Discrimination & Harassment Prevention Services
Annual Report
1 May 2015 – 30 April 2016

Introduction

In early 2016, Harassment, Discrimination Prevention and Conflict Resolution Services (HDPCRS) changed its name to Discrimination & Harassment Prevention Services (DHPS). This service 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 DHPS Coordinator 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 2015-2016

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, consultations from Deans and department heads, investigations and mediations. 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 participated closely in the development and implementation of the Sexual Assault and Violence policy and worked closely with the Personal Safety Coordinator, a newly implemented position in Campus Security designed to assist survivors of sexual violence. The Coordinator attended the inaugural conference on Campus Sexual Assault for Higher Education, as well as the “train the trainer” workshop for Bystander Training, and was an exhibitor at the Luther Sexual Health Fair.

• The procedures governing the Respectful University Policy were amended over the past year. The changes to the procedures were presented to the Occupational Health Committee in December 2015.

• The service’s input into the adjudication of matters involving Non-Academic Misconduct increased from 18% in 2014-2015 to 27% in 2015-2016. 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.

• The severity and frequency of mental health issues continues 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 Student Counselling. Many of these students have been referred by Campus Security and faculty members.

• 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.
• The Coordinator developed and delivered a presentation entitled “Creating a Respectful University” which 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, Regina Engineering Students’ Association, UR International and an outside organization.

• The Coordinator, in collaboration with UR International, created and 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.

### Activity Summary

The activity summary below provides a rough overview of the activities of the service. This 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 increased slightly from the previous fiscal year. There were 168 contacts in 2015-2016 compared to 161 contacts in 2014-2015. 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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<td>3</td>
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<td>3</td>
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<td>45</td>
<td>2</td>
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<td><strong>Total</strong></td>
<td><strong>135</strong></td>
<td><strong>116</strong></td>
<td><strong>159</strong></td>
<td><strong>161</strong></td>
<td><strong>168</strong></td>
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*1 formal investigation was carried over from the previous year.

**This year (2015-2016) coaching and education and/or individuals who preferred to solve their problems on their own or were referred to EFAP and other community services are captured in the consultation category. The “Other” category reflects the number of mediation sessions that were conducted.

Note: Of the 168 complaints received, 36 (21%) were resolved utilizing alternate resolutions. This represents a decrease in alternate resolutions from the previous year which was offset by an increase in consultations which went from 18% in 2014-2015 to 48% in 2015-2016. The increase in the number of coaching sessions under “Consultations” reflected the desire of individuals to pursue resolution of their difficulties on their own.
Consultations and Other made up 49% 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
- multiple complaints about the same individual
- 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
- willful damage to property
- allegations of discrimination due to age, race, disability, sexual orientation and nationality
- disputes caused by political, religious and cultural differences
- student concern regarding treatment by practicum supervisors
- inappropriate email and/or Facebook posts and text messages made by students against faculty, staff and other students
- stalking
- 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 83 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 decreased from 34% in 2014-2015 to 21% in 2015-2016. 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
• 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

There was an emphasis made on alternate resolutions.

**Formal Investigations**

Four new formal investigations were filed in 2015-2016 and one was carried forward from 2014-2015 and completed in 2015-2016. This represents 3% of the activities.

These investigations are inordinately time-consuming 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.
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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<td>56</td>
<td>56</td>
<td>58</td>
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<td>9</td>
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<tr>
<td>Mental Health</td>
<td>N/A</td>
<td>3</td>
<td>11</td>
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<td>24</td>
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<td>Miscellaneous (Privacy and Human Rights)</td>
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<td>6</td>
<td>0</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>121</td>
<td>119</td>
<td>139</td>
<td>188</td>
<td>213</td>
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Conflict in the workplace and personal harassment (bullying issues) made up 46% of the allegations received in 2015-2016. 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 6% 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 15% 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 this office increased from 21 to 24 incidences. Overall by volume, the incidents decreased from 21% in 2014-2015 to 11% in 2015-2016. A possible reason for this change was that more of the mental health issues were filtered through Student Counselling services.

### 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 168 requests for service in 2015-2016, up slightly from 161 requests for consultation and/or complaints in 2014-2015. Women made up 56% of the complainants, while 44% of the complaints were made by men.

Faculty, staff and out-of-scope positions raised 52% of all concerns. Students raised 45% of the complaints, while people from outside of the University raised 3% 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 168 complaints received, 39 did not identify a respondent. This year, women were named as respondents in 46% of all concerns. Men represented 54% of respondents.

Faculty and staff were named as respondents 54% of the time, students 35% and others 11%. 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.
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.

Twenty five presentations were made in 2015-2016. Seventeen presentations were provided to 251 staff and faculty. Seven presentations were made to a total of 191 students. The Coordinator was invited to make a presentation off-campus to 42 employees of a local company.

Presentations to students decreased in 2015-2016. This year, 7 presentations were offered and 191 students attended. One reason for the decrease was that DHPS was not invited to new student orientation.

Presentations were made to:

- EYES Camp staff
- Faculty of Media, Art, and Performance
- Student Affairs
- UR International
- Centre for Continuing Education
- Regina Engineering Students’ Society
- K & S Windsor Salt Ltd
- 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

### Presentations 2011-2016

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<tbody>
<tr>
<td>Staff/Faculty</td>
<td>299 (28)</td>
<td>373 (39)</td>
<td>250 (24)</td>
<td>157 (17)</td>
<td>251 (17)</td>
</tr>
<tr>
<td>Students</td>
<td>294 (10)</td>
<td>251 (9)</td>
<td>53 (1)</td>
<td>240 (11)</td>
<td>191 (7)</td>
</tr>
<tr>
<td>Other</td>
<td>9 (1)</td>
<td>19 (1)</td>
<td>50 (1)</td>
<td>0 (0)</td>
<td>42 (1)</td>
</tr>
<tr>
<td>Total</td>
<td>602 (39)</td>
<td>643 (49)</td>
<td>353 (26)</td>
<td>397 (28)</td>
<td>484 (25)</td>
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Trends

Canadian Universities have been developing initiatives and programs which address sexual assault on campus as well as the mental health needs of students. DHPS is continuously sought out as a partner in the development and implementation of these new initiatives.

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; 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.

A number of issues that are brought forward come with a social media component that requires a considerable amount of time to review. Bullying in the workplace means different things to different people. A behaviour that adversely affects one person is often something that another person can easily dismiss. This is often why there are complaints. They occur when different values and tolerances are challenged as people work or study in close proximity to one another. Mediating these conflicts takes time; there is no quick solution.