Equity and Human Rights
Annual Report 2022- 2023

This annual report provides a high-level overview of the initiatives, priorities, and ongoing response work undertaken by Equity and Human Rights (EQHR) over the September 2022 – August 2023 period.

What we do

EQHR champions UVic's commitment to practices of equity, fairness and inclusion. EQHR leads UVic in developing and coordinating plans, policies and procedures to promote equity, diversity and inclusion in employment and education. We are a resource for all UVic community members, providing education, information, assistance and advice in aid of building and supporting an inclusive campus.

When issues and concerns arise, we are here to assist community members and help guide them through the range of available options such as dispute resolution, investigating human rights complaints, and providing information and support in cases of sexualized violence.

Our focuses

There are four main focuses within EQHR.

EQHR leads UVic's efforts to prevent and respond to discrimination, harassment and/or sexualized violence on campus. We are responsible for implementing the Discrimination and Harassment Policy and the Sexualized Violence Prevention and Response Policy in a trauma-informed and procedurally fair manner. The case management team provide accessible and person-centred information and support.

EQHR leads and supports the strategic implementation of institutional equity practices at UVic to promote a culture of respect, consent, equity, diversity and inclusion. Building on the goals and objectives of UVic's Equity Action Plan, we provide education and advice on fair, equitable, and other inclusive practices, removing barriers to the recruitment and retention of underrepresented groups.

EQHR designs and facilitates educational programs that support equity, diversity, inclusion and human rights including freedom from sexualized violence. This includes offering education and training on how to work together through an intersectional and anti-oppressive lens. We offer workshops, courses, training sessions and resources to support the learning and unlearning journey of everyone at UVic. The staff at EQHR are open for consultations for projects, programs, or initiatives that would benefit from being reviewed through an anti-oppressive and equity-centred lens.

EQHR works to strengthen partnerships and further community engagement to foster equity, diversity and inclusion. Equity work is the responsibility of every person; by empowering more people to work together, we are more likely to have the capacity and ability to make systemic and sustainable change.

Contents

Preventing and responding to discrimination, harassment and/or sexualized violence

Discrimination and Harassment Policy (GV0205)

Individuals seek advice and resolution options from EQHR when they feel they have experienced some form of discrimination, harassment and/or workplace bullying and harassment. Due to the unique nature of each person's story, every intake begins with a confidential consultation. A confidential consultation involves an impacted individual meeting with someone from EQHR to bring forward their concerns, review relevant policies in addressing the concern, identifying potential resolution options and referrals to support options.

EQHR works hard to support community members in resolving their concerns in a trauma-informed and procedurally fair manner. EQHR's Human Rights team, where appropriate, first attempt to resolve complaints through informal resolution pathways. Informal resolution can involve everything from documenting the concern for tracking purposes, to education and/or coaching for individuals alleged to have caused harm, to alternative dispute resolution options including mediation/facilitated conversations or written communication and/or behavioural agreement. Oftentimes those involved in informal resolution processes will combine more than one of these options. The primary reasons why people seek informal resolution is to: 1) ensure no one else is impacted by the action or behaviour; 2) hold people accountable for harm caused; 3) create psychological safety for themselves and others; and 4) improve communication and/or restore relationships.

Between September 1, 2022, and August 31, 2023, EQHR received 128 complaints of discrimination, harassment, and/or workplace bullying and harassment. Of these, 65 (51%) individuals participated in, but did not proceed beyond, a confidential consultation. An additional 63 (49%) individuals chose to pursue some form of informal resolution process. Below includes a numerical breakdown of the types of informal resolution processes requested. The purpose is to highlight the relative engagement of the various informal resolution options. In many cases, participants in an informal resolution process use a combination of strategies, most commonly advice and coaching for the person impacted and a facilitated understanding for the person alleged to have caused harm.

	Record Only	Advice Coaching	Facilitated Understanding	Education	Impact Statement	Other
Actions Completed	24	52	21	8	5	25

This year, no one initiated a formal resolution process (which involves an investigation by a third-party investigator to determine if a policy was breached). Despite there being no new investigations, four investigations that began in 2021-2022 were completed in the 2022-2023 academic period. None of these investigations resulted in a finding that the Discrimination and Harassment Policy was breached.

While these statistics appear significantly lower than the previous year (2021-2022=185), this is a result of updating our data collection methods for greater accuracy. Previous annual reports included the total number of complaints resolved in an academic year (and therefore included ongoing files initiated in the previous academic year). Moving forward, we will report only on new complaints brought forward in the reporting period.

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Types of incidents

The majority of complaints (60%) received by EQHR this year were of personal harassment, including workplace bullying and harassment, abusive and demeaning behaviour, and differential treatment (although not on a prohibited ground). A notable trend for this year is an increase in the number of complaints of ableism or discrimination based on a disability, with 17 (13%) complaints this year compared to 12 (6%) last year. Such complaints are often initiated by students who find individual professors, whole programs, or systems to be ableist.

We created a new complaint category created this year called "hate speech". While EQHR has addressed hate speech in the past, we have had slightly more complaints of this type than previous years and feel it is important to distinguish this as a unique form of harm.

The following table lists the general grounds for a complaint from September 1, 2022, to August 31, 2023. In many cases, people come forward with multiple and intersectional concerns. For example, both race and disability. As a result, the total here exceeds the total number of complainants (n=128).

Categories	Concerns
Gender	14
Race	33
Disability	17
Personal Harassment, Bullying or Interpersonal Conflict	79
Third-Party Requesting Support	20
Other	32
Total	196

* Given our commitment to confidentiality and anonymity, we collapse categories with less the 5 instances into the category "Other". This year "Other' includes discrimination on the basis of sexuality, religion and family status but also includes hate speech. "Other" also includes confidential consultations on topics that were unrelated to discrimination, harassment, and bullying.

We continue to see a large proportion of complainants identifying as students (57; 45%). An important theme embedded within student complaints is power, specifically, abuses of power and power imbalances whereby students feel unable to address their concerns directly with their professors, supervisors, etc. Often these students request that EQHR advocate for change on their behalf and/or have educational conversations with the person who caused harm. This trend prompted EQHR to develop a new workshop specifically aimed at faculty and senior leaders on campus entitled, P*ower, Privilege and Accountability.*

The following table lists the breakdown by the position of complainant. Note that Management Excluded Employees are included in the category "Other" as there were less than 5 in that category.

	Undergrad Student	Grad Student	CUPE 951	CUPE 917	CUPE 9143	PEA	Senior Leader	Faculty Member	Other
Complainant	38	19	10	8	8	11	5	23	17

* Some individuals hold more than one role at UVic and incidents may be relevant to both roles.

Themes

EQHR saw an increase in the number of people requesting their files be placed in abeyance, returning and re-opening their file weeks or months after initiating the complaint. This is often due to individuals' capacity to participate in a process and/or parties to a complaint going on leave. We are also seeing individuals spending more time engaged in informal resolution processes. This can be due to the complicated nature of the complaint as well as hesitation or uncertainty about involving the other/another party. Given the importance of ensuring people who come forward feel psychologically safe, we encourage impacted parties to take the necessary time to move through an EQHR process.

The office continues to receive a significant number of confidential consultations that were from individuals who were not directly involved in the incident, but rather third-party's seeking advice on how to manage or intervene in conflict. The information and advice generally wanted by third parties are how to support the parties involved in a conflict and/or their obligations in terms of UVic's policies and procedures.

Education and awareness

To increase UVic's awareness of both the informal and formal resolution processes, EQHR continues to develop and make available plain language information sheets. These handouts aim to improve transparency and increase accessibility, while supporting individuals in making important decisions about the processes that will best serve them. These information sheets give parties the tools to enter an EQHR process feeling informed and prepared.

In addition, this year EQHR has developed a short training session aimed at raising awareness around EQHR's mandate, approach, and intake and referral processes. This information session can be delivered to units and departments and is ideally suited to those who regularly receive disclosures and/or complaints related to discrimination, harassment, workplace bullying, and sexualized violence.

Sexualized Violence Prevention and Response Policy (GV0245)

UVic is committed to providing transparent information around the number of disclosures and reports made each year, as well as trends about the type of sexualized violence being reported. The statistics below reflect not only the disclosures and reports made to EQHR, but also, the Office of Student Life, Residence Services, and Campus Security.

In this report, we share as much information as possible without breaching privacy legislation. While in some cases it would be useful to provide a more detailed and intersectional analysis of the social location of the survivors/complainants and person who has caused harm/respondents involved in processes through our office, we do not currently collect this type of information. One aspect of engaging in survivor-centred and trauma-informed practice is only collecting the necessary information to help individuals access support and options. Further, sometimes the number of individuals who would fall into specific identity categories would be so small as to potentially be identifiable; this could breach individuals' anonymity and confidentiality.

Total number of disclosures this year (N=59) is consistent with the number received in 2021-22 (61). As per previous years, most disclosures were made by UVic students although the profile of those alleged to have caused harm is more varied. Notable is the increase in the total number of UVic staff alleged to have caused harm (17%); however, many staff alleged to have caused harm are teaching assistants who are also students. They are listed as staff because we categorize survivors and respondents based on the

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role they were in at the time of the incident. For example, a teaching assistant/graduate student may reach out inappropriately to an undergraduate in their class, making inappropriate sexualized comments and/or inappropriately asking them out on dates.

Below is a table sharing the breakdown between the UVic role-based identities of the survivors and alleged respondents from the disclosures this year.

	Student	Staff	Faculty	Community Member	Other	Total
Survivors	53	3	0	3	0	59
Alleged Respondents	38	10	3	6	2	59

"Community Member" is a category that includes individuals who know the survivor as someone from the broader community, this may include UVic alumni (both students and employees). The category "other" includes those individuals who are either unknown to the survivor or know but the survivor is unwilling to share this information with UVic staff (which is their right).

Policy jurisdiction

The policy and its procedures apply to all members of UVic. UVic has jurisdiction when the incident occurred in one or more of the following circumstances:

1. On property controlled by the UVic;
2. When the respondent is/was in a position of power or influence over the survivor's academic status or employment status at UVic;
3. At an event or activity sponsored or under the auspices of UVic.

All survivors, regardless of whether there is policy jurisdiction for the purposes of an investigation, are offered information, advice, and support. As survivors have the choice to not share information about the identity or position of an alleged respondent, some also choose not to disclose where an incident has occurred which results in an "unknown" category.

Jurisdiction	Yes	No	Unknown	Total
Totals	40	18	1	59
*Historical	7	52	0	59

* A historical disclosure is one that happened more than two years ago. In those cases where we did not know the date of the incident they are listed as unknown as to whether they are historical.

Gender breakdown

Given the relatively low numbers in each category, we are unable to provide a gender breakdown by position. In some rare cases, the gender of the alleged respondent is unknown because the information was not provided during the disclosure. There is less gender diversity in terms of the survivors who came forward this past year, with 90% of survivors identifying as cis-gender women. Consistent with last year, trans/non-binary people make up approximately 7% of survivors with only 3% identifying as cis-gender men. It is important to note that there are unique barriers to men reporting that help explain these low numbers.

Gender	Survivor	Respondent
Male identified	2	54
Female identified	53	3
Trans/Gender Non-Binary	4	1
Unknown	0	1
Totals	59	59

Voluntary resolution process and formal reports

EQHR continues to see many people who make a disclosure initiate a voluntary resolution process (VRP). A VRP includes any process, agreed upon by all the parties, that will bring about accountability and/or closure for the parties. This may include anything from awareness and education for the person alleged to have caused harm, to mediation, healing circles, or more formal behavioural or communication agreements. This year, 24% of survivors requested a VRP, with most resulting in either awareness and education for the person alleged to have caused harm and/or behavioural agreements. In some cases, a VRP was initiated but not completed as one or more of the parties did not want to proceed. We do know that the more people who disclosure directly to EQHR initiate VRP processes, whereas those that disclose solely to CSEC, for example, do not go beyond the disclosure phase.

We received three formal reports this year (5% of survivors) and proceeded to investigate two. In the third instance, the incident of sexualized violence was addressed through a VRP. Of the two investigations, one resulted in a policy breach while the other did not.

Types of incidents

Like previous years, most disclosures described unwanted sexualized attention in the form of sexualized looks, comments, and persistent reach outs, messages, and come-ons. While these types of incidents did not involve physical contact, many survivors found these interactions emotionally and psychologically harmful. A trend has emerged whereby there are more disclosures made by individuals who initially consented to some form of sexual contact or activity, but later withdrew their consent. In these cases, the person who caused harm ignored or refused to stop the sexual contact or activity. While this kind of sexual assault is common, we have seen an uptick in the number of people reporting these types of concerns and seeking resolution.

Types of supports offered and requested

Each person who disclosed to the Sexualized Violence Resource Office was given information on the options available to them both in terms of support and resolution options. Rarely were survivors looking solely for health and counselling referrals; many were seeking accountability from the person alleged to have caused harm or else options to avoid future contact or interaction with the person alleged to have caused harm. As such, we found a quarter of those who disclosed request a VRP. In some instances, these processes were successful and led to some form of education and awareness for the person who caused harm, or an agreement that would support the survivor in feeling psychologically safe. In other instances, the request was for some form of academic concession or accommodation.

Strategic implementation of institutional equity practices

Identify barriers and work across silos to achieve equity-centred actions

Advancing equity involved identifying systemic barriers and working with our diverse community to centre their experience in addressing those barriers. This work involves working across institutional silos and unit and creating shared strategic actions.

This year, such work included the launch of the Equity Action Plan and strengthening the academic equity advisory structure, beginning design of an anti-racism framework and identifying and addressing barriers to 2SLGBTQIA+ inclusion.

Highlights

Launch of the Equity Action Plan

In October 2022, UVic's inaugural Equity Action Plan (EAP) was launched. The plan provides UVic with strategic direction to advance equity, diversity and inclusion, and to create the conditions in which everyone feels a sense of belonging: as connected and respected parts of UVic's community.

The EAP consists of 5 goals:

1. **Equity-centred culture** - Create an inclusive campus community that values diversity and challenges dominant systems of power, including colonization, white supremacy, historical trauma and patriarchal norms, through research, teaching, curriculum policy and practice.
2. **Relationality and belonging** - Transform university structures and practices to show value for diverse lived experiences and ways of knowing to build relationships across and beyond UVic.
3. **Recruitment and retention** - Attract, advance and retain students, staff, faculty, librarians and senior leadership from systemically and historically marginalized communities.
4. **Access and support** - Create equitable support structures that address the diverse access needs of the campus community.
5. **Institutional accountability** - Conduct ongoing, transparent evaluations of this action plan with continued opportunities for meaningful engagement and feedback with/from the community.

These goals are aspirational and will guide UVic's direction for the next 5 years. Each goal is accompanied by a list of actions that UVic is committed to undertaking as we work towards achieving equity and creating the conditions where everyone can feel a sense of belonging.

The EAP is accompanied by Reflection and Action guides to support various campus groups understand their role in advancing the EAP. To share progress and inspire action, the EAP website also includes a community actions feed where members of the campus community can share equity initiatives that their units/groups are working on.

Over the next year, a process will be designed to leverage the work across these processes to take the next step towards establishing an anti-racism framework for UVic.

Academic Equity Advisory Structure

This year, we renewed the structure of the Academic Advisory Committee on Equity and Diversity (AACED) to strengthen equity work across campus, reduce siloed information sharing, and create stronger support structures for equity committees and their integration with the new Equity Action Plan. The new structure, called the Academic Equity Advisory Structure (AEAS) will provide consultation and

advice on issues relating to equity, diversity and inclusion to leaders (the Office of the Vice-President Academic and Provost and Equity and Human Rights office), academic units and program designers (cross-institutional).

The AEAS serves as a key advisory body for prioritizing major initiatives and programs that relate to faculty, librarians and the academic environment under the EAP. Members in the structure will take part in developing the related equity-centred initiatives and programs. The AEAS also serves as a venue for information sharing between faculties and units with the goal of developing a community of practice and promoting equity, diversity and inclusion within and across the institution. The AEAS seeks to be inclusive of campus community members with a shared interest in embedding equity in academic systems, structures and spaces.

An institutional anti-racism framework

The Anti-Racism Working Group saw the active involvement of faculty and staff from diverse areas of campus. Continuing their work of developing an approach to embed anti-racism within the work of campus, the Working Group completed its report exploring the current experience of racism at UVic and its assessment of what actions are needed by leadership and the campus as a whole to support reducing racism at UVic and building racial justice.

The group's proposal for developing an anti-racism framework for UVic was submitted to the University's President in summer 2022.

Since receiving the report, the President, Dr. Kevin Hall, has carefully read the Proposal and we have engaged in several conversations about its connection to the EAP, Indigenous Plan, and Scarborough Charter initiative. Our discussions have centred around how to design and communicate a cohesive strategy that acknowledges the ongoing work under both the EAP and Indigenous plan while also demanding specific, focused action regarding anti-racism.

2SLGBTQIA+ inclusion on campus

The Rainbow Crosswalk Steering committee, met from Sep 2022 – Aug 2023 to consider new initiatives to provide solutions to current barriers for the larger encompassing 2SLGBTQIA+ people on campus. This work stemmed from a Calls to Action Against Transphobia letter shared by the UVic Pride Collective last year. The group was led in partnership by the Office of Student Life and EQHR with representation from staff, faculty, undergraduate, and graduate students who either have lived experience as a 2SLGBTQIA+ person or are very involved in its advocacy work.

The committee identified steps forward in repainting the rainbow crosswalk on campus as well as other means to increase the visibility and support of 2SLGBTQIA+ students in partnership with PeerNetBC. PeerNetBC is a regional non-profit organization that provides training, resources, and support to peer-led initiatives and peer support groups across the unceded and stolen lands colonially known as British Columbia.

Community consultation sessions took place June to September 2023 which include a QTBIPOC virtual town hall, a Queer, Trans, and GNC staff and faculty focus group, an online survey, multiple peer-led consultation sessions, and options to schedule one-on-one session with PeerNetBC. Consultation sessions are expected to be completed early Fall 2023. Actions following the consultations like repainting crosswalk(s) at UVic will start in mid-Fall 2023.

Expanded gender declaration options

A working group lead by the Office of the Registrar in the spring/summer of 2022 invited EQHR to support the coordination of offering expanded gender declaration options across UVic. Since September 2022, UVic has updated its gender declaration options for all students and employees following the new guidelines and standards from Government of British Columbia.

The current option of responding to gender questions with female/male/not available is replaced with two expanded gender questions:

1. Gender identity: man/non-binary/woman/prefer not to answer
2. Gender expression: cisgender/transgender/prefer not to answer

Directions to update your gender declaration has been shared widely across UVic.

All-gender washrooms

EQHR has continued in our advisory role as UVic works to implement the findings of the Inclusive Washrooms Advisory Group from 2019. Facilities Management and EQHR developed a new centralized all-gender washrooms webpage listing the location of all-gender washrooms and free menstrual products on campus. The website is now screen-reader friendly and includes a map for those who are less familiar with the building names on campus. In addition to improving access, this page serves as a place to share project plans. The next step toward meeting this goal would be to develop a reporting plan for sharing renovation progress as the project advances towards its goals.

Build capacity to embed systemic and sustainable change

A collective effort from leaders, units, and groups is required to make systemic and sustainable changes. EQHR works to develop new resources, strategies, and tools to build capacity for the collective to take on the work and empower individuals to lead actions which prioritize embedding systemic change.

As in previous years, we continue to evolve our understanding of what actions are crucial to increasing equity in institutional processes. In October 2022, UVic made an organizational shift from an Employment Equity Plan covering faculty and staff to an Equity Action Plan covering all members of the campus and wide-ranging activities. We worked with the UVic Board of Governor's to pilot an equity lens tool to support decision makers in considering proposals that come forward through and equity lens. We have shifted our use of the Embedding Equity materials: nine shared practices that are foundational to building a diverse, equitable and inclusive campus. While some of these practices now fall under the Better Data Project, others have been adapted as the framework for recommended actions by units that undertake Equity Reviews. This new framework will also be available for all units who are looking for foundational equity practices to advance their work.

Highlights

Design and facilitate a Board of Governor's Equity Lens

The goals and identified barriers of the Equity Action Plan drive UVic's equity agenda. This year we piloted an equity lens tool with the UVic Board of Governors to support them in removing and reducing the identified structural barriers. The equity lens tool provides a set of questions that members can engage with, a set of ways that the information can be identified or demonstrated, and questions for deeper consideration and discussion.

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The tool is still in the pilot stage, and it is built on the premise that:

- Executive and project leaders will work to build equity considerations into their institutional projects from the outset
- Not all barriers, inequities, and biases will be eliminated in all projects; the initial value is in identification and transparency – not in perfection
- Board members should be able to identify and question equity concerns. Capacity to do this requires an understanding of the barriers facing the university community, a commitment to challenge individual and collective biases, and a willingness to learn and unlearn.

The tool was well received and we are continuing the project in 2022-2023, working with Executive and project leaders to embed equity understanding and considerations at the outset of projects and through the various stages of a project or initiative through to Board approval.

Activating the Equity Action Plan

Since the launch of the Equity Action Plan in October 2022, EQHR been working to develop an implementation framework to support the unit-level advancement of the Equity Action Plan goals and more specifically the committed actions. The implementation of the plan must be done through a principled approach drawing on the data collected throughout the EAP engagement and the key concepts already in the plan, the framework includes four principles: Equity, Diversity, Inclusion and Accountability.

The framework sets out 6 phases through which units will advance the actions of the Equity Action Plan. In the first phase, 'Get Started,' unit's will review the entire Equity Action Plan and then determine which actions your unit will contribute to through supporting activities. The other phases make up a cycle through which each individual activity will be planned, put in motion, assessed and reflected upon. This cycle is meant to be iterative, meaning that based on learnings you may need to continue to plan and adjust.

To support the use of this framework, EQHR designed various tools and resources. The first set of implementation tools have been pilot tested by eight units across the university (both academic and operational units). With valuable feedback from pilot participants, the tools will be revised and are set to be available to the campus community in October 2023.

Building capacity to advance the Equity Action Plan

Since the launch of the Equity Action Plan in October 2022, the EAP development team has been providing various presentations to groups and units across campus (I.e., President's Leadership Council, the Library, departmental meetings, vice-president executive meetings, etc.). These presentations have focussed on deepening people's understanding of the 5 EAP goals and to encourage people to think about ways they can begin advancing these goals within their own units.

In addition to presentations, the Senior Lead for Institutional Equity Planning (EQHR) has been working closely with the Vice President Finance and Operations (VPFO) portfolio to design and deliver a 3-phased educational program to strengthen leadership's skills and abilities in advancing equity, diversity and inclusion within VPFO. The Equity, Diversity, Inclusion and Belonging program was kicked-off in January 2023 with a focus on building a foundation of understanding of key concepts and practices related to

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EDI work. It will continue into 2024 with a focus on building skills and applying those skills to projects to practise what has been learned.

Launch of the Better Data Project
The Better Data Project is a proactive institutional initiative at UVic to enhance the collection, management, and use of self-identification demographic data across campus.

Stemming from shortcomings of current data collection methods (i.e., limited identities in the Employment Equity Survey for employees and questions within the applicant portal for students), the Better Data Project aims to establish ethical data governance practices that include consistent collection of disaggregated data as a means of addressing barriers to equity for populations across UVic. To accomplish this objective, the project team has engaged in community consultation in combination with a review of best-practice standards to develop the new Better Data questionnaire which will allow all UVic employees and students to self-identify across six main identity categories.

An education and communication campaign will start in September 2023 to communicate the importance of participating in/completing the new Better Data self-identification questionnaire to both employees and students. Momentum and interest will be built up over the course of September and October before the formal launch of the questionnaire in November 2023 during 5 Days of Action. Once launched, the new questionnaire will be available to all UVic employees and students through their UVic User Profiles. The next phase includes working on new reporting processes centring live-updated data dashboards available to the community.

While work on the Better Data Project rolls into the next phase, EQHR continues to track and report on the currently available representation data within the structure of our Equity Action Plan. Reports are typically run every three months as we begin to build a dataset capable of tracking employment trends across UVic for women, Indigenous Peoples, persons with disabilities, and members of visible minorities. The most recent numbers are shown in the tables below.

Designated Group	N=2040	Weighted Representation at Uvic	Availability[1]
Women	1295	63.5%	53.5%
Indigenous Peoples	61	3.0%	2.8%
Persons with Disabilities	83	4.1%	9.1%
Members of Visible Minorities	227	11.1%	13.6%

Diversity among continuing staff at UVic

Designated Group	N=817	Weighted Representation at Uvic	Availability[1]
Women	396	48.5%	44.9%
Indigenous Peoples	41	5.0%	1.4%
Persons with Disabilities	32	3.9%	8.9%
Members of Visible Minorities	121	14.8%	20.8%

Diversity among continuing faculty and librarians at UVic

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Date: April 15, 2023
Data source: Rates calculated through the Federal Workplace Employment Equity Information Management System (WEIMS) using UVic confidential self-identification data and Statistics Canada data.
For comparison, please see Statistics Canada's 2016 Employment Equity Data Report

Preferential and limited hiring

As the university expands its work to increase diversity among employees, EQHR continues to have a role in ensuring that the information we provide about preferential and limited hiring is up to date and aligned with policy. Work this year focused on creating a more robust web space with resources to address common questions about preferential and limited hiring, and to provide the resources and guidance needed to use this policy successfully. We have also reviewed our internal process to streamline the work and how to more effectively communicate the processes. We hope soon to finalize additional documents with Human Resources so that all references on UVic's webpages are up to date.

Designing and facilitating educational programs

To educate and inspire change in the campus community, EQHR offers proactive education on wide-ranging issues such as equity, diversity, anti-racism, anti-oppression, conflict resolution, inclusion and human rights.

Our educational work has continued alongside our strategic development. Over 100 staff facilitated training sessions were offered this past year, reaching more than 2,400 participants. This includes delivery of content around sexualized violence prevention and response, anti-oppression principles, core considerations of equity, diversity and inclusion (EDI), and EDI in research. Additional approaches to education include offering events like 5 Days of Action, *on the Verge* Writing Contest, and a Walk to End Gender-Based Violence.

Highlights

Systematizing equity reviews

We have continued to build on our new Equity Review program. This initiative, developed in collaboration with the Department of Chemistry in spring 2020, offers a proactive equity review process for departments, units and/or faculties on campus to gain an objective view on their successes and challenges with regard to equity. The feedback from the review—including documents, a self-study, and a survey—can be used to assess current equity work in the department and to build equity actions into departmental plans.

Given ongoing interest from units in conducting equity reviews, we have streamlined the review process, developing an appreciative self-study that aligns with effective foundations for equity work in a unit that builds on pieces from the Embedding Equity framework. We launched a webpage to share the process more transparently with the campus, with initial plans to hold two slots per year for equity reviews (see earlier section on the partnership with the Faculty of Fine Arts).

Increasing Equity in Decision Processes

EQHR is nearing two full years of offering the online course "Increasing Equity in Decision Processes" which is required for all who serve on Faculty ARPT committees. Over 900 people have taken the training course since it was launched. Feedback from the first year of the course was positive, with 85% of course participants indicating that they found the course prepared them to contribute to equitable ARPT decisions "A great deal" or "A moderate amount." Additionally, approximately 75% of participants indicated that their experience taking the course was "Very positive" or "Positive." While the design team from EQHR and the Vice-President Academic & Provost (VPAC) colleagues was heartened by this response, we still chose to undertake some significant redesigns of the course to address some technical suggestions, add more self-test questions, streamline the resources, and reorganize several sections to maximize its impact. The course was re-launched in fall 2022, and we look forward to reviewing and considering feedback from the second year of the course this fall. The next stage of work will include piloting the draft workbook for Stage 3: Work in Committees, a workbook to guide committees and committee members in applying equity step by step during committee work.

on the Verge Writing Contest

EQHR has had another successful round of the *on the Verge* Student Writing Contest in collaboration with UVic Libraries with the theme of "Dialogue." Together with celebrity judge Johnny D. Trinh, we offered a masterclass performance workshop for writers that supported participants in learning how to engage an audience, use physical and vocal exercises to improve performance, and how to occupy and embody space on stage. First and second-place student winners were selected in spring 2023 for the categories of fiction, non-fiction, poetry and spoken word and published in the UVicSpace Collection.

Anti-oppression education

Over the course of this year, 16 Kil Kaahl$_G$alangdal – "*Hear Someone's Voice Before You See Them*": Anti-Oppression Key Principles, Knowledges, and Equity-Focused Action-Based Frameworks* workshops and 1 *Leading Towards an Anti-Oppressive Future* workshop were offered this year, collectively reaching over 800 people.*Kil Kaahl$_G$alangal* is lead by our Indigenous Rights and Anti-Racism officer. It is open for all students, employees, and community and have accommodated tailored content to meet identified needs of the registrants. This session guides participants through critical equity-seeking topics in-depth. Topics covered included: accountability/accountable spaces, colonization, white supremacy, white privilege, white fragility, settler moves to innocence, (systemic) racism, (implicit) bias, implicit attitude tests, racialization, microaggressions, appreciation vs. appropriation, decolonization, land acknowledgements, intersectionality, equity, diversity, inclusion, Indigenization, oppressive systemic structures, lateral violence, and reconciliation.

Starting this fall, *Kil Kaahl$_G$alangal* will be part of an expanded series that makes up EQHR's Anti-oppression Education Program. The program includes 5 workshops:

1. *Kil Daagwiiyaay – "Strong Voice": Rematriation as Resistance*
2. *Kil Kaahl$_G$alangdal – "Hear Someone's Voice Before You See Them": Anti-Oppression Key Principles, Knowledges, and Equity-Focused Action-Based Frameworks*
3. *Gaayinxal – "Come Closer on a Boat": Deconstructing Colonial Power Structures*
4. *Maahl$_G$a Sdiihlga Gaw$_G$a – "Returning Missing Seeds": Reclaiming Indigenous Power Structures*
5. *Xidsii, K'iiwaat'as, Tlay.yad – "Under, Over, Everywhere": Centering 2LSGBTQIA+ Knowledges in Anti-Oppression Work*

Leading Towards an Anti-Oppressive Future is a reflection and discussion-based workshop designed to promote creative, anti-colonial insights into leading UVic in transformative ways. The *Leading Towards an Anti-Oppressive Future* workshop was hosted for academic leaders, Human Resources, and Leading for Engagement members.

Sexualized violence education and prevention strategies
The Sexualized Violence Resource Office in EQHR continues to offer a suite of tailored education and prevention offerings to students, staff, and faculty at UVic, including:

1) *Tools for Change*, an in-person workshop aimed at new undergraduate students with an online version of the program delivered through pre-arrival programming;
2) *Sexualized Violence Prevention and Response Training* for faculty and staff;
3) *Social and Professional Competency Training*, designed to increase graduate student and teaching assistant's understanding and sense of responsibility in regards to UVic's Sexualized Violence Prevention and Response Policy and Discrimination and Harassment Policy;
4) *Power, Privilege and Accountability*, designed for UVic senior leaders.

Within the next year, we will be piloting the *Engaging Men Program* in partnership with UVic Vikes. This program is aimed at empowering self-identified male students with the skill and confidence to intervene and end gender-based violence through a 6-week interactive program. Plans are underway to carefully evaluate the program and identify opportunities to open the program to all male UVic students.

Sexualized violence awareness and impact
EQHR provided a total of 47 sexualized violence educational sessions to students, staff and faculty between September 1, 2022, and August 31, 2023. Through these 47 sessions EQHR reached 700 UVic community members. This year, we anticipate that we will continue to reach a significant and broad cross section of UVic community members as EQHR continues to reach out to those units and departments on campus who have not done sexualized violence prevention training in 3 years, as well as those who have never done training. This year we saw units on campus run as many as 6 sessions to reach every staff member.

EQHR continues to partner with other offices and student advocacy groups on campus to coordinate awareness of resources and supports available for our campus community and educational sessions on consent for Sexualized Violence Awareness Week. This year that work has included commissioning a video series for students on the distinction between a Disclosure and a Report, as well as options for anonymous reporting.

5 Days of Action: 365 Days of Commitment
UVic's fifth annual 5 Days of Action: 365 Days of Commitment took place on November 14-18, 2022. The free week-long event is a collaborative event to amplify the efforts of groups, units and organizations on and off-campus and come together in our shared commitment to a more diverse, inclusive and equitable campus 365 days of the year. Each day of the week represents a call to listen, reflect, dialogue, engage, and finally take action. 5 Days of Action: 365 of Commitment is an opportunity for our community to highlight our shared commitment to end discrimination, harassment and sexualized violence.

Many on-campus and off-campus groups held events during the week including the Faculty of Engineering and Computer Science, Faculty of Fine Arts, Co-Op and Careers, the Transgender Archives, Human Resources, CanAssist, Ambit Gender Diversity, the Sierra Club BC and more. All senior leaders were invited participate in at least one event. All together there were 44 scheduled events/workshops (with over 900 registrants total), in addition to outdoor quick engagement activities like interactive art number installations with reflective questions and a JeoparDEI game, and a calls to action list to provide resources for members who could not join the scheduled events. New focuses for this year include increasing student engagement and community engagement, diversifying our offered workshop topics, and improving accessibility to the workshops offered.

Other key events organized and supported by EQHR include:
- A Walk to End Gender-Based Violence on December 6th, the National Day of Remembrance and Action on Violence against Women (NDRAVAW) in partnership with the Faculty of Computer Science and Engineering. The event also affirms our commitment to end all gender-based violence.
- Bridging the Gap for the Black Futures panel in February in partnership with the Indigenous Governance Program and the Faculty of Social Sciences recognized Black History Month. The panellists discussed how to collectively support Black futures.
- Orange Shirt Day in September in partnership with the Office of Indigenous Academic and Community Engagement, and University Communications and Marketing, along with other campus units and departments.

Strengthening partnerships and community engagement

EQHR is committed to reciprocal learning and engagement with our UVic and community partners. The Executive Director, EQHR meets regularly with UVic's senior executives, President and Vice-Presidents, to support capacity building and cross-institutional equity initiatives.

While most of EQHR's major initiatives involve partnerships and engagement, this section highlights particularly powerful engagements. These include the Equity Review and community engagement partnerships with the Faculty of Fine Arts, the Scarborough Charter Steering Committee, and embedding EDI expertise between EQHR and Research services.

Highlights

Equity Review process with the Faculty of Fine Arts
The Faculty of Fine Arts approached EQHR to partner on an Equity Review in support of their Strategic Planning process. Working closely with the Dean and the Fine Arts Indigenous Resurgence Coordinator, and with the support of the leadership team, EQHR built on the Equity Review framework (developed with the Department of Chemistry) to design a structure for the equity review that is reproducible for other units or faculties. The Faculty of Fine Arts conducted an equity survey of their community in early Fall 2022; the final report, building on the survey and the Faculty self-study document, will inform the upcoming Strategic Planning Process. More information can be found below under priority IV) Developing effective strategies to educate on harm prevention and intersectional inclusion and on the new Equity Review webpage.

We acknowledge and respect the Lək̓ʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day.

Partnering with Fine Arts to increase community engagement

Thembelihle Moyo (she/her) is a creative writer that splits her time between EQHR and co-teaching at the Faculty of Fine Arts. Thembelihle uses creative and artistic expression (participative theatre, workshops, engagement activities, etc.) to engage the broadest subsection of our university community in EQHR's essential work. She works with students, faculty and staff to help EQHR ensure that we are inclusive of all voices and experiences as we begin to take bold institutional steps to embed anti-racism and anti-oppression initiatives and actions.

This past May, EQHR and the Staging Equality Project collaborated with support from the Department of Theatre to offer three public showings of the workshop production, *It's Just Black Hair* by Thembelihle Moyo. This play is developed through conversations with Black African immigrants and other racialized immigrants in Canada navigating cultural differences and the expectations of fitting into "Canadian standards". The subtle everyday microaggressions that surround Black immigrants are captured and portrayed throughout the play. At the end of each showing was a talk back to engage the audience to have conversations with the playwright, director, and actors around the play's development process and their personal reflections.

Scarborough Charter Steering Committee

Sponsored by EQHR and the Vice-President Academic and Provost, EQHR is working with Black institutional leaders to consider how to best support UVic's commitments in signing the [Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education](#). Tricia Best, Director of International Centre for Students and Devi Mucina, Director of Indigenous Governance led the work in November 2022 with administrative support from EQHR. The leads held consultations with Black community members in Greater Victoria on what they envision Black inclusion would mean locally. A Steering Committee was formed from the consultations and planning discussions with the leads. The Committee is composed of members representing UVic faculty, staff, students, alumni and external community members to incorporate a multi-lens approach in how to build permanent community supports and make space for people who identify as Black. In May 2023, Devi Mucina went on academic leave and Kelci Harris, Associate Professor in Psychology took over the Scarborough Charter Steering Committee co-lead with Tricia Best.

The Steering Committee is expecting to share updates around the work's progress in the fall by developing a new landing webpage and presenting during 5 Days of Action.

Partnership with Research Services to strengthen EDI initiatives

EQHR and the Vice-President Research and Innovation continue to partner to strengthen equity, diversity, and inclusion (EDI) initiatives as they relate to research. Central to this partnership is the EDI Research Officer. The EDI Research Officer develops and implements EDI initiatives to attract, support and create an inclusive community of talented researchers. The EDI Research Officer offers consultation for researchers and research teams preparing for major funding applications. During this reporting period, the officer was engaged in funding applications which include but are not limited to the New Frontiers in Research Fund, the Canada Foundation for Innovation's 2023 Innovation Fund, and the Canada First Research Excellence Fund. The officer also oversaw internal selection processes for the Robbins-Ollivier Award for Excellence in Equity and for the Canada Excellence Research Chairs to ensure the EDI principles were embedded at every stage.

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Increasing capacity to deliver the EQHR mandate

EQHR works to constantly reconsider and review our work and deliver models and adapt to the changing context. We care for ourselves and the campus community by creating and managing adaptive processes and team structures

This year, we focussed on reviewing one of UVic's central policies, the Discrimination and Harassment Policy. As well, we have updated our team structure and maintained flexible multi-modal delivery.

Highlights

Review of the Discrimination and Harassment Policy (GV0205)

This year EQHR is leading the review and update of the university's Discrimination and Harassment Policy (GV0205). In January 2023, the Learning and Advisory Committee (LAC) was established to engage members of the University Community in the initial policy draft and consultation design. The LAC was made up of students, staff, faculty, and leaders from across campus. This group's role was to support the policy review by engaging in deep learning and thoughtful discussion over 6 months on key policy-related topic areas such as systemic discrimination, microaggressions, policy principles and the Declaration on the Rights of Indigenous Peoples Act. Based on these learning discussions, the LAC designed a plan for University community engagement which will take place in two phases over 2023-2024.

Review of the EQHR Educational Approach

Growing out of our work last year to develop and describe a coherent educational approach for our office, we recognized the need to clarify the foundational education in equity that we believe is needed for the campus. An internal working group has been busy consulting with individuals and units on campus who offer education related to equity, and who deal with equity-related complaints and concerns, to determine the key learning needs for the campus. After analysis and integration with the team's own expertise in equity education, they have proposed a framework for this foundational education. The next stage of this work will involve exploration of how we can build out and implement such a program for the campus, including considerations of how this work connects with existing educational offerings within and outside of EQHR.

EQHR team changes

EQHR's team structure has been updated this year to better support EQHR's mandates and meet UVic's commitments to make the campus a more inclusive space that values equity, and its community to be well-informed and feel capable of acting against discrimination, harassment, and sexualized violence on campus. We will continue to adapt our team structure as we advance our work in these areas.

Multi-modal service delivery

EQHR has adapted and restructured our services including consultations, case management, workshops and events. Within the last few years, we have focused on expanding delivery modes to increase access to our available services and encourage greater engagement with the initiatives within our office. Consultations are offered through online surveys, self-directed conversation cafés, in-person open houses and opportunities to directly connect with someone through email. Policy disclosures and complaints are accepted through email, phone, online meetings, in-person meetings, and drop-ins to our office during our hours of operation. Workshops and events are offered through in-person, online and hybrid options.

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Looking ahead

We will continue to build on the successes and learn from the challenges of 2022-2023. For 2023-2024 we have identified the following high-level priorities:

- Complete the Discrimination and Harassment Policy review and update process.
- Initiate the Sexualized Violence Prevention and Response Policy review and update.
- Launch the Better Data Project and its questionnaire.
- Launch the Engaging Men Program.
- Launch a strategic education plan to address education and training needs more broadly and robustly.
- Work with executive leadership to develop equity-centred implementation and accountability framework for UVic Equity Action Plan.
- Work with executive leadership and project leaders to embed equity considerations at each stage of a project's life cycle.
- Continue to strengthen strategic partnerships.
- Strengthen the use of all forms of informal and/or voluntary dispute resolution.
- Develop new and creative communications strategies for embedding equity, diversity, and inclusion.

We look forward to working with you to achieve them in 2023-2024.