



Members of the Royal Military College (RMC) and its surrounding community took part in the 2022 Remembrance Day ceremony at the Memorial Arch on campus.

Image by: Avr Makala Rose, Imagery Technician

Whither Professional Military Education: Socialization, Learning, and Culture Change in the Canadian Armed Forces

BY VANESSA BROWN

Vanessa Brown, PhD, is an Assistant Professor at Canadian Forces College researching military sociology, gender and security, as well as critical intersectional perspectives on military policy, culture, and praxis.

In August 2021, I was interviewed by the Honourable Louise Arbour and her research team regarding the causes of endemic harassment and sexual assault in the Canadian Armed Forces (CAF). I was asked to share recommendations for change from my vantage point in concurrent roles as an academic researcher on gender, culture and Professional Military Education (PME), Gender Advisor to the Commander of the Canadian Defence Academy (CDA),¹ and Assistant Professor for the Joint Command and Staff Programme at Canadian Forces College.² Arbour and I spoke at length about how diverse

students of military colleges often experience learning and socialization to the military differently both within and outside of the classroom in the context of military education. We discussed the extent to which military colleges challenged and/or reinforced inequities experienced by students through explicit and implicit learning about military ethos, professionalism, identity, history, norms, and worldviews. We also discussed the degree to which Canada’s military colleges support culture change in the wider military community through continued and careful education about patriarchal gender relations, racialization processes, heteronormativity, ableism and power in the military and society. Ultimately, this and subsequent interviews with senior leadership, faculty, and subject matter experts, as well as the review of related reports³ and studies⁴ influenced recommendations made about Canada’s military training, PME and military colleges within the *Report of the Independent External Comprehensive Review of the Department of National Defence and the Canadian Armed Forces (Arbour Report)*.

On military training and professional military education, the Arbour Report suggests the development of a training, education, and instruction cadre within the CAF to create skilled and professional facilitators of learning.⁵ It recommends that probationary trainees be released from training schools and military colleges if they do not meet ethical and cultural expectations of the profession.⁶ The Arbour Report is direct about doing away with ‘Cadet Wing responsibility and authority command structure[s]’ at Royal Military College and Royal Military College Saint-Jean. Indeed, most of the recommendations made about military colleges in the Arbour Report seem to focus on conduct and culture at Royal Military College and Royal Military College Saint-Jean while remaining relatively silent on more senior level PME at Canadian Forces College and the Osside Institute. In general terms, the Arbour Report asks whether alternatives to the existing military college model for the CAF exist, as it contends that “there is a real risk that the perpetuation of a discriminatory culture at the colleges will slow the momentum for culture change the CAF has embarked upon.”⁷

Given that military colleges continue to deliver training and PME to cadets, military personnel, and civilians, it is important to reflect on how CDA and the military colleges within are working to change and determine what more can be done. Drawing from my experiences as a researcher, educator, and advisor, I discuss the ways in which a network of military and civilian leaders, educators, and staff have been working to undermine inequity and discrimination by identifying and addressing problematic aspects embedded within military college systems, structures, policy and cultures. Drawing from my doctoral research,⁸ I also speak to how this work has set the stage for recent graduates of the Joint Command and Staff Programme at Canadian Forces College to see themselves as agents of change, particularly after being exposed to critical

feminist, anti-racist, gender and intersectional perspectives as a growing part of Gender-Based Analysis Plus (GBA Plus) and Equity, Diversity, Inclusion, and Indigeneity (EDII) related curriculum.

What’s wrong with Canadian Military Colleges?

The Arbour Report claims that Canadian military colleges “appear as institutions from a different era, with an outdated and problematic leadership model” noting that “[t]here are legitimate reasons to question the wisdom of maintaining the existence of these military colleges, as they currently exist.”⁹ While the CAF has a proud history of defending Canada, supporting the safety of Canadians, and contributing to peace and



The Royal Military College (RMC) Indigenous Leadership Opportunity Year (ILOY) program Officer and Naval Cadets complete their year and receive their Completion Certificates. Parade Square, RMC, Kingston, ON on June 10, 2022.

Image by: S1 Lisa Sheppard, Military Photojournalist

“...existing systems, structures, and processes in Canadian military colleges and within the broader CAF were built for and by a particular group of military members; namely white settler, heterosexual, often Christian or Catholic, English or French, cisgender men”

security internationally, it is also true that the habits of the Canadian military¹⁰ and its colleges¹¹ are steeped in patriarchal and colonial traditions, often centering historical references to British and white settler men who were political and military leaders of the First and Second World Wars.¹² Many of the rituals, day-to-day practices, and contemporary paradigms at military colleges come from a time when women,¹³ 2SLGBTQI+ communities,¹⁴ Indigenous¹⁵ and racialized members¹⁶ had limited or no access to military service.

In this way, existing systems, structures, and processes in Canadian military colleges and within the broader CAF were built for and by a particular group of military members; namely white settler, heterosexual, often Christian or Catholic, English or French, cisgender men.¹⁷ Social science research on militaries has underscored how armed forces tend to be conservative and traditionalist institutions that often value the military of the past.¹⁸ Indeed, the contemporary way of life within the CAF and at military colleges is deeply influenced by political and military leaders of more distant history. The characteristics, expectations, and desires of past leaders continue to construct structural barriers and social ideals that can make it harder for

diverse members to succeed.¹⁹ It is not surprising, then, that new and more diverse generations of Canadian military members face environments that can be unsafe, unfair, and difficult to navigate.²⁰

A good deal of focus since the *External Review into Sexual Misconduct and Sexual Harassment in the Canadian Armed Forces* (Deschamps Report) has been on changes to the military's culture, noted as “hostile to women and LGTBQ members.”²¹ First articulated as a requirement to change to the military's underlying sexualized culture,²² the military has since identified the need to change aspects of its culture that enables “all types of discrimination, harmful behaviour, biases and system barriers.”²³ The Canadian military has advanced the yardsticks further in recent guidance²⁴ through the recognition that to change its culture, concurrent changes must be made to the systems, structures, and processes that influence military norms, values, beliefs and idealized identities.

This approach is a sound organizational change strategy, one that complements the Honourable Murray Sinclair's position that Canada needs to critically examine “the systemic racism that has been bred into our very institutions.” Sinclair notes that:

*If you get rid of all of the racists in all of the positions of government, policing, justice, health – you will still have a problem. Because you will have a system that is functioning based upon policies, priorities and decisions that direct how things are to be done, that come from a time when racism was very blatant.*²⁵

Sinclair's insights on institutionalized racism in Canada can be extended to consider the mutually constitutive systems of power such as sexism, heteronormativity, and ableism that also define conditions within the military's present. In acknowledging the need to make changes to culture as well as the systems and structures that influence it, the Canadian military and military colleges are beginning to recognize the benefits of integrating gender equality principles from the Women, Peace and Security agenda and the military's obligation to apply GBA Plus.²⁶

In 2016 the Chief of the Defence Staff issued a CAF directive for integrating United Nations Security Council Resolution



A member of Task Force-Mali's Canadian Medical Emergency Response Team (CMERT) provides direction during a forward aeromedical evacuation exercise aboard a CH-147F Chinook helicopter in Mali on March 31, 2019.

Image by: Corporal François Charest, 430 Tactical Helicopter Squadron

(UNSCR) 1325 and related resolutions on Women, Peace and Security (WPS) into the military's planning and operations.²⁷ The directive highlighted the military's intent to "integrate the guidance provided from the UNSCRs" and normalize the application of GBA Plus across the CAF to the "degree that it is always considered as an essential and integral element of all [CAF] activities."²⁸ In 2021, the initiating directive for Chief, Professional Conduct and Culture affirmed the requirement to apply GBA Plus to Department of National Defence and CAF programs, policies, activities as well as leadership frameworks with a view to incorporate equity, diversity, and inclusion perspectives.²⁹

Findings from the Arbour Report have only strengthened the need for the military to reflect on how WPS principles apply to the everyday lived experiences of military members

themselves. For example, few institutionally focused links have been made to WPS pillars on the prevention of conflict, protection against gender-based rights abuses including sexual and gender-based violence, and the meaningful participation of women. In advancing these principles, it is the military's responsibility to prevent institutionalized violence and discrimination against diverse Defence Team members and to protect women and diverse CAF members, public servants, and civilians from sexual and gender-based violence by members within the military establishment. Greater emphasis on constructing gender-equitable conditions within the military for women and gender-diverse members would assist the CAF to make good on departmental and whole-of-government commitments to empowering diverse women in the security

sector and security decision-making roles.³⁰ The military has begun to move forward on, with positive effect, the integration of gender and intersectional perspectives through GBA Plus. This effort has been supported through capacity building in the ongoing establishment of a gender structure comprised of Gender Advisors and Gender Focal Points within CDA. This gender structure has been intentionally developed to facilitate the application of GBA Plus and EDII perspectives in PME in an enduring way. The development of gender structures in the CAF and also within CDA aligns with international frameworks such as the United Nations gender architecture³¹ and the Gender Advisory Structure of the North Atlantic Treaty Organization.³²

Recognizing the need to create capacity for the application of GBA Plus across CDA Headquarters and military colleges, a Gender Advisor position was informally established in 2020. Its formal establishment was led by Major-General Craig Aitchison, Commander CDA. The Dallaire Centre of Excellence for Peace and Security (DCOE-PS), a research and advisory body within the formation, supported this effort by offering two members with WPS, gender perspectives and GBA Plus research and practitioner experience to help define what the Gender Advisor roles and responsibilities would be in service of CDA. The individuals identified to support this endeavor and to serve as interim Gender Advisors for CDA were myself and Major Samantha Laplante.

As Major Laplante and I consulted with representatives from CDA's leadership, representatives from its various governance nodes, as well as faculty and staff across Canadian military colleges, we identified a need and desire for the



Combat Weapons Team Selection 2021

Image by: Department of National Defence

development of Gender Focal Points who would support, from a professional development and advisory standpoint, the full and robust application of GBA Plus and integration of EDII perspectives across the formation. Four areas of concentration for the application of GBA Plus and EDII were highlighted through our consultative process. They are:

- ▶ **Staff Support** – in CDA and military college policy, files, programs, and staff level activities, as well as applications of gender and intersectional perspectives to organizational culture change initiatives in order to support an inclusive work environment;
- ▶ **Curriculum Support** – in the investigation, identification, development, evaluation and validation of curriculum content and teaching methods;
- ▶ **Student Support** – in the development, review and monitoring of plans, policy, and activities related to the care of students to advance equity, student excellence, cultural inclusion, and well-being, and;
- ▶ **Resource Management and Business Planning Support** – in development and review of business planning and resource management.³³

The development of these areas aimed to refine and tailor applications of GBA Plus and EDII to the lived experiences of students and staff as well as the general areas of work within CDA.

What's changing in Canadian Military Colleges? Perspectives from Canadian Forces College

The development of a Gender Advisor position within CDA Headquarters and a network of military and civilian Gender Focal Points invested in creating meaningful culture and structural change across Canadian Military Colleges has contributed to the identification of opportunities for transformation in relation to the way the military has normally conducted its business and culture. Each military college has moved forward with the establishment of Gender Focal Points, with Royal Military College Saint-Jean even electing to create its own Gender Advisor/Intersectional Analyst position. In all, there are 40 military and civilian Gender Focal Points distributed across CDA Headquarters and military colleges. This community of practice among civilian and military scholars, educators, curriculum developers and leaders has supported initiatives

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which aim to create material change towards gender and intersectional equity and belonging.

As illustration, I speak to the efforts of Canadian Forces College as a case study, as I am now one of its Gender Focal Points. Canadian Forces College has been a leader in the application of GBA Plus to optimize its programmes’ curricula as well as its learning and work environments. Prior to my role as interim Gender Advisor, I was a PhD candidate in the Sociology and Anthropology Department at Carleton University. At that time, I was also a contract instructor, and later a term assistant professor teaching in the Joint Command and Staff Programme at Canadian Forces College. In my work as an educator at the College, I was exposed to the variety of ways that curriculum and the learning environment explicitly and implicitly idealized particular ways of being a military member, with associated structures and processes that created social hierarchies in and outside of the classroom.

I wrote a short report on my observations to make Canadian Forces College leadership aware of the range of cultural and structural barriers experienced by diverse students and staff.³⁴ After reviewing my preliminary findings, the College contracted me to expand my study and conduct a full gender-based and intersectional analysis of the Joint Command and Staff Programme and learning environment by way of a literature review of its curriculum and associated evaluation processes as well as the conduct of focus groups and interviews with students and staff. This expanded study ultimately provided baseline empirical research and qualitative data for my doctoral study completed in 2021.³⁵

In 2018, I submitted the expanded study known within CDA and the CAF as the Brown Report. The Brown Report establishes key findings from the research and related recommendations.

Findings of the Brown Report attended to how learning about gender and cultural perspectives in the Joint Command and Staff Programme was taking place and how the reception of this learning was experienced in relation to the existing culture at the college. Key common themes across the study’s participant groups included observations that gender perspectives, WPS and GBA Plus were integrated in an often ad hoc and generic way, perceived as difficult to relate to military topics and work. Other observations indicated that when viewed as a whole, priorities across curricula implicitly signaled masculine, ethnocentric, and colonial perspectives of defence and security. In relation to the college’s culture, a common perception emerged that the learning environment had been defined by a social hierarchy produced in and through narrow idealizations of gender, race, language, sexuality, rank, service, and occupation at the College and in the broader CAF. Cultural idealizations of military masculinity were also commonly observed in the learning environment and seen to be closely associated with men’s bodies, whiteness, Anglo culture, the dominance of the English language, and more agentic or directive forms of leadership. This idealization also emphasized a clear preference for the Army and combat Operator roles.³⁶

Respondents overwhelmingly noted that few women, Black, Indigenous and People of Colour (BIPOC) occupied socially privileged roles within the College environment, and that overall, the representation of diverse members was low. Some reported an exacerbation of their personal experiences with inequality at the College based on their gender and/or racial identities as well as their service, rank, and occupation.³⁷ As illustration, one student noted:

There is bias that we have for the combat arms or operator. They will be viewed as having more leadership. They are viewed as capable of leading people to war. Whereas supporters are viewed as maybe a bit more “they are good at their job, they are technicians rather than leaders” in some ways. So, there is a grading within the different trades and I think that came out in some ways at the College... Women fall even below this. Women fall in the same category as supporter I think. Because support is considered a ‘soft’ trade.³⁸

Related to this theme was the reflection of feeling intense pressure to conform to the College’s idealized norms and

cultural identity. Some student and staff participants explained that peers, educators, and leaders actively policed behaviours and attitudes to ensure normative conformity to the constructed but unnamed idealized identity within the learning environment.

As one staff member explains:

There is a noticeable hardening of gender lines, and there is a noticeable hardening of diversity lines. There is a noticeable hiding of how people deal with each other in ways that are not inclusive. I find that it has created within the student body a very toxic environment, and on the staff side I find a very toxic environment... I am hopeful that there are ways of shaping that future, but what concerns me is that [there are] two individuals who [] have been directly affected specifically along the ethnic and diversity lines as well as gender. People who have chosen to retreat from the College [] because they didn't feel that, at the senior leadership level, there was anything more than a "now, now, everything is just fine" approach.³⁹

As these examples suggest, participants were aware of material and social inequities at Canadian Forces College and perceived both the need and ability for change.

Drawing from the Brown Report, the College determined several areas in which it could pursue change. These areas are woven within the work of the College's Gender Focal Point working group and contribute to 7 initiatives that the College is supporting currently. These initiatives are: 1) integrating GBA Plus and EDII into cultural change advice and governance; 2) development of a roadmap to establish a change management schedule, resources, and outputs; 3) integrate GBA Plus and EDII across the college's programs; 4) integrate GBA Plus and EDII across PME; 5) develop an 'Artistic Wall'/ updated imagery approach to highlight cultural change; 6) Increase diversity across the College's guest speaker program; and 7) sustain the well-being of the entire Canadian Forces College population, providing a supporting means of engendering EDII and culture change. These initiatives are being supported by the college's Gender Focal Point Working Group which is part of the larger Gender Advisor/Gender Focal Point Network of CDA.

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The Gender Focal Point Working Group at Canadian Forces College has 13 members, including the Deputy Commandant as the lead Gender Focal Point. The working group is implementing the 7 initiatives and supports the professional development of faculty and staff in workshops on GBA Plus and EDII in relation to building inclusive learning environments and the integration of WPS, GBA Plus, and EDII considerations in curriculum development, review, and delivery. While the full extent of the recommendations made in the Brown Report has not been realized, and while there remains much to do to fully integrate GBA Plus and EDII within the college's programmes and learning environment, much of its cursory work on change has contributed to deep and lasting impacts beyond the college itself.

How Canadian Forces College is Cultivating Transformational and Inclusive Leaders

The consistent integration of WPS, gender perspectives, GBA Plus and EDII considerations in Joint Command and Staff Programme curriculum has begun to shift the ways in which military leaders think about gender, intersectionality, power and their role as leaders of people and their profession. Against the backdrop of increased calls for cultural transformation in the CAF, graduates of the Joint Command and Staff Programme are perceiving themselves as important agents of change. Evidence of this impact can be gleaned from findings within my PhD dissertation research, where I conducted follow-up in-depth interviews with eight Joint Command and Staff Programme graduates⁴⁰ after they had worked in command and/or staff roles for a minimum of three months within the CAF. Their perspectives demonstrate that, while limited,

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exposure to WPS, GBA Plus and EDII in curricula had shaped their identities and practices as leaders.

Some participants noted using inclusive and transformational leadership styles influenced by seeking out and addressing gender and intersecting inequities in their unit lines. One participant noted their work to intentionally apply GBA Plus and EDII perspectives to consider equitable conditions for the access to and reception of a mental health and wellness brief to CAF members and their families.⁴¹ Another reported thinking about alternative leadership models when interacting with members of the public service and the requirement to “lead in a collaborative way” to support change.⁴² Two graduates reflected on military socialization and indoctrination, noting that correcting exclusionary behaviours and structures in the military takes an active approach to policy development and review as well as addressing underlying sexism and racism in military culture.⁴³ Other graduates reported pushing for institutional policy changes that address structural⁴⁴ and cultural⁴⁵ inequities in the CAF. Still others reported leveraging GBA Plus and EDII considerations on expeditionary operations and in the development of team building practices with partner armed forces and organizations.⁴⁶

Beyond those who were interviewed as part of the Brown Report and my PhD dissertation, there are additional Joint

Command and Staff Programme graduates who also continue to lead in areas of WPS, gender perspectives, and anti-racism. Lieutenant Colonel Rene Laporte is supporting the integration of WPS and gender perspectives across security and defence considerations at NATO Headquarters in Brussels, Belgium. Laporte is supporting an international Women, Peace and Security in Professional Military Education Workshop that will be held at NATO Headquarters in November 2022. Inspired by learning within the Joint Command and Staff Programme, Lieutenant Colonel Trisha MacLeod has gone on to complete a Master’s Degree at OCAD University. MacLeod’s Major Research Paper is entitled *In Service of All: Co-Designing an Inclusive Person-Partnered Model of Care in the Canadian Forces Health Services*. MacLeod has leveraged education at Canadian Forces College and OCAD to lead Anti-Racism Workshops for civilian and military professionals in Canadian Forces Health Services and Field Ambulance divisions across Ontario. Lieutenant Commander Deanna Wilson wrote a Directed Research Project for the Master in Defence Studies at Canadian Forces College on preventing sexual and gender-based violence in the CAF through empathetic leadership approaches that support culture change. Wilson presented this research at the Inter-University Seminar on Armed Forces and Society in October 2022. Wilson is also drawing from gender and cultural education within the Joint Command and Staff Programme to support the work of the Directorate of Inclusion within the CAF. These examples and findings from interviews with graduates of the Joint Command and Staff Programme in my dissertation highlight the transformational potential of introducing military learners to critical theories and frameworks such as GBA Plus and EDII.

Conclusion

The Arbour Report argues that:

The entire raison-d’être of the military colleges has to rest on the assumption that it is the best way to form and educate tomorrow’s military leaders. It is difficult to imagine that the academic side of their education is vastly superior to what they would obtain in Canada’s civilian universities. The value-added must come from the other three pillars, and from the leadership development skills acquired by observation and experience. And while this is argued in theory, it is not readily apparent.⁴⁷

I will not presume to argue that the education garnered at Canadian military colleges is superior to civilian universities.⁴⁸ As I am an assistant professor at Canadian Forces College, my perspective on the inherent value of military education in relation to civilian education is biased by my personal stake in the continuation of Canadian PME. However, as the Arbour Report highlights, a high proportion of senior military leaders attend military college.⁴⁹ Outside of PME, these military leaders may have few opportunities to critically reflect on gender and security, intersectionality and power, the military as a social institution, as well as the military socialization processes, structures, and systems that continue to create tailwinds for some members and heavy burdens for others. PME can be the only significant opportunity that current and future military leaders have to collaborate intentionally on what leadership approaches the CAF requires for culture change, how to lead inclusive teams, and how to work actively to support cultural

and structural equity within the military and in the societies for which it serves.

Based on my experience as a military scholar, educator and gender advisor, I agree with the spirit of recommendation #29 in the Arbour Report. Drawing from the momentum of the Gender Advisor and Gender Focal Point Network at CDA, and based on the outcomes of the Brown Report, I support the position that a formal academic and evidence-based review be conducted at each military college on a cyclical basis. Such reviews could valuably: identify the extent to which WPS, GBA Plus and EDII considerations are integrated into curriculum development and delivery; assess evolving ways to optimize the 'quality of education, socialization and military training in that environment'⁵⁰; as well as ascertain the degree to which such education sets conditions for cadets and military learners to be active agents of military culture change.

CMJ Canadian
Military Journal



Obstacle course 2020

Image by: Department of National Defence

Notes

- 1 Canadian Defence Academy is the Canadian Armed Forces training authority for all common professional training and education. The Canadian Defence Academy comprises Royal Military College, Royal Military College Saint-Jean, the Canadian Forces College, and the Chief Warrant Officer Robert Osside Profession of Arms Institute as well as the Dailaire Centre of Excellence for Peace and Security. It also contributes to professional knowledge through programmes and publications including: Leadership and Profession of Arms Doctrine, Chief Defence Staff Guidance to Commanding Officers, Professional Concepts and Leader Development, the Canadian Military Journal and Canadian Defence Academy Press. Government of Canada. 2022. Canadian Defence Academy, available at: <https://www.canada.ca/en/department-national-defence/services/benefits-military/education-training/professional-development/canadian-defence-academy.html>.
- 2 I was appointed Assistant Professor in the Department of Defence Studies at Canadian Forces College in 2022. Kristine St. Pierre is the current Gender Advisor for Canadian Defence Academy.
- 3 The Honourable Marie Deschamps, C.C., Ad. E., External Review Authority, External Review into Sexual Misconduct and Sexual Harassment in the Canadian Armed Forces (27 March 2015) (Deschamps Report) online: https://publications.gc.ca/collections/collection_2015/mdn-dnd/D2-506-2015-eng.pdf; The Honourable Morris J. Fish C.C. Q.C., Independent Review Authority, Report of the Third Independent Review Authority to the Minister of National Defence (30 April 2021) (Fish Report) online: <https://military-justice.ca/wp-content/uploads/2021/06/Third-Independent-Report-Fish.pdf>; Statistics Canada, Sexual Misconduct in the Canadian Armed Forces, 2016 (28 November 2016) (2016 StatsCan Report) online: https://www150.statcan.gc.ca/n1/en/pub/85-603-x/85-603-x2016001-eng.pdf?st=uY_Qv-JI; Statistics Canada, Sexual Misconduct in the Canadian Armed Forces Regular Force, 2018 (22 May 2019) online: <https://www150.statcan.gc.ca/n1/en/pub/85-603-x/85-603-x2019002-eng.pdf?st=Fq3taVZW>; Statistics Canada, Experiences of unwanted sexualized and discriminatory behaviours and sexual assault among students at Canadian military colleges, 2019 (8 October 2020) online: <https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2020001/article/00011-eng.pdf?st=GzPzu6i4>; 2018 Spring Reports of the Auditor General of Canada to the Parliament of Canada, Report 3 - Administration of Justice in the Canadian Armed Forces (May 2018) online: https://www.oag-bvg.gc.ca/internet/English/parl_oag_201805_03_e_43035.html.
- 4 Such as: Barbara Waruszynski et al, Women Serving in the Canadian Armed Forces: Strengthening Military Capabilities and Operational Effectiveness (2019) 19:2 CMJ.; James Pierotti, Barriers to Women in the Canadian Armed Forces (2020) 20:4, CMJ.; Stefanie von Hlatky, Report for the Sexual Misconduct Response Centre (27 December 2019) The Gender Lab - Centre for International Defence Policy - Queen's University.; Elaine Craig, An Examination of How the Canadian Military's Legal System Responds to Sexual Assault (2020).; Dr. I. Goldenberg and LCol G. AuCoin, Special Program for Female Selection to Canadian Forces Command and Staff Course, in K. D. Davis (ed.), Women and Leadership in the Canadian Forces - Perspectives and Experience (CDA Press, 2007); Vanessa Brown, Report on the Integration of Gender and Cultural Perspectives and an Inclusive Learning Environment in the Joint Command and Staff Programme (Brown Report) (Prepared for CFC, August 2018).
- 5 Arbour Report, 313.
- 6 Ibid.
- 7 Arbour Report, 233.
- 8 Brown, Vanessa. (2021). *Integrating gender and cultural perspectives in Canada's Professional Military Education: transforming military culture through informed leadership*. Thesis (Ph.D.) - Carleton University. <https://curve.carleton.ca/80da95b1-e5e6-40e1-a26c-9dfb7c3f015>
- 9 Arbour Report, 232-233.
- 10 Razack, Sherene. (2004). *Dark Threats and White Knights: the Somalia Affair, peacekeeping, and the New Imperialism*. Toronto: University of Toronto Press.; Winslow, Donna. (1998). *Misplaced Loyalties: The Role of Military Culture in the Breakdown of Discipline in Peace Operations*. The Canadian Review of Sociology and Anthropology 35(3), 345; George, Tammy. (2016). *Be All You Can Be or Longing to Be: Racialized soldiers, the Canadian military experience and the Im/Possibility of belonging to the nation*. PhD Thesis, York University, https://tspace.library.utoronto.ca/bitstream/1807/76424/3/George_Tammy_201611_PhD_thesis.pdf
- 11 Brown, 2021.; Scoppio, Grace; Otis, Nancy; Yan, Yan.; Hogenkamp, Sawyer. (2022). Experiences of Officer Cadets in Canadian Military Colleges and Civilian Universities: A Gender Perspective, *Armed Forces & Society*.48 (1): 49-69; Statistics Canada, Experiences of unwanted sexualized and discriminatory behaviours and sexual assault among students at Canadian military colleges, 2019 (8 October 2020) online: <https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2020001/article/00011-eng.pdf?st=GzPzu6i4>; The Honourable Marie Deschamps, C.C., Ad. E., External Review Authority, External Review into Sexual Misconduct and Sexual Harassment in the Canadian Armed Forces (27 March 2015) (Deschamps Report) online: https://publications.gc.ca/collections/collection_2015/mdn-dnd/D2-506-2015-eng.pdf
- 12 Brown, 2021.
- 13 Davis, Karen. (2007). *Women and leadership in the Canadian Forces: Perspectives and experience*. Winnipeg: Canadian Defence Academy Press.
- 14 The acronym 2SLGBTQI+ stands for "Two-Spirit, lesbian, gay, bisexual, transgender, queer, intersex, and additional sexually and gender diverse people." See: Government of Canada. (2022). "Prime Minister launches Canada's first Federal 2SLGBTQI+ Action Plan to continue building a more inclusive future, with pride" (August 28), <https://pm.gc.ca/en/news/news-releases/2022/08/28/prime-minister-launches-canadas-first-federal-2slgbtqi-action-plan>. For examples of discrimination against members on the basis of sexuality, see: Poulin, Carmen; Lynne, Gouliquer; Moore, Jennifer. (2009). Discharged for Homosexuality from the Canadian Military: Health Implications for Lesbians. *Feminism & Psychology* 19: 496-516.
- 15 Military historian Scott Sheffield explains that "[d]uring WWII, racial barriers combined with stringent health and education requirements to bar First Nations from the Navy or Air Force, funneling most into the Army." See: Sheffield, Scott. (2016). "Status Indians and Military Service in the World Wars", in Belshaw, J.D. *Canadian History: Post-Confederation*. Victoria, B.C.: BCampus, <https://opentextbc.ca/postconfederation/chapter/6-12-status-indians-and-military-service-in-the-world-wars/>
- 16 Joost, Mathias. (2015). "Racism and Enlistment: The Second World War Policies of the Royal Canadian Air Force." *Canadian Military History*, 21 (1): 17-34.
- 17 Brown, 2021.
- 18 Holmberg, Arita; Alvinus, Aida. (2019). How pressure for change challenge military organizational characteristics, *Defence Studies*, 19:2, 130-148.
- 19 Davis, 2007; George, 2016.
- 20 Government of Canada. (2022). Minister of National Defence Advisory Panel on Systemic Racism and Discrimination - Final Report - January 2022, <https://www.canada.ca/en/department-national-defence/corporate/reports-publications/mnd-advisory-panel-systemic-racism-discrimination-final-report-jan-2022.html>; Arbour Report, 2022.
- 21 Deschamps Report, 2015, i.
- 22 Ibid, 13.
- 23 Chief Professional Conduct and Culture. (2022). "Specific Tasks." <https://www.canada.ca/en/department-national-defence/corporate/organizational-structure/chief-professional-conduct-culture.html>
- 24 Government of Canada. (2021b). CDS/DM Initiating Directive for Professional Conduct and Culture, Department of National Defence, <https://www.canada.ca/en/department-national-defence/corporate/policies-standards/dm-cds-directives/cds-dm-initiating-directive-professional-conduct-culture.html#toc3>

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- 26 All federal departments including the military must integrate Gender-Based Analysis Plus as a whole-of-government effort to create gender equality. Gender-Based Analysis Plus is defined as “an analytical process that provides a rigorous method for the assessment of systemic inequalities, as well as a means to assess how diverse groups of women, men, and gender diverse people may experience policies, programs and initiatives. The “plus” in GBA Plus acknowledges that GBA Plus is not just about differences between biological (sexes) and socio-cultural (genders). We all have multiple characteristics that intersect and contribute to who we are. GBA Plus considers many other identity factors such as race, ethnicity, religion, age, and mental or physical disability, and how the interaction between these factors influences the way we might experience government policies and initiatives” *Women and Gender Equality* (2022). “What is Gender-based Analysis Plus”, <https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/what-gender-based-analysis-plus.html>
- 27 Chief of the Defence Staff. (2016, January). Directive for integrating UNSCR 1325 and related resolutions into CAF planning and operations. Ottawa. <https://www.canada.ca/en/department-national-defence/services/operations/military-operations/conduct/cds-directive-unscr-1325.html>
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- 37 It may also be important to consider how culture change efforts may create obstinate opposition by those who benefit from the status quo and how, in relation, efforts to shift and progress culture may exacerbate the circumstances of those already pushed to the margins in the CAF/PME environment.
- 38 Ibid, 15.
- 39 Brown Report, 2018, 17.
- 40 Four women identifying and four men identifying graduates were interviewed.
- 41 Brown, 2021, 223.
- 42 Ibid, 232.
- 43 Ibid, 233, 239.
- 44 Ibid, 225, 226.
- 45 Ibid, 233.
- 46 Ibid, 228.
- 47 Arbour Report, 227-228.
- 48 Approval of the Master of Defence Studies degree by the Ontario Council of Graduate Studies and cyclical Institutional Quality Assurance Process reviews both validate that the quality of education at CFC meets the requisite standards of graduate education in Ontario.
- 49 The Arbour Report highlights that the “2017 the OAG reported that 62% of senior leaders were undergraduates from one of the military colleges” (2022, 228). It also states that “according to CAF data, 45.4% of current GOFs received a degree from military college” (Ibid).
- 50 Arbour Report, 313.