Discrimination & Harassment Prevention Services
Annual Report

1 MAY 2016 – 30 APRIL 2017

PREPARED BY:
HUMAN RESOURCES DEPARTMENT
Introduction

Discrimination & Harassment Prevention Services (DHPS) provides education, coaching and investigation services to faculty, staff and students at the University of Regina. The goal of the service is to promote respectful behaviour for everyone on campus. DHPS is guided by the Canadian Human Rights Act, The Saskatchewan Employment Act, The Saskatchewan Human Rights Code and The Respectful University Policy. In addition, our practice is guided by the increasing awareness that workplace harassment and bullying is recognized as a significant workplace issue that results in high levels of absenteeism and staff turnover. The cost in both human and financial terms is substantial.

DHPS has three key goals:
• Education
• Conflict resolution
• Investigation

The main focus is to be proactive in providing education on respectful workplace behavior. This initiative is designed to provide the University community with the knowledge and skills by which they can learn to monitor and modify their own behaviour in difficult situations, and learn and model how to interact with others in a civil and respectful manner.

The Coordinator, Respectful Workplace Services is responsible for providing education and promoting awareness of existing policy and procedures, Human Rights legislation, Occupational Health and Safety regulations, current themes and issues, and best practices regarding harassment, discrimination and appropriate behaviour in the workplace. The Coordinator works collaboratively with members of the University community to develop presentations, programs and workshops which address the individual needs of specific audiences.

Highlights 2016-2017

This type of work is characterized by the unpredictable nature of complaints and severity and complexity of the issues. This year brought its share of difficult cases which adversely impacted on the individuals in question. In addition, there were a number of occasions whereby individuals threatened to bring their complaints and issues to the attention of the media. These sensitive cases have been managed to first address individuals’ concerns and secondly to protect the university’s image and reputation preventing negative publicity. The nature of the complaints ranged from sexual assault, racism and discrimination, Human Rights complaints, bullying via social media, highly sensitive and
confidential issues, consults from Deans and department heads, investigations and mediations. For the first time there were instances students came to the attention of this service with issues of homelessness and hunger.

All of these incidents must be reviewed, assessed, and pursued with the appropriate action in consultation and cooperation with the appropriate stakeholders.

- **Sexual assault on Canadian university campuses has become a critical topic which is being addressed at the University of Regina. The Coordinator continued to work with the Personal Safety Coordinator to assist survivors of sexual violence, and to provide 6 sessions of Bringing in the Bystander training to 99 students and staff.**

- **The service’s input into the adjudication of matters involving Non-Academic Misconduct increased proportionately in 2016-2017. The Coordinator was sought out as a co-interviewer by the Associate Vice-President (Student Affairs) into matters involving students resulting from the violation of the Non-Academic Misconduct regulations. The role of assisting Student Affairs continues to grow. The main reason for this is that the Respectful University Policy and the Non-Academic Misconduct regulations are very similar in the manner in which they pertain to students, with one major difference. Pursuing a complaint under the Respectful University Policy is lengthy and time-consuming and can potentially take months to resolve. As a result, most students are choosing to pursue the Non-Academic Misconduct route. Issues involve sexual assault, sexual harassment, bullying, threats of violence, discrimination and conflict.**

- **Mental health issues continued to be a concern. In the majority of instances, students who have come to the attention of university officials have demonstrated symptoms of a severe mental disorder, but these students have not previously accessed the services of Counselling Services. Once identified, these students were referred to Counselling Services and/or services based in the community such as Mental Health or Alcohol and Drug Services.**

- **The Coordinator continues to serve on the Early Intervention Team. This Team’s goal is to ensure a coordinated and timely response to threats of violence and to provide early identification of situations and individuals who may be a threat to either themselves or others which would facilitate a proactive response.**

- **A presentation entitled “Creating a Respectful University” was delivered throughout the year to faculty and staff. In addition, presentations were designed and developed upon request by departments and other workgroups. Examples of these include training for the EYES Camp Counsellors, Teaching Development Days for teaching assistants, University Ambassadors, Student Orientation, UR International and U Sports (formerly CIS) teams and Varsity athletes. The Coordinator, in collaboration with UR International co-led a group that discussed dating and sexuality specifically for international students. The purpose of this group was to increase the awareness and understanding of cultural issues that affect dating between international students and Canadian students.**

- **Working with ULT, implementation of the “Respect Group” initiative was begun. In collaboration with a small internal advisory team and the Respect Group, a Program Charter and Management Plan was developed, including a phased-in approach to the program and metrics to measure its success. The on-line training was introduced to ULT with the plan to engage in a conversation at**
the annual retreat. The program was launched to some of the ‘first adopters’ and delivered to 513 faculty, staff, students, and union leadership. The program will be formally launched on campus in 2017.

Activity Summary

This activity summary table indicates simple requests for service. It does not indicate the amount of time spent in consultation with individuals, the time spent gathering information, interviewing witnesses and preparing reports or the time it takes to prepare material for formal presentations.

Activity decreased by half from the previous fiscal year. There were 88 contacts in 2016-2017 compared to 168 contacts in 2015-2016. The overall severity and complexity of the complaints continues to increase significantly, which requires more time. The consults regarding Non-Academic Misconduct with Student Affairs were complex and required extensive investigation and consultation with a variety of resources on campus.

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<tbody>
<tr>
<td>Formal Investigations</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4 (1)</td>
<td>0 (2)*</td>
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<tr>
<td>Alternate Resolutions</td>
<td>23</td>
<td>48</td>
<td>55</td>
<td>36</td>
<td>32</td>
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<td>Consultations</td>
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<td>81</td>
<td>22</td>
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<td>Student Affairs Consults</td>
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<td>27</td>
<td>29</td>
<td>45</td>
<td>29</td>
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<tr>
<td>Other**</td>
<td>0</td>
<td>61</td>
<td>45</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>116</td>
<td>159</td>
<td>161</td>
<td>168</td>
<td>88</td>
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*2 formal investigations carried over from the previous year were completed.
**Coordinator officially left the position March 1, 2017

Note: Of the 88 complaints received, 32 (36%) were resolved utilizing alternate resolutions. This represents a decrease in alternate resolutions from the previous year. Consultations also decreased from 48% in 2015-2016 to 25% in 2016-2017.
Consultations

Consultations and Other made up 31% of contacts. Examples of the concerns expressed by the University community include:

- co-workers in conflict with co-workers
- accusations of threatening behaviour between students and/or faculty
- graduate students in conflict with supervisors and/or graduate committees
- mental health issues that affect students
- direct reports in conflict with their supervisors
- supervisors in conflict with their direct reports
- allegations of sexual harassment/assault and domestic violence
- allegations of discrimination due to age, race, disability, sexual orientation and nationality
- disputes caused by political, religious and cultural differences
- inappropriate email and/or Facebook posts and text messages made by students against faculty, staff and other students
- requests for assistance from affiliated colleges
- inappropriate behavior that came to the attention of Student Affairs, UR International and Campus Security

- Clients were initially seen on a consult basis or they brought forward other complaints. In many of these cases, the individuals were coached or provided mediation; further follow-up was given for a period of time to ensure that the conflicts were being managed to their satisfaction. Most people seen this past year wanted to resolve their own difficulties with the direct intervention of the coordinator. Clients wanted to be coached in techniques that would enable them to solve their own problems.

- The ability to coach, counsel and mediate disputes allows for the resolution of issues which minimizes the negative impact that conflict has on the workplace. While difficult to measure, alternate dispute resolution and individual coaching saves the University time and money by reducing absences due to work-related stress, grievances and dysfunctional work areas. This office promotes the notion that dealing with conflict in the workplace early on prevents more serious repercussions in the long run. This is a message that is shared with every consult and presentation. Early intervention into work-related conflict is cost-effective.

Alternate Resolutions

The use of Alternate Dispute Resolutions increased from 21% in 2015-2016 to 35% in 2016-2017. Examples of issues that were remediated through alternate means included:

- complaints of threats made by students to other students
- conflict between a student and a graduate supervisor
- student harassing a faculty member
- faculty member acting erratically in class
• conflict between employees and their supervisors
• conflict between students living in residence
• conflict between multiple staff members and their manager
• mediated resolutions of conflict between faculty members, employees and within a work unit

Formal Investigations

There were no new formal investigations filed in 2016-2017, but two were carried forward from 2015-2016 and both were completed in 2016-2017. This represents 2% of the activities.

Formal investigations take a significant amount of time as they require a careful adherence to procedure, conducting interviews with complainants, respondents and witnesses, and consultation with union representatives, lawyers and administrators. The writing of the report is also a lengthy process as both complainant and respondent have the opportunity to view draft copies, make changes and comment on each other’s changes.

Issues

This year it was noticed that clients brought forward one or more issues. As such, issues were recorded as Primary and Secondary. As an example, someone might have come in with concerns regarding a conflict which also had elements or characteristics of a mental health disorder. Both of these were captured as allegations. Some, but not all, complaints and issues were made up of a primary and secondary issue.

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<tbody>
<tr>
<td>Harassment/Sexual Harassment</td>
<td>9</td>
<td>9</td>
<td>15</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Discrimination</td>
<td>10</td>
<td>10</td>
<td>14</td>
<td>32</td>
<td>18</td>
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<tr>
<td>Personal Harassment/Bullying</td>
<td>35</td>
<td>44</td>
<td>47</td>
<td>52</td>
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<tr>
<td>Conflict</td>
<td>56</td>
<td>56</td>
<td>58</td>
<td>45</td>
<td>38</td>
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<tr>
<td>Non Academic Misconduct</td>
<td>N/A</td>
<td>9</td>
<td>29</td>
<td>42</td>
<td>29</td>
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<tr>
<td>Mental Health</td>
<td>3</td>
<td>11</td>
<td>21</td>
<td>24</td>
<td>16</td>
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<tr>
<td>Misc (Privacy and Human Rights)</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>119</strong></td>
<td><strong>139</strong></td>
<td><strong>188</strong></td>
<td><strong>213</strong></td>
<td><strong>156</strong></td>
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*Coordinator officially left the position March 1, 2017

Conflict in the workplace and personal harassment (bullying issues) made up 49% of the allegations received in 2016-2017. Examples of these included:
• behaviour that appeared to violate the Respectful University Policy and/or Non-Academic Misconduct regulations
• accusations of discrimination based on race
• accusations of sexual assault and/or stalking
• accusations of sexual assault
• physical altercations or threats of physical violence on campus that did not involve the police
• issues regarding the mental health of the complainant or respondent
• accusations of personal harassment by supervisors and/or coworkers
• conflict between supervisors and direct reports and vice versa
• faculty members, staff or students having interpersonal difficulties with each other
• cultural misunderstandings
• abuse of supervisory authority
• inappropriate use of disciplinary procedures or performance reviews
• sending harassing and/or threatening email, text messages or Facebook posts

Sexual Harassment complaints made up 10% of all allegations. Examples included:
• inappropriate sexual comments made in person or through email and social media
• inappropriate sexual behaviour in conjunction with drug and alcohol abuse and inappropriate sexual touching that victims refused to report to police or that police did not investigate due to lack of evidence

Discrimination complaints constituted 12% of all allegations. Examples included:
• accusations of being discriminated against by faculty, staff and students on the basis of their disability/health, sexual orientation, religion, racial background and heritage

Allegations and concerns of the mental health of individuals to the office decreased from 24 to 16 incidences. Overall by volume, the incidents remained at 10% in 2016-2017.

Complainant Demographics

The term “Complainant” is used generically to refer to any member of the University community raising a concern with DHPS that is within the scope of the University’s Policy, whether they seek a consultation, direct or indirect assistance with an alternate resolution option, or file a formal complaint.

As has been the case in the past and consistent with similar institutions, women tend to be the predominant group in regards to complainants.

DHPS received 88 requests for service in 2016-2017, down from 168 requests in 2015-2016. Women made up 57% of the complainants, while 43% of the complaints were made by men.
Faculty and staff positions raised 41.9% of all concerns. Students raised 52.7% of the complaints, while people from outside of the University raised 5.4% of complaints.
Respondent Demographics

The term “Respondent” is used generically to refer to any member of the University community who was seen as being the source of the complainant’s desire to seek a consultation, alternate resolution or to file a formal complaint within the scope of the University’s Policy.

Of the 88 complaints received, 39 did not identify a respondent. This year, women were named as respondents in 38.4% of all concerns. Men represented 61.6% of respondents.

Faculty and staff were named as respondents 53.6% of the time, students 40.6% and others 5.8%.

The “Other” category consists of generic complaints made against whole faculties or departments, individuals not identified by gender, or individuals or organizations not affiliated with the University.
Education & Prevention

The goal of the Respectful University presentations is to provide awareness of the Respectful University Policy, to assist in providing knowledge, and to encourage skill development in such areas as communication utilizing email, styles of responding to inappropriate behaviour, the resolution of conflict, use of social media, understanding the cultural environment governing work units and departments, and the characteristics of what constitutes a respectful university environment.

33 presentations were made in 2016-2017. 14 presentations were provided to 156 staff and faculty. This year, presentations to students increased to 18 with 665 students attending. Presentations were made to: EYES Camp staff; Facilities Management; Faculty of Nursing; basketball, football and soccer teams; UR International; Student Affairs; Varsity Club Athletic Board; and the English Department.

Topics included:

- Creating a Respectful University
- Building Team Strength and Commitment
- Social Media and Bullying
- Bringing in the Bystander: A Prevention Workshop for Establishing a Community of Responsibility

<table>
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<tr>
<th>Presentation Participants 2012-2017</th>
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<tr>
<td>-----------------------------------</td>
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<tr>
<td>Staff/Faculty</td>
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<tr>
<td>Students</td>
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<td>Other</td>
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<td>Total</td>
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Trends

Canadian universities continue to develop initiatives and programs which address sexual assault on campus as well as the mental health needs of students. Our society on the whole is more complex and as a result, issues brought forward mirror this complexity. In the case of workplace bullying and conflict, there are multiple contributing factors to inappropriate behaviour. Some of these contributing factors are adjustment to living on one’s own, loneliness, poor academic performance, mental health, and drug and alcohol issues. As well, cultural, racial, gender and religious issues all interact with one another. Each issue must be properly understood and responses are often tailor-made utilizing evidence-based practices to address the emerging situations.

The advent of social media has been shown to be problematic as evidenced by a number of high profile instances. Inappropriate use of social media has a negative impact on those directly targeted by such messages. Examples include body shaming, and malicious comments and accusations. The ramifications are both personal, public and a risk to universities.