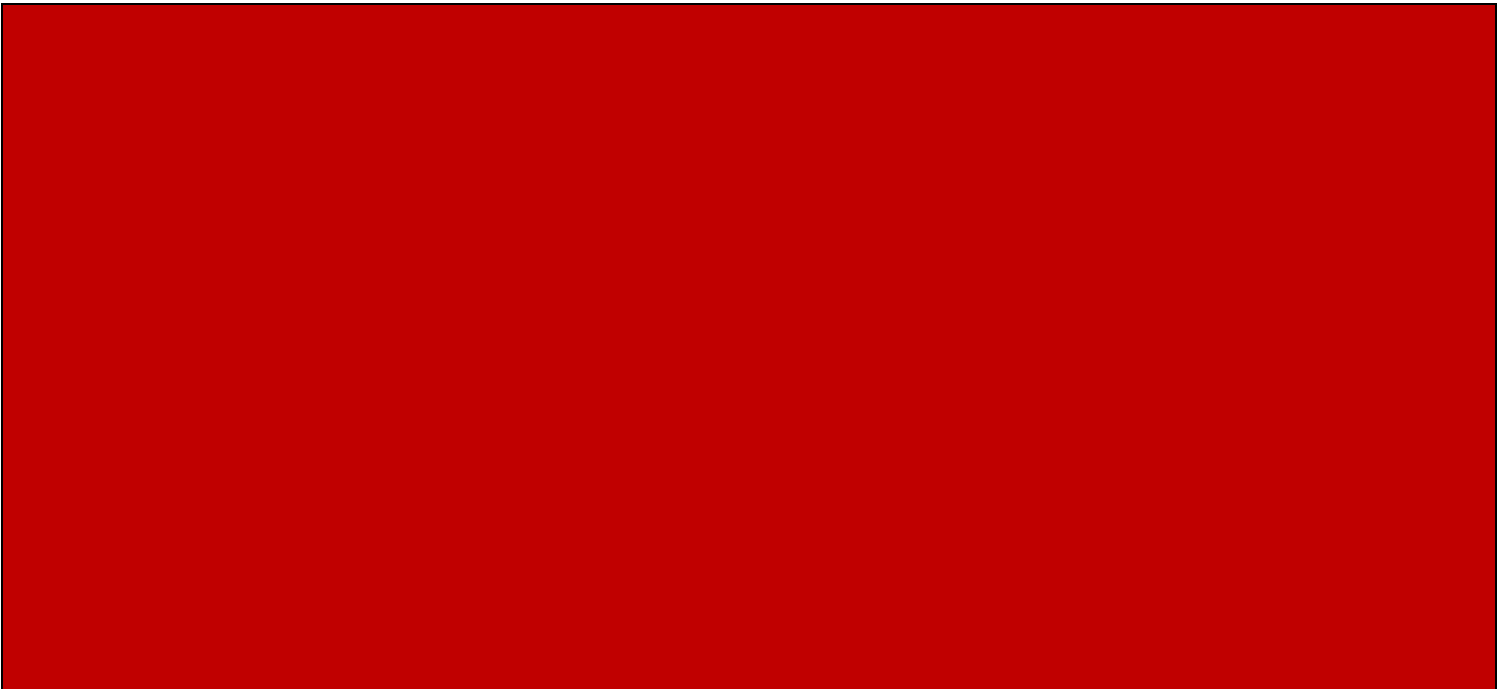


**2024-2025**

**Brock University**

**Bill 166, Strengthening Accountability and Student  
Supports Act**

**Anti-Racism and Anti-Hate Report**



## **Bill 166, Strengthening Accountability and Student Supports Act**

On February 26, 2024, the Ontario government introduced Bill 166, Strengthening Accountability and Student Supports Act, 2024. Bill 166 received Royal Assent on May 16, 2024. This legislation amended the Ministry of Training, Colleges and Universities Act (“the Act”) with new requirements for Ontario’s publicly assisted colleges and universities to have policies and rules that describe how each institution will address and combat racism and hate; with additional requirements for communicating the policy, and for annual reporting to the Board of Trustees and the Ministry. Policies can take many forms, including a dedicated stand-alone policy on anti-racism/anti-hate or embedded into existing policies and processes such as being part of a harassment and discrimination policy or a code of conduct. Institutions may also use existing complaint mechanisms. Accordingly, Brock University’s Respectful Working and Learning Environment Policy (RWLEP) fulfills many of the requirements outlined in Bill 166, as it is the policy that prohibits harassment and discrimination according to the Ontario Human Rights Code, and commits to providing training, supports, alternative resolutions, complaint processes, and investigations.

The Human Rights and Equity Office, in collaboration with Office of Legal, Compliance, and Policy reviewed the University’s Respectful Working and Learning Environment Policy (RWLEP) and found that this existing policy is in alignment with the Minister’s directives as outlined in Bill 166.

The following directives from Bill 166 are being met by Brock’s RWLEP:

- The RWLEP outlines Brock’s commitment to an inclusive and respectful work and learning environment that is free from harassment and discrimination (including human rights harassment) and it includes an obligation to act promptly and efficiently to deal with such behaviours.
- The policy is published online and is available to anyone who requests it.
- It applies to students, faculty, staff, management, and visitors, including guest speakers.
- Brock University generally reviews its policies on a three-year cycle, whereas Bill 166 requires a review at least once every five years.
- Each institution must provide its Board of Governors with an annual report on the implementation and effectiveness of its anti-racism /anti-hate policies and rules in the preceding year, which is met annually through the Human Rights and Equity Office’s Annual Report.
- The Human Rights and Equity Office’s Annual Reports are publicly available. These reports include the number and type of complaints reported by students, faculty, and staff, and the data is disaggregated by Code Grounds, as outlined by the Ontario Human Rights Code, and include outcomes of the incidents (e.g., personal resolutions, informal resolutions and formal complaints). Moreover, these Annual Reports also outline the number of complaints that do not proceed to a review, which is captured by “consultations.” Consultations are defined as advice given on a matter that falls outside the scope of a personal resolution, informal resolution, or formal complaint.

The following updates were completed to fulfill the directives in Bill 166:

- Bill 166 outlined that there must be a centralized platform available for the campus community to access all the necessary information in alignment with the legislative and directive requirements. To meet this requirement, the Human Rights and Equity Office, in collaboration with Office of Legal, Compliance, and Policy and the University Marketing & Communications Office created a website titled Anti-Hate / Anti-Racism at Brock University: Brock's Commitment to Combatting Racism and Hate, which can be found here: <https://brocku.ca/anti-hate-anti-racism/>

Next steps regarding Bill 166 and the Respectful Work and Learning Environment include:

- Bill 166 outlines that a consultation process with stakeholders must take place to identify the needs and priorities of the institution with respect to anti-racism and anti-hate. The RWLEP is currently being reviewed. A campus-wide consultation process was initiated in early 2023. It is expected that the updated RWLEP will be implemented in 2025, subject to the University's standards and procedures for policy consultation and approval.
- Bill 166 states that "Under the Code, postsecondary institutions have an obligation to both proactively assess and address signs of systemic discrimination and respond to, investigate and remedy claims of discrimination or harassment that are raised." Currently, there is no explicit process for systemic discrimination claims. This is an update to be included in the RWLEP review.
- Bill 166 outlines that "resolution timelines" (e.g., the number of months to resolve a complaint) must be included in annual reporting. The Human Rights and Equity Office is considering how to document resolution timelines for the 2025-2026 annual reporting.
- Bill 166 requires universities to outline the findings of investigations, disciplinary measures taken and any involvement in law enforcement. The Office of Legal, Compliance, and Policy will follow up on this directive as it processes formal complaints.

Accessing the Human Rights and Equity Annual Report:

- In addition to this document, the Human Rights and Equity Annual Report provides the institution's comprehensive reporting on incidents of racism, hate, and discrimination in accordance with the requirements of Bill 166.
- The report also documents the institution's prevention, education, and awareness initiatives aimed at addressing racism, hate, and discrimination, and supports the institution's annual assessment of the implementation and effectiveness of its anti-racism and anti-hate policies and rules.
- In alignment with provincial requirements, the Human Rights and Equity Annual Report (Appendix 1) is included in this report.



# Human Rights and Equity

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2024-2025 ANNUAL REPORT

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**Accessibility Statement**

HRE is committed to creating accessible content. We are continually improving our resources and services to ensure accessibility and inclusion for all. This report has been designed, as much as possible, with accessibility in mind and is in alignment with the requirements of the [Government of Ontario’s AODA standards](#) and WCAG 2.0 AA standards for accessible digital content.

If you would like a copy of this report or require an alternate format, please email [accessibility@brocku.ca](mailto:accessibility@brocku.ca).

## Executive Summary

### **HRE Mandate and Core Functions**

The Human Rights and Equity Office (HREO) is a resource for all Brock community members. The work in the office consists of two separate, yet interrelated pieces: human rights work and equity work.

#### **Human Rights**

The HREO adheres to the Ontario Human Rights Code (OHRC). While we recognize that local events connect to global contexts, our work is *Ontario-centric*. The office addresses human rights, gender and sexual violence, harassment and discrimination through two Brock University policies that align with the OHRC: the Respectful Work and Learning Environment Policy (RWLEP) and the Sexual Violence Policy (SVP). HREO responds to disclosures of harassment, discrimination and violence through these two policies, provides support to those impacted, and works with complainants and respondents to formulate resolutions.

#### **Equity**

HREO offers equity services to staff, faculty, and students by advocating for individuals and groups of people, providing education through trainings and events, and offering support and guidance to those seeking to implement equity in their own working and learning spaces at Brock.

### **HRE Staff and Program Areas**

During the current fiscal year, the Human Rights and Equity Office (HREO) employed 11 full-time staff members and 16 part-time student staff. Collectively, the team addressed a range of key issues at Brock University, including human rights, discrimination and harassment, gender and sexuality, gender-based and sexual violence, anti-racism education, Islamophobia, accessibility and disability justice, antisemitism, and broader equity, diversity, and inclusion (EDI) education. A summary of each program area is provided below.

#### **Accessibility**

The accessibility portfolio expanded its work this year, with an increased number of events, trainings, and ongoing programming, in addition to addressing the university's accessibility compliance obligations. The expanded education and training mandate aimed to bring awareness to accessibility, enhance accessible practices, and build an understanding of individual and institutional duties under the Accessibility for Ontarians with Disabilities Act and the Ontario Human Rights Code. The work was guided through an intersectional and disability justice framework, centring the importance of collective

access and community voice. This was exemplified through collaborations and events organized through universal design and providing proactive and responsive accommodations.

### **Gender and Sexual Violence**

The Gender and Sexual Violence (GSV) team in the Human Rights and Equity Office provided a wide range of trauma-informed and intersectional programming focused on prevention, education, and survivor support. Through trainings, events, and ongoing year-long programs, the team engaged students, staff, and faculty in conversations about consent, boundaries, bystander intervention, healthy relationships, gender diversity, and anti-oppressive practices. Collaborations with student groups, academic departments, and campus partners guided the creation of responsive content for diverse communities. Some of these topics included a focus on BIPOC, 2SLGBTQIA+, and international-specific experiences. Creative and healing-centered events such as Art Speaks, Black and Queer Love Letters, and the BIPOC Wellness Fair offered students space to reflect, connect, and care for themselves and one another. Central to this work is a trauma-informed, survivor-centered intake process that ensures students who disclose experiences of gender-based or sexual violence are met with compassion, choice, and clear pathways to support. The GSV Team continues to prioritize accessibility, community care, and intersectionality in all aspects of its programming to foster a safer, more inclusive campus culture.

### **EDI Education and Outreach**

The EDI Education and Outreach Manager led a dynamic portfolio this year that focused on advancing institutional capacity through education, collaboration, and programming. The Manager delivered targeted EDI training to faculty, staff, and students—including department leads, residence life staff, graduate students, and campus tour guides—with a strong emphasis on anti-oppression, accessibility, and inclusive leadership. Key initiatives included enhancing equity support for staff advisors at the District School Board of Niagara and strengthening partnerships with local school boards to promote student belonging, access to post-secondary education, and institutional collaboration. The Manager partnered with the Faculty of Education's Equity and Social Justice Committee and Brock Research to integrate equity-focused training and decolonial dialogue into academic spaces. There were multiple events centering Muslim, Jewish, and Black student communities to affirm campus belonging and post-secondary pathways. The HREO continues to advance Brock's impact and presence in secondary spaces through hosting Brock's second annual Level Up! Black Secondary Student Symposium for Niagara with an expansion of a second symposium for the Hamilton region. This program also contributed to several university-wide committees and led key resource development initiatives that strengthened equity infrastructure at Brock.

## **Anti-Racism**

The Anti-Racism portfolio played a pivotal role in fostering an inclusive university culture by providing essential guidance and unwavering support to students, staff, and faculty concerning the university's Respectful Workplace & Learning Environment Policy. At the forefront of this initiative, the Anti-Racism & Inclusion Advisor effectively managed disclosures and resolution support for those impacted by concerns related to race, ethnicity, and creed. Beyond supporting resolutions, the advisor led a variety of proactive projects for HRE, including leading the university's African Canadian Ancestral Acknowledgment consultations. In addition, the advisor collaborated with several internal committees such as the President's Advisory Committee on Human Rights, Equity, and Decolonization (PACHRED) and its Anti-Racism Committee, the Black History Month / African Heritage Month working group, the National Truth & Reconciliation Day working group, the Black Community Forum at Brock (BC FaB), as well as engaging with external committees like Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHHE). Furthermore, the advisor played an instrumental role in the development, planning, and execution of comprehensive anti-racism training for departments, staff, and students. Together, these efforts not only combat racism but also cultivate a vibrant, respectful environment for all members of the university.

## **Student Justice Centre**

This year, the Student Justice Centre (SJC) prioritized creating inclusive, accessible spaces for student engagement and community building. For the first year, SJC launched the General Support Drop-In, adding to the established lineup of BIPOC and Disability & Neurodivergent Drop-In programming. These spaces saw a consistent and diverse turnout, helping SJC and HREO reach new audiences and deepen connections across campus. SJC's commitment to teaching about menstrual equity grew through bi-weekly discussions and a comprehensive campus-wide survey, which informed the development of a Best Practices Guide aimed at improving access to menstrual products and support on campus. SJC remained committed to offering accessible and engaging workshops, events, and social media campaigns that reflected the diverse needs of our community, which ensured that SJC continues to be a welcoming space for students passionate about or interested in social justice. The Anti-Oppression Workshop Series evolved with sessions such as Organizing for Change: How to Lead an Anti-Racism Campaign, Validating Black Dialects, Gender Affirming Care: Myths Debunked, and Reconstructing Masculinity: Deconstructing Harmful Norms. These workshops brought together students from various identities and programs, reinforcing the SJC's role as a hub for education and advocacy on campus.

## **Human Rights and Equity Intake and Support Counsellor**

In partnership with Brock's Student Wellness and Accessibility Centre ("SWAC"), the Human Rights and Equity Intake and Support Counsellor role was created to advance the university's equity goals while aligning with the Scarborough Charter. This position provides support for Black and racialized students, as well as survivors of gendered and sexual violence, addressing challenges such as racism, sexism, identity-based violence, and discrimination. By utilizing an intersectional and trauma-informed approach, the HRE Intake and Support Counsellor offers culturally responsive counselling services, as well as identity-affirming workshops, discussions, and group therapy sessions to foster a sense of belonging and empowerment amongst diverse students. In addition to student support, this position plays a critical role in systemic advocacy and institutional change. The counsellor mentors' staff in the Black Student Success Centre, works with the President's Advisory Committee on Human Rights, Equity, and Decolonization, and collaborates with external organizations specializing in the needs of racialized and marginalized communities. These efforts align with the Scarborough Charter's commitments to Black flourishing, inclusive excellence, mutuality, and accountability as well as Brock's Strategic Plan principles that are predicated on breaking down barriers and creating conditions for everyone to flourish and thrive. This critical role not only enhances student well-being but also solidifies the university's leadership in advancing equity, diversity, and inclusion principles in higher education.

## **Complaint Resolution Program**

The HREO is responsible for addressing complaints in accordance with the Respectful Work and Learning Environment Policy (RWLEP) and the Sexual Violence Policy (SVP). Operating in alignment with the Ontario Human Rights Code and applicable Brock policies, the office works to resolve issues related to discrimination, harassment, and sexual violence, contributing to a safer and more inclusive environment across the institution. In the 2024-2025 fiscal year, the office provided numerous consultations, offering guidance on resolution processes outlined in the RWLEP and SVP. Complaints received by HREO are managed through a range of resolution options. Individuals seeking personal resolutions are offered confidential advice or coaching to assist them in addressing their concerns independently. When an informal resolution is suitable, the office may provide mediation, accommodations, training, voluntary no-contact agreements, or restorative justice measures. For complaints that require formal resolution, the office refers them to the Office of Legal, Compliance, and Privacy. Throughout all resolution processes, HREO provides ongoing support to individuals resolving their concerns while fostering a culture of respect, equity, and accountability within the institution.

## **Brock University's Strategic Action Plan**

The Human Rights and Equity Office priorities are guided by Brock's 2025-2030 Strategic Plan. Outlined below are actions and programming that work towards the goals outlined in Brock University's Strategic Plan.

### **Strategic Direction – Shape Tomorrow through Research, Discovery and Knowledge:**

*Foster a vibrant research culture that welcomes and values diverse perspectives, identities, and lived experiences.*

- The Human Rights and Equity Office (HREO) and the Office of the Vice-President, Research (OVPR) co-supported three research-related events. The first was the initial session of an anti-Black racism series in fall 2024 for staff in the OVPR, Office of Research Services (ORS), Office of Research Ethics, Animal Care Services, and Brock LINC. Attendees explored key definitions and began to explore examples of historical and contemporary anti-Black racism in Canada. The second event was a two-part “Introduction to Inclusive Research” workshop series for two research teams in the Faculty of Applied Health Sciences, hosted in Winter 2025. Participants discussed key EDI concepts and applied EDI considerations to scenarios related to their research environment and study design. The third event involved co-organizing a keynote and panel speaker event, “Black and African Scholars: The Importance of Decolonizing Research”, as part of institutional programming for Black History Month/African Heritage Month programming in Winter 2025. Brock student and faculty scholars shared their understandings of colonialism in academia and their approaches to decolonizing scholarship, grounded in their lived experiences.

*Promote diverse perspectives and deepen understanding of Indigenous cultures and histories through the building of trusted and reciprocal relationships, research, scholarship, and creative activity.*

- To deepen Brock's understanding of Indigenous cultures and histories, HREO hosted and participated in a variety of campus-wide initiatives. For example, HREO participated in the National Truth & Reconciliation Day Working Group, Two Row Council, the Pow Wow Planning Committee, and the President's Advisory Committee on Human Rights, Equity and Decolonization. The Gender and Sexual Violence team in the Human Rights and Equity Office tabled at the Pow Wow and Red Dress Day to show solidarity and support. Moreover, the Student Justice Centre and the Gender Sexual Violence Peer Support Teams co-hosted an event titled Roundtable Reflections: Land, Legacy and Learning to encourage students and community members to reflect on their relationships to the land, and the various (his)stories that led us here today. Student leaders facilitated conversations and reflection activities to support everyone's learning in relation to the Truth and Reconciliation Commission, settler colonialism

and the Calls to Actions. The Human Rights and Equity Office also hosted One Mic Educators Presents: Without Truth, There Is No Reconciliation in recognition of National Truth and Reconciliation Day. One Mic Educators curated an immersive 3-hour experience centered around building immigrant-Indigenous friendship amongst the Brock community. The experience explored the development of immigrant allyship while addressing the impacts of colonization and unpacking the implications of the concept reconciliation.

### **Strategic Direction – Realize You Matter:**

*Engage in trust-building efforts that dismantle systemic barriers, empowering all underserved communities.*

- HRE collaborated with internal and external stakeholders to build trusting relationships while dismantling systemic barriers and empowering underserved communities. For example, HRE provided equity training for Campus Safety Services, People and Culture, the Student Appeals Board, the Academic Advisor Community of Practice Meeting, Graduate Students, SWAC Wellness Navigators, Smart Start Peer Staff, Dons and Head Residents from Housing Services, and Student Life and Success. Moreover, HREO worked with partners external to Brock University throughout the 2024-2025 school year. For example, high school students from W. Ross Macdonald School for the Blind and Visually Impaired in Brantford participated in Brock's Annual Ability Empowerment Day, and HREO facilitated a workshop titled "Culturally Relevant and Responsive Pedagogy in Action: Building Inclusive and Engaging Classrooms" at the annual District School Board of Niagara Student Equity Conference for educators. In addition, HRE collaborated with Brock's Black Student Success Centre to host its Level Up: 2<sup>nd</sup> Annual Black Secondary Student Symposium. This year HREO hosted two symposiums - one for Niagara Region and one for Hamilton Region. Collectively, these symposiums were dedicated to cultivating aspirations for post-secondary education while developing actionable solutions to the challenges Black students encounter in education.

*Cultivate a philosophy of personal growth, where all diverse individuals are encouraged, celebrated, and empowered to develop on their own terms.*

- HRE works diligently to affirm diversity on campus and celebrate and empower various communities. For example, this year HREO offered spaces to promote personal growth, such as the Afro-Caribbean Dance and Movement Session, a Hair Matters Workshop, and the Self-Care: DIY Wellness Hour for Black students which emphasized the importance of rest as a radical act of self-preservation and resistance. HREO also supported Black excellence by hosting the annual launch event for Black History Month / African Heritage Month program, and the year-end social for the Black Community Forum at NGA2, a Black-owned restaurant in St. Catharines. The event provided a space for Black students, staff, and faculty to connect, reflect, and celebrate

community and shared accomplishments. Moreover, HREO hosted an Eid Bazaar: a vendor fest featuring 20 Muslim-owned businesses to celebrate the end of Ramadan and to highlight Muslim businesses in the Niagara region. This Eid Bazaar was in addition to the Muslim Student Social, where students met to discuss campus challenges, explore support options, and create masbaha (prayer beads). HREO also hosted an International Women's Day Screening, panel discussion and brunch at The Film House / First Ontario Performing Arts Centre. The screening and panel addressed misogyny against Black women and children in the education and maternal health field. For International Holocaust Remembrance Day, HREO hosted a silent walk-through exhibit. This event provided visuals and an opportunity to honour the memory of those affected by the Holocaust. All the above work is in addition to ongoing programming in HREO. For example, the Brock Counsellor of Choice program pairs Brock staff, faculty, and students with counsellors that have lived experiences and intersectional identities comparable to their own to ensure they receive culturally relevant support. In addition, The Gender Affirmation Fund provides financial support to Brock community members who self-identify as Two-Spirit, transgender, nonbinary, and/or gender diverse/nonconforming to help with costs related to affirming their gender. HRE also provides the Emergency Survivor Fund which offers financial assistance to survivors of gender and sexual violence, addressing urgent needs related to safety, mental health, and necessities. These are some of the ways in which HREO cultivates personal growth individually and collectively at Brock University.

### **Reading this Report**

This report is intended to represent an array of activities and supports that HREO provided at Brock University throughout the 2024-2025 fiscal year. HREO recognizes the incredible partnerships and alliances that have been built between HREO and various offices and departments across campus that strengthen our collective work, and the report strove to capture these partnerships herein.

Throughout the report, HREO's collective work is divided into 3 groupings:

- Human Rights and Equity (HRE)
- Student Justice Centre (SJC)
- Gender and Sexual Violence (GSV)

It's important to note that all this work is inclusive of the Human Rights and Equity Office, yet it is grouped in this way to recognize the realities of our daily work, as well as funding and compliance reporting that the office is responsible for.

For each of these groupings, the work was divided into:

- Trainings: a singular teaching and learning session for students, staff, and/or faculty
- Events: a public gathering in recognition, memorial or celebration of a topic
- Ongoing Programming: a repeated initiative

**Overview of the Data**

Throughout the 2024-2025 fiscal year, HREO delivered equity programming to enhance institutional capacity through trainings, events, and ongoing programming. The overall data is captured below.

**Chart 1: Overview of data captured for all trainings, events, and ongoing programming throughout the 2024-2025 school year (inclusive of HRE, SJC, and GSV)**

Type of work	Trainings	Events	Ongoing Programming
<b>TOTAL Number delivered (HRE, SJC, and GSV)</b>	81	36	16
<b>TOTAL Number of participants (HRE, SJC, and GSV)</b>	3942	1867	3150

## Human Rights and Equity (HRE) – Training, Events, and Ongoing Programming

Chart 2: Overview of data captured in HRE training, events, and ongoing programming

Type of work	HRE Trainings	HRE Events	HRE Ongoing Programming
Number delivered	38	16	3
Number of participants	988	1148	28

### TRAINING

#### **Accessible Game Design**

This training taught about accessibility in video games. It included a demonstration of various accessible controllers, as well as a discussion of the “curb cut effect,” and how inclusive design and accessibility tools can benefit folks who are non-disabled.

#### **Accessibility & Inclusion Training for Campus Tour Staff**

This training supported campus tour staff to co-create responses to common questions tour participants have that are related to EDI and Accessibility. Participants shared their practices and learned new strategies to support an inclusive campus experience.

#### **Accessibility Tools Training**

An introductory workshop on accessibility tools available in Microsoft Suite and social media platforms.

#### **Afro-Caribbean Dance and Movement Session**

The Intake & Support Counsellor/Wellness Navigator hosted an Afro-Caribbean dance workshop. This interactive workshop combined rhythm, movement, and storytelling to celebrate cultural expression while promoting physical wellness and mental relaxation. Participants connected through music, learned traditional dance styles, and experienced the joy and empowerment of movement in a supportive and energetic environment.

#### **Animals on Campus Policy Training**

This training was presented to the staff of Campus Safety Services regarding the implementation of the new Animals on Campus Policy. It included discussions on the difference between service animals and emotional support animals, the content of the policy and how to interact with service animals.

### **Campus tour guide EDI Workshop**

This training supported campus tour staff to understand the basics of anti-racism and accessibility principles in education and included a discussion on how to best answer EDI related questions on campus tours.

### **CRRP in Action: Building Inclusive and Engaging Classrooms**

HRE presented CRRP in Action: Building Inclusive and Engaging Classrooms at the annual DSBN Student Equity Conference for educators. Brock HRE staff facilitated conversations on applying culturally relevant and responsive pedagogy (CRRP) to create inclusive learning spaces, enhance student engagement, and support diverse identities in the classroom.

### **Don and Head Resident Training (Part One)**

HRE conducted two training sessions for Dons and Head Residents from Housing Services. Day one topics included gender and sexual diversity, gender and sexual violence, and trauma. Day two topics included anti-racism, accessibility, and equity, diversity, and inclusion.

### **EDI, Accessibility & Anti-Racism Training for Head Residents (Part Two)**

In this second part of the training, Head Residents deepened their understanding of equity, diversity, inclusion (EDI), accessibility, and anti-racism. Participants built on foundational knowledge to develop advanced strategies for creating inclusive, accessible, and anti-racist living environments.

### **EDI, Accessibility & Anti-Racism Training for Dons (Part Two)**

In this second part of the training, Dons deepened their understanding of equity, diversity, inclusion (EDI), accessibility, and anti-racism. Participants built on foundational knowledge to develop advanced strategies for creating inclusive, accessible, and anti-racist living environments.

### **Equity, Diversity, and Inclusion Leadership Training**

This training, in partnership with People and Culture, was designed for Brock university department leads seeking to enhance their leadership skills in equity, diversity, and inclusion (EDI). Participants explored foundational concepts related to equity, diversity, and inclusion, human rights, and the duty to accommodate.

### **Equity and Social Justice Committee – EDI and Human Rights Training**

This training session, tailored for the Equity and Social Justice Committee at the Faculty of Education, focused on foundational concepts on equity, diversity, inclusion (EDI) and human rights.

### **Guest Lecture for CRIM 3P98: Domestic and Intimate Violence**

The guest lecture focused on identifying how racism and oppression impact sexual violence against Black, Indigenous, and People of Colour. The lecture explored how intersecting forms of oppression (such as systemic racism and colonialism) create unique vulnerabilities for BIPOC individuals and align with systemic issues such as racism in the criminal justice system.

### **Global Accessibility Awareness Day Workshop**

This workshop focused on creating accessible online environments for workshops and meetings.

### **Graduate Student Equity and Inclusion Workshop Series: Duty to Accommodate**

This training was for graduate students who are teaching assistants. The training focused on their legal duty to accommodate, as well as defining what a 'reasonable' accommodation is.

### **Hair Matters Workshop**

The Hair Matters workshop, held on campus for Black students, explored the cultural significance of Black hair and the challenges of hair discrimination. Facilitated by the Intake and Support Counsellor and the BSSC Wellness Navigator, the session highlighted the connection between hair, identity, and mental health. It provided a supportive space for students to discuss how societal pressures impact self-esteem and well-being, while also offering self-care practices and strategies for building confidence and embracing natural hair, promoting overall mental health and wellness.

### **Healthy Relationships: Red Flag, Green Flag – Part 1 and 2**

The Healthy Relationships workshop series helps participants to balance relationships while navigating academia and personal challenges. Part 1 focused on recognizing healthy versus unhealthy dynamics, setting boundaries, and improving communication. It also explored how cultural influences shape our understanding of relationships and partner choices, encouraging participants to reflect on their patterns and educate themselves and others about fostering healthier connections. The session provided a supportive space for learning and discussion. Part 2 was an interactive workshop which explored key elements of strong relationships, including communication, boundaries, trust, and self-awareness. Students learned how positive relationships can reduce stress, improve emotional well-being, and foster a sense of connection.

### **Human Rights and Equity Training for Student Appeals Board Committee**

This training provided members of the Student Appeals Board Committee with an introduction to human rights and equity principles. Participants explored key concepts and questions related to equitable decision-making processes and an inclusive approach to appeals resolutions.

### **Introduction to Human Rights and Equity Training – Academic Advisor Community of Practice**

HRE staff delivered an Introduction to HRE: Resources, Services for the Academic Advisor Community of Practice Meeting. Participants were provided with an overview of HRE supports, key equity concepts, and practical strategies for fostering inclusive advising practices.

### **Introduction to Human Rights and Equity Training – Graduate Students**

This virtual information session was held for graduate students to learn more about the services, programs, and initiatives offered by the Human Rights and Equity Office. This session provided an overview of how HRE supports the campus community through advocacy, education, and resources related to human rights, equity, diversity, and inclusion.

### **Introduction to Human Rights and Equity Training – Graduate Student Executives**

This was a presentation to the Graduate Student Executives on the services, programs, and initiatives offered by Brock University's Human Rights and Equity Office. This session provided an overview of how HRE supports the campus community through advocacy, education, and resources related to human rights, equity, diversity, and inclusion.

### **Introduction to Human Rights and Equity Training – SWAC Wellness Navigators**

This was a presentation to the SWAC Wellness Navigators on the services, programs, and initiatives offered by Brock University's Human Rights and Equity Office. This session provided an overview of how HRE supports the campus community through advocacy, education, and resources related to human rights, equity, diversity, and inclusion.

### **Introduction to Human Rights and Equity Training – USAC**

Presentation to USAC on the services, programs, and initiatives offered by Brock University's Human Rights & Equity (HRE) Office. This session provides an overview of how HRE supports the campus community through advocacy, education, and resources related to human rights, equity, diversity, and inclusion.

### **Introduction to Universal Design for Learning**

This workshop introduced Brock staff to Universal Design for learning. It included an introduction on the difference between inclusion and accommodation, the principles of UDL and 5 takeaway items on how to implement UDL every day.

### **Library Presentation about Policies and Responding to Issues in the Workplace**

Utilizing a series of four case studies about inequities and human rights, participants were asked to identify what was inappropriate and/or unprofessional in the scenarios, why it is unprofessional, and what actions people could take to address the issues. Through group discussions, all participants reviewed various laws, policies, and campus resources that they and others can utilize to uphold human rights in the workplace.

### **National Day of Remembrance of the Québec City Mosque Attack & Action Against Islamophobia**

HRE hosted a tabling event to honour the victims of the Québec City Mosque Attack and raise awareness about Islamophobia. As part of the Green Square Campaign, the tabling promoted reflection, education, and action against Islamophobia. Community members engaged in discussions and wore green squares in solidarity.

### **Nursing Professional Learning**

This workshop was presented to the Nursing staff and faculty. It focused on accessible education and the legal duty to accommodate. It included discussions on undue hardship and the difference between accommodation and inclusion. This was a two-session workshop.

### **Presentation to SWAC Wellness Navigator Staff**

The Intake & Support Counsellor met with SWAC staff to facilitate training on consent, cross-culturally responsive supports for racialized students, and best practices for referring students experiencing racism or race-related trauma to appropriate on-campus and community resources.

### **Self-care (DIY Wellness Hour)**

The Intake & Support Counsellor and Wellness Navigator facilitated a Self-Care: DIY Wellness Hour for Black students twice, emphasizing the importance of rest as a radical act of self-preservation and resistance against societal pressures often placed on Black individuals. The session explored the connection between self-care and academic success, emphasizing how prioritizing wellness enhances focus, resilience, and overall performance. Students engaged in discussions on balancing self-care with their academic demands and created personalized self-care boxes as takeaways, equipping them with tools to sustain their well-being throughout their educational journey.

### **Smart Start EDI, Accessibility & Inclusion Training**

This training for Smart Start Peer Staff focused on sharing best practices to support a welcoming and inclusive environment for students.

### **Strategies for Anti-Racism in Action**

Facilitated in collaboration with the Career Curriculum Consultant for Equity, Diversity, and Inclusion in CCEE, the session aimed to equip Co-op, Career, and Experiential Education (CCEE) leadership with essential knowledge, self-awareness, and actionable strategies to address anti-Black racism and foster inclusivity within their department and as part of their co-op processes and procedures. Anchored in societal imperatives, Brock University's Strategic Plan, and the Scarborough Charter, the training emphasized the principles of anti-racism education, implicit bias mitigation, and co-op practice transformation to address systemic inequities. Participants engaged in critical self-reflection, examined biases, and explored practical approaches to integrate the Scarborough Charter into CCEE operations.

### **Student Life & Success Training**

The GSV team completed a training session with 14 staff from Student Life and Success. Topics included GSV and the Red Zone, Consent, and how to receive a disclosure of GSV.

### **SWAC Animals on Campus Training**

This training focused on orienting SWAC staff to the new Animals on Campus Policy.

### **Tabling at the Counsellor Day event**

Guidance counsellors from Niagara and surrounding areas were on campus for the day to learn more about HRE and the BSSC so they know more about how to support their students transitioning to post-secondary.

### **Understanding and Addressing Bias – Part 1 and Part 2**

Facilitated the Understanding and Addressing Bias training, part 1 and part 2, for Masters students in Kine, who explored the impact of implicit biases on decision-making and interactions.

### **Understanding and Addressing Bias in Decision-Making Processes**

In this workshop, Student Appeals Board (SAB) members reviewed what bias is, how unchecked biases can lead to problematic behaviours in one's professional work, and how subjectivity and objectivity informs decision-making. Participants reviewed bias in language and behaviours, and how the SAB grounds for appeals connect to the Ontario Human Rights Code grounds.

### **Workshop on GSV BIPOC Perspectives – Repeated Twice**

Co-facilitated by the Intake & Support Counsellor with Wellness Navigator, this workshop focused on exploring gender and sexual violence (GSV) through the lens of Black, Indigenous, and People of Color

(BIPOC) communities. It aimed to address the unique cultural, social, and systemic factors impacting BIPOC individuals' experiences of GSV. The workshop provided a safe and inclusive space to discuss these perspectives, raise awareness about intersectional challenges, and explore culturally responsive approaches to healing, support, and advocacy.

### **You Belong Here**

This workshop on navigating imposter syndrome was led by the HRE Intake & Support Counsellor, Grey Couch Owner J. Harry, and the BSSC Wellness Navigator. The session explored how imposter syndrome impacts Black and racialized students, ways to challenge self-doubt, and strategies to build confidence in academic and professional spaces. Participants engaged in meaningful discussions, gained practical tools, and connected with a supportive community that understands their experiences.

## **HRE EVENTS**

### **4<sup>th</sup> Annual Ability and Empowerment Day – May 2024**

High school students from W. Ross Macdonald School for the Blind and Visually Impaired in Brantford participated in Brock's Ability Empowerment Day, where they learned about life on campus, being a Brock student, and how Brock University can support their transition out of high school.

### **5<sup>th</sup> Annual Ability and Empowerment Day – February 2025**

Brock hosted its 5<sup>th</sup> annual Ability and Empowerment Day. High school students with disabilities or who are planning to use accommodations were invited to a one-day event where they learned about Brock University and what it's like to be a post-secondary student. This event included a keynote speaker, breakout sessions provided by Brock staff and faculty, lunch in Brock's cafeteria, a presentation by SAS and an afternoon resource fair.

### **Black and African Scholars: The Importance of Decolonizing Research**

This event aimed to amplify the profiles, accomplishments, and contributions of Black scholars, graduate students, and faculty. Invited speakers from the Faculty of Applied Health Sciences, Education, Mathematics and Science, and Social Sciences, engaged in a conversation about the role and impact of decolonization in research and knowledge production, and how to prioritize Black-focused frameworks, methodologies, pedagogies, and mentorship processes within research.

### **Black Community Forum at Brock – Winter Dinner Social**

HRE hosted a year-end social for the Black Community Forum at NGA2, a Black-owned restaurant in St. Catharines. The event provided a space for Black students, staff, and faculty to connect, reflect, and celebrate community and shared accomplishments.

### **Black History Month / African Heritage Month Community Bash**

In collaboration with the Black Student Success Centre, and an array of Black and African student clubs including the Black Student Association, the Nigerian Student Association, the Ghanaian Student Association, the Sudanese Student Association, and the East African Student Community, HRE co-hosted an evening of food, music, community, and culture, in celebration of Black History Month / African Heritage Month & the Black community at Brock.

### **Black History Month / African Heritage Month Launch Event**

In recognition and celebration of Black, African, & Caribbean culture/heritage at Brock, HRE hosted the annual Black History Month / African Heritage Month launch event. Highlights include a live performance by the PK Hummingbird Steel Orchestra, a keynote address, a preview of this year's elaborate month-long programming offerings developed by several departments and student-focused groups, and a Black Vendor Market.

### **Black History Month / African Heritage Month Celebration of Distinguished Speakers: Course Integration Social**

This was an opportunity to connect and network with the Black professionals who took part in the Celebration of Distinguished Speakers: Course Integration across various departments including the Goodman School of Business, Faculty of Math & Science, Faculty of Applied Health Sciences and the Faculty of Humanities.

### **Eid Bazaar**

HRE hosted a vendor fest featuring 20 Muslim-owned businesses to celebrate the end of Ramadan and to highlight Muslim businesses in the Niagara region.

### **International Day of Persons with Disabilities**

This hybrid event observed and celebrated International Day of Persons with Disabilities. It included a presentation of Brock's Accessibility and Inclusion Award to a student and staff member, it featured guest speakers Anna Przednowek (Brock Alumni) and Meghan Josling who discussed the intersection of disability and gender-based violence, and it included time for people to ask questions and share methods to apply what they have learned.

### **International Holocaust Remembrance Day – Walkthrough Exhibit**

HRE hosted an exhibit in observance of International Holocaust Remembrance Day through a silent walk-through exhibit. This event provided visuals and an opportunity to honour the memory of those affected by the Holocaust.

### **International Women’s Day Screening, Panel Discussion and Brunch**

This was an inspiring day celebrating women’s voices and stories in collaboration with The Film House / First Ontario Performing Arts Centre (FOPAC) featuring a film screening of *For the Culture* with award winning writer, producer and TV / radio host, Amanda Parris, followed by a panel discussion and wellness brunch at Brock University. The screening and panel that followed addressed misogyny against Black women and children in the education and maternal health field. Several members of the Human Rights and Equity Office collaborated to bring this event together.

### **Level Up: 2<sup>nd</sup> Annual Black Secondary Student Symposiums – Niagara *and* Hamilton**

In collaboration with Brock’s Black Student Success Centre, the Human Rights and Equity Office hosted Black students and staff from over 15 schools across the Niagara region for the second annual symposium. In addition, in the 2024-2025 school year, the Human Rights & Equity Office hosted students from the Hamilton-Wentworth Catholic District School Board, as a separate, second symposium. Collectively, these symposiums are dedicated to cultivating aspirations for post-secondary education while developing actionable solutions to the challenges regarding anti-Black racism.

### **Muslim Student Social**

The Human Rights and Equity Office hosted a social for Muslim students to discuss campus challenges, explore support options, and create masbaha (prayer beads).

### **National AccessAbility Day Panel Discussion**

A panel discussion to mark National AccessAbility Day. This panel included 4 disabled students, undergraduate and graduate, who discussed being a disabled student at Brock University. The discussion took an intersectional approach and included topics like being an international student, applying to programs, navigating campus and support received.

### **One Mic Educators Presents: Without Truth, There Is No Reconciliation**

In recognition of National Truth & Reconciliation Day, One Mic Educators curated an immersive 3-hour experience centred around building immigrant Indigenous friendship amongst the Brock community.

The experience explored the development of immigrant allyship in a meaningful way while addressing the impacts of colonization & unpacking the implications of the concept reconciliation.

### **Take Back the Night**

On September 19, 2024, the GSV team participated in the annual *Take Back the Night* event organized by the Niagara Regional Sexual Assault Centre. The event began at 6:30 p.m. with four speakers, two of whom shared their personal stories of sexual assault, emphasizing the need for systemic change and support for survivors. Following the speeches, participants took part in a powerful march through the downtown area, chanting and advocating for an end to sexual violence. GSV set up a table at 6:00 p.m., providing a variety of SWAG items and resources about our services. Throughout the evening, GSV engaged with Brock students and community members, discussing topics such as consent, disclosure support, and available resources.

## **HRE ONGOING PROGRAMMING**

### **Critical and Courageous Conversations**

Critical & Courageous Conversations is a discussion-based series developed by the Human Rights and Equity Office, in-line with Brock's commitment to its own Strategic Plan, The Scarborough Charter, and the Ontario Human Rights Code. The series features four 90-minute gatherings throughout the academic year, where enrolled staff and faculty delve into conversations about racism and anti-racism education.

### **Disability Monthly POP-UP**

September: This pop-up discussion focused on the legal duty to accommodate and how that impacts the Brock Community from the built environment to attitudinal barriers.

October: This pop-up discussion focused on the difference between accessibility and inclusion and how that can be applied in everyday life.

November: This pop-up discussion focused on accessible practices at work and school and how that can be applied in everyday life.

February: This pop-up discussion focused on the 10 Principles of Disability Justice.

## **Equity, Diversity and Inclusion Changemaker of the Month**

This is the second year of the EDI Changemaker of the Month program. This program highlights a student, staff, or faculty member at Brock who has made a significant contribution to equity, diversity, and/or inclusion. Examples of what an EDI Changemaker can be nominated for include leading a social justice initiative, introducing a new perspective that supports equity, diversity, and inclusion, advocating for changes to processes or procedures, and much more. Submissions for EDI Changemakers of the Month can be sent to [humanrights@brocku.ca](mailto:humanrights@brocku.ca). Please include the nominee's name and a brief description of their contribution to EDI in the Brock community.

## Student Justice Center (SJC) – Training, Events, and Ongoing Programming

**Chart 3: Overview of data captured in SJC training, events, and ongoing programming**

Type of work	SJC Trainings	SJC Events	SJC Ongoing Programming
Number delivered	10	9	4
Number of participants	168	328	1268

### **SJC TRAINING**

#### **An Ontario-Centric Event on the 1947 Partition: Examining Gender and Violence**

The Student Justice Centre facilitated a panel discussion featuring Professor Anand and Ms. Pal. Together they explored the lasting impact of the 1947 Partition through the lens of gender and violence. Ms. Pal, daughter of a Partition survivor, has written extensively on the topic and shared her global expertise. Professor Anand’s award-winning work, including *This Red Line Goes Straight to Your Heart* (2020) delves into memory, trauma, and generational storytelling.

#### **Cathartic Collages for Change**

This hands-on workshop combines art and activism. Participants explored the rich history of collage and zine making, uncovering how these art forms have long been used as tools for self-expression and social change. Through guided discussions and creative exercises, students gained insight into the power of visual storytelling while crafting their own meaningful collages.

#### **Galentine’s Day Get Together**

The focus of our Galentine’s Day Get Together this year was curating gift baskets and supplies for a local shelter in Niagara, Southridge Shelter, which provides support to community members through a holistic framework. Additionally, students were able to paint pottery items and design their own tote bags with the supplies provided, promoting creativity and friendship building amongst participants.

#### **Gender Affirming Care Myths: Debunked**

This workshop delved into the various myths related to gender affirming care, and challenged students to interrogate the biases they may hold or have been socialized to have regarding the topic. The participants were also informed on the different gender affirming care resources and services available to 2S&LGBTQ+ students and community members at Brock and in the Niagara region.

### **Let's Talk About Race Workshop**

Talking about race can be uncomfortable and challenging. However, people must acknowledge and discuss race to understand how humans experience racial power, privilege, and oppression. This workshop unpacked the importance of these discussions and the barriers commonly experienced when people engage in the topics, especially in the academic context.

### **Organizing for Change: How to Lead an Anti-Racism Campaign**

This peer-led workshop was designed to equip students with the tools and strategies needed to become effective advocates for anti-racist change at their school. Focused on student advocacy and organizing anti-racism campaigns, this interactive session guided participants through the steps of identifying key issues, setting goals and the steps of campaign planning.

### **Paint Your Peace: Pottery Painting**

This event was an affinity space for Black students. The intention was to be a safe space to express one's creativity and to paint their peace.

### **Queering Collages**

The Student Justice Centre hosted a Queering Collages event to encourage students to participate in Pride Week 2025 and create collage art pieces that celebrate their queerness and identities.

### **Reconstructing Masculinity - Deconstructing Harmful Norms**

In this discussion-based session, participants were challenged to critically reflect on masculinity and how its stereotypes - influenced by the impacts of colonialism and the enforcement of its patriarchal values - have contributed to misogyny, homophobia and transphobia in our societies. In addition to viewing these issues through an intersectional lens, participants were encouraged to consider their personal role in dismantling the patriarchy.

### **Validating Black Dialects Workshop**

This workshop explored the legitimacy of Black dialects such as AAVE (African American Vernacular English), Patios, Pidgin and Haitian Creole. Participants were informed on the historical, cultural, and linguistic roots of these dialects. Through interactive discussions and activities, participants worked to challenge linguistic bias and promote inclusivity.

## **SJC EVENTS**

### **Annual Cookout**

The Student Justice Centre hosted the annual Cookout in celebration of Black History month. Students were invited to come out for games, trivia, prizes, music and a selection of African-Caribbean dishes such as jollof food trays, jerk chicken, soul wings, mac'n cheese, a variety of pies for desserts.

### **BIPOC Community Social**

The Student Justice Centre and Student Life and Success teams co-hosted the BIPOC Community Social for students, staff and faculty who identify as Black, Indigenous and People of Color (BIPOC). This is a space to ask questions and network with the vast and diverse BIPOC community at Brock. Various vendors and organizations from the Niagara Region were present to share their resources and connect.

### **Community Crafting Session - Transgender Day of Visibility (TDOV) 2025**

This event brought together students and community members to design and craft empowering, loving posters in preparation for TDOV. Participants were encouraged to express support and visibility for the transgender community through their creative work.

### **Fire and Folklore**

Have you ever heard of the Tikbalang who deceives unwary travelers? Or Madam Koi Koi who haunts the school corridors? SJC hosted this event at Alphie's Trough Firepit. It included a night of global spooky sagas by the firelight and toasted treats!

### **Flag Raising and March - Transgender Day of Visibility (TDOV) 2025**

The Flag Raising and Transgender Day of Visibility (TDOV) encouraged students and community members to come together in solidarity and celebration of transgender community members. The march began at St. Catharines City Hall, where participants chanted through the streets in honor of TDOV. The event reminded us of those we've lost, celebrating their lives, while also uplifting and supporting the trans, gender non-confirming and gender diverse individuals in our community today.

### **Menstrual Equity Gala**

The Student Justice Centre team and Gender & Sexual Violence Prevention Peer to Peer team hosted the Menstrual Equity Gala. This event revealed and celebrated the research collected for the SJC's Menstrual Equity Best Practices Guide, which includes student perspectives and feedback on services that can be improved to support women and people who menstruate in the Brock community.

### **Roundtable Reflections: Land, Legacy and Learning**

The Student Justice Centre and Gender Sexual Violence Peer Support Teams co-hosted a Roundtable Reflections session. The topics were land, legacy, and learning to encourage students and community members to reflect on their relationships to this land, and the various (his)stories that led us all here today. Student leaders facilitated conversations and reflection activities to support everyone's learning in relation to the Truth and Reconciliation Commission, settler colonialism and the many Calls to Actions for accomplices and allies of the Indigenous communities.

### **Roundtable Reflections: Understanding Intersectionality**

This Roundtable Reflection session delved into the history and basics of Intersectionality. No prior knowledge was needed as we encouraged first-time learners and those familiar with intersectionality to join us in the space. Diverse perspectives are valuable to this rich discussion, and the goal was to help participants understand and apply the intersectionality framework to all aspects of our lives.

### **Self-Care Corner & Card Making**

November is a stressful time of year for students, and the Student Justice Centre team wants to give everyone a chance to practice self-care. People visited to make some kindness cards for themselves and others. Additionally, participants shared a hot drink, colouring pages and puzzles.

## **SJC ONGOING PROGRAMMING**

### **Bi-Weekly Menstrual Equity Discussions**

The Student Justice Centre hosted bi-weekly discussions Monday evenings. The goal was to have conversations with students about menstruation to disrupt and address stigma surrounding the topic.

### **Drop-Ins**

The Student Justice Centre offered three weekly support spaces to Brock students throughout the 2024-2025 school year. These included the BIPOC Support Drop In, Disability and Neurodivergent Support Drop In, and the General Support Drop In. These spaces aim to provide accessible, peer-led community support and resource navigation for students from equity-denied communities. This programming was developed to address a gap in service delivery identified by equity-denied students during consultations, disclosures, and focus groups held between 2020–2023. Now in its third year, the BIPOC Support Drop-In continued to provide a weekly space for racialized students. The Disability and Neurodivergent Support Drop-In, which entered its second year, offered similar weekly support tailored for students with disabilities and neurodivergent students. This year also saw the launch of the

new General Support Drop-In, expanding the reach of the SJC's peer-led programming to offer support to students from various backgrounds. Together, these three weekly drop-in spaces were offered with the goal of fostering community, providing peer support and connecting students with additional resources and supports during their time at Brock. All spaces were facilitated by trained student staff who self-identify within the respective communities they support and were equipped to receive disclosures and support students through a trauma-informed lens.

## Gender and Sexual Violence (GSV) – Training, Events, and Ongoing Programming

Chart 4: Overview of data captured in GSV training, events, and ongoing programming

Type of work	GSV Trainings	GSV Events	GSV Ongoing Programming
Number delivered	33	11	9
Number of participants	2786	392	1906

### GSV TRAINING

#### **Asexual and Aromantic Workshop: Navigating Different Types of Healthy Relationships**

GSV staff hosted a workshop specific for individuals who identify on the asexuality and aromantic spectrum. Participants learned how to set up boundaries in relationships.

#### **Boundaries 101**

GSV staff hosted a healthy relationships and boundaries workshop. The presentation consisted of educating participants on boundaries through considering red flags/ green flags protocols.

#### **Brock International Training**

This training included a one-hour session with Brock International staff. Topics included an introduction to HRE, HRE's programs and services, and a review of the Sexual Violence Policy.

#### **Black/ Queer Love Letters**

The GSV team put on an event on Valentine's Day which allowed students to come together and write love letters to themselves, loved ones, the community and/or to survivors.

#### **Bystander Intervention**

This lunch and learn workshop brought together members of the Brock community to enjoy lunch while learning about the importance of fostering a consent-based culture. Discussions were about gender and sexual violence, bystander intervention, and actionable ways to make a positive impact on campus. The event provided a valuable space for reflection and dialogue, helping to further our collective efforts toward creating a safer and more inclusive environment for everyone.

#### **Chai & Chat**

The GSV team held a South-Asian inspired self-care and wellness event for the Brock community to drop-in and indulge in some cultural snacks, participate in wellness activities, and create a community.

## **Consent Training**

In collaboration with Brock Housing Services, HRE developed and facilitated a mandatory consent 101 training course for students living in residence. All students were required to attend a 1-hour presentation about consent before Welcome Week began. In total, 16 sessions were offered on this day. There were general sessions open to all, and affinity spaces for BIPOC students, students from 2S&LGBTQIA+ communities, disabled students and students who identify as women. Support spaces with trained therapists were also available to students who wanted them.

The 1-hour training covered topics regarding rape culture, comprehensive consent, bystander intervention and how to support survivors of violence. The learning objective was for students to understand how they can contribute to creating a culture of consent having been accustomed to rape culture and normalization of sexual violence. Make-up sessions were offered and January sessions were held for students who entered residence in January.

## **Cookies, Costume and Consent workshop**

GSV staff hosted a consent training and cookie decorating activity. The workshop consisted of educating participants on consent during the Halloween season. It focused on alcohol consumption and costumes. We also discussed cultural appropriation and how we can educate ourselves and others on appropriate costumes.

## **Disability, Gender-Based Violence & Justice**

The GSV team partnered with the Accessibility and Inclusion Advisor of HRE to put on a hybrid event about how Gender based violence intersects with ableism.

## **Empower Hour**

This event was to determine whether survivors were interested in participating in a weekly survivor support group. It provided a safe space for survivors to engage with each other and find support in the Brock community. There was food and wellness activities to make it more of a casual setting.

## **Ghosting in Relationships (Healthy Communication in Relationships with Halloween twist)**

P2P staff presented a virtual workshop on ghosting and healthy communication in relationships. P2P staff taught about various communication styles and how to have difficult conversations.

### **Graduate Series Workshop: Sexual Violence & Trauma**

The Gender & Sexual Violence team, the Centre for Pedagogical Innovation and the Learning Services team partnered on the Equity & Inclusion in Academia Workshop Series. This workshop series guided new and returning graduate students and teaching assistants through conversations and learnings about how to recognize and foster inclusive and equitable spaces in academia. A virtual workshop was offered in the spring to all students, staff, and faculty at Brock University. This workshop focused on understanding gender and sexual violence in post secondary institutions and how trauma affects learning. This is a certificate series; participants must have attended all 5 workshops to receive the Graduate Student Equity & Inclusion in Academia certification.

### **Know Your Rights Workshop**

This session empowered students with essential knowledge about their rights under Ontario law and Brock University's policies regarding gender-based violence (GBV) and sexual violence. It covered key definitions, legal protections, and reporting options, while highlighting campus and community resources available to support survivors. Attendees learned about consent laws, disclosure versus reporting, confidentiality, and accommodations, as well as practical steps to access help or support others. This event aimed to equip participants with tools to understand protections, seek resources, and take informed action toward safety and recovery.

### **Law Plus Presentation**

The GSV Team facilitated training about trauma, intersectionality and restorative justice practices to students in the Law Plus program at Brock.

### **Lunch & Learn: Creating a Culture of Consent on Campus**

Our lunch & learn workshop brought together members of the Brock community for an engaging and informative session. Participants enjoyed lunch while learning about the importance of fostering a consent-based culture, with discussions around gender and sexual violence, bystander intervention, and actionable ways to make a positive impact on campus. The event provided a valuable space for reflection and dialogue, helping to further our collective efforts toward creating a safer and more inclusive environment for everyone.

### **Med Plus Presentation – First- and Second-Year Students**

The GSV team facilitated training about trauma, intersectionality and equity to first- and second-year students.

### **Med Plus Presentation – Third- and Fourth-Year Students**

The GSV team facilitated training about grooming, human trafficking and trauma.

### **MMA And Self Defense Class**

The GSV Team partnered with Brock Recreation’s MMA Coach to host a 2-hour MMA and Self Defense Class. The coach taught valuable self-defense techniques to those who attended.

### **Nursing Retreat Training**

HRE GSV staff gave a 30-minute presentation at the annual Nursing Retreat. The focus was an introduction to HRE, HRE programs and services, and safety at Brock.

### **Presentation for WGST 1F90**

The GSV team and SJC met with students enrolled in Dr Lovepreet Kaur’s Women Studies class at Brock to facilitate a workshop about 2SLGBTQ+ perspective on GSV and Intersectional Feminism.

### **Presentation to Black Student Success Centre’s (BSSC) Student Staff**

GSV Staff met with BSSC student staff and facilitated training in consent, bystander intervention, and how to receive a disclosure through our B.E.S.T. practice.

### **Presentation about GSV, SVP & GSV Supports in HLSC 1F90**

The GSV team went into the HLSC 1F90 class to deliver a brief presentation on the Sexual Violence Policy, the reporting process, and the supports and resources available to survivors.

### **Queering Consent Workshop**

This workshop was hosted twice. Participants enjoyed snacks while learning about the importance of fostering a consent-based culture, with discussions around gender and sexual violence, and the importance of consents intersectionality with the 2SLGBTQ+ community. The event provided a valuable space for reflection and dialogue, helping to further our collective efforts toward creating a safer and more inclusive environment for everyone.

### **Roundtable Discussion on Toxic Masculinity**

The GSV Team hosted a drop in event designed to be a safe space for individuals to engage with each other and discuss masculinity. Wellness activities and resources were shared too.

### **Sugar, Spice and Relationship Advice**

GSV staff hosted a health relationships and boundaries workshop and cookie decorating activity. The presentation consisted of educating participants on consent and boundaries prior to Valentine's Day. It focused on "red flags" and "green flags" in relationships and how to set up boundaries.

### **Training for Fraternity Members**

On this day the GSV team met with members of a Fraternity. The GSV Team facilitated training about consent, culture, how to receive a disclosure through our B.E.S.T. practice, BIPOC perspectives, 2SLGBTQ+ perspective and trauma.

### **Training for Brock's People and Culture**

HRE staff comprising of GSV and SJC met with members of Brock's People and Culture office. The training was about gender diversity, sexual diversity and the Trans Inclusion Guide.

### **Training for Brock Personal Trainers**

The GSV team met with student staff working as personal trainers in Brock Recreation and facilitated training in consent, sport culture, and how to receive a disclosure through our B.E.S.T. practice.

### **Training for Brock Pool Employees**

On this day the GSV team met with student staff working as lifeguards/ pool staff for the Brock Pool and facilitated training about consent, pool culture, and how to receive a disclosure through our B.E.S.T. practice.

### **Training for Brock Recreation Managers**

The GSV team met with Brock staff working as Brock Recreation Managers and facilitated training in consent and how to receive a disclosure through our B.E.S.T. practice.

### **Training International Student Ambassadors**

This training was delivered to a team of 7 International Student Ambassadors. Topics included gender and sexual violence and receiving a disclosure.

### **Women's Empowerment Discussion and Dinner**

Brock Students were invited out to come and had discussion prompts on self-care and women's empowerment. The goal was to create a community of women and allies to help support each other.

## **Youth Summer Staff EDI Training**

HRE GSV staff conducted a 1.5-hour training session for Brock's Youth Summer Staff. The focus of this training was EDI, consent, and an introduction to the Human Rights and Equity Office.

## **GSV EVENTS**

### **Art of Survival**

GSV staff hosted Art of Survival, a trauma-informed art therapy session created specifically for survivors to explore and express their experiences with gender-based violence and healing through the power of visual art. This session offers a safe and supportive environment to process emotions, foster resilience, and celebrate personal growth.

### **Art Speaks: Colouring outside the Lines**

*Art Speaks* is an annual art exhibit hosted by The Gender and Sexual Violence Team that promotes artwork as a vehicle for discussing human rights related issues. The 2025 topic was "Colouring Inside the Lines." This theme celebrates individuality, creativity, and the freedom to break away from societal norms or expectations. It highlights the idea that self-care and wellness are deeply personal and don't adhere to a one-size-fits-all approach. We encourage artists to explore and express their unique journeys, this theme symbolizes liberation from rigid rules—whether societal, personal, or cultural—and embracing the beauty of imperfection and experimentation.

### **BIPOC Wellness Fair**

The GSV Team put on a BIPOC Wellness Fair in collaboration with multiple clubs/ departments around campus. The Brock Community was encouraged to go around to the tables to learn about resources and get free items. There were stamp cards with prizes. GSV had a table where the team promoted resources and gave out cup condoms, chap sticks, candy, and condoms.

### **Consent Crafternoon: Fun & Games Edition**

During this "crafternoon," participants had a fun painting tote bags and t-shirts, working on diamond art, and engaging in other fun crafts. The healthy relationship Jenga and consent memory games sparked meaningful conversations, while board games kept everyone entertained. It was a great way to build community and promote consent culture on campus.

### **December 6<sup>th</sup> Memorial**

GSV held a memorial event at the Faith and Life Centre to remember the 14 women who were murdered due to their gender at Polytechnique Montréal on December 6, 1989. Speeches addressed the 14 women and empowered those who attended to stand up and make a change as gender-based violence is still occurring on campus.

### **District School Board of Niagara Question & Answer Event**

Short presentation about the supports and resources available to 2SLGBTQIA+ communities at Brock, followed by a question-and-answer period.

### **Healing Through Pride: Art Therapy Session**

GSV staff hosted Healing Through Pride, a trauma-informed art therapy session created specifically for 2SLGBTQIA+ individuals and allies to explore and express their experiences with gender-based violence and healing through the power of visual art. This session offers a safe and supportive environment to process emotions, foster resilience, and celebrate personal growth.

### **International Women's Day Brunch**

The GSV team collaborated with other members of Human Rights and Equity to present a brunch to appreciate women at Brock University. There were speeches from Dawn at BSSC, guest speaker Amanda Parris, and Katie Keays from GSV.

### **St. Patrick's Day Fair**

P2P partnered with SWAC for their St. Patrick's Day Wellness Fair. The Brock Community was encouraged to go around to at the tables present to learn about resources and get free items. GSV promoted office resources and gave out cup condoms, chap sticks, candy, and condoms.

### **What Ales US Film Screening and Panel**

The GSV team collaborated with multiple departments to present a Film Screening of What Ales Us. This film and the panel that followed addressed sexism and racism in Canada's brewing industry.

### **Women's Empowerment Trivia**

Celebrating Women Empowerment Day, the GSV team put on a Trivia Event and Dinner. Brock Students were invited out to come out to participate in women empowerment trivia. Goal was to create a community of women and allies to help support each other.

## **GSV ONGOING PROGRAMMING**

### **Check-Ins**

HRE offers students confidential one-on-one meetings with the Gender and Sexual Violence Intake and Support team. Check-ins are meetings where one can reflect on their progress and how they are feeling about school, work, and life in general. This is a voluntary, non-therapeutic offer for students who would like extra supports to work through their challenges.

### **Counsellor of Choice**

The Brock Counsellor of Choice (BCC) program connects students, staff, and faculty with trauma-informed counselors trained to support individuals experiencing gender-based harm. Initially focused on gender and sexual violence, the program now also supports those facing harassment, racism, ableism, bullying, and other forms of discrimination. The BCC aims to provide a diverse list of counselors with intersectional identities, lived experiences, and expertise, empowering participants to access culturally relevant and responsive support.

### **Drop-in Sessions**

Located in Thistle 128A, the Peer-to-Peer (P2P) Drop-In space is a peer support service where students can seek support, access educational resources, and receive referrals to both on and off-campus organizations. It provides a trauma-informed, intersectional, and anti-oppressive environment, staffed by part-time graduate and undergraduate students who are trained to receive disclosures and are knowledgeable about community resources for those impacted by gender and sexual violence. The drop-in space also serves as a welcoming, multipurpose area where students can hang out, enjoy free coffee and tea, play board games, have snacks, study, read, and relax.

### **Emergency Survivor Fund**

The Emergency Survivor Fund (ESF) offers prompt, one-time financial assistance to survivors of gender and sexual violence, addressing urgent needs related to safety, mental health, and necessities. There are no strict criteria for eligible or ineligible expenses; instead, the fund is intentionally flexible to provide accessible support that can help reduce harm and address survivors' emergency practical and material needs.

### **Gender Affirmation Fund**

The Gender Affirmation Fund (GAF) provides financial support to Brock community members who self-identify as Two-Spirit, transgender, nonbinary, and/or gender diverse/nonconforming, helping with costs related to affirming their gender. Recognizing the diverse experiences of gender affirmation, the

GAF does not have a predefined list of eligible expenses. The key requirement is that the funds are used for expenses directly related to affirming one's gender in a way that aligns with the individual's personal journey.

### **GSV Certificate Series**

This is a certificate series for Brock students and staff to gain a deep understanding about the complexities of gender and sexual violence. Participants must have attended all 5 workshops to receive the *Graduate Student Equity & Inclusion in Academia* certification.

In September, GSV offered a Consent & Disclosure Workshop. In October, GSV offered workshops on self-care, anti-ableism, grooming, and 2SLGBTQIA+ perspectives. In November, workshop topics included trauma, Indigenous Perspectives, international perspectives, BIPOC perspectives and masculinity. In December, GSV offered a workshop on restorative justice. In January, GSV had workshops on self-care, as well as consent & disclosure. In February, GSV had workshops on masculinity, BIPOC Perspectives, international perspectives, and grooming and human trafficking. In March, GSV offered workshops on anti-ableism, trauma and equity, restorative justice, Indigenous perspectives, and 2SLGBTQ+ perspectives.

### **GSV Tabling**

GSV has a weekly tabling initiative to engage the Brock community in meaningful conversations about consent culture. Tabling is also an opportunity to promote the P2P drop in space. The tables are set up by the Thistle Chalkboard and Walker Complex Red Wall, where students, staff and faculty are provided with information and activities to promote awareness about GSV and can ask HRE staff questions. In addition, tabling occurs in collaboration with other events and offices on campus. Examples are listed below.

September included Movie Night Tabling at Brock International, tabling at the New International Student Welcome Service Fair, Consent Week Tabling, "Shaken not Stirred" (a SWAC event) tabling, "Colour your Calm" (a BUSU event), "Sex Talks" in Residence (a Housing Services event), and "Sex Talks" (a SWAC event). October and November included solely weekly GSV tabling. December included weekly GSV tabling, as well as tabling at Pathways to Access. January included weekly GSV tabling, tabling at "Sexy BINGO" (a BUSU event), tabling at the Pow Wow (a Hadiya'dagénhahs event), and tabling at the Wellness Fair (a SWAC event). February included weekly GSV tabling, tabling at the Red Dress Day, at Ability and Empowerment Day, and "Yes Yes Yes," a play hosted by the First Ontario Performing Arts Centre. March included weekly GSV tabling, tabling at BUSU Trivia, and tabling at the Drag Show and Pasta Bar. April included tabling at Brock's Recruitment Open House.

### **Peer Safe Walk**

The Peer Safe Walk service for individuals who need or prefer accompaniment to an on-campus location without involving security. This service is available upon request for anyone feeling unsafe. To arrange ongoing scheduled support, email [svsec@brocku.ca](mailto:svsec@brocku.ca). A staff member will coordinate a meeting to establish a schedule and introduce you to the team of peers who will provide the support.

### **Safety Planning**

HRE offers personalized safety planning to support individuals who have experienced gender-based harm. Planning involves creating a tailored strategy to enhance personal safety and well-being, both on and off campus. This can include identifying safe spaces and resources, and developing response plans.

### **Safe Text**

This program offers confidential support for survivors of gender and sexual assault through text messaging, facilitated by an HRE team member. It provides a safe way to check in and out of campus or seek support when calls or other services aren't feasible. To use this service, email [svsec@brocku.ca](mailto:svsec@brocku.ca).

### **Survivor Support Group**

GSV has a weekly survivor support group. This group is designed to be a safe space for survivors to engage with each other and find peer support, educational resources, and referrals to on- and off-campus organizations. The survivor support group, facilitated by the Intake and Support Counsellor with assistance from a P2P staff member, provides psychoeducation on trauma, emotional support, a safe space for sharing experiences, and a sense of community for students affected by gender-based violence. It offered opportunities for skill-building in coping with trauma, increased awareness of available resources, and guidance on navigating healing processes.

## **Human Rights and Equity (HRE) Resources and Support**

### **Resources**

During the 2024-2025 fiscal year, HRE provided the following resources to the Brock community, which are all available on the HRE website: the Religious and Spiritual Accommodation Guidelines; Brock's Transgender Inclusion Guide; the Sexual Violence Policy Summary; and a guideline titled Affinity Spaces: A Primer.

### **Policy and Procedures Review**

#### **Respectful Workplace and Learning Environment Policy (RWLEP)**

The RWLEP is currently being reviewed. A [campus-wide consultation process](#) was initiated in early 2023. It is expected that the updated RWLEP will be implemented in 2025, subject to University standards and procedures for policy consultation and approval.

#### **Sexual Violence Policy (SVP)**

The new Sexual Violence Policy (SVP) replaced the former Sexual Assault and Harassment Policy (SAHP). The review process took place from 2022 to 2024. The updated SVP policy has guided the University's response to disclosures and reports of sexual violence, with a continued emphasis on survivor-centered and trauma-informed approaches. In the 2024-2025 fiscal year, 83 individuals made disclosures under the SVP policy and were provided with support, resources, and information about their options, demonstrating both the policy's accessibility and its role in connecting survivors with meaningful support.

#### **Accessibility for Ontarians with Disabilities Act (AODA)**

The Accessibility for Ontarians with Disabilities Act (AODA) requires all levels of government and organizations - including universities - to achieve accessibility for all Ontarians by January 1, 2025. Currently under the AODA there are recommendations relating to standard changes including the pending Post-Secondary Standard implementation which have been provided to senior leadership in 2021-2022 to reflect on for strategic planning in the coming years. These changes, particularly those related to the Post-Secondary Education standard will have a significant impact on the institution. Additionally, as The Accessible Canada Act (ACA) continues to develop their standards, Universities may need to reflect on current practices as they relate to accessibility and inclusion. The Accessibility and Inclusion Advisor continues to participate in broader public sector coalitions as well as University communities of practice which assist in advising the Council of Ontario Universities (COU) and University leadership on best practices related to the implementation of the AODA.

In 2024, Brock filed its Accessibility Compliance Report indicating compliance after reporting continued non-compliance with the Information and Communication standard, particular to web compliance in 2023. The 2021 compliance review noted a need to improve customer service training. With the migration to Brightspace complete, the AODA training is under significant review and redevelopment. The next reporting cycle is 2025, when Ontario is expected to be fully compliant with the AODA.

### **Service Animals on Campus Policy and Procedure**

Over the course of the academic year, HRE contributed to the establishment of a service animal policy and procedure, which became active as of September 2024.

### **Internal Brock Committees**

HRE supported the following internal Brock committees during the 2024-2025 school year: the Access and Inclusion Working Group (Student Life and Success); the Access and Inclusion Working Group for Welcome Week; the Accessible Built Environment Committee; the Accessible Communications Committee; the Accessible Technology Summit; the Accessibility and Empowerment Day Committee; the Animals on Campus Working Group; the Annual Pre-Winter Snow Clearing Committee; the AODA Web Compliance Committee; the Anti-Ableism and Mental Health Committee; the Black Community Forum at Brock (BCFAB); the Black History Month Working Group; the Ed Tech Community of Practice; the Enabling Accessibility fund; the Gender and Sexual Violence Funding Adjudication Committee; the Horizon Scholarship Adjudication Committee; the Learning Spaces Advisory Group; the National Truth & Reconciliation Day Working Group; the Niagara DEI Community of Practice; the President's Advisory Committee on Human Rights, Equity and Decolonization (PACHRED); PACHRED's Anti-Racism Committee (ARC); PACHRED's Sexual Violence and Prevention Committee (SVPC); PACHRED's 2SLGBTQ+ Working Group; PACHRED's Anti-Ableism and Mental Health Committee (AAMH); PACHRED's Decolonization Committee; PACHRED's Employment Equity Committee; the Planning for Parliamentary Assistant for the Minister of Seniors and Accessibility to visit; the Pow Wow Planning Committee; the Sexual Violence Prevention Committee; Smart Start; the Strategic Planning Group (Environmental Sustainability Research Centre); the Trauma-Informed Practice Working Group; and Two Row Council.

### **External Committees**

HRE supported the following external committees during the 2024-2025 school year: the Accessibility Community of Practice; the BIPOC Counsellor and Accessibility Counsellor Meeting Ontario Post-Secondary; the Human Trafficking Prevention Steering Committee; the Niagara DEI Community of Practice; the Ontario University Sexual Violence Network; and the Steering Committee for the Code of Conduct for Preventing Human Trafficking in the Niagara Region.

## **Bill 166, Strengthening Accountability and Student Supports Act**

On February 26, 2024, the Ontario government introduced Bill 166, Strengthening Accountability and Student Supports Act, 2024. Bill 166 received Royal Assent on May 16, 2024. This legislation amended the Ministry of Training, Colleges and Universities Act (“the Act”) with new requirements for Ontario’s publicly assisted colleges and universities to have policies and rules that describe how each institution will address and combat racism and hate; with additional requirements for communicating the policy, and for annual reporting to the Board of Trustees and the Ministry. Policies can take many forms, including a dedicated stand-alone policy on anti-racism/anti-hate or embedded into existing policies and processes such as being part of a harassment and discrimination policy or a code of conduct. Institutions may also use existing complaint mechanisms. Accordingly, Brock University’s Respectful Working and Learning Environment Policy (RWLEP) fulfills many of the requirements outlined in Bill 166, as it is the policy that prohibits harassment and discrimination according to the Ontario Human Rights Code, and commits to providing training, supports, alternative resolutions, complaint processes, and investigations.

The Human Rights and Equity Office, in collaboration with Office of Legal, Compliance, and Policy reviewed the University’s Respectful Working and Learning Environment Policy (RWLEP) and found that this existing policy is in alignment with the Minister’s directives as outlined in Bill 166.

The following directives from Bill 166 are being met by Brock’s RWLEP:

- The RWLEP outlines Brock’s commitment to an inclusive and respectful work and learning environment that is free from harassment and discrimination (including human rights harassment) and it includes an obligation to act promptly and efficiently to deal with such behaviours.
- The policy is published online and is available to anyone who requests it.
- It applies to students, faculty, staff, management, and visitors, including guest speakers.
- Brock University generally reviews its policies on a three-year cycle, whereas Bill 166 requires a review at least once every five years.
- Each institution must provide its Board of Governors with an annual report on the implementation and effectiveness of its anti-racism /anti-hate policies and rules in the preceding year, which is met annually through the Human Rights and Equity Office’s Annual Report.
- The Human Rights and Equity Office’s Annual Reports are publicly available. These reports include the number and type of complaints reported by students, faculty, and staff, and the data is disaggregated by Code Grounds, as outlined by the Ontario Human Rights Code, and include outcomes of the incidents (e.g., personal resolutions, informal resolutions and formal

complaints). Moreover, these Annual Reports also outline the number of complaints that do not proceed to a review, which is captured by “consultations.” Consultations are defined as advice given on a matter that falls outside the scope of a personal resolution, informal resolution, or formal complaint.

The following updates were completed to fulfill the directives in Bill 166:

- Bill 166 outlined that there must be a centralized platform available for the campus community to access all the necessary information in alignment with the legislative and directive requirements. To meet this requirement, the Human Rights and Equity Office, in collaboration with Office of Legal, Compliance, and Policy and the University Marketing & Communications Office created a website titled Anti-Hate / Anti-Racism at Brock University: Brock’s Commitment to Combatting Racism and Hate, which can be found here: <https://brocku.ca/anti-hate-anti-racism/>

Next steps regarding Bill 166 and the Respectful Work and Learning Environment include:

- Bill 166 outlines that a consultation process with stakeholders must take place to identify the needs and priorities of the institution with respect to anti-racism and anti-hate. The RWLEP is currently being reviewed. A campus-wide consultation process was initiated in early 2023. It is expected that the updated RWLEP will be implemented in 2025, subject to University’s standards and procedures for policy consultation and approval.
- Bill 166 states that “Under the Code, postsecondary institutions have an obligation to both proactively assess and address signs of systemic discrimination and respond to, investigate and remedy claims of discrimination or harassment that are raised.” Currently there is no explicit process for systemic discrimination claims. This is an update to be included in the RWLEP review.
- Bill 166 outlines that “resolution timelines” (e.g., the number of months to resolve a complaint) must be included in annual reporting. The Human Rights and Equity Office is considering how to document resolution timelines for the 2025-2026 annual reporting.
- Bill 166 requires universities to outline the findings of investigations, disciplinary measures taken and any involvement in law enforcement. The Office of Legal, Compliance, and Policy will follow up on this directive as it processes formal complaints.

## Human Rights Consultations, Complaints & Resolutions

The Human Rights and Equity (HRE) Office is responsible for the administration of consultations and complaints under the Respectful Work and Learning Environment Policy (RWLEP) and addresses concerns related to code-based discrimination, harassment, and bullying as defined by the Ontario Human Rights Code. HRE also conducts consultations and addresses complaints issued under the Sexual Violence Policy (SVP) in relation to issues of gender and sexual violence.

During the 2024-2025 fiscal year, the Human Rights and Equity Office engaged in 741 **consultations**. A consultation is defined as advice given on a matter that falls outside the scope of a personal resolution, informal resolution, or formal complaint (as detailed below).

Complaints are resolved through three formats:

- *Personal Resolutions* are confidential contact with HRE for advice or coaching on resolving a concern oneself, or by an individual choosing to take no action.
- *Informal Resolutions* may include mediation, accommodation, training, voluntary no-contact agreements, apologies, and/or other forms of restorative justice
- *Formal Complaints* are managed through the University’s Investigations Manager, in the Office of Legal, Compliance and Privacy.

The HREO received a **total of 35 complaints** under the RWLEP from May 1, 2024, until April 30, 2025, with 49 processes carried forward from the previous year. Complaints related to personal and workplace harassment, disability, and race were the most predominant on campus, with disability continuing to be the largest portion of complaints received by HREO. There was a significant decrease in cases where students were the respondents, as these cases have begun being referred to Student Affairs for administration, as per the new changes to processes under the RWLEP review.

**Chart 5: Overview of RWLEP Complaints and Resolutions from May 1, 2024, to April 30, 2025**

Total Number of Complaints	Fiscal 2024-25	Fiscal 2023-24	Fiscal 2022-23
Received during the period	35	122	137
Ongoing from previous year	49	68	168
Year To Date	84	190	305
Resolution Type	Fiscal	Fiscal	Fiscal

	<b>2024-25</b>	2023-24	2022-23
Personal Resolution	49	70	80
Informal	27	90	59
Formal	8	5	8
Complainant Type	<b>Fiscal</b>	Fiscal	Fiscal
	<b>2024-25</b>	2023-24	2022-23
Student	64	130	173
Faculty	8	35	42
Staff	17	61	74
Visitor	0	1	2
Institution/Unknown	0	0	7
Total	84	227	307
Respondent Type	<b>Fiscal</b>	Fiscal	Fiscal
	<b>2024-25</b>	2023-24	2022-23
Student	7	63	83
Faculty	34	75	103
Staff	37	48	78
Visitor	2	0	2
Institution	1	0	46
Unknown	3	12	3
Total	84	198	322
Complaint Type	<b>Fiscal</b>	Fiscal	Fiscal
	<b>2024-25</b>	2023-24	2022-23
General Harassment (Personal or Workplace)	28	47	112
Sex	7	31	39
Race	27	30	40

Ancestry	2	1	4
Colour	1	1	9
Ethnic Origin	4	0	35
Disability	33	55	74
Age	2	2	2
Reprisal	0	0	3
Creed	4	17	33
Gender Identity/Gender Expression	0	4	27
Family Status	1	0	1
Sexual Orientation	0	0	2
Consultations	<b>Fiscal 2024-25</b>	Fiscal 2023-24	Fiscal 2022-23
	741	1512	793

## Sexual Violence Policy (SVP) Consultations, Complaints & Resolutions

Gender and sexual violence (GSV) processes in relation to the Sexual Violence Policy (SVP) are survivor-driven, meaning that wherever possible, all steps proceed in the direction that Survivors chooses. Most processes begin with a disclosure, which may then result in a consultation, a personal resolution or an informal process through the Human Rights and Equity Office.

- A *disclosure* is when a person shares an incident of gender and sexual violence with someone from the Human Rights and Equity Office. See Chart 6: Overview of SVP Disclosures from May 1, 2024, to April 30, 2025, for more data on disclosures.
- A *consultation* on the Sexual Violence Policy is when advice is given on a matter that falls outside the scope of an informal, personal or formal resolution (defined below).
- *Personal Resolutions* are confidential contact with the GSV intake team for advice, support or coaching on resolving a concern oneself, or by an individual choosing to take no action. See the section of this report titled “GSV Ongoing Programming” for additional examples of GSV programming and supports.
- *Informal Resolutions* are when someone in HRE assists Survivors in resolving the matter through restorative justice practices. Examples may include assisting a Survivor to access accommodations or supporting a Survivor with mediation or a voluntary no-contact agreement.
- *Formal Complaints* are managed through the University’s Investigations Manager, in the Office of Legal, Compliance and Privacy.

**Chart 6: Overview of SVP Disclosures from May 1, 2024, to April 30, 2025**

Total Number of Disclosures	Fiscal 2024-2025	Fiscal 2023-24	Fiscal 2022-23
Carried over from previous period	122	67	47
Received during this period	83	125	74
Total open files at the end of the period	41	67	64
Drop In Disclosures *New	23	-	-

Disclosures – Survivor Demographic	<b>Fiscal 2024-2025</b>	Fiscal 2023-24	Fiscal 2022-23
Student	67	112	64
Faculty	0	4	0
Staff	3	8	1
Third Party	12	9	0
Anonymous/Other	2	4	4
Total	83	1137	31
Disclosures – Respondent Demographic	<b>Fiscal 2024-25</b>	Fiscal 2023-24	Fiscal 2022-23
Student	24	30	23
Faculty	2	2	1
Staff	5	6	2
Other/Unknown (Survivor may not know or not willing to disclose)	52	89	47
Total	83	2128	74
Disclosure – Sexual Violence Categories	<b>Fiscal 2024-2025</b>	Fiscal 2023-24	Fiscal 2022-23
Assault	34	45	44
Harassment	20	25	23
Childhood Abuse	5	4	6
Stalking	1	2	10
Indecent Exposure	0	0	0
Voyeurism	1	0	0
Exploitation	0	0	4
Discrimination	2	7	2
Relationship Violence	3	11	12

Cyber Harassment	1	2	10
Unknown	15	64	10
Other	11		
Total	93	147	119

**Chart 7: Overview of SVP Consultations from May 1, 2024, to April 30, 2025**

Consultations	Fiscal 2024-25	Fiscal 2023-24	Fiscal 2022-23
Consultations	514	2,928	1,281

**Chart 8: Overview of SVP Accommodations from May 1, 2024, to April 30, 2025**

Accommodation Request	Fiscal 2024-24	Fiscal 2023-24	Fiscal 2022-23
Assignment Extension	96	38	39
*Assignment: Alt Format	0	0	-
*Exam Deferral	27	11	-
*Exam: Alt Formal	0	0	-
Exam Room Accommodation	12	0	9
In Class Change	5	1	3
Back Dated Withdrawal	6	3	9
Living Space Change	0	0	0
Extra Exam Time	4	5	-
Presentation Accommodations	0	5	-
Proctor Exam*	7	10	-
Make Up Absence	20	15	-
*Other	4	12	-
Total	181	100	73

**Chart 9: Overview of SVP Resolutions from May 1, 2024, to April 30, 2025**

Resolution Type (Closed Cases)	Fiscal 2024-25	Fiscal 2023-24	Fiscal 2022-23
Personal Resolutions	56	62	53
Informal Resolutions	25	43	-
Formal Complaint (SVP)	9	10	7
Niagara Regional Police Process	1	2	1
Referrals	Fiscal 2024-25	YTD 2023-24	Fiscal 2022-23
Internal - SWAC	1	4	15
Internal - SAS	0	2	3
Internal - Security	0	10	30
Internal - Ombuds	6	1	0
Internal - Survivor Group	6	68	8
*Internal – Emergency Survivor Fund (ESF)	13	15	5
Internal – HRE Intake Counsellor	15	-	-
*Internal – HRE Intake Advisor	2	41	-
External - Hospital	1	11	0
External - CARSA	1		0
External – Counsellor	14	39	29
External - Health Practitioner	0	1	2
External - Police	0	6	14
External - Other	0		8
Brock Counsellor of Choice	24	39	34