

# UBC REPORTS

Volume 39, Number 9

May 6, 1993

## Law cuts enrolment to make way for PhD

by Charles Ker

Staff writer

UBC's Faculty of Law will reduce first-year enrolment by 25 per cent next year to improve the Bachelor of Laws program, expand its master's offering and help launch Canada's first PhD in legal education.

"Faculty council approved a PhD program only if new resources were found for it," said Dean of Law Lynn Smith. "And the only way to find resources these days is within your existing budget."

The decisions to establish a PhD program and trim 60 spaces from the current LLB quota were approved by Senate at its April meeting.

Starting in September, first-year enrolment in the LLB program will be reduced to 180 with total enrolment over three years

dropping from 720 to 540. Smith says the size of the reduction reflects the fact that first-year law is taught in sections of 60 and that cutting back by one section will significantly change available teaching resources.

Citing UBC as "second worst" among Canadian law schools in terms of student-faculty ratios, Smith said reductions in



Smith

first-year admissions will put UBC in the same range as comparable laws schools, such as the University of Toronto.

"We want to give all students the chance to do a substantial piece of scholarly research under the supervision of a full-time faculty member and to take workshop courses involving problem-based learning," said Smith. "Right now, we're unable to provide those opportunities."

Last August, a committee was struck to explore the costs and benefits of changing the enrolment mix. Over a seven-month period, the committee worked with faculty members and students to draft a report outlining the impact of a change.

Among the committee's observations:

- admissions through the First Nations Law Program and the "discretionary" category would not be affected
- the change would provide better access to bursaries and scholarships for post-baccalaureate students, less strain on administrative resources, and relief from overcrowded classroom and study space
- looking at the national pool, a change would have minimal effect on applicants'

See **LAW** Page 2

## From modest beginnings, Medicine's stature grows

by Connie Filletti

Staff writer

From no space to outer space.

When UBC's Faculty of Medicine opened its doors in 1950, the dean's office consisted of a walled-off corridor in the Physics Building. The Dept. of Neurosurgery occupied a three-foot passage at the back of the Chemistry Building and an adjacent parking lot served as a meeting room.

Today, the faculty has 90,000 square metres of research and academic space located on campus and in six teaching hospitals around the Lower Mainland. Researchers collaborate with colleagues around the globe and sometimes, even out of this world.



Hollenberg

Medical experiments by faculty members in Orthopaedics, Pathology and Medical Genetics were recently performed by Canadian astronauts aboard two NASA space shuttle missions, and more are scheduled for future flights.

"The faculty's growth in research over such a short span of time has been truly outstanding, and represents one of the finest accomplishments in research development in Canada," said Dr. Martin Hollenberg, dean of the Faculty of Medicine.

In the 1992-93 academic year, 463

full-time undergraduate students were enrolled in the Faculty of Medicine, as well as 447 medical residents.

The number of full-time faculty members has grown from the original baker's dozen that existed in 1950, to almost 400 men and women working in the 21 departments, divisions and schools that comprise today's Faculty of Medicine.

With \$43.5 million in direct annual research funding in place, the faculty plans to develop existing programs such as the collaborative work with NASA and the Canadian Space Agency, and the robotics research program which has already produced the world's first surgical robot.

"The faculty's goal is to become one of the top institutions in North America in all areas of its mission including education, research and patient care," Hollenberg said.

"A strong research program is central to these areas since it can attract the very best people, provide superb venues for

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**UBC Reports features  
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on pages 6 and 7**



Martin Dee photo

## Master of Calligraphy

**Kataoka Shiko, Master of Calligraphy and lecturer at the Tezukayamagakuin College south of Osaka, demonstrates and displays her art at the Asian Centre May 1-8. Noh player Umewaka Makio and potter Toide Katsuhiko are also taking part in the exhibition, Beauty of Japan, sponsored by the Institute of Asian Research.**

## Spin-off company claims Canadian first with drug

by Gavin Wilson

Staff writer

A UBC spin-off company has become the first Canadian firm to take a pharmaceutical from the initial stages of development to commercial use.

Quadra Logic Technologies, founded in 1981 by four UBC professors, including Microbiology Prof. Julia Levy, recently received regulatory approval to market

Photofrin, a light-activated anti-cancer drug.

"Canada is the first country in the world to authorize the marketing of photodynamic therapy for the treatment of cancer," said David Dolphin, QLT's vice-president of technology development and an NSERC Industrial Research Prof. in UBC's Dept. of Chemistry.

"We feel that one day, photodynamic

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## Letters

### Dangers outweigh advantages

**Editor:**

The opponents of assisted suicide and voluntary euthanasia can take heart from Professor Browne's Forum article "The Case for Assisted Suicide" (UBC Reports, March 15, 1993), for it's a singularly unconvincing case indeed. May I just point out the more specious of the arguments:

1. "It is sometimes argued," writes the author, "that we can never get suitable voluntary and informed consent" on these matters. However, he adds, the single example of the Rodriguez case refutes that contention. Up to this point I readily go along, for one exception does negate the "never." But then we read: "If the claim is then that we can seldom get appropriate consent, this is false." Are we to assume that "never" and "seldom" are synonymous? If not, where does the "then" come in?

2. Professor Browne does concede that "the seriously ill are vulnerable, and subject to pressure and manipulation." He would thus go along with the following possibility: an elderly parent, lingering in an expensive nursing home, imposing visiting duties on children anxious to do other things, using up money that could be employed to pay off a

mortgage—how convenient it would be to persuade that person that euthanasia would be an excellent solution to his or her ills. Professor Browne's comment? "But that's life."

3. He goes on to say, that "almost every important decision we make . . . is made under similar circumstances (i.e., subject to manipulation)." He cites the choice of career, marriage and retirement as examples. But surely these options are usually worked out when we have full autonomy, are relatively healthy, and in command of our faculties. Can a decision presumably taken by an aging, terminally ill, possible confused human being be considered even remotely comparable? We are back, of course, to the possibility of "manipulation" of the truly "vulnerable."

Professor Browne leaves aside the religious considerations that surround questions of suicide and euthanasia and makes his case within the secular, civil order. But even in that narrow perspective, far from making a sound case, he unwittingly shows us that for society the dangers inherent in institutionalized euthanasia far outweigh its advantages.

**Harold C. Knutson**  
Professor Emeritus of French

## Law

*Continued from Page 1*

chances of getting a legal education given the 2,200 places currently available among Canada's 16 English-language law schools

The committee also reported that while the faculty has recognized the need to enhance the international scope and reputation of its graduate offerings since 1989, it has not had the teaching resources to do so.

The LL.M., which began in 1964 and has had a targeted enrolment of 12, is projected to grow from 31 to 45 students, while the PhD offering will have 10 students at any one time.

Smith said the faculty opted for

the PhD program over doctoral degrees offered elsewhere in order to accentuate the rigorous and interdisciplinary nature of the program that will be offered.

"We wanted students to do the comprehensive examinations which aren't part of other doctoral programs," said Smith. "Offering the PhD is also consistent with UBC's mission statement to offer the highest degree available in any discipline."

Despite the changes, which go to the Board of Governors for approval this month, UBC will remain the second-largest, English-language law school in the country in terms of post-baccalaureate enrolment.

## Medicine

*Continued from Page 1*

students to train in and exciting developments and innovations in health care, carefully attuned to the needs of people in all regions of the province."

New enterprises that will focus on areas of major importance to human health care, and especially the health of British Columbians, are also underway.

These include centres for predictive and preventive medicine, transplant and cancer biology, pulmonary and brain research and an institute dedicated to child, mother and youth studies.

A clinical trials facility, designed to provide patients with the earliest access to new drug treatments, will complement the

faculty's existing programs and emerging initiatives.

The facility will also provide a training site for clinical pharmacologists and other physicians who will become skilled in assessing new drug information and in pioneering drug therapies.

Another significant venture being proposed by the Faculty of Medicine is a centre for health care evaluation. The centre will assess current and new methods of health care delivery, seeking maximum quality while controlling the spiralling costs of health care in the province.

"The faculty supports the government's desire for a healthier B.C. and recognizes that strong research and educational programs

## Drug

*Continued from Page 1*

therapy will stand alongside surgery, chemotherapy and radiation therapy as one of the major weapons in the fight against cancer."

QLT officials are also pleased that it took just six years and \$50 million to bring Photofrin to the market. Dolphin said that it usually takes about 10 years and as much as \$250 million U.S. to take a drug to the approval stage.

The federal health protection branch announced in April that it had cleared QLT to market Photofrin as a treatment for recurrent superficial papillary bladder cancer. About 3,500 Canadians are diagnosed with this cancer each year.

Photodynamic drugs work by accumulating in cancerous cells when injected into the body. Activated by exposure to light sources, such as a laser delivered via fibre optics, the drug activates oxygen in the cell, destroying the tumour but leaving nearby healthy tissue unharmed.

Photofrin will now become available in seven hospitals and cancer clinics across Canada, including Vancouver General Hospital, which have laser equipment. Physicians will also be able to use it to treat patients who have not responded to other forms of therapy.

Canadian approval is just the beginning of the company's plans for the drug, Dolphin said.

QLT has filed for approval in Japan and several European countries to use Photofrin to treat lung, bladder and esophageal cancers. The company will also apply to the U.S. Food and Drug Administration later this year to market Photofrin in the United States.

QLT has also begun clinical trials of its second-generation product, BPD, or benzoporphyrin derivative, at the B.C. Cancer Agency and Boston's Massachusetts General Hospital. Also used for treating cancer, BPD was discovered and developed at UBC.

Since 1988, QLT has worked in partnership with the U.S. pharmaceutical company Lederle Laboratories, a division of American Cyanamid, to research photodynamic therapy.

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## UBC REPORTS

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# Campus gets first look at new library plans

by Gavin Wilson

Staff writer

Campus planners and architects unveiled the design for "a keystone building on campus," the first phase of the new central library, at a recent public meeting.

The proposed building is the first part of a project that will incorporate Sedgewick Library and ultimately replace space in the existing Main Library. It will be built in the area bounded by the Mathematics and Old Administration buildings and the Math annex.

The 6,300-square-metre structure will be ready to go to tender in the fall of this year, with completion planned for September, 1995. The first phase, which also includes a retrofit and seismic upgrade of Sedgewick, will cost \$24 million.

Design plans show a five-storey building faced with panels of glass and

sitting on a granite base. A central design feature is a narrow atrium or nave through the centre of the building, allowing natural light to enter the interior. The nave is topped with a curved canopy of frosted glass.

"We feel it's time to reposition the library and make a bold statement on a new heart of the institution," said Campus Planner Andrew Brown. "This is a keystone building on campus."

Architect Peter Wreglesworth, of Aitken Wreglesworth Associates, who designed the building along with Arthur Erickson, said the project, 16 months in the works, was challenging. The building had to be squeezed into a 75-by-24 metre site and be cost-effective.

Erickson said the new library is "an extremely practical structure" that they tried to make as elegant as possible.

About 40 people attended the public meeting at the Asian Centre, voicing concerns about study space, parking,

safety, library staffing levels and other issues.

One student was unhappy with plans to close Food Services' Underground snack bar and the popular seating area where hundreds of undergraduates gather every day to study and socialize. The new library will expand into the space.

Brown said he recognizes the need for such informal study areas and would seek more input from students through the Alma Mater Society.

Asked about the need for a new building, University Librarian Ruth Patrick said the Main Library is "not very good for people and it is even worse for books."

"That musty smell in the stacks, that's the smell of books burning," she said.

Patrick also said the new building will have space for instruction, allow for more

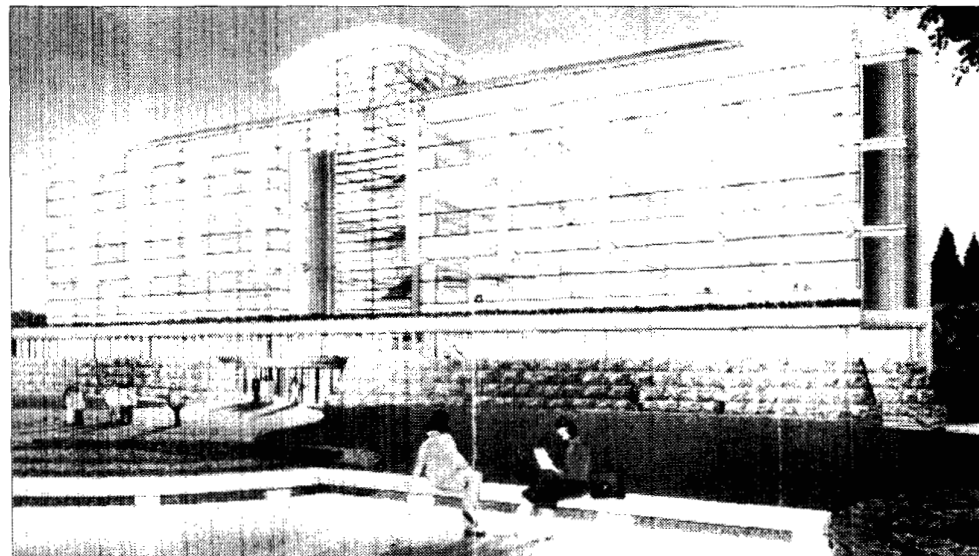
efficient organization of collections and staff, and is designed to ease the transition to the electronic library of the future.

Other problems with the Main Library include the potential for earthquake damage, poor traffic flow and access for disabled people.

Landscape architect Kim Perry also revealed proposals to upgrade the garden area and plaza between the new and old library buildings.

Plans include expanding the area of lawn, reducing the grade to Main Mall, and removing the mirrored cones that jut out of Sedgewick.

Perry said the scheme would also include the removal of four of the oak trees that sit in drums over Sedgewick. Arborists say the trees are in poor health and "beyond hope," Perry said.



## The Shape of Things to Come

Artist's sketch shows the first phase of the new Library Centre, which will incorporate the existing Sedgewick Library. Campus Planning and Development is seeking input from the campus community on the design by architects Arthur Erickson and Aitken Wreglesworth Associates. The design features a granite base, glass panels and an atrium topped with a curved canopy of frosted glass. Completion is slated for Sept. 1995.

## Senate enacts guidelines for creation of faculties

by Abe Heffer

Staff writer

Senate has approved a set of guidelines for the establishment of new faculties at UBC.

Drafted by Senate's Academic Policy Committee, the guidelines will be used by a specially appointed ad hoc committee of Senate whenever a proposal for the creation of a new faculty is made. The ad hoc committee will then report to Senate on the advisability of the proposed change and, if appropriate, can recommend alternatives.

The Academic Policy Committee, at the request of Senate, began working on a comprehensive framework for dealing with any request for faculty status after such a request was initiated on behalf of the School of Nursing last fall.

"These are generally applicable guidelines and are meant to provide a framework for future Senates considering a change in status in respect to any

school," said Psychology Dept. Head Richard Tees, chair of the Senate Academic Policy Committee.

They cover a wide variety of issues the ad hoc Senate committee and school will need to address in any consideration of a change in status, such as the effectiveness of the school's or other unit's representation in Senate; the size and complexity of the proposed new faculty; budgetary implications; and implications for the university's overall organizational structure.

The proposal also calls for the Senate ad hoc committee to consider alternative solutions to granting a school faculty status, including transferring a school to another faculty, restructuring the existing pattern of faculties and schools, or the amalgamation or combination of existing faculties.

School of Nursing Director Marilyn Willman said the school will now look at the guidelines that Senate has established and determine what its next step will be.

## Team wins top education award

A five-member team from UBC's Dept. of Mathematics and Science Education has won the 1992 American Educational Research Association's Outstanding Publication Award.

The team's submission, the 1991 British Columbia Assessment of Science Provincial Report, claimed the top publication prize over more than 100 other submissions from around the world, including one from the B.C. Ministry of Education.

Taking three years to complete, the

report assessed B.C.'s science education by testing 45,000 children in grades 3 to 10. It also included assessments of 3,400 teachers in 743 schools.

Faculty team members included project director David Bateson, Gaalen Erickson, James Gaskell, Robert Carlisle and Reg Wild. Participating graduate students were Susan Brigden, Anthony Bartley, Lorna Blake, K. Rice-Meyer, Renee Fountain, Alfred Ojelel and Peter Chin.

The annual award was given in the category of instructional program evaluation.

## Offbeat

by staff writers

When he's not writing stories for UBC Reports or handling media calls, Community Relations' very own Abe Heffer has established a modest, but growing acting career.

His latest coup: landing a speaking role in a feature film being shot in Vancouver. The Raffle is a romantic comedy produced by Capstone Pictures.

Heffer appears in two scenes as a crusty, mean-spirited businessman who has the main character fired from his job at an advertising agency.

Heffer stumbled into the movie business almost by accident.

A veteran radio journalist who worked in Montreal and Toronto, he thought his melodious baritone could get him some voice-over jobs in local advertising. His agent had another suggestion. How about doing some on-camera work?

Soon, he was appearing in a London Drugs commercial. Then he won a small speaking part in the locally produced NBC comedy-drama The Commish. This was the big-time — American network TV.

We have to wait awhile before seeing Heffer in his next role. The Raffle isn't scheduled for release until spring, 1994.

And although he claims these parts haven't required any acting ability, we know better. He doesn't have a crusty or mean-spirited bone in his body.

So, just what is Jay Powell's attraction to egg beaters?

"I dunno," says the laid-back linguist. "Some students give their teachers apples. I get egg beaters."

A Native language specialist in UBC's Dept. of Anthropology and Sociology, Powell is also a closet collector. Roughly half the 500 mixers he's amassed during the last 15 years have been student donations.

Back at the Powell family compound in Kitsilano, the whirring instruments are everywhere. There's even a wall of photographic, egg-beater art.

"When Jay fixes himself on something, he really does it thoroughly," says Vicki Jensen, Powell's wife. "The funny thing is that we use the most decrepid beaters in the kitchen while the good stuff hangs on the wall."

But Powell's collection doesn't end there. He also hunts labels from snoose packets (that's finely ground tobacco sniffed to induce sneezing) and has "a gazillion" old paperbacks, including the entire works of western novelist, Louis L'Amour.

Nor is the professor - who for the last two decades has been documenting nine of B.C.'s 25 Native languages - the only household collector.

Following dad's lead are 11-year-old Luke and Nels, 15. Stashed away somewhere in Luke's bedroom collection of teeth and skeletons are prized molars from a water buffalo, elephant and mastodon. Nels, a ham-radio operator, has managed to fill his room with a variety of wires, gadgets and assorted "valuable equipment."

Not to be outdone, Jensen started collecting old, miniature cameras "out of self defense." While her miniatures remain packed in boxes, most other family collectibles are out on display.

"We strongly believe your home should reflect your personality and be like no other," said Powell.

On that count, his place is hard to beat.



Powell

# Around and About

## Nitobe Revisited

by Ron Burke

Everything old is new again at UBC's world-renowned Nitobe Memorial Garden, which has just undergone a \$1-million renovation. Completed on April 1, the work restores the 32-year-old garden's original design and appearance.

"The garden was becoming increasingly overgrown and would have gone rapidly downhill in the near future," says Bruce Macdonald, director of the UBC Botanical Garden, which operates Nitobe.

"There's an improved balance of light and shade now, and the new wall and fence give a much greater sense of enclosure."

In addition to restoring and highlighting the different garden areas, such as the waterfall, the renovations included extensive upgrading of the pond, which had declined around its shore.

The project was funded through UBC's World of Opportunity Campaign by Konwakai (the Vancouver-Japanese Businessmen's Association) and the Commemorative Association of the Japan World Exposition, with the assistance of the Japan Foundation.

Patrick Mooney, assistant professor of Landscape Architecture and the UBC landscape architect to the restoration, says it has been a once-in-a-lifetime experience for him.

"It's extremely rare to get so many committed people all working in the same direction," he says. "From the Development Office, which has been fantastic, to Jim Richards [dean of Agricultural Sciences, which oversees the Botanical Garden], to Maurice Copithorne, chair of the planning committee, to Bruce Macdonald, to the renovation project team — everyone went above and beyond."

Renovations were designed and carried out by Toshiaki Masuno, president of Japan Landscape Consultants in Tokyo. Contractor Shinichi Sano, of Uetoh Construction Company, is an 18th-generation garden builder. Mooney describes him as one of the top contractors in Japan. Sano brought

a team of apprentices with him to work on Nitobe.

"They had an absolute dedication to the project," says Mooney. "It was a real labour of love."

Mooney is pleased that renovations included a new gate of yellow cedar, which is expensive but durable, and authentic for a Japanese garden. The cedar was donated by Canadian Forest Products Ltd.

While this stage of renovations is complete, more work is to come. Renovation of Nitobe's tea house, funded by the Urasenke Foundation, will proceed this summer. After that, the tea garden will be

renovated, under Masuno's direction.

Both Macdonald and Mooney urge people to visit the garden to view the restoration.

"Nitobe is a real gem within the university," says Macdonald. "It's an excellent example of traditional Japanese garden design — maybe the best in the world, outside of Japan — and the renovations will ensure that it stays so for decades."

Nitobe Garden is open daily from 10 a.m. to 6 p.m. Admission charges are \$2 for adults, \$1.25 for seniors and high school and college students and \$1 for elementary school students.

**"Nitobe is a real gem within the university."**

- Bruce Macdonald

### No Absence of Mallets

For garden activities of a different nature, the sixth annual President's University Cup Costumed Croquet Klassic, otherwise known as PUCCK, takes place Wednesday, June 23, from 4 p.m. to 9 p.m. Garishly garbed whackers and hackers will smite colourful spheres about the lawn at Norman MacKenzie House, all in aid of the Crane Library for the visually impaired. The \$100 entry fee is tax deductible and includes refreshments and a sumptuous midsummer evening's feast. If your wits are keen and your wardrobe loud, a good time for a good cause can be ensured by calling the Ceremonies Office, 822-6192, to register.

## New housing construction means fewer B-lot spaces

by Gavin Wilson

Staff writer

Construction of the new Thunderbird student housing project, slated to begin later this month, will mean an immediate loss of 1,771 parking spaces on campus. Parking and Security Services officials say.

Parking Manager David Miller said parking lots B-3 and B-4, located between Agronomy Rd., East Mall, Thunderbird Blvd. and West Mall, will be closed completely this summer as construction gets underway.

Meanwhile, lot B-7 will be upgraded with lighting and a kiosk to accommodate the expected surge in parking demand there. The upgrade should be completed by July 1, in time for summer classes.

By September, lot B-4 will re-open with about 200 spaces available for student carpools and B-3 will re-open with about 400 spaces remaining, operating as before.

But with a net loss of about 1,200 B-lot spaces, Miller is warning motorists that parking will be at a premium.

"During our busiest months, September and October, there just won't be enough space for everybody," he said.

Miller advised commuters to take public transit or carpool as alternatives to the single-occupancy vehicle.

The 405-unit Thunderbird housing complex, to be located along Thunderbird Blvd. between East and West malls, is expected to be completed by the fall of 1994.



Martin Dee photo

### Seeing Stars

A tour by students from Vancouver's Van Horne Elementary School gave Brett Moorcroft the opportunity for a quick peek through the 42-centimetre reflecting telescope at UBC's astronomical observatory. Located atop the Geophysics and Astronomy building, the observatory is open every Saturday night for drop-in viewing and for group bookings by appointment during the week.

## Seminar looks at future of commercial whaling

by Abe Heffer

Staff writer

As the International Whaling Commission (IWC) prepares to chart a new course of action, the political and ethical debates over whaling continue.

The UBC Fisheries Centre, founded to focus and promote the multidisciplinary study of fisheries, will tackle the issues associated with whaling at a public seminar next month.

With the four-year moratorium on commercial whaling having expired, the IWC is ready to implement a revised whaling management procedure, according to Kjartan Magnusson, a visiting Biomathematics prof. from the University of Iceland, and a seminar panel member.

"This revised management procedure, which was developed during the moratorium, only requires the estimated number of whales in the whaling area, as opposed to the previous management procedure which also needed estimates of the productivity of the whale stock," said Magnusson.

"It is a more cautious and conservative approach in setting catch quotas," he explained.

Although the scientific plans are in

place for the possible resumption of commercial whaling — Aboriginal whaling has continued throughout the moratorium — the political decision has not been made. The IWC is now meeting in Kyoto, Japan to decide whether to set catch quotas for some of the minke whale stocks in the world.

A number of member nations of the IWC are opposed to lifting the moratorium on political and ethical grounds. These

issues, together with other arguments for and against whaling, will be addressed at the seminar.

"Because of extensive sightings surveys, we know a lot more about the size of various whale stocks than we did 10 years ago," said Magnusson.

"However, it is not likely that numbers have increased significantly because of the moratorium. Whale populations increase at a rather slow rate."

Commercial Whaling: The Issues Reconsidered will be held at IRC #6 on June 10, from 7-10 p.m. It will be followed by a one-day computer workshop, June 11, which will examine the numerical management procedures developed by the IWC.

For more information, call the UBC Fisheries Centre at 822-2731.

**"We know a lot more about the size of various whale stocks than we did 10 years ago."**

- Kjartan Magnusson

# Calendar

## May 9 through May 22

### Lectures

**Wednesday, May 12**  
**Orthopaedics Grand Rounds**  
 Orthopaedic Diagnosis, Treatment and Clinical Epidemiology. Chair: Dr. Robert W. McGraw. Guest Speaker: Dr. J. Busser. Eye Care Centre Auditorium at 7am. Call 875-4646.

**Friday, May 14**  
**Paediatrics Grand Rounds**  
 Molecular Medicine: The Promise And The Pitfalls. Dr. Michael Hayden, MB, ChB, DCH, FRCP, professor, Medical Genetics. G.F. Strong Auditorium at 9am. Call 875-2118.

**Health Care/Epidemiology Grand Rounds**  
 Methodological Issues In Surgical Trials. Dr. John Kestle, assistant professor, Surgery, Research Consultant/Clinical Epidemiology, Children's Hospital, James Mather 253 from 9-10am. Call 822-2772.

**Wednesday, May 19**  
**Orthopaedics Grand Rounds**  
 Trauma Service. Chair: Dr. H. Broekhuysse. Eye Care Centre Auditorium at 7am. Call 875-4646.

**Friday, May 21**  
**Paediatrics Grand Rounds**

Ten Years Experience With Renal Transplantation At BCCH. Dr. D. Lirenman, professor/head, Nephrology, BC's Children's Hospital. G.F. Strong Auditorium at 9am. Call 875-2118.

**Health Care/Epidemiology Grand Rounds**  
 Hearing Conservation In BC. Ms. Margaret Roberts, manager, Hearing Conservation Worker's Compensation Board. James Mather 253 from 9-10am. Call 822-2772.

### Seminars

**Wednesday, May 12**  
**Microbiology Seminar**  
 TBA. Dr. Tom Grigliatti, Zoology. Wesbrook 201 from 12:30-1:30pm. Call 822-3308.

**Monday, May 17**  
**Biochemistry/Molecular Biology Seminar**  
 Macrophage Phagocytosis Of Pseudomonas Aeruginosa: An Event With A Unique Dependence Upon Active Transport Of Glucose. Dr. David P. Speert, head, Infectious/Immunological Diseases, Paediatrics, Children's Hospital. IRC #5 at 3:45pm. Refreshments at 3:30pm. Call 822-3027.

**Thursday, May 20**  
**Microbiology Seminar**  
 Integration Of The RAS And Cyclin Pathways In Saccharomyces Cerevisiae. Dr. Warren Heideman, Pharmacy, U. of Wisconsin, Madison, Wisconsin. Wesbrook 201 from 12:30-1:30pm. Call 822-3308.

### Miscellany

**Sunday, May 9**  
**MOA Exhibition Opening**  
 A Rare Flower: A Century Of Cantonese Opera In Canada. Opening ceremonies include makeup, costuming and a performance by the Jin Wah Sing Musical Association. Museum of Anthropology Great Hall from 1-3pm. Call 822-5087.

**Mother's Day Concert**  
 Andalous. Rhythms from Middle East, Spain and Latin America. Also features traditional dances from the Arab world. Museum of Anthropology Great Hall from 2:30-3:15pm. Call 822-5087.

**Friday, May 14**  
**St. Paul's Hospital Eating Disorder Symposium**  
 Susie Orbach, The Women's Psychotherapy Institute, London/

New York; Dr. Sidney Kennedy, The Toronto Hospital. Robson Square Conference Centre from 8:30am-5:15pm thru to May 15. Public Forum May 14 at 6:15pm. Call 264-0212.

**Sunday, May 16**  
**Perennial Plant Sale**  
 UBC Botanical Garden from 10am-4pm. Free admission to the garden with plant purchase. Refreshments. Call 822-9666.

**Tuesday, May 18**  
**Laboratory Chemical Safety Course**  
 Safe Chemical Storage, Handling/Disposal; Laboratory Inspections; Emergency/Spill Response. Chemistry 250 from 8:30am-12:30pm thru to May 19. \$200 for non-UBC participants. Call 822-2029.

**MOA New Exhibit**  
 Opening Day Of Cannery Days: A Chapter In The Lives Of The Heiltsuk. A look at the First Nations women in the canneries along the coast of BC. Museum of Anthropology Great Hall. Regular museum hours. Call 822-5087.

**Wednesday, May 19**  
**UBC Senate Meeting**  
 The Senate, UBC's academic Parliament, meets at 8pm in Room

102 at the Curtis (Law) Building, 1822 East Mall.

**Thursday May 20**  
**Board Of Governors' Meeting**  
 UBC's Board of Governors meets in the Board Room, second floor of the Old Administration Building, 6328 Memorial Rd. The open session starts at 9am.

**Orientation Session**  
 New/existing staff find out about policies affecting you at work, meet key people across campus and win prizes. Cecil Green Park Yorkeen Room from 9am-12pm. Call 822-9644.

**Saturday, May 22 to Monday May 24**  
**IUBMB Symposium**  
 Nucleic Acids And Membranes. Reception Saturday at 6:30pm, Opening lecture at 8:30pm; Sunday from 8:30am-9:30pm; Monday from 8:30am-6:30pm. Call 822-2577 to register.



**A New Spirit of Giving**

### Notices

**Summer Campus Tours**  
 Friendly student guides lead 90-minute walking tours of UBC's scenic campus. Drop-in tours leave Tours/Information desk in SUB weekdays at 10am and 1pm. Other times, group/specialized tours available. Call 822-3777/3131.

**Campus Tours**  
 School and College Liaison tours provide prospective UBC students with an overview of campus activities/faculties/services. Every Friday at 9:30am. Reservations required one week in advance. Call 822-4319.

**Professional Development For Language Teachers**  
 Continuing Studies' English Language Institute offers practical workshops for teachers in: Intercultural Learning, Pronunciation, Field Trips, Reading Comprehension, Writing/Classroom Management. Courses begin in July. Call 222-5208.

**Reachout Program**  
 Student volunteers write letters to students intending to attend UBC, explaining life at UBC and in Canada, to ease the apprehension of international students. For information go to International House or call 822-5021.

**Women Students' Office**  
 Assertiveness training group will be offered in May. Advocacy/personal counselling services also available. Call 822-2415.

**Fine Arts Gallery**  
 Tues.-Fri. from 10am-5pm. Saturdays 12-5pm. Free admission. Main Library. Call 822-2759.

**Sexual Harassment Office**  
 Advisors are available to discuss questions or concerns

and are prepared to help any member of the UBC community who is being sexually harassed find a satisfactory resolution. Call Margaretha Hoek at 822-6353.

**Surplus Equipment Recycling Facility (SERF)**  
 Disposal of all surplus items. Every Wednesday, 12-5pm. Task Force Bldg., 2352 Health Sciences Mall. Call Vince at 822-2582/Rich at 822-2813.

**Institute Of Pacific Relations Research**  
 A review of Canadian participation in the Institute of Pacific Relations (IPR, 1925-61) is being prepared at the Institute of International Relations. Anyone with information on the IPR please call Lawrence Woods at 822-6875.

**Clinical Research Support Group**  
 Faculty of Medicine data analysts supporting clinical research. To arrange a consultation, call Laura Slaney 822-4530.

**Professional Fitness Appraisal**  
 Administered by Physical Education and Recreation through the John M. Buchanan Fitness and Research Centre. Students \$40, others \$50. Call 822-4356.

**Bone Building Study**  
 Seeking 10-11 year old girls for study on changes in bone during growth. Participation includes monitoring of bone density, nutrition and growth. Call 822-6766.

**Stress Study**  
 Seeking management/professional staff who feel they cope with stress quite well or not well at all for participation in a two-hour group interview. Call Bonita Long at 822-4756/Sharon

Kahn 822-5454.

**Dermatology Studies**  
 Nail Fungus Infection  
 Volunteers 18-70 years required to attend 11 visits over 48 weeks. Infection must be in the right or left large toenail. Honorarium. Call 875-5296.

Genital Warts  
 Volunteers 18 years or older required to attend a maximum of 17 visits over a 7 month period. Honorarium. Call 875-5296.  
 Severe Psoriasis  
 Male volunteers 18-70 years required to attend 8 visits over a 20 week period. Call 875-5296.

**Child Studies Research**  
 Is your baby between 2 and 22 months? Join UBC's Child Studies Research Team for lots of fun. Call Dr. Baldwin at 822-8231.

**Psychiatry Research Studies**  
 Medication Treatment For People With Depression. Call Annie Kuan/Dr. R. A. Remick at 822-7321.

**Menstrual Cycle Study**  
 Seeking healthy women volunteers ages 18-40 who have not had menstrual flow for 3 months or longer to participate in a 2 month study, to assess the effectiveness of a progesterone-like medication in stimulating menstrual flow. Call 875-4566.

**Psychology Department Studies**  
 Seeking student participants for a one-hour study concerning validity of judgements based on physical appearance/illness behaviour. Honorarium \$10. Call Terri Willmon at 822-5280/Bruce McMurtry at 822-4927.

**Cognition/Emotion Study**  
 Seeking participants ages 21-60 for studies exploring the cognitive effects of emotions. Participation involves 3-90 minute sessions spread over 1-2 weeks.

Honorarium \$40. Call 822-2022.

**Sexual Response Study**  
 Sexually functional/dysfunctional women required to participate in research on sexual arousal. Honorarium. Call 822-2998 Monday-Thursday from 4-6pm.

**Behaviour Study**  
 Do you check or clean too much? Psychology is looking for people who repeatedly check (e.g. locks, stoves) or clean excessively to participate in a study. Call 822-7154/9028.

**High Blood Pressure Clinic**  
 Adult volunteers needed to participate in drug treatment studies. Call Dr. J. Wright in Medicine at 822-7134 or RN Marion Barker at 822-7192.

**Drug Research Study**  
 Male and female volunteers required for Genital Herpes Treatment Study. Sponsoring physician: Dr. Stephen Sacks, Medicine/Infectious Diseases. Call 822-7565.

**Heart/Lung Response Study**  
 At rest and during exercise. Volunteers aged 35 years and more and of all fitness levels required. No maximal testing; scheduled at your convenience. Call Marijke Dallimore, School of Rehab.

Medicine, 822-7708.

**Child Study Centre**  
 Taking registrations now for afternoon kindergarten classes beginning in September. Child Study Centre. 4 afternoons/week, Monday-Thursday, 2 teachers/class. Call 822-2311.

**Late Afternoon Curling**  
 Space available at Thunderbird Winter Sports Centre from 5-7:15pm. Beginners and experienced curlers welcome. Call Alex at 738-7698 or Paul (evenings) at 224-0835.

**Pacific Spirit Regional Park Programs**  
 Autumn program brochures are now available for all-ages as well as children's recreational/nature-study outings. Pick up from the Park Centre at 16th, west of Blanca or the GVRD main office in Burnaby. Call 432-6350.

**Introductory Main Garden Tours**  
 Every Wednesday/Saturday from March 24 to September 25 at 1pm at the entrance to Botanical Garden. Admission cost includes tour. Call 822-4208.

### UBC REPORTS

#### CALENDAR DEADLINES

Material for the Calendar must be submitted on forms available from the UBC Community Relations Office, 207-6328 Memorial Road, Vancouver, B.C. V6T 1Z2. Phone: 822-3131. Fax: 822-2684. Notices exceeding 35 words may be edited.

Deadline for the May 20 issue of UBC Reports — which covers the period May 23 to June 19 — is noon, May 11.



# Excellence in patient care, r

## Robot offers steady hand to operating room doctors

The steadiest hands you're likely to find in an operating room these days belong to a robot.

Arthrobot — the world's first surgical robot — is the joint creation of UBC's Dept. of Orthopaedics, the Biomedical Engineering Division of Vancouver General Hospital and Andronic Devices of Vancouver.

Dr. Robert McGraw, head of Orthopaedics, developed the concept with UBC Electrical Engineering Adjunct Prof. James McEwan and Geoff Auchinleck, Mark Dance and Gordon Sim of Andronic Devices.

He credits this type of inter-faculty collaboration with making the university a leader in applied, basic and clinical research.

"As surgeons, we were developing something that we didn't fully realize the potential of. Interdisciplinary work between the faculties of Medicine and Applied Science, and mutual respect for what each other does, made it happen."

Dr. Robert Day, another member of the research team and an associate prof. of Orthopaedics, performed the first robotically assisted operation in the world.

Although originally developed to assist in knee and hip replacement surgery, the robotic device is currently employed in a wide range of surgical procedures including plastic, vascular, thoracic and general surgery.

Acting as a third hand for the surgeon, Arthrobot grips, holds and manipulates hips and knees while the surgeon operates. Previously, the doctor or an assistant would have to hold the limb in place for the duration of the operation, which could take up to two hours.

The robot is programmed to understand voice commands and to answer in its own voice before undertaking the task, a safety feature which prevents it from being accidentally activated. It also responds to push button controls when it is required to execute fine movements.

"What makes this robot so advanced is that it accomplishes a variety of medical tasks under

conditions which may not be known ahead of time," McGraw explained.

A simpler application of the robot acts as a laboratory technician and is programmed for repetitive, pre-determined functions.

McGraw and the robotics research team have also created a modification of the Arthrobot called Robotrac, which is designed to hold retractors or instruments used to hold open a wound during surgery.

"Robotics has made surgery safer, more predictable, cheaper and it reduces exposure of staff to hazards," McGraw said.

"There's a quality and consistency, in many branches of surgery, where a steady hold on the limb is crucial. Robots are ideal for jobs that demand precision and stamina."

**"Robotics has made surgery safer, more predictable, cheaper and it reduces exposure of staff to hazards."**

- Robert McGraw



File photo

The world's first surgical robot assists Dr. Robert McGraw (left), head of Orthopaedics, as he performs knee surgery.

## Research sets standards for better baby formula

Dr. Sheila Innis may soon change what babies around the world eat.

Studies by Innis, an associate prof. of Pediatrics, indicate that about half of the infant formulas on the Canadian market are limited in their content of an essential fat component vital for the maturation of the nervous system.

"The brain contains a large amount of structural fat, more than any other organ in the body," she explained. "The quality of fat in infant formula is important to the growth of this

structural fat, and ultimately to how the brain functions. Long-term problems can develop if the essential building blocks which the brain requires are not provided."

In 1991, despite the lack of Canadian food regulations for the composition of fats in infant formulas, standards set by Innis led Health and Welfare Canada to require domestic formula manufacturers to make changes to their products.

"If babies cannot be breastfed and

formula has to be used, then we are going to make it as good as possible," she said.

Another ongoing focus of Innis's formula research is the role of nutrition in cognitive development of premature infants. Increasing numbers of very small premature infants are surviving because of medical advancements, some after only a 24-week gestation period.

Many must be formula-fed if, for example, their mothers are unable to

express enough milk to meet the infant's needs because of illness, infection or psychological and emotional stress, she said.

"The time at which the brain grows fastest is in the third trimester of gestation. At this time the rate of brain growth is faster than for any other organ of the body."

Innis described the development of the brain as occurring in a set sequence of pre-programmed events.

"If you don't get it right the first time, you can't go back and do it again. Now that the technology is available to keep these very small premature infants alive, we have to learn how to nourish them so that they will achieve the same cognitive development as babies born after full-term gestation."

Innis is currently conducting clinical trials with both premature infants and term babies to understand what nutrients the developing brain requires to maximize cognitive and motor skills.

Of the 50 infants involved in the study, many of the very premature infants show signs of delayed development in the central nervous system.

"We are not supporting brain growth the way it is in utero," she said.

Together with the Medical Research Council of Canada and the biotechnology companies which fund her research, Innis hopes to develop more sophisticated formulas that will provide the exact fat components needed by premature infants to sustain brain development, the same as if they had been nourished in the womb until full term.



**Dr. Sheila Innis guides eight-week-old Marie-Eve Rioux-Caissy through a behavioural vision test which checks the level of cognitive development in infants.**



# UBC POLICIES AND PROCEDURES

## DRAFT REVISIONS TO POLICY #87 RESEARCH

### RESPONSIBLE VICE PRESIDENT

Vice President Research

### PURPOSE

To set out the authority, responsibility, and procedures for various aspects of research activity.

### POLICY

University facilities may not be used for secret/classified research.

Results of all research undertaken in the University shall be fully publishable at the discretion of the principal investigator, subject only to qualifications listed in the procedures. (Note that publication of the details of an invention may make it impossible to seek patent protection. See Policy #88, Patents and Licensing)

Support for research arises from grants or contracts. Every application for funds (new or renewal) from an external source must be signed, in the following order, by the applicant, the Department Head or Director, the Dean and the Director of Research Services. Only the University itself has the legal authority to enter into contracts which are binding on the University; such contracts must be executed by a delegated signing officer.

Grant and contract funds are held in trust by the University and are not the property of any individual.

No research or other study involving human subjects, animals or biological hazards may be undertaken unless requirements listed in the procedures have been met, and the appropriate certificates of approval issued.

### PROCEDURE SUMMARY

#### **APPLICATION FOR EXTERNAL FUNDS - GRANTS & CONTRACTS**

The following procedures apply to every application for external funding for research and other projects, including application for renewal of existing support.

#### **Signatures**

Every application for funds (new or renewal) from an external source must be signed, in the following order, by the applicant, the Department Head or Director, the Dean and the Director of Research Services. Only the University itself has the legal authority to enter into contracts which are binding on the University; such contracts must be executed by a delegated signing officer.

This rule applies equally to:

- funding requests for new projects;
- requests for renewal or supplemental funding for existing projects;
- requests made by letter or by written proposal as well as those prepared on pre-printed forms;
- all faculty awards and fellowships, even when funds will not be administered by UBC;
- post doctoral fellowships which will be administered by UBC;
- all graduate or undergraduate scholarships and fellowships which include a research allowance which will be administered by UBC.

#### **Copies of Applications**

Copies of every application for funds from an external source must be provided for the Office of Research Services before the application will be reviewed and signed by the Director, Research Services. The Research Services copy may be limited to the following: title page, abstract or summary of project, signature page, all pages dealing with budgets or related financial matters, and, in the case of cooperative projects, letters of support or commitment from collaborating companies or institutions.

#### **Procedures in the Faculty of Medicine**

Members of the Faculty of Medicine should be aware of the following special procedures for the processing of research grant applications in the Faculty:

- All applications presented for signature must be accompanied by a fully-completed Faculty of Medicine Grant Application Cover Sheet.
- Fellowship or scholarship applications for individuals who will be offered a faculty appointment must be accompanied by a Faculty Recruiting Form as well as the cover sheet.

Forms and information are available from departmental offices and from the Associate Dean of Medicine (Research & Planning), 822-8633 or 822-4305.

#### **Deadlines for Applications**

Bi-monthly Research Grant Notices are sent to Deans, Directors and Department Heads. It is the responsibility of these administrative heads to ensure that members of their Faculties or Departments are made aware of the deadlines. Except during the period October 15 to November 15, every effort will be made to process all applications brought to the Office of Research Services within one half day if the copy is provided and all required signatures have been obtained. However, applicants must be prepared for a 24-hour turn-around at all times.



THE UNIVERSITY OF BRITISH COLUMBIA

May 6, 1993

Dear Colleagues:

The policies on Research (#87) and Patents and Licensing (#88) have been the subject of a review by the President's Office in consultation with the Offices of Research Services and University-Industry Liaison.

It would be most valuable now to receive comments on the revised drafts from the University community at large and, in particular, from people involved in research activities at UBC.

Please send your suggestions to Libby Nason c/o the President's Office.

Yours sincerely,

David W. Strangway

#### **Grant and Contract Budgets and Salaries**

Applicants must discuss with Human Resources the classification and salary levels for all potential grant and contract employees before finalizing budget proposals. Care must be taken to account for future salary increases and to allow for the employer's share of benefits. All contract budgets must be discussed with the Director of Research Services before they are completed.

#### **Application Forms**

Copies of application forms and instruction manuals for major granting agencies are available in the Office of Research Services.

#### **Research and Other Studies Involving Human Subjects**

Any project carried out by a person connected with the University which involves human subjects must conform with the University Policy on Research and Other Studies Involving Human Subjects and must have the approval of the appropriate university screening committee, as follows:

- Clinical Projects involving clinical intervention, administration of drugs or review of medical records: submissions to the committee must be made on the form "Ethical Review of Research or Other Studies Involving Human Subjects in Clinical Procedures" which is available from the Office of Research Services and to which the completed form should be returned.

- Behavioural Science Projects involving potential invasions of privacy, interviews, questionnaires, tests, etc.: submissions to the committee must be made on the form "Request for Ethical Review of Activities Involving Human Subjects in Questionnaires, Interviews, Observations, Testing, Video & Audio Tapes, etc." which is available from the Office of Research Services and to which the completed form should be returned. Upon a successful review by the Clinical or Behavioural Sciences Screening committee, a Certificate of Approval is issued which must be forwarded to the granting agency by the applicant. (Applicants to the Social Sciences and Humanities Research Council of Canada should be aware that a Certificate of Approval is required before the application will be reviewed.)

#### **Research and Teaching Involving Animals**

Any proposal involving the use of animals in research or teaching must have the approval of the UBC Animal Care Committee. An Animal Protocol Form, which may be obtained from Research Services, must be sent to the Chair, Animal Care Committee c/o the Office of Research Services who will, on approval, return an Animal Care Certificate to the applicant for forwarding to the granting agency. A separate Animal Care Certificate is required for each project and each funding source. For further information, contact the Secretary, Animal Care Committee, Office of Research Services at 822-8155.

#### **Research Involving Biological Hazards**

Any proposed use of biohazardous materials (including bacteria, viruses, plasmids, cell-lines, animals, recombinant DNA, and/or primate body fluids, including blood), must be reviewed and approved by the UBC Biohazards Committee. Requests are made on (1) Application for Certification of Biohazard/Recombinant DNA Research or Teaching Procedures for approval of techniques and facilities and (2) Application for Biosafety Project Approval, which requires an approved application under (1). Application forms and information may be obtained from the Bio-Safety Officer, Department of Occupational Health and Safety, 822-7596.



# THE UNIVERSITY OF BRITISH COLUMBIA

## UBC POLICIES AND PROCEDURES

### Notification of Award

When an award is made the grantee is responsible for providing the Office of Research Services with a copy of the award notice or letter plus copies of any other documents concerning the regulations or conditions governing the use of grant funds. This procedure is not necessary if the award notice has been sent to the Office of Research Services by the granting agency.

### Unsolicited Donations

Funds for research are often obtained in the form of unsolicited donations or as a result of informal conversations with potential donors, and thus formal applications may not exist. In such cases copies of letters or other related documents, a summary of the project, and the proposed budget, on an Office of Research Services Grant Information Form, should be sent to the Office of Research Services. Copies of this form are available from the Office of Research Services. Such requests must be endorsed by the Head and Dean in the usual way.

### Administration of Trust Funds

Grant and contract funds are held in trust by the University and are not the property of any individual. Please refer to the procedure following on the Administration of Trust Funds and the Policy on Overexpenditures.

### Study-Leave Research Grants

Faculty on Study-Leave may apply to have a portion of their personal income declared a research grant for income tax purposes during the period of study-leave. Application forms and information may be obtained from Research Services (822-8584).

### Publication

Results of all research undertaken in the University shall be fully publishable at the discretion of the principal investigator, subject to the following section on limitation of publication. (Note that publication of the details of an invention may make it impossible to seek patent protection. See Policy #88, Patents and Licensing.) Publication cannot be withheld unilaterally. Where "investigator" means more than one person (e.g. a research team), and consensus about the timing of publication cannot be achieved, the matter will be referred to the Executive Committee on Research for advice to the President, whose decision is final.

### Limitation of Publication

A sponsor may be given the right under the terms of the formal contractual agreement to publish research results or to approve such publication in advance. In any case, the University shall be completely free to publish after a maximum of 12 months from termination of the project or submission of the final report, whichever is later, unless an exception for a brief extension is granted by the Vice President Research.

No restriction shall prohibit or delay in any way the use of research results by graduate students for theses or other academic purposes.

Delays in publication at the request of sponsor are permissible only if intellectual property protection is being sought.

### Confidential Data

If, under the terms of a formal contract, a sponsor agrees to provide data essential to the research which is clearly labelled "Confidential Data", the University will accept such a contract and observe such confidentiality provided that the results of the research may be published without identifiable reference to the confidential data and that no limitations are placed on the publication of results other than those outlined.

## CONTRACTS FOR RESEARCH AND OTHER PROJECTS

### Contract Research

Contract research is carried out under the terms of a written agreement which, generally:

- defines in specific terms the work to be carried out for the contracting agency;
- includes a budget which restricts, by category, the payment for actual expenditures, except that some portion of the allocated funds may be withheld until the contracted work is complete and a final report submitted; and
- requires a detailed financial audit of all expenditures charged to the contract.

The above restrictions are typical of those found in contracts issued by Supply and Services Canada, the department responsible for most federal contracting. While not all contracts contain all these conditions, staff members should be aware that contracts are inherently more restrictive than grants and that great care must be taken in the management of contract funds.

### Authority to Contract

In accordance with the University Act, only the University itself has the legal authority to enter into contracts which are binding on the University. Contracts for research and other projects must be between The University of British Columbia and the contracting agency and may not be written in the name of an individual Department, Institute, School, Faculty, or staff member.

### Execution of Documents

All written documents to which the University is a party must be executed by the Board of Governors or its delegate. The Directors of Research Services and University Industry Liaison are responsible for obtaining appropriate University signatures on all contracts for research and related projects.

### Personal Contracts

Personal contracts for research and other services negotiated between an individual and an external agency and signed by that individual will not be accepted for administration by the University, nor may University facilities be used for work carried out under such contracts.

### Contract Negotiation

The Director of Research Services is responsible for negotiation of contracts

between the University and public sector contracting agencies. Once the work statement and budget have been established, negotiations should be carried on directly between the agency and the Office of Research Services. The Director of University Industry Liaison is responsible for contracts with industry and for licences and other intellectual property agreements.

### Overhead Charges

Every contract for research and other projects accepted by the University must include an allowance for University overhead at the following rates:

### Government Contracts

- on-campus laboratory work- 65% of salaries, benefits, honoraria;
- off-campus or non-laboratory work- 30% of salaries, benefits, honoraria;
- travel and subsistence- 2%.

### Industry Contracts

- 38% of modified total costs (excluding equipment, non-University consultants, and travel)

Special rates apply to certain federal agencies. Please contact Research Services for details.

### Budget Amendments

Contracts often permit little budget flexibility. If budget alterations (within the stated dollar limit of the contract) are desirable during the term of the contract, a request must be made in writing to the Office of Research Services or University Industry Liaison. If it is necessary to obtain a formal contract amendment to accommodate the change, the Director will request such an amendment from the contracting agency.

### Audit

Expenditures that do not conform with contract budgets may not be accepted when the account is audited following termination of the contract. Grantees may then be held responsible.

### Administration of Trust Funds

This section should be read in conjunction with the procedure following on Administration of Trust Funds and the Policy on Overexpenditures.

## ADMINISTRATION OF TRUST FUNDS (GRANTS AND CONTRACTS)

### Grant and Contract Funds

Grant and contract funds are held in trust by the University and are not the property of any individual.

### Opening and Amending Accounts

No payment may be made from any grant or contract until the opening of an account (or the amendment of an existing account) has been authorized in writing by the Office of Research Services. It is the responsibility of the Director, Research Services, to ensure that the terms and conditions of every grant and contract administered by the University conform with University policies. Requests for new accounts or amendments, such as budget increases to existing accounts must be made in writing and be accompanied by all required material.

### Eligibility for University Accounts

Holders of UBC research and trust accounts must be members of the permanent academic staff, normally those appointments at the rank of Assistant Professor or higher. Accounts may be opened for Lecturers or Research Associates at the specific request of the Dean, who confirms that the term of the member's appointment covers the full term of the grant or contract. Accounts will not be opened for Post Doctoral or other Fellows, students or visitors.

### Payment of Grant and Contract Funds

All cheques for research and other projects must be made payable to "The University of British Columbia". To avoid personal income tax, faculty members should not accept personal cheques for research support. Cheques received directly by grantees or departments should be forwarded to Research Services for deposit to the appropriate account.

### Responsibility of Grantee

The grantee is responsible for the proper management of all funds held in trust in his/her name. It is the grantee's responsibility to ensure that all expenditures authorized against University accounts conform with the approved budget, with all terms and conditions of the grant or contract, with all regulations of the sponsoring agency, and with the regulations of the University Financial Services, Payroll, Purchasing and Human Resources.

### Responsibility of Department Head and Dean for Over-Expenditure

See Policy #90, Overexpenditures.

### Responsibility of Financial Services for Financial Statements

Financial statements or claims, if required by the sponsoring agency, will be prepared by Financial Services according to their records. Grantees may request amendments to such statements if it can be established, with supporting evidence, that the statements are in error. Financial Services will not undertake the provision of copies of vouchers or invoices to a sponsoring agency. Original vouchers and invoices are kept on file for audit purposes.

### Salary Payments

No honoraria, professional fees, salaries or payment for services are to be paid to individuals from research or departmental accounts, except through the University payroll. If special jobs or research projects are done for the University by University technical or office staff outside regular working hours, payment must be made through the Payroll Office and is regarded as overtime. All such projects must have the approval of all Department Heads concerned.

### Consultants

Consulting fees may be paid from grants and contracts to established consulting





# THE UNIVERSITY OF BRITISH COLUMBIA

## UBC POLICIES AND PROCEDURES

firms (see Conflict of Interest Policy) or to individuals who are not on the UBC payroll and whose contribution to the research project will require more than one such payment. Individuals whose contribution will require more than one payment are appointed and paid through the University payroll.

### Benefits

When salaries are to be paid from research accounts, allowance must be made in the budget for compulsory fringe benefits (Canada Pension Plan and Unemployment Insurance). Allowance should also be made for other applicable benefits (Superannuation, Group Life Insurance, Group Total Disability Insurance and Group Medical Services). Benefits cannot be awarded to such employees unless the research funds can provide the employer's contribution. Contact Human Resources for details of the calculation of applicable benefits.

### Separate Accounts

For accounting and statistical reasons, awards from different sources may not be placed in the same University account.

### Common Services Accounts

If he or she considers it to be in the best interest of the research program in his or her department, a Department Head may, following consultation with his or her Dean and with the agreement of the grantees concerned in the Department, authorize the Accountant to transfer a portion of the amount of each grant to a "Common Services Account" which would be used to support technicians, secretarial, printing and other services prerequisite to the efficient operation of the program, providing always that such transfer is compatible with the policies of the granting agency. Grantees are to be given an accounting for such expenditures.

### Travel Expenses

Travel expenses will be paid in accordance with the regulations of the granting agency. If the agency has no specific regulations, reimbursement will be in accordance with University policy at current rates; reimbursement for automobile travel will not exceed the costs that would be incurred using economy air travel.

### Purchase of Equipment and Supplies

Purchases of equipment and supplies must be made through the University Purchasing Office. No faculty or staff member or student may obligate the University for the purchase of goods or services. All equipment so purchased is the property of the University.

## THE USE OF ANIMALS FOR TEACHING AND RESEARCH

It is the policy of the University to adopt the standards recommended by the Canadian Council on Animal Care, and to adhere to the principles contained in their publication, *Care of Experimental Animals—A Guide for Canada*. Copies of this publication can be obtained from the Director of Animal Care.

### Responsibility of User

The use of animals for teaching and research purposes should be regarded as a privilege by those members of the University involved in their care and use. It is the responsibility of the individual to ensure that at all times they are given every possible humane care and treatment, and in this he or she will have the active support of the University.

### Responsibility of Department Head

The Head or Director of each Department, Institute or School using experimental animals should provide the Director of Animal Care with the name of one designated individual who will be responsible for the day-to-day supervision of the maintenance and use of animal facilities and laboratory animals within that Department. This Departmental representative will provide a liaison between individual users, Faculty and Departmental committees on animal care and the Director of Animal Care. In this way the autonomy of user groups within a department will be preserved while a link with those responsible for the establishment and implementation of University policies on animal care will be provided.

### Responsibility of Director of Animal Care

The administration of University policy on animal care, as defined by the Committee on Animal Care, is the responsibility of the Director of Animal Care whose terms of reference are:

- To inspect, at his or her discretion, all animal facilities within the jurisdiction of the University; to ensure that standards of housing and care are uniformly acceptable.
- To review and advise on methods of maintenance and use, so that all unnecessary pain, discomfort or undue stress can be prevented.
- To advise on all aspects of animal care, and to develop a centre for the dissemination of information on sources, housing, breeding, nutrition, etc.
- To advise on design of new and renovated animal facilities.
- To co-ordinate the basic training of animal attendants.

### Substandard Care and Facilities

In any circumstance where there is not an acceptable standard of care and proper maintenance, the Director is empowered under the following statement of policy: "It is the policy of the University of British Columbia that where the facilities and/or the standard of animal care within the jurisdiction of the University are judged by the Director of Animal Care to be unsatisfactory, he/she may order the facilities closed and may withhold his/her signature from the certification required for research grant requests. The Committee on Animal Care will review these situations and where necessary act as a Board of Appeal."

### Renovation and Construction of Animal Facilities

When the renovation of old or unsuitable animal facilities or the construction of new facilities is contemplated, the Director of Animal Care must be informed prior to the institution of such projects. The Director will consult with the Committee on Animal Care. The Department of Plant Operations has been instructed that no work is to be begun without the approval of the Director. It is essential that all modifications to existing animal housing and any new construction of this type should be

appropriate to the need, of satisfactory design, and should not involve needless and costly duplication of facilities on campus.

### Purchase of Animals

Animals may only be purchased from those sources which are known to and approved by the Director of Animal Care.

## RESEARCH AND OTHER STUDIES INVOLVING HUMAN SUBJECTS

### Preamble

Where, in the course of research or other studies that are to be carried out under the aegis of the University, procedures involve human subjects, it is the primary concern of the University that the rights of the subject are respected and protected, and that the procedures followed in such studies are acceptable on ethical and moral grounds.

In respect of these matters, the policy of the University is that no research or other study involving human subjects may be undertaken by anyone associated with the University, nor may University facilities or services be used, nor may funds for such purposes be accepted, nor accounts opened by Financial Services unless the following requirements have been met and the appropriate certificate of approval for procedures in research and other studies involving human subjects has been completed.

### Definition of Research and Other Studies Involving Human Subjects

A project carried out by anyone associated with the University, whether financed by grants, contracts or gifts, budgeted funds of the University, or without specific financing, will be regarded under the terms of the University policy as being research involving human subjects if:

- a human being is subjected to procedures, the purpose of which go beyond the subject's need for prophylaxis, diagnosis or therapy; or
- a human being is subjected to procedures which are experimental but which do not necessarily go beyond the subject's need for prophylaxis, diagnosis or therapy; or
- procedures are used in which an invasion of privacy may be involved, for example, by examination of records, by interviews, by observations, by administration of a questionnaire or test, or by audio or video recording.

### Purpose

It is the purpose of the University to ensure that where a human subject is involved in a research or other study:

- the safety, welfare, and rights of the subject are adequately protected;
- the amount and the kind of information communicated to the subject are appropriate in order to ensure that an informed consent within the best definition of that term may be obtained from the subject; and
- the subject is made aware that he or she has the right to withdraw from the research at any time.

### Responsibilities

To ensure that the rights of individuals are protected and that the obligations of the University are discharged, the following procedures and responsibilities are established and recognized:

•Investigator: It is the primary responsibility of each investigator to bring to the attention of the Head of his/her department any research or other study proposed by him or her or proposed by a student working under his or her direction that could be defined as a study involving human subjects. It is the responsibility of the investigator to present sufficient information to the Head to enable a judgment to be made by him or her as to whether the project comes within the terms of the definition.

•Department Head: It is the responsibility of the Head of the Department to submit to the appropriate Screening Committee the details of research projects and other studies under his or her jurisdiction which involve human subjects. If the Department Head is of the opinion that the above-noted "Definition of Research and Other Studies Involving Human Subjects" applies or may conceivably apply to a proposed research procedure, the proposal must be submitted to a Screening Committee. The Head may wish to appoint a Department Advisory Committee to assist him or her in deciding whether a particular project is within the definition.

•Dean and Research Services: Every application for funds must necessarily be scrutinized by the Dean and by Research Services officers before being submitted to a granting body. It is expected that at either of these levels a proposal by an investigator which might involve human subjects but which had been overlooked could be referred to the appropriate Screening Committee.

•Screening Committees: With the advice of the Deans of the Faculties concerned, appropriate Screening Committees are to be appointed by the President to assess projects referred by Department Heads or other administrative officers. These Committees will obtain a Request for Ethical Review form from each investigator involved, will review the procedures proposed and, if considered desirable, will interview the investigator at a formal meeting of the Committee. If it is clear to the committee that the procedures planned are acceptable on ethical and moral grounds the Committee will sign the certificate of approval for procedures in research and other studies involving human subjects.

•Each Screening Committee will comprise at least six members: one must be from the Faculty of Law; one must be from a Faculty other than those presenting applications; the remaining four or more will be chosen with a view to having representatives familiar with the general field of the projects being submitted by investigators.

### Appeal Procedures

Should the Screening Committee be unable, by majority vote, to approve any project considered by it, the Committee will refer the Protocol to the Executive Committee for Research, c/o the Vice President Research, which may appoint an ad hoc Review Committee to consider the proposal. The Review Committee, which will reach a decision based on ethical and moral considerations. If the Review Committee approves the proposal, members will sign the certificate of approval for procedures in research and other studies involving human subjects. Where insoluble differences exist between the positions of an investigator and the Review Committee, the issue is to be referred back to the Executive Committee for Research for final decision.



# THE UNIVERSITY OF BRITISH COLUMBIA

## UBC POLICIES AND PROCEDURES

### Procedural Policy

Committees are charged with determining the acceptability on ethical grounds and moral grounds of any proposal they may examine and will concern themselves with scientific or technical quality as necessary to assess risks and benefits of the proposed project.

### Terms of Approval

The Committee signing a certificate of approval for procedures in research and other studies involving human subjects will maintain a continuing interest in the project in question; providing there is no modification of procedures a completed certificate of approval is valid for three years, at the end of which time (or earlier if any modification is introduced) a new Protocol must be submitted and the procedures re-examined by the Committee.

### Written Records

Each committee must keep a record of the cases presented to it and its decision thereto. Also the committee will notify applicants in writing of any modifications in protocol which are imposed as a condition for acceptance.

### Approval Procedures

Consult the statement on Application for External Funds: Procedures, for details of procedures for submitting a Protocol for consideration by a Screening Committee.

### RESPONSIBILITIES OF THE DIRECTOR OF RESEARCH SERVICES & COMMITTEES GOVERNING RESEARCH ACTIVITIES

#### General

The Executive Committee for Research is responsible for the recommendation of policies and procedures on research activities at The University of British Columbia. The Office of Research Services handles all related administrative matters. The Director, Research Services, is responsible for ensuring that applications for external funding conform with university policies on signatures, publication, patents, research and other studies involving human subjects, biohazards, and the care of experimental animals. He or she is also responsible for the negotiation of government contracts for research and other projects, and for the administration of several internal granting programs, and the program of study-leave stipends as research grants.

The procedures and policies governing research activities at the University are outlined in the preceding sections. Enquiries related to the various aspects of research administration should be directed to the Office of Research Services or, if appropriate, to the chair of one of the following committees:

- Animal Care Committee
- Biohazards Committee
- Radioisotopes and Radiation Protection Committee
- Screening Committee for Research and Other Studies Involving Human Subjects-Clinical
- Screening Committee for Research and Other Studies Involving Human Subjects-Behavioural Sciences
- University Grants Committee (Humanities and Social Sciences)
- UBC-NSERC Equipment Grants Committee
- Faculty Awards Committee

Names of current chairs and members of the above committees may be obtained from the Office of Research Services.

#### University Granting Committees

Funds available internally for the support of research and travel are administered by the following committees. Detailed information on terms of reference, deadlines, and application forms should be obtained from the Office of Research Services (822-8584).

#### University Grants Committee (Humanities and Social Sciences)

Grants made by the Committee are intended to support scholarly research or creative activity contributing to a discipline or field of study in the humanities and social sciences. Grants are awarded in April of each year; however, full-time faculty members whose first UBC appointment begins July 1 or later may apply in September of that year for support during the six-month period ending March 31.

Travel Grants in the Humanities and Social Sciences are awarded for travel to meetings of international learned organizations held outside Canada and the USA. (Conferences sponsored by national or university centres to which international scholars are invited may also be considered). Grants are intended for individuals who are presenting scholarly papers (in areas normally supported by SSHRC) in regularly scheduled conference sessions. Applications are considered by October for meetings to be held between 1 December and 31 May and in March for meetings to be held between 1 June and 30 November.

#### UBC-NSERC Equipment Grants Committee

Each year the President receives a grant from the Natural Sciences & Engineering Research Council which is a set fraction of the amount awarded to individual researchers by NSERC. The Committee awards grants for equipment purchases to individuals who are eligible for NSERC support. First priority is given to new faculty members who require equipment to initiate their research programs. No funds are provided for operating grants or for the support of personnel or research assistants. Grants are considered twice a year; applications should be received by mid-April for consideration in the spring and by mid-September for consideration in the fall.

#### Faculty Awards Committee: Killam Research Fellowships

UBC Izaak Walton Killam Memorial Research Fellowships are open to distinguished members of faculty of UBC who have outstanding records of achievement and who wish to devote full time to research and study in their field. Each award includes a contribution to salary and research and travel costs. Completed applications must be received by 1 November of the year preceding the applicant's study leave.

#### Faculty Awards Committee: Jacob Biely Research Prize

This prize, in the amount of \$1,000, is awarded annually for distinguished

research recently accomplished and published. All fields of research are included. Nominations for the prize are to be signed by two colleagues and sent with supporting documentation to the Office of Research Services by the deadline.

#### Faculty Awards Committee: Charles A. McDowell Award for Excellence in Research

This award, consisting of a medal, is awarded annually to an outstanding young faculty member who has demonstrated excellence in pure or applied scientific research. The candidate must have spent at least 5 years on the staff of UBC, and the year of the receipt of the award must not be more than 12 years from the time that the candidate received the Ph.D. degree. All nominees must be currently in receipt of a research grant from NSERC. Nominations for the medal should be signed by two colleagues and sent with supporting documentation to the Office of Research Services by the deadline.

#### Faculty Awards Committee: Alumni Prizes

Two awards, sponsored by the Alumni Association, are offered to recognize excellence in research in the Humanities and in the Social Sciences by young members of faculty at UBC. Nominations are sent to the Office of Research Services by the published deadline.

### DETAILED PROCEDURES:

Related policies include the Policies on Patents and Licensing, on Travel and Entertainment, on Conflict of Interest, and on Overexpenditures. For more information about the application of any of these policies in relation to research, kindly consult the Office of Research Services.

### DRAFT REVISION TO POLICY #88 MARCH 24/93

#### SUBJECT:

Patents and Licensing

#### RESPONSIBLE VICE PRESIDENT:

Vice President Research

#### PURPOSE:

To encourage the public use and commercial application of inventions, and in so doing to protect the rights of the inventor and the University.

#### DEFINITIONS:

Audiovisual and computer materials include, but are not limited to, audio and video tapes, films, slides and photographs, computer programs and computer-stored information.

Invention or discovery includes data bases, audiovisual and computer material or equivalent circuitry, biotechnology and genetic engineering products and all other products of research which may be licensable.

Literary Works include, but are not limited to, books, lecture notes, laboratory manuals, and music.

Publication means putting the public in possession of an invention by way of speech, talk, paper, tape recording, drawing, photograph, printed work, or any other disclosure given or distributed, except on a confidential basis. Deposition of a thesis in the University Library constitutes publication in the above sense and may prejudice patent action unless an appropriate provision is made for limited accessibility to the thesis.

#### POLICY:

University personnel are encouraged to discuss and publish the results of research as soon and as fully as may be reasonable and possible. However, publication of the details of an invention may make it impossible to seek patent protection. Public use and commercial application are frequently facilitated by patenting and licensing arrangements.

Discoveries, Inventions, Audiovisual and Computer Materials: If any member of faculty or staff, any student, or anyone connected with the University proposes to protect or license an invention or discovery in which University facilities or funds administered by the University were used, a disclosure must be made to the University and the rights assigned to the University. The University may decide to protect or license the discovery or invention, in return for a share of any proceeds arising. If the University decides not to protect or license, the rights may be reassigned to the inventor, who may then develop commercial application of the invention or discovery as he/she sees fit. Where it is anticipated that inventions or discoveries may ensue from a particular research enterprise, it may be necessary to undertake special agreements concerning patent or licensing rights before the research funds are accepted for administration by the University.

Literary Works: Ownership of and intellectual property rights to "literary works" produced by those connected with the University are vested in the individuals involved.

#### PROCEDURE SUMMARY:

##### Administration

Responsibility for administration lies with the Director, University-Industry Liaison. On matters of policy, or in cases of dispute between inventors and the University, the Executive Committee for Research may make recommendations to the Vice President Research.



# THE UNIVERSITY OF BRITISH COLUMBIA

## UBC POLICIES AND PROCEDURES

### Patenting and Licensing Alternatives

Rights to inventions must be submitted and assigned to the University, unless there has been a prior arrangement to the contrary with a sponsor of research. The University may then develop the invention in various ways. By way of example, it may choose to:

- undertake patent and/or licensing arrangements through Office of University-Industry Liaison, using the services of patent agents, attorneys and other consultants;
- submit the proposal to a technology transfer or patenting corporation which has experience in evaluating inventions and obtaining patents on them, and which has the capability and facilities for introducing inventions and patents to public use;
- assign the University's rights in the inventions to the inventor(s), by an agreement which may make provision for the University to receive a royalty on gross sales or shares in a company or other considerations as may be negotiated.

The Director University-Industry Liaison will decide, after consultation with the inventor(s), which course of action will be taken. The University will normally prefer to retain patent rights and to grant non-exclusive licenses for limited periods, or make other such arrangements as may seem appropriate to facilitate technology transfer while protecting the rights of the inventor and the University. The University reserves the right to engage in litigation concerning patent and license infringements. The Vice President Research will report annually to the Executive Committee for Research regarding patents and licenses arising.

### Assignment to and Development with the University

•Any person associated with the University who has an invention capable of being patented or licensed must complete a disclosure form providing a full description of the invention and forward it to the Office of University-Industry Liaison. The Department Head, Director or Dean should be informed when a disclosure is made.

•The Director of University-Industry Liaison normally decides within three months whether or not the invention is accepted by the University, and if so, whether it is to be retained by the University for patenting and/or licensing, or submitted to a patenting corporation. Acceptance of an invention or discovery by the University does not mean that patenting, exploitation or commercialization will necessarily occur. An ad hoc technical and/or commercial value assessment committee may be appointed to undertake a preliminary examination of the invention with the aid of expert advisors.

•If the invention is accepted by the University, the Director, University-Industry Liaison consults with the inventor(s) on the proposed patenting and licensing arrangements. If the invention is to be submitted to an outside company, the Director, University Industry-Liaison or an appointed officer seeks the advice of the inventor(s) on the choice of an appropriate organization.

•The Director, University-Industry Liaison, asks the inventor(s) to complete a standard invention disclosure and assignment form which describes the invention and assigns the inventor's interest in the invention to the University in return for a share of the revenue which may occur from commercialization.

•After the completion of the invention disclosure between the University and the inventor(s), the cooperation of the inventor(s) in the development and marketing of an invention is critical. The inventor(s) assists in ensuring that written descriptions and patent filings are complete and accurate, and sign necessary legal instruments from time to time relating to the filing, carrying out and maintenance of patents and the commercialization of inventions.

### Royalties to Inventor

Income derived from the sale or other disposal by the University of inventions or discoveries, including that derived under the terms of agreements with patenting corporations, are distributed such that the inventor receives 50% of the net income while the University retains 50% of the net income (33.33% as general University funds and 16.67% to the relevant Faculty). Net income is calculated as gross income less direct costs.

When several individuals collaborate on a patentable invention, the inventor's income share is divided among themselves (including co-developers who may not legally be inventors and who must be named to be eligible as recipients of portions of income).

Normally, an accounting is made from time to time, but not less frequently than annually.

### Publication

Inventors should be aware that "publication" of the details of an invention may make it impossible to secure patent protection. In this sense "publication" means "putting the public in possession of an invention by way of speech, talk, paper, drawing, photograph, printed work, tape recording, or any other disclosure given or distributed, except on a confidential basis." Deposition of a thesis in the University Library constitutes "publication" in the above sense and may prejudice patent action unless an appropriate provision is made for limited accessibility to the thesis. Details are available from the Office of the Dean of Graduate Studies.

### Record Keeping

If a patentable device or process might arise in the course of work on any project, laboratory records should be kept in a bound (not loose-leaf) notebook and be dated, signed and witnessed, as a routine procedure.

### Other Employees

Members of faculty and staff responsible for work which might give rise to a patentable invention should ensure that no one associated or familiar with the material involved releases any unauthorized information. If appropriate, those associated with such a project may be asked to sign a brief agreement to this effect.

### Dispute Resolution

In the event of a dispute between the Director of University-Industry Liaison and the inventor(s) as to his/her respective rights, an appeal may be made in writing to the President of the University, who will make a decision on behalf of the University after seeking the advice of the Executive Committee on Research and the Vice President Research. If the President's decision does not resolve the dispute, then final resolution is determined by arbitration under the provision of The Commercial Arbitration Act of the Province of British Columbia or any successor legislation.

### DETAILED PROCEDURES:

For further information, consult the Director of University-Industry Liaison.



THE UNIVERSITY OF BRITISH COLUMBIA

May 6, 1993

Dear Colleagues:

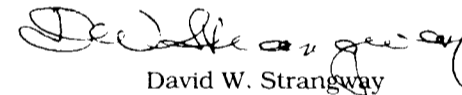
The University is developing two policies dealing with environmental issues this year. The first one, Environmental Protection, will address issues of compliance with environmental regulations. The second, Sustainable Development, will focus on the performance of UBC operations in a sustainable manner, a manner which conserves resources, reduces waste and has a minimal adverse impact on the air, water, land and ecosystem of which we are a part.

Below is the initial draft of the first policy, Environmental Protection. I am indebted to those named below who contributed to the formulation of this draft.

Randy Alexander, Occupational Health & Safety  
 Gordon Bates, Chemistry  
 Gail Bellward, Pharmaceutical Sciences  
 Brian Elliott, Sociology  
 Wayne Greene, Occupational Health & Safety  
 David Grigg, Campus Planning & Development  
 Christine Jackson, Student  
 Brenda Jagroop, Waste Reduction Program  
 Jim Love, Animal Care  
 Don McGreer, Chemistry  
 Karin Mickelson, Law  
 Libby Nason, President's Office (Chair)  
 Peter Nault, Plant Operations  
 Peter Nemetz, Commerce - Policy Analysis Div.  
 Jenny Quintana, Occupational Hygiene  
 John Robinson, Institute of Sustainable Development Research  
 John Ruddick, Wood Science  
 Brian Smallridge, Finance - Insurance & Risk Management  
 Leslie Smith, Geological Sciences  
 John Smithman, Parking & Security Services  
 Ilan Vertinsky, Commerce - Policy Analysis Div.

Your comments are needed to make this the best possible environmental policy for UBC. You are invited to write to Libby Nason, c/o the President's Office.

Yours sincerely,

  
 David W. Strangway

### DRAFT FOR DISCUSSION

#### SUBJECT:

Environmental Protection

#### RESPONSIBLE VICE PRESIDENT:

Administration & Finance

#### PURPOSE:

- to provide a formal statement of commitment in response to global concerns regarding environmental protection;
- to provide leadership in environmental protection;
- to provide a framework for establishing procedures which will ensure consistent response to environmental issues, and demonstrate responsibility and due diligence on the part of the University;
- to ensure compliance with all applicable environmental regulations at all sites of University activity.

#### POLICY:

UBC will demonstrate excellence, leadership and stewardship in protecting the environment. All individuals in the University community share the responsibility for protecting the environment. Administrative heads of unit are responsible for ensuring compliance with legislation and UBC procedures, and for promoting sound environmental practice in University activities both on and off campus. University operations, including teaching and research, are performed in a manner which aims to minimize the adverse impact on the environment, in line with the overall mission of UBC.

#### PROCEDURE SUMMARY:

Environmental procedures, guidelines and programs addressing specific environmental issues will be developed and updated as required to accomplish the objective of environmental protection, with the full participation of the University community. These will include environmental evaluation guidelines and monitoring procedures, effective measurements of progress, reporting mechanisms, and contingency plans for environmental accidents.

An Advisor to the President on the Environment, reporting through the Vice President Administration & Finance, will be responsible for promoting the development



# THE UNIVERSITY OF BRITISH COLUMBIA

## UBC POLICIES AND PROCEDURES

of environmental plans by administrative heads of unit, for coordinating environmental activities through administrative heads of unit which may include environmental audits, for centrally monitoring, recording and reporting progress (and instances of non-compliance) on environmental protection issues, and for providing training to the campus community as well as serving as the central source of information about current and anticipated legislation applicable to UBC.

### DETAILED PROCEDURES:

Environmental audits will be performed of all areas and activities under the control of the University. Audits will include evaluation of waste, emissions, hazardous materials and emergency response procedures. Such audits will measure the extent of compliance with federal and provincial legislation and identify potential environmental risks.

A plan will be developed for bringing all identified deficiencies into compliance with legislation by the administrative head of unit, in consultation with the Advisor to the President on the Environment, and will be forwarded to the Vice President responsible for the unit for approval of actions, timing, and funding.

Monitoring systems and procedures for handling and reporting environmental accidents/incidents will be established for all activities and areas of concern. Administrative heads of unit are responsible for ensuring that the monitoring is carried out in accordance with established systems and for reporting on the monitoring to the Advisor on the Environment. Deficiencies detected through monitoring or other means are corrected as soon as possible.

When the impact or experimental design of activities to be conducted at off campus locations has unknown or potentially harmful environmental consequences, the member of faculty or staff responsible applies in advance for a certificate of environmental protection from a University screening committee on the environment

to be established to review and authorize such activities.

Administrative heads of unit are responsible for ensuring appropriate training of all persons working or studying within their units in relevant environmental issues and procedures for dealing with and reporting environmental accidents.

Reports of all environmental audits, plans for correcting deficiencies, reports on satisfying monitoring requirements, accident-handling procedures and any minor accidents/incidents are brought, through the senior officers of the University, to the Board of Governors at its regular meetings. Any accidents/incidents of significant environmental impact are brought to the attention of the Chair of the Board of Governors by the President or his designate immediately.

See also the Policy and Procedures (to be developed) on Sustainable Development.

### DEFINITIONS:

Due diligence means the care a reasonable person would take, having regard to all the circumstances and information about which that person knew or ought to have known.

Environmental audit means a systematic, objective method of identifying and verifying that regulations, procedures and University guidelines for environmental, health, occupational hygiene, safety and emergency preparedness standards are being followed. The examination involves analysis, testing and confirmation of procedures and practices. In addition, the process evaluates the adequacy of the environmental management system — communications, clear delineation of employee responsibilities, training and quality control.

University community means all persons associated with the University of British Columbia, including students, members of faculty and staff, visitors, contractors, suppliers, tenants, and users of facilities.

## DRAFT #4 FOR DISCUSSION

### SUBJECT:

Travel and Related Expenses

### RESPONSIBLE VICE PRESIDENT:

Vice President Administration & Finance

### PURPOSE:

Travel is a necessary component in gathering and dissemination of information

and knowledge. This policy is to facilitate travel in support of the University's mission while maintaining controls for accountability.

This policy applies to travel expenses paid from all University administered accounts, including grants and contracts.

### POLICY:

The University covers the cost of travel expenses incurred by members of faculty and staff and, when appropriate, students or other persons travelling on UBC business, in support of the University's mission, provided the expenses are authorized, reasonable and appropriately documented.

### PROCEDURE SUMMARY:

As employees of a public institution which aims to use its resources as effectively as possible, members of faculty and staff exercise care in incurring travel expenses.

The restrictions in these procedures have university-wide application; however, individual faculties and departments may have their own procedures which are more restrictive.

Travel supported by research grants or contracts must comply with University regulations and policies unless specifically indicated otherwise by the granting agency. When contemplating travel funded by research accounts, it is important to understand the guidelines that must be followed. A review of the agency policy guide book or terms of the contract will usually indicate the method.

### APPROVAL AND SIGNING AUTHORITY

Members of faculty and staff must have advance authority to incur travel expenses on behalf of the University. Except where indicated otherwise, (for instance research grants, where there is an explicit recognition of travel in the grant budget or where discretion has clearly been given to a grant holder), travel expenses are approved for reimbursement by one administrative level higher than the person claiming reimbursement.

Approval from one administrative level higher is required for:

- Reimbursements to faculty and staff;
- Travel advances;
- Travel Settlement claims; and
- Payments to a third party.

The traveller and the individual who approves payment are responsible for ensuring that claims for expenses are in accordance with these procedures and are for University purposes only. Original signatures are required.

In accordance with Signing Resolution #7 of the Board of Governors, a travel purchase which is in excess of \$10,000 is referred to the Purchasing Department, which may elect to conduct an appropriate bidding process if, for instance, the purchase is of a specialized nature beyond the expertise of the contracted travel agencies.

### EXPENSE CLAIM FORMS

Properly completed travel expense worksheets (optional) and expense claim forms (mandatory) have a clear statement of the purpose of the travel, and show all expenses relating to the trip, each expense supported by an original, dated expense voucher or receipt. By signing the expense claim form, the traveller is certifying that the information contained on the form is accurate to the best of his/her knowledge; the original signature of the claimant is required. Normally, travellers settle travel claims within ten working days of return.

### RECEIPTS

Original receipts (e.g. hotel bill) are required to support a claim. Travel agency invoices, cancelled cheques, credit card statements or "paid" notices, photocopies and carbon copies are not acceptable. However, in the case of meal and gasoline costs,



THE UNIVERSITY OF BRITISH COLUMBIA

May 6, 1993

Dear Colleagues:

Revisions to our policies on travel and entertainment (#83 and 84) have been drafted and are here for your review and suggestions, as part of the consultative process for their development.

One purpose of the revisions is to update our procedures, reflecting the many changes in travel industry practice since our published policies, approved in 1981. I would like at this time to acknowledge the efforts of participants in the initial drafting group:

Keith Bowler, Purchasing  
 Jack Diamond, Pharmaceutical Sciences  
 Bob Diebolt, Law  
 George Eaton, Agricultural Sciences  
 Connie Fabro, Purchasing  
 Helen Hahn, Office of the VP Research  
 Michael Hartwick, Internal Audit  
 Byron Hender, VP Student/Acad Services  
 Bob Hindmarch, Athletics  
 Alan Lowe, Dentistry  
 Michael Marshall, Education  
 Chris McIntosh, Physiology  
 David Measday, Science  
 Axel Meisen, Applied Science  
 Rayleen Nash, Graduate Studies  
 Libby Nason, President's Office (Chair)  
 Don Paterson, Arts  
 Sharon Rowse, External Affairs  
 Steve Ryan, Financial Services  
 Larry Sproul, International Liaison  
 Paul Steiner, Forestry  
 Terry Sumner, Financial Services  
 Beverly Trifonidis, Commerce

I invite you to send your comments to Libby Nason, c/o the President's Office.

Yours sincerely,

David W. Strangway



# THE UNIVERSITY OF BRITISH COLUMBIA

## UBC POLICIES AND PROCEDURES

a credit card voucher is accepted and in the case of air, bus or train travel the passenger copy of the ticket is required.

### LOST RECEIPT

If a duplicate cannot be obtained, the traveller should submit the following signed memorandum to the Department of Financial Services:

"Re: Original Receipts

I certify that \_\_\_\_ (describe missing ticket, hotel bill, etc. in detail) \_\_\_\_ have been lost or misplaced. These expenses were incurred by me on \_\_ (date) \_\_ and are billable to account number \_\_\_\_\_.

I have not and will not claim reimbursement for these expenses from any other source.

Signature of traveller: \_\_\_\_\_"

### SITE-STAMPING

In circumstances where travel expenses such as airline reservations are made well in advance of the trip and payment is required before the trip is completed or when expenses are partially covered by another organization and the traveller requires the original receipt for submission to that organization, the receipt, upon request, will be "site-stamped" indicating the amount reimbursed by UBC. The receipt will be returned to the traveller so a claim for the balance may be made.

Site-stamps are applied to original receipts which travellers need to retain. A photocopy of the site-stamped receipt is submitted with the expense claim to obtain reimbursement. Site-stamping can be done by the Department of Financial Services. In addition, Faculties, Departments and Schools may obtain site-stamps from the Requisition Processing Section of Financial Services.

All expenses must be clearly detailed. Claims for "miscellaneous" or "sundry" will be returned to the traveller for clarification.

### BOOKING TRAVEL ARRANGEMENTS

The University has contracted travel agencies, selected by a University-wide committee, which members of faculty and staff are encouraged to use.

#### University Travel Agencies

Marlin Travel  
740 - 114 W. Pender Street,  
Vancouver, B.C. V6E 4G1

North South Travel  
1159 W. Broadway,  
Vancouver, B.C. V6H 1G1

Phone: 669-0804 or 685-0594  
Fax: 685-2960

Phone: 736-7662 or 736-7447  
Fax: 736-6513

Use of these agencies provides the University with discounts and rebates for volume bookings and other services to maximize its travel dollars, such as negotiated car rental, hotel, and airline rates as well as bulk pre-paid airline tickets and ticket delivery. Faculties and departments may require travellers to use these agencies when booking travel arrangements on UBC business.

### TRANSPORTATION

#### AIR

It is the responsibility of the traveller to obtain the most economical airfare available consistent with the purpose of the trip. Whenever possible, travellers should take advantage of discounts.

Travel by air at a class higher than economy requires approval of the Dean, where applicable, or the Vice President responsible for the account to be charged. The Dean or Vice President can notify Financial Services of the approval on a one-time basis on the expense claim form itself or on a continuing basis for a particular individual by memo to Financial Services. Where a grant or contract explicitly provides for a class of travel higher than economy, no further approval is required.

Flight cancellation insurance (claimable for documented health reasons), is an allowable expense. Travel accident and life insurance will not be reimbursed since they are provided automatically through UBC's contracted travel agencies. Refer to the insurance section of these procedures for additional information.

#### PRIVATE AUTOMOBILE

Travel by private automobile may be necessary to save time, transport equipment or to reduce costs when a number of persons are travelling together. The km/mileage reimbursement rates for 1993/94 are 25¢ per km and 40¢ per mile. Reimbursement to the driver is calculated by applying the rate to the actual driving distance by the most direct route not to exceed full economy airfare.

When a private automobile is used on approved University business, the owner ensures that personal automobile insurance is adequate. Employees who find that they must buy business insurance coverage because of the amount of travelling they do on University business will have the additional cost reimbursed. Refer to the insurance section of these procedures.

#### CAR RENTAL

Faculty and staff may wish to rent an automobile to save time, reduce cost, or for convenience. Reimbursable expenses include the rental fee for non-luxury model cars, the km/mileage charge by the car rental agency and gasoline charges. UBC has Canada-wide discounts with certain car rental companies.

- Within B.C.

The University is authorized by the Provincial Government to receive the benefits of its car rental agreements with certain agencies. These plans provide not only rates but also insurance packages. Dealer's names, addresses and phone numbers can be obtained from the Purchasing Department.

- Outside B.C.

"University" rates have been negotiated with the following companies:

Tilden 800-387-4747  
Budget 604-263-5555  
Thrifty 800-367-2277

The contracted UBC travel agencies can provide more information on the car rental companies, their rates and any special packages that are available. The collision damage waiver coverage is normally not required when using either the American Express or En Route corporate charge cards as a method of payment. However, for specific exceptions, see procedure under Insurance, or contact the Risk and Insurance Manager in the Department of Financial Services.

#### OTHER

Reasonable expenditures for taxis and public transportation to and from airports, railway stations, between appointments, hotel locations and meeting places are reimbursable, including reasonable gratuities for service.

#### ACCOMMODATION AND MEALS

Travellers use standard accommodation from the University's contracted hotel/motel list whenever possible and dine in restaurants of equivalent quality. The University's travel agencies can provide information about accommodation choices at various locations, both those with special rates for UBC and those in a moderate range with reasonable comfort and good locations in cities inside and outside Canada.

Reimbursement for meals will be limited to reasonable amounts in the particular circumstances and must be supported by either an original receipt or a credit card voucher.

The University provides a per-diem allowance which may be claimed by travellers who do not wish to remit receipts and who have reimbursable meal expenses. The current per diem allowance for all countries is \$40.00 (Cdn.) for meals, including gratuities and GST. In the event of partial day travel or where meals are provided, for example as part of a conference, the meal rates are: breakfast \$8.50, lunch \$12.00, dinner \$19.50. Meal expenses in some countries may be considerably higher, and in these instances, travellers may prefer to remit receipts.

Travellers may be reimbursed for modest (under \$30.00 per day) gestures of appreciation for individuals who gratuitously provide accommodation, meals or other reimbursable items while on travel for the University. A receipt is required.

#### ENTERTAINMENT

Entertainment of others occurring during University travel is governed by the policy and procedures on entertainment.

#### OTHER REIMBURSABLE TRAVEL EXPENSES

- Telephone calls allowing employees to stay in reasonable contact with their immediate family
- Expenses for baggage handling and storage
- Required clerical services
- Necessary laundry and valet expenses
- Gratuities
- Overnight dependent care expenses when travelling and unpaid alternatives are not available (supported by receipts and social insurance numbers)
- Expenses for obtaining visas and travel papers to destinations at the request of the University
- Accommodation for an extra night if by staying over there is a net savings in airfare
- Exchange rate expenses, claimed by submission of a photocopy of the charge card statement listing rates charged by reimbursable item or of a receipt for foreign currency purchased in a bank or equivalent institution
- Transaction fees for cash advances on corporate charge cards.

#### NON-REIMBURSABLE TRAVEL EXPENSES

- Interest charges on outstanding charge card balances
- Insured losses to vehicles
- Parking and traffic fines
- Personal expenses including kennel fees, travel, accident and life insurance, movies, mini-bar charges
- Expenses of family members unless pre-authorized as University business
- Expenses for failure to cancel transportation or hotel reservations
- Passport expenses
- Excess personal baggage

#### COMBINING UNIVERSITY TRAVEL WITH PERSONAL TRAVEL

Before travellers take indirect routes (interrupting business portions of a trip for personal travel or vs. vr.), the administrative head and the traveller will agree on a fair allocation of expenses for the trip. In any event, UBC's portion is limited to expenses for travel, accommodation, food and other expenses that would have been charged had the interruption not occurred.

#### \*\*\*TRAVEL DISCOUNTS AND FREQUENT FLYER POINTS\*\*\*

#### OUT-OF-TOWN VISITORS

Individuals travelling at UBC's expense for such purposes as employment interviews, external reviews, and distinguished lectures, may be asked to book arrangements for transportation and accommodation through one of UBC's contracted travel agencies, in order to obtain maximum benefit for the traveller at minimum cost to UBC.

#### METHODS OF PAYMENT

#### CORPORATE CHARGE CARD

Faculty or staff may apply, upon approval of the administrative head of unit, to the Purchasing Department for a UBC American Express and/or Diners/En Route



# THE UNIVERSITY OF BRITISH COLUMBIA

## UBC POLICIES AND PROCEDURES

corporate charge card. These corporate charge cards are accepted as methods of payment for most airlines, car rental companies and hotel chains, and reduce the need to use personal funds pending reimbursement. The initiation/membership fee is paid by the University. Financial responsibility for charges, including interest, is that of faculty and staff, who pay the charge card company directly and claim reimbursement from the University.

Administrative heads of units may apply for a "departmental" card, usually established in their name, designed for travel expenses of faculty and staff in the unit not eligible for a personal corporate charge card. Expenses incurred on the "departmental" card can be paid directly by Financial Services to the charge card company, through a Requisition for Payment, supported by original vouchers.

Administrative heads of units may also apply to the Purchasing Department for a "central billing" charge card, designed for the billing of airline expenses to a centrally controlled account in departments where pre-trip approvals are required.

### TRAVEL ADVANCES

While travellers are encouraged to use corporate charge cards whenever possible, a travel advance for persons holding signing authority on an account may be obtained by submitting a Travel Advance form, signed by the traveller and approved by one administrative level higher, to the Department of Financial Services. When the trip is finished, the traveller completes and signs a Travel Expense Worksheet and Travel Settlement Claim form. The Travel Settlement Claim form requires the approval and signature of the next reporting level of authority and when completed, normally within ten days of the end of the trip, is forwarded to the Department of Financial Services.

Under normal circumstances travel advances will not be made more than ten business days prior to the start of the trip. A subsequent travel advance will not normally be made if a previous advance has not been settled.

A travel advance approved by a department head or equivalent may be provided to a student, for a field trip or conference. Under these circumstances, the department head is responsible for settling the advance.

### INSURANCE WHEN TRAVELLING ON UNIVERSITY BUSINESS

#### Accident/Health/Life Insurance

##### •Accident Insurance - Workers' Compensation Board Benefits

University members of faculty and staff who are injured while performing University business away from their normal place of work may be eligible for BC Workers' Compensation benefits. Enquiries concerning WCB coverage for specific situations should be made to the Department of Occupational Health & Safety.

##### •Accident/Illness Insurance

UBC members of faculty and staff covered by the Basic Medical Services Plan and by the Group Extended Health Benefit Plan are insured for 80%-100% (depending on nature of accident/illness) of out-of-province hospitalization costs to a maximum of one million dollars. These benefits do not apply to students and members of faculty or staff not covered by the plans. For details, please consult your extended health care brochure or Human Resources representative.

Additional travel accident insurance is provided to UBC travellers through agreements between UBC and the following:

- North South Travel: \$100,000 coverage when tickets are purchased through the agency.
- Marlin Travel: \$250,000 coverage when tickets are purchased through the agency.
- American Express Corporate Card: \$100,000 coverage on the cardholder when tickets are purchased with the card.
- EnRoute/Diners Corporate Card: \$300,000 for all persons named on airline tickets purchased with the card.

##### •Life Insurance

In addition to the life insurance made available to all full-time members as part of their basic employee benefit plan (contact Human Resources for details), an additional \$100,000 of insurance is applicable to members who are travelling on University business. This insurance is applicable from the time a member leaves his/her place of residence to commence University business away from the normal place of work. Coverage continues until the cessation of travel performed on behalf of the University.

## DRAFT #1 FOR DISCUSSION

**SUBJECT:** Entertainment

**RESPONSIBLE VICE PRESIDENT:**

**Vice President Administration & Finance**

### PURPOSE:

To facilitate entertainment in support of the University's mission while maintaining controls for accountability.

This policy applies to entertainment expenses paid from all University administered accounts, including grants and contracts.

### POLICY:

The University covers the cost of entertainment expenses incurred by members of faculty and staff in support of the University's mission, provided the expenses are authorized, reasonable and appropriately documented.

### PROCEDURE SUMMARY:

As employees of a public institution which aims to use its resources as effectively as possible, members of faculty and staff exercise care in incurring entertainment expenses.

The restrictions in these procedures have university-wide application; however, individual faculties and departments may have their own procedures which are more restrictive.

Entertainment supported by research grants or contracts must comply with

### Vehicle Insurance

#### •Private Vehicle Insurance

It is the responsibility of members of faculty and staff to have the appropriate insurance coverage for their vehicles. I.C.B.C. regulations require that any vehicle driven in excess of 6 days per calendar month (a partial day is considered a day) for business purposes must have business coverage (Rate Class 007). Such usage could be as little as driving between buildings on campus via public roadways. Failure to have appropriate business insurance could invalidate the member's coverage for certain claims.

Administrative heads of unit designate who are eligible to receive reimbursement from the University for the difference between the to-and-from work insurance (Rate Class 002) and the business insurance (Rate Class 007) for one car, to a maximum of \$125 per year. A completed Certificate of Reimbursement (sample below) accompanies the authorized requisition for payment form to Financial Services. This additional coverage may be purchased for as little as a month.

Decisions on appropriate third party liability and collision/comprehensive deductibles rests with members. Normally, the University does not accept responsibility for non-insured damages to vehicles or other property, insurance claim deductibles, or loss-of-use costs while the owner's automobile is undergoing repairs.

#### •Rented Vehicles

Rental companies provide third-party liability insurance as part of the basic rental rate for the vehicle. Travellers should enquire of the Insurance Manager in Financial Services about the excess liability coverage carried by the University to protect both the driver and the University.

Rental companies do not provide full collision and comprehensive insurance for their vehicles as part of the basic rental rate, however, they will invariably offer the renter the option of purchasing the collision damage waiver (CDW). In the instances described below, this will result in double coverage and may be declined:

- The approved corporate charge cards, when used for the vehicle rental, provide CDW coverage automatically for the most common car and mini-van models (NOT TRUCKS) provided such vehicles are driven on paved public highways. (If you are in doubt about coverage, check with the card issuer before rental.) Renters are cautioned that if one charge card is used for simultaneous multiple rentals, only one vehicle is provided with CDW coverage.

- Vehicles rented in BC under the Government of BC Rental Plan which extends to UBC rentals (provided the renter clearly requests coverage under the plan at the time of rental) are provided with collision and comprehensive coverage automatically. However, a deductible applies to each claim under this plan (\$500 - collision; \$150 - comprehensive).

If the above alternatives to the rental company's CDW offer are for some reason not available members should purchase the CDW, for without such coverage, he/she could be liable up to the total value of the damaged vehicle, plus loss-of-use charges.

If the rented vehicle is likely to be operated by not only the member signing the rental contract, but also by others, the rental company must be advised at the time of rental. Failure to do so will invalidate the insurance and any CDW on the vehicle in the event that a non-listed driver is operating the vehicle at the time of an accident.

#### •Deductibles

When there is an insurance claim resulting from the use of a vehicle on University business, the University will reimburse the member of faculty or staff for the deductible amount, up to \$200.00, if assessed on "comprehensive" type claims (e.g. fire, theft of vehicle, vandalism).

All costs incurred by a member of faculty or staff as the result of "collision" (i.e. own damage) type claims are not reimbursable by the University and are the responsibility of the member. Such costs include the policy deductible, costs resulting from the loss of a safe-driver's discount and of personal property and loss-of-use costs while the owner's vehicle is undergoing repairs.

#### Insurance on UBC and Personal Property

In general, UBC property in the custody and continuous control of UBC members is insured, whether it is in transit or on campus. A \$1,000 deductible, payable by the members' department applies.

Check with the Risk and Insurance Manager, Department of Financial Services, concerning insurance requirements for UBC property which is not transported personally by members during a UBC travel/field trip.

The University does not provide insurance for the personal property of members of faculty and staff, and the responsibility to cover a loss on such property rests with them.

University regulations and policies unless specifically indicated otherwise by the granting agency.

#### APPROVAL AND SIGNING AUTHORITY

Members of faculty and staff must have advance authority to incur entertainment expenses on behalf of the University. Except where indicated otherwise, entertainment expenses are approved for reimbursement by one administrative level higher than the person claiming reimbursement.

Approval from one administrative level higher is required for:

- Reimbursements to faculty and staff;
- Payments to a third party.

The member of faculty or staff and the individual who approves payment are responsible for ensuring that claims for expenses are in accordance with these procedures and are for University purposes only. Original signatures are required.

#### TYPES OF ENTERTAINMENT

Entertainment expenses incurred for University business may include food, beverages, and social or recreational activities. Normally, acceptable purposes for entertaining involve a University guest, visitor or benefactor.

The entertainment is at reasonable cost, involving a minimum number of people. The determination of what constitutes reimbursable expenses for entertainment is the responsibility of the administrative head of unit.

#### EXPENSE CLAIMS

Claims are accompanied by original receipts and are substantiated by sufficient detail to identify the person or persons entertained, including names, university or organization affiliation and the purpose for the entertainment. Please note that some research grants do not permit charges for entertainment. Gratuities are allowable expenses.



# THE UNIVERSITY OF BRITISH COLUMBIA

## Report of the Task Force on the Provision of Counselling and Related Services for Women Students



THE UNIVERSITY OF BRITISH COLUMBIA

May 6, 1993

Dear Colleagues:

Early in 1992, I asked Dean Nancy Sheehan to chair a task force on the Provision of Counselling and Related Services for Women Students. The task force has completed its work and its findings and recommendations are reproduced here. A full copy of the report, including all appendices, is available in my office should you wish to examine it.

Your comments on the task force report are most welcome.

Sincerely,

K.D. Srivastava  
Vice President  
Student &  
Academic Services

Submitted to K.D. Srivastava, Vice President Student and Academic Services  
by Members of the Task Force

Nancy M. Sheehan, Chair  
Margaret Fulton  
Carolyn Larsen  
Tannis MacBeth Williams  
Bill Wiegert

Judith Myers  
Susan Penfold  
Robin Percival Smith  
Liz Van Assum

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### EXECUTIVE SUMMARY

The Task Force on the Provision of Counselling and Related Services for Women Students was established in the Spring of 1992 by Vice President K.D. Srivastava. It was charged with the task of examining the range and quality of counselling services available for women students. The members of the task force met on several occasions; solicited comment from faculty, staff, and students; commissioned a survey by the Angus Reid Group and interviewed Directors and former Directors of the major campus services.

It was clear to the task force that the units on campus which offer counselling and related services are numerous and diverse in terms of their mandates, approaches to counselling, professional orientations, and areas of knowledge. The members of the task force were impressed with the diversity and by the nature and quality of service offered, especially given the restricted resources available.

In discussions about counselling for women students, four principles guided the direction of the task force.

- ◆ The University has a responsibility to provide high quality counselling services for women students on campus. Academic pursuits cannot be separated from other aspects of a person's life. If the University is to support academic goals, services that reduce obstacles which stand in the way of their accomplishment must be provided.
- ◆ Counselling should be seen as having proactive as well as developmental and remedial roles. Although counselling is often seen in terms of its developmental and remedial roles of helping students with their problems, the task force felt it important to consider the broader more proactive role that includes education and advocacy.
- ◆ The Counselling Services provided on campus should be of a diverse nature. The task force applauded the direction taken by the Administration to provide a variety of different kinds of services that acknowledge distinct populations and their diverse needs.
- ◆ If students are to receive maximum benefit from the diverse services offered, then coordination and cooperation among offices is essential. Without coordination and cooperation, the potentially good services of each office will not be enjoyed in their fullest measure.

From the information provided through written submission and interview, the task force identified a number of problems which needed to be addressed.

- ◆ The University is often experienced as unwelcoming to women. In many cases, the members of the task force heard from students and those who work with them that women have experienced the University community as hostile toward them. This is doubly so for aboriginal women, women of colour and women with disabilities.
- ◆ The unclear mandate and status of the Women Students' Office have rendered it vulnerable to various attacks. Establishing this task force was seen by some to represent yet another attack on the Office and its continuing existence.
- ◆ Many students are unaware of the counselling services that are available. Many students interviewed by the Angus Reid Group could not name a single service on campus.
- ◆ There is inadequate coordination and cooperation among the various units offering counselling services. The members of the task force were dismayed to find that there does not appear to be a priority or formal requirement for working together cooperatively or for coordinating services.
- ◆ Qualifications for counsellors was raised as a problem by some, though the task force did not see any cause for this to be raised as an issue. Counsellors presently working in the various units are all qualified with appropriate credentials.
- ◆ Demands for counselling are increasing beyond the capability of current resources to meet them. The task force was concerned about the apparently long waiting lists students must endure before they can see a counsellor.

In its deliberations about these problems, and in accordance with its terms of reference, the task force proposes a set of recommendations guided by the principles outlined.

### SUMMARY OF RECOMMENDATIONS

1. The University should affirm the central and necessary place of the Women Students' Office.
2. The University should affirm that counselling and advocacy are the two important functions of the Women Students' Office.
3. The University should continue to acknowledge, support and respond to the diversity of counselling and related services needed and provided.
4. The University should appoint a coordinator for counselling.
  - ◆ the person appointed will have a background in counselling.
  - ◆ the position will report to the Vice President Student and Academic Services.
  - ◆ Directors of the units offering counselling will report to the Coordinator on a variety of issues affecting counselling services on campus.
  - ◆ the Counselling Coordinator will chair a committee established by the University consisting of the Directors of units offering counselling.
  - ◆ terms of reference for the Committee will include planning and developing:
    - collaborative activities
    - outreach activities
    - professional development and training strategies
    - counselling services for evenings
    - practicum placement strategies
    - peer advisor programs
    - communications about the availability of services



# THE UNIVERSITY OF BRITISH COLUMBIA

## Task Force on the Provision of Counselling and Related Services for Women Students

5. The University should establish an advisory committee on advocacy for women.
  - the Committee will be chaired by the Director of the Women Students' Office.
  - the committee will include administrative personnel, faculty, staff from offices that deal with women students as well as student representatives.
  - the Director, in the role as Chair of the committee, will formally liaise with all those offices involved with issues affecting women on campus.
6. The University should ensure that the availability of the diverse services is publicized widely and constantly.
7. The University should ensure that future staffing in offices offering counselling gives careful consideration to being more representative of the ethnic and racial background of our students.
8. The University should formulate, through the office of the Counselling Coordinator, an arrangement whereby individuals from the Women Students' Office, Student Counselling and Resource Centre, and Student Health Services would work one half-day a week in an office other than their own.
9. If after a reasonable length of time relationships between or among the major units have not improved, the University should contract an organizational/ industrial psychologist to look very closely at the organization, operation and personnel of the main counselling offices to identify the problems.
10. The University should ensure that qualifications for counselling personnel at UBC meet the Guidelines for College and University Counselling Centres (1992) as set out by the Canadian University and College Counselling Association. Specifically, the standards suggest that counsellors should have masters' degrees in counsellor education, counselling psychology, clinical psychology, or social work. In addition, the University should ensure that advisors (peer advisors, faculty advisors, financial advisors, etc.) have adequate preparation for their roles and responsibilities. Such preparation should lead to an understanding of the advisor's limitations and knowledge of other professional services available for referrals.

## INTRODUCTION

### Task Force Struck

In the Spring of 1992, Vice President K.D. Srivastava established a task force to examine counselling and related services for women students. A labour-management conflict, which included work stoppages, caused delay in beginning the work set out for the group, and the first meeting was not convened until July 1992. Subsequently, members of the task force met on five occasions, with the length of meetings ranging from one half-day to two-day sessions.

The terms of reference of the task force, in brief, were to: identify the offices and programs offering counselling for women students; identify the necessary training, qualifications, ethical standards, procedures, and policies for offering counselling; examine the concerns expressed by individuals about the services available; examine the current usage of the services; and report, with recommendations, to the Vice President, Student and Academic Services. (The complete terms of reference are included as Appendix A.)

Ten members were appointed to the task force, including the Chair, Nancy Sheehan, Dean of the Faculty of Education. The backgrounds and interests of members included a range of positions in the university community, different faculties, and a variety of student service units. Two students, one as representative of the Alma Mater Society and one representing the Graduate Student Society were appointed. Unfortunately, the graduate student was unable to continue her work with the task force as a result of a move away from the city. In her absence, the task force sent an interim copy of this report to the Graduate Student Society and, where feasible, incorporated their comments in this final copy. (Members of the Task Force are listed in Appendix B.)

### Process Followed

The task force proceeded with its work by collecting information from each of the units on campus that offered counselling or related services for women students. Directors in all offices were most helpful in providing useful descriptions of their services and this information is summarized in the next section of the report.

Subsequently, requests for comments to be submitted to the task force were published in the UBC Reports, the Ubyssy, and the Campus Times. A number of students, faculty, and staff responded to these requests and a summary of their positions is included in the next section. (A sample of the published request for comments can be found in Appendix C.)

In an effort to reach a representative group of students generally, and users of the services specifically, the Angus Reid Group was commissioned to do a survey of students on campus. The design of the survey included a group of 300 students who were randomly intercepted on campus and asked to respond to a ten minute survey that included questions related to general awareness of and opinions on counselling services available for women. A group of students who had used the services comprised the second group in the study. These students volunteered and were given a telephone number to call in order to respond to a more evaluative survey with questions about their levels of satisfaction with the services used. A summary of the findings is included in the next section of this report. (A complete copy of the report from the Angus Reid study is included as Appendix D.)

Finally, the task force invited Directors and former Directors of some key offices offering counselling to meet with members in informal interview sessions. A total of

thirteen interviews were conducted. A brief summary of major points raised in the interviews is included in the following section of this report.

## BACKGROUND

### Units on Campus Offering Counselling for Women Students

Counselling, as it is broadly construed in the Terms of Reference of the Task Force, is undertaken by various different units on campus (and off-campus).<sup>1</sup> A brief description of the units follow. The three major units are listed first; the others follow.

#### Major Units

##### **Student Counselling & Resource Centre**

The Student Counselling & Resource Centre offers a variety of services to the undergraduate and graduate students of UBC. The mission of the Centre is to provide professional psychological services directed towards assisting registered students of the University in realizing, developing, and reaching their potential in order that they might succeed in their occupational role of being a student, maximally benefit from the educational environment, and continue to succeed in the life long task of their career development. Counselling services are provided for able and disabled men and women with personal, relationship, family, marital, cross-cultural, educational, and career concerns. Personal counselling is also provided for students with their partners and/or families.

The staff of the Student Counselling & Resource Centre work on an individual basis with students, and with groups of students who may be experiencing any of a wide variety of personal problems and conflicts. Difficulties centering around academic achievement and career plans, problems in interpersonal relationships, conflicts about sexuality, and feelings of inadequacy, depression, alienation, and loneliness are just some of the concerns addressed by a qualified staff of counsellors. All counsellors are qualified to provide individual, group, couples, family, career, and educational counselling. When appropriate, counsellors will use psychological tests and inventories in securing information that will assist the student in solving a problem or in making a personal or career decision. Counselling is approached with an emphasis on the positive aspects of growth and adjustment and the empowerment of the individuals. Where deemed appropriate, staff will refer students to other professionals on campus.

The Centre has an established extensive program of educational outreach activities which are advertised for any students on campus who are interested, and at times also are offered for specific audiences in conjunction with other units on campus such as Student Housing. Staff of the Centre work with other units on a number of projects. An extensive testing program of entrance and professional school exams is scheduled each year. A collection of self-help books, manuals, literature, and a library of past Final Exams exist to assist students.

The Counselling Centre, as part of the academic community, recognizes research, training and scholarly activity as important concerns and is committed to those activities. Staff in the Centre supervise students in a variety of clinical placements for magistral and doctoral candidates and in the doctoral psychology internship program.

The Student Counselling and Resource Centre is housed in renovated offices in Brock Hall. It is staffed with a Director (1 FTE); a professional staff that includes Counselling Psychologists with doctorates in counselling or educational psychology and Counsellors with masters degrees in counselling psychology (7 FTE) in roles as coordinators and counsellors; and a support staff (4 FTE).

##### **Student Health Services**

The Student Health Service, located in the University Hospital (UBC site), is available to all students registered for credit courses. It provides many services, including care of illness or injury, preventive medicine, counselling, and antigen and immunization administration and, where required, can arrange for hospitalization. The department collaborates with other student services in promoting health awareness and informing the campus community on matters such as AIDS and substance abuse.

The range of counselling related activity in the Student Health Service goes from a clerk giving advice on medical insurance matters, through a family doctor ministering to an anxious student, to a psychiatrist dealing with a major psychiatric illness.

The staffing of the unit includes a full time Director, a full time Head Nurse, a full time Administrative Assistant and a part time consultant psychiatrist reporting to the Director. Physician staff (including the director) equals nine Family Practitioners (6.5 FTE) assisted by part time specialists, including nine psychiatrists (4.1 FTE) three Orthopedic Surgeons, Sports Medicine Specialists, two Plastic Surgeons, and three Dermatologists. From time-to-time the staff make referrals to the Student Counselling and Resources Centre or to the Women Students' Office.

##### **Women Students' Office**

The primary role of the Women Students' Office is to help create an environment that allows women students to reach the highest possible levels of academic achievement. The Office is committed to creating a welcoming climate for all women students regardless of race, religion, age, ethnic background or sexual orientation.

The WSO's mandate is to provide workshops and programs in a variety of areas, counselling services to women students, and to serve in an advocacy role by





# THE UNIVERSITY OF BRITISH COLUMBIA

## Task Force on the Provision of Counselling and Related Services for Women Students

identifying issues and working toward organizational change. Referrals to other agencies on campus are made where appropriate. Staff are also available to assist, advise and consult with the administration and faculty on responding to the changing needs of women students. The Office provides information and research on a variety of issues.

The WSO provides feminist counselling and support groups to address women's educational and personal issues. Employing a feminist philosophy, the staff operate under the assumption that women's emotional turmoil, unhappiness and symptoms of distress or discomfort are not personal pathologies or illness, but are realistic reactions to the destructive social realities that women face in a patriarchal society. Wellness, strength and mental health are assumed; women's behaviours are not labelled or diagnosed. Dysfunction is a reflection of coping mechanisms that were once appropriate for survival.

Professionally trained staff offer workshops and support groups on women's concerns and cooperate with other campus services in encouraging women students to reach goals of academic excellence. Clinical placements are arranged on a sessional basis for doctoral and master's candidates. The Office also provides an advocacy service for women students who experience difficulties within the system and for whom the educational environment can have a negative impact on their academic achievement.

The Women Students' Office is housed in Brock Hall. The staff is composed of the Director (1 FTE), additional professional staff (3.74), and support staff (1 FTE). Professional staff all have doctoral and masters degrees in Social Work, Counselling, Womens' Studies, and Communications. In addition, they have background in and knowledge of feminist issues.

### Other Units

#### **Alma Mater Society**

The Alma Mater Society, representing undergraduate students, offers two resources for students with problems. The first is an Ombudsperson to whom students can go when in need of an advocate or spokesperson for dealing with problems in the system. The second is a crisis telephone line called "Speakeasy." This student-run service offers peer advising for those with problems. In addition, the AMS refers students to other student services available.

#### **Awards and Financial Aid**

The Office of the Awards and Financial Aid administers two programs: one designed to recognize academic achievement through prizes and scholarships, the other to help students in financial need through a system of bursaries and loans.

The primary concern of students who seek assistance from this office relates to their ability to finance their post-secondary education at UBC. They seek assistance and advice to identify and to access effectively all forms of financial assistance for which they are eligible. In addition, students seek information and advice concerning estimating revenue and expenses, budgeting, living within a budget, readjusting a budget when unforeseen circumstances occur as well as debt management and loan repayment.

A secondary concern of the advisors in the office is to understand and to respond effectively to the financial needs of students as defined within the contexts and the circumstances which each student experiences. The financial needs and difficulties experienced by students during the course of their post-secondary education are not isolated from the fabric of their lives. Emotionally charged events impact the student academically and psychologically, as well as financially. In these cases, the Awards Office may be the first point of contact with student services. The role of the financial aid advisor is first to address the financial issues and only secondarily to consider the psycho-social or academic effects of the precipitating events on the student. They may refer the student to the academic department, another student service, or a community agency.

#### **Disability Resource Centre**

The Disability Resource Centre was established in 1990 to facilitate the development of programs and initiatives which foster the participation of disabled persons in post-secondary institutions. The Centre's role is to promote the full involvement of students, faculty, staff and visitors with disabilities within post-secondary institutions.

One of the Centre's initial tasks is to foster an accessible learning environment at the University of British Columbia and to work with the university community, and the community at large, in eliminating systemic, structural and attitudinal barriers to the participation of disabled persons within the university.

The Disability Resource Centre does not provide counselling services in the normally accepted sense of the word. Rather, the Centre provides administrative support to students with disabilities who require services of one kind or another. Examples of the types of aid offered is matching students who have disabilities with notetakers and peer tutors, helping students obtain research and mobility assistance, and facilitating examination accommodation.

It should be noted that the Centre is pleased to have the support of other agencies on campus, and referrals are made whenever appropriate.

#### **First Nations House of Learning**

The mandate of the First Nations House of Learning is to make the University's vast resources more accessible to B.C.'s first people, and to improve the University's ability to meet the needs of First Nations. There are approximately two hundred First Nations students presently identified at UBC. The majority of these students are women. To some extent, all of the First Nations staff are involved in "counselling" construed broadly. For this academic year, one person in the First Nations House of Learning

who was completing a counselling internship in conjunction with the Counselling Psychology Department of the Faculty of Education, was able to offer counselling services for students. The kinds of service students seek include:

Program and Course Advising - Both prospective and enrolled UBC students are given information about courses and programs available to them. Prospective UBC students are usually seeking information about admission requirements and about preparation courses they may need.

Financial Advising - These include matters dealing with funding agencies, applying for scholarships and bursaries, budget issues and emergency financial assistance.

Community Resource Information - Daycares, after school care, schools, churches, medical people, First Nations organizations, recreation for children, housing, etc.

Cross Cultural Issues - First Nations students do encounter difficulties in some university classrooms. The First Nations House of Learning staff provide advocacy and advice around these issues.

Personal Counselling - This area covers many topics from issues such as time management, health issues and "home away from home" visits to more serious matters such as physical abuse and suicide.

Family Counselling - Students who are seeking this type of work are referred to Pacific Spirit or off campus.

Referrals - The First Nations House of Learning has developed a network of referrals for long term issues such as family counselling, adult children of alcoholics and suicide.

### **Faculties**

All Faculties have provisions for students to access advice on academic matters. Some have advisors on a rotational basis, and others have full time personnel assigned to the role. Very often personal problems are revealed during academic advising sessions as they are usually the cause of academic problems. Students are referred, when personal problems are presented, to Student Counselling, Student Health, the Women Students' Office, or International House.

As well as following formal channels for advice, many students know they can turn to a professor with whom they work. This happens frequently, especially with female students who seek advice from female faculty.

### **Graduate Student Society**

While the UBC Graduate Student Society is not specifically involved in "counselling" improving the conditions women students operate under at UBC. For example, in order to celebrate International Women's Day, the GSS produced a special "Women's Issue" of the monthly magazine the Graduate. As well, the GSS holds informational sessions concerning thesis and comprehensive examinations preparation that address issues many women continue to face in academic situations, sponsors a feminist brown bag lunch meeting group, and has representatives sit on committees and governing bodies that influence and address the status of women at UBC.

### **Housing**

The goal of the Residence Life division of the Department of Housing and Conferences is to provide a residence environment that is safe and secure, and conducive to residents' academic pursuits and personal growth. Residence accommodation is available for single students in Place Vanier, Totem Park, and Walter H. Gage Residence. Accommodation for senior students is available in the Fairview Crescent townhouses. Five hundred and thirty-one unfurnished apartments and townhouses are available for married students with or without families on yearly tenancy basis in the Acadia Park development.

The Residence Life division is supervised by an Assistant Director, and employs a Special Projects and Publications Coordinator, 4 full-time, live-in professional Residence Life Managers, and 100 live-in Residence Advisors (part-time Student Appointments). The Advisors are generally senior students who have lived in Residence before and are familiar with the operation of the Residences and the University.

The Residence Life staff fundamentally serve as a community support for students in Residence. They are on-call 24 hours a day, and work closely with other Student Service Departments and student organizations on campus, in the delivery of services to residents. They fulfill the following duties: developing and presenting programs and activities in the residences; helping students, including routinely referring to other resources on campus; being an information resource; maintaining a learning environment; ensuring that the residents' personal rights are upheld; dealing with emergencies; and Residence Life publications.

Training is provided to the 100 Student Advisors through an annual extensive orientation program in late August/early September. Many resources from Student Service departments on campus as well as specialists from off-campus, are utilized as trainers.

### **International House**

The mandate of International House is to provide support to international students so as to assist them in achieving their academic ambitions at UBC. Support is provided firstly in the form of direct services designated to meet the special needs of this particular population and secondly through the activities generated in the student centre located currently in International House.

On the "continuum of interpersonal interactions commonly referred to as counselling," efforts in providing support to international students are deliberately concentrated on the front end. Elaborate reception and orientation programs that ease students' transition from their home country to a different learning environment in a foreign country are in place. By providing useful and practical information, relevant cultural interpretation and a welcoming, supportive social context at International House throughout the year, it is hoped that international students will experience less anxiety, anguish, alienation and pain when they are confronted with numerous problems due to culture shock, homesickness, academic and other challenges.



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International students who are unfamiliar with (and sometimes fearful of) "counselling" do not seek counselling services on their own. However, they do not mind going to the International Student Advisors to seek specific information or "advice." As the International Student Advisors hired to work at International House must have qualifications either in Counselling Psychology, Student Development, Youth Work or other relevant fields, they are in a position to identify clients in need of counselling and make effective referrals to other professionals on campus.

### **Pacific Spirit Child and Family Services**

Pacific Spirit Child and Family Services is a service supported by the Anglican Church in collaboration with the UBC School of Social Work. Pacific Spirit develops programs promoting the well being of children and families living in UBC Family Housing. The mission is threefold: to strengthen people's individual and collective capacities to deal with life stresses; to develop and provide programs to promote the well being of people and their families; and to foster social networks and a sense of community. Staff seek to provide service in an integrated, holistic, caring manner, which builds on people's existing strengths and skills. The goal of Pacific Spirit is to be accessible to the community and to develop a participatory, gender and culturally sensitive, respectful model of service. When people seek advice at Pacific Spirit, attention is given to their emotional, social, physical, cognitive, and spiritual needs.

Pacific Spirit services integrate a variety of intervention methods: direct individual and family counselling; preventative programs; therapeutic groups; community outreach and consultation; and clinical community training and research.

### **Reading, Writing and Study Skills Centre**

The UBC Reading, Writing and Study Skills Centre offers a variety of non-credit courses for students and others who wish to improve their learning and communication skills for academic, professional or personal reasons. Operated through Continuing Education, the Centre's services are not offered on a one-to-one basis, but rather through scheduled group sessions.

### **Sexual Harassment Office**

The University is legally and morally committed to eliminating sexual harassment and, where necessary, to taking disciplinary action. The Policy is designed to assist the complainant to confront their own fears, to meet the alleged harasser on an equal footing and, with the support of the university, to seek a mutually satisfactory resolution. At the same time, the Policy guarantees the process of natural justice to the alleged harasser.

Advice and support from a Sexual Harassment Policy Advisor can be obtained. The Advisors are available to explain the protection and procedures under the Sexual Harassment Policy, and to advise about options. Discussion with an Advisor is confidential. Procedures are established for filing and reviewing complaints, mediating complaints, and setting up formal hearings. Many complaints are resolved through informal discussion or mediation. Advice and protective measures are available to anyone who is being harassed. Additional sources of support are available through the AMS Ombudsperson, the Student Counselling Service, the Office for Women Students, and University Chaplains.

### **UBC Chaplains and Theological Colleges**

Theological Colleges on campus have chaplains available for personal and spiritual counselling. As well, the UBC Chaplains' Association offers counselling that is primarily two-fold: by referral and pastoral.

There are many people, both men and women, whose problems are such that they need professional psychological or psychiatric assistance. After identifying needs, knowing the resources and service units that exist on campus, chaplains often refer women students to both the Office for Women Students and the Women's Resource Centre. Feeling that one is in a safe place to deal with gender issues is sometimes essential, given the student's problem and needs.

Pastoral counselling is a more informal type of counselling, sometimes done by appointment in an office, but also more casually in everyday settings, often referred to as "open door" counselling. This counselling is not specifically targeted for women but is inclusive of both sexes. Each of the chaplains is also connected to a community of faith which provides opportunities for worship, discussion, friendship, leadership development and socializing. Through these groups and activities there is a tremendous opportunity for peer support.

### **Women's Resource Centre**

The Women's Resource Centre is a program area of the University of British Columbia Centre for Continuing Education. Located downtown on Robson Street since 1977, the Centre offers a number of counselling services.

The Centre is in operation six days a week for personal or career counselling on a drop-in basis. Under the supervision of a Registered Psychologist, trained peer counsellors from varied backgrounds (many of whom are UBC alumni) are available to assess, counsel, and provide information and referrals. Professional counsellors are available by paid appointment.

### **Historical Context**

Student Services at the University of British Columbia have grown in response to demands emanating from the nature of the student body. A Dean of Women was first appointed in the 1920s to undertake the care of women students, especially those in residence. Student Health Services was established in 1936 to look after the health concerns of the student population. Other services, including school liaison, disabled student services, and counselling for career and personal concerns were once housed in a single office of Student Services, originally created in 1947. Over the years, the

role of the Dean of Women changed. Student Counselling consolidated its services to become an office for career and personal counselling, other services moved to offices specializing in single functions, and new offices were created. Most recently, for example, the First Nations House of Learning and the Disabilities Resource Centre have been established to look after the special needs of distinct groups of students.

Throughout this history, there has been a tension surrounding the place of the Women Students' Office. A series of reviews has been conducted to examine the role of the Office. On several occasions it has been recommended that it be subsumed under general counselling services. There is a perception, resulting from such actions, that the Women Students' Office is vulnerable to attack or closure. This historical context is important for understanding the present circumstances.

Since its creation in 1947, the Student Counselling Office has been developed into a comprehensive service that is presently preparing for accreditation through the International Association of Counselling Services (IACS). The Counselling Centre first began under the auspices of the Veteran's Programme and its major roles were to provide career and personal testing and counselling, and to make recommendations to Veteran Affairs for funding. Over the years since then, the name and functions of the Centre have changed, first taking on more roles in the area of student services, and then limiting those roles so that it now offers counselling services consistent with other professional university counselling centres. This latest change was initiated in 1986, when a proposal prepared by Dr. Marv Westwood, then Acting Director, recommended the redevelopment of the counselling services into a student development focused professional student counselling service.

The University has long recognized that women students, working in an environment that may discriminate against them, have a need for services that assist them in achieving their academic goals. Over twenty years ago, Helen McCrae, then Dean of Women, articulated the goals of her office were to encourage and promote an atmosphere conducive to learning on the campus for all students and to help women solve any problem impeding their progress as students. The tradition of offering this kind of help continued with an office for women students operating under the direction of a Dean of Women for many years. In 1978, the last Dean of Women for the University resigned from the position and subsequently changes were made. Although the President's Advisory Committee at the time recommended that the Dean of Women's Office become part of Student Counselling, it was successfully argued that a special office for women students was needed. As a result, the office became the Women Students' Office, a Director was appointed, and the unit was designated part of Student Services.

The Office and its role came under review for the second time in just over ten years in 1989. The position that it should become part of the Student Counselling Centre was again raised in a submission. The Review Committee, however, chaired by Elizabeth Ettinger from the Faculty of Law, strongly affirmed the need for a separate Office for Women Students with the dual roles of advocacy and counselling.

### **Present Context**

As noted in a recent article by Stone and Archer<sup>2</sup> the 1990s will present an increasingly complex set of challenges for counselling services on university and college campuses. Characterized by changes in the ethnic, racial, national, and experiential background of students; increases in the psychological health, safety, and financial needs of students; and increasing competition for resources generally, it is clear that the environment will place strains on all counselling centres.

These general factors are even more pronounced in the case of the demands that women students will bring to the counselling situation. A growing awareness of incidents of sexual abuse, acquaintance sexual assault, and other violent crimes against women, is accompanied by a growing number of women coming forward to deal with problems they had previously kept to themselves. The recent study conducted by Carleton University produced startling figures about the numbers of women students who currently feel they have experienced various kinds of sexual harassment during their university careers. A recent survey done by the President's Advisor on Women and Gender Relations for UBC indicates that the concerns of women for their personal safety are extreme and that many have experienced forms of sexual harassment on this campus. The points raised in these generalized findings were corroborated in submissions made to the task force.

### **Student Submissions**

In response to a request for comments from students about their opinions on counselling services for women, nine students submitted personal anecdotes about their experiences. Although the students represented undergraduate, graduate, and graduated women, their comments were essentially the same. All praised the efforts of the Women Students' Office. The following excerpt is illustrative of the comments:

At the Women Students' Office I receive: ongoing validation for my feminist goals in academia; empathy for the everyday sexism I encounter at UBC; ... ongoing feminist counselling where I learn how to balance my academic and personal roles as a woman; ... and comfort from the knowledge that I have a place where I can safely voice, without censure, my feminist concerns and values.

Some students claimed they could not have completed their studies without the counselling they received from the Women Students' Office. One student remarked she feels that her life may have been saved by the assistance she received in a crisis situation — assistance she was unable to obtain from other services from whom she had sought help.

Some concerns were raised about the lack of counsellors on campus who might share experiences with women of colour. One student mentioned that the student residences still generate a climate where problems are created for women. Some expressed a need for extending services to meet the demands for counselling that are presently not being satisfied. More than one student noted that the role of advocacy was critical for changing the system that continues to discriminate against women students.



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### Other Submissions

Faculty and staff also were invited to comment on counselling services. Fifteen present and former faculty and staff responded to the request. Responses varied in content and tone. Some were most concerned that the Women Students' Office appeared to be under attack again. They were strong in their endorsement of a separate service being offered to women students.

The question of adequate resources for counselling was raised in several submissions. Some noted that female faculty, in the absence of adequate counselling resources for women students, were being placed in a position of responding to their women students' needs for advice and counselling, placing an increasing burden on these faculty. In a similar vein, staff of a library offering services to disabled students noted that they were often placed in a position of providing advice to these students. The need for services for students who attend university through Continuing Education evening courses was raised as an issue that should be addressed.

### Angus Reid Study on Counselling for Women Students

Survey responses from the 300 students that formed the random sample provided some interesting information. For example, a full 20 percent of those interviewed could not name a single counselling service without prompting. The Student Counselling and Resource Centre came up foremost in students' minds, named by 25 percent. Fewer than 20 percent could name the Women Students' Office, and less than 10 percent named Student Health Services without prompting. These figures all increased when students were provided with a list of units and asked to identify those of which they were aware. One service mentioned with considerable frequency was Speakeasy, the peer advising program run by the Alma Mater Society.

Most commonly identified problems for which students would seek counselling were academic problems and educational decision making. Financial aid, financial planning and stress management were also the among the top concerns. Shockingly, one in five students suggested that rape and sexual assault were problems commonly faced by UBC students. The office that students would most likely consider for counselling depends on the nature of the problem. Academic counsel would be sought from Departments, financial problems would be referred to Awards and Financial Aid, Student Counselling and Resource Centre would be selected for stress management problems, and the Sexual Harassment Office for problems involving rape or sexual assault. It seems problematic that 35 percent of students would not know where to go if they were in need of counselling.

On the whole, women students did not rate highly the job the university was doing in providing an appropriate level of counselling services on campus (only 15 per cent rated it excellent or good, and 32 percent rated it average). The group of users, however, rated the services somewhat higher, with 22 percent rating it excellent or good and 28 per cent rating it average.

The study of the group of students identifying themselves as users indicated that availability and convenience often dictate the choice of a particular source for counselling services. Women students are also apt to consider a service provider which caters to women only. The reputation of the organization is key, as is the perception that a particular organization may be most suited for the student's particular problem. Women students who had used services said they endured long waits to see a counsellor on first and subsequent visits. When it was important to them, most were able to have the kind of counselling (one-on-one or group) and the gender of counsellor they would like.

Overall, satisfaction with the services received is quite high, with more than two thirds of students who had used the services responding they were satisfied with their counselling experience.

### Interviews

In addition to the written information provided by the Directors of units offering counselling and related services for women students, thirteen interviews were requested by the task force, where information of a more evaluative nature was sought. Some problems were identified in these sessions. Most commonly, the need for additional resources was expressed. As well, however, a common concern was the lack of information available about the nature of the services offered by each office. All of the Directors advised that they routinely refer students to other services they feel would be appropriate. Some suggested, however, that a lack of adequate information sometimes meant they were not as confident about their choice of referrals as they would like. Lack of information in the areas of qualifications of counsellors and the nature of the approaches taken in the various offices were identified as problems.

There appeared to be agreement that having the range of services available was a very positive feature of the arrangements for student services at UBC. In particular, the Women Students' Office was seen to offer a valuable and unique service for women students in need of help. The need for greater resources available for women from minority cultures and backgrounds was mentioned on a number of occasions.

A number of those interviewed referred to a tension that they perceived existed between the Student Counselling Centre and the Women Students' Office. Some of this tension, it was suggested, interfered with initiatives in other offices. This was the case, for example, where attempts at collaboration were not successful due to apparent problems between Student Counselling and the Women Students' Office. Two Directors suggested that this situation of tension was the most important one for the task force to settle.

All Directors interviewed spoke of the important outreach or educative roles played by the major units offering counselling. Several mentioned effective peer advising programs they have put into effect. Both of these kinds of program were suggested as creative ways to make use of the resources available. The task force members were

consistently impressed with the amount of work accomplished by so few people in each of the offices offering counselling.

### Discussion

#### Principles

Throughout the discussions and deliberations of the task force, there was apparent consensus on a number of principles about counselling services for women students. These are outlined here as they ultimately guided our recommendations.

*The University has a responsibility to provide high quality counselling services for women students on campus.*

In UBC's strategic plan for implementing its mission statement, one objective outlined is to "provide services for students ... that are fully supportive of the university's academic goals, and that are supportive of the personal needs of students."<sup>3</sup> Early on in its deliberations the task force acknowledged that a student's academic pursuits cannot be separated from other aspects of her life, including past experiences. We heard from students that their success in the academic realm was sometimes hampered by experiences in the personal realm, such as financial difficulty, family conflict, relationship problems, and past and present experiences of abuse, to name a few. Unless there is some effort made to reduce some of the obstacles and to help individuals cope with their personal problems, some students are simply unable to attend to their studies. As one submission noted "I would never have received my B.A. without the support and direction I received from the counsellors in the Women Students' Office." In meeting the university's objective, it is important to create a climate that is optimal for learning. Such an environment would include the availability of counselling for all students on campus. That the university has a responsibility to provide counselling, then, was the first principle the task force assumed.

*Counselling should be seen as having proactive as well as developmental and remedial roles.*

One often thinks of counselling exclusively in terms of its remedial and developmental roles — helping students to deal with their problems. The task force felt that counselling should also, however, be viewed in terms of its proactive role — helping to build an environment where problems are less likely to be created. In this proactive role counselling offices have two major tasks: to act as advocates for students, and to offer outreach education by way of preventive programs. If the campus is to become a more welcoming climate for women or others experiencing stress, then advocacy and outreach programs must be seen to hold an integral place in counselling offices. The case was put strongly by one woman student who said "... economic and political pragmatism needs to be balanced with the concrete insistence of the equally compelling detail of real women's daily struggle — that is of women who have names, not women-in-general. It is my experience that this balance cannot be maintained if advocacy for women is separated from intimate and continuous contact with the material that surfaces in the counselling process."

Proactive or preventive measures should be directed to all those involved in the university community so that changes in attitude eventually change the climate. The task force was informed about, for example, "Survival Courses" for first year students. The objectives of such courses, offered in a variety of models, could be to introduce students to the services available and to inform them generally about the university's goals and expectations for social justice.

*The counselling services provided on campus should be of a diverse nature.*

The task force saw two related ways in which counselling services should recognize the diversity within the student body and the nature of students' problems and needs. The first is related to the nature of the student body. The students attending UBC represent diversity in ethnic and cultural backgrounds, socioeconomic situations, family membership, academic preparation, and every other descriptor one might consider. It is important that the services offered to these students recognize this diversity as it manifests in a diverse set of needs. Establishing International House, the First Nations House of Learning, the Disabilities Resource Centre, and the Reading, Writing and Study Skills Centre were steps taken in recognition of the different needs of students. There is a specific need related to the problems presented by women students, as well, and maintaining an office specifically for them is equally as important. The submission of two concerned professionals on campus suggested "It is clear that we are not at a point where services to women can be 'mainstreamed' into 'standard' counselling services, as this would simply be 'malestreaming' women's needs." This is not a question of duplication of services, but rather provision of a diversity of services for speaking in recognition of their needs. Also, it should be made clear that we are not speaking of a minority of students; women students comprise more than half the student population of the University.

One way to view this diversity is in relation to the specialized knowledge that each office can bring to the range of problems. Having different offices concerned with students' financial problems, with problems of students in Housing, with problems faced by those with disabilities or those visiting from different countries, for examples, is a responsible approach to providing specialized services. The important that there be people with appropriate knowledge of and approaches to these problems. Commenting about the need for specialized knowledge about the problems faced by women, one student said "Achieving the 'equality' of our democracy entails particular challenges and efforts not well understood by those who benefit from the status quo. Merely to understand such challenges usually requires specialized studies." An office dedicated to the problems faced by women students and staffed by those who have spent time specializing in this area can provide an important service. Providing a number of different offices serving the needs of students is not duplication; it is recognition of the importance of having specialized services available.



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The other way the task force looked at diversity was in relation to the kinds of counselling available. "Counselling" is described in the terms of reference as a "continuum of interpersonal interactions." The task force saw this continuum represented by such activities as support, advice, counsel, and therapy. The availability of all of these examples of assistance to students was seen to be important in light of the range of problems students might present. One student with personal difficulties might require the support of peers or a mentor who has made a personal connection. Another may need some advice from someone who has access to certain information. A third may seek professional counselling to understand how to deal with her problem. Yet another may require medication and ongoing therapy. This suggests a need for a diversity in terms of the kind of "counsellors" providing assistance; the task force believes that there is a role on this campus for each. Psychiatrists, social workers, peer supporters, faculty advisors, financial and other advisors, and counselling and clinical psychologists each have a different kind of preparation and offer different ways to approach problems. One submission points out that

Women students need access to service provided by a range of professionals, with different backgrounds. Different disciplines bring different skills and approaches to helping. For example, it is more likely that a counsellor with a social work background will understand the importance of and have the ability to engage in systems coordination, networking with other agencies who are involved in the difficulties a person is experiencing, ... and advocacy and policy development.

The task force concluded that offering service from professionals with a range of backgrounds, and also from trained supporting peers, is a very positive situation and one to be encouraged.

*If students are to receive maximum benefit from the diverse services offered, then coordination and cooperation among the offices is essential.*

Ideally, the many offices offering services to students should be in a position to make use of the range of services offered by all those involved, maximizing the services of each office by drawing on the strengths of the others. This might take the form of working collaboratively on some projects, referring students to another service that might be more appropriate to the students' needs, organizing joint professional development opportunities, or participating in exchanges between offices in order to get to know the services available. Without such coordination and cooperation, the potentially good services of each office will not be enjoyed in the fullest measure.

### Issues and Problems Identified

In its deliberations about counselling services for women students, the task force found it virtually impossible to discuss the issues as they affect women students, without also considering these issues in terms of counselling services more generally, and in terms of counselling for various subgroups of women (disabled women, aboriginal women, women of colour, etc.) more specifically. Similarly, it was difficult to discuss counselling for women students without considering other issues concerning women, especially the kinds of circumstance that make women more likely to seek counselling in the first instance. These circumstances often arise from the more complex lives of women and the comparatively greater responsibilities they assume. They also include the extreme incidents of violence against women in the larger community and the sometimes more subtle aspects of the chilly climate women face in the university community. While we recognized that it was important to focus on our terms of reference, that is to examine counselling services for women students, other problems were identified in the course of discussions. It is clear that these, too, need to be addressed. The following problems identified by the task force include some of the related problems the task force saw as inseparable.

*The University is frequently experienced as unwelcoming to women.*

The members of the task force heard from students and those who work with them that the University is often experienced as a hostile environment for women. This hostility is often systemic and seemingly unintentional. It is sometimes seen as a reflection of the bias in society generally. In the words of one student:

Over the years it was not uncommon for me to experience systematic sexism in the required courses. A few forms of this sexism were: the examples chosen by professors in class often illustrated a woman's poorer intellectual abilities, her traditional duties as wife and mother, or her biological determinism; ... professors calling on male students more and encouraging longer talking times than female students; professors presentation of often misogynous theories by men to the almost total exclusion of theories by women...

Another student remarking on the same circumstances put it in a slightly different way:

As far as I can conclude ... there is male bias in both content and process of learning on campus. I experienced more not less, than I did/do at work or in other stations in life. Academia is extremely patriarchal ... to the point that it is toxic!

Particular problems that arise for women students in University Housing were also brought to the attention of the task force. One student wrote about the prevalence of sexism in student residences and the problems she had met in those situations where male students acted in threatening ways. We were pleased to hear about programs on acquaintance sexual assault which the staff involved in Residence Life Management have organized as one example of ways they are working to change the climate in housing. We have the impression, however, that residences continue to present problems for women students which eventually become issues for which they seek counselling. Clearly the climate in University Housing must continue to be given great attention and more preventive programs should be developed and offered to all students in residence.

Aboriginal women, women from ethnic or cultural minorities and disabled women feel the effects of double discrimination, a situation that is sometimes overlooked. Often the position of women is argued from the perspective of white women from middle class backgrounds who do not necessarily represent the concerns of others. This point was put forward in a submission in this way:

Although one might argue that the lives of women are shaped by a history of oppression, we should be aware that many of the issues addressed by North American

feminists are from the perspective of a select group of women. These women seldom speak of the ways ethnic and class relations shape our daily lives — they speak from their position of privilege.

Women students are not the only ones who are subjected to a chilly climate on this campus. Faculty and staff have also commented on the fact that the organization is a patriarchal one that often discriminates against women. The Administration has clearly attempted to respond to these concerns by establishing offices for Sexual Harassment, Employment Equity, Multicultural Liaison, and more recently, the Advisor to the President on Women and Gender Relations. As well, there is currently a Committee considering establishing a Human Rights Office. It seems to the members of the task force that all of these offices make valuable contributions to the University community, but that they might, by establishing closer relationships among themselves, and with the Women Students' Office, be better able to accomplish goals of cultural, and ultimately, fundamental structural change.

It is apparent from recent studies of universities across the country that the so-called hostile environment is not only evident in the academic dimension, but in the social dimension as well.<sup>4</sup> A large percentage of women students report they have experienced some form of sexual assault on campus. The incidence of acquaintance sexual assault is appalling. Perhaps as a consequence of these kinds of prevalent conditions on campus, there was a need expressed by women students and faculty for a safe place for women. This was described as a place where women can go and know they will meet with other women who understand their problems in terms of the social context; where women will find empathic responses from other women; and where the threat that men sometimes pose will not be felt. One student who had experienced inappropriate advances from a male in authority on campus said:

It is vital that there remain a safe place for women on this campus to retreat to, a place where there is no threat of a male making advances toward a stressed, vulnerable female student.

Another student commenting on the Women Students' Office said:

The people are all very friendly and they make you feel at ease. There is a real sense of safety for me when I am there or even knowing that there is help if something comes up.

*The unclear mandate and status of the Women Students' Office have rendered it vulnerable to various attacks.*

While the Women Students' Office was heartily praised in submissions, there is an impression that historically it has declined in status. Those who suggest this is the case use as evidence the fact that, where once there was a Dean of Women, there is now a Director of the Women Students' Office. Also, where once the Dean reported to the President's Office along with Deans of Academic Units, the Director now reports to the Vice President Student and Academic Services along with Directors of other Service Units. Moreover, the Office has been the subject of study on at least three occasions in the last fifteen years, indicating to some that the Administration is unsure about its status or purpose. Those who have been closely involved with the Office have suggested that this creates a vulnerability that is reinforced by an unclear mandate. In the last Review of the Women's Students' Office, it was suggested that staff were reluctant to engage in advocacy as it might jeopardize the existence of the Office. In recent times, there have been some tensions around the role of the Office in offering counselling. It was clear to those on the task force that each of these functions is essential and that the fact that there is not a clear affirmation of these dual roles is a serious problem with which we must deal.

*Many students on campus seem to have little information about the counselling services available.*

It was apparent from the survey conducted by the Angus Reid Group that many students were not aware of the various services available for their use. For example, although 70 percent of students interviewed were aware of the Student Counselling & Resource Centre when prompted, fewer than 25 percent named it without prompting. A full 20 percent of those interviewed could not name a single counselling service without prompting. This problem was also raised by those who work in the offices that offer counselling. One Director said, for example, that the greatest problem from the point of view of the staff in that office was that so many students did not know about their services.

*There is inadequate coordination and cooperation among the various units offering counselling services.*

Reports from various Directors of those offices offering counselling indicate that there is inadequate coordination, cooperation, or even minimum information sharing in many cases, among the various offices. To some extent this seems a problem created by a structure that provides no effective formal channel for these kinds of activities. Though each of the Directors praised the efforts of the Vice President Academic and Student Services in organizing monthly meetings and annual retreats for Directors, it was suggested that these do not serve the more day-to-day kinds of coordination that would make the overall services of the offices more effective. Similarly, while a committee called the Students Services Outreach Coordination Committee meets informally to share ideas, some of those who attend feel there is little support for their working together across units. Where there is no formal requirement for coordination, the demands presented by keeping each individual office operating effectively, results in low priorities being given to working with other offices.

Some of the problem of lack of cooperation, however, seems less benign than this, and appears to be driven by combinations of personality conflicts and disciplinary conceit. The task force heard accounts of lack of trust between offices or their staff. We were told of occasions where qualifications of one office were seen to be inferior to another. Problems of this nature are more difficult to assess or to solve. Nonetheless, the task force feels it is important to raise the problem as it may be fundamental to better operations in the long run.

*Qualifications for counsellors have been questioned.*

The question of the qualifications of counsellors was raised on numerous occasions by those working in the various offices. One person identified the need to clarify qualifications for various kinds of counselling as the major problem the task force needed to address. It was difficult for the task force to clearly identify the nature of



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## Task Force on the Provision of Counselling and Related Services for Women Students

the problem. From the information provided, it appears that all of the staff presently advising or counselling have qualifications which are required in the job descriptions, which are appropriate for the kinds of advising or counselling they undertake, and which would be acceptable for accreditation standards of the various accrediting bodies (see Appendix F for the standards set out by the International Association of Counselling Services). All adhere to the Codes of Ethics of their respective professions (copies of the Codes of Ethics are attached as Appendix G). It is true that there is a range in the amount of training among the various people offering services on the continuum of counselling (from informal preparation for advising, to academic preparation for offering advice on academic matters, to completion of magistral and doctoral programs in counselling fields, to medical training in psychiatry). The task force noted, however, that an accepted responsibility of each person, as a result of his or her training, is to understand his or her own limitations and to refer a student to someone else when necessary. In every case, the personnel with whom the task force met and from whom we received written submissions, spoke of referrals to other professionals.

It is also true that disciplinary background varies from counselling psychology, to clinical psychology, to psychiatry, to social work. As noted above, however, this seems to the task force to be a strength of the services. Each of these professionals can bring a different approach to the problems students present; all of them can have an important role in meeting the range of students' needs; none of them is inherently superior. To some extent, therefore, the task force does not see qualifications as an issue in itself. The problem exists, rather, when questions about someone's qualifications are seemingly wielded as weapons meant to attack the credibility of a person or an Office. This was certainly the perception of some of the people with whom the task force met.

*The demands for counselling are increasing beyond the capability of current resources to meet them.*

Long waiting lists in all the major units was a common problem identified by students and those working in the offices as well. Although any one of the units will make immediate arrangements to see someone in a crisis situation (for example, when someone is suicidal), all of them currently have as much as a six week wait for students wishing to see a counsellor on a less urgent basis. The result was made clear to the task force in several submissions. Students sometimes do not see a counsellor in time to save them from academic decline or personal crisis. At the same time, the task force recognizes that the need for counselling will likely never be met. In fact, it would appear that the more and better the counselling services available, the greater the demand. In other words, the success of the offices is often the cause of the demand problem.

Another problem related to the demand for counselling was raised in the course of the work of the task force. This deals with the provision of long-term counselling. There is no doubt that there are students who require extensive counselling or therapy over a considerable length of time. The University does not have the resources to provide this kind of service. On the other hand, the limited personal resources of students often make it impossible to access these services in the outside community, where they are extremely expensive and are not covered under Health Care Insurance. The task force would like to encourage the Administration of the University to lobby the Provincial Government to include psychological services as part of Health Care Insurance so that these services can be made available to those who could not otherwise afford them.

It is clear that additional resources for counselling or other important functions of the university will likely not be forthcoming. Perhaps the only way to deal with this problem is to find ways to use the present resources more effectively. Treating the problem of inadequate coordination, extending the peer advising programs, working collaboratively to offer group sessions may be considered among the ways to achieve this.

### RECOMMENDATIONS

1. The University should affirm the central and necessary place of the Women Students' Office.

*There is clearly a need for the specialized services offered by the Women Students' Office, as well as for the "safe place" it represents. The University has a social obligation to support the role the Office plays in an environment that is not always friendly to women. Furthermore, there would be no significant economic gain achieved by closing down the Office, as something similar to it would need to be created. The task force believes it is essential to lay to rest plans for any further studies or suggestions for closing down the Office so that the staff is able to devote their full efforts to working with and for women students.*

2. The University should affirm that counselling and advocacy are the two important functions of the Women Students' Office.

*As it was argued in submissions to the task force, advocacy is an integral part of the counselling process. The nature of the environment of the University is such that it contributes to the very problems for which women students seek counselling. Unless the Office that deals with the problems is involved in attempting to correct the situation, vast resources will be wasted. The task force viewed the advocacy role of the Women Students' Office broadly to include education, where enlightenment of the entire campus around issues of social justice is one of its goals. Of equal importance to this advocacy role is the provision of counselling in an Office for women that is staffed by women knowledgeable of the problems women face. Even though some women students will never make use of the resource, simply having the Office makes a very powerful and important statement in this otherwise male dominated system.*

3. The University should continue to acknowledge, support and respond to the diversity of counselling and related services needed and provided.

*One of the major strengths of the services on campus is their diversity and the specialization this allows. The task force applauds the direction taken by the University in recently establishing and supporting the Disabilities Resource Centre and the First Nations House of Learning. As is the case with the Women Students' Office, International House and other such specialized operations, these services represent a responsible approach to meeting the needs of distinct populations in a diverse student body. The counselling and advocacy provided by each is a valuable resource for individual students and the University community as a whole.*

4. The University should appoint a coordinator for counselling.
  - the person appointed will have a background in counselling.
  - the position will report to the Vice President Student and Academic Services.
  - Directors of the units offering counselling will report to the Coordinator on a variety of issues affecting counselling services on campus.
  - the University Counselling Coordinator will chair a Committee established by the University consisting of the Directors of units offering counselling.
  - terms of reference for the Committee will include planning and developing:
    - collaborative activities
    - outreach activities
    - professional development and training strategies
    - counselling services for evenings
    - practicum placement strategies
    - peer advisor programs
    - communications about the availability of services

*The potential strength represented in the number and diversity of student services is not being realized due to lack of coordination and cooperation among the units offering counselling. The appointment of a Coordinator and committee will facilitate the activities and make the time required for coordination and collaboration a priority. Such University must expect cooperation and coordination among Directors, and should in fact, make it a condition of continuing employment.*

*The task force deliberated details concerning the working relationship of the Coordinator and Directors of units offering counselling. We felt that if the terms of reference of the Committee are to be met, there is clearly a need for executive authority in the position. At the same time, we did not wish to interfere with the autonomy of Directors in their roles in their individual units. In the end, we decided that we were not in a position to make these decisions, and that the Vice President, in consultation with the Directors, might establish appropriate lines of authority for the Coordinator.*

5. The University should establish an advisory committee on advocacy for women.
  - the Committee will be chaired by the Director of the Women Students' Office.
  - the Committee will include administrative personnel, faculty, staff from offices that deal with women students, as well as student representatives.
  - the Director, in the role as Chair of the Committee, will formally liaise with all those offices involved with issues affecting women on campus.

*Changing the climate for women students is a huge undertaking that requires a consolidated effort. There are currently numerous offices dealing specifically with issues that affect women, and if organizational change is to be effected, those involved must work together. Organizational change also requires administrative support so that there is attendant authority underlying suggestions for improvement. A committee advising the President's Office on these matters will provide both the consolidated effort and the administrative support.*

*The task force is cognizant of the fact that the University is currently deliberating issues of human rights and considering establishing an office to deal with the broad range of issues that would fall under the rubric. We would support an office of this sort and would see the Director of the Women Students' Office working closely with it.*

6. The University should ensure that the availability of the diverse services is publicized widely and constantly.

*It is important that students know about the kinds of help that are available. At a time when competition for acceptance to the University has meant that the average GPA of students accepted is increasingly higher, there is every reason to expect that retention rates will also be high. Since personal and other problems sometimes interfere with students' academic success, counselling services may be the intervening variable that improves retention rates. Obviously, the only way students can benefit from the services is if they know how to make use of them.*

7. The University should ensure that future staffing in offices offering counselling gives careful consideration to being more representative of the ethnic and racial background of our students.

*As the terms of reference for the task force acknowledged, students with minority ethnic and racial backgrounds frequently present issues for personal counselling which are particular to their social and cultural experience. It is important for counsellors, as a minimum, to have cross-cultural training and understanding in order to deal effectively with the students' needs. Ideally, staff offering counselling will include people from minority ethnic and racial backgrounds.*

8. The University should formulate, through the office of the Counselling Coordinator, an arrangement whereby individuals from the Women Students' Office, Student Counselling and Resource Centre, and Student Health Services would work one half-day per week in an office other than their own.

*At some point, joint appointments between offices may be a valuable strategy to employ, but in the meantime, the strengths of these various offices can be maximized if they share resources. There are already some projects underway that are of the nature we are suggesting. A counsellor from the Student Counselling and Resource Centre spends one half-day in Student Health Services and a nurse from Student*



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*Health spends time in the Women Students' Office. The task force would like to see an extension of these kinds of collaborative activities.*

9. If after a reasonable length of time relationships between or among the major units have not improved, the University should contract an organizational/industrial psychologist to look very closely at the organization, operation and personnel of the main counselling offices to identify the problems.

*The last review of the Women Students' Office recommended that there be more cooperation between that office and the Student Counselling and Resource Centre and yet the task force was dismayed to hear that progress in this area has been minimal. It is important that such a situation not be allowed to continue. It was clear to the task force that without a very close examination of the day-to-day operations of the counselling offices, some problems could not be properly identified. Therefore, should conditions not improve with the structural changes recommended in this study, then it will be essential that a more careful consideration of underlying problems be undertaken.*

10. The University should ensure that qualifications for counselling personnel at UBC meet the Guidelines for College and University Counselling Centres (1992) as set out by the Canadian University and College Counselling Association. Specifically, the standards suggest that counsellors should have masters' degrees in counsellor education, counselling psychology, clinical psychology, or social work. In addition, the University should ensure that advisors (peer advisors, faculty advisors, financial advisors, etc.) have adequate preparation for their roles and responsibilities. Such preparation should lead to knowledge of the issues facing women students, an understanding of the advisor's limitations, and knowledge of other professional services available for referrals.

*Because the task force was told that there was some difficulty in understanding what comprised adequate qualifications for counsellors, it seems appropriate to formalize a situation that appears to presently exist. That is, all counsellors should have a minimum of a masters degree in a counselling field (as listed above). The directors of offices that offer counselling and related services should have doctorates in counselling or clinical psychology, a related field or the equivalent. We would like to be clear here about what might constitute a "related field" or "equivalent." When we refer to qualifications for Directors in related fields, we consider the nature of the particular office. For example, it would make sense for the Director of the Student Counselling & Resource Centre to have an advanced degree in a counselling field. It would make sense for the Director of Student Health to be a Physician or a Psychiatrist. It would make sense for the Director of the Women Students' Centre to have an advanced degree in Women's Studies, a field of Counselling, Education, Communications, or Administration. In other words, the qualifications should be related to the role and duties of the Office the person is meant to direct. This applies as well to the idea of equivalent qualifications which could be the appropriate skills and knowledge developed through considerable successful experience in the relevant field.*

Advisors offering diverse related services should continue to be prepared in their areas. This will ensure that standards for counselling are maintained, and also that every counsellor will have a code of ethical guidelines that set out expectations for those in the profession (e.g., the Code of Ethics for the National Association of Social Workers in the case of social workers, the Canadian Guidance and Counselling Association Code of Ethics, the Canadian Code of Ethics for Psychologists, Guidelines for Therapy and Counselling with Women, codes for British Columbia for counselling and clinical psychologists, the Principles of Medical Ethics for physicians and psychiatrists).

### CONCLUSION

Members of the task force were very impressed with the level and range of counselling and related services available on campus for women students. In spite of the fact that there are limited resources, the units involved in counselling, as it is broadly construed, are dedicated to their tasks and provide a valuable contribution to the University community. The staff of these units should be heartily praised. We would like to see the potential of the collective resources available maximized through greater coordination and cooperation among the various units. We believe that the related functions of counselling and advocacy will result in a changed climate for the benefit of all students, staff and faculty on campus.

1 We have attempted in our report to be careful with the designation "counsellor" or "counselling." There are a number of functions included in the broad notion of counselling, but we have distinguished advising (peer advising, financial advising, academic advising, etc.) from counselling (personal counselling, family counselling, career counselling, etc.) as it is generally understood in the context of this University's services.

1 Gerald L. Stone and James Archer, Jr., "College and University Counselling Centers in the 1990s: Challenges and Limitations" in The Counselling Psychologist, Vol 18 No. 4, October, 1990

2 University of British Columbia (1989). Second to none: A strategic plan to implement the mission of the University of British Columbia for the decade preceding the 21st century. Vancouver: UBC

3 Carleton University, for example, recently reported the results of a study of students on that campus. The report indicated, among other things, that large numbers of women students felt they had been sexually abused in the course of their student careers (in social, as well as academic dimensions of campus life). A study of Women in Universities conducted by the Canadian Federation of Women Students (1992) reports on problems experienced by women faculty and students. The study concludes that Women's Centres, providing support and advocacy, are essential services for university campuses. Surveys of our own University community indicate that women students, staff and faculty have personal safety as a major concern.

## APPENDIX A

### TASK FORCE ON THE PROVISION OF COUNSELLING AND RELATED SERVICES FOR WOMEN STUDENTS

#### PREAMBLE

Experience at most Canadian universities indicates that, in general, the severity nature and type of counselling concerns presented by university students has been increasing and changing in recent years. Women, persons with disabilities and those belonging to visible and ethnic minorities frequently present issues in personal counselling which are particular to their gender and social/cultural background. At UBC, over the past several years, concerns have been expressed about the range, level and depth of counselling and related services offered to women students. The Vice President, Student & Academic Services, has therefore decided to establish a task force with the following terms of reference.

#### TERMS OF REFERENCE

The Task Force is requested to:

1. Identify the full range of agencies (offices), both on and off campus, that may be a part of the University structure or have a formal relationship with the University, or liaise with the university and are available to women students for programs/services that fall within the continuum of interpersonal interactions commonly referred to as "counselling".
2. Identify the full range of programs/services provided by these agencies that are available to women and address the particular concerns of women.
3. Identify the appropriate/necessary training and qualifications of the professional staff providing "counselling" programs/services to women, at the various levels of the "counselling" continuum, within these agencies. In addition, identify the appropriate/ necessary operating and ethical standards, procedures and policies for the delivery of "counselling" programs/services to women, at the various levels of the "counselling" continuum within these agencies.
4. Examine the concerns expressed by individuals/groups regarding the range, level, depth, and amount of "counselling" services available to and for women students at UBC, and if feasible, examine the current usage of such services.
5. Provide a written summary of findings and make recommendations for the future direction of "counselling" activities/services available to women students at UBC.
6. Report by June 30, 1992.

## APPENDIX B

#### List of Task Force Members:

Dr. Nancy M. Sheehan (Chair)  
Dean, Faculty of Education  
UBC

Dr. Susan Penfold  
Professor Division of Child Psychology  
Faculty of Medicine  
Children's Hospital

Dr. Margaret Fulton  
Former Dean of Women  
UBC

Dr. Robin Percival Smith  
Former Director  
Student Health Services  
UBC

Dr. Carolyn Larsen  
Former Director  
Student Counselling  
University of Calgary

Ms. Liz Van Assum  
AMS Student  
UBC

Dr. Tannis MacBeth Williams  
Associate Professor, Psychology  
Chair, Women's Studies  
Department of Psychology  
UBC

Rev. Bill Wiegert  
Lutheran Chaplain  
Lutheran Centre  
UBC

Dr. Judith Meyers  
Associate Dean  
Promotion of Women in Science  
Faculty of Science  
UBC

Ms. Valerie Overgaard  
Academic Assistant to the Dean  
Faculty of Education  
UBC

## APPENDIX C

### ANGUS REID STUDY

(copies available, on request, from the Office of the Vice President, Student and Academic Services)

# Research and education

Stories by Connie Filletti  
Photos by Martin Dee



## Discovery lends clues to causes of ovarian cancer

Researchers in UBC's Dept. of Anatomy have made a major medical breakthrough into the causes and detection of ovarian cancer, the most common cause of death among North American women with gynecological malignancies.

"In spite of its clinical importance, little was known about the development

of the disease until our laboratory established the first method to isolate the specific type of ovarian cells that give rise to ovarian carcinomas," said Dr. Nelly Auersperg.

The discovery by Auersperg and associates Craig Siemens, Mark Elliot, Patricia Kruk and Sarah Maines-Bandiera now provides crucial

information to cancer centres around the world about the genetic and physiological properties of the ovarian surface epithelium (OSE) — which is believed responsible for more than 85 per cent of ovarian cancers — and about its susceptibility to carcinogens.

Specifically, the research team has identified hormones and growth factors

that regulate the growth of OSE, as well as growth-regulating substances that the cells produce themselves.

Auersperg, who began her research in the early 1980s, used biopsy specimens of normal ovaries obtained from women who had undergone surgery for non-malignant gynecological disorders. Sheets of OSE were scraped from the specimens and compared to more than a dozen other types of ovarian cells.

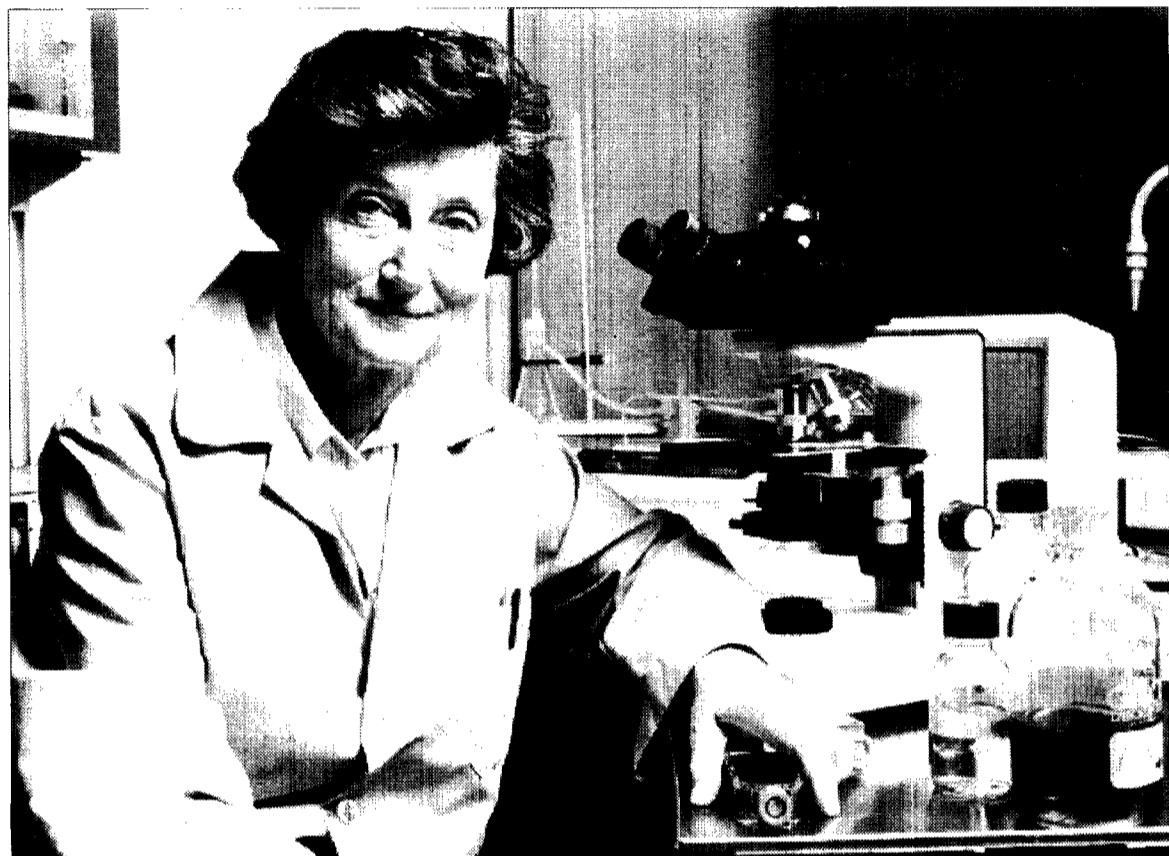
However, the poor survival rate of OSE in culture and difficulty in obtaining it in sufficient quantities for large-scale experiments presented Auersperg and her colleagues with a new challenge.

To overcome the problem, the scientists undertook to increase the growth potential of cultured OSE. Their mission was accomplished in 1992 when they became the first to keep the cells alive.

Producing tissue available for experimentation was the big breakthrough, Auersperg said, adding that the team's methodology may help define changes in ovarian carcinogenesis that could be exploited for early detection of the disease.

"We've also made it possible to narrow down the likely causes of ovarian cancer and to find differences between cells from women with and without a family history of it."

Because family history of ovarian cancer is the greatest known risk factor for the disease, Auersperg hopes that such differences may one day pinpoint high risk individuals on the basis of cultured biopsy specimens and reduce the need for surgical removal of the ovaries.



**Breakthrough research by Anatomist Nelly Auersperg has narrowed down the likely causes of ovarian cancer and may lead to early detection of the disease.**

## Abnormal heart rhythms stilled with new technique

If you think of cardiologist John Yeung as an electrician, it's easy to understand how he has revolutionized the treatment of cardiac arrhythmias, or abnormal heart beats.

He is the pioneering force behind catheter ablation — a technique that shuts down an extra electrical circuit between the upper and lower chambers of the heart which causes cardiac arrhythmias.

Yeung cautioned that if left untreated, cardiac arrhythmias can cause dizziness and fainting without warning, and may lead to potentially life-threatening situations.

"Can you imagine fainting while driving a car? It's a serious, disabling and frightening problem," Yeung said.

Yeung, who developed the technique in 1984, began performing the procedure when he joined UBC's Faculty of Medicine in 1986.

For the past six years, he has been training other cardiologists who come to UBC from around the world to learn the specialty — up to three physicians each year. The training period can range from 18 to 24 months, depending on the trainees' previous medical experience.

Specialized catheters are inserted through the skin and into veins located in the patient's groin and shoulder or neck. Yeung then uses X-ray imaging to guide the catheters to the heart where they begin their hunt for the abnormal pathway.

Patients are sedated for the four-hour procedure but do not require general anesthesia.

Once the extra circuit is located, a high frequency, benign electrical current of about 45 volts runs through

the catheter and burns it. The region of the heart muscle destroyed is approximately the size of half a pea.

Yeung developed the technique for catheter ablation based on the concept of an older treatment for cardiac arrhythmias which involved applying a larger electrical shock to the heart through electrodes.

"The use of defibrillating current was like dropping a grenade in the room," Yeung said. "Catheter ablation is like

picking off the target with a single shot."

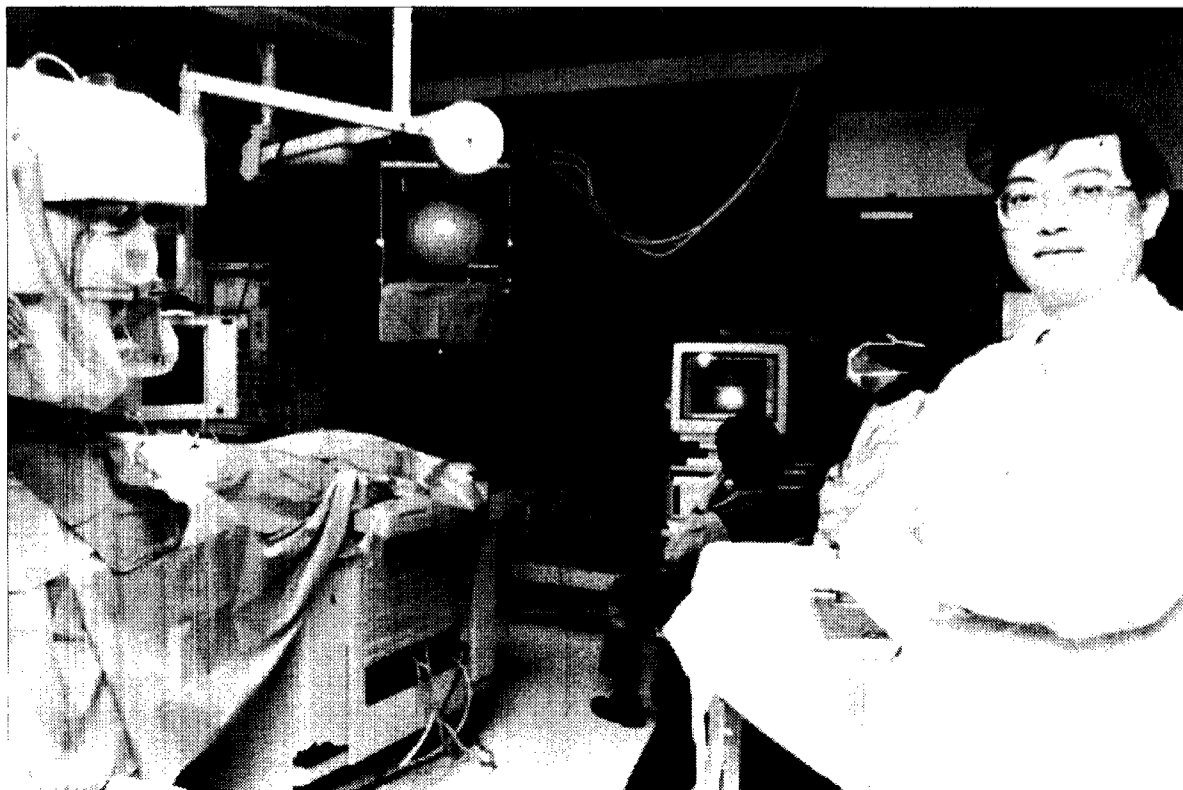
He said that most patients are pain-free and may experience a small 'buzz' during the procedure, but about five per cent experience some pain. The only side-effect may be nausea due to sedation and the risk of stroke is about half a per cent.

More than 95 per cent of all cardiac arrhythmias treated with catheter ablation are cured, Yeung said.

"It provides the best hope for people who don't want the inconvenience of taking medication for an indefinite period of time to suppress or slow the abnormal heart rhythm, and for patients who might otherwise be facing heart surgery."

Yeung is currently researching ways to improve the technique, and raise awareness of the new procedure within the global medical community.

**Cardiologist John Yeung has made UBC a world training centre for catheter ablation, a non-surgical procedure he pioneered for the treatment of abnormal heart rhythms.**





### Tiny Dancer

Charles Ker photo

Close to 50 First Nations elementary school dancers from Greenville, B.C., swung into action last month performing traditional Nisga's songs and dances before a rapt audience at the First Nations Longhouse.

## Bands to rock Thunderbird

Attention alternative music fans: Circle June 18 on your calendar.

That's the date such acts as Arrested Development, Alice In Chains, Fishbone and Rage Against the Machine will appear at Thunderbird Stadium for the start of the Lollapalooza tour, a 12-hour musical extravaganza which will make at least 37 stops

throughout North America.

Last summer, two sold-out concerts attracted more than 57,000 people to the stadium and grossed more than \$1 million in ticket sales. Michael Kelly, director of Athletic and Sport Facilities, \$50,000 from gate receipts goes to UBC, largely to support ongoing operating costs of all athletic facilities on campus.

### DO YOU HAVE ASTHMA?

If you have mild asthma, you might be interested in taking part in a research study evaluating a new type of medication taken by mouth for the treatment of asthma. The study will be conducted at the Respiratory Division at VGH, and will require 6 visits over a period of 8 weeks. Subjects will receive \$25 compensation for each visit.

**If interested please call Nazlin for further information. Phone 421-1429 (please leave a message if no answer).**

### SMOKERS NEEDED FOR RESEARCH PROJECT

If you are a regular smoker 40 - 60 years old and you are generally healthy, you may be interested in taking part in a research project to find out how smoking damages the lung and leads to emphysema. This project, being done at the UBC Respiratory Division at VGH, involves doing breathing tests and obtaining a sample of lung washings under local spray anesthesia.

**Volunteers will be compensated \$150 for taking part.**

If interested please call Dr. R Abboud at 875-4122 or through answering service pager (650-7407) for further information.

## Start a family tradition

**For only \$26 a month** you can build a family tie with one special family overseas that needs your help.

For only 86¢ a day, invest in HOPE's **Building Family Ties** program and you will give your needy family the opportunity to overcome hunger, disease, illiteracy and malnutrition. Be a part of a family tradition. Contact:

**HOPE International Development Agency  
210 - 6th Street, New Westminster, B.C. V3L 3A2  
525-5481 or 736-3696**

## IUBMB Symposium Program: Nucleic Acids and Membranes

Vancouver, Canada May 22 - 24, 1993

**For more information contact  
UBC Conference Centre at 822-1060**

### Saturday, May 22

- 2:00-7:30 pm Registration, Walter Gage Residence
- 6:30-8:30 pm Reception - Mixer: J.G. Moffatt: Reminiscences of the Good Ole Days  
Isabel McInnes Room G. Weimann:  
Walter Gage Residence D.S. Jones: Madison Reflections
- 8:30-9:30 pm Opening Session: Chair: R.C. Miller (Vancouver)  
Speaker: A. Kornberg (Stanford): DNA Replication Then and Now

### Sunday, May 23

All scientific sessions will be held in Lecture Theatre #2 of the Instructional Resources Centre (IRC #2)

- 8:00 am-12:00 pm Registration, Lobby, Instructional Resources Centre
- 8:30-10:15 am Session I: Gene Structure and Expression  
IRC #2 Chair: I.H. Goldberg (Harvard)  
Speakers: M.F. Singer (Carnegie): Line 1: A Transposable Element in the Human Genome  
H. Kössel (Freiburg): RNA Editing in Chloroplasts of Higher Plants  
T. Sekiya (Tokyo): Single-Strand Conformation Polymorphism Analysis of Polymerase Chain Reaction Products for Detection of DNA Aberrations in Human Cancers  
P. Berg (Stanford): From DCC to RNA and DNA
- 10:15-10:45 am morning break
- 10:45 am-12:15 pm Session II: Chemistry and Synthesis of Nucleic Acids I  
IRC #2 Chair: K. Agarwal (Chicago)  
Speakers: A. Eschenmoser (ETH Zürich): Why Pentose- and Not Hexose-Nucleic Acids?  
M. Caruthers (Colorado): Chemistry and Biochemistry of Phosphorodithioate DNA  
M.J. Gait (MRC Cambridge): HIV Gene Regulatory Proteins tat and rev and Their Interactions with Synthetic RNA
- 12:15-2:00 pm lunch break
- 2:00-3:00 pm Session III: Chemistry and Synthesis of Nucleic Acids II  
IRC #2 Chair: R.T. Walker (Birmingham)  
Speakers: H. Hayatsu (Okayama): Mutagenic Nucleoside- and Nucleotide-Derivatives  
H.J. Fritz (Göttingen): Enzymology of Very Short Patch DNA Mismatch Repair
- 3:00-3:30 pm afternoon break
- 3:30-5:00 pm Session IV: Structure of Nucleic Acids  
IRC #2 Chair: H. van de Sande (Calgary)  
Speakers: A. Rich (MIT): Non-Traditional DNA: Structural Studies and Biological Relevance  
R. Wells (Texas A & M): DNA Structure, Triplet Repeats, and Human Diseases  
E. Ohtsuka (Hokkaido): Functional Structures of Small Catalytic RNA
- 5:30-7:30 pm Salmon Barbecue Dinner: J. Davies (Vancouver)  
Museum of Anthropology (in the event of rain, dinner venue will be moved to the Ballroom, Graduate Student Centre)  
Cash bar  
Welcoming Remarks: Dr. D. Strangway, President, University of British Columbia  
Dinner

- 08:00-09:30 Poster Presentations Organizer: H.P. Ghosh (McMaster)  
Instructional Resources Centre  
Coffee and Desserts, Cash bar

### Monday, May 24

- 8:30-10:00 am Session V: Nucleic Acids - Function  
IRC #2 Chair: H.J. Gross (Würzburg)  
Speakers: M. Smith (Vancouver): Synthetic Oligonucleotides in Modern Biology  
U.L. RajBhandary (MIT): Initiator tRNAs and Initiation of Protein Synthesis  
D. Söll (Yale): Specificity in RNA-Protein Interactions: the Identity of Glutamine tRNA
- 10:00-10:30 am morning break
- 10:30 am-12:00 pm Session VI: Membrane Proteins / Signal Transduction I  
IRC #2 Chair: N. Gupta (Nebraska)  
Speakers: W. Fiers (Gent): Tumor Necrosis Factor: Dr. Jekyll and Mr. Hyde  
S. Nishimura (Tsukuba): 8-Hydroxyguanine, a DNA Adduct Produced by Oxygen Radicals; its Involvement in Mutation and Carcinogenesis  
D. MacLennan (Toronto): Structure/Function Relationships in the Calcium Pump of Sarcoplasmic Reticulum
- 12:00-1:30 pm lunch break
- 1:30-3:00 pm Session VII: Membrane Proteins / Signal Transduction II  
IRC #2 Chair: K. Wirtz (Utrecht)  
Speakers: J. Adler (Wisconsin): The Behaviour of Bacteria  
T. Sakmar (H. Hughes Med. Inst., Rockefeller): Intramolecular Proton Movements During Rhodopsin Photoactivation  
D. Oprian (Brandeis): Human Color Vision Pigments
- 3:00-3:30 pm afternoon break
- 3:30-5:00 pm Session VIII: Membrane Proteins / Signal Transduction III  
IRC #2 Chair: M. Rosner (Chicago)  
Speakers: R. Dunn (McGill): Na Channels: Lessons from Insertion Mutations and Evolutionary Comparisons  
M. Heyn (FU Berlin): Kinetics of Proton Release and Uptake in Bacteriorhodopsin as Detected by Surface Bound pH Indicators  
S. Subramaniam (Johns Hopkins): Light Transduction by Bacteriorhodopsin: Structural Changes at the M Intermediate Stage of the Photocycle  
M. Krebs (MIT): Targeted Mutation of Archaeal Rhodopsins in Halobacterium halobium
- 5:00-5:30 pm afternoon break
- 5:30-6:30 pm Closing Session: Chair: G.M. Tener (Vancouver)  
IRC #2 Speaker: H.G. Khorana (MIT): Things Past and Present



# People

by staff writers

Chemistry and Biochemistry **Prof. Stephen Withers** has won the 1993 Rutherford Memorial Medal for Chemistry from the Royal Society of Canada.

The Rutherford medal is awarded every year for outstanding research in any branch of chemistry or physics. Preference is given to candidates who are under 40 years of age.

Withers conducts research in fundamental bio-organic chemistry, particularly on the mechanisms of enzyme action, which has applications in biotechnology, the treatment of diabetes, food science and new wood preservatives. His work in the latter field includes the development of environmentally benign control of the fungal degradation of wood products.

Withers is also a member of the Protein Engineering Network of Centres of Excellence.



Withers

••••

Accounting lecturer **Don Lockwood** is winner of this year's Teaching Excellence Award from the Commerce Undergraduate Society (CUS).

The award goes to the member of the Faculty of Commerce and Business Administration who combines teaching excellence with enthusiasm, preparedness, encouragement in class participation and availability to students.

Last year's winner was Associate Professor **Tom Knight**.

In addition, the CUS honoured the faculty's top graduating students for 1992-93. **Pollie Wong** won the Dorothy A. Dilworth Award as the outstanding female graduate, while **Don Seto** won the Matthew H. Henderson Award as the outstanding male graduate.

The two accounting students, who graduate this May, were chosen for their academic excellence and service to the faculty and community.

••••

**David Dolphin**, an NSERC Industrial Research Prof. in the Dept. of Chemistry, has won two national awards for excellence in research — the Bell Canada-Forum Award and the Syntex Lecture Award.

The \$5,000 Bell Canada-Forum Award is presented by the Corporate-Higher Education Forum to recognize collaborative industry-university research of major significance. The forum is an organization dedicated to developing stronger links between Canadian academic and business communities.

The Syntex Lecture Award, sponsored by Syntex Inc., an international pharmaceutical company, is presented by the Chemical Institute of Canada for accomplishment in medicinal chemistry.

Dolphin is a world authority on the chemistry and biochemistry of porphyrins, complex chemical structures found in such diverse natural substances as hemoglobin, chlorophyll and vitamin B12.

His research led him to join **Quadra Logic**

Technologies, a Vancouver company which recently received approval to market Photofrin, a photodynamic drug that contains porphyrins. Dolphin is QLT's vice-president of technology development.

Dolphin also discovered a new class of porphyrin compounds, benzoporphyrin derivatives or BPD, which are now undergoing clinical trials for use in photodynamic therapy.

Dolphin is a previous winner of a Guggenheim Fellowship, Killam Research Prize and the Science Council of B.C.'s Gold Medal in Health Sciences.

••••

**Dr. Michael Myers**, a clinical professor of Psychiatry, is this year's recipient of the Nancy C.A. Roeske Certificate of Recognition for Excellence in Medical Student Education.

Sponsored by the American Psychiatric Association, the award recognizes Myers' 20 years of teaching and administration in medical student education at UBC.

The certificate will be presented to Myers at the association's annual general meeting on May 24 in San Francisco.

••••

**Prof. Tony Pitcher** has been appointed director of the UBC Fisheries Centre, with a cross-appointment as a professor in the Zoology Dept.

Pitcher, with more than 20 years of experience in the fields of fish biology and fisheries, has developed a wide interest in management and conservation policies for living aquatic resources, especially in resolving conflict between commercial and conservation interests.

His research achievements include the establishment of the behavioural rules governing schooling behaviour in fishes and the appraisal of fisheries for introduced species in African lakes.

Pitcher, who earned his B.Sc. and PhD from Oxford University, has published more than 100 scientific papers and six books. In 1990 he was the founding editor of the review journal, *Reviews in Fish Biology and Fisheries*.

Since 1988 he has been series editor for 12 books in the Chapman and Hall Fish and Fisheries Series.



Myers



Charles Ker photo

## Hot Stuff

**A masked welder works on a piece of pipe for the Green College residences, which are scheduled for completion in mid-August. The \$7-million residential graduate college will also house the Cecil and Ida Green lectures.**

# Men remain frontrunners while women make strides

by **Abe Heffer**

Staff writer

A UBC professor is dismantling the popular scientific theory that women will run as quickly as men in track events by the middle of the next century.

There has long been a fascination in attempting to determine ultimate athletic performance in men and women through the analysis of statistical data.

The popular conception among some scientists, according to Robert Schutz, director of the School of Human Kinetics, is that women will catch men in track events by the year 2050 and surpass them shortly after that.

Schutz, who has researched the top male and female track performances of this century, doesn't agree.

Women are currently 11 to 12 per cent slower than men in most track events. Schutz predicts that the best women can expect to do is to come to within seven per cent of the times recorded by men.

"The difference will always remain," he said.

Most of the popular prediction procedures are based on world record data, which is discontinuous, according to Schutz. For example, there hasn't been a world record set in the women's 1,500 metres since 1980.

He added that these predictions are also flawed because they are based on linear functions to fit the performance curve.

"Naturally, linear projections will eventually intersect because women have been improving faster than men over the last 50 years. However, there has clearly

been a levelling off of performance by women in the last seven to 10 years, which is not reflected in these linear functions," Schutz said.

Schutz wanted more information to go on, so he tracked the top yearly performances and fitted the data on an exponential curve. The result is a narrowing in the performance gap between men and women, but Schutz said the women do not catch up to the men.

For example, the men's world record in the 1,500 metres is 3:29.5, compared to the fastest time by a woman of 3:52.5, a difference of 23 seconds. Schutz predicts that in 100 years, the best that a man will do is 3:15.0, compared to the top predicted women's time of 3:29.9, the difference being reduced by about 15 seconds.

Schutz said it's important to note that these results are data driven and based purely on past athletic performances. However, at the same time, at least one Quebec researcher, using both performance-related data and physiological testing, has come up with fairly similar conclusions.

"To expect women to catch men on the track may simply be an unrealistic expectation," said Schutz. "That can be dangerous. With these unrealistic expectations comes the perception that if women don't perform as well as men, they are failures. That's obviously not the case."

Schutz said women may indeed catch men in ultra marathon and other long-distance endurance events. However, he believes that it is more of a physiological issue rather than a statistical one, and requires further exploration by exercise physiologists.

# Colour not crucial for catchy ads

by Abe Heffer

Staff writer

Does a particular colour catch your eye when you're leafing through magazine ads?

Chances are, it's not the colour, or hue, that's grabbing your attention, it's the saturation and brightness.

Gerald Gorn, a professor of consumer behaviour in the Faculty of Commerce and Business Administration, has completed a study that used colour as a critical, executional element in a print ad.

"There is a lot of opinion about colour and its effects on people," Gorn explained. "However, there is limited empirical research on the effects of colour in print advertising."

Gorn created an ad for a fictitious paint company, Rainbow Paints, which featured a swirl of paint in the centre of the ad. Except for the colour of the swirl, which was either red or blue, two primary colours typically investigated in colour research, all other information in the ad was black and white.

The two colours were also broken down into chroma, or saturation, and value, or brightness. The greater the percentage of pigment in a colour, the more saturated it is. Brightness is determined by how much white or black is blended into the non-pigment portion of the colour.

These variables resulted in eight ads, four red and four blue. They were computer generated to duplicate the colours used in the Munsell system, the traditional yardstick used to calibrate colour classification.

The eight full-page test ads were inserted into 40 dummy colour magazines and distributed to 156 subjects for their opinions on overall editorial content.

The subjects filled out questionnaires that included questions related to the Rainbow Paint ads, including the degree to which the ads made them feel stimulated, unhappy, calm, relaxed, irritated, excited, annoyed and soothed.

The results? "The saturation and brightness were critical in evoking positive attitudes towards the ads."

Gorn said the more saturated the colour, the more it appeared to arouse the subjects, and the more they liked the ad. In addition, the lighter the ad, the more it appeared to relax the subject.

"Based on this study, there would appear to be two ways to induce likeability in a colour print ad: through arousal and relaxation," said Gorn. "The critical factor wasn't the colour, but rather the other dimensions which make up a particular hue."

## Eight UBC postdocs awarded

Eight of Canada's most promising doctoral students have been awarded postdoctoral fellowships to undertake full-time research projects at UBC over the next two years.

The Social Sciences and Humanities Research Council of Canada recently awarded fellowships to 143 scholars in its 1993-94 competition. A total of 589 applicants from more than 25 disciplines vied for the awards worth about \$28,000 per year.

The University of Toronto and York University received 15 and 11 fellowships respectively, followed by UBC and McGill University with seven, University of Montreal with five and the University of Western Ontario and Carleton University each with four.

UBC's fellowships were in the areas of sociology, fine arts, political science, English literature, geography and history.

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Joan L. King	Ceremonies Office
Gail Robertson	Faculty of Commerce & Business Administration
Geoffrey G.E. Scudder	Zoology, Faculty of Science

## Classified

The classified advertising rate is \$15 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 Community Relations Office, 207-6328 Memorial Road, Vancouver, B.C., V6T 1Z2, accompanied by payment in cash, cheque (made out to UBC Reports) or internal requisition. Advertising enquiries: 822-3131.



The deadline for the May 20, 1993 issue of UBC Reports is noon, May 11.

### Miscellaneous

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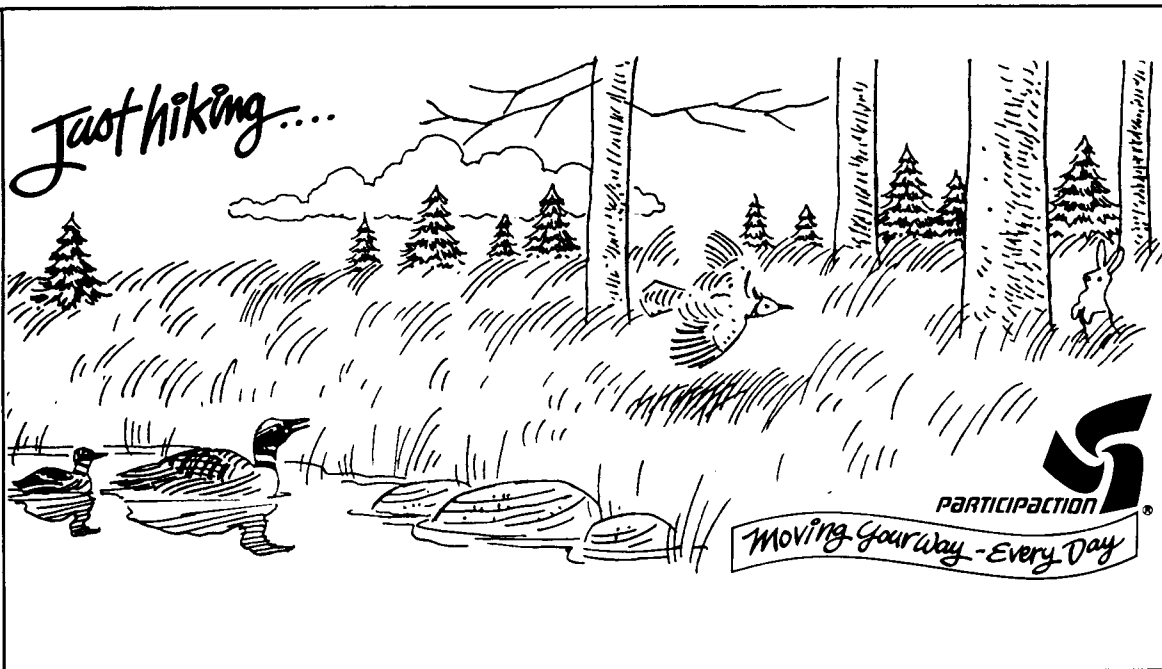
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## SHAD VALLEY, UBC

Shad Valley is a summer program for outstanding senior high school students which fosters creative and entrepreneurial excellence in science and technology. The program runs each July at eight universities across Canada in conjunction with the Canadian Centre for Creative Technology. At UBC, Shad Valley is sponsored by the President's Office.

We are looking for enthusiastic individuals in the fields of science, computing, engineering, business and mathematics to conduct workshops/seminars combining theory with hands-on involvement, or to present lectures on a specialized, general or personal topic.

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Department of Zoology e-mail cassidy@bcu.ubc.ca

# UBC Speakers Are the Talk of the Town

Last year, volunteer UBC speakers (faculty and staff) helped carry the university into the community by addressing more than 7,000 people in the Lower Mainland.

**Why not join the team?**

**For more information, or to register, call 822-6410.**

**The UBC Speakers Bureau is operated by the Community Relations Office.**

## Profile

Alan Cairns has defined much of what Canadians understand about Canada



# Schooled in Politics

by Charles Ker

Staff writer

It becomes evident early in conversation with Alan Cairns that UBC's pre-eminent political scientist isn't particularly comfortable talking about himself.

However, when pressed about a certain athletic footnote to his distinguished career, he hastens to set the record straight — yes, he was a pitcher for the Ontario Junior Inter-County Galt Pups and, yes, he was invited to a St. Louis Cardinals spring training camp.

"I was quite tall then, as I am now, and I guess one of their scouts saw me," Cairns (6'3") explains. "I'm not saying I was invited to play for the Cardinals. I was one of many asked to try out."

While he never made it to the Cardinals camp, the invitation was the first of many offers which would come his way later in academic life.

The most recent, which Cairns has gratefully accepted, will see him become the first holder of the Brenda and David McLean Chair in Canadian Studies — an appropriate choice of someone widely considered to be one of the foremost political scientists on Canadian politics and the Constitution.

For those unfamiliar with Cairns' qualifications, here are some highlights: fellow of the Royal Society of Canada, recipient of the Canada Council Molson Prize (1982), a founding editor of the International Journal for Canadian Studies; William Lyon Mackenzie King Visiting Professor of Canadian Politics, Harvard; visiting professor of Canadian Studies, University of Edinburgh; past president of the Canadian Political Science Association; renowned essayist and

author of 12 books on Canada's constitutional and political health.

At 63, Cairns begins his two-year term as chair on July 1, exactly 33 years since his first appointment to UBC for which, Cairns admits, he was less than fully prepared.

After completing a master's thesis on West Africa at the University of Toronto — an interest sparked by an older brother who served as a British District Officer in Tanganyika — Cairns carried on to Oxford University for further study on African history. It was there, while interpreting pre-imperial race relations in Central Africa for his D.Phil., that he received a letter from UBC offering him a position teaching Canadian politics and federalism.

"It seemed quite by accident," said Cairns. "I wasn't even thinking about a job when suddenly I got this offer out of the blue asking me to teach a subject that I'd not been engaged in for over four years."

He actually received a simultaneous offer from the University of Saskatchewan but took another brother's advice and opted for the more temperate climate.

Cairns claims that his roundabout arrival at UBC in 1960 is characteristic of how his research on Canadian politics developed. While some scholars were driven by an unerring sense of direction, he was content to follow a "zig-zag" career path, capitalizing on opportunities along the way.

Soon after joining UBC's then joint Dept. of Economics and Political Science, he was chosen as a senior research associate for a two-year government study looking into the social and economic conditions of Canada's Native peoples. It seemed his Oxford thesis on Africa had caught the eye of UBC Anthropology Professor Harry Hawthorn, who also happened to head up the federal project.

Involvement in Canada's biggest

research project to date started with an innocent phone call from the former minister of finance. Donald Macdonald didn't state exactly why he was calling, but did ask if it was possible for the two to meet. Cairns checked his calendar and said it was not.

Eventually, an airport rendezvous was arranged and he accepted a position as one of three research directors for the Royal Commission on the Economic Union and Development Prospects for Canada. The "Macdonald Commission" consumed Cairns for two and half years in the mid-1980s and produced a three-volume report and 71 volumes of research laying the intellectual groundwork for, among other things, today's Canada-U.S. Free Trade agreement.

Said Cairns: "Again, it was nothing I applied for, it just happened."

Native issues and free trade aside, Cairns' primary obsession for the last two decades has been the Constitution; in particular, how to resolve the basic conflict between the concerns of what he calls "Charter Canadians" and the governments' legally dominant position with regard to formal constitutional change.

"We're engaged in a terrible amount of introspection at the moment and it all relates to the Constitution," he says. "We're in the midst of an ongoing attempt to discover who we are as a people, as Canadians, and what we have in common."

His colleagues are in agreement that Cairns' work has defined much of what ordinary Canadians, academics, politicians and people abroad understand about this country.

Two separate Senate committees

sought his advice while wrestling with constitutional reform in the buildups to both the Meech Lake and Charlottetown accords. Last year, he addressed the Quebec National Assembly committee examining a new constitutional partnership, followed promptly by a Senate committee presentation on citizenship.

From his jumbled "left-over library" on the fourth-floor of Buchanan C, Cairns has just declined a lecture request from Moscow and is preparing to leave for China where he'll attend a workshop on Canadian and comparative politics.

An ambassador for Canada at home and abroad, the duties as chair of Canadian Studies seem tailor-made for Cairns who will be responsible for organizing

conferences and guest lectures as well as delivering a lecture series of his own.

He'll also direct a fourth-year seminar which will incorporate a variety of

perspectives. For this, he plans to draw on the more than 120 UBC faculty whose scholarly work relates to the study of Canada.

"I think people have a need to feel intellectually at home in their own country and that requires a broader vision to see the whole rather than the parts," Cairns says. "Most of my writing and research has been interdisciplinary for quite some time so I won't have to become a different person than I already am."

For that, his students will be grateful.

**"We're in the midst of an ongoing attempt to discover who we are as a people, as Canadians, and what we have in common."**

- Alan Cairns



Laurie Carswell photo

### Tea Service

A Japanese tea ceremony was part of Festiva '93 held recently at International House and co-ordinated by the International Student Centre. More than 350 people from 20 international student groups shared in the annual celebration of UBC's cultural richness.

## Roses coming back

by Gavin Wilson

Staff writer

Country singer Lynn Anderson never promised you a rose garden, but Campus Planning and Development is willing to make that pledge.

The rose garden at the north end of Main Mall, temporarily removed to make way for construction of an underground parking lot, will be replaced by an improved and enlarged garden at the same site, said Kathleen Laird-Burns, Campus Planning and Development information officer.

"The garden is an important campus landmark and there has been a great deal of concern about its future," she said. "We want to assure people that its removal is only temporary."

Laird-Burns said the new rose garden will be replanted on top of the underground lot. The area will become one of the new formal entrances to the university and landscaping will be a high priority. Pedestrian pathways and lighting will also be improved.

Most of the rose bushes in the

old garden were sold to the public on a dig-it-yourself basis. About 300 rare and exotic species were put aside by Plant Operations for replanting in the new garden.

The underground lot, which will accommodate between 950 and 1,000 vehicles, is being built to serve the general parking needs of the north campus. As well as existing facilities such as the Faculty Club, Freddy Wood Theatre and the Museum of Anthropology, the area will soon be home to Green College, the Chan Shun Centre for the Performing Arts and the Helen Belkin Art Gallery.

Excavation of the construction site could begin as early as June, Laird-Burns said. Completion is scheduled for May, 1994.

The new lot will incorporate a number of safety features, due to the public concern about underground parking lots, she said.

Parking and Security Services will provide input in the design of the new parkade and the president's advisory committee on women's safety on campus will also review the plans.

## Forum

### Lifelong learning and the university

by Walter Uegama

Walter Uegama is associate vice president of Continuing Studies at UBC.

There is little question that, when asked to describe a university, most people would describe an institution with thousands of young students attending classes on a campus consisting of classrooms and research laboratories. This is where fortunate young men and women gather to prepare for life in the workplace and in society.

At the same time, the business community and other segments of the general population voice regular complaints about the monastic isolation of UBC and its faculty, out of touch with the reality of the needs of our community. Worse, to many critics we are not only out of touch with society's needs but out of touch with reality itself. We serve the fortunate young described above, but ignore the adult learner, often erecting barriers to their admission. We engage in our own research interests, much of it arcane, irrelevant and impractical.

While this view clearly oversimplifies the activities of UBC and ignores the many ways in which we interact with other institutions and the general public, can we be comfortable with the position that there is no truth to this perception?

There is much support for university involvement in lifelong education. The thought that the half-life of new engineering knowledge is shorter than the period required to complete a first engineering degree, the proposition that this year's university graduates are facing an average of seven major work or career changes in their working lives, the knowledge that the corporation as we know it is undergoing a metamorphosis that will render many of today's giants unrecognizable in not too many years and the forecast impact that technology and the globalization of economic factors of production will have on jobs and work in general all point to the necessity for lifelong learning. For most people and for most

learning situations, informal or self-directed learning will be inadequate; programs of study offered in context by institutions of higher education will be required.

Study after study on our regional and national economies describes the fundamental changes under way. Our traditional industries that relied on the abundance of our natural resources have become less able to compete internationally and we are exhorted to look to industries that compete on the basis of a better skilled workforce. The role of education in preparing such a workforce is undeniable. The nature of the education to be provided requires thought and creativity.


From the learner's perspective, how can one prepare for economic stability in one's life? The massive changes in work and the workplace suggest that the idea of job security is obsolete. A local economist has suggested that job security today is knowing what you are going to be doing next. In fact, the rhetoric of job security has been replaced by that of employability. And the education that is to make one employable in this future is a combination of generic learning for the workplace (critical and creative thinking, communications skills and "learning to learn")

and lifelong, episodic education that prepares one for each major change as it is encountered through adult life.

If UBC, particularly as a public university, is to fill a critical role (as many think it should) in preparing the populace and its institutions to cope effectively with these changes, we must examine our priorities and activities with a detachment and an objectivity that is difficult in a self-examination but which we insist upon in our regular research activities. As lifelong education gains in importance, as employers and professionals demand more programs to equip them for their changing environments, as governments look increasingly to education in creating a sustainable economy, the public university that refuses to answer to this call may do so at its own peril.



Uegama



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