

Introduction

This annual report (August, 2020 – August, 2021) provides a high-level overview of the initiatives, priorities, and ongoing response work undertaken by Equity and Human Rights (EQHR) over the 2020-2021 period.

COVID19

EQHR's work continues to be impacted by conditions related to COVID19. After a year spent learning how to transition all our services—consultations, informal and formal case management, workshops and events—to virtual service, we have now had to re-learn how to offer the same services through a hybrid model that can accommodate both in-person and online services. Navigating the varying requirements of a dual-delivery approach, and understanding how to make decisions in light of ongoing and changing public health guidelines, continues to require time and creativity by the team.

Partnerships and Planning

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, and with senior leaders, and liaising with experts and groups on and off campus. We harness the expertise of our 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 short and long-term priorities for projects and programs. In all of the initiatives, projects and programs highlighted in this report, a senior leader, President, Vice-President, or Associate Vice-President, is a key university partner and stakeholder working to advance and embed the initiative.

Collaboration with Research Services to strengthen EDI initiatives

In the fall 2021, an Equity, Diversity and Inclusion (EDI) Officer position was created in the Office of the Vice-President Research and Innovation, in close collaboration with EQHR, to develop and implement EDI strategic initiatives related to UVic's Canada Research Chairs EDI Action Plan. As the research EDI specialist, this role is a key enabler of EDI strategy within UVic to attract, support and develop a diverse community of talented researchers, by designing and implementing practices of equity, diversity, accessibility and inclusion. Currently, this position has a dual reporting structure to the Director of Strategic Research Initiatives in VPRI and the Manager in EQHR to ensure that the work aligns with the overall direction and priorities of advancing EDI at UVic.

Collaboration with the Vice Provost and the Academic Advisory Committee on Equity and Diversity

Over the past year the relationships with the Vice Provost was strengthened and formalized. As co-Chairs of the Academic Advisory Committee on Equity and Diversity (AACED), the Vice Provost and EQHR Executive Director worked with the AACED to revise the committee terms of reference to reinforce the connection between the AACED and senior leadership including the Provost's Leadership Team and Executive Council. In addition to sharing responsibility for the AACED, the EQHR and the Vice Provost

ensure to have each other on key institutional project committees, including the central role of the Vice Provost on the organizing committee for the Equity Action Plan.

Development of institutional Equity Action Plan

UVic is intentionally thinking differently about planning process and design strategies to engage true and meaningful action on equity, diversity, inclusion and anti-racism throughout the campus community. While much has been done to advance equity, diversity and inclusion at UVic we know that faculty, students and staff continue to face multifaceted systemic barriers. Racism, homophobia, transphobia, ableism and other forms of oppression and inequity cannot, under any circumstances, be overlooked. Through planning and action, we must work together to identify and systemically address any and all barriers that impact members of our community.

Thus far, the UVic Employment Equity Plan (2015-2022) has played an important role in increasing diversity and addressing barriers to equity and inclusion in hiring practices. This plan will expire in September 2022 creating an opportunity for a renewed plan, identifying and acting on root causes in a systemic manner.

To begin developing and implementing this plan, EQHR is working with the UVic community (faculty, staff, students and executive leadership) using equity-centred design principles and process to co-create an equity-centred institutional action plan. This plan will honour and leverage the hard work that has historically and is currently being done to advance equity throughout our campus community. Together we will enact bolder equity, diversity, inclusion and anti-racism initiatives and actions for transformative and systemic change.

Reflection and Challenge Committee

The process to develop the campus equity action plan began this past spring, with a call for members of a new Reflection and Challenge Committee (RCC), and an ambitious one-year timeline. The goal is to launch the plan in spring 2022 and mobilize ongoing implementation across campus.

The RCC committee is tasked with:

- listening to diverse voices on campus;
- framing challenges and opportunities to address barriers and to achieving equity and justice;
- identifying solutions and actions to move UVic toward a desired future that has truly embedded equity, inclusion and justice for all.

With 25 diverse members, the committee is working with leadership support from EQHR to develop the plan through an equity-centred design process. This innovative process acknowledges that systems of inequity are products of design—meaning those systems can be redesigned to foster equity.

Development of an Institutional Anti-Racism Framework

The 2017-2020 anti-racism strategy has served the community well. The context when that plan was developed in 2017 is very different from where we are now in 2021. It has taken time to have the term anti-racism be embraced by campus and build recognition of the need for active anti-racism work.

Today, the term anti-racism is widely used on campus and EQHR offers three levels of anti-racism education. Through this foundational work, EQHR has observed an increased willingness to name and seriously attend to issues. The university has allocated resources and committed to developing an

institutional Equity Action Plan to meaningfully advance equity using an action-focused approach. In addition, the campus is full of people doing important anti-racism and equity work, in different groups, pockets and ways, through individual acts and systemic change.

Building on this foundation, in early 2021 EQHR started work on an anti-racism forum in response to commitments by then-President Jamie Cassels from fall 2020. As we invited collaborators to discuss possibilities, it became clear that more foundational work was required.

This group, together with others who work on anti-racism-related concerns, was convened by EQHR to reflect on and identify possible ways to move forward. The group, with varying membership, continued to consult over the subsequent months, pooling knowledge and experiences related to racism and anti-racism at UVic. As work on UVic's Equity Action Plan accelerated, they focused their work on developing a proposal for the Reflection and Challenge Committee to frame and propose development of an anti-racism strategic framework for the university. While such a framework would intersect with the Equity Action Plan, the two are distinct.

Indigenous Rights and Anti-Racism Advisor

Authentically advancing equity, diversity, inclusion and anti-racism requires a decolonial lens. The newly created position of Indigenous Rights and Anti-Racism Advisor will support EQHR and the UVic community to forefront considerations of Indigenous Rights and anti-racism in projects, processes and initiatives. The Indigenous Rights and Anti-Racism Officer will work with the EQHR team and our partners, the campus community and in connection with local communities, to advance anti-racist and decolonial practices within our environment. This will be accomplished through relationship building, education, event and program delivery, the provision of advice and information, and work on institutional policies and practices.

Equity Action

Expand. Engage. Encourage: Embedding Equity at UVic

As in previous years, we continued to evolve our understanding of what actions are crucial in increasing equity in employment processes. From the previous year's work, we have maintained the Embedding Equity materials: a set of nine shared practices that are foundational to building a diverse, equitable and inclusive climate at the university. However, with the need to create a new employment equity plan upon us, we have taken the opportunity to engage in a more robust development process.

Representative data collection and reporting

From the representation data collected, UVic develops equity hiring goals and reports annually 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 are 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 2022.

Data from August 31, 2021		
UVic Representation--Continuing Faculty/Staff		
Designated Group	Number	Representation
Women	1907	58.1%
Indigenous	100	4.2%
Persons with a disability	110	4.7%
Member of a visible minority	322	13.7%
Participation rate for all UVic employees:	84.7%	
Number who took survey	2,352	
Total number of employees (surveyed)	2,776	
Total employees from "Gender" table	3,284	

Representation for Indigenous peoples, persons with disabilities and members of visible minorities reflects self-identification, and is reported relative to 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.

Next steps to improve UVic equity data collection and analysis

The creation of the Equity Data and Research Analysis is the next step to advancing institutional work on equity data collection and analysis. The position will be filled in early 2022 and will take the lead on identifying data and systems that are needed to make it possible to set diversity goals for each stage of the recruitment, hiring, retention and advancement process, and enable reports on progress towards representation goals

Increasing equity in decision processes

EQHR offered 54 training sessions, for individuals, search committees and units on how to reduce biases and create 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.

Continuing our work from 2019/2020, and in collaboration with the Faculty Association and Faculty Relations, we continued to develop 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

After feedback from multiple faculty and administrators, including targeted consultation with Indigenous faculty, we collaborated with Faculty Relations to build Stage 1: Increasing Equity in Decision Processes (formerly titled Bias-free Hiring). We piloted this online, asynchronous course in August 2021 to positive response. After revising in response to pilot feedback, the course was launched to the campus community through Brightspace in mid-September. We coordinated communications in campus media to support awareness and uptake of the course. Response continues to be positive, and we receive regular inquiries from departmental and committee chairs about when and how they can get their members to take the course.

Work for 2021/22 will involve continued monitoring of response to the course and preparation for an annual updating of the content to keep pace with evolving understandings of equity. We will also begin work on Stages 2 and 3 work.

Community engagement, EDI and Anti-racism project

UVic has a role to play in our local and regional community, supporting EDI and anti-racism initiatives and collaborating with our local not-for profits. Since the project inception, we have engaged in developing appropriate community engagement strategies around stakeholder consultations, partnership development and implementation as well as refining the project plan.

So far, we have met and heard from 25 UVic internal communities who represent different academic and administrative units on campus who candidly shared their thoughts, experiences, ideas and suggestions on how to develop together a community engagement, EDI & Anti-Racism education strategy for UVic. The following themes arise from these sharing:

- Need to respect the cultural protocols and align it to the TRC recommendations
- Communicate widely this UVic community engagement, EDI & Anti-Racism education initiative
- Ensure that our community outreach/ engagement *really* reach out to the very people who need to be included
- Partnership building should be strategic and grounded in best practices in community engagement principles
- Create meaningful and inclusive spaces for genuine community dialogue (signature events)
- Add justice to the project description, structures, goals and philosophy

Currently, we have developed a list and protocol for our external community outreach. Our goal will be to listen and hear from the community partners and their thoughts, ideas, insights on how UVic and our regional partners can best support each other. So far, we have started this list, with the understanding that we will also work with our campus partners to ensure that we do not duplicate their efforts in the community, but strengthen these by contributing an EDI and Anti-Racism lens to these collaborations.

Universal Washrooms

In fall 2019, UVic concluded the work of the Inclusive Washrooms Advisory Group. This group, comprising faculty, staff and students with 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.

Information on Universal Washrooms, as well as other aspects of access to washrooms, is housed on a new site hosted by Facilities Management.

EQHR has continued to consult with Facilities Management and units where these guidelines are being applied to provide ongoing support in understanding how equity principles apply in the real-life situation of applying guidelines within an evolving institution.

Education

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 this reporting period, over 54 workshops and 37 presentations have been delivered on various topics (e.g., human rights discrimination and harassment; creating an inclusive, respectful, and welcoming classroom; intercultural communication and conflict resolution; developing cultural competency; rooting out bullying, harassment, and discrimination in the workplace; and other EDI related topics). EQHR has also facilitated numerous workshops on unconscious bias in hiring. EQHR also continues to manage the human rights education volunteer program

Anti-Racism education

The demand for Anti-Racism education at UVic continues to increase. Since its inception in 2019, the initiative has been expanding. Designed in collaboration with various university partners, the EQHR anti-racism education initiative goals are 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 was 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.

From August 2020 to August 2021, EQHR has offered 105 workshops (all three levels combined) to an average of 25 people per workshop for a total of 2,625 UVic staff, faculty, and students. This workshop has demonstrated a growing interest in intersectional anti-racism education training on campus. Many UVic departments and units have attended these workshops (e.g., Dean's council, VPAC office, Associate Vice-President Student Affairs, and various departments and campus units).

Enhancing Conflict Competencies: Developing attitudes, process and skills

Demands for the EQHR course, "Enhancing conflict competencies: developing attitudes, process and skills", continue to raise. During this reporting period, EQHR has offered 5 courses and related content to UVic faculty from different departments. The "Enhancing conflict competencies: developing attitudes, process and skills" 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 faculty and academic leaders.

Sexualized violence education and prevention strategies

EQHR continues to partner with key units and departments around campus to deliver tailored training to specific audiences. In addition to continuing to collaborate on the student-focused “Tools for Change”, EQHR piloted and began delivering a program from Graduate Students called Professional and Social Competency Training in the Faculty of Engineering. The program covers not only sexualized violence education and prevention messaging, but also how to end discrimination and harassment and create a diverse, equitable and inclusive environment. The feedback on this program was overwhelmingly positive and the goal is to begin delivering the same training to graduate students across the University. We are currently focused on designing a Power, Privilege and Positionality workshop for faculty and senior leaders on campus, as well as an Engaging Men program aimed at male-identified students.

Awareness and Impact

This year EQHR’s Sexualized Violence Resource Office launched its second sexualized violence prevention awareness campaign. In response to trends identified in student disclosures, the office launched an Alcohol and Consent campaign, which rolled out in print and through social media. The campaign directs students to a new website with content designed to raise awareness about how communication and consent are impacted by the consumption of alcohol. The focus is on topics like verbal and non-verbal consent cues, the do’s and don’ts of drinking while dating and hooking up, safer drinking tips, and debunking myths about alcohol and sex.

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. In 2021, this collaboration focused on the topic of how to create, maintain and respect one another boundaries and included a keynote event alongside several tailored workshops on the subject as well as tabling in the University quad – students enthusiastically took up the opportunity to connect in-person in the quad with never before seen participation.

5 Days of Action: EQHR’s Signature Week of Events

UVic’s third annual **Five Days of Action: 365 Days of Commitment** took place in November 2020. 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 2020, workshops and events were all online due to the COVID19 pandemic. Nevertheless, workshops were well subscribed throughout the week.

Other key events organized and supported by EQHR include the National Day of Remembrance and Action on Violence against Women (NDRAVAW); 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.

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, 2020 and August 31, 2021 EQHR met with 151 individuals expressing concerns relating to the Discrimination and Harassment policy. Of these, 73 proceeded through an informal or formal resolution process and, for a variety of reasons, 78 participated only in the confidential consultation stage.

In addition to these informal case files, the office was engaged in navigating 6 formal complaints this reporting period. Formal resolution involves a full investigation, led by an external investigator. The process is aimed at identifying whether or not the policy has been breached and then referring the matter to the relevant administrative authority for sanctions where appropriate. Over the reporting period, 2 formal investigations were completed at the time of this reporting. Of the two completed, 1 resulted in a finding that the Discrimination and Harassment policy was breached.

The following table lists the breakdown of formal investigations by population

Formal Reports						
	Faculty	Staff	Grad Student	UG Student	University Led	Total
Complainant	4	0	1	0	1	6
Respondent	6	0	0	0	0	6

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 number of people requesting an Informal Resolution Process that results in a Letter of Agreement (L.O.A.) with the individual identified to have caused harm.

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 identified as 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 2020 to August 31 2021.

Ground for Complaint	Total
Sexual Harassment	5
Gender	20
Race	26
Disability	10
Sexuality	5
Religion	3
Age	0
Family Status	3
Personal Harassment, Bullying or Interpersonal Conflict	85
Third Party Requesting Support	24
Other	31
Total	212

“Other” encompasses all consultations that may not fall under the other categories.

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	19	2	1	0	23	38	6	24

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

Education and Awareness

In an effort to increase the University Community’s awareness of the Informal Resolution Process, we have developed a set of information sheets. These handouts aim to increase accessibility and to support individuals in making 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. Some of these informational sheets include:

- Informal vs. Formal Resolution Processes

- How to Initiate an Informal Resolution Process
- What is an Education Conversation
- What to expect from a Mediation or Facilitated Conversation
- How to prepare for a Mediation or Facilitated Conversation
- The Role of a Support Person
- What is a Voluntary Resolution Process

Sexualized Violence Prevention and Response Policy (GV0245)

Disclosures were down significantly from last year, falling from 38 to 25. This is undoubtedly due to the fact most students were not living or learning on campus, and many staff and faculty were working from home. Similar to last year, the overwhelming majority of disclosures were made by UVic students followed by those falling into the “other” category. This year that other category was primarily made up of former UVic students or students attending other post-secondary institutions. Perhaps reflecting the fact that few students were on campus, a disproportionate number of alleged respondents (48%) also fell into the “other” category, in this case, community members.

Disclosures					
	Student	Staff	Faculty	“Other”*	Total
Survivors	20	1	0	4	25
Alleged Respondents	10	1	2	12	25

“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 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 unwilling to share this 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.

Reflecting the unusual circumstances of 2020-21, a disproportionate number of the disclosures (74%) received did not fall without our policy jurisdiction.

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

Jurisdiction			
Yes	No	Unknown	Total

Totals	5	19	1	25
*Historical	3			3

* 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 in those cases where they were not identified to the office.

Gender		
	Survivor	Respondent
Male identified	1	23
Female identified	21	1
Trans/Gender Non-Binary	3	0
Unknown	0	1
Totals	25	25

Formal Reports

There were no formal reports filed in the 2020-21 academic year. Although a small number of individuals wanted to file formal reports, they fell outside our jurisdiction and so we were unable to initiate an investigation under the policy.

Types of incidents

Similar to previous years, the majority of disclosures described unwanted sexualized attention in the form of sexualized looks, comments, and persistent reach outs and messages. While these incidents did not involve any physical harm, some survivors found these interactions psychologically extremely harmful. A small but significant percentage of survivors described physically harmful sexual assault which they also reported to police.

Types of supports offered and requested

Each person who disclosed to the Sexualized Violence Resource Office were given information on the options available to them both in terms of support and resolution options. The majority of those who made disclosures sought Voluntary Resolution Processes. For example, many wanted the person who was alleged to have caused harm to be contacted by the SVRO and directed to stop contacting the survivor. Or, they sought options for how to minimize contact in the future with the person alleged to have caused harm.

Proactive Work: Equity Reviews

Starting in spring 2020, EQHR collaborated with the Department of Chemistry to launch a new, proactive equity review process for departments on campus. The process emerged out of the desire of the Chemistry equity committee—Chem EDI—to gain an objective view on their successes and challenges with regard to equity after several years of intensive work in the department. The feedback from the review, conducted by someone external to the department, would be used to assess current equity work in the department and to build equity actions into the departmental strategic plan.

Drawing on the Academic Program Review framework, we collaboratively identified key data points and themes; designed a process for gathering information (documents, interviews, a survey); and launched the review process. An EQHR staff member conducted the review as we pilot tested the process and its strengths and challenges. The final deliverables of an Executive Summary are being rolled out to the department in fall 2021 for use in planning.

One key finding of this work has been the importance of grounding such data-gathering measures in clear administrative goals towards improving/enhancing equity. We have also found that it is vital to ensure that the insights from the review will be directed towards concrete actions; data gathered without action leads to a loss of trust and disillusionment with equity work. Finally, the Equity Review is proactive, not to be initiated in response to specific equity problems, as it is not designed to take action on complaints raised through the process.

Several other departments have expressed interest in using such a process to take proactive steps towards assessing the current status of equity in their units, and making plans for future work that will address key gaps and problems identified.

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 first Sexualized Violence Prevention and Response policy was implemented in 2017 and is underwent its legislated three year review in 2020. Extensive and meaningful consultation was essential to learn how the university community understands the Sexualized Violence Prevention and Response Policy, how the policy could be improved, and what practices we could improve or implement. A three-phase consultation process was undertaken to gather input and information from the university community and beyond. This included robust student led consultations. These data informed the revisions to the policy and procedures and related program recommendations. The final revised policy was approved in January 2021.

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 process started in Spring 2021 and will include appropriate consultation with the university community.

Looking Ahead

We will continue to build on the successes and learn from the challenges of 2020-2021. For 2021-2022 we have identified the following high-level priorities:

- Continue to build the UVic Equity Action Plan
- Finalize the proposal to develop an institutional anti-racism framework
- Build upon and broaden the reach of education and training programs
- Continue to strengthen strategic partnerships
- Advance, build and strengthen equity data collection and analysis
- 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 these and other institutional goals in 2021-2022.