

## Introduction

This annual report (May 2018 – August 2019) provides an overview of the new initiatives, priorities, and ongoing response work undertaken by EQHR and is organized into four sections:

1. Proactive education and training
2. Case resolution
3. Policy review
4. Looking ahead

### Strategic partnerships

Building an environment on a foundation of equity, diversity, inclusion, and freedom from sexualized violence, discrimination, and harassment takes the entire university community. EQHR provides a leadership and coordinating function, building and fostering partnerships across the university community, with campus groups and constituencies, with senior leaders, and liaising with experts and groups on and off campus. We harness the expertise of our small team to embed these principles into every corner of the campus. The Executive Director, EQHR meets regularly with UVic's senior executive, President and Vice-Presidents, and sets priorities for projects and programs for the year to come. A Vice-President is often a sponsor of major projects, such as the ongoing work to design principles and guidelines for universal washrooms at UVic while the Vice-President Finance is the project's sponsor. In many of the projects and programs highlighted in this report, a senior leader, President, Vice-President, or Associate Vice-President, is acting as a key university partner and stakeholder to advance the initiative.



## Equity and Human Rights

*Our team works with compassion and integrity, applying a human centred and trauma informed approach to all that we do. We aim to be flexible and dynamic.*

*We are an access point, a resource, and a policy navigator for all UVic community members. We provide education, advice, support and consultation to reduce barriers in order to achieve respect, consent, equity, inclusion and belonging with a focus on social justice and institutional accountability.*

*We believe that our campus should represent the diversity of our larger communities and that every person should be treated equitably, and supported to achieve their highest potential. We partner across UVic and the greater community to embed these fundamental values throughout all aspects*

## Section 1: Proactive Education and Training

“to promote a culture of consent, respect and fairness”

EQHR works across the university to educate and train teams, committees, classes, individuals and groups. To this end, our work is organized around four goals:

- a. Achieving equity and inclusion in all aspects of the employment experience for faculty and staff
- b. Delivery of human rights education and training
- c. Delivery of sexualized violence education and prevention strategies
- d. Events and opportunities to inform the university community and promote, consent, respect and fairness

### a. Achieving equity and inclusion in all aspects of the employment experience for faculty and staff

From the representation (representative? Demographic?) data collected from staff, UVic develops equity hiring goals and reports annually on the diversity data for the university as a whole and for faculty and staff. EQHR is working with partners in Research Services, Faculty Relations and Human Resources to rethink our approach to equity data collection and use. This includes thinking more broadly about intersectional and disaggregated data and bringing in new data categories. The work also includes considering the use of qualitative “climate” data through focus groups and qualitative surveys.

Data from August 31, 2019		
UVic Representation--Continuing Faculty/Staff		
Designated Group	Number	Representation
Women	1853	57.9%
Indigenous	85	3.6%
Persons with a disability	106	4.5%
Member of a visible minority	302	11.3%
Participation rate for all UVic employees:	87.4%	
Number who took survey	2,334	
Total number of employees (surveyed)	2,669	
Total employees from "Gender" table	3,199	

*Representation for Indigenous peoples, persons with disabilities and members of visible minorities reflects self-identification, and is reported based on those people who have taken UVic's self-identification survey. We use this number to avoid making assumptions about the identity of those who did not take the survey.*

## Bias free hiring

EQHR offered 53 training sessions, for individuals, search committees and units on the negative impacts of unconscious bias and on creating more inclusive processes to support effective, fair hiring. New topics included approaches for preferential and limited hiring (mandatory for all CRC search committees, and available upon request to any unit on campus and to any preferential or limited hire search). In addition, materials for search committees were developed and put online for ease of access. This training and other important work formed part of the Canada Research Chairs EDI Action Plan, which was considered by the CRC secretariat to “fully satisfy” their EDI requirements.



## Expand. Engage. Encourage: Embedding Equity at UVic

At UVic, we each have responsibility and a role to play in creating an equitable, diverse and inclusive community. Work over the previous year showed that while the Employment Equity Plan provided an essential philosophical and ethical orientation to equity in employment, the description of equity activities and methods for monitoring progress were limited. Through consultation with campus partners, EQHR developed a streamlined articulation of key activities that advance equity. This core of common activities will establish a baseline of equity practice across the institution in support of the equity, diversity and inclusion priorities in the Strategic Framework. Focusing on shared practices will provide focus for the work, resource development, and reporting and monitoring. These practices will supersede existing commitments in the EEP, though we hope that existing initiatives that supplement this core work will continue. The new activities are a baseline, and the creativity of the university community in meeting and expanding on these activities is welcomed.

## b. Delivery of human rights education and training

Proactive education that is strategic, coordinated and well planned is essential to educate the broad campus community on issues of equity, diversity, anti-racism, conflict resolution, inclusion and human rights. We approach such a proactive human rights education through an intersectional and anti-oppressive lens. We offer many workshops and trainings in this area. Over the course of the year, over 40 workshops have been delivered on topics that include: “Equity, diversity and inclusion in the workplace”, “Creating an inclusive, respectful, and welcoming classroom”, and “Rooting out bullying, harassment, and discrimination in the workplace.”

## Anti-Racism Education

EQHR has developed a collaborative anti-racism education initiative with various university partners to combat racism and create educational events and programs that directly address the societal and systemic attitudes and behaviors that perpetuate racial discrimination and other intersecting social inequities. This initiative is designed around three intersectional modules: Awareness, Intervener, and Change-Maker. The key objectives are to support UVic staff, faculty and students: to understand anti-racism as a UVic value where as university members, we should embed practices of equity, diversity, dialogue and inclusion in ways that make other members of the community feel welcomed, valued, and supported to achieve their highest potential. Since November 2018, EQHR has been offering a workshop on engaging racism and its intersections: A courageous conversation to more than 276 community members. This workshop has demonstrated a growing interest in intersectional anti-racism education training on campus. The Associate Vice-President Student Affairs will be piloting the program with this unit, including unit leaders, throughout the fall and spring semesters.

## **Enhancing Conflict Competencies: Developing attitudes, process and skills**

A newly developed course, “Enhancing conflict competencies: developing attitudes, process and skills”, is now offered to UVic faculty from different departments. This course is designed for faculty looking for ways to develop enhanced conflict competencies including:

- increased self-awareness about personal conflict handling styles and behaviours
- conflict resolution and associated communication skills (curiosity, listening, and emotional awareness/management) to enhance approaches to collaborative conflict engagement
- process awareness and skills to facilitate more efficient, focused and organized conflict resolution discussions
- collegial attitude towards conflict engagement and resolution in the workplace/department/faculty.

The Associate Vice-President Faculty Relations and Academic Administration champions this program and support its inclusion in ongoing training opportunities for academic leaders.



## c. Delivery of sexualized violence education and prevention strategies

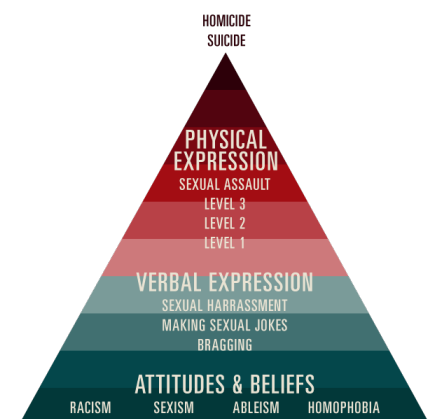
### Tools for Change

EQHR, with support of campus partners, led the creation of student-facing, in-person and online, educational programs called “Tools for Change”. The program provides first year students and those with little knowledge around the topic of sexualized violence with information about UVic’s principles in relation to sexualized violence prevention, how UVic defines sexualized violence and consent, as well as how to provide a trauma-informed response. The programs are interactive in design (images, videos, dynamic exercises, and dialogue) and focus on practical skill-building. Both the in-person workshop and online learning module orient students to the supports available on campus, and provide practical skills and advice associated with asking for consent and engaging in a range of prevention strategies. Moving forward, the online program will be embedded in New Student Orientation’s pre-arrival program and will be mandatory for students living in Residence. The in-person program will run approximately eight times each semester and will be facilitated by trained student-staff. This program will become a part of a suite of programs alongside “Bringing in the Bystander”, and will be maintained by the Office of Student Life.



### Culture and Consent

The Culture and Consent working group, partners with key units on campus that are responsible for the international student experience (e.g., International Student Services and Continuing Studies), to reach international students with information, education, and support in relation to sexualized violence. To date, that working group has successfully created a dedicated international student webpage on UVic’s main sexualized violence prevention website ([uvic.ca/svp](http://uvic.ca/svp)) and have translated the tailored materials into seven languages. Moving forward, the committee will consider tailored education (either online or in-person), keeping in mind the diversity of programs and students who come to UVic who are both degree and non-degree seeking.



### Awareness and Impact

New student-facing campaign “*Consent. It Starts with a Conversation*” adds to an existing suite of educational and promotional materials. For faculty and staff, EQHR has developed a user-friendly “quick-guide”. The quick-guide provides succinct information about how to prevent and respond to sexualized violence, with a special focus on confidentiality. Forty-six workshops (on top of those

reported in the last annual report) were delivered over the reporting period. These workshops have included almost 1200 people.

In 2018, EQHR once more collaborated with the Office of Student Life, the University of Victoria Students' Society and the Anti-Violence Project to hold UVic's annual **Sexualized Violence Awareness Week**.

## d. Events to promote consent, respect and fairness

### 5 Days of Action: EQHR's Signature Week of Events

UVic's second annual **Five Days of Action: 365 Days of Commitment** occurs November 4-8, 2019. This week-long event is organized around 5 calls to action designed to tackle racism, sexism, homophobia, transphobia, ableism, classism, sexualized violence and religious intolerance on campus.

The timing of this event shifted between last reporting period and this one. The previous event was held in March 2018. Details of the results from the 2<sup>nd</sup> event will appear in the next annual report. Other key events organized and supported by EQHR include the National Day of Remembrance and Action on Violence against Women (NDRAVAW) December 5th 2018; and Orange Shirt Day, organized in partnership with the Office of Indigenous Academic and Community Engagement, and University Communications and Marketing, along with other campus units and departments.

## Section 2: Case Resolution

### "coordinate and implement fair, transparent, and timely resolution options for incidents brought forward under the policies"

EQHR provides an impartial complaint resolution services to all UVic community members. This includes responding appropriately to concerns and complaints of discrimination and harassment and disclosure and reports of sexualized violence. Our work in response to issues brought forward is governed by the Discrimination and Harassment (GV0205) and Sexualized Violence Prevention and Response (GV0245) policies.

#### Discrimination and Harassment Policy (GV0205)

Individuals seek advice and counsel from EQHR based on their interpretation of the policy through the lens of an experience they endured. Due to the unique nature of each person's story, we always begin with a confidential consultation. A confidential consultation may involve advice and assistance in navigating the university's systems, recording concerns, or support in having a difficult conversation or managing a conflict.

Staff in EQHR, where appropriate, first attempt to resolve complaints through an informal resolution process. Informal resolution can include the use of a form of alternative dispute resolution such as mediation, accommodation, communication that the behavior is unwanted, or education for the respondent, the complainant or an entire unit. Often several of these methods are employed.

Between May 2018 and September 2019, EQHR met with 136 individuals expressing concerns relating to the Discrimination and Harassment policy (in the previous year, 72 individuals brought forward concerns). In an effort to capture new metrics about the work carried out by our office, in April 2019 we began tracking hours of time spent working with people during this range of informal processes. Between April 1, 2019 and September 1, 2019 we logged 31 “complete” informal files and over 83 hours of time spent with people. This means we spent, on average, 3 hours on each case now complete. As of September 1<sup>st</sup> 2019, we hold open 16 files.

In addition to these informal case files, the office was engaged in navigating 14 formal complaints this reporting period. Formal resolution involves a full investigation, usually by an external investigator, into whether the policy has been violated. It results in findings and may lead to disciplinary processes. Over the reporting period, 14 formal investigations were undertaken, of these, five resulted in finding that the Discrimination and Harassment policy was breached. This was a significant increase over the previous period when three formal investigations were completed.

Formal Reports: May 2018 – August 2019					
	Faculty	Staff	Grad Student	UG Student	Total
<b>Complainant</b>	2	4	2	6	14
<b>Respondent</b>	6	6	1	1	14

## Types of incidents

The large majority of both informal and formal complaints were of personal harassment, including workplace bullying and harassment, abusive and demeaning behaviour, and differential treatment. In a large majority of complaints, the respondent (or the person said to be causing harm) was in a position of power over the complainant – e.g., professor/student, tenured/non-tenured faculty supervisor/employee relationship. Many of these complainants expressed fear of retaliation for coming forward with their concerns. Student complainants often expressed fear of having to take future classes with the respondent. Staff and faculty often expressed fear around losing job progression opportunities and/or appearing to be a “trouble maker” by their peers. Student complainants often opt for informal resolutions – typically concluding with educational conversations with the respondent. Staff and faculty complainants often seek advice and for their experience to be documented.

## Advice on unit-level environmental concerns

Over the past three years, we have seen an increase in requests for unit-level Environmental Assessments. In the period June 2018 to September 2019, EQHR supported the completion of four Environmental Assessments.

Environmental Assessments involve an independent review of a unit designed to identify the specific strengths and challenges faced by that unit and to make recommendations that will generate options with the goal of identifying strategies to enhance and improve the environment of the unit (e.g., through facilitation and education).

## Sexualized Violence Prevention and Response Policy (GV0245)

During this reporting period there were a total of 57<sup>1</sup> disclosures. When looking to break survivors and alleged respondents down into statistical categories it should be noted that in some cases a survivor may not know the identity or position of the person alleged to have breached the policy, or know but be unwilling to share that information with university staff (which is their right). In some instances, the alleged respondent may hold multiple roles on campus. When it is clear in what role the person was acting at the time of the incident (e.g., as a staff member rather than as a faculty member or as a student rather than as a staff member) they are only recorded in one category, when it is unknown, they are recorded in both categories. Further, in some cases there may be more than one respondent involved in an incident. It is for this reason the numerical counts for alleged respondents will not always equal 57. In the previous reporting period 28 disclosures were received.

Disclosures May 2018 – August 2019					
	Student	Staff	Faculty	"Other"	Total
<b>Survivors</b>	45	9	1	2	57
<b>Alleged Respondents</b>	28	9	4	16	58

## Policy Jurisdiction

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

- 1) On property controlled by the university;
- 2) When the respondent is/was in a position of power or influence over the survivor's academic or employment status at UVic;
- 3) At an event or activity sponsored or under the auspices of UVic.
- 4)

May 1 <sup>st</sup> 2018 – August 31 <sup>st</sup> 2019				
Jurisdiction	Yes	No	Unknown	Total
<b>Totals</b>	35	21	1	57
<b>*Historical?</b>	1	1	7	

\* 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.

<sup>1</sup> May 2018 to August 2018: 11 disclosures; September 2018 to August 2019: 46 disclosures.



## Gender breakdown

Given the relatively low numbers in each category, we are unable to provide a gender breakdown by specific population. In some cases, the gender of the alleged respondent is unknown in those cases where they were not identified to the office.

May 1 <sup>st</sup> 2018 – August 31 <sup>st</sup> 2019		
Gender	Survivor	Respondent
Male identified	4	47
Female identified	51	3
Trans/Gender Non-Binary	2	0
Unknown	0	7
<b>Totals</b>	<b>57</b>	<b>57</b>

## Formal Reports

Between May 1<sup>st</sup>, 2018 and August 31<sup>st</sup>, 2019 ten reports were made. Of these, one did not proceed to a full investigation (for reasons of the survivor), four resulted in a community accountability process (agreed on by the survivor, respondent, and university). The other five reports led to completed investigations.

## Types of incidents

Some of the incidents recorded can be described as unwanted sexualized attention including sexualized looks, comments, jokes, and come-ons. Despite being non-physical in nature these incidents were, in some cases, extremely harmful. This was especially the case when the survivor expressed concern and/or fear that the alleged respondent held a position of power over their academic, professional and/or personal success and/or where the behaviour was aggressive and persistent. Other survivors described incidents that would constitute sexual assault level 1 under the criminal code, which is defined as unwanted touching or other non-consensual bodily contact for sexual purposes (without a weapon or bodily harm). All incidents involving students identified alcohol use, and in some cases heavy alcohol use, as a contributing factor. In some of the cases involving staff and faculty, alcohol also played a contributing role.

## Types of supports offered and requested

Each person who came to the office for either/or a confidential consultation or to make a formal disclosure were given information on the options available to them both in terms of support and policy process. These supports included referring students to Office of Student Life case management for those students with complex and on-going support needs (often involving mental

health concerns), Human Resources consultant support for similarly situated staff members, counselling and/or health services. Some survivors wanted support for specific needs including assignment extensions as well as Requests for Academic Concessions (RAC). Some were referred to the Anti-Violence Project and/or the Victoria Sexual Assault Centre and/or police services. In some cases, survivors had strong support networks already in place and were looking for specific information for how to address their circumstances informally (e.g., advice on how to set boundaries with individuals, how to have difficult conversations with individuals, education for individuals or departments, and/or facilitated conversations). Some explored formal policy options (investigation and sanctions) and chose to proceed while others decided to forgo formal process for informal resolution. To date none of these disclosures required an emergency health or safety response.

## Section 3: Policy Review

### **Sexualized Violence Prevention and Response (GV0245)**

The Sexualized Violence Prevention and Response policy was implemented May 2017. Equity and Human Rights hired consultant Pauline Kelly-Brandes to conduct a one year policy implementation review in September 2018. The implementation review report identified positive progress in the policy's implementation, most notable, the high commitment to ensuring implementation, and the creation of a robust and effective system of response and support to survivors and those impacted by sexualized violence. The reviewer noted that those involved in the policy's implementation emphatically endorsed the principles of being survivor-centred and trauma-informed. She also noted that the new policy and procedures were generally found to provide clear structures for prevention and response. As well, everyone interviewed was highly appreciative of the dedication and volume of work accomplished by the EQHR team. Survivors/complainants reported positive experiences in the support and the personal attention they received from the Sexualized Violence Education and Prevention Coordinator. The reviewer made several recommendations to strengthen the work underway. The highlights included strengthening collaboration, increasing role clarity, and continuing to centralize the access 'portal' for students, staff, and faculty.

### **Discrimination and Harassment Policy (GV0205)**

The policy has served the university community well for several years, and is due for review based on the regular UVic policy review schedule. The review will focus on modernizing the policy language in the Policy on Human Rights, Equity and Fairness as well as a careful assessment of the procedures for informal and formal complaints and investigations. The review will include appropriate consultation with the university community.

## Section 4: Looking Ahead

We will continue to build on the successes and learn from the challenges of 2018-2019. We are in the process of establishing our annual service plan for next year and we have identified the following high-level priorities:

- Strengthen our education and training program through developing an intersectional education plan
- Continue to strengthen strategic partnerships
- Strengthen the use of all forms of alternative 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 2019-2020.