

# HUMAN RIGHTS AND EQUITY ANNUAL REPORT

2019-2020

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## Land Acknowledgement

Brock University was built on the traditional territory of Indigenous peoples, including the Haudenosaunee, the Anishinaabe, the Mississauga and the Neutral peoples. We acknowledge their continuing stewardship of this land. We continue to live by the principles of both the Two Row and One Dish Wampum agreements.

While the story is told differently, there is little doubt that in 1613, the Haudenosaunee and Dutch came to an agreement about how to live together; the Haudenosaunee eschewing the idea of being “children” to the Dutch settlers’ “parents”. Each of their ways would be shown in the purple rows running the length of a wampum belt. “In one row is a ship with our White Brothers’ ways, in the other a canoe with our ways. Each will travel down the river of life side by side. Neither will attempt to steer the other’s vessel.” Beyond this, were the three principles of friendship, peace, and forever - this is a living agreement.

The Dish with One Spoon Wampum is an agreement between nations to care for the hunting grounds around the Great Lakes that goes back at least as far the Great Law of Peace from around 1140. Nearly a thousand years ago, indigenous people established a law of sharing and the need to avoid over-hunting and over-burdening Mother Earth. The “Dish” represents what is now southern Ontario. We eat out of the Dish - all of us that share this territory - with only one spoon. That means we have to share the responsibility of ensuring the dish is never empty, which includes taking care of the land and the creatures we share it with. Importantly, there are no knives at the table, representing that we must keep the peace.

We have the paths forward - we need to ensure this information is well known across our community. One of Brock’s areas of strategic focus is reconciliation - and, for that to happen, those of us who are settlers need to learn the history of this country and understand the teachings of the people on whose land we live. We must listen and learn in order to understand what living in parallel means in the 21<sup>st</sup> century.

## Executive Summary

This Annual Report covers the first full year of the Human Rights and Equity (HRE) department. With the greater maturity of a more established department on campus, all areas have seen increased use of services, requests for workshops, and a desire to fulfil the fourth pillar of the Strategic Plan to “foster a culture of accessibility, inclusion, reconciliation and decolonization”.

In terms of staff changes, Trecia McLennon joined the HRE team in May 2019 as the Intercultural Education Coordinator. During the summer of 2019, it was decided to move the Student Justice Centre from the Brock University Students’ Union (BUSU) to HRE. This brought Michelle Mudge into the unit. Accessibility and Inclusion Advisor Christopher Lytle left Brock in January 2020, having secured a job in his desired geographic location. His successor will join HRE on July 1, 2020.

Over the course of the next eight months, the team began its work to acquaint the campus with the full scope of what is possible with an active HRE office. It was now possible for the departmental areas to have specific foci - sexual violence support and education, anti-racism, anti-ableism, workshops on requested topics.

Each area provides both a narrative overview of its work during this year, backed by statistical data attesting to the numerous interactions with the campus community and beyond. These qualitative and quantitative analyses speak to the effort put in by the entire department to meet, and exceed, our vision and mandate.

## 2018-2019 Objectives Reviewed & 2019-2020 Goals Presented

2018-2019 was a transitional year for HRE - gaining new personnel as mentioned previously as well as moving from a department able to do little more than maintenance work in terms of policies to one that could plan and set goals that were both realistic and idealistic. Going forward into 2019-2020, we set some preliminary objectives, each of which has been met, in whole or in part:

- a) Revision of the AODA Coordinator role to be reflect the adoption of a human rights lens on matters of disability and accessibility.
- b) Hiring of an Anti-Racism Advisor as recommended in the HRTF Report.
- c) Development of HRE budget for 2019-2020
- d) Assessment of HRE's role in support of the Ombuds Office
- e) Development of HRE Strategic Plan, to be completed after the University adopts its plan
- f) Ensuring campus-wide visibility for HRE

In addition, HRE worked toward five outcome themes:

- Enhancing the Brock community as a positive institution at which to learn and work
- Establishing policies, practices, and protocols
- Conducting educational initiatives and workshops
- Providing advice and knowledge on matters pertaining to HRE, including serving on SAC, etc.
- Affirming a climate of cultural humility

Action Goal 1: Development of HRE goals for 2019-2021 in support of University strategic priorities, particularly priority four - fostering a culture of accessibility, inclusion, reconciliation and decolonization:

- Sign off on Human Rights Task Force Report recommendations in order to segue to new HRE strategic plan
- Assist with revisions to Academic Accommodations for Students Policy, leading to finalization by December 2019
- Develop HRE certificate course for Continuing Education (revenue opportunity)
- Conduct Assessment of Learning, Working and Living Environment for Faculty, Students and Staff ("Rankin Climate Survey")
- Deliver mandatory workshops for employees
- Develop HRE certificate courses for employees
- Conduct needs assessment for alumnae from marginalized groups

- HRE's participation in structuring the People Strategy has allowed commentary on this important tool which addresses the fundamental question of the work culture at Brock
- Utilize People Strategy to promote increased hiring of people with disabilities
- Work with HR to ensure wrap-around services for employees with disabilities meet highest standards

Action Goal 2: Advocate for enhanced data collection in order to better meet current goals outlined for change in institutional culture (i.e. structural equity)

Action Goal 3: Using Women's Campus Safety Grant funding, purchase Case Management Software

Action Goal 4: Ensuring promising practices are in place for work done in all areas of HRE, including making best use of resources in regard to RWLEP and SAHP complaint processes

Action Goal 5: Leverage all opportunities for collaboration across campus, municipal, provincial, national, and international boundaries

Action Goal 6: Ensure campus conversation does not focus solely on issues of sexual violence, which receives most media attention

Action Goal 7: Establish boundaries between work undertaken by President's Advisory Committee on Human Rights, Equity and Decolonization (PACHRED) and HRE

Action Goal 8: University definitions of terms crucial to HRE and Strategic Plan agenda, Equity, Inclusion, Accessibility, Diversity, Decolonization, Reconciliation

Action Goal 9: Seek opportunities to participate in national initiatives, representing Brock effectively. HRE members were selected to present at National Conference on Race and Ethnicity in Higher Education (NCORE) and the national conference for the Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHHE) - both cancelled due to COVID-19.

Both the Respectful Work and Learning Environment Policy (RWLEP) and Sexual Assault and Harassment Policy (SAHP) are in the process of being updated, seeking campus input throughout. The former has been in place since 2004 and has not been fully evaluated for utility by complainants, respondents and as a complaint procedure. The SAHP has been in place only since 2016 (to be compliant with provincial Bill 132, Sexual Violence and Harassment Action Plan Act (Supporting Survivors and Challenging Sexual Violence and Harassment), but it is a provincial requirement for it to be reviewed.

## HRE Mandate and Vision

### Vision (with thanks to the Ontario Human Rights Commission)

We envision a Brock community where everyone takes responsibility for promoting and protecting human rights; where everyone is valued and treated with dignity and respect; and, everyone's human rights are a lived reality.

### Mandate

HRE fosters an intersectional and anti-oppressive culture of conscience at Brock and beyond. We guide collaborative transformation through capacity building and systemic change. Recognizing we are all on a path of learning, we engage in critical dialogue to strengthen individuals and our community. Our work challenges our colonial past to build intentional inclusion and equity for the next seven generations.

### How Do We Accomplish This?

1. HRE's mandate is primarily derived through its application and interpretation of the Respectful Work and Learning Environment Policy (RWLEP) and the Sexual Assault and Harassment Policy (SAHP). HRE is also responsible for administering the University's Accessibility Policy and provides guidance on the application of the Employment Equity Policy.
2. Working collaboratively across the University; transformational change cannot occur unless all participate.
3. Supporting and encouraging intentional pro-active measures - getting ahead of issues through discussion, education and changes to University culture.
4. Through education - using customized presentations and workshops to encourage learning, dialogue and a shift in the way we do business.
5. Through collection and analysis of feedback and data that allows Brock to move forward with Employment Equity initiatives.
6. By developing common language around what it means to be an accessible, respectful, equitable institution.
7. Through problem-solving - ensuring that all members of our committee understand intent and impact of relevant policies and procedures.
8. Through impartial application of those relevant policies and procedures such that resolution is deemed fair by all parties.
9. Celebrating accomplishments and encouraging active participation by all.

## Mandate and Vision Glossary

**Human rights:** are inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more.

<https://www.un.org/en/sections/issues-depth/human-rights/>

**Intersectionality:** While the term is most closely aligned with Kimberlé Crenshaw, she expanded on the Combahee River Collective's 1978 [Statement](#). In the introduction these women state that "The synthesis of these oppressions creates the conditions of our lives. As Black women we see Black feminism as the logical political movement to combat the manifold and simultaneous oppressions that all women of color face." Crenshaw states, "Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. It's not simply that there's a race problem here, a gender problem here, and a class or LGBTQ problem there. Many times, that framework erases what happens to people who are subject to all of these things." (<https://www.law.columbia.edu/pt-br/news/2017/06/kimberle-crenshaw-intersectionality>)

**Anti-oppressive:** "In challenging established truths about identity, **anti-oppressive practice** seeks to subvert the stability of universalized biological representations of social division to both validate diversity and enhance solidarity based on celebrating difference amongst peoples" (Dominelli, 2002:39)

**Culture of conscience:** The term conscience is scattered throughout the Universal Declaration of Human Rights:

(Preamble)Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

(Article 1) All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

(Article 18) Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.



**Collaborative Transformation** We use this term in a colloquial sense - working together to create the change outlined in the University's institutional strategic plan.

**Capacity Building** Capacity building is whatever is needed to bring a nonprofit to the next level of operational, programmatic, financial, or organizational maturity, so it may more effectively and efficiently advance its mission into the future. Capacity building is not a one-time effort to improve short-term effectiveness, but a continuous improvement strategy toward the creation of a sustainable and effective organization. (A Network Approach to Capacity Building)

**Colonial Past** Justin Trudeau, Goose Bay, Newfoundland 2017:

- *We must recognize the colonial way of thinking that fueled these practices...*
- *Children who returned from traumatic experiences in these schools looked to their families and communities for support but, in many cases, found that their own practices, cultures and traditions had been eroded by colonialism...*
- *Unfortunately, many of these intergenerational effects of colonialism on Indigenous people continue today...*
- *This is a shameful part of Canada's history - stemming from a legacy of colonialism, when Indigenous people were treated with a profound lack of equality and respect...*

**Seven Generations** Seven Generation philosophy is integral to Haudenosaunee life and a foundation of the Great Law of the Iroquois Confederacy.

"The Peacemaker taught us about the Seven Generations. He said, when you sit in council for the welfare of the people, you must not think of yourself or of your family, not even of your generation. He said, make your decisions on behalf of the seven generations coming, so that they may enjoy what you have today."

**Oren Lyons** (Seneca)  
Faithkeeper, Onondaga Nation

## Director's Update

This Annual Report is being completed during a global pandemic which has moved Brock University to a virtual space. Thus, while most of this academic year was spent working to achieve our goals, events since March 2020 are front of mind now.

Human rights and equity work is never more valuable than during times of emergency. Global Affairs Canada in its statement on April 8, 2020 summarized the *Human Rights Implications of COVID-19*:

*“We must all do what we can to prevent the tragedy of this pandemic from being compounded by allowing it to be exploited to persecute vulnerable communities. Over the course of this crisis, the Government of Canada will work to ensure that vulnerable and marginalized communities, including refugees, internally displaced people and migrants, indigenous, LGBTQ2I+, and religious and ethnic minority communities, are not victimized under the cover of public health.*

*“Furthermore, we recognize that isolating at home can be very difficult for many families. For people facing domestic and sexual and gender-based violence, COVID-19 has created a perfect storm of isolation, stress and fear...“Canada has taken a gender based approach to its response both domestically and internationally. Canada also took concrete steps to address domestic violence and is joining the United Nation Secretary-General’s call on domestic violence.*

*“Protecting public health and respecting human rights are not mutually exclusive. In fact, they cannot be separated as they go hand in hand toward ensuring the health, safety and security of our communities and our countries. Together, we can respond to the COVID-19 pandemic swiftly and decisively, but also with compassion, inclusivity and respect for the fundamental rights of everyone.”*

Brock’s Human Rights and Equity (HRE) has been learning to demonstrate flexibility in its modes of delivering educational materials as well as pivoting to address a different set of questions being asked by colleagues around campus: What does equity look like when students are sent home? What happens for students and employees who don’t have stable internet, or don’t have a computer? How do accommodations change for those with disabilities in a virtual world? How do we ensure equity for those living with psychological disabilities during a time of global crisis?

Since the COVID-19 became part of our everyday lexicon, there have been reports of bias, racism, xenophobia and discrimination toward those perceived to be Chinese. In addition, there has been recognition of the inequitable impacts of social isolation and disease on marginalized populations across Canada, as well as around the world. Global Affairs Canada in its statement on April 8, 2020 summarized the human rights implications of this virus:

“We must all do what we can to prevent the tragedy of this pandemic from being compounded by allowing it to be exploited to persecute vulnerable communities. Over the course of this crisis, the Government of Canada will work to ensure that vulnerable and marginalized communities, including refugees, internally displaced people and migrants, indigenous, LGBTQ2I+, and religious and ethnic minority communities, are not victimized under the cover of public health.

“Furthermore, we recognize that isolating at home can be very difficult for many families. For people facing domestic and sexual and gender-based violence, COVID-19 has created a perfect storm of isolation, stress and fear. Gender-based and child-protection services are essential and life-saving, and we urge governments around the world to prioritize and integrate these critical services in all responses related to COVID-19.

“Canada has taken a gender-based approach to its response both domestically and internationally. Canada also took concrete steps to address domestic violence and is joining the United Nation Secretary-General’s call on domestic violence.

“Protecting public health and respecting human rights are not mutually exclusive. In fact, they cannot be separated as they go hand in hand toward ensuring the health, safety and security of our communities and our countries. Together, we can respond to the COVID-19 pandemic swiftly and decisively, but also with compassion, inclusivity and respect for the fundamental rights of everyone.”

These words represent the work HRE has been doing at this time. We are encouraging dialogue about what “life after COVID-19” might be and the ways in which it might be very different from the beginning of 2020. The conversation then turns to the ways in which we have opportunities to craft our “new normal”, an opportunity rarely afforded to us. What will we at Brock choose to do with this opportunity?

As is demonstrated throughout this report, HRE was very busy during 2019-2020, from delivering workshops to designing flags to collaborating with partners across campus and throughout Niagara, receiving and resolving complaints, and, engaging in dialogue about the ways to ensure Brock University continues to move forward on issues of accessibility, inclusion, reconciliation, and decolonization.

One of the most visible signs of change this year was the design of an all-inclusive flag by HRE Peer Assistant Jane Theriault-Norman '20. This flag, raised for the first time at the beginning of Pride Week, represents Human Rights and Equity's dedication to the safety and support of all the communities who walk here. This is more than a pride flag; although you may recognize the rainbow stripes, this



flag also includes black and brown stripes. The black and brown represent the marginalized LGBTQ+ community members of colour, and the light blue, pink, and white represent the transgender community. Both communities deserve recognition, but we require the reminder to protect their respective spaces. Finally, the last purple chevron intersects with the white to remind us of the Two Row Wampum agreement. These colours represent the Indigenous land we walk on and our responsibility to the land and to each other.

During the year, HRE published a Brock-specific [Transgender-Inclusion Guide](#) as well as a [Resource Guide for BIPOC Students](#). Both Guides recognize that equity means understanding that marginalized populations may be seeking different, and very specific, information not available in material available for general distribution. The long-term goal for HRE is, of course, inclusive design - an understanding that such material may be valuable to everyone.

HRE collaborated with various partners, both on and off campus, becoming a part of The Coming Out Monologues, An Evening with Alicia Elliott, The Right to Hunt Conference, December 6<sup>th</sup>, Niagara Social Justice Forum, a highly successful Pride Week, Hamilton Pride Panel and Ivan Coyote (postponed due to COVID-19).

For the past three years, HRE has made available copies of the Multicultural Calendar at the three Brock campuses. This allows all employees to recognize religious and cultural holidays that have importance to different members of our community. This becomes relevant as requests are made for recognition of sacred days and occasions. During this time, we have made the [Multicultural Calendar](#) available online.

HRE has delivered workshops to many hundreds of students, faculty and staff over the course of this year. More information is available within the specific area reports. Over 250 faculty have now completed Bias Recognition workshops. This was originally designed for those sitting on search committees for Canada Research Chairs, but other searches have also requested that their members attend a session. Beginning in the summer of 2020, HRE will be rolling out workshops for all employee groups. These shall be done in accordance with agreements worked out with each collective bargaining unit. The purpose is to ensure that employees across the University have a full understanding of their responsibilities under those policies overseen by HRE, as well as their rights. These shall be done online and in-person in groups of 25.

**Art Speaks** was a multi-day event designed to use artwork as a vehicle for discussing human rights related issues, to provide a platform for conversation to under-represented groups on campus, and to educate the community about social inequity. The goal of this project was to use artwork as an alternative means of starting a conversation around human rights issues. Art Speaks was highly successful with a number of requests for it to be repeated on an annual basis.

While often hosting workshops for other members of the Brock community, HRE understands we are often ignorant and seek out opportunities to understand relevant topics on a deeper level. This year, Christopher Lytle arranged for HRE staff to take a “field trip” to Toronto to participate in a guided walking tour of the stone wall around the Centre for Addiction and Mental Health (Queen Street, Toronto) which was built by unpaid psychiatric patient labour in 1850. Dr. Geoffrey Reaume, who teaches in Critical Disability Studies, York University, accessed archival patient files to pay tribute to the patients who experienced gross human rights injustices during this time. It is worth noting that patients were committed for being homosexual and for being transgender; Black, Chinese, Jewish and Indigenous patients faced additional discrimination.



Reaume shared stories of people who worked on the grounds, did the laundry, grew the food and hauled coal - all who worked for no pay for decades as part of their “rehabilitation”; advocating for pay was entered into their clinical record as justification for their insanity. Patients without benefactors or family were buried in unmarked graves; dying “in the shadow of these walls”. The trip reaffirmed the ongoing work done by HRE in terms of the need for continued advocacy in the present.

## Area Reports

### Accessibility and Inclusion

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

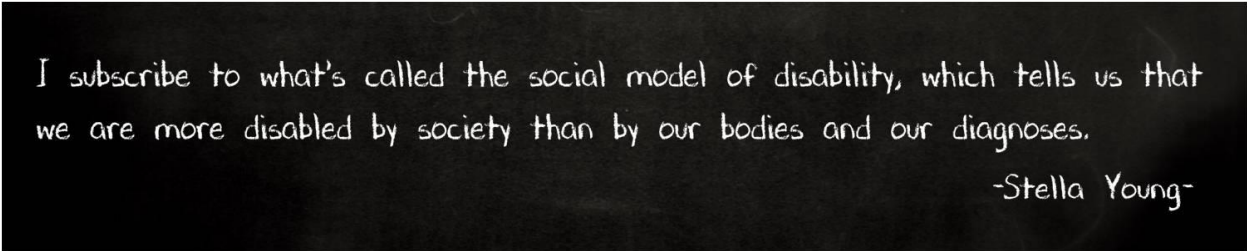
This Act was passed into law in 2005, requiring organizations (such as universities) to achieve accessibility for Ontarians with disabilities on or before January 1, 2025, through the development, implementation, and enforcement of various accessibility standards.

As of July 1, 2016, a Customer Service Standard was incorporated into the legislation's Integrated Accessibility Standards Regulation (IASR). The AODA and its standards apply to Brock University; compliance with AODA regulations is a shared responsibility among all academic and administrative areas. The University is required to comply with the following regulations:

- Ontario Regulation 191/11- Integrated Accessibility Standards Regulation ("IASR"), which includes standards in the areas of information and communications, employment, transportation, the design of public spaces and customer service.
- Ontario Regulation 368/13 - Amendment to Building Code Accessibility Requirements

The AODA IASR continues to be on track and all requirements, including those covered under General Requirements, Information and Communication, Employment, Design of Public Spaces, Customer Service Standards, have been implemented. In addition, although the University is not primarily in the business of providing transportation, the University does provide accessible transportation upon request. Brock submitted its most recent report of compliance in December 2019.

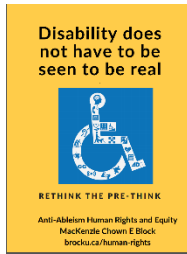
#### Anti-Ableism



I subscribe to what's called the social model of disability, which tells us that we are more disabled by society than by our bodies and our diagnoses.

-Stella Young-

The Ontario Human Rights Commission defines ableism as a belief system, analogous to racism, sexism or ageism, that sees persons with disabilities as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent



value than others. Ableism may be conscious or unconscious, and may be embedded in institutions, systems or the broader culture of a society. It can limit the opportunities of persons with disabilities and reduce their inclusion in the life of their communities. Ableist attitudes are often based on the view that disability is an “anomaly to normalcy,” rather than an inherent and expected variation in the human condition. Ableism may also be expressed in ongoing paternalistic and patronizing behaviour toward people with disabilities.

HRE has been using this very clear language to move the conversation on campus beyond “accommodation” and toward anti-ableist work and the implementation of Universal Design and Universal Design for Learning, wherever possible.

#Rethink the Prethink

This initiative aims to have the campus consider their first reactions to disability, whether feelings of pity, sorrow, or an effort to pretend nothing is seen. This was seen in a poster campaign during 2019-2020.

HRE will be making use of red Muskoka chairs which will be positioned in pairs at all three campuses. The chairs are covered in stickers detailing the grounds of the Ontario Human Rights Code. Participants are invited to sit in the chairs and engage in a conversation around prompts which will be attached to the chairs. This is an effort to capture what HRE has been told by the Brock community - there is a need to have such conversations, but, to some extent, they need to be curated.



Accessibility and Inclusion Recognition Award



This Award is given annually on December 3, in alignment with the International Day of Persons with Disabilities, as a way of sparking dialogue to remove barriers that limit access to equality.

Robyn Bourgeois, Assistant Professor in Women’s and Gender Studies was the 2019 winner, recognized as a “community activist” whose work has ensured that Indigenous peoples – particularly women – “have the same sort of footing as their

peers. Robyn is doing a lot of work to ensure that the end of violence towards Indigenized women is a high priority.”

Christopher Lytle noted, “We want to have open discussions about how ableism is impacted by things like racism, sexism and misogyny. Disabilities are intersectional. Why not have those conversations and why not start at Brock?”

The event was co-sponsored by the Ontario Secondary School Teachers’ Federation and Brock’s Student Accessibility Services.

### **Goals for 2020–2021**

- Continuation of anti-ableism campaign and wider conversation around accessibility and accommodations as human rights
- Working with PACHRED’s Anti-Ableism and Mental Health Working Group to ensure the language of Universal Design and Universal Design for Learning becomes part of the vocabulary
- Continued work on compliance with AODA to meet January 1, 2025 deadline.



## Anti-Racism and Human Rights

Anti-Racism and Human Rights operates under an Anti-Racism, Anti-Oppression framework to inform and encourage students, staff, and faculty at Brock to better understand systemic oppression, race, racism, and Anti-Racism both on and off campus.

### Highlights

Over the 2019-2020 year the Anti-Racism office has grown increased connections with the community, including various student clubs and groups such as the Black Female Empowerment Society (BFES), RACS, and individual students who are interested in HRE work on campus.

**What's going on?**

A BIPOC group to discuss racism on campus and in our lives.

Feb 4th, 25th, March 17th, April 7th. 3-4:30pm  
WH 8G

KATTAWE HENRY  
HUMAN RIGHTS AND ANTI-RACISM ADVISOR  
KHENRY@BROCKU.CA  
X6193  
CONTACT FOR ACCESSIBILITY REQUIREMENTS

THIS IS A CLOSED GROUP TO BIPOC STUDENTS ONLY. PLEASE REGISTER VIA EMAIL

This has led to connections with students who are interested in developing events, for example supporting Black History Month initiatives for student clubs, and ensuring they're included in meetings for Brock's African Heritage/Black History Month (AHM/BHM) events. This has provided a stronger understanding of what students are interested in seeing on campus, as well as what supports are most effective for them. Anti-Racism and Human Rights has become a "go-to" for students trying to figure out "who's in the know" for events programming, who to contact, and how to access financial supports for their events on campus. Additionally, students find it helpful to have someone to discuss ideas and receive constructive feedback about the plausibility of their

event or who would be best to contact to get their event off the ground. Connecting to off-campus community partners is also something students are interested, as many students are interested in bridging the town-gown divide.

One of the most successful initiatives this year was the Black Social event organized this year for AHM/BHM. The Black Social is an opportunity for BIPOC (Black, Indigenous, People of Colour) students on campus to come together, listen to music, enjoy free African & Caribbean dishes, and play Black Trivia games to win prizes. With over 130 students BIPOC students in attendance this year, and students connecting to say they wished they could have attended, the Black Social was incredibly successful.

Due to COVID-19 the second Black Social of the year was cancelled, however, moving forward this will be an event that runs twice a year for Black History Month. Students have reported how excited they were to have this event - and highlighted the word of mouth of the event in BIPOC student spaces. Further events and programming include, but are not limited to, Pride Week, Anti-Racism and Halloween informational workshop, running a BIPOC Talk group for BIPOC students, Black Movie Marathon, ManCakes, as well as providing Anti-Racism posters and stickers to residence and student clubs, and students who saw them around campus and came and requested their own personal copies.

### Cross-Campus Collaboration



This year, I worked with the Student Justice Centre, clubs, and departments such as Women and Gender Studies. Through these connections and collaborations, I was involved in speaking at events, advertising events, developing posters, event development, hosting events, and providing financial supports, including Coming Out Monologues, tabling for Smart Start, supporting the International Women’s Day Guest Lecture, Decolonizing Niagara: Indigenous Rights Conference, Brock 2SLGBTQ+ Pride Week 2020, SJC Workshop Series, Climate Justice Panel, REDdress, International Day for the Elimination of Violence against Women, Residence Student Life workshops, Intersectional SV training for students, and BFES’s

movie screening of *The Photograph*.

### Workshops/Trainings

Name of Workshop	Description	Attendees
Ignorance is Spooky	Racism, Racial Harassment in Residential Living. Halloween and Drinking Culture for RSL	90
Be Spooky, Not Racist!	Intro on racism, cultural appropriation, and Halloween.	20
Black History	Importance of Black History Month in Canada	100+ *

	* I developed the workshop: presentation, script, notes for discussion, questions, and order of delivery - but this was delivered by RSL	
Anti-Racism with P2P	Conversation with P2P students about operations in my office	6
Anti-Racism with P2P	BHM, Importance of teaching anti-racism/anti-oppression, upcoming REDress.	8
Anti-Racism 101	Racism 101 for Head RSL Dons.	12
Anti-Racism 101	Racism 101 for RSL Dons	90

### Notable Events and Programs

Name of Event	Description	Attendees
Black Social	BIPOC students, staff, and faculty join for food, games, and community building	130+
Black Movie Marathon	Movie showings that share stories about Black people, communities and stories	20
BIPOC Talks groups	BIPOC only student space to discuss racism on campus and what folks would like to see in future at Brock	12
Black Mental Health Matters	Panel of Black students discussing mental health in Black communities	*postponed due to COVID-19
“”	Panel of community members/activists to discuss Black mental health in their work	*
BIPOC/QTPOC Boxing	Led by Jane Theriault-Norman - BIPOC/QTPOC boxing classes	10
Black Social: Take two	BIPOC students, staff, and faculty join for food, games, and community building	*

Achievements this year that complement the fourth pillar of the Strategic Plan include:

- Strengthened relationships with Equity offices across Ontario to share resources, build community, and gain resources or advice on issues around Anti-Racism practices on other campuses
- Developed, designed, and completed a BIPOC Resource Guide for students to access resources in the St. Catharines community: <https://brocku.ca/human-rights/wp-content/uploads/sites/208/BIPOC-Resource-Guide-FINAL.pdf>
- Supported intersectional programming among student groups - building solidarity, providing funding, and developing event structures
- Supported speaker events - including workshops, panels, demonstrations, and presentations
- Worked on the development of HRE's Colouring Book: <https://brocku.ca/human-rights/wp-content/uploads/sites/208/Full-Colouring-Book-Printable.pdf>
- Provided students with Anti-Racism materials (resources, posters, stickers, contacts, events etc.)
- Met with stakeholders both on and off campus to collaborate on projects, share opportunities, and improve HRE's relationship with Brock community at large.
- Developed workshops, trainings, events, and program materials to be distributed across campus.
- Networked with community partners to advertise events and programming
- Supported PACHRED's Anti-Racism, 2SLGBTQ+, and Sexual Violence Prevention committees
- Worked with PACHRED's Anti-Racism Committee to execute Anti-Racism Poster campaign around microaggressions of racism



### Goals for 2020-2021

- Growing the programming, events, community partnership development, and student program support. To build on the gains from 2019-2020, I would hope that the Anti-Racism office is able to grow with student staff and volunteers to deliver programming that addresses the various nuances of racism that impact various identities within BIPOC spaces and highlight the importance of BIPOC-centred programming.

- By working with the SJC, the Anti-Racism office has developed a familiarity with the predominantly BIPOC student base that feels safe and comfortable in this space on campus (versus other spaces where students have reported being ‘surveyed’). As such, continued collaboration with the SJC will occur.
- Continue to support student clubs and ensure that student executives understand the support available beyond the financial, such as advertising of events, tabling resources, and connecting students with community partners. This has increased reports of students feeling more ‘included’ in the Brock community as well as empowered and encouraged to embrace their identities on campus unapologetically.
- To support the strategic plan’s support of inclusive, accessible, and decolonial programming, I would like to ensure that Black, Indigenous, and Students of Colour feel as though they are reflected in the events, including the food served, the holidays celebrated, films show, music heard, and images seen. One pending collaboration is with students who have expressed interest in developing an exhibit and show around Black History that would promote Black communities, Black art, and cultures. Additional examples of this include supporting the REDress project, the Right to Hunt, International Day for the Elimination of Violence against Women to ensure that Indigenous-led events prioritize the needs of Indigenous civilizations here and across Turtle Island.

## Human Rights

The Human Rights Program provides conflict resolution services for students, staff, faculty and visitors to address discrimination, harassment, bullying and/or sexual violence under the Respectful Work and Learning Environment Policy and Sexual Assault and Harassment Policy. Our processes are complainant-driven, confidential and free to all members of the Brock community. As a neutral office, HRE maintains a duty of fairness to all parties involved in the complaint process and provides a safe space for disclosure.

### **Review of 2019-2020**

The HRE Office engaged in 504 consultations - this is when advice is given on a matter that falls outside the scope of a personal, informal or formal resolution.

The HRE Office also received 92 concerns or complaints between May 1, 2019 - April 30, 2020. Of these concerns and complaints, 37 were resolved, or are being resolved through Personal Resolution (confidential contact with HRE for advice on resolving a concern oneself or taking no action at this time); 38 were resolved, or are currently being resolved, through an Informal Process (mediation, accommodation and/or restorative justice process); and 17 through a Formal Complaint Process (sent to an external investigator for a determination).

Of the 92 cases that the Program handled this year, one was initiated at an external complaint stage, such as at the Ontario Human Rights Tribunal.

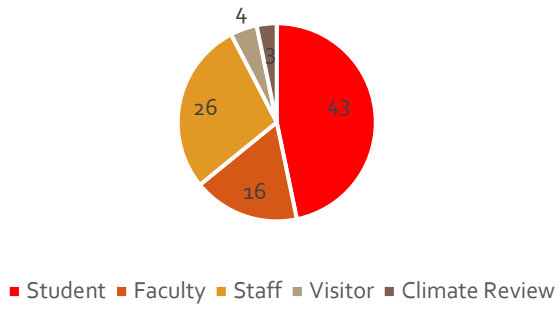
In addition to providing our services at main campus this year we also offered our services at a weekly drop-in at both the Marilyn I. Walker and Hamilton campuses. This increased our availability to people on campuses who may find it a challenge to travel to main campus for a confidential appointment.

### **Goals for 2020-2021**

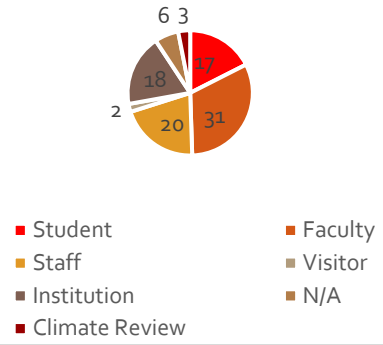
HRE will be embarking on a review of the Respectful Work and Learning Environment Policy. This review will include broad-based community consultations and we anticipate significant changes to the way the policy is currently being administered.

HRE has also procured a new case management system. With the increase in education and awareness and an increase in staff capacity to address human rights issues there is also an increase in a need to better track and report the concerns that are coming forward; a case management system will help to facilitate a timelier process for Complainants, Survivors and Respondents.

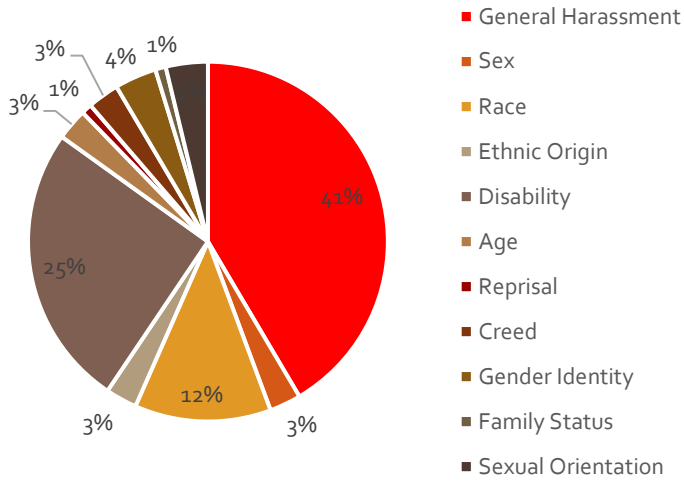
### Complainant Type



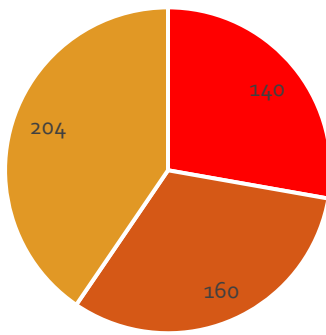
### Respondent Type



### Complaint Type

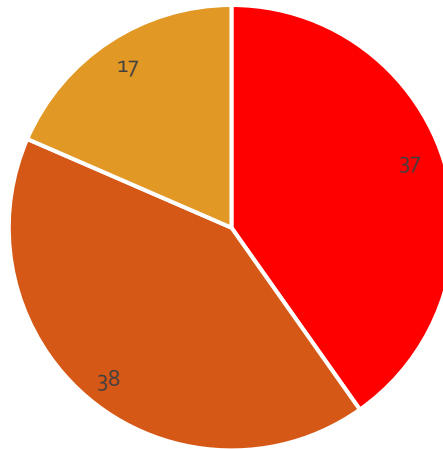


Consultations



■ Trimester 1 ■ Trimester 2 ■ Trimester 3

Resolution Type



■ Personal ■ Informal ■ Formal



## Intercultural Education

Intercultural Education is dedicated to increasing the capacity of the Brock community to work well across difference. Through our programming offering extensive intercultural training & measurement, coaching, learning opportunities and resources for our campus(es), we hope to create the conditions that fulfil Brock’s strategic mandate to foster a culture of inclusivity, accessibility, reconciliation and decolonization. We do this using a holistic intercultural lens that is rooted in the principles of human rights and equity.

*“A more culturally aware community fosters innovation from diversity and will support academic excellence and research.”*

--Dr. Janet Bennett

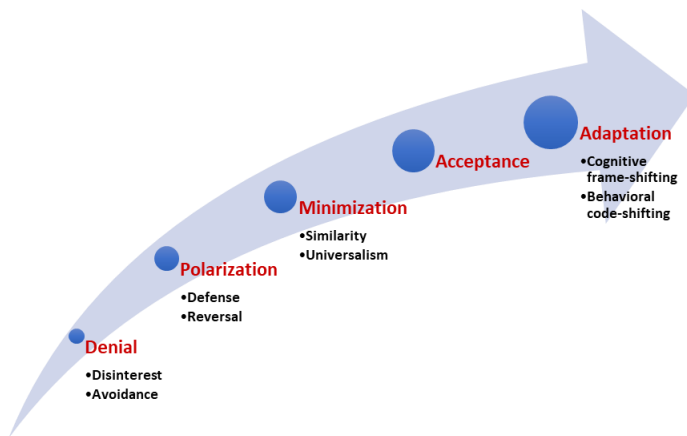


Figure 1—The Intercultural Development Continuum (IDC), based on Bennett’s Developmental Model of Intercultural Sensitivity

### Highlights

- Psychology TAs move an entire category on the IDC after taking our Intercultural Certificate Program
- Partnerships with five professors brought intercultural programming to 140 students in classrooms across campus.
- Launch of the Intercultural Professional Development Program for students has led to ten intercultural mentors being trained and ready to mentor, educate and diffuse cultural awareness throughout campus for September 2020.

### Cross Campus Collaborations

Staff: In the past year the Intercultural Office has partnered with Career Coop and Experiential Education, Student Wellness and Accessibility Services, Centre for Pedagogical Innovation, Aboriginal Student Services, Human Resources, Campus Security Services, and the PACHRED subcommittees on Employment Equity and Decolonization. The nature of collaborations with staff often involve intercultural education or support for related programming, such as support during the KAIROS

blanket activity for 150 Health Sciences students in collaboration with ABSS, CPI and faculty from health sciences.

Student Services: We worked with Law Plus, Residence Leaders and Dons, Orientation Planning Committee, PACHRED Anti-Racism Committee, SVP Peer Advisors, SWAC Peer Advisors, Residence Dons for Train the Trainer, Faculty of Education admin, BUSU and GSA members. Many student service areas use pre-existing workshops or our certificate program, but others require things tailored to their unique situation, such as experiential half-day training for residence leaders, or guidance to select appropriate online anti-bias training for Law Plus.

Faculty: We have partnered with professors from Psychology, Recreation and Leisure Studies, Health Sciences, Master of Professional Kinesiology, Faculty of Education, Faculty of Modern Languages, and Sociology.

#### Intercultural Training & Development

Department	Name of Training	Description	# Attending
CCEE	Intro to Intercultural	Workshop	30
CCEE	Intercultural Certificate	Intercultural Certificate for Staff	17
Open to all staff	Intercultural Certificate	Intercultural Certificate for Staff	40
Residence Leaders	Intercultural Development	Half day workshop	12
Residence Dons	Intro to Intercultural	Workshop	82
Residence Dons	Train the Trainer	Workshop	4
FOE International	General HRE	Workshop	30
Orientation Planning Committee	Intro to Intercultural	Workshop	25
Faculty of Education	Intro to Intercultural for Dr. Shalabi's students	Workshop	12
Faculty of Education	Intercultural for visiting Korean Faculty	Workshop Series	5
Psychology	Intercultural Training for Psychology TA's	IDI pre & post test + Intercultural Certificate	17
SWAC	Intro to Intercultural	Workshop	30
SWAC/HRE peer advisors	Intro to Intercultural	Workshop	20
Recreation and Leisure Studies	Intro to Intercultural	Student Workshop	32

Campus Security Services	Intercultural Certificate	Intercultural Certificate for Staff	16
CPI TA's	Instructional Skills Workshop	Shadow facilitating ISW workshop with CPI	5
Health Sciences	Intercultural Certificate	In class (embedded) intercultural certificate + IDI pre-test	60
FOE/Soc/HRE	Intro to Intercultural	Intercultural Training for SSHRC-funded research project on International Students	8
Master of Professional Kinesiology	Intercultural Certificate	In class and online (Covid)	17
HRE Student Intercultural Certificate Open Training	Intercultural Certificate	In Class and online	8
Diverse Faculty	IDI Inventory	IDI Inventory and coaching session	3
Health Sciences, ABSS, CPI	Indigenous Blanket Activity for Students	Greeting, wrangling and Debrief Circle leading	150
Human Resources, HRE	People Strategy Focus Group	Documenting participant themes and insights	2
Faculty of Modern Languages, Sociology	Consultation & Development	Ideation and support to embed international/ intercultural element in Certificate of Africana Studies	4

**Total= 629**

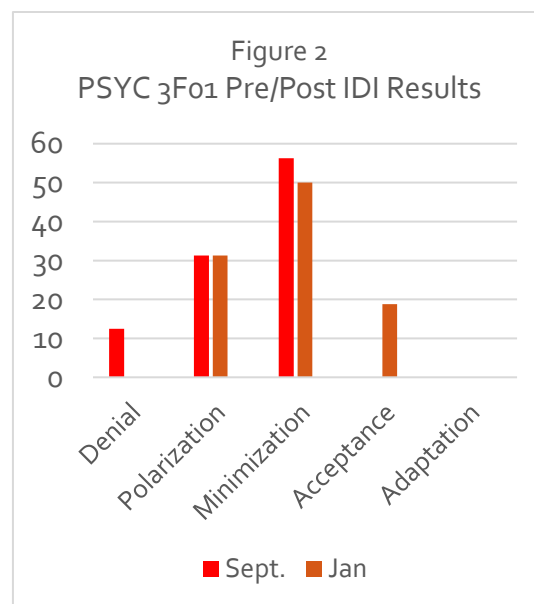
**Student Intercultural Certificates Awarded= 98**

## Staff Intercultural Certificates Awarded= 73

### Notable Events and Programs

#### Intercultural Certificate Programming in Psychology TA Class

- In a third-year psychology class that prepares 16 students to become Teachers' Assistants for the large first year psychology classes, students were tested using the Intercultural Development Inventory (IDI) both before and after taking the intercultural certificate program.
- IDI allows us to know exactly where the class falls on the Intercultural Development Continuum shown above (see figure 1 above)
- Figure 2 shows that in September, 12% of students were in Denial about cultural difference. Most students were clustered in minimization and no students were in the top two categories of Acceptance or Adaptation. By January, there were no students left in Denial and 20% of students had moved into Acceptance, validating that our Intercultural Workshops do move the needle significantly on student intercultural development.



#### Intercultural Certificate Programming in 4th Year Health Sciences Equity Class

- A collaboration between Intercultural Education, a professor in Health Sciences and Centre for Pedagogical Innovation led to transformational student experiences as evidenced through self-reports, reflection papers, and quality of final projects.
- All 60 students were pre-tested using the IDI. Results were clustered in minimization with small amounts in each of the other categories.
- The Intercultural Certificate programming was delivered in two-hour time blocks over the span of three classes, along with mandatory online elements through LinkedIn Learning.
- Reflection questions and activities were embedded into weekly assignments and assigned grades, and time was left at the end of each class to connect intercultural theories and practices with health science contexts.

- Feedback collected from students combined with the high quality and creative final projects and reports by the instructor confirm a transformative student experience.

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*Our Intercultural Certificate Workshops have proven to move the needle on intercultural development*

*--Trecia McLennon, Intercultural Communications Coordinator*

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### **Launch of Intercultural Professional Development Programs (IPDP)**

- Made possible with the help of HRE's first Intercultural Assistant with support from HRE's first Intercultural mentee.
- Developed in collaboration with campus partners.
- Gives interested and motivated students the option of three levels of commitment to suit their schedules beyond the level one intercultural certificate and is tailored to their interests while offering holistic training in leadership and intercultural mentoring.

### **Goals Achieved**

- Developed monitoring and tracking systems for workshops and events
- HRE Policy Training outline developed and revised
- Successfully beta testing Train the Trainer approach with Residence Life Dons and embarking on beta testing IPDP
- Successfully moved one intercultural workshop online with synchronous and asynchronous elements and in the process of redeveloping others for effective and high-quality online student experience

### **Goals for Next Year**

- Double the number of intercultural coaching clients
- Use IDI to measure the staff Intercultural Certificate Program
- Partner with faculty to embed Intercultural programming into curriculum using the successful model with Faculty of Health Sciences
- Collaborate with HRE Ombuds Research Coordinator, Makerspace Coordinator and Digital Scholarship Lab to examine AR/VR approaches to make intercultural development even more experiential.
- Ensure all IPDP mentor graduates are out of ethnocentric mindsets (Denial or Polarization) on the IDC by using IDI assessment after spring/summer training and before mentoring students in fall/winter 2020/2021.

## PACHRED Support and Special Projects

HRE and Ombuds Research Coordinator supports educational, outreach, and research activities within HRE, coordinates the President's Advisory Committee on Human Rights, Equity and Decolonization (PACHRED), as well as supports the Ombuds Office, primarily in the areas of communication and data collection.

The HRE and Ombuds Research Coordinator is a new role in HRE in 2019/20, expanded from a previous research-based position. The role encompasses several key directives and additional projects. The coordinator supported orientation efforts of the Ombuds Office, later assisting with on-boarding the new, permanent Ombudsperson. The Coordinator worked with the Registrar's Office and IT to establish next steps for collecting demographic data about students to assist with service provision. In March 2020, the Coordinator supported the transition of PACHRED to an online model, including the nominations process, which was moved from July to March/April to assist new members in planning their year.

Based on the decision of PACHRED to take on Decolonization as an over-arching theme and requests from two faculty members to provide support on decolonizing education, the Coordinator has been working with CPI, PACHRED, and the Library on a Decolonized Reading List and planned a symposium for late March to discuss the possibilities in curriculum and the classroom. The symposium was indefinitely postponed due to COVID-19 closures. Despite the postponement, the planning stages provided new collaborations and generated ideas beyond the symposium.

During the C-19 closure, the Coordinator has taken the lead to establish a digital strategy in the HRE Office. This initially included collaboration with the Centre for Digital Humanities, the Makerspace, and the Library. The Coordinator also supported the establishment of caucus groups to facilitate conversations among those having similar experiences during the challenging time of the Coronavirus pandemic.

### **Goals Achieved**

#### PACHRED

- Initiated student support through debrief and prep meetings to assist in PACHRED participation. These meetings led to additional collaborations on campus projects.
- Began redesign of PACHRED web presence in coordination with the HRE website redesign
- Developed blueprint for a PACHRED symposium (postponed due to COVID-19)

## Ombuds

- Covered the Ombuds office duties on interim basis, including case management, data collection, and open office hours
- Supported the on-boarding of new Ombudsperson in February 2020
- Updated Ombuds website and moved site from BUSU's main site to the Brock University site

## HRE

- Coordinated work on Campus Assessment on Living, Learning, and Working, including recruiting and organizing 20 focus groups
- Supported progress on the collection of more robust demographic data about students as a result of the work on a retention project in HRE
- Suggested and supported staff caucus groups to address concerns and connect people with shared experiences. The first of these conversation groups was facilitated by the Intercultural Coordinator and focused on parents who are staff

## **Goals for 2020-2021**

Pillar One: Offer a transformational and accessible academic and university experience

- Establish curiosity-based educational programming on HRE themes

Pillar Four: Foster a culture of inclusivity, accessibility, reconciliation and decolonization

- Develop programming in response to the results of the Campus Assessment on Living, Learning, and Working
- Establish new procedures for broadly communicating the work of PACHRED

Pillar Three: Enhance the life and vitality of our local region and beyond

- Assist in the production of HRE related digital content to share on social media

## Sexual Violence Support and Education

By appointment or drop-in, Sexual Violence Support and Education (SVSE) assists people in connecting with in-house and community supports, obtaining accommodations, and offers support throughout the informal and formal processes of the Sexual Assault and Harassment Policy (SAHP). For staff and faculty, SVSE offers training on the topic of sexual violence and application of the SAHP as well support services to manage disclosures.

During 2019-2020, SVSE assisted in 139 consultations/disclosures through the provision of front-line service delivery to all Brock staff, students and faculty.

### Highlights

**(Student) Peer to Peer Advocates (P2P):** The ten (10) P2P Advocates now operate a Drop-In Centre open 20 hours a week, serving as a central point for information, support, and referral for our students.

**SVSE/ BUSU Student Advisory Committee:** A newly formed SVSE/ BUSU Student Advisory Committee is now in place on campus. This committee is a mix of undergraduate and graduate students and HRE staff. The chair role is held by one of the student participants and an appointed BUSU executive. This student-led advisory group allows us to maintain accountability to BUSU as a funder, while meeting the Ministry requirement to have a steering committee on campus guiding the work of the SV office. The group meets at a minimum of 4 times per year and provide a culminating advising report for review by the Board of Directors and to be published on the HRE website.

**SV workshops open to Student, Staff, faculty:** This year SVSE initiated our SV workshop and certificate series. The series includes 7 workshops aimed at starting a conversation, providing introductory information and action items on how to find support and be of support. Workshops ran during lunch hours on Tuesdays and at 5 pm on Thursdays. Titles include: Indigenous perspectives; LGBTQ2S perspectives; Restorative Justice; Trauma and Self Care; Consent and disclosure; BIPOC perspectives, and, Anti-Ableist perspectives. General certificates were awarded to individuals who completed 5 or more workshops and Advance Certificate awarded to those who complete 8 or more in the series. With our first year of delivery we had 16 people complete and advanced certificate, and 24 for the general certificate. In total we have 508 attendees in the workshop series.



Comments: As provided on exit surveys

- “All the information is great & relevant. Looking forward to the rest.”
- “ Overall was good. Love the outreach that is happening.”
- “ Great Excellent! Please continue these very important sessions...”
- “Amazing presentation! Very happy to make it”
- “Great job working through the topic and then sparking discussion. Amazing!”
- “The presentation was amazingly well done, and I found this presentation really informative. I found that as a person who is not BIPOC, this presentation was very eye-opening. Thank you so much!”

Overall this programming in combination with other open workshops throughout the year allowed us to connect with 1700 student, staff and faculty.

**Formal training opportunities:** Residence Life Dons, Athletics, BUSU Executive, Campus Security and through various Department meetings, etc. reaching 1233 people.

**Special events and campaign engagement:** SVSE reached over 2452 Brock students, staff and faculty participants through our events programming including:

- Human Trafficking Training: In collaboration with Niagara YWCA and open to front line staff in Niagara Region post-secondary institutions (103 participants).
- Unblur the Lines: In collaboration with community partners and the HUB, we connected with over 300 hundred students during our Fall and Winter term events.
- Consent Week/ Healthy Relationships: This week-long programming in collaboration with other campuses throughout Ontario provides information, support information and avenues for individuals to learn how to become an advocate for our Brock community. Programming is offered in both Fall and Winter terms.
- Movie Series: 5 films per semester, designed to be intersectional

**Ongoing Residence Life Workshops and Support:** The work with Residence staff in the 2019/20 school year began with an Orientation presentation, *Read Between the Lines:* a live theatre presentation on consent. This collaboration with Residence Life brought nearly 300 first year students to the production. Additional work with residence included small group discussions, in-service meetings, Residence Life Team training on sexual violence, and Sex Talks in collaboration with the HUB.



**Male and Male-Identifying Programming:** The first year of this initiative focused on supporting male survivors of sexual violence and building capacity to become an male advocate on campus and assist and promote the goals and initiatives of SVSE. Launched in November 2019, our first Mancakes breakfast attracted 75 participants. This collaboration involved community and campus partners in an exploration of masculinity and finding ways to be an advocate for change on campus. In addition, we launched BROZZTALK, small group talks investigating personal views around gender, violence, masculinity, and sex. Individuals learn skills on how to build ally-ship and shift culture here on campus. As of January 2020, over 50

participants completed sessions. Our plans for a 4-on-4 Hockey Fundraiser had to be postponed due to the COVID-19 shutdown. This event was planned to raise awareness and funds for survivors of sexual violence and continue to expand the conversation around this difficult subject. Our hope is to see this event occur when conditions are safe.

**LGBTQ2S-Specific Programming:**

- Safe Space Boxing
- Safe Space Yoga
- Drop-In Activities
- Specifically designed workshops
- Talkspace- small group talks and safety place drop-in activities offered through the P2P Drop-in space

**BIPOC-Specific Programming:**

- Roots African-Caribbean Society- small group discussions and SV training,
- Specialized workshop development and delivery for Black history month,

**Brock Counsellor of Choice:** External trauma-based counselling available to individuals impacted by sexual violence

**Respondent Care:** Recognizing the challenges the investigation process may have for individuals, HRE has opted to invest in Respondent Care services that can assist individuals in participating fully in the investigation process. These services include individual counselling and support services for those involved in an investigation process. If an individual is required to complete an educational process,

they will meet with the HRE Director, focusing on defining consent and healthy sexuality, alongside conversations about masculinity and relationships. All respondents who have participated in this process to date have been male.

**Survivor Group:** Our survivor support group is an eight-week programme, running in the Fall and Winter terms. Each week focused on a different aspect of self-care and internal regulation, using creative projects to enhance the learning and tool acquisition.

**Tabling** continues in conjunction with SVSE events and activities. This direct connection to the larger student body has proven to be a great way to connect with populations that do not always access services.

**Orientation:**

- 2019 presentation offered twice alongside workshops and tabling;
- Mix not Mangled,
- Frost Week activities
- Dirty Bingo

**Cross-Campus Collaborations**

SVSE recognized early that a one size fits all approach does not meet the needs of the Brock community. As such, it became essential for us to conduct outreach to our campus and community partners to engage and promote our work. Examples of this can be seen in our partnership with the Faith and Life Center, RACS, Fraternities, Sororities, Sport teams, the HUB, Issacs, CARSA, Positive Living, Quest, area women’s shelters, and various BUSU clubs. This collaborative approach is an investment in time and energies toward making Brock a safer place for all.

<b>Sexual Violence- SAHP General Training</b>		
<b>Department</b>	<b># of times delivered</b>	<b>Number of Attendees</b>
Student Accessibility Services	1	12
Chairs and Directors orientation	1	12
SWAC- leadership training RWLEP, SAHP	1	4
International ISP program	2	55
Sex Trafficking in Niagara workshop	3	103

Volunteer training	10	86
Campus Security Services	2	5
HUB- Peer staff	1	22
Residence Life	1	88
Issacs-Bar Staff	2	42
BUSU- Executive	1	18
International ISP program	2	50
Sex talks- In residence	6	296
Athletics Coaches	1	12
Bio- Ethics classroom talk	1	160
RACS male group	1	6
RACS female group	1	11
fraternity training	3	45
Environmental Sustainability	1	3
Pre- Law Society club	1	21
Visual Arts Faculty	1	6
Sport Team interventions and training	2	72
		1233
SV Open Workshops		
LGBTQ+ PERSPECTIVE	5	81
Indigenous Perspectives	3	65
Consent and Disclosure	5	88
BIPOC Perspectives	4	59
Anti-Ableist Perspective	2	61
Restorative Justice	3	53
Trauma and Self Care	5	71
Trauma	1	22
Self- Care	1	12
		508

### **Review of 2018-29**

Program	Details	Outcome
Unblur The Lines	This program will be offered the last week in October and then again in the third week of March 2020. This event focuses on healthy relationships choices, sexual health and	Complete and ongoing- collaboration with the HUB and community partners

	consent. Last year we included community partners, we expect to offer this again in the events to come	
Consent Week	This will be held during the third week in January 2020 in collaboration with community agencies, and in tandem with university campuses throughout Ontario	Complete and ongoing- collaboration with the HUB and community partners
Educational Sessions and Workshops	Workshops will continue to be delivered on specific topics as requested and needed.	Complete and ongoing- Titled the SV workshop series.
Sex Trafficking/Human Trafficking	(in collaboration with YWCA)	Complete
Survivor Group and support programming	A version of the student survivor group will be offered for employees.	Partially complete and ongoing. We did not have staff/ faculty uptake at this time. We are looking for other opportunities to best support our staff and faculty survivors.
Respondent Services	Currently, strong support systems are in place for survivors but there is little for respondents. We are researching best and promising practices in this area to fill this void. We have two counsellors to provide support. We will continue to build this network as we balance the need to provide respondent services while meeting our obligations through investigation and due process.	Complete and ongoing.
Movie Series	o Watching films, preceded and followed by conversation, are a great way to engage students in difficult topics. At the moment, these are planned in cooperation with the local community. We have been offered the use of the theatre in The Lofts to do some screenings for the students living there as well as at MIWSFPA.	Complete and ongoing
Volunteer Professional Development	With nearly 100 students wanting to volunteer with HRE, many asking to focus on Sexual Violence Prevention, there is a clear need to ensure all meet HRE's standards before they move around campus representing the department. The three-day taking disclosures, boundary-setting, understanding privilege and oppression, anti-racism, anti-Black racism, anti-ableism, religious differences and human rights in	Complete and ongoing- Modified to ½ day workshop

	general. training, planned for the last week of August, will include topics such as mental, first aid, suicide prevention	
Peer to Peer Advocates	o SVSE began working on a Peer to Peer programme in the winter of 2018 but ran out of time to implement fully the foundations for the group. There are already students interested in becoming a part of this project. Much of the literature around sexual violence prevention confirms students will hear messages around consent and healthy sexuality far more readily from their peers. The hope is that this group will also develop modules to discuss topics of masculinity and the “man-mask” with those who identify as male	Complete and ongoing
Orientation	o SVSE will be participating in orientation sessions for international students in several graduate programmes during the summer, as well as the general Orientation at the beginning of the academic year. Research is clear that one-shot training around consent and healthy sexuality does very little to alter behaviours so there are already plans in place for ongoing workshops and discussions throughout the year, but particularly at crucial points such as the five-week mark of the first term.	Complete and ongoing
Thrive Week	SVSE will participate in hosting the “I believe you...” campaign during the third week of September 2019 in conjunction with province-wide initiatives at other campuses.	Complete and ongoing
Active Bystander Programming	o Research has shown that deliberate active bystander programming can have beneficial results on university campuses, especially those (like Brock) that have many students already pre-disposed to intervene when they notice something awry. The programming will be developed over the summer, in coordination with interested students, with the intention of rolling out the final product in September.	Developing internal programming to meet this need.
Bro2Talk (Male and Male-Identifying Group Programming)	o Initially, speaking to smaller groups of individuals in residence we plan to open the conversation of the myths surrounding sexual violence and the ways in which	Initiated last year we will use resources to support the development of this

	power, privilege and pressure contribute to our actions. By providing this small group programming we hope to shift the conversation to what we can do, and how we can make change. The eventual goal is to make this program available campus wide in the terms to come.	programming this upcoming year.
Flip the Script	o Flip the Script is an evidence-based 12-hour sexual assault resistance education program for university-aged women. It is delivered in small groups of about 15-20 and is run over the course of 4 weeknights, or one weekend. With Flip the Script, we take the position that it is never a woman's fault if someone tries to assault her - responsibility falls entirely on the person who chose to be sexually coercive. For further information on the randomized trial of Flip the Script, refer to the SARECentre	Flip the Script was determined not be a good fit for the Brock community. We are working on an alternate version of this training for future use.
Survivor Choice Counselling Support	This is a service made possible by the transfer of funding from BUSU. We know individuals in distress require services that will support them in the way they want, rather than what others think they need. This may be culturally responsive counsellors, counsellors who speak their language, indigenous counsellors, those who specialize in working with LGBTQ2S clients and more. We are compiling a listing of therapists or service agencies for which we can provide direct referral and funding.	Complete and ongoing

### Goals for 2020-2021

All activities of the SVSE office look to build our community's capacity to respond to the need of our students, staff and faculty. We aim to build programming that contributes to a culture of inclusivity, accessibility and reconciliation and look to offer enriching opportunities through our work, volunteer, and internship programming.

#### **Brock Wide**

As outlined in the Brock Sexual Assault and Harassment policy we are required to review our policy once every two years. Our previous review was completed in 2018. As such we will be planning to have open consultations and solicit feedback from the Brock community to guide us in reviewing and improving our existing policy.

## **Faculty and Staff**

SVSE continues to work on supporting training opportunities that will development knowledge and skill development that is person centred and trauma informed. This upcoming year we are excited to offer the Spectrum of Exploitation training with expected delivery in August 2020.

Our office will continue to develop access to support system resources through our website redesign, ongoing disclosure support, and an invitation for in-class visits throughout the year.

## **Student Focus**

SVSE will focus our attention on the following additions to our current spectrum of support and training:

1. Support for Athletics:
  - a. This will include providing training to all Tier 1 athletes prior to their engagement on a field, pitch, pool or arena.
2. Outreach to the Brock Community:
  - a. International Student supports: Continue working on developing integrated and supportive systems for our international students.
  - b. BUSU Clubs: Work with BUSU to ensure SV training is offered and delivered to all registered clubs on campus
  - c. Continue to work with our Fraternities and Sororities to ensure membership training for all.
3. Improving Accessibility and Support:
  - a. P2P
    - Launch of the new permanent home for the P2P staff and our new Drop-in centre
    - Add two new workshops to the SV workshops series: International perspective, and The Masculinity Question
  - b. On- line platforms- Move to integrated workshop delivery in preparation for either online or in person delivery as required
4. Men's programming:
  - a. Continue to develop small group talks, training, and support services
  - b. Launch of the 4 X 4 hockey and fundraiser
5. Advocates for Change: Launch of the Advocates for Change program - working with our male advocates on campus to assist and promote the goals and initiatives of SVSE.



6. Building capacity and collaboration in Niagara, including:
  - a. Research study on student sex workers accessing SWAC
  - b. Spectrum of Exploitation training
  - c. Stop light Shot- training for local restaurants and bars in Thorold and downtown St. Catharines

## Student Justice Centre

Formerly a division of Brock University Students' Union, the Student Justice Centre (SJC) became a division of the Office of Human Rights and Equity Services in July 2019. The SJC is a campus hub for social and political engagement, education, and activism that challenges racism, colonialism, transphobia, homophobia, ableism, xenophobia, ethno-religious fascism, classism, sexism, and ageism. We advocate for social justice through educative initiatives, activism support, and programming, like workshops, events, film screenings, campaigns, etc. We also partner with student groups doing justice work to provide logistical, organizing, and financial support. The SJC provides a safe and welcoming space for marginalized students to study, relax, hold meetings, and connect with like-minded folks to build networks of support and community at Brock.

The SJC was funded through a student levy, but we stopped receiving funding on April 30, 2019 as the SJC Memorandum of Understanding expired. The SJC has since been operating on funding reserves. The SJC enacted the proper steps to go to referendum in March 2020 to secure adequate funding to continue and expand our current operations, but the referendum was postponed due to COVID-19. The SJC referendum will happen during the 2020/21 academic year.

### Cross-campus & Community Collaborations and Events

The SJC serves as a critical resource to the Brock community and is part of many cross-campus and community-based collaborations. In the 2019/20 academic year, the SJC actively participated on the following committees: President's Advisory Committee on Human Rights, Equity, and Decolonization (PACHRED), Sexual Violence Prevention Committee, 2S & LGBTQ+ Working Group, Brock 2SLGBTQ+ Pride Week 2020 Planning Committee, REDress: Hearts of Our Nations 2020 Planning Committee, Niagara Social Justice Forum 2020 Planning Committee, Campus Climate Survey Working Group, Niagara Reproductive Justice, and the Niagara Social Justice Coalition.

The SJC also collaborated with multiple BUSU clubs, like Brock Pride and the Black Female Empowerment Society, through event collaborations and/ or provision of space and assistance with club promotions. The SJC provided organizational and funding support for:

- The Coming Out Monologues (in partnership with OPIRG Brock at Marilyn I. Walker)

- Ride for Promise: Documentary Screening and Q&A with Curtis Carmichael (in partnership with BUSU, HRE, and OPIRG Brock)
- 2SLGBTQ+ Movie Marathon (in partnership with Brock Pride and OPIRG Brock)
- Activism Meet Up (with Brock Student Life & Community Experience and OPIRG Brock)
- The St. Catharines 2020 Climate Strike (in partnership with Fridays for Future and Extinction Rebellion Niagara with leadership from Brock students)
- Decolonizing Niagara: Indigenous Rights Conference (in partnership with The Supporters of Haudenosaunee Right to Hunt, Centre for Women's and Gender Studies, HRE, Indigenous Solidarity Coalition @ Brock, CUPE 4207, and Marilyn I. Walker)
- Impacts of Ford in Niagara: Public Health Panel & Public meetings (in partnership with Niagara Social Justice Coalition, Brock Public Health placement students, OPIRG Brock, and CUPE 4207)
- Brock 2SLGBTQ+ Pride Week 2020 (in partnership with HRE, OPIRG Brock, Brock Pride, and an international student representative): <https://brocku.ca/brock-news/2020/01/brock-pride-week-to-host-10-days-of-celebrations/>
- Monthly 2SLGBTQ+ Film Screenings (in partnership with FirstOntario Performing Art Centre, Niagara Artists' Centre, and OPIRG Brock) at The Film House in downtown St. Catharines: *We are the Radical Monarchs*, *Transfinite* screened in January and February but the next monthly features were cancelled due to COVID-19
- REDress: Hearts of Our Nations 2020 Art Installation and Speaker Panel with Keynote Event (in partnership with the Centre for Women's and Gender Studies and the REDress Planning Committee, led by Robyn Bourgeois and Jane Theriault-Norman)
- Screening of *Female Pleasure* at The Film House and Debriefing at MIW (in partnership with Positive Living Niagara and the FirstOntario Performing Art Centre), cancelled due to COVID-19

Title	Description	#
Conversation on Family Abuse & Healing *BIPOC only space*	This workshop will focus on creating boundaries and healing.	NA
Queer & Trans Makeup Tutorial	Ari Para presented a makeup tutorial & makeup swap event in the SJC! **This event was open to queer and transgender folx only**	9
Be Spooky, Not Racist! (*Collaboration with Human Rights and Anti-Racism Advisor, Kattawe Henry)	This was organized as a training for Brock University Students' Union staff, and attendance was open to students as well.  Human Rights and Anti-Racism Advisor, Kattawe Henry, presented an introductory level workshop on racism, cultural appropriation, and Halloween!	20
My White Friends and Me: An Exploration of Inter-Racial Friendships	This two-hour session explored the complex intricacies and nuances of interracial friendships, in predominantly white spaces. With an emphasis on white-Black friendships, but also taking on an intersectional lens to incorporate gender and sexuality and the ways in which those identities further complicated the social relationships we call 'friendships'.	23
Our Sisters in Spirit Film Screening & Workshop	'Our Sisters in Spirit,' a short documentary made by Brock student Nick Printup, an Indigenous social entrepreneur and filmmaker, focuses on calling a national public inquiry in to the matter of missing and murdered Indigenous women & girls in Canada or whether there may be a better approach.	19
Race, Sexuality & Destigmatizing STDs	Lydia Collins facilitated this workshop asks the question "where does stigma come from?" and delves deep into a better understanding of how to support, not shame, folks regarding their sexual health status.	25

Title	Description	#
Resisting Queerphobia & Transphobia in Everyday Life	This workshop focused on resisting and dismantling institutions, actions, and spaces in which queerphobia and transphobia take place. This workshop will include ways in which Queer and Trans folkx can protect themselves and others in these situations, find safe spaces, and challenge their own internalized queerphobic and transphobic notions.	12
Creating My Own - Radicalized Wellness in Oppressive Spaces	This workshop created a space to identify and evaluate various forms of self-care while occupying spaces that may render individuals mentally and physically vulnerable.	11
Black is Beautiful: Racialized Standards of Beauty	A two-hour workshop exploring racialized standards of beauty, particularly in relation to Black bodies, and the challenges of navigating spaces where these aesthetic ideologies are dominant. Difficult topics such as bleaching, colorism, skin lightening and surgical alterations will be considered to examine the real-world implications of racialized beauty standards.	17
Queer Fashion History & Resistance	This workshop examined how the queer community has created fashion trends that have been used as a method of resistance.	9
Prioritizing Black Sexual Health and Wellness	This workshop discussed the importance of normalizing sexual health in African, Caribbean, and Black communities, and explore the ways in which lack of access and education surrounding the topic of sexual health causes significant disparities to the overall health of ACB communities in Ontario.	14
Black Power: Knowing Yourself and Black History (BIPOC only)	This workshop outlined the history of the Black race that has been erased and emphasizes the knowledge of self as the first step to freedom.	**

Title	Description	#
Queer Representation in TV & Theatre	This workshop provides a space to discuss queer and trans* representation in theatre and TV through an intersectional lens.	**
Self-Care for Marginalized Folx	Healing practices and ways to practice self-care for queer & marginalized folx.	**
Decolonize Your Diet	Exploring the historical (read: Colonial) and economic processes that shape the way we eat, and how the food system is organized through the lens of social and economic superstructures that influence society.	**
Meaningful Work: Workshop for Artists and Activists (in partnership with Suitcase in Point, Janice Jo Lee, and OPIRG Brock)  Online due to COVID-19	In this workshop we examined and defined our practice within the context of our personal relationship to colonialism, our times and community. Participants left with a first draft of their own personal mission statement and a renewed clarity and inspiration about their purpose.	25
Why the Justice System "Works": The Transition from Slavery to the Prison Industrial Complex	This workshop is on the mass incarceration of Black men and women following slavery and how it has affected and continues to affect Black folks today.	**
Language and Rape Culture	This workshop will explore how utilizing particular language perpetuates and sustains rape culture in our society. We discuss words you should ban from your vocabulary and their implications through a feminist, anti-racist framework.	**
Unpacking Fat Oppression	Fat-phobia, fat-oppression and the systems that allow for their continued existence. Exploring the ways our views on fatness are influenced by colonialism and its resulting systems, why its problematic, and how to decolonize.	**
How the British Re-invented Slavery	Introduction to Indo-Caribbean indentured servitude. The untold stories of Indo-Caribbean peoples from an anti-oppression	**

Title	Description	#
	and feminist perspective that critiques colonialism.	
Corporate Branding for Racialized Folks	Facilitating space for young racialized professional(s). Distinguishing oneself in the corporate world. Developing strategies. Conversations with non-racialized professionals and asserting yourself in the workplace. Race and privilege the workplace.	**
Struggle Love	Unpacking: Misogynoir, Intersectional Feminism and what that looks like. Unpack: Self compensating, over giving, roles Black women undertake in relationships, bread winner, IPV, history of Black women and care giver role even professional. Intergenerational  Healing narratives: Healthy relationships. Boundaries. Standards. Non-Negotiables. Confidence. Empowerment.	**
Hello Trauma, Hear My Voice	Drawing inspiration from excerpts in their newly devised show, Filipinx artists Kaylyn and Meryl discuss their process of making theatre about their lived experiences: confronting one's ancestral trauma, creating self-care rituals, taking your power back, and writing your own narrative.	**

The SJC achieved many goals over the course of May 2019- April 2020, including:

- Providing a wide array of free, intersectional educative initiatives such as workshops and campaigns
- Creating and supporting social justice programming such as events, speaker series, and panel discussions
- Maintaining a drop-in-centre that provided a safe and supportive space for students
- Offering funding, solidarity, and organizing support for students doing social justice projects, initiatives, and programming

- Providing students with access to free resources, such as condoms, dental dams, menstrual products, school supplies (pens, sticky notes, etc), and social justice related resources
- Liaised and collaborated with campus and community partners to improve the Brock student experience
- Supervised multiple placement students and offered volunteer opportunities as well as opportunities for students to engage in paid workshop facilitation
- Prepared for a SJC referendum by creating an MOU that has been approved by the Referendum Quality Assurance Committee (RQAC) and Brock University Students' Administrative Council (BUSAC), and engaging in ongoing dialogue with BUSU to ensure a successful referendum in the 2020/21 academic year.

### SJC Goals for 2020-2021

The primary goal of the SJC in the 2020/21 year is to successfully pass the referendum for the SJC Levy, which shall be a \$2.75 per credit charge levied to all undergraduate students, both full-time and part-time in all academic sessions and durations. Beyond growing our existing programming, educational initiatives, and campus-wide reach, we would use this funding to create new student jobs that would enable SJC to provide drop-in and by-appointment peer-to-peer listening, support, advocacy and/or referral services for students impacted by systems of oppression (racism, transphobia, ableism, etc.). We aim to continue building our capacity as a campus hub where students can develop activism and advocacy skills, and continue to expand our online and in-house social justice resource provision (including the availability of more educational resources, but also material resources for particular marginalized communities, like access to free chest binders and breast forms for trans\* and gender diverse students).

SJC's goals align with HRE's vision and mandate and the strategic priorities in Brock's Strategic Plan, in particular those regarding the advancement of "foster[ing] a culture of inclusivity, accessibility, reconciliation and decolonization." We represent and advocate for student voices on numerous committees, and we support students leading projects that strive for social change on campus. Our daily work supports, and uplifts marginalized folks on campus, in an effort to make Brock a better place for everyone. The SJC supports decolonization of the university by working with Indigenous students, staff, and faculty on campus to support Indigenous-led events, like the REDress project, the Indigenous Rights Conference, and Indigenous-centred film screenings and workshops. Our cross-campus and community collaborations propel efforts to make Brock University and the Niagara Region a safer, more accessible, and inclusive place to live, work, and study.



## Goals for 2020-2021

HRE's goals for next year are, as with all Brock departments, in congruence with the institutional strategic plan. There may be few departments as passionate about the strategic plan as HRE - the graphic interweaving strategic priorities and values is an integral part of every workshop conducted, regardless of audience.

The HRE Team has outlined many goals to be achieved over the coming year, written with the knowledge that we are operating in a different environment than a few months ago. Many of these ideas will need to be developed in dual formats to be truly sustainable - as needed for the online world as well as in-person delivery. In some cases, we are anticipating we may discover there are projects that work surprisingly well virtually and may allow us to increase capacity. However, we also know that moving forward the human rights and equity agendas is dependent on altering the pattern of interactions with one another which is made easier when we are in the same room, in person and looking at one another.

A few concrete goals must be noted:

- We will be receiving the final report from the Assessment of Learning, Working and Living Environment for Faculty, Students and Staff (“Rankin Climate Survey”). The ways in which we follow-up with recommendations will have important implications for Brock
- We will be delivering mandatory workshops for employees, both online and in-person
- We will continue to deliver workshops across campus for all members of our community, covering the wide array of topics addressed in this report
- Advocate for enhanced data collection in order to better meet current goals outlined for change in institutional culture (i.e. structural equity)
- Engage in dialogue about context courses and the possibilities for broadening the discussion about equity-related topics to all students
- We will provide an analysis of the catalyst for the creation of HRE in its current form, the [Human Rights Task Force Report](#), incorporating any remaining items into the HRE Strategic Plan.

## Concluding Remarks

The 2020-2021 academic year will be beyond our wildest imagining and, for the Human Rights and Equity team, amidst the difficulties of social isolation, this also brings the chance for something different. We are individuals whose everyday work is rooted in moving the University toward a place of greater equity, compassion and respect.

We recognize the oft-repeated phrases “We are all in this together” or “We’re in the same boat” is, at best, aspirational and, perhaps, not the goal we need to attain. We have the path laid out in the Two Row and One Dish Wampum agreements - equity can be achieved moving in parallel, valuing the interdependence of all beings and working for the collective.

May we listen well, speak from the heart, unlearn and learn, and work together in community to make Brock a place that fosters accessibility, inclusion, decolonization and reconciliation, not just to check a box, but as the necessary practice for the next seven generations.