

Brock
University

Human Rights
and Equity

**Brock Human
Rights and Equity
Office Annual
Report**

2025-2026

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Accessibility Statement

The Human Rights & Equity Office (HREO) 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.

Reading This Report

This report provides an overview of the Human Rights and Equity Office (HREO) programs, initiatives, and accomplishments over the past year. It presents a high-level summary of the Office's strategic priorities, key trends, and areas of focus across its core programming areas, including accessibility, human rights response, gender-based and sexual violence (GSV), anti-racism, 2SLGBTQIA+ programming, and equity, diversity, and inclusion (EDI) education and outreach. Collectively, this work reflects the HREO's ongoing commitment to advancing systemic change, fostering inclusive environments, and strengthening institutional capacity for prevention, response, and accountability in alignment with university priorities and relevant legislative frameworks.

Appendix 1, **Annual Human Rights, Harassment, Discrimination, and Hate Report: Complaints, Response, and Prevention**, provides an overview of human rights reporting activity across the institution and outlines how complaints are addressed through education, informal and formal resolution processes, and policy-based responses. It also highlights institutional responsibilities and obligations under the Ontario Human Rights Code (OHRC), Bill 166, and the Occupational Health and Safety Act (OHS), with a focus on prevention, accountability, and the promotion of respectful learning and working environments.

Appendix 2, **Sexual Violence Prevention and Response Report**, provides an overview of HREO's strategic initiatives, supports, and services aimed at preventing sexual violence and supporting survivors within the campus community. It highlights trauma-informed, survivor-centred approaches to education, disclosure response, and ongoing support services, and reflects institutional responsibilities under relevant legislation, including Bill 26, with an emphasis on prevention, care, and coordinated response.

Appendix 3, **Training and Education**, provides a summary of all training and education sessions delivered by the HREO over the reporting year. This includes a range of learning opportunities focused on accessibility, anti-racism, equity-informed practice, inclusive leadership, and the prevention of discrimination, harassment, and gender-based and sexual violence across student, staff, faculty, and leadership audiences.

Appendix 4, **Events**, outlines all events held throughout the year to recognize days of significance. These events span a broad range of themes, including Indigenous histories and reconciliation, Black History Month/African Heritage Month, Pride and 2SLGBTQIA+ inclusion, disability justice, gender-based and sexual violence prevention, and cultural and religious observances, supporting community engagement, learning, and belonging.

Appendix 5, **Ongoing** Programming, outlines ongoing programming delivered by the HREO and campus partners throughout the year. These sustained, regularly scheduled initiatives provide consistent opportunities for engagement, peer connection, and access to equity-informed supports and resources that promote accessibility, wellbeing, and community-building across campus life.

HREO Mandate and Core Functions

The Human Rights and Equity Office (HREO) serves as a resource for all members of the Brock community. The Office's work encompasses two distinct yet interconnected areas: human rights and equity, both of which contribute to fostering a respectful, inclusive, and equitable campus environment.

Human Rights

The Human Rights and Equity Office (HREO) operates through an Ontario-centric framework informed by the Ontario Human Rights Code (OHRC). While recognizing that local issues are often situated within broader global contexts, the HREO's mandate is grounded in Ontario's human rights legislation and Brock University policies.

The HREO addresses concerns related to discrimination, harassment, sexual violence, and gender-based violence through two University policies that align with the OHRC: the Discrimination and Harassment Policy (DHP) and the Sexual Violence Policy (SVP). Through these policies, the HREO responds to disclosures and reports, provides information and support to individuals impacted by these experiences, and works collaboratively with complainants, survivors, respondents, and other relevant parties to facilitate fair, timely, and responsive resolution processes.

Equity

The HREO supports staff, faculty, and students in advancing equity, diversity, and inclusion across the Brock community through advocacy, education, consultation, community engagement, and capacity-building initiatives aimed at reducing barriers and promoting inclusion. This work includes supporting individuals and groups, delivering training and events, and providing guidance to those seeking to foster equitable learning and working environments.

Executive Summary

The Human Rights and Equity Office (HREO) made significant progress in advancing Brock University's commitments to equity, inclusion, accessibility, anti-racism, and community wellbeing during the 2025–2026 reporting year. Guided by Brock University's Strategic Plan and University Action Plan, the Office continued to prioritize initiatives that reflect the University's commitment to centring people in its mission and working towards a culture where all members of the Brock community can thrive. This work was grounded in key legislative and policy frameworks, including the Ontario Human Rights Code, the Accessibility for Ontarians with Disabilities Act (AODA), Bill 166, Bill 132, Bill 26, the Scarborough Charter, and institutional commitments to prevention, accountability, and systemic change related to discrimination, harassment, and gender-based and sexual violence.

Across all areas of mandate, HREO delivered integrated programming spanning education, engagement, support, and systems change. The Office facilitated **205 training sessions reaching 6,420 participants**, covering accessibility and inclusive pedagogy, anti-racism and unconscious bias, equity-informed leadership, cultural competency, disability justice, and prevention and response to discrimination, hate, and gender-based and sexual violence. In alignment with AODA mandatory training requirements, Ontario Human Rights Commission (OHRC) guidance, Bill 166, and Bill 26, these sessions strengthened institutional capacity for prevention, early identification of harm, and responsive action across academic, residential, athletic, and professional contexts.

In addition to formal training, HREO hosted **250 events engaging 5,174 participants**, with programming focused on days of significance and community engagement across Black History Month/African Heritage Month, Pride and 2SLGBTQIA+ inclusion, Indigenous histories and reconciliation, disability justice and accessibility, anti-racism and decolonization, gender-based and sexual violence prevention, mental health and harm reduction, and cultural and religious observances such as Eid and International Women's Day. Signature initiatives included the Level Up: Black Secondary Student Symposium, Ability and Empowerment Day, Afro-Caribbean Night, Trans Day of Remembrance, International Holocaust Remembrance Day programming, and the National Day of Remembrance and Action on Violence Against Women. These events advanced cross-cultural learning, cultural humility, and accessible, low-barrier opportunities for engagement, while supporting community building, visibility, and belonging across equity-deserving groups.

The Office also supported **308 ongoing programming sessions engaging 2,004 participants**, providing consistent, structured, and predictable opportunities for engagement throughout the academic year. These included Critical and Courageous Conversations, the EDI Community of Practice, and the newly established EDI Student Advisory Committee, alongside weekly Student Justice Centre drop-in programs and identity-affirming supports. These initiatives strengthened peer connection, institutional learning, and student voice in equity decision-making, while providing accessible pathways to support and holistic wellbeing.

Key institutional developments further advanced accessibility, inclusion, and systemic change. The Office supported the renewal of Brock's Multi-Year Accessibility Plan through 2030, ongoing AODA

compliance education and reporting, administration of the Bursary for Students with Disabilities, and strengthened interdepartmental partnerships to identify and remove barriers. HREO also expanded 2SLGBTQIA+ programming through dedicated coordination, weekly drop-ins, and safe disclosure supports, and continued to build campus-wide engagement through collaborative Pride Month planning.

Across gender and sexual violence prevention, education, and response, HREO advanced trauma-informed, survivor-centred, and prevention-focused practice. The Gender and Sexual Violence team expanded prevention education, certificate programming, and survivor support services, while maintaining ongoing supports for students impacted by harm. In partnership with the Faculty of Education, HREO delivered training to more than **800 teacher candidates** on responding to and preventing sexual violence, strengthening future educators' capacity following national findings indicating high prevalence of harm among teacher candidates.

HREO's impact was further reflected through **1,471 consultations related to the Discrimination and Harassment Policy (supporting 143 processes)** and **508 consultations related to sexual violence, including 140 disclosures**. Through these engagements, the Office provided coordinated, trauma-informed, and accessibility-focused support while facilitating access to informal and formal resolution pathways grounded in human rights principles and institutional policy. Collectively, these efforts demonstrate an integrated and systems-level approach to advancing equity, accessibility, and human rights at Brock University. They strengthen institutional capacity for prevention, accountability, and care, while embedding equity-informed practice across education, engagement, support services, and governance.

To strengthen Brock University's commitment to advancing Equity, Diversity, Inclusion, and Decolonization (EDID) priorities, the Human Rights and Equity Office (HREO) initiated the development of the University's first EDID Action Plan. During this fiscal year, recommendations gathered over the past eight years were reviewed and analyzed, forming the foundation of the draft Action Plan. An EDID Action Plan Advisory Committee, representing a broad range of institutional areas, was established to provide oversight and support the implementation of the proposed actions. Following the completion of the draft, a three-month community consultation process was launched. At the time of this report, 175 community members had provided feedback on the draft Plan. Consultation activities will continue through the fall, with additional feedback informing revisions to the document, and a final version of the EDID Action Plan is expected to be completed by December 2026.

Program Area Overview

2SLGBTQIA+ Programming

The 2SLGBTQIA+ portfolio within the Human Rights and Equity Office continued to expand its impact through an integrated approach to community building, education, advocacy, and institutional change. Grounded in principles of inclusion, intersectionality, and affirming practice, the portfolio focused on enhancing visibility, strengthening supports, and fostering a greater sense of belonging for 2SLGBTQIA+ students across the Brock community. The introduction of a dedicated 2SLGBTQIA+ Program Coordinator significantly increased the Office's capacity to deliver responsive programming, provide individualized support, and advance initiatives that address the diverse needs of queer, trans, and gender-diverse students.

A key focus of the portfolio was expanding opportunities for connection, peer support, and access to affirming resources. This included the establishment of weekly community drop-ins and a dedicated Safe Disclosure & Support Drop-In, providing welcoming and confidential spaces for students seeking community, guidance, or support related to gender- and sexual-based violence. The portfolio also strengthened support for gender-affirming care through administration and advocacy related to the Gender Affirmation Fund, while assisting students in accessing the Gender Affirming Gear Program through the Student Justice Centre. Together, these initiatives helped reduce barriers to support and enhanced access to resources that affirm students' identities, well-being, and sense of belonging.

In addition to direct supports and programming, the portfolio advanced institutional inclusion through ongoing consultation, advocacy, and informal environmental scans aimed at identifying opportunities to strengthen policies, practices, and campus environments for 2SLGBTQIA+ students. Strategic partnerships with staff, faculty, students, and community organizations supported the development of intersectional events and educational initiatives that promoted visibility, belonging, and community connection. Through sustained outreach, collaboration, and systems-informed advocacy, the portfolio contributed to increased awareness and utilization of 2SLGBTQIA+ supports while advancing Brock University's commitment to creating a more inclusive, equitable, and affirming campus for all.

Accessibility Programming

The Accessibility portfolio within the Human Rights and Equity Office continued to expand its impact through integrated work in education, compliance, and institutional change. Guided by intersectional and disability justice frameworks, this year's efforts centred collective access, community voice, and the shared responsibility to create inclusive environments across campus.

The team delivered a growing range of workshops, events, and ongoing programming designed to increase awareness, strengthen accessible practices, and deepen understanding of institutional obligations under the Accessibility for Ontarians with Disabilities Act (AODA) and the Ontario Human

Rights Code. This work emphasized both proactive and responsive approaches to accessibility, including the application of universal design principles and meaningful accommodation practices.

In addition to educational initiatives, the Accessibility and Inclusion Advisor assumed responsibility for administering the Bursary for Students with Disabilities, further supporting equitable access to education. The Advisor also worked collaboratively with units across the university to support AODA compliance education and reporting, contributing to Brock's successful submission to the Ministry for Seniors and Accessibility in this reporting year.

This year also marked both an AODA compliance reporting cycle and the renewal of Brock's Multi-Year Accessibility Plan, now updated through 2030 to reflect evolving institutional accessibility priorities and commitments. The portfolio further advanced implementation of AODA postsecondary recommendations, establishing a strengthened foundation for sustained, institution-wide accessibility enhancements in the years ahead.

Gender and Sexual Violence Programming

The Gender and Sexual Violence (GSV) portfolio within the Human Rights and Equity Office continued to advance a comprehensive approach to prevention, education, and survivor support grounded in trauma-informed, survivor-centred, intersectional, and anti-oppressive practices. Through workshops, outreach initiatives, peer-led programming, and campus-wide events, the team engaged students, staff, and faculty in critical conversations about consent, healthy relationships, boundaries, bystander intervention, and gender-based violence prevention, supporting Brock's efforts to foster a campus culture rooted in safety, accountability, and care.

This year, the portfolio expanded its educational impact through the delivery of consent education to more than 2,000 students living in residence, helping students to develop a shared understanding of consent and promote a culture of respect and prevention from the outset of their university experience. In partnership with the Faculty of Education, the GSV team also delivered training to more than 800 teacher candidates on understanding, responding to, and reporting sexual violence following the release of external survey findings indicating that more than 70 per cent of teacher candidates had experienced harm in their practicum experience. This collaboration strengthened future educators' capacity to recognize, prevent, and respond to gender-based and sexual violence within educational settings. The team further expanded its Gender and Sexual Violence Support Certificate program through the introduction of new learning opportunities, providing participants with enhanced knowledge and practical skills to support survivors and contribute to violence prevention efforts.

Alongside these prevention and education initiatives, the portfolio continued to provide responsive, survivor-centred supports for members of the Brock community affected by gender-based and sexual violence. During the reporting period, 140 survivors received individualized support, advocacy, referrals, and system navigation assistance to help them access resources and make informed decisions about their options. The team also facilitated access to critical supports through the Counsellor of Choice Program and the Emergency Survivor Fund, with 21 and 20 students

respectively accessing these services to address immediate safety, wellness, and financial needs following experiences of harm. Collaborative initiatives such as the Consent Carnival and the annual Montreal Massacre memorial further created opportunities for community engagement, reflection, and awareness. Together, these efforts strengthened Brock's capacity to prevent gender-based violence, support survivors, and foster a more equitable, informed, and compassionate campus community.

EDI Education and Outreach Programming

The Equity, Diversity, and Inclusion (EDI) Education and Outreach portfolio continued to support the University's equity goals through a combination of education, community engagement, consultation, and systems change initiatives. Grounded in anti-oppressive, intersectional, and accessibility-informed approaches, the portfolio focused on embedding equity into teaching, learning, leadership, and campus life while strengthening pathways to access, belonging, and success for equity-deserving students. Through intentional training, consultation, and partnership development, the portfolio supported the University's broader commitment to fostering an inclusive campus culture where all members of the community can thrive.

A key focus of the portfolio was building individual and institutional capacity through education and professional development. During the reporting period, more than 500 faculty, staff, student leaders, and administrators participated in training and learning opportunities focused on equity, anti-oppression, accessibility, and inclusive practices. This included customized training for senior leaders, Residence Life staff, graduate students, and faculty members across Nursing, Education, and Applied Health Sciences.

The portfolio also advanced strategic initiatives that support long-term institutional change, including supporting the Faculty of Education in the development of a departmental EDI strategic plan, facilitating department-level action planning within Digital Humanities, and co-developing accessibility and inclusive pedagogy training in partnership with Student Accessibility Services and the Centre for Pedagogical Innovation. Across all initiatives, an intersectional lens was intentionally woven into program design and delivery, recognizing the interconnected nature of identity, privilege, and systemic barriers while promoting more inclusive and responsive practices across the University.

The portfolio also strengthened Brock University's efforts to support the recruitment, retention, and success of equity-deserving students through innovative outreach and access initiatives. The 3rd Annual Level Up Black Secondary Student Symposium continued to create meaningful pathways to post-secondary education for Black youth by connecting with peers and mentors, increasing access to information and resources, and addressing systemic barriers to higher education. Building on this success, the portfolio launched the Success Beyond Limits campus experience, creating additional opportunities for Black secondary students to engage with the university environment, envision themselves in post-secondary spaces, and strengthen their educational aspirations.

Internally, the launch of the EDI Student Advisory Committee established a new structure for student voice, collaboration, and co-creation, ensuring that equity initiatives remain informed by student experiences and perspectives. The portfolio also continued to produce the EDI Changemaker feature, a monthly initiative highlighting faculty, staff, students, and community members whose efforts advance equity, inclusion, accessibility, and social justice. By amplifying the work of individuals creating positive change across campus and beyond, the initiative helped foster a culture of recognition, connection, and shared responsibility for advancing equity.

Collectively, these efforts strengthened Brock's institutional approach to equity and inclusion by integrating education, strategic planning, community engagement, and student success initiatives while building meaningful partnerships across the university, the Niagara region, and the broader education sector.

Anti-Racism Programming

The Anti-Racism portfolio continued to advance Brock University's commitment to equity, inclusion, and belonging through education, advocacy, community engagement, and systems-level change. Grounded in Brock's Strategic Plan and the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education, the portfolio focused on strengthening institutional capacity to prevent and respond to racism and hate while fostering a campus environment where Black, racialized, and equity-deserving community members can thrive. This work was further informed by emerging provincial expectations, including those outlined in Bill 166, reinforcing the University's responsibility to create safe, inclusive, and accountable learning and working environments through proactive education, responsive support, and institutional action.

A key focus of the portfolio was advancing awareness, knowledge, and institutional capacity through education, consultation, and partnership development. Throughout the year, HREO delivered training, workshops, and dialogue-based learning opportunities for students, faculty, staff, senior leaders, and campus partners. Programming was intentionally embedded across Athletics and Recreation, Residence Life, academic faculties, and co-curricular spaces to support the integration of anti-racist and equity-informed practices throughout the institution. In partnership with Athletics and Recreation, the portfolio delivered anti-racism education for varsity student-athletes and staff that explored racism alongside other forms of identity-based harm, supporting sector-wide expectations established through Ontario University Athletics while strengthening inclusive team cultures. The portfolio also continued to serve as a resource, advocate, and trusted point of contact for racialized community members, providing consultation, referrals, and support while helping individuals navigate institutional processes and access resources.

The portfolio also advanced Brock's commitments to representation, accountability, and Black flourishing through several signature initiatives. The development and formal adoption of Brock's African-Canadian Ancestral Acknowledgement marked a significant institutional milestone and a tangible demonstration of the University's commitments under the Scarborough Charter. More than a ceremonial statement, the Acknowledgement formally recognizes the enduring histories,

contributions, resilience, and presence of African-descended peoples while establishing a shared institutional commitment to historical recognition, truth-telling, and continued action toward racial equity. The portfolio further expanded the Critical & Courageous Conversations series, creating sustained opportunities for meaningful engagement on race, power, justice, and belonging that encouraged movement from awareness to action. Black History Month and African Heritage Month programming brought together students, faculty, staff, alumni, and community members through a dynamic range of scholarly, cultural, and community-centred events that celebrated Black excellence and fostered learning across the University. In partnership with the Black Community Forum at Brock, the portfolio also supported initiatives that strengthened awareness of and participation in resources and affinity spaces for Black-identified students and staff, helping to build community, connection, and belonging.

Through continual education, advocacy, collaboration, and community engagement, the Anti-Racism portfolio strengthened Brock's capacity to prevent and respond to racism and hate, support those impacted by discrimination, and advance institutional commitments to equity, accountability, and inclusive excellence. Collectively, these efforts further embedded the principles of the Scarborough Charter into the fabric of the University while contributing to a more equitable, welcoming, and inclusive campus community.

Student Justice Centre Programming

During the 2025–2026 year, the Student Justice Centre (SJC) prioritized creating inclusive, accessible spaces for student engagement, community building, and peer-to-peer support. For the first year, SJC launched the 2S&LGBTQIA+ Support Drop-In, adding to the established lineup of BIPOC, General Social Justice, 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. In particular, the BIPOC Drop-In created a safer and supportive community for students experiencing racism, discrimination, and hate, providing opportunities for meaningful connection, validation, resource-sharing, and peer support within the institution. This work aligns with the objectives of Ontario's Bill 166, which emphasizes the promotion of safe, inclusive, and equitable learning environments that support student well-being and belonging.

The SJC's commitment to supporting students through the Gender Affirming Gear Program grew throughout the year, with the addition of eligible items such as packers, menstrual underwear, boxers, and compression shorts. These items, alongside chest binders, breast forms, and binding tape, were accessed by a variety of 2S&LGBTQIA+ students on campus, increasing access to affirming supports and reducing barriers to participation in campus life.

The SJC also continued to employ and mentor peer student staff who organized, facilitated, and led anti-oppression initiatives throughout the year. Peer-led programming remains a cornerstone of the Centre's approach, as students are often uniquely positioned to foster trust, create welcoming spaces, and engage their peers in meaningful dialogue around equity, inclusion, and social justice. Through

workshops, events, outreach initiatives, and one-on-one interactions, peer staff contributed significantly to building a stronger sense of belonging across the broader student body.

The SJC remained committed to offering accessible and engaging workshops, events, and social media campaigns that reflected the diverse needs of our community, ensuring that the Centre continued to be a welcoming space for students passionate about or interested in social justice. The Anti-Oppression Workshop Series evolved with sessions such as *Uncovering the Hidden Curriculum: Colonialism in the Education System*, *Not All, But Not Enough: The Role of Men in Gender-Based Violence Advocacy*, *Disability Justice: Person-First vs. Identity-First Language*, *On the Menu: Sexual Racism and the Commodification of the Black Female Body*, *Words Matter: Unlearning Racist and Ableist Language*, *The Myth of Meritocracy*, and *The Politics of Coming Out*. These workshops brought together students from various identities and programs, reinforcing the SJC's role as a hub for education, advocacy, and critical dialogue on campus.

Meaningful community engagement remained central to the SJC's work throughout the year. Through grassroots outreach strategies, classroom visits, tabling initiatives, campus events, and collaborative programming, the Centre successfully connected with new and returning students, increasing awareness of available supports and encouraging participation in social justice initiatives. Partnerships with campus departments, including the Black Student Success Centre, strengthened the Centre's ability to deliver culturally relevant and engaging programming. Collaborative efforts during Black History Month provided opportunities to celebrate Black excellence, facilitate learning, and foster meaningful dialogue on the experiences and contributions of Black communities.

The SJC also continued to address barriers related to food insecurity by maintaining a student pantry and providing free snacks within the Centre. These resources offered immediate and low-barrier support to students experiencing financial challenges while helping create a welcoming environment where students could access basic needs, build community, and connect with additional campus supports. The continued demand for these services highlighted the importance of accessible food supports as part of a holistic approach to student well-being and success.

Human Rights and Equity Intake and Support Counsellor

During the 2025–2026 academic year, programming efforts focused on advancing culturally responsive mental health care, wellness, and community support for racialized and equity-deserving students at Brock University. Through workshops, trainings, support groups, and community-based initiatives, this work prioritized accessibility, cultural relevance, and the creation of inclusive, identity-affirming spaces, particularly for Black students and other equity-deserving communities. Grounded in principles of cultural humility, anti-oppressive practice, and health equity, programming sought to reduce barriers to mental health support while fostering belonging, resilience, and community connection.

Throughout the year, a range of culturally responsive mental health workshops and wellness initiatives were delivered to support student well-being. Signature programming included the Hair Matters workshop series, which explored the relationship between hair, identity, self-expression, and mental

health while fostering representation, belonging, and community among Black students. Ongoing Wellness Hour drop-in sessions provided low-barrier opportunities for students to engage with mental health support in a relaxed, non-clinical setting, serving as an accessible entry point for students who may face barriers to traditional counselling services.

Additional programming focused on developing practical skills related to emotional regulation, communication, self-advocacy, and resilience through initiatives such as the Boundaries Workshop and Navigating Change & Coping Skills Workshop. Experiential wellness opportunities, including the Healthy Relationships Event, Self-Care Package (DIY) Workshop, and Dance & Movement Session, encouraged students to engage with wellness through creativity, movement, reflection, and community-building.

A strong emphasis was placed on trauma-informed and identity-affirming supports throughout the year. Ongoing Gender-Based Violence Survivor Support Groups provided confidential spaces for healing, peer connection, and community care. Additional initiatives, including Intersecting Realities: Race, Culture, and Sexual Violence and the Consent Carnival, created accessible opportunities for students to engage with consent, healthy relationships, and gender-based violence through an intersectional and culturally responsive lens. In partnership with Future Black Female, a group therapy session was co-facilitated for Black-identified female high school students and Black-identified female students at Brock University, creating a culturally affirming space for dialogue, healing, and community connection.

Capacity-building efforts also remained a priority through the delivery of Culturally Responsive Mental Health Training for Clinical Interns and contributions to the Ambassador of Campus Wellbeing Program. These initiatives strengthened knowledge of cultural humility, anti-oppressive practice, health equity, and inclusive approaches to student mental health among emerging practitioners and campus leaders.

Across all initiatives, collaboration with campus partners, including Brock Student Success Centre (BSSC), Student Wellness and Accessibility Centre (SWAC), Human Rights and Equity (HRE), and other student-facing departments, enhanced the reach and impact of programming. Outreach through ExperienceBU, social media, classroom engagement, and community-based promotion increased awareness of available supports and encouraged participation from diverse student communities.

Overall, more than 20 culturally responsive mental health workshops, trainings, support groups, and wellness initiatives were delivered throughout the academic year. Collectively, this work contributed to strengthening a campus environment that prioritizes accessible, inclusive, and culturally responsive mental health care while creating opportunities for students to access support, build resilience, foster community, and engage in wellness practices that reflect their identities and lived experiences.

Complaint Resolution Program

The HREO is committed to responding promptly and effectively to concerns of discrimination and harassment within its jurisdiction. The office is responsible for addressing complaints in accordance

with the Discrimination and Harassment Policy (DHP) and the Sexual Violence Policy (SVP). Operating in alignment with the Ontario Human Rights Code, the Occupational Health and Safety Act, and applicable Brock policies, the HREO works to resolve concerns related to discrimination, harassment, and sexual violence, contributing to a safer and more inclusive environment across the institution.

Complaints received by the HREO are managed through a range of resolution options. Individuals seeking personal resolution may receive confidential advice or coaching to help them address their concerns independently. When alternative dispute resolution is appropriate, the HREO may facilitate mediation, accommodations, training, voluntary no-contact agreements, or restorative justice measures. Complaints requiring formal resolution are referred to the appropriate office and process as outlined in the applicable University policies. Throughout all stages of resolution, the HREO provides ongoing support to individuals while fostering a culture of respect, equity, and accountability across the institution.

Discrimination and Harassment Policy (DHP)

During the reporting period, Brock University revised its Respectful Work and Learning Environment Policy, renaming it the Discrimination and Harassment Policy to better reflect its focus on addressing discrimination and harassment and protecting the legal rights of community members. Key updates included clarifying the policy's purpose and scope, expanding institutional accountability across multiple University units, enhancing compliance with provincial anti-hate and anti-racism directives, and establishing additional pathways for individuals to seek guidance, support, and resolution. These revisions strengthen the University's capacity to address discrimination and harassment and reinforce its commitment to equity, inclusion, and a safe learning and working environment.

In the 2025-2026 fiscal year, the office provided 1,491 consultations and provided resolution support to 114 complaints through the DHP. There were an additional 7 formal processes facilitated through the Office of Legal and Privacy, Student Affairs, Office of People and Culture.

Sexual Violence Policy (SVP)

The Sexual Violence Policy (SVP) continues to provide a survivor-centred and trauma-informed framework for addressing disclosures and reports of sexual violence within the Brock community. The policy emphasizes survivor autonomy and ensures that individuals who come forward are met with compassion, clear information, and access to support and resources.

During the 2025–2026 fiscal year, 140 individuals made disclosures under the SVP, and the Office provided 508 consultations related to sexual violence prevention, response, support, and policy navigation. Survivors also accessed a range of accommodations, referrals, and resolution pathways tailored to their individual circumstances. Together, these activities demonstrate the ongoing role of the SVP in facilitating access to care, reducing barriers to support, and fostering a safer and more responsive campus environment.

Partnership and Committee Engagement

Participation by members of the Human Rights and Equity Office on both internal and external committees is central to advancing institutional credibility and impact in equity, diversity, inclusion, accessibility, and anti-racism work. Internally, engagement across a wide range of working groups, such as BHM/AHM initiatives, PACHRED subcommittees, EDI governance structures, accessibility-focused committees, and search and hiring processes, helps embed equity principles directly into institutional decision-making, policy development, and day-to-day operations. This cross-functional presence strengthens reputational integrity by ensuring commitments to human rights and equity are consistently reflected in practice rather than existing in isolation.

Externally, participation in regional, provincial, and national networks and community partnerships, alongside organizations focused on accessibility, anti-racism, 2SLGBTQIA+ advocacy, and broader social justice work, supports meaningful knowledge exchange and coalition building. These relationships enhance Brock's ability to learn from leading practices, contribute to sector-wide change, and remain accountable to communities beyond the institution. Together, internal and external committee engagement fosters collaboration, strengthens trust, and positions the office as an active contributor to sustained systemic change.

Internal Brock Committees

BHM/AHM (Black History Month / African Heritage Month) Working Group; PACHRED (President's Advisory Committee on Human Rights, Equity & Decolonization) including all working groups; EDI Action Plan Committee; EDI Community of Practice; EDI Student Advisory Committee; HREO Leadership Meetings; BU4U Working Group; International Development Week / SDG Planning Committee; Search and Hiring Committees (e.g., SJC, Associate Director processes); Anti-Racism Committee; Black Community Forum (BCFAB); Animals on Campus Policy Implementation Committee; AODA Compliance Committee; Accessibility and Inclusion Award Adjudication Committee; Accessibility and Empowerment Day Committee; Web Accessibility Compliance Committee; Annual Pre-Winter Snow Clearing Committee; Learning Spaces Advisory Group; Accessible Communications Committee; Accessible Built Environment Committee; Anti-Ableism and Mental Health Committee; Student Wellness and Accessibility Centre (SWAC) collaborative working groups

External Committees

DSBN Equity, Inclusion and Anti-Racism Committee; Niagara DEI Community of Practice; Scarborough Charter (national network engagement); EICAC-DSBN Committee; Ontario Network of Accessibility Professionals; Ontario Network of Disability Professionals; Accessibility Community of Practice (AODA Customer Service Review); community-based partnerships and working groups connected to 2SLGBTQIA+ programming including Niagara Falls Community Health Centre, OPIRG Brock, Pflag Niagara, Positive Living Niagara, Transgender Niagara, Niagara Reproductive Justice, Silver Spire Church, Thorold Community Activity Group, Fort Erie Native Friendship Centre, and Wandering Spirits.

**Appendix 1: Annual Human Rights, Harassment,
Discrimination, and Hate Report: Complaints, Response, and
Prevention**

Brock Human Rights and Equity Office Annual Report

2025-2026

Background

Brock University recognizes its responsibilities under the *Ontario Human Rights Code* and the *Occupational Health and Safety Act* and is committed to responding promptly and effectively to concerns of discrimination and harassment within its jurisdiction. Additionally, *Bill 166, Strengthening Accountability and Student Supports Act*, amends the *Ministry of Training, Colleges and Universities Act* to strengthen institutional accountability related to anti-racism and anti-hate policies in Ontario's postsecondary sector. Under Bill 166, all publicly assisted colleges and universities are required to:

- Maintain anti-racism and anti-hate policies and rules
- Report annually to their Boards of Governors on the implementation and effectiveness of these policies
- Make the report publicly available on a dedicated webpage
- Submit the report to the Minister by January 31 of each year, beginning January 31, 2026

The legislation establishes minimum reporting requirements, while allowing institutions the discretion to define additional content through their policies. All reporting must be done in a manner that protects individual privacy.

Annual Report

The Human Rights and Equity Office's annual report serves to:

- Demonstrate compliance with Bill 166
- Provide transparency and accountability regarding incidents of racism and hate
- Assess the effectiveness of institutional response
- Identify trends, gaps, and areas for ongoing improvement.

The report is presented as a high-level summary using charts and graphs to illustrate data collected during the 2025–2026 fiscal year. It does not include case-specific details and is intended to present aggregated, de-identified information.

The information in this report summarizes complaints made under Brock University Discrimination and Harassment Policy and Procedures as reported to, or addressed by, five intake offices: the Office of Human Rights and Equity, the Office of Legal and Compliance, the Office of People and Culture, the Office of Student Affairs, and Campus Security Services.

The data includes complaints submitted by students, faculty, and staff, as well as community members, visitors, and guest speakers, where applicable. This year, there were a total of **90** personal resolutions, **38** informal or alternative resolutions, **2** systemic resolutions, and **13** ongoing cases facilitated through the Human Rights and Equity Office, with an additional **7** formal complaint processes administered by the applicable university office as outlined under the Discrimination and Harassment Policy. Through the report below, complaints are categorized to indicate those that proceeded to formal assessment and investigation, the type of incident reported, and the relevant prohibited grounds under the

Ontario Human Rights Code. Additional detail is also included to address the subcategories identified in Bill 166, Strengthening Accountability and Student Supports Act, 2024.

The report also summarizes outcomes from both informal and formal processes, including investigation findings, disciplinary measures taken, and any educational or corrective actions implemented. All information is presented in a manner that protects the dignity and privacy of the individuals involved.

Compliance and Privacy

Brock University is compliant with all requirements of the Minister’s directive on anti-racism and anti-hate for publicly assisted colleges and universities. This section of the report highlights some of those requirements in further detail.

Policy Revision

Pursuant to the Ministry’s Anti-Racism/Anti-Hate Directive for Publicly Assisted Colleges and Universities issued on September 9, 2024 pursuant to Bill 166, Strengthening Accountability and Students Supports Act, 2024 Brock University began collecting data pursuant to the directive and, after consultations with campus-wide stakeholders, revised the previous Respectful Work and Learning Environment Policy (RWLEP) and Procedures and adopted a new Discrimination and Harassment Policy (DHP) framework and procedures in October 2025 that is aligned with the Ontario Human Rights Code (OHRC) and Bill 166 requirements. These policies and procedures define how the University addresses, and responds to, incidents of racism and hate, and outlines procedures for intake, institutional assessment, complaint review, interim measures, decision-making, outcomes, and appeals.

Centralized Platform and Complaint Processes

The University maintains a centralized and publicly accessible platform through the Human Rights and Equity Office website, where members of the campus community can access information on reporting incidents of racism and hate, available supports, and relevant policies. This website serves as a central hub that aligns with legislative and directive requirements and identifies the specific sections of university policies where anti-racism and anti-hate provisions are embedded within broader institutional policies.

Information about the University’s investigative processes is also centrally available, with detailed procedures and guidance provided on the Office of Legal, Compliance and Privacy website. Complainants may contact HREO for a complaint form should they wish to submit a formal complaint to the Investigations Office. Together, these platforms ensure that the campus community can access clear and comprehensive information about reporting processes, policy frameworks, and institutional responses.

Data collected through reporting and other engagement mechanisms is reviewed and analyzed by the Human Rights and Equity Office to support accountability, identify trends, and inform ongoing efforts to strengthen equity, inclusion, and a respectful campus environment. The reporting and complaint

processes are designed to protect the privacy and confidentiality of individuals while fostering a culture of tolerance, inclusion, and respect, that encourages reporting without fear of repercussions.

Anonymous Complaints

Members of the campus community have multiple avenues to raise anonymous concerns. Reports can be submitted anonymously through the centralized complaint form available on the Human Rights and Equity Office website. Individuals may also disclose concerns under Brock University Safe Disclosure Policy through the Office of Legal and Compliance. Anonymous disclosures may also be made directly to the relevant office, through Internal Audit, or through Grant Thornton, which provides an independent third-party reporting service.

Complaints submitted through any of these channels that relate to discrimination, harassment, racism, or hate are collected and reviewed.

Executive Summary of Formal Complaints

From May 1, 2025 to April 30, 2026, a total of 19 formal complaints were received through the Office of Student Affairs, the Office of People and Culture, and the Office of Legal and Compliance.

Details regarding these 19 formal complaint submissions are as follows:

- All 19 formal complaints received were reviewed and triaged.
- Seven complaints were assessed to proceed through formal investigative processes.
- Over the reporting period, the University completed the formal process for four complaints related to discrimination and harassment, and three remain in progress.
- None (n = 0) of the formal assessments or complaints were determined to be incidents of hate.
- None (n = 0) of the incidents required the involvement of law enforcement.
- As of April 30, 2025, disciplinary and/or corrective measures were taken in four cases.

Intakes: Disclosures and Concerns Raised through The Human Rights and Equity Office

The Human Rights and Equity Office (HREO) provides support to individuals affected by discrimination or harassment and offers information and guidance to those who disclose related concerns. The office also conducts or oversees alternative resolution processes and collaborates closely with key campus partners—such as People & Culture, Student Affairs, Student Accessibility Services, the Investigations Office, and Legal Counsel—who are responsible for carrying out the formal processes under these policies. Together, this coordination ensures the effective implementation and operationalization of the University's Discrimination and Harassment Policy and Procedures.

During the 2025-2026 academic year, the Human Rights and Equity Office facilitated processes related to **143** disclosures and concerns raised under the Discrimination and Harassment Policy.

Consultations

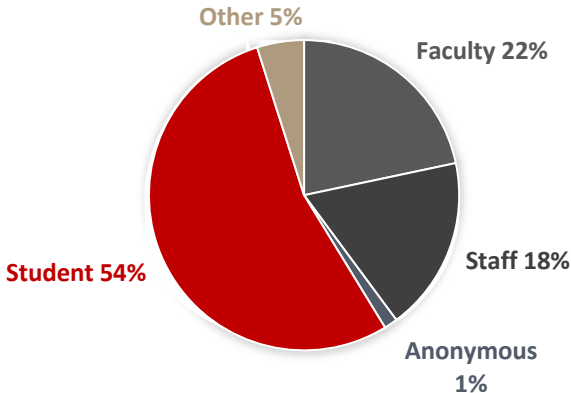
HREO also serves as a central resource for the University community by providing consultation and guidance on matters that fall outside the processes associated with the Gender and Sexual Violence and Discrimination and Harassment Policies. These consultations support a wide range of institutional needs, including advising on inclusive language for communications, offering policy analysis and recommendations, assisting with accessibility planning for campus events, and providing advisory support to committees and departments. This consultative work is separate from, and in addition to, HREO’s role in supporting individuals affected by discrimination or harassment and coordinating the implementation of the University’s policies and procedures.

This year, HREO provided **1,491** consultations, representing a 101% increase from the previous academic year. This significant growth highlights the expanding reliance on the office for early-stage advice, preventative support, and expertise in fostering equitable and inclusive practices across the institution.

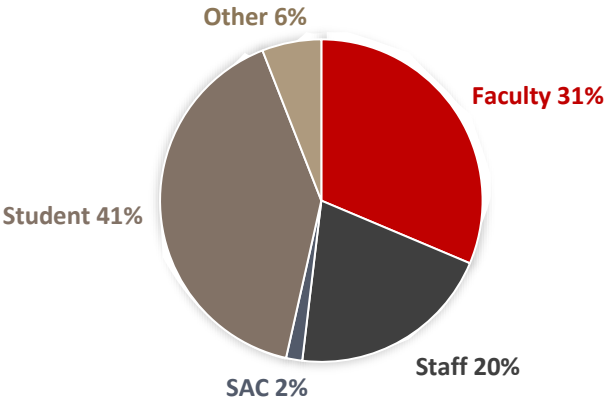
Complainant and Respondent Types

The Discrimination and Harassment Policy applies to all members of the Brock University community, as well as visitors, when incidents of discrimination or harassment occur on University premises or in any off-campus location where the conduct takes place as part of a University-sanctioned event, program, or activity. To maintain confidentiality, the category “other” is used to represent individuals who fall within the scope of the policy and who have been identified as a complainant or respondent in matters brought forward directly to HREO. During the reporting period, HREO also received 12 anonymous complaints, which are included within the overall case totals. The data represented below is consistent with trends observed in previous reporting cycles, demonstrating ongoing stability in the nature of matters reported and the individuals involved.

COMPLAINANT TYPE

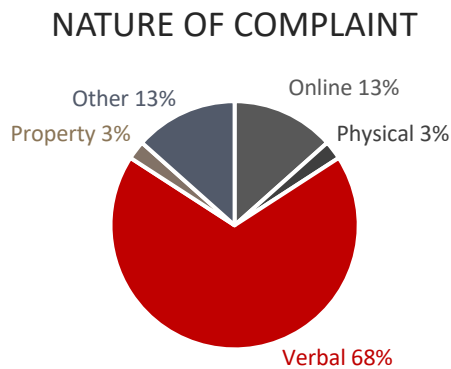


RESPONDENT TYPE

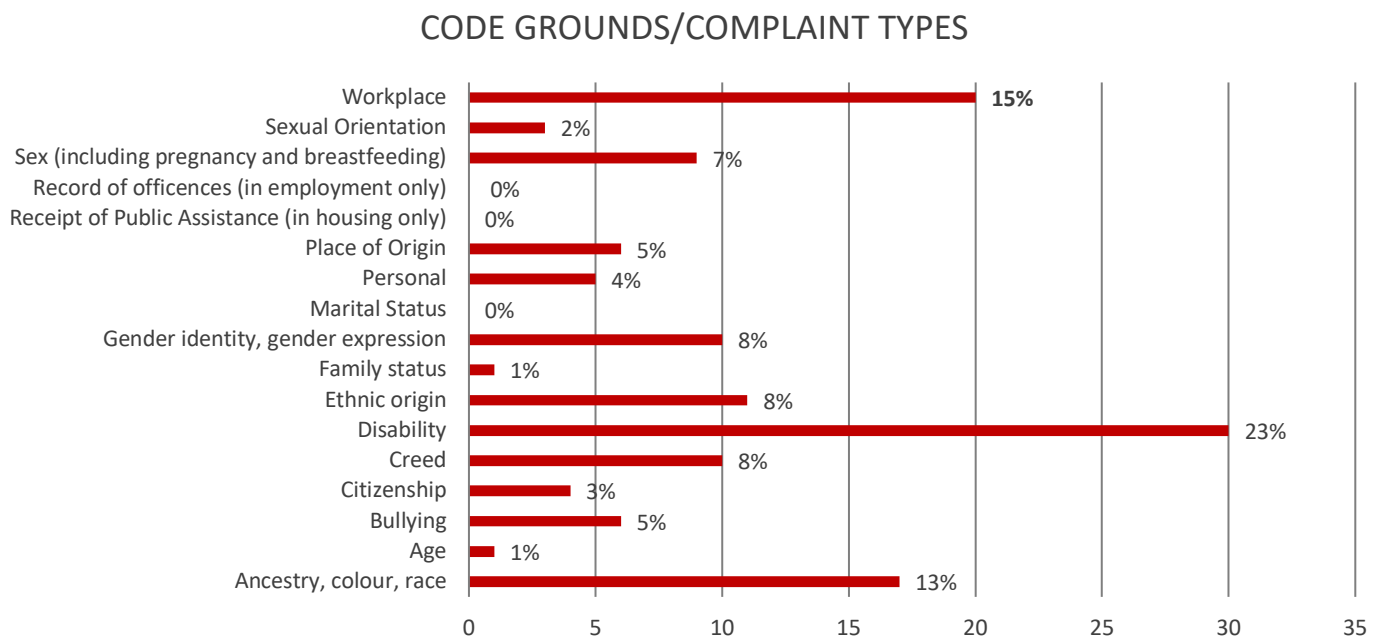


Disclosure By Description Type

An overview of the complaints received indicates that concerns were raised across multiple forms of conduct, including physical interactions, verbal behaviour, property-related incidents, and online or digital activity. In addition to these categories, some submissions were classified as “other,” a designation used to protect confidentiality when the details of a matter could reveal the identity of those involved. This category also captures issues related to systemic, policy, process, or procedural matters in which individuals experienced or perceived discrimination or harassment through institutional structures or decision-making practices.



Human Rights Grounds

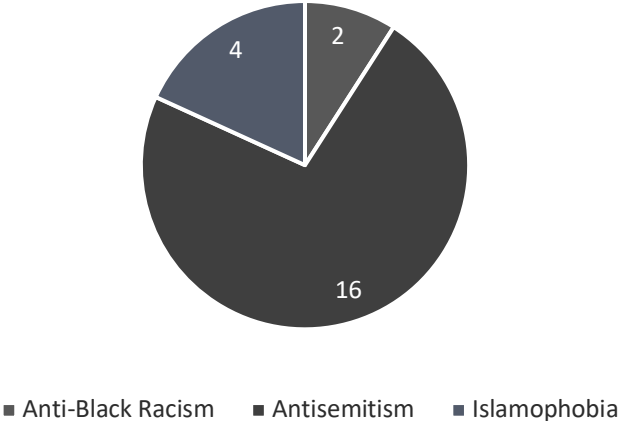


Brock University recognizes its responsibilities under the Ontario Human Rights Code (OHRC) and the Occupational Health and Safety Act (OHS) and is committed to responding promptly and effectively to all concerns of discrimination and harassment within the University’s jurisdiction. In alignment with

these legislative obligations, the following section outlines the complaints received that relate specifically to Code-protected grounds, as defined by the OHRC and referenced within OHSA requirements. This includes matters where individuals reported experiencing discrimination or harassment connected to personal characteristics protected under the Code.

Bill 166 Categories

BILL 166 CATEGORIES



In compliance with Ontario’s Strengthening Accountability and Student Supports Act, 2024 (Bill 166), this report summarizes the complaints received by the University related to Anti-Indigenous racism, Anti-Black racism, Antisemitism, and Islamophobia. During the reporting period, the Office of Human Rights and Equity received 22 complaints involving Anti-Black racism, Antisemitism, and Islamophobia—categories identified under Bill 166—which together accounted for 15% of all cases reviewed this year. No complaints related to Anti-Indigenous racism were submitted during this period. The figure below reflects the actual numbers reported to HREO.

Disclosure Types and Outcomes

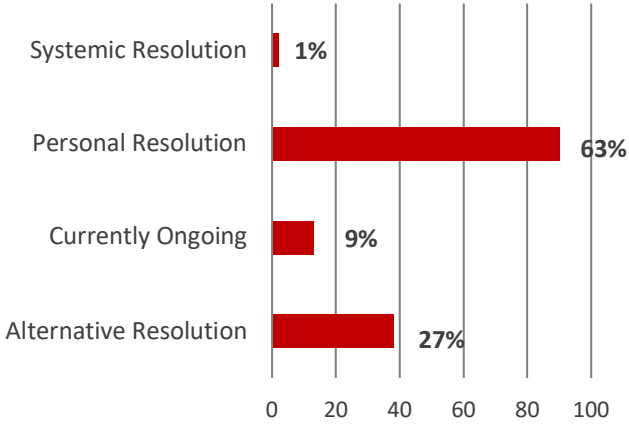
The Human Rights and Equity Office (HREO) provides information, guidance, and support to individuals who disclose concerns or allegations of discrimination or harassment. Depending on the nature of the disclosure and the needs of the parties involved, HREO facilitates several resolution pathways, including systemic resolutions that address structural or policy-related issues and personal resolutions focused on individual experiences and impacts. HREO also manages ongoing case files that remain active and have not yet reached a final resolution, and a single disclosure may result in more than one type of resolution or outcome. Because anonymous complaints do not identify the parties involved, the range of possible outcomes is limited, and resolutions may focus primarily on support, systemic or educational measures rather than individual-level actions.

This data reflects only the disclosures and resolution processes overseen directly by HREO and does not include alternative resolution processes managed by the Office of People and Culture, Student

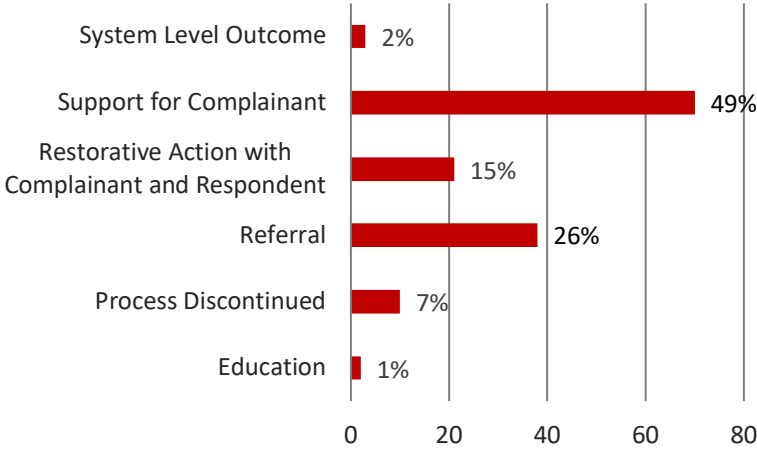
Affairs, or Student Accessibility Services, where such matters fall outside HREO’s scope and have been realigned under other University policies or practices.

Outcomes arising from disclosures to HREO include system-level actions, individual supports, and educational interventions aimed at increasing awareness and preventing future incidents. In some cases, matters are referred to another University office when they fall under the jurisdiction of a different policy or procedure within Brock’s Discrimination and Harassment framework. These referrals were primarily directed to the Office of Student Affairs, the Office of People and Culture, and Student Accessibility Services. Outcomes and resolutions that occur within those offices are not reflected in HREO’s reporting. This represents a shift from previous reporting years following the implementation of the new Discrimination and Harassment Policy and the redistribution of certain processes across the University.

RESOLUTION TYPE



OUTCOMES



Timelines

The timelines below reflect the number of calendar days from when a complaint was received to when resolution outcomes were communicated to the complainant for matters that did not proceed to a formal investigation.

- Mean (average closure time): 17 days
- Median (typical closure time): 7 days
- Range (shortest to longest closure time): 1 to 140 days

For this report, timelines are calculated from the date a complaint was formally received by HREO to the date the outcome was communicated to the complainant. The data presented reflects complaints received between May 1, 2025 and April 30, 2026, as well as the outcomes of those complaints that were communicated within the same reporting period.

Trends and Risk Analysis

Complaints received by HREO during the reporting period largely reflect the same patterns observed over the past five years, with a slight increase in matters related to Gender Identity and Gender Expression. Complaints related to Ancestry, Colour, and Race show a decrease compared to recent reporting cycles, which may largely be in relation to institutional efforts made to address these concerns. Disability-related complaints continue to represent the largest proportion of Code-ground concerns when viewed across the past decade. Across federal and provincial jurisdictions, disability remains the most frequently cited protected ground in human rights complaints, and Brock remains consistent with this trend. While the number of disability-related complaints reported this cycle appears lower than in previous years, this shift corresponds with the implementation of the new Discrimination and Harassment Policy in 2025–2026, which realigned the handling of informal and formal disability-related academic complaints to Student Accessibility Services. As a result, these matters are now addressed through processes outside HREO and are no longer reflected in HREO’s annual reporting.

Similarly, referrals—a new component introduced under the updated policy—redirect certain matters to the Office of Student Affairs, the Office of People and Culture, or Student Accessibility Services when they fall under the jurisdiction of other University policies or procedures. Outcomes related to workplace harassment, for example, are managed within the Office of People and Culture and therefore do not appear in HREO’s reported totals.

Ontario-based research provides important context for interpreting these reporting trends. Studies consistently show that both race-based and disability-related discrimination are significantly underreported across public institutions. The Ontario Human Rights Commission has noted that racism is “substantially underreported,” citing systemic barriers, limited trust in complaint systems, and fear of negative consequences as key deterrents to formal reporting (Ontario Human Rights Commission, Policy Dialogue on Racism, 2019). The Ontario Anti-Racism Directorate similarly reports that many racialized individuals do not disclose incidents of discrimination due to concerns about retaliation, skepticism that reporting will lead to meaningful action, and previous negative institutional experiences (Ontario Anti-Racism Directorate, Anti-Racism Strategic Plan, 2017). Parallel findings exist for disability-related discrimination: the Ontario Human Rights Commission has identified persistent gaps in disability reporting, noting that individuals often do not come forward due to stigma, fear of repercussions, and limited confidence in complaint processes (Ontario Human Rights Commission, Policy Dialogue on Human Rights and Disability, 2018). The Accessibility for Ontarians with Disabilities Act (AODA) Independent Review further found that people with disabilities frequently avoid reporting barriers or rights violations because they believe complaints will not result in meaningful change or because reporting mechanisms are themselves inaccessible (Moran, Third Review of the AODA, 2014). These findings indicate that the true prevalence of both race- and disability-based discrimination in Ontario is likely higher than what is reflected in formal reporting systems, and thus, it is likely also true within Brock’s own reporting systems.

Formal Process: Complaint Summary and Outcomes

Formal investigative procedures under the Discrimination and Harassment Policy are supported collaboratively across several University units. Student Affairs oversees the process for student-related matters, providing guidance and directing cases to Human Rights and Equity or the Investigations Office when appropriate. The Office of People and Culture fulfills a parallel role for faculty and staff. The Investigations Office conducts formal investigations, while Legal Counsel provides guidance to ensure procedural fairness and compliance with University policies. The figures below reflect the actual number of formal complaints submitted to the offices responsible for administering the policy’s formal processes

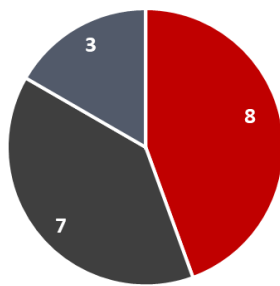
Complaint Summary

Under the Discrimination and Harassment Policy and Procedures, several University offices share responsibility for implementing and assessing formal complaint processes. These units receive, review, and assess complaints; determine whether a formal investigation should proceed; and conduct or oversee investigations, as appropriate, into allegations of discrimination and harassment.

Complainant and Respondent Type

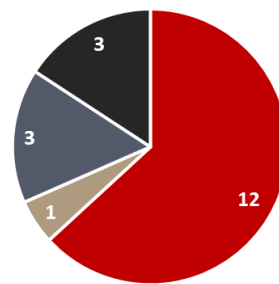
Based on the formal complaint submissions, complainants included 8 students, 7 faculty, 3 staff, and 1 visitor. Respectively, the respondents included 12 students, 1 faculty, 3 staff, and 3 visitors.

RESPONDENT TYPE: FORMAL COMPLAINTS



■ Student ■ Faculty ■ Staff ■ Visitors

COMPLAINT TYPE: FORMAL COMPLAINTS



■ Student ■ Faculty ■ Staff ■ Visitors

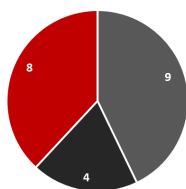
Disclosure Assessment

During the 2025-2026 Academic Year, a total of 19 formal complaints were received assessed, and triaged through the offices responsible for the operationalization of formal investigative processes under, and in relation to, the Discrimination and Harassment Policy, with 7 of those complaints proceeding through formal investigative processes.

Nature of Complaints

Bill 166 requires Ontario universities to publicly report each year on the number and nature of complaints received under the Discrimination and Harassment Policy. Institutions must categorize and summarize the types of concerns raised to support greater transparency and accountability in campus reporting practices. Of the submitted complaints, 9 were verbal, 4 were online, and 8 were other.

NATURE OF COMPLAINTS: FORMAL COMPLAINTS

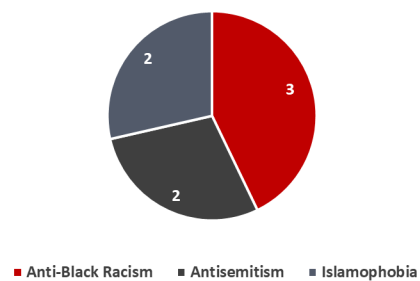


■ Verbal ■ Online ■ Other

Bill 166 Categories

Over the reporting period, offices responsible for the operationalization of the Discrimination and Harassment Policy received formal complaints involving Anti-Black racism, Antisemitism, and Islamophobia—each of which falls within the categories identified under Bill 166—and together represent 12% of the total complaints received by the Office of Legal and Compliance. No complaints were received in relation to Anti-Indigenous racism. Through the formal complaints, 3 were reported as Anti-Black Racism, 2 as Antisemitism, and 2 as Islamophobia.

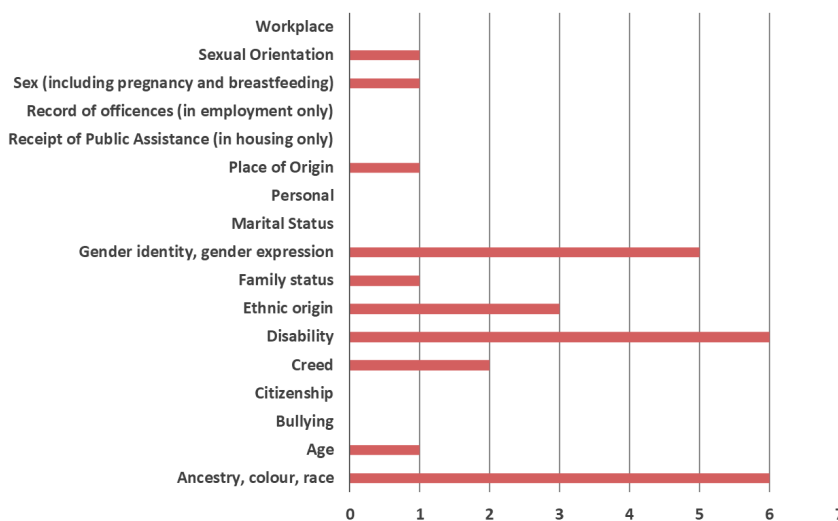
BILL 166 CATEGORIES: FORMAL COMPLAINTS



Grounds

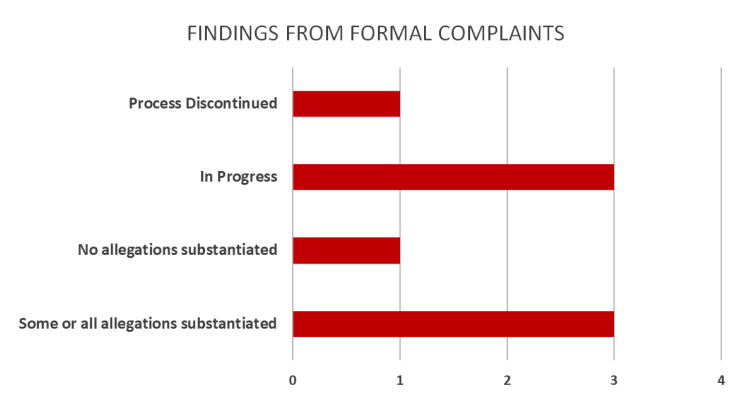
Individuals who requested formal complaint processes identified a range of Code grounds connected to their concerns. The most frequently cited grounds included Disability, followed by Ancestry, Colour, and Race, and then Gender identify, gender expression, along with other protected categories raised less often. These self-identified Code grounds form the basis for assessing complaints under the Discrimination and Harassment Policy and help illustrate the types of issues brought forward through the formal process.

CODE GROUNDS/COMPLAINT TYPES: FORMAL COMPLAINTS



Findings From Investigations

The graph illustrates the outcomes of formal complaints investigated and completed during the 2025–26 academic year, highlighting the distribution and resolution of matters addressed through the University’s formal processes. Cases in progress do not, yet, have concluded findings.

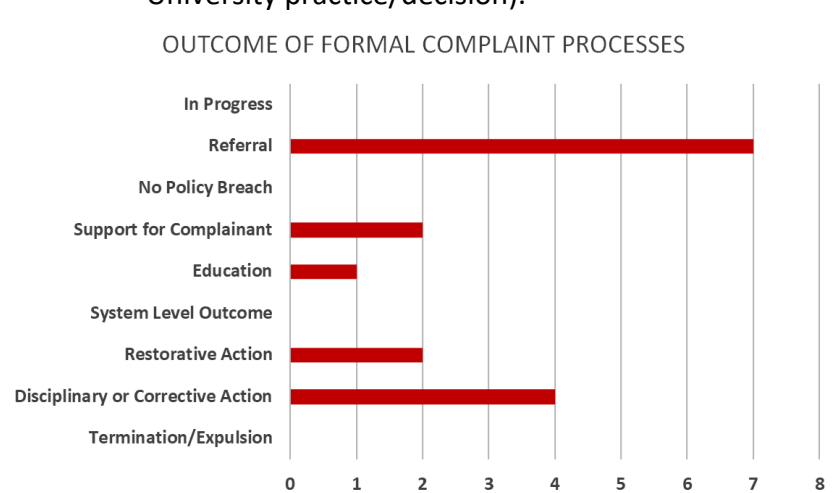


Outcomes of Complaint Processes

Outcomes arising from formal complaint processes are determined after an investigation is completed and are based on the findings of that investigation. Possible outcomes include education, restorative measures, disciplinary or corrective action, or referral to another University process. Referrals typically occur when a matter does not meet the threshold for investigation under the Discrimination and Harassment Policy but may be more appropriately addressed through a different policy or procedural pathway.

In cases in which the complaint was closed and no restorative, or disciplinary, corrective, or remedial action was taken against the respondent, the University, in many cases, extended support to the complainant. The University may not be able to take disciplinary, corrective, or remedial action for many reasons, including:

- the University had no jurisdiction for action;
- the nature of the complaint did not meet the threshold of discrimination under our policies due to insufficient evidence, and/or there was no finding of wrongdoing; and/or,
- the respondent was not an individual (for example, complaints against a department or University practice/decision).



Conclusion

This report demonstrates Brock University's ongoing commitment to meeting its obligations under the Ontario Human Rights Code, the Occupational Health and Safety Act, and Bill 166, while fostering a campus environment grounded in equity, inclusion, accountability, and respect. The data highlights continued engagement with reporting and consultation processes, the effective implementation of the new Discrimination and Harassment Policy framework, and the important role of both formal and informal resolution pathways in addressing concerns of discrimination, harassment, racism, and hate.

The reporting period also reflects the growing demand for proactive equity guidance and early intervention supports, evidenced by a significant increase in consultations and continued use of disclosure and resolution services. As the University continues to implement and refine its revised policy framework, future reporting cycles will provide an increasingly comprehensive picture of trends, outcomes, and institutional responses across all responsible units, supporting ongoing efforts to strengthen transparency, responsiveness, and a respectful learning and working environment for all members of the Brock community.

DHP COMPLAINT AND RESOLUTION DASHBOARD

The table below summarizes complaint activity against the Discrimination and Harassment Policy (DHP) for the period May 1st, 2025, to April 30th, 2026.

Total Number of Resolutions	Fiscal 2025-26
Human Rights and Equity Office administered resolutions	143
Resolution Type	Fiscal 2025-26
Personal resolutions include confidential consultations with HRE for advice or coaching on resolving a concern oneself, or by an individual choosing to take no action.	90
Alternative/Informal resolutions may include mediation, accommodation, training, voluntary no-contact agreements, apologies, and/or other forms of restorative justice	38
Systemic Resolutions	2
Ongoing	13
Complainant Type	Fiscal 2025-26
Student	77
Faculty	31
Staff	26
Anonymous	2
Other	7
Total	143
Respondent Type	Fiscal 2025-26
Student	75
Faculty	58
Staff	41
Other	11
Total (Note: Some complaints had multiple respondents)	185
Complaint Type	Fiscal 2025-26
Age	1
Creed	10
Citizenship	4
Disability	30
Ethnic Origin	11
Family Status	1
Gender Identity/Gender Expression	10

Harassment (Personal or Workplace)	20
Marital Status	0
Place of Origin	6
Race/Ancestry/Colour	17
Sex	9
Sexual Orientation	3
Bill 166 Categories	Fiscal 2025-26
Anti-Black Racism	2
Antisemitism	16
Anti-Indigenous Racism	0
Islamophobia	4
Timelines (Number of calendar days a case is open)	Fiscal 2025-26
Mean	17
Median	7
Shortest	1
Longest	140
Range	1-140
Outcome	Fiscal 2025-26
Support for Complainant	70
Education	2
Restorative Action with Complainant and Respondent	21
Referral	38
System Level Outcome	3
Process Discontinued	10
Nature of Complaint	Fiscal 2025-26
Verbal	112
Online	22
Physical	4
Property	4
Other	22
Consultations	
Consultations are defined as advice given on a matter that falls outside the scope of a personal resolution, informal resolution, or formal complaint (as detailed above).	1491

Formal Complaints

(administered by the Office of Investigations, Student Affairs, and the Office of People and Culture)

Total Number of Formal Complaints	Fiscal 2025-26
Complaints Received	19
Complaints Investigated	7
Complainant Type	Fiscal 2025-26
Student	8
Faculty	7
Staff	3
Visitors	1
Total	19
Respondent Type	Fiscal 2025-26
Student	12
Faculty	1
Staff	3
Visitors	3
Total	19
Complaint Type	Fiscal 2025-26
Age	1
Creed	2
Citizenship	0
Disability	6
Ethnic Origin	3
Family Status	1
Gender Identity/Gender Expression	5
Harassment (Personal or Workplace)	0
Marital Status	0
Place of Origin	1
Race/Ancestry/Colour	6
Sex	1
Sexual Orientation	1

Bill 166 Categories	Fiscal 2025-26
Anti-Black Racism	2
Antisemitism	2
Anti-Indigenous Racism	0
Islamophobia	1
Outcome	Fiscal 2025-26
Termination/Expulsion	0
Disciplinary or Corrective Action	4
Restorative Action	2
Education	1
System Level Outcome	0
Support for Complainant	2
Referral	7
In Progress	3
Nature of Complaint	Fiscal 2025-26
Verbal	9
Online	4
Physical	0
Property	0
Other	8
Findings From Complaint	Fiscal 2025-26
Some or all allegations substantiated	3
No allegations substantiated	1
In progress	3
Process discontinued	1

Appendix 2: Sexual Violence Prevention and Response Report

Brock Human Rights and Equity Office Annual Report

2025-2026

2025-2026 Overview of Gender and Sexual Violence Prevention and Support Programming

The Gender and Sexual Violence (GSV) portfolio within the Human Rights and Equity Office continued to advance Brock University's commitments under the Sexual Violence Policy through a comprehensive approach to prevention, education, response, and survivor support. Guided by trauma-informed, survivor-centred, intersectional, and anti-oppressive practices, the portfolio delivered a range of educational initiatives designed to strengthen awareness of consent, healthy relationships, bystander intervention, and gender-based violence prevention across the campus community.

A significant accomplishment this year was the expansion of consent and sexual violence prevention education through a new partnership with the Faculty of Education. In response to external survey findings indicating that more than 70 per cent of teacher candidates had experienced harm during practicum, the GSV team developed and delivered training to more than 800 teacher candidates on understanding, responding to, and reporting sexual violence. This initiative represents an important step in building the capacity of future educators to recognize and address gender-based violence within educational settings. The portfolio also continued to provide consent education to more than 2,000 students living in residence and expanded the Gender and Sexual Violence Support Certificate program, increasing opportunities for students, staff, and faculty to develop the knowledge and skills necessary to support survivors and contribute to safer communities.

The portfolio continued to provide responsive and individualized support to survivors of gender-based and sexual violence. During the reporting period, 224 survivors accessed support services (including new and ongoing cases), with 99 accommodations implemented to help reduce barriers to participation in academic and campus life. Resolutions included 81 personal resolutions, 26 informal resolutions, 20 formal complaints, and one matter that proceeded through a Niagara Regional Police process. There were 508 consultations engaged by community members with the GSV team. Consistent with Brock's obligations under the Sexual Violence Policy and provincial legislation including Bill 132 and Bill 26, survivors were supported in making informed choices about their reporting and resolution options while receiving advocacy, referrals, safety planning, accommodations, and system navigation support. Demand for in-person supports also increased significantly this year, resulting in the expansion of the Counsellor of Choice Program through the onboarding of additional trauma-informed counsellors able to provide in-person counselling and support services.

Several emerging trends were observed throughout the reporting period. The office noted an increase in disclosures involving grooming behaviours and non-fatal strangulation/choking, reflecting patterns increasingly recognized within the broader gender-based violence sector. In addition, there was growing demand from both students and employees for enhanced training on responding to disclosures of sexual violence and supporting individuals who have experienced harm. Strengthening disclosure response competencies across the University will be a key priority in the coming year. Collectively, these efforts demonstrate Brock's ongoing commitment to meeting its Sexual Violence Policy requirements, supporting survivors, and fostering a campus environment grounded in safety, accountability, education, and care.

Sexual Violence Policy (SVP) Overview

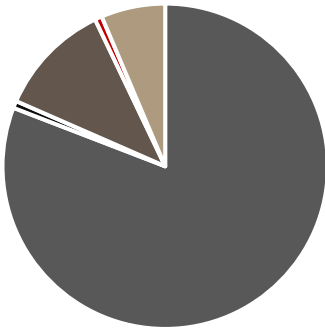
Demand for Gender and Sexual Violence support services remained strong during the reporting period with **508** consultations under the SVP. The office carried forward **97** active cases from the previous year and received an additional **140** new disclosures and support requests, including **129** cases through intake processes and **11** through drop-in disclosures. Collectively, **237** survivors were supported across campus. The continued volume of cases reflects the ongoing need for specialized, survivor-centred support within the Brock community. The reporting period also saw an increase in survivors seeking in-person intake appointments, meetings, and support services, highlighting the importance of accessible, relationship-based supports. This growing demand informed efforts to expand in-person service capacity, including enhancements to counselling and support options available through the Gender and Sexual Violence portfolio.

Survivor and Respondent Demographics

Survivor and respondent demographics remained largely consistent with previous reporting years and align with trends observed across Ontario's post-secondary sector, where students represent the majority of individuals accessing sexual violence support services. Of the 140 survivors supported during the reporting period, 114 were students, 16 were staff, 1 was a faculty, 1 was a third party, and 8 were anonymous.

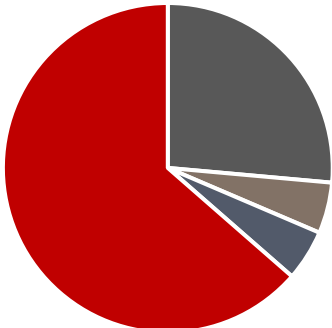
Respondent demographics followed a similar pattern. Of the 140 respondents identified in disclosures and reports, 37 were students, 7 were faculty members, and 7 were staff members. In 89 cases, the respondent was unknown, anonymous, a third party, or the survivor chose not to disclose this information. This is consistent with survivor-centred practices that allow individuals to access support, accommodations, and information without requiring formal identification of a respondent.

SURVIVOR DEMOGRAPHICS



- Students (114)
- Staff (16)
- Anonymous or Other (9)
- Faculty (1)
- Third-Party (1)

RESPONDENT DEMOGRAPHICS



- Students (37)
- Faculty (7)
- Staff (7)
- Anonymous/Other/Unknown* (89)

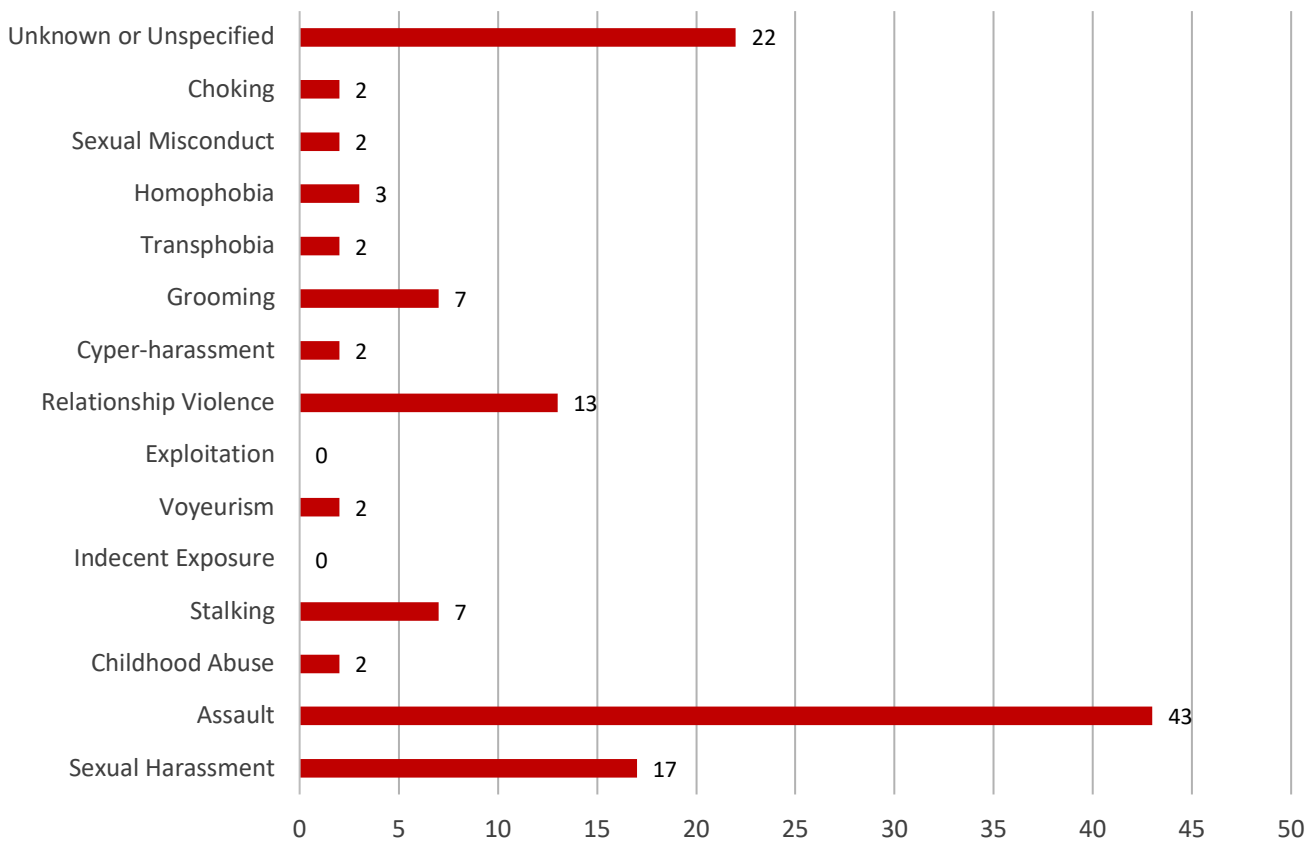
*Includes incidents where survivor is unwilling to disclose.

Sexual Violence Categories

The types of disclosures received during the reporting period were consistent with trends observed in previous years and with findings from post-secondary sexual violence and campus climate research across Ontario. Sexual assault remained the most disclosed experience, followed by sexual harassment and relationship violence. The reporting period also included disclosures related to stalking, grooming, cyber harassment, homophobia, transphobia, voyeurism, and choking, reflecting the diverse ways gender-based and sexual violence can manifest.

The increase in disclosures involving grooming and choking mirrors emerging trends identified in broader school climate and gender-based violence research, highlighting the importance of ongoing prevention education and early intervention efforts. The presence of unknown or unspecified disclosures also reflects survivor-centred support practices, where individuals may seek assistance before they are ready or able to fully identify or describe their experiences. Collectively, these disclosure patterns align with trends reported across Ontario post-secondary institutions and reinforce the need for comprehensive prevention, education, and support services.

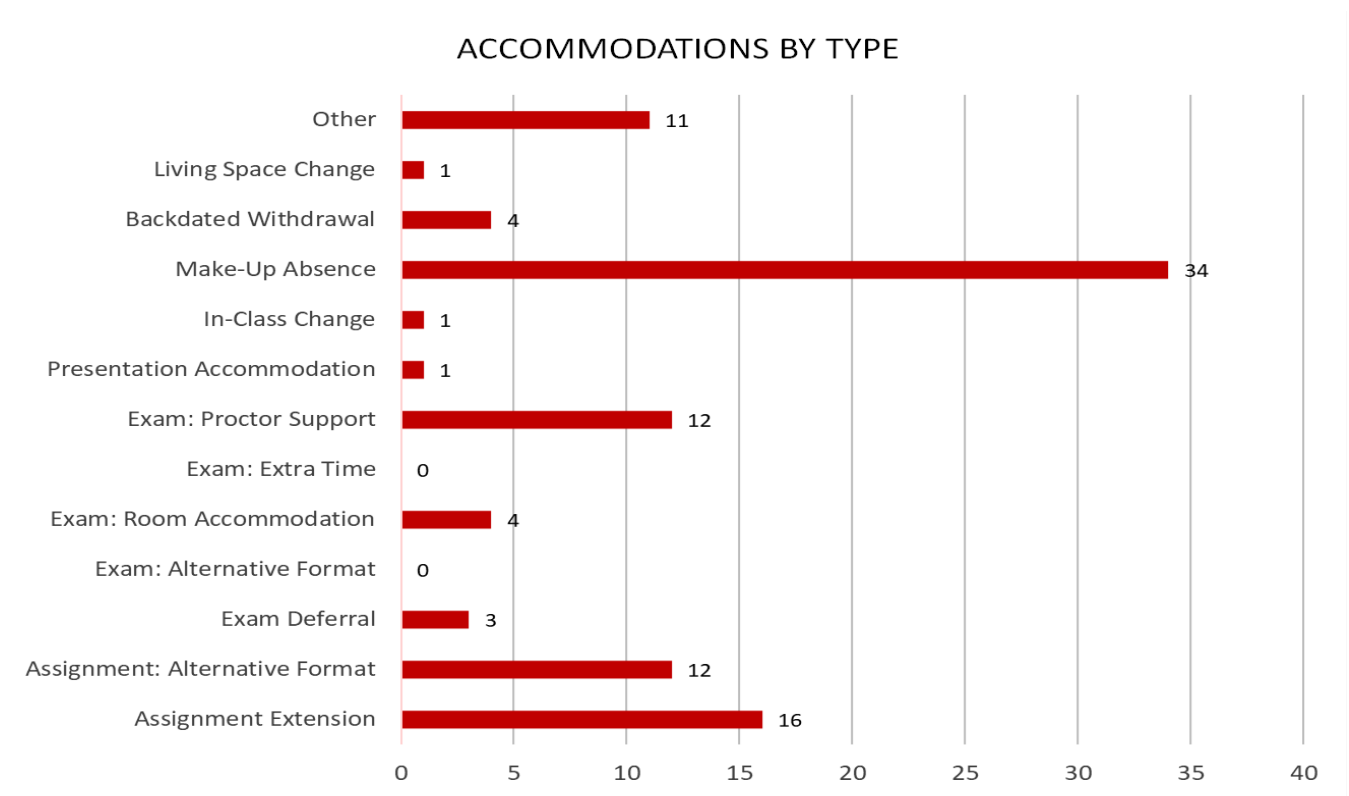
SEXUAL VIOLENCE CATEGORIES



Accommodations

Academic and other accommodations remained an important component of Brock's survivor-centred response framework, with 99 accommodations provided during the reporting period. The most frequently requested accommodations included make-up absences, assignment extensions, alternative assignment formats, and exam-related supports. Notably, the office observed an increase in requests for proctored examinations administered through Gender and Sexual Violence staff, reflecting a growing need for individualized academic supports that allow survivors to continue their studies while addressing safety, wellness, and healing-centred needs. The continued use of academic accommodations is consistent with trends across Ontario's post-secondary sector.

The volume and diversity of accommodations provided this year also align with broader Ontario school climate and sexual violence survey findings, which consistently identify access to academic accommodations as a critical factor in supporting student retention, well-being, and recovery following experiences of sexual violence. Provincial requirements under Ontario's Sexual Violence at Colleges and Universities framework further recognize the obligation of institutions to appropriately accommodate students affected by sexual violence, reinforcing the importance of these supports within Brock's overall response model.

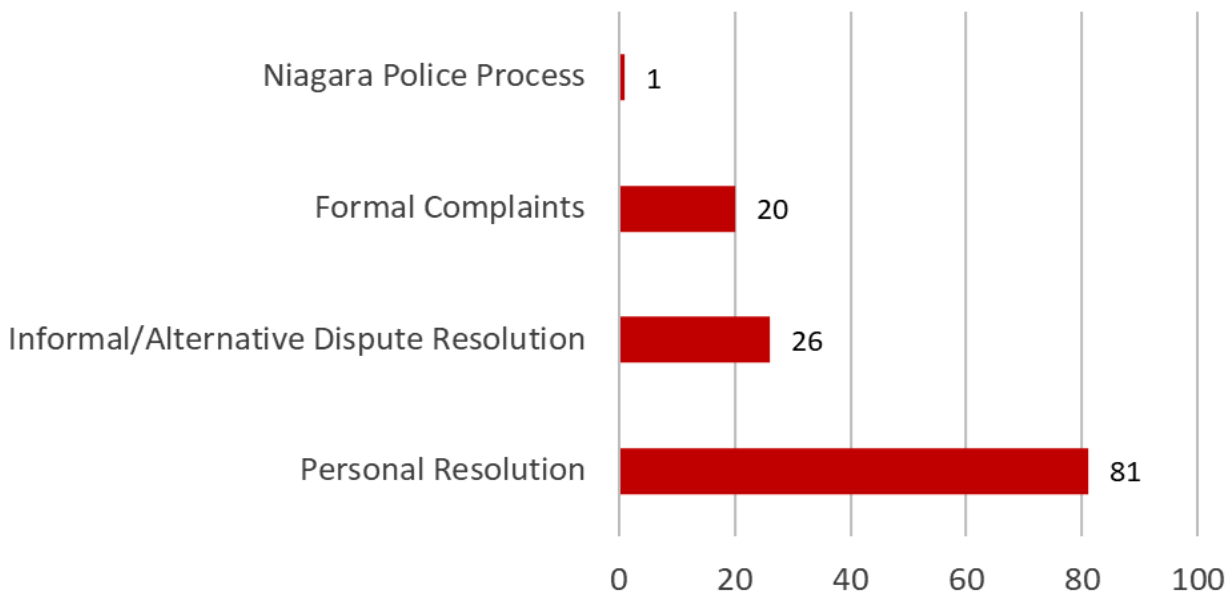


SVP Resolutions

A total of 128 resolution processes were supported during the reporting period, reflecting the range of options available to survivors under Brock's Sexual Violence Policy. Personal resolutions remained the most frequently selected pathway (81), followed by informal resolutions (26) and formal complaints (20). One survivor chose to pursue a process through Niagara Regional Police. These figures do not include individuals who accessed support through drop-in disclosures only, as those interactions may involve information sharing, referrals, safety planning, or emotional support without initiating a resolution process.

The distribution of resolution pathways is consistent with trends observed across Ontario's post-secondary sector, where survivors most commonly seek support, accommodations, and information rather than pursuing formal complaint or investigative processes. Institutions including the University of Toronto, McMaster University, and the University of Waterloo similarly report that survivor-directed and informal options are utilized more frequently than formal reporting mechanisms. This reflects broader sector findings that many survivors prioritize safety, academic continuity, wellness supports, and personal agency when determining how they wish to respond to experiences of sexual violence. Brock's resolution data continues to demonstrate the importance of maintaining multiple pathways for support and resolution to ensure survivors can access options that best meet their individual needs and circumstances.

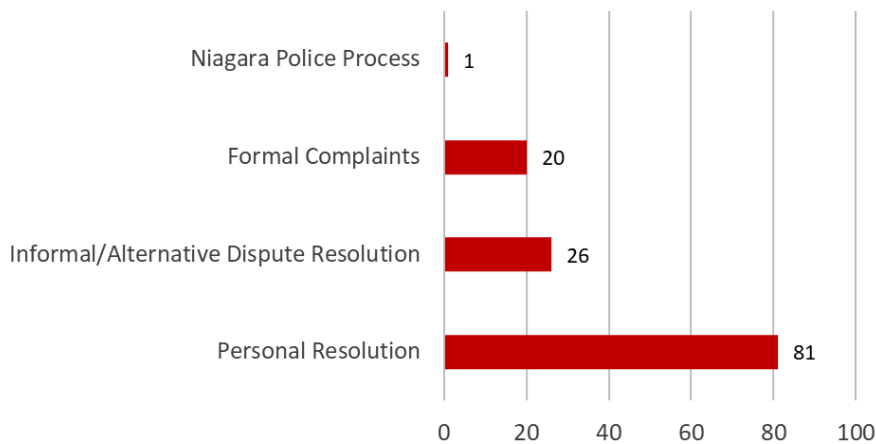
SVP RESOLUTION TYPES



SVP Referrals

Referrals to specialized supports remained an important component of Brock's survivor-centred response framework. The Counsellor of Choice Program continues to be a critical support for survivors by providing timely access to identity-specific, intersectional, and trauma-informed counselling services without wait times or financial barriers. The program offers survivors the opportunity to connect with counsellors whose lived experience, expertise, and approach best align with their individual needs and identities, supporting more responsive and culturally relevant care. Alongside financial assistance through the Emergency Survivor Fund and connections to both campus and community resources, these referrals help ensure survivors have access to comprehensive supports that promote safety, well-being, healing, and continued participation in academic and campus life.

SVP RESOLUTION TYPES



Looking Ahead

Throughout the reporting period, the Gender and Sexual Violence portfolio continued to provide comprehensive prevention education, survivor-centred support, accommodations, referrals, and resolution options that align with Brock's Sexual Violence Policy and sector-leading practices across Ontario's post-secondary institutions. The year was marked by expanded educational initiatives, increased demand for in-person supports and counselling services, and continued emphasis on providing flexible, survivor-directed pathways to support, healing, and resolution. Looking ahead, a key priority for 2026–2027 will be the implementation of mandatory consent education for all incoming undergraduate students, further strengthening Brock's commitment to sexual violence prevention, awareness, and campus safety.

SEXUAL VIOLENCE POLICY DISCLOSURE DASHBOARD

The following table summarizes all Consultations, Disclosures and Formal Complaints made under the Sexual Violence Policy (SVP) for the period May 1, 2025, to April 30, 2026.

Consultations	Fiscal 2025-26
A <i>consultation</i> 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).	508

Total Number of Disclosures A <i>disclosure</i> is when a person shares an incident of gender and sexual violence with someone from the Human Rights and Equity Office.	Fiscal 2025-26
Carried over from previous period	97
Received during this period	140
Drop In Disclosures – Received by peer staff in the Peer 2 Peer (P2P) Drop In Program	11
Disclosures – Survivor Demographic	Fiscal 2025-26
Student	114
Faculty	1
Staff	16
Third Party	1
Anonymous/Other	8
Total	140
Disclosures – Respondent Demographic	Fiscal 2025-26
Student	37
Faculty	7
Staff	7
Other/Unknown (Survivor may not know or not willing to disclose)	89
Total	140
Disclosure – Sexual Violence Categories	Fiscal 2025-26
Assault	48
Harassment	17
Childhood Abuse	2
Stalking	7
Indecent Exposure	0
Voyeurism	2

Exploitation	0
Relationship Violence	13
Cyber Harassment	2
Choking	2
Grooming	7
Transphobia	2
Homophobia	3
Sexual Misconduct	2
Other/Unknown/Unspecified	22

Resolution Type (Closed Cases)	Fiscal 2025-26
Personal Resolutions 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.	81
Informal Resolutions 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.	26
Formal Complaint Formal Complaints are managed through the University's Investigations Manager, in the Office of Legal, Compliance and Privacy.	20
Niagara Regional Police Process	1
Referrals	Fiscal 2025-26
Internal (including SWAC, Student Accessibility Services, Campus Security, and the Ombuds Office)	16
Survivor Support Group	6
Emergency Survivor Fund	20
Counsellor of Choice	21

Accommodation Request	Fiscal 2025-26
Assignment Extension	16
Assignment Alternative Format	12
Exam Deferral	3
Exam Alternative Format	0
Exam Room Accommodation	4

Extra Exam Time	0
Exam Proctor Support	12
Presentation Accommodation	1
In-class Change	1
Make Up Absence	34
Back Dated Withdrawal	4
Living Space Change	1
Other Accommodations	11
Total	99

Appendix 3: Training and Education

Brock Human Rights and Equity Office Annual Report

2025-2026

Training and Education Overview

Training and education are central to the mandate of the Human Rights and Equity Office (HREO), serving as a foundational strategy for strengthening awareness, building practical skills, and fostering collective learning and unlearning across the institution. In alignment with applicable legislation and policy frameworks, the HREO's educational programming supports both the prevention of, and response to, discrimination, harassment, systemic inequities, accessibility barriers, anti-racism, gender-based violence, and sexual violence.

Legislation across Ontario reinforces the importance of education and training as essential tools for prevention and accountability. The HREO's training offerings are designed to meet and advance these legislative and policy expectations, including the Accessibility for Ontarians with Disabilities Act (AODA), the Ontario Human Rights Commission (OHRC) guidance, Bill 166, and Bill 26.

Under the AODA Integrated Accessibility Standards Regulation (IASR), organizations are required to provide mandatory training on accessibility standards and the Ontario Human Rights Code to all employees, including educators, support staff, administrators, volunteers, and individuals responsible for developing or implementing organizational policies or services. In educational settings, this requirement extends across both school board and post-secondary environments. The HREO's accessibility-focused training supports compliance by ensuring that staff are equipped to identify, remove, and prevent barriers to access in learning, working, and service environments, including through the use of inclusive practices, accommodations, and accessible communication.

Guided by the Ontario Human Rights Commission (OHRC), the HREO's approach to training reflects the expectation that effective human rights education must be ongoing, role-specific, and grounded in anti-racist and systemic analysis rather than limited to general "diversity awareness." OHRC guidance emphasizes that education should build meaningful understanding of discrimination and structural inequities, support early identification of harm, and promote effective prevention and response. Consistent with this guidance, HREO programming is designed not as one-time awareness sessions, but as ongoing, practice-based learning opportunities that contribute to long-term institutional change.

In alignment with Bill 166, which requires post-secondary institutions to implement policies and measures addressing racism, discrimination, and hate, HREO education initiatives support prevention through institutional action by building awareness of forms of discrimination and hate, as well as strengthening understanding of reporting mechanisms and pathways for support. These educational efforts directly contribute to institutional responsibilities to both prevent harm and respond effectively when incidents occur, ensuring that policies are operationalized through practice, training, and accountability.

Similarly, Bill 26 emphasizes prevention and education related to campus safety, including sexual violence and misconduct. The HREO's training programs contribute to this mandate by promoting awareness of consent, power dynamics, respectful conduct, and reporting processes, while also strengthening institutional capacity to prevent and respond to sexual violence and related harms.

These efforts support a safer campus environment by embedding prevention-focused education into institutional practice.

Throughout the 2025–2026 academic year, the Human Rights and Equity Office (HREO) facilitated 205 educational sessions reaching 6,410 participants, demonstrating the institution’s commitment to embedding human rights, equity, accessibility, and safety education across all levels of the organization. These sessions reflected a broad and comprehensive range of topics, including accessibility and inclusive pedagogy, anti-racism and unconscious bias, equity-informed leadership, cultural competency, disability justice, and the prevention of discrimination, hate, and harassment, as well as gender-based and sexual violence prevention and response. Training also addressed key campus-specific and contemporary issues such as antisemitism, Islamophobia, anti-Black racism, colonialism in education, microaggressions, consent, healthy relationships, trauma-informed practice, and inclusive communication across academic, residential, athletic, leadership, and professional contexts. Delivered to faculty, staff, students, leadership teams, residence life staff, coaches, international student staff, and community partners, these sessions were designed to strengthen awareness, build practical skills, and support inclusive practice across the institution. The section below will provide an overview of all educational sessions offered throughout the year.

2025 – 2026 Training and Education Sessions

HREO General Training

Accessibility, Accommodation, and Inclusive Pedagogy in Nursing Education

In partnership with Student Accessibility Services and the Centre for Pedagogical Innovation, HREO co-developed and delivered a session for Nursing faculty and staff focused on accessibility, accommodation, and inclusive pedagogy in teaching and learning environments.

Ambassador of Campus Wellbeing Program (HREO Contributions)

HREO provided ongoing contributions as guest facilitators within the Ambassador of Campus Wellbeing program, supporting participants in connecting health equity concepts to human rights and equity frameworks.

Anti-Racism and Unconscious Bias Training (Joint PhD in Educational Studies)

HREO facilitated a two-part training series for doctoral students focused on unconscious bias and its impact on research and practice, emphasizing anti-racist approaches in academic and professional contexts.

Anti-Racism Training for Brock Sports and Recreation Staff

HREO delivered an introductory training for Brock Sports and Recreation staff, providing an overview of human rights, equity, and anti-racism principles and equipping participants with strategies to foster inclusive and equitable environments within athletics and recreation spaces.

Antisemitism on Campus Training

In partnership with The Friends of Simon Wiesenthal Center for Holocaust Studies and Hillel, HREO supported the delivery of a training session addressing antisemitism, examining its manifestations in post-secondary environments and supporting participants in fostering inclusive and supportive campus spaces.

Brock International – Human Rights and Equity Considerations for International Students

HREO delivered an interactive workshop for Brock International staff focused on accessibility, inclusive practices, and navigating power dynamics in student-facing roles.

Campus Tour Guide EDI and Accessibility

HREO delivered a training session for campus tour staff focused on inclusive communication, accessibility, and responding to equity-related questions from prospective students and families.

Department of Digital Humanities – Equity and Departmental Action Planning

HREO delivered a department-specific session focused on identifying EDID strengths and gaps, developing shared equity goals, and shaping a collective action plan with an emphasis on accountability and embedding equity into everyday practices.

Don and Head Resident Training

HREO 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

In this two-part series, 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 and Anti-Black Racism Training – Black Student Success Centre & Student Life and Success

HREO delivered a targeted training session for staff focused on anti-Black racism and equity-informed practice, supporting culturally responsive approaches and enhancing support for Black students across campus.

Emerging Leaders Session – Foundations of Equity and Inclusion

In partnership with the Office of People and Culture, HREO delivered an interactive session for early-career staff introducing foundational concepts of equity, diversity, inclusion, and belonging within leadership development.

Faculty of Applied Health Sciences – Addressing Microaggressions in the Classroom

HREO delivered an interactive workshop for FAHS faculty focused on recognizing and responding to microaggressions, examining how bias and power dynamics shape learning environments, and providing practical strategies for navigating challenging classroom moments.

Faculty of Education – Equity, Diversity, and Inclusion Strategic Planning

HREO delivered a session to support the Faculty of Education in developing their departmental EDI

strategic plan, engaging participants in identifying priorities and embedding equity in teaching, research, and departmental practices.

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.

Holding Space: Navigating Difficult Conversations for DSBN Educators

HREO delivered a training session for DSBN staff advisors supporting Black Student Associations (BSAs), focused on navigating conversations about anti-Black racism and equipping participants with proactive and reactive strategies grounded in reflective and accountable practice.

Islamophobia on Campus Training

In partnership with the National Council of Canadian Muslims (NCCM), HREO supported the delivery of a training session addressing Islamophobia, exploring its impacts and providing strategies to foster inclusive campus environments.

International Student Ambassador Training – Human Rights and Equity

HREO delivered a training session for International Student Ambassadors focused on human rights, equity, diversity, and inclusion principles, equipping participants with strategies to support diverse student populations and foster inclusive engagement.

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 HREO 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 (HREO) Office. This session provides an overview of how HREO supports the campus community through advocacy, education, and resources related to human rights, equity, diversity, and inclusion.

Lunch and Learn: Safer Space – Creating a 2SLGBTQ+ Inclusive Workplace

HREO delivered a session for OSSTF staff focused on gender and sexual diversity, inclusive language, and allyship, supporting participants in creating safer and more inclusive workplace environments.

Medicine During Nazism and the Holocaust: Implications for Contemporary Healthcare

Dr. Hedy S. Wald explored the ethical failures of health professionals during the Holocaust and their relevance today. The session emphasized critical reflection to strengthen moral leadership, challenge antisemitism and discrimination, and uphold human dignity in healthcare.

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

HREO 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.

New Employee Orientation – Human Rights and Equity

In partnership with the Office of People and Culture, HREO delivered orientation sessions for new employees, introducing the mandate, services, and programming of the Human Rights and Equity Office and providing foundational knowledge of human rights and inclusive workplace practices.

Residence Life: Anti-Racism, Accessibility, and Inclusive Communities

In partnership with Residence Life, HREO delivered training sessions for Head Residents and Dons focused on anti-racism, gender, accessibility, and EDI, supporting staff in fostering inclusive and accountable student communities.

Student Appeals Board – Human Rights and Equity in Decision-Making

HREO delivered a two-part training series focused on human rights principles, institutional policy, and the role of bias in equitable decision-making.

Understanding Religious Accommodations: Student Rights & Responsibilities

HREO delivered a workshop for students, staff, and faculty focused on religious accommodations, clarifying institutional processes and supporting inclusive, respectful learning environments.

Unpacking Power and Privilege: Anti-Racism in Law, Policy, and Professional Contexts (2-Part Series)

HREO delivered a two-part training series for Law+ students examining how systems of law and governance reproduce inequity and supporting participants in applying anti-racist approaches to professional practice and leadership.

Uplifting Leaders: Equity and Inclusive Leadership Training

In partnership with the Office of People and Culture, HREO delivered a session for mid-level and senior

leaders focused on equity-informed leadership, human rights responsibilities, and inclusive decision-making practices.

Varsity Athlete Anti-Racism Training Series

In partnership with Brock Sports and Recreation, HREO delivered a comprehensive series of training sessions focused on anti-racism, gender, and accountability, equipping athletes with tools to foster inclusive team cultures.

Young Alumni Network: EDI in the Workplace

In collaboration with Brock's Young Alumni Network, HREO delivered a professional development session focused on applying equity, diversity, and inclusion principles within early career and workplace contexts.

Student Justice Centre Training

Be Spooky, Not Racist

SJC delivered a workshop examining cultural appropriation, bias, and consent in Halloween practices. Participants explored how traditions can reinforce harm and were encouraged to adopt more inclusive approaches.

Brock Model United Nations Training: Cultural Competency and Awareness

SJC delivered a training session focused on cultural competency and inclusive engagement, supporting students in navigating diverse global spaces respectfully. The session encouraged reflection on positionality in international contexts.

Debunking Gender Affirming Care Myths

SJC delivered a workshop exploring misconceptions about gender-affirming care and provided resources for accessing supports. The session emphasized inclusive and informed approaches to gender diversity.

Deep Roots, Quiet Stories: Black History & Heritage in Nova Scotia

SJC delivered a workshop exploring Africville and Black community histories in Nova Scotia. Participants reflected on representation and historical erasure.

Disability Justice: Person-First vs Identity-First Language

SJC delivered a workshop focused on disability justice and inclusive language practices. Participants examined how language shapes perceptions and experiences.

Not All, But Not Enough: The Role of Men in Gender-Based Violence Advocacy

SJC delivered a workshop encouraging reflection on privilege and accountability in addressing gender-based violence. Participants explored strategies for allyship and intervention.

On the Menu: Sexual Racism and the Commodification of the Black Female Body

SJC delivered a workshop examining sexual racism and its impacts. The session explored how race and gender intersect in personal and societal contexts.

Queers Who Consent

In collaboration with GSV Peer-to-Peer, SJC delivered a workshop on consent and accountability in 2SLGBTQIA+ spaces. The session emphasized restorative approaches to harm.

RECL 3P95: Cultural Competency and Awareness Training

SJC delivered a training session for Recreation and Leisure Studies students focused on inclusive practice in community placements. Participants explored equity-informed engagement strategies.

SJC Introduction to Social Justice and Advocacy (Residence Programming)

In partnership with Housing Services, SJC delivered sessions focused on identity, inclusion, and community-building. The sessions supported students in creating inclusive environments.

The Myth of Meritocracy

SJC delivered a workshop examining systemic inequities in education. Participants explored how structural barriers shape access and opportunity.

The Politics of Coming Out

SJC delivered a workshop exploring the social and political dimensions of 2SLGBTQIA+ identity. Participants reflected on intersectional experiences of visibility.

Uncovering the Hidden Curriculum: Colonialism in the Education System

SJC delivered a workshop examining colonial influences in education systems. Participants explored Indigenous perspectives and decolonial approaches.

Words Matter: Unlearning Racist and Ableist Language

SJC delivered an interactive workshop examining the impact of language. Participants learned strategies for more inclusive communication.

Gender and Sexual Violence Training

Responding to Disclosures: Using Trauma Informed Approaches

Workshop exploring trauma, how to receive a disclosure and our sexual violence policy and supports.

Varsity Coach Training: Consent and Anti-Racism

Training for the varsity coaches regarding Human Rights and Equity supports and policies regarding gender-based violence and anti-racism in partnership with the Anti-Racism Coordinator.

Youth Summer Camp Leaders Training: EDI Training

HREO 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.

Varsity Athlete Training: Meet and Greet

Training for the varsity athletes regarding Human Rights and Equity supports and policies as an introduction to further gender-based violence and anti-racism content in partnership with the Anti-Racism Coordinator.

Head Resident Training (Part One)

HREO 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.

Don Training (Part Two)

HREO 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.

Residence Consent Training

Mandatory consent education for residence students focusing on gender-based and sexual violence, consent, sexual communication, rejection, and bystander intervention. Workshops were delivered across multiple sessions, with an accompanying online module reinforcing policy awareness and support resources.

Varsity Athlete Meet and Greet: Intro to Human Rights and Equity

Training for the varsity athletes regarding Human Rights and Equity supports and policies as an introduction to further gender-based violence and anti-racism content in partnership with the Anti-Racism Coordinator.

Varsity Athlete Training: Consent and Anti-Racism

Training for varsity athletes on consent, gender-based violence prevention, and anti-racism in partnership with the Anti-Racism Coordinator.

Teacher Candidate Training

Consent and gender-based violence prevention training for teacher candidates across Brock campuses.

Brock Recreation Manager Training

The GSV team and the Accessibility Coordinator 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.

Kink & Consent: Understanding Consensual Non- Consent

Workshop discussing consensual non-consent with a focus on safety, boundaries, and ethical responsibilities.

Kink & Consent: Understanding Consensual Non- Consent

This question- and- answer styled workshop offered participants a space to talk with a sex worker and discuss consensual non-consent with a focus on safety, boundaries, and ethical responsibilities.

Writing Trauma

Workshop combining an educational presentation with guiding reflective writing to explore the relationship between journalling, trauma and healing.

Historical Black Feminist and Queer Teach-In

Workshop explored the historical foundation of Black queer and black feminists and their impact on key movements regarding feminism, gender and sexual violence and queer activism.

Sexual Violence as Tools of Colonialism and Imperialism

Workshop discussing gendered and sexual violence is used as a tool of colonization, imperialism, and war tactics.

I Heart Aftercare Workshop

Interactive Film Screening and workshop discussing the importance of aftercare and boundaries.

Aftercare: What comes after Intimacy?

Workshop discussing the importance of aftercare and boundaries in both one-time hookups and ongoing relationships.

Residence Consent Training

Mandatory consent education for residence students focusing on gender-based and sexual violence, consent, sexual communication, rejection, and bystander intervention. Workshops were delivered across multiple sessions, with an accompanying online module reinforcing policy awareness and support resources.

Varsity Athlete Training: Consent and Anti-Racism

Training for varsity athletes on consent, gender-based violence prevention, and anti-racism in partnership with the Anti-Racism Coordinator.

Brock Pool Employee Training

The GSV team and the Accessibility Coordinator met with Brock staff working at the Brock Pool and facilitated training in consent and how to receive a disclosure through our B.E.S.T. practice.

Student Wellness and Accessibility Centre Training

The GSV team met with Brock staff working at in Student Wellness and Accessibility Centre and facilitated training in GSV policies, consent and how to receive a disclosure through our B.E.S.T. practice.

Med Plus Presentation- First Year Students

The GSV team facilitated training about trauma, intersectionality and equity to first year Med Plus program students.

Med Plus Presentation- Third Year Students

The GSV team facilitated training about sex work, grooming, human trafficking, trauma, and intersectionality to third year Med Plus program students.

Applied Disability Studies – Master Students

The GSV team facilitated training about trauma, intersectionality and equity to Applied Disability Studies graduate students.

Club Summit Training

Mandatory consent education for incoming club leaders focusing on gender-based and sexual violence, consent, intersectionality, and bystander intervention.

Teacher Candidate Training

Consent and gender-based violence prevention training for teacher candidates across Brock campuses.

Appendix 4: Events

Brock Human Rights and Equity Office Annual Report

2025-2026

Events Overview

Across the 2025–2026 academic year, the Human Rights and Equity Office (HREO), in collaboration with campus and community partners, hosted **250 events engaging 5,174 participants**, demonstrating a strong institutional commitment to recognizing days of significance as a core practice of human rights and equity work. These events spanned a wide range of themes, including Black History Month/African Heritage Month programming, Pride and 2SLGBTQIA+ inclusion, Indigenous histories and reconciliation, disability justice and accessibility, gender-based and sexual violence prevention, anti-racism and decolonization, mental health and harm reduction awareness, and cultural and religious observances such as Eid and International Women’s Day. Signature initiatives included large-scale community gatherings such as the Level Up: Black Secondary Student Symposium, Ability and Empowerment Day, and Afro-Caribbean Night, as well as reflective and commemorative programming including International Holocaust Remembrance Day, Trans Day of Remembrance, and National Day of Remembrance and Action on Violence Against Women, alongside interactive

Recognizing and marking days of significance is a key practice within human rights and equity work because it actively affirms the dignity, his/her/their stories, and lived experiences of diverse communities while fostering a more inclusive environment for all. Acknowledging these days recognizes and celebrates the diversity of the campus community, while also building opportunities for cross-cultural learning, cultural humility, and deeper understanding across differences. It is also an important way to honour memorial and commemorative events that hold meaning for individuals and communities, reinforcing that recognition itself matters and can contribute to people feeling seen, included, and affirmed within the institution. This sense of recognition contributes to belonging, wellbeing, and flourishing by validating identity and lived experience in meaningful ways.

In addition, days of significance create important opportunities for community building and networking across equity-deserving groups and the broader campus community. These events can facilitate connection between individuals who may not otherwise meet through formal academic or workplace structures, supporting relationship-building, solidarity, and shared understanding. Because they are often open, public-facing, and lower-barrier engagements, they can also serve as more accessible entry points for participation compared to courses, training, or other structured commitments. This makes them especially important for fostering inclusive engagement across students, staff, and faculty with varying levels of availability and access.

When recognized annually, these events contribute to legacy-building by demonstrating an ongoing and sustained commitment to honouring important community experiences, struggles, and achievements. In doing so, they reinforce that equity and human rights work is not a one-off event but embedded in the fabric of institutional life. This approach is consistent with broader human rights and equity frameworks, including the Ontario Human Rights Commission’s emphasis on addressing systemic discrimination through sustained cultural change, as well as legislative commitments such as the AODA’s requirement to remove barriers to participation and inclusion, and the principles underpinning Bill 166 and Bill 26, which emphasize prevention, awareness, and the creation of safer, more inclusive environments through education, engagement, and institutional accountability

2025 – 2026 Events

Human Rights and Equity Office Events

3rd Annual Level Up: Black Secondary Student Symposium

In collaboration with Brock's Black Student Success Centre and the District School Board of Niagara, HREO hosted over 100 Black high school students at the annual Level Up Black Secondary Student Symposium. The event brought together Black secondary students and educators for a full-day experience focused on post-secondary pathways, identity, and belonging, featuring interactive workshops, student-led activities, and engagement with Black students, staff, and faculty at Brock.

6th Annual Ability and Empowerment Day

HREO supported the annual Ability and Empowerment Day, a full-day event for prospective students with disabilities to learn about campus life, accessibility supports, and post-secondary pathways through presentations, campus tours, and resource-based engagement. The event supported informed decision-making and increased confidence in navigating post-secondary environments.

Afro-Caribbean Night

Led by the Black Student Success Centre, HREO supported Afro-Caribbean Night as part of Black History Month / African Heritage Month programming, bringing together students, staff, and community members to celebrate culture, music, and community connection. The event fostered belonging and cultural affirmation across campus.

Black Affirming Book Fair

HREO supported a curated literary event designed for teacher candidates and educators, focused on integrating Black-authored texts into K–12 classrooms and advancing culturally responsive and inclusive pedagogy. The event encouraged future educators to intentionally build inclusive and representative learning environments.

BHM/AHM Community Bash

HREO co-hosted a large-scale community event to launch Black History Month programming, creating a space centered on Black joy, culture, and connection for students. The event strengthened community engagement and celebrated the diversity of Black experiences on campus.

BHM/AHM Course Integration Initiative

In partnership with the Centre for Pedagogical Innovation and faculty collaborators, HREO supported the expansion of course integration initiatives that connected Black scholars and professionals with courses across multiple faculties, enhancing curriculum and advancing the visibility of Black scholarship and lived experience. This initiative contributed to embedding anti-racism and representation within academic spaces.

BHM/AHM Special Presentation: FANON – Film Screening & Masterclass

In partnership with the Social Justice Research Institute and the FirstOntario Performing Arts Centre, HREO supported a screening of FANON followed by a masterclass and discussion, examining

themes of colonialism, resistance, and liberation. The event created space for critical engagement with historical and contemporary struggles for justice.

BHM/AHM Special Presentation: There's Something in the Water (Film Screening)

HREO supported a community screening of *There's Something in the Water*, exploring environmental racism and creating space for dialogue on systemic inequities and community advocacy. The event encouraged reflection on the intersection of race, environment, and social justice.

Critical and Courageous Conversations: Anti-Racism Dialogue Series

HREO delivered a multi-session dialogue-based series that created structured spaces for students, staff, and faculty to engage in critical discussions on race, power, and justice through an intersectional lens. The series supported participants in moving from awareness to applied anti-racist practice.

Disability Pop-Up Event

HREO hosted an interactive pop-up event focused on identifying and challenging everyday barriers experienced by individuals with disabilities, encouraging reflection and practical action. The event promoted awareness and accessibility through hands-on engagement.

Documenting & Archiving Black Life, Work, & Scholarship: A Dialogue on Ethics & Practice

HREO supported a panel discussion exploring the ethics of documenting and preserving Black intellectual and creative work, examining the role of archives in shaping knowledge production. The event highlighted the importance of protecting and amplifying Black scholarship.

Eid Bazaar

HREO hosted a vendor fest featuring 20 Muslim-owned businesses to celebrate the end of Ramadan and to highlight Muslim businesses in the Niagara region. The event supported community connection while uplifting local entrepreneurs.

International Day of Persons with Disabilities

In collaboration with campus partners, HREO co-hosted the annual International Day of Persons with Disabilities event, recognizing the contributions and rights of persons with disabilities and fostering dialogue on inclusion. The event reinforced Brock's commitment to accessibility and equity.

International Holocaust Remembrance Day – Walkthrough Exhibit

HREO hosted an exhibit in observance of International Holocaust Remembrance Day through a silent walk-through exhibit, providing visuals and an opportunity to honour the memory of those affected by the Holocaust. The exhibit encouraged reflection and remembrance within the campus community.

International Overdose Awareness Day

HREO supported an awareness event focused on overdose and addiction, providing opportunities for education, reflection, and community care through facilitated discussion and memorial activities. The event highlighted the importance of compassion and harm reduction.

National Accessibility Week Programming

In partnership with Student Accessibility Services and the Centre for Adaptive Physical Activity, HREO delivered a series of events including interactive activities and adaptive sport sessions to promote awareness and experiential learning around accessibility and inclusion. The programming encouraged active participation and understanding of accessibility in practice.

Play Proud: Celebrating Gender Diversity in Sport

HREO hosted a panel event focused on gender diversity in sport, bringing together speakers with lived experience to explore inclusion, access, and systemic barriers within athletic spaces. The event supported dialogue on equity and representation in sport.

Pride Allyship Pop-Up

HREO hosted campus pop-up events providing Pride materials and information on 2SLGBTQIA+ resources, supporting visibility, engagement, and informal learning. The initiative encouraged allyship and awareness across the campus community.

Public Archaeology and the History of the Cataract House Hotel (BHM/AHM Lecture)

HREO supported a public lecture examining the role of the Cataract House Hotel in the Underground Railroad, highlighting Black resistance and contributions through historical and archaeological research. The event deepened understanding of local and transnational Black histories.

Queer & Disabled

HREO hosted a community-building event exploring the intersections of queerness and disability, including a screening and facilitated discussion on identity, access, and community care. The event created space for intersectional dialogue and connection.

Red Drinks & Rounds – Residence BHM/AHM Engagement Event

HREO supported a residence-based engagement event featuring games, themed mocktails, and Black History Month trivia, creating an informal and accessible space for connection and learning. The event encouraged student participation in BHM/AHM programming.

SIDELINED: The Color of the Game – Film Screening and Panel

HREO supported a film screening and panel discussion examining systemic inequities in sport, creating space for dialogue on race, access, and institutional accountability. The event encouraged critical reflection on equity in sport systems.

Success Beyond Limits – Campus Tour for Black High School Students

In partnership with the Black Student Success Centre and Brock Recruitment, HREO delivered a full-day campus experience for Black high school students, combining recruitment, campus engagement, and anti-racism learning to support pathways to post-secondary education. The program fostered belonging and confidence among participants.

Trans Day of Remembrance Programming

HREO supported a series of events including a community gathering, mental health support space, and vigil to honour trans lives lost to violence and foster reflection and solidarity. The

programming centered care, remembrance, and community support.

Trans Day of Visibility Community March

HREO supported a community-wide march bringing together Brock and Niagara community members to celebrate trans visibility and advocate for gender-diverse communities. The event amplified voices and promoted visibility and inclusion.

Weave the Rainbow

HREO hosted a collaborative art installation where participants contributed to a community quilt, creating a visible expression of queer community and connection. The installation fostered creativity, visibility, and collective expression.

Student Justice Centre Events

Afro-Caribbean Night

SJC co-hosted a cultural event celebrating Black identity and community in collaboration with BSSC and campus partners. The event created space for connection and cultural affirmation.

Affirmation Card Making

SJC hosted a self-care event where students created affirmation cards for peers and community members. The activity promoted kindness and connection.

BadgerFest: Sexy Bingo

SJC participated in BUSU's BadgerFest through outreach and tabling. The event increased visibility of SJC supports.

Bracelet & Jewelry Making

SJC hosted a crafting event where students created jewelry while connecting with peers. The activity supported creativity and community-building.

Brock International Meet & Greet

SJC engaged with international students through outreach tabling. The initiative increased awareness of available supports.

Collage & Journaling Self-Care Corner

SJC hosted a creative self-care event focused on journaling and collage-making. The space supported reflection and stress relief.

Coup Game Night

SJC hosted a game night centered on social interaction and strategy-based play. The event provided a low-pressure environment for connection.

Cultural Game Night: Whot!

SJC hosted a cultural game night featuring Whot! to encourage engagement with diverse cultural practices. The event supported inclusion through play.

Drop-In Activity Events

SJC delivered a range of low-barrier engagement events including crafts, games, and social activities. These events supported community, creativity, and student well-being.

Junk Buttons

SJC facilitated a creative session where students made buttons reflecting social justice themes. The activity encouraged expression and sustainability.

Menstrual Equity: Care Packages Event

SJC hosted an event focused on menstrual equity and self-care. Participants created care packages and engaged in discussions on wellness and access.

Movie Night: 10 Dance

SJC hosted a film screening followed by informal discussion on identity and culture. The event encouraged reflection through media.

Movie Night: They Cloned Tyrone

SJC hosted a screening and discussion focused on race and systemic inequality. The event supported critical engagement through film.

Origami Making

SJC hosted an origami workshop supporting creative expression and mindfulness. The event provided a relaxed space for connection.

Our Voices, Our Vision: Crafting a Collective Vision for Brock

SJC hosted a collaborative event where students contributed to a shared vision for equity. The initiative supported student voice and engagement.

Paint with Pride

SJC supported Residence programming through outreach and tabling. The event fostered inclusive engagement and visibility.

Powwow Tabling

SJC engaged in outreach at Brock's annual Powwow. The initiative supported visibility and relationship-building in Indigenous spaces.

Roots and Routine: Black Care Packages

SJC co-hosted a Black History Month event centered on wellness and community care. Participants created care packages for themselves and others.

Roundtable Reflections: North of North (Screening & Discussion Series)

SJC facilitated a recurring discussion series exploring Indigenous perspectives and reconciliation. The series supported critical dialogue and learning.

SJC Movie Night (Barbie: Princess Charm School)

SJC hosted a film screening followed by discussion on feminism and equality. The event created an accessible entry point for dialogue.

SJC Puzzle Night

SJC hosted a collaborative puzzle event promoting relaxation and connection. The activity supported teamwork and stress relief.

SJC Splash of Spice

SJC hosted a cultural celebration event featuring food and community engagement. The event fostered cultural exchange and connection.

Scrapbooking Night

SJC hosted a creative event where students explored scrapbooking as self-expression. The event supported reflection and community-building.

Social Justice Keychains

SJC facilitated a creative session where students designed keychains reflecting social justice issues. The event encouraged awareness and expression.

Trivia Night

SJC hosted a fast-paced trivia event focused on social justice and pop culture. The event encouraged engagement through interactive learning.

Validating Black Dialects

SJC hosted an interactive session exploring AAVE and linguistic bias. Participants engaged in discussions on language, identity, and inclusion.

Gender and Sexual Violence Events

“Our Bodies, Our Business” Screening and Panel (Positive Living, OPIRG, Niagara Reproductive Justice)

A creative community-building event where students engaged in crafts while discussing consent culture and accessing resources related to gender-based and sexual violence.

Survivor Strength: Boundaries in Play

Community-building drop-in encouraging survivors to come in a play boundary bingo to allow for more of a relaxed conversation around GSV supports.

Colour with Care

Creative drop-in initiative offering students a calming space to engage in colouring and creative expression while learning about support services.

Cut, Paste, Heal: Self-Care Collage

Creative wellness session encouraging emotional reflection and healing through collage and artistic expression.

Take a Breath with Board Games

Community-building drop-in encouraging students to connect, decompress, and learn about GSV supports.

Monsters, Masks, and Manhood

Discussion-based drop-in exploring masculinity and identity through creative activities and reflective prompts.

Masculinity in Media Drop-In

Discussion-based drop-in examining portrayals of masculinity in media and their impact on identity and relationships.

Boundaries for the Holidays Drop-In

Discussion-based drop-in helping student navigate interpersonal dynamics and boundary-setting during the holiday season.

Crafting our Commitments (16 Day of Activism)

Creative wellness session encouraging conversation and reflection on the 16 days of Activism through collage and artistic expression.

Cookies & Consent

Educational discussion about consent and cultural appropriation during Halloween celebrations followed by a cookie-decorating activity.

Ghosting and Healthy Relationships

Workshop discussing communication, emotional safety, and respectful relationship dynamics.

Speak Your Truth: Boundaries, Values and Healthy Bonds

Workshop exploring interpersonal boundaries and communication strategies across relationships.

Violence, Stigma, and Survival: GSV Against Sex Workers (16 Day of Activism)

Educational workshop examining violence against sex workers through an intersectional and stigma-informed lens.

Beyond the Screen: Technology-Facilitated GSV (16 Day of Activism)

Workshop examining online abuse, digital harassment, and emerging forms of gender-based violence.

Beyond the 16 Days (16 Day of Activism)

Workshop examining the purpose of the 16 days of activism, creating a culture of consent, bystander intervention, and advocacy practices for the end of gender-based violence.

Resisting Transphobia

Educational session exploring transphobia and strategies for creating safer and more inclusive communities.

Consent Crafternoon

A creative community-building event where students engaged in crafts while discussing consent culture and accessing resources related to gender-based and sexual violence.

MMA and Self-Defense Class

A collaborative workshop with Brock Recreation that introduced self-defense techniques and promoted discussions about safety and empowerment.

Poetry Reading (16 Days of Activism)

Creative open-mic event allowing students to share poetry and personal reflections related to healing and community.

Loud and Proud (SWAC)

Supported SWAC with their opening of their Loud and Proud drop-in. Casual social gathering designed to build 2SLGBTQIA+ community, connect students with resources, and create a welcoming peer support environment.

Café Social

Casual social gathering designed to build community, connect students with resources, and create a welcoming peer support environment.

Honour and Action: Remembering École Polytechnique

Memorial event reflecting on the École Polytechnique tragedy while discussing ongoing efforts to address gender-based violence and promote systemic change.

WGST Student Art Social (16 Day of Activism) (WGST)

The GSV team staff spoke at the Women and Gender Studies Student Art Social about the importance of 16 Days of Activism and the issue of violence against women.

Empower Hour

Community-building drop-in encouraging survivors to come in grab food and colour which allowed for more of a relaxed conversation around GSV supports.

Craft & Chat

Creative drop-in initiative offering students a calming space to engage in colouring and creative expression while learning about support services.

Colouring & Collage: Black Joy and Rest

This was an infinity space for Black students encouraging emotional reflection and healing through collage and artistic expression.

Music and Meaning Lounge

This was an infinity space for Black students using music as a springboard for conversation, connection and community regarding themes of love, joy, healing and resistance.

Recharge & Play

Relaxed drop-in encouraging students to connect, decompress, and learn about GSV supports.

Love Letters to you

Creative drop-in initiative offering students a calming space to engage in colouring and creative self-love expression prior to Valentine's day.

Who Do We See? Black Masculinity Through Media

This drop-in event examined portrayals of Black masculinity in media and their influence on perception and identity. Participants unpacked stereotypes, explored their origins, and highlighted narratives of depth, vulnerability, intelligence, and care.

Beading Community: Flag by Flag

This was an infinity space for 2SLGBTQIA+ students encouraging community connection and healing through perler beads and artistic expression.

Heated Rivalry Screening

Relaxed drop-in where there was a show screening encouraging students to connect, discuss, and learn about 2SLGBTQIA+ supports.

Queers Who Consent

Community style drop-in encouraging individuals to come in and join a conversation around consent specific to Queer relationships.

Pride Affirmation Cards

This was an infinity space for 2SLGBTQIA+ students encouraging community connection and healing through card making and artistic expression.

Cultural Mood Boards

This was an infinity space for International students encouraging emotional reflection and healing through collage and artistic expression.

Queer Collage Making: Cut, Paste and Pride

This was an infinity space for 2SLGBTQIA+ students encouraging community connection and healing through collage and artistic expression.

Hard Conversations: Setting Boundaries before heading Home

Discussion-based drop-in helping student navigate interpersonal dynamics and boundary-setting during the holiday season.

Masculinity Through Community

This drop-in event fostered an open and welcoming space to explore masculinity and community, where participants connected through interactive games and meaningful discussion while reflecting on how to continue and strengthen these conversations within their communities.

Chill and Unwind: Stress Ball Making with GSV

Drop-in allowing for students to connect, decompress, and create a stress ball while visiting our Peer-to-Peer space.

Game and Break

Drop-in allowing for students to connect, decompress, and use gaming as a study break while visiting our Peer-to-Peer space.

Satirizing Ableism: A Screening of The Squeaky Wheel Canada and discussion

A collaborative event with the Brock Accessibility Association that had a screening of two episodes from the squeaky wheel followed by conversation regarding ableism and the impacts it has on lives, social attitudes and access to supports.

Poetry Night 2.0

Creative open-mic event allowing students to share poetry and personal reflections related to healing and community.

Roots and Routine: Black Care Packages (SJC)

This was an infinity space for Black students to come and assemble self-care packages that featured Black-owned hair care, skincare, and hygiene products, each accompanied by resources on our programs and supports.

Hair Matters (SWAC)

This was an event designed for Brock community to come together and to learn and appreciate and black hair. The event had cultural food, barbers and braiders, and a panel of black hair artists speaking to the importance of culturally competent hair-care.

Ambassador of Campus Wellbeing Discussion

The Gender and Sexual Violence Support and Education Coordinator was invited to be a guest educator for the Ambassador of Campus Wellbeing group exploring themes on health equity.

Afro- Caribbean Night: Black Futures Showcase

The Black Futures Showcase (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 2026 topic was “Black Futures Showcase”. This was part of that capstone celebration of Black History Month/African Heritage Month at Brock University; an expo-style event dedicated to highlighting the groundbreaking work of Black, African & Caribbean student creators, innovators, and researchers.

Give to Gain: A Lunch & Panel on Community Care and Equity

This is our annual International Women’s Day event hosted by The Gender and Sexual Violence Team. The 2026 topic was “Give to Gain”, where we hosted a lunch and panel discussion on community care and collective action.

Queer Show and Tell

Creative event allowing students to share something whether it was a physical item, poetry or emotional reflection related to healing and the 2SLGBTQIA+ community.

Eid Together

This was an infinity space for Muslim students to come and assemble self- care packages to help celebrate Eid al-Fitr.

Hair Matters (SWAC and SVPC)

This was an event designed for Brock community to come together and to learn about consent in a carnival style environment. The event had multiple external and Brock support booths participating in hands on activities for an interactive environment on consent, boundaries, and bystander intervention.

Pride Poster Making

Creative event allowing students to come make posters for the upcoming Trans Day of Visibility March.

Play Proud: Celebrating Gender Diversity in Sport

This event was hosted for Trans Day of Visibility. We supported a dinner and panel discussion on gender diversity in sports.

Appendix 5: Ongoing Programming

Brock Human Rights and Equity Office Annual Report

2025-2026

Ongoing Programming Overview

Ongoing programming delivered by the Human Rights and Equity Office (HREO) and campus partners is a core component of institutional equity, accessibility, and human rights work. These programs are structured, consistent, and sustained throughout the academic year, providing regular opportunities for community-building, engagement with equity, diversity, inclusion (EDI), anti-racism, accessibility, and human rights, and connection with students, staff, and peers. They also offer accessible pathways to supports and resources that contribute to holistic wellbeing, including emotional, social, academic, and identity-based support. A key feature is consistent weekly scheduling, which strengthens accessibility, predictability, and sustained participation by allowing individuals to integrate engagement into routine campus life.

Across the 2025–2026 academic year, ongoing programming included **308 sessions engaging 2,004 participants**, reflecting strong uptake of these structured supports and learning opportunities.

Key institutional programs included Critical and Courageous Conversations, now in its second year, which provided facilitated dialogue for staff and faculty on racism and anti-racism aligned with Brock's Strategic Plan, the Scarborough Charter, and the Ontario Human Rights Code. The EDI Community of Practice continued to offer regular gatherings for staff to share resources, explore emerging equity issues, and strengthen inclusive practice while building cross-campus relationships. The newly established EDI Student Advisory Committee, developed with Student Life and Success, created a structured mechanism for student voice in EDI work, enabling students to contribute lived experience and feedback to strengthen equity-informed decision-making and campus climate.

Alongside these initiatives, the Student Justice Centre (SJC) delivered weekly drop-in programs fostering belonging, peer support, and identity-affirming spaces for BIPOC, 2SLGBTQIA+, and disabled and neurodivergent students, alongside general social justice and academic support spaces. These were complemented by the Gender Affirming Gear Program, which expanded access to gender-affirming items and reduced financial and systemic barriers to care and identity affirmation.

The Gender and Sexual Violence (GSV) portfolio maintained ongoing supports including confidential check-ins, peer drop-ins, safety planning, safe text services, peer safe walks, and survivor-centred funding programs. These services were grounded in trauma-informed and accessibility-focused approaches, ensuring continuous access to care and support. The Gender and Sexual Violence Certificate Series further provided structured learning pathways to deepen understanding of prevention, disclosure response, and survivor support.

Collectively, these programs demonstrate the importance of consistent, structured engagement in advancing equity and human rights. They provide predictable and accessible entry points for participation, strengthen community connection and trust, and support ongoing learning, relationship-building, and support-seeking as part of everyday campus life.

2025 – 2026 Ongoing Programs

Human Rights and Equity Office Programs

Critical and Courageous Conversations

In its 2nd year, 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.

Equity, Diversity and Inclusion Changemaker of the Month

This is the third year of the EDI Changemaker of the Month program. This feature in Brock News 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. Please include the nominee's name and a brief description of their contribution to EDI in the Brock community.

EDI Community of Practice

The Human Rights and Equity Office continued to facilitate the Equity, Diversity, and Inclusion (EDI) Community of Practice, creating a collaborative space for Brock staff to engage in ongoing dialogue, learning, and reflection around equity-informed practices across the institution. Through regular gatherings, participants explored emerging issues, shared resources and promising practices, and discussed strategies for fostering more inclusive, accessible, and culturally responsive environments within their respective areas. The Community of Practice supports cross-campus relationship building, collective problem-solving, and institutional learning grounded in accountability, belonging, and systems change.

NEW! EDI Student Advisory Committee

In partnership with Student Life and Success, HREO established and facilitated the EDI Student Advisory Committee as an ongoing initiative to strengthen student voice, engagement, and collaboration in equity, diversity, and inclusion work across the university. The committee brought together a diverse group of students to share lived experiences, provide feedback on programming, and contribute to the development of responsive, student-informed strategies. Through regular meetings and dialogue, members engaged in discussions on campus climate, emerging issues, and opportunities to enhance inclusion across academic and co-curricular spaces. This initiative created a structured and sustained mechanism for student input, supporting more accountable and community-informed decision-making while fostering leadership and capacity-building among student participants.

Student Justice Centre Programs

Weekly Drop-In Support

The SJC continued to offer a range of weekly, peer-led support spaces throughout the 2025–2026 academic year, including the BIPOC Support Drop-In, Disability and Neurodivergent Support Drop-In, 2SLGBTQIA+ Support Drop-In, General Social Justice Drop-In, and Study Support Drop-In. These spaces were designed to provide accessible, low-barrier opportunities for students to build community, access resources, and receive peer support in an inclusive and welcoming environment.

Building on previous years, the expansion of drop-in programming reflects a continued commitment to responding to student-identified needs and creating dedicated spaces for connection, care, and belonging. The addition of the Study Support Drop-In further broadened the scope of support by integrating academic-focused programming with social and community-based engagement.

All drop-in spaces were facilitated by trained student staff, many of whom identify with the communities they support. Through a trauma-informed and equity-centered approach, peer staff were equipped to receive disclosures, provide resource navigation, and promote meaningful connections among participants. Collectively, these ongoing programs contribute to a more responsive and supportive campus environment, strengthening pathways to care and enhancing student well-being.

Gender Affirming Gear Program

The SJC administered the Gender Affirming Gear Program as an ongoing initiative providing access to items such as binders, packers, and gender-affirming clothing. The program supports trans and gender-diverse students in accessing essential resources that affirm identity and promote well-being. By reducing financial and access barriers, the program distributed over 130 items this year, including 80 chest binders, as well as breast forms, tape, STPs and packers, menstrual underwear, and compression garments, contributing to safer and more inclusive campus experiences.

Gender and Sexual Violence Programs

Check-Ins

The Human Rights and Equity (HREO) Office offers confidential one-on-one check-ins with the Gender and Sexual Violence Intake and Support team. These voluntary meetings provide students with an opportunity to reflect on how they are feeling and discuss challenges related to school, work, or personal life. While not therapeutic counselling, check-ins offer a supportive space where students can receive guidance, explore options, and connect with additional resources as needed.

Counsellor of Choice

Allows survivors of gender-based or sexual violence to select a preferred counsellor to provide individualized support. This program is trauma-informed, survivor-centered, and ensures timely access to professional care in a safe and supportive environment. 10 survivors accessed this program this term. This term, most survivors in need of counselling used the services of our Intake and Support counsellor and the Niagara Regional Sexual Assault Centre's on-campus counsellor.

Drop-In Sessions

The P2P Drop-In offers a welcoming, trauma-informed environment where students can connect with peer supporters, access resources related to gender and sexual violence and build community. The space provides low-barrier access to support and education through informal conversation, resource sharing, and peer engagement.

Colour with Care

Creative drop-in initiative offering students a calming space to engage in colouring and creative expression while learning about support services.

Emergency Survivor Fund

Provides timely financial support for survivors of sexual and gender-based violence, assisting with urgent needs related to safety, mental health, and basic necessities. Applications are open to any Brock community member experiencing acute challenges connected to gender-based or sexual violence.

Gender Affirmation Fund

Offers financial assistance to students seeking gender-affirming services or products, including medical support, clothing, or other resources that affirm their gender identity. The fund supports students in addressing barriers that may otherwise prevent access to affirming care.

Gender and Sexual Violence Certificate Series

The Gender and Sexual Violence Certificate Series provides students and staff with opportunities to deepen their understanding of gender-based violence, survivor support, and prevention strategies. Participants who attend a series of workshops receive a certificate recognizing their commitment to building safer and more supportive communities. Workshops offered throughout the academic year explore topics such as consent and disclosure, trauma, restorative justice, masculinity, anti-ableism, and the experiences of marginalized communities including 2SLGBTQIA+, BIPOC, Indigenous, and international students.

GSV Tabling

Weekly GSV tabling initiatives provide opportunities to engage the Brock community in conversations about consent culture, healthy relationships, and available supports. Tables are typically located near the Thistle Chalkboard and Walker Complex Red Wall, where students, staff, and faculty can participate in activities, ask questions, and access information about gender and sexual violence prevention and support services. In addition to regular weekly outreach, tabling also occurs in collaboration with campus partners during events such as orientation activities, wellness initiatives, and community programming.

Peer Safe Walk

Provides a peer escort service on campus to enhance safety and accessibility, especially during evening and late-night hours. The program ensures that students can travel across campus with support and peace of mind.

Safety Planning

HREO provides individualized safety planning for members of the Brock community who have experienced gender-based harm. Safety planning involves collaboratively identifying strategies to enhance personal safety and well-being both on and off campus. Plans may include identifying safe spaces, coordinating with campus resources, and developing practical strategies to respond to safety concerns.

Safe Text

A confidential, text-based support service where students can ask questions, seek guidance, or disclose experiences related to gender-based or sexual violence. Trained peer supporters respond in a trauma-informed and survivor-centered manner. 2 survivors accessed this service this term.