residences from racialized and marginalised peer support workers. – Social Work Stagiaire attends Floor Fellow Orientation
September 2015	<ul style="list-style-type: none"> – Floor Fellows will select their elective in-services – CA/Rez Lifer Inclusive Event Planning facilitator training – Council Orientation (Inclusive Event Planning, Server Training, Bystander Intervention Training) – Establish Bystander Intervention Training schedule with Bianca – Consent Project facilitator training – Roll-out of Consent Project – Start planning pan-student housing Mental Health Awareness Week events – Community Engagement and Equity Programming Committee formed
October 2015	<ul style="list-style-type: none"> – Promote Bystander Intervention in Floor Fellow hiring information sessions

	<ul style="list-style-type: none"> - Early September, liaise with councils regarding Mental Health Awareness Week - Send out Consent Project surveys to participants and facilitators - Writing of Consent Project exit report - Campus run-through of Race & Consent Project with SEDE - Starting tweaks and changes to Race Project - Mental Health Awareness Week
November 2015	<ul style="list-style-type: none"> - Race Project Floor Fellow run-through - Start volunteer call-out for Race Project
December 2015	<ul style="list-style-type: none"> - Translate Race Project into French - Assess size of roll-out with RLMs - Contact Francine for a second Social Work placement
January 2016	<ul style="list-style-type: none"> - Race Project facilitator training - Roll-out of Race Project
February 2016	<ul style="list-style-type: none"> - Send out Race Project surveys to participants and facilitators - Writing of Race Project exit report - Winter Semester campus run-through of Race & Consent Project with SEDE
March 2016	<ul style="list-style-type: none"> - Race Project Floor Fellow run-through
April 2016	<ul style="list-style-type: none"> - Select stagiaire(s)

APPENDIX III

Contact Information Master List	
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APPENDIX IV

Media

Category	Title	Details
Websites	<u>Mental Health Awareness Week Website</u>	Developed for the Mental Health Awareness Week. Close to 1000 unique users and 3000 page views. Domain purchased for 3 years.
	<u>Rez Project Resources</u>	Dynamic resource website where students & staff can submit videos, articles, and images to share with the rest of the Residence Life community. Domain purchased for 3 years.
	<u>Accessibility Hub</u>	The Accessibility Hub will be a centralized resource on accessibility and housing at McGill. This will include detailed information on the physical accessibility of each residence.
	<u>Sustainability Projects Fund</u>	The Sustainability Projects Fund (SPF) was the primary funding source for the ROAP and a way for members of the McGill community to contribute to building a culture of sustainability on campus.
Videos	<u>Anti-Oppression Training at McGill</u>	Video on anti-oppression training at McGill developed by McGill Communications. Aired on television on Canal Savoir +.
	<u>Equity & Accessibility</u>	Discussion about the dynamics of emotions, equity & accessibility. Developed with SEDE for their Public Awareness Campaign
	<u>Students and Mental Health Video Series</u>	Originally developed for McGill University's Mental Health Awareness Week. Four different students and recent graduates discuss their experiences with mental health. Topics include: anxiety, support work, fatness, and bipolar disorder. Some of these videos are used in student and staff trainings.
	<u>It Started With a Tick</u>	Coordinated with Mental Health Services. Animated video of a spoken word piece about a student's experience with bipolar disorder.

APPENDIX V

Sustainability Projects Fund Application Residences Anti-Oppression Programming Project

Budget Requested: \$64,750

Date Submitted: November 25th, 2013

Applicant/Project Leader:

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Project theme(s):

Community & Social Justice

Justin Koh & Shaina Agbayani
Equity Commissioners
Students' Society of McGill University
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Project Group:

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For the last couple of years, there has been a tremendous amount of work done on campus to better support equity initiatives. Examples include the revision of the Sexual Harassment, Harassment, & Discrimination Policy, the introduction of an Equity Fund at SSMU, the development of an Indigenous Studies Minor and the creation of the McGill Equity & Community Engagement Award. This increased traction has solidified many important links between community groups on campus.

McGill Residences have also made many strides in this area. However, due to the unique needs of the community, there is significant room for sustained anti-oppression support. Residences are the first introduction for thousands of McGill students to independent living. The transition to university can be difficult and students are not always equipped to deal with issues of discrimination and harassment. In the 2011 Diversity Survey, 20% of students stated that they had experienced 'somewhat to very much' discrimination on any basis, whether due to language, race, ability, gender, etc. Students of colour noticeably experienced more discrimination than their white peers (Mendelson 2011). Further, the McGill Diversity & Equity Research Lab is investigating experiences of racism within Residences. It is thus important to ensure that resident students, live-in student staff (Floor Fellows and Dons) and professional staff (Hall Directors, operations staff) have the tools and knowledge to effectively and proactively address these issues as they arise.

Currently, the annual September roll-out of Rez Project, a mandatory session for all resident students, serves as the primary source of anti-oppression training for students. It is a single 3-hour workshop focusing predominantly on gender, sexual identity, and sexual assault. This program has evolved significantly from its creation 10 years ago with the changing needs of students, and includes an introduction to the concept of intersectionality. However, it is limited in scope, and in that it is currently the only time where resident students are consistently formally introduced to these concepts within Residences. Specific equity training and a consistent presence throughout the academic year will facilitate an integrated learning process.

To quote the 2010 Residences and Student Housing Strategic Plan, “We must develop a welcoming and supportive place for all wanting to be successful students and positive community members. To do this, we must suspend the assumption that we are already successful in this effort and utilize assessment and continuous self-evaluation to gain a true picture” (Residence Life 2010).

Project Overview:

- Build-on existing anti-oppression training for all residence students through collaboration with SEDE, Student Services, SSMU Equity, and other anti-oppression units at McGill. This could take the form of workshops, discussion groups & movie screenings, as well as themed editions of existing programming in Residence Life such as Faculty-In-Residence and Community Engagement
 - o Move forward with the development of new modules of Rez Project (addressing Race, Religion & Culture and Mental Health & Coping); support material for subsequent years
 - o Ensure that student and professional Rez Life staff attend mandatory anti-oppression training prior to Residences move-in
 - o Provide ‘refresher’ training for staff at the beginning of the Winter semester
 - o Facilitate the provision of a ‘Mental Health First Aid’ training and the development of an additional ‘Multiculturalism Competency’ module in collaboration with McGill Counselling Services
- Compile and improve upon anti-oppression resources for all resident students & staff which will be continuously available within Residences. Additional resources will be stored in the Residence Life office.
 - o Liaise with community groups such as OSD, SSMU, & QPIRG
 - o Liaise with the student sustainability coordinators within Student Housing & Hospitality Services
 - o Review and synthesise racism-related campus resources to present a summary report on the ‘State of Campus Diversity & Inclusion’
- Create a residence Equity Policy:
 - o Pro-active equity guidelines for events in residences (e.g. Halloween & racist costumes)
 - o Training provided for the Inter-Residence Council
- Development of an ‘Equity & Residence Life at McGill’ report template.
- Create a 3-year timeline for the implementation and review of the project.
 - o Creation of a longitudinal study that will track the impact of anti-oppression training within Residences.
- Support the Office of Sustainability in the development of mechanisms to better support social sustainability initiatives.

As planned, this position will become obsolete after the year-long mandate. By consulting and collaborating with multiple campus groups such as SEDE, SSMU, Queer McGill, Student Services the responsibility of the sustainability of the project will be anchored in multiple units. Although much of the structure is in place to ensure the long-term sustainability of anti-oppression within Residences, it is crucial that the work capacity is created to ensure that a baseline of expertise is available. Finally, through the careful institutionalisation of resources and information into positions within the Residence Life structure (e.g. existing live-in and professional staff) and SEDE, equity will be embedded into the very structure of Residences and normalised through practice.

Project eligibility:

In addition to contributing to the sustainability of anti-oppression education at McGill University, and in keeping with the values expressed in the Report on the Principal's Taskforce on

Excellence, Diversity, and Community Engagement, this project is consistent with the needs of the University, and contributes to a robust commitment to sustainability within the University with a focus on:

- 1) **Human Sustainability:** "Human sustainability means maintaining human capital. Human capital is a private good of individuals, rather than between individuals or societies. The health, education, skills, knowledge, leadership and access to services constitute human capital."(Goodland 2002)
 - a. Equip students and staff to address issues of equity & social sustainability throughout their time at McGill through resource development and dissemination
- 2) **Social Inclusion Sustainability:** The "participation of the disadvantaged into mainstream benefits and opportunities..." (Bhatti 2005)
 - a. Provide support resources for first-year students from marginalised backgrounds
 - b. Connect first-year students with community groups and networks who work towards creating a more equitable culture at McGill
- 3) **Institutional Sustainability:** Develop mechanisms for review & accountability to ensure integration into McGill units for long-term viability.

Stakeholders:

Please see the attached letters of support & commitment from the following individuals, associations and groups:

Inter-Residence Council, QPIRG McGill, Queer McGill, SACOMSS, SSMU Council, Union for Gender Empowerment, Veronica Amberg (Manager of the Social Equity and Diversity Education Office), Sara Houshmand (PhD Candidate, Department of Educational & Counselling Psychology), Paige Isaac (Coordinator of McGill's First Peoples'), Mathieu Laperle (Senior Director, Student Housing & Hospitality Services), Jana Luker (Executive Director of Services for Students), Vera Romano (Clinical Director of Counselling Services), Lydia White (Associate Provost, Policy, Procedure & Equity)

Project Implementation

Timeframe/Milestones:

This project will be implemented over a year period starting around January 1st, 2014 and ending December 31st 2014.

- December 2013 will be used to liaise with different campus groups.
- Winter 2014 – Summer 2014 will serve for program development and presentation
- Fall 2014 will be the initial roll-out of programming. Integration into McGill units will commence.

Type of Activity – Task	Estimated Time Required	Timeline	Group Member
Development & provision of additional Rez Project modules, including Race & Religion, and Mental Health & Coping. **Note: This work will also involve coordinating and organising work that has been done around the university related to Rez Project	200 hours (5 hrs/wk for 40 weeks)	Winter 2014 (development) Summer 2014 (provision)	Emily, Sarah. Justin, Shaina, Tynan, Ria
Workshop, discussion group & movie screening development	416 hrs (8 hrs/wk)	Winter 2014-Fall 2014	Emily, Ria

Workshop, discussion group & movie screening provision	156 hrs (3 hrs/wk)	Winter 2014-Fall 2014	Emily, Sarah, Justin, Shaina
Development of anti-oppression resources	260 hrs (5 hrs/wk)	Winter 2014	Emily, Ria
Liaise with equity related community groups at McGill	364 hrs (7 hrs/wk)	Winter 2014	Emily
Liaise with inter-residence council & the URC sub-Committee on Residence Life. **Note: Training will be provided if required.	104 hrs (2 hrs/wk)	Winter 2014-Fall 2014	Emily, Ria
Floor fellow, staff, & support staff anti-oppression training development and provision	200 hrs (8 hrs/wk for 40 weeks)	Winter 2014 (development) Summer 2014 (provision)	Emily, Sarah, Ria, Dr. Vera Romano
Development of a residence equity policy & committee	40 hours (5 hrs/wk for 8 weeks)	Winter 2014-Summer 2014	Emily, Justin, Shaina
Integration of project into McGill units (liaising & training)	240 hours (20 hrs/wk for 12 weeks)	Summer 2014-Fall 2014	Emily, Ria, Sarah, Justin, Shaina, Tynan
Longitudinal survey development assessing the impact of anti-oppression programming on students	24 hrs (2 hrs/wk for 12 weeks)	Fall 2014	Emily, Sara Houshmand
Equity & Residence Life at McGill Report	48 hrs (1 hr/wk for 48 weeks)	Winter 2014-Fall 2014	Emily, Ria
Review and synthesise racism-related campus resources to present a 'State of Campus Diversity & Inclusion' report	96 hrs (12 hrs/wk for 8 weeks)	Winter 2014	Emily, Sarah
Co-production of anti-oppression multimedia project	50 hrs	December 2013-Fall 2014	Sarah, Emily, Tynan
Work with the Office of Sustainability to develop mechanisms to support social sustainability initiatives at McGill.	52 hrs	Winter 2014-Fall 2014	Lilith, Emily
Hiring of a student work position: Rez Project Development Coordinator	20 hours	November 2013-January 2014	Justin, Shaina

Financials

Detailed expenses:

Expense Description	Estimated Cost	Comments
Coordinator Salary	\$49,250	Residence Life Financial Manager recommended the following: M1, Grade 2 position, equivalent to other 'entry-level' positions in Rez Life. Includes benefits. $\$39,400 + 25\% \text{ (Benefits)} = \$49,250$
Workshops presenter/facilitator fees	\$1,500	Any individual can be extensively versed in matters of equity. However, it is important to recognise how a plurality of voices ensures a holistic and comprehensive approach to anti-oppression.

Communication material development, design and publication	\$10,000	Poster design, pamphlets, multi-media promotion etc.
Materials	\$5,000	Markers, poster paper, etc.
*Mental Health First Aid training manuals	\$500	The provision of these manuals is contingent upon approval of application to the Innovation Fund listed below. If not approved, alternative funding sources other than the SPF will be found.
Total:	\$66,250	

Detailed revenues:

Revenue Source	Amount Requested	Confirmed?
Sustainability Projects Fund	\$64,750	No
Lydia White - Associate Provost (Policy, Procedure & Equity)	\$1,000	Yes
Queer McGill	\$500	No
*Executive Director of Services for Students' Innovation Fund	\$500	No

In-Kind Donations:

Collaborator	Donation	Comments
Student Housing and Hospitality Services	\$2,500	Food for workshop and meetings. This increases the accessibility of meetings.
Student Housing and Hospitality Services	--	Office space and supervision (75 hours) for the Residences Anti-Oppression Programming Project Coordinator; 200+ work hours for programming and training development in the project's first year, as well as ongoing implementation support after the departure of the Project Coordinator
Students's Society of McGill University	~\$2,000	SSMU is creating a student position that will work with this project. This guarantees a strong student voice and will facilitate the integration of the project into multiple units around the University to ensure long-term sustainability.
Social Equity and Diversity Education Office	--	150+ work hours for materials and workshop development, workshop delivery, and consultations in the project's first year, as well as ongoing implementation support after the departure of the Project Coordinator.

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Bhatti, A. H. (2005). Social Inclusion and Sustainable Human Development. Pakistan, Sight Savers International.

Goodland, R. (2002). "Sustainability: Human, Social, Economic and Environmental." Encyclopedia of Global Environmental Change.

Mendelson, M. J. (2011). McGill University Student Diversity Survey. Montreal, McGill University.

Residence Life (2010). Strategic Plan for Residences and Student Housing. Montreal, McGill University Student Housing & Hospitality Services.