**Psychology's Feminist Voices Oral History Project**

**Interview with Dr. Paula Barata**

***Interviewed by Alexandra Rutherford, Brianna Murphy, Micheal Stead, Lucy Xie, Vanessa Bragagnolo, Cara Goldberg & Amanda Nkeramihigo***

***Interview conducted remotely using Zoom platform***
***April 4th, 2024***

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PB: Paula Barata, Interview participant
AR: Alexandra Rutherford, Interviewer
BM: Brianna Murphy
MS: Micheal Stead
LX: Lucy Xie
VB: Vanessa Bragagnolo
CG: Cara Goldberg
AN: Amanda Nkeramihigo

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AR: So, we're here today on Zoom. My name is Alexandra Rutherford and I'm going to be interviewing Dr. Paula Barata with PFV [Psychology's Feminist Voices] team members, and it is April 4th, 2024. Dr. Barata would you please state your full name and place and date of birth for the record?

PB: My full name is Paula Cristina Braz Barata and I was born in Rueil- Malmaison, France in 1972.

AR: Great. Well thank you so much. So, we usually start these interviews with a question about feminism, and we've phrased the question differently over the years, but this is the phrasing we've kind of landed on now: Can you tell us a little bit about how you first began to relate to feminism, when you became aware of it, and sort of how you related to it?

PB: So, I've been thinking about this question and trying to figure out when that was, and [I] can't actually remember. And so, I suspect it was a long time ago and probably in childhood as I started to – so I grew up with one older brother and I pushed back a lot about how we were being treated differently.

So, I'm Portuguese, so my ethnic background is Portuguese. There were a lot of traditional ideas about how to raise children, and I saw that things were unfair and unequal from a very early age and started pushing back. Now I'm sure when I was 11 or 12 years old, I was not calling myself a feminist, but I was acting like a feminist, I think, already at that age. But I think I probably didn't come across the term and start identifying as a feminist until university.

AR: Ok, ok.

PB: I took a psych of gender course. So, I did my undergrad at UBC [University of British

Columbia] and that psych of gender course was taken sort of later on in my studies,
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I think maybe even in fourth year. And that's when I started to have more of the language of feminism and started to really identify as a feminist. But even then it was still pretty unformed, and it really wasn't until I went to graduate school and I started working with Charlene Senn that I had a psych of women course with her and started doing readings that were not just in a textbook but actual articles, and that's probably when I really started identifying as a feminist, and then was shocked to learn that other women didn't. That I thought this was…Surely, I could understand if a man didn't identify as a feminist, but surely every single woman on the planet would identify as a feminist, and then was shocked to learn this was not the case.

AR: Yeah. Tell me a little bit, if you can unpack a little bit, I'm curious in your senior year then of undergrad you encountered psych of gender and started to get kind of a sense that your feminism coalesced a little bit. I notice from your CV that you did your undergraduate thesis with Robert Hare, who is, of course, really well known for his psychopathy research. So how is it that you went from that and taking psych of gender to working with Dr. Senn at [University of] Windsor and what, well eventually, working with Dr. Senn at [University of] Windsor and getting more and more attracted to studying women and feminist issues in psychology? How did that sort of connection work?

PB: Yeah. So, I took two years off in between my undergrad and my grad work. And during those two years I continued to - so I had done my undergrad honors thesis with Robert Hare, who does work on psychopathy, and he created the Psychopathy Checklist-Revised, and so most of the data that he and his graduate students were collecting were in prisons. I collected my undergraduate data in a medium security prison, but then as a research assistant in those two years I also worked in a maximum-security prison.

And the way you do assessments for psychopathy using the Psychopathy Checklist-Revised is that you interview the person, and you ask various questions, but then you actually do the scoring on your own while watching the video [recording of the interview]. Because with psychopathy they're often very fun to interview and, they bring out all this emotion in you so you think you're actually getting emotion from them, and then it's not until you're sort of in a colder setting, and you're just watching the video that you realize all the emotion in the room was actually mine, there's actually no emotion coming from the other person.

So, you have to do that piece, and then the other piece of it is that you look through files, because another thing [that] people who are high on psychopathy do is that they lie a lot, so you can't take anything that they tell you at face value, so you go back to the actual documents and you read and then you compare. I was reading, (I'm getting to this [question]) and I was reading victim impact statements, and so it was how people were actually impacted by people who were high on psychopathy, but also, not everyone I interviewed was high on psychopathy, just inmates were sort of creating chaos in their [victim's] lives and their personal lives and it was mostly in their personal lives. And so that got me much more interested in, so still interested in

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forensic psychology but more from a survivor perspective, and more from a people who are impacted by criminals, and so that's when I started looking for people who were doing that kind of work, and that's how I got to Charlene Senn.

She couldn't take me on, so when I was accepted at Windsor she was going on sabbatical, so she said she couldn't accept me. There was someone there who was doing work with policing, and I thought "Well, I have this interest in forensic psychology they're doing policing I'll work with him [Dr. Frank Schneider]". He was really flexible about the kind of work I would do. I was still really interested in survivors and so I ended up working in a shelter collecting data with women who had experienced intimate partner violence. And then when Charlene came back from sabbatical, she sort of whispered in someone's ear that she would still be open to supervising me for my PhD, because at this point I thought that door was closed. So, then I actually switched to work with her.

AR: Wow ok.

PB: Yeah.

AR: So that provides an interesting link because we did of course notice, with interest, that much of your early work was in and around the criminal justice system and experiences of women who had experienced intimate partner violence and that context. I'm curious about the gender dynamics of that early work. Were the interviews you were doing with folks in prison about psychopathy, I do not know much about psychopathy, were they mostly men?

PB: So, they were mostly men, the research group did work with women as well. They also had ins into a women's prison, but I think I only visited the women's prison once or twice. I didn't really work with women. I did work also in a juvenile prison, and there were some girls as well. But mostly the interviews I did, and the work I was doing, was with men.

AR: Interesting. So, then the switch to working at the women's shelter and working on intimate partner violence, how did that come about?

PB: I worked with, my MA thesis supervisor was Frank Schneider, and he was close to the end of his career when I was working with him. I thought, "well I'm going to come in here, I'm going to work with him, I guess I better do the stuff he is doing". I came in with some kind of proposal about stuff that was very closely related to what he did, and to his credit he said, "I'm not feeling the passion here, what are you really interested in?".

And then I told him what I was really interested in was violence against women and he said,

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"Well I know very little about that and I have no connections, but if you can make those connections and that's the work you want to do, then that's the work you should do." So then, really quite naively, I made an appointment with the director at the shelter for women at the time, in Windsor, and I had been given advice from another graduate student who said "Just go in and be very open about what you want to do. If you really are interested in anything related to what they are doing just come in very open".

So, I did come in very open. They were also interested in how women were being treated in the criminal justice system. The project I looked at is, they were just bringing in videotape statements, so there were actually recording women shortly after they had experienced abuse because what they were seeing as a problem was women recanting afterwards. By the time you get to court, it is sometimes months, if not years later, and sometimes the couple has made up again, sometimes they haven't but, you know, she is maybe being threatened, there's all kinds of reasons why a woman would recant the story. Then they would be on the stand and have to say things like "Oh no, I lied. That never happened. I lied" at that point.

They thought that by having these videotaped statements it would be very powerful evidence that could be used in court, and that maybe would mean she wouldn't even have to testify, if they had these recordings. That project was just beginning in Windsor at the time, so the shelter was very interested in that. So, when I expressed interest in forensics and policing, and that kind of thing, they brought me into this project which I had never even heard of these videotaped statements and said, "Do you want to do your project on this?" and I said "yes" and that's how I got into the shelter and did that work.

AR: Wow, amazing, amazing. Many of us, when we met on Monday, were really interested in how you as a researcher - given your long career working especially with women who experienced intimate partner violence, but other really vulnerable populations too - how have you managed as researcher to deal with the fact that you are dealing with a lot of trauma and a lot of violence, and that has an impact on you as a researcher. How have you negotiated your own boundaries around that? Self-care? What impact has it had on you to be working with trauma?

PB: I think, well I hope, that there is some good that comes out of this. In those early years it was just even about exposing the problem, you know, we used to call it domestic violence not even intimate partner violence, and so it was more just I felt like I was doing something worthwhile. I don't have any intimate partner violence experience as a survivor myself. So, it's not like it was bringing up things from my past, so for me it was possibly easier than other people. And it really wasn't until I had students that were being very affected by the work that they were doing, because it was, in fact, bringing up stuff from their past, that I really started paying attention to this.

And [then I] started looking up books and articles I could then offer to students for that self-care. It was really not something that I had to deal with personally, so much, but I have become

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aware of how important it is for some people to really think about that. In the early years the work was mostly quantitative so there's a removal of it. Even when I was collecting the data about the videotape statements, that was quantitative. I would be in the shelter, I would explain the study, and then I would often play with children while the mom was actually filling out the survey. It really wasn't until some of my students were doing qualitative work in this area, and you're listening to it at the time, and then you're listening to it again to transcribe, and then you are playing [the recording] backwards, forwards listening to it so carefully, then it really does impact you more in that kind of work.

AR: We were also absolutely fascinated to learn more about your, for lack of a better phrase, methodological journey. Because you have engaged with so many different kinds of qualitative methods in your work, from narrative methods to Q sort, to phenomenological methods, thematic analysis, of course. I'm curious, you say you started quant[itative], so how did you get into qual[itative]? I'd like to ask a little more about that.

PB: I see methodology as tools. I'm not committed to any one particular way of looking at the world. I'm not committed to any one particular way of collecting data. I think different tools are appropriate for different research questions, and to really understand a problem you need to tackle it from different perspectives. So it's really been, I've been guided by my students, the kind of work they're doing [and] the kinds of things they're interested in.

The photovoice project we did, that was the study where we had women take pictures of things that make them feel safe and unsafe on campus, that project came about from I had gotten equipment for my lab that wasn't being used, and I said, "We should use this equipment. We should come up with a project that uses this equipment.", and it felt kind of risky to do that work as student project because it felt kind of new and no one had expertise in that. So, we said "Let's just do it as a lab project. Let's see where it goes." And then ironically we didn't use any of the equipment because everyone has their own camera now. Everyone just used their own stuff to take pictures, but that's how that project came around. We were like "Well, let's give this a go.".

AR: Interesting. Some of us read an early article you published back in 2005, it was an article about your experience in grad school meeting with other feminist women, and I remember in that article you wrote something that you were starting to use qualitative methods, and at that time you wrote that sometimes qualitative methods felt more feminist, to you at the time. Do you still feel that way about methods in general?

PB: Not really. But I think one of the projects I'm working on now, around Charlene's work on sexual assault resistance education, and that is an experiment, and yet I cannot imagine a more feminist project [Laughs]. At the time it was so new to me, in grad school, this is first time I'm exposed to qualitative work is in graduate school, and I'm being exposed to psychology of

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women in a more in-depth way in graduate school, so these two things are colliding. So at the time I really am seeing them as fused because most of the qualitative work that I'm reading is from feminists, it comes from feminist work. In fact, when I come across critical authors who don't identify as feminists I'm like, "Wait a sec, you're just taking credit for stuff feminists were doing." [laughs] and didn't really grasp that there was this whole other branch, that people are coming to it from different places, and feminism doesn't have a monopoly on power dynamics and understanding power dynamics, although they approach it a way that I think is very useful. So, I think I see that a little bit differently now.

AR: Yeah, that's interesting. I'm jumping around a little bit here, but I wanted to know maybe if you could tell us a bit more about how you first became attracted to psychology. So, we've asked you about your feminism and your work. But what about coming into psychology per se?

PB: So, I was trying to think about that last night too. I think I wanted to do psychology even before I got to university, it's just something about it. I for sure took it in my first semester. And then I just loved every single thing about it, like everything, from the methods, to the neuroscience, to the cognitive stuff, to the personality, social, all of it. I do teach intro psych now, and I love that course because I sometimes get to learn about stuff from those other areas of psychology that I would otherwise not know about. I just think it's such a diverse discipline and so interesting. I remember just loving that textbook [and thinking], "this is so interesting, and this is so interesting too".

AR: Absolutely, I resonate with that. I want to ask about- you talked about working with Charlene Senn during your dissertation work - I wanted to ask you more about mentoring and feminist community in your career. Can you tell us a little about your mentors, and in addition how you position yourself as a mentor? How do [you] work with students? You can start by telling us about people you might consider your own mentors or your community.

PB: So, for sure Charlene, she was a mentor but she also cultivated a group of people, of women, at [the University of] Windsor, we then mentored each other. That project (you mentioned the ivory tower paper), that came about through her creating the feminist research group, that was not just her lab, it was [for] anybody that was interested in feminist research. That's how, I think, she saw an ability to mentor students who were not her own students but were interested in this, and to give a little piece of herself to those students too. We were a big group, probably close to ten students, who met regularly, did some readings, talked about these things, and then decided that we were going to do this research project, and then did that. So, for sure, Charlene, but then other people in that group too were also mentors to each other. I would say that has carried on through my life.

Then I did my post-doc and I was, again, in a research group that was led by Donna Stewart, who was also one of my mentors. She also fostered this group of women who were also mentors to each other. Even now, now I'm at the University of Guelph, and I have colleagues that I also see as mentors and will go to for advice. The Feminist Mentor Pod project that I'm now doing through SWAP [Section on Women and Psychology], the way that we conceptualize the pods as people mentoring each other, as opposed to the "ahhh" [makes hailing sound and gestures] mentor [that] has this wisdom that they provide to the mentee, [that] is not the model we've chosen to go with, it's more of mentoring each other with the recognition that a more senior person can absolutely learn a lot from the more junior person as well. My students are often much more in the know of the newer things, and what's coming out, because they're doing all that reading, whereas I have less time to do that kind of reading, now.

AR: Part of the genius too of that, is that different mentors can offer different things. Sort of a another way of putting that.

PB: Absolutely.

AR: You mentioned SWAP, and we would really love to hear more about how you first got involved with SWAP and the roles you've played in it, and the role it has played in your career.

PB: I was introduced to SWAP by Charlene, and, you know, this is still back in the day when you still get the hard copy newsletter, so she would bring it to meetings and pass it around, and we would see the newsletter. As a graduate student I went to CPA [Canadian Psychological Association], my first presentation was a SWAP symposium, and the room was full and dynamic, and people were actually interested in my project on the videotape statements, and to me that was amazing. And I'd have SWAP women come to me after and ask me about the project and all of that. So, the community was immediately there for me early in my graduate work.

When I finished graduate school, I took on a newsletter editor position, and that is such a good position to take on because it forces you to read the newsletter from cover to cover, and really know all the different components of it, and all the different pieces that are happening with SWAP. So, I did that for at least a few years. Again, that's still when it is still getting printed out [and] mailed to people. It was during my time, as newsletter editor, that we switched to email delivery. Then I took on the abstract review coordinator position. Which again is such a great position because you're assigning all the abstracts, but you're reading all the abstracts too, so you're really getting a sense of all the different submissions that are coming in to SWAP and the variety [of abstracts].

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I think from there I was coordinator, I took on the coordinator position. The way SWAP works is you're the coordinator in-waiting (I forget what the actual title is [laughs]), for a year and then you're the coordinator for two years, and then you're past-coordinator for a year, so you're actually in that role for four years. Then, when I left that, they brought me back in, I think I was abstract review coordinator for a while, and now I'm doing the fostering leadership, equity and diversity group. So I've been involved in SWAP for a long time.

AR: Yeah, and I think that's important because it gives you an interesting perspective on feminist psychology in Canada, and the kind of community that we have here. Have you noticed any changes over the years or do you have any reflections on the way that feminist psychology (via SWAP and your engagement with SWAP) has developed/changed over time.

PB: I feel like feminism has become more mainstream, and that's good and bad. I think there's lots of people doing feminist work that they might not identify it as feminist work, and they don't feel they need to be SWAP members because they have a greater affinity or they feel greater community with whatever the content area is that they're doing, whether that's clinical or developmental, so they join those communities and they don't necessarily join SWAP. Whereas, in the earlier years of SWAP there was a feeling of needing to support SWAP so that SWAP could be vibrant and grow, so you might join SWAP just for that purpose, even if the content area was not your content area.

Whereas I think now people only join SWAP if they are actually doing research on girls and women. So, in some ways the moving mainstream has left a bit of a gap. I do worry about leadership in SWAP and who's going to be the coordinator for the next ten years. I'm not sure I'm seeing a lot of influx into SWAP. I think SWAP needs to pay more attention to intersectionality and to what our role is now that we have, in some ways, more power. SWAP is not a small section, so in some ways we have more privilege now, certainly more than we had when it was fighting to exist. So, what can we actually do with that privilege?

AR: Can you elaborate a little bit on that? In terms of paying more attention to intersectionality in SWAP, I'd be curious to know more about how you see that.

PB: Yeah. For example, the students, and it is mostly students, I'm working with in the forum, they really wanted to do a project on mentorship. They felt they needed a project on mentorship or for their own mentorship. Some of those students are marginalized students and aren't getting that feminist mentorship wherever they are, and so they're looking for it somewhere. SWAP offers a certain kind of mentorship and a certain kind of support, but I think sometimes having someone that looks like you and has had experiences like you is also really critical too, and it's hard to find that in SWAP right now at the more senior levels.

AR: There seems to be (I hate to put it this way) a generational gap, maybe between the folks
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who have been long involved in SWAP and the newer students coming in who want that but there's a gap in the middle somehow.

PB: Right. I feel like students come in and then they leave. We're not retaining them like I was retained. I think some of that is inevitable because CPA really caters towards academics, so if your career ultimately is not an academic career and you don't go on to become a professor you might have very little reason to go to CPA [conventions] and then you have very little reason to join SWAP. So, some of that is just the nature of the broader organization. But I also wonder if people come into SWAP, they try it for a few years [and] they don't see themselves reflected in it and then they leave.

AR: I'm going to switch gears a little bit and direct you back towards your own research trajectory [and the] trajectory of your own research career. You started off your career looking at intimate partner violence and the experiences of, what would then be called battered women, in the criminal justice system. But you've continued your work on intimate partner violence, but you've also done a lot other things. Can you talk to us a little bit about that trajectory? Also, I'm really curious to hear you talk about how you've worked with community partners over that time. But if you can talk about your research trajectory.

PB: Yeah. So I did a lot of stuff on human papillomavirus, and that was from working at the hospital. I ended up working at the hospital because I got to do an internship, because at the University of Windsor the applied social [psychology] program has an internship. I did my internship at the hospital with Donna Stewart, and at the time I thought women's health was breast cancer and that's it, I didn't know what else women's health was. I really wanted this internship so I went in and I said, "I can do stuff on breast cancer" and she said "Well that's interesting because I don't see anything here that you've done on breast cancer." [laughs] "But I see stuff that you've done intimate partner violence, and I also see that you're Portuguese.", which was something so interesting for her to say, and then she said, "Why don't you do a project on intimate partner violence in the Portuguese community?". I'm like, "Oh my god is this woman for real?[laughs] Just let me do this project. I would love to do a project on intimate partner violence in the Portuguese community."

For her to really pick out my identity as a person and then the scholarly work that I was doing and see it as women's health and tell me, "Go, go do that project." Was amazing. But Donna Stewart is a really practical woman who has this radar for where the funding is and where money is. Not right now, because if you see it right now it's too late, but where's the money going to be in three years. She saw human papillomavirus research as where the money was going to be, and she wanted us to do something in the research group.

So that's how I got to looking at the psychosocial aspects of HPV [ human papillomavirus], because it's sexually transmitted, but it's a necessary precursor to cervical cancer (I would hesitate to say a cause because many people have human papillomavirus and don't have cervical

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cancer). She saw the interesting psychosocial aspects of it because of it being sexually transmitted, so that's how I got into that work. Which is still a very feminist kind of project, because of course women have sex, but then the fact that they have sex and this might lead to cancer is going to be a problem in terms of trying to prevent cervical cancer, if this becomes knowledge without careful thinking of how we bring that knowledge into the public domain. So that's how I got into that project.

And then other side projects that I got into, so the irritability study, (I don't know if you saw but I have two papers on irritability) that comes across from Donna Stewart saying " You know people are talking about irritability around menstruation as if irritability is something that only women experience or there's a special kind of irritability related to menstruation, that is different from irritability related to smoking or any other kind of irritability. It's an emotion. Why are we measuring it in this specific context?", because all the surveys were very specific to irritability in this domain. That was also a feminist project even though it doesn't necessarily appear to be in the published work. But it really was this irritation, excuse the [pun] [laughs], around why is this being talked about this way, specifically around menstruation.

AR: We also read your really recent work on economic abuse, which was super interesting, and I know in that study, and I'm sure in others, you have partnered with community organizations and groups. Can you talk to us a little bit about the ways that work has come about, and also the challenges and joys of working with community partners?

PB: Yeah. So working with community partners is something I've been strategically trying to push my career towards - I'm not really strategic - but that is one of the ways I've been strategic. I've mostly just taken up opportunities as I see them. That particular paper [on economic abuse] came to me from Women Abuse Council of Toronto calling me and saying "I just got a little bit of money to do this project, would you want to partner with me?". But even though that seems totally random the reason I got that call is because of the housing discrimination paper that I wrote which I then also brought to the attention of the Women Abuse Council of Toronto, at the time, and we then did another project looking at housing.

So, there were many years of gaps, but those relationships remained. It's not that that they were close relationships, but they were productive and so then when they had a project, they thought to call me. So, I just got a call out of the blue, which never happens. Someone calls you and says "I have some money, do you want to do this project?", but that's how that project actually came to be. We actually did three studies, and a report was written, that was written much more quickly than the manuscript (the academic paper), and that report ended up on the website, it used all three studies. But then this paper that we wrote, the academic paper, was more specific to just the interviews.

And that relationship was such a great working relationship with Lieran Docherty at WomanACT, that we applied for a grant to do another study on the experiences of IPV

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[Intimate Partner Violence] during COVID. When we were all staying home to be safe, of course homes are not safe for some people. So, they were actually exposed to more risks at home. So, we just completed that project, so that's the project I just finished. And I just found out that I got a SSHRC [Social Sciences and Humanities Research Council] to continue working with WomanACT, but also some other community partners.

Now we're going to focus more deliberately on housing, and that's a partnership development grant so we're trying to bring in the gender-based violence sector but also the homelessness sector, which strangely are not very interconnected right now even though housing is a huge problem for women who experience intimate partner violence. I feel like my career is going very strongly in that route and I really do love the community partnerships but more than the community partnerships I just love working with other people. I've never been someone who just wants to be a solitary researcher, trying to think about things in my own head. I need someone to bounce ideas off of, I need to work with other people, and I've had that with my students for sure, but to also have that now with other people and community is really great.

AR: Sounds super fulfilling, and to see an immediate impact with you work in ways that often in academia takes sometimes a lot longer and sometimes there's a different impact too.

PB: Yeah. With this project we did with the covid project there were so many pieces of knowledge translation that were coming out way before the manuscripts were ever going to see the light of day. And really neat things, so one of the things we did in that project was digital stories. We interviewed women about their experiences, and five women also did digital stories of their experiences, and then we did a screening in Toronto. So, we brought service providers together, we screened the five stories and then we had a conversation about the stories, because the stories really challenged us to think about how we were supporting these women, because they were not very supported during covid. But it wasn't just covid, it was an already so strained [system] and then covid hit and all the problems were open for everyone to see. That was amazing. I feel like that came together much more quickly than the manuscripts we are trying to write.

AR: Absolutely. I see Brianna has her hand up. Brianna?

BM: Hi, I just have a quick question I want to tell that ties into the difference between the academic and community research. I was wondering, you do a lot of different research from different angles as well as things like intervention programs for them and I was wondering how you, I suppose, have found fulfillment of getting to see the impact immediately vs. writing an academic paper and you don't get to see where that goes?

PB: Yeah. It's way more fun [laughs]. Like way more fun. There's certainly a joy with finally getting something published. But it's so drawn out, you know, you submit and you're happy

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you submit it. Then you get it back and it's torn apart. Three reviewers pretty much hate it and then you have to build it up again and you send it back, [and] you get more feedback. By the time it actually sees the light of day you're like, "Oh yeah that. I worked on that like five years ago [laughs]". Whereas working with community partners they are calling the media. When we did the screening, they are bringing in the media to bring this to the public. It's exciting and its happening and in real time when you actually still remember doing the interviews. It's really nice.

So, at Guelph we also have practicums (I mentioned at Windsor they have practicums and internships), we also have practicums. The students also need to do that work, so some of my students were able to do practicums with WomanACT on that project so there was a continuity there that was really nice. And the other great thing about that project was that it was the first time I brought in peer community researchers.

We trained two women with lived experience of both intimate partner violence and housing insecurity to be researchers on the project. So, you're also seeing an immediate impact on them [community] and an immediate impact on your students in working with them. There's all this learning that is happening that feels important and meaningful, not that other work that we do is not important and meaningful, but it feels very immediate.

I will do that again too (bring in peer community researchers) because that really changed how we analyzed the data [and] the kind of questions we asked. They were involved in everything from the research questions, to helping with the interviews (we did all interviews in pairs), and with the data analysis and the coding. There were things that maybe, I think, did not go great in that project. We needed to support our peer community researchers better, so it wasn't perfect. But it did a lot of learning and I see a lot of value in it, that I will do it again and I will do it better next time.

AR: A skill is learned as you're going.

PB: Yeah.

AR: Micheal, I saw a raised hand but then I think you put it down, so I wasn't sure.

MS: I put it up and then put it down, just to say I was here but not to distract. You've been saying throughout this interview how community is so important for you, how you don't want to live in a vacuum and do your work in a vacuum, you need people to bounce ideas off, you love the collaboration. And I noticed in your Masters thesis and your PhD, your acknowledgement of a couple names that come up a couple of times, [such as] Brenda Davie, Dave Ledgerwood and Leana Freeman, I was wondering if you would be comfortable describing these friendships and what they meant to you at that time and the impact on your

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research? And maybe where they are now, if they are still in your life?

PB: Yeah. So, Brenda and Dave have since gotten married. Brenda was my roommate in graduate school and a real source of support, even sometimes taking over the house cleaning if I was particularly busy with something. Dave had moved in, and they had a baby (I was still living there). Lena was also a graduate student friend, so we were both from Vancouver. We had both gone to UBC [University of British Columbia] and then both ended up at Windsor, we didn't know each other when we were in Vancouver though.

She really got me through grad school but then she moved away back to Vancouver. I actually saw her two years ago, so I do still see her as well. But I would say I'm not as close with Lena anymore. Whereas Brenda and Dave are still in Windsor, and they come up. I probably see them a couple times a year. Their son, so again their child I was living with for a while after he was born. My husband moved from Germany to Windsor and we had to get married because that's how he could live in the country. We had never lived in the same city and then he's here and we got married.

He had no job when he moved to Windsor and his first job was babysitting Jacob, which is Brenda and Dave's son. So that's the job that he did. Which was fantastic because he wanted to have children immediately and I'm like, "Are you insane? I haven't even finished grad school [laughs]. We are not ready to have children." but then he did that job for a while and that quieted him down with the wanting children right away. He's like "Ok you're right. We don't need children right away.".

AR: Very strategic.

PB: I do like to keep people in my life. I'm not a Facebook person I don't keep people in my life that way. But when we get together it feels like we've never been apart even if been years since we got together, and that's pretty consistent in terms of the friends I had in grad school and the friends I had in post-doc. Those people are important. Surround yourself with good people.

AR: Lucy?

LX: Hi, I know that you've done work with intimate partner violence for a long time both in academic and community settings and I was wondering if you could share maybe a moment or two (and I guess I'm just feeling very inspired by your commitment to this) and I was wondering if you could share maybe a moment or two where you really felt like "Wow this is what I'm meant to be doing. This is so fulfilling for my life."? Those moments that really drive

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you, if that makes sense.

PB: So, when I was collecting my data for my master's and my PHD I would hang out in the shelter. My strategy for data collection was just to be visible. Sometimes women would be like, "Nah, I'm not interested in doing the study." But they would just talk to me. Sometimes women would decide they wanted to do the study after I had been there a while.

So, I would just hang out in the common room and at the time people didn't have cellphones, so there was just the phone in the common room. Women would use that phone to try to find housing. I'd hear them try to find housing using that phone and they'd often be upset and hangup. So, I started asking a little bit about that. They were telling me when the landlord saw the shelter number, they would tell them the apartment was unavailable, and I was horrified by that. And that's how I did that study on housing discrimination where it's an experiment and we had a confederate call landlord in different conditions, and we found that yes indeed, this experience women were having was real.

Then, I'm presenting this to community partners, to WomanACT, and other people, and I present the data as if it's novel. And they're like "Of course. This is so obvious, we know this, but we did not have anywhere to point too to say this is happening. Thank you for doing this work because now we have legitimacy.". It's not enough to just say this is happening. It's not enough to just observe these women hanging up at the shelter because they can't get housing.

That's not enough somehow. You need to collect this data in a systematic way so that people will pay attention to it. I would say that's where I see my role. I'm not someone who is out marching in the street, I think I've been to two marches in my entire life, I don't do that kind of activism. I see my role as, through the research, bringing the reality in a way that can be listened too. I'm not sure that answers your question.

LX: That is such a well-articulated answer to the question . Thank you. Honestly, this is something that I have been thinking about myself (what role to play within the world of feminism), so that was a really insightful answer. Thank you.

PB: I was reading the questions you [I] might answer [ask] and I'm like, "Oh no, there's the activism question, then they're going to find out I'm not a real feminist [laughs].".

AR: Because you're not out there marching on the streets [laughs]. I think that was such a nice articulation of bridging the gap between lived experience and what we know is going on, and the policy world that requires, for some reason, more than what they consider these anecdotal reports of lived experiences. It's about having that research that they can point too and say "See?" this has been shown. Ultimately there's a lot of folks that would like to be able to influence policy, and that's the way to do it.

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I have a couple of big picture questions left on the protocol, but I do want to open it up even more to team members who have questions as well. Before we ask some of the big picture questions around what do you see the field going and all of that, is there anyone else who would like to ask a slightly more specific question or anything like that? See any hands?

PB: V has a hand [up].

VB: I'm not good with technology but I did have my hand up.

PB: It's a real hand not a virtual one [laughs].

AR: A real hand! Sorry I didn't see the real hand because I've got screens up here but go-ahead V.

VB: Hi, so I noticed a lot of work with working with Dr. Senn deals with affective response and what that looks like, and about a decade ago in 2014 you published a piece with Dr. Senn, among others, where you noted, at the time, that prevention or intervention training targeting men was very limited, and that bystander intervention was a next step in the right direction. I know bringing in the bystander project has come in etc. But I was wondering if ten years later if affective response on university campuses? Are there specific aspects of programming that you favor? Or does it just look completely different than it did a decade ago?

PB: I don't think it looks completely different than it looks a decade ago. It's a really complex problem (sexual assault on university campuses), so it's not going to be solved with one perfect program. Even the program that I've been involved with, it's a great program it reduces rates, it's not a solution to sexual assault on campus. You have to tackle it from different ways. I do see on my campus more attention to sexual assault.

But I'm not always convinced that what is being brought in is as affective at reducing sexual assault. There's a lot of pressure to be able to do [a lot] with not a lot of money. You show the metrics of doing a lot by reaching a lot of people, by getting a lot of people through whatever educational program you're doing, and that's all important because you need broad education on this, but I'm not always convinced that that is going to make the difference. It's always much easier to critique and say "We're not doing enough! We need to do more!" and If I was warped back in time ten years ago and actually looked around I'd be like, "things are much better now. Put me back in the future!" but it doesn't feel like there's been significant change.

Even intimate partner violence, which I know so much more about, it doesn't feel as though rates are coming down even though we are doing a lot more. I'm not sure.

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Sorry I don't have a more positive answer to your question. I would like to say "Yes. Wow, ten years ago we were in the dark ages and now we are on the cusp of solving the problem." But it doesn't feel like we are.

VB: You did answer question, I was wondering if anything stood out over the last decade but thank you.

AR: I actually wanted to ask a little more about this too because this is one of those wicked problems. Rates of intimate partner violence have not necessarily decreased in any appreciable way. Certainly, rates of sexual assault on university campuses have remained steady, despite a lot of important research and programing and intervention. I remember asking another researcher in this area, Lisa Goodman, who participated in one of these interviews a long time ago [and] who also works on intimate partner violence, what her reflections were on that conundrum. We have really good research, we've got programs and she too was like "I don't know. How do we budge this?". Any further thoughts on that?

PB: My more sort-of optimistic self says when we measure this we're measuring it in an imperfect way (often through questionnaires) and we're asking things that maybe people would have not have ticked off as happening to them, and maybe now there's more recognition that this is a problem and more recognition that, "Yes. Whatever the [survey] item is I recognize that that actually happened to me.". Maybe fifteen years ago you would papers come out, qualitative papers, where women are not even identifying rape as them having been raped, even if what they are describing in the interview is clearly rape, but they don't recognize themselves as survivors and they don't recognize what happened to them as rape. We ask more behavioral questions, and we think we get around that by doing that, but I do wonder about that and how we ask our questions.

We can be as specific as we can be but that doesn't mean the way that people are answering them is a perfect relationship to how they were answering them in the 1970s, and of course the measurements themselves have changed. We might be making more progress than the questionnaires would suggest we're making, but still women are being raped, and men are being raped, and nonbinary people are being raped and this is still happening even though we've been talking about it for a long time. Yeah, I'll just leave it there.

AR: I think that's really interesting because part of (if I'm understanding what you're saying accurately) the thing that we call sexual assault also changes the more that we understand it and the way the culture in which it takes place changes and brings more awareness to things that weren't previously recognized in the same way, so the actual object of study is a moving target too, and is culturally and historically contingent.

PB: Even the paper that I wrote about economic abuse, I see so many parallels between that

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paper and papers that were coming out in the 1970s about physical intimate partner violence. Is it progress, that now we're dealing the same thing but now we're talking about economic abuse. Whereas back in the 1970s, economic abuse? Well of course the husband should control the money and that's not economic abuse that's just the way things should be, so no one was even measuring that. So, if we're measuring it now and we're seeing it and we're seeing it as a way of controlling women in the domestic sphere that is progress.

AR: I'm thinking too of the photovoice project and the way in which women on university campuses are still-I think one of the findings was that the women in that study we're still subject to the kind of rape myths that have been (I hate to use the word disproven) trumped by research, (this whole stranger danger [myth]) but those rape myths still have a very strong hold on the way that women on university campuses think about their own vulnerabilities. So, there's a mismatch, in a way, between that and I wonder again if you might have thoughts on how that might play a role in this?

PB: We had to do so much talking about how to analyze that data because if we were to analyze it on a more superficial level or just describe what was being said, we would just be reproducing rape myths in that paper. I think you can know something intellectually and not feel it. You can know that you're not really at that much risk walking around at campus at night and know that in your head and still be afraid because these are separate things.

I think that's what's happening in that data, is that they are still afraid, and they might not recognize that they're afraid because of media, because of parents telling them things and recognize that and still be afraid. Just like we know that body shaming is a problem and yet you can still feel body shame. You know that you shouldn't feel this as a feminist. I have done all the research and read all the papers and yet I still feel this, so I think that's part of what's happening there.

AR: I'm going to defer once more to any team members who might have questions and then a couple other big picture questions that I wanted to ask. Amanda?

AN: Thank you, Dr. Rutherford. Dr. Barata I noticed you answered this in a way but I was wondering if you could perhaps expand on that since we were talking about the evolution of the subject matter, how we understand sexual violence, how we approach the work, and as I got more familiar with your work there seems to be three pillars, or more that seem to jump at me that is, resilience and resistance, advocacy and intervention, and then prevention and program evaluation. I also noted that you have traveled for your work, (I saw one paper with that you did with cervical cancer in Zimbabwe) and I was wondering whether this evolution and these pillars (or you could call them something else of that's not what's happening), if those were intentional or organic?

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I know that, from what you've explained so far, that there are some things that came at you, but you're also more interested in community and co-construction knowledge, are you able to tell us how this evolving for you and also whether or not those pillars that I'm seeing are correct and intentional?

PB: I think they're correct. I wouldn't say they're intentional. I do sort of jump around to things that are interesting to me. Opportunities arise and I tend to say yes, a lot. If it's interesting to me I say yes and it takes me down a new path. The resilience paper came out of a really large group called PreVAiL (it's an acronym for preventing violence across the lifespan) it was this ginormous group that probably brought together 50 academics. There was an opportunity within that group to look at resilience within intimate partner violence, so there were ten different projects funded all around resilience in different populations.

I decided to do resilience for survivors who then worked with other survivors, so how is (and this sort of touches on one of the other questions) that you can have this experience (and many survivors go on to help other survivors either working or volunteering within the sector) how do they do that? I would see them as resilient and then we actually did the studies, they didn't always see themselves that way which was kind of interesting. That's how that project came about, a random opportunity in this big groups that I was interested. Sometimes I'm down on myself for that (that I don't have this very strategic career). Yet, I've had really great experiences by just being open to whatever falls my way and taking up those opportunities. I don't regret that my career has gone in that direction.

AN: Thank you.

AR: I think I saw C's hand up there. C?

CG: I did my have hand up, sorry I was on mute on my actual phone, I did not realize that. I'm not sure I am going to be articulate as my initial spark was, but we'll try this. Apologies if it is not as articulate as I thought it might be. So, I'm just wondering, over the course of your career a lot has changed in terms of different kinds of framing around gender, and how that kind of intersects against framings of violence. For example, violence against women and the emergence of more studies on queer or, you know, same-sex relationships and different framings.

I know there was a tension, when I was doing my undergrad a really long time ago, between feminists' patriarchal views on violence against women by men vs an egalitarian approach where gender doesn't matter at all, and where we focus on abstract theories like the patriarchy when it matter who hits who, and who's oppressing who on [a]very individual level. I guess I'm just wondering if you can speak a bit how those ideological approaches have affected how you

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approached this work, if they've changed over time, where you currently stand and that kind of thing. I find myself wafting between different arguments depending on which framework I'm reading through, does that make sense?

PB: That's a great question. I would say I started very strongly in the violence against women camp, but now even in my own language I am more likely to use [the term] gender-based violence. I think gender is critical to understanding intimate partner violence, but intimate partner violence does not only affect women. For a long time, I got caught up in the debate over do women experience more intimate partner violence or men, and those debates went on for a few years because the surveys show approximately similar rates of intimate partner violence experienced by men and by women in heterosexual couples.

I feel like that whole debate missed the real mark because it's about gender and the experience of men and the experience of women being different, and that whole debate missed the whole mark of people who don't fit into those categories. I'm really quite excited by this new shifting to gender-based violence. Not as a [is it] men or is it women [debate], but really gender as its own category to really identify and think about. It's really been - as I had students who don't identify as cisgender [who] have been interested in that lead me in a different way. Right now, one of my students is interested in how consent is understood for people who have either transitioned or had sexual experience with other people whose gender has also transitioned. Understanding sexual consent in that context is something [different] from how we've been talking about sexual consent.

It's really in that student bringing that to the lab that has brought me into that. I also had a student who is really interested in how trans women were being treated in shelters. That was actually an undergraduate student who wanted to do an honors thesis and was like "this is what I'm interested in, can I do this?" and my default is always "This is really interesting. Why don't we do that?", so we did the study, and it was a really interesting study. I think they were doing that study when shelters were not thinking about this yet and now shelters are really scrambling to use the right language and use the gender-based violence language, but that doesn't mean the shift has happened.

Sometimes the language shift happens first before the real cultural shift has happened, and it can be a problem because when you use the language of gender-based violence you signal that you are, in fact, thinking about intimate partner violence in this more complex way and thinking about gender in a more complex way. But, when you actually go to the shelter the experience is not that. But something has to shift and I'm actually glad we're starting to shift the language and start to think about these things in more complicated ways.

AR: Absolutely. Any other [questions] following from that or any other questions from the team, at the moment? Amanda?

01:10:50

AN: I don't know if I can ask another question. I'll try to make it quick. Earlier, when you were talking about SWAP the issue, in terms of representation, and support for going/coming scholars and feminist who may be feminists of colour and psychologists of colour etcetera, and mentorship and all that (I get involved in that). I also was reading your paper (was it called the ivory tower experience?) and one of the things that was mentioned there was that there was data missing from women of colour and data missing from lesbian women and all of that.

I wonder if, one, if that has it changed, and also if you have thoughts about how to make those kind of changes, if you are seeing that changing or if it is one of those things that is also kind of stagnant? And, [ two], if you are seeing anything with your students in terms of the kind of the questions that are coming up or the kind of things that are being suggested? Any thoughts that you have on that?

PB: The change often comes from the students, for sure. For example, the sexual assault resistance education program that Charlene has developed, and that I've worked on for many years as well, most of the literature that is used to develop that program is literature that's been collected in North America [and] it's often with white women. One of my current students (she's an international student from Kenya), she's interested in adapting that program for a Kenyan context. Because of her interests as Kenyan women, she is looking at that program and saying, "I see some value in this program but I wonder if it will work as well in Kenya". So, she is doing interviews with Kenyan women who experienced sexual assault in Kenya when they were in university there, as study 1, to understand how the dynamics are similar and how they might be different.

In study 2 she's actually going to go to Kenya and test out pieces of a program to see how it might be adapted and how it might work. That's an example of something that would not happen if I didn't have a student from Kenya in my lab right now. If you bring in people that have different experiences then they're more likely to want to go into this area from their own experience. Do I see changes? We have really been struggling in SWAP to diversify the SWAP executive and diversify SWAP.

The program that I'm working on now, we've created a forum, we have pod mentorship groups, we have a group for women of colour, we have a group for LGBTQ+ individuals. They're not thriving groups, and so [the question is] how do we bring in people? And are we bringing anything of value? If people are not flocking to us maybe we're not bring anything of value, so how do we bring something of value? I'm struggling with that and [I'd] actually love input and would love some other suggestions of how to do that better because I am struggling with that.

AR: We'll put our thinking caps on about that because I think it is challenging. I think also the post-covid world has created a lot of challenges that intersect with existing ones, as you say. Creating community feels harder in some ways, not sure why.

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PB: Even as it's easier to connect it's harder to create community which is an interesting problem. V just put up her hand.

AR: V! Thank you, I can't see V for some reason! V, go ahead .

VB: It's a very quick question. I was just wondering, because you had mentioned that recently you had done work on the shadow pandemic to arise out of COVID, and I was wondering if that work has led you to further explore gender-based violence in online settings? Like technology facilitated sexual violence? If that's something on your radar or not?

PB: It's not something on my radar. I've read a few papers but it's not anything I've done a project on. With intimate partner violence there is usually at least some opportunities for the people to be together. But maybe not? Maybe in a long-distance relationship you would see coercion through online means. It's an interesting question, I'll have to have a student that wants to explore that.

AR: You mentioned earlier that you are a person, who, if something interesting comes along you are likely to say, "yes let's go for it". You mentioned that that has some good things about it and sometimes you regret not having been more strategic and sort of more single minded or whatever, but I tend to also see that as a great thing, being in academia and being able to say yes to a lot of different things. But it leads to the question around saying yes to a lot of different things means you often have a lot to do and how do you balance, or manage (balance might not be the right word), how do you manage sort of personal and professional demands and boundaries and that kind of thing?

PB: Yeah, and I think how do you manage professional and professional boundaries? Because right now I'm an associate dean academic and that's a huge service role and then I'm still trying to do my research and supervise my students, and I think there's a lot of feminist work to be done in administration. So, it's good to have feminist scholars who take on these roles, but, at the same time, it's not as much fun as doing a photovoice project or digital stories. So, balancing that and finding that your still able to do some of your passion work and this other work that also is important but your maybe not quite as passionate about is difficult.

Then I'm also a mother, I have two kids, I have an eighteen-year-old and a twelve-year-old. I had a two-year-old when I got this job, and was working towards getting tenure with a small child, and they are quick to point out when I don't spend time with them [they say] "You're going to work another weekend?". You feel a lot of guilt and I think the guilt doesn't do us a lot of service and it would be better to just throw it out. It's like I was saying, you can know something, I shouldn't feel guilty, I have nothing to feel guilty about, and still feel the guilt.

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So, it is hard to balance all these things. I don't have magic solution to this but when I was actually in grad school there was a talk about how to balance these things, as there always is

every few years, you know, but someone said something that really resonated with me, they said "You can do everything, you can have it all, but you can't do it all at the same time.". So, there will be periods in your life where you focus on this thing and another period where you're focusing more on this thing, and that's okay.

Hopefully we have long lives, I mean that's not guaranteed, but there is time to do a lot of different things. And I also came off sabbatical and I started reading about slow science on my sabbatical because I was just tired [laughs]. I was looking for ways to do things better, and this like get more done does not lead to better results. So, you don't necessarily need to get ten publications if 1 publication actually makes an impact and people cite and read and [it] influences their work and gets out there. But it's hard to balance that with, you know, publications are counted up when you go for tenure, you go for promotion, and when you're trying to get a job. So, it's hard to balance that.

AR**:** Yeah, and it's hard when the people who do the counting do the counting in particular ways and that seems to be accelerating [the issue], totally. Well maybe we could end on a more, yeah, I don't know, a more inspiring note. What do you see, I want to go back to the field of feminist psychology broadly defined, what do you think feminist psychology has accomplished and where do you think it needs to go?

PB: Well, I think one thing it's definitely accomplished is it's brought visibility to iniquities around gender. So that is like check. I feel like we've really done that in a lot of domains. I think feminist psychology also brings in scholars that might not otherwise find a place, and so their work gets done too, so that's an important [piece]. The way, I think, feminist scholars conduct their mentoring allows space for different kinds of perspectives, I think is something [that] has been accomplished.

Where does feminist psychology need to go? I think this comes back to what I was saying like it almost feeling mainstream, like when the prime minister is calling himself a feminist, how meaningful is that? I mean, I don't, maybe he is a feminist, I don't know. But if it becomes too mainstream does it lose all of its meaning and sort of its activist, kind of, roots . So, I think the future of feminism, I think it needs to change, to be more than just about women and girls, I think it needs to be broader. I think it needs to include more people than that in both who feels welcome by feminist psychology, and who is doing the work of feminist psychology and the kinds of questions we ask. And I think that's happening, so I don't that's, yeah. It's a hard question.

AR: Yeah, it is, it's one of those. Would you have any advice to students and others coming into psychology now who identify as feminists and want to be in psychology particularly, what advice would you have for them?

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PB: Good choice [laughs], Thank you. Advice, what would I [say]? You know I think we're on the cusp of some change, I feel like there's another wave coming so this might be an exciting time and maybe to be open to that?

AR: Sounds good, sounds good. Any other questions from the group? Ok well the question that we often end with [is], is there anything that you haven't cover today? Is there anything that you would like to contribute to the interview that we haven't asked about, before we finish off.

PB: I think I mentioned about my Portuguese roots but their also very working-class roots. My mom has a grade three education, my dad has a grade five education and I think that's why I was attracted to feminist psychology. [because it] is that I saw inequity and I wanted to explore that, and I think that particular experience may not be the norm anymore (it maybe was when I was growing up from that part of the world) but there are other experiences now that are also not the norm now. I'm not sure what I'm trying to say here but those intersections are so critical to how advancement happens and how fuels change, and who gets included and doesn't get included.

I think., I worry if I was coming in now, I would not even go to university. So, I worry about the way university is moving. That is so unaffordable and so alienating to some people that just those people will never get university so how will they then do research that we will then hear about. I feel like it was a lot more common in the 1990s that there were people in school that did not have a lot of money and were sort of making ends meet by working through the summer and getting through that way. Whereas now I feel like students are so focused on that, that it leads very little room for anything else.

So if you have to actually be working so much to be affording university, and then it's also, I feel like, it's harder there's just more asked of you. Now students need publications to get into grad school, again I never would have gotten into grad school if that was the bar at the time. So, I just really worry, who then can do all of those things? Jump through all of those hoops? It's only a certain kind of student that can do that and then I look around, and you know I sometimes, like who gets into clinical psychology? It's a very particular kind of student, and they're not necessarily all white students but they [have] a particular kind of privilege to have been able to concentrate on their studies in a way that other students aren't able to do.

So maybe that my administrator hat now, where I'm sort of to look at the bigger picture and who the priorities that are happening that make me very concerned for just universities in general, which of course is just going to have trickle down effects for the kind of work that will then be more and more marginalized that we're doing in feminist work, right?

AR: Absolutely, absolutely. And I just feel like I have to ask a little bit, because we really didn't

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explore this very much, the role that class and your own kind of background being a daughter of Portuguese immigrants, how that affected you? How class has played a role in your own kind of trajectory.

PB: In some ways it's a plus, because if no one in your family has ever gone to university, you going to university is already a win. So, you're already doing pretty good. So, the fact that I got a PHD, you know, wow, that is pretty exceptional. Whereas in some families that would just be the norm and maybe you're actually kind of a slacker for just getting a PHD. So in some ways it is probably a bit of an ego boost to have been able to accomplish that and maybe that is helpful in some way and maybe it makes you a little more gritty, I'm not sure. It hasn't seemed to have been a huge disadvantage to me. But again, I wonder if that context is completely different now in which case it would be a real disadvantage to a student coming in.

AR: Yeah, yeah. So, was your family pretty supportive of your kind of academics?

PB: They're supportive, both my mum and dad. I mean supportive in lots of ways, certainly financially when they could help and all those ways. But they didn't understand what I was doing. So I remember having a conversation with my mum, I'm finishing up grad school I almost got my PHD and I'm like, "You know what I am going to explain this to my mum . I'm going to explain to her what I do.". I sit her down "Mum you know I'm doing this work." I'm explaining my dissertation and she listens very carefully and she gets up from the table and she's like, "Ah Paula you could have been a doctor or a lawyer.", and she kind of walks away [laughs]. For her, you know, she just kind of wanted that brag factor, you know, to tell her friends "My daughter is a doctor.", she can't [say] "my daughter has a PHD", no one understands that in her circles.

AR: Too complicated, too much to explain [laughs]. Aww that's sweet, that's cute.

PB: But having said that, both super supportive, like Both my mum and my dad. [They] never questioned the fact that I should go to university, never questioned that and supported me to do that. [They] never pushed me to, you know, even though I could have been a doctor or a lawyer I never heard that growing up, that I had to go into this or that, it was always do what you're interested in and I don't want you to end up like me. So do something that's better than what I do.

AR: And did gender play a role or gender norms at all?

PB: I think, you know, I would push back all the time because I would be asked to do things that my brother wasn't asked to do and my mother's response was then "ok then don't do it "so really it just ended up being my mother did it all. So, you know, the house would need to be cleaned and I wasn't going to help with it, and she was like "Yeah, I don't really want you to

help with it because I don't want you to be become a housekeeper like me, I want you to do something else. So, I'm going to support you do the other thing. So no, you don't have to clean the bathroom, but I couldn't possibly ask your brother or your dad, so I guess I'll do it.". The gender is still playing out, but she protected me from it.

AR: Interesting. Well, we've kind of come full circle. We started the interview talking about some of your early experiences and we've kind of ended that way too. So maybe again, is there anything else you'd like to add to the interview?

PB: No, it was fun!

AR: I think we all had a really good time, and there's a couple of things in the chat, folks who had to leave to go to class, but they said, "Feeling inspired. So excited.". So, thank you so much for spending time with us and I'm now going to stop the recording.

01:32:01

END