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Erin Andrews Photograph

In the news

Highlights of UBC media coverage in June 2011

Compiled by Heather Amos

UBC EXPERTS COMMENT

Vancouver Canucks, Stanley Cup Final and riots

As the Vancouver Canucks tried to win their first Stanley Cup title, UBC researchers provided expert commentary for the *New York Times*, *Globe and Mail*, *Vancouver Sun* and others.

Professors **Christopher Schneider, Toni Schmader, Andrew Irvine, Rima Wilkes, Peter Crocker, Rick White, Ann Stone, Paul Cubbon, Aziz Rajwani, Kerry Jang** and others commented on the riots, marketing and branding issues, the use of social media by fans, sport psychology and more.

“The big thing is to enjoy the event and see the positives of the event, no matter what the outcome is. This has been a great run for the Canucks, it’s been exciting for everyone,” said Crocker to the *Globe and Mail*.

During the playoffs, UBC’s **Doug Mitchell Thunderbird Sports Centre** hosted the Canucks and Boston Bruins for team practices and media events.

Richard Lam, alumnus and official photographer for **UBC Athletics**, took the most talked about photo of the Stanley Cup Final, the “Riot Kiss” - an image of a couple lying on the street kissing as the riot ensues around them. The photo attracted extensive media attention and was featured on **CNN, ABC, the BBC, NPR, the New York Daily News, the Vancouver Sun** and many others.

UBC RESEARCH

Women, doctors misinformed about childbirth tools

A trio of studies led by **Dr. Michael Klein**, professor emeritus in family practice and pediatrics and senior scientist emeritus at the Child & Family Research Institute, shows many women seem unprepared to make their own decisions regarding childbirth options, such as whether to have natural childbirth or Cesarean sections, reported the *Los Angeles Times*, *Toronto Sun* and others.

“Even late in pregnancy, many women reported uncertainty about benefits and risks of common procedures used in childbirth,” said Dr. Klein. “This is worrisome because a lack of knowledge affects their ability to engage in informed discussions with their caregivers.

UBC OPINION

Op/Eds by UBC Profs

Several professors published commentaries last month. Here is a sample of what some UBC professors had to say:

Doug Owram argues that there needs to be more debate about tuition fees in *University Affairs*. “The relative absence of contention masks unresolved issues that require discussion, including accessibility, debt and adequate funding for universities.”

Paul Evans’s op/ed in the *Globe and Mail* explained the importance of China to the global economy. “With continued weakness in Europe and the U.S., sustaining even a mild recovery is inconceivable without it.”

Mark Schaller described his research on the behavioural immune system in *Scientific American*. “The behavioral immune system is our brain’s way of engaging in a kind of preventative medicine.”

Gavin Stuart wrote about the largest graduating class in B.C.’s history in the *Vancouver Sun*. “That milestone resulted from years of painstaking planning, intense teamwork, attentive relationship building and significant funding, all of it with one goal: improving the health of British Columbia.”

Michael Byers suggested Canada stop exporting subsidized bitumen in an effort to speed the transition to alternative energies in the *Globe and Mail*. “It would also place Canada on the right side of history.”

Maxwell Cameron provided context and background about the presidential election in Peru to the *Financial Times*. “Peru has a long way to go before it becomes a stable democracy with good governance and laws.”

Jon Beasley-Murray wrote an eye-witness account of the Stanley Cup riot for *The Tyee*. “It’s easier to grab this moral high ground... than to stop and consider the ways in which violence is engrained in this sport on whose bandwagon they are hitched, or the conditions that gave rise to the post-game disturbances.”

LFS graduate student **Greg Rekken** and Assoc. Prof. **Andrew Riseman** aim to support the groundswell of interest in family and small-scale farming.

“However, the high price of land and equipment present substantial barriers to entry,” says Rekken, who is earning a master’s degree in plant science.

But the answer may lie in hoop houses,

UBC Reports will be on hiatus in August. We will publish our next edition in September.

Martin Dee Photograph



By Lorraine Chan

Andrew Riseman (left) and Greg Rekkan tested local and farm-derived fertilizers.

Hairy vetch hardly sounds like something that will help tomatoes taste more like summer and sunshine.

Yet, researchers at the Faculty of Land and Food Systems (LFS) are discovering that a green manure like hairy vetch – a cover crop which enriches the soil – along with other organic fertilizers can substantially boost tomato plant performance. And when coupled with hoop house production, local tomato growers may have a winning combination for commercial production.

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But the answer may lie in hoop houses,

which are fairly simple and cheap to build, Rekken says. “Basically, it’s a frame made from metal or PVC piping bent into semi circles that’s covered with plastic.”

The protected environment of a hoop house would maintain ideal tomato-growing temperatures of around 17 degrees Celsius overnight and 23-27 degrees Celsius during the day.

The other part of the equation is a nutrient management system using a range of local and farm-derived fertilizers compatible with organic standards, explains Riseman, who studies plant genetics and efficient use of nutrients and intercrop interaction for sustainable production.

Along with hairy vetch, the study is evaluating composted poultry manure and a kelp-based liquid fertilizer.

“Our preliminary results show that

“Bigger leaves mean more photosynthesis which in turn diverts more energy and sugar into the tomatoes.”

these sustainable fertilizers can produce high-quality tomatoes in sufficient quantities to be economically viable,” says Riseman.

He points out that tomatoes are a high-value crop in great demand, “but tastes best when grown close to where it’s consumed.”

But that is not always possible.

Tomato plants need hot, sunny weather. Given the months of damp and rain along B.C.’s coast and other regions, tomatoes are often vulnerable to blight.

And while vine-ripened tomatoes are readily available in most supermarkets, most are produced in hothouses, which commonly use a sawdust growing medium rather than soil.

“To many consumers,” says Riseman, “the tomato has become the embodiment of a food system that has lost its flavour.”

Some blame the widespread use of conventional fertilizers, he says, for today’s pallid, pulpy tomatoes. “As well, if tomatoes are being shipped a long distance, say from California, they’re picked green and treated with ethylene gas to hasten ripening.”

In addition, modern agriculture often seeks answers in genetic engineering.

The bio-tech solution for enhancing crops is to insert a gene that changes the tomato plants’ metabolic pathways.

However, low-tech works equally well if not better, argues Riseman. “What the green manure does is give you a tomato that has the same qualities of an engineered plant without the engineering.”

Organic fertilizers enrich the soil with nutrients such as nitrogen, phosphorus, potassium and calcium, promoting strong healthy growth and larger leaves that last longer.

“Bigger leaves mean more photosynthesis which in turn diverts more energy and sugar into the tomatoes,” explains Riseman.

The study’s next steps will be to conduct additional analyses on fruit traits including sugar and protein content as well as total soluble solids. ●

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WWW.PUBLICAFFAIRS.UBC.CA/UBC-REPORTS

Executive Director

SCOTT MACRAE scott.macrae@ubc.ca

Editor

RANDY SCHMIDT randy.schmidt@ubc.ca

Design Manager

ARLENE COTTER arlene.cotter@ubc.ca

Public Affairs Studio

PING KI CHAN ping.chan@ubc.ca

AMANDA FETTERLY amanda.fetterly@ubc.ca

Photographer

MARTIN DEE martin.dee@ubc.ca

Web Designer

TONY CHU tony.chu@ubc.ca

Communications Coordinators

HEATHER AMOS heather.amos@ubc.ca

LORRAINE CHAN lorraine.chan@ubc.ca

DARREN HANDSCHUH darren.handschuh@ubc.ca

BRIAN KLADKO brian.kladko@ubc.ca

BRIAN LIN brian.lin@ubc.ca

BASIL WAUGH basil.waugh@ubc.ca

Advertising

PEARLIE DAVISON pearlief.davison@ubc.ca

Circulation

BEVERLY GALBRAITH beverly.galbraith@ubc.ca

Printer

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Tel: 604.822.NEWS (6397)

E-mail: publicaffairs@ubc.ca

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When summer hits UBC's Vancouver and Okanagan campuses a much younger crowd takes over. Youth of all ages come to UBC to take part in summer camps of all kinds from sport camps to farm camp to physics camp:

VANCOUVER CAMPUS

UBC Camps offers youth aged 2 to 18 programs in sport, adventure, leadership, music, art, theatre and more. New this year: Nature Studio, a camp where participants will get creative outside and explore the wonderful world of natural arts. www.camps.ubc.ca/index-camps.php

Young Explorer Summer Camps is a weeklong environmental and recreational adventure camp for children aged 7-11 at Canada's oldest continually operating university botanical garden. www.botanicalgarden.ubc.ca/summer-camps

FarmWonders summer camps offer an innovative, educational program that allows children to explore the wonders of science at the farm and discover the mysteries of the food they eat. farmwonders.ca/

UBC Physics Outreach Summer Camps are for children in Grades 2-10 who enjoy building things and learning new cool science stuff! Come build planes, go SCUBA diving, learn the physics of sound, or build a Martian habitat. outreach.phas.ubc.ca/SummerCamps/

GEERing Up! offers week-long engineering, science and technology themed camps for children in Grades 2 - 10. For one week this summer, GEERing Up! is offering Girls Only! camps. www.geeringup.apsc.ubc.ca

TechTrek Summer Camps - Campers will take computers to a whole new level, learning how to create cell phone apps, design games, program robots and more. www.techtrek.ca

Gymnastics Camp - Children aged 4-12 will enjoy a week filled with gymnastics activities and games, arts and crafts, water fun, and special events such as swimming. www.hkin.educ.ubc.ca/gymnastics/UBC_Gymnastics/gymnastics_camps.htm

CampOUT! is an empowering outdoor summer camp for queer, trans, two-spirit, questioning, and allied youth aged 14-21 from across British Columbia and the Yukon. campout.ubc.ca

Emerging Scholars summer camp Pacific Institute for the Mathematical Sciences and the UBC Longhouse are collaborating to run a five-week camp for 24 First Nations students aged 16 to 18, who will take English and math courses and work with members of the university. www.pims.math.ca/educational-event/110705-eassc

OKANAGAN CAMPUS

U Camp offers themed week-long activity camps at UBC's Okanagan campus. Camps include: Mini U, Kreative Kids, Multi-Sports, UBC Survivor and The Power of Being a Girl. www.ubc.ca/okanagan/athletics/events/camps.html

Heat Athletics' sports camps at the Okanagan campus gives campers the opportunity to enhance their athletic skills in a fun and exciting way. www.ubc.ca/okanagan/athletics/events/camps.html

Summer camps: offerings include novel options like health and technology

By Brian Kladko



© iStockphoto.com/Kirin Photo Photograph

The lazy days of summer - time for selling lemonade on the sidewalk, watching Canadians games at Nat Bailey Stadium, hanging around the pool, and... learning about health technology?

Yes, that's right - "eHealth" is on the agenda for 50 curious teens this summer, thanks to a new UBC summer camp that will showcase how information technology is transforming health care and will encourage participants to become part of that transformation.

The eHealth Young Innovators Summer Camp will take place mostly on UBC's Vancouver campus in two week-long sessions, one in July and the other in August, organized by the eHealth Strategy Office of the Faculty of Medicine.

The camp was the brainchild of Kendall Ho, Director of the eHealth Strategy Office and an associate professor of emergency medicine. He noticed that young people have been conspicuously absent from public forums organized by his group over the past two years on subjects such as diabetes and heart disease.

"When you don't need health services, and you're not sick, you don't think about it," Dr. Ho says. "But we know kids like technology. And they have the ideas about the next generation of technology that might elude their elders - including me."

Thanks to financial support from Telus, the summer camp became a reality, with three core goals: introducing young people to various health career tracks, eliciting ideas from them about new eHealth applications, and encouraging healthy practices - especially diet and exercise - by the participants.

"This really made sense for us," says Preet Dhillon, marketing director for Telus'

consumer health division, which is piloting a couple of products in the eHealth realm, including online personal health records and an iPhone app that helps people with diabetes manage their condition. "We want to make sure that there is a pipeline of bright, motivated young teens who can make the most of the technological revolution in health care."

"I'm hoping to get a behind-the-scenes look at the health care field" said Bavenjit Cheema.

Registration opened April 20, and filled up by early June, with some teens coming from as far away as Smithers and Pitt Meadows.

"I'm hoping to get a behind-the-scenes look at the health care field, something you can't usually get as a 16- or 17-year-old," says Bavenjit Cheema, who is entering her final year at Crofton House School in Vancouver, and is thinking of becoming a pediatrician.

Activities during the week include: career discussions with professionals working in the health field; touring a virtual hospital and escorting a patient to an MRI in the multi-user online platform "Second Life;" and field trips to the Telus Innovation Centre in downtown Vancouver and the Centre of Excellence for Simulation Education and Innovation (CESEI), a high-tech classroom for health professions students at Vancouver General Hospital.

Campers will also team up to create a health-related smartphone application. On the final afternoon of each camp, students will demonstrate their programs.

But, like any camp, there will also be time for outdoor play - but even then, technological components, including heart rate monitors and pedometers, will be integrated with the activity.

One of the camp instructors, Francisco Grajales, a UBC graduate student in eHealth and health services research, gained his appreciation for eHealth while learning to use simulation technology as an Army medic.

"I wish I could have had an opportunity like this in high school," Grajales says. "And seeing how quickly the registration filled up makes me even more passionate about the future of eHealth." ●

Putting students to work

Close to 500 students get summer jobs at UBC through Work Study and Work Learn Programs

By Heather Amos



Last year UBC student Alexis Kho spent her summer working at a Dairy Queen and Orange Julius shop in Vancouver. Although she learned a lot from her customer service role, the work wasn't all that related to her degree or future career plans.

Kho, a student in the Natural Resources Conservation program in the Faculty of Forestry, hopes to help plan environmental reclamation projects when she graduates. "Finding work relevant to what you're studying is hard without experience or personal connections," says Kho.

This summer Kho is the Online Education Assistant at UBC's Botanical Garden, a job she landed through the Work Study program offered by UBC's Career Services. In this role Kho will use her background in biology and ecology and will learn how to explain complex information about plants and gardening to the public.

"This job will give me some experience that I think will really help later on," she says.

Kho is one of about 500 students at UBC who will spend their summer working at the university through the Work Study and Work Learn programs. The programs create jobs on campus by subsidizing the wages of students. Departments or professors hiring students receive \$9 an hour to put towards the student's salary.

"The programs were developed to provide students with some much needed income while they are in school but it also means students are getting involved and contributing to the university's programs and research," says Tahirih Walsh, coordinator for the Work Learn program at UBC Career Services.

Work Study and Work Learn are among the largest wage subsidy programs for students in Canada.

"We get to employ enthusiastic students who bring energy, skills and fresh perspectives..."

"By giving students the option of working at the university, we're ensuring that their jobs are contributing to their learning experience at UBC," says Walsh.

Between the Vancouver and Okanagan campuses, more than 3,000 students participate in UBC's Work Study and Work Learn programs during the summer and school year. Work Study was developed in the 1990s for Canadian or permanent resident students and Work Learn was launched in 2006 to provide additional employment opportunities for international undergraduate students - without the extra hassle of applying for an off-campus work permit.

"Work Study students have to be taking classes to take part in the program but there is a cap on the number of hours students can work each week and many jobs offer flexible work schedules," says Walsh. "We want students to have a positive experience and we don't want them sacrificing school for work."

Kho had hoped to find a co-op position this summer but unfortunately had no luck. She enrolled in two elective classes and looked for other job opportunities.

"I really wanted to spend this summer doing something relevant to what I'm studying," says Kho, who was impressed by the broad range of positions available through Work Study.

"The programs are a real win-win for the Botanical Garden," says Daniel Mosquin, research manager at UBC Botanical Garden and Centre for Plant Research and Kho's supervisor. "We get to employ enthusiastic students who bring energy, skills and fresh perspectives to the Garden and they get an opportunity to work toward their goals and learn from the experience and knowledge of our staff."

One of Kho's favourite tasks at the Botanical Gardens is to select a plant to highlight for the Botany Photo of the Day blog. She takes or finds a photo of an interesting plant, researches it and then blogs about it. Kho also manages an online forum where she answers questions from the public about plants and gardening.

"I have to respond right away but I also have to make things simple," says Kho. "I've never been in this type of position and I'm learning new skills and working in a new environment. Without this opportunity I would feel pretty lost." ●

VANCOUVER SCHOOL OF THEOLOGY SUMMER PROGRAM 2011
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Sunday, July 21, 7 pm
 Dr. Kathleen Deignan, CDN
 Co-sponsored with the Thomas Merton Society of Canada
LOVE FOR THE PARADISE MYSTERY: THOMAS MERTON, CONTEMPLATIVE ECOLOGIST
 Location: VST's Chapel of the Epiphany
 6030 Chancellor Blvd (UBC campus)
 Pre-lecture reception, 5:30 pm, VST Library

For more public lectures and information about VST's Summer Program, including courses, visit www.vst.edu/main/programs/summer-school

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Making green roofs greener

Engineers at UBC's Okanagan campus develop construction process with global potential

By Darren Handschuh

UBC's Okanagan campus School of Engineering Assist. Prof. **Kasum Hewage**, left, and Civil Engineering MSc student **Fabrizio Bianchini** are conducting tests to see what discarded building materials are best suited to be used in green roofs



Darren Handschuh Photograph

Prof. Kasum Hewage and Civil Engineering MSc student Fabrizio Bianchini are taking a good idea and making it better, perhaps spanning a new construction technology for use in arid countries worldwide.

Since last fall, the assistant professor of Project and Construction Management at UBC's Okanagan campus School of Engineering has been looking at ways to make green roofs even more environmentally friendly by using construction waste.

Green roofs – where plants are grown on specially designed matting – are no longer a novel idea. But there is room for improvement, and Hewage and Bianchini are looking at recycling waste building materials to form the base layers of a green roof.

Currently, materials for the layers are made out of plastic. While the lifespan of a manufactured green roof is about 50 years, it takes 25 years to compensate for the environmental damage caused from making the plastics contained in the roof layering material.

Hewage and Bianchini are searching for the best type of construction waste to reduce the amount of plastic used in green-roof material. Utilizing construction waste also reduces the amount of material dumped in local landfills.

Green roofs act as an insulator, meaning less energy is needed to heat a building in the winter and cool it in the summer.

"Plants regulate temperatures on Earth, so we are trying to apply that to buildings," said Bianchini.

But finding the best material is not the only challenge. Hewage said the material must not be too heavy – plastic is light, thus making it a popular material – and it must not be too expensive to integrate into a building.

Construction projects produce many types of waste virtually from day one. Hewage said once a type of waste is identified as the optimum material, it can be stored and used at the end of the construction project for green roof applications.

The project began last year, and Bianchini is monitoring several green-roof plant beds on campus that were donated by green-roof manufacturing company, Xeroflor, which has taken an active interest in the project. Bianchini will compare the results of the manufactured material against a green roof he constructed using discarded, crushed concrete as drainage material.

One of the key elements Bianchini will monitor is water runoff to see if contamination occurs from the construction waste.

"We want to use runoff water for irrigation, but if the water is contaminated, then it is no good," said Bianchini, adding when a suitable material is found, not only will that mean less landfill waste, but water consumption will also be reduced.

The Okanagan climate also plays a role in the research. Research shows what works in Vancouver or Toronto may not necessarily work in more arid climates, so areas with similar climates around the world will benefit from the research being conducted at UBC, says Hewage.

Bianchini will monitor the progress and results of the experiment for a full year, but both he and Hewage see possibilities for the research that could last for eons.

"Down the road, in many places we could install green roofs on buildings," said Hewage. "Think of all the energy we are wasting. If you have a green roof, how much can you save?"

For instance, in another application, Bianchini said there are schools in the United States where students are growing vegetables on green roofs.

"With the support of the AVP Administration and Finance, the green roof project is one of the many ways we are enabling sustainability on campus," said Leanne Bilodeau, Director, Sustainability Operations. She adds that the new Engineering, Management and Education Building and Health Sciences Centre at UBC's Okanagan campus both incorporate green-roof technology and will be integrated into the campus' district energy geothermal system to reduce energy consumption and greenhouse gas emissions. ●



a place of mind
 THE UNIVERSITY OF BRITISH COLUMBIA

THE EQUITY OFFICE AT THE UNIVERSITY OF BRITISH COLUMBIA

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

DISCRIMINATION AND HARASSMENT REPORT 2010

POLICY OVERVIEW

The fundamental objectives of UBC's *Policy on Discrimination and Harassment* (Policy 3) are to prevent discrimination and harassment on grounds protected by the *BC Human Rights Code* and to provide procedures for handling complaints and remedying concerns when allegations of human rights based discrimination and harassment arise. The Policy covers all members of the university community (students, staff and faculty) in areas pertaining to University work, studies, service provision or participation in campus life. The 13 grounds of prohibited discrimination are:

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

The Policy identifies a primary role for Administrative Heads of Units in creating and maintaining an environment free from discrimination and harassment and, as such, they have the authority and responsibility to address such concerns. The responsibility to manage complaints of discrimination and harassment is shared by UBC's Equity Office at UBC Vancouver and UBC Okanagan. Often Administrative Heads of Units work in conjunction with our offices to address and remedy concerns. The following data pertains only to concerns brought to the attention of the Equity Office. Concerns brought directly to an Administrative Head of Unit or managed elsewhere in the University without assistance from the Equity Office are not reflected in this annual report.

For more information about our offices, staffing, educational initiatives and the Policy itself, please see our websites at www.equity.ubc.ca and <http://web.ubc.ca/okanagan/equity>.

COMPLAINTS RECEIVED IN 2009

In 2010, 87 concerns were brought to the Equity Office, Vancouver campus. Of these, 60 involved a human rights related allegation and 27 involved an allegation in which no human rights based element was cited. These figures are consistent with 2009 numbers¹.

In 2010, 18 concerns were brought to the Equity Office on the Okanagan campus. Of these, 15 involved a human rights related allegation and 3 involved an allegation in which no human rights based element was cited. This total figure is lower than 2009 numbers.

TABLE 1: TOTAL CONCERNS BROUGHT TO THE EQUITY OFFICE

	VANCOUVER	OKANAGAN
Non Human Rights Related	27	3
Human Rights Related	60	15
TOTAL	87	18

Non human rights related concerns are those that do not involve any prohibited grounds of discrimination or harassment, as defined by law. Instead the concerns may involve interpersonal conflict, bullying or personal harassment, service-related complaints, perceived violations of employment contracts, cyber-related conduct (cyber-bullying, unwanted emails etc) and concerns in which an Equity Advisor has not been given enough information about the specific nature of a concern to assess whether or not it could be human rights related. These concerns may involve allegations of abuse of power, unethical behaviour, concerns about administrative or educational fairness, interpersonal disputes, disruptive behaviour or issues of campus and personal safety. Tables 2A and 2B outline the type of non human rights related concerns brought to both Equity Offices in 2010 and the context in which these concerns arose. As with previous years, allegations of bullying/personal harassment and interpersonal conflict made up the majority of the non human rights based concerns on both campuses.

WHAT IS THE UBC RESPECTFUL ENVIRONMENT STATEMENT?

In July 2008, the UBC Executive approved the *UBC Statement on Respectful Environment for Students, Staff and Faculty*. This document offers insight into what a respectful environment for working, living and learning at UBC should – and should not – look like. It offers a description of appropriate conduct, of inappropriate conduct (namely, personal harassment) and mechanisms for addressing respectful environment concerns at UBC. Specifically, it identifies those who exercise supervisory responsibility or leadership roles on campus as having the primary responsibility for remedying these concerns. Each Vice President, in cooperation with Human Resources, is responsible for ensuring that those in supervisory or leadership roles have the training and skill development to serve in this capacity.

In the Equity Office, we are starting to see that the number of personal harassment concerns brought to our office are decreasing as more people become aware of the *UBC Statement on Respectful Environment for Students, Staff and Faculty*. To learn more about UBC's commitment to a Respectful Environment for all its community members, please see http://www.hr.ubc.ca/respectful-environment/files/2010/09/UBC_Respectful_Environment_Statement.pdf and http://www.hr.ubc.ca/respectful_enviro/index.html.

TABLE 2A: DESCRIPTION OF TYPE AND CONTEXT OF NON HUMAN RIGHTS RELATED CONCERNS – VANCOUVER (N=27)

VANCOUVER	Academics	Employment	Residence	Club	UBC Service	Non-UBC	TOTAL
Interpersonal Conflict	7	6		1			14
Bullying/Personal Harassment	2	4		1			7
Service Related Concern	5						5
Terms & Conditions of Employment		1					1
Cyber-Related Conduct							0
Not Specified							0
TOTAL	14	11	0	2	0	0	27

TABLE 2B: DESCRIPTION OF TYPE AND CONTEXT OF NON HUMAN RIGHTS RELATED CONCERNS – OKANAGAN (N=3)

OKANAGAN	Academics	Employment	Residence	Club	UBC Service	Non-UBC	TOTAL
Interpersonal Conflict			1				1
Bullying/Personal Harassment							0
Service Related Concern						1	1
Terms & Conditions of Employment							0
Cyber-Related Conduct							0
Not Specified		1					1
TOTAL	0	1	1	0	0	1	3

As non human rights related concerns do not fall under the mandate of the *Policy on Discrimination and Harassment*, we do not see these concerns through to resolution. However, we do try to provide the parties who have approached the Equity Office with information and guidance to help them find resolution to their concern through referrals to other departments or non-university agencies and/or information about other university policies. We may also work with other university departments to create plans or offer tips on safety-related issues. The most common non human rights related concerns that come to our offices involve university policies such as Student Non-Academic Misconduct, union or employee association grievances and the UBC Statement on Respectful Environment for Students, Faculty and Staff.

¹ For 2009 and earlier data for both campuses, please see the Reports section on our website, www.equity.ubc.ca.

Table 3 provides a broad look at the human rights related concerns that were brought to the Equity Office in 2010. On both campuses, human rights related concerns are approached in one of three ways; as a consultation from a third party (someone not directly involved as a party to the concern); as a consultation from a person directly involved in the concern (direct consultation); and as a case from parties directly involved or from Administrative Heads of Units where permission to proceed with an informal or formal case management process has been granted. Of course, sometimes a concern which started as a consultation turns into a case, or vice versa. The data in this report reflects not in which stream (consultation or case) a concern started, but where it concluded.

TABLE 3: HUMAN RIGHTS RELATED CONCERNS BY FILE TYPE

TYPE OF FILE	VANCOUVER (N=60)	OKANAGAN (N=15)
Third Party Consultation	11	6
Direct Consultation	38	9
Case	11	0
TOTAL	60	15

DIRECT CONSULTATION? WHAT’S THE BENEFIT TO ME? A COMPLAINANT’S PERSPECTIVE

Although both complainants and respondents are welcome to consult with an Equity Advisor, in the direct consultation stage, it is usually the complainant who approaches our office. A direct consultation for a complainant (or respondent) can be beneficial for many reasons. It can:

- Give you a place to talk in private about what you’re experiencing
- Help you explore a range of options to address your concern. This may include self-advocacy tips, advice on other university policies and procedures, options outside of the university and referrals to community and campus resources for additional safety and support
- Help you understand if your concern is a human rights issue
- Help you learn about UBC’s *Policy on Discrimination and Harassment* and its complaint resolution procedures before you decide whether or not you wish to make an official complaint
- Let you know how much time you have to bring forward your concern, especially if you are not yet ready to proceed

All members of the university community are free to consult with an Equity Advisor at any time. Call 604-822-6353 (Vancouver) or 250.807.9291 (Okanagan) to set up an appointment.

The ability to consult before, or sometimes instead of, initiating the complaint procedures in the *Policy on Discrimination and Harassment* is an important part of the work of Equity Advisors on both campuses. People may consult with us for a variety of reasons. Third party consultations or direct consultations may involve allegations which are premature in nature or are outside the jurisdiction of the Policy because they involve non-UBC parties, contexts or are outside the twelve month time limit for making a complaint. They may also involve concerns which would otherwise fall under the Policy but for which the complainant has not given us *permission to proceed*² with case management procedures. Consultations may involve people who are looking for advice or assistance in managing a concern on their own or in advocating for someone else. People who are directly impacted by discrimination and harassment may also want to get a better sense of what to expect in a case management process before they make the decision to pursue that path or not.

Consultations can also be preventative in scope. For example, these may include issues in which someone would likely face a barrier to service or a harassing situation in the future, were a timely accommodation not made or other preventative steps not taken. Assistance in getting the required accommodation or in removing or overcoming this barrier before a denial of access or harassing comment or conduct has been made may result from the consultation.

Lastly, Administrative Heads of Units (or others in a supervisory capacity) often call the Equity Office for advice on how to address a situation in their unit. When no direct intervention is required from our office, as the Administrative Head of Unit is prepared to handle the concern directly, this is also counted as a third party consultation. Although a direct or third party consultation does not proceed through the case management procedures provided for in the policy, assistance given at this stage may range from a single meeting up to months of time and effort on the part of the Equity Office. We welcome consultations from all members of the UBC community.

CONSULTATION: WHAT’S THE BENEFIT TO ME? AN ADMINISTRATIVE HEAD’S PERSPECTIVE

Equity Advisors are available to consult with Administrative Heads, and others acting in a supervisory capacity, at any stage of a complaint. We can offer advice on preventative approaches; how to address a concern expeditiously to prevent escalation of issues; how to ensure fair process for all parties during a complaint resolution process; tips for working with complainants and respondents; options for remedial resolution and so on. What’s the benefit to consultation? Equity Advisors can work with Heads in a consultative capacity to:

- Co-manage a concern
- Help guide the complaint resolution process
- Facilitate or prepare for meetings with parties to a concern
- Avoid pitfalls and common mistakes
- Help find creative resolution options at the informal stage
- Ensure the process moves in a fair and timely manner
- Be a sounding board on which to bounce your ideas
- Further your knowledge of the University’s and Heads’ obligations under UBC’s *Policy on Discrimination and Harassment*

Those who are concerned that they may have transgressed the Policy are welcome to consult with an Equity Advisor. However, it tends to mainly be Administrative Heads, potential complainants, those acting on another person’s behalf and persons for whom the policy holds no jurisdiction (i.e. non-UBC community members or non-UBC contexts) that consult with the Equity Office most often. Tables 9A, 9B and 10 provide a more detailed profile of who approached the Equity Office in 2010.

UBC’s *Policy on Discrimination and Harassment* applies in most areas of university life. Exceptions to this include incidents which involve someone who is not a member of the university community (i.e. someone who is not a UBC student, staff or faculty member) or where the allegations occurred outside of the university context. Tables 4A and 4B outline the employment, housing or service-related context of the human rights based concerns brought to the Equity Office in 2010. These allegations arose in academic, employment, residence, athletics/recreation/club, UBC service or non-UBC environments. Again, academics and employment are the contexts in which most allegations arise. This is consistent with data from previous years.

TABLE 4A: CONTEXT OF HUMAN RIGHTS RELATED CONCERNS – VANCOUVER

VANCOUVER	3rd Party	Direct Consults	Cases	TOTAL
Academics	9	17	6	32
Employment	2	17	4	23
Residence			1	1
Ath/Rec/Club		1		1
UBC Service				0
Non-UBC		3		3
TOTAL	11	38	11	60

TABLE 4B: CONTEXT OF HUMAN RIGHTS RELATED CONCERNS – OKANAGAN

OKANAGAN	3rd Party	Direct Consults	Cases	TOTAL
Academics	3	4		7
Employment	1	3		4
Residence				0
Ath/Rec/Club				0
UBC Service	1			1
Non-UBC	1	2		3
TOTAL	6	9	0	15

When a complaint becomes a case in the Equity Office, the informal or formal process is initiated and both complainants and respondents are engaged in the process. Equity Advisors play a neutral role; that is they do not advocate for either party. All parties to a concern are given the opportunity to share their concerns and to respond to the allegations raised by the other party.

There are 13 grounds of prohibited discrimination in the BC *Human Rights Code* and, consequently, in UBC’s *Policy on Discrimination and Harassment*. Concerns brought to the Equity Office must engage one or more of these grounds to be considered human rights related.

TABLE 5: GROUNDS OF PROHIBITED DISCRIMINATION: ALLEGED

VANCOUVER	VANCOUVER (N=60)	OKANAGAN (N=15)
Age		
Ancestry	2	1
Colour	1	1
Family Status	5	1
Marital Status	1	
Physical or Mental Disability	18	3
Place of Origin	4	2
Political Belief		
Race	10	
Religion	5	1
Sex/Gender	34	7
Sexual Orientation	7	3
Unrelated Criminal Conviction		
TOTAL	87	19

Table 5 displays the grounds of prohibited discrimination alleged in the human rights based consultations and cases brought to the Equity Office in 2010. The total number of grounds is greater than the total number of human rights based concerns because some of these concerns allege a single ground, while others include multiple or intersectional grounds within a single concern.

As with previous years, concerns which include a sex/gender allegation are most frequently reported to the Equity Office on both campuses. This is followed by concerns related to physical or mental disability and race on the Vancouver campus and physical or mental disability and sexual orientation at UBC Okanagan.

DISCRIMINATION AND HARASSMENT: WHAT MIGHT THESE CONCERNS LOOK LIKE?

For reasons of confidentiality, we cannot discuss details of actual concerns brought to the Equity Office. The examples below offer a summary illustration of the types of circumstances that may bring someone to our office and the approach we could take to reach resolution.

Dr. A, a research associate, approaches the Equity Office with a concern about how he is treated in his department. He says that he gets all the “difficult” studies to run in the lab, including those which require a significant amount of time outside of normal working hours. Other people who work in the lab are not asked to do the experiments which require overnight or round the clock observation. Dr A is not compensated for the additional hours worked, which have been extraordinary. When he tried to address this with his supervisor, the supervisor responded that “I hired you because *you people* are hard workers and don’t complain. I prefer to hire people from your home country because you’re happy to have a job and will do whatever I ask. If you don’t want to work for me, I can find someone else who will.” The Equity Advisor met with the complainant and respondent to hear all sides of the concern. The respondent acknowledged differential assignment of duties across the staff and acknowledged making the above statements, but said that they were meant to be encouraging, not disparaging. The Equity Advisor discussed how this concern was in violation of the UBC *Policy on Discrimination and Harassment* on the grounds of place of origin and race. Remedial options were explored. In addition, the Equity Advisor liaised with Human Resources who addressed employment standards issues and compensation.

An Administrative Head of Unit from a small unit called to consult with an Equity Advisor about the University’s duty to accommodate a faculty member with a disability. The faculty member has disclosed that she has diabetes and is losing her sight. The department wants to be able to help her, but is concerned about the cost of accommodations. The nature of the accommodations sought includes restructured job duties and adaptive computer software and hardware. The Equity Advisor discusses the duty to accommodate to the point of undue hardship and the role of the employee, employer and faculty association in the process of accommodation. The Equity Advisor also refers the Administrative Head of Unit to the Equipment Accommodation Fund for Employees with Disabilities.

Two students approach the Equity Office with a concern about the way they are treated by a teaching assistant. They report that the TA “yells and screams” at a handful of the students in tutorial, makes disparaging comments about the quality of their work in front of others and mocks them when they get an answer wrong. The two students also allege that the TA makes repeated disparaging comments about women’s role in their traditionally male dominated field of study. The Equity Advisor discusses their concerns in depth and learns that they are the only two women in the tutorial. Comments about women’s suitability in the field tend to be voiced when these women speak up in tutorial. The Equity Advisor works with the Administrative Head of Unit to address the concern. The students are moved to another tutorial section, at their request, and the department head mandates coaching and reassigned duties for the TA. The students are also informed of the UBC *Respectful Environments Statement* and referred to the UBC Ombuds Office (Vancouver) and Counselling Services for assistance.

As explained above, human rights related allegations cited in direct consultations do not engage the Equity Office’s case management procedures. Table 6 shows the reasons why a direct consultation did not proceed to a case in 2010. With the smaller number of direct consults at UBC Okanagan, there is a danger of over-interpreting the significance of the data. However, with most of these direct consultations at UBC Vancouver’s Equity Office, they did not proceed to a case because the UBC *Policy on Discrimination and Harassment* did not apply to the situation. These may have been concerns where the complaint was premature; where one or more of the parties were not members of the University community; where the alleged discriminatory conduct happened outside of the UBC context; or where the allegation brought to the Equity Office was past the time limits for making a complaint. The time limit established in the Policy is twelve months from the incident or last incident in a series of incidents. This is a departure from the BC *Human Rights Code* which has a six month time limit. However, in the University setting where many courses are eight months in duration and students may not feel safe or comfortable bringing forward a concern until the course has finished and grades have been submitted, the twelve month time limit for the UBC Policy is prudent.

In 26% of the concerns at UBC Vancouver, the complainant did not give us permission to proceed with a case. Like the BC *Human Rights Code*, UBC’s Policy is complaint-driven. Unless the allegations of discrimination or harassment are very serious in nature – for example, ones with potential consequences that threaten the safety or lives of individuals, units or the University – the complainant has the right to withhold consent to proceed with an allegation through case management procedures. This provision is in place to allow members of the University community to consult with the Equity Office before they make an informed decision to proceed, or not, with a case under the Policy. (see footnote 2, “*why do we need permission to proceed with a complaint?*”). Complaints also did not proceed to a case in 21% of the direct consults because the concern was being managed in a different process.

TABLE 6: DIRECT CONSULTATIONS NOT PROCEEDING TO CASES

DIRECT CONSULT NOT PROCEEDING	VANCOUVER (N=38)	OKANAGAN (N=9)
Non UBC context/party/timeline	14	3
Complainant does not wish to proceed	10	1
Premature/Preventative	6	2
Proceeding in a different process	8	3
TOTAL	38	9

Table 7A offers a description of the interpersonal behaviours that were alleged in the 42 of 60 human rights related direct consultations and cases (excluding third party consultations) at UBC Vancouver’s Equity Office and 14 of 15 human rights related direct consultations at UBC Okanagan. Some of these concerns involved a single type of behaviour, where others involved two or more behaviours, and thus the total number of behaviours exceeds the number of human rights related files included on this chart. Consistent with data from previous years, unwelcome verbal behaviour (insults, slurs, inappropriate jokes or innuendo) was cited most often on both campuses. Allegations of biased employment decisions and unwelcome written or visual behaviour (email, graffiti, videos, letters etc) were also often cited.

TABLE 7A: BEHAVIOURAL DESCRIPTIONS OF HUMAN RIGHTS CONCERNS – INTERPERSONAL

TYPE OF INTERPERSONAL BEHAVIOUR ALLEGED	NUMBER OF CONCERNS IN WHICH BEHAVIOUR WAS CITED VANCOUVER (N=42)	OKANAGAN (N=14)
Unwelcome Verbal Behaviour	24	5
Unwelcome written or Visual Behaviour	9	5
Unwelcome Physical Attention	6	2
Stalking	2	
Threats	1	1
Assault		1
Retaliation	2	
Biased Academic Decisions	7	
Biased Employment Decisions	11	1
Exclusion or Denial of Access	4	3
Fear of Future Behaviour	2	1
TOTAL	68	19

TABLE 7B: BEHAVIOURAL DESCRIPTIONS OF HUMAN RIGHTS CONCERNS – SYSTEMIC

TYPE OF SYSTEMIC BEHAVIOUR ALLEGED	NUMBER OF CONCERNS IN WHICH BEHAVIOUR WAS CITED VANCOUVER (N=18)	OKANAGAN (N=1)
Policies and Practices	7	
Curriculum		
Environment	11	1
TOTAL	18	1

At UBC Vancouver’s Equity Office, 18 of the 60 human rights related direct consultations and cases involved alleged systemic barriers. There was one such concern at UBC Okanagan. Table 7B shows the behavioural descriptions of these concerns. Environmental barriers were most often cited, followed by systemic concerns with UBC or departmental policies and practices on the Vancouver campus.

WHAT’S A SYSTEMIC BARRIER?

Again, for reasons of confidentiality, we cannot discuss details of actual concerns brought to the Equity Office. However, for illustrative purposes, we offer these examples of types of systemic barriers.

POLICIES AND PRACTICES – Concerns about ways of doing things that intentionally or unintentionally create a barrier for people on one of more grounds of prohibited discrimination. For example, using forced choice (male/female) gender options on forms that do not allow for non-binary gender options is a systemic barrier to gender variant people in policies and practices. Asking for “mother’s and father’s names” on enrolment or financial aid documents would also be a systemic barrier as it denies the reality of same sex headed families and single parent headed families.

CURRICULUM – Concerns about barriers to/in pedagogy, course content, course work, courses of study. An omission, misrepresentation or suppression of avenues of scholarly inquiry that are related to human rights related grounds. For example, a concern that the approach to teaching the history of a country excludes the contributions of immigrants and indigenous persons could be a concern of systemic discrimination in curriculum.

ENVIRONMENT – Concerns about aspects of the built, social or psychological environment, including physical, communication or attitudinal barriers. For example, holding a lecture in a room that is not wheelchair accessible or having an accessible washroom with a doorway that is not wide enough for most wheelchairs would be environmental barriers.

Tables 8A and 8B outline the gender and position of complainants and respondents in non human rights based consultations (n=27 Vancouver; n=2 Okanagan), human rights related direct consultations (n=38 Vancouver; n=9 Okanagan) and human rights cases (n=11 Vancouver; n=0 Okanagan). When a person was acting in a supervisory role vis a vis the other party to a concern, that person was counted in the administrative (“admin”) category. People who are administrators in the UBC context, but were not acting in a supervisory capacity within the concern would be counted as staff or faculty, as applicable.

In 2010, more women at UBC Vancouver brought forward concerns as complainants than any other group, where men and unknown respondents were cited as respondents most often. On the Okanagan campus, women and men came in about equal numbers as complainants, though men made up more of the respondents.

The highest proportion of complaints at UBC Vancouver was made by students (49%), although students make up a much higher proportion of the UBC Vancouver community. Staff were complainants in 26% of the concerns and faculty were complainants in 17% of the concerns. Among respondents, 51% were in the “other” category, which encompasses unknown and non-UBC respondents, those for whom the complainant in a consultation did not know or did not specify the respondent’s position and systemic concerns that did not have a named individual as a respondent.

At UBC Okanagan, in order of frequency, the respondents were “other” (non UBC, unknown or not specified, as above), faculty, students and administration.

² *Why do we need permission to proceed with a case?* The UBC *Policy on Discrimination and Harassment*, like the BC *Human Rights Code*, is a complaint-driven process. Unless the concern is of such a serious nature that it poses a substantial threat to an individual, group or to the University (for example, serious allegations involving sexual or physical violence, or threats thereof), the Equity Office will not proceed with a case without permission from the complainant to do so. This allows persons who have concerns about harassment to approach the Equity Office in confidence to discuss their concern and explore available options before they decide whether or not they wish to initiate procedures under Policy 3. In this Policy, Administrative Heads of Unit have a responsibility to maintain a discrimination and harassment-free environment and can work to address concerns in their departments, even in the absence of a specific complaint. Thus permission to proceed is not required by Administrative Heads of Unit in the same manner as it is by Equity Advisors.

TABLE 8A: DEMOGRAPHIC PROFILE OF VISITORS TO THE EQUITY OFFICE: DIRECT CONTACT WITH PARTIES TO A CONCERN – VANCOUVER

(11 cases, 38 direct consults and 27 non human rights direct consults)

COMPLAINANT PROFILE (N=76)

GENDER:	Male	Female	Gender Variant	Group	Unknown	Department	TOTAL
Case	3	7	1				11
Direct Consult	12	25	1				38
Non Human Rights Consult	10	14		3			27
TOTAL	25	46	2	0	3	0	76

COMPLAINANT PROFILE (N=76)

POSITION :	Student	Staff	Faculty	Admin	Other	TOTAL
Case	5	3	2	1		11
Direct Consult	20	12	5		1	38
Non Human Rights Consult	12	5	6	1	3	27
TOTAL	37	20	13	2	4	76

RESPONDENT PROFILE (N=76)

GENDER:	Male	Female	Gender Variant	Group	Unknown	Department	TOTAL
Case	7	1				3	11
Direct Consult	13	9		1	9	6	38
Non Human Rights Consult	6	4		2	14	1	27
TOTAL	26	14	0	3	23	10	76

RESPONDENT PROFILE (N=76)

POSITION:	Student	Staff	Faculty	Admin	Other	TOTAL
Case	2	1	3	1	4	11
Direct Consult	6	5	7	1	19	38
Non Human Rights Consult	2	1	4	4	16	27
TOTAL	10	7	14	6	39	76

TABLE 8B: DEMOGRAPHIC PROFILE OF VISITORS TO THE EQUITY OFFICE: DIRECT CONTACT WITH PARTIES TO A CONCERN – OKANAGAN

(0 cases, 9 direct consults and 2 non human rights direct consults)

COMPLAINANT PROFILE (N=11)

GENDER:	Male	Female	Gender Variant	Group	Unknown	Department	TOTAL
Case							0
Direct Consult	3	5		1			9
Non Human Rights Consult	1			1			2
TOTAL	4	5	0	2	0	0	11

COMPLAINANT PROFILE (N=11)

POSITION :	Student	Staff	Faculty	Admin	Other	TOTAL
Case						0
Direct Consult	5	2	2			9
Non Human Rights Consult	1		1			2
TOTAL	6	2	3	0	0	11

RESPONDENT PROFILE (N=11)

GENDER:	Male	Female	Gender Variant	Group	Unknown	Department	TOTAL
Case							0
Direct Consult	4	2			2	1	9
Non Human Rights Consult	1			1			2
TOTAL	5	2	0	1	2	1	11

RESPONDENT PROFILE (N=11)

POSITION:	Student	Staff	Faculty	Admin	Other	TOTAL
Case						0
Direct Consult	1		3	2	3	9
Non Human Rights Consult	1				1	2
TOTAL	2	0	3	2	4	11

Table 9 illustrates the profile of people who approached the Equity Office with third party consultations and the purpose of their contact. As the data shows, most people who approached the Equity Office in a third party capacity were faculty members or people acting in an administrative capacity (vis a vis one or more of the parties to a concern). These are often Administrative Heads of Units who have been made aware of a concern in their unit and are looking for advice about how to respond to the situation, but do not disclose much of the detail of the concern itself. Equity Advisors are available to provide timely case management assistance to Administrative Heads, as previously discussed. Concerns from third parties are also often preventative in nature. That is, administrators, staff and faculty members may be looking to address concerns in their department which are premature before they escalate into discrimination or harassment. This category includes provision of advice on the department's duty to accommodate its students, staff and faculty on human rights grounds.

WHAT IS THE DUTY TO ACCOMMODATE?

The Duty to Accommodate is a legal obligation to meaningfully incorporate diversity into the workforce. Employers are expected to identify and remove barriers and eliminate or change policies and practices, rules and behaviours that adversely impact people based on a prohibited ground of discrimination. If the discriminatory barrier cannot be eliminated, the employer must provide accommodation, or provide alternate arrangements to eliminate the effect of the discriminatory barrier, unless it would be an undue hardship on the employer to do so based on factors such as health, safety or cost. The duty to accommodate is a responsibility shared by the employee, employer and union or professional association. Although usually referenced in regard to disability, the duty to accommodate applies to all human rights related prohibited grounds of discrimination. Service providers have a similar duty to accommodate. For more information on the duty to accommodate, see *Creating a Respectful and Inclusive Workforce for Employers with Disabilities* at http://equity.ubc.ca/files/2010/06/creating_a_respectful_and_inclusive_workplace_for_employees_with_disabilities.pdf.

TABLE 9: PROFILE OF VISITORS TO THE EQUITY OFFICE: THIRD PARTY CONSULTATIONS (HUMAN RIGHTS AND NON HUMAN RIGHTS CONCERNS)

CONTACT INITIATED BY:	VANCOUVER (N=11)	OKANAGAN (N=7)
Female	6	4
Male	5	3
Gender Variant		
Group		
Department		
TOTAL	11	7

CAPACITY:	VANCOUVER (N=11)	OKANAGAN (N=7)
Student		1
Staff	2	2
Faculty	5	1
Admin.	4	3
Other		
TOTAL	11	7

PURPOSE:	VANCOUVER (N=11)	OKANAGAN (N=7)
Preventative		2
Response to allegation/incident		4
Advocacy for self/other	10	1
Discussion/information only	1	
TOTAL	11	7

Although no concerns at UBC Okanagan proceeded to a case through the Equity Office this year, Table 10 outlines the outcome of the eleven cases that proceeded through the UBC Vancouver office. As previously noted, the majority of cases proceed in the informal process and this year was no exception. A number of the third party consultations may also have proceeded as cases under the *Policy on Discrimination and Harassment* but were handled by the Administrative Heads of Units so are not included in the data generated for this report.

TABLE 10: OUTCOME OF CASES

	VANCOUVER (N=11)	OKANAGAN (N=0)
Informal Process: Resolved	8	
Informal Process: Abandoned by Complainant	1	
Informal Process: Ongoing	1	
Formal Process: Ongoing		
Formal Process: Resolved	1	
Action Taken Under Other University Policy		
TOTAL	11	0

An increase in consultations, rather than cases, is a common trend across both campuses. The complexity of the consultations has also increased proportionately. We are finding that more Administrative Heads are consulting with us when they first hear of a concern. This allows us to work to address and resolve a concern before it escalates into a more difficult situation. A remedial approach at this early stage has proven successful at repairing relationships between the parties (or unit) before parties become polarized. For years it has been the view of the Equity Office that the best way to address and resolve issues is early prevention, and when possible and applicable, an approach that finds local solutions to local concerns. ■

Canadians and Americans are more similar than assumed

By Basil Waugh

For many Canadians, comparing Canada and the U.S. is a national pastime, right up there with hockey and complaining about the weather.

But in a month with Canada Day and the Fourth of July, an expert on North American culture has news for anyone who takes our cultural stereotypes at face value. According to Ed Grabb, an award-winning author, teacher and researcher, Canadians and Americans are more similar than most people assume.

“Canadians and Americans are not identical, but they are much more alike than people think,” says Grabb, a professor and senior scholar in UBC’s Dept. of Sociology. “This is especially true if we look at their general populations, rather than each country’s elites, and especially if we focus on English Canada and the U.S. North.”

In his research, Grabb uses a variety of approaches to study Canadians and Americans, including analyzing the World Values Survey, the most comprehensive source for comparing attitudes and behaviours in countries around the world. Much of his work is summarized in the 2010 book *Regions Apart*.

“Research offers little evidence to support many of the stereotypes about cultural differences,” says Grabb, who is preparing a new course on Canadians and Americans for the upcoming academic year. “For most key measures, including attitudes about health care, religion, government, and individuality, we are surprisingly similar.”

Although people cite our different health care systems as proof of deeper differences, Grabb’s research shows that American support of national health insurance funded by tax dollars is actually quite close to that of Canadians. “This is an area where conservative politicians, right-wing media and lobby groups have succeeded in using misinformation and scare tactics to undermine the will of most Americans,” says Grabb, noting that the U.S. introduced social welfare programs before Canada during Roosevelt’s New Deal.

Grabb’s research also debunks the popular notion that the U.S. is a much more individualistic society that places greater value on personal freedoms. He finds that Canadians actually are similar to Americans on various measures of individualism and related values, including the acceptance of economic inequality if it is based on individual merit or effort.

Despite Americans’ reputation as fierce anti-government libertarians, Grabb’s research suggests that people in the U.S. exhibit more trust and respect towards their government and politicians than Canadians do.

While Canadians and Americans do differ on religion, Grabb’s findings suggest that the differences are shrinking as both societies become



Photograph courtesy of Ed Grabb

UBC Sociology Prof. **Ed Grabb’s** research debunks many cultural stereotypes of Canadians and Americans.

more secular. For example, in 1991, Americans were 16 per cent more likely than Canadians to go to religious services once a week or more, but by 2006 the difference had dropped to 11 per cent.

Faulty cultural stereotypes arise when people try to draw broad generalizations from specific personalities, such as George Bush Jr., Lady Gaga, or Don Cherry, Grabb says. “The cultural elites of a nation – politicians, thinkers, artists, celebrities, athletes – often stand out because they represent the extremes of a society,” he says. “But that also makes them poor stand-ins for the Average Joe on the street.”

“..you have Quebec pulling the rest of Canada to the left and the South pulling the rest of the U.S. to the right.”

Grabb says Canada and the U.S. are better understood as four distinct regional societies: the politically and culturally left-liberal Quebec, the conservative U.S. South, English Canada and the U.S. North. According to his research, each area is relatively distinct on a variety of topics, including levels of government spending and taxation, unionization rates, support for gay rights and interracial marriage, beliefs about the death penalty and criminal justice, and support for the military.

“English Canada and the U.S. North are very similar in their attitudes and behaviours,” says Grabb, who also studies social structures, political sociology, and inequality. “But then you have Quebec pulling the rest of Canada to the left and the

South pulling the rest of the U.S. to the right. Both Quebec and the South are crucial for winning national elections. So, whenever we compare our two countries, it is important to account for these internal differences.”

According to Grabb, Canada and the U.S. go through regular periods of divergence and convergence on issues, depending on the historical period and the issue being considered. Examples include: the abolition of slavery (achieved in Canada first), participation in both World Wars (Canada entered first), the development of national social welfare policies (achieved in the U.S. first), and military involvement in Iraq (Canada

joined the U.S. in the first war, but not the second).

Grabb says his fascination with Canadian-American relations began during his childhood in the 1960s, growing up in the small town of Chatham, Ontario, an hour’s drive from Detroit. “Like many Canadians, my early sense of the world was greatly influenced by American culture, music, sports, movies, television and radio,” he says. “The U.S. seemed so much more exciting than what was happening in my sleepy little town. So for the last 30 years, I have been working to advance our understanding of what makes these two countries tick.” ●

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UBC Dentistry team Serves Penelakut First Nation

By Lorraine Chan



Photographs courtesy of Susan Nielsen



Dentistry student Cameron Garrett looks forward to seeing new and familiar faces.

Martin Dee Photograph

Mention a small B.C. island during July and most people assume sun, sand and vacation.

For Cameron Garrett, the memorable times on Penelakut Island will revolve around patients. From July 7-10, the UBC Dentistry student – along with 23 other volunteers – will be donating his time and skills to the people of the Penelakut First Nation.

Penelakut Island is the former site of a residential school with a population of 350. To reach the nine-square kilometre island, one must take a ferry from Chemainus, a small town on the east coast of Vancouver Island.

Garrett explains that he jumped at the chance to volunteer again after being a part of the inaugural volunteer community clinic that took place last July. “We were the first group of non-natives to be invited to provide

healthcare on the island. We want to further develop that trust,” says Garrett, who is entering his fourth and final year in the doctor of dental medicine program this fall.

Last year, the clinic treated close to 70 Penelakut First Nation patients. “One of the big things we wanted to do when we started this project,” says Garrett, “was to provide continuance of care. I’m really excited about seeing the kind of impact we had from last year.”

Penelakut Island teacher Karen Milanese, a key organizer for the clinics, says the community is keenly anticipating the team’s return – not only for dental work, but also for the warmth and kindness of the volunteers. “What the community really found impressive was how genuine and respectful the students are. They’re so welcoming.”

Similar to last year, the volunteers will be transporting all the necessary supplies and equipment to and from Penelakut Island. They will then set up a triage-style clinic in the elementary school gymnasium, using portable dental chairs, bottles of sterile water and air compressors to power up equipment such as dental drills. The volunteer team includes dental and dental hygiene students, professors and alumni from the

Faculty of Dentistry.

If last summer is anything to go by, says Garrett, the mood will be relaxed and upbeat despite everyone working flat out for long hours. “There tends to be a good flow. Our mentors are jazzed because they’re sharing their knowledge and see how excited the students are about completing a procedure. And the patients are getting treatment that they wouldn’t be able to access otherwise.”

Of special value to the students are the large numbers of mentors on hand, adds Garrett. “There’s a high ratio of profs or dentists to students, so anytime we’re dealing with something new or have questions, they’re right there at our side.”

Part-time clinical instructor and UBC alumnus Dr. Gary Sutton says these experiences are vital for introducing students “to the real world beyond

“Being invited back into this community builds on the trust in the friendship and it’s a different kind of dentistry.

fixing teeth.”

“A mission like this bridges the isolation felt by the First Nations towards the profession,” says Sutton, who also volunteered last year. “Being invited back into this community builds on the trust in the friendship and it’s a different kind of dentistry. The whole family is involved and present

during treatment.”

Treating family groups also helped students to understand more about generational patterns of oral health care or neglect, says Garrett.

“If the parents only have a few fillings than the children generally have good brushing habits.”

However, bad habits would be evidenced by rampant tooth decay among the adults and children. “It was the first time that I saw ‘bottle mouth,’” says Garrett, “which is the effect when toddlers are left to nurse for really long periods with a bottle filled with milk, juice, or worse case, soda pop. The sugars rot their baby teeth.”

Garrett says the team hopes its efforts will inspire greater numbers of dental missions for under-served populations in rural and remote communities throughout B.C.

He says, “It’s a brilliant idea because volunteers can easily commit to a four-day mission especially if the location is close to where they live and doesn’t require much travel time.”

The Penelakut Island community dental clinic is the brainchild of UBC alumnus Dr. Doug Nielsen. He brings extensive experience as one of the founders of the Vancouver-based Dental Mission Project, which provides portable supplies and equipment to dental professionals who want to organize volunteer clinics in Canadian and international communities. ●

To get involved or for more information about the community volunteer program, contact Dr. Bill Brymer, UBC Faculty of Dentistry, at: bbrymer@interchange.ubc.ca or dentalum@interchange.ubc.ca

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Mario García Torres / Konrad Wendt. Photo courtesy of the artist.

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At the root of the problem

Trees may have trouble growing in changing environments

By Heather Amos

For the past two decades, forest scientists have been predicting that trees will try to migrate to new regions as climate change alters their environments. But forest ecologist Suzanne Simard says it's not that simple; organisms living below ground will play a large role in whether or not trees can settle in new regions.

British Columbia's Interior Douglas fir forests are predicted to move north, following the climate they thrive in. To do this, trees will not only have to move at record-breaking rates to keep up with an ever-changing climate, they will also have to contend with foreign soils and plants competing for the same space, says Simard.

"Predictions about where trees will grow in the future have been based primarily on climate models," she says, "but there are other factors, like the soil environment, that may limit whether a tree species will be able to move into a new area."

Simard's research focuses on how organisms living in soil - like fungi - help trees establish and grow. Some fungi live inside the roots of trees and form mycorrhizas (literally "fungus-roots"). These fungi help trees acquire nutrients and water from the soil in exchange for carbon.

In 1997, Simard was part of a team of researchers that discovered that trees were connected to one another through an underground web of mycorrhizal fungi. This network allows trees to communicate by transferring carbon, nutrients and water to one another.

Simard also helped identify something called a hub tree, or "Mother Tree." Mother trees are the largest trees in forests that act as central hubs for vast below ground mycorrhizal networks. They support young trees or seedlings by infecting them with fungi and ferrying them the nutrients they need to grow.

Mother trees are the largest trees in forests that act as central hubs for vast below ground mycorrhizal networks.

"We really haven't determined whether the mycorrhizal fungi will migrate along with their tree hosts," says Simard. "And without an appropriate web of fungi to help the establishment of seedlings, forests may not migrate to new locations where climate becomes hospitable for them."

Simard's now working with the BC Forest Service on a new research project that spans from southern California to northern British Columbia. They have planted 50 trees at 50 sites across that range. In two to three years, the team will see whether mycorrhizal fungi have been able to infect the seedling roots.

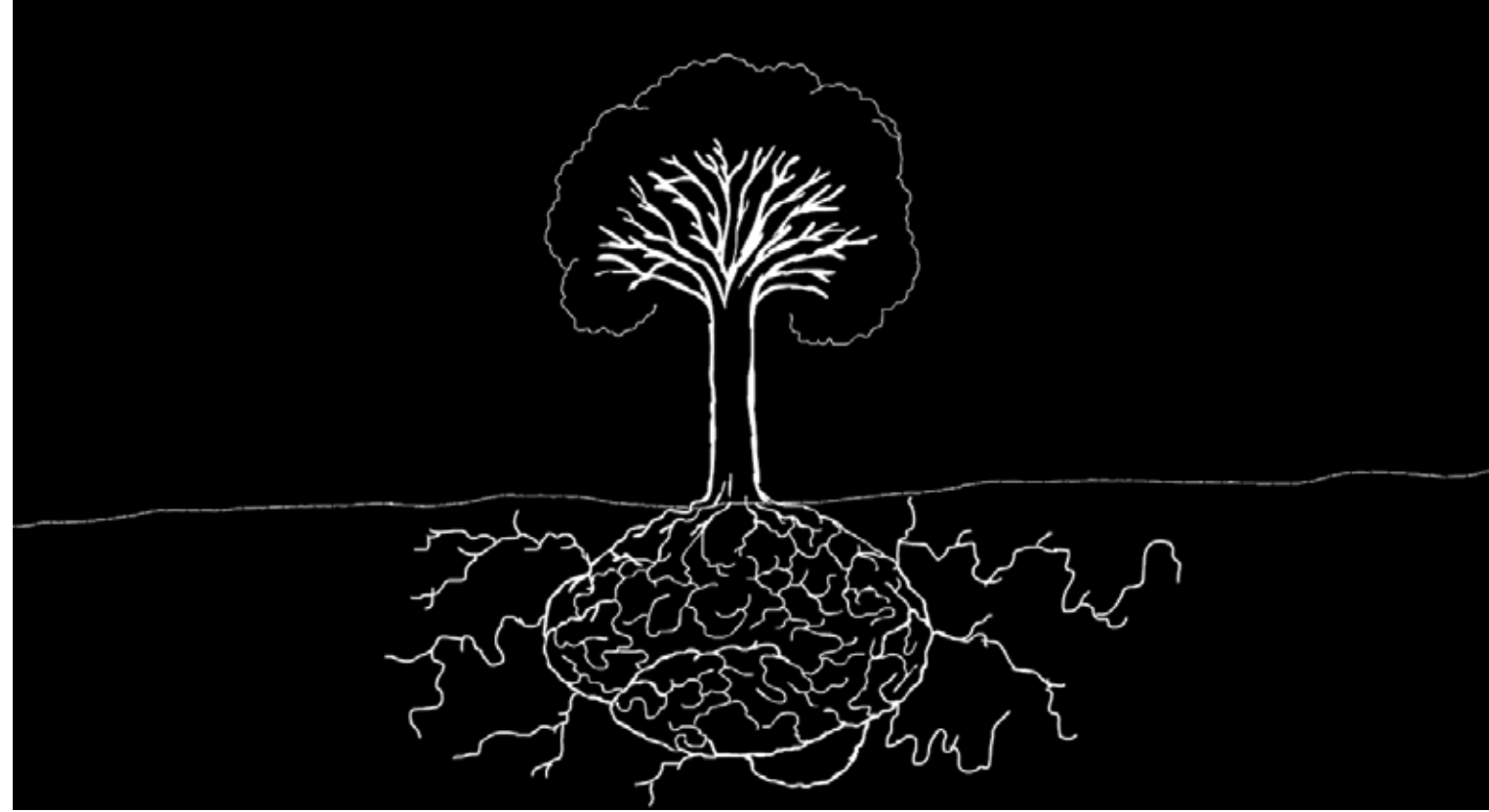
This will be among the first research to show how soil organisms will affect the ability of forests to migrate with changing climate.

"We are predicting massive changes in our ecosystems in the next century and we don't know if trees will be able to keep up," says Simard. "This research will help us understand the changes and provide some tools on how to facilitate the transitions."

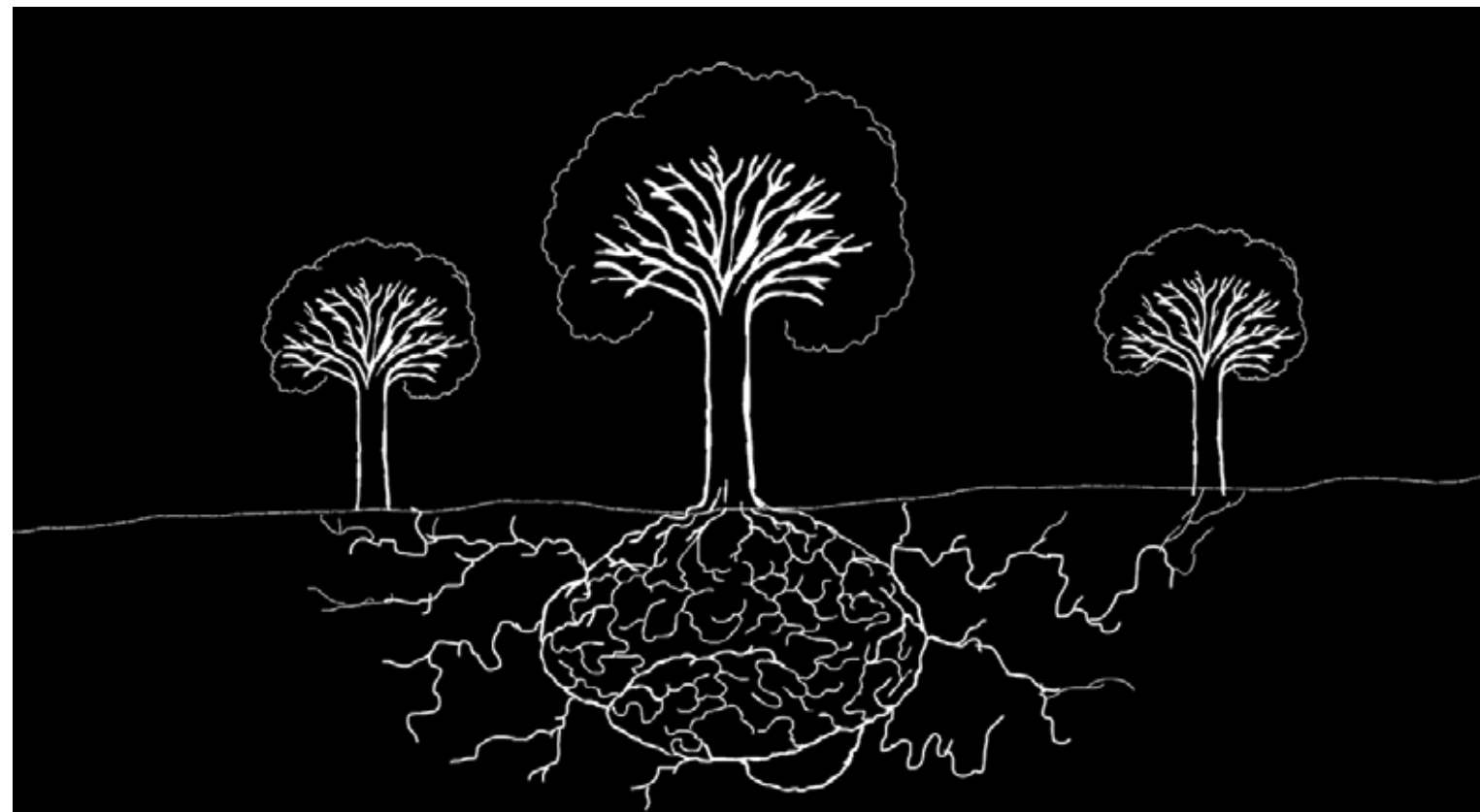
As climate change causes greater catastrophic events, like severe forest fires and insect outbreaks, existing forests will die back and open up for new trees and plants to move in, explains Simard. Her worry is that if trees can't move into these new areas, weeds will instead.

Forest trees capture carbon dioxide, a greenhouse gas that causes climate change. If forests are replaced with weeds, more carbon dioxide will be released into the atmosphere and the effects of climate change will be more pronounced. Species that depend on forests for habitat will also disappear.

"It's critical that we figure this out," says Simard. "We need to be able to facilitate change so we can keep forests in our landscape. Conservation of forests will not only mitigate climate change, it will also slow the loss of biodiversity." ●



Drawing from Mother Tree video by Dan McKinney



Trees are connected underground through a web of fungi that live inside the roots of trees. In forests, Mother trees act as central hubs for this network and support young trees by infecting them with fungi and ferrying them the nutrients they need to grow.

Visit UBC Reports online to watch a video of prof. Suzanne Simard talk about Mother trees at: www.publicaffairs.ubc.ca/ubc-reports

How important is fungus?

For some trees, the question of whether fungi can infect their roots in a new location is more critical than for others.

Some trees, like red alder, have as few as one species of fungus living in its roots. Others, like Douglas firs, are host to up to 2,000 fungal species, where some are specialists and others are generalists. The specialist fungi link together trees of the same species while generalist fungi can link together trees of many different species and even other plants like shrubs. Typically, the more specific the fungi, the more specialized its role for the tree.

For trees depending on specific fungi, it is vital that the fungus can grow in new environments. About 80 per cent of the roots of old Douglas fir trees are colonized by a specific fungus that is especially important in water uptake, but it only fruits and disperses its spores below ground. If this fungus can't migrate, the trees won't either, and Douglas fir forests could disappear. Otherwise, the tree will need to find new fungi to fill this fairly specialized role through its life cycle.

Wood revival at CIRS

By Lynn Warburton

CIRS' wood construction will provide many environmental benefits.



Ann Campbell Photograph

Lumber, rarely a structural material in commercial buildings, is having a 21st-century revival at UBC's Centre for Interactive Research on Sustainability. It's in beams, columns and floors and will help to make CIRS a regenerative building that improves its environment.

When CIRS opens in November 2011, it will contain approximately 940 cubic meters of wood. More than one third will come from forests affected by the pine beetle infestation and 210 cubic meters will be Forest Stewardship Council-certified, the highest social and environmental standard for commercial wood in B.C.

CIRS designers have minimized the use of concrete and steel, which have a greater carbon footprint than wood. For example, the concrete, glass, aluminum and brick used in CIRS is estimated to emit 525 tonnes of CO₂ equivalent (CO₂e), while wood used in the project will store an estimated 600 tonnes of CO₂e. As a result, the four-storey project will store 75 tonnes more CO₂e than is emitted during the production of its building materials.

Beetle kill wood has accounted for the largest amount of greenhouse gas emissions (GHG) in the province, more than all of the province's human activity combined, more than motor vehicle emissions, and nearly double the output of Alberta's oil sands. Yet this damaged wood is the same high quality as other B.C. lumber if it's harvested within a few years of being attacked. Using it prevents carbon from escaping decaying trees. It also clears space for new growth.

CIRS, which is being built to meet or exceed Leadership in Energy and Environmental Design (LEED®) Platinum certification standards, is among a new trend in leading edge commercial scale buildings in B.C. to use

wood in its structure. UBC's Okanagan campus' Centre of Excellence, a recently opened leading edge facility, also has a wood structure.

While using wood this way may seem new to some, wood was once used for everything, including boats, bridges, and airplanes as well as big buildings. Vancouver has a 100-year-old wood mid-rise building in its historic Gastown, for example. Wood was passed over for newer materials in bigger buildings, leaving it with the small buildings like homes, motels, condos, low-rise offices. This trend may be reversing.

Vancouver has a 100-year-old wood mid-rise building in its historic Gastown.

Wood is also a sound choice for emergencies. It's designed to meet fire-resistance ratings. Heavy timber is less heat conductive than steel or concrete so it reduces heat transfer that spreads fires. Its strength-to-weight ratio is a good structural component for seismic performance, and earthquake research suggests that modern wood structures absorb energy and seismic forces better than other building materials. ●

Learn more about CIRS at: www.sustain.ubc.ca.

Redrawing UBC: Research maps knowledge

By Brian Lin

The need to navigate UBC's complex web of research partnerships has sprung a first-of-its-kind project that could help a new UBC professor - and the rest of the world - visualize the strengths of the university's enormous research enterprise and identify new opportunities for collaboration.

"UBC is by far the largest institution I have ever been a part of," says Jinhua Zhao, an assistant professor from Qingdao, China, who came to UBC last year after earning his PhD in urban planning at the Massachusetts Institute of Technology in Boston and working at Transport for London in the U.K.

With a joint appointment between the Department of Civil Engineering and the School of Community and Regional Planning (SCARP), Zhao asked colleagues to explain the difference between a department and a school when he first arrived at UBC. To help, they drew a tree-like diagram to articulate reporting structures. But that only told part of the story.

"In reality, people interact with each other much more fluidly across departmental boundaries," says Zhao. "In addition to research, scholars are also connected with one another through brainstorming, co-teaching a course, or co-supervising students - active agents who explore and broker connections among faculties," says Zhao. "These relationships are rarely reflected on an org chart but they speak directly to how knowledge is created and sustained."

While most recently popularized by Facebook and Twitter, the method of social network analysis has been around for decades and is widely applied in sociology, management, public health, geography and social psychology, says Zhao. "For example, scholars once re-drew the regional map of Great Britain based on its telecommunications records and the while the resulting 'map' coincided with some regional boundaries, it also revealed strong cross-regional connections between areas currently divided by administrative borders."

"Since knowledge creation is often at the intersections between disciplines, re-drawing UBC along the lines of knowledge creation could help us understand the core strengths of UBC - established clusters of researchers who are highly connected

"A university builds upon its scholars but sparkles with the interactions among them," says Zhao. "And while the stars shine in their own right, the constellations tell us even more compelling stories."

and 'glue' the community together; the emerging clusters of researchers who originate and spread new ideas across campus; and their collective local, national and international connections," says SCARP Director Penny Gurstein, who has joined forces with Zhao to launch a pilot project to do just that.

Zhao, Gurstein and fellow SCARP researcher Tony Dorsey came up with a survey that, in 10 questions and requiring five minutes to complete, aims to elucidate both research and teaching collaborations of UBC faculty members - how they are initiated, the length and depth of the interactions, their geographic vicinity, and respective expertise. The pilot project, called *Mapping UBC's Collaborative Knowledge Network*, was launched in April at Civil Engineering and SCARP. Zhao is also working with a team of planning and computer science students to create interactive maps to visualize these relationships. When complete, the maps will be made available to the public and serve as a tool for everyone to explore UBC and its scholars.

"People change, and so do their networks," says Zhao. "With these interactive maps, we can zoom in and trace the evolution of individual networks, project our scholarship onto the globe, or search by expertise or geographic area.

"A university builds upon its scholars but sparkles with the interactions among them," says Zhao. "And while the stars shine in their own right, the constellations tell us even more compelling stories."

The project has received support from both John Hepburn, Vice President Research and International and Stephen Owen, Vice President of External, Legal and Community Relations, who agreed to invite UBC scholars to participate once the project launches campus-wide this month.

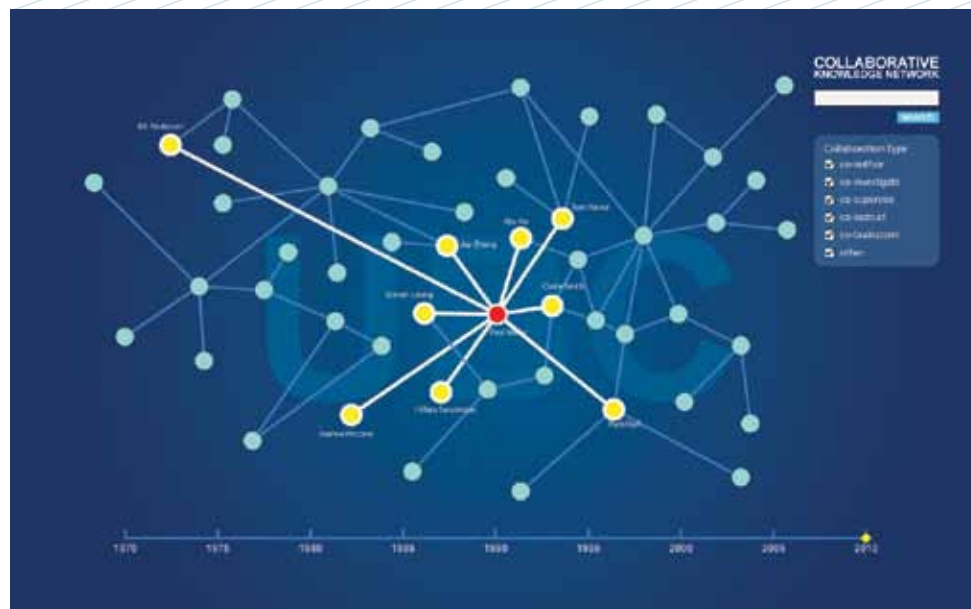
"We already know from various independent indicators that our research is of the highest caliber and one of the reasons for this research excellence is interdisciplinary collaborations," says Hepburn. "This project will provide us with a clear and dynamic road map for prioritizing and supporting excellence while pointing toward new directions and opportunities." ●

To learn more about the Collaborative Knowledge Network, examples of interactive social network maps, or to fill out the survey, visit: www.knowledgenetwork.ubc.ca.

Simulated interactive maps of UBC's Knowledge Network



A tree or a net? A depiction of UBC's formal organizational structure and researchers' interpersonal interactions.



Ego-centric net: How does each faculty member establish and impact research collaborations?



UBC's footprint in the world - and how our research connects various regions.