The Division of Student Affairs at the University of Victoria helps to transform students’ lives by supporting and inspiring the highest standards of student learning and success, community engagement and staff development.

The Office of Student Life (OSL) was established in March 2016 to help create and enhance a safer and more inclusive campus community in support of fairness, responsibility and respect. We are pleased to provide this brief annual report to the UVic Community on our programs, services, and priorities.

At the OSL, we are proud to impact the student experience through: engaging students to take a leadership role on campus issues that affect the lives and success of students; providing prevention & awareness programming on priority student issues identified by the campus community; and managing responses to student conduct issues & supporting students who are in distress.

-Associate Director, Student Life
Jonathan Derry
You are not alone, together we thrive
Training Statistics

1342
LEVEL 1

293
LEVEL 2

191
LEVEL 3

*Number of UVic staff and faculty who have completed mental health literacy training since Dec 2014

Since its launch in 2014, the Student Mental Health Initiative is a strategy for mental health awareness and support at UVic. In order to reduce stigma and build an inclusive campus environment, the OSL, in collaboration with departments across the university, has connected with students, staff/faculty, and community members on issues related to mental health including; anxiety, substance use, and depression. Student leaders have also been central in the growth of the initiative.

As of June 2017, over 2,000 participants have taken part in the Student Mental Health Literacy Program. This training focuses on key areas in student mental health to equip individuals on how to recognize warning signs for students experiencing distress or difficulties, provide support, and refer students to campus and community resources.

Meet your trainer: Dawn Schell

University is a time of growth and development which, at times, can also mean struggle. For the past three years the UVic community has been talking about mental health and working at reducing the negative stigma associated with mental health issues and mental illness. By having conversations about mental health and well-being on campus with faculty, staff and students our aim is to create an environment where all students can build psychological, physical, and academic resilience. We don’t want anyone to feel they have to struggle alone.

Together we thrive!

-Training Specialist
Dawn Schell
In partnership with the University of Victoria Students' Society, the OSL held UVic's Annual Mental Health Event in January 2017 with over 450 students, faculty, staff, and community members in attendance. UVic students led the way in setting a tone of sincerity and resilience by sharing their personal experiences of mental illness through a powerful story weave performance.

As the keynote speaker, activist and comedian Kevin Breel reflected on his experiences with depression and work as an advocate for the Bell Let's Talk Campaign. This successful event highlighted UVic's priority towards creating a campus community which supports positive mental health and well-being.
The OSL runs the **Student Life Leadership Program**, which includes two groups of volunteers: the **Student Mental Health Leaders** and the **Consent Advocates and Relationship Educators (CARE)**. Volunteering provides students with an opportunity to engage in hands-on learning outside of the classroom, meet others with similar values and interest, and gain new skills and experiences.

Through the leadership program, student volunteers engage with the campus community on important and relevant student issues such as mental health and sexualized violence prevention. Student leaders are provided with ongoing training, education, and support by the OSL so they are able to reach their peers in an impactful and engaging way.
Training opportunities provided to student life leaders:
- Managing Difficult Conversations
- Cultural Accumen Training
- Bystander Intervention Training
- Leadership & Student Development Theory
- Myers Briggs Inventory
- Healthy Sexuality
- Workshop Facilitation Training
- Student Mental Health Training
- Suicide Awareness and Prevention
- Managing Anxiety
- Intercultural Communication and Conflict Resolution
- Sexualized Violence Awareness and Support
- Consent Training
- Boundaries and Self Care

Events and initiatives led by:

Student Mental Health Leaders
- UVic Snapchat Takeover
- Paint the Stress Away
- Assembled and distributed 400 Self-care/De-Stress Themed Care Packages to students
- Self-Compassion and Self-Care workshop

Consent Advocates and Relationship Educators
- Tea Off For Love
- To Tea or Not to Tea?
- Consensual Trick or Treating
- Assembled Packages of Safer Sex Supplies for Valentine’s Day
- Healthy Relationships Workshop

On campus engagement:
- The Art and Science of Treating Anxiety
- Mental Health Awareness Week
- New Student Welcome
- Volunteer Fair
- Thunderfest
- International Student Welcome
- Vikes Basketball Game
- Vikes Blue and Gold Blitz
- Sexualized Violence Awareness Week

Care Package Assembly
STUDENT LIFE ACTIVITY GRANT

The OSL introduced the Student Life Activity Grant in Fall 2016. In line with the Student Affairs values, this grant looks to support events and/or initiatives that have a positive and direct impact on UVic's campus culture through student engagement, contributing to a community of accountability, respect, fairness and safety, and bringing awareness to important student issues (i.e., student mental health & well-being, inclusivity, sexualized violence awareness, etc.).

From creating safer spaces for students to come together and talk about mental health to supporting peer to peer mentorship programs, the Student Life Activity Grant has proudly been able to provide resources to dynamic and innovative UVic students.

PAST RECIPIENTS

Libby Oliver: UVic Art Hive
Fionna Lambert: Love Your Brain Week
Shayna Plotnikoff: Blue & Gold Blitz

Tahir Chatur: Psychology Peer Mentor Program
Jake Sherman: Holocaust Remembrance Event
Katrina Barber: Interdisciplinary Student Health Conference

UVic Art Hive

CONNECTING HEALTH ACROSS TOPICS
let’s CHAT!
University of Victoria’s 2017
INTERDISCIPLINARY STUDENT HEALTH CONFERENCE
April 6 2017
The University of Victoria’s third Sexualized Violence Awareness Week was held between September 26-30, 2016. The week sparked conversations on campus concerning issues surrounding sexualized violence and gave students an opportunity to learn about support resources for survivors. As the OSL is a key collaborator with the UVSS Let's Get Consensual Campaign, the week promoted a culture of consent and respect on campus.

During the week’s keynote event "We Begin by Listening", Farrah Khan, a recognized counsellor and educator, engaged audience members on the topic of sexualized violence challenges and on how to address this important issue as a campus community. Approximately 200 UVic students, faculty, staff and community members joined in on this discussion. Poets, Jeremey Loveday and Ann-Bernice Thomas, also delivered impactful spoken word performances on the topic of gender identity, sexuality, and sexualized violence.

Community members were also brought together to hold a safe space for survivors and raise awareness of the impacts of sexualized violence at the Supporting Survivors Craft and Info Fair. Individuals were given the opportunity to write messages of support to survivors that were hung up for display in a tree in front of the McPherson Library and a powerful spoken word performance on the themes on violence and survivorship was given.
• It's not your fault.
• You did not deserve it.
• I believe you.
• It's not your fault.
• We love you.
The OSL introduced the Bystander Intervention Training Program to UVic students in Fall 2016. This workshop, led by trained student facilitators, seeks to increase awareness of issues related to sexualized violence and equip students with tools to effectively intervene in sexually inappropriate and/or violent situations.

In its first year, the program has reached over 700 students and continues to grow through the support of UVic students, faculty, and staff.

STUDENT RESPONSE:

“Definitely an intense, emotional experience, but was extremely eye opening and motivational, getting people passionate about being active bystanders is an extremely important thing.”

“Really enjoyed the structure and format, felt educated and like it was a safe space to discuss things we may not have felt comfortable discussing elsewhere.”

“Was really well done and I feel safer to intervene the next time I am a bystander. A sense of fear has always caused hesitation.”

“The facilitators were very respectful and open to our ideas. We were not forced to be in situations where we were not comfortable or safe. Their delivery was personalized to the group and well done.”

Taken from collected survey data.
Using a trauma-informed lens, the OSL seeks to integrate an understanding of trauma into all areas of our work and avoid re-traumatization or minimizing an individual’s experiences of trauma.

Research shows that trauma effects learning and student development and that one of the largest predictors of trauma recovery is positive social responses following the traumatic event. Therefore, a focus is placed on ensuring that our responses to any circumstance that might involve trauma are non-shaming and prioritize the choice, voice, control and safety of individuals impacted.

In 2016-17, we underwent training in trauma-informed practices and engaged in a comprehensive self-assessment on our student conduct and case management processes and practices from a trauma-informed perspective. A report will be provided on this process in 2018.

What is trauma?

Trauma is a psychological response to a severely distressing event such as actual or threatened: serious injury, sexual violence, or death.
Case management is a collaborative, solution-focused approach to supporting students facing multifaceted challenges, which require coordinated responses and engagement with multiple university units and community service providers to address support needs.

This approach enables communication and coordination efforts to occur in a way that promotes timely access to information and resources while balancing the needs of the institution in a way that contributes to creation of safe, caring and inclusive learning and living environments for students and for the campus community.

**CASE MANAGEMENT MODEL**

**GUIDING PRINCIPLES**

SOLUTIONS FOCUSED

HOLISTIC AND INTEGRATED

RELATIONAL AND TRAUMA INFORMED

COLLABORATIVE TEAM APPROACH

SOLUTIONS FOCUSED

**SUPPORTS PROVIDED**

**Consultation**
Consulting with staff and faculty on student concerns, providing support, resources and coaching.

**Outreach solutions**
Reaching out to students referred through campus and community service resources (i.e. hospitalization) providing reintegration support, while triaging and mapping Case Management needs.

**Information and Referral**
Brief Case Management service relationship; providing students, staff and faculty with information and referrals for campus and community resources.

**Comprehensive Support**
Providing short and long-term support to students to address a broad range of needs, along with service coordination between community services and campus.

Case management, at its very core, is about helping students overcome the obstacles impacting their personal wellness and academic success.
HOW STUDENTS ARE CONNECTED
WITH CASE MANAGEMENT

- Student Conduct Incidents
- Residence Services
- Counselling Services
- Health Services
- Faculty
- Campus Security
- UVSS Advocacy Groups and Affiliated Organizations
- Centre for Accessible Learning
- Equity & Human Rights Office
- Sexualized Violence Resource
- First Peoples House
- International Student Services
- Other Campus Units

STUDENT SUPPORT
REFERRAL CATEGORIES (%)

36% Conduct Process Experience
24% High-risk Mental Health Experience
17% Issues Involving Sexual/Physical Violence Experience
7% Complex Student Needs
5% Complex Family Matters
5% Need for Interfacing with External Supports and/or Supports to Return to University
2% Risk Management
2% Personal Safety
2% Highly Disruptive Behaviour
NON-ACADEMIC MISCONDUCT

The University’s Resolution of Non-Academic Misconduct Allegations (AC1300) policy provides students, faculty and staff a safe way to report student conduct concerns and facilitate a process that strives to repair harm, resolve conflict, protect confidentiality, and provide restorative and educational outcomes for students.

Guided by Policy AC1300, the OSL investigates and responds to student conduct matters and allegations of non-academic conduct on campus while ensuring students are treated with equal care, concern and respect. All individuals involved are provided with an opportunity to express their perspectives and access support in a confidential and safe space.

75
Total Number of Assigned Sanctions from April 2016 to March 2017

27
Total Number of Allegations Received from April 2016 to March 2017

To report a conduct concern, visit uvic.ca/studentlife to submit a Non-Academic Misconduct Incident Report Form.
In collaboration with multiple departments across campus, the Office of Student Life (OSL) has supported the development of various university policies and procedures that have a direct impact on the well-being and safety of the campus community and university services, including the Response to At-Risk Behaviour Policy SS9125 and the Resolution of Non-Academic Misconduct Allegations Policy AC1300, housed within the OSL.

Policy AC1300:
- clarifies what non-academic student misconduct is;
- details how the university responds to non-academic misconduct allegations;
- outlines the review and investigation processes;
- describes possible outcomes and ensures that when misconduct is found to have occurred, any sanctions that are applied are fair and consistent; and
- explains how to appeal a decision that has been made under the policy.

The creation of a newly dedicated university Sexualized Violence Prevention and Response Policy (GV0245) has resulted in the need to update Policy AC1300 and its associated procedures to ensure policy/procedure alignment and consistency. The Senate and the Board of Governors approved revisions to Policy AC1300 in May, 2017 and the President provided final approval in August, 2017.

The updated policy provides process clarifications and outlines enhanced practices related to how the university responds to non-academic student conduct issues and how students are supported throughout the conduct resolution process.

Major updates to the procedures include; new information on alternative dispute resolution, updated sanction options, enhanced language around non-punitive outcomes, and amendments to the appeal procedures.

Visit uvic.ca/studentlife for additional information on Policy AC1300
Non-Academic Misconduct Resolution Process

- Incident occurs
- Informal resolution possible?
- Complainant submits incident report form
- Preliminary review of allegation
- Incident appropriate for investigation?

*E.g. direct respectful communication, apologies, reconciliation*

*Allegation dismissed*
- Complainant may appeal decision not to investigate to Student Affairs

*Was student found responsible for misconduct?*

*Yes*
- Alternative dispute resolution
  - (e.g. participation in mediation or restorative justice)
- Application of minor sanction(s)
  - (e.g. apology, restitution, volunteer hours)
  - Student may appeal to Associate Vice-President Student Affairs on reasonable grounds
- Recommendation of major sanction to President
  - (e.g. suspension or expulsion)
  - Student may appeal to Senate Committee on reasonable grounds

*No*
- Investigation (information collected, interviews conducted, resolution options explored)
- *Support may be accessed at any point during this process*
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