

Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Anishinaabeg, Hodinohsyó:ni, and Attawandaran (Neutral) Peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River from mouth to source. Our active work toward reconciliation takes place in all corners of our campus through research, learning, teaching, community building and outreach. We are guided by the work of our Reconciliation and Restoring Steering Committee and Anti-Racism and Decolonization Spokes council, as well as the [University of Waterloo's Office of Indigenous Relations](#).

Term: Winter
Course Code: SDS312R/SWREN312R
Course Title: Homelessness & Public Policy
Class Times: Tuesday & Thursday, 1-2:20 pm.
Instructor: Dr. Tracy Peressini
TA: Megan Pass mpass@uwaterloo.ca &
Michaela Anne Panchaud michaela.panchaud@uwaterloo.ca
Office: MS Teams
Office Phone: 519-888-4567, ext. 28602
Office Hours: TTh, 4:00 – 4:30 pm, or by appt.
Email: **Dr. Peressini** – tperessini@uwaterloo.ca

Please Note: If you find errors in the syllabus, please notify me ASAP and I will correct the syllabus and upload a new version. This is V1.0. The version will increase with the number of errors found.

Course Description: This introductory course provides students with a basic overview of homelessness in Canadian society. The goal of this course is to familiarize students with the human, social, political and economic aspects of homelessness. Throughout the course, the emphasis will be on understanding homelessness from a social & cultural perspective. This is an introductory course, not an applied course. Topics covered may include, but are not limited to, the incidence and prevalence of homelessness, its etiology, the causes & consequences of homelessness, housing & shelter, and finally policy solutions and strategies for addressing/preventing homelessness.

Course Objectives & Learning Outcomes

Upon completion of this course, students should be able to ...

1. Define homelessness and understand the policy issues associated with definitions and counts of the homeless.
 - *The student will be able to differentiate & provide concrete examples of absolute and relative homelessness.*
 - *The student will be able to identify the correct methodological approach and sampling designs based on the research question.*

- *The student will be able to engage/use mixed research methods with the homeless.*
 - *The student will be able to explain why housing is not the main cause of homelessness.*
2. Describe the characteristics of homeless persons.
 - *The student will be able to correctly identify the core groups of people experiencing homelessness.*
 - *The student will be able to identify & explain the differences in homelessness across gender, race and age.*
 - *The student will be able to explain the pathways into homelessness and how it affects their reintegration back into society.*
 3. Identify the core issues facing the homeless.
 - *The student will be able to explain the health consequences of being homeless.*
 - *The student will be able to explain the different sources of addiction and their related outcomes in terms of homelessness.*
 - *The student will be able to discuss the problem of housing & NIMBY-ism in the context of homelessness*
 4. Critically discuss the individual and structural underpinnings of homelessness as both a personal trouble and a public problem.
 - *The student will be able to identify and explain how homelessness is related to structural inequality.*
 - *The student will be able to identify and explain how homelessness is a function, or not, of individual behaviour.*
 - *The student will be able to define homelessness as a personal trouble version a public problem.*
 5. Analyze the effectiveness and adequacy of programs and policies serving homeless people.
 - *The student will be able to outline the broad types of programs and services for the homeless.*
 - *The student will be able to identify the core policy issues surrounding programs and services.*
 - *The student will be able to identify gaps in the system and propose potential solutions, new services or programs to address them.*
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Required Readings

1. Hughes, James (ed.) (2018). Beyond Shelters: Solutions to Homelessness in Canada from the Front Lines. Toronto: James Lorimer & Company.
 2. Hulchanski, J.D., Campsie, P., Chau, S., Hwang, S.W. and E. Paradis (2009). Finding Home: Policy Options for Addressing Homelessness in Canada. E-Book
 3. Layton, Jack (2008). Homelessness: How to End the National Crisis. Toronto: Penguin Canada Books.
 4. Padgett, D.K., Henwood, B.F & S. Tsemberis. (2016). Housing First. New York: Oxford University Press.
 5. Peters, J. & J. Christensen. (2016). Indigenous Homelessness. Winnipeg: University of Manitoba Press.
 6. Lee, Barrett A.; Tyler, Kimberly A. and James D. Wright (2010). The New Homelessness Revisited. *Annual Review of Sociology*, Vol 36, pp. 501-521. DOI: <http://www.jstor.org.proxy.lib.uwaterloo.ca/stable/25735089>
 7. The Homeless Hub Online Library – homelesshub.ca
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Set-Up and Design of this Course

This is a basic lecture style course. It is an introductory level course and assumes no prior knowledge of homelessness. The lecture slides will be made available online and students are encouraged to download them for class. It will be your responsibility to check LEARN on a regular basis. Students should check for announcements everyday as lecture cancellations and other relevant info will be listed there.

Attendance Policy

Attendance will be taken **January 24th for the organization of groups**. Students missing class without a university approved reason, will receive a deduction 1% from their final grade in the course. Attendance is mandatory for all the group presentations. The maximum deduction from the final grade will not exceed 7%.

Course Requirements and Assessment

Assessment #	Description	Assignment Due Date	WEIGHT
	Group Organization Meeting	January 24 th	n.a.
1	Written Assignments (1) Infographic	January 31 st	25%
2	(2) Program Review	February 16 th	25%
3	(3) Policy Analysis & Critique	March 9 th	25%
	Reading Week	February 18 th – 26 th	n.a.
4	Group Presentations	March 16 th – April 6 th	25%

Assignments (Total 100%):

Please note: I do not accept assignments emailed to me (nor do the TAs). You must upload your assignment to the drop-box. Please email us if you are submitting late so that we can open the drop-box for you. Each assignment has it's own grading rubric, as does the group presentation. Please be sure to review the grading rubric before you submit your paper. **The penalty for late assignments is 5% per day** for up to 10 days, after which the student will receive a grade of 0 (zero) for the assignment. Submissions will receive a late penalty of 5% starting right **after** the drop box closes at 11:55 pm.

(1) Infographic Due Date: January 31st Weight: 25%

For this choice of assignment, you will research, create, and design a **two-page infographic** on any topic related to homelessness. This infographic will be an original piece of work that will include data from a variety of different sources and perspectives. Infographics briefly summarize salient data, research, facts and information on a specific topic or issue. Infographics come in a variety of formats. Formats include, but are not limited to, graphs and images (these need to have text explanations), issue maps, brochures, one-page newspaper style columns, etc. You are not expected to be graphic artists, but you are expected to submit an infographic that is appealing, neat, tidy, and easy to read/follow, with graphics that are relevant to the information presented, with appropriate citations and references. On a separate sheet provide a bibliography/reference in alphabetical order for your infographic. **Research Requirement:** no less than 5 academic journal articles and 5 other sources (government reports, books, etc.). This is not a google assignment; it is expected that students will submit an infographic that is based on academic/scholarly research; which is properly sourced, cited and referenced. Internet sources and the course lecture notes may not be used as sources of information. Please submit your infographic to it's drop box by 11:55 p.m. on January 31st to avoid a late penalty.

(2) Program Review Due Date: February 16th Weight 25%

1. This assignment requires you to briefly summarize the solution(s) (social justice activities, program, strategy or policy) to homelessness that you have chosen to investigate. For example, NIMBY (Not In My Backyard) is a phenomenon associated with homelessness that reflects negative attitudes towards the homeless. If you chose this topic then you'd have to briefly explain what it is, why it is an important issue to address and the existing and/or potential strategies used to address it. For example, what kind of social action could address the program gaps noted in your chosen program. Your paper should be 5-7 pages, double spaced (not including the title and reference pages) in length (.5% reduction for every ½ page over 7 pages), 11-

or 12-point font, Arial or Times New Roman. Your margins should be 1" on both sides and at the top and bottom of your essay. Your assignment should take the standard form of an essay with an introduction, body and conclusion. Most of your research should derive from scholarly-based research, and you must use APA for the format, citations and references. **Research Requirement:** no less than 5 academic journal articles and 5 other sources (government reports, books, etc.). This is not a google paper; it is expected that students will submit a report that is based on academic/scholarly research; which is properly sourced, cited and referenced. Internet sources and the course lecture notes may not be used as sources of information. Please upload your assignment to its drop box by 11:55 p.m. on February 16th to avoid a late penalty.

(3) Policy Analysis Critique Due Date: March 9th Weight: 25%

For this assignment you will pick and analyze the efficacy of the program and/or associated policies you summarized in assignment #2 in ending homelessness. In the case of this assignment, an *approach to ending homelessness* is defined robustly, meaning you can choose any approach, program, service, strategy and/or policy associated with homelessness to analyze. This assignment should focus on "solutions" to homelessness. Please refer to the course text, *Beyond Shelters: Solutions to Homelessness in Canada from the Front Lines* for help identifying a program and/or policies.

The purpose of this assignment is for you to choose **one strategy, policy, program, etc.** currently being used in **Canada** and then research it. Based on the research you conduct, you are to answer the five questions provided. Questions 1-4 are solely **scholarly research-based**, whereas, for question 5, this is a reflective piece that needs to be answered utilizing course content.

1. **Overview of the strategy:** How does it define homelessness? How was it developed? When did it start in Canada? Where is it implemented? i.e., specific cities, provinces?
2. **Goals and Principles:** Do they have any? What are they looking to achieve? How are they implementing their set principles into their work? This information can be obtained in a variety of ways, e.g. research article, policy document or program report from the program, policy or service you have chosen.
3. **Population:** Does the program, policy or service target a particular population? i.e., does it focus on Homeless Youth, Veterans, Families, Men or Women? Identify their rationale for choosing a specific population, or not? The population is critical to understanding approaches that are designed to meet the homeless' needs beyond housing.
4. **Strengths and limitations:** What are the strengths and limitations of the strategy? What works, what doesn't? Make sure your responses are evidence based (e.g. provide data and research sources to support your conclusions). How would you "fix" the program, policy, service in order to make it better meet the needs of the homeless?
5. **Reflection:** Based on what you have learned in this course, what do **you** think of your chosen strategy? Is it effective? What else needs to be done? e.g. do we need additional programs/services or policies to address the unmet needs of the population. What would you change about it? Make sure that you back up your observations/opinion with knowledge from course content (i.e., lectures, readings, articles).

Your paper should be 5-7 pages, double spaced (**not** including the title and reference pages) in length (.5% reduction for every ½ page over 7 pages), 11- or 12-point font, Arial or Times New Roman. Your margins should be 1" on both sides and at the top and bottom of your essay. Your assignment should take the standard form of an essay with an **introduction, body and conclusion.** Most of your research should derive from scholarly-based research, and you must use **APA** for the format, citations and references.

Group Presentations March 16th – April 6th Weight: 25%

The intent of this assignment is to provide students the opportunity to work collaboratively to investigate and analyse an issue related to homelessness to demonstrate your understanding of the topic and the complex and interconnected causes of homelessness and its consequences. Groups of 3 will be selected January 24th. Groups will be asked to identify 3 topics that they are interested in and rank them first, second and third, and to identify dates they can not present. Then the class will make the final decision on group topics, with each group having 1 topic from 3 chosen for the presentation. Each student in the group must submit unique papers for the first 3 assignments on the topic assigned to their group on January 24th. Each member will be responsible for investigating a subset of the topic chose on the 24th. The information from the 3 papers for each group member will be merged into a cohesive presentation on the main topic you have chosen.

Presentations should be no more than 30 minutes. You should summarize the current knowledge (based on the 3 previous assignments) on your topic and present it in an appealing, easy to follow way. Each group member must contribute to the presentation. Given the limited amount of time to do your presentation, you must make sure your presentation is focussed and honed on a specific topic. Please see the guidelines lists below. The type of knowledge and information should consist of the following topics: topic, relevant definitions, current findings/information on the topic (you must do library research for this part), briefly present theories and/or explanations related to your topic and your conclusions about your topic. Your presentation will be evaluated based on the quality of your presentation and the type(s) of knowledge you summarize in your presentation (please see the attached rubric). Finally, each member of the group must hand in their **Group Experience Report** (please see the attached form) before they receive a grade for the presentation. Failure to submit a report will result in a grade of 0 on the presentation. Based on your report, I may request a meeting with each member of the group to get further details.

Each Group must upload a copy of their presentation to the drop box before the class they are presenting in and **must hand in a copy of the presentation references on a separate page** (this can be included in the drop-box or handed to the instructor on the day of the presentation).

Your presentation should consist of the following information:

1. Thesis Statement/Question
2. Creative/Interesting Presentation of the relative information and facts on your topic
3. Identify & apply relevant concepts, theories, ideas and explanations from the course readings & lectures
4. Identify and describe key research findings
5. Identify and describe ways in which the issue/topic has been addressed in public policy, programs, services and/or social action
6. Present conclusions
7. Your presentation should be longer than 30-35 minutes
8. Groups Size: 3 students maximum

Your presentation should include the following components:

1. It **MUST FOCUS ON HOMELESSNESS** and your substantive topic; e.g. Homelessness & Racialization. Do not conduct a presentation on Race alone. The information presented must focus on and describe the homelessness of Black Canadians (for example), not racial prejudice and discrimination.
2. Presentation of Current Facts/Information on topic
3. Some type of non-lecture-type component (e.g. multimedia presentation; role play; etc.).
4. A Class Exercise

5. Research Requirement: no less than 5 academic journal articles and 5 other sources (government reports, books, etc.). This is not a google presentation; it is expected that students will conduct an academic/scholarly presentation; which is properly sourced, cited and referenced. Internet sources and the course lecture notes may not be used as sources of information.

Grading procedure: The class will complete a presentation evaluation form. The average of the classes' evaluation will then be average with the instructor's evaluation and given a percentage equivalent on the % scale depicted on the first grading rubric, with the final 15% allocated by the instructor based on quality of research and critical thought that presentation is based on. Please see the group presentation timetable on LEARN (t.b.a.) to confirm the date & time of your presentation.

Lecture Topics & Required Readings

Date	Wk#	Topic	Readings
Jan 10 th	1	Introduction & Overview of the Course	n.a.
Jan 12 th		A Brief History of Homelessness	Layton , Ch 1; Finding Home : Introduction – Homelessness: What's in a Word? Article: The New Homelessness Revisited
Jan 17 th	2	Defining Homelessness	Layton , Ch 2; Article: The New Homelessness Revisited
Jan 19 th		Video : The Great Toronto Homeless Count	Layton , Ch 3; Finding Home : 8.3 Towards A Strategy for Counting the Homeless
Jan 19 th – 26 th	2/3	Studying the Homeless : Counting & Sampling Strategies Jan 24th: Group Organization – Attendance Mandatory	Layton , Ch 3; Finding Home : 8.3 Towards A Strategy for Counting the Homeless
Jan 31 st	4	Explanations of Homelessness Jan 31st - Infographic Due. Weight 25%. Late Penalty 5%/day	Layton , Ch 6; Article: The New Homelessness Revisited
Feb 2 nd	4	Pathways into Homelessness: Visible vs. Invisible Homeless	Layton , Ch 4-5; Finding Home : 8.2 Pathways into Homelessness: Testing the Heterogeneity Hypothesis
Feb 7 th – 16 th	5/6	Sociodemographic Traits –Gender, Age, Race/Ethnicity, LGBTQIA+, indigenous and First Nations peoples, Immigrants & Refugees Feb 16th - Program Review Due. Weight 25%. Late Penalty 5% per day	Layton , Ch 4-5; Peters & Christensen , Part 1; Finding Home : 4.3 Making the Invisible Visible: Canadian Women Homelessness & Health Outside the "Big City" ; 5.2 Taking Care of Their Own? Or Falling Between the Cracks? ; 3.1 Homeless Youth: The Need to Link Research & Policy ; Finding Home : 6.3 Hidden Homelessness Among Aboriginal People in Prairie Cities
Feb 18 th – 26 th	7	Reading Week – No lectures	
Feb 28 th	8	Health of the Homeless - Mental - Physical - Social - Correlates: Age, Gender, Race, Sexuality	Layton , Ch 4-5; Peters & Christensen , Part 1; Finding Home : 2.1 The Relationship Between Homelessness & Health ; and 2.3 Mental Health, Mental Illness & Homelessness in Canada ; 7.1 A

			Revolving Door? Homeless People and The Justice System in Toronto
March 2 nd	8	Addictions and Homelessness <ul style="list-style-type: none"> - Alcohol - Drugs - Correlates: Age, Gender, Race, Sexuality 	Layton , Ch 4-5; Peters & Christensen , Part 1; Finding Home: 2.1 The Relationship Between Homelessness & Health ; and 2.3 Mental Health, Mental Illness & Homelessness in Canada ; 7.1 A Revolving Door? Homeless People and The Justice System in Toronto
March 7 th	9	NIMBY-ism and Social Justice	Layton , Ch 7-8; Hughes, pgs 7-238; Finding Home: 1.2 Shelters for The Homeless: Learning from Research
March 9 th		Housing First Mar 9th – Policy Analysis Due. Weight 25%. Late Penalty 5%/day	Padgett, Henwood & Tsemberis, whole book
March 14 th	10	Shelters & Tent Cities	Hughes, whole book
Mar 16 th – Apr 6	10-13	Group Presentations <i>April 6th – Reserve Day for rescheduled presentations</i>	Attendance Mandatory – see syllabus

Remember Do Not Email Late Assignments to me, I won't accept them. If you are submitting let, regardless of the reason, please email me and let me know and I will reopen the drop box for you.

Late or Incomplete Work

All late assignments will be assessed a penalty of 5% per day for up to 10 days after which the student will receive a grade of zero. Students must schedule a meeting with me before the last day of classes to discuss incomplete work and propose a plan for completing the work.

Coursework Submission Policy

As each assignment is equally weighted, all assignments and the group presentation are required to pass the course. All assignments in the course will have their own drop box. Assignments must be uploaded to its respective drop box by 11:55 on the date the assignment is due. The drop box will close at 11:55 and students attempting to submit their assignment after must contact the professor to arrange for the box to be opened and to be assigned a late penalty.

Policy on Plagiarism

"Policy 71's glossary defines plagiarism, in part, as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one's own in any work submitted whether or not for grading purposes".

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry."

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: [Policy 71 - Student Discipline](#).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any

work without permission from its author, publisher, or other copyright holder. See Waterloo's policy on [Fair Dealing](#). Violation of Canada's Copyright Act is a punishable academic offence under [Policy 71 – Student Discipline](#).

Electronic Device Policy

Where appropriate electronic devices are allowed.

Attendance Policy

Attendance will be taken **January 24th for the organization of groups**. Students missing class without a university approved reason, will receive a deduction 1% from their final grade in the course. Attendance is mandatory for all the group presentations and will be taken some time during the class and will be done at a different time for each day of presentations. The maximum deduction from the final grade will not exceed 7%.

Communication Policy

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

Final Examination Policy

For **Winter 2023**, the established examination period is **April 13-28**. The schedule will be available early February. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the [Final Examination Schedule](#).

Accommodation for Illness or Unforeseen Circumstances

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [Accommodation due to illness](#).

Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the [Office of Academic Integrity](#) website for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration,

should seek guidance from the course professor or academic advisor. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo [Policy 71 – Student Discipline](#). For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check the [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the Department’s administrative assistant, or Academic Advisor, who will provide further assistance.

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Academic Integrity Office (UWaterloo): The website can be found at uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

Intellectual Property

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in [Policy 71 – Student Discipline](#). Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- [Counselling Services](#): counselling.services@uwaterloo.ca / 519-888-4096

- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: located across the creek from Student Life Centre

Off Campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Email: ok2bme@kwcounselling.com Phone: 519-884-0000

Full details can be found online at the [Faculty of ARTS](#) website.

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe](#) app to your phone to quickly access mental health support information.

A Respectful Living and Learning Environment for All

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison's external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison's [Harassment, Discrimination, and Abuse](#) policy.