Office of Student Life
Annual Report 2018/19
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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 (OSTL) was established in March 2016 to help create and enhance a safer and more inclusive campus community in support of fairness, responsibility and respect. As learning is a key priority at UVic, the OSTL has developed learning outcomes for programming initiatives that have produced positive and encouraging results.

We are pleased to provide this brief annual report to the UVic Community on our programs, services, and priorities.
STUDENT MENTAL HEALTH STRATEGY

You are not alone, together we thrive
Since its launch in 2014, the Student Mental Health Strategy (SMHS) has provided a framework for mental health awareness and support at UVic. In order to reduce stigma and build an inclusive campus environment, the Office of Student Life, 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 been central in the growth of the strategy.

As of April 2019, over 3,000 faculty & staff 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. Visit: uvic.ca/studentlife/initiatives/learning-assessment/ to find the learning outcomes used to measure the success and effectiveness of this learning.
In partnership with the University of Victoria Students' Society, the OSTL hosted UVic’s 5th Annual Mental Health Event in January 2019 with over 800 students, faculty, staff, and community members in attendance. UVic students led the way in helping to reduce stigma by sharing their personal experiences of mental illness through a powerful story weave performance.

The keynote speaker and well-known spoken word poet, Shane Koyzcan, reflected on his experiences with mental health through his powerful poems. This successful event highlighted UVic’s priority towards creating a campus community which supports positive mental health and well-being.
The Office of Student Life facilitates 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 OSTL so they are able to reach their peers in an impactful and engaging way. We look forward to welcoming LGBTQIA2+ Leaders for the third, and newest stream in September 2019: **QVic Life**!

"The things I liked best about this program are the trainings and my wonderful fellow working group members!" -Student Leader
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
- Consent Training
- Student Mental Health Training
- Suicide Awareness and Prevention
- Managing Anxiety
- Intercultural Communication and Conflict Resolution
- Sexualized Violence Awareness and Support
- Boundaries and Self Care

Events and initiatives led by:
**Student Mental Health Leaders:**
- UVic Snapchat/Instagram Takeover
- Paint and Plant A Pot
- Self-Compassion and Self-Care workshop
- Find a Friend
- UVic Pride Fair
- The Intersections of Mental Health On Campus (visual display)
- Assembled and distributed 400 Self-care/De-Stress Themed Care Packages to students

**Consent Advocates and Relationship Educators:**
- To Tea or Not to Tea?
- Consensual Trick or Treating
- Assembled Packages of Safer Sex Supplies for Valentine's Day
- Healthy Relationships Workshop
- Unwind, Dine, It's Going to Be Fine
- The 5 Love Languages

On campus engagement:
- Mental Health Awareness Week
- New Student Welcome
- Volunteer Fair
- Thunderfest

- International Student Welcome
- Sexualized Violence Awareness Week
- Vikes Basketball Game
- Vikes & UVic Indian Student Association Colour Run

Care Package Assembly
The OSTL 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 provided resources to dynamic and innovative UVic students.

**Past Recipients**

- **Dana Neily:** Love Your Brain Week
- **Carina Pogoler:** Nash 81 Student Journalism Conference
- **Karen Lithgow:** Women In Science STEM Symposium
- **Ukrainian Student’s Society:** National Ukrainian Canadian Students' Union Congress
- **Erin Fletcher:** Indigenous Bar Association (IBA) Conference
- **Madison Carter:** VIKES and UMANG Colour Run
The University of Victoria's 5th annual Sexualized Violence Awareness Week was held from September 17-21, 2018. The week sparked conversations on campus concerning issues surrounding sexualized violence and gave students an opportunity to learn about support resources for survivors. The events were a collaboration between the Office of Student Life (OSTL), Equity & Human Rights (EQHR), the University of Victoria’s Student Society (UVSS), and the Anti-Violence Project (AVP). The week promoted a culture of consent and respect on campus.

The week included a diversity of events and workshops such as:

- **Consent Workshop** (AVP)
- **Sexualized Violence Prevention 101** (EQHR)
- **Bringing In The Bystander** (OSTL)

The keynote event "Let's Talk About Sex: Hookup Culture & Consent in the Age of Tinder", included an evening of slam poetry, burlesque performances, and a discussion panel. The focus was on addressing hookup culture, and how all relationships, even if they are short-term, need to incorporate respect, consent, and clear communication in order to ensure folks have fun, feel respected, and stay safe.
- It's not your fault.
- You did not deserve it.
- I believe you.
- It's not your fault.
- we love you.
The OSTL and Equity & Human Rights (EQHR) launched Tools For Change in January 2019.

This workshop is for students who want to be a part of a culture shift at UVic - given that sexualized violence prevention and response is something we all play an important role in.

This workshop, led by trained student facilitators, seeks to increase awareness of issues related to sexualized violence, educate students on the university’s sexualized violence policy, and provide an opportunity for participants to apply their learning in practical ways.

Sign up for Bringing in the Bystander or Tools For Change on our website!

Office of Student Life -> Initiatives
The OSTL introduced the Bystander Intervention Training Program to UVic students in Fall 2016. This workshop, led by trained student facilitators, seeks to build upon the knowledge covered in Tools for Change, with a focus on skills for effectively intervening in sexually inappropriate and/or violent situations.

In its first three years, the program has reached over 1500 students and continues to grow through the support of UVic students, faculty, and staff.

90% of participants said they would recommend the workshop to friends or peers.

91% of participants agreed the workshop was delivered effectively.

Student Responses:

"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 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 OSTL 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, the OSTL focused 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.

What is trauma?

Trauma is a psychological response to a severely distressing event such as actual or threatened: serious injury, 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.

**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 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.

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**GUIDING PRINCIPLES**

- RELATIONAL AND TRAUMA INFORMED
- COLLABORATIVE TEAM APPROACH
- HOLISTIC AND INTEGRATED
- SOLUTIONS FOCUSED
- STUDENT CENTERED

*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 (%)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Academic Misconduct</td>
<td>39%</td>
</tr>
<tr>
<td>High-Risk Mental Health</td>
<td>19%</td>
</tr>
<tr>
<td>Complex Student Needs</td>
<td>13%</td>
</tr>
<tr>
<td>Issues Involving Physical/Sexual Violence</td>
<td>10%</td>
</tr>
<tr>
<td>Interfacing With External Supports</td>
<td>7%</td>
</tr>
<tr>
<td>Need to Interface With Other Units</td>
<td>7%</td>
</tr>
<tr>
<td>Personal Safety</td>
<td>3%</td>
</tr>
<tr>
<td>Risk Management</td>
<td>3%</td>
</tr>
<tr>
<td>Substance Use</td>
<td>2%</td>
</tr>
<tr>
<td>Disruptive Behaviour</td>
<td>1%</td>
</tr>
</tbody>
</table>
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.

42
Total Number of Allegations Received from April 2018 to March 2019

58
Total Number of Assigned Sanctions from April 2018 to March 2019

What is Non-Academic Misconduct?

Non-Academic Misconduct includes but is not limited to where a student engages in any of the following types of student conduct on university property or in connection with a university activity:
(a) theft, damage or destruction of property;
(b) unauthorized entry or presence on university property;
(c) fraud or impersonation;
(d) disruptive or dangerous behaviors to self or others;
(e) unlawful possession or use of alcohol that violates the university liquor policy;
(f) use or possession of illicit drugs; or
(g) other activities that result in criminal charges or conviction or a court judgment

To report a student conduct concern, visit uvic.ca/studentlife to submit a Non-Academic Misconduct Incident Report Form
Non-Academic Misconduct Resolution Process

1. **Incident occurs**
2. **Informal resolution possible?**
   - Yes: E.g. direct respectful communication, apologies, reconciliation
   - No: Complainant submits incident report form
3. **Preliminary review of allegation**
   - No: Incident appropriate for investigation?
     - No: Allegation not investigated
       - Complainant may appeal decision not to investigate to Student Affairs
     - Yes: Investigation (information collected, interviews conducted, resolution options explored)
4. **Investigation concluded**
   - No: Was student found responsible for misconduct?
     - No: Application of university sanction(s)
       - (e.g. apology, restitution, volunteer hours, educational processes)
       - Student may appeal to Appeal Board on reasonable grounds
     - Yes: Recommendation of student suspension made to President
       - (e.g. time-limited or permanent)
       - Student may appeal to Senate Committee on reasonable grounds

*Support may be accessed at any point during this process*
Our Team

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