THE UNIVERSITY OF BRITISH COLUMBIA

UBC REPORTS

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John Chong photo

Arm Raising

Music fans from UBC and the Vancouver area demonstrate their appreciation for Pure, the first of five bands who performed at the eighth annual Arts County Fair celebrating the last day of classes at UBC April 9. The star-studded lineup also featured 54-40, Econoline Crush, The Planet Smashers and Odds. Organized by students in the UBC Arts Undergraduate Society, the sold-out event raised more than $25,000 for the Canadian Cancer Society, AIDS Vancouver and St. John Ambulance.

Research plan zeros in to build strengths

by Hilary Thomson

Staff writer

Putting research at the heart of UBC activities is the aim of *Research Turns on Knowledge*, a planning document recently released by the Office of the Vice-President, Research.

"We're starting from a position of strength in terms of our performance and reputation as a research university," says Bernard Bressler, vice-president, Research. "We want to engage all faculty, staff and students to make research central to what we do here."

The document is linked to the strategies outlined in *Trek 2000*, UBC's vision for the next century, and elaborates on the activities needed to make UBC one of the world's outstanding research universities.

It lists nine major objectives and provides a framework for making decisions, allocating resources and managing change.

Also included is a statement of values that will guide the mission of advancing Canadian intellectual, social, cultural and economic growth through scholarship. Innovation, investigative integrity and collaborative research are some of the values identified.

Many factors influence the success of research at UBC, says Bressler. These include human, physical and financial resources, technology, economic conditions and the activities of competing universities.

The Helping UBC Generate Excellence (H.U.G.E.) fund is being established to help build the quality and capacity of UBC research.

It co-ordinates existing sources of research support such as the Peter Wall Fund, the Hampton Fund and the Humanities and Social Sciences Fund.

UBC will also look for new contributors from private, industrial and public donors to create a UBC Research and Faculty Development Endowment Fund.

The University-Industry Liaison Office will contribute to the fund from equity holdings in UBC spin-off companies created as a result of the transfer of technologies discovered on campus.

Encouraging and celebrating individual and collaborative research will be accomplished by strategies such as a "Celebration of Research" recognition event and support-

See ***RESEARCH*** *Page 2*

Record 12 women up for YWCA distinction

The talents and achievements of UBC women students and faculty light up the nominations list for this year's YWCA Women of Distinction awards. A record five students, one alumna and six faculty are among the nominees.

Marchak

Sociology Prof. Patricia Marchak, former dean of Arts and a newly elected member of UBC's Board of Governors, has been nominated in the category of Education, Training and Development for her contributions to UBC and the province's economy and environment.

One of Canada's foremost sociologists, Marchak has written numerous books and articles on fisheries, political ideologies, political economy and forestry.

UBC alumna Allison Dunnet has been nominated as a Young Woman of Distinction.

Dunnet graduated last year with a degree in Political Science. As a third-year student she created and co-chaired Imagine UBC, an orientation program for first-year students. She was also instrumental in developing Humanities 101, a general arts program for people living in Vancouver's Downtown Eastside.

Dunnet currently works as an intern in UBC's Development Office.

Other UBC student nominees in this category include Science students Priscilla Brastianos, Andrea Dahl, Riga Godron and Kumi Teranishi and Nursing student Nicole Fulton.

Nominees in the Health and Wellness category include pediatrician Jean Hlady and ophthalmologist Katherine Paton, both UBC clinical professors of Medicine.

Dunnet

Nominated in the Science and Technology category is Zoology Prof. Judith Myers, one of Canada's leading ecologists. A specialist in the field of population biology, Myers is an expert on the biological control of introduced pests.

She has also served as associate dean of Science for the promotion of women in science.

Also nominated in this category are Assoc. Prof. Virginia Baldwin of the Dept.

See ***YWCA*** *Page 2*

Scholars pull in major NSERC grants

UBC researchers have been awarded over 175 research grants in the annual competition of the Natural Sciences and Engineering Research Council of Canada (NSERC).

"UBC is very well represented in the new research grants and scholarships awarded in B.C., which total $47.6 million for 327 research projects and 190 young researchers in the province," says Bernard Bressler, vice-president, Research.

"We continue to maintain our competitive position due to the extremely talented and dedicated research community at UBC," says Bressler. "The fact that so many young researchers were funded is a very positive signal for future success."

Among the major grants awarded to the university are two equipment grants to the Chemistry Dept. for 400-megahertz NMR spectrometers.

"It's the most powerful tool available to characterize molecules in solution," says Chemistry Prof. Raymond Andersen who successfully applied for a $757,049 grant. "It will be a core facility utilized by many people in both organic and inorganic chemistry."

A research group led by Pathology and Chemistry Prof. Colin Fyfe will receive $745,980 for a similar spectrometer.

"Our group will use it to investigate chemical structures of new solid structures such as ceramics, catalysts and plastics," says Fyfe. "The spectrometer also acts as a microscope for magnetic resonance imaging."

The Pacific Institute for the Mathematical Sciences, directed by Nassif Ghoussoub, has been awarded a $600,000 institutes research grant.

Two UBC faculty members in Physics and Astronomy, Assoc. Prof. Janis McKenna and Asst. Prof. Christopher Hearty will share in a $650,000 subatomic physics grant with five other researchers across Canada. They are involved in an international research project in elementary physics, which includes over 500 scientists.

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Inside

Shrewd Move 3

Prof. Geoff Scudder's insect search turned up something out of the ordinary

Thinking Camp 17

A cross between summer camp and Plato's Academy comes west

Treasure Trove 20

For 25 years, they've been a large part of what makes UBC tick

Research

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ing UBC-wide research cafés — informal meetings that promote discussion among researchers from various disciplines.

Integrating teaching and research is another key strategic objective.

"We will be working with the Academic Plan Advisory Committee to help faculty include undergraduate students in research and mentor them as investigators," says Bressler.

Research focus themes that cut across disciplines will be promoted, he adds. In addition to breaking down barriers between academic units and stimulating investigation, thematic research is attractive to funding sources such as the Canada Foundation for Innovation, the Major Collaborative Research Initiative (a program of the Social Sciences and Humanities Research Council) and the Network of Centres of Excellence.

UBC will also look for community, national and international partnerships to develop research questions and apply new knowledge. Opportunities include partnership with industry, investors and entrepreneurs, community and cultural organizations and philanthropic foundations.

Raising awareness of the value of UBC research continues to be a priority. Faculty and students will be encouraged to make presentations on their work and participate in community activities related to their research throughout B.C.

"We have such a richness of research here," says Bressler. "We want to develop that wealth by making sure it's integrated into our day-to-day activities."

The Executive Committee for Research welcomes responses to *Research Turns on Knowledge*. The document appears in this issue of *UBC Reports*. Copies are also available from the Office of the Vice-president, Research, or on the Web at www.research.ubc.ca. Comments may be sent by e-mail to thinkres@interchange.ubc.ca.

YWCA

Continued from Page 1

of Pathology and Laboratory Medicine and Mary Stephenson, assistant professor in the Dept. of Obstetrics and Gynecology.

UBC is sponsoring the Voluntary, Community and Humanitarian Service category for the 10th year. The awards recognize women who have made outstanding contributions to the community through professional or volunteer work.

The YWCA Women of Distinction awards dinner takes place May 27 at the Hyatt Regency Hotel. For tickets call Ticketmaster at 280-4444.

NSERC

Continued from Page 1

Commerce Prof. Tae Oum will improve tools and models to forecast future flight demand for airlines.

Assoc. Prof. Carlos Ventura and his colleagues in Civil Engineering have been awarded a grant to upgrade the simulator in the Earthquake Engineering Research Laboratory, used to research how to build safer structures and retrofit existing ones.

Psychology Prof. James Enns will explore the processes between the eye and the brain that lead to perception.

For more information on UBC's NSERC research grants check the Web site, http://www.nserc.ca/programs/result/1999/rg/ubc.htm

Cecil Green Park Mother's Day Tea

Sunday, May 9

Two Sittings: 1 pm or 3 pm

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The May 20 *UBC Reports* will be a special Congregation issue highlighting the achievements of more than 5000 UBC graduates.

Many special guests, family and friends are expected on campus for this event. More than 20,000 copies will be distributed.

To advertise in this issue, call 822-4636 by noon, Tuesday, May 11.

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Campus prepares for emergencies May 3-7

May 3-7 is Emergency Preparedness Week across B.C. and at the province's largest university there will be campaigns to provide information and raise awareness, including fire and earthquake drills.

"We will stage short, quick earthquake drills in some classes and present other activities and opportunities for people to learn more," says Jody Sydor, UBC's emergency planning co-ordinator.

"During the week we hope everyone at UBC asks themselves, 'When was the last time I crawled under my desk in an earthquake drill, or took part in a fire drill? Am I prepared?'"

Sydor points out that at the university perfecting disaster planning and education takes place on a day-to-day, year-round basis. Everyone has opportunities to become better informed.

More than 1,750 UBC employees have completed emergency training workshops and nearly 100 participated in fire warden training says Sydor, who works on developing the university's disaster plan in Health, Safety and Environment.

She is also responsible for training faculty, staff and students in emergency preparedness and response at a local level, and for roles on the university's emergency response teams.

Rapid building damage assessment, emergency social services, first aid and fire safety are other training areas offered to support UBC's overall emergency capacity.

An essential component of the community-wide disaster planning process is the annual emergency scenario. This year it's being dubbed, "Operation T-Bird." It is UBC's eighth scenario and is being staged on campus June 10.

"It will be a simulated partial structure collapse of one of the campus ice rinks complete with actors from University Hill Secondary School," says Sydor. "For the first time, we're announcing the scenario in advance to encourage everyone at UBC to become more informed about emergencies and the roles they could play in one."

Health, Safety and Environment conducts the emergency scenario in conjunction with a committee of representatives from other departments and first responders including the B.C. Ambulance Service, Vancouver Fire and Rescue Services, the RCMP, Campus Security and UBC Hospital.

The scenarios provide an opportunity for emergency services and university personnel to put their skills and procedures to the test.

In past years, a simulated plane crash, major motor vehicle accidents, chemical spills and the explosion of hazardous materials have been staged.

"They provide an invaluable opportunity for inter-agency co-operation," says Ross Eliason, a fire prevention officer with Vancouver Fire and Rescue. "First responders actually meet and interact with the university community, which is very important."

For information on emergency preparedness on campus and the university's emergency plans, call (604) 822-1237 or e-mail sydor@safety.ubc.ca.

Kent Kallberg photo

UBC Library Facilities and Preservations manager Suzanne Dodson and her husband Earl have worked to improve and preserve UBC's libraries for more than 30 years. Dodson retires tomorrow but her last project, the restoration of a reading room in Main Library, will honour the pair's contributions for years to come.

Dynamic duo's lives linked to Main Library

by Susan Stern

Staff writer

The lives of Suzanne and Earl Dodson have been uniquely connected to UBC Libraries, and the Main Library in particular, for more than three decades.

It started in the 1950s when the two UBC students met at the Biology Club. Then Suzanne Cates, she was initially uncertain about her suitor and used to hide behind the dictionary stand in Main Library's Ridington Room to avoid his determined pursuit.

After getting her degree in librarianship from UBC, Dodson was hired by the Library but only intended to work for a couple of years to gain experience.

Tomorrow, after holding numerous positions, Dodson is reluctantly saying goodbye after a 36-year career in UBC libraries.

Dodson says she and her husband had always been attached to the Main Library. When she took on her most recent position as Facilities and Preservations manager her responsibilities included the libraries' physical plant.

"I was always seeing things that needed doing," says Dodson. "We both wanted to give something back to UBC."

Their contributions have been considerable and include many behind-the-scenes improvements — a second elevator in the Koerner Library for people with disabilities and air conditioning to protect rare materials held in the Special Collections and University Archives vault. They also supported microfilming B.C. government sessional papers as a first step toward an ongoing preservation program for the Library.

"I was always coming home to Earl and saying we need this and we need that and he always forked over the money," Dodson says.

She was especially pleased with replicas they had made of the only two remaining classic wrought iron and glass lamps hanging in Main Library's front hall. Adolf Becker, Werner Mueller and Paul Rogan from Plant Operations created them.

"Take a look sometime — the restorations are beautiful," she says.

Her last major assignment has been the restoration of Main Library's Room 502 from office space to some semblance of its original 1925 splendour as a reading room.

University Librarian Catherine Quinlan wanted to make the restoration a surprise for the couple in honour of their support, but it was impossible because the workers naturally went to Dodson for direction.

"Catherine told me it was like giving me a Christmas present and asking me to wrap it up myself," says Dodson, "but I wouldn't have missed the fun of being involved for anything."

The room's huge wooden roof beams have been refinished. The centre beams are decorated with plaster ribbons and stylized flower plaques. UBC artisan Paul Rogan and Constantine Pardalis handpainted a tricky decorative frieze of Celtic design around the top of the room.

The room, officially dedicated today in a ceremony led by UBC President Martha Piper, has been renamed The Suzanne Cates Dodson and Earl D. Dodson Reading Room in their honour. It will be used not only for reading, but also for concerts, meetings, lectures, and other events.

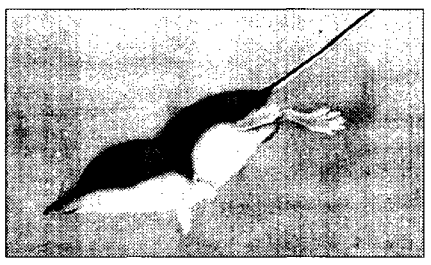
"Given their interest in the refurbishment of Main Library and their many efforts as benefactors and great friends of the university, it was particularly fitting that Room 502 be named in their honour," Quinlan says.

For Dodson, the arrival of her retirement is a bit overwhelming. Main Library has been her second home for so long she says it will take her a while to adjust. She admits she will miss all the colleagues she has worked with for so long, and whom she considers part of her UBC family.

"Earl compares my retirement to jumping off a speeding train," she says. "But really, it's been a wonderful ride."

Offbeat

by Bruce Mason
Staff writer



When UBC entomologist Prof. Geoff Scudder accidentally captured a tiny shrew in a trap set for insects last summer, he had few clues that he had uncovered a scientific mystery.

His discovery — which had experts scratching their heads — has now been identified as a Merriam's Shrew. The rare mammal, never before found in Canada, has attracted national media attention and a warning from scientists that we know too little about B.C.'s animal and plant life.

"It is highly unusual to discover a mammal," says Scudder, who trapped the *Sorex merriami* in a pit-fall trap set up to collect insects for a survey in the Kilpoola Lake area, a few kilometres west of Osoyoos.

A curious Scudder sent the specimen to Dave Huggard, a biologist with the Ministry of Forests at Kamloops who studies small mammals in the B.C. Interior.

Huggard spotted several anomalies — light-colored fur and in particular, unusual teeth — and he suspected he was witnessing Merriam's Shrew.

Next stop for the specimen was positive identification in the lineup at the Royal B.C. Museum (RBCM).

"We have over 8,000 shrews in our collection; that's greater than the number of light bulbs in the legislature," says John Matters, spokesperson for the RBCM.

Dave Nagorsen, curator of vertebrates at the museum, is an authority on the identification and life histories of shrews. However, Merriam's Shrew is difficult. It can only be identified by its teeth. Despite the large collection at hand, Nagorsen had to rely on reference skulls borrowed from Washington State University.

At last, a positive identification — Scudder's discovery was indeed a Merriam's Shrew, a small 9- to-10-centimetre-long animal associated with the dry grasslands of the western United States.

In a press release announcing the rare discovery and identification, the museum states, "We regret there are no photographs of the animal available. The specimen was in advanced decay when captured but crucial skeletal evidence confirmed its identification."

For the team that collaborated on the identification, the shrew's presence at Kilpoola Lake — an area supposedly well-surveyed biologically — demonstrates the importance of this and other sites for conserving B.C.'s grassland plants and animals.

"The discovery of a new mammal points out the fact that we need to learn more about what's out there if we are to have any hope of conserving it," Scudder says.

Calendar

May 2 through June 12

Sunday, May 2

Chan Centre Concert
The Juilliard String Quartet. Chan Centre Chan Shun Concert Hall at 3pm. Web site: http://www.chancentre.com. Call Ticketmaster 280-3311 or for more information 822-2697.

Monday, May 3

Chan Centre Concert
Music In The Morning. CBC Vancouver Orchestra. Chan Centre at 11:30am. Web site: http://www.chancentre.com. Call Ticketmaster 280-3311 or for more information 822-2697.

Member Speaker Series
Turning Commercial: Public Science And Private Profit. Janet Atkinson-Grosjean, Interdisciplinary Studies. Green College at 5:30pm. Call 822-1878.

Tuesday, May 4

Chan Centre Concert
Glenn Miller Orchestra: Big Band Music. Chan Centre Chan Shun Concert Hall at 8pm. Web site: http://www.chancentre.com. Call Ticketmaster 280-3311 or for more information 822-2697.

Wednesday, May 5

Orthopedics Grand Rounds
Total Knee Arthroplasty, Tourniquet Usage And Arterial Complications. Dr. Robert McGraw; Dr. Donna Smith; Dr. David C. Taylor. VGH, Eye Care Centre Aud. at 7am. Call 875-4192.

Engineering And Architecture Continuing Education
Risk Management. Franco Oboni; Stewart Behie. Forestry Sciences 1001 from 8:30am-5:30pm. Continues to May 7. $900; $400 student (includes materials, lunches, certificate). Call 822-1884.

Individual Interdisciplinary Studies
Interdisciplinary Science And The Environment. Grant Ingram, principal, St. John's College. Green College at 5pm. Call 822-1878.

Chemical Engineering Video Presentation/Talk
Vipassana Meditation. Raman Khosla, Vipassana teacher. Graduate Student Centre Thea's Lounge from 7-10pm. Call 822-8554; 738-1984.

Thursday, May 6

Occupational First Aid Course
Level I. Vancouver Fire Hall #10, 2992 Wesbrook Mall from 8:30am-4:30pm. $90. To register call Pamela Rydings 822-2029.

Friday, May 7

Plant Sale
Cash 'n' Carry. Horticulture Greenhouse from 9am-5pm. Call 822-3283.

Health Care And Epidemiology Rounds
Drug Resistant Tuberculosis: Limited Effectiveness Of First Line Therapy In Azerbaijani Prisons. David Meddings, International Committee of the Red Cross. Mather 253 from 9-10am. Paid parking available in Lot B. Call 822-2772.

Pediatric Grand Rounds
Cancer Vaccines: A Great Idea, But Will It Work? Dr. Kirk R. Schultz, Oncology, B.C's Children's Hosp. GF Strong Aud. from 9-10am. Call Ruth Giesbrecht 875-2307.

Engineering/Architecture Continuing Education
Architecture And Preservation - The Practice Of Preservation. Various speakers. Downtown campus; School of Architecture; AIBC office from 9am-4:30pm. Continues to June 25. $800 AIBC members/associates; $450 intern architects; $900 non-members; $170/day (includes materials, lunches, certificate). To register call 822-1884.

Couchiching Institute On Public Affairs Conference
Individual Rights And Society's Responsibilities: Striking The Balance. Various experts. Green College from 7:30-9:30pm. Continues to May 8 from 9am-4:30pm. $95; $85 CIPA members. Student bursaries available. To register call 904-5777.

Chan Centre Concert
Jeannie's Percussion Concert. Chan Centre Chan Shun Concert Hall at 8pm. Web site: http://www.chancentre.com. Call Ticketmaster 280-3311 or for more information 822-2697.

Saturday, May 8

Garden Tour And Tea
University Women's Club. Hycroft House from 1-5pm. $10 includes tea. Call 731-4661.

Sunday, May 9

Chan Centre Concert
30th Anniversary Mother's Day Celebration. British Columbia Boy's Choir. Chan Centre Chan Shun Concert Hall at 3pm. Web site: http://www.chancentre.com. Call Ticketmaster 280-3311 or for more information 822-2697.

Monday, May 10

Member Speaker Series
Transfer Of Development Rights In Vancouver: How The New Wall Centre's Tower Got To Be So Darn Tall. Ari Goelman. Green College at 5:30pm. Call 822-1878.

Wednesday, May 12

Orthopedics Grand Rounds
Arthroscopy And Posterior Cruciate Reconstruction. Dr. B. Day. VGH, Eye Care Centre Aud. at 7am. Call 875-4192.

Thursday, May 13

Occupational First Aid Course
Level I. Vancouver Fire Hall #10, 2992 Wesbrook Mall from 8:30am-4:30pm. $90. To register call Pamela Rydings 822-2029.

Peter Wall Institute Complexity Seminar
Cross-Cultural Perspectives On Women, Identity, Food. S. Smith; S. Geok-lin Lim; M. Ellmann, M. Katzman; P. Van Esterik. University Centre Peter Wall Institute small conference area from 9:30am-5pm. To register Web site: www.wmst.ubc.ca or for info call 822-9171.

Friday, May 14

North Shore Counselling Centre Course
Exploring Human Freedom: Science, Systems And Spirituality. Various speakers. IRC from 8:30am-4pm. Continues to May 15. $175-$195; $150 group; $115 one day. E-mail: imjonsson@aol.com or call Molly Jonsson 926-5496 voice mail #20.

Pediatric Grand Rounds
The Diagnosis And Management Of Non-Epileptic Seizures In Children. Various speakers. GF Strong Aud. from 9-10am. Call Ruth Giesbrecht 875-2307.

Health Care And Epidemiology Rounds
Public Health Initiative In Shanghai. Hua Fu, dean, Shanghai Public Health. Mather 253 from 9-10am. Paid parking available in Lot B. Call 822-2772.

North Shore Counselling Centre Course
Individual Responsibility In A Chaotic World. Michael Kerr. IRC from 7-9pm. $15 at the door. E-mail: imjonsson@aol.com or call Molly Jonsson 926-5496 voice mail #20.

Sunday, May 16

Chan Centre Concert
Northern Journey. Elektra Women's Choir. Chan Centre Chan Shun Concert Hall at 2:30pm. Web site: http://www.chancentre.com. Call Ticketmaster 280-3311 or for more information 822-2697.

Monday, May 17

Education Noted Scholar Lecture
The Politics Of Reforming Or Replacing Public Schools: Threats And Opportunities. Prof. William Lowe Boyd, Education, Pennsylvania State U. Scarfe 310 from 1-2pm. Call 822-9136.

Science And Society
What Is A Rhetoric Of Medicine? Judy Segal, English; Science Studies. Green College at 8pm. Call 822-1878.

Wednesday, May 19

Orthopedics Grand Rounds
Health Economics: What An Orthopedist Needs To Know. Dr. J. Esdaile. VGH, Eye Care Centre Aud. at 7am. Call 875-4192.

Education Noted Scholar Lecture
The Importance Of Synergy To Independent Living Skills For Individuals With Visual Impairments: Good Old-Fashioned Teamwork. Patricia Smith, chairperson, Rehabilitation, U of Arkansas at Little Rock. Scarfe 310 from 12noon-1pm. Call 822-9136.

Senate Meeting
Regular Meeting Of The Senate. UBC's Academic Parliament. Curtis 102 at 8pm. Call 822-2951.

Thursday, May 20

Board of Governors Meeting
Open Session Begins At 8am. Fifteen tickets are available on a first-come, first-served basis on application to the Board Secretary at least 24 hrs before each meeting. OAB Board and Senate room. Call 822-2127.

Friday, May 21

Pediatric Grand Rounds
The Enemy Within: Mutations And Cancers Result From The Absence Of Genes That Correct Mistakes Made During Chromosomal DNA Replication. Dr. Frank R. Jirik, Centre for Molecular Medicine and Therapeutics, B.C.'s Children's and Women's Hosp. GF Strong Aud. from 9-10am. Call Ruth Giesbrecht 875-2307.

Health Care And Epidemiology Rounds
Time To Use Epidemiology And The Health Care System To Control The Tobacco Epidemic. Frederic Bass, director, B.C. Doctors' Stop-Smoking Program. Mather 253 from 9-10am. Paid parking available in Lot B. Call 822-2772.

Chan Centre Concert
Pianos Galore Presented By The Canadian Vocal And Performing Arts Society. Chan Centre at 8pm. Web site: http://www.chancentre.com. Call Ticketmaster 280-3311 or for more information 822-2697.

Tuesday, May 25

Poetic Persuasions
Readings From His Book Of Poems: "*Keeping In Touch*". Eugene McNamara, poet. Green College at 7:30pm. Call 822-1878.

Wednesday, May 26

CZM Workshop
Ecosystem-Based Management In Coastal Zone. University Centre from 9am-12pm. To register Web site: www.ire.ubc.ca.

Thursday, May 27

B.C. Post-Secondary Education Policy Issues
Consequences Of Success: Old Solutions And New Problems For Higher Education. Martin Trow, Goldman School of Public Policy, U of California. Green College at 4:30pm. Call 822-1878.

Friday, May 28

Pediatric Grand Rounds
Process And Outcome In Reproductive Care. Robert M. Liston, head, Obstetrics and Gynecology; Margaret R. Pendray, Neonatology, B.C.'s Children's Hosp. GF Strong Aud. from 9-10am. Call Ruth Giesbrecht 875-2307.

Health Care And Epidemiology Rounds
UBC Farmer And Farmworker Study: Assessing Chromosomal Damage In Fraser Valley Berry Workers Exposed To Pesticides. Anne Marie Nicol. Mather 253 from 9-10am. Paid parking available in Lot B. Call 822-2772.

Saturday, May 29

Chalmers Institute
Celebrating Women, Land, Spirit With Carolyn McDade. VST Epiphany Chapel from 10am-4pm. $50; $40 group; $25 seniors. To register call 822-9815.

Thursday, June 3

Occupational First Aid Course
Level I. Vancouver Fire Hall #10, 2992 Wesbrook Mall from 8:30am-4:30pm. $90. To register call Pamela Rydings 822-2029.

Friday, June 4

Pediatric Grand Rounds
Why Examine A Placenta? Fergall Magee, clinical assistant professor, Pathology. GF Strong Aud. from 9-10am. Call Ruth Giesbrecht 875-2307.

Health Care And Epidemiology Rounds
Using Laboratory Analyses In Epidemiologic Studies: Practicalities, Pitfalls And Pratfalls. Shona Kelly, research scientist. Mather 253 from 9-10am. Paid parking available in Lot B. Call 822-2772.

Saturday, June 5

Engineering And Architecture Continuing Education
Information Security For Technical Professionals. CEME 1202 from 9am-5pm. $150-$180; $60 students includes materials, lunch, certificate. To register call 822-1884.

Museum Of Anthropology Black Tie
The Golden Gala - Fundraising Event. MOA at 7pm. For tickets call 822-5087.

Friday, June 11

Pediatric Grand Rounds
Reach For The Top. GF Strong Aud. from 9-10am. Call Ruth Giesbrecht 875-2307.

Health Care And Epidemiology Rounds
Income Inequality As A Cause Of Death - True, False Or Statistical Artifact? Michael Wolfson, Statistics Canada. Mather 253 from 9-10am. Paid parking available in Lot B. Call 822-2772.

No Calendar.

Please note, there will be no Calendar in the next *UBC Reports*.

The Calendar returns with the June 10 issue.

(Deadline for submissions is noon, June 1.)

UBC REPORTS

CALENDAR POLICY AND DEADLINES

The *UBC Reports* Calendar lists university-related or university-sponsored events on campus and off campus within the Lower Mainland.

Calendar items must be submitted on forms available from the UBC Public Affairs Office, 310-6251 Cecil Green Park Road, Vancouver B.C., V6T 1Z1. Phone: UBC-INFO (822-4636). Fax: 822-2684. An electronic form is available at http://www.publicaffairs.ubc.ca. Please limit to 35 words. Submissions for the Calendar's Notices section may be limited due to space.

Deadline for the June 10 issue of *UBC Reports* — which covers the period June 13 to July 10 — is noon, June 1.

THE UNIVERSITY OF BRITISH COLUMBIA

EQUITY OFFICE ANNUAL REPORT 1998

THE UNIVERSITY OF BRITISH COLUMBIA

April 29, 1999

Dear Colleague:

To meet requirements of the Federal Contractors Program and UBC's Policy on Discrimination and Harassment, our Equity Office annually summarizes campus-wide efforts to promote equity and to resolve complaints of discrimination and harassment. I am pleased to provide you with the Equity Office Annual Report 1998.

Please read this report and discuss it with your colleagues. The Equity Office welcomes any questions and comments.

Sincerely,

Martha Piper

Martha C. Piper

Message from the Associate Vice President, Equity

The purpose of UBC's Equity Office is to promote equity and to teach the University community to recognize and respond appropriately to unjustified discriminatory practices and harassing behaviours.

In 1998, the Office expanded its educational efforts by increasing the number of its customized presentations and workshops. These have met with considerable success: an overwhelming majority of participants reported that the workshops successfully communicated effective procedures for dealing with equity concerns as well as complaints of discrimination and harassment. Participants commented that the workshops taught them to think about equity and discrimination in terms of current human rights law and to understand the effectiveness of various strategies for resolving discrimination and harassment allegations. Participants agreed that they would recommend Equity Office workshops to colleagues.

To increase student understanding of equity principles and practices, the Office addressed one-half of its 1998 presentations to student audiences. As well, the Office continued to work with the Culturally Inclusive Campus Committee, which includes faculty, staff, and students interested in promoting and presenting educational events on issues of anti-racism, diversity, and inclusiveness. In addition, Office staff served on a variety of University committees: the Personal Security Advisory Committee, the Advisory Committee on Information Technology, and the Search Committee for the Vice President, Students.

As a result of the number and variety of its educational activities, many individuals have come to rely on Equity Office Advisors for information on ways to promote equity and to resolve allegations of discrimination and harassment. The Office helps administrative heads who wish to integrate University equity goals into the day-to-day operation of their units. It helps complainants to discover effective solutions for problems involving discrimination and harassment.

A major goal of the Equity Office's educational services is to help members of the UBC community distinguish acts of discrimination and harassment that violate human rights legislation from acts of inappropriate interpersonal conflict, such as habitual bullying, persistent rudeness, and hurtful teasing. The Equity Office refers to such acts as "personal harassment."

Authority to act on complaints of personal harassment rests appropriately with line management rather than UBC's Equity Office, which can do no more than provide complainants with basic information and referrals. Nevertheless, personal harassment should concern everyone on a campus dedicated to providing students, faculty, and staff with a work and study environment that offers everyone an equal opportunity to realize his or her potential.

In recent years, the number of complaints of personal harassment brought to the Equity Office has grown; in 1998, they made up one-quarter of the grievances brought to Equity Advisors. Moreover, the report of the 1998 external review of UBC's Equity Office expressed concern over UBC's failure to address the issue of personal harassment and recommended development of "a code of conduct or behaviour for faculty, staff, and students similar to that found at other Canadian universities." The Office supports this recommendation and proposes the formulation of a general code that administrative heads could adapt to meet the needs of their units.

The Equity Office would like to stimulate discussion on the desirability of the University developing a general statement of appropriate conduct for faculty, staff, and students. The Office invites your thoughts on this matter. As well, the Office invites your comments and questions on its 1998 Annual Report.

Sharon E. Kahn

Education & Training Report

The purpose of UBC's Equity Office education and training program, which includes panel discussions, customized presentations, and workshops, is to heighten awareness and understanding of two University policies: Employment Equity, and Discrimination and Harassment. The audience for these educational sessions consists of students, administrators, faculty, staff, and representatives from unions, employee associations, and departmental equity committees (see Figure 1).

FIGURE 1
Training & Education
by audience
January to December 1998

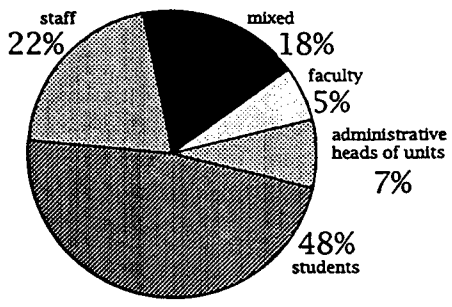
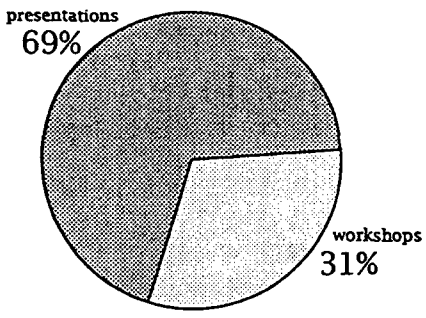


FIGURE 2
Training & Education
by type
January to December 1998



In 1998, the Office delivered 38 presentations, including lectures, informal talks, and informations session, and conducted 17 workshops (see Figure 2). Many of these were in response to individual requests for specialized training. In addition to on-campus educational activities, the Equity Office also participated in several community initiatives.

1998 Highlights of Equity Office Education and Training Initiatives

Core Training Workshops

- Five workshops on "Discrimination and Harassment Awareness" and "Discrimination and Harassment Skills Training" to administrative heads of unit and to staff with supervisory responsibilities.
- Two workshops on "Discrimination and Harassment Awareness" for support staff.

Customized Workshops and Seminars

- "Discrimination and Harassment Awareness" workshop for faculty and graduate students in Earth and Ocean Sciences.
- Two workshops on "Fostering an Inclusive Classroom" for faculty and staff.
- "Professional Relationships and Personal Boundaries" seminar for graduate students in History.
- "Discrimination and Harassment Skills Training" seminar for graduate students in Social Work.
- "Discrimination and Harassment Awareness" workshops for management and support staff in Plant Operations and Media Services.
- Seminar on UBC's Discrimination and Harassment Policy and complaint resolution process to First Nations House of Learning staff.
- "Discrimination and Harassment: Roles and Responsibilities of Student Leaders" workshop for residence advisors at Vancouver School of Theology.

Customized Presentations

- Lectures on sexual harassment to undergraduate students in Family Science.
- Lectures on employment equity and on discrimination and harassment to students in the Faculties of Applied Science and Dentistry.
- Presentation on human rights and equity-related issues to international students completing short-term programs at the English Language Institute.
- Presentation on UBC's Discrimination and Harassment Policy to First Nations Summer Program supervisory staff.
- Presentations on the role of the Equity Office to the AMS and other undergraduate societies, including those in the Faculties of Agricultural Sciences, Arts, and Commerce.
- Presentation titled "What is the Equity Office?" to the Graduate Student Society.

Partnerships

- Guidance for administrative heads of unit, faculty, staff, and students developing unit equity plans and establishing unit equity committees.
- Assistance to undergraduate students preparing class projects on racism and diversity issues.
- Collaboration with a Student Services committee to develop a diversity program for Student Services staff.
- Cooperation with staff in the Registrar's Office, Women Students' Office, and Human Resources engaged in staff training on discrimination and harassment awareness, employment equity, and equity-related issues.
- With the Culturally Inclusive Campus Committee (CICC), coordination of educational events on anti-racism, diversity, and inclusiveness, as well as response to inequity and discrimination concerns. CICC is composed of students, faculty, and staff from across campus. Examples of CICC events in 1998 include
  - Panel discussion titled "Student Rights and Responsibilities" to commemorate Human Rights Day, December 10. The panel featured representatives from the Commerce Undergraduate Society, the Graduate Student Society, Student Services, the Faculty of Law, and the Equity Office.
  - Student seminar titled "Students' Perspectives on Dealing with Racism."
  - Conference titled "Cry Freedom: Allying Ourselves Against Racism" to celebrate March 21, International Day for the Elimination of Racial Discrimination. This conference was co-sponsored by CICC and the student group Colour Connected.

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Community Initiatives

- Presentations titled "Managing the Criminal Aspects of Harassment Law" and "Confidentiality" at a conference for human rights practitioners organized by Continuing Legal Education.
- Presentations on discrimination and harassment issues for female support workers and management staff at a local community services society, as well as for high school students.
- Media interviews on equity and human rights topics.
- Advice on equity and human rights policies and practices to universities, employers, and various community organizations.

Educational & Employment Equity Report

UBC's Policy on Employment Equity (1990) is based on principles of individual merit and achievement, which means that employment decisions at the University are based on job performance criteria such as skills, knowledge, and abilities relevant to specific positions.

In keeping with these principles, the University's Employment Equity Plan (1991, revised in 1997) is designed to make the University a fair and equitable workplace in terms of hiring, training, and advancement. The Plan also seeks to attract and retain members of the four groups that the Federal Contractors Program designates as traditionally under-represented: women, First Nations people, visible minorities, and persons with disabilities.

Progress Toward Equity in 1998

Achievements in educational and employment equity over the past year are listed under the four objectives of UBC's Employment Equity Plan.

Objective A

Review of UBC's employment policies and practices for their potential discriminatory effect on members of designated groups; design of policies and practices to support employment equity opportunities for designated-group members.

1. UBC's vision statement, TREK 2000, identifies recruitment and retention of outstanding faculty and staff as a strategy in the University's pursuit of "an equitable environment that celebrates diversity, respects difference, and ensures that all may achieve their highest potential." To this end, "hiring policies should ... recognize questions of merit, equity, and the representation of under-represented groups on campus." TREK 2000 also recognizes that "First Nations faculty and students are a resource that will ... expand the study of aboriginal cultures both regionally and internationally."

   In support of the principles, goals, and strategies outlined in TREK 2000, the Vice President Academic and Provost established a committee to develop an academic plan. Terms of reference for this plan include recognition of the multicultural nature of British Columbia's population and of the University, as well as the diversity of aboriginal peoples.
2. As part of the TREK 2000 consultation process, the Equity Office joined with various groups, including the Status of Women Committee of the Faculty Association, the Centre for Research in Women's Studies, and the Women Students' Office, to prepare "A Vision of UBC for Women" statement, which was submitted to the President.
3. UBC's Board of Governors ratified the Agreement on Conditions of Appointment for Sessional and Part-time Faculty. This agreement brings more part-time faculty members into the Faculty Association bargaining unit by eliminating the distinction between "regular" and extra-sessional courses. As well as providing a career path, improved job security, and credit for length of service, the agreement also provides for regular reviews of teaching contribution.
4. To direct departments in recommendation of faculty appointments, the Office of the Associate Vice President Academic and Provost compiled the Faculty Records Information Package. This package includes information on the required employment-equity statement for all advertisements and the recruiting summary required for new tenure-track faculty appointments.
5. In reviewing the conditions for membership in the UBC 25 Year Club, the University changed eligibility from 25 years of uninterrupted service to 25 years of accumulated service.
6. Personalized benefits binders were distributed to over 6,000 UBC employees. In addition to summarizing coverage details, these binders give information on benefits eligibility, effective dates, and premiums.
7. The Department of Human Resources produced the Handbook for Non-Union Clerical/Secretarial Staff, which describes terms of employment for this group of employees.
8. The University Administration approved and CUPE Local 2950 ratified the Job Evaluation System Project (JESP). As a result, a 1% pay equity increase, which had been held in trust pending completion of JESP, was applied to all female-dominated classifications in CUPE 2950. To access additional pay equity funds from the provincial government, the Administration and the Union are negotiating a new salary grid. CUPE 116 has not yet ratified JESP; in addition, JESP negotiations for non-union clerical/secretarial staff remain ongoing.

   The Association of Administrative and Professional Staff (AAPS) and the University Administration successfully completed a mini-project designed to test the validity of the outcomes from JESP for Management and Professional (M&P) staff. The Administration and AAPS are discussing ways to continue joint partnership of JESP.
9. UBC's Equity Office offered five workshops on "Discrimination and Harassment Awareness" and "Discrimination and Harassment Skills Training" to administrative heads of unit and to staff and faculty with supervisory responsibilities. In addition, the Equity Office continues to offer customized workshops to students, staff, and faculty (see Education and Training Report).
10. UBC's Equity Office wrote and distributed a guide, "Creating an Environment Free from Discrimination and Harassment," to assist administrative heads of unit develop internal structures and procedures to prevent and remediate cases of discrimination and harassment.
11. The Centre for Teaching and Academic Growth (TAG) produced a video and guidebook on supervising graduate students. The video features equity-related issues that may arise between graduate supervisors and graduate students. In conjunction with the Equity Office, TAG offered a "Fostering Community and Inclusion in the University Classroom" workshop.

Objective B

Development of special measures and reasonable accommodations to achieve and maintain a UBC workforce representative of qualified applicant pools.

1. In 1998, UBC maintained its workforce representation of members of the designated employment equity groups: women 51%, aboriginal people 1%, visible minorities 22%, and persons with disabilities 4% (see UBC Workforce Data).
2. As it has for several years, UBC achieved its goal of appointing women to 35% of vacant tenure-track positions. The goal of 35% is based on the proportion of women earning doctoral degrees from Canadian universities and thus is consonant with the merit principle.
3. The Senior Faculty Opportunity Fund continued to be used to redress imbalances in the representation at senior faculty levels of women, First Nations persons, members of visible minorities, and persons with disabilities. The fund enables departments to appoint at senior ranks women and minorities with exceptional qualifications. In addition, the fund may be used when the University can secure the employment of an eminent academic by hiring his or her spouse or partner—but only when the spouse or partner also has outstanding qualifications.
4. UBC's Equipment Accommodation Fund was revised to require the formal involvement of the Disability Resource Centre in vetting all requests. In 1998, the fund was used to purchase ergonomic furniture and computer enhancements for employees requiring special accommodations.
5. UBC's Equity Enhancement Fund was used to assist three projects:
   - A Faculty of Education initiative to enlarge the pool of female candidates eligible to enter the Technology Studies Education program.
   - A Faculty of Forestry initiative to involve elders in the First Nations Professional Sciences Access Program.
   - An English Department conference, "Writing, Diversity, and Social Critique," that provided a forum for presentations and discussions on identity politics, ethnicity in literature, multiculturalism, and Asian-Canadian writing. Held in April, the conference attracted sixty-eight participants.
6. UBC joined with other B.C. universities to organize a conference to encourage faculty women to apply for academic administrative positions.
7. In 1998-99 and under the Interdisciplinary Studies rubric, two graduate courses in Women's Studies and Gender Relations were offered at the Centre for Research in Women's Studies and Gender Relations. In addition, the Centre continued to sponsor an annual symposium for graduate students working on topics related to Women's Studies and Gender Relations.
8. UBC's Academic Women's Association convened with the President to explore issues and ideas that relate to the status of women at UBC.
9. UBC continued to be a gold sponsor of the Vancouver YWCA's Women of Distinction awards. Four UBC faculty members and a former Alma Mater Society executive member were nominees in 1998. Two faculty members and the former Alma Mater Society executive member were honoured as award winners.
10. UBC, Simon Fraser University, and industry co-developed "Alternate Routes to Computing." This pilot diploma program addresses the shortage of qualified high-tech workers by training top university graduates with little or no computer experience. This program requires that at least half of its participants be women.
11. UBC's Colour Connected Against Racism, a student group committed to anti-racism, presented a one-day conference, "Cry Freedom: Allying Ourselves." Presented in cooperation with the Culturally Inclusive Campus Committee and the Equity Office, the event celebrated the International Day for the Elimination of Racism, March 21.
12. UBC's Women of Colour Mentoring Network, sponsored by the Women Students' Office, presented a program titled "Systemic and Institutional Racism from the Perspective of a First Nations Woman." In addition, the Women Students' Office's Safer Campus Peer Educators joined the First Nations House of Learning to present a seminar on hate crimes.
13. As part of the UBC President Speakers' Series, the House of Learning celebrated its tenth anniversary with a program titled "Sacajawea and Her Sisters: Images and Indians." Other events included
    - A career fair for First Nations high school students interested in attending UBC.
    - A celebration for First Nations students who graduated in 1998.
    - A conference, "Perspectives on Native American Oral Literatures," which featured the annual Sedgewick Memorial Lecture and was co-sponsored by Green College.
    - A discussion in conjunction with International Student Services on First Nations legends and stories.

    A major 1998 undertaking was establishing the Institute of Aboriginal Health to support the education of aboriginal health professionals. A partnership of the First Nations House of Learning and the Office of the Coordinator of Health Sciences, the Institute will develop undergraduate and graduate health science courses for aboriginal students. In addition, the Institute will conduct and coordinate research at UBC and will develop a support network for aboriginal health workers in communities throughout Canada.
14. Based on the success of the University's pilot project with CUPE Local 116, a joint committee composed of representatives of the University Administration and the unions and associations representing employees launched the Return to Work Program, which provides meaningful productive employment to employees who have become ill or injured, but who wish and are able to return to work. As well, the program provides guidelines and support to bring employees back into the workplace in a fair and consistent manner. This innovative initiative helped the Administration arrange for ten employees to return to work. Accommodations included reduced work hours, modified work duties, and alternate job classifications. In addition, a number of employees were offered rehabilitation assistance, such as volunteer placements, vocational counselling, retraining, skills upgrading, and the opportunity to return to work gradually.

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15. Spearheaded by UBC's Disability Resource Centre and the Rick Hansen Institute, Strategy 2010 is a campus-wide plan to create full access for people with disabilities. In 1998, minor capital funds were used to provide disability access to several academic buildings. Some examples of these renovations include
    - Providing access to areas not served by elevators by constructing ramps in the Buchanan Building between wings C and D, and between wings D and E.
    - Enabling students in wheelchairs to move from tier to tier by installing ramps in a tiered lecture hall in the Friedman Building.
    - Facilitating phone communication for those with hearing loss by installing a TTY system in the Scarfe Building.

    In addition, UBC's Coca-Cola Fund provided money to UBC's Institute for Hearing Accessibility Research (IHEAR) and the Faculty of Education to incorporate standards for classroom design into the specification of a model classroom for hearing accessibility at UBC.

Objective C

Establishment of a UBC work environment that supports the successful integration of designated-group members.

1. UBC's University Orientation Program for new employees was presented four times and attracted 148 staff and faculty. UBC's Equity Office continued to participate in these orientation sessions, as well as in sessions for new undergraduate and graduate students. In addition, the Equity Office participated in the Centre for Teaching and Academic Growth's faculty mentoring program.
2. In cooperation with UBC's Equity Office, UBC's Human Resources Department offered the workshop "Selection Interviewing: Ensuring Equity" to 56 administrators in 1998. To date, 373 administrators have participated in this one-day workshop.
3. Through the Safer Campus Initiative sponsored by the provincial Ministry of Advanced Education, Training and Technology, UBC continued to receive minor capital funds to improve safety on campus. In 1998, funds were used to improve lighting, provide additional emergency telephones, and build security bus shelters. In addition, personal security information was made available through UBC's Department of Health, Safety and Environment's website, www.safety.ubc.ca.
4. UBC's RCMP office created the position of community liaison officer to assist the Equity Office, Housing and Conferences, the Women Students' Office, and UBC's Personal Security Coordinator address sexual assault and other personal safety concerns.
5. UBC's Housing and Conferences presented a program for students in residence on date rape and sexual assault prevention. The UBC Sexual Assault Information Line (822-9090) continued to provide recorded information about steps to take following an assault.
6. In 1998, the MOST Program registered 609 attendees for 61 workshops. MOST provides UBC staff with opportunities to develop or enhance workplace skills and knowledge. The five MOST certificate programs each comprise five components, including workplace culture and values, UBC-specific issues, computer skills, job-related skills, and professional and personal development. The twenty-one staff members who completed all requirements for a MOST certificate were recognized at a special graduation ceremony.

    Some examples of no-cost workshops on workplace culture and values offered through MOST were "Disability Awareness," "Working with People with Disabilities," "Valuing and Working with Cultural Diversity," "Personal Diversity Portfolio Development," "Discrimination and Harassment Awareness," and "Discrimination and Harassment Skills Training." Other no-cost MOST courses offered were "Safety Skills," for safety committee members who design departmental safety programs, "Understanding Your Pension," "Employee Relations Skills," and "Central Agencies," which covers information on Human Resources, Purchasing, and Financial Services.

    A new initiative begun in 1998 by the MOST Program was UBC's Career Development Project, which provided twenty academic and administrative units with training in career development.
7. UBC's Better English Skills Training Program (BEST), a 12-week workplace language training program, was offered at no cost to 36 staff members. In addition to its regular program, BEST also offered specialized workshops, such as "Writing Memos and Letters for Beginners" and "Writing Minutes." For the first time, BEST offered one of its sessions in the evening.
8. In conjunction with the Centre for Teaching and Academic Growth, the Equity Office sponsored a workshop on "Fostering Community and Inclusion in the University Classroom."
9. To celebrate Human Rights Day, December 10, UBC's Culturally Inclusive Campus Committee and the Equity Office organized a panel of students, staff, and faculty to encourage dialogue on "Student Rights and Responsibilities."
10. A campus ad hoc Committee to Report on the Use of Abusive Language in Teaching Evaluation Forms addressed the issue of insulting and abusive remarks on teaching evaluations. This committee made recommendations on ways to ensure that students take teaching evaluations as a forum for serious, constructive critique, rather than as a vehicle for racist, sexist, and homophobic comments.

Objective D

Adoption of monitoring and accountability mechanisms to evaluate and adjust UBC's employment equity program.

1. In accordance with general UBC policy, an external review was conducted of the Equity Office's operation, organization, management, and service role. Copies of the review report were sent to all administrative heads of unit, as well as to representatives of student and employee associations. In addition, the Equity Office published the review report on its website, www.equity.ubc.ca.
2. UBC's Equity Office continued to administer the employment equity census to newly hired faculty and staff. The response rate to this census was 74% for 8,041 employees.
3. UBC's Equity Office produced its third annual report reviewing the University's progress toward equity and providing an overview of case processing and resolution of complaints of discrimination and harassment. In addition, this report describes the Equity Office's educational and training activities. UBC's Equity Office Annual Report 1997 was published in UBC Reports and on the Equity Office's website, www.equity.ubc.ca.
4. UBC's Equity Office met with the B.C. Commissioner for Freedom of Information and Protection of Privacy to review its confidential record-management procedures in an effort to ensure that they are appropriate and necessary to achieving resolution of discrimination and harassment cases.
5. UBC's Equity Office continued to work with two university-wide advisory committees—the President's Advisory Committee on Discrimination and Harassment, and the President's Advisory Committee on Equity (see Appendices).
6. In 1998, the Faculty of Education updated its equity plan. In addition, several units added equity plans to the 52 developed in 1995 by academic and administrative units. These include plans prepared by the Centre for Teaching and Academic Growth and the Department of Land and Building Services.
7. The Vice President Academic and Provost distributed copies of Guidelines on Academic Administrative Appointments to all deans. In addition, the Vice President distributed a reminder to administrative heads of unit concerning the requirement to use UBC's employment-equity statement in advertisements for faculty and staff vacancies.
8. UBC's Equity Office continued to publicize its services through various campus publications, including the Centre for Teaching and Academic Growth's Handbook of Graduate Supervision. In addition, Equity Office staff wrote articles and letters to the editor concerning UBC's equity program. These materials appeared in *UBC Reports*, *The Ubyssey*, and the *Vancouver Sun*.
9. In conjunction with UBC's Office of Budget and Planning, the Equity Office completed a salary analysis of five employee groups: Assistant Professors, Management and Professional Staff, CUPE 2950, CUPE 116, and Non-Union Technicians. The analysis compared the starting salaries of members of the four employment-equity designated groups with the salaries of non-designated group men hired within a recent five-year period (see Salary Analysis).

FIGURE 3
Employment Equity Occupational Groups (EEOG)

EEOG	Examples of UBC Positions
1 Senior Managers	Associate Vice President, Dean, President, Registrar, University Librarian, Vice President.
2 Middle and Other Managers	Associate Dean, Chair, Computer Systems Manager, Director, Financial Manager, Food Service Manager, Head.
3.1 University Teachers	Assistant Professor, Associate Professor, Clinical Instructor, Instructor I and II, Lecturer, Member Extra Sessional Studies, Professor, Senior Instructor, Sessional Lecturer.
3.2 Professionals Excluding UniversityTeachers	Accountant, Coordinator Student Services, Counsellor, Editor, Employee Relations Officer, General Librarian, Genetic Assistant, Physician, Programmer/ Analyst, Scientific Engineer, Social Science Researcher.
4 Semi-professionals and Technicians	Bio-Safety Officer, Building Inspector, Coach, Engineering Technician, Graphics Supervisor, Horticultur ist, Library Assistant, Medical Artist, Research Assistant/ Technician, Research Scientist.
5 Supervisors	Accommodation Manager, Accounting Supervisor, Campus Mail Supervisor, Cleaning Supervisor, Head Service Worker, Section Head, Senior Resident Attendant, Supervisor (Administration), Word Processing Coordinator.
6 Supervisors: Crafts and Trades	Farm Manager, Grounds Supervisor, Head Carpenter, Head Plumber, Herd Manager, Mechanical Trades Supervisor, Sub-Head Electrician, Sub-Head Gardener.
7 Administrative and Senior Clerical Personnel	Administrative Assistant, Administrator, Budget Analyst, Conference Coordinator, Executive Assistant, Lab Supervi sor, Office Manager, Personnel Assistant, Secretary 1 to 5, Senior Admissions Officer.
8 Skilled Sales and Service Personnel	Assistant Cook, Commissary Cook, Commissary Baker, First Cook, Head Cook, Relief Cook, Second Cook.
9 Skilled Crafts and Trades Workers	Bricklayer, Carpenter, Electrician, Locksmith, Maintenance Engineer I and II, Painter, Plumber, Sheet Metal Worker, Shift Engineer.
10 Clerical Personnel	Administrative Clerk, Buyer 1 to 3, Clerk 1 to 3, Clinical Office Assistant 1 to 3, Computer Operator, Data Entry Clerk, General Clerk, Mail Clerk, Program Assistant, Store Person.
11 Intermediate Sales and Service Personnel	Bookstore Assistant, Computer Salesperson, Dental Assistant, Housekeeper, Patrol Person, Sales Attendant, Sales Clerk, Utility Worker, Waiter/Waitress.
12 Semi-skilled Manual Workers	Clerk Driver, Farm Worker 1 to 5, Milker, Nursery and Greenhouse Gardener, Printing Operator 2 and 3, Spray Painter, Truck Driver.
13 Other Sales and Service Personnel	Food Services Assistant, Gate Keeper, General Worker, Grocery Clerk, Janitor, Caretaker, Building Supplies Service Worker, Kiosk Attendant, Residence Attendant, Service Worker: Ice Maker.
14 Other Manual Workers	Labourer 2, Labourer 2 (Const. and Hvy.), Labourer 3 (Special).

UBC Workforce Data

UBC classifies its employment positions using the 15 Employment Equity Occupational Groups (EEOGs) established by the Federal Contractors Program to facilitate monitoring the Canadian labour force. The 15 EEOGs and examples of UBC positions in each category are listed in Figure 3.

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FIGURE 4: UBC Workforce: Gender by EEOG

	Female				Male			
	May 1997		May 1998		May 1997		May 1998	
Employment Equity Occupational Group	N	%	N	%	N	%	N	%
Senior Managers	9	31.03	10	32.26	20	68.97	21	67.74
Middle and Other Managers	119	36.28	139	39.15	209	63.72	216	60.85
University Teachers*	542	25.52	553	26.15	1582	74.48	1562	73.85
Professionals (excluding University Teachers)	562	51.94	527	50.14	520	48.06	524	49.86
Semi-professionals & Technicians	730	55.85	743	56.25	577	44.15	578	43.75
Supervisors	61	61.00	57	62.64	39	39.00	34	37.36
Supervisors: Crafts and Trades	3	9.38	3	9.09	29	90.62	30	90.91
Administrative & Senior Clerical Personnel	832	96.63	819	96.35	29	3.37	31	3.65
Skilled Sales & Service Personnel	9	25.71	10	27.78	26	74.29	26	72.22
Skilled Crafts & Trades Workers	2	1.05	4	1.83	188	98.95	214	98.17
Clerical Personnel	584	81.11	615	80.50	136	18.89	149	19.50
Intermediate Sales & Service Personnel	232	62.37	249	64.01	140	37.63	140	35.99
Semi-skilled Manual Workers	8	8.99	5	5.95	81	91.01	79	94.05
Other Sales & Service Personnel	384	58.45	373	57.83	273	41.55	272	42.17
Other Manual Workers	5	13.16	9	15.52	33	86.84	49	84.48
Total	4082	51.26	4116	51.19	3882	48.74	3925	48.81

*University Teachers includes sessional and extra-sessional appointments. Faculty with administrative appointments are included among Middle and other Managers, or Senior Managers.

Note: Data from the University's Integrated Human Resource Information System (IHRIS) on the extract dates of May 31, 1997 and May 31, 1998.

FIGURE 5: UBC Workforce: Aboriginal People & Visible Minorities by EEOG

Aboriginal People	Visible Minorities							
	May 1997		May 1998		May 1997		May 1998	
Employment Equity Occupational Group	N	%	N	%	N	%	N	%
Senior Managers	0	0.00	0	0.00	2	6.90	2	6.90
Middle and Other Managers	3	0.99	2	0.62	20	6.60	29	8.95
University Teachers*	20	1.20	21	1.34	173	10.98	202	11.56
Professionals (excluding University Teachers)	8	0.89	9	1.07	190	22.26	200	23.84
Semi-professionals & Technicians	9	0.87	9	0.95	329	31.91	297	31.26
Supervisors	4	4.94	4	5.26	20	24.69	19	25.33
Supervisors: Crafts and Trades	0	0.00	0	0.00	0	0.00	0	0.00
Administrative & Senior Clerical Personnel	11	1.42	13	1.78	184	23.71	180	24.73
Skilled Sales & Service Personnel	1	5.26	1	5.00	9	47.37	8	40.00
Skilled Crafts & Trades Workers	1	0.97	1	0.88	12	11.65	12	10.53
Clerical Personnel	8	1.34	7	1.22	168	28.05	171	29.74
Intermediate Sales & Service Personnel	4	2.03	4	2.42	76	38.58	66	39.76
Semi-skilled Manual Workers	1	1.85	1	2.00	6	11.11	5	10.20
Other Sales & Service Personnel	10	2.65	9	2.55	129	34.22	121	34.28
Other Manual Workers	1	5.88	2	9.09	2	11.76	5	21.74
Total	81	1.32	83	1.40	1320	22.04	1317	22.19

*University Teachers includes sessional and extra-sessional appointments. Faculty with administrative appointments are included among Middle and other Managers, or Senior Managers.

Note: Data from employees who self-identified on UBC's employment equity census as members of designated groups and who were active on the extract dates of May 31, 1997, and May 31, 1998.

Figures 4 through 6 provide an overview of the number of UBC's designated-group employees in each of the 15 EEOGs. These figures provide snapshots of the University's workforce on May 31, 1997, and May 31, 1998.

Figure 4 indicates the representation of male and female employees in all of the EEOGs. Figure 5 shows the representation of aboriginal people and visible minorities. Figure 6 indicates the representation of persons with disabilities—both those who self-identified in UBC's employment equity census, as well as the number of employees with disabilities who were on UBC's Income Replacement Plan.

The data for men and women in Figure 4 are drawn from UBC's Integrated Information Human Resource Information System (IHRIS) and thus accurately reflect the gender distribution of UBC's workforce. Data on the other three designated groups—visible minorities, aboriginal people, and persons with disabilities—are drawn from UBC's employment equity census, which relies upon voluntary self-identification. Moreover, twenty-six percent of UBC employees have not particpated in the census. Thus, the data on these three groups may not accurately represent their actual numbers in the UBC workforce.

Comparison of the UBC Workforce with the Canadian Labour Force

Figure 7 shows the proportion of the four designated employment equity groups in UBC's workforce between 1994 and 1998, as well as the proportion of these groups in the 1991 Canadian Labour Force (the 1991 Canadian census provides the most recent available data). A comparison of these two sets of figures indicates UBC's progress in developing a workforce that represents the diversity in pools of potential candidates with appropriate qualifications.

Figure 7 also shows UBC's figures and, "Under the Act Workforce (1996)," those of other employers who report to the federal government under the Employment Equity Act. These employers represent federally regulated, private-sector organizations and Crown corporations.

Note that the data provided by Human Resources Development Canada relate to the number of people in the four designated groups who were actually employed, rather than those who were qualified for employment. Thus, one can compare people who were employed at UBC with people employed in the Canadian labour force. The Human Resources Development Canada data do not allow comparison of the UBC workforce with qualified applicant pools, which include unemployed people.

In all of the four designated groups, UBC compares favourably with other employers under the Employment Equity Act. In addition, UBC compares favourably with the overall Canadian labour force in the proportion of visible minorities and women. However, UBC's proportion of aboriginal people and persons with disabilities does not compare favourably with the proportion found in the overall labour force.

Gender Distribution of Tenure-track Faculty

Figure 8 shows the gender distribution of new tenure-track faculty appointments from the 1986/87 academic year through 1998/99. UBC continues to meet its goal to hire women to fill at least 35% of vacant tenure-track faculty positions. This goal is based on the proportion of women receiving doctoral degrees from Canadian universities. For the 1998/99 academic year, UBC hired well-qualified women into 36% of vacant tenure-track faculty positions.

FIGURE 6: UBC Workforce: Persons with Disabilities by EEOG

	Persons with Disabilities who self-identified				Persons with Disabilities including employees on IRP**			
	May 1997		May 1998		May 1997		May 1998	
Employment Equity Occupational Group	N	%	N	%	N	%	N	%
Senior Managers	1	3.45	1	3.45	1	3.45	1	3.45
Middle and Other Managers	12	4.00	12	3.69	15	5.00	15	4.62
University Teachers*	46	2.85	50	3.38	51	3.10	57	3.38
Professionals (excluding University Teachers)	15	1.70	17	2.01	18	2.05	20	2.37
Semi-professionals & Technicians	32	3.17	31	3.26	49	4.83	48	5.02
Supervisors	5	6.25	5	6.58	11	13.41	10	12.82
Supervisors: Crafts and Trades	0	0.00	0	0.00	0	0.00	0	0.00
Administrative & Senior Clerical Personnel	25	3.29	26	3.57	44	5.76	46	6.27
Skilled Sales & Service Personnel	0	0.00	0	0.00	1	5.00	1	4.76
Skilled Crafts & Trades Workers	3	2.97	2	1.75	9	8.65	6	5.17
Clerical Personnel	21	3.60	14	2.44	32	5.45	25	4.33
Intermediate Sales & Service Personnel	3	1.55	4	2.40	5	2.59	4	2.40
Semi-skilled Manual Workers	3	5.56	3	6.00	5	9.26	5	10.00
Other Sales & Service Personnel	14	3.71	10	2.80	42	10.74	38	10.33
Other Manual Workers	1	7.14	1	4.35	2	13.33	1	4.35
Total	**181**	**2.96**	**176**	**2.96**	**285**	**4.63**	**277**	**4.63**

*University Teachers includes sessional and extra-sessional appointments. Faculty with administrative appointments are included among Middle and other Managers, or Senior Managers.

**IRP: Income Replacement Plan

Note: Data from employees with disabilities who self-identified on UBC's employment equity census and employees who were on the University's Income Replacement Plan on the extract dates of May 31, 1997, and May 31, 1998.

FIGURE 7
Representation of Members of Designated Groups in the Canadian Labour Force

Designated Group	UBC 1994 %	UBC 1995 %	UBC 1996 %	UBC 1997 %	UBC 1998 %	Under the Act Workforce (1996) %	Canadian Labour Force (1991) %
Women	51.00	51.34	51.69	51.26	51.19	44.83	45.90
Aboriginal People	1.35	1.42	1.36	1.32	1.40	1.22	3.0
Visible Minorities	20.63	20.32	21.01	22.04	22.19	9.23	9.10
Persons with Disabilities	4.94	4.83	4.83	4.63	4.63	2.67	6.50

Note: Under the Act Workforce covers both crown corporations and federally-regulated, private sector employers.

FIGURE 8
New Tenure-track Faculty Appointments
1986/87 to 1998/99

	Total	Male		Female	
		#	%	#	%
1986/87	57	42	74	15	26
1987/88	89	65	73	24	27
1988/89	94	64	68	30	32
1989/90	111	87	78	24	22
1990/91	61	39	64	22	36
1991/92	92	57	62	35	38
1992/93	81	52	64	29	36
1993/94	47	25	53	22	47
1994/95	70	43	61	27	39
1995/96	54	39	72	15	18
1996/97	62	41	66	21	34
1997/98	32	13	41	19	59
1998/99	25	16	64	9	36
Total	875	583	67	292	33

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FIGURE 9: Gender Distribution of Full-Time Faculty by Rank

	Professor		Associate		Instructors Assistant		Tenure Track I, II, & Sr.		Subtotal		Percentage		All Ranks Lecturer		Total		Percentage	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
85/86	678	35	497	85	293	130	38	45	1506	295	83.6%	16.4%	13	34	1519	329	82.2%	17.8%
86/87	687	34	471	90	291	119	41	43	1490	286	83.9%	16.1%	15	35	1505	321	82.4%	17.6%
87/88	689	35	468	94	290	116	34	39	1481	284	83.9%	16.1%	13	25	1494	309	82.9%	17.1%
88/89	689	40	451	100	304	112	34	41	1478	293	83.5%	16.5%	15	25	1493	318	82.4%	17.6%
89/90	684	41	442	102	346	126	32	41	1504	310	82.9%	17.1%	15	30	1519	340	81.7%	18.3%
90/91	688	48	425	99	356	134	32	46	1501	327	82.1%	17.9%	12	30	1513	357	80.9%	19.1%
91/92	682	52	416	103	348	153	34	42	1480	350	80.9%	19.1%	11	32	1491	382	79.6%	20.4%
92/93	673	63	410	97	332	162	34	44	1449	366	79.8%	20.2%	12	24	1461	390	78.9%	21.1%
93/94	683	68	416	99	317	162	33	44	1449	373	79.5%	20.5%	10	26	1459	399	78.5%	21.5%
94/95	692	78	417	101	295	159	30	43	1434	381	7.9%	21.0%	8	24	1442	405	78.1%	21.9%
95/96	684	85	435	109	268	146	25	46	1412	386	78.5%	21.5%	12	22	1424	408	77.7%	22.3%
96/97	697	86	431	110	255	149	25	43	1408	388	78.4%	21.6%	16	27	1424	415	77.4%	22.6%
97/98	692	98	418	128	241	142	27	41	1378	409	77.1%	22.9%	16	22	1394	431	76.4%	23.6%
98/99	686	101	386	136	216	128	25	37	1313	402	76.6%	23.4%	13	25	1326	427	75.6%	24.4%

FIGURE 10
Gender Distribution Full-Time Faculty by Faculty

	Professor		Associate Professor		Assistant Professor		Instructors & Lecturers		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Agricultural Science	18	4	15	5	3	4	0	0	36	13
Applied Science	55	10	38	16	26	14	3	6	122	46
Arts	159	30	98	46	38	31	2	11	297	118
Commerce	39	1	18	0	13	5	6	3	76	9
Dentistry	9	2	7	3	9	2	0	0	25	7
Education	33	11	25	27	15	24	3	15	76	77
Forestry	17	1	11	1	7	3	3	2	38	7
Graduate Studies	21	0	6	3	3	1	0	0	30	4
Health Sci. Coordinator	1	0	0	1	0	0	0	0	1	1
Law	17	4	7	6	1	3	1	1	26	14
Medicine	153	29	90	22	67	29	3	6	313	86
Pharmaceutical Science	10	3	6	1	6	1	1	5	23	10
Science	154	6	65	5	28	11	16	13	263	35
Total	**686**	**101**	**386**	**136**	**216**	**128**	**38**	**62**	**1,326**	**427**

FIGURE 11
Tenure-track Faculty

1. By Gender	1996			1997			1998		
JOB TITLE	Female	Male	%Female	Female	Male	%Female	Female	Male	%Female
Professor	73	635	10.3%	70	660	9.6%	76	659	10.3%
Associate Professor	116	463	20.0%	128	463	21.7%	139	443	23.9%
Assistant Professor	174	316	35.5%	176	307	36.4%	169	297	36.3%
Instructor I	12	3	80.0%	9	5	64.3%	11	7	61.1%
Instructor II	2	3	40.0%	2	1	66.7%	1	1	50.0%
Senior Instructor	35	23	60.3%	35	20	63.6%	35	22	61.4%
Total	412	1443	22.2%	420	1456	22.4%	431	1429	23.2%

2. By Visible Minority	1996			1997			1998		
JOB TITLE	VM	Total	%VM	VM	Total	%VM	VM	Total	%VM
Professor	48	543	8.8%	48	566	8.5%	49	577	8.5%
Associate Professor	44	466	9.4%	47	475	9.9%	48	467	10.3%
Assistant Professor	65	410	15.9%	69	412	16.7%	73	393	18.6%
Instructor I	2	14	14.3%	1	14	7.1%	1	17	5.9%
Instructor II	0	2	0.0%	0	1	0.0%	0	1	0.0%
Senior Instructor	5	52	9.6%	4	49	8.2%	5	52	9.6%
Total	164	1487	11.0%	169	1517	11.1%	176	1507	11.7%

3. By Aboriginal	1996			1997			1998		
JOB TITLE	Aborig	Total	%Aborig	Aborig	Total	%Aborig	Aborig	Total	%Aborig
Professor	5	546	0.9%	6	569	1.1%	8	579	1.4%
Associate Professor	3	465	0.6%	3	473	0.6%	5	465	1.1%
Assistant Professor	4	409	1.0%	6	414	1.4%	4	395	1.0%
Instructor I	1	14	7.1%	1	14	7.1%	1	17	5.9%
Instructor II	0	2	0.0%	0	1	0.0%	0	1	0.0%
Senior Instructor	1	53	1.9%	1	50	2.0%	1	52	1.9%
Total	14	1489	0.9%	17	1521	1.1%	19	1509	1.3%

4. By Self-identified Disability	1997			1998		
JOB TITLE	Dis	Total	%Dis	Dis	Total	%Dis
Professor	18	567	3.2%	19	578	3.3%
Associate Professor	14	475	2.9%	12	467	2.6%
Assistant Professor	9	413	2.2%	10	394	2.5%
Instructor I	1	14	7.1%	3	17	17.6%
Instructor II	0	1	0.0%	0	1	0.0%
Senior Instructor	2	50	4.0%	3	52	5.8%
Total	44	1520	2.9%	47	1509	3.1%

5. By Self-identified Disability (and including IRP)	1997			1998		
JOB TITLE	Dis& IRP	Total	%Dis &IRP	Dis &IRP	Total	%Dis &IRP
Professor	18	567	3.2%	19	578	3.3%
Associate Professor	16	476	3.4%	15	469	3.2%
Assistant Professor	11	413	2.7%	12	394	3.1%
Instructor I	1	14	7.1%	3	17	17.6%
Instructor II	0	1	0.0%	0	1	0.0%
Senior Instructor	2	50	4.0%	3	52	5.8%
Total	48	1521	3.2%	52	1511	3.4%

Figure 9 shows the gender distribution of full-time faculty by rank. Since 1985/86 women have increased from 16.4% to 23.4% as a proportion of all tenure-track faculty. This represents an increase of 107 women in tenure-track positions. In the same period, the number of men has declined by 193. The greatest gains have been made at the ranks of Professor and Associate Professor.

As shown in Figure 10, patterns of gender distribution are dramatically different in different Faculties. For example, Commerce and Science have respectively 10.5% and 12% women in full-time faculty positions, Education has 50% women in these positions.

Figure 11 shows the distribution of tenure-track faculty by rank and designated equity group. The number of designated-equity group members among tenure-track faculty increased between 1996 to 1998. (Unlike the data in Figures 9 and 10, which are drawn from IHRIS, the data in Figure 11 are taken from UBC's Employment Equity Census. Moreover, snapshot data from IHRIS and the employment equity census data are drawn at different points in time, and the employment equity census includes some part-time, tenure-track faculty. Thus, the number of faculty in these databases differs.)

Salary Analysis

In 1998, UBC's Equity Office joined with the Office of Budget and Planning to initiate a comparative study of the salaries of full-time members of the four employment-equity designated groups—women, aboriginal people, visible minorities, and persons with disabilities—with the salaries of full-time non-designated group men. The analysis covered five groups of employees hired between January 1991 and June 1997: Assistant Professors, Management and Professional (M&P) staff, CUPE 2950 members, CUPE 116 members, and Non-union Technicians. Our interest was to discover the extent to which UBC's current employment-equity policies and practices were eliminating salary differences between designated and non-designated group members.

Starting salaries of faculty members vary systematically according to two major factors: years of experience and disciplinary area. We considered using age as a proxy for years of experience, but family responsibilities may have delayed the careers of some women faculty. Because we were looking at faculty members hired into the entry-level rank of Assistant Professor, we believed the effects of experience should be somewhat constant for all individuals.

Similar to starting salaries of faculty members, starting salaries of staff in M&P, CUPE, and Non-union Technician positions depend on both level of experience and type of job. Again, age is not a perfect proxy for years of experience. Like female Assistant Professors, some women staff may have delayed their entry into the workforce because of family responsibilities. As with faculty salaries, we looked at the salaries of employees hired. In addition, because M&P, CUPE, and Non-union Technicians are categorized in several EEOGs, we controlled for EEOG in the regression analyses. Thus, we assumed the effects of experience would be somewhat constant for all individuals.

Even restricting our analysis to those hired between January 1991 and June 1997, we may have confounded those who began working at UBC after some years of work elsewhere with those who were just beginning their careers. Thus, if our analysis suggested that there were inequities in salaries, we would have to consider the possibility that differences in experience explained inequities between designated-group employees and non-designated group men.

In order to maintain the confidentiality of UBC's employment-equity census, we only provide total numbers of designated-group employees by EEOG in this report. Providing numbers of designated-group employees by faculty or by aboriginal, visible minority, or disability status would violate the confidentiality of self-identification data because the limited number of these individuals in small units could possibly reveal their identity.

Faculty Salaries

Faculty Salaries by Sex

Excluding the Faculty of Medicine because the distinction between full-time and part-time faculty was not clear, we examined eleven faculties and found a difference of $4,191 between the average salary of men (N=115) and women (N=66) hired as full-time Assistant Professors. We also found that the men and women were unevenly distributed among faculties. Recently hired men tended to be concentrated in the faculties with higher salaries—Commerce and Business Administration, Dentistry, and Pharmaceutical Sciences. Therefore, any investigation of salary differences between men and women must take into account the differential of starting salaries among disciplines.

When we calculated the average of the differences in average salaries for men and women in each of the eleven faculties, we arrived at the figure of $1,080. The

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considerable difference between $1,080 and $4,191 was explained by differences in the distribution of Assistant Professors among faculties. Finally, a regression analysis using both faculty distribution and gender on the salaries of Assistant Professors found no statistical support for the hypothesis that men's salaries were higher than women's salaries even after taking the distribution of men and women among faculties into account.

Faculty Salaries by Visible Minority, Aboriginal, and Disability Status

We found a statistically significant differential in salary associated with persons identifying as members of visible minority groups (N=31) among Assistant Professors. However, this result was due entirely to one individual hired at a very high salary.

Very few newly hired Assistant Professors identified as aboriginal people or persons with disabilities. Despite the small numbers of these hires—two aboriginal people and three persons with disabilities—the difference could be tested for statistical significance by regression. It is important to note, however, that with such a small sample, only very large differences would be detected as statistically significant. Both regression analyses showed no statistically significant effects due to aboriginal or disability status.

Management and Professional Salaries

Management and Professional Salaries by Sex

Management and Professional (M&P) staff are categorized by six EEOGs: Middle and Other Managers, Professionals, Semi-professionals, Supervisors, Supervisors Crafts and Trades, and Administrative and Senior Clerical Personnel.

Two major determinants of M&P salaries are the type of job and the salary grade. When categorized according to EEOGs and by sex, the average salaries for men and for women hired into full-time M&P positions were quite similar, and the differences were not statistically significant. The distribution of women and men among the EEOGs also was quite similar—with one major exception: far more women than men were hired into Administrative and Senior Clerical Personnel. Examples of jobs in this category are Administrative Assistant, Budget Analyst, Executive Assistant, and Senior Admissions Officer.

Controlling for EEOG category, we conducted a regression analysis to determine whether there was an overall difference in M&P salaries. The coefficient for sex was not statistically significant, indicating that there was no systematic difference between men (N=163) and women (N=170) hired into M&P positions.

Salary grade determines the salary range within each M&P job. Moreover, some employer discretion determines placement within a salary range. Thus, we also plotted average salaries of men and women by salary grade. We found average salaries by grade to be very similar for men and women. Thus, it appears that M&P employees were assigned to salaries within ranges without sex bias.

Management and Professional Salaries by Aboriginal, Visible Minority, and Disability Status

Only six persons hired as M&P staff self-identified as aboriginal people. The salary differences were very inconsistent, and a regression analysis showed no statistically significant results. On the basis of the largest group—four professionals—of M&P staff who identified as aboriginal people, no salary inequities were apparent.

A regression analysis showed no evidence of statistically significant differences in salary between M&P staff hired who self-identified as visible minorities (N=48) and those who did not. Average salaries by EEOG for M&P staff who self-identified as having disabilities (N=15) also showed no evidence of inequity on the basis of disability status. Finally, a regression analysis confirmed that there was no overall statistically significant differences between those who identified as having a disability and those who did not.

CUPE 2950 Monthly-paid Salaries

CUPE 2950 Monthly-paid Salaries by Sex

CUPE 2950 monthly-paid staff are categorized into three EEOGs and are represented mainly in the following positions: Library Assistants, Secretaries, Clerks, Office Assistants, Computer Operators, and Data Control Clerks. Overall, the differences in average salaries in each EEOG showed men earning slightly more than women. When controlling for EEOG, a regression analysis showed a statistically significant difference of $1,210 between men and women hired into CUPE 2950 monthly-paid positions.

Salaries for CUPE 2950 employees depend upon the salary grade assigned to the position. In each salary grade there are three steps, but distribution among the steps does not account for much of the variability in salaries. To further investigate the higher salaries of men, we plotted the distribution of men and women across the nine salary grades for all CUPE 2950 positions. At salary grade 6—where the largest number of staff are in Clerk 3 positions—men were much more likely than women to be placed at grade 6. Of the 31 men hired, 10 (32 %) were hired as Clerk 3's, versus 13% of 263 women.

CUPE 2950 Monthly-paid Salaries by Aboriginal, Visible Minority, and Disability Status

Only three persons hired into CUPE 2950 self-identified as aboriginal people. Although these three individuals earned less than the average CUPE 2950 employee, the difference was not statistically significant.

Seventy employees who self-identified as visible minorities were hired into CUPE 2950 positions, but there was no statistical evidence that their salaries were less than those who did not identify as visible minorities. Likewise, there was no evidence of salary inequity between the salaries of recently hired persons who self-identified as having disabilities (N=5) and those who did not.

CUPE 116 Monthly-paid Salaries

CUPE 116 Monthly-paid Salaries by Sex

A regression analysis with EEOG and sex on the salaries of 32 women and 95 men hired into CUPE 116 positions showed a statistically significant difference of $1,846 between men and women.

CUPE 116 Monthly-paid Salaries by Aboriginal, Visible Minority, and Disability Status

Only two CUPE 116 staff self-identified as aboriginal people, and only one CUPE 116 staff self-identified as having a disability. We did not find a statistically significant difference between the salaries of these three individuals and those who did not self-identify as aboriginal or as having a disability.

There was a statistically significant annual salary differential of $1,874 between those who did not self-identify as being a visible minority and the 23 CUPE 116 staff who self-identified as being members of a visible minority.

Non-union Technicians' Salaries

Non-union Technicians' Salaries by Sex

When controlling for salary grade for full-time employees, there was no statistically significant difference between men (N=56) and women (N=104) Non-union Technicians.

Non-union Technicians' Salaries by Aboriginal, Visible Minority, and Disability Status

Among Non-union Technicians hired full-time, one self-identified as an aboriginal person and one self-identified as having a disability. We found no statistically significant difference between the salaries of these two and others who did not self-identify as aboriginal, visible minority, or having a disability.

When controlling for salary grade, there was no statistically significant difference between those who self-identified as being visible minorities (N=51) and other Non-union Technicians.

Summary of Salary Differences Among New Hires

Assistant Professors

Sex: No difference, although men and women were concentrated in different disciplines

Aboriginal People: No statistically significant difference *

Visible Minorities: No statistically significant difference

Persons with Disabilities: No statistically significant difference *

Management and Professional Staff

Sex: No statistically significant difference

Aboriginal People: No statistically significant difference

Visible Minorities: No statistically significant difference

Persons with Disabilities: No statistically significant difference

CUPE 2950

Sex: Difference of $1,210

Aboriginal People: No statistically significant difference *

Visible Minorities: No statistically significant difference

Persons with Disabilities: No statistically significant difference *

CUPE 116

Sex: Difference of $1,846

Aboriginal People: No statistically significant difference *

Visible Minorities: Difference of $1,874

Persons with Disabilities: No statistically significant difference *

Non-union Technicians

Sex: No statistically significant difference

Aboriginal People: No statistically significant difference *

Visible Minorities: No statistically significant difference

Persons with Disabilities: No statistically significant difference *

* *For equity groups with small numbers, only very large differences would be detected as statistically significant.*

The results of our salary analysis indicate that for recently hired employees, there was little evidence of salary inequity due to sex, or self-identified status as an aboriginal, a visible minority, or a person with a disability. Of the 20 different analyses presented, only three showed statistically significant wage gaps, and only two, CUPE 2950 and CUPE 116, showed a significant wage gap between men and women. The third statistically significant wage gap was between visible minority employees in CUPE 116 and other CUPE 116 staff. The wage gaps found in these three instances were small, but they warrant investigation, particularly with regard to the possibility that wage differences may be explained not by discriminatory practices, but by differences in experience between designated-group employees and others.

Recommendations

This partial salary analysis of UBC's workforce indicates that while salary equity is becoming a common practice amongst new hires at the University, there continue to be salary inequities for designated-group members in some UBC employee groups. Based on this report, the President's Advisory Committee on Equity, Discrimination and Harassment approved the following recommendations:

1. Through a review of collective agreements and implementation of a gender-neutral job evaluation system, Human Resources address salary inequities between men and women in CUPE 2950 and CUPE 116, and between visible minorities and others in CUPE 116.
2. That Human Resources continue to monitor the salaries set for newly hired individuals by regularly tracking new hires by EEOGs.
3. That the President request units with equity plans to revise them to include salary equity for designated-group employees in positions where collective agreements permit discretion in salary assignments.

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4. That the President request units that have not yet developed equity plans to do so and, where collective agreements permit, to include in those plans salary equity measures.
5. That UBC's Equity Office continue to promote the Equipment Accommodation Fund for Employees with Disabilities and the Equity Enhancement Fund, along with campus-wide training and education programs to create and maintain a welcoming work environment for all UBC employees.

Discrimination & Harassment Report

In accordance with the University's Policy on Discrimination and Harassment, the Equity Office works to promote good equity practices in the day-to-day activities of academic and administrative units.

The terms "discrimination" and "harassment" refer to intentional or unintentional behaviour for which there is no reasonable justification. On the basis of characteristics defined by the 1997 B.C. Human Rights Code, discrimination and harassment can adversely affect either individuals or groups.

Under this code, UBC must not discriminate against students, faculty, or staff on 13 prohibited grounds, such as religion, place of origin, and sexual orientation. Recent court decisions also have established UBC's clear obligation to maintain a discrimination-free work and study environment. This obligation falls upon all individuals who supervise the work or conduct of others. These supervisors could be faculty members, administrators, or managers.

Equity Office procedures for handling discrimination and harassment complaints 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 B.C. Human Rights Commission, and the Office of the B. C. Ombudsman.

The Equity Office organizes discrimination and harassment complaints under five headings:

Poisoned Environment

Any conduct or comment that has the effect of creating a hostile, intimidating, or offensive environment on the basis of personal characteristics that are protected under the Policy on Discrimination and Harassment—for example, ethnicity, gender, sexual orientation, disability, or age.

Quid Pro Quo

Coercive sexual conduct involving rewards or threats.

Assault

Unwelcome physical contact, including fondling, touching, and the use of force.

Other Forms of Discrimination

Conduct that compromises the access, opportunity, or evaluation of an individual on the basis of personal characteristics that are unrelated to performance and protected under the Policy.

Allegations Not Covered by the Policy

This category covers behaviour that offends human rights, but that involves a respondent or takes place at a location not under UBC's jurisdiction, or that falls outside the one-year time limit for reporting complaints, or that may be effectively dealt with under other University procedures. This category also covers interpersonal conflicts not covered by human rights legislation or the Policy. Such conflicts are classified as "personal harassment."

Complaints Received in 1998

The Equity Office 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. On occasion, the Office also provided consultation to off-campus individuals and agencies.

Complaints accepted by the Equity Office were resolved by complainants themselves, through intervention by Equity Advisors or administrative heads, or by a collaborative process involving Equity Advisors, administrative heads, complainants, and respondents.

Many complainants who visited the Equity Office did so for only one or two sessions and did not request an Equity Office intervention. Some reported being too fearful of retaliation to confront respondents or to inform administrative heads. Others sought information and advice on how they might address problems themselves.

The Equity Office categorizes complaints as "consultations" and as "cases." "Consultations" involve providing information and advice to complainants and administrators who then proceed to manage complaints on their own. "Cases" involve the Equity Office in direct intervention with the parties to a complaint.

No case went forward to a formal investigation during 1998.

In 1998, the Office participated in efforts to resolve 236 complaints: 133 consultations (56%) and 103 cases (44%). Eighty-four of the complaints (36%) involved human rights issues covered by UBC's Policy on Discrimination and Harassment. Of the remaining 152 complaints, 93 (39%) concerned human rights issues not covered by UBC's Policy: the behaviour or event was outside the one-year limit, was covered by other University policies or procedures, or involved a respondent not under UBC's jurisdiction. The remaining 59 complaints (25%) concerned personal harassment involving conflicts between peers or between supervisors and their subordinates.

Figure 12 tracks the number of complaints of discrimination and harassment presented to the Equity Office in 1995 and 1998. Since 1995, the proportion of complaints covered by the Policy decreased from 72% (147 out of 205) to 36% (84 out of 236), while the proportion of complaints that did not fall under the Policy increased from 28% (58 out of 205) to 64% (152 out of 236).

FIGURE 12

Discrimination & Harassment Complaints Covered by UBC's Policy

	1995 Out of 205 total complaints, 147 covered by Policy		1998 Out of 236 total complaints, 84 covered by Policy	
Age	3	2%	1	1%
Disability	8	5%	7	8%
Ethnicity (ancestry/colour/race)	32	22%	15	18%
Family Status	0	0	5	6%
Marital Status	0	0	0	0
Political Belief	5	3%	1	1%
Religious Belief	0	0	1	1%
Sex/Gender	88	60%	50	60%
Sexual Orientation	10	7%	4	5%
Unrelated Criminal Offense	1	1%	0	0

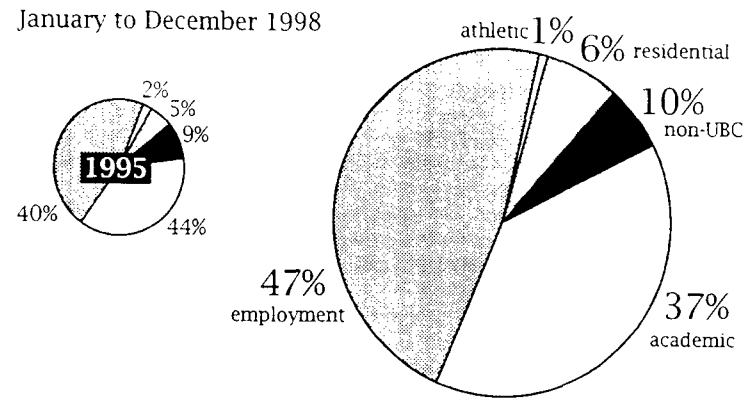
Discrimination & Harassment Complaints Not Covered by UBC's Policy

	1995 Out of 205 total complaints, 58 not covered by Policy		1998 Out of 236 total complaints, 152 not covered by Policy	
Personal Harassment	19	33%	59	39%
Behaviour covered under other UBC policy or procedure	19	33%	69	45%
Event outside one-year limit	2	4%	2	1%
Respondent and/or context not under UBC jurisdiction	18	31%	22	14%

FIGURE 13

Context of Discrimination & Harassment Cases

January to December 1998



Sixty percent of complaints covered by the Policy involved sexual harassment and gender discrimination, the leading cause of human rights problems at UBC. Next came ethnicity, which comprised 18% of complaints covered by the Policy.

Figure 12 also shows complaints not covered by the Policy. Of these, the largest group (45%) fell into the category of "behaviour covered under other UBC policy or procedure." Personal harassment followed at 39%.

Figure 13 describes the contexts of the events that gave rise to complaints of discrimination and harassment in 1995 and in 1998. The proportion of complaints that occurred in academic contexts fell from 44% in 1995 to 37% in 1998. At the same time, the proportion of complaints that occurred in employment contexts rose from 40% to 47%.

Figure 14 provides a gender breakdown of discrimination and harassment complaints. As in previous years, females were much more likely to be complainants,

FIGURE 14

Sex of Complainants and Respondents

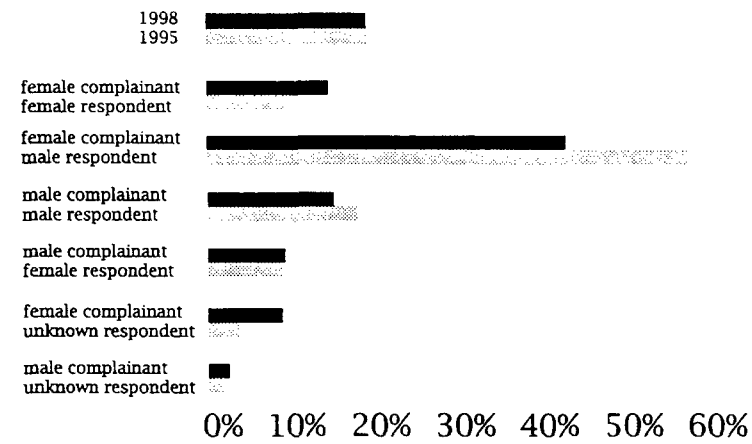


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FIGURE 15
Complaints by Campus Groups
January to December 1998

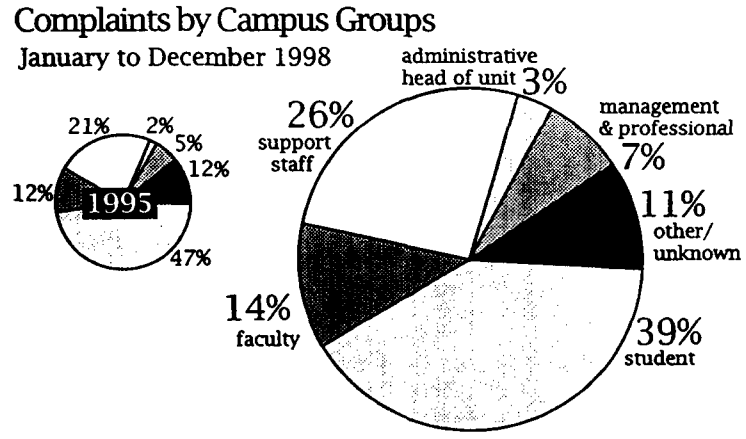
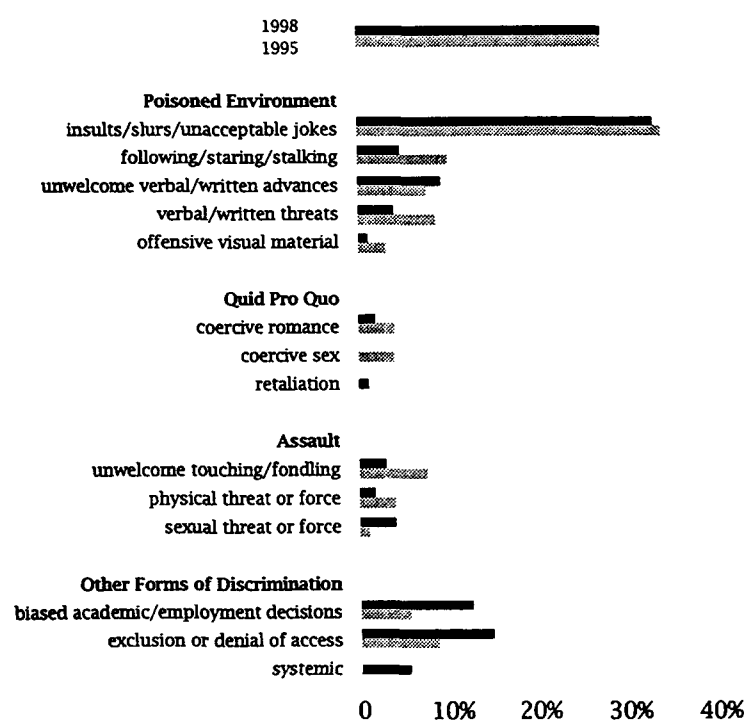


FIGURE 16
Positions of Complainants and Respondents

COMPLAINANT POSITION / Respondent Position	1995		1998	
STUDENT	n = 97		n = 91	
Administrative Head of Unit	-	-	17	19%
Faculty	43	44%	23	25%
Management & Professional	2	2%	3	3%
Student	34	35%	30	33%
Support Staff	9	9%	5	5%
Other/Off Campus	9	9%	13	14%
FACULTY	n=25		n=34	
Administrative Head of Unit	-	-	6	18%
Faculty	16	64%	4	12%
Management & Professional	-	-	-	-
Student	77	28%	14	41%
Support Staff	2	8%	3	9%
Other/Off Campus	-	-	7	21%
SUPPORT STAFF	n=43		n=62	
Administrative Head of Unit	-	-	10	16%
Faculty	5	12%	5	8%
Management & Professional	11	26%	16	26%
Student	4	9%	4	6%
Support Staff	17	40%	14	40%
Other/Off Campus	6	14%	2	3%
MANAGEMENT & PROFESSIONAL	n=11		n=17	
Administrative Head of Unit	-	-	4	24%
Faculty	3	27%	2	12%
Management & Professional	3	27%	6	35%
Student	-	-	3	18%
Support Staff	4	36%	2	12%
Others/Off Campus	1	9%	-	-
ADMINISTRATIVE HEAD OF UNIT	n=4		n=7	
Administrative Head of Unit	2	50%	-	-
Faculty	-	-	2	29%
Management & Professional	-	-	-	-
Student	-	-	3	43%
Support Staff	2	50%	1	14%
Others/Off Campus	-	-	1	14%

FIGURE 17
Behavioural Description of Complaints



and males were much more likely to be respondents. Complaints by females against males dropped from 58% in 1995 to 43% in 1998, but complaints by females against other females rose from 11% to 16 % in 1998. Although most complainants knew the person they alleged had discriminated against them, complaints against unknown respondents rose moderately in 1998.

Examples of complaints where the respondent is unknown would be harassment by anonymous e-mail, notes, or phone calls. When the respondent is a department or association, gender cannot be designated. In some complaints, administrators or other third parties who seek assistance from the Equity Office do not reveal the gender of the complainant or respondent.

Figure 15 shows that students continue to bring the largest number of complaints to the Equity Office. This is not surprising, given a student population of 34,000, compared with the numbers of support staff and faculty—the next two largest groups bringing complaints. Between 1995 and 1998, the number of complaints brought by students decreased from 47% to 39%, whereas the number of complaints brought by support staff increased from 21% to 26%. Similarly, the number of complaints brought by administrative heads of unit, faculty, and management and professional staff also increased over this period.

Figure 16 indicates the position of complainants relative to respondents. In 1995, faculty made up the largest number of respondents; in 1998, students made up the largest group of respondents. Between 1995 and 1998, student complaints about faculty decreased from 44% to 25% of all student complaints, and student complaints about other students remained about the same. Faculty complaints about other faculty decreased dramatically from 64% to 12% of all faculty complaints, while faculty complaints about students increased from 28% to 41% of all faculty complaints. Support staff continued in 1998 to complain most about other support staff.

Some complaints involve allegations against supervisors, departments, and associations. When management and professional staff, and administrative heads of unit were identified as respondents, it may have been because they failed to address alleged discrimination and harassment in their departments or units.

Figure 17 categorizes complaints under the Policy on Discrimination and Harassment. In 1998 as in 1995, one-half of complaints concerned poisoned environment. One-third concerned insults, slurs, and unacceptable jokes. Reports of coercive sexual conduct involving a reward or threat decreased over the three-year period, as did reports of assaults of all kinds. Human rights allegations that academic and employment decisions showed bias, or excluded, or denied access increased between 1995 and 1998. During the same interval, human rights allegations of systemic discrimination also increased.

Examples of Allegations

Of the allegations brought forward in 1998, 36% fell within the mandate of the Policy. The following are examples.

Poisoned Environment: Insults, Slurs, Unacceptable Jokes

- A student reported that in front of the class a faculty member ridiculed a female student who requested that the professor use gender neutral language.
- A student complained that a professor and classmates repeatedly ridiculed the student's political beliefs.
- A student complained of anti-Americanism on campus.

Poisoned Environment: Following, Staring, Stalking

- A faculty member reported being stalked by a former student.
- A female student became concerned when a male began following her around campus.
- A female student reported that she was being harassed and followed into her classes by a female who was not a UBC student.

Poisoned Environment: Unwelcome Verbal or Written Advances

- A female staff member reported that a male colleague offered her a ride and then engaged in conversation of an inappropriate, sexual nature.
- A female student complained that she received unwelcome sexual overtures from a visiting male professor.
- A female staff member received unwanted, sexually explicit e-mail from a female student.

Poisoned Environment: Verbal or Written Threats

- An administrator reported that a staff member sent sexually threatening e-mail to her.
- A faculty member reported receiving a series of threatening e-mail messages from a student.
- A student reported that another student made a verbal threat of a racist nature.

Poisoned Environment: Offensive Visual Material

- Two female students reported that a male student circulated a series of sexist riddles that demeaned women.
- A male faculty member complained that a student association's advertisements for a social function demeaned women.

Quid Pro Quo: Coercive Sex or Romance

- A female staff member reported that she feared for her job security after a male supervisor made unwelcome sexual advances.
- Two female students complained that their teaching assistant attempted to gain sexual favours from each of them.

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Quid Pro Quo: Retaliation for a Complaint

- A staff member reported that after she complained about her supervisor's leering, he became hostile and demeaning.
- After complaining about a male student's sexually harassing behavior, a female student reported that he retaliated by stealing her car.

Assault: Unwelcome Touching or Fondling

- A female student complained that at a campus function, she was subjected to a male student's persistent and unwanted touching.
- Two female staff members complained of a male colleague brushing up against them and others in their unit.
- A female staff member reported being sexually touched by a male colleague.

Assault: Physical or Sexual Threat or Force

- A female student reported that on a field trip she was sexually assaulted by her former boyfriend.
- A student reported that her former spouse, now a graduate student, assaulted her after they separated.
- A female student reported that on two occasions her male instructor grabbed her.

Other Forms of Discrimination: Biased Academic or Employment Decisions

- An employee complained that during a performance review, a support staff member directed anti-Semitic remarks at him.
- A student complained that she received an unfair academic evaluation because of bias against her country of origin.

Other Forms of Discrimination: Exclusion or Denial of Access

- A staff member complained he was denied opportunities for promotion because of his country of origin.
- A student complained that she was refused accommodation on campus because of her psychiatric condition.
- A student living on campus complained of being excluded from social activities and feeling unwelcome because residence activities only recognized students as being heterosexual.

Other Forms of Discrimination: Systemic

- A graduate student complained that the scheduling of a required course interfered with her commitments as a single parent.
- A faculty member complained that a scholarship program discriminated against parents with young children.

Allegations Not Covered by the Policy: Personal Harassment

- A male student complained other students teased him for being anti-social.
- A staff member reported that her supervisor yelled at her and ordered her around in a bullying manner.
- A graduate student complained that he was the target of inappropriate, rude, and insulting behaviour from another male graduate student.

Allegations Not Covered by the Policy: Other UBC Processes

- A shop steward complained of being personally harassed by a co-worker who lost a grievance.
- A teaching assistant complained of a professor's lack of organization of course materials.

Allegations Not Covered by the Policy: Non-UBC Matters

- A female professor complained of being stalked by her former spouse.
- A single parent complained that her landlord was unfairly evicting her.

Complaint Management

The following examples illustrate the role of Equity Advisors in the complaint resolution process. These examples have been revised to ensure anonymity.

Case Study #1

An Equity Advisor collaborates with the administrative head and a respondent's employee association to reach an informal resolution of a complaint of sexual harassment.

An administrative head of an academic department sought assistance from the Equity Office when two students alleged sexual harassment by a professional staff member who served as a student advisor. The students claimed that during employment interviews, the respondent engaged in inappropriate touching and sexual comments. Again, at a department social function, the respondent commented in a very personal way about one female student's attire and put his arm around the second. Both women were extremely uncomfortable with the comments and touching.

After meeting with the two complainants, an Equity Advisor met with witnesses who corroborated the students' allegations. The Advisor then arranged a meeting with the department head, the respondent, and his employee association representative. Dismayed to learn of the complaints, the respondent protested that his intentions had been misunderstood: he saw himself as a mentor and facilitator whose friendly overtures had been misconstrued as sexual harassment. He said that he had not known his behaviour violated the University's Policy on Discrimination and Harassment.

The department head clarified appropriate faculty-student conduct with the respondent, who agreed to refrain from touching students and to avoid the use of familiar, personal, or sexual comments. The department head formalized this agreement with the respondent by putting a summary of the meeting in his file. Another advisor was assigned to the students. The department head and respondent agreed that if there were no further complaints, the summary would be removed at the end of twelve months.

Case Study #2

A case study in which an Equity Advisor and union representatives working together resolve a complaint about unwelcome advances.

A distraught male employee and union member contacted the Equity Office to complain that a female co-worker made him feel like a sexual object. The complainant accused the respondent of touching, telling sexist jokes, and making sexual comments. These behaviours were neither invited nor welcome.

The complainant reported that on several occasions he told the respondent about his discomfort and the impact of her behaviour on his peace-of-mind. According to the complainant, the respondent did not seem to understand or to take his concerns seriously.

The Equity Advisor contacted the respondent and asked to meet with her and her union representative. At the meeting, the Equity Advisor informed the respondent of the allegations. While the respondent agreed she had engaged in conversation of a sexual nature, told the complainant jokes, and touched him, she was shocked to learn the complainant had gone to the Equity Office in search of a resolution. She claimed the alleged behaviour occurred a long time ago and that on several occasions she had apologized to the complainant. As far as she was concerned, the matter was closed.

The Equity Advisor explained to the respondent that her behaviour might constitute harassment under the University's Policy on Discrimination and Harassment. The respondent apologized and agreed to keep away from the complainant. The complainant, the respondent, and their union representatives approved the resolution.

Case Study #3

After an Equity Advisor works with a complainant, a respondent, and their unions, the complainant chooses to file a grievance under her collective agreement.

A distraught female staff member complained to the Equity Office that a fellow staff member had sexually assaulted her. She had been working in a fairly quiet part of the office when the respondent approached her and started to make small talk. Suddenly, he pinned her against a wall and demanded sexual favours. She pushed him off and ran sobbing back to her desk. A colleague took the complainant to see the department head, and the head requested that the Equity Office intervene.

An Equity Advisor met with the complainant, and after reviewing the details of the allegation, informed her of the complaint resolution process and her options under UBC's Policy on Discrimination and Harassment. In addition, the Advisor spoke about due process, which required the Equity Office to present the allegations to the respondent and to hear his response. Because both complainant and respondent were union members, the Advisor outlined the complainant's options under her collective agreement.

The complainant told the Equity Advisor that she wanted the respondent to take responsibility for his actions and to apologize in writing. When the Advisor contacted the respondent, he denied the allegations

After further discussion about the University's and the union's complaint resolution processes, the complainant chose to pursue her complaint with her union. The following day, she filed a grievance under her collective agreement.

Case Study #4

In this case, which involves a student who was being harassed in an off-campus job, the Equity Office offers guidance in a situation not covered by UBC's Policy on Discrimination and Harassment.

A student complained that in addition to making unwelcome sexual comments, her supervisor on a part-time, off-campus job was hinting that her status in the company would improve if she granted him sexual favours.

Although the Equity Office had no authority to deal with an off-campus employer, the Equity Advisor listened to the student's concerns and suggested several options, including the possibility that since her workplace had neither human resources nor equity departments, the student take action through the B. C. Human Rights Commission.

When the student next went to work, the supervisor made more sexual comments. The student resigned. She revisited the Equity Advisor, asking for assistance in filing a complaint with the B. C. Human Rights Commission. After contacting the Commission, the student achieved a settlement through its mediation services.

The student told the Equity Advisor she was glad she had taken action. Not only did she gain control over the situation, she also believed she prevented similar problems for future employees of the company.

Case Study #5

After a female international student complains that her former boyfriend, who has no affiliation with UBC, is sexually harassing her, an Equity Advisor works with the RCMP to stop the harassment.

A few weeks after arriving at the University, a female student ended a relationship with a boyfriend from her home country. He was very upset and appeared unannounced at her apartment to say that he had been ill ever since their break up. He asked to spend a little time with her.

When the student refused and said she wanted nothing to do with him, he appeared to become demonstrably unwell. She panicked. Fearing that she might be blamed for his illness, she reluctantly agreed to let him rest in her apartment while she attended classes.

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When the student returned, he was gone, but she discovered that in her absence, he had searched her personal belongings and gained access to her e-mail account. Soon, he began a campaign of e-mail harassment, including humiliating and offensive messages to her friends about her family and details of his former relationship with her. He also telephoned her friends to discover her whereabouts.

The student informed the Advisor that the ex-boyfriend had already left the hotel where he had been staying and that she was unsure whether he was in Vancouver or had returned to his home country.

Because UBC's Policy on Discrimination and Harassment does not cover someone who is not a University student or employee, the Advisor offered to accompany the student to the RCMP. In a meeting with the RCMP, the officer, the Advisor, and the student discussed a plan of action for confronting the ex-boyfriend about his behaviour.

By e-mail, the Advisor warned the ex-boyfriend that his actions constituted sexual harassment and that the RCMP had been notified of his actions and required that he contact their office immediately.

The next day, the student informed the Advisor the ex-boyfriend had profusely apologized for his actions and promised to leave her alone.

Case Study #6

The Equity Office assists a female library staff member deal with an off-campus library patron's unwanted sexual behavior.

The patron, who was not a member of the University community, sent three e-mail messages inviting the complainant on a date. In one message, he addressed the complainant as "blue eyes" and offered to take her to a Halloween party. In another, he offered to send flowers. He signed all three messages, "Yours truly, Darling." The complainant further alleged that the individual knocked on her office window late one evening when the library was closed.

Hoping the harassment would stop, the complainant decided not to respond. Meanwhile, she reported the e-mail invitations and after-hours incident to her supervisor and contacted the Equity Office for advice on what else she should do.

The Equity Advisor discovered that another librarian had lodged a similar complaint against the respondent a few months earlier. The Advisor consulted with the complainant's supervisor and administrative head. Together, they developed a plan to address the complaint.

With the help of the Equity Advisor, the complainant composed a three-part letter to send to the respondent. The first part described the unwelcome behaviour of the respondent towards the complainant. The second part summarized how the behaviors impacted on the complainant, and the third part, requested the respondent to stop. It also included a warning that the University would take action if the behaviour continued.

Upon receiving the letter, the respondent wrote to apologize for his behavior and pledged to refrain from further harassing the complainant.

Case Study #7

A campus visitor complains he was harassed while waiting in a University building. Although UBC's Policy does not cover visitors, the Equity Office intervenes to resolve the matter.

A visitor to the campus described a distressing experience of racial harassment. A member of a visible minority, the visitor was waiting in a UBC building for a friend when five or six security guards accosted him and demanded to know his business. The visitor was certain their conduct toward him was based entirely upon his race.

The Equity Advisor did some preliminary investigation to ascertain the sequence of events. She learned that there had been some recent security issues in the building, and accordingly all staff had been advised to challenge strangers not wearing photo identification. Campus Security informed the Equity Advisor that two security staff, not five, had approached the visitor, and that their questions had been based on security concerns, not on skin colour.

The Equity Advisor invited the visitor to meet with her and the head of the unit where security had accosted the visitor. The visitor declined and filed a complaint with the B. C. Human Rights Commission, whose investigator found no basis for a complaint of racial discrimination.

Appendices

Appendix 1

President's Advisory Committee on Equity

Martin Adamson
Faculty Association

Joost Blom
Law

Carol-Ann Courneya
Physiology

Carol Gibson
Association of Administrative & Professional Staff

David Green
Economics

Jim Horn
Human Resources

Sharon E. Kahn
Equity Office

Leslie Kerr
Graduate Student Society

Janet Mee
Disability Resource Centre

Robert Nugent
International Union of Operating Engineers

Dennis Pavlich (Chair)
Office of the Vice President, Academic

Margaret Sarkissian
Equity Office

Appendix 2

President's Advisory Committee on Discrimination & Harassment

Lisa Castle
Human Resources

Anurit Cheema
Alma Mater Society

Ethel Gardner
First Nations House of Learning

Jim Gaskell
Curriculum Studies

Derek Gregory
Faculty Association

Sharon E. Kahn
Equity Office

Fiona Kay
Anthropology and Sociology

Leslie Kerr
Graduate Student Society

Robert Nugent
International Union of Operating Engineers

Thevi Pather
International Student Services

Moura Quayle
Agricultural Sciences

Michael Shepard
Association of Administrative & Professional Staff

Richard Spencer (Chair)
Student Services

Appendix 3

Equity Office Staff Profiles

Associate Vice President, Equity

Sharon E. Kahn, Ph.D., has been a professor of Counselling Psychology in UBC's Faculty of Education since 1975. Through her teaching, research, and publications, Dr. Kahn addresses the interests of scholars and practitioners in counselling theory and practice, gender-fair issues, women's career development, and employment-related concerns. In 1989, as UBC's first Director of Employment Equity, Dr. Kahn inaugurated an on-going program based on policy and data analysis. In 1994, she was appointed Associate Vice President, Equity, to direct the University's initiatives in employment and educational equity, and prevention of discrimination and harassment.

Equity Advisors

Wale Adeyinka is a graduate of Simon Fraser University and has been with UBC since September, 1998. Prior to that, Mr. Adeyinka worked with the Royal Canadian Mounted Police, the Vancouver Police, and the Provincial Police Academy as a consultant on issues of diversity and anti-racism education. He also initiated and implemented numerous community projects aimed at creating understanding of and respect for diversity and promoting multiculturism and anti-racism education.

Maura Da Cruz, M.A., is a part-time Equity Advisor who works with students, faculty, and staff to promote and co-ordinate Equity Office training and educational programs. Ms. Da Cruz conducts awareness and skills building workshops on UBC's Policy on Discrimination and Harassment, and manages complaints under the Policy's informal resolution process. Ms. Da Cruz also works as Training Administrator in the Department of Human Resources. In this capacity, she works with the University community, program committees, and consultants to plan, develop, implement, and evaluate training programs for staff.

Margaret Sarkissian, M.A., is a UBC alumnus with a degree in Counselling Psychology. She was a counsellor and administrator on campus for many years before joining the Equity Office as a full-time Equity Advisor. Her present responsibilities include developing and implementing strategies and educational programs that support the University's Employment Equity Policy. In addition, she assists in the implementation of the University's Policy on Discrimination and Harassment by facilitating educational workshops and managing complaints of discrimination and harassment.

Administrative Secretaries

Joan Maureen McBain has a background in administration and public service in the fields of health and education in the not-for-profit sector. While residing in Toronto, she served as a program director and counsellor in a pioneering treatment facility for women with addictions. Ms. McBain joined UBC as Administrative Secretary in 1996 and began with the Equity Office in January, 1997. As Administrative Secretary, her responsibilities include reception duties and secretarial assistance to the Equity Advisors.

Poh Peng Wong has extensive experience in office and organizational systems. With a background in commerce from the London Chamber of Commerce and Industry, Ms. Wong has been with UBC since May, 1989. Presently, she oversees office administration and provides secretarial assistance to the Associate Vice President, Equity.

The Equity Office Annual Report 1998 is also available on the World Wide Web at **www.equity.ubc.ca**

THE UNIVERSITY OF BRITISH COLUMBIA

Think About It. UBC RESEARCH

RESEARCH TURNS ON KNOWLEDGE

Strategic Directions for UBC Research

Introduction

In the autumn of 1996 the UBC Executive Committee for Research began to develop a plan to enhance research at the University. We saw as our broad goals:

- to nurture an environment in which faculty, staff, and students are encouraged to explore new ideas and can reach their full potential
- to nourish and encourage the many forms of scholarship which contribute to UBC's rich research traditions
- to recognize the merit of both individual, disciplinary based scholarly research and different kinds of collaborative, interdisciplinary research
- to stimulate interest in and discussion about research across the campus and beyond UBC
- to provide a framework for making decisions, allocating resources, and managing change
- to demonstrate to the wider community, as well as to faculty, staff and students, that the University has a comprehensive vision for research, developed by peers who represent a range of disciplines.

Members of the Executive Committee for Research*

Chair: Dr. Bernard Bressler, Vice President Research

Dr. Joan Anderson, School of Nursing

Dr. Izak Benbasat, Faculty of Commerce & Business Administration

Prof. Joost Blom, Faculty of Law

Dr. David Dolphin, Dept. of Chemistry

Prof. Anthony Dorcey, Institute for Resources and Environment and School of Community and Regional Planning

Dr. Sneja Gunew, Departments of English and Women's Studies

Dr. Martin Hollenberg, Dept. of Anatomy

Dr. Ken MacCrimmon, Peter Wall Institute

Dr. Marilyn MacCrimmon, Faculty of Law

Dr. Bruce McManus, Dept. of Pathology & Laboratory Medicine

Dr. David Robitaille, Dept. of Curriculum Studies

Dr. Indira Samarasekera, Dept. of Metals and Materials Engineering

Dr. James Zidek, Dept. of Statistics

Ex-Officio Members:

Ms. Susan Heming, Office of the Vice President Research

Dr James Love, Animal Care Centre

Mr. William Palm, University-Industry Liaison Office

Dr. Richard Spratley, Office of Research Services

Dr. Janet Werker, Associate Vice President Research

* Includes all members of the Executive Committee for Research, past and present, who have contributed to this document.

Strategic Directions for Research at UBC

This document begins the process of setting down objectives that will bring UBC students, staff, faculty and potential partners around the world together with common research goals. We begin at a strong point in our institution's history. We are already blessed with extraordinary undergraduate and graduate students. We have a world-renowned faculty. We are known for the excellence and diversity of the research conducted on our campus.

Collectively and collaboratively, we engage in a search for new knowledge in activities ranging from clinical medicine and laboratory science to artistic performance and literary criticism to technology transfer and social policy development. We have built and maintained one of the highest standings among Canadian universities. Recognizing these strengths, this document seeks to engage all of us in a concerted effort to put research at the heart of what we do - from teaching undergraduates to extending the frontiers of knowledge and contributing to the welfare and economic development of BC and Canada.

Trek 2000: Think About It, a Vision for the 21st Century, presents the following vision and goals for The University of British Columbia:

The University of British Columbia, aspiring to be Canada's best university will provide students with an outstanding and distinctive education, and conduct leading research to serve the people of British Columbia, Canada, and the world.

The University of British Columbia will provide its students, faculty, and staff with the best possible resources and conditions for learning and research, and create a working environment dedicated to excellence, equity, and mutual respect. It will cooperate with government, business, and industry, as well as with other educational institutions and the general community, to create new knowledge, prepare its students for fulfilling careers, and improve the quality of life through leading-edge research. The graduates of UBC will have developed strong analytical, problem-solving and critical thinking abilities; they will have excellent research and communication skills; they will be knowledgeable, flexible, and innovative. They will recognize the importance of understanding societies other than their own. As responsible citizens, the graduates of UBC will value diversity, work with and for their communities, and be agents for positive change.

Mission Statement

Research at the University of British Columbia advances Canadian intellectual, social, cultural and economic growth through outstanding scholarship.

Vision Statement

To be one of the world's outstanding research universities.

Value Statements

These statements about our values are intended to guide our decision-making as we implement our Research Mission and Vision.

We value individual scholarly inquiry

Therefore . . .

- we champion individual accomplishment and expression
- we encourage scholarly inquiry
- we accept the responsibility that freedom of inquiry imposes.

We value innovation

Therefore . . .

- we create and sustain an environment supportive of curiosity and originality
- we foster creative effort and breakthrough thinking
- we recognize and reward risk-taking, initiative, diligence and discovery.

We value investigative integrity

Therefore . . .

- we adhere to the highest standard of ethics
- we recognize and support all contributors to discovery
- we expect honest, accurate reporting of findings.

We value collaborative research

Therefore . . .

- we encourage openness and connectivity
- we encourage diversity and reward depth
- we support equal opportunity among disciplines.

We value excellent performance

Therefore . . .

- we conduct research that contributes to the solution of societal problems, the enrichment of culture, and the enhancement of life in the global community
- we conduct research that addresses important issues at the frontiers of knowledge and has a major impact on the theory and application of its subject
- we conduct research that earns international recognition and associated benefits for the researcher and the university and society it serves.

Research turns on knowledge at UBC

Major factors that influence research at UBC are:

- human, physical and financial resources
- technology and technological change
- demographics
- competitors' activities
- general economic conditions
- specific market conditions
- the social, cultural, and political climate.

With these factors in mind, Strategic Objectives and Action Steps have been formulated to guide initiatives aimed at fulfilling UBC's Research Mission and realizing the Vision.

These are the areas of priority:

- create a funding base to foster innovation
- facilitate scholarly inquiry, both individual and collaborative
- assist with the integration of teaching and research
- encourage research themes
- support sustainable partnerships
- raise the profile of UBC research

THE UNIVERSITY OF BRITISH COLUMBIA

RESEARCH TURNS ON KNOWLEDGE

Planning for Innovation

It is critical that these strategic objectives guide the improvement and development of fiscal and administrative structures by identifying and securing the human, financial, infrastructure and other resources required to implement the Research Plan. At the top of the list is the need for an adequate funding base within UBC.

Objective 1

Establish and publicize a *Helping UBC Generate Excellence Fund (the H.U.G.E. Fund)*, which will, as a significant source of research funding, facilitate new research by individuals and groups, assist with the provision of start-up funding to attract and retain the best teacher-researchers, and provide university support for major requests to external granting agencies. This objective has two components:

- maximize the strategic use of existing funds
- create a capital reserve.

Action steps

- The Executive Committee for Research views Objective 1 as the key to enhancing the quality of research culture at UBC. To make this goal a reality, the H.U.G.E. Fund will coordinate existing on-campus sources of research support such as Peter Wall, Hampton, Humanities and Social Sciences, and VPR discretionary funding. As well new contributions will be sought from the private, industrial and public/government donors to create the UBC Research and Faculty Development Endowment Fund. In addition, the University-Industry Liaison Office will raise the money from its equity holdings in UBC spin-off companies created as a result of the transfer of technologies discovered on campus.
- Establish terms of reference for the Endowment Fund and appoint granting sub-committees.
- Develop a communication plan to inform the University community about the Endowment Fund.
- Create named awards of internationally stature
- Coordinate fund-raising with the Development Office

Scholarly Inquiry

All research, be it individual scholarly inquiry or collaboration, depends upon the contribution of strong individual scholars. Whether working alone or in teams, it is ultimately the individual researcher who discovers new directions. The value of individual contributions to both individual scholarly inquiry and team endeavors must be recognized, celebrated, and safeguarded.

Objective 2

Encourage creativity and innovation, and safeguard their importance for individual scholarly research.

Action step

- Review existing sources of internal funding and, where appropriate, allocate part of the H.U.G.E. Fund for the support of individual (thematic or non-thematic) research

Objective 3

Facilitate and encourage collaborative research within and across disciplines.

Action steps

- Work with the relevant academic units to ensure ongoing understanding of and support for collaborative and group research in promotion and tenure decisions.
- Provide funding for collaborative research.
- Encourage, fund and support UBC wide 'research cafes' / meetings / colloquia to create synergies among researchers.

Objective 4

Strengthen incentives for celebrating, rewarding and supporting the world-class research of faculty members, staff, and students.

Action step

- Create 'Celebration of Research' presentation events.

Learning & Research

In addition to the celebration of creativity and innovation in research we must also recognize the centrality of teaching, learning, and professional development as well as contributions to external professions and public service. Only in this way can we ensure the continuing revitalization of human capital, our most precious resource. UBC will continue to offer a challenging and competitive environment to attract bright new minds to the university in priority areas. Mentoring will be encouraged to facilitate professional and personal growth.

Universities play a crucial role in preparing students to succeed in a complex, knowledge-based, global environment. Teaching and research play complementary roles in enabling students, staff, and faculty to think analytically, communicate effectively and generate creative ideas. Indeed it is often difficult to separate the contributions of teaching and research.

Objective 5

Sustain an integrated teaching and research culture.

Action steps

- Collaborate with the Academic Plan Advisory Committee to hold University-wide discussions on the integration of teaching and research.
- Collaborate with the relevant academic units to ensure understanding of and support for research/learning integration.
- Schedule events at which faculty members present research to undergraduate students.

Research Themes, Planning and Organization

As the Executive Committee for Research worked on this document, interdisciplinary themes emerged as a major focus because they have had a unifying, synergistic effect wherever they have been tried. Such themes, in focusing and stimulating intellectual endeavor, would help to break down barriers between disciplines, foster connections between teaching and research, and attract new partners and funding. The ability of thematic research to attract funding and stimulate research has already been demonstrated at UBC. Moreover, thematic research fits the criteria of the Canadian Foundation for Innovation to support research projects that integrate the work of universities, hospitals and industry, and thematic research is essential for both MCRI and NCE projects.

Objective 6

In collaboration with the Peter Wall Institute for Advanced Studies (PWIAS), establish research focus themes, which cut across disciplines and UBC's academic units and exemplify the university's unique provincial, national and international research profile.

Action steps

- With input from the University community, establish criteria for identification of interdisciplinary research themes. Seed funding from the H.U.G.E. Fund and PWIAS may be utilized.
- Use the research themes to drive the fund development process.

Partnerships

The research process involves a series of steps: research leads to new knowledge, social & cultural insight, and practical uses of discoveries and new technologies. Partnerships play an important role in this cycle, fostering the development of this new knowledge and identifying new research questions.

UBC research projects can lead to a variety of community partnerships such as those:

- *with governments, which provide grant funding and sometimes collaborate in research through affiliated agencies*
- *with community agencies and philanthropic foundations, which provide human resources and research funding*
- *with the cultural sector (museums, theatres, the media etc.) which provides innovative career opportunities*
- *with industry (companies, businesses) which often provides research funding and may license the products or inventions resulting from research*
- *with investors and entrepreneurs, who provide funding and launch research-based businesses*
- *with schools and academic health care centres, which conduct collaborative research projects*
- *with other universities, which participate in joint research initiatives*

When UBC researchers work with people in other parts of the world, a two-way exchange of ideas occurs: we benefit from cultural perspectives and information that would not otherwise be available to us, and our partners benefit from our perspective. This leads to the identification of as well as solutions to new problems.

When research is conducted in concert with others in our own country - industry, government, universities, schools, hospitals, businesses, cultural organizations - synergy enhances the value of individual contributions and increases the relevance of the research.

As one of the world's foremost research universities, we will continue to cooperate with the public and private sectors in building national and international partnerships.

Objective 7

Encourage formal national and international partnerships, and create processes that better enable investigators to pursue exciting opportunities as they arise.

Action steps

- Provide seed funding (travel, time release) from the H.U.G.E. Fund to encourage establishment of partnerships.
- Coordinate with International Liaison Offices to establish international partnerships.

Objective 8

Establish structures and systems for creating and sustaining multiple community partnerships.

Action steps

- Work with UBC External Relations, UILO, and community liaison groups, to identify the needs of external stakeholders and to find appropriate channels for the dissemination of UBC research.
- Create a Community Liaison Committee to work with the Executive Committee for Research.

Raising the profile of UBC Research

The research awareness campaign, "Think About It. UBC Research" was launched in October 1997. It is designed to broaden public awareness of the beneficial role research plays in people's daily lives, and to demonstrate that research generates knowledge that leads to new solutions, new medical cures, builds societal values and creates new technology.

UBC research breakthroughs will be advertised in broadcast and print media to illustrate how specific research projects affect individuals, communities and society so that people will come to recognize research as a valuable part of education and to realize that research at UBC has far-reaching provincial, national and international effects.

The overarching goals for the UBC research awareness campaign:

- *to earn the confidence and support of the public for the University's research role*
- *to create understanding of and support for the importance of basic curiosity-driven research*
- *to elevate the profile and understanding of research internally and externally*
- *to sustain an environment where research is actively supported on campus and within government and industry*
- *to maximize the potential of all UBC research to work for the good of humanity.*

Objective 9

Raise public awareness both on and off campus of the extent and value of University research.

Action steps

- Continue the research awareness campaign.
- Expand the audience for 'Celebration of Research' presentations to include larger general audiences.
- Keep audiences throughout the province informed about UBC research through faculty and student presentations and participation in key community activities.
- Take advantage of new technologies to disseminate information about UBC research.

Conclusion

The Executive Committee encourages responses to this *Research Turns on Knowledge* document. We hope that this report will stimulate ideas and dialogue on campus, and create an environment that empowers every member of our community to achieve his or her professional best.

Please send your comments by e-mail to thinkres@interchange.ubc.ca

Research Turns On Knowledge is also available on the World Wide Web at: www.research.ubc.ca

'Intellectual Grey Cup' comes west for first time

An annual conference which has been variously described as "a cross between Plato's Academy and the ideal summer camp," and "the intellectual Grey Cup of Canada" will be held for the first time west of Lake Couchiching, Ont. at Green College on May 7 and 8.

The annual Couchiching Conference provides a forum for Canadians from many walks of life to share ideas and opinions on important public policy issues with experts and other members of the community.

"The Couchiching Institute on Public Affairs (CIPA) has long been a well-known institute in Eastern Canada and UBC Continuing Studies is its first official partner," says Nichola Hall, co-ordinator of Community Programs for Continuing Studies.

"The goal of CIPA - West is to create our own forum, a local experiment in which B.C. citizens can deliberate and share views about important choices our society needs to make," she adds.

Following two successful roundtable discussions this spring CIPA and UBC's Continuing Studies are staging the conference in which participants will discuss "Individual Rights and Society's Responsibilities: Striking the Balance."

The opening evening, which takes place May 7 from 7:30-9:30 p.m., will feature a debate between two strong protagonists with differing views — Michael Walker, head of the Fraser Institute, and Michael Goldberg, director of Research for the Social Planning and Research Council (SPARC). It will be chaired by well-known former journalist and broadcaster Kevin Evans.

On Saturday morning at 9 a.m. a panel of four experts in the fields of health care, social policy, education and care of the environment will offer thought-provoking opinions on how these different approaches can affect policies and program delivery.

Panel participants include: Dr. Charles Wright, Vancouver Hospital; UBC Health Care and Epidemiology Asst. Prof. Robin Hanvelt; Paul Gallagher, director of policy review of post-secondary education in B.C.; and UBC chair of Environmental Studies Political Science Assoc. Prof. Kathryn Harrison. The panel will be chaired by former B.C. minister of Municipal Affairs Darlene Marzari.

The second half of the morning will provide an opportunity for free-wheeling question and debate among the panelists and conference participants.

Lunch will be provided at noon and from 1:30-4:30 p.m. simultaneous breakout sessions will be formed for vigorous debate.

The fee of $95 ($85 for CIPA members) includes a reception Friday and lunch and refreshments Saturday. Student bursaries are available. To register, call (604) 904-5777.

Hilary Thomson photo

Leafing A Mark

Graduating class president Shirin Foroutan digs in at the annual tree planting ceremony for UBC's 1999 graduating class. UBC president Martha Piper congratulated the group of graduates gathered at the intersection of Thunderbird Boulevard and East Mall to witness the planting of a honey locust tree. Each year the graduating class donates a tree to the university before Spring Congregation which takes place this year from May 26 to June 2 at the Chan Centre for the Performing Arts.

New diamond library geologist's best friend

Pat Sheahan, a Toronto-based geologist who has spent decades building up a unique and extensive library on diamonds and their exploration, has donated it to UBC's Mineral Deposit Research Unit (MDRU).

The collection has been valued at $500,000, but the unit's researchers and industry partners say the gift will grow in value and last forever.

"The Sheahan Library will be incredibly beneficial," said Wayne Hillier, vice-president, Exploration, Ashton Mining, one of many firms which use and will continue to use the resource materials. "Because of the unknowns in diamond exploration there is major interest in the industry in excellent research material such as this."

"It is a diverse collection of resources, including theses from around the world, important books, manuscripts, and carefully collected, detailed and documented information in the public domain," says Peter Bradshaw, president of First Point Mineral Corp. and co-founder of MDRU.

Sheahan's interest in the diamond industry was sparked when she became involved in the diamond exploration of James Bay in the early 1960s. She established Konsult International in 1970, which has a global base of clients, including diamond giant, De Beers.

"I didn't want the library to become static and now that it will be housed at the research unit, not only will I be able to continue to add to it, others will, as well," Sheahan said.

The MDRU is a partnership between the exploration and mining industry and UBC's Dept. of Earth and Ocean Sciences. It was formed in 1989 to provide access to the people, research and ideas to assist mining companies in exploration, giving members a competitive edge on industry developments.

Filmmakers, scholars focus on women's view

Members of the filmmaking community and academics from 15 countries met at UBC recently to view films made by women and look at issues facing women filmmakers and critics at a conference called Women Filmmakers: Refocusing.

Co-sponsored with Simon Fraser University's School for the Contemporary Arts and Women's Studies Dept., the conference attracted more than 300 attendees.

"This was a unique event," says Valerie Raoul, director of UBC's Centre for Research in Women's Studies and Gender Relations, co-organizers of the event. "It brought together filmmakers and academics for the first time in a combined conference and film festival and proved to be a successful collaboration between the two universities and the community."

Academics from universities in Europe, Asia, Australia and North America presented papers on topics such as representations of femininity, gender and race and multicultural issues.

The conference took place over two weekends. The first weekend looked at Europe and the history of filmmaking. The second focused on post-colonial contexts and documentary filmmaking.

A theme running throughout the conference was the difficulty women filmmakers face in getting their work distributed to a wide audience, says Raoul.

Funding is hard to get and distribution through movie theatres is costly, she says. Many women abandon feature projects or documentary films of their choice to produce films for television.

Many films discussed at the conference portray issues facing individuals who come from two cultures.

Indo-Canadian filmmaker Deepa Mehta gave a master class for film students and local filmmakers.

Mehta's recent film, "Fire," met with riots when screened in India. It deals with a lesbian relationship between two Indian women and their struggle with oppressive social values.

"It was exciting to view acclaimed and provocative work — some of which was not previously available here," says Asst. Prof. Sharon McGowan of the Theatre, Film and Creative Writing Dept., who moderated the class.

> **"Pursuing an artistic vision in the extremely harsh and competitive realm of filmmaking can be discouraging."**
>
> — Asst. Prof. Sharon McGowan

"Pursuing an artistic vision in the extremely harsh and competitive realm of filmmaking can be discouraging," says McGowan, who is a filmmaker herself. "It was inspiring for our students to hear and see the success of these filmmakers."

Although financial and political challenges make it difficult for young filmmakers to distinguish themselves, Canadian films are respected everywhere, she adds.

Thirty undergraduates and nine graduate students are enrolled in the film program at UBC.

Women in Film and Video (Vancouver), Alliance Francaise Vancouver and the Goethe Institut Vancouver helped to support the event. UBC's Continuing Studies, English Dept. and Women's Studies Programme were also involved in organizing the conference.

In Memoriam

Fred Weinberg 1925-99

A multi-talented man

Metals and Materials Engineering Prof. Emeritus Fred Weinberg died March 26 in Vancouver after a brief illness with cancer.

Weinberg joined UBC in 1967 and served as department head from 1980 to 1985. While at UBC, he built a strong research program emphasizing experimental studies in solidification, crystal growth and nuclear materials. He was also involved in joint Arts and Engineering programs dealing with the role of technology in society.

Throughout his career he received numerous awards and medals and was a member of the Royal Society of Canada.

A multi-talented man, Weinberg was active in drawing and painting. He was also a musician, taking up the recorder in 1953 and the flute in 1960. The soft tones of flute or flute-guitar duets often pervaded the first floor of the Metals and Materials Engineering Dept. during the lunch hour.

Weinberg is survived by his wife, son, step-son and two step-daughters, a sister and two brothers and six grandchildren.

A "Celebration of Fred's Life" will be held on May 23 at the Leon and Thea Koerner University Centre at 2:30 p.m. Friends and colleagues wishing to remember Fred may send donations via campus mail to the Fred Weinberg Memorial Fund, c/o Prof. Indira Samarasekera, Metals and Materials Engineering.

News Digest

The Council for Advancement and Support of Education (CASE) and the Canadian Council for the Advancement of Education (CCAE) are seeking nominations for 1999 Canadian Professors of the Year.

Established in 1981, the award recognizes faculty for their achievements as teachers, particularly their dedication to undergraduate teaching.

Each award recipient will receive $5,000, a citation and national recognition.

Past winners of the award include Commerce Prof. Peter Frost.

Deadline for nominations is May 24. To receive copies of the nomination form contact Susie MacDonnell, CCAE National Office at (416) 410-2248 or e-mail base@onramp.ca. For more information about the award, visit www.case.org/awards or www.stmarys.ca/partners/ccae/ccae.htm.

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UBC's long-term commitment to energy and environmental efficiency has been recognized by B.C. Hydro. The university has been given a Power Smart Excellence Award for the creation of the UBC Sustainability Office and for the training of sustainability co-ordinators in each department on campus.

The mission of the office is broad and aimed at developing an economically viable and environmentally responsible campus through consideration of ecological, economic and social issues in strategic planning and development and operations.

For more information, including campus consumption meters, check the office's Web site at http://www.sustain.ubc.ca.

The Ruth Wynn Woodward Chair in Women's Studies
and the
Women's Studies Department
Simon Fraser University
present

Summer Institute 1999

Trafficking in Women:

The Ugly Face of Globalization

with Farida Akhtar
acclaimed activist for women's rights in Bangladesh

June 8-11 9:30-1p.m.

Harbour Centre Campus
515 W. Hastings St. Vancouver
Registration Fee: $200
SFU students: $100

for further information call 291-3333 or visit our Web site http://sfu.ca/womens-studies/

BENEFIT AUCTION!

Sunday, June 6, 1pm
Westin Bayshore

To Support Prevention Services for Women

Over 500 auction items! Via Rail tickets • 5 day Twin Anchors Shuswap houseboat charter for up to 10 people • Luxury vacation, magnificent Stuart Island, gourmet meals, guided fishing, Big Bay Marina • 6 days at the Pinnacles, Silver Star Mountain • Hill's Health Ranch: 4 days, meals, massage, spa • 2 weeks on Christina Lake • Over 100 vacations • cherry wood table set • balloon rides • Pitney Bowes laser fax • silk pyjamas • chocolates • whale watching • Persian carpets • carved nesting Chinese dragons • youth theatre school • Bentall Centre year fitness membership • down quilt • entertainment • furniture • dining • antiques • Inuit sculpture • jewellery • sports • cruises • art: Onley • Average • Picasso • Smith • Davidson • Point • Matisse • Morrisseau • Scherman • O'Hara • Shives • Kandinsky • Granirer • Riopelle • Durer • Bateman • Jarvis • Evrard • Hurtubise • Patrich • Bachinski • Chagall • Petterson • Xiong • Audubon • Tousignant • Marshall • Whistler • Rembrandt • **MUCH MORE!**

Admission free. Viewing: 10am. Wonderful bargains
Absentee bids & credit cards accepted
Art Preview: May 15 - June 5, 2735 Granville, HSBC

Information & catalogue: PID Society, 684-5704

Classified

The classified advertising rate is $16.50 for 35 words or less. Each additional word is 50 cents. Rate includes GST. Ads must be submitted in writing 10 days before publication date to the UBC Public Affairs Office, 310 – 6251 Cecil Green Park Road, Vancouver B.C., V6T 1Z1, accompanied by payment in cash, cheque (made out to *UBC Reports*) or journal voucher. Advertising enquiries: UBC-INFO (822-4636).

The deadline for the May 20 issue of *UBC Reports* is noon, May 11.

Accommodation

POINT GREY GUEST HOUSE A perfect spot to reserve accommodation for guest lecturers or other university members who visit throughout the year. Close to UBC and other Vancouver attractions, a tasteful representation of our city and of UBC. 4103 W. 10th Ave., Vancouver, BC, V6R 2H2. Call or fax 222-4104.

TINA'S GUEST HOUSE Elegant accommodation in Point Grey area. Min. to UBC. On main bus routes. Close to shops and restaurants. Includes TV, tea and coffee making, private phone/fridge. Weekly rates available. Call 222-3461. Fax: 222-9279.

GREEN COLLEGE GUEST HOUSE Five suites available for academic visitors to UBC only. Guests dine with residents and enjoy college life. Daily rate $54 plus $14/day for meals Sun-Thurs. Call 822-8660 for more information and availability.

BAMBURY LANE Bed and breakfast. View of beautiful B.C. mountains, Burrard inlet and city. Clean, comfortable. Use of living room, dining room, and kitchen. Min. to UBC, shops and city. Daily, weekly and winter rates. Call or fax 224-6914.

GAGE COURT SUITES Spacious one BR guest suites with equipped kitchen, TV and telephone. Centrally located near SUB, aquatic centre and transit. Ideal for visiting lecturers, colleagues and families. 1999 rates $85-$121 per night. Call 822-1010.

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B & B BY LOCARNO BEACH Walk to UBC along the ocean. Quiet exclusive neighbourhood. Near buses and restaurants. Comfortable rooms with TV and private bath. Full breakfast. Reasonable rates. Non-smokers only please. Call 341-4975.

CAMILLA HOUSE Bed and Breakfast. Best accommodation on main bus routes. Includes television, private phone and bathroom. Weekly reduced rates. Call 737-2687. Fax 737-2586.

ST. JOHN'S COLLEGE GUEST Rooms. Private rooms, located on campus, available for visitors attending UBC on academic business. Private bathroom, double beds, telephone, television, fridge, and meals five days per week. Competitive rates. Call for information and availability 822-8788.

ALMA BEACH B & B Beautiful, immaculate, bright rooms with ensuite in elegant, spacious home. Two blocks to Jericho Beach/Vancouver Yacht Club. Gourmet breakfast. Central location to downtown/UBC. N/S. Call 221-0551.

Accommodation

THOMAS GUEST HOUSE 2395 W. 18th Ave. Visitors and students of UBC are most welcome. 15 min. to UBC or downtown by bus. Close to restaurants and shops. Daily rates from $50 to $100. Please call and check it out at 737-2687.

TRIUMF HOUSE Guest house with homey, comfortable environment for visitors to UBC and hospital. Located near the hospital. Rates $40-$65/night and weekly rates. E-mail: housing@triumf.ca or call 222-1062.

BEAUTIFUL FURNISHED view house. Avail. July 31 '99-Jan. 2 '00. East Vancouver. 10 min. downtown and 30 min. UBC. BR, guest room and study. Gardener, cleaning lady inc. N/P. N/S. $1250 plus util. E-mail: sdavis@sfu.ca or call home 255-7033; office 291-4855.

ENGLISH COUNTRY GARDEN B & B Warm hospitality awaits you at this centrally located view home. Large rooms with private baths, TV, phones, tea/coffee, fridge. Full breakfast, close to UBC, downtown, and bus routes. 3466 W. 15th Ave. Call 737-2526 or fax 727-2750.

LONDON, ENGLAND (Hampstead) Beautiful 1 BR apartment. Fully furnished. Excellent transport, views, very quiet. Avail. June 21 '99-May '00 (negotiable) £850/mo. plus util. E-mail: weiner@sabbatical.netkonect.co.uk or call (0171) 794-9624.

CLOSE TO UBC (3825 W. 19th) Upper floor of a pleasant, furnished house with 2 BR, large kitchen/L/R. Avail. July '99-'00. Util./cable inc., N/S, N/P. E-mail: altintas@mech.ubc.ca or call 822-5622.

FACULTY OR VISITING FACULTY 1 BR apartment with spectacular mountain and harbour view on Kit's point. $875/mo. inc. parking, heat and hydro. Damage deposit req. Avail. June 10-Sept. 10 '99. Call 731-0727.

FOR RENT Spacious furnished 1 BR basement suite. Quiet, large, cozy, knotty cedar L/R. Private entrance, shared laundry and garden, South Granville location. Near bus to UBC or parking avail. $750/mo. inc. util. and cable. N/S, N/P please. Avail. May 1. Call or leave msg. 261-7153

Next deadline:
noon, May 11

Accommodation

FOR RENT Main floor of comfortable home in Dunbar near UBC and Pacific Spirit Park. Deck and private yard. Avail. June 1. Term min. 3-12 mo. possibly longer. Max. two responsible N/S professional adult. $1500/mo. plus 1/2 half util. Call Richard 228-9207.

KITSILANO CHARACTER HOME available June and July. Fully furnished, H/W floors, 3 BR, 1 office, 2 bath, large L/R, D/R and kitchen and nice garden. Near beach, shops, UBC and downtown. $1950 inclusive. Call 731-3967.

WEST POINT GREY furnished house with view. 3 BR, 1.5 bath. Across from park with playground. Five min. drive/bus to UBC. Two blocks to bus, shops, restaurants. Avail. July '99-June '00. N/S. $2200/mo. E-mail begley@commerce.ubc.ca; Web: http::://24.113.50.87; call 228-9965.

HOME SHARE Two furnished BR, private bath, luxurious peaceful setting. Prefer N/S mature female faculty/grad student(s). Avail. immediately. South Surrey. UBC - 50 min. Vancouver transportation avail. M-F to June 30. $500-$700/mo. Call 572-8813.

House Sitter

MARRIED PROFESSIONALS no kids or pets, in Vancouver area between July 1 '99 and June 30 '00. Willing to consider housesitting arrangement for faculty on sabbatical leave. If interested e-mail: icudoc@brunnet.net or call 506-454-6567.

Services

TRAVEL-TEACH ENGLISH 5 day/40 hr TESOL teacher certification course (or by correspondence Jun. 23-27, Sept. 22-26, Nov. 24-28). 1,000s of jobs available NOW. FREE information package, toll free (888) 270-2941 or (403) 438-5704.

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Bruce Mason photo

Make Mother's Day

Wheeling out a barrow full of treasures is Friend of the Garden (FOG) Liz Howard. A growing tradition on the Lower Mainland is UBC Botanical Garden's Ninth Perennial Plant Sale on Mother's Day, Sunday, May 9, from 10 a.m. to 4 p.m. Ten thousand choice plants propagated by FOGs and staff will be on sale at bargain prices. FOGs number over 150 and donate more than 30,000 hours of time every year. Admission to the Botanical Garden is free and UBC's plant introduction for 1999, Clematis "Lemon Bells," (in the front left of the barrow) will be available at the sale which takes place at 6804 Southwest Marine Drive. Call 822-9666 for more information.

Innovations in Molecular Biophysics

A PETER WALL INSTITUTE FOR ADVANCED STUDIES EXPLORATORY WORKSHOP

"Protein-Based Memories and Associative Processors"
Robert R. Birge, Syracuse University
9:00-9:40

"Following Transcription by *E. coli* RNA Polymerase One Molecule at a Time"
Carlos J. Bustamante, University of California, Berkeley
9:50-10:30

"New Probes of Protein Structure, Interaction and Function"
Brian T. Chait, Rockefeller University
11:10-11:50

"Electron Tunneling in Biological Molecules"
Harry B. Gray, California Institute of Technology
1:10-1:50

"Direct Force Measurements of Specific and Nonspecific Protein Interactions"
Jacob Israelachvili, University of California, Santa Barbara
2:00-2:40

"Learning About Apoptotic Mechanisms from NMR Structural Studies"
Gerhard Wagner, Harvard University
3:20-4:00

"The Science and Engineering of Protein Folding Energy Landscapes"
Peter G. Wolynes, University of Illinois
4:10-4:50

Lectures: 6 May 1999
Posters: 5-6 May 1999
Woodward Instructional Resources Centre, Room 2 and Lobby
Information and free registration:
http://www.pwias.ubc.ca/fp2/blades.htm

University of British Columbia

People

by staff writers

Three UBC students were among the top 10 in the 1999 Canadian Association of Physicists (CAP) Undergraduate Prize exam.

First place was won by **Yaroslav Tserkovnyak**, a fourth-year honours Physics student. **Michael Forbes**, a third-year honours Physics and Computer Science student placed third overall and fifth place went to **Trevor Lanting**, a third-year Physics and Astronomy student.

The competition was open to all undergraduate students in Canada with an interest in physics.

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Benbasat

Commerce and Business Administration Prof. **Izak Benbasat** is the new editor-in-chief of *Information Systems Research* (ISR), one of the top two international research journals in its field.

ISR is a publication of INFORMS, the premier international society for academics and professionals in operations research, management sciences and information systems.

Benbasat, who is CANFOR professor of management information systems, was formerly a senior editor of the other top research journal in the field, *Management Information Systems Quarterly*.

• • • • •

Long

Geography graduate student **Victoria Long** is the winner of the best individual term paper in the Environmental Adaptation Research (EAR) Group Research Paper award from the Sustainable Development Research Institute.

Long won for her paper "Climate Change Impact Assessment: Fraser and Mekong Delta Regions."

The best group effort goes to Karen Ageson, Geoff Taylor and Rebecca Tummon, fourth-year students in the Environmental Science/Environmental Studies program for their joint paper, "Impacts of Climate Change on Corn Crop Yields in the Lower Fraser Valley." The awards each come with a $250 prize.

• • • • •

Geography Prof. Emeritus **Walter Hardwick** was honoured in Toronto recently by the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) for his significant contributions to education in Canada.

As B.C. deputy minister for Education, Science and Technology from 1976 to 1980, Hardwick was recognized for expanding the community college system and for setting up institutions offering opportunities in areas such as distance learning and art education. Hardwick was responsible for the creation of the Knowledge Network and served as its chair for eight years.

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Longtime staff help create community

Marking 25 years of service

Margaret Sarkissian

by Hilary Thomson

Staff writer

Commitment to building community is a theme that runs through Margaret Sarkissian's life on and off campus.

As an adviser in the Equity Office, Sarkissian works with employment and education equity and discrimination and harassment issues at UBC.

"UBC is my community," says Sarkissian. "Equity work is really community-building work. We want to make this university an inclusive and supportive community for everyone."

A UBC alumna, she started her campus career after graduating with a BA. She signed on as a recruiter in the personnel department but soon discovered that her interests were in counselling. She transferred to the Student Counselling Centre, at the same time pursuing a MEd through UBC's Counselling Psychology program.

For the next 12 years, Sarkissian worked as a counsellor helping students deal with issues ranging from career planning to serious personal problems.

Her involvement with the student community continued with jobs as director of undergraduate programs for the Faculty of Commerce and director of the UBC-Ritsumeikan Academic Exchange Program.

She joined the Equity Office when it was set up in 1994.

"There is no cookbook approach to working with harassment and discrimination issues," says Sarkissian. "They are incredibly complex and challenging to resolve."

One of the most rewarding parts of the job for Sarkissian is facilitating equity issues workshops for faculty, staff and students. Energizing, stimulating and fun is how she describes this part of the job.

Her concern for community building is also evident in her personal life. As president of a community centre association, Sarkissian helps develop community programs. She volunteers at a weekly community meal designed to provide restaurant skills training for at-risk youth and a sense of community for the seniors, families, single and homeless people who attend.

Sarkissian

Meredith

Merry Meredith

by Susan Stern

Staff writer

Twenty-five years ago Merry Meredith was manually pasting pockets in books as a library assistant. Today, as graphics supervisor for UBC Library, all of Meredith's publications and signs for the university libraries are electronically produced on her Macintosh computer.

"As fast as I learn something they bring out something else," says Meredith. "My job is more interesting and challenging because I have to keep up with new ideas and new software continuously."

Meredith holds a degree in Art History and also studied illustration and design at the Emily Carr Institute of Art and Design. Since her career at UBC began in 1974, she has worked in various positions in the library — from circulation to cataloguing — before becoming graphics supervisor in 1989.

Meredith works on special projects with librarians and staff, primarily in Koerner Library. One of her projects was to produce publicity for the Information Connections program which teaches students to negotiate the vast world of information in print or on-line.

"I like illustrating and detail and I'm always interested in a quality product," she says.

As well as creating the graphics for the UBC Library Web page Meredith collaborated with ITServices on the design of the I Files, a newspaper for students containing useful information about the library and computers.

"Everybody is great to work with and that makes it easy for me to work under pressure," she says. "I've made many good friends and I enjoy working on the campus. There have been enough changes that it doesn't feel like I've been 25 years in the same place," Meredith says.

Paul Willing

by Bruce Mason

Staff writer

"I've always wanted to be a farmer and for 25 years this is part of what I've managed," shouts Paul Willing as he strides through the sheep paddocks, oblivious to the bleating chorus of some of his 150 charges. "You think they would kill themselves the way they run around, but I keep an eye out."

"Always loved hockey too, and I bet I'm the only UBC person whose picture is in the Hockey Hall of Fame," he adds, while simultaneously bottle-feeding four lambs. "It's actually a photo of me and my wife with our family — the caption reads, 'Hockey is for kids of all ages.'"

In the evening and on weekends Willing has refereed hockey games for decades and plays defence for the Old Birds Hockey team.

At UBC, his busy day as the farm manager for Animal Science starts at 7:30 a.m. when he feeds the sheep, plans for lambing and performs myriad other chores. The closed flock is used for teaching, and pregnant ewes are studied before being returned to the paddocks.

He first set foot on the UBC campus in 1964 as an Engineering student on scholarship, fresh from the family dairy farm on southern Vancouver Island. He switched to Agriculture before dropping out in 1966 to earn enough to buy his own farm.

By 1974 he was "farm hunting" around the small Vancouver Island community of Port Alice when he heard the call.

"UBC was looking for a manager of the farm on campus and I got the job," he recalls. "It was much different then; I was in charge of a large staff of swine, beef, mink, dairy and sheep technicians. Now I'm on my own with the sheep and a few dairy cows."

His son Leo earned a degree in Microbiology and is just completing his second in Education at UBC. Daughter Sandra is finishing her third year in Arts and plays on the women's varsity hockey team. Son Ben is in third year Agricultural Sciences and president of the faculty's undergraduate society.

"Sheep are considered stupid and I suppose they are, compared to humans,"

Willing

he says as scratches the ears of a "rascal" marked #9152. "They're also affectionate and responsive and conduct themselves better than some people I see. It's the gentle soothing environment that makes mine the best job at the university."

71 staff lauded for longtime service

UBC's 25 Year Club welcomes 71 new members for 1999.

Club members — staff who have worked on campus for a quarter-century — will join UBC President Martha Piper at a celebratory dinner on May 13 at the Totem Park Ballroom.

New members include:

Agricultural Sciences: **Retha Gerstmar, Kathy Shynkaryk** • Anaesthesia: **Elaine Dawn** • Animal Science: **Paul McRae Willing** • Biotechnology Laboratory: **Darlene Crowe** • Bookstore: **Wendy Truelove** • Botanical Garden: **Ronald Rollo, Thomas Wheeler** • Botany: **Robert Kantymir** • Chemistry: **Martin Carlisle, Guenter Eigendorf, Zoltan Germann, Brian Greene** • Civil Engineering: **Susan Harper** • Commerce: **Nancy Hill** • Continuing Studies: **Linda Fung, Pauline Gensick, Libby Kay** • Dermatology Division: **Remedios Gumboc** • Disability Resource Centre: **Catherine Mead** • Education: **Carol Kelly** • Electrical Engineering: **David Fletcher** • Equity Office: **Margaret Sarkissian** • Financial Services: **Lucy CC Chiu, Maria Miu, Nancy Young** • Food Services: **Peter Cunningham, Chee Ngan Lai** • Forestry, Dean's Office: **Charles Lai** • Health Care and Epidemiology: **Ronnie Sizto** • Health, Safety and Environment: **Ron Aamodt, Mumtaz Lakhani** • Housing and Conferences: **Lucia Bodt, Marinus Hooymans** • Institute for Resources and Environment: **Isgo Nercessian** • ITServices: **Anne Shorter** • Library: **Cipriano Ambegia, Balbir Aulakh, Gaylia Cardona, Peter Edgar, Rowan Hougham, Ivy Lee, Richard Melanson, Merry Meredith, Caroline Milburn-Brown, James Swartz, Jean Y.J. Tsai, Seta Yeterian** • Mechanical Engineering: **John Richards** • Microbiology: **Michael McClymont** • Mining and Mineral Process Engineering: **Sally Finora** • Music: **Isabel Da Silva** • Nursing: **Teresa Rostworowski** • Obstetrics and Gynecology: **Theresa Yang** • Parking and Transportation/Campus Security: **Philip Chee** • Physics and Astronomy: **Alan Cheuck, Ole Christiansen** • Physiology: **Joseph Tay** • Plant Operations: **Alain Albert, Adolf Becker, Frederick Biddle, Mary Blair, David A. Coe, Rolf Kullak, Linda Y.F. Low, Terrill Stanton, Hans Tautscher** • Political Science: **Nancy Mina** • Research Farm Oyster River: **Niels Holbek** • Research Services: **Shirley Thompson** • Student Health Services: **Rhoda Ree**.