



Aboriginal Healing Garden, Brock University

PUSHING ONWARD.
HUMAN RIGHTS TASK FORCE

May 2017

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EXECUTIVE SUMMARY

The Brock University Human Rights Task Force (HRTF) was established in March, 2016 to provide recommendations to the President for improving Brock's human rights policies and services. Over the course of its mandate, the HRTF met 19 times. All meetings were open to members of the Brock community.

In January 2017, the Task Force released its interim report and subsequently facilitated a consultation process, both online and in-person, with all sectors of the Brock community: senior administration, faculty, staff, graduate students and undergraduate students.

Drawing on feedback gleaned through these consultations, the final report of the HRTF was released in May 2017, setting out 46 prioritized recommendations across six thematic areas.

These recommendations are intended to help the President and Brock's governing bodies guide the University in addressing issues of human rights, and to foster a culture of working and learning that is more safe, welcoming and inclusive.

INTRODUCTION

The Brock University Human Rights Task Force recognizes that human rights are a constantly evolving set of ideals that promote and reinforce the dignity and self-determination of all individuals and attempt to mitigate systemic inequalities. University communities, as small microcosms of society, will always face challenges as we strive to show leadership in promoting greater equity.

The President's Human Rights Task Force emerged in response to a crisis of human rights at the University — an occurrence of sexual violence in the Department of History, multiple incidents of racist performances by students on campus, and a sense of disappointment with the institutional response to these and other events. The Task Force is comprised of student, staff, faculty and external community members with a diverse range of backgrounds, experiences, perspectives and abilities. It is the first initiative in the history of the University to comprehensively examine human rights in our community.

This report contains the final recommendations of the Human Rights Task Force. Brock University is at a turning point in its history. This initiative is occurring whilst we are in the midst of a search for a new President, and that person will certainly need to champion and provide leadership to improve and advance human rights, equity and inclusion at Brock University. We are hopeful that these recommendations will guide and inform institutional priorities and practice, and clearly convey the acute need for additional resources to support equity initiatives at Brock University. The Task Force is hopeful that this final report will shape the character of this campus in the decade to come.

Early on, the Task Force elected to prioritize sexual violence, racism, and ableism as areas of focus. We consulted internal administrative units, the Anti-Racism Task Force, administrative and student groups working to challenge ableism, and the Sexual Violence Prevention Committee. Greatly beneficial to our process was an examination of best practices from other post-secondary institutions, including inviting visitors from McMaster University and the University

of Guelph. In January 2017, we presented the Brock community with our interim recommendations for feedback, holding multiple in-person consultations and collecting online feedback. In particular, our interim report consulted on the following areas of concern:

- Leadership at the University needs to reflect the diversity and richness of our society.
- Proactively addressing human rights begins with education, mentorship and training.
- More data is required to understand areas of need with regard to equity-seeking groups.
- Human rights policies at Brock need to be updated and harmonized with each other.
- Practices and protocols at Brock need to align with the policies they implement.
- Significant financial investments are needed to make human rights an institutional priority.

While our interim report focused on the overarching principles which guide our specific recommendations, this report contains a comprehensive prioritization of these recommendations. Feedback, reflections and perspectives from Brock students, staff and faculty provides a collective insight on ways to repair, build, create and innovate new human rights policies, processes, supports and services at Brock University.

Brock University faces similar funding challenges to other public institutions. However, the Task Force is hopeful that our prioritization of recommendations assists the University administration in developing a meaningful implementation plan. Many of our recommendations do not require additional funds, but rather a re-allocation of internal resources, a

re-ordering of priorities and a willingness to commit to building a campus culture that respects human rights.

A pervasive and recurring theme of distrust of the institution was revealed throughout our consultations, including repeated criticism of the manner by which violations of human rights have been handled at Brock University in the past, the composition and approach of the Human Rights and Equity (HRE) office, as well as a general skepticism that senior administration would take any meaningful steps to act upon the Human Rights Task Force's recommendations.

The Task Force also heard from a small number of members of the Brock community who expressed concern that the Human Rights Task Force membership and processes were biased and self-serving. While these viewpoints were not consistent with the overwhelming majority of feedback and commentary that was shared with the Task Force, these remain an alternate perspective that must be acknowledged; suggesting it is unlikely that any

University action plan to advance human rights will be universally accepted as either necessary or adequate.

Despite these dynamics of mistrust, the Task Force is optimistic that senior leadership at the University, including the Senior Administrative Council and the Board of Trustees, will drive the process of re-building trust within the Brock Community. In this regard, we look forward to the University's response to these recommendations.

Finally, we felt it important to highlight a central and oft-recurring sentiment conveyed throughout our process; namely that, overall, members of Brock Community appreciate and value living, studying, working and teaching here. They care deeply about the University and our campus culture. Each of us, and the institution as a whole, has a responsibility to promote and safeguard human rights at Brock and to influence a culture of working and learning that is safe, welcome and inclusive. Together, we hope to push onward and actualize a more equitable, diverse and respectful university.

MANDATE AND MEMBERSHIP

As set out in its Terms of Reference (Appendix 2), the mandate of the Task Force was to make recommendations to the Brock President to improve Brock's human rights policies, processes, services and supports. With regard to Brock's legal obligations and best practices, the Task Force was asked to review and make recommendations regarding:

- a. Renewal and harmonization of all policies and procedures that impact human rights at Brock, including, but not limited to:
 - i. Complaint resolution process for human rights matters including investigation, resulting actions, and appeal.
 - ii. The support and protection provided to parties in a complaint resolution process.
 - iii. The privacy and confidentiality requirements of the complaint resolution process.
- b. Building awareness of human rights obligations and culture at Brock.
- c. Enhancing diversity and inclusivity within the Brock community; and
- d. The organization, staffing and resources of Brock's Human Rights and Equity (HRE) office.

Its membership (which is set out in full in Appendix 3) comprised faculty, staff, students and community representatives, working alongside resource staff. Each of the employee unions were invited to appoint official observers to attend meetings and engage with the process.

PROCESS OF THE HUMAN RIGHTS TASK FORCE

The Human Rights Task Force has been learning, hearing concerns, questioning and reflecting on current human rights policies, procedures, services and supports over the past year. The first half of our process began with a review of our legal obligations with respect to human rights from independent legal counsel, with a deep understanding of what human rights means in the current social and political context. We heard from a number of University stakeholders, including faculty, staff, students, union representatives, University administration, the Human Rights and Equity Office (HRE), the Accessibility for Ontarians with Disabilities Act Co-ordinator, the Sexual Violence Response and Education Co-ordinator, Campus Security, Human Resources, Student Wellness and Accessibility Centre, Anti-Racism Task Force and the Sexual Violence Prevention Committee. We also received presentations from human rights administrators at other universities, including McMaster University and the University of Guelph. We gained insights from Dalhousie University and Queen's University on gathering equity-based data.

The Task Force deliberated and synthesized the findings to present interim recommendations to the broader Brock Community. Through in-person consultations with community groups in January, February and March 2017, along with an anonymous online feedback form, we received valuable insight that helped shape our final recommendations. The Task Force would like to emphasize that our process was an institutional review, not an academic research initiative. As such, our consultations were informal, confidential and did not qualify for evaluation under academic research ethics approval. The Ontario Human Rights Commission allows for the collection and analysis of data that identifies people on Ontario Human Rights Code grounds for a Code-consistent purpose, that is, to create strong human rights strategies for public-sector institutions.¹ The Task Force's collection of feedback on Brock's policies, processes, services and supports is in accordance with this mandate.

CONSULTATION

Consultations on Ableism

There is a significant responsibility placed upon the university to ensure that it is inclusive of persons with disabilities. This requires leadership in order to affect the capacity of departments, offices, students and faculties to be truly inclusive. The nature and focus of activities that go beyond compliance with provincial accessibility legislation are relatively new, and both large and small organizations are still lacking strategies to address ableism as a critical and discursive issue. Brock University is cut from this same cloth, although it is starting to become cognizant of its myriad responsibilities to produce an environment that can shape the lives of people with disabilities in a positive manner.

The legal framework in which Brock is situated has taken several years to unfold as the definition of disability has been expanded from traditional alignments with physical disabilities. The Ontario Human Rights Code defines disability in its broadest sense as a flexible concept impacted by social and environmental barriers that prevent full participation.

Under the Ontario Human Rights Commission, Brock University has a duty to accommodate past, present, anticipated and perceived disabilities. People with mental health and invisible disabilities are typically those that experience more embedded discrimination in the provision of services, employment, housing and access. This realization is why the HRTF has broadened its scope to include ableism as a focus for its reporting. The change in our responsibilities came about when it was realized that current broad cultural narratives predict that we become cognizant of disability issues as a reaction to a request for an accommodation, complaint mechanisms, or access issues due to some aspect of the environment, but

not as an aspect of cultural diversity. This analysis of the problems with complaints-driven processes is reflected in the responses from the community during the consultations.

The HRTF ran numerous group consultations and opened an online feedback system to gather information from individuals. During this process the HRTF heard thematic responses from various people on campus. A component of this information regarded concerns about accommodation for students, relating to the lack of sufficient staff in Student Access Services (SAS) to fully commit to the job of applying accommodations across the university. Another theme was that there was not

enough being done to address the full scope of disabilities on campus with regards to things like parking, library access, access to appropriate services, the campus itself and timely mental health care. These themes serve as an indication that education, policy change and campus-wide capacity building regarding accessibility and inclusion would be beneficial function towards in addressing ableism.

.... a significant responsibility placed upon the university to ensure that it is inclusive of persons with disabilities.

A more expansive approach is needed to acknowledge the continuum of ways that “disabilities” affect the university experience. This includes the need for better education, but also, the need for better intelligence gathering. Within the past few decades, the idea of disability has been expanded from encompassing solely physical and visible attributes to encompassing mental health issues and invisible disabilities such as HIV/AIDS; it now speaks to the treatment of food borne anaphylaxis as a rights issue. Information is key to the development of clear and concise policy frameworks that will have a relevant impact on students, people who partake in University services, employees and people in the overall

community. There has been a significant push towards framing disabilities as a human rights issue, and currently, Brock University has undertaken to review its disability policies in this light.

Consultations on Racism

The consultations on racism at Brock University emerged from the HRTF mandate to solicit input from students and faculty regarding racial violence and harassment on campus. The first step in this process was a meeting with representatives from Equity offices at McMaster and Guelph universities in October 2016, to learn from their proactive leadership in this area. We also gained insight regarding equity-based data gathering for accountability purposes through Dalhousie University and Queen's University.

In November we convened a special meeting with groups who have taken leadership to challenge racism within Brock, including the Anti-Racism Task Force, ESL Services, the Student Justice Centre, and the Ombuds Office. From January to March we invited in-person and online comments on the Interim Report and the majority of that feedback concerned issues of racial violence, harassment and the lack of institutional commitment to racial equity and justice. Finally, on March 21st, the Research and Assessment Committee of the Anti-Racism Task Force organized a Speak Out: Town Hall on Racism at Brock with over sixty people in attendance. Insights from that event are included in the analysis presented here.

It is important to contextualize the feedback we present within cross-sectoral initiatives and research on racism in higher education. One of the most recent examples of mobilizing in this area was the e(RACE)r Summit on Race and Racism on Canadian Universities, hosted by Wilfrid Laurier University on March 21, 2016, the International Day to Eliminate Racism. With 150 delegates (from VP's to students and front-line staff) representing 19 post-secondary institutions, the

event brought together key leaders and researchers to address the "urgent need to change campus culture and to use a race based lens to re-assess traditional vision statements and guiding documents of postsecondary institutions."^{xiv} Participants emphasized the impact of systemic, inter-generational and inter-personal racial violence on students, staff and faculty. The Summit recognized that examples of racism across the sector had already been well documented and that there is a psycho-social impact on racialized people when they are asked time and again to speak about their experiences of racism, and there is no institutional change as a result.^{xv} Overall the Summit concluded that:

"urgent need to change campus culture and to use a race based lens to re-assess traditional vision statements and guiding documents of postsecondary institutions."

1. There is an absence of 'pro-active' anti-racism measures at universities, including a lack of accountability for addressing racism; a focus solely on risks and liability; a failure to allocate resources to anti-racism initiatives; and a lack of 'safety' to raise concerns about racism without retaliation.
2. There are insufficient educational supports for racial justice, including training for senior administration, faculty and students; a failure to prioritize Indigenizing the university; few efforts to challenge racist stereotypes in campus culture; and a lack of understanding concerning how to address the intersections of racial justice with gender, sexuality, poverty etc.
3. The systemic perpetuation of racism continues, including the failure to support anti-racist organizations; a lack of institutional support for transparent policy development; an uneven implementation of existing policies, for example with employment equity; and a lack of institutional support for research to promote racial justice.^{xvi}

This review of cross-sectoral work on racism in higher education highlights the fact that the results from the

consultations on racism at Brock are consistent with the analysis being developed by other universities across Canada. We now turn to the main themes that arose from our consultations with students, faculty and Aboriginal/Indigenous instructors and staff at Brock. To safeguard fidelity in the reporting of feedback from Brock University, persons are featured in an authentic manner by using their narrative texts in quotation marks. However, the identifying features of individuals have been removed to protect the identity of those who came forward during the consultation process.

Students:

As noted above, the overwhelming feedback from students and faculty suggested that racism negatively affects their university experience, and many lack faith in the ability of administrators to assess the current racial culture or make recommendations for change to promote greater racial equity and justice. As a result, students suggested that Brock take steps to restore faith and garner confidence by hiring an arm's length consultancy firm to conduct an inquiry into race at Brock University. Comments such as the following substantiate that view:

"These types of issues (on race) should be addressed by an independent and outside committee that could present an unbiased decision. This will help the community to be more open about these types of issues. Otherwise, it will be hard to see any real change. I've seen friends become victims of very crude comments from staff about their race culture etc. The staff at Brock sometimes could be very much removed from [non-white] outsiders. [That is] not very good for a campus trying to welcome students from the Greater Toronto Area (GTA) where most of the kids have first generation immigrant parents."

Specific examples were provided of critical incidents that transpired in classrooms and impacted on the quality of learning students experienced. These incidents demonstrated that students were exposed to TA's, course instructors and staff who lacked skills for effective dialogue with students from cross-cultural backgrounds, and for challenging racism when it occurs. In online feedback, students asked Brock

to be critical of its hiring practices: "Better vetting of the biases of tenure track professors [is needed]. I've heard of teachers in programs making use of racist stereotypes regarding Aboriginal/Indigenous and Black Canadians."

In both the online feedback and the "Town Hall on Racism at Brock," racialized students referred to racism as a form of violence, and gave the following examples:

- Students conveyed the sense that complicity among white students regarding race as a form of violence. For example, non-white people are told that the limited knowledge about race among white students is an outcome of 'growing up in small town Ontario' where racism is accepted. When they directly experience racial diversity by meeting students of colour for the first time at Brock, white students lack the experience and language to convey the unsettled feelings they have about race. One racialized student explained the impact that resulted from being marginalized due to their race as manifested by the Blackface incident in 2014, "I'm so sorry, but I am so tired of people trying to find every excuse to excuse their own racism, instead of unlearning those behaviours and I'm not here for it anymore."
- Racialized students experience racial violence when they experience the normalization of white supremacy. For example, when students display the confederate flag in their off-campus loft housing, the threat of feeling personally unsafe while off campus (in St. Catharines) and on campus is normalized.
- When racialized students (especially black males) experience racial profiling from on-duty police in St. Catharines, this is experienced as violence.
- Racism is experienced as violence when Muslim male students are interpreted as a threat and such stereotypes are perpetuated by TA's in seminars.
- When an Indigenous student realizes that, "my language is listed as a course at this school, and the entire time that I've attended here as a student, they have not had an instructor to teach that course... And I think it's a form of Colonial racism that our

languages aren't validated as language credits... That should never have been a problem when things like German are accredited language credits here. This is not Germany, but we can learn it, and I think that's a big problem." Indigenous knowledge is tokenized.

- When racialized students submit their work to a TA, they can experience unfounded accusations of plagiarism. They then must become people who have the know-how and self-confidence to report the unsubstantiated claim to someone in a position of power in relation to the TA, in order to receive the grade they have earned.
- Racism is experienced as a form of violence when university course content (e.g. readings and design) reproduce colonial relations and white supremacy by promoting Eurocentric research and scholarship.
- When students report incidents of racism to campus counsellors, they are met with benevolence but no support in terms of intervention or an action plan to combat racism. As such, the student is left feeling alone and alienated by the problem of racism, and feels an added experience of institutional silencing following the reporting.
- Many students reported that the experience of alienation led to depression and lack of motivation to attend classes and study.

It is important to mention that students reported feelings of discouragement and alienation because of a culture at Brock that normalizes racism by treating racialized students as 'outsiders,' and less deserving of academic achievement. As such, racialized students have come to realize that they must develop the wherewithal to advocate for themselves on the one hand and, on the other, the resilience to withstand racism in order to survive in their programs.

Racialized students' testimonies from the "Town Hall on Racism at Brock," left the few faculty who were listening shaken. It is urgent that Brock respond earnestly to students' experiences, as the university has a moral and institutional responsibility to support student success. It is troubling for us to hear the hurt expressed by students of colour and not find it within ourselves to respond to the problem of racism:

"I was sad. I wanted to drop out of school."

"I was basically pouring my heart out to this professor, and really feeling like I was in a crisis, like I'm about to drop out of university. This is not ... are you hearing what I'm saying? I'm not finding myself here."

Racialized students' are urging that Brock professors revisit curriculum content that reproduces Eurocentrism; that Departments examine the representation of Faculty members with the view to diversify the professoriate who are increasingly teaching a culturally diverse student body; that Faculty ensure that teaching assistants are well equipped with anti-bias, antiracist and human rights training to support positive relationships with racialized students.

Testimonies at the "Town Hall on Racism at Brock" spoke to the gap between the dream of a promising future with which students of colour began their studies at Brock, and the reality of racism that compromised their aspirations and success. Some racialized students described a dream deferred because of depression and disengagement from their studies. For those students the promise of a hopeful future was forcefully removed due to racism at Brock. Despite it all, students were overwhelmingly hopeful that airing their perspectives might lead to positive change as represented in the following student testimony:

"We, as people of colour, coming from where we come from, most of us are not from St. Catharines. We come from outside cities, and because we are so aware of the different cultures that we interact with on a daily basis, we are much more easily able to adapt to white people or the white culture around here, but I think it's time that the white people adapt to us being here as well, and that we shouldn't always have to feel sorry or feel that we have to bite our tongues just because we feel they just don't get it or because they're from the small city, or whatever the case is. They need to get used to our presence. So, I think it's important, like I said, they understand that we're here and for them to respect our concerns..."

Faculty

In their online responses, feedback from racialized faculty corroborated the experiences of racialized students. Among respondents, it was widely perceived that Brock University is not following through on a viable employment equity policy regarding the hiring of faculty members from the equity designated groups. Racialized faculty experienced denial and harassment when they were critical about these gaps. Rather than being received with genuine openness and the willingness to hear marginalized views, racialized faculty members were silenced, disregarded and minimized.

Racialized women faculty spoke about gendered racism. They provided insight into how white male dominance among students can lead to harassment that is not taken seriously by, for example, Chairs of departments when they made complaints. This kind of harassment can leave an individual with post-traumatic stress disorder. Even more concerning is the fact that student perpetrators do not undergo any kind of intervention, nor any antiviolence and antiracism training. This can lead to possible reinforcement of the behavior and further victimization of other women professors of colour. It is also important to note that white female professors reported harassment by students when lecturing about immigration and racism. This was evident in the following statement:

“What happens for example when faculty members become prey to a student’s aggression, hate speech, for example? This is happening at rapid speed within our new world, political rhetoric that (makes) hate speech into an entitlement, for example. There have been many instances in the last several months of this on our campus and in classrooms; there needs to be direct support of faculty, staff and students, not only students.”

...students reported that the experience of alienation led to depression and lack of motivation to attend classes and study...

There is a growing recognition among Canadian universities that a protocol to aid in combatting harassment from students should be developed. Queens University has set a good bar regarding this issue.^{xvii}

Aboriginal/Indigenous Instructors and Staff at Brock

Feedback from Aboriginal/Indigenous instructors and staff critiqued a gap between the Truth and Reconciliation Commission’s call to action and the lack of institutional consideration for its Recommendations. Aboriginal/Indigenous instructors and staff mentioned that they “are looking for commitment from Brock as they don’t feel like they belong.” They only “have bits and pieces here, like services and classes.” They would like a building and space for Aboriginal/Indigenous students.

Further, there was critique of the fact that:

“Other [Universities] institutions have built resources through their strategic plans, and Brock hasn’t yet included [Indigenizing the University]. The biggest reserve in Canada – Six Nations – is very close to Brock. No desire to even include them in the strategic plan. – Who is the person that is

showing us the way? Who is the person that is leading the way? There is a lack of Indigenous allies – or visible Indigenous allies – on campus.”

There is a strong belief that all faculty and staff should have training in Aboriginal/Indigenous knowledge and de-colonization, and that Aboriginal/Indigenous people should be hired at all levels of the university. Furthermore, there is both a lack of leadership on Aboriginal/Indigenous issues and a visible lack of representation of Aboriginal/Indigenous people as leaders on campus. Consultation feedback from the Graduate Student Association (GSA) substantiated this view by suggesting that increasing initiatives to address the Aboriginal/Indigenous communities on

campus are a good move. Feedback reinforced the notion that at Brock, “We need anti-racism training and de-colonial analysis for senior leadership...we need to spell that out more and outline what exactly that needs to look like.”

Consultations on Sexual and Gender Violence and Harassment

As a result of the unique legislative context in this area, the consultations on sexual violence at Brock have emerged in ways that are distinct from the consultations on racism and ableism initiated by the HRTF. In the Spring of 2015, the Sexual Violence Prevention Committee (SVPC) was established in response to the notification from Premier Wynne regarding upcoming legislation on sexual violence. Bill 132 passed on March 8th 2016, and in response, Brock developed a new Sexual Violence and Harassment Policy which was approved in November 2016. The impact of the policy is not considered in this report as it was implemented after our consultations were complete. While options for formal reporting through this new policy are crucial, recent research highlights that most students opt for informal accommodations.ⁱⁱ Consequently, many universities are now recommending a greater focus on pro-active education for sexual violence prevention, and for survivors, better service provision.

To respond to this need for research on education and service provision, a team of faculty and student researchers mandated by the SVPC consulted with members of the Brock community from May to September 2016. They solicited student feedback regarding *accessible and pro-active sexual violence education strategies and support services*.ⁱⁱⁱ This process aimed to explore how *Brock University could better understand the perspectives of students disproportionately affected by sexual violence and harassment*. The focus was on those who are usually an afterthought in sexual violence research in

universities: Aboriginal/Indigenous women, racialized women, women with mental health challenges and LGBTQQ+ people (some interviewees saw themselves in multiple categories). These same students are also most likely to face additional barriers when accessing resources or reporting.^{iv} This focus is particularly crucial given that widely promoted campus consent workshops, like the Bystander Program, do not incorporate the perspectives of minoritized students in their guiding principles or workshop strategies.^v The core assumption driving this research was that if we can learn to take the *insights of those students disproportionately affected by sexual violence seriously, this process can enable the development of better education and support services for everyone. The process engaged with students from every Faculty*

in the university through eight focus groups with a total of twenty-seven participants.^{vi} (all students quoted are using pseudonyms). In addition, the project interviewed eight key informants, including academics, health promotion staff, sexual violence response coordinators, equity and diversity staff, Aboriginal/Indigenous support workers and the Elder-in-Residence from Six Nations at Brock University. [This report was](#)

[presented to the HRTF in October 2016.](#)

Bill 132 notes that one in three women will experience some form of sexual assault in her lifetime.^{vii} The importance of highlighting the experience and analysis of those most affected by sexual violence is emphasized by the research, which suggests that while most sexual assaults are committed by someone known to the victim, some people are more likely to experience assault than others.^{viii} For example: young women under 35 are five times more likely to be assaulted than others; women 12-19 are at the highest risk;^{ix} Aboriginal/Indigenous women are almost three times more likely to be the victim of a violent crime;^x sexual minority youth reported significantly higher rates of victimization than

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their heterosexual peers, with the highest risks for sexual violence among transgender and gender non-conforming youth;^{xi} women with disabilities (including mental health challenges) are three times more likely to be coerced into sexual activity through the use of force or threats; and racialized women are more likely to be targets of sexual violence and less likely than white women to gain the support of the justice system when reporting.^{xiii}

The participants in the consultation highlighted the lack of university leadership on sexual violence, and the pressing need for pro-active education, diverse peer leadership, improved policies and procedures and adequate resources. The following excerpts from the report and quotes from students emphasize how education, policy, leadership and resources fit together. Starting with the lack of inclusive educational campaigns on sexuality and consent and the consequent institutional silencing of sexual violence, we highlight the words of Azad:

[When we] do experience sexual assault, we're already experiencing day-to-day aggressions from the system that's set up on campus, so ... it becomes very internalized and you start to feel like you don't belong here. 'Cause like I said... it might be harder for you to approach your own family and best friends and talk openly about these issues... [so] the burden and those thoughts will continue to stay in your head, and will rot you, slowly. Because you feel that fear, and you feel that invisibility when you're walking around campus, and seeing that there's nobody that you can really connect with and open up to.

When Azad says that there's 'nobody you can really connect to,' she is drawing attention to the perception that the residence, counselling, health, security and student services on campus, as well as faculty, are not knowledgeable about sexual violence, are not racially and culturally diverse, nor are they familiar with the context faced by racialized communities. Her comments about the internalization of silence, 'which rots you, slowly' also highlight the mental health impacts of this erasure. Aboriginal/Indigenous students also spoke about the complex barriers they face breaking the silence about sexual violence and

harassment, but stressed their unique history and context:

If you've listened to family members talking about what they've gone through [in residential schools or foster care], and you've seen the pain that puts them through, then if you go through something yourself [sexual violence], you're not going to want to share it with them and put them through that pain again, right? So I think it kind of compounds the problem and makes it even worse. And often times you don't trust people from outside your communities.

Thus both Aboriginal/Indigenous and racialized women face a multi-layered set of experiences and inter-generational trauma which intensify silence and invisibility in relation to sexual and gender violence.

While research assistants did not ask students to share their experiences with sexual violence, several students did talk about being sexually assaulted, both prior to coming to university as well as while they were at Brock. In the example below, the narrative illustrates the intersection of sexual violence with the isolation felt by those living in a deeply heteronormative society:

So my experience with sexual violence wasn't at Brock, it was when I was nine. I was raped when I was living at my Mom's restaurant. As a result of being nine, I was terrified, and I didn't tell anybody. I didn't tell my Mom, and I didn't tell my Dad. And they just all really thought I was weird growing up, like really quiet and stuff. And then, add on being queer. So it was pretty overwhelming... I've experienced youth, child homelessness. You know, things get taken from you, and you get really used to that.

Students who get used to having things taken from them are students who will likely not find it easy to reach out for resources or support. A related concern was with feedback that indicated that when students did reach out, they were met with responses by residence staff whose religious beliefs took priority over student safety. For example in her first year at Brock, Tiffany was struggling to 'come out' and battling thoughts of suicide. When she reached

out to her residence Don for LGBTQQ+ specific supports, she was told “Oh, you could have just as much fun if you come to church on Sunday, we have a huge community of people...” While Tiffany is now completing her undergraduate degree, the lack of appropriate supports necessitated her taking a year out of her program to regain her mental health. As Brock University has taken little leadership to ensure safer spaces for LGBTQQ+ and racialized students, this work falls to student-run groups who have few resources. This lack of appropriate services negatively affects student retention and success.

Students in every focus group highlighted Brock’s lack of credibility on sexual and gender violence, and their sense that the university has engaged in deliberate silencing tactics, has not followed its own policies, and has been unwilling to be accountable to those who are most affected by sexual violence. An Aboriginal/Indigenous student, Nicole, argued: “you need to have the top people actually sympathize with the victims. Not telling them to be quiet and not say anything like they did with the last case.”

It seems clear, then, that those who are disproportionately affected by sexual violence are sharply critical of what they see as Brock’s lack of leadership to address the culture of silence that supports sexual violence and harassment on campus. To develop more credibility and trust with students and foster a climate where those most at risk see themselves in institutional efforts to challenge sexual coercion, we will need to ensure a multi-pronged approach to sexual violence education, which includes leadership from the top, diverse peer

education, and professional and consistent support at every level.

The struggle to name sexual violence is not simply personal. Sexual violence happens in the context of structural violence – which is shaped by colonization, gendered racism, intergenerational trauma, poverty, ableism, and heteronormativity. This intersection of personal and structural violence must be understood as part of any institutional transformation, including in leadership for educational campaigns and in support services. Survivors are already in our classrooms, already attempting to gain supports and accommodations, already asking us to listen. How Brock University works to prevent gender violence

and support students who are dealing with its aftermath will say a lot about us, as an institution committed to creating an equitable and accessible learning environment, as a university which seeks to enable students to succeed, and as a community committed to challenging rape culture. In all of this, those who are disproportionately vulnerable to sexual violence have a lot to teach us.

... it hard for you to approach your own family and friends and talk openly about these issues... [so] the burden and those thoughts will continue to stay in your head, and will rot you, slowly.

RECOMMENDATIONS

Based on the experiences and concerns reported to the Human Rights Task Force, the Task Force has developed 46 recommendations which are centered on six key themes:

**1
LEAD**

Brock's Board, Senate, Senior Administration and HRE office needs to reflect the diversity and richness of our society and to demonstrate a genuine and meaningful commitment to inclusiveness.

**2
RENEW**

Brock's human rights policies need to be updated and harmonized to make clear the human rights responsibilities of each member of the Brock community and improve the experience of those who experience human rights harassment or discrimination.

**3
FULFILL**

Better oversight and accountability measures are required in order to ensure that Brock's practices align with its policies and legal obligations.

**4
ENGAGE**

Brock must do more to build a culture of human rights understanding on campus through enhanced education, mentorship and training.

**5
INQUIRE**

More and better equity data is needed to understand the areas of need with regard to equity-seeking groups.

**6
SUPPORT**

Significant investment of time, money and personnel is needed to enable Brock to deliver on its human rights obligations and commitments.

These recommendations are expected to shape our campus and community for years to come. The Task Force recognizes that these recommendations will involve a major commitment by the University and that institutional resources are limited. For this reason, it has categorized its recommendations into three levels of priority.

Catching Up

A recurring theme of the Task Force's consultations was that policies, processes, services and supports at Brock University have not reflected recent developments in human rights. From a woefully out-of-date Employment Equity Policy (1992), to a lack of understanding of the duty to accommodate amongst faculty and staff, much work needs to be done. The recommendations in this category are essential to meeting Brock's baseline human rights obligations to faculty, staff, and students, and to bring the University into the current year. As such, these recommendations are to be prioritized above all others.

Keeping Up

As part of its consultation, the Task Force heard from the human rights offices of comparable post-secondary institutions and concluded that Brock is not keeping up with its counterparts in its human rights efforts. The recommendations in this category reflect best practices in human rights and must be implemented in the short term to ensure Brock keeps step with its peer institutions.

Moving Forward

The Task Force heard concerns that Brock does not have a clear strategy with respect to diversity and inclusion and lacks leadership and direction in this area. In order for Brock to become a leader in human rights, it must develop strategies that look forward to future goals. The recommendations in this category represent the strategic directions and actions Brock must follow to achieve a healthy human rights environment into the future.

1 LEAD

Brock's Board, Senate, Senior Administration and HRE office needs to reflect the diversity and richness of our society and to demonstrate a genuine and meaningful commitment to inclusiveness.

CATCHING UP

6.1.1.

That Brock University prioritizes the hiring of individuals with equity-seeking backgrounds and experience in the HRE office. Equity hiring is most important in offices which address human rights issues on campus, and is a best practice at other Ontario universities.

6.1.2.

That Brock University incorporates the 2015 report by the Canadian Truth and Reconciliation Commission in its strategic planning documents, including the Strategic Mandate Agreement and the Strategic Plan. Post-secondary institutions have an important role to play in advancing reconciliation between Aboriginal/Indigenous and non-Indigenous peoples. This reconciliation may be integrated in a number of ways into the policies, processes, services and supports available for human rights.

KEEPING UP

6.1.3.

That Brock University examines ways in which to incorporate equity, diversity and inclusivity goals into its highest governing bodies, including the Board of Trustees, Senate and Senior Administrative Council. The Task Force heard feedback that the lack of diversity and inclusion among senior University leadership has had a deleterious impact on human rights. Mentoring and supporting members of equity-seeking groups who wish to pursue leadership roles at the University will assist with a broader change in culture.

6.1.4.

That Brock University includes human rights, equity and diversity goals and metrics in its strategic planning documents, e.g., the Strategic Mandate Agreement and Strategic Plan. Leadership on human rights must start with the fundamental planning

processes of the University. Inclusion of human rights within these documents is a public commitment that the wider Brock community can rely on.

MOVING FORWARD

6.1.5.

That Brock University commits to leadership in human rights at the highest level by appointing a Vice-President of Equity, Diversity and Human Rights. The Task Force heard that leadership at the senior administrative level is needed in order to realize the inclusion goals and strategies envisaged in institutional plans and policies. Many universities have created Vice-Presidential positions dedicated to diversity, equity and inclusion to ensure implementation of and accountability for human rights goals and objectives and meaningful systemic change. The Task Force believes that the University should work towards this level of commitment at Brock.

6.1.6.

That Brock University commits to increasing diversity and inclusion within the student population, including re-evaluations of recruitment and retention strategies. Improving recruitment and retention strategies for under-represented (e.g., people with disabilities, multi-racial, Aboriginal/Indigenous, (LGBTQQ+) students will support the human rights culture on campus. The Task Force is also hopeful that an increasingly diverse student complement will result in an increasingly diverse faculty and staff ratio.

2 **RENEW**

Brock's human rights policies need to be updated and harmonized to make clear the human rights responsibilities of each member of the Brock community and improve the experience of those who experience human rights harassment or discrimination.

CATCHING UP

6.2.1.

That Brock University commits to updating the Employment Equity Policy. The current policy dates from 1992 and is currently undergoing revision. The Task Force heard overwhelming community feedback regarding the workplace culture of the University, and that recruiting and retaining employees from diverse backgrounds should become a priority. The updated policy should incorporate best practices from other universities and prioritize qualified candidates from equity-seeking groups.

- a) This new Policy should include the use of benchmarks, targets and clear timelines for the recruitment of candidates from equity-seeking groups.

6.2.2.

That Brock University prioritizes the revision of the Respectful Work and Learning Environment Policy (RWLEP). This revision should adopt an intersectional lens of accessibility, anti-racism and anti-oppression. The Task Force heard that the current complaints resolution process is cumbersome and inaccessible. The RWLEP should be harmonized with all other relevant policies, including the Student Code of Conduct. Furthermore, there is a growing recognition among Canadian universities that a protocol to aid in combating harassment from students should be developed. Queens University has set a good bar regarding this issue.

KEEPING UP

6.2.3.

That Brock University reviews the new Sexual Assault and Harassment Policy (SAHP) one year from its enactment, in consultation with the Sexual Violence Prevention Committee. The SAHP was approved by the Board of Trustees on Dec. 1, 2016. It will be revised one year after implementation.

MOVING FORWARD

6.2.4.

That Brock University effectively works to address ableism on campus by committing to using a human rights lens while updating or creating any policy dealing with accommodations, disability or accessibility. The Task Force heard that the issue of ableism is often lost in the lens of other human rights on campus.

3 FULFILL

Better oversight and accountability measures are required in order to ensure that Brock University's practices align with its policies and legal obligations.

CATCHING UP

6.3.1.

That Brock University, in partnership with the Tecumseh Centre, Aboriginal Student Services and other appropriate leadership, devotes resources to the creation of Brock-specific initiatives in support of First Nations Truth and Reconciliation. Brock University must incorporate the Canadian Truth and Reconciliation Report (2015) into its cultural, pedagogical and academic culture.

6.3.2.

That Brock University cements the independence and visibility of the HRE office. The Task Force heard about a lack of trust of the University administration when dealing with human rights matters and strong support for ensuring the independence of the HRE office. Brock should ensure that the HRE office maintains autonomy with regards to its processes and decisions, to avoid the perception or influence of undue bias.

6.3.3.

That Brock University's Facilities Management team develops and improves processes to report and prioritize those facilities issues which directly impact human rights on campus. The Task Force heard that requests for work orders to fix broken elevators, door buttons, and technology requests went unaddressed, despite directly affecting the accessibility functions of the University. The Facilities Management team should also liaise with the HRE office to ensure their work order reporting functions are fully accessible.

KEEPING UP

6.3.4.

That a Human Rights, Sexual Violence and Disability Accommodations Protocol be developed, listed in course syllabi and announced in classes, to inform students that they can obtain accommodations for human rights-code related grounds, including racism, sexual violence and disabilities. The protocol should

be a stand-alone section in the syllabi and outline where students may request accommodations and the process for doing so.

6.3.5.

That annual reports regarding human rights and sexual assault services provided by the HRE office be publicized to the Brock community. These reports should outline the types and frequency of complaints as well as outreach and programming initiatives. They should be posted online and made available in accessible formats.

MOVING FORWARD

6.3.6.

That Brock University commits to ongoing oversight of human rights policies, processes, services, supports and recommendations. This ongoing oversight, a best practice undertaken by other universities, can take the form of an annual review by a body that includes students, staff and faculty to consider current initiatives and reflect upon further opportunities for development.

6.3.7.

That Brock University addresses concerns regarding transparency in the outcomes of human rights violations. The Task Force heard concerns from students regarding the University's inability to share with student survivors the outcome of sexual violence investigations, due to confidentiality and privacy obligations to those involved in the process. While the Task Force respects the need for confidentiality in the process, it shares the view that those who experience sexual violence or other human rights harassment or discrimination should be informed of the outcome of an investigation and whether safety and corrective measures were imposed by the University. The Task Force calls on the University to explore its legal options in this regard.

4 **ENGAGE**

Brock University must do more to build a culture of human rights understanding on campus through enhanced education, mentorship and training.

CATCHING UP

6.4.1.

That mandatory and legislated training on human rights policies, practices and processes occurs for each department and unit at the University, alongside current health and safety training for faculty and staff. This training may be provided jointly by Health, Safety and Wellness, and the HRE office. The HRE office should continue to act as a resource for departments which have questions regarding equity-based supports at Brock University.

KEEPING UP

6.4.2.

That Brock University educates the University's Senior Administration, Board of Trustees and Senate on human rights, equity and inclusion issues, strategies and developments. The Task Force heard repeated concerns that cultural change is needed not just among University employees, but also among those responsible for the governance of the University. In particular, the Task Force calls for education initiatives at all levels to ensure that university leaders are able to fulfill their role in advancing equity and inclusion at the University.

6.4.3.

That the HRE office conducts training and awareness campaigns for the RWLEP, the Sexual Assault and Harassment Policy, and the Accessibility Policy. These initiatives on the policies and their uses will redress issues of racism, discrimination, sexual violence and ableism. Training and awareness campaigns should also promote the HRE office as a safe space for disclosure. Appropriate resources and time should be dedicated.

6.4.4.

That Brock University authorizes time within staff work hours to attend first responder training to aid in the creation of a safer and more responsive campus

for sexual violence survivors. The training should also review the Safe Disclosure (Whistleblower) Policy.

6.4.5.

That the HRE office develops specific anti-racism, anti-ableism and de-colonization training in addition to the sexual violence training, and promote this training to departments and groups. This training should involve the relevant stakeholders (e.g., offices and student groups) on campus. The Task Force heard that additional types of human rights training are needed around campus. Developing this training for campus departments and groups will build on the culture of human rights at the University.

6.4.6.

That Brock University designates a minimum of one Equity Representative in each faculty and administrative unit to receive training on the University's human rights processes, practices and procedures. The Task Force heard that solutions to human rights issues must involve all stakeholders, and that best practices at other universities involve training in every department. These individuals may act as an educational resource to others.

6.4.7.

That Brock University develops a diverse team of leaders and educators, including students from all equity-seeking groups (e.g., people with disabilities, multi-racial, Aboriginal/Indigenous, LGBTQQ+) who are trained to deliver intersectional sexuality, consent and bystander education. This would align with best practices at other universities, such as the model used at the University of Guelph

MOVING FORWARD

6.4.8.

That faculty members, research and teaching assistants participate in consent, bystander and first-responder training for sexual violence, and discuss the implications of this analysis for dual relationships, their role as bystanders, and their pedagogical practice. This recommendation responds to feedback from our consultation and aligns with best practices

that suggest that training is crucial to support teaching and research staff hearing disclosures about sexual violence.

6.4.9.

That Brock University supports the provision of human rights training to senior leadership of the Brock University Students' Union (BUSU) and Graduate Students' Association (GSA). The Task Force heard that both of these organizations have their own training, but Brock University should commit to providing assistance and support as appropriate.

6.4.10.

That Brock University's human rights education programs incorporate the leadership and participation of men (cisgendered, transgendered and queer) and an analysis of masculinities in human rights, sexuality, consent and bystander education. This inclusive paradigm is based on the idea that people of all genders have an important role to play in preventing sexual violence and on research that indicates that gender equity is key to reducing sexual violence.

6.4.11.

That Brock University develops sexuality, consent, bystander and first responder programs and curricula that are fully intersectional and incorporate the perspectives of those who are disproportionately affected by sexual violence. The Task Force heard that sexual violence happens in the context of structural violence – which is shaped by colonization, gendered racism, intergenerational trauma, poverty, ableism, and heteronormativity. This intersection of personal and structural violence must be acknowledged in the leadership and content of educational campaigns.

5 **INQUIRE**

More and better equity data is needed to understand the areas of need with regard to equity-seeking groups.

CATCHING UP

6.5.1.

That Brock University engages an external firm to conduct a comprehensive, anonymous and anonymized equity census and collects data on the diversity and inclusivity of the Brock community. The Task Force believes strongly in the importance of evidence-based strategies and noted a lack of equity data at the University. It looked to the practices of other Canadian universities and concluded that a comprehensive equity census is required for the University to better understand the make-up of its employee and student body and to identify key areas of concerns and attention. Many universities already conduct such surveys in the context of the Federal Contractors Program and the Task Force calls on the University to use these models to institute its own census. The results of the census should be published and discussed at a public debrief session within the Brock community. The equity census should be repeated on a regular basis, and no less than every five years, to ensure that equity data remains current.

KEEPING UP

6.5.2.

That the Anti-Racism Task Force conducts a campus inquiry (focus groups, interviews) exploring Brock University's racism and potential anti-racism initiatives, parallel to the proposed equity census and audit, and that this be appropriately resourced by the University. The Sexual Violence Task Force received administrative resources to conduct an inquiry into sexual violence and we believe parallel resourcing would be appropriate.

6.5.3.

That Brock University conducts a campus inquiry on issues of accessibility and inclusion. The Task Force learned that while there are accessibility committees and initiatives in place at Brock, they have been insufficient to prevent experiences of

exclusion, segregation and discrimination. A campus inquiry, similar to that done for sexual violence and anti-racism, would provide a helpful starting point in a shift from a reactionary process to one that anticipates and values the contributions of non-normative bodyminds.

MOVING FORWARD

6.5.4.

That Brock University undertakes to use the results of the equity censuses to inform the mandate of in-depth equity audits on the basis of the results of the equity census. The Task Force believes that the equity census will identify key areas of concern and instruct the University on where further investigation is warranted. The University should use the results of the equity audit to undertake comprehensive equity audits in specific areas of concern.

6 SUPPORT

Significant investment of time, money and personnel is needed to enable Brock University to deliver on its human rights obligations and commitments.

CATCHING UP

6.6.1.

That Brock University makes a significant investment in leadership by hiring additional permanent staff to the Student Wellness and Accessibility office in the areas of both counselling and accessibility services as well as the HRE office. The Task Force heard feedback that the HRE office has still not been resourced up to its 2012 level this will ensure these areas are appropriately resourced with a diverse team providing pro-active and accessible education and support services. A data-based analysis of these services will also ensure that the staffing complement grows as demand increases.

- a) Similarly, that a dedicated staff position be created to support racialized students on campus, parallel to the AODA Co-ordinator and Sexual Violence Response and Education Co-ordinator. This position will provide leadership on anti-racism efforts.

6.6.2.

That the University's Space Audit Committee finds a new, central location for the HRE office, which includes services for equity, human rights, diversity and inclusion. The current location of the HRE office, in the DeCew Residence, is not central or located in a neutral space. At present, campus services are differentially located across groups who are each covered under Ontario's Human Rights Code.

- a) This space should include meeting rooms for staff and individuals seeking advice and guidance that respects their rights to confidentiality. These rooms will allow for collaboration between different units in the HRE office.
- b) The HRE office should provide and promote an accessible and comfortable equity space for survivors of sexual violence, women, Aboriginal/ Indigenous people, people of colour, trans* people, LGBTQQ+ people and equity-seeking groups. This inclusionary space will act as a "call-in" to the whole University, and open up space for alliance building and activism. Resources may be provided.

KEEPING UP

6.6.3.

Make student counselling services more accessible to students by offering accessible (print and online) information about counselors, including areas of professional interest, expertise and experience. Students, staff and faculty should be able to make informed choices regarding the counseling and psychotherapy process. The Task Force additionally recommends that this information be made available from any outside counselling firms hired on contract by the University.

MOVING FORWARD

6.6.4.

That the HRE office be positioned to act as a centralized point of access to all human rights-related policies. The Task Force heard that a best practice from other universities is for the HRE office to remain a "triage centre" for addressing human rights and sexual violence-based complaints, and to be the point of first contact. The Task Force encourages the University to do greater promotion and awareness activities to make clear the role of the HRE office and to reinforce its role as the central point of contact for human rights and equity matters.

6.6.5.

That Brock University ensures that counselling services provided to students and employees for to ensure that those who have experienced trauma as a result of human rights violations are appropriately supported. The Task Force heard concerns about the nature of counselling services provided to students, the lack of diversity and cultural literacy among counselling staff and the effectiveness of those services for students and employees. It encourages the University to review the counselling services available to both employees and students from a human rights perspective to ensure that those who

have experienced trauma related to human rights violations are appropriately supported. In particular, the Task Force calls on the University to ensure that:

- a) Counselling staff reflect the racial, cultural, gendered and sexual diversity of contemporary southern Ontario. The Task Force heard that students do not see the existing counselling staff reflecting that diversity and many are not knowledgeable about the unique challenges facing minoritized communities.
- b) That Student Health Services develops appropriate protocols to ensure health-care workers at Brock University offer students options for counselling, accommodations and support. The Task Force heard that survivors are often subject to 'checkbox' treatment without inquiry into circumstances beyond immediate symptoms.
- c) That Personal Counseling Services (for students) considers re-evaluating their use of the brief psychotherapy model as their operational standard, exploring other mechanisms and avenues to provide accessible services. The Task Force heard that the number of students accessing supports and services at Student Health Services is increasing. In recognition of the serious and complex nature of the psychological disabilities presented by students, more sustained supports for mental health are crucial.

6.6.6.

That international students, staff and faculty have access to proactive information regarding human rights and sexual violence policies and services, including culturally appropriate educational initiatives. International students face additional cultural and language barriers in addressing human rights issues, and should be notified that these services are available. Material may also be provided, in a timely manner, in alternative languages upon request.

6.6.7.

That Brock University conducts an analysis every two years regarding the staffing of the HRE office, to determine that the staffing of this office is consistent with Full-Time Equivalent (FTE) ratios in Human Rights offices in post-secondary institutions across the province. The Task Force heard feedback that the HRE office is understaffed as compared to other institutions. A regular review will ensure that the University is allocating the proper amount of FTE positions per capita to ensure appropriate levels of service.

APPENDIX 1

DEFINITIONS

APPENDIX 1

Relevant Definitions

Ableism: reflects dominant perspective that privilege the able body as the unquestioned norm, often placing negative social value on populations that do not conform. Ableism creates social and cultural permissions to devalue a population and impacts the creation of environments, behaviours, attitudes and social policy.

Accessibility: The design of products, devices, services or environments for people who live with and experience disabilities. The concept focuses on reducing barriers, circumstances and obstacles that reduce equal access to policies, protocols, services and supports. (Adopted from Accessibility Ontario)

Accommodations: Accommodations for human rights-related grounds are measures implemented to assist individuals in claiming and reclaiming their human dignity at the University.

Accommodations are a fundamental and integral part of the right to equal treatment — that is, to attain the same level of performance, benefits, or privileges experienced by others. Individuals are entitled to accommodations in employment and in the provision of services under the Ontario Human Rights Code, and for sexual harassment under the Ministry of Training, Colleges and Universities Act, up to the point of undue hardship. (Ontario Human Rights Commission)

Anti-Racism: Anti-racism is the active practice of identifying, challenging and changing the values, structures and behaviors that perpetuate systemic racism. It involves challenging and changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably. (Adopted from the Ontario Anti-Racism Directorate and NAC International Perspectives: Women and Global Solidarity)

Diversity: A quality by which an institution can gauge its positive or negative representation relative to its broadest possible Canadian socio-cultural environment.

Equity: The goal of equity is to achieve inclusiveness and social and economic justice through recognition, respect, numerical representation, accountability, responsibility and the development of balanced, healthy and harmonious working environments. (Canadian Association of University Teachers)

Equity-Seeking Groups / Individuals: Marginalized groups or individuals who are disproportionately excluded from full participation in society. Such groups include but are not limited to Aboriginal peoples, persons with disabilities, persons who identify as LGBTQQ2, racialized minorities and women. Commitments to equity begin with the acknowledgement of inequity within society. (Adopted from the Canadian Association of University Teachers)

Inclusivity: Represents an institutional obligation to remove systemic barriers in order to ensure that all people can be provided an equal opportunity to participate, contribute and belong.

Human Rights: Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible. (United Nations Declaration of Human Rights)

Intersectionality: The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage. (Oxford Dictionary)

Sexual Violence: Any sexual act or act targeting a person's sexuality, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation. (Brock University Sexual Assault and Harassment Policy)

APPENDIX 2
TERMS OF
REFERENCE

APPENDIX 2

Terms of Reference

1. Mandate

The Brock University Human Rights Task Force has been established to make recommendations to improve and advance human rights at Brock.

The Task Force will provide recommendations to the President to improve Brock's human rights policies, processes, services and supports. Within the context of meeting all of our legal obligations and, further, adopting best practices, the Task Force is to review and make recommendations regarding:

- a. Renewal and harmonization of all policies and procedures that impact human rights at Brock, including, but not limited to:
 - i. Complaint resolution process for human rights matters including investigation, resulting actions, and appeal;
 - ii. The support and protection provided to parties in a complaint resolution process;
 - iii. The privacy and confidentiality requirements of the complaint resolution process;
- b. Building awareness of human rights obligations and culture at Brock;
- c. Enhancing diversity and inclusivity within the Brock community; and
- d. The organization, staffing and resources of Brock's human rights office.

2. Membership

The members of the Task Force shall be appointed by the President and shall comprise:

- Chair – Brad Clarke
- Vice-Chair – Dolana Mogadime
- 3 Students:
 - Undergraduate student – Aniqah Zowmi
 - Graduate student
 - LeeAnn Cayer
 - Samantha MacAndrew
- 3 Faculty members

- Margot Francis
- Dolana Mogadime (also Vice-Chair, as of July 7, 2016)
- vacancy (2nd call for nominations issued January 2017)
- 3 Staff members
 - Andrew Bassingthwaighte
 - Brad Clarke (appointed Task Force Chair, as of October 24, 2016)
 - Sandra Wong
- Senior administrative member – Anna Lathrop, Vice-Provost, Teaching, Learning and Student Success (as of November 24, 2016)
- External member – Julie Rorison

3. Resources

The daily work of the Task Force and the renewal of policies and procedures resulting from its recommendations will be co-ordinated and managed by the Office of the University Legal Counsel/ University Secretariat, which may engage external resources.

In addition, representatives of the following offices will support the work of the Committee, and be present at Task Force meetings as expert resources:

- Human rights – The Office of Human Rights and Equity Services, Sexual Violence Prevention Committee, the Racial Climate Task Force, the AODA Coordinator
- Human resources and labour relations – Associate Vice-President, Human Resources
- Security and policing – Director, Campus Security Services

4. Process

The Task Force will follow the steps below:

- Understand Brock's legal obligations
- Understand the concerns with the current policies, processes and supports
- Solicit input from the University community
- Develop recommendations for the President for the renewal and harmonization of all relevant policies and procedures

5. Meetings

The Task Force will meet as determined necessary by the Task Force, but no less than monthly, and at the request of the President.

6. Procedure

The Task Force will determine its own procedures. Meetings will be open and minutes recording the actions taken by the Task Force will be taken and made publicly available.

7. Reporting

Between Oct. 1, 2016 and Jan. 1, 2017*, the Task Force will have made all of its recommendations to the President. All recommendations will be made publicly available for the review of the Brock community.

8. Term

It is anticipated that upon completion of its mandate, the Task Force will be dissolved, but the President may elect to continue the Task Force on an ongoing basis to support and further the University's human rights processes.

*date has been extended

APPENDIX 3

MEMBERSHIP

APPENDIX 3

Membership

Membership of the Human Rights Task Force

The membership of the Human Rights Task Force was drawn from an open call for nominations from the Brock community. Members were appointed by former president Jack Lightstone, in consultation with numerous campus stakeholders, including the University's labour unions, the Graduate Students' Association and the Brock University Students' Union. It includes a Chair, Vice-Chair, three students, staff and faculty members, a faculty dean and an external representative.

The Task Force is chaired by Bradley Clarke, Director of Student Life and Community Experience, with Vice-Chair Dolana Mogadime, Associate Professor of the Faculty of Education. Special thanks to Naheed Yaqubian, Legal Counsel to the Human Rights Task Force, for her guidance in developing this report.

The voting membership of the Task Force includes:

- Aniqah Zowmi (undergraduate student)
- LeeAnn Cayer (graduate student)
- Samantha MacAndrew (graduate student)
- Margot Francis (faculty member — Associate Professor, Women's and Gender Studies/ Sociology)
- Ingrid Makus (faculty member — Associate Professor, Political Science) (dates of service on the Task Force from July to November 2016; presently serving as Interim Dean, Faculty of Social Sciences)
- Dolana Mogadime, Vice-Chair (faculty member — Associate Professor, Faculty of Education)
- Andrew Bassingthwaighte (staff member — Co-op Career Consultant)
- Bradley Clarke, Chair (staff member — Director, Student Life & Community Experience)
- Sandra Wong (staff member — Aboriginal Academic Support Program Coordinator/ Instructor)
- Anna Lathrop, Past Chair (senior administrative member — Vice-Provost, Teaching, Learning and Student Success) (service as Chair of the Human Rights Task Force from July to October 2016)
- Julie Rorison (Brock alumna, external member — YWCA Niagara Board of Directors)

The Task Force welcomes contributions from its valued union observers:

- Patrick Foster (Brock University Students' Union)
- Cari Drolet (Graduate Students' Association)
- Ron Thomson (Brock University Faculty Association)
- Pheobe Kang-Papple (CUPE 4207)
- Tony Blaschuk (IATSE)
- Alison Rothwell (OSSTF)

The Task Force benefits from the contributions and insight of several offices and resource individuals around campus:

- Elisabeth Zimmerman (Board of Trustees Liaison)
- Thomas Dunk (Interim Provost and Vice-President Academic)
- Chabriol Colebatch (General Counsel and University Secretary)
- Naheed Yaqubian (Legal Counsel, Human Rights Task Force)
- Grant Armstrong (Associate Vice-President, Human Resources)
- Alana Sharpe (Advisor, Human Rights and Equity Office)
- Angela Magro (Assistant Secretary to the University)
- Allison Cadwallader (Sexual Violence Response & Educational Coordinator)
- Christopher Lytle (AODA Coordinator & Human Rights Consultant)
- Donna Moody (Director of Campus Security Services)
- Sexual Violence Prevention Committee
- Anti-Racism Task Force

**APPENDIX 4
HUMAN RIGHTS
TASK FORCE
TIMELINE**

STAGE 1 – DEVELOPING AN UNDERSTANDING OF HUMAN RIGHTS AT BROCK & REFINING THE PLAN AND PROCESS OF THE HUMAN RIGHTS TASK FORCE

Meeting	Date	Agenda Topics	Goals
#1	July 7, 2016	<ul style="list-style-type: none"> a. Introductions b. Procedures c. Timeline d. Introduction to Human Rights Presentation & Discussion 	<ul style="list-style-type: none"> a. Procedures - Agreement on procedures b. Process – Discussion of process/timeline c. Concepts - Shared understanding of human rights and how they apply within the University setting
#2	Aug. 29 – 31, 2016	<ul style="list-style-type: none"> a. Revised timeline b. Communications plan c. HRTF resources d. Human rights context (society, university sector, Brock) e. Human rights landscape at Brock 	<ul style="list-style-type: none"> a. Process – Agreement on revised process/timeline b. Communications – discussion of communications plan c. Resources – clarity regarding resources available to HRTF d. Context - understanding of societal context within which the HRTF operates e. Introduction to human rights at Brock – knowledge of the human rights landscape at Brock
#3	Sept. 12 – 16, 2016	<ul style="list-style-type: none"> a. In-Depth “Human Rights 101” presentation & discussion b. Human Rights at Brock presentation (review of policies, processes, services, supports) 	<ul style="list-style-type: none"> a. Legal requirements - Understanding of Brock’s legal obligations regarding human rights b. Brock practices – understanding of Brock’s policies, processes, services & supports

STAGE 2 – INFORMATION GATHERING			
Meeting	Date	Agenda Topics	Goals
#4	Sept. 26 – 30, 2016	a. Concerns from administrative units – submissions from: <ul style="list-style-type: none"> • OHRES • HR • Campus Security • Students at Risk team 	a. Concerns – understanding of concerns from an operational perspective
#5	Oct. 3 – 7, 2016 (Oct 11-14: Fall Break)	a. Best practices at other universities – presentations from human rights staff from other universities on the structure and function of human rights offices b. Learnings from the literature / research – presentations from Brock researchers on human rights, diversity and inclusion.	a. Benchmarking & leading practices – appreciation of how policies, processes, services & supports interact at other universities, ideas for improvement b. Evidence-based decision making – awareness of insights from research
#6	Oct. 20, 2016	a. Further concerns from administrative units – continuation of the panel discussion from Meeting #4 <ul style="list-style-type: none"> • OHRES • HR • Campus Security • Students at Risk Team 	a. Concerns – understanding of concerns from an operational perspective
#7	Oct. 24, 2016	a. Thematic meeting: Sexual Violence at Brock University b. Presentations from the Sexual Violence Prevention Committee, A Safer Brock and from Brock researchers c. Presentations and input from the Brock community on the topic of sexual violence	a. Thematic in-depth discussion – appreciation of policies, processes, services and supports for sexual violence, ideas for improvement b. Evidence-based decision making – awareness of insights from research

STAGE 2 – INFORMATION GATHERING			
Meeting	Date	Agenda Topics	Goals
#8	November 7, 2016	<ul style="list-style-type: none"> a. Thematic meeting: Racial Climate at Brock University b. Presentations from the Racial Climate Task Force, Aboriginal Student Services c. Presentations and input from the Brock community on the topic of racial climate at Brock 	<ul style="list-style-type: none"> a. Thematic in-depth discussion – appreciation of policies, processes, services and supports for racial injustice, ideas for improvement b. Evidence-based decision making – awareness of insights from research
#9	November 24, 2016	<ul style="list-style-type: none"> a. Thematic meeting: Ableism at Brock University (Mental Health and Physical Disabilities) b. Presentations from the AODA Coordinator, Services for Students with Disabilities c. Presentations and input from the Brock community on the topic of ableism at Brock 	<ul style="list-style-type: none"> a. Thematic in-depth discussion – appreciation of policies, processes, services and supports for students with disabilities, ideas for improvement b. Evidence-based decision making – awareness of insights from research

STAGE 3 – INTERIM REPORT			
Meeting	Date	Agenda Topics	Goals
#10	Nov. 29, 2016	<ul style="list-style-type: none"> a. Debrief on internal consultations b. Agreement on principles for interim summary report of recommendations to circulate to the Task Force 	<ul style="list-style-type: none"> a. Synthesize learnings from consultation – identify key issues, shared concerns etc. b. Informed recommendations – develop understanding of issues, gaps, needs
#11	Dec. 15, 2016	<ul style="list-style-type: none"> a. Discuss and vote on preliminary recommendations (if any) b. Agree on framework for interim report to Brock community 	<ul style="list-style-type: none"> a. Identify issues – agreement on common themes and concerns with current policies, processes, services & supports b. Determine immediate concerns & interim report – develop plan for interim report & preliminary recommendations, if any c. Agree on specific recommendations – draft wording for recommendations
#12	Jan. 12, 2017 (Winter term begins Jan. 9)	<ul style="list-style-type: none"> a. Discussion regarding interim recommendations b. Review of draft interim report 	<ul style="list-style-type: none"> a. Review of draft interim report

STAGE 4 – CONSULTATION			
Meeting	Date	Agenda Topics	Goals
#13	Jan. 19, 2017	<p>a. Approval of draft interim report</p> <p>b. Consultation plan:</p> <p>a. Who to consult</p> <p>b. How to consult (focus groups, town halls, drop in sessions, online, individual meetings etc.)</p> <p>c. What to consult on (approach / questions to ask)</p> <p>d. When - timing</p>	a. Consultation plan – agreement on consultation plan (who, what, where, when, how etc.)
	Jan 20 – Feb 20, 2017 (Reading Week: Feb 20 – 24)	<p>a. Consult with stakeholders on interim report – e.g.</p> <ul style="list-style-type: none"> • Students • Student unions • Student clubs • Employee unions • Senate Brock Community 	<p>a. Input / engagement – provide opportunity for Brock community to share concerns and suggestions</p> <p>b. Informed recommendations – develop understanding of issues, gaps, needs</p>
#14	Jan 30 – Feb 3, 2017	<p>a. Consult with union equity officers on draft interim report, as well as experiences with policies, processes, services and supports, including:</p> <ul style="list-style-type: none"> • BUFA • BUSU • CUPE 4207 • GSA • IATSE • OSSTF <p>b. Presentation on Equity Audit by Equity Audit Working Group</p>	<p>a. Input / engagement – provide opportunity for Brock community to share concerns and suggestions</p> <p>b. Informed recommendations – develop understanding of issues, gaps, needs</p> <p>c. Decision-making – decision re: equity audit</p>

STAGE 5 – FINAL RECOMMENDATIONS & REPORT			
Meeting	Date	Agenda Topics	Goals
#15	March 2 – 3, 2017	a. Debrief on external consultations	a. Synthesize learnings from consultation – identify key issues, shared concerns etc. b. Informed recommendations – develop understanding of issues, gaps, needs
#16	March 13, 2017	a. Debrief on further external consultations b. Discuss and narrow down final recommendations	a. Synthesize learnings from consultation – identify key issues, shared concerns etc. b. Agreement on specific recommendations – draft wording for recommendations
#17	March 21, 2017	a. Discuss and narrow down final recommendations b. Vote on recommendations c. Review draft of final report to President and Brock Community	a. Approval of recommendations – draft wording of recommendations b. Agreement on outline of draft report
#18	March 28, 2017	a. Review second draft of final report to President and Brock Community b. Review of appendices to final report c. Communication plan d. Next steps	a. Approval of recommendations – draft wording of recommendations b. Approval of appendices to final report – draft wording of appendices c. Approval of communications plan for final report
#19	April 10 - 15, 2017*	a. Vote on final report b. Vote on appendices to final report	a. Approval of final report
	April 15, 2017*	Distribute final report to President & Brock community	

* dates have been extended

Endnotes

- i Ontario Human Rights Commission, 2009, Count Me In! Collecting human rights based data, available at <http://www.ohrc.on.ca/en/count-me-collecting-human-rights-based-data>.
- ii Dawn Moore et al., The Response to Sexual Violence at Ontario University Campuses, Final Report to the Ontario Ministry of Community Safety and Correctional Services, June 2016, 5.
- iii This research was funded by internal grants and supports from the VP, Teaching, Learning and Student Success.
- iv Judy Porter and Laverne McQuiller Williams, "Intimate Violence Among Underrepresented Groups on a College Campus," *Journal of Interpersonal Violence* 26.16 (20 11): 3210 – 3224.
- v Personal communication, Allison Cadwallader, Bystander Education Trainer, September 14, 2016.
- vi While the majority of participants were from Social Sciences, Humanities and the Faculty of Graduate Studies, there was at least one participant from each other faculty.
- vii <http://docs.files.ontario.ca/documents/4136/mi-2003-svhap-report-en-for-tagging-final-2-up-s.pdf>. p. 6.
- viii http://www.gov.nl.ca/vpi/facts/VAW_EN_Fact%20Sheet_VAW_in_Canada.pdf.
- ix <http://docs.files.ontario.ca/documents/4136/mi-2003-svhap-report-en-for-tagging-final-2-up-s.pdf>. p. 9; <https://www.rainn.org/statistics/victims-sexual-violence>.
- x <http://www.statcan.gc.ca/pub/85-002-x/2011001/article/11439-eng.htm#a3>.
- xi <https://www.rainn.org/statistics/victims-sexual-violence>; T. Williams et al., "Peer victimization, social support, and psychosocial adjustment of sexual minority adolescents," *Journal of Youth and Adolescence* 34 (2005), 471–482.
- xii <http://docs.files.ontario.ca/documents/4136/mi-2003-svhap-report-en-for-tagging-final-2-up-s.pdf>. p. 15.
- xiii Nicole Pietsch, "'I'm Not That Kind of Girl': White Femininity, the Other, and the Legal/Social Sanctioning of Sexual Violence Against Racialized Women," in *Canadian Woman Studies* 28 (1) 2009/2010: 56-64 (57); Angela Frederick Amar, "African-American College Women's Perceptions of Resources and Barriers When Reporting Forced Sex," *The Journal of the National Black Nurses Association* 19.2 (2008): 35–41.
- xiv Laura May Lindo, "Post-Summit Report" from e(RACE)r: Summit on Race and Racism on Canadian Universities, Wilfrid Laurier University, March 21, 2016, p. 14.
- xv Ibid. This concern was reiterated in an article published just days before the summit in the *Chronicle of Higher Education*. Corinne Ruff's piece entitled, "The Mental and Academic Costs of Campus Activism," outlined the toll the fight for racial justice takes on campus activists in the United States.
- xvi Ibid p. 25-32.
- xvii Queens University (2013). Protocol on Harassment by Students, Retrieved from, <http://queensu.ca/facultyrelations/faculty-librarians-and-archivists/harassment-students-protocol>