



ANNUAL REPORT

(May 1, 2009 to April 30, 2010)

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INTRODUCTION

This report covers the period of **May 1, 2009 to April 30, 2010** and summarizes the activities of Equity & Human Rights Services (EHRS). An appendix is also included that contains information on EHRS and the policy structure at Western as it relates to the work of the office, as well as definitions necessary for reading this report and understanding the work done in the office.

A. HARASSMENT AND DISCRIMINATION

EHRS categorizes matters related to harassment and/or discrimination as either complaints or consultations:

Complaint: Where a formal complaint is filed pursuant to Western's non-discrimination and harassment policies. Or where, a formal complaint has not been filed, but EHRS has taken an **active and on-going role** in providing advice or assistance.

Consultation: Where EHRS is contacted for information or advice on a harassment, discrimination and/or equity-related issue, but has not taken an active and on-going role. More than one consultation related to a matter may occur without a complaint file being opened. A consultation may also be a request for resources or equity-based training.

A statistical review of the work done by EHRS cannot reflect the complexity of any particular matter. Matters may involve multiple complainants and respondents or counter-complaints from the respondent. Resolution may require numerous meetings and may involve the parties, their union representative(s) or colleague(s) acting in a supportive role, the parties' supervisor(s), Dean(s) or other representatives of the University.

Although EHRS is the office charged with administering Western's non-discrimination and harassment policies, other departments such as Human Resources, the Office of Faculty Relations or the Ombudsperson may deal with matters which have a harassment or discrimination component due to the policies or procedures within their jurisdiction (e.g. Student Code of Conduct or the performance management process). EHRS provides advice or assistance when requested (subject to confidentiality). This report reflects only those matters which have come to the attention of EHRS.

COMPLAINTS

What follows is a statistical record and commentary of matters related to harassment and/or discrimination, including resolutions or determinations. Where appropriate, we have combined the current reporting year and trend data (for the past five years). Data for the current reporting period of **May 1, 2009 through April 30, 2010 are shown in bold.**

During the current reporting period, the EHRS staff administered fourteen complaints under Western's Non-Discrimination/Harassment Policy (MAPP 1.35) or under the Non-Discrimination/Harassment articles or clauses. Figure 1 breaks down complaints according to their status at the beginning and end of the reporting period.

Fourteen complaints were resolved over the past year. Figure 2 shows the type of resolution for each complaint.

Figure 1

Status of Complaints (at April 30, 2010)

Ongoing as of May 1, 2009	New During Reporting Period	Resolved During Reporting Period	Ongoing as of April 30, 2010
5	10	14	1

Figure 2

Complaints resolved during the reporting period (n=14)

Mediated Resolutions	No Breach of Policy Found	University Action	Withdrawn by Complainant	Action by EHRS
0	1	6	4	3

Of the complaints administered by EHRS this year, three were “formal”, meaning that a written document was prepared by the complainant and delivered to the respondent pursuant to the process articulated in the Non-Discrimination/Harassment Policy or collective agreement article.

The rest of the complaints involved EHRS taking an active and on-going role. Clients often request to have a facilitated discussion prior to, or in place of, the formal complaint process. This provides an opportunity to discuss concerns with the other party while a neutral third party (EHRS) facilitates. All the usual rights found under the collective or employee agreements (including being accompanied by a union representative and/or a supportive colleague or friend) remain available. In the appropriate case, a facilitated discussion can be of great benefit to the parties in not only resolving their differences, but also repairing (or beginning to repair) their interpersonal relationship.

EHRS frequently refers clients to other university services. Where action is taken to resolve the matter by another department or unity, these complaints are logged as “university action”. Clients typically report back about the referral or we receive information from the other service.

Figure 3

New Complaints by Issue (2005-2010)

Issue	2005-06	2006-07	2007-08	2008-09	2009-10
H (Harassment)					
D (Discrimination)					
H - Sexual	4	5	2	5	1
H - Racial	1	0	0	1	2
H - General	6	10	8	11	8
D - Sex	0	2	0	0	1
D - Race	2	0	0	0	3
D - Disability	0	0	1	1	0

Notes: (1) Complaints based on more than one enumerated ground are listed multiple times.
 (2) Racial Discrimination includes complaints based on religious accommodation.

Figure 3 breaks down the issues addressed in the 10 new complaints administered by EHRS this year. It is common to see more than one issue raised in a complaint (and during a consultation, as well). Issues of “general harassment” may have underlying concerns of racial or sexual discrimination. Individuals are sometimes reticent to file complaints based on human rights grounds and choose instead to bring forward “general harassment” complaints.

PARTIES TO COMPLAINTS

The complainant and respondent statistics by gender breakdown for the current report period are as follows for the reporting period:

10 complainants:

- 5 male
- 3 female
- 2 “group”

10 respondents:

- 5 male
- 3 female
- 2 “group”

Figure 4 categorizes the parties to a complaint by university affiliation (undergraduate student, graduate student, staff, faculty, administration or group) and shows who filed a complaint against whom this past year.

Figure 4

Complainants and Respondents by University Affiliation (May 1, 2009 – April 30, 2010)

Complainants	Respondents						Complainant Totals
	U/G	Grad	Staff	Fac	Admin	Other	
Undergraduate Student	-	-	-	-	2	-	2
Graduate Student	-	1	-	-	-	-	1
Staff	-	-	3	-	-	-	3
Faculty	-	-	-	3	1	-	4
Admin	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Respondent Totals	-	1	3	3	3	-	

Our office works mainly with faculty and staff members. Students – both undergraduate and graduate – do not use the formal complaint process as often. When meeting with students, we often make referrals to student services (such as the Office of the Ombudsperson, Services for Students with Disabilities or International Student Services) or encourage a student to speak directly with a professor or Chair. We have found that, once these actions have been taken; there is seldom a need for a formal complaint. Additionally, where a matter involves a student respondent, the Student Code of Conduct may be better positioned to address the issue.

CONSULTATIONS

Figure 5 displays the university affiliation of the person consulting with our office.

Figure 5

Consultations by University Affiliation of Individual Initiating Contact (2005-2010)

Affiliation	2005-06	2006-07	2007-08	2008-09	2009-10
Undergraduate	39	29	19	21	25
Graduate	7	25	13	23	28
Staff	33	47	120	59	45
Faculty	16	27	16	29	26
Union	1	7	1	4	4
Admin	91	97	74	85	56
Non-UWO	29	54	24	34	43
TOTAL	216	286	267	255	227

Figure 6 depicts the most common issues raised through consultations over the past five years. Note that not all possible grounds of harassment and discrimination are shown.

Figure 6

Consultations by Issue (2004-2009)

Issue	2005-06	2006-07	2007-08	2008-09	2009-10
Harassment - Sexual	36	38	20	43	24
Harassment - Racial	4	5	2	9	13
Harassment - General	44	74	114	104	71
Discrimination – Sex	6	12	14	12	8
Discrimination – Race	11	11	8	9	13
Discrimination – Disability	20	15	19	10	13
Discrimination – Religion *	22	17	14	2*	3
Resources -Employment Equity	19	16	6	16	13
Resources – ALL *	56	96	73	71	74

Note: A consultation may involve more than one issue. Each issue is recorded separately.

A total of 227 people consulted our office for assistance and advice this past year. This is a decrease in the number of consultations from last year (255 consultations in 2008/09). While it is interesting to track numbers over the years, these numbers do not adequately reflect the variation in the amount of work done by our office or the level of concern raised by a party during a consultation.

Our office's largest client group is University employees – staff, faculty or administrators. Percentage-wise, the number of students consulting with our office, relative to the number of

students at Western, is low. This may be in part explainable by the great breadth of student services available at Western. However, it is worth considering whether our office should be doing more outreach to students.

General, or personal, harassment is the most common issue. This number includes advice given to leaders and managers about how to manage situations of general harassment. This number also captures situations which, in our opinion, may be better classified as “workplace conflict” (see discussion in “Observations and Recommendations”).

We receive a high number of “resource-related” requests each year. These requests relate to religious and disability-related accommodation tools, referral information (on-campus or community), and general office-related materials or workshop requests.

B. EMPLOYMENT EQUITY

As part of its commitment under the Federal Contractors Program¹, Western is required to implement and maintain an employment equity program. Equity & Human Rights Services (EHRS) provides the primary support to the University to achieve its employment equity goals. Western recognizes that diversity significantly enriches campus life and the academic experience. By developing a workforce where diversity is respected, celebrated and more reflective of the broader community, Western will be in a better position to draw upon a variety of backgrounds and experiences to teach our students, serve our community, and conduct research in new and innovative ways.

Employment Equity Survey

The employment equity self-identification survey continues to be an essential part of Western’s employment equity program as it is the only means by which the University can measure the representation of the four designated groups (women, members of visible minorities, Aboriginal persons, and persons with disabilities) in its workforce. EHRS engages in regular email communication with new staff and faculty, as well as with those who have not yet responded to the survey. This system of regular reminders is essential in maintaining a high response rate to the employment equity survey. As a result of these ongoing efforts, Western’s overall response rate currently stands at 86.9%, which is above the 80% threshold identified by Human Resources and Social Development Canada (HRSDC) to ensure accurate employment equity data.

Employment Systems Review Report and Western’s Employment Equity Plan

With the support of EHRS, Western undertook an Employment Systems Review (ESR) pursuant to the requirements of the Federal Contractors Program. An ESR is an exhaustive review of all formal and informal employment policies and practices in order to eliminate systemic, actual or potential barriers to employment that exist in the ways Western traditionally recruits, selects, hires, develops and trains, promotes, retains, terminates and accommodates staff and faculty.

An experienced consulting firm, Barbara Herring and Associates, was hired to conduct the ESR and develop a final report which was released to the campus community in August, 2009. The report identifies formal and informal barriers and makes recommendations to reduce or eliminate the

¹ Western has been a signatory to the *Federal Contractors Program* (FCP) since 1988. The FCP applies to provincially regulated organizations, which receive federal government goods or services contracts of \$200, 000 or more. Maintaining compliance with the FCP is a condition of bidding on federal contracts.

barriers for designated group members. The consultant's report can be found online at: http://www.uwo.ca/equity/docs/FINAL_ESR_REPORT.pdf

The ESR report and subsequent campus-wide consultations will help inform Western's next Employment Equity Plan. The objective of the plan is to guide Western toward meeting its employment equity goals. Ultimately, the employment equity plan is intended to form an integral part of the Western's overall operational planning process.

Communication

EHRM continued its efforts to raise awareness across campus about employment equity at Western. The release of the ESR Report was widely communicated across campus and feedback was requested via an electronic form on the EHRM website, as well as through email. During the course of the year, our office presented on employment equity to a variety of committees, employee groups, as well as academic and administrative leaders. Efforts to increase awareness of Western's employment equity obligations and initiatives are vital to the success of any employment equity program and will continue.

PSCEE

EHRM continues to provide extensive support to the work of the President's Standing Committee for Employment Equity. Our office presented the results of the ESR to PSCEE and solicited feedback from committee members at various stages of the Employment Systems Review.

C. EDUCATIONAL INITIATIVES AND RELATED ACTIVITIES

Training and Educational Initiatives in the Western Community

Education on issues of diversity, harassment, discrimination and employment equity helps contribute to a safe and welcoming environment for staff, faculty and students at Western. Over the past year, EHRM continued its efforts to raise awareness of these issues across the University community. The following are some highlights of those programs:

Staff and Faculty

- As a member of the Steering Committee and several sub-committees, EHRM assisted with the development of learning resources, workshops, and policy and practice-related documents required under the Accessibility for Ontarians with Disabilities Act's Customer Service standard
- Participated as a panellist in a session for Resources and Operations leaders and managers about the requirements under Bill 168 and supporting a safe and respectful campus community
- Provided information on EHRM at the Welcome to Western session
- Presented to administrative leaders and staff enrolled in Western's Canadian Institute of Management (CIM) Program
- Participated as a panellist at the annual Academic Leaders Summer Conference on the topic of accessibility and accommodation.
- Assisted with the development of, and facilitated discussion at, 'Saying Yes to Respect Sessions' for Faculty members
- Responded to several requests to attend Faculty or departmental meetings to present on equity, diversity, harassment and/or discrimination issues, provide information on the work of the office, or to take part in related discussion and dialogue

Students

- Facilitated a workshop on diversity as part of the training program for English Conversation Leaders (International & Exchange Student Centre)
- Conducted an education and awareness session for International & Exchange Student Centre's Peer Guides Program
- Participated in the Coffee & Information Night for international and exchange students
- Presented on harassment and discrimination for graduate students at the Graduate Student Conference on Teaching (TA Day)
- In conjunction with International & Exchange Student Centre, facilitated a discussion regarding diversity, non-harassment and discrimination for Off-Campus Advisors.
- Facilitated workshops on diversity, equity and professional issues to students as part of their academic courses, such as graduate level courses in the School of Communication Sciences and Disorders and to all of Ivey's first year HBA and MBA students

Community

- Continued to work with the Thames Valley District School Board to recruit and train Western students to facilitate the 'Violence Prevention Program' in local high schools
- Attend as a resource member on the City of London's Diversity and Race Relations Advisory Committee (LDRRAC)
- Facilitated discussion of the video, "VOICES OF DIVERSITY: CREATING A CULTURE OF SAFETY, RESPECT AND BELONGING ON CAMPUS", at the 2009 CAPDHHE (Canada Association for the Prevention of Harassment in Higher Education) conference

Continuing Education of EHRS Staff

In order to keep up-to-date on relevant legal and social developments, the EHRS team has taken advantage of professional development opportunities in the past year, including:

- The Ontario University's Educational and Employment Equity Network (OUEEEN) meeting on compliance with the Accessibility for Ontarians with Disabilities Act (AODA)
- Completed three mediation-related courses offered through Western's Continuing Studies (i.e. Non-neutral mediation, Shifting from Positions to Interests, and Theoretical Perspectives in Alternative Dispute Resolution)
- Completed the ADR Workshop, offered by Stitt Feld Handy, a project of the Faculty of Law, University of Windsor
- Attended 'From Home to Work and Work to Home' session on Work-life balance offered at the UWO Staff Conference
- Engaged in the 'Mental Health First Aid Canada Certification Training' and the 'Mental Health at Western' training session
- Attended 'Toward a Culture of Respect: Creativity at the Heart of our Practices' the 25th conference of the Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHHE)

D. OBSERVATIONS AND RECOMMENDATIONS

Western's Non-Discrimination and Harassment policy provides an opportunity for EHRS to provide observations and make recommendations with respect to the implementation of the policy.

Workplace Harassment – The Occupational Health and Safety Amendment Act (Violence and Harassment in the Workplace), 2009 [Bill 168]

A significant portion of Bill 168 addresses workplace violence (including domestic violence). There are different expectations of employers if violence is present in the workplace. For the purposes of discussion here, our office is focusing on the provisions of Bill 168 which relate to workplace harassment (also termed "personal" or "general" harassment). Workplace harassment does not include grounds otherwise covered by the Ontario Human Rights Code ("Code-based harassment").

The requirements of Bill 168, specifically related to workplace harassment, may be summarized as:

- Prepare a workplace harassment **policy**, which must be reviewed at least annually. The policy must be written and posted at a conspicuous place in the workplace.
- Develop and maintain a **program** to implement the workplace harassment policy which includes measures and procedures for workers to report incidents of workplace harassment to the employer or supervisor and sets out how the employer will investigate and deal with incidents and complaints of workplace harassment.
- Provide appropriate **information and instruction** to a worker on the contents of the workplace harassment policy and program.

Currently, Western has a Non-Discrimination and Harassment policy, as well as collective and employee agreement articles, which address workplace harassment. However, Western does not have one harassment policy that applies uniformly to all members of the University community. While, most of the collective and employee agreements' articles on harassment are similar; differences do exist. These differences mean that, depending on whom the respondent is, the process for dealing with a formal complaint of harassment may not be the one expected, or articulated, in the complainant's collective agreement. For further discussion and comment, please see our 2009 Annual Report at page 14: http://www.uwo.ca/equity/docs/ES_report_2009.pdf

The requirements under the Bill support adopting a one-policy structure at Western. Further, a review of Western's complaint process and the confidentiality provision are recommended so that the University can be confident that it has met its duties outlined in the Bill with respect to "dealing" with issues and its "investigatory" responsibilities.

The challenge will be to create a process that is accessible to all (especially those with concerns about retaliation and safety) while balancing the needs of the University to be responsive to matters of harassment. EHRS recommends that a new policy/procedure consider including the following:

- Continuation of a confidential service where individuals can seek assistance and guidance.
- Provisions for interim measures and reprisals.
- Investigation to be fact-finding with recommendations to the employer.
- Option for the parties to engage in conflict resolution (ADR) at any point during the formal process.
- Procedure to deal with systemic or environment concerns of harassment (climate).
- A process for the administration of formal complaints that is separate from conflict resolution.
- An integrated approach to the administration of formal complaints. It would be helpful for others to become engaged in the resolution (Staff Relations, Rehabilitation Services, a leader/manager, etc.) as there are often interrelated issues.

While Bill 168 has not changed the duties or obligations of managers and supervisors to deal appropriately with situations of harassment, we would be well served to ensure leaders fully understand their roles and accountabilities and employees understand what they may expect from their leaders. All employees need to be able to identify the resources available on campus and understand how to access those resources.

Workplace Conflict

As noted earlier in this report, our office regularly meets with individuals who tell us that their work environment is “poisoned” or “uncomfortable” for them. They come to our office citing “general harassment”. These situations relate to performance management, attendance management, discipline, difference of opinion, a one-time occurrence, or a lack of information or transparency of process. When we “peel the onion” with clients, we often find that an unresolved conflict in the workplace is at the core.

Conflict is normal, healthy and often, inevitable. It is how the conflict is resolved or managed that will either defuse the tension, or escalate it.

Employees who are experiencing conflict in the workplace often feel isolated and vulnerable. They are concerned that they “won’t be believed” or that the leader or their co-workers “may pick sides”. If the employee has raised the concern with their leader but perceives that the leader did not act on the concern, the employee may feel even more uncertain. In these situations, employees and often, leaders as well, experience significant stress in the workplace. This stress often impacts the individual’s confidence, job performance and their work-life balance.

In response, our office makes frequent referrals to the Employee Assistance Program or to Rehabilitation Services. However, over the past couple of years our office has been offering conflict resolution options as well. These may be facilitated discussions or a more formal mediation structure. In the appropriate case, we may also be able to make inquiries or intervene. For discussions and mediation, both parties must consent to engage in conflict resolution but, we have found that both sides of a dispute are usually quite eager to try and resolve the issue.

As we move forward in implementing the requirements of Bill 168 and adjusting our harassment and discrimination policies and procedures, it is our office’s recommendation that Western consider ensuring that conflict resolution is available to faculty and staff, outside of a formal complaint process. A conflict resolution process need not pertain specifically to harassment and discrimination. Rather, it may offer a more general approach to difficult issues that arise in the workplace. Consideration should be given to whether such a service should be extended to students as well. Graduate students are a particular concern. Each year, we hear of issues between students and supervisors which closely parallel those we hear from the staff and faculty.

Western’s Employment Equity Plan

Western is currently drafting its new Employment Equity Plan. The Plan, expected to be in final draft during the summer 2010, will include recommendations made by last year’s Employment Systems Review in addition to recommendations made by PSCEE members and members of the Western community. A new Employment Equity Plan is just the beginning. For diversity and inclusion to thrive on Western’s campus, the support of all members, especially those in leadership roles, is needed.

EHRIS recommends that leaders review their recruitment and promotion practices and ensure that equity practices are being employed. A Faculty Employment Equity Guide has been developed to help ensure a fair and equitable hiring and promotion process. We plan to release a guide for staff this year.

The Faculty Employment Equity Guide is available here:

http://www.uwo.ca/equity/docs/fac_employ_equity_guide.pdf

Once Western has released its Employment Equity Plan, EHRIS will continue to be available to assist units with meeting their employment equity goals. We would be pleased to assist.

Looking forward, we anticipate another busy and dynamic year at Equity & Human Rights Services! This year, we will be reviewing policies and practices employed by our office. Our aim is to ensure we are delivering helpful and relevant services to our campus community.

A final word of thanks...

As always, our work at EHRIS would not be possible without the support of those who are at Western to study, teach and work. We welcome the opportunity to meet with the students, staff and faculty of Western to provide advice, to discuss equity-related issues or to provide education, training or workshops on issues relating to employment equity and human rights.

Appendix

What Is Equity & Human Rights Services (EHRS)?

EHRS supports the commitments Western has made to diversity and to providing a work and study environment for everyone that is free from harassment and discrimination.

The services of the office are confidential and information we receive from individuals is not shared with others except in rare cases. Our services are available to all members of the University community – staff, faculty and students.

Working within the existing policy structure at Western, EHRS assists any individual in the Western community who believes he or she is experiencing harassment and/or discrimination. The office provides information, advice and assistance, which may include attempts at informal resolution of the matter, receipt of a formal complaint, mediation and investigation of the complaint.

An important part of developing and maintaining an environment free of discrimination and harassment is facilitating various educational and training opportunities. EHRS organizes workshops, distributes information, and partners with or supports various University and community groups that help raise awareness on issues of human rights and employment equity.

The Policy Structure at Western

Two policies contained in the University's Manual of Administrative Policies and Procedures (MAPP) provide a structure for the work done by EHRS:

- Non-Discrimination/Harassment Policy (MAPP 1.35); and,
- The Employment Equity Policy (MAPP 3.2).

In addition, all of the employee groups on campus have incorporated specific Non-Discrimination/Harassment clauses into their collective or employment agreements with the University.

A. Non-Discrimination/Harassment Policy

Approved by the Board of Governors in November 2003, this policy superseded the University's earlier Sexual Harassment Policy & Procedures and Race Relations Policy. It expands the prohibited grounds of harassment and discrimination to include all grounds covered by the Ontario *Human Rights Code*. The policy also covers "general" harassment, defined as conduct or behaviour that creates an intimidating, demeaning or hostile working or academic environment. It sets out an informal resolution procedure, but does not include any disciplinary procedures. Complaints of a breach of the policy which are not resolved informally are dealt with in accordance with the procedures that are applicable to the respondent where there is a collective or employee agreement.

B. Employment Equity Policy

This policy outlines the University's commitment to employment equity and was originally put in place when the University became a signatory to the Federal Contractors Program in 1988. The

policy outlines Western's objectives and establishes the President's Standing Committee for Employment Equity (PSCEE). The policy provides that EHRS is responsible for facilitating the implementation of the Employment Equity Policy.

C. Non-Discrimination/Harassment Clauses

Western's employee groups on campus have Non-Discrimination/Harassment clauses in their collective or employment agreements with the University. For members of these groups, these clauses supersede the University's administrative policies on these issues.

These clauses are almost identical to the Non-Discrimination/Harassment Policy described above, but go further in that they set out a formal procedure to be followed by members of that employee group who are involved in a complaint of harassment or discrimination that is not resolved informally.

Definitions of Terms Used in this Report

The following is a list of selected terms which are used throughout the report:

<i>Action by EHRs</i>	Where a matter has been resolved following an intervention by EHRs (with the party's consent and only in an appropriate circumstance) or through facilitated discussion between parties outside the formal complaint process.
<i>Discrimination</i>	Unequal or differential treatment of a person or persons that is not based on individual or group performance but is, instead, based on inappropriate considerations such as race, religion, skin colour, age, physical or mental capabilities, creed, ethnic background, sexual orientation, gender, place of origin, family status, etc.
<i>Employment Equity</i>	The effort to ensure that the University's workforce at all levels and in all areas is representative of the outside community by eliminating artificial barriers to the recruitment, hiring, retention, and promotion of members of traditionally disadvantaged groups.
<i>Harassment</i>	A course of vexatious comment or conduct directed at one or more people, which is known or ought to be known to be unwelcome and which is based on a prohibited ground of discrimination or has the effect of creating an intimidating, hostile, or demeaning work or study environment.
<i>Investigation</i>	A stage in the process of resolving a complaint in which an independent investigator is retained to establish whether or not there is sufficient evidence of harassment or discrimination to warrant the matter proceeding further.
<i>Mediated Resolution</i>	An agreement to which both (or all) parties consent and which is arrived at through negotiation with the assistance of EHRs.
<i>Panel of Inquiry</i>	An independent panel of 3 individuals which, pursuant to the various non-discrimination/harassment clauses, holds a hearing into a complaint and makes findings of fact pertaining to the complaint of harassment or discrimination.
<i>Racial Discrimination</i>	Unequal or differential treatment of a person or persons based on their racial group membership, skin colour, ethnic background, place of origin, language, or religious belief.
<i>Racial Harassment</i>	A vexatious course of comment or conduct of a racially oriented nature that is known or ought to be known to be unwelcome.
<i>Sexual Harassment</i>	A course of vexatious comment or conduct directed at one or more people on the basis of their gender or sexual orientation, which conduct is known or ought to be known to be unwelcome.

Withdrawn

Where a complaint is not pursued by the complainant. A complaint may be withdrawn by a complainant directing EHRS to cease its involvement in the case or by ceasing to contact EHRS or by failing to respond to attempted contacts by EHRS.

University Action

Where action is undertaken by another university office. Usually, this is following some involvement by EHRS and a referral to another office where alternative outcome, such as disciplinary proceedings, exist.