

## Introduction

This annual report (August 2019-August 2020) provides an overview of the 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

## COVID19

EQHR's priorities and goals were impacted by the response to COVID19. Moving from a primarily in person service, providing in person consultations, in person workshops and trainings, and hosting on campus events, to a virtual service took learning and time. We are now 100% able to offer our services virtually. While the learning period slowed the progress of some initiatives, we are excited about the new ways we can interact with the university community.

## 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. In all of the initiatives, projects and programs highlighted in this report, a senior leader, President, Vice-

### ***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 of UVic.*

President, or Associate Vice-President, is a key university partner and stakeholder working to advance and embed the initiative.

## 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 data collected, UVic develops equity hiring goals and reports annually on the diversity data for the university as a whole and for faculty and staff. EQHR continues to work with partners in Research Services, Faculty Relations and Human Resources to rethink our approach to equity data collection and use, acknowledging data is the cornerstone for understanding our progress. 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. Slowed by the COVID19 pandemic, this work is planned to begin in 2021.

Data from August 31, 2020		
UVic Representation--Continuing Faculty/Staff		
Designated Group	Number	Representation
Women	1865	58.2%
Indigenous	88	3.8%
Persons with a disability	100	4.3%
Member of a visible minority	308	13.3%
Participation rate for all UVic employees:	86.4%	
Number who took survey	2,313	
Total number of employees (surveyed)	2,676	
Total employees	3,205	

*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 31 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.

EQHR began a new project in 2020 to develop a systemic approach to education for decisions at all stages of employment, from hiring through review and promotion. Given the current hiring requirements for faculty, project will begin with developing a model for faculty education and then expand to other employment contexts.

In collaboration with the Faculty Association and in consultation with offices and individuals across campus, we have developed a first draft of a four-stage model to support equity in faculty decisions for hiring, review, promotion and tenure:

1. Foundational online asynchronous course covering key concepts such as equity in determining merit and fit
2. Group training using complex scenarios based on the UVic context
3. Facilitated conversation and guided activities for each committee to establish equity-generating considerations and processes within their work
4. Additional support for those who chair these committees to manage the complex dynamics required to establish equity

These four stages will be piloted and continually evaluated to ensure their content keeps pace with evolving understandings of equity. It is anticipated that all who participate on such decision-making committees will have taken the training and regularly take updated versions to help the university continually grow our equity knowledge and practices.

## **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 years 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 clarity for the work, resource development, and reporting and monitoring. These practices will supersede existing commitments to activities 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.

Resources to support units in establishing these new activities have been developed and are now available through the EQHR website.

## **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 82 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 awareness”, and “enhancing conflict competencies” for faculty.

### **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 August 2019, EQHR has been offering a workshop on Anti-racism awareness: A pathway to self-reflection and action (40 workshops to date) to more than **934** community members. This workshop has demonstrated a growing interest in intersectional anti-racism education training on campus. Many UVic department and units have attended these workshops (e.g., Dean’s council, VPAC office, Associate Vice-President Student Affairs Campus security, and various departments and campus units).

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

EQHR is continuing to refine and develop the course, “Enhancing conflict competencies: developing attitudes, process and skills”, offered to UVic faculty. 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 supports its inclusion in ongoing training opportunities for academic leaders.

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

### Educational Programs

EQHR continues to partner with key units and departments around campus to deliver tailored training to specific audiences. For example, EQHR and the Office of Student Life continue to update and deliver the student-focused program called “Tools for Change”. The program, offered in-person and on-line, focuses on key principles in relation to sexualized violence prevention, how UVic defines sexualized violence and consent, as well as how to provide a trauma-informed response. This is in addition to ongoing training offered to staff and faculty. New this year is the development of a webinar that focuses on sexualized prevention and response in online settings, the “Spotlight” program designed with the Department of Theatre for all students, staff, and faculty involved in mainstage productions, as well as a pilot program for graduate students in the Faculty’s of Engineering and Science.

### Awareness and Impact

The student-facing campaign “Consent. It Starts with a Conversation” was an important addition to the existing suite of educational and promotional materials available on-campus, and was received enthusiastically by students, staff and faculty. New this year is an **Alcohol and Consent** campaign, which will launch in the fall of 2020 in print and online. During this last reporting period, 20 workshops were delivered by EQHR (in addition to those delivered by student-facilitators through the Office of Student Life). While this number is significantly lower than last reporting period this is due to a large number of sessions postponed due to COVID-19 and due to the large number of staff and faculty who have already attended one or more sessions and who also have our Quick Guide for reference. This is evident by the large number of consultations the office received from students, staff, and faculty across campus who are aware of the office and are seeking information, advice, and consultation.

EQHR continues to collaborate 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** as well as other, smaller, year around activities designed to promote awareness while engaging students in practical skill-building opportunities such as our most recent **Let’s Talk about Sex** events.

## 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** took place over 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. In 2019, 360 people registered in workshops from over 100 units on campus. Art is an important facet of the events, and this year we featured a large set of painted numbers (1, 2, 3, 4 & 5) that were installed in the quad each day to represent the day of the event. Students, staff, and faculty were asked to write their reflections on the numbers relevant to the day of the week.

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.

## How to be Inclusive Online

In response to inclusion concerns raised at the start of the global pandemic when meetings and instruction moved online, EQHR developed a set of guidelines synthesizing ways to create inclusive online environments, for meetings and teaching, and synchronous and asynchronous contexts. The document encourages facilitators and instructors to attend to inclusion during planning, thus enabling participants to be present, engage meaningfully, contribute and learn. Attending to inclusion will also help avoid discrimination and barriers to access across the campus community.

## Universal Washrooms

In fall 2019, UVic concluded the work of the Inclusive Washrooms Advisory Group. This group, comprising faculty, staff and students representing diverse positions and identities, developed a series of principles and a set of design and implementation guidelines in support of enhancing access to washroom facilities at UVic.

“Universal” means spaces that can be accessed by people of every gender, and with a full range of identities, abilities and social positions. Universal washrooms are essential if we want a campus that can be accessed by a diversity of students, faculty, staff and community members. The ready availability of safe and comfortable washroom options is a basic requirement to support the diverse community that studies, works, lives and visits the campus. Not providing such spaces creates a systemic barrier which unfairly limits access for some groups.

Information on Universal Washrooms, as well as other aspects of access to washrooms, is housed on a new website..

## 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 provides individuals with an opportunity to share their concerns, in a confidential capacity, and may involve advice and assistance in navigating the university's systems, recording concerns, or support in having a difficult conversation or managing a conflict.

EQHR works hard to support folks through a process that best suits their needs and goals for resolution. Staff in EQHR, where appropriate, first attempt to resolve complaints through an informal resolution process. Informal resolution can involve creating a file for future reference, coaching, or 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 September 1, 2019 and August 31, 2020 EQHR met with 128 individuals expressing concerns relating to the Discrimination and Harassment policy. Of these, 57 proceeded through an informal or formal resolution process and, for a variety of reasons, 71 participated only in the confidential consultation stage.

In addition to these informal case files, the office was engaged in navigating 4 formal complaints this reporting period. Formal resolution involves a full investigation, usually by an external investigator, into whether the policy has been violated and may involve an appeal process. It results in findings and may lead to disciplinary processes. Over the reporting period, 4 formal investigations were completed. Of these, 1 resulted in finding that the Discrimination and Harassment policy was breached.

The following table lists the breakdown of formal investigations by population

Formal Reports: September 2019 – August 2020					
	Faculty	Staff	Grad Student	UG Student	Total
Complainant	0	0	1	3	4
Respondent	1	3	0	0	4

**\*The total number of Formal Investigations may include both investigations and appeals**

### Types of incidents

The large majority of complaints were of personal harassment, including workplace bullying and harassment, abusive and demeaning behaviour, and differential treatment. The office saw an increase in the amount of folks requesting mediation or coaching as a means to address their concerns. When appropriate, EQHR hired third party mediators to mediate or facilitate conversations between the two involved parties. From September 1 2019-August 31 2020, EQHR logged over 125 hours of mediation.

The office received a significant number of confidential consultations that were from individuals who were not directly involved in the incident, but rather someone who was a third party seeking advice on how to navigate the system or what resources they might provide to an individual who was involved. In these instances, the office provides advice and feedback and, if appropriate and/or requested, will follow up with the individual.

The following table lists the general grounds for complaint from September 1 2019 to August 31 2020.

Ground for Complaint	Total
Sexual Harassment	12
Gender	12
Race	15
Disability	12
Sexuality	2
Religion	1
Age	1
Family Status	2
Personal Harassment or Interpersonal Conflict	62
Other	43
Total	162

“Other” encompasses all consultations that may not fall under the other categories, as well as third party consultations.

The following table lists the breakdown by population of complainant.

	UG Student	Grad Student	CUPE 951	CUPE 917	CUPE 4163	PEA	Faculty	Management Exempt	Other
Complainant	38	12	9	2	2	15	31	4	19

\*some individuals hold more than one role at the University and incidents may be relevant to both roles

## Education and Awareness

The office is working on increasing the University Community’s awareness of the informal resolution process by designing a set of information sheets. Once complete, these handouts will help individuals make important decisions about what process will best serve them, as well as give them the tools to enter an EQHR process feeling informed and prepared.

## Sexualized Violence Prevention and Response Policy (GV0245)

During this reporting period we received 38 disclosures. While this appears significantly lower than the number of disclosures received last year (n= 57; 33% fewer), there are two factors that explain what appears to be a down cycle. First, the 2019-20 annual report represented a 15 month rather than 12 month reporting period. In 2019-20, between September 1<sup>st</sup> 2019 and August 30<sup>th</sup> 2020 we received 46 disclosures (only 8 more than this year). Secondly, 30% (n=14) of the disclosures within the 2019-20 reporting period occurred between March 15<sup>th</sup> and August 31<sup>st</sup> 2020, a period this year when UVic and British Columbia were working to respond to COVID-19.

Disclosures September 1 <sup>st</sup> 2019 – August 31 <sup>st</sup> 2020					
	Student <sup>1</sup>	Staff	Faculty	“Other” <sup>2</sup>	Total
<b>Survivors</b>	32	1	1	4	38
<b>Alleged Respondents</b>	23	2	6	7	38

1. A small percentage of these students also work as university staff, as student is their primary affiliation; for the purposes of these statistics, they are listed as students only.
2. “Other” is a category that includes alumni (both student and faculty), community members, or in the case of alleged respondents, as unknown. When looking to separate 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).

## 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.

All survivors, regardless of whether there is policy jurisdiction for the purposes of an investigation, are entitled to information, advice, and support.

September 1 <sup>st</sup> 2019 – August 31 <sup>st</sup> 2020				
Jurisdiction	Yes	No	Unknown	Total
Totals	22	12	4	38
*Historical?	7		1	31 of 38 of disclosures happened in past 2 years

\* 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 specific population. In some cases, the gender of the alleged respondent is unknown as they are not always identified to the office.

September 1 <sup>st</sup> 2019 – August 31 <sup>st</sup> 2020		
Gender	Survivor	Respondent
Male identified	2	35
Female identified	35	2
Trans/Gender Non-Binary	1	0
Unknown	0	2
Totals	38	40 <sup>1</sup>

- Note that in some incidents there is more than one identified alleged respondent which is why this number exceeds the total number of disclosures.

## Formal Reports

Between September 1<sup>st</sup>, 2019 and August 31<sup>st</sup>, 2020 three reports were made with the purpose of initiating an investigation. Many disclosures were addressed through informal resolution processes at the request of the survivor, and where agreed upon by the alleged respondent.

## Types of incidents

Similar to last year, many of the disclosures this reporting period are best 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, experienced as extremely harmful. In many cases these were one-off incidents, in a smaller number of cases the behaviour was described as a series of

incidents and/or on-going sexual harassment that included things like being sent romantic or sexualized text messages, emails, or images without consent. A small percentage of 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).

## **Types of supports offered and requested**

Each person who came to the office to make a disclosure (in contrast to those seeking a confidential consultation that did not result in a disclosure) were given information on the options available to them both in terms of support and policy process. The majority of those who made disclosures wanted formal documentation to facilitate future options, and most wanted accurate information so that they could make informed choices. Approximately 1/3 sought advice or informal resolution options (i.e., information on how to set boundaries, a third-party discussion with the alleged respondent about their problematic behaviour, or some form of mediation). A small minority wanted to file a report for the purposes of initiating an UVic investigation while others were supported in reporting directly to police for a criminal investigation.

## Section 3: Policy Review

Early in 2020, the President launched an EQHR Policy Review Committee to review both the Sexualized Violence Prevention and Response Policy, the Human Rights, Equity and Fairness Policy and the Discrimination and Harassment Policy with a priority on the former due to government deadlines.

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

The Sexualized Violence Prevention and Response policy was implemented in 2017 and is undergoing its legislated three year review. Extensive and meaningful consultation is essential so we can learn how the university community understands the Sexualized Violence Prevention and Response Policy, how the policy can be improved, and what practices we can improve or implement. A three-phase consultation process is underway to gather input and information from the university community and beyond. These data will inform the revisions to the policy and procedures and related program recommendations. Final approvals and implementation of the sexualized violence policy and related programs are scheduled for January 2020. All consultation participants have the option of participating in an online survey and/or hosting or participating in a Conversation Café.

### **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. Starting in Fall 2020, 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 2019-2020. For 2020-2021 we have identified the following high-level priorities:

- Continue to build an institutional EDI Framework
- Build upon and broaden the reach of education and training programs
- Continue to strengthen strategic partnerships
- Advance the policy review process
- 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 2020-2021.