

ANNUAL REPORT 2001 - 2002

OF THE

**HARASSMENT AND DISCRIMINATION
PREVENTION OFFICE**

AND

**THE PRESIDENT'S ADVISORY COMMITTEE ON THE
ELIMINATION OF SEXUAL HARASSMENT**

UNIVERSITY OF REGINA

TABLE OF CONTENTS

PREAMBLE 2

COMPLAINTS AND CONSULTATIONS2

| | |
|--|---|
| TABLE 1 - SUMMARY OF CONSULTATIONS: 1996/97 – 2001/2002 | 4 |
| TABLE 2 – CONSULTATIONS BY TYPE OF HARASSMENT AND GENDER | 5 |
| TABLE 3– CONSULTATIONS BY CONSTITUENCY GROUP OF COMPLAINANTS | 5 |

RANGE OF ALLEGATIONS AND REMEDIAL ACTION TAKEN 6

| | |
|--|---|
| TABLE 4 – TYPES OF ALLEGATIONS AND REMEDIAL ACTION TAKEN | 6 |
|--|---|

EDUCATION AND AWARENESS PROGRAMS 7

| | |
|--|---|
| TABLE 5 - PRESENTATIONS TO STUDENTS | 7 |
| TABLE 6 - PRESENTATIONS TO STAFF AND FACULTY | 8 |
| TABLE 7 - EDUCATION AND AWARENESS SESSIONS FROM 1998/99 – 2001/2002..... | 9 |

PROJECTS OF THE OFFICE 9

THE PRESIDENT’S ADVISORY COMMITTEE ON THE ELIMINATION OF SEXUAL HARASSMENT (PACESH) 9

| | |
|--|---|
| TABLE 8 - MEMBERS OF PACESH 2001 - 2002..... | 9 |
|--|---|

HARASSMENT PREVENTION TEAM 10

CANADIAN ASSOCIATION FOR THE PREVENTION OF DISCRIMINATION AND HARASSMENT IN HIGHER EDUCATION (CAPDHHE) 11

CONCLUDING COMMENTS 11

PREAMBLE

This report is prepared by the University of Regina Harassment and Discrimination Prevention Office and the President's Advisory Committee on the Elimination of Sexual Harassment (PACESH). The report covers the work of the office and the committee from September 1, 2001 to August 31, 2002, the first full year of operation of the Harassment and Discrimination Prevention Office. The University of Regina Board of Governors approved the Harassment and Discrimination Prevention Policy on May 22, 2001.

The Harassment and Discrimination Prevention Policy states:

All members of the University community are entitled to a professional working and learning environment free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the University community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others. No member of the University community shall cause or participate in discrimination against or harassment of another person.

The Harassment and Discrimination Prevention Policy covers all forms of harassment and/or discrimination defined in the Saskatchewan Human Rights Code and the Saskatchewan Occupational Health and Safety Act and Regulations. The Harassment and Discrimination Prevention Policy also deals with personal harassment, which is not a prohibited category under human rights legislation.

Information about harassment and discrimination, and copies of the university policy are available from the Harassment and Discrimination Prevention Office, which is located in Riddell Centre, Room 251.7. The policy and other information about harassment are also available on the University of Regina Web Site.

COMPLAINTS AND CONSULTATIONS

The Harassment and Discrimination Prevention Policy advises that members of the University community seek consultation at the Harassment and Discrimination Prevention Office when they think that they have been harassed on any grounds. When people consult the office, they are given information about harassment and discrimination; information about handling situations of harassment; advice on various options available for resolution of complaints; and advice on how to proceed with a complaint.

During the 2001 - 2002 reporting period 61 complaints or potential complaints of harassment were brought to the attention of the Harassment and Discrimination Prevention Office. These consultations and complaints, which were made by students, staff and faculty are documented at the office according to the type of consultation, and are categorized as follows:

Consultations about allegations of harassment or potential complaints

A person consults the office about a potential harassment complaint and may be seeking information, but does not want to make a written complaint or request an

investigation at that time. Advice and suggestions are offered regarding the available options and how to handle the situation. Usually the person finds a resolution that involves personal action by using one or more of the options discussed.

3rd Party Consultations

A person other than the person affected by the alleged harassment contacts the office. The potential complainant, not the 3rd party is recorded as the complainant. If the complainant contacts the office personally at a later time, the complaint is then documented accordingly.

- **Administrative consultations** are third party consultations with a person in a supervisory or administrative position, regarding a situation of harassment or perceived harassment, which is directed towards a person under the supervision of the 3rd party. After consultation with the Office, the administrator takes action towards the resolution of the situation.
- **Other 3rd party consultations** are situations in which a person with no supervisory authority contacts the office on behalf of another person. When a person contacts the office because of a poisoned environment created by another person's behaviour towards a third party, the consultation is also documented as a 3rd party consultation.

Written complaints

- **Investigations** generally occur when a situation is more serious and when other methods of resolution are not likely to resolve the situation.
- **Other forms of resolution** occur when the complainant makes a written complaint because of the seriousness of the situation but various means other than investigation are deemed to be appropriate in facilitating a resolution. These include mediation, facilitated meetings, or other interventions.

Many complainants express fear of retaliation if they decide to confront the perceived harassment. They experience stress and anxiety, even if the problematic behaviour involves an isolated incident, which may be offensive, but does not constitute actionable harassment. Whether or not the situation turns out to be actionable harassment, the people involved need an opportunity to talk about the problems that are occurring. The perspective of a neutral person can help them to consider options for resolution. Bringing a situation to the attention of the office and discussing the alleged harassment constitutes a form of action in itself, even if no further action is taken.

Throughout the process of complaint resolution, the Coordinator acts as an advocate for the policy, maintaining an impartial stance in dealing with both the complainant and respondent.

During this reporting year, most racial harassment complaints continued to be directed to the University of Regina Manager of International Student Services and Exchanges who had previously been the Racial Harassment Prevention Officer. Statistics of racial harassment complaints directed to that office are included with the annual report of that

office.

Table 1 - Summary of consultations: 1996/97 – 2001/2002

| Type of Consultation | 1996/97 | 1997/98 | 1998/99 | 1999/00 | 2000/01 | 2001/02 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Written Complaints | 1 | 1 | 0 | 3 | 3 | 12 |
| -Investigations | | | | | | (8) |
| -Other Interventions | | | | | | (4) |
| Consultations about allegations of harassment or Potential complaints | 40 | 58 | 47 | 19 | 18 | 35 |
| 3rd party consultations | | | | | | 14 |
| - Administrative Consultations | | | | | | (12) |
| - Other | | | | | | (2) |
| Total | 41 | 59 | 47 | 22 | 21 | 61 |

Information for the years prior to 1996 can be found in previous annual reports of the Sexual Harassment Prevention Office. Each consultation recorded represents a separate case.

Table 1 shows that most situations of harassment or perceived harassment are resolved through various means other than a written complaint and investigation. Resolving a potential complaint or complaint frequently involves several contacts with the office, and can involve many hours of work over several weeks for the Coordinator.

During this year, the workload related to number of complaints increased dramatically compared to the previous years when the office dealt only with sexual harassment. The number of written complaints was four times that of the previous year and consisted of 20% of the total number of complaints compared to 14% in the previous year. The total number of consultations was almost three times the number reported in the previous two years.

Eight written complaints were resolved through investigations. Five of these were complaints of personal harassment and three were sexual harassment complaints. For all complaints that were substantiated, the University took appropriate disciplinary measures.

The other four written complaints were resolved in a variety of ways. A personal harassment complaint was resolved through mediation. Meetings with the complainants and respondents resolved a personal harassment complaint and a sexual harassment complaint. In both of these cases harassing behaviour had occurred and the respondents took appropriate restorative action. One personal complaint was outside the jurisdiction of the policy so action occurred after the initial contact with the complainant.

As has been consistent with other years, most of the reported complaints occurred during

the fall and winter semesters, when there are more people on campus. There were 29 complaints in the Fall 2001 semester, 23 in Winter 2002 and 9 during Spring/Summer 2002.

Table 2 shows that 35 (57%) of the complaints/consultations were related to personal harassment. The number of personal harassment complaints has contributed significantly to the workload of the Coordinator, considering not only the number of complaints, but also the amount of time spent on resolving complaints. The number of sexual harassment complaints has remained relatively the same as in previous years (see Table 1) and constitutes the second largest category of complaints.

Table 2 shows that most complaints, (64%), were made by females and most respondents (64%) were male across the types of harassment. For sexual harassment complaints, the percentage of female complainants (83%) and male respondents (83%) was higher. This is consistent with the experience of previous years.

Table 2 – Consultations by type of harassment and gender

| Type of harassment | Complainant | | Respondent | | | Total |
|--|-----------------|-----------------|-----------------|-----------------|---------------|-----------------|
| | Female | Male | Female | Male | Unknown | |
| Personal harassment | 23 (66%) | 12 (34%) | 17 (49%) | 18 (51%) | | 35 (57%) |
| Sexual harassment | 15 (83%) | 3 (17%) | 1 (6%) | 15 (83%) | 2 (11%) | 18 (30%) |
| Racial or religious harassment or discrimination | 1 (17%) | 5 (83%) | 1 (17%) | 4 (66%) | 1 (17%) | 6 (10%) |
| Other | | 2(100%) | | | 2 (100%) | 2 (3%) |
| Total | 39 (64%) | 22 (36%) | 19 (31%) | 37 (61%) | 5 (8%) | 61(100%) |

The percentages noted for each of the types of harassment are for that type of harassment. For example, women made 66% of the 35 personal harassment complaints.

Table 3– Consultations by constituency group of complainants

| Constituency Group | Complainant |
|--------------------|-------------|
| Student | 33 (54%) |
| CUPE 1975 | 16 (26%) |
| URFA | 9 (15%) |
| APT/Out of Scope | 1 (2%) |
| Other | 2 (3%) |
| TOTAL | 61 |

Table 3 shows that the largest number of complaints (54%) was made by students. The next largest group of complainants were members of CUPE 1975 (26%).

According to Table 3, the number of complaints from students compared to complaints from other constituent groups does not reflect the ratio of students at the university compared to staff and faculty. A question that could be raised from this is whether students are not aware of the resources available to them and do not have the knowledge of what to do if they experience harassment or discrimination.

RANGE OF ALLEGATIONS AND REMEDIAL ACTION TAKEN

Table 4 is a summary of the types of allegations made and the types of resolutions suggested or implemented. In order to protect the confidentiality of those involved, the information in this table does not represent individual complaints, nor does it note the number of complaints related to each type of allegation.

Table 4 – Types of allegations and remedial action taken

| Type of allegations | Types of remedial action taken |
|--|--|
| Visual displays such as discriminatory posters, or written statements | The appropriate people were informed and a poster was removed; the material complained about was found not to be harassing or discriminatory |
| Verbal behaviour such as sexist comments, jokes and innuendoes, email messages, questions about personal life, and repeated requests for dates | Information was provided about the policy and definitions of harassment; options were provided to the complainant for personal action, including a written complaint. Complainants were advised to contact the office if further incidents develop |
| Inappropriate and unwanted touching, and invitations to sexual interaction | Information was provided to a supervisor, who initiated action; complaint procedures and options were presented to complainants. Investigation was conducted |
| Verbal behaviour which was rude, inappropriate, humiliating, personal comments or jokes, humiliating, hostile environment, gossip | Information was provided and suggestions given to complainants about speaking directly to the respondents. Information was provided to a supervisor |
| Verbal behaviour - racial discrimination or racially derogatory comments | Handled by supervisors upon consultation with the Coordinator |
| Personal harassment related to the workplace, "abuse of authority", inconsistent work assignments, threats | Investigations, facilitated meetings, and mediation. Information and options were provided |
| Sexual harassment – quid pro quo, abuse of power, invitations to sexual behaviour | Investigations were conducted |
| Situations which were outside the jurisdiction of the policy | Options were provided for other resources and possible courses of action |

The allegations of harassment complaints can include more than one type of behaviour. Most of the allegations during this reporting year were of behaviour that created a poisoned environment for work and study, rather than the “quid pro quo” type of harassment.

The resolution of complaints frequently provides an educational and support function for those involved. Discussions occur with complainants and respondents as well as supervisors regarding professional and respectful workplace behaviour and preventing harassment. Personal emotional care is stressed to respondents and complainants. The office provides complainants and respondents with options of other resources for help and support. Both respondents and complainants are reminded of the importance of maintaining confidentiality regarding the situation.

EDUCATION AND AWARENESS PROGRAMS

The Harassment and Discrimination Prevention Office provides information to the university community through several means. Educational sessions are available for all students, staff and faculty, the availability of which is publicized several times a year through written notices and announcements on the campus email system. A public annual report is widely circulated. A web page is accessible through the University of Regina web site.

Distribution of brochures and the Harassment and Discrimination Prevention Policy also provide information and increase awareness. In the fall of 2001 a new brochure and the policy were distributed to Deans, Department Heads, and Directors as well as the union offices. The brochures are distributed in educational sessions, and are provided to specific groups including first year students, students in campus residences, English as Second Language students, new employees and various offices on campus as requested.

During the 2001 - 2002 year, 61 educational sessions were provided to 1787 participants. Awareness sessions can last from 15 minutes to 3 hours and are adapted depending on the venue and audience. The program is designed to be flexible so as to accommodate a broad range of individuals and groups.

Tables 5 and 6 show the number of presentations conducted and the groups to whom they were presented.

Table 5 - Presentations to students

| Audience: | Number of people: |
|--------------------------------------|--------------------------|
| Carillon staff | 30 |
| Computer Science 110 | 60 |
| Computer Science130 | 100 |
| English 100 | 318 (13 sessions) |
| English 110 | 30 |
| English as a Second Language classes | 147 (7 sessions) |

| Audience: | Number of people: |
|--------------------------------------|--------------------------|
| First Year Athletes | 85 |
| Graduate Students Association | 40 |
| Graduate Teaching Assistants | 48 (2 sessions) |
| Kinesiology & Health Studies 182 | 60 |
| Luther Residence Resident Assistants | 15 |
| Math 110 | 70 |
| Math Student's Society | 22 |
| Philosophy 100 | 50 |
| Philosophy 272 | 60 |
| Philosophy 271 | 15 |
| Psychology 100 | 120 |
| Sociology 100 | 100 |
| Student Union Board of Directors | 10 |
| University 100 | 21 |
| Walk Along Program Staff | 8 |
| Women's Studies 100 | 95 (2 sessions) |
| Number of sessions | 42 |
| Number of people | 1504 |

Table 6 - Presentations to staff and faculty

| Audience: | Number of People: |
|--|--------------------------|
| Ancillary Services Managers | 8 |
| Centre for Continuing Education Staff | 13 |
| Chemistry/Bio-chemistry Academic Staff | 5 |
| Conservatory of Performing Arts, instructors | 30 (2 sessions) |
| Deans' Council | 13 |
| Engineering Academic Staff | 30 |
| EYES (summer science camp) staff | 10 |
| Faculty of Education Academic Staff | 35 |
| Harassment and Discrimination Workshop for Supervisors | 47 (3 sessions) |
| Luther Academic Advisory Committee | 20 |
| Luther Administrative Staff | 14 |
| New Faculty Orientation | 20 |
| Social Work Academic Staff | 10 |
| Student Employment Centre, Co-op Education Co-ordinators | 12 |
| Summer Language Bursary Program staff | 16 (2 sessions) |
| Number of Sessions: | 19 |
| Number of People: | 283 |

Table 7 - Education and Awareness Sessions from 1998/99 – 2001/2002

| | 1998-1999* | | 1999-2000 | | 2000-2001 | | 2001-2002 | |
|----------------------|------------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| | S | A | S | A | S | A | S | A |
| Staff/Faculty | | | 14 | 165 | 8 | 240 | 19 | 283 |
| Students | | | 31 | 1579 | 42 | 1912 | 41 | 1504 |
| Other | | | 4 | 88 | | | | |
| Total | 37 | 1600 | 49 | 1832 | 50 | 2152 | 61 | 1787 |

*The number of sessions to the specific groups is not known for 1998-1999.

S – Number of sessions presented; A – Number of people in attendance at sessions

PROJECTS OF THE OFFICE

Two student assistants were hired in the fall of 2001. Kirk Englot worked for the fall 2001 and winter 2002 semesters and Misty Lenius worked for the fall semester 2001. The student assistants were a valuable asset to the work of the office. Their contribution included contacting student groups, providing presentations to student groups and some classes, and taking part in PACESH initiatives. Kirk prepared a brochure, which lists various campus resources that provide services related to a variety of stressful situations. The brochure lists services for both staff and students and has been widely distributed.

The Coordinator provided consultation regarding policy and procedures for the Saskatchewan Indian Federated College and Luther College. Consultation was provided to Kinesiology and Health Studies for a handbook for practicum students.

The Harassment and Discrimination Prevention Office web site was revised to include information about personal harassment.

The Coordinator participated in a number of professional development opportunities, including conferences related to mediation and bullying and a conference with sessions on workplace violence and workplace bullying. She completed training on workplace harassment and conducting harassment investigations.

THE PRESIDENT'S ADVISORY COMMITTEE ON THE ELIMINATION OF SEXUAL HARASSMENT (PACESH)

Table 8 - Members of PACESH 2001 - 2002

| <u>Member</u> | <u>Constituency</u> |
|--------------------|---------------------|
| Committee: | |
| Joy Turner (Chair) | APT |
| Don Puff | CUPE 1975 |
| (Vacant) | CUPE 1975 |
| (Vacant) | CUPE 2419 |

| | |
|----------------------|---------------------------------|
| Dave Button | University Administration |
| <u>Member</u> | <u>Constituency</u> |
| Janet Denford | University Administration |
| Cannie Stark | URFA (also interim Team member) |
| Robert Hilderman | URFA |
| Tammy Wagner | Women's Centre |
| Kirk Englot | Students' Union: Undergraduate |
| (Vacant) | Students' Union: Graduate |
| Team: | |
| Gloria Miller | |
| Hirsch Greenberg | |
| Coordinator: | |
| Mary Ross | Coordinator |

The PACESH and Team met monthly with the Coordinator from September 2001 to June 2002. The role of the committee involves participating in the education and safety program of the office, advising on the Policy, and monitoring the budget of the office. During the 2001 - 2002 year, a main focus of the Committee was to formulate the parameters for the new President's Advisory Committee on the Prevention of Harassment and Discrimination (PACPHD) and the new Team. The new committee officially began in September 2002.

HARASSMENT PREVENTION TEAM

The role of the Team continues to be important especially considering the new policy, the new mandate of the office and the increased workload of the Coordinator. The Team and Coordinator met several times to establish guidelines for the role of the Team. It was agreed that the Team should take a more active role in complaint resolution, particularly in investigations, and act as a debriefing team after particularly difficult cases.

The team assisted the Coordinator in providing educational presentations and in handling complaints at the first stage. The Team provides back-up coverage when the Coordinator is off campus during investigations, professional development, holiday or sick time. Team members are also full members of the committee taking part in the work of the committee. Team members are selected based on their knowledge and experience related to harassment and discrimination issues with a view to ensuring that the broadest range of complainants possible will feel comfortable in approaching them.

Hirsch Greenberg, from the Human Justice Program was appointed Team member in February 2002. Gloria Miller, from the Faculty of Administration continued as Team member from March 2001. Cannie Stark from the Department of Psychology acted as interim team member.

CANADIAN ASSOCIATION FOR THE PREVENTION OF DISCRIMINATION AND HARASSMENT IN HIGHER EDUCATION (CAPDHHE)

The CAPDHHE network has been an important resource for those working with harassment issues at universities and colleges in Canada. The association provides contacts with other professionals working in the area, and has web-site featuring information about the association and other pertinent material. The organization did not hold a conference in 2001.

CONCLUDING COMMENTS

Several changes occurred during the 2001-2002 year and are expected to continue to affect the work of Harassment and Discrimination Prevention at the University of Regina.

Effective July 1, 2001, when the Sexual Harassment Prevention Office became the Harassment and Discrimination Prevention Office the responsibility for dealing with complaints and education and awareness programs began to include all forms of human rights based harassment, including racial harassment and personal harassment. This has changed the scope of the work and responsibility of the Coordinator. The workload related to the number of complaints and the amount of time spent dealing with complaints has increased significantly.

A focus of the PACPHD and the Harassment and Discrimination Prevention Office will be to promote awareness and prevention of racial harassment and discrimination and to promote understanding and acceptance of workplace diversity. This will involve an extra cost for projects, workshops, training and promotional materials and time to prepare and present workshops.

Changes are occurring in legislation, harassment policy development and the role of harassment prevention professionals in the resolution of various forms of harassment including personal harassment. In addition to the more traditional forms of resolution for harassment complaints, such as investigation, options for resolution of complaints need to be expanded to include mediation and other forms of managing conflict and alternative dispute resolution.

Prevention of harassment and discrimination is continuing to include a broader focus including respecting diversity and emphasizing respectful behaviour in workplaces and institutions of higher education.