



UBC REPORTS

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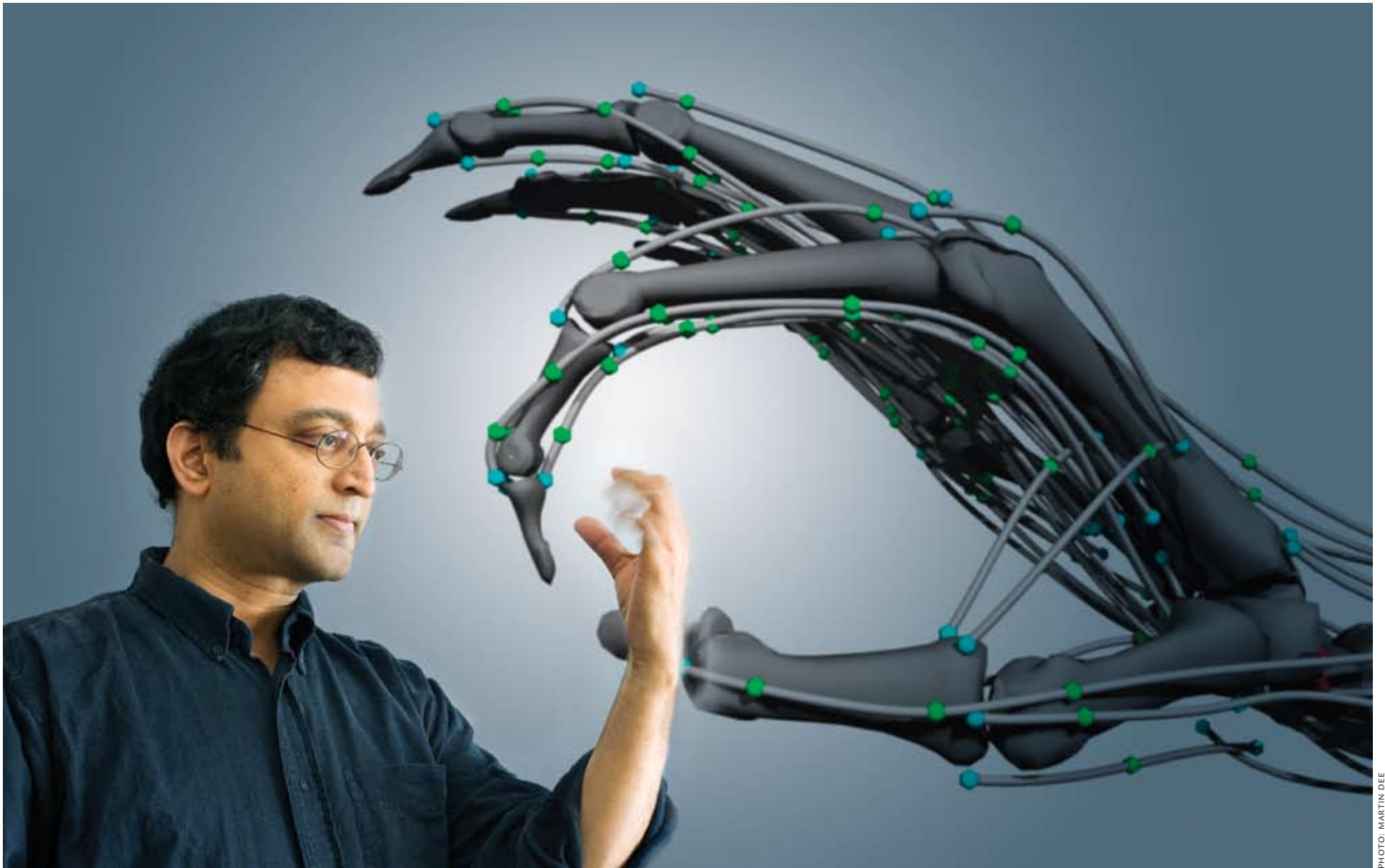
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A digital mind-body mapping expedition



Prof. Dinesh Pai is reverse engineering the brain to model mind-body interactions.

BY BASIL WAUGH

When you grab a cold beer out of the cooler this summer, what is really going on between your brain, your eyes and your hands?

"It is still a mystery, really," says UBC computer science professor Prof. Dinesh Pai. "No one has ever completely mapped out the processes at the level of specific neurons, muscles and tendons."

Pai is part of a UBC team leading an international initiative to do just that. "Essentially, we are reverse engineering the brain to produce the first working computational model of the complex interplay between our minds and our bodies."

The project could produce great leaps forward in many areas, including medicine, industry and robotics. Although the project is just ramping up, the team's mapping and modeling expedition is already producing some of the world's most realistic computer simulations of the human body.

"Our research is really guided by a desire to determine and model exactly what is happening under our skin, first and foremost," says Pai, who

recently received \$500,000 from UBC's Peter Wall Institute for the project. "There will be many exciting outcomes from this project, but it really falls under the category of pure research."

"Current robots have as much in common with human movements as helicopters do with seagulls," Pai adds. "The challenges are similar, but they use completely different solutions."

Pai's five UBC co-investigators include Prof. John Steeves, Director of International Collaboration on Repair Discoveries (ICORD); Prof. Martin McKeown of the Pacific Parkinson's Research Centre; Prof. Alan Mackworth, Computer Science; Prof. Tony Hodgson, Mechanical Engineering, and Prof. Tim Ingliss, School of Human Kinetics.

To make the project a reality, they have brought together a multidisciplinary dream team from Canada (UBC, McGill), the U.S. (UCLA, University of Washington, Northwestern University, Smith Kettlewell Eye Research Institute), Japan (Digital Human Research Centre) and Italy (Santa Lucia

Foundation.)

Using magnetic resonance imaging (MRI), the team is cataloging body parts and functions and tracing their interactions with the brain. This information is being used to create a working three-

dimensional computer model of all these functions.

"We are in uncharted territory, in terms of computing," says Pai. "It's not like you can find software like this at your local Future Shop or Best Buy. So we have been creating our own as

we go along."

Down the road, the team's findings will enable doctors to test surgical outcomes before picking up a scalpel, Pai says.

"There is an amazing amount

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Copyright in the digital era

BY LORRAINE CHAN

If copyright law is to survive in the digital age, it will have to emerge as a cooperative process between creator and public, says Mira Sundara Rajan.

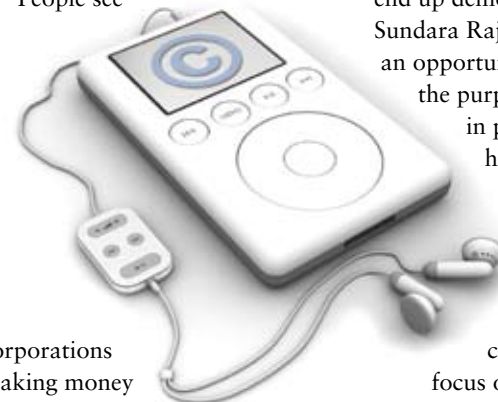
Sundara Rajan is the Canada Research Chair in Intellectual Property Law and an Associate Professor at UBC's Faculty of Law.

"Copyright law doesn't work anymore in practice," observes Sundara Rajan. "Once a work is in digital form, people can do whatever they want with it."

In fact, she says the ever-growing frequency of file sharing has put great pressure on traditional copyright industries, including music, and change is

bitterly resented by powerful corporations. Their efforts to protect their interests have polarized opinions on copyright.

"People see



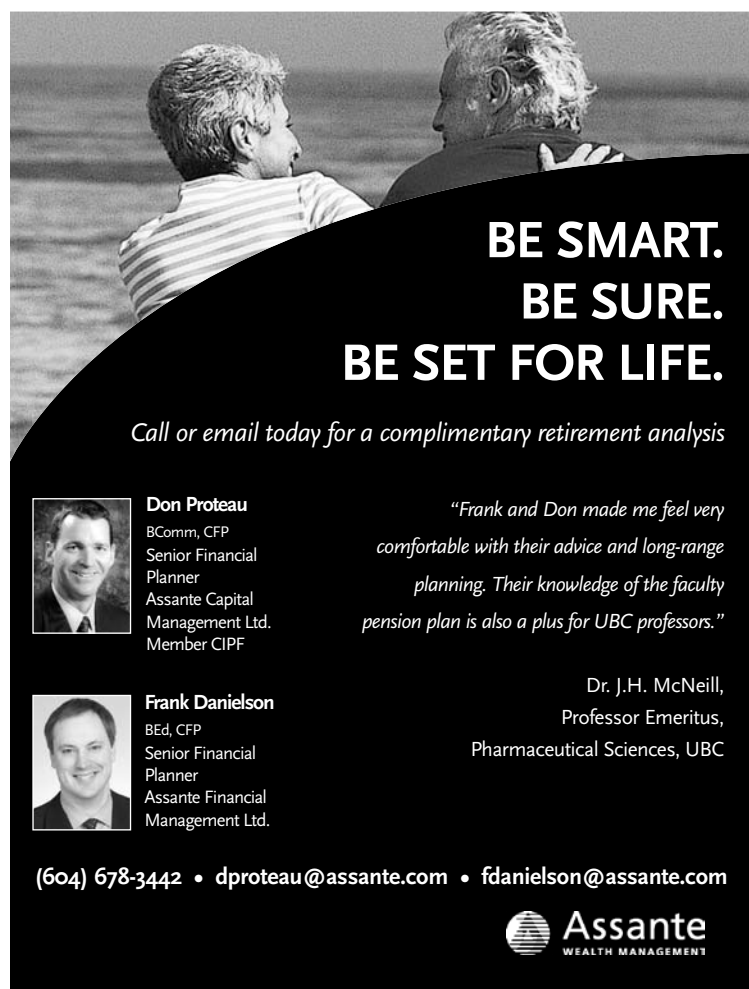
corporations making money in the name of artists," Sundara Rajan points out. "The only way for copyright to work is to restore its moral credibility. People need to feel it's

important to respect the rights of authors and artists, and to protect their work."

These pressures may ultimately end up democratizing copyright. Sundara Rajan says that there's an opportunity to re-examine the purpose of the law, and in particular, to affirm human creativity in an environment that seems increasingly corporate and technological.

She argues that copyright should focus on the moral and creative rights of authors, while also responding to the public need for access to knowledge.

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IN THE NEWS

Highlights of UBC media coverage in May 2008. COMPILED BY MEG WALKER

Children find out early whom to believe

The New York Times reported on a study by Susan Birch examining how young children evaluate trustworthiness.

The assistant professor in the Psychology Department's research showed that the challenge for the child is figuring out whom to believe.

Largest skeleton in the world to grace UBC biodiversity collection

In mid-May, Andrew Trites of UBC's Biodiversity Research Centre led a team of biologists to dig up the 25-metre-long carcass of a blue whale in rural Prince Edward Island.

By late 2009, the skeleton will be the centrepiece at UBC's new Beaty Biodiversity Museum.

The story was covered by *The Boston Globe*, *The Globe and Mail*, *Global National*, *CTV National* and numerous Canadian and US daily papers.

TB cure closer with protein discovery

Researchers from UBC and the Vancouver Coastal Health

Research Institute have made a landmark discovery that could lead to a cure for tuberculosis, a disease that kills two million people every year.

The team, led by UBC's Dr. Yossi Av-Gay, identified a link between a TB protein and a newly discovered protein in the human body's white blood cells.

The Av-Gay lab has already engineered a specific antibody that blocks this newly discovered TB protein.

The Globe and Mail wrote about the discovery.

UBC students first ever to reach Featured Article status on Wikipedia a challenge

Last January, UBC's Jon Beasley-Murray challenged his students to get their projects for his Latin American literature course accepted as a Wikipedia Featured Article.

Agence France Presse reported that in May, three entries created by 33 students in the course became the first student works to reach the free online encyclopedia's top rank.

Of more than 10 million articles in 253 languages, only

about 2,000 have reached Featured Article status.

Climate change expert wins prize

John Robinson of UBC's Institute for Resources, Environment and Sustainability, has been awarded one of five Pierre Elliott Trudeau Foundation Fellowship prizes.

Robinson, who wrote parts of the Intergovernmental Panel on Climate Change reports that shared the 2007 Nobel peace prize with Al Gore, will receive a \$150,000 award and \$75,000 for travel and research over three years, *The Vancouver Sun* reported.

War-torn novel captures international attention

Steven Galloway has sold foreign rights for his just-released third novel, *The Cellist of Sarajevo*, in 18 countries for an advance of almost \$1 million.

The Globe and Mail, *The Vancouver Sun*, *CBC.ca* and local daily papers across Canada reviewed the novel or interviewed Galloway, who teaches creative writing part time at UBC.



Artist's rendering of UBC's Beaty Biodiversity Museum.

UBC REPORTS

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Bringing theses to the Web

BY MEG WALKER

The internet has been a blessing for researchers in many ways, providing access to electronic journals, papers from international symposia and more. And now the list includes UBC PhD and Masters theses.

In early summer the 500th title will be added to the UBC Electronic Theses and Dissertations (ETD) initiative, a program co-created by the Faculty of Graduate Studies (FoGS) and the Library.

University Archivist Chris Hives is excited about the dramatic increase in audience that the ETDs will allow. The electronic theses are fully text-searchable and will show up on internet engine searches for anyone to stumble across.

Hives expects digitization will promote interdisciplinarity. Researchers are well aware of what is happening in their particular field. Putting theses on the Internet and making them searchable “will allow researchers to access material easily in allied fields,” Hives says.

UBC theses typically were submitted in paper form and then sent periodically for microfilming and, more recently, digitization. It could easily take up to a year before a graduate student’s work would be accessible.

“Because of the time lag, PhD students used to have quite a hard time finding topics,” says Max Read, Communications and Thesis Coordinator at FoGS. But if theses are Google-searchable on the internet within weeks, “it gives students a chance to track what’s absolutely current in their field.”

Practicality also played a role in the decision. In 2005, Hives, Read and Digital Initiatives Librarian Bronwen Sprout began to ask: why move all that paper around – especially if no paper was involved in the first place, since students are

writing theses on computers? Sustainability issues like saving paper – and reducing storage space – are side benefits that the Library and FoGS are happy to embrace.

John Willinsky, a leading advocate for open access dissemination of publicly funded research, agrees that it is time for theses to be circulated as widely as possible.

“UBC’s initiative in making its students’ theses and dissertations publicly

“All knowledge should be available – I agree with that philosophically. But for artists, if they’re going to make a living out of their work, where do you draw the line?”

available represents a tremendous contribution to the growing world of learning to be found online,” says the Stanford professor, who has a continuing appointment at UBC.

“It puts to bed the tired cliché of the thesis collecting dust on a shelf, which has been the bane of many a graduate student determined to otherwise discover something that will make a difference,” he says.

Work by Master’s students will undergo the largest change. Until now, their theses have simply been microfiched and archived. PhD theses, on the other hand, have been both microfilmed and digitized – and users have generally had to pay to access the information.

Read points to studies that show how scholarly articles and theses distributed online are cited much more frequently than those that aren’t. If the thesis is a graduate student’s calling card, online dissemination will make a positive difference.

But for some disciplines, such as the creative arts of film, creative writing and music, there are concerns that dissemination will have a negative effect. If a student’s thesis is a novel, for example, what rights can a publisher buy if it can already be read online?

“We are a university and the thesis is part of the education process,” says Bryan Wade, acting Chair of the Creative Writing Program. “All knowledge should be available – I agree with that philosophically. But if artists are going to make a living out of their work, where do you draw the line?”

Wade, who teaches writing for stage play and radio drama, says the dilemma came to a head with the thesis deadline for Spring graduation.

Students were not happy to learn their work would be available online before publishers had a chance to see it. Through discussions with FoGS, a solution has been found for now. The title and abstract of creative writing theses will be cited online, but the work itself will remain exclusively available on microfiche at the Library.

“When I first started teaching, who had heard of the World Wide Web?” Wade asks. “Things may change over the years; but for now we have to be really conservative.”

To provide access to research in older UBC theses created prior to the ETD project, the Library is currently undertaking a pilot project to assess the feasibility of digitizing more than 33,000 theses submitted between 1919 and 2007.



PHOTO: MARTIN DEE

Copyright law expert Mira Sundara Rajan is also an accomplished concert pianist.

COPYRIGHT *continued from page 1*

“It’s an issue of human rights.”

Sundara Rajan’s interest in protecting artists’ rights is not solely legal. An accomplished musician, Sundara Rajan tours about six times a year, performing internationally as a concert pianist. Her family enjoys a storied cultural past.

Her late great-grandfather, C. Subramania Bharati is the National Poet of India. Sundara Rajan’s interest in copyright was sparked when she learned of the injustices that occurred after Bharati’s premature death in 1921, largely due to the Indian government’s controversial decision to give his copyright as a gift to the people of India.

Sundara Rajan studies intellectual property issues in Canada, the U.S., the U.K., Western and Eastern Europe, Russia, and India. She predicts that “funky and interesting” developments will continue to force the entertainment industry, record companies and publishers to adapt to the Bittorrent reality.

Ideally, people would be able to do most of what they do now, but it would be accepted as perfectly legal, she says.

“The iTunes model seems to be working really well and appeals to people because of its ease and reasonableness.”

As well, consumers seem to like the pricing and the flexibility of being able to purchase one song versus an entire album, she says.

Sundara Rajan points out that copyright reform is

overdue given that our current legal framework stems from legislation that was first passed in the 1700s.

To illustrate her point, Sundara Rajan asks students about their favourite music downloads. She gets a few raised eyebrows and questions about the aggressive lawsuits that U.S. corporations have brought against individuals south of the border.

Sundara Rajan says there’s nothing in the history of copyright law that forces us to assume that downloading is illegal.

“In fact, copyright has

“In fact, copyright has always been about controlling commercial use of works.”

always been about controlling commercial use of works. For the past 300 years, there has been nothing in the law that prohibits private and non-commercial use.”

Sundara Rajan says that litigation before Canada’s Federal and Supreme courts, in contrast to the U.S. situation, indicates that music downloading is not yet illegal in this country. However, the Canadian government is looking at copyright reform that will meet international obligations, and which will make it illegal to upload files.

Internationally, the World Trade Organization (WTO) works with the World Intellectual Property Organization (WIPO), a specialist agency of the United Nations, to regulate the use of copyright-protected material in most countries, including Canada.

“Because of Hollywood and the music industry, the United States has put pressure on the WTO and WIPO to increase copyright standards,” says Sundara Rajan.

As a result, there is a “strident debate” between business interests and those like Lawrence Lessig, a Stanford law professor who initiated an open access movement known as “Creative Commons,” which encourages people to share their work for free.

“Corporations want to maintain and even improve upon their situation, by taking advantage of dramatically stronger copyright protection, and they have been diametrically opposed to open access.”

Sundara Rajan says, however, the Creative Commons fails to address important issues such as ensuring that creators are paid and recognized for their work, and preserving the integrity of cultural heritage in a digital context.

In her view, companies should be open to adapting, rather than holding onto their past privileges. Sundara Rajan says the reality is that traditional ways of making money may no longer work. Creators are no longer dependent on the middleman, the most current example being new bands that release their work independently on YouTube.

“Music companies will have new roles to play. They could become networks for distributing music, or platforms for launching new bands. Facilitating, not owning.” **R**

Nutrition advice good enough to eat



By choosing packaged foods over fresh ingredients, consumers relinquish control over what they eat, says Gerry Kasten.

PHOTO: MARTIN DEE



Pumpkin Pie recipe

14 oz can pumpkin
1 ½ cups evaporated milk
2 large eggs
¾ cup packed brown sugar
1 tsp ground cinnamon
1 tsp ground ginger
½ tsp ground nutmeg
pinch ground cloves
½ tsp salt
9 inch uncooked pastry (chilled)

1. Preheat oven to 425° F (220° C)

2. Whisk together all ingredients then pour into shell.

3. Bake pie for 15 minutes at 425° F (220° C) then reduce heat to 350° F (175° C) and bake a further 45 to 50 minutes, or until filling is set until knife inserted in centre of pie comes out clean. To prevent overbaking custard, you should start checking the pie's doneness at 40 minutes, as ovens vary.

4. Transfer to rack and cool completely. Pie may be made one day ahead and chilled, covered, but crust will not be as crisp as if made day of serving.

BY BRIAN LIN

We're all capable of cooking a delicious meal with fresh and nutritious ingredients in just minutes, but that's not what the packaged foods industry would have you believe, according to UBC dietetics instructor Gerry Kasten.

"We are told over and over by advertising campaigns that we're too busy to cook for ourselves, that frozen or packaged meals are fast and convenient," says Kasten, a Registered Dietitian and Master's candidate in the Faculty of Land and Food System. "They are also increasingly being claimed to be equally nutritious – good enough to serve to your family."

But a home-cooked meal is invariably better for you and those you love, says Kasten, who notes that packaged food will have been cooked at least twice by the time it enters your mouth. "That destroys nutrients and flavour. And there are additives that keep the packaged food looking good and tasting like it 'should.'"

What Kasten calls the "de-skilling" of consumers when

it comes to cooking is part of an overall relinquishing of control by consumers over their food choices. "We've become accustomed to external influences to tell us what – and how much – to eat," he says. "Then we decide we're too fat and go on a diet and give up even more control."

Kasten says people generally know what healthy food is, but lack the know-how to incorporate that knowledge into their lives. To address that, he and co-instructor Joanne Rankin

have incorporated "food-based knowledge" in an undergraduate course for third-year Dietetics majors.

"It concerns me when I hear nutritional advice dispensed without food advice to go with it," says Kasten. "If I tell you to take more iron, that's not giving you much information. But if I tell you to eat clam chowder with an extra can of clams in it – clams have almost nine times

more iron than beef – that gives you nutritional advice that's also delicious."

A professionally trained chef who's worked in five-star hotel kitchens, Kasten challenges students to blend raw nutritional knowledge in recipes and prepare them in a kitchen classroom. The course's manual is an extensive cookbook of everything from low-fat desserts to entrees with specific nutrients for patients or the elderly.

"Dietitians work with a wide range of clients, from individuals

dishes like pumpkin pie or Bouillabaise – and how cheap they are," says Kasten.

The hands-on experience is building the students' confidence and whetting their appetite for the joys of cooking and eating, concepts that have nearly been "dieted out" of the public consciousness.

"We as a society have this idea that the value of food lies solely in its nutrition," says Kasten. "What that neglects is all of the things that food does for us which contributes to our health that has nothing to do with nutrition."

"Let's say you enjoy eating ice cream, and it makes you feel happy. I think that feeling good is an important contributor to health so arguably that ice cream is an important contributor to your health, even though nutritionally it might not be the most optimal choice," says Kasten.

"Eating isn't just about counting calories. Cooking for yourself and enjoying the fruits of your labour should evoke as much satisfaction as choosing nutritious foods." **R**

"Eating isn't just about counting calories."

seeking better control of their weight to hospitals planning nutritious meals for patients," says Kasten. "We feel it's vital that our students can use their expertise to help clients choose everyday grocery items and show them how to prepare them."

"The number one comment we get from students, many of whom have never cooked in their lifetime, is how easy it was to make seemingly complicated

MIND-BODY *continued from page 1*

of variance between humans – skeletons, organs, muscles can all differ in size from person to person," says Pai. "That means there is always some guesswork involved in surgery."

"But if you can give someone an MRI and create a personalized

computer model, suddenly a doctor has more information to work with," he says. "They can say, 'If I cut this tendon, what exactly is going to happen, given this patient's unique body.'"

Advances in the field of neuroprosthetics – devices that replace or improve the function of an impaired nervous system – is another desired research

outcome, Pai says.

"With a better understanding of mind-body connections, we hope to be able to use electrodes in the brain or spinal cord to restore some functions in people who have experienced strokes or some other disability."

While these applications are still years away, the field of digital animation is taking note

of their research. The upcoming prestigious computer science conference SIGGRAPH will publish research by Pai and PhD candidate Shinjiro Sueda that outlines how the team's modeling of body movements can help to make digital animations of humans more realistic.

For more information, visit www.cs.ubc.ca/~pai. **R**

Equity Office and Human Rights and Equity Services Discrimination and Harassment Report 2007

The Equity Office envisions a community in which human rights are respected and equity is embedded in all areas of academic, work and campus life. Through its leadership, vision and collaborative action, the Equity Office will further UBC's commitment to excellence, equity and mutual respect.

Human Rights & Equity Services (HES) works to ensure UBC Okanagan is a welcoming and respectful learning and work community for everyone; one that respects differences, champions fair treatment and embraces diversity.

OVERVIEW

The University of British Columbia's Policy on Discrimination and Harassment (Policy #3, hereinafter referred to in this report as the "Policy") was adopted and implemented in 1995 and revised to its current form in 2001. It is currently under review for possible further revision. The Policy protects all members of the UBC community – students, staff and faculty – from discrimination and harassment on actual or perceived personal characteristics related to 13 human rights grounds and, likewise, prohibits UBC community members from engaging in such discriminatory or harassing actions against other UBC students, staff and faculty. The 13 grounds of prohibited discrimination are based on those outlined in the *BC Human Rights Code*. Specifically, these are:

- Age (applies to those older than 19 and less than 65)¹
- Ancestry
- Colour
- Family status
- Marital status
- Physical or mental disability
- Place of origin
- Political belief (in the context of employment only)
- Race
- Religion
- Sex (which includes sexual harassment, gender identity/expression and pregnancy)
- Sexual orientation
- Unrelated criminal conviction (in the context of employment only)

The *BC Human Rights Code*, and likewise, UBC's Policy, provides protection from discrimination and harassment in the areas of housing, employment and service provision. At UBC, this provision of service includes academics, athletics and residential life. The obligation to adhere to the Policy and maintain a discrimination- and harassment-free work, study and campus environment falls upon all students, faculty, and staff, especially those in a position to supervise the work or conduct of others.

THE EQUITY OFFICE AND HUMAN RIGHTS AND EQUITY SERVICES

The mandates of the Equity Office (UBC-V) and Human Rights and Equity Services (UBC-O) are to ensure that the rights and responsibilities provided for by the Policy on Discrimination and Harassment are fulfilled by the UBC community. We offer procedures to address discrimination and harassment complaints. These mechanisms offer a clear, equitable approach to problem resolution. These procedures supplement other University and extra-University mechanisms, such as those of employee associations and unions, the courts, the BC Human Rights Tribunal and the Office of the BC Ombudsman. In addition, the Equity Office conducts educational programs and events to heighten awareness of human rights, and thereby minimize incidents of discrimination and harassment.

In 2007, the Equity Office at UBC-Vancouver underwent some staffing changes. We had 2 Equity Advisors in January (1.8 FTE). From February until mid-May we had 3 Equity Advisors (3.0 FTE) and then had 2 Equity Advisors from mid-May until December (1.8 FTE until August 1; 2.0 FTE from August 1 - December 31). Additionally, we had 2 administrative staff and one Associate Vice President, Equity.

At UBC-Okanagan, the Human Rights and Equity Services (HES) office was staffed by one full-time advisor and this office is also under the jurisdiction of the same AVP Equity. Both campuses utilize the same Policy and both offer complaint management services and educational/preventative programming on a range of equity issues.

The purpose of this report is to share the data collected by the Equity Office and Human Rights and Equity Services on their handling of discrimination and harassment incidents in 2007. Each campus will report on their statistics separately.

¹ In 2007, Bill 31, a measure to eliminate mandatory retirement at age 65, was passed by the BC legislature. Effective January 1, 2008, this bill revises age provisions in the *BC Human Rights Code* to extend protection from age discrimination to people over 19, including those age 65 and older. This legislation is not retroactive. Hence we continue to use the provisions of "age" as applicable to those over 19 and under 65 in the 2007 annual report, to be consistent with the law in effect at that time.

DISCRIMINATION AND HARASSMENT DEFINED

According to the *BC Human Rights Code* and the UBC Policy, discrimination is defined as the denial of an opportunity to, or a biased decision against, an individual or a group because of some actual or perceived personal attribute, such as sexual orientation or religion (or any of the 13 grounds listed above). Discrimination also occurs when individuals are judged on the basis of their group membership, rather than their individual capabilities or merit. For example, to exclude a female applicant from a manually intensive job because "women are not strong" is an unfounded, unjustifiable denial of an opportunity. Similarly, it is discriminatory to deny employment to an otherwise qualified woman who appears to be pregnant because it is assumed that she will leave the position in short order. In some situations, however, different treatment can be justified, perhaps because of a reasonable occupational requirement. To reject a blind applicant for a job as a pilot, for example, is a justifiable reason for different treatment and denial of the position. A decision or conduct based on a bona fide occupational requirement does not violate the *BC Human Rights Code* or UBC Policy. However, the legal test that must be applied to determine whether differential treatment is based on a bona fide occupational requirement is difficult to meet. Most complaints of differential treatment based on any of the 13 grounds cannot be justified and thus are prohibited at UBC.

Harassment is a form of discrimination, which entails offensive or insulting treatment of individuals or groups, again, because of their actual or perceived personal characteristics relating to one or more of the 13 grounds of prohibited discrimination. The harassing behaviour is unwelcome to the recipient and the behaviour is assessed as harassment based on the impact of the behaviour on the recipient (subject to the reasonable person test), rather than the intent of the alleged harasser. Discrimination and harassment, whether intentional or unintentional, are unlawful and in violation of the UBC Policy.

UBC's Policy also includes provisions to protect against retaliation for persons who bring forward complaints of discrimination or harassment.

COMPLAINT MANAGEMENT

In 2007, the Equity Office (UBC-V) and Human Rights and Equity Services (UBC-O) provided consultation and case management assistance to students, faculty, and staff, including administrative heads of unit, executive members of employee associations and members of departmental equity committees. Complaints accepted by the Equity Office/HES were resolved by complainants themselves, by Equity Advisors, by administrative heads or by a collaborative process involving Equity Advisors, administrative heads, complainants and/or respondents.

According to the Policy, Administrative Heads of Units are responsible for addressing discrimination and harassment in their units. Administrative Heads are the top administrators in a given unit – institutes, faculties, departments and the like; and may include, for example, Directors, Academic Heads, Deans, Associate Vice Presidents, and Vice Presidents. Administrative Heads and Equity Advisors jointly share the responsibility for enforcing the Policy. Individuals who believe they have a human rights complaint may take their concerns to their Administrative Head or to an Equity Advisor in the Equity Office or HES; the option is theirs. In many cases, the Equity Advisors and Administrative Heads work in tandem to address complaints and concerns brought forth. Equity Advisors do not advocate for any one group on campus (faculty, staff or students) or individuals to a complaint (complainants or respondents), but rather serve as advocates for the Policy – to ensure a discrimination- and harassment-free campus. Concerns brought directly to Administrative Heads of Unit which did not involve the Equity Office or HES are not reflected in this annual report.

Concerns may also be brought directly to the Equity Office at UBC-V or the Human Rights and Equity Services (HES) office at UBC-O. These concerns are classified either as consultations or cases. "Cases" involve the Equity Advisor in direct intervention in a mandate situation. In other words, they are cases that meet the burden of proof established by the Policy and upon which the Equity Advisor acts to remedy the concern. "Consultations" usually take one of three forms: 1. concerns which are preventative in nature, 2. those which do not fall under the mandate of the Policy, or 3. concerns which would fall under the mandate of the policy but we do not have consent to proceed with the concern as a case. Some consultations involve significant amounts of work on the part of the Equity Advisor, even though they do not proceed through the complaint resolution procedures provided for in the Policy.

1. Preventative consultations are ones in which a breach of the Policy has not yet been made, but where a potential complainant or Administrative Head of Unit has good reason to believe that a breach of Policy may occur if intervention does not first take place. With concerns such as these, the Equity Advisor, in consultation with the department, acts to provide preventative education or programming, develop action plans and/or offers other intervention services to prevent discrimination or harassment before it occurs.

2. Consultations which involve concerns that do not fall under the mandate of the Policy include, for example, allegations which fall outside the one year time limit for reporting incidents, involve non-UBC parties or a non-UBC context, do not meet the burden of proof for a human-rights based complaint of discrimination or harassment, or fall under the mandate of another UBC policy or procedure. Concerns of personal harassment and interpersonal conflict which do not contain a human rights element are treated as consultations.

3. Lastly, consultations can involve concerns which would meet the burden of proof under the policy, but for which the Equity Advisor has not been given consent to proceed with the concern as a case. The procedures provided for in the Policy are complaint-driven. Unless the allegations of discrimination or harassment are very serious in nature – for example, ones with potential consequences that threaten the safety or lives of individuals, units or the University – the complainant has the right to withhold consent to proceed with an allegation through case management procedures. This provision, consistent with the BC *Human Rights Code*, is in place to allow members of the University community to consult with the Equity Office before they make an informed decision to proceed, or not, with a case under the Policy.

In consultations, Equity Advisors may provide information and advice to complainants or administrators who visit the Equity Office/HES but do not request Equity Office/HES intervention. Some of these individuals want information and advice on how to address problems themselves. Others are too fearful of retaliation to confront respondents or to inform administrative heads, and therefore, insist the Office not intervene on their behalf. Since discrimination or harassment complaints cannot be pursued anonymously, as stated above, Advisors approach these incidents in a consultative manner unless the concern is of such an egregious nature (i.e. it seriously threatens the health and safety of UBC community members) that they warrant action even without the complainant's consent. The limits on confidentiality in the Equity Office and HES are such that it is only in very rare, exceptional circumstances that an Equity Advisor would choose to pursue a complaint without consent to pursue from the presenting party. Other consultations can involve the provision of assistance to people whose concerns do not fall under the mandate of the policy (such as concerns of personal harassment or serious concerns of discrimination and harassment that involve a complainant or respondent who is outside UBC jurisdiction). Consultations may take the form of answering questions about the Policy, bridging communication gaps between parties, or referring individuals to other UBC offices or external community services to find appropriate redress for their concerns. This report refers to both “cases” and “consultations” as “complaints.”

Many of the incidents brought to the Equity Office and HES fall under the rubric of personal harassment – situations in which parties are reportedly behaving badly towards each other, but not on the basis of any of the 13 prohibited grounds set out in the BC *Human Rights Code*. This broad category of personal harassment includes such behaviour as bullying (also referred to as psychological harassment), mean-spirited gossiping, interpersonal conflict and heated disagreements, to name a few. In 2007, UBC did not have a policy or prescribed procedures to address such non-human rights harassment or interpersonal conflicts. Although such interpersonal conflicts fall outside the Discrimination and Harassment Policy, Advisors may attempt to assist clients in finding the resources or assistance they need to remedy these situations. Clients may include individuals or departments.

INFORMAL AND FORMAL COMPLAINT MANAGEMENT PROCEDURES

The Equity Office and HES employ both informal and formal resolution methods in addressing human rights complaints. The vast majority of cases are handled under the informal process by Equity Advisors, often in conjunction with Administrative Heads,

who work to sort out the issues and facts, and find workable solutions. Each mandate case is unique – with different issues, players, contexts, and severity – and, therefore the approach taken and resolutions brokered are tailored to the parties' needs. Sometimes complainants have a particular resolution in mind, (e.g., an apology, a change in policy, or the removal of offensive materials or conduct from a work station). Other times, appropriate resolutions materialize through dialogue among the parties.

In rare situations, mandate complaints are addressed through formal, rather than informal, proceedings. Complainants who experience severe infringement of their human rights may apply for a formal investigation by submitting a written request to the Equity Office or HES. Upon considering the complainant's request and initial fact-finding on the matter, the Associate Vice President, Equity may grant the request and order an independent investigation and panel. Two cases were forwarded to the formal process in 2007, but the parties chose to proceed under other procedures provided for by the Policy.

Following is a summary of complaints and consultations received and handled by the Equity Office at UBC's Vancouver campus and Human Rights & Equity Services at UBC's Okanagan campus in 2007. We are providing the complaint statistics for UBC Vancouver and UBC Okanagan separately. This data reflect only those situations in which the Equity Office or HES were specifically contacted, and does not include the many other incidents in which Administrative Heads of Units or others managed incidents independently.

UBC VANCOUVER – COMPLAINTS RECEIVED IN 2007

In both 2006 and 2007, changes were made to the tracking forms on which we record complaint summary data at UBC-V, and from which these annual report statistics are generated. These new forms offer an expanded range of options for more detailed reporting. However, since new forms were introduced in both 2006 and 2007, the data generated this year may not directly correspond to that from categories on the earlier forms. Thus, in our 2007 charts and reporting, we have endeavoured to make the data from the new and older categories fit and, where discrepancies occur, have detailed the reason for such discrepancies. The main changes to the form reflect the reality of the intersectionality of oppressions. Some concerns brought to the Equity Office involve more than one ground of prohibited discrimination and/or more than one type of behaviour. The forms now also offer a wider range of options for why the policy may not be applicable in a given complaint and a more detailed range of human rights and non-human rights behaviours as well.

As shown in Figure 1 [Discrimination & Harassment Complaints: Cases and Consultation], the Equity Office at UBC-V received 81 complaints from January-December 2007. Of these, 14 (17%) were mandate cases which employed the complaint resolution procedures provided for in the Policy and 67 (83%) were consultations. (Please see the “Complaint Management” section above for an explanation of what is meant by “case” and “consultation”.)

In 2006/2007, with the change in tracking forms, the Equity Office started tracking concerns which have multiple or intersecting grounds of discrimination and harassment. There was 1 mandate complaint in 2007 (7%) which cited two grounds of prohibited discrimination in the same case (Figure 1) and 10 consultations (24%) in which two grounds were cited (Figure 2) per consultation. In order not to privilege or give more weight to one ground over another in a complaint with intersecting grounds, we have chosen to report the data in Figures 1 and 2 so that the number of times that all the grounds were cited is listed and then the number of grounds from the concerns which involved multiple grounds, minus the number of cases with multiple grounds, is subtracted from this total.

Figure 1 Cases and Consultations

CASES	2005	N=29 of 111 (26%)	2006	N=21 of 97 (22%)	2007	N=14 of 81 (17%)
Age	0	0	1	5%	0	0
Disability	4	14%	1	5%	3	21%
Ethnicity (ancestry, colour, race, place of origin)	3	10%	7	33%	4	29%
Family Status	0	0	1	5%	0	0
Marital Status	0	0	0	0	0	0
Political Belief	1	3%	0	0	0	0
Religion	1	3%	0	0	0	0
Sex/Gender	19	66%	14	67%	7	50%
Sexual Orientation	1	3%	1	5%	1	7%
Unrelated Criminal Offense	0	0	0	0	0	0
Multiple Grounds of Discrimination	n/a	n/a	-4 (included above)	-19%	-1 (included above)	-7%
TOTAL	29	99%	21	101%	14	100%

* In 2006, 3 cases had multiple grounds: 7 grounds over 3 cases so deduct 3 to reach N=21 total cases; in 2007 1 case had 2 grounds so deduct 1 to reach N=14

CONSULTATIONS	2005	N=71 of 111 (64%)	2006	N=76 of 97 (78%)	2007	N=67 of 81 (83%)
Proceeding in a different process	39	55%	10	13%	14	21%
Outside Time Limit	0	0	0	0	1	2%
Respondent/complainant and/or context not under UBC jurisdiction	11	15%	11	14%	n/a	n/a
NEW - Non-UBC complainant and/or respondent	n/a	n/a	n/a	n/a	6	9%
NEW - Non UBC context	n/a	n/a	n/a	n/a	4	6%
No prohibited ground	21	30%	43	57%	23	34%
Allegation does not meet burden of proof	n/a	n/a	10	13%	11	16%
Complainant does not wish to proceed	n/a	n/a	13	17%	8	12%
NEW - Preventative	n/a	n/a	n/a	n/a	3	4%
* Multiple Reasons Cited	n/a	n/a	-11 (included above)	-14%	-3 (included above)	-4%
TOTAL	71	100%	76	100%	67	100%

The first chart of Figure 1 shows the grounds of discrimination and harassment that were cited in the 14 cases handled by the Equity Office. As is consistent with previous years, sex/gender was the most prevalent ground cited in cases (7 cases, or 50%), followed by ethnicity (4 cases, or 29%) and disability (3 cases or 21%). There was also one case which cited sexual orientation as the ground of prohibited discrimination (7%). Complaints on the ground of sex, the most commonly reported concerns, include concerns about unwanted sexual advances or contact, stalking, gender-based discrimination, concerns about differential treatment due to pregnancy or breastfeeding and concerns about discrimination and harassment due to gender identity or gender expression. The proportion of complaints based on each ground cited does not change when the total number of grounds cited over all of the complaints, and not just the cases, are recorded (see Figure 2 and discussion).

The second chart of Figure 1 offers reasons why a complaint did not proceed to a case, but rather was handled as a consultation. In 2007, as is consistent with 2006, the most prevalent reason for this was that the allegation brought to the Equity Office did not involve a prohibited ground of discrimination (23 consultations or 34%). These may have been concerns of conduct such as personal harassment, bullying or interpersonal conflict. Fourteen (or 21%) of consultations proceeded in a different process such as a union grievance, Senate appeal process, external process or process within the unit itself. Eleven concerns (16%) did not meet the burden of proof required by the Policy to be a bona fide allegation of discrimination and harassment and, as such, did not proceed to a case. Lastly, in 8 consultations, the complainant did not want to proceed with complaint procedures provided for under the Policy. This may be because the complainant was looking for advice on how to handle the concern themselves, or was concerned about consequences they feared might arise if they made their allegation known to the respondent or within the department. Consultations often required considerable Advisor and staff time and resources on the part of the Equity Office. As stated below, brief consultations which do not take a lot of time or resources from the Equity Office (such as a telephone call or single email) are not recorded in the database. Only those consultations where a greater investment is involved (such as the participation in longer meetings where significant intake and exploration of options are undertaken, the provision of advice and assistance and/or the preparation and delivery of training or formulation of an action or safety plan outside of these procedures) are now recorded as consultations.

By examining the longitudinal case data in Figure 1 from 2005-2007, one may note the general decrease in annual totals, as well as variation within the various grounds of discrimination and harassment. Although we cannot fully explain this year to year fluctuation, we believe that certain factors play a determining role, firstly, as a dynamic organization, the environmental milieu at UBC is in constant flux. The UBC environment is subject to such factors as union bargaining, new construction, physical and human reorganization of units, changes in leadership and expansion of programs. These changes impact the one-to-one interactions of people that work, study and live at UBC and, at times, these changes manifest into equity related complaints.

Secondly, this fluctuation of numbers may be attributed to changes in our methods of record keeping. Brief consultations that only take a few minutes and do not require us to act or advise on a complaint are no longer recorded in the computer database from which these annual report numbers are generated. Thus, as stated above, the numbers from this year reflect complaints in which the Equity Office played a more significant role than that of quick sounding board.

Thirdly, we in the Equity Office are confident that the educational programs we offer impact the community and are effective in raising discrimination and harassment awareness, limiting inappropriate behaviour and promoting respectful interactions in the workplace, classroom and residences. Participation in the many workshops offered by the Equity Advisors varies from year to year, and thus the effects of awareness education vary. Networking with other service organizations and effective training of Administrative Heads of Unit about their roles and responsibilities under the Policy to act on complaints of discrimination and harassment help ensure that local solutions may be first sought without direct intervention from the Equity Office. Administrative Heads are often the first line of redress for discrimination and harassment in their units. Thus, the fluctuation in annual numbers may also relate to the variant awareness and skill levels of these Managers, Deans and Department Heads. Some Administrative Heads act quickly and astutely to address these situations, solving the problem locally. Therefore, these situations never reach the Equity Office and are not recorded in our records. Because unit leadership may change every three to five years (or more often in some cases), the effectiveness with which Policy-related incidents are dealt with in the unit, are likewise varying.

Figure 2 [Grounds of Discrimination Cited in 2007 Complaints] illustrates the total number of concerns (cases and consultations) in which a prohibited ground of discrimination and harassment was alleged. Of the 81 total complaints, 41 complaints cited one (or, in 11 incidences, two) human rights grounds of discrimination or harassment. Thus, 40 of the 67 consultations did not involve an alleged ground of prohibited discrimination when the individual approached the Equity Office. These 40 consultations included the 23 (34%) where no ground was cited, 14 (21%) which were proceeding in a different process and the 3 (4%) consultations which were preventative in nature, as recorded in Figure 1.

Of the 41 consultations where a ground was cited, 14 were acted upon as a case (see Figure 1) and the remaining 27 were treated as consultations (3 of which had two reasons each regarding why they were consultations, not cases). In this latter group of 27 consultations (with 30 reasons cited), the individual who approached the Equity Office felt that a ground (or two) of prohibited discrimination may have been involved in their concern but the complaint remained at the consultation stage for the following reasons: 11 concerns were outside of the jurisdiction of the policy (non-UBC context, non-UBC parties or outside the time limit for making a complaint); 11 concerns did not meet the burden of proof required by the policy; and 8 concerns were ones in

Figure 2 Grounds of Discrimination

GROUNDS OF DISCRIMINATION CITED IN 2007 COMPLAINTS (Cases and Consultations)		
Ethnicity	15	37%
Family Status	3	7%
Marital Status	1	2%
Disability	8	20%
Religion	3	7%
Sex/Gender	21	51%
Sex. Orientation	1	2%
Multiple Grounds of Discrimination	-11	-27%
TOTAL	41	99%

Figure 3 Context of All Complaints

CONTEXT OF ALL COMPLAINTS	2005	N=111	2006	N=97	2007	N=81
Academic	57	51%	46	47%	44	54%
Employment	33	30%	33	34%	27	33%
Residence	8	7%	6	6%	3	4%
Clubs/Athletics/Recreation	1	1%	2	2%	0	0
UBC Service	n/a	n/a	7	7%	3	4%
Non-UBC	12	11%	3	3%	4	5%
TOTAL:	111	100%	97	99%	81	100%

which the complainant did not give us permission to proceed and instead chose not to proceed with the complaint as a case. For all of these concerns, the Equity Advisor or Administrative Head of Unit did not provide case management assistance but provided advice and assistance in other ways such as referrals to other departments, agencies or procedures, training and education, safety planning and advice and assistance on how to manage a concern on one's own.

Figure 2 tracks the number of cases and consultations in which a ground (or two) of prohibited discrimination was cited. Of the 41 concerns, 21 (or 51%) cited sex/gender, 15 (or 37%) cited ethnicity (ancestry, colour, place of origin or race) and 8 (or 20%) cited physical or mental disability. While the order of these concerns is consistent with those handled as mandate cases in 2007 (see Figure 1), when the number of cases is subtracted from this data, 14 concerns in which sex/gender were cited, 11 in which ethnicity was a factor and 5 in which disability was cited did not proceed to a case. In addition, none of the concerns which cited family status, marital status or religion proceeded to a case. This data may reflect grounds upon which individuals may feel more reluctant to proceed with a concern under procedures provided for by the Policy, but further analysis would be required to determine how many of these consultations would have been eligible to proceed to a case (i.e. met the burden of proof and fell within the jurisdiction of the policy) and then which grounds were cited in those concerns before such conclusions can be drawn.

Like the *BC Human Rights Code*, the Policy protects UBC students, staff and faculty from discrimination and harassment in service, accommodation and employment. Thus, this type of behaviour will not be tolerated in the various domains of the university – in academics, employment, residences, clubs/athletics/recreation and UBC services.

Figure 3 illustrates the breakdown of incidents in these various university settings. Employment and academic matters have consistently been the primary sources of Equity complaints over the last three years. Of the 81 complaints handled by the Equity Office in 2007, 44 (54%) fell within the context of academics; whereas 27 (33%) stemmed from the employment context. To look at the demographics of the UBC community, one would expect that the majority of complaints raised with the Equity Office would originate from students – who represent the largest population of campus constituents – and that complaints from students would most likely arise in the academic context (although students can also be employed by the university and may engage with UBC Services, clubs, athletics and recreation).

According to statistics from UBC's Office of Planning and Institutional Research (PAIR), there were a total of 43,579 undergraduate and graduate students at UBC-Vancouver in the winter academic term of 2007 and a total of 10,655 staff and faculty. Students comprise 80% of the UBC-V community population, while staff and faculty represent 20% of the population. Based on these community demographics, the Equity Office receives a proportionally high number of employment-related complaints. This is true, even when combining the academic-related complaints with complaints arising from the residence life, athletics/clubs and UBC Service.

Figure 4 illustrates the gender of parties involved in discrimination and harassment complaints over the last three years. Consistently throughout this time period, women have been more likely to bring matters to the Equity Office than have men. In 2007, out of 81 complaints, 52 (64%) women sought assistance from the Equity Office as complainants to a concern, as compared to 23 (28%) men who approached the Equity Office as complainants.

The data in 2007 cites 5 complaints (6%) involving persons of an "unknown" gender. This category includes both concerns where the identity and therefore gender of the complainant are actually unknown (i.e. consultations with administrators looking for advice on managing cases on their own where the identities of the parties have not been divulged) and also concerns from individuals whose gender identity does not correspond with either the female or male binary gender categories. Although the latter concerns are recorded as coming from persons of an unknown gender, this obviously is a limitation of the database. (Other transgender or gender variant people who do

Figure 4 Gender of All Complainants and Respondents

COMPLAINANTS	2005	N=111	2006	N=97	2007	N=81
Female	76	69%	72	74%	52	64%
Male	35	32%	24	25%	23	28%
Unknown	0	0	1	1%	5	6%
Both	0	0	0	0	1	1%
TOTAL	111	101%	97	100%	81	99%

RESPONDENTS	2005	N=111	2006	N=97	2007	N=81
Female	32	29%	17	18%	17	21%
Male	63	57%	40	41%	34	42%
Unknown	4	4%	5	5%	6	7%
Both	0	0	1	1%	6	7%
Department/University	12	11%	34	35%	18	22%
TOTAL	111	101%	97	100%	81	99%

Figure 5 Complaints by Campus Groups

CAMPUS GROUPS	2005	2006	2007			
Students	65	59%	62	64%	38	47%
Faculty and Faculty Association	12	11%	8	8%	17	21%
Management and Professional	13	12%	10	10%	15	19%
Support, Clerical, Library, Trades, Technical and Service Staff	14	13%	14	14%	6	7%
Non UBC	7	6%	3	3%	1	1%
Unknown	n/a	n/a			4	5%
TOTAL	111	100%	97	100%	81	100%

identify as female or male are included as such in the data in Figure 4.) The forms for 2008's annual report have included a transgender/gender-variant category to correct for this error.

While women are more likely to initiate complaints with the Equity Office, men are more likely to be named as the responding party – a trend that has been consistent over the last several years. In 2007, men were named as respondents in 42% of complaints (n=34), whereas women were named as respondents in 21% of complaints (n=17).

In 2006 and 2007, the number of complaints against a department or the University increased over 2005 data. In 2007, however, 18 complaints (22%) named the department or University as the respondent, down from 34 (35%) of concerns about a department or the University the previous year.

As mentioned above, currently, methods of recording the gender of parties to a complaint only allow for categories of male, female, groups comprised of people of more than one gender (categorized as “both”), department/University and unknown gender. This binary conceptualization of gender does not allow for the accurate recording of gender identities of individuals who do not identify as either male or female. For example, this group may include some people who identify as transgender, transsexual, genderqueer or gender variant. In these instances, we record the gender of self-selection if one of the male or female labels fit, but we do not have an accurate way to record gender expressions and identities outside of this binary conception of a two-gender system. Similarly, the term “both” reinforces this notion of a binary gender system. Our forms have been modified to better reflect a wider range of possible gender identities and expressions in the future.

As previously explained, the Equity Office and the UBC Policy on Discrimination and Harassment serve the students, faculty and staff of UBC-Vancouver. As with previous years, students continue to be the campus group most likely to access the Equity Office. In 2007, students brought 38 (47%) of the 81 complaints. This same group accessed the Equity Office most often in 2006 and 2005 bringing 64% and 59% of all complaints respectively.

Faculty complaints comprised 17 (21%) of the 81 complaints in 2007. This is more than double the 8% brought by this group last year. This increase can be explained, in

Figure 6 Human Rights Based Behavioural Descriptions of Complaints

INTERPERSONAL COMPLAINTS	2005	N=75	2006	N=46	2007	N=54
Unwelcome verbal or non-verbal behaviour (insults, slurs, jokes, innuendo)	5	7%	15	33%	16	30%
Unwelcome written or visual behaviour (email, graffiti, video, letter, etc)	10	13%	7	15%	8	15%
Unwelcome physical attention (touching, staring, following—behaviour that is not stalking or assault)	11	15%	7	15%	7	13%
Stalking	0	0	4	9%	1	2%
Threats	18	24%	1	2%	0	0
Assaults	0	0	2	4%	0	0
Retaliation	1	1%	1	2%	3	6%
Biased Academic Decisions	6	8%	7	15%	13	24%
Biased Employment Decisions	11	15%	2	4%	11	20%
Exclusion or Denial of Access	13	17%	7	15%	6	11%
* Multiple behavioural descriptions cited	0	0	-7	-15%	-11	-20%
TOTAL ALL BEHAVIOURAL DESCRIPTIONS	75	100%	46	100%	54	101%

* In 2006, 6 concerns cited multiple behaviours: 13 behaviours over 6 cases so subtract 7 from total to reach N=46

* In 2007, 11 concerns cited multiple behaviours: 22 behaviours over 11 cases so subtract 11 from total to reach N=54

part, by internal changes made to data collection methods. In previous years, data was reported on the forms in a manner that allowed a distinction between a faculty member and an administrative head of unit. Although we are not able to capture this distinction in 2007, we have made adjustments to allow for it in future years.

Staff brought 21 (26%) of the 81 complaints in 2007, which is consistent with the 25% and 24% of complaints brought by staff in both 2006 and 2005. Management and professional staff brought 15 (19%) of these 21 concerns which is up from the 10% and 12% brought by this group in 2006 and 2005. All other staff brought 6 (7%) of the 21 concerns forward which is lower than the 15% and 13% brought in 2006 and 2005. The forms which were revised for 2007 use did not employ categories which allowed for a more specific breakdown of the broader category of “staff”, but this has been rectified for 2008 data.

As in previous years, a relatively small number of complaints in 2007 stemmed from non-UBC complainants 1 (1%) and unknown complainants 4 (5%). Unknown complainants include those who consult with the Equity Office but choose to remain anonymous, consultations from a third party, such as an Administrative Head of Unit, where the identity and affiliation of the complainant is not shared, or those who choose not to disclose their affiliation for other reasons.

Overall, the breakdown of complaints by campus constituents appears to fluctuate from year to year. Students continue to bring the largest number of complaints however, which reflects the fact that they comprise roughly 80% of the population on the UBC-Vancouver campus. However, although they bring the highest overall number of complaints, proportionally staff and faculty (which comprise roughly 20% of the population) bring a greater proportion of complaints. Due to the change in tracking forms, we do not have a breakdown of respondents by campus group or the position of complainants vis a vis respondents by campus group for 2007 but the forms have been changed to correct for this omission in 2008.

In 2006 our tracking forms changed which allowed us to revise the type of data collected about behavioural descriptions of complaints. Prior to this change, we reported on behaviours that fell into one of 5 categories: poisoned environment, assault, retaliation, other forms of discrimination, and allegations not covered by the Policy. Behaviours in the first 4 categories were ones covered by the Policy and, as such, contained a human rights ground of prohibited discrimination, whereas the last category captured complaints without a human rights element that were still brought to the Equity Office. In 2006, we were interested in further exploring the types of behaviours that constituted allegations with a human rights element so removed the 5 broader categories and instead revised and devised new categories to better reflect the range of behaviours people allege in their complaints.

We were also interested in learning more about the types of behaviours that were alleged in non-human rights based concerns, rather than considering them all in a single category which was not very descriptive. Thus, beginning in 2006, we began to report separately on human-rights based behavioural descriptions of complaints (Figure 6) and on the behavioural description of complaints without a human rights element (Figure 7). Continuing with this new reporting method, 2007 data is directly comparable to 2006 data and adjustments for 2005 data are noted as required.

In 2006, we recorded data on human rights complaints that were either interpersonal or systemic in nature. However, the form in 2007 was revised in such a way that this distinction was not made. The forms for 2008 data have been altered to capture this distinction again. In 2006, there were 6 systemic complaints but, as we do not have comparable data for either 2005 or 2007, these cases are not reflected in the data for this report. Instead, we are making comparisons based on complaints of an interpersonal nature only. In 2006, these constituted 46 of the 52 complaints, and only these 46 concerns are reflected in figure 6.

Figure 6 illustrates the kinds of interpersonal human-rights based behaviour which individuals complain about when they seek assistance from the Equity Office. In 2007, the greatest number of these complaints involved allegations of unwelcome verbal or non-verbal behaviour such as insults, slurs, jokes and innuendo (16 or 30%). The next largest type of alleged behaviour involved biased academic decisions (13 or 24%), followed closely by biased employment decisions (11 or 20%). The proportion of complaints for each type of behaviour has changed from year to year so does not seem to be following a consistent pattern.

Figure 7 shows behavioural descriptions for the 25 complaints which did not have

Figure 7 Non-Human Rights Based Behaviourial Description of Complaints

NON-HUMAN RIGHTS ISSUE	2005	N=32	2006	N=45	2007	N=25
Interpersonal Conflict	15	47%	15	33%	8	32%
Bullying/Personal Harassment	5	16%	18	40%	13	52%
Other	12	38%	12	27%	4	16%
TOTAL	32	101%	45	100%	25	100%

BEHAVIOURAL DESCRIPTIONS OF NON-HUMAN RIGHTS COMPLAINTS

Unwelcome verbal or non-verbal behaviour	n/a		23	51%	12	48%
Unwelcome written or visual behaviour (insults, slurs, jokes, innuendo, etc)	n/a		2	4%	4	16%
Unwelcome physical attention (touching, staring, following--not stalking or assault)	n/a		1	2%	0	0%
Threats	n/a		1	2%	1	4%
Assault	n/a		1	2%	0	0
Retaliation	n/a		0	0	1	4%
Biased Academic Decisions	n/a		11	24%	6	24%
Biased Employment Decisions	n/a		6	13%	5	20%
Exclusion or Denial of Access	n/a		6	13%	2	8%
*Multiple behavioural descriptions cited			-6	-13%	-6	-24%
TOTAL	32	101%	45	100%	25	100%

* In 2006, 6 concerns cited 2 types of behaviours so subtract 6 from total to reach N=45

* In 2007, 6 concerns cited 2 types of behaviours so subtract 6 from total to reach N=25

a human-rights based element in 2007. The latter group involves allegations of Interpersonal Conflict (8 complaints or 32%), Bullying and Personal Harassment (13 complaints or 52%) and Other Non-Human Rights Based Complaints (4 complaints or 16%), such as academic misconduct, contract or services issues, inappropriate remarks, academic disputes and unfair dismissal. Although the 25 non-human-rights based complaints brought in 2007 is lower than the 45 non-human-rights based complaints brought in 2006, bullying and personal harassment allegations continue to represent the largest number of non human-rights complaints for both 2007 (52%) and 2006 (40%). This drop in the overall number of complaints without an allegation of human rights based behaviour may be accounted for by the increased pre-consultation screening done by our Administrative Assistant to ensure people have come to the right office before she makes appointments for Equity Advisors.

Behavioural descriptions of 2007 non-human rights complaints most often cited unwelcome verbal or non-verbal behaviours (12 complaints or 48%) and biased academic decisions (6 complaints or 24%). These percentages are consistent with the most often cited descriptions in 2006 (and, interestingly, also with the type of behaviours with a human rights based element, as reported in figure 6).

UBC OKANAGAN – COMPLAINTS RECEIVED IN 2007

Human Rights & Equity Services (HES) at UBC Okanagan received 27 complaints during 2007. With such a small number of complaints, there is a danger that providing too much specific information might disclose personal or confidential information. The information reported below covers all complaints brought forward and does not differentiate between cases (where HES or the Administrative Head of Unit acted on a concern) and consultations (where HES provided information and referral only and/or where concerns did not fall under the mandate of the Policy). Grouping data in this way allows the office to provide more details about the types of complaints, context, gender breakdown of the parties and alleged behavioural descriptions brought to the HES office in 2007.

Figure 8 [UBC Okanagan Complaints Covered vs. Not Covered Under UBC's Policy on Discrimination and Harassment] illustrates the total number of concerns (cases and consultations) brought to the HES office. Overall the number of allegations covered under UBC's Policy decreased by 7 complaints from 20 in 2006 to 13 in 2007. Of the

thirteen allegations that fell within the jurisdiction of the Discrimination & Harassment Policy, the prohibited grounds cited in these cases were: Age (1), Race (5), Sexual Orientation (5), and Sex/Gender (5). Three complaints involved 2 grounds: age/race; race/sexual orientation; and race/sex.

Complaints not covered under the jurisdiction of the UBC Policy increased from 10 in 2006 to 14 in 2007. Of these 14 non-mandate consultations, 1 involved interpersonal conflict, 5 were covered under other UBC policy or procedures, 1 related to personal harassment and 7 involved a respondent or context not under UBC-O jurisdiction.

The UBC Policy on Discrimination and Harassment protects UBC students, staff, and faculty from discrimination and harassment in service, housing and employment. Behaviours alleged to be discriminatory are not tolerated in any programs or services offered at the institution.

Figure 9 [Context of All Complaints UBC-O] illustrates the breakdown of complaints in the various university settings and accounts for situations that occurred outside of UBC-O's jurisdiction. As 2007 is the first year of reporting the context of all complaints at UBC-O, no comparatives can be made about previous year's data.

Of the 27 complaints handled by the HES Office in 2007, 11 (41%) fell within the academic context, 6 (22%) within the employment context, 5 (19%) within the residence context, and 3 (11%) within general UBC Services. The remaining 2 (7%) complaints were of a non-UBC context.

Figure 9 UBC OKANAGAN Context of All Complaints

CONTEXT OF ALL COMPLAINTS	2007 #	N=27
Academic	11	41%
Employment	6	22%
Residence	5	19%
Clubs/Athletics/Recreation	0	0
UBC Service	3	11%
Non- UBC	2	7%
TOTAL	27	100%

Figure 8 UBC OKANAGAN Complaints Covered vs. Not Covered Under UBC's Policy on Discrimination and Harassment

COVERED UNDER UBC'S POLICY	2005 N=2 of 13 total complaints (15%)		2006 N=20 of 30 total complaints (67%)		2007 N=13 of 27 total complaints (48%)	
	#	%	#	%	#	%
Age	0	0	0	0	1	8%
Race	0	0	9	45%	5	38%
Sexual Orientation	0	0	5	25%	5	38%
Disability	1	50%	3	15%	0	0
Sex	0	0	3	15%	5	38%
Religion	1	50%	0	0	0	0
* Multiple Grounds of Discrimination	n/a	n/a	n/a	n/a	-3	-23%
* In 2007, 3 cases had 2 grounds (therefore deduct 3 from total to reach N = 13 total cases)					(included above)	
TOTAL	2	100%	20	100%	13	99%
NOT COVERED UNDER UBC'S POLICY	2005 N=11 of 13 total complaints (85%)		2006 N=10 of 30 total complaints (67%)		2007 N=14 of 27 total complaints (52%)	
	#	%	#	%	#	%
Interpersonal Conflict	0	0	5	50%	1	7%
Behaviour covered under other UBC policy or procedures	8	73%	3	30%	5	36%
Personal Harassment	1	9%	1	10%	1	7%
Respondent and/or context not under UBCO jurisdiction	2	18%	1	10%	7	50%
TOTAL	11	100%	10	100%	14	100%

Figure 10 [Gender of All Complainants and Respondents UBC-O] illustrates the gender of parties involved in complaints at UBC-O in 2007. As this is the first year this data is being reported, no comparatives or conclusions can be made to previous years' complaints. This category includes both concerns where the identity and therefore gender of the complainant are actually unknown (i.e. consultations with administrators looking for advice on managing cases on their own where the identities of the parties have not been divulged) and also concerns from individuals whose gender identity does not correspond with either the female or male binary gender categories. Although the latter concerns are recorded as coming from persons of an unknown gender, this obviously is a limitation of the database. (Other transgender or gender variant people who do identify as female or male are included as such in the data in Figure 10.) The

Figure 10 UBC OKANAGAN Gender of All Complainants and Respondents

COMPLAINANTS	2007	N=27
Female	21	78%
Male	6	22%
Unknown	0	0
Both	0	0
TOTAL	27	100%

RESPONDENTS	2007	N=27
Female	1	4%
Male	14	52%
Unknown	4	15%
Both	0	0
Department/University	8	29%
TOTAL	27	100%

Figure 11 UBC OKANAGAN Complaints by Campus Groups

CAMPUS GROUPS	2007	N=27
Students	15	56%
Faculty and Faculty Association	5	18.5%
Management and Professional	5	18.5%
Support, Clerical, Library, Trades, Technical and Service Staff	2	7%
Non UBC	0	0
Unknown	0	0
TOTAL	27	100%

Figure 12 UBC OKANAGAN Human Rights Based Behavioural Description of Complaints

BEHAVIOURAL DESCRIPTIONS OF HUMAN RIGHTS COMPLAINTS	2007	N=13
Unwelcome verbal or non-verbal behaviour	8	62%
Unwelcome written or visual behaviour (insults, slurs, jokes, inneundo, etc)	5	38%
Unwelcome physical attention (touching, staring, following--not stalking or assault)	3	23%
Threats	3	23%
Assault	0	0
Retaliation	0	0
Biased Academic Decisions	0	0
Biased Employment Decisions	0	0
Exclusion or Denial of Access	0	0
*Multiple behavioural descriptions cited	-6	-46%
TOTAL	13	100%

* In 2007, 6 concerns cited 2 types of behaviours so subtract 6 from total to reach N=13

Figure 13 UBC OKANAGAN Non-Human Rights Based Behavioural Description of Complaints

NON-HUMAN RIGHTS ISSUE	2005	N=11	2006	N=10	2007	N=14
Interpersonal Conflict	0	0	5	50%	1	7%
Behaviour covered under other UBC policy or procedures	8	73%	3	30%	5	36%
Personal Harassment	1	9%	1	10%	1	7%
Respondent and/or context not under UBCO jurisdiction	2	18%	1	10%	7	50%
TOTAL	11	100%	10	100%	14	100%

BEHAVIOURAL DESCRIPTIONS OF NON-HUMAN RIGHTS COMPLAINTS

Unwelcome verbal or non-verbal behaviour	n/a	n/a	5	36%
Unwelcome written or visual behaviour (insults, slurs, jokes, inneundo, etc)	n/a	n/a	2	14%
Unwelcome physical attention (touching, staring, following--not stalking or assault)	n/a	n/a	0	0
Threats	n/a	n/a	1	7%
Assault	n/a	n/a	1	7%
Retaliation	n/a	n/a	0	0
Biased Academic Decisions	n/a	n/a	2	14%
Biased Employment Decisions	n/a	n/a	4	28%
Exclusion or Denial of Access	n/a	n/a	1	7%
*Multiple behavioural descriptions cited			-2	-14%
TOTAL	n/a	n/a	14	99%

* In 2007, 2 concerns cited 2 types of behaviours so subtract 2 from total to reach N=14

forms for 2008's annual report have included a transgender/gender-variant category to correct for this error.

In 2007 out of 27 complaints, 21 (78%) females sought assistance from the HES Office as complainants to a concern while 6 (22%) males approached HES Office as complainants. In 2007, males were named as respondents in 14 (52%) of complaints, a department or the university was cited as the respondent in 8 (29%) of complaints, unknown respondents accounted for 4 (15%) complaints, and a female respondent was cited in 1 (4%) complaint.

Figure 11 reports on the number of complaints made by campus group. As this is the first year this data is being reported, no comparatives or conclusions can be made to previous years' complaints. In 2007, students brought forward the most number of complaints at 15 (56%) of the 27 complaints to the HES Office. Faculty complaints and Management and Professional complaints each comprised 5 (19%) of the 27 complaints. The remaining complaints were brought forward by 2 (7%) members in the Support, Clerical, Library, Trades, Technical and Services Staff group.

We do not have a breakdown of respondents by campus group or the position of complainants vis a vis respondents by campus group for 2007 but, as appropriate, this data will be provided about complaints brought to the HES Office in 2008.

While UBC-O data is not available for behavioural descriptions of human rights complaints from 2005 or 2006, figure 12 provides the kinds of behaviours individuals complain about when seeking assistance from the HES Office. In 2007, 8 (62%) of the 13 human-rights based complaints described instances of unwelcome verbal or non-verbal behaviour. The second most identified behaviour, cited 5 (38%) times, was unwelcome written or visual behaviour. Unwelcome physical attention and threats were each cited 3 times (23% each). Six (46%) concerns involved multiple behavioural descriptions in human rights based complaints.

Figure 13 [Non-Human Rights Based Behavioural Description of Complaints UBC-O] shows behavioural descriptions for the 14 complaints which did not have a human-rights based element in 2007. Allegations of Interpersonal Conflict (1) or Personal Harassment (1) account for 14% of complaints, while behaviour covered under other UBC policy or procedures (e.g. academic misconduct, contract or services issues, inappropriate remarks, academic disputes, and unfair dismissal) accounts for 5 (36%) of non-human rights complaints. The remaining 7 (50%) complaints are concerns where a respondent and/or context are not covered under UBC-O jurisdiction.

Behavioural descriptions of 2007 non-human rights complaints most often cited unwelcome verbal or non-verbal behaviours (5 complaints or 36%), consistent with the most often cited behaviour description in human rights complaints. The second most often cited behavioural category of non-human rights complaints was biased employment decisions (4 complaints or 28%).

² Please note that the way in which data is interpreted and reported at UBC-O and UBC-V differs. The emphasis of the data reported from UBC-O is on whether or not concerns met the jurisdictional and definitional requirements for allegations of discrimination or harassment in the Policy (i.e. mandate or non-mandate), not on whether they met the burden of proof or were handled under the procedures of the Policy. UBC-V reports on concerns which proceeded through the procedures in the Policy (cases) and those that did not (consultations), instead of whether or not concerns met the mandate and fell within the jurisdiction of the Policy. In UBC-V's report, all cases also involve mandate concerns and consultations involve concerns that could either be mandate or not. Thus the data reported in this Annual Report may not be directly comparable between the two campuses.

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A plan to expand UBC's pharmaceutical services to HAIDA GWAI

BY CATHERINE LOIACONO

Haida Gwaii, an archipelago of more than 150 islands off B.C.'s northern coast, is home to 5,400 residents, but only one pharmacist. Assistant Professor of Pharmaceutical Sciences Judith Soon and fellow researchers in UBC's Collaboration for Outcomes Research and Evaluation (CORE) group have a plan to change this by establishing a patient-centred pharmacy clinic.

The Government of British Columbia is now considering the CORE proposal, which would see five to 10 UBC pharmacy students per year, giving that sole pharmacist – Daryl Regier who resides in Queen Charlotte City – some needed assistance. The average pharmacist to patient ratio in B.C. is one per 1,000.

At the same time, additional hands-on health care services would be designed to reflect the cultural traditions and sensitivities of the Haida people, who have called these islands home for more than 12,000 years. Known for its scenic beauty, Haida Gwaii or Queen Charlotte Islands, is rich in Haida tradition and culture.

The two pharmacies which operate on Haida Gwaii are located on Graham Island – in Queen Charlotte City and in Masset. Both pharmacies provide courier services to deliver medications to residents

“A patient-centred pharmacy clinic would incorporate beliefs and cultural backgrounds into the planning of the delivery of care,” says Soon. “In addition, there is a focus on collaboration between patients, families and community health care practitioners in the development of programs and professional education.”

The proposed clinic's primary goals are to improve health care outcomes and to increase the number of health care professionals who practice in rural settings. The patient-centred pharmacy clinic would be a collaboration between the UBC Faculty of Pharmaceutical Sciences and Regier's Queen Charlotte Islands Pharmacy. A community consultation process will determine which additional services would best meet the needs of the community.

In September 2006, the Government of B.C. launched the Conversation on Health, a public discussion to engage British Columbians on health related issues and the B.C. public health care system.

“Based on some of the recommendations from the 2006 Conversation on Health, we were asked by the Ministry of Health to submit a proposal that could assist in decreasing the gaps in Aboriginal health – particularly on Haida Gwaii,” says Soon. “First Nations communities are concerned with

“A patient-centred pharmacy clinic would incorporate beliefs and cultural backgrounds into the planning of the delivery of care”

of many of the villages located outside these communities. Regier provides services to the local hospital and residents in the surrounding southern communities. Masset residents and the surrounding northern communities receive medications through the Northern Health Authority. The patient-centred pharmacy practice clinic would be established in the Haida community of Skidegate, which is located close to Queen Charlotte City.

“The current system works but there is a real need to connect with the community and provide additional hands-on health care services to these residents,” says Soon. “There are high rates of chronic diseases and a patient-centred pharmacy clinic can help improve quality of life by optimizing the safe and effective use of medications.”

Patient-centered care directly incorporates the perspectives of patients and families into the planning, delivery and evaluation of the provision of health care.

overall poor health, higher rates of diabetes, arthritis, HIV/AIDS and tuberculosis as well as lower life expectancy.”

According to Soon, programs delivered by the patient-centred pharmacy clinic could include counselling following discharge from hospital, new medication follow-up and self-management counselling for chronic diseases such as diabetes and osteoarthritis.

“Some patients experience adverse drug reactions,” says Soon. “We have noticed that if patients do not respond well to the prescribed medication and they do not have immediate access to a health care professional, often times, they will abruptly stop taking the medication. This can lead to potentially preventable complications related to their illnesses.”

Soon's vision includes emphasizing the role of the pharmacist in monitoring medication management, and providing medication



PHOTO: MARTIN DEE

Prof. Judith Soon plans to establish a patient-centred pharmacy clinic on Haida Gwaii to assist in decreasing the gaps in Aboriginal health.

counselling.

“We want to be able to integrate traditional methods of healing with pharmaceutical medicines. By implementing culturally sensitive strategies, we believe we can improve health related outcomes,” says Soon.

“Patients will be able to discuss drug-related therapeutic concerns, more specifically how the medications are working for them” says Soon. “If we know how patients are reacting to their medications, we can work with them, family members and other health care professionals to optimize their health outcomes.”

Soon believes a patient-centred pharmacy clinic would provide a valuable outreach opportunity to promote learning in a rural and northern setting, and potentially encourage more pharmacy undergraduate students and community pharmacy residents to practice in a rural setting in the future. **R**

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Cultural evolution researcher Liane Gabora is developing software that will help identify the processes by which human culture evolves.

Rethinking the evolution of human culture and early life

One of Liane Gabora's next projects will take her thousands of years back in time.

An assistant professor of cognitive psychology at UBC Okanagan, Gabora is developing computer software that will help archaeologists piece together the process by which human culture evolves.

"I'm interested in what sense culture constitutes an evolutionary process," says Gabora. "The computer models of cultural evolution we have underway here will not only offer insight into the minds of those who came before us, but also make predictions about what kinds of minds will follow us, and the directions humanity is evolving."

Archaeologists recently started using computer programs to record characteristics of the data they collect, such as the lengths of projectile points, or whether they have fluted edges. They borrow complex analytical methods from biology – such as cladistics, used to classify the evolutionary ancestry of species -- to model how these artifacts evolve. But Gabora argues these methods are inappropriate for culture.

"For one thing, artifacts do not change solely through random, 'mutation-like' processes," she says. "Humans innovate strategically and intuitively, taking advantage of the ability to group items that go together, like mortar and pestle, or use analogies."

If, for example, a certain settlement acquired pots with handles through trade, and soon after started producing cups with handles, her computer program will be able to suggest that they used analogical thinking to abstract the concept 'handle'

from pots and applied it to cups.

Gabora's current direction capitalizes on her early start in theoretical biology; she earned a master's degree and even began a PhD in it before realizing that what she was most interested in was not how organisms evolve, but rather how culture evolves.

"The underlying mechanisms by which culture evolves are superficially similar yet profoundly different from those through which living things evolve," she says. "A symptom of this profound difference is that biological evolution prohibits inheritance of acquired characteristics."

If a rat loses its tail during its lifetime, its offspring still have tails of normal length – the acquired change is not transmitted. But that is not the case with culture, Gabora points out.

"If someone invents putting a handle on a pot, then forever after pots can be made with handles – the acquired change is transmitted," she says. "That is another reason you have to take cognition seriously in modeling how culture evolves. The changes that one mind makes to an artifact are passed on to others who in turn put their own spin on it. Acquired change is not lost, as it is in biology."

And unless this kind of acquired change is negligible compared to change due to natural selection, or 'survival of the fittest' (which involves change from one generation to the next due to heritable differences amongst individuals competing for scarce resources), the process is not Darwinian.

To make her arguments about culture evolving through a non-Darwinian process more convincing, in 2006 Gabora

published a paper in *Journal of Theoretical Biology* arguing that even the very earliest living things did not evolve through a Darwinian process.

Natural selection explains evolution through most of life's long history, but Gabora showed that natural selection is intimately tied to the existence of a self-assembly code, such as DNA or RNA, which came into the picture only after self-replicating structures – structures that reproduced and exhibited 'descent with modification – had already been around for some time.

"They replicated and evolved by generating, regenerating, and exchanging webs of chemical reactions," says Gabora. "It was a sloppy way of going about it, but it got the job done. And interestingly, this kind of evolution allowed for inheritance of acquired characteristics, just like we see in cultural evolution."

Just as early organisms consisted of self-organizing webs of chemical reactions that evolved by 'trading chemical secrets' with one another, minds are self-organizing webs of thoughts and feelings that evolve by exchanging ideas.

Gabora believes the computer models she is developing will help us to gain a better understanding and appreciation of the role we play in this very real second evolutionary process.

"Even if you don't bear children and contribute to biological evolution you contribute to cultural evolution," she observes. "Everything you do touches the world and can have an impact on someone else, potentially causing a chain reaction of little cultural changes that add up to something big." ■

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UBC urban planning students design an eco community for proposed Burnaby site

BY LORRAINE CHAN

UBC students recently pushed the envelope for mixed land use and sustainable design with a project that blends a residential community for seniors with an organic farm on the same site.

Last fall, Wayne Allen Construction challenged students at UBC's School of Community and Regional Planning (SCARP) to devise conceptual designs for Willard Park Eco-Community, a proposed 22-acre site in Southeast Burnaby.

The invitation was perfect for his urban design studio students, says SCARP Asst. Prof. Maged Senbel. "They explored the kind of integrated thinking that urban design has to achieve if it's to tackle the enormous challenges of peak oil, climate change and declining resources."

Wayne Allen, a contractor, developer and landowner, directed the students to preserve and enhance the agricultural capacity of the flat land, while transferring density to the slope. He also wanted to see the latest in sustainable technology.

The site is situated next to Willard Park, bound by Marine Drive to the north, Marine Way to the south and is less than a kilometer away from the Fraser River.

About half the land is low-lying flat ground within an historical floodplain composed of fertile peat soil. The other half is a steep slope that's a 10-minute walk from the 22nd Street Sky Train station.

Working in three teams of



Mixed land use includes agriculture, orchard, parks, a community square and an eco-village on the hillside.

three, the students proposed different strategies, some advocating a high-rise condo to maximize density, while others opted for a series of low-rise, wood frame residences.

A farmer's market, restaurant, public education centre for green technology and a town square numbered among the commercial activities to engage the public and make the community a healthy, dynamic place to live.

While the organic farm would be staffed by permanent

workers, the seniors could choose to volunteer or work in the community's commercial enterprises.

The students integrated green features in the construction and heating of the buildings. Green roofs, geothermal and solar heating coupled with rainwater collection would minimize energy consumption.

Large "living machines," which are biological filtration systems composed of plants in huge vats, would filter both human waste

and grey water. That recycled water would irrigate farm crops or flow through the town square fountain.

At the end of term last winter, the design studio culminated in a presentation to Allen and two planners from the City of Burnaby. Allen says he was blown away by the detail and scope of the students' design concepts, which he has been using to interest potential investors.

"There's not a person who's

looked at the beautiful and thorough job the students have done and not fallen in love with it," says Allen.

The students' designs also caught international attention. SCARP was invited to present its work at Ecocity World Summit 2008, a major conference on sustainable cities held in San Francisco during April.

"The conference was wonderful," says SCARP student Chani Joseph, who along with Bronwyn Jarvis represented their classmates Jennifer Fix, Brian Gregg, Lang Lang, Sawngjai, Manityakul, Jeff Deby, Kaitlin Kazmierowski and Andrew Merrill.

"We had great feedback on our project," says Joseph. "And it was really uplifting to see what people are doing all over the world with transportation, housing, urban agriculture and water resources to lessen the ecological impacts of cities."

In Burnaby, Allen says he has acquired half the acreage he needs to develop Willard Park Eco Community. He is working on assembling the rest.

And while close to Burnaby's Agricultural Land Reserve (ALR), Allen's parcels are not protected within the ALR. He faces yet another hurdle in that the site is currently zoned for single-family development and small hobby farms.

Despite these challenges, Allen says the SCARP collaboration was invaluable, helping him to persevere "in doing something very progressive, something that would be a global model." **R**

ILLUSTRATION: KAITLIN KAZMIEROWSKI

Green ideas – from Canada to Thailand

The Willard Park Eco Community project is exactly the kind of holistic thinking that drew her to UBC's School of Community and Regional Planning (SCARP), says Sawngjai Dear Manityakul.

"I want to help create clean, liveable cities that use less energy and generate less waste," says Manityakul, who aims to apply what she learns in Canada to her native city of Bangkok.

Manityakul holds a BSc in Environmental Sciences from the University of Guelph where she focused on natural resources management. She says the transition for her at SCARP has been to apply the concepts of environmental sustainability to a built community.

Manityakul describes the design process for the Willard Park project as intense and exhilarating. Over a six-week period, the students analyzed the site and created digital and physical models representing aerial and cross-section views.

Manityakul along with other classmates were learning for the first time how to convey complex ideas through images, producing plans and detailed drawings both by hand and with computer software.

"We had to balance key land uses," says Manityakul, "including food production, public spaces, some commercial activity and a diversity of housing options that would foster a vital and active seniors community."

For Manityakul, the experience has shown her what's possible when she returns to Thailand after she completes her MSc at SCARP.

"The participatory planning process is sorely lacking in Thailand," she says. "I would love to engage citizens in shaping their communities and introducing green spaces which Bangkok really needs."



PHOTO: MARTIN DEE



PHOTO: ISTOCK PHOTO

Map project definitely not another day at the office

BY SARAH WALKER

Monday morning, first day of Reading Week. Instead of sitting at my usual desk on campus, I found myself walking up to the secured front door of a Kitsilano transition house for women who have experienced abuse in their intimate relationship, Munroe House. I was about to meet up with four UBC cartography students, Munroe House residents and staff to work on a mapping project for a community service-learning project (CSL).

CSL is a model of experiential learning that combines voluntary

community service with classroom learning. UBC's goal is to engage 10 per cent of UBC students in CSL each year. These four, enrolled in an advanced cartography course, signed up to create a set of maps for Munroe House as their final course project. They wanted practice with a community group in the mapping process, from needs analysis to finished product.

The residents, who had been using ad-hoc, hand-drawn directions from the front desk, have nine months to find alternate housing and register for appropriate support – often with little knowledge of

Vancouver, its neighbourhoods, amenities and services. Many are new to Kitsilano or Vancouver; some have language issues or little experience navigating transportation or bureaucracy. The students, a little nervous themselves, put their creative mapping skills to work to generate maps of the surrounding area and other neighbourhoods where the women may find housing and services to ease their transition process.

My role as project leader was through UBC's Community Learning Initiative Leadership Program, a professional

development opportunity offered by Organizational Development and Learning in Human Resources to UBC staff, graduate students and alumni. After five days of leadership training alongside 14 other leaders, my job was to facilitate the planning and logistics of the project as it unfolded.

"I don't know what to expect," wrote one of the students in a journal entry on the first day, "but I'm looking forward to trying out my skills outside of class." I didn't quite know what to expect either, but was already confident the project would invite me out of my comfort zone, as I was about to meet a community that was previously invisible to me.

The women who live here have various levels of education and literacy, from university degrees to near map illiteracy. Many transition houses accommodate a high percentage of immigrant women, as this population often has little other recourse given that their extended families usually do not live in Canada – a statistic that surprised me our first day.

The emotional intensity that surfaced after an introductory session on the diverse faces of abuse was also unexpected. We viewed a film which depicted various types of abuse: verbal, financial and emotional, as well as physical. Watching abuse unfold was physically difficult, and highlighted how subtle and widespread it can be. Taken aback by these ugly realities, we debriefed through an analysis of gender roles and pressures. Uncomfortable, yes. Key in getting us thinking about the bigger issues behind the project? I think so.

We met with residents and

the manager to brainstorm what kind of information and maps would be the most useful. Maps can be a real tool of empowerment: I watched that process begin as the residents grew confident in sharing their needs and the students got excited about transferring the relevant information to map-form. After the emotions of the morning, it was very powerful to be trusted to meet with individuals and put faces to the statistics.

After weeks of hard work, the students ended the semester with a presentation of a pile of brightly coloured, photocopyable maps complete with icons, bus routes and more information than the residents could have dreamed. I sat back and let the students run the show, watching the faces of the residents as they delightedly explored the wealth of information now available to them. "I didn't realize what a difference the maps would make," said one of the students. For the students, the realization that their work offers these women new opportunities to take control of their lives was truly satisfying.

Back in the office, I have a deeper understanding of my city, society and university. I am more aware of the students who make this university tick, and the impact of linking academic work with relationship and concrete outcomes. My eyes were opened to realities I rarely make myself see. This community let us into their lives for a season, and I am honoured by their trust.

Sarah Walker is an Executive Assistant in UBC's Public Affairs Office. She was released from her work for the equivalent of two weeks to participate in this CSL opportunity. ■

Have your say on UBC's Aboriginal Strategic Plan

BY BASIL WAUGH

Should UBC be helping Aboriginal elementary and high school students prepare for university? How can UBC best recruit and support Aboriginal faculty and students? UBC is developing an Aboriginal Strategic Plan and wants your input.

President Stephen Toope has created a broadly-based 15-person working group to determine how UBC can better meet the needs of First Nations peoples.

Co-chaired by Anna Kindler, AVP Academic Programs, and Linc Kesler, First Nations Studies Program Director, the committee includes UBC Vancouver and Okanagan students, faculty, staff, administrators and community members, including UBC-O provost Alaa Abd-El-Aziz and Darrel McLeod of Indian and Northern Affairs Canada.

"Aboriginal education as a key UBC priority, as we identified in Trek 2010," says Kindler. "The UBC Aboriginal Strategic Plan will clearly articulate and prioritize expected outcomes, set attainment targets, and guide a resource allocation process."

This summer, the committee will consult with several groups, including Aboriginal and non-Aboriginal members of the UBC

community, alumni, and Aboriginal communities and organizations.

A new website – www.vpacademic.ubc.ca/Aboriginal – has been created to facilitate public input and communicate the plan's progress. Updates will also be provided via outreach to Aboriginal communities and organizations and broadcasts to the UBC community.

"Consultation with the campuses and communities will continue throughout the process," says Kesler. "Right now, we want to know what people think a draft plan should include. We will then present a draft plan for additional public comment early in the fall before the plan is finalized."

A new website

– www.vpacademic.ubc.ca/Aboriginal – has been created to facilitate public input



PHOTO: ANNA DRAKE

Diet doubles pups' survival rate

BY BRIAN LIN

In a world obsessed with low-calorie diets, Amelia MacRae thinks that more fat may be the key to survival – for seal pups, that is.

MacRae, a graduate student in the Faculty of Land and Food Systems' Animal Welfare Program, has been working with the Vancouver Aquarium's Marine Mammal Rehab Centre to find the best diet for nursing orphaned or abandoned harbour seal pups to health before releasing them back in the wild.

The rehab centre takes in more than 100 harbour seal pups every summer after responding to public reporting of seal strandings.

"Many pups arrive in terrible condition," says MacRae, a former marine mammal trainer with the aquarium. "Some are injured, some are emaciated and appear to have been abandoned by their mothers often because of human interference."

Seal pups need to more than double their natal weight by the time they are weaned from their moms. To achieve this, seal milk

contains more than 50 per cent fat. In comparison, commercial whole milk contains 3.5 per cent fat.

"There are two widely-used feeds for orphaned harbour seals – an artificial milk formula and ground-up fish gruel," says MacRae. "But there has been little evaluation of their nutritional values and how they actually contribute to the growth of seals pups."

MacRae began comparing the two popular feeds last summer and has found that while neither led to weight gain, seal pups on the milk formula had almost double survival rate. She hypothesizes this may have to do with the milk's higher caloric content.

This summer, MacRae plans to take the study one step further by introducing heating to the seal nursery. "If the pups don't have to expend energy to keep warm, we hope they will grow faster and have a better chance of survival once released," says MacRae. "By applying some simple science we hope to give these unfortunate animals a second chance at life." **R**



PHOTO: ANNA DRAKE

Amelia MacRae helps determine the best diet for orphaned or abandoned seal pups



PHOTO: COURTESY UBC ARCHIVE

UBC students pose on the unfinished Chemistry Building during the 1922 Great Trek.

Early days of UBC mirrored province's boom and bust cycles

BY LORRAINE CHAN

The founding and early fortunes of the University of British Columbia closely mirrored those of the province.

Boom times and a growing population made it possible for the B.C. government to pass the University Act in 1908, says B.C. historian Patricia Roy.

Yet, it would be seven years later before UBC opened its doors in 1915. In that interim, the province had endured an economic depression and saw the start of the Great War.

"The world of 1915 was very different from that of 1908," says Roy, a UBC alumna and professor emerita of history at the University of Victoria.

"There was unemployment. Immigration fell off. The Grand Trunk Pacific and Canadian Northern Railways were complete but bankrupt."

In great contrast to this grim picture were the heady days when B.C. residents felt flush and exuberant over the idea of a university they could call their own.

In 1908, B.C.'s population numbered approximately 250,000 and the province enjoyed an annual output from manufacturing, forestry, fishing, mining, furs and farms totaling \$60 million.

The 37-year-old premier, Richard McBride "was optimism personified," says Roy.

"McBride and the Minister of Education Henry Esson Young had the will and wherewithal to press ahead because they knew the province needed skills to develop its resources."

As well, says Roy, McBride knew what it was like to leave the province to earn a university degree.

At age 16, McBride completed his studies in a one-room high school in New Westminster. He decided to pursue law and

moved to Halifax where he attended Dalhousie Law School, Canada's only university-based law school."

During 1908, B.C. had 16 high schools with about 1,400 students. Those who aspired to post-secondary education had to head south to the United States or back east.

Or they could join 48 other students at McGill University College in Vancouver or at its Victoria branch, or attend Columbian College in New Westminster, which was affiliated with Victoria University of Toronto.



On March 7, 1908, the legislature, with little debate, passed the act incorporating the University of British Columbia. The Act declared that in order to make higher education widely available, tuition would be free to all students in Arts, and women students would "have equality of privilege with men students."

Mayors across the province immediately lobbied to locate the university in their community.

"They saw it as a surefire way to raise real estate values, promote trade, and draw immigrants," says Roy.

Only one B.C. neighborhood spurned the idea. "The reeve of South Vancouver thought 'the tendency of the students to tear down fences and play similar pranks' would lower property values."

To head off any political controversy, McBride set up a University Site Commission. The Commission conveniently recommended a site at Point Grey where the government had a large block of unoccupied land. The government organized an architectural competition to design the campus and its buildings and put money in the budget to build them.

However, UBC's budget was continually cut and by 1913 building plans were cancelled. Yet, in September 1915, 379 students started classes at UBC in two shingled buildings on the grounds of the Vancouver General Hospital.

By 1917, returning soldiers were beginning to swell the ranks of the student body but others were still enlisting. Women students outnumbered men in the Faculty of Arts.

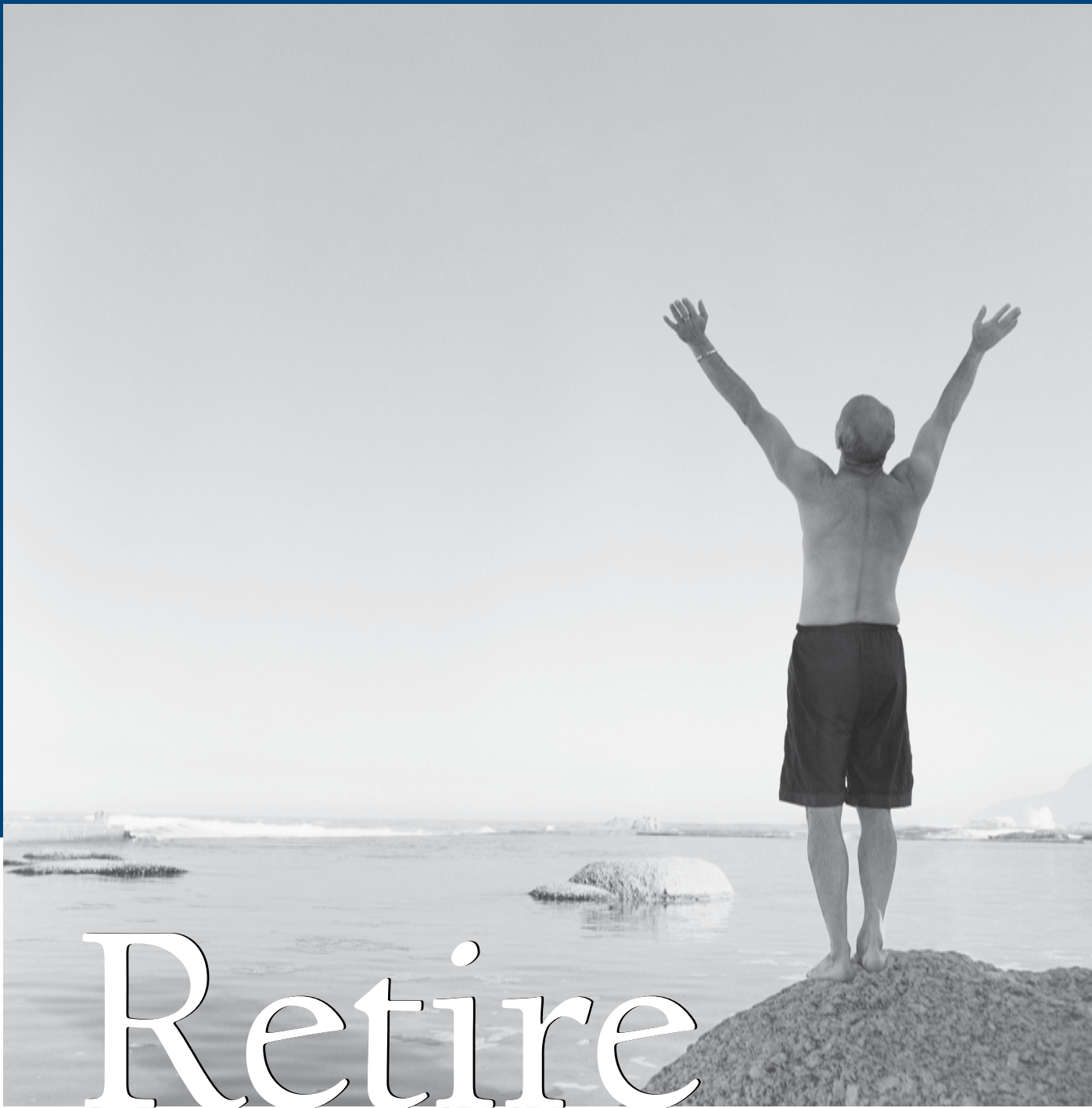
Roy says that UBC was very careful in its early years to appeal to all interests in the province. For example, agriculture was one of the first faculties established and once classes were over in the spring, the professors delivered short courses at various points in the province.

"At the time, farmers were over-represented in the legislature."

There was also a concentrated effort to make scientific knowledge relevant and available throughout the province to those who would benefit from it. "So UBC focused on mining, forestry, engineering and civil engineering."

Construction at UBC Vancouver finally began in 1923, following the historic Great Trek of 1922 when 1,200 students marched from a temporary campus near 12th and Cambie to the Point Grey campus, urging the provincial government to continue building UBC. **R**

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