

# **2022-2023 Report**

**PRESIDENT'S ADVISORY COMMITTEE  
ON HUMAN RIGHTS, EQUITY  
AND DECOLONIZATION (PACHRED)**

Submitted by:

Dolana Mogadime, PACHRED Faculty Chair



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# 2022-2023 Report<sup>1</sup>

## Introduction

### PACHRED Full Meetings

#### Minutes are available online

An Orientation for new PACHRED members was held on September 27, 2022. Following that, five PACHRED full meetings were held. Minutes are available on the PACHRED Website. We encourage Brock University faculty, staff and students to review the minutes from [PACHRED meetings](#) in order to keep abreast with the work of PACHRED Committees and Working Groups.

The broader community is involved in PACHRED through the following Six Working Groups/ Committees:

- Two Spirited Lesbian Gay Bisexual Trans Queer++ (2SLGBTQ++) Working Group;
- Anti-ableism and Mental Health Working Group;
- Anti-racism Committee;
- Decolonization Committee (see terms of reference section);
- Employment Equity Working Group;
- Sexual Violence Prevention Committee.

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<sup>1</sup> The DRAFT Report was submitted to President Rigg by Dolana Mogadime, PACHRED Faculty Chair, on June 25, 2023. The final version was submitted on August 16, 2023.

# Thematic Focus for 2022-2023

## Inclusion and Engagement “Nothing For Us Without Us”

Working Group and Committee Chairs and Cochairs collaborated and decided on the following thematic focus for 2022-2023: Inclusion and Engagement “Nothing For Us Without Us.”

We agreed to a guideline that insists on asking, whether the following are informed by inclusion:

- Pedagogy
- Assessment change
- Research
- Policy
- Job descriptions
- Any process that is going to involve engagement with the public and learners.

### **What kinds of steps should be taken with the “nothing for Us without US” concept embedded in practices. For example, consultation with the people that are going to be the most effected must be done.**

- Thinking about inclusion first and if there is no one available, then stop talking and get someone, don't go forward without consultation.
- Identify Institutional Equity Traps (e.g., folks saying ‘we are doing EDI’ but doing something else).

# Engaging with Senior Administration and Providing Feedback on EDI Matters

PACHRED Executive members have responded on an ongoing basis to the university when consulted on EDI matters. The following is an overview of those matters:

## **June 2023: Discussion on the Scarborough Charter at the Board of Trustees**

As the PACHRED Faculty Chair, Dolana Mogadime was invited to present to the Board of Trustees regarding their participation [at the inaugural Inter-Institutional Forum of the Scarborough National Charter](#) on Anti-Black Racism and Black Inclusion in Canadian Higher Education alongside the then Interim President & Provost and Vice-President, Academic, Lynn Wells and Trecia McLennon, Director, EDI Culture and Education in Brock's Human Resources unit. The objectives of the Scarborough Charter were discussed. Dolana provided an overview on employment equity and explained how the Scarborough Charter when implemented at Brock will allow the university to keep pace with universities across Ontario and Canada who are redressing anti-Blackness through the development of inclusive practices focusing on Black students, faculty, staff and inclusion. Interim President Wells conveyed her support of a demographic survey for Brock University. Such a survey can be supportive of equity deserving groups and their democratic participation in the university sector.

## August 2022: Ad Hoc Black Cluster Committee “Communicating a Shared Vision for Action, Engagement and Change”

The following are excerpts from “Communicating a Shared Vision for Action, Engagement and Change.” (August, 2022) and indicate PACHRED’s active contribution to university-wide initiatives:

“Over the past two years, the President’s Advisory Committee on Human Rights, Equity and Decolonization (PACHRED), the Anti-Racism Committee (ARC), the PACHRED Ad Hoc Black Cluster Committee, [and members from] the Black Community Forum at Brock (BCFaB) have advocated for Brock University to adopt initiatives that demonstrate a strong commitment to Black students, staff, and faculty. In particular, Black faculty and staff voiced their collective concerns, many of which were echoed by activists at other universities, regarding the prevalence of anti-Black systemic barriers in higher education.

In response to this advocacy, on March 24th, 2022, Brock University and the Brock University Faculty Association signed an MOA regarding the ‘Black Faculty Cluster Hire’, which declared their commitment to hire Black people into 12 faculty and professional librarian positions.”<sup>2</sup>

## August 2022: Senior Administrative Council (SAC)

PACHRED Faculty Chair presented at the Senior Administrative Council on the question: “How can Senior Administrative Council members support the implementation of the Scarborough Charter at Brock?” The session was organized by the Interim President & Provost and Vice-President, Academic Lynn Wells. Included in the presentation was: Scarborough Charter: Engagement Activity; Collection of African Stories. The engagement activity involved each member of the senior administrative council identifying at least 1 or more action steps they would take to redress anti-Black racism on campus. Mogadime spoke about Black centered leadership and the contributions of African women in leadership across geographical boundaries. The focus was on conveying the value and importance of African Indigenous knowledges when considering inclusion of Black faculty.

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<sup>2</sup> “Communicating a Shared Vision for Action, Engagement and Change” is a set of principles, respectfully submitted to the Brock University Interim President & Provost and Vice-President, Academic, Lynn Wells. The authors are Members of the Ad Hoc Committee on the Black Cluster Hires of the Antiracism Committee (ARC), a Working Group of President’s Advisory Committee on Human Rights Equity and Decolonization (PACHRED): Dolana Mogadime, PACHRED Faculty Chair, Professor, Department of Educational Studies; Anteneh Ayanso, Professor of Information Systems, Goodman School of Business; Margot Francis, Associate Professor, Centre for Women’s and Gender Studies/Department of Sociology; Charlotte Henay, Assistant Professor, Centre for Women’s and Gender Studies; Trecia McLennon, PACHRED Staff Vice-Chair, Director, EDI Culture & Education Human Resources; Liam Midzain-Gobin, Assistant Professor, Department of Political Science; Richard Ndayizigamiye, PhD., ARC Chair, Modern Languages, Literatures & Cultures, French Studies.



## EDI Progress

At the December 6th PACHRED Full meeting, Trecia McLennon shared the Call for RM22-41 Consultant Services to Develop an Employee EDI Strategy.

# Trauma Informed Responsiveness

Within my capacity as PACHRED Faculty Chair, and as a component of our responsiveness to community, a resource was created and made available on the PACHRED Website to support faculty, staff and students on Trauma informed Practices and Strategies. It is entitled: [Resources, Articles and Webinars on Trauma Informed Approaches](#). This contribution was a direct outcome of the vandalism of the Harriet Tubman Public School with [racist and homophobic](#) graffiti and a desire to provide supportive materials for individuals interested in teaching and learning strategies for coping with trauma.

# PACHRED 2020 – 2023 Responses to the Rankin and Associates Report

As mentioned in the 2020-2021 Report (Mogadime, Clarke & Trudeau, 2021) Working Group and Committee Chairs (co)chairs first submitted their final recommendations from their review of the Rankin and Associates Climate Review Report (2020) to the Human Rights and Equity (HRE) Office Director during the 2020-2021 academic year. When the new HRE Director, Chelsea Takalo, assumed responsibility for the role, the recommendations were resubmitted on September 13, 2022. A document titled: “Summary of Work Completed Connected to each Working group and the Rankin Recommendations.” (Takalo) was submitted to PACHRED Faculty Chair, Dolana Mogadime, on May 15, 2023.

The HRE Director requested and received additional feedback, submitted by the PACHRED Working Groups and Committee Chairs and Cochairs. It is strongly recommended that both the HRE Office and University Administration (President’s Office) work together on providing a public accountability page that documents what work the University achieved in relation to the Rankin and Associates Climate Review Report Recommendations.

## PACHRED’s Work

PACHRED Working Group/Committee Chairs selected the most pressing Rankin and Associates Climate Review Report Recommendations and proceeded to develop actions plans over the past three years (from 2020-2021, 2021-2022 as well as the 2022-2023 academic years respectively). At the time of writing this report, the only visibility to that end can be found in the PACHRED annual reports, by which the Committee Chairs and Working Groups have documented some of their work toward redressing some of the Rankin and Associate Recommendations.

We collaboratively decided to discontinue the annual tracking appendices that we initiated and featured in last year’s 2021-2022 PACHRED Report. Instead, we provide the same information in text. Within the body of each working group and committee’s report, the following common template sections were included:

- Recommendations that the working group addressed during the year
- Action items
- Community outreach/events
- Lessons learned
- What progress has been made
- What were the challenges
- Goals for the coming year
- Recommendations

The aim of using the template is to facilitate and document a written account of the implementation of selected recommendations.

At the same time, many of the recommendations from the Rankin and Associates Climate Review Survey require the commitment of the university to follow-through on. Given PACHRED does not have full-time labour allocated to its work, commitment from both the HRE Office and the University needs to be visible to the entire university as an outcome of accountability.

## **Respectful Work and Learning Environment Policy**

The PACHRED Coordinating Committee reviewed the Respectful Work and Learning Environment Policy (RWLEP). On February 15, 2023, a compilation of succinct points were forwarded to the Provost and Vice-President Lynn Wells. In June, Provost Lynn Wells conveyed that progress continues on the RWLEP review, and that there are plans to have something ready for final review and approval late in fall 2023 or early in winter 2024.

## **Board of Trustees Regarding DEI Framework**

A request from Trecia McLennon, member of the Board of Trustees, was made to PACHRED. We were to provide Mary De Sousa, Vice-Chair of the Board of Trustees at Brock; Chair of the Governance and Nominations (G&N); and Ad Hoc EDI committee that is a subcommittee of G&N, with feedback on a draft “DEI Framework” in development. An ad hoc committee of the PACHRED Coordinating Committee provided consultative feedback to Mary De Sousa regarding the draft DEI Framework. Additionally, a list of related resources that focus on the academic context that incorporate the work of colleges and universities in Ontario were included.

## **Terms of Reference**

The PACHRED Terms of Reference is under review. The PACHRED Decolonization Committee met once during the 2022-2023 year because there was a change in the chair role. Consultations are ongoing with the Vice-Provost, Indigenous Engagement and members of the Indigenous community to consider the ways in which Indigenous voices can contribute to conversations around the various PACHRED tables.

## **Appreciative Inquiry (AI)**

Work is ongoing regarding the PACHRED Appreciative Inquiry entitled, Equity, Diversity, and Inclusion (EDI) at Brock University: An Appreciative Inquiry by Dolana Mogadime & William Ankomah. It is expected that the report will be submitted to the new PACHRED executive and President Rigg by the fall/ winter of 2023-2024.

# Changes with the PACHRED Executive

In the spring, 2022 Student Vice-Chair, Sandra Kroeker, was appointed and served 1-year as the Student representative on the PACHRED Executive. Her contributions were appreciated. In July, 2022, Trecia McLennon was approved by the PACHRED nomination committee and was appointed to the role of PACHRED Staff, Vice-Chair. Toward the end of the academic year, in May, 2023 Trecia secured a position at a post-secondary institution in Ontario. We bid her a fond farewell. In May 2023 the nomination committee voted for Andrew Bassingthwaight to become the incoming Staff, Vice-Chair. The committee is made of 2 faculty members, 2 students, and 2 staff members.

On June 30, my appointment as the 3rd PACHRED Faculty Chair for PACHRED concludes. It has been an honour to serve PACHRED over the past three years. I wish to convey that it has been a pleasure working as PACHRED Faculty Chair, and I am grateful for the honour of the opportunity. In May 2023, Margot Francis was nominated as the 4th PACHRED Faculty Chair. I am delighted as Margot brings an extensive and outstanding contribution to anti-oppression and human rights work. Additionally, her contributions to PACHRED over the many years have been outstanding. I am humbled that Margot will be the next Faculty Chair and I look forward to learning about all the work that is accomplished over the next year.

# Welcome to President Lesley Rigg

PACHRED welcomed President Lesley Rigg to her first meeting with the membership on November 15, 2022. We learned about Lesley's record contributing to EDI on a variety of fronts, which have been honored by numerous equity-related awards and honors.

On June 27, 2023 Lesley held a meeting with PACHRED Working Group Chairs and Committee Chairs where our end of year reports were received by President Rigg. Lesley expressed her continued commitment to EDI as evident in the creation of the Associate Vice-President, EDI position at Brock University. PACHRED is thrilled that Bradley Clarke is the Interim AVP, EDI and that there is a search for the inaugural AVP, EDI.

In the wake of the horrific violence incurred by three university community members at an Ontario university, we were heartened by Lesley's response in her open statement, reasserting the rights of 2SLGBTQIA+ community members.



# 2S&LGBTQ+ working groups

**Chair (or Co-Chair):** Nigel Lezama

**Vice-Chair (or Co-Chair):** Anmol Rughani

## Committee members

Members: We do not maintain a member list to protect participant privacy.

## Introduction

The 2S&LGBTQ+ Working Group aims to improve the lives of Two-Spirit and lesbian, gay, bisexual, transgender, and queer, intersex, and additional sexually and gender diverse members of the Brock community through programming, resources, and support.

## Meetings

Meeting Dates: October 4, 2022; November 4, 2022; December 9, 2022; January 10, 2023; February 9, 2023; March 2, 2023; April 13, 2023.

## Recommendations that the working group addressed during the year

### Action items

1. Gender Affirmation Fund
2. Financial Support for 2S&LGBTQ+ students through Walmart Gift Card campaign
3. Development of Content Notes Policy
4. 2S&LGBTQ+ terminology in Collective Agreement
5. Pride Week 2023
6. Safe Housing for 2S&LGBTQ+ students
7. Resource Hub for Brock 2S&LGBTQ+ community

### Community outreach/events

Our working group sponsored five tickets to the show How To Fail As A Popstar by Vivek Shraya for students to attend. Four faculty members of the working group also attended the theatre production on November 18, 2022. This initiative focused on supporting Brock's 2S&LGBTQ+ community.

Pride Week was held from March 24 to March 31, 2023 and included numerous online and in person events, attended by Brock students, staff, faculty and the wider St. Catharines community.

**March 23:** Suicide Intervention for Weirdos, Freaks and Queers (online)

**March 23:** Drag Bingo and Show (in person)

**March 24:** Exploring Queerness Outside of the Western Gaze (in person)

**March 24:** Here & Queer: 2SLGBTQ+ Student Focus Group (in person)

**March 25:** Paint Your Pride: Pottery Painting (in person)

**March 27:** Nothing About Us Without Us: Tik Tok Activist Imani Barbarin Talks Intersectional Changemaking (online)

**March 28:** Queer, Trans, Nonbinary Moves Class by GoodBodyFeel and Brock SJC (in person)

**March 29:** Here & Queer: 2SLGBTQ+ Student Focus Group (QTBIPOC) (in person)

**March 29:** One Book, One Niagara, featuring Ivan Coyote (in person)

**March 30:** Pride Karaoke and Social (in person)

**March 31:** Pride in the Streets, Racism in the Sheets (in person)

**March 31:** St. Catharines Transgender Day of Visibility (in person)

The faculty chair and the student vice-chair both presented at the Transgender Day of Visibility.

## Lessons learned

Our work in 2022-2023 provided opportunities to advance initiatives that supported the dignity and inclusion of 2S&LGBTQ+ members of the Brock community. Our work, intersectional in nature, was enriched through collaboration and consultation with the membership of PACHRED, members of the various committees and working groups, and BUFA executive.

## What progress has been made

In 2022-2023, we successfully completed the working group's initiative for universal coverage for gender affirmation funding. The Human Rights and Equity Office (HREO) launched a gender affirmation fund. We determined that the Brock University Student Union (BUSU) and Union for Academic Contract Workers at Brock University (CUPE 4207) both offer a health insurance plan for their members that includes gender affirmation funding. Working with BUFA, we determined that Green Shield, the health insurance provider for BUFA members and non-Union staff also covers gender affirming care. Thanks to the working group's efforts, these sources of financial support for trans members of the Brock Community were made public knowledge, which they were previously not. The next step will be to create a resource guide that indicates pathways for members of the community to access this funding.

Our working group established a small subcommittee along with the Gender and Sexual Violence Prevention (GSVP) committee that is working on developing policy recommendations on content notes. In 2023-2024, the content notes subcommittee met regularly to examine institutional practices at Canadian and American universities that have active policies and practices for content notes. We developed a resource page through the HREO website to share best practices for educators at Brock. We invited a colleague from Child and Youth Studies who is currently working on an inter-university research project on the impact of content notes in university classrooms to share finding with the committee and participate in the development of next steps. We are planning a one-day workshop during the 2023-2024 academic year to share ideas and determine a path forward for policy development on the practice of content notes.

After analyzing the BUFA collective agreement, the working group drafted and submitted a letter of recommendation to the president to update the language that represents 2S&LGBTQ+ BUFA members in the agreement, which was in a period of negotiation in 2022-2023. The previous agreement referred to "LGBTQ persons". We recommended that this terminology be updated to represent current, more inclusive usage as represented in the [Federal Government 2SLGBTQI+ Action Plan of 2022](#). The letter was also submitted to the BUFA Chief Bargaining Officer, Dr. Larry Savage, to create common cause with both parties in the CA negotiation process to fully and correctly represent our community and support the university's mandate for inclusion. This initiative has been fruitful; both negotiating teams agreed to update "LGBTQ" with the current nomenclature "2SLGBTQI+" in the 2023-2026 collective agreement.

In 2022-2023, the 2S&LGBTQ+ working group faculty chair formed part of the Gender and Sexual Violence and Response Fund Adjudication Committee, which oversees the Human Rights and Equity Office's (HREO) Campus Safety Grant, the Emergency Survivor Fund, and the Gender Affirmation Fund. We drafted the terms of reference, the application forms, and adjudicated several funding applications that supported precarious members of our university community. This foundational work materially improves the lives of all community members at Brock.

Our working group began discussions and work on creating a housing resource system for 2S&LGBTQ+ students. We worked alongside members of the [Thriving on Campus initiative](#), an inter-university network that conducts research and offers networking and educational opportunities to promote the acceptance, well-being, and academic development of 2SLGBTQI+ university students across Canada, and with [Off-Campus and Community Experience](#) in [Student Life and Success](#) to determine best practices and a

path forward to ensure that 2S&LGBTQ+ students applying to Brock will have access to safe housing. The team's action items included an informal report of off-campus housing services in post-secondary institutions across Canada and changes to the gender categories on the Off-Campus Living listing site to be more inclusive of all gender identities. The hope is that the latter will help transgender, non-binary, and gender diverse students find roommates and safe housing more easily. Action items currently underway include landlord training on gender diversity and 2S&LGBTQ+ identities as part of Brock University Off-Campus Living and Neighbourhood Relations (OCLNR) rental listing service and collaborating with Brock student groups to identify informal strategies for finding safe housing for 2S&LGBTQ+ students.

## What were the challenges?

It will be important for all stakeholders at Brock University to understand that the work being done in PACHRED is focused on increasing human rights, equity, diversity, and decolonization of our communities, the institution, and its practices. While PACHRED is an advisory committee for the Office of the President, we are a collective that is composed of various stakeholders at Brock who work together to improve the working life of all members of Brock University. It will be important for PACHRED to further position its work as intersectional and positively impacting the life of all members of the university community.

Brock University has a new president. It will be beneficial to the important equity, inclusion, diversity, and decolonization work of PACHRED for the president to demonstrate responsiveness to the work of the advisory committee. We are pleased that sustained conversation with PACHRED and responsiveness are deemed as having high value to the new President.

## Goals for the coming year

The 2S&LGBTQ+ working group will continue to advance gender affirmation in the university by creating a resource guide for all members of the Brock community to access gender affirming funding.

We will support 2S&LGBTQ+ students, staff and faculty by creating spaces and opportunities for interaction. We further envision opportunities for inclusion through initiatives that increase visibility in classrooms and institutionally. We will continue our work building community and visibility for 2S&LGBTQ+ faculty, staff, and students by sponsoring events, organizing Pride Week, creating on campus spaces, and attending and speaking at Niagara Region events.

We will continue to prioritize financial assistance for precarious 2S&LGBTQ+ students and staff through emergency funding initiatives. Further, we will continue our work to support 2S&LGBTQ+ housing for incoming and current students by working with [Student Life](#). We will continue to participate in cross-committee and HREO committees that support Equity, Diversity, Inclusion & Decolonization (EDID) practices for the university.

## Recommendations

Recommendations to the President

1. Develop a process for regular and ad hoc communication between the Office of the President and PACHRED.
2. Hire an AVP EDI who is empowered to act independently of the Office of the President and the Board of Directors to actively support EDID growth for the institution.
3. Adapt hiring practices to be more inclusive of Indigenous and Black scholars to reduce institutional barriers for BIPOC candidates and foster growth in research and teaching that attracts a more diverse student body, including 2S&LGBTQ+ people.
4. Support and foster growth of the 2S&LGBTQ+ community of students, staff and faculty by promoting available gender affirmation funding and encouraging Brock community projects that create a safe and affirming environment for all stakeholders.
5. Develop more programs with easily understood processes to apply for funds for projects and initiatives that center equity and diversity as key goals, including speakers, events, resources, training, research, etc.
6. Support our name being changed from the 2S&LGBTQ+ Working Group to the 2SLGBTQI+ Working Group.

# Anti-ableism and mental health working group

**Chair (or Co-Chair):** Maureen Connolly

**Vice-Chair (or Co-Chair):** Alison Rothwell

## Committee members

Members: Emily Good, Ayena Ahad, Amber Briar, Sandra Kroeker, Judith Brooder, Sarah Ciotti, Tricia Vause, Jennifer Thiessen, Dawn Shickluna, Stacyann Williams, Marion Barbas, Anne Readhead, Ted Wilson, Julie Fennell, Adele Orr, Ashley Giroux, Ben Johnson, Alex Wilder, Stacey Duncan, Syna Thakur, Aishah Sonekan, Martina Ciglonecki, Behnaz Mirzai, Andrew Bassingthwaite.

## Introduction

AAMH commits to raising awareness and providing education about ableism, enlightened ableism, disablism, and mundane disablism as well as addressing how to foster anti-ableism and pro-mental health attitudes and actions in the everyday workings and interactions of the university. We endorse the premises of the Ontario Human Rights Code and work to promote and support the principles of the Accessibility for Ontarians with Disabilities Act (AODA) and its implementation beyond minimum standards.

## Meetings

All our meetings have been held online and we may continue with this format even as we return to in person engagement on campus. It is often easier for committee members to join a meeting from home remotely and now that we know this is possible and that we can function this way we will keep the online format as an ongoing option. It is, after all, a form of inclusion that is important.

Meeting Dates – October 7, 2022; November 4, 2022; December 2, 2023; January 31, 2023; February 28, 2023; March 28, 2023; and April 18, 2023.

## Recommendations that the working group addressed during the year

Each Working Group identified recommendations in their tracking template. Please see the list of those recommendations here:

Workshops for Ableism audits/anti-ableism advocacy at the departmental level-we had minimal success with uptake on this initiative. We will continue with this in 2023-24 since we believe that the impending 2025 AODA deadline may provide more motivation for anti-ableism engagement, or at the very least more focus on UDL (universal design for learning).

A Road Show that visits departments/faculties/retreats and/or other university functions-we also had minimal uptake in this opportunity as well. However, we believe that this format may be more attractive than individual department visits.

Resurrecting the ‘Making a Difference’ Award luncheon. While we did not resurrect the luncheon component, we were able to host an event in December that brought a large group of university and community members together to celebrate the Accessibility and Inclusion Recognition Awards (AIRA).

Supporting the NAFAPA (North American Federation of Adapted Physical Activity) conference being hosted at Brock in October 2022. This conference was a huge success and was supported by many members of AAMH.

Commit to preferred vendor status for service providers with inclusion and anti-ableist mandates. We are making progress on this—more events are using interpreters as an accepted practice and our tender processes seem to be making progress on preferring designs from a Universal Design (UD) perspective.

Offer public presentations and generative discussions on the findings of our process analyses. We have been able to have generative discussions on the circular process issues identified in the process analyses; we have seen remarkable progress in several offices and centres on campus, most notably the Office of the Registrar and Research Services. Graduate students and Undergraduate students on AAMH have also been instrumental in bringing anti-ableism and mental health awareness to their respective student governance contexts.

Continue to be involved in co-sponsoring and supporting the President’s Advisory Committee on Human Rights, Equity and Decolonization (PACHRED) initiatives and working groups and to work with other offices on campus actively engaging in anti-ableism initiatives. We have been able to work with other committees to address issues of mutual concern, eg, content warnings, personal safety.

## Action items

Provide meeting agenda as action items. Or those that the committee agreed to commit to work on throughout the year.

Our commitments for the 2022-23 year included:

- A. Collaborating with Centre for Pedagogical Innovation (CPI) in the delivery of Universal Design for Learning (UDL) modules for university faculty and staff interested in incorporating Universal Design for Learning principles into their planning, teaching, and learning experiences.
- B. Engaging with the Registrar’s office to remain connected to ongoing accessibility issues related to scheduling and implementation of classes and exams.
- C. Engaging with Student Accessibility Services (SAS) to remain connected to ongoing accessibility issues related to teaching and learning.
- D. Reviewing the Brock Accessibility Policy.
- E. Adjudicating the Accessibility and Inclusion Recognition Award (AIRA) terms of reference and submissions.
- F. Supporting Ability Empowerment Day with both financial and human support.
- G. Engaging with other PACHRED working groups in collaboration on events and consultations.
- H. Arranging meetings with BUFA and Senate committees for engagement regarding academic ableism and anti-ableism in assessment.
- I. Collaborating with other centres and departments on campus.
- J. Increasing awareness of the need to include the HRE Accessibility Advisor in decision making at Brock University.
- K. Engaging in supporting faculty, staff, and students in the mundane acts of inclusion, notably, accessible documents.

## Community Outreach and Events

List of community work and events that the working group was part of:

1. International Day for Persons with Disabilities (IDPD) December 7, 2022. Pond Inlet, Noon -2:00 pm. Presented the AIRA awards (Staff-Bryan Cober, FM; Faculty/Librarian-Jennifer Thiessan; Student-Kay Waboso, CHYS), facilitated workshops, demonstrations, a remote speaker, and a round-table discussion.
2. Global Accessibility Awareness Day (GAAD) May 18, 2023. Workshop on the Microsoft product SWAY, an accessibility tool for documents and other presentation modalities.
3. National Accessibility Awareness Week (NAAW) June 1, 2023. Remote speaker Justin Haegele, on The 10 Things I Hate About Inclusion, a critical analysis of the upsides and downsides associated with the concept of inclusion using activism, scholarship, and humour.
4. Ability Empowerment Day (AED) April 26, 2023. We decided to cancel this event this year because of exceedingly low registrations. We did, however, recruit new presenters and have developed a more relevant and current contact list for next year’s event.

## Lessons learned

Compliance means meeting minimum standards. Having compliance as a goal is neither aspirational as an institutional position nor respectful of the complexities of disabled life.

2025 AODA deadlines seem to be making an impact as motivators.

Anti-ableism work requires constant, consistent, and persistent messaging, reminders and follow up.

UDL (universal design for learning) has lots of promise for making inroads with teaching and learning without causing too much distress for teachers and learners.

## What progress has been made

Good uptake of authentic engagement with accessibility and inclusion in Registrar's Office, Research Services, Senate Teaching and Learning Committee; significant uptake in more reflective practices regarding content warnings across all faculties—very encouraging. More awareness generally about the intersected nature / character of discrimination. We are stronger together and many issues crossover different groups' mandates.

## The events that we sponsored were well attended by internal attendees and community members outside of the university.

## What were the challenges?

We continue to lose good people to other institutions, to medical leaves, and mental health leaves.

A general lack of understanding of what constitutes undue hardship.

Seemingly unresolvable tensions between academic freedom and accommodation.

Return to in person teaching and learning has been stressful in new ways. The shift to Brightspace D2L also brings some transition and new learning anxieties for professors and learners. There seems to be a more intense felt sense of 'being too busy' and 'urgency'. This means that many people may want to participate in improving their engagement with anti-ableist practices, but their day-to-day stressors are the demands that require the most attention.

Dismantling re-assigning the roles associated with the Office of HRE services.

## Goals for the coming year

Maintain the three events (AIRA celebration with community engagement on or around IDPD; GAAD, NAAW) and use the IDPD event as a larger celebration of diversity.

Offer the AED event as a hybrid event.

Continue to engage with initiatives that foster UDL and valid assessment as well as mundane acts of anti-ableism, eg, document accessibility and other everyday practices.

Offer accessibility road show and other workshop options for departments, faculties, and other university offices /groups, especially regarding the Post Secondary Education Accessibility Standards.

Maintain our positive relationships with Registrar's office, Research Services, CPI, Senate T&L.

## Recommendations

Recommendations to the President

Encourage, nay, DEMAND, consultation before decisions – after the fact consideration of anti-ableism is always more inconvenient and more costly, both financially and reputationally.

Disability legislation is a helpful lever for other equity desiring groups; disablement is an existential possibility for anyone with a body. It is a tide which floats all boats. It can be a way forward in EDI that can be more comprehensive and effective.

Hire more accessibility specialists in SAS, CPI, HR, MARCOM. Document and digital accessibility are huge concerns. We have thousands of inaccessible documents, websites, and public facing materials.

# Anti-racism working group

**Co-Chairs:** Richard Ndayizigamiye & Rox Chwaluk

**Members:** Ayena Ahad, Aliya Aragon, Anteneh Ayanso, André Basson, Vanessa Cheng, Rabia Choudhary, Rox Chwaluk, Joanne Crawford, Margot Francis, Kelsey Hall, Yasmine Hejazi, Charlotte Henay, Jason Ineh, Clelia Kimana, Shaka Licorish, Ayesha Masood, Trecia McLennon, Liam Midzain-Gobin, Dolana Mogadime, Richard Ndayizigamiye, Jean Ntakirutimana, Mary-Beth Raddon, Abdul Rahimi, Aishah Sonekan, Marla Terreberry-Portfilio, Kay Nwakerundu Wabaso.

## Meetings

Meeting Dates – October 14, 2022; December 1, 2022; January 16, 2023; January 23, 2023; April 14, 2023.

## Recommendations and action items that the working group addressed during the year 2022-2023:

In the summer 2021, the Anti-Racism Committee (ARC) recommended to Dr. Lynn Wells (Interim President) that Brock consider taking steps towards engaging and implementing “anti-racist” policies that go beyond performative or seemingly “non-racist” cosmetic changes. Some of the proposals that were made have been acted on, while others need to be followed up on.

1. Direct the Office of People and Culture, as well as Departments across the Brock Campus, to make tangible changes to its hiring practices by committing to hire a certain number (“hiring clusters”) of BIPOC (Black, Indigenous and People of Colour) individuals across ALL areas of professional life within the university starting in the upcoming two to three years.

**Action:** At the request of members of both ARC (Anti-Racism Committee) and SVPC working groups, an Ad Hoc Working Group was created within ARC to focus solely on engaging in talks with BUFA regarding the Black Faculty Cluster Hire initiative. The Ad Hoc Committee on the Black Cluster Hires of ARC was comprised of: Anteneh Ayanso, Margot Francis, Charlotte Henay, Trecia McLennon (PACHRED Staff Vice-Chair), Liam Midzain-Gobin, Dolana Mogadime (PACHRED Faculty Chair) and Gökbörü Sarp Tanyildiz.

2. Behest Anti-Racism Training for first responders on campus (i.e., Campus Safety) in response to feedback (2020-2021) from Black students, faculty, and staff about incidents of racial profiling and the surveillance of black bodies by Campus Safety officers. Campus Safety should diversify its workforce and recruit at least one member of a racialized community to begin with – Black, Brown, Person of Colour (Asian), and Indigenous – and assign an important rank to those deserving it.

**Action:** Some personnel from the BIPOC community were hired as a result (see 2021-2022 ARC’s Report to the President).

3. In response to the lack of racial diversity in administrative and staff positions, it was urged that the university’s Office of People and Culture prioritize equity hiring policy and practices, as well as consulting continuously with racialized faculty and staff to develop a multi-level plan to address Black faculty and staff retention.

**Action:** We were confident, at the time, that the appointment of Trecia McLennon in the Spring of 2022 (formerly the EDI Coordinator at HRE) as Director, EDI Culture and Education in the Office of People and Culture, would result – with the support of the office’s leadership and staff – in mapping a well thought out strategy addressing gaps in the implementation of EDI policies, via an enforceable employment equity policy.

4. Encourage the Office of Brock Student Health and Wellness Services to Hire counsellors from diverse ethnic, racial and faith backgrounds.
5. Recommendations 5-10 are in the ARC Annual Report to the President 2021-2022. These may be addressed by the incoming AVP, EDI.

## Community events & outreach

The ARC, in alignment with its educational mission, planned two events for the Winter 2023 semester efforts.

### 1. Black History/African Heritage Month (February 2023)

Thanks to the unwavering efforts of Shaka Licorish (Anti-Racism Coordinator, HRE Office) – including members of the Anti-Racism Committee, which co-sponsored some of the events – and the Office of the AVP, EDI Brad Clarke, members of the Brock and Niagara communities were treated to numerous events: 21 total events, 13 departments involved across Brock University, 1,200+ estimated attendees.

### 2. Anti-Asian Racism Forum (March/April 2023)

This was conceptualized as an opportunity to celebrate the diverse cultures, traditions, and accomplishments of the Asian community. It was to reflect on their rich heritage and acknowledge the significant contributions that various Asian personalities have made throughout the history of Canada.

Based on a consensus that the forum should be broken down into a series of events throughout the year, and not be jammed into one month, it was decided that consultation and discussions be undertaken in the summer 2023 to ensure successful planning ahead of the September '23 return to classes on campus.

### 3. The Anti-Racism Committee received and approved a request from Dr. Charlotte Henay, Assistant Professor, Women and Gender Studies (WGST), to sponsor several speakers for her course entitled *WGST 2Q91: Intersections and Interconnections of Black Women's Writing and Black Feminist/Womanist Thought in the African Diasporas*. ARC used \$300 to support the honoraria of three invited speakers for the *Black Women Writing Resistance* course, featuring Yasmin Ginton, Annette Daniels-Taylor, and Grace Channer. An additional \$150 was later disbursed to cover the honorarium for Dr. Funké Aladejebi, a guest speaker in WGST 4P90, a *Black Diasporic Feminisms* class.

## What progress has been made

**Reminder:** Following discussions with Interim President Lynn Wells, the Anti-Racism Committee was invited to make a presentation to Senior Administrative Council on October 25, 2021. The agenda was centered around a review of key analysis and goals to address Anti-Black and Anti-BIPOC racism in view of engaging a discussion on how SAC and equity seeking groups might become agents of change.

Presenters advocated for holding a series of roundtable discussions with SAC concerning how to develop collaboration in order to create meaningful Anti-Racist systemic change at Brock. The following issues would need to be addressed: identify what is happening in each Faculty to promote Equity, Diversity, Inclusion and Decolonization; how the Anti-Racism Committee can work with SAC towards collaborative approaches; establishing the Processes & Timeline for developing equitable employment policies for Black and BIPOC staff; designate who can be involved in designing and implementing a multi-layered Promotion and Retention strategy of Black faculty and staff. Of paramount importance as well is putting in place a mechanism ensuring Accountability & Consistent Follow Up on the part of Senior Administration.

- **Recommendation 1:** On April 14, 2022, Senior Administration announced in the Brock News that the university was committing to the hiring of 12 Black faculty members and/or professional librarians (new tenure track/permanent positions) over the next 4–5 years. However, the hard work of members of the Black Community Forum at Brock (BcFAB) and the Ad Hoc Black Cluster Hire Working Group (Anti-Racism Committee) was not recognized in the news article. As a result, there was a feeling of being sidelined, leaving the Black community and its allies at Brock in the dark. Better communication is urged in the future concerning all matters affecting the Black community at Brock. Regarding the Prioritization of staff equity hiring policies and practices within the Office of People & Culture, there is a big unknown. Given DEDI principles are clearly outlined in Pillar 4 of the University's 5-year Strategic Plan, tangible results are expected to materialize. Presentations to SAC by BCFAB and ARC Members strongly emphasized setting up a body to assess progress (or lack thereof) of recommendations. The university is encouraged to support ongoing engagement with Black stakeholders at Brock, to seek their input in establishing a clear plan on how to achieve this goal.



- **Recommendation 2:** Consultation and dialogue with Campus Safety Services should be continued on an ongoing basis.
- **Recommendation 3:** In the Spring and Summer of 2022, a few personnel changes – were encouraging: two Black staff were promoted to higher responsibilities: 1) Brad Clarke as Associate Vice-President, Students; 2) Trecia McLennon as Director, EDI Culture and Education (The Office of People and Culture). It was hoped within the racialized community at Brock that this trend would yield a greater diversification of BIPOC employees in 2022-2023 throughout the University.
- **Recommendation 4:** Narrowing the gaps concerning the Racial Diversification of the Student Wellness and Accessibility Services. The need to remedy this disparity is paramount to contributing to the overall wellness of a segment of the campus population in great need of achieving better mental and emotional health. BIPOC students often feel alienated from confiding in White counsellors who may not relate to them due to differences in worldview and life experiences. Multiple studies have shown that students identify better with mentors they can more easily relate to. In the context of university students experiencing racial and cultural marginalization, it is therefore very important that counsellors be recruited to reflect and serve the increasingly diverse student population at Brock – as Campus Safety can make efforts to this effect –by hiring: a Black Counsellor, an Indigenous Counsellor, and an Asian Counsellor as a starting point.

## What were the challenges?

- The major challenge was undertaking an anti-racism agenda aiming at making structural changes within a framework of deep-seeded beliefs and practices in the context of White-dominated academic environments that have been the norm for decades at most universities located in small cities like St. Catharines, in Canada. Brock University has not been immune to this country-wide and continental status-quo.
- Change does not happen overnight, especially when dealing with questioning systems of thought and modus operandi entrenched in the minds and hearts of the dominating culture and its practitioners. Brock seems to be on the right path, but there is an urgent need to go beyond tokenistic endeavors. Recent initiatives by the Office of the Vice-President, Research (Tim Kenyon) and overtures toward BCFaB are very encouraging. We salute the work that Provost Lynn Wells has done – and is still doing – for DEDI causes.

## Lessons learned

- Continued advocacy through education and learning is key to any meaningful change in belief systems, and they benefit all parts of the academic community. Therefore, continuous consultation, dialogue, and collaboration between all levels of academic society is key to progress within our university.
- Planning needs to take place early. The ARC has found this to be beneficial: in the past, working group consultations during the Summer have yielded considerable achievements during the academic year 2021-2022 and 2022-2023. Planning for 2023-2024 will take place during the months of July and August 2023.

## Goals for the coming year

To ensure the vitality of action from the previous years' work and that of the upcoming 2023-2024 session, efforts will be invested in continuing the work on 2021-2022 and 2022-2023 recommendations that were not achieved. As well, new goals will be established within the ARC working group based on PACHRED's theme for 2023-2024, once PACHRED's Coordinating Committee has had a chance to meet this summer 2023. Consultations and debates will then take place within the ARC working group.

## Recommendations to President Lesley Rigg

1. Indigenous and BIPOC Counsellor positions: We recommend that Brock allocate funds for the creation of new Indigenous and BIPOC Counsellor positions. We note that the ‘solutions-focused’ model now used by counselling staff at Brock is not trauma-informed and often does not work for marginalized Indigenous and BIPOC students. Funds need to be programmed in the Brock budget and allocated in a timely manner as this is an urgent need.
2. Support efforts for the establishment of a Black Students Excellence Centre at Brock University. We invite Senior Administration to support this endeavor and invest in its success with solid financial backing. Consultations meetings have already taken place as a small committee was formed to brainstorm what shape, form, goals, and governance this Centre would have. Efforts undertaken by Brad Clarke, Shaka Licorish (HRE Anti-Racism Coordinator), Dr. Jean Ntakirutimana from DMLLC (Department of Modern Languages, Literatures and Cultures) and others should be supported.
3. Create a Special Fund dedicated to “celebrating and elevating” year-round contributions of Black/BIPOC students, faculty, and staff BHM/AHM recognition in February and beyond.
4. We reiterate the importance of having Academic and Guidance Counsellors from racially diverse backgrounds. Research has shown that racialized students from traditionally excluded and marginalized communities perform academically better when they are able to relate to counsellors they can connect with, who can identify with their struggles and, thus, offer them valuable insight and advice (see [Advancing Diversity And Inclusion I Higher Education pdf](#), U.S. Department of Education, November 2016, pp. 43-44) . Hence, Brock should include the hiring of such staff across all faculties at Brock: a Black Academic Advisor, an Indigenous Academic Advisor, and an Asian Academic Advisor for a start.

# Employment Equity Working Group (EEWG)

**Co-Chairs:** Hamnah Shahid & Andrew Bassingthwaighte

## Committee members

Members: Wanda Gilmore, Nadia Ganesh, Yasmine Hejazi, Ben Johnson, Sandra Kroeker, Trecia McLennon, Behnaz Mirzai, Beatrice Ombuki-Berman, Antonietta Rugiano, Chelsea Takalo, Susan Virtue, Staceyann Williams (three faculty, four staff, five students)

## Introduction

The Employment Equity Working Group (EEWG) advises the President of Brock University and provides expertise and analysis to PACHRED on issues related to diversity, equity, and inclusion in employment, including, but not limited to, performance assessment, workplace culture, workload, and scheduling. Members of the EEWG provide a very wide range of expertise, and the issues discussed at EEWG meetings are relevant to all of PACHRED's other working groups.

## Meetings

Meeting Dates – October 17th, 2022; December 2nd, 2022; January 30th, 2023, February 27th, 2023; March 27th, 2023; and April 24th, 2023.

All of our meetings have been held online and there are plans to continue meeting in this format as it provides a greater deal of flexibility and accessibility based on everyone's schedule.

## Recommendations that the working group addressed during the year

1. A proposal entitled "Expanding Brock University's Health Benefits for Racial Justice" was presented to President Rigg.
2. Open consultation and review of the RWLEP policy and procedure.
3. Follow up of previous recommendations submitted to the President's Office within the PACHRED Annual Report 2021-2022 and those made within "The Assessment of Learning, Living and Working at Brock" conducted by Rankin & Associates (2020) that have been communicated to the Human Rights and Equity Office (HREO).

## Action items

- A. Following up on previous work by the proposals made by the EEWG.
- B. Continue responding to findings from the "The Assessment of Learning, Living and Working at Brock," conducted by Rankin & Associates (2020).
- C. Identify what demographic data is being collected and how.
- D. Opening benefits to access culturally appropriate supports.
- E. Identify the timeline and process for the review of existing equity policies, including:
  - a. Employment Equity Policy
  - b. Respectful Work & Learning Environment Policy
- F. Addressing accessibility concerns to programs, specifically related to Child Care within the Faculty of Education.
- G. Forwarded recommendation and requested follow-up to President Rigg around the "Expanding Brock University Health Benefits for Racial Justice" proposal.
- H. HRE Office Review and findings.
- I. Creation of the AVP EDI role and its impact on addressing concerns around equity on campus.

## Lessons learned

One of the key lessons learned this past year, is that there are a lot of things happening on campus, which makes it hard to respond and make recommendations in a timely manner. Having committee members from different departments/faculties sitting on the Equity Working Group is a start but moving forward we will be looking at how we can gather information from other areas of the university in regard to equity issues.

Another lesson learned this year is the importance of data to get a better understanding of the challenges faced on campus – this is why as a working group we are looking forward to the results of the Demographic Survey that will be conducted by the Office of People and Culture Office (previously HR).

## What progress has been made

Members of the committee have provided feedback and comments on the RWLEP policy and procedures document, and on the creation of the AVP Equity Role.

Co-chair of the EEWG has been appointed to the RWLEP working group.

At least one member of the EEWG is a part of the hiring committee for the new AVP Equity role.

Through consultation with the Office of the Provost, discussions are taking place at the Senior Administrative Council (SAC) and the Senior Academic Leadership Team (SALT) around childcare issues for students within the Faculty of Education.

## What were the challenges?

A historical lack of feedback has led to committee members becoming demoralized and leaving the committee. However, we are encouraged that conversations with PACHRED and responsiveness are deemed as having high value to the new President.

Uncertainty around policy review guidelines/ownership or a lack of policy makes it challenging to address issues.

Confusion within the Brock community around how and where to access support around Equity issues, especially considering recent changes to the structure of HREO.

## Goals for the coming year

1. RWLEP – Continue to provide input into the review process of the RWLEP by participation in the RWLEP Working Group coordinated via the Provost's Office.
2. Equity/Demographic Census – Support the role-out of this census and look at how we can use this data to inform future EEWG recommendations.
3. AVP Equity – Develop a formal working relationship, incoming.

## Recommendations

Continue to build on conversations around communication with the President's Office.

## Addendum

Based on follow up from the Faculty Co-Chair of PACHRED received the following pieces of feedback from Brad Clarke – Interim AVP-Equity.

1. The hiring process for the AVP Equity is well underway; second-round interviews are complete. This senior leadership position will report directly to the President.
2. Most existing staff positions within HREO have been made permanent/ongoing and Chelsea and I are discussing adding new positions to align with an increased focus on education, advocacy, and outreach.
3. The review of the SAHP and RWLEP continues.

A separate email was received from Provost Lynn Wells highlighting that progress continues on the RWLEP review and that there are plans to have something ready for final review and approval late in the fall or early in the winter.

# Sexual Violence Prevention Committee (SVPC)

**Faculty Chair:** Margot Francis

**Staff Co-Chair:** Rabia Choudhary

## Committee members

Aayushi Vasava, Aishah Sonekan, Athena Colman, Allison Rothwell, Amanda Villella, Curtis Fogel, Catherine Pelletier, Donna Moody, Donna Phelps, Dawn Shickluna, Eve Nyambiya, Hijin Park, Ishraq Malik, Julie Fennell, Katie Thompson, Katie Keays, Krista Hilton, Leigh Harold, Liz Hay, Michael Savage, Michelle Mudge, Muskaan Waraich, Natalee Caple, Pratik Nath.

## Introduction

The terms of reference for the SVPC can be summarized as:

- To advise PACHRED & on issues related to gender-based harassment and violence.
- Prioritize decolonial and intersectional feminist approaches to increase awareness of gender based violence on campus.
- To support and partner with groups such as the Human Rights and Equity Office (HREO), Social Justice Centre (SJC), student organizations, and all campus unions in developing violence awareness and prevention initiatives.

## Meetings

Over the 2022-2023 academic year the SVPC held three large meetings listed below. Smaller program planning and coordination sub-committees met more frequently, such as the 16 Days of Activism Planning Committee.

October 6th, 2022

October 25th, 2022

March 3rd, 2023

## Recommendations that the working group addressed during the year

The SVPC recommendations for 2022-23 were in the Review and Consultation on the Sexual Assault and Harassment Policy, (2022), and the continued process of SAHP revisions. This is described in detail below under Action Items.

## Action items

The primary 'action item' for 22-23 was continued work on revisions to the Sexual Assault and Harassment Policy (SAHP).

On May 26th 2022, Keays and Francis' submitted a Review and Consultation on the Sexual Assault and Harassment Policy, which synthesized feedback from a campus wide consultation including interviews and focus groups with 59 participants and 12 stakeholder groups, including students, staff, faculty, and submissions from Brock University Faculty Association (BUFA), Ontario Secondary School Teachers' Federation (OSSTF), and Canadian Union of Public Employees (CUPE) 4207, and anonymous submissions from an online portal. This Review included dozens of recommendations, many of which were integrated into the SAHP review process. Katie Keays and Margot Francis, on behalf of the SVPC, have continued their work with the SAHP policy revision team (including Nick Dion, Lynn Wells, Chabriol Colebatch, Chris Breton, Darryl Veld, and Chelsea Takalo) throughout 2022-23 and have supported initiatives in the following areas:

- Contracting with Farrah Khan and associates at Courage to Act, the leading NGO working on gender violence in higher education in Canada for them to: a) provide a report and recommendations on best practices on gender violence policy, adjudication, and education in response to Brock’s draft SAHP; b) and for Farrah Khan to provide a workshop on best practices on gender violence prevention with the senior administrative and human rights and equity team. Khan’s workshop took place in August 2022.
- Khan’s report (fall 2022) provided key insights and suggestions for change in the draft SAHP.
- We also recommended that Robyn Bourgeois, Vice-Provost Indigenous Engagement be invited to submit a report on the draft SAHP, and this report was received and reviewed in the fall of 2022.
- The insights provided by Bourgeois and Khan provided substantive positive direction in the SAHP revisions.
- In the spring of 2023, Keys and Francis, along with the SAHP revisions team have responded to feedback from the Brock University Faculty Association (BUFA) on the draft SAHP. We hope to also provide feedback on BUFA’s comments on Bill 26.
- We will continue to work with the SAHP team over the summer, and hope a final version of the revised SAHP will be presented to the Board of Trustees in September, 2023.

In addition to the work on the SAHP revisions team, representatives from the SVPC have also collaborated with HREO on the following:

- As representatives to the Gender and Sexual Violence Funding Committee, we contributed to drafting the Terms of Reference, and deciding on an equitable process for applicants to use in applying for emergency and event funding from Brock Campus Safety Grant, including application forms and processes to apply for monies through the Gender Affirmation Fund; and the Emergency Survivor Fund.

In collaboration with the 2S&LGBTQ+ Working Group, representatives from the SVPC have contributed to the following:

- As representatives to the Content Notes (for Inclusive Pedagogy) Working Group, we have contributed to: a) the process of developing a set of web resources on the HREO site on content notes/trigger warnings for inclusive pedagogy; b) planning an educational workshop on inclusive pedagogy for the fall, 2023, with invited speakers who are doing research in this area, including Hannah Dyer from the Department of Child and Youth Studies (CHYS; Brock) and Michelle Miller Ontario College for Art and Design (OCAD).

## Community outreach/events

### Reflections on Five Years of the #metoo movement

On Dec. 6th, 2022, the *National Day of Remembrance and Action on Violence Against Women*, in Sankey Chambers from 1:30-3:30pm we hosted a panel outlining the systemic, social and legal challenges that survivors of gender-based and sexual violence experience in our communities. The event attracted a full crowd of people in Sankey Chambers and there was an enthusiastic discussion after the panel discussion and student panel respondents.

#### Panelists included:

Crystal Perryman Mark – *#MeToo Movement and Cultivating Anti-Oppressive Communities of Care*: Community Developer, Anti-Oppression Advocate, Equity Educator and Anti-racist Writer.

Mandi Gray *#MeToo? I’ll Sue! Reflections on Five Years of the #MeToo Movement and Defamation Lawsuits Against Survivors*:

Gray received her PhD in October 2021 with a dissertation titled *Cease/Desist or Cease/Resist: Sexual Violence and Civil Suits*. Gray’s documentary film *Slut or Nut: The Diary of a Rape Trial* (Hot Docs 2018 Official selection) also highlights her sexual violence activism.

Dr. Robyn Bourgeois – *MeToo: Reflections of a nehiyaw iskwew*:

Dr. Robyn Bourgeois (Laughing Otter Caring Woman) is a mixed-race nehiyaw iskwew (Cree woman) whose Cree family comes from Treaty Eight (Lesser Slave Lake) territory. She is the Vice-President Indigenous Engagement at Brock University.

## **Imagining Black and Indigenous Futurities**

March 8th, 11-1pm, on Zoom

A celebration of International Women’s Day with Black & Indigenous scholars, activists, & artists.

The panel included short presentations, a roundtable discussion & Q&A. This well attended event (119 people!) provided important insights into rarely discussed areas of collaboration and tension between Black and Indigenous communities.

### **Speakers included:**

Lillian Allen is a professor of creative writing at OCAD University, an acclaimed foremother of dub poetry and performance, and a long-time arts activist.

Waaseyaa’sin Christine Sy is Ojibwe from Lac Seul First Nation and Bawating Sault Ste. Marie, ON and is an Assistant Professor in Gender Studies at the University of Victoria.

Adele Thomas is a full-spectrum fertility doula who works with BIPOC families and aims to destigmatize plant medicines.

Etanda Arden is a Black, Dene and Anishinaabe emerging writer who is a member of Couchiching First Nation and has published with the Yellowhead Institute.

Juliane Okot Bitek is an Acholi poet, scholar, and Assistant Professor of Black Creative Writing at Queen’s University. Her book, *100 Days*, is a poetic response to the 20th anniversary of the 1994 genocide in Rwanda.

Kahseniyo Williams Kick is a spoken word artist from the Mohawk Nation, Wolf Clan, at Six Nations. She works as a poet and activist for social change.

## **Nothing About Us Without Us: TikTok Activist Imani Barbarin Talks Intersectional Changemaking – Brock Pride Week 2023**

March 27th from 3:30-5pm, on Zoom

Members of the SVPC joined with the 2S&LGBTQ+ Working Group and the Student Justice Centre to host this exciting Pride Week keynote event featuring TikTok star @crutches\_and\_spice, Imani Barbarin. The event included an interactive and dynamic presentation from Imani, a moderated discussion with student panelists, as well as a very engaged Q&A session with the audience. The conversation explored the intersections of queerness, race, disability justice, gender-based violence, and social media activism in the 21st century. This event was well attended, with 81 participants, ranging from students, to staff, faculty, and community members.

Imani’s facilitation during the event exemplified the powerful principle of “Nothing about us, Without us,” engaging student respondents in meaningful conversations that deepened their understanding of the intersections between disability justice, sexual violence, social justice, and queerness. Participants left feeling empowered to take on active roles in addressing these critical issues within their own communities.

### **About crutches&spice:**

Imani Barbarin is a disability rights and inclusion activist and speaker who creates conversations engaging the disability community. Born with cerebral palsy, Imani often writes and uses her platform to speak from the perspective of a Disabled Black woman.

For more info about Imani, here is a link to her website: [crutchesandspace.com/](https://crutchesandspace.com/)

## Lessons learned

I would highlight two areas of learning from this past, very successful year.

The first concerns the hybrid technical arrangements for our event on Dec. 6th, *Reflections on Five Years of the #MeToo Movement*. While our online events were very successful, we found hybrid event organizing much more challenging. Our learning: we need more careful and intentional planning around accessibility in collaboration IT staff to ensure these arrangements work better in the future.

Secondly: a smaller group within the SVPC was deeply engaged in the SAHP policy revision process, event planning, and collaborations with the 2S&LGBTQ+ Working Group and HREO. While progress or setbacks were reported to the larger committee, it was likely difficult for newer members of the committee to feel engaged and involved. In future, more consideration of how to balance the work of sub-committees and the larger SVPC committee and draw in newer members would be helpful, with a more regular meeting structure.

## What progress has been made

1. Substantive and collaborative progress on the Sexual Assault and Harassment Policy.  
Representatives from the SVPC have worked on the SAHP review with a larger team (including Dion, Wells, Colebatch, Breton, Veld, and Takalo) through a lengthy but genuinely collaborative process to develop a more robust policy that better serves the needs of survivors.
2. Collaborative work on successful event organizing, as noted above.  
And successful collaborations with the 2S&LGBTQ+ Working Group, the Student Justice Centre, and Human Rights and Equity office on a) equitable process for accessing GBV funding for events and individuals in crisis; and substantive planning to promote wider discussion of trauma-informed/inclusive pedagogy.

## What were the challenges?

See 'lessons learned' for description of challenges.

## Goals for the coming year

As the primary focus of this year has been SAHP policy revisions, which are concerned with complaint adjudication, we believe work in the coming year should focus on supporting sexual violence prevention.

Below, we have provided an excerpt from the *Review and Consultation on the Sexual Assault and Harassment Policy, (2022)*; including our recommendations on sexual violence education and trust these will be considered as priorities in the development of the SVPC goals for 2023-24.

## Review and Consultation on the Sexual Assault and Harassment Policy, (2022)

Feedback and Recommendations: Prevention and Education (p. 15-17)

### Proactive Education

The most consistent feedback we received from everyone consulted in the SAHP review process went beyond the specifics of the existing policy. One survivor put it succinctly: "the policy is great, but it can't be helpful if students don't know what's in it and the supports available..." More broadly, participants said that in order for the SAHP to be accessible, education about GBV needs to be dramatically 'scaled up' at multiple levels. Importantly, this recommendation is consistent with commitments to campus wide education made in Sexual Assault and Harassment policies at many other post-secondary institutions including the University of Toronto, the Toronto Metropolitan University, and a new education program at Western University. Given time restraints in Brock's current policy review process we are not making a formal recommendation that a commitment to campus wide education be included in the current SAHP. However:



We do recommend that HREO be supported and resourced to develop a plan for a sustained, multi-level campus wide GBV education program, and that commitments to this be incorporated into the SAHP policy in the next review cycle.

The following feedback from the SAHP consultation is intended to support and inform the development of that education process.

### **Prevention – Making It Real**

We know, based on HREO’s experience over the past 5 years, that survivors most commonly learn about HREO and the SAHP through word of mouth, and are connected through a third party (a staff person, student peer, or faculty member) who bring them to the HRE office or connect them to existing support programs. Learning from this template is critical, as very few people read policy.

GBV disproportionately affects already marginalized communities, consequently the most effective education comes from: a) having racialized, international, FNMI, disabled, 2S&LGBTQI+ diversity among HREO staff and student-peers who themselves have strong relationships with their respective communities and can be a trusted point of contact to receive disclosures, and b) ensuring an explicit anti-oppression and anti-racist foci is brought to social media campaigns, education workshops and seminars, and event promotion.

As staff are also important points of contact for students, it is crucial that trauma informed GBV education is a key component in the onboarding process for new staff, and regularly available for existing staff (especially those in SAS, SWAC, SHS, Residence Don’s, Experiential Learning staff, Academic Advisors, Teaching Assistants, etc.). Here we note that the new legal stipulations in the Ontario Health and Safety Act for employers suggests that employers are responsible to provide “information and instruction” about workplace harassment and violence, see Section 32 in the legislative requirements in the Ontario Occupational Health & Safety Act. As a result it would be important for HREO staff to collaborate with the existing Health and Safety Committee in this process.

### **Mandatory Education**

While participants’ feedback on existing GBV workshops, seminars, and outreach was overwhelmingly positive, many suggested that people who attend these events may not be those who cause harm or those who are most isolated from support networks. Consequently, participants recommended expanding the scope and enforcement of mandatory education, particularly for students in residence, as well as athletes and those in student governance.

Many participants spoke about the importance of expanding a student peer-education model for these educational efforts and noted the potential of a train the trainer model that could build on the existing skills of the Peer 2 Peer team organized by HREO, and the Peer Educators organized by the SJC. However, they also noted that some particularly resistant groups are more likely to respond to workshops by HREO staff (as respected as experts in the field) and/or by high status guest speakers, such as those featured in the Champions for Change program.

In addition, athletes themselves, residence Don’s, and Brock staff all made innovative suggestions about expanding the ‘trusted point of contact’ model to new audiences. For example:

- Athletes noted that most teams have a designated sports therapist, who is an upper year kinesiology student that comes to the games to support athlete’s physical well-being. Drawing on that model, they suggested that teams could also appoint a designated peer mental health support person who would receive training in GBV and related mental health challenges, and whose role would be as a ‘trusted point of contact’ to refer athletes for relevant GBV and mental health supports. This was particularly important as athletes noted that they might not be comfortable talking to coaches.
- Similarly, residence Don’s built on their current practice of appointing a student fire marshal who have a specific role to play in the context of an emergency. They suggest that each Residence could appoint a designated GBV student support person who would receive specialized training on supporting and referring students and Don’s who are dealing with GBV.

- Staff participants also discussed how to engage those who might not be familiar with campus GBV efforts or mental health activism. Here the suggestion was to develop a course to be offered in the Campus-wide-curriculum (CWC), which highlights 10 domains (leadership, teamwork) through a series of required and elective experiences. For example, a course focused on masculinities could draw in a different cohort of students.
- Graduate students also highlighted that TA are a largely untapped resource as it relates to GBV initiatives. With collaborative GBV training organized by HREO and CUPE, TA's could act as a trusted source in supporting students to connect with HREO resources and staff.
- Finally, participants also noted that providing remedial education to respondents is not work included in the job description of anyone in HREO and that there are no designated resources to support Respondents both during and after a process.

We note that in February 2019, former President Gervan Fearon responded to a demand by faculty and students for mandatory education on GBV with a letter that indicated his commitment to this process and to funding relevant positions at HREO. However, the existing GBV education advisor position at HREO is not funded by Brock, but by the BUSU Undergraduate student levee.

To follow-up on participants overwhelming interest in a much stronger focus on pro-active education on GBV, and on Brock Universities stated commitment to this engagement:

We recommend that senior administration allocate funds to HREO for a full-time education.

coordinator to collaborate with Associate VP Professional and Continuing Education to develop in-house training on GBV which would first be mandated at Brock and might, in future, have applicability in the wider Niagara community.

And we recommend that senior administration allocate funds to HREO for a full time staff person whose primary responsibilities would include education on masculinities in relation to GBV and educational and accountability work with respondents.

## **Recommendation to President Rigg**

Importantly, over the past year, HREO has already picked up on many of the recommendations above and initiated more extensive educational programs for students in residence, BUSU and for athletes.

Below we highlight what we believe to be the most important recommendation to President Rigg which requires a new fiscal commitment:

That senior administration allocate funds to HREO for a full time staff person whose primary responsibilities would include a) education on masculinities and gender based violence and b) educational and accountability work with respondents.

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