

HUMAN RIGHTS AND
EQUITY ANNUAL
REPORT

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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 21st century.

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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.

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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.

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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

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Director's Update

This Annual Report represents a year spent working to achieve our goals in a virtual space. Overall, Human Rights and Equity managed to address the broad priorities of fostering a culture of accessibility, inclusion, decolonization and reconciliation while also addressing complaints received under both the Respectful Work and Learning Environment Policy and Sexual Assault and Harassment Policy. The effort to do so was certainly greater than in pre-pandemic times, and I commend HRE's dedicated staff for going above and beyond as they worked through the challenges presented in a "work from home" situation.

Beginning in 2021, a Working Group was struck to review the University policies, practices and processes for the promotion of an effective and harmonious work and learning environment, examining the possibilities within the existing policy framework, as well as the potential to develop new protocols that can explore the promotion and resolution options within existing approaches. The members of the Working Group (Lynn Wells, Jennifer Guarasci, Chabriol Colebatch, Rob Cargnelli and me) have examined explicitly new ways of triaging complaints that fall within the scope of the Respectful Work and Learning Environment Policy but may overlap with other mechanisms at the University.

Cross-campus collaborations continue to expand leading to changes that will serve to entrench the equity and inclusion lens in an increasing number of areas on campus. These are exciting projects and none the more so when departments are ready to work to build inclusion with only minimal need for assistance. These fledgling relationships serve as models for Brock in the future.

Human Rights and Equity staff continued building relationships within the broader Niagara community, conducting workshops, class sessions with the clients of various organizations, and serving as experts for those seeking conversation about equity, diversity and inclusion.

The murder of George Floyd on May 25, 2020 as well as deaths in Canada led Human Rights and Equity to ensure resources were provided for all members of the community, those grieving, angry, wanting to create change, and those unsure of what to do, especially in the midst of a global pandemic. At the time, I wrote:

Living under the stresses of a global pandemic has only exacerbated the tensions already existing for marginalized communities across Canada. We see racism and violence directed toward members of our University community – based on their lived, and perceived, identities. There is no room in our hearts or action for anti-Indigenous, anti-Black, anti-Chinese or anti-immigrant sentiment. We have no time for harassment and discrimination.

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We are witnessing the birth of an uprising, not only in the U.S., but also in Canada and Europe. Systemic racism, and specifically anti-Black racism, is being named as a root cause of inequities with which people have been living for centuries. The disproportionate death rate from the pandemic even graphically illustrates these facts. People are in the streets demanding nothing less than total change: not only the ability to live their lives without the ever-present threat of violence, but the opportunity for everyone, regardless of identity, to participate fully and equitably in societal structures.

Education is one of the areas where Canadians should expect equitable treatment. Equal access to education for all is a key step to creating a society that is fully equal for all, and Brock University has made a commitment to foster a culture of accessibility, inclusion, reconciliation and decolonization. Situated on land protected by the Dish with One Spoon and Two Row Wampum agreements, traditional territory of the Haudenosaunee and Anishinaabe peoples, we are an institution rooted in Niagara but connected globally as part of a UNESCO Biosphere. We honour the United Nations Declaration on the Rights of Indigenous Peoples and recognize we are in the middle of the International Decade for People of African Descent. Those recognitions give our University the responsibility of fulfilling our guiding value to recognize the dignity of each person and their right to live life to the fullest. We build inclusivity and equity through understanding and respect for diverse identities and reflect this in our approaches to teaching and learning, research and creativity, administration and service provision, and community engagement.

We have been speaking about adopting a framework of cultural humility. Cultural humility is a process of self-reflection to understand personal and systemic biases and to develop and maintain respectful processes and relationships based on mutual trust. As expressed by First Nations Health Authority, cultural humility involves humbly acknowledging oneself as a learner when it comes to understanding another's experience. Cultural humility requires empathy and vision. As a campus community, we embrace these values as we honour everyone who calls themselves a Brock Badger.

In the midst of the pandemic, we rolled out the survey portion of our Assessment of the Living, Learning and Working Environment at Brock. While it is certain we received fewer responses than we would have either later in the pandemic (people more used to receiving everything online) or in person, the response rate was sufficient for us to garner significant information. Follow-up conversations with specific populations have provided recommendations to take forward as we transition from the 2017 Human Rights Task Force report to a comprehensive accessibility, inclusion, decolonization and reconciliation plan.

Human Rights and Equity pivoted quickly to online delivery and found that attendance at all programs was much higher than anticipated. Whether game nights with underlying themes of equity, the incredibly popular Black and Indigenous Pride Concert, or speakers such as Ivan Coyote, Eternity Martis, Farzana Doctor, and Vivek Shraya, audiences were glued to their screens. An additional advantage was

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recordings for future use by faculty. The same phenomenon held true for workshops, with a far greater number of the campus community completing the Gender and Sexual Violence Certificate.

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 with everyone working from 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. The number of cases has continued to rise throughout the months of pandemic lockdown.

This past year saw several changes in HRE:

- We welcomed Alison Rothwell as the Accessibility and Inclusion Coordinator in June 2020.
- We bid farewell to Larisa Fry in February 2021 as she took a job doing Gender and Sexual Violence support work at Simon Fraser University.
- Kattawe Henry accepted an incredible job opportunity as the Anti-Racism Lead in the Ministry of the Attorney-General of Ontario and left in April 2021.
- Intercultural Education Coordinator Trecia McLennon is seconded to the Centre for Pedagogical Innovation through October 2021. This collaboration is an initiative designed to move forward the fourth pillar of the strategic plan with a focus on faculty and culturally responsive pedagogy.

Review of 2020-2021 Goals

HRE Area	Goal	2020-2021 Update
Accessibility and Inclusion	Work with PACHRED’s Anti-Ableism and Mental Health Working Group to ensure the language of Universal Design and Universal Design for Learning becomes second nature, as well ensuring ableism is not left out of human rights discussions.	HRE continues to advance conversations on campus around Ableism. In January 2021, work was completed on a Universal Design for Learning (UDL) Certificate, and online workshops were provided on UDL assessment and instruction as a resource for Staff and Faculty during the move to online learning. This training is grounded in anti-ableist and anti-oppression strategies, theories, and practices. Online training was also provided to Peer Mentors in AODA and Anti-Ableism in preparation for onboarding students in September. This year also marked the second year of Ability Empowerment Day . High school students with disabilities were invited to a day of online learning and development at Brock. AODA and anti-ableism training was provided to all volunteers. Work has also recently been completed on Anti-Ableism certificate that will be available to all members of the Brock community in late 2021.
	Work collaboratively to ensure Brock’s COVID-19 response is inclusive, accessible and anti-ableist.	COVID-19 had a significant impact on accessibility at Brock, exposing areas of opportunity and challenges around accommodation, inclusion, and digital accessibility. Brock’s employees adapted nimbly to new technologies and modes of communication, aided in part by the work on Universal Design for Learning that had already been underway and the collaborative measures taken across campus to ensure conversations and planning were inclusive, accessible and anti-ableist. Accessibility and inclusion have been a challenge for everyone throughout the pandemic. 1 in 7 Ontarians have one or more disabilities, and as we turn towards a reimagining of post-secondary education in a post-covid world, it will be important to continue to identify the successes and gaps in our pandemic response for persons with disabilities to ensure an inclusive and accessible return to campus for the entire Brock community.
	Ensure Brock Accessibility and Inclusion Award receives greater publicity and is	Each December 3, on the International Day of Persons with Disabilities, the Accessibility and Inclusion Award is granted to a member of the Brock Community who is recognized for the contributions towards creating a community the is free from discrimination. This award allows for allyship to be strengthened and acts as an invitation into the dialogue of how we can continue to remove barriers that limit access to equality for persons with

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HRE Area	Goal	2020-2021 Update
	seen as an award to strive toward obtaining.	disabilities. This year two awards were granted. One award was granted to Judith Brooder, Manager of Student Accessibility Services for the work she has undertaken, beyond the scope of her employment, in emerging issues in accessibility in online teaching and learning. A second award was granted to third-year Biology student Alyssa Godin for the work she has done raising awareness of service animals on campus and her work towards creating a more inclusive and accessible residence experience for students as a Residence Life Staff.
	Create an internal competition in order to send forward proposals to the national Innovative Designs for Accessibility (IDeA) competition	The Innovative Designs for Accessibility (IDeA) is an annual student competition, sponsored by Universities Canada, which aims to inspire graduate and undergraduate students to develop innovative, cost-effective and practical solutions to accessibility-related issues in the community. HRE promoted the 2021 competition by creating a new internal competition. We invited past winners from British Columbia, as well as Universities Canada, to speak to interested students. Applications from students across campus was sought and reviewed with six student groups selected to move on to the national competition. Support and advice in the advancement of their projects was available from HRE. Students will have an opportunity to showcase their work at Brock in 2021. This initiative will help to promote student entrepreneurial engagement within an inclusive lens as well as expand discussions on accessibility and inclusion.
	Continued work on compliance with AODA to meet January 1, 2025 deadline.	<p>When the AODA became law on June 13, 2005, Ontario became the first province in Canada to pass legislation on mandatory accessibility standards with a goal to identify, remove and prevent barriers for people with disabilities. The Act requires all levels of government and organizations, including Universities, to achieve accessibility for all Ontarians by January 1, 2025.</p> <p>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.</p>

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HRE Area	Goal	2020-2021 Update
		<p>The AODA is subject to review every four years and standards included in the IASR are reviewed, individually, every five years following their enactment date.</p> <p>The K-12 and Post-Secondary Education Standards Development Committees have completed their work and recommendations were provided to the government in March 2021. Once the government releases these for public consultation we will assess the impact these new standards will have on post-secondary institutions.</p> <p>Brock filed its Accessibility Compliance Report in December, 2019, with our next report due in December, 2021. Work is underway on creating a standardized tool to collect compliance information which will also help to identify strengths and gaps in accessibility and inclusion campus-wide.</p>
	<p>Apply to Rick Hansen Foundation for complimentary reviews of our built environment.</p>	<p>HRE applied for, and was granted, 16 complimentary reviews conducted by the Rick Hansen Foundation (RHF) that will measure, with third party validation, the work the University has undertaken in accessibility in our built environment. Sponsored by the Province of Ontario, the RHF will provide each building a rating, and information on areas for improvement and details on successes we can celebrate. These reviews are currently on hold pending pandemic restrictions for site visits.</p>
<p>Anti-Racism</p>	<p>Deliver programming that addresses the nuances of racism within IBPOC spaces and highlights the importance of IBPOC-centred programming.</p>	<p>This was done consistently throughout 2020-21, from the Black and Indigenous Pride Concert during the summer, to Eternity Martis’s presentation on her memoir <i>They Said This Would Be Fun: Race, Campus Life, and Growing Up</i>, Black Reading Group, programs addressing mental health (Mental Health So White and Black Minds Matter), the marking of Emancipation Day and events for Black History Month. In addition, there were two Black Town Halls held to learn student perceptions of the climate at Brock. An increased number of University departments requested anti-racism workshops and discussions.</p>
	<p>Continue collaborations with SJC</p>	<p>This was done throughout the year, from larger events through workshops held on a regular basis.</p>
	<p>Continue to support student clubs beyond the financial, including</p>	<p>Throughout 2020-21, HRE Anti-Racism met with representatives from a number of identity-specific clubs to ensure members were empowered and encouraged to embrace their identities on campus unapologetically. Representatives from clubs were invited to</p>

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HRE Area	Goal	2020-2021 Update
	connecting students with community partners.	present questions to guest speakers such as Eternity Martis and Farzana Doctor, allowing them the opportunity to speak directly to IBPOC activists and writers.
	Ensure IBPOC students are reflected in events, including food served, holidays celebrated, films shown, music heard, and images seen.	This is ongoing work, which cannot be the sole responsibility of HRE. Initiatives this year included presentation of mandatory workshops for representatives of all BUSU Clubs, as well as presentations to specific clubs looking to inform themselves on equity and inclusion issues. HRE hopes to ensure all departments, clubs and organizations are making an assessment about representation in the planning and structure of events.
Human Rights	HRE is reviewing the Respectful Work and Learning Environment Policy, ultimately resulting in significant changes to the way the policy is currently being administered.	A working group has been meeting to review the University policies, practices and processes for the promotion of an effective and harmonious work and learning environment, examining the possibilities within the existing policy framework, as well as the potential to develop new protocols that can explore the promotion and resolution options within existing approaches. The Working Group will be releasing draft options for campus-wide feedback over summer 2021. The members of the Working Group have examined explicitly new ways of triaging complaints that fall within the scope of the Respectful Work and Learning Environment Policy but may overlap with other mechanisms at the University.
	Purchase of new case management system, with goal of better tracking and reporting the concerns that are coming forward.	The Maxient Case Management System has been purchased and will become HRE's default system beginning in the summer of 2021. In addition to HRE, several other University functions will be utilizing Maxient, highlighting the necessity for such mechanisms as data tracking becomes top of mind.
Special Projects	Develop programming in response to the results of the Campus Assessment on Living, Learning, and Working	The results of the Campus Assessment were presented in late October 2020. For the remainder of the 2020-21 year, feedback was garnered on recommendations to address the findings. Those recommendations are being curated into an action plan during the summer of 2021, and will be rolled out in October 2021. There was congruence across groups (regardless of identity) about many of the suggestions. HRE and HR will develop working groups to address those items that cross both departments.


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HRE Area	Goal	2020-2021 Update
	Assist in the production of HRE related digital content to share on social media	This project remains in a fledging stage, although the continued lockdown did produce many more conversations than anticipated. Work was completed on online workshops that can be completed with minimal presence of HRE personnel allowing for a greater number of participants to pursue trainings, although HRE remains committed to providing as many workshops in person as possible given the importance of face to face interaction as people grapple with new ideas or a presentation that challenges previously held beliefs.
Gender and Sexual Violence Support and Prevention	Gather feedback on Sexual Assault and Harassment Policy preparatory to review.	Gathering feedback on policies is an on-going process. The Gender and Sexual Violence Advisory panel undertook a thorough review of the SAHP, providing many suggestions for change, particularly in terms of definitions and process. It is clear the RWLEP and SAHP need to be in alignment in terms of procedures, as there are complaints that fall under both policies.
	Delivery of Spectrum of Exploitation Training in 2020-21.	This training addresses the subject of Human Trafficking, with a specific focus on Sex Trafficking, and more specifically Sex Trafficking in Niagara. Over 80 people from all parts of campus attended these workshops. In 2021-2022, a second set of workshops will be presented, as well as a student-focused train-the-trainer module so there can be delivery by students to their peers.
	GSVSE will continue with its website redesign, disclosure support, and an invitation for in-class visits throughout the year.	The GSVSE portion of the HRE website underwent a major overhaul in order that students could access more resources online without needing assistance, given the ongoing lockdown. Support for disclosures continued to be sought in the same frequency as pre-COVID 19 times. Requests for in-class visits were lower although requests for workshops for clubs, University departments and organizations, and student trainings were higher than in previous years.
	Increased GSVSE outreach to students in: a. International b. BUSU Clubs c. Fraternities and Sororities d. Athletics	This goal was achieved in all categories and has resulted in ongoing relationships with these departments going forward. This has assisted with GSVSE (and HRE) being seen as a valuable resource when crises occur, but also a resource for proactive workshops and discussions.

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HRE Area	Goal	2020-2021 Update
	<p>Improve Accessibility and Support: P2P</p> <ul style="list-style-type: none"> • Launch permanent home for the P2P staff and Drop-In Centre • Add two new workshops to the GSVSE Certificate: International Perspectives and The Masculinity Question <p>On-line platforms</p> <ul style="list-style-type: none"> • Integrate workshop delivery in preparation for every eventuality 	<p>The Peer to Peer Mentorship Program has found a permanent home in Thistle. Unfortunately, we left campus before renovations could begin but they should be completed for Fall 2021. This space will serve as a drop-in space staffed by P2P students, an area for small gatherings and a location for meetings with students.</p> <p>The two new segments were added to the GSVSE Certificate, which was completed by 894 students, staff and faculty during 2020-21. The segments are:</p> <ul style="list-style-type: none"> • Indigenous Perspectives • Consent and Disclosure • BIPOC Perspectives • Anti-Ableist Perspective • Restorative Justice • 2SLGBTQ+ Perspectives • Equity, Intersections, & Trauma • Self-Care & Self-Regulation • International Perspectives • Masculinity Question <p>Workshops were transformed into a variety of formats to allow for maximum flexibility, including synchronous, asynchronous and hybrid models. Modules were created in Sakai for those attending workshops to undertake pre-learning sessions.</p>
	<p>Men's programming:</p> <ul style="list-style-type: none"> • Develop small group talks, training, and support services • Launch of the 4 X 4 hockey fundraiser • Advocates for Change 	<p>Men's programming continued to be developed although beginning this new project with virtual options the only choice did make it more difficult. A firm foundation has been built on which to continue the programming when there is a safe return to campus. Presentations with Brock Esports and during the GSVSE Conference assisted in building a cadre of interested volunteers.</p>
	<p>Building capacity and collaboration in Niagara, including:</p> <ul style="list-style-type: none"> • Research study on student sex workers accessing SWAC 	<p>SWAC obtained funding for a project focused on students who are sex workers by choice. The goal was to ascertain what resources were needed by these students, what is working well, and where might there be challenges. Over the course of 2020-21, a working group met bimonthly with a student sex worker who served as the researcher for the project. At the conclusion, there was a long list of recommendations which should be implemented by the end of 2021-22.</p>

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HRE Area	Goal	2020-2021 Update
	<ul style="list-style-type: none"> • Stoplight Shot-training for local restaurants and bars in Thorold and downtown St. Catharines 	<p>Given the pandemic, we hope to undertake this training sometime during 2021-2022. The program was piloted with the cooperation of the Brock University Students' Union (BUSU) in Isaac's. When the bar staff and security completed their sexual violence prevention training, they learned about the "stoplight shot". Someone asking for this lets security or bar staff know the individual is in need of assistance.</p>  <p>The poster features the text: "NEED HELP? FEELING UNSAFE, CREEPED OUT, OR UNCOMFORTABLE? AT THE BAR ORDER THE STOPLIGHT SHOT OR MENTION THE SHOT TO SECURITY AND WE'LL GET YOU TO A SAFE SPACE!" with a logo for "SV Support".</p>
	Run a Gender and Sexual Violence Support and Prevention Leadership Retreat with a keynote speaker	Prior to the pandemic, a long-term goal had been to organize a multi-day Gender and Sexual Violence Leadership Retreat, with attendance from universities across the province. While the grander plans had to go by the wayside, GSVSE did pull off a two-day version which was widely praised. Black feminist and reproductive rights activist Loretta Ross delivered the keynote entitled "Calling in the Calling Out Culture".
Student Justice Centre	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.	The Student Justice Centre referendum occurred in October 2020. Despite facing challenges running the first-ever fully online referendum, the Student Justice Centre Levy, which is a \$2.75 per credit charge levied to all undergraduate students, both full-time and part-time in all academic sessions and durations, passed successfully. The levy is a mandatory fee and shall continue to be charged on courses (it began collection in Winter 2021). The SJC Levy may increase annually by up to 5%, however such an increase shall be subject to approval from the BUSU Board of Directors or their proper designate. The success of this Levy allows the SJC to upscale their work, including the hiring of 6-8 student assistants to assist with programming in a number of different social justice areas.
	Establish a network to address gaps in service provision for the Trans community in Niagara	The SJC is a founding member of the Niagara Transgender Action Coalition (NTAC). NTAC began with an ad hoc planning group coming together to plan Transgender Day of Remembrance 2020. When reviewing that successful event, the group realized that a permanent committee would be useful to plan future events and initiatives. We are a coalition of 2S&LGBTQ+ folks and service providers in the Niagara Region, with representatives from organizations including De dwa da dehs nye>s Aboriginal Health Centre, Positive Living Niagara, Niagara Falls Community Health Centre, Quest Community Health Centre, Transgender Niagara, Student Justice Centre, OUTNiagara,

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HRE Area	Goal	2020-2021 Update
		PFLAG Niagara, and OPIRG Brock. The SJC collaborated with NTAC for the #TransHeroes campaign for #TransDayOfVisibility on March 31, 2021.
	Design follow-up upon receipt of the final report from the “Rankin Climate Survey”.	Follow-up conversations with specific populations have provided recommendations to take forward as we transition from the 2017 Human Rights Task Force report to a comprehensive accessibility, inclusion, decolonization and reconciliation plan. Full details of Assessment results may be found here .
	Advocate for enhanced data collection in order to better meet current goals outlined for change in institutional culture (i.e. structural equity)	These were fruitful conversations during 2020-21 and will be moving toward action in 2021-22. Such conversations are occurring across the province, with the hope that the process for students may begin with their OUAC applications. There will be widespread consultation with all employee groups before any type of demographic census is rolled out; however, casual conversations have been positive in the desire for data across the University, particularly in regard to Employment Equity.
	Engage in dialogue about context courses and the possibilities for broadening the discussion about equity-related topics to all students.	These conversations are occurring; however, we recognize the importance of ensuring the Indigenous context credit moves forward in an expeditious manner, and do not want to hinder this effort. As with those working toward Indigenous context credit, there is an understanding that an infusion approach is more successful than “one and done”. There is also an understanding that such initiatives will be in full alignment with the relevant collective agreement.
	Continue to deliver workshops across campus for all members of our community, covering the wide array of topics requested.	In addition to workshops developed and delivered by Accessibility and Inclusion, Anti-Racism, Intercultural Education and Gender and Sexual Violence Support and Prevention, a range of workshops were delivered by Leela MadhavaRau upon request. These included Bias workshops for those sitting on search committees (CRC, faculty and staff) as well as Committees who believe it is beneficial for their members to be thinking about issues of bias. Student presentations covered topics as diverse as Inclusion Drives Innovation: Incorporating Diversity into Entrepreneurship, Managing Conflict, Controversy with Civility, Human Rights, Communicating Effectively with Diverse Communities, and

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HRE Area	Goal	2020-2021 Update
		Cultural Humility. In addition, four hours of workshops were presented to each the Niagara Regional Council and the St. Catharines City Council.
	Leverage all opportunities for collaboration across campus, municipal, provincial, national, and international boundaries.	As can be ascertained from responses to other goals, this was accomplished at every level. It has been the experience of HRE that finding willing partners for collaboration has been easier during the pandemic. We are working to ensure this ease of being in alliance continues as we return to campus.
	Ensure campus conversation does not focus solely on issues of sexual violence, which receives most media attention.	This has become increasingly easy over the past 18 months as the campus community recognizes the wide array of resources available through Human Rights and Equity. This was not a goal because ending sexual violence is a low priority, but because it is the area of greatest focus by the provincial government requiring specialized reporting and offering specific funding. This has given the campus community a sense this work is the bulk of what HRE undertakes.

Human Rights Complaints: Statistics

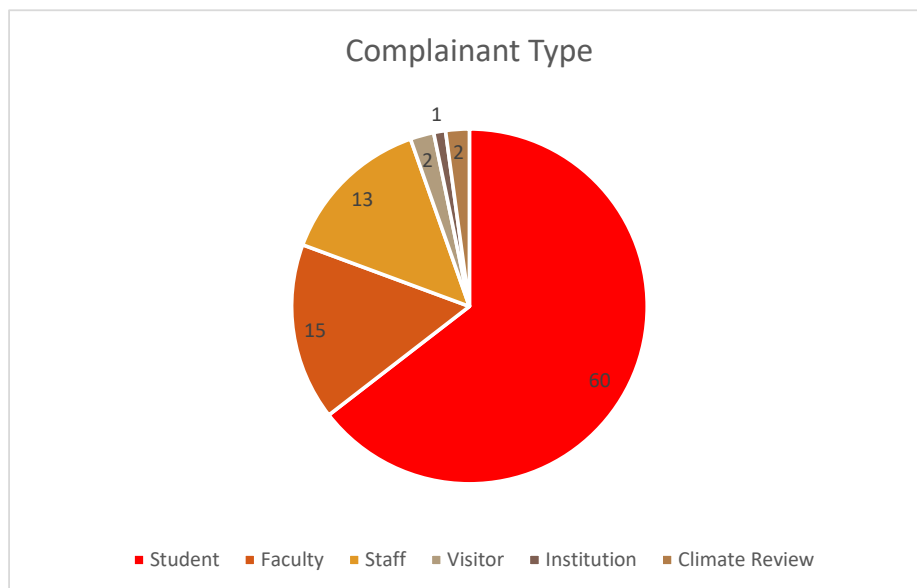
The Human Rights Program provides conflict resolution services for students, staff, faculty and visitors to address discrimination, harassment, bullying and/or sexual violence under the Respectful Work and Learning Environment Policy and Sexual Assault and Harassment Policy. Our processes are complainant-driven, 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 2020-2021

The HRE Office engaged in 842 consultations - this is when advice is given on a matter that falls outside the scope of a personal, informal or formal resolution. This is an increase over all preceding years.

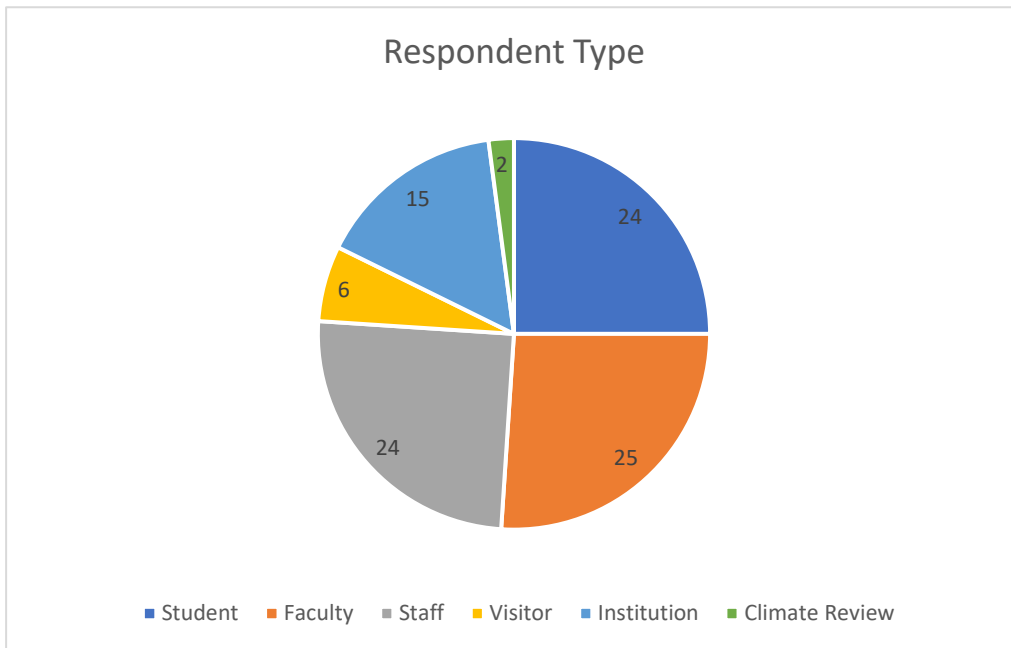
Between May 1, 2020 - April 30, 2021, the HRE Office received 93 concerns or complaints that fell within the RWLEP and 48 disclosures under the SAHP. Of these concerns and complaints, 49 were resolved, or are being resolved through Personal Resolution (confidential contact with HRE for advice on resolving a concern oneself or taking no action at this time); 37 were resolved, or are currently being resolved, through an Informal Process (mediation, accommodation and/or restorative justice process); and 19 through a Formal Complaint Process (sent to an external investigator for a determination).

Complainant Type



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Respondent Type

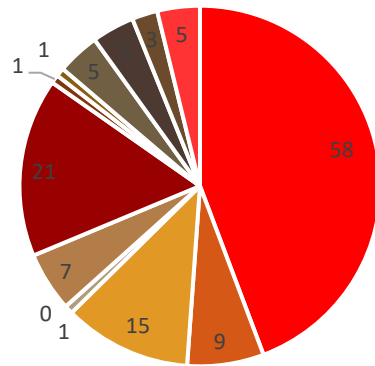


Complaint

Type

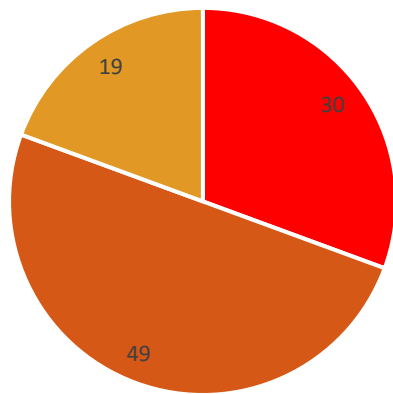
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Complaint Type



Resolution Type

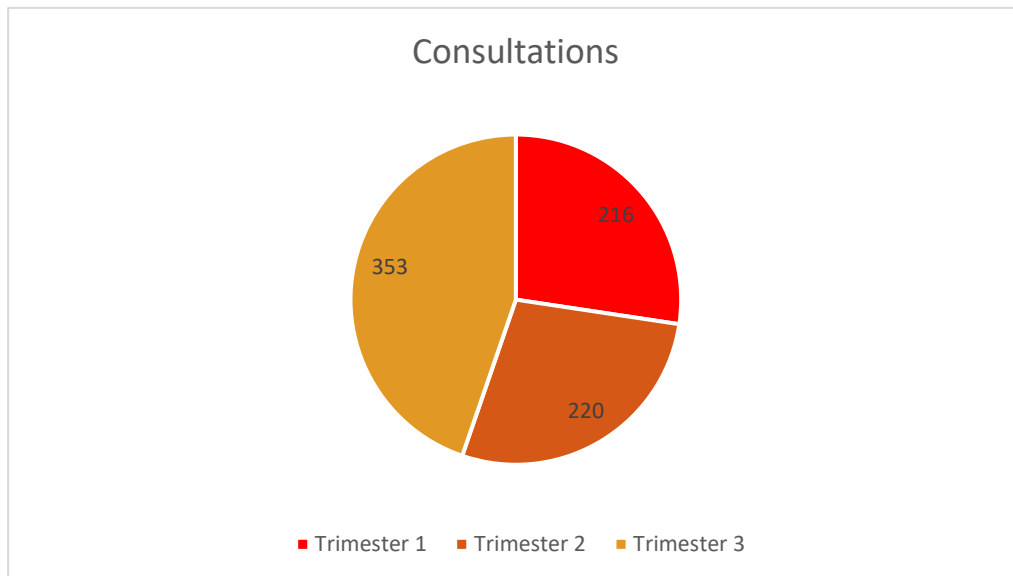
Resolution Type



■ Informal ■ Personal ■ Formal

[Type here]

Consultations



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.”

[Type here]

--Dr. Janet Bennett

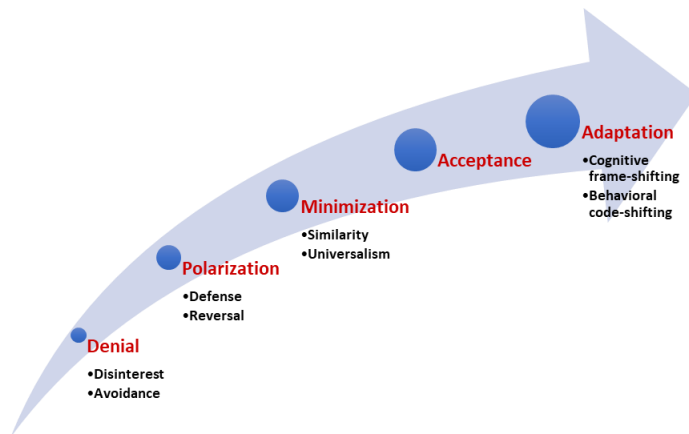


Figure 1—The Intercultural Development Continuum (IDC), based on Bennett's Developmental Model of Intercultural Sensitivity

The launch of the Intercultural Professional Development Program for students led to ten intercultural mentors being trained and ready to mentor, educate and diffuse cultural awareness throughout campus from September 2020 onward. Each Mentor ran programs, from workshops to film screenings to discussions.

Goals for 2021-2022

Accessibility and Inclusion

- Develop a Coordinated Accessibility Strategy to also include digital accessibility
- Launch the Anti-Ableism Certificate
- Redesign AODA training
- Revision of the Accessibility Policy to include updates on Accessible and Inclusive Education
- Further promote the Universal Design for Learning Certificate

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- Design a strategic institutional plan to prepare for a review and response to the K-12 and Post-Secondary Education Standards

Anti-Racism

- Finalize Anti-Racism Online Module
- Continue identity-specific programming when requested and required
- Update and enhance resources available online
- Establish dialogue/discussion circles focusing on impacts of racism, both personal and systemic
- Roll out workshops and videos designed specifically for international students
- Finalize Black Student Scholarships proposal

Gender and Sexual Violence Prevention and Support

- Increase participation in GSVSE Certification to 1000+ in 2021-22
- Establish new space in Thistle as P2P “home” and Drop-In Centre
- Continue and enhance programming around masculinity
- Roll out workshops and videos designed specifically for international students
- Ensure suggestions from Gender and Sexual Violence Advisory Panel are heard as review of SAHP begins

Human Rights

- Ensure data for 2021-2022 Annual Report is produced from new case management system (Maxient)
- Work to refine processes and procedures utilizing Maxient to full capacity

Intercultural Education

- Continue development of Intercultural Professional Development Program
- Continue offering Intercultural Certificate through Focus On Learning
- Continue to partner with faculty to incorporate intercultural material into syllabus and track students’ absorption of material
- Establish ongoing partnership with CPI and HR Focus on Learning in order to build intercultural foundation into workshops

Student Justice Centre

- With the passing of the SJC Levy, expand and grow existing programming, educational initiatives, and campus-wide reach.
- By being able to create and hire students, the SJC should see an increased capacity for innovation, creation, educational delivery, diverse partnership building, and outreach.
 - Reinstate the 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.)

[Type here]

- Continue to build capacity as a campus hub where students can develop activism and advocacy skills.
- Continue to expand our online and inhouse social justice resource provision.

Overarching Human Rights and Equity

- Develop HRE certificate courses for employees
- Conduct needs assessment for alumnae from equity-deserving groups (in collaboration with Advancement)
- Sign off on Human Rights Task Force Report recommendations in order to segue to new HRE strategic plan. Goal is to produce plan and receive campus-wide feedback by December 2021 (in collaboration with Acting Vice-Provost, Indigenous Engagement)
- Receive feedback and finalize revisions to Respectful Work and Learning Policy
- Receive feedback and finalize revisions to Sexual Assault and Harassment Policy
- Complete demographic census
- Continue and enhance campus-wide collaborations
- Develop EDI micro-credential courses
- Develop a comprehensive strategy to address conflict engagement (collaborating with working group initially and then getting feedback campus-wide)

Concluding Remarks

Last year, I said in my 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.

[Type here]

I believe the 2020-21 year, amidst pain and sorrow, did bring unique opportunities for conversations about human rights, equity and inclusion. I also felt a greater willingness to engage in these topics. For someone in my position, this is a rarely felt emotion and I did my best to make sure Human Rights and Equity was available to engage with as many individuals, departments, organizations and student clubs as possible.

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.