



Multiplicity

A bi-annual newsletter from the Adviser
to the Provost on Equity and Diversity

Fall 2010



University
of Victoria

The University of Victoria is committed to creating a welcoming and inclusive environment. We, as a community, work to ensure that UVic is a place where faculty, students and staff are treated fairly and with respect.

What does a welcoming and inclusive learning, teaching, working and living environment look like? It shows:

1. Affirmation and support of the multiple identities of faculty, staff and students
2. An equitable and transparent recruitment process
3. Classrooms with innovative, culturally infused curricula and pedagogies

4. Dedication to developing and rewarding the intellectual, creative, professional and community achievements of its diverse faculty, students, staff and alumni
5. Support of diverse scholars and scholars of diversity, those whose research and teaching focuses on topics of equity, diversity and marginalized populations
6. Community engagement with diverse internal and external communities

All of our access, diversity, equity and inclusion goals, values and practices are interconnected and interdependent and we all share the responsibility for equity and diversity. Although UVic has made many gains in this area, there is much work to do.

We must continue to engage in ongoing assessment and integrate diversity and inclusion into the university's infrastructure so that the work is proactive and shared and the results are systemic and sustainable.

I am interested to hear your thoughts and feedback. Please email me at gwongsne@uvic.ca.

Thank you to all who have contributed to this newsletter. If you wish to submit an article for the spring issue please send it by January 31, 2011 to multi@uvic.ca.

Grace Wong Sneddon,
Adviser to the Provost on Equity and Diversity



Information on upcoming events:

National Day for Remembrance and Action on Violence Against Women

This annual day of remembrance honours the memories of the 14 women killed at the École Polytechnique on Dec. 6, 1989 and is a call for continued hope for change and positive action on violence against women. This year's ceremony, featuring speakers and music, will be followed by the unveiling of a commemorative plaque on the engineering building.

Friday, Dec. 3, 11:30 a.m. to 12:20 p.m.
Near the fountain in front of the library

Everyone welcome – students, staff, faculty and community members



Together in diversity.

Critical Conversations: The Art and Science of Diversity
Provost's Annual Diversity Research Forum

Feb 9 – 11, 2011 | Student Union Building and First Peoples House



University
of Victoria

web.uvic.ca/vpac/diversity/forum2011/

Learning Disabilities

Gina Harrison | Educational Psychology and Leadership, Faculty of Education



“ Instead of relying on a “one size fits all” approach, UID acknowledges that diversity in learning approaches requires diversity in teaching techniques. ”

Students with a diagnosed learning disability (LD) make up the largest segment of students on campus accessing services and support from the Resource Centre for Students with a Disability. For these students, processing deficits tied to literacy-based LD (e.g., reading and writing disabilities, dyslexia) and/or attention deficit hyperactivity disorder persist into adulthood, and continue to be a source of academic challenge and frustration. It is not uncommon for students experiencing a history of pervasive learning disabilities to also experience problems in psychosocial functioning, particularly anxiety and depression. Processing deficits that students with LD may experience include expressive and receptive language, short-term and working memory, visual-motor integration and processing speed/efficiency. These deficits especially impact students' reading fluency and reading comprehension, retrieval of math facts and computational algorithms (especially under timed conditions), note-taking, spelling and written language skills.

Accommodations (especially through the use of technology) that help students “bypass” these processing deficits in accessing the curriculum promote students' success in higher education. Most students have already become skilled at using these accommodations within the K-12 system, and have learned to self-advocate in preparation for higher education. Indeed, the fundamental principles of Universal Instructional Design (Dawson & Keenan, 2009) present instructors with a wealth of proactive strategies that address the need for accommodations by many students with LD. Instead of relying on a “one size fits all” approach, UID acknowledges that diversity in learning approaches requires diversity in teaching techniques. While some students may still require additional accommodations and support unique to their own learning needs, many will have their needs met (without having to disclose an LD) within the context of regular instruction when the principles of UID are practiced.

UVic's Mental Health Task Force

By Cindy Player | Director, Equity and and Human Rights

Did you know that UVic has a Mental Health Task Force made up of students, staff and faculty? The task force has existed since 2005, when the group's focus was on staff concerns. Now, mental health and mental illness are viewed as community-based issues that have an impact on all groups and individuals on campus. As a result, the task force makes every effort for the membership to reflect the diverse makeup of the UVic community.

For the last two years the task force has chosen a central goal of reducing stigma and discrimination surrounding mental illness. We have educated ourselves by meeting with the BC Schizophrenia Society and Andrea Paquette (aka Bipolar Babe). We assisted UVic Libraries to sponsor a day-long Mental Health Works workshop late in 2009. In October 2009 we sponsored two performances of *Stand Up for Mental Health*. Stand Up for Mental Health is a

program where people living with mental illness learn to do stand-up comedy and perform in the community. They promote humour as a way to connect with their audience and encourage people to re-evaluate their perceptions of and prejudices against people with mental illnesses.

If you are interested in the work of the task force, please get in touch with Cindy at cplayer@uvic.ca.

News from the RCSD

By Laurie Keenan | Director, Resource Centre for Students with a Disability

“ We have created space for a state-of-the-art Adaptive Technology Training and Research lab. ”



Front (l-r): Janis Stewart, Julia Keenan. Back (l-r): Kiku Tupper, Darryl Gorrie, Laurie Keenan, Michelle Somers

After a summer of renovations in the Campus Services Building, the Resource Centre for Students with a Disability (RCSD) is very pleased to announce that it has brand new space. We have created space for a state-of-the-art Adaptive Technology Training and Research lab.

Students registered with the RCSD are now able to use the new lab to try out a variety of software and hardware. Practicum and work-study students have an opportunity to research trends in the use of adaptive technology, plus the lab provides space for demonstrations for groups such as graduate students in the Faculty of Education. Faculty members also have the opportunity to see the technology UVic students will be using in class.

The specialized furniture in the lab increases the ability of students with mobility issues to access the technology. The newly designed

large (and bright) computerized testing room can accommodate 19 students at a time, with an additional group room seating 12 students. The RCSD accommodates almost 3500 exams a year so this means improved services for both students and faculty. We have also added two private rooms, which means more space for the use of students who use software like Dragon Naturally Speaking and JAWS.

We are delighted to welcome a new full-time advisor, Roslyn Gaetz. Roslyn comes to us from the University of Manitoba where she worked as a professional in disability services for seven years. Roslyn created the University of Manitoba tutor and coaching programs, and worked as an accessibility advisor and acting coordinator. She was actively involved in outreach to the campus community, and providing training for university staff and academic units.

Roslyn is an Accredited Professional Certified Coach and her skills will help to facilitate a deeper understanding of individual strengths and talents, and benefit students looking for new learning strategies. She will be supporting the work of the Learning Strategist Program at UVic, as well as supporting students with learning disabilities and ADHD.

Watch for an announcement of the RCSD Open House, when we will have an opportunity to show off our great new space!

Hearing-assistive lecture theatres at UVic

BUILDING	ROOM	TYPE
Clearihue	A 127	Stereo
Engineering/Computer Science	104	FM Infra-red
	106	FM Infra-red
	116	FM Infra-red
	123	FM Infra-red
	124	FM Infra-red
	125	FM Infra-red
Elliott	067	Stereo
	068	Stereo
Fraser	159	Stereo
Hickman	105	Stereo
Human and Social Development	A240	Stereo
MacLaurin	A144	Stereo
Medical Sciences	150	Stereo
	160	Stereo
Phoenix	102	FM Infra -red
	103	FM Infra -red
Strong	C103	Stereo
Social Sciences and Mathematics	A 120	Stereo
	A 110	Stereo
	A 102	Stereo
	A 104	Stereo
University Centre	B 144	FM Infra-red
Bob Wright Centre	A 104	Stereo
	A 150	Stereo

New project/event funding

from the Adviser to the Provost on Equity and Diversity

Initiatives selected by the subcommittee of members of the Provost's Diversity and Equity Advisory Committee will be awarded a one-time allocation of seed funding to support select new projects or events that focus on enhancing equity, diversity and inclusion at the University of Victoria. Selections will be made during the winter (September-December) and spring (January-April) university sessions. Applicants are encouraged to pursue funding partner(s) to help sustain the project. Grant requests will not be accepted for past events or for individuals' registration fees. Faculty, staff and students are all encouraged to apply. Applications for the winter term are due by February 25, 2011.

How will your initiative enhance diversity, inclusion and/or equity (educational or employment) at UVic? See the application form on the website at web.uvic.ca/vpac/diversity/ or email multi@uvic.ca for more information.

Diversity Writing Contest

What does diversity mean to you?

UVic students can win cash, get published and help promote understanding of diversity on campus by entering the Diversity Writing Contest, presented by UVic Libraries and the Adviser to the Provost on Equity and Diversity. The deadline is Friday, January 7, 2011 to submit in the categories of poetry, fiction and nonfiction/commentary. Details, rules and instructions: 250-721-8239 or sdowning@uvic.ca.



Do you have a hearing loss? Do you know someone who has a hearing loss? Some tips

By Hua Lin | Linguistics



In a 2002 survey by the Canadian Hearing Society, close to a quarter of the population was reported to have some degree of hearing loss. Yet loss of hearing is among the least understood of all disabilities both in the general population and, ironically, within the hard-of-hearing population as well. As a person who has lived with a hearing loss for many years, I offer some tips for those wishing to communicate better with a hard-of-hearing person and for those who have (recently) experienced hearing loss as an adult.

Tips to communicate better with a hard-of-hearing person (HHP)

First, be aware that someone you know may have a hearing loss but may not admit it. Believe me, you can be easily fooled and your communication with him/her may consist of one-way traffic. When you know you are speaking with a HHP, adjust your communication style.

1. Get and secure the person's attention first. Have him/her face you and don't cover your mouth.

2. Slow down and enunciate. Use a slower pace of speech. Sometimes it may help you adjust if you pretend that the HHP speaks your language as a second language.

3. Raise your voice somewhat. The volume range at which one can hear is limited, and a HHP has a narrower range than you. While his/her floor volume may have become compromised or raised, his/her volume ceiling should be the same as yours. Do a few volume tests until you establish a comfortable level. What really helps is somewhat raised volume in combination with tip #2.

4. Maintain that volume!! This is harder to do than you think as we are creatures of habit.

5. Do not judge. When a person does not hear well, he/she often appears to be developmentally slow (which is perhaps why a deaf and mute person is also called a dumb person). He/she may also appear aggressive, which could just mean that the person is straining to make an effort to hear you. His/her attention may be completely consumed by an effort to hear

your words so that there is no energy or mental space left to be polite.

6. Be patient, and be compassionate. You may have to get your message across at a slower pace, but ultimately you are heard—that's what really matters.

7. Double-check afterwards if the purpose of the conversation is important. To me, the most difficult matter about being hard of hearing is not when I cannot hear you (I can always ask for repetition). The most difficult and potentially embarrassing thing can be that I hear B when you have said A.

For those who have recently experienced a hearing loss:

1. The first step is to admit it. Statistics indicate that the majority of people who have acquired hearing loss in adult life deny it in the beginning. Many withdraw and avoid social communication. It takes an average of seven years for them to stop the denial, accept it and seek help. Don't let your life go on standby for that long. The sooner you admit to a hearing loss, the faster your life will get back to normal or near normal.
2. Go and find a good hearing aid right away if your doctor or audiologist prescribes it. Be aware that not all audiologists are created equal and not all hearing aids are right for you. If one does not help, try a different one—you may have to try a few models before you find the right one. Once you get the hearing aid, wear it. The stereotype that hearing aids are only worn by white-haired seniors is no longer true. And if all HHPs wear hearing aids, the general perception of hearing aids may change.

(Some history books say that at one time, glasses were extremely embarrassing as well.)

3. Don't expect everyone to understand the issues concerning being hard of hearing. Many people will never understand something this profound unless they experience it themselves. Accept the situation and be happy. Helen Keller once said, "So much has been given to me, I have no time to ponder over that which has been denied."

If you want to know more, I'd be happy to have a chat with you. Please contact Hua Lin at linhua@uvic.ca.

Volunteering with Canada World Youth

by Hilary Angidlik and Oksana Rudenko | Program participants



Hilary Angidlik and Oksana Rudenko

Canada World Youth (CWY) is a world leader in the development of international educational programs for youth aged fifteen to twenty-five, and collaborates with countries in Africa, Latin America, Asia, the Caribbean and Eastern Europe. The program has made it possible for more than 33,000 young people from 67 countries to have safe and meaningful international experiences, learn about other cultures and contribute to the well-being of their own communities. The CWY program advocates learning by doing, a model through which young volunteers learn by getting involved in communities in Canada and in another country.

Past participants indicate that the CWY program has a remarkable influence on their values and attitudes (open-mindedness, self-confidence) and on their knowledge of themselves and other countries. It allows them to hone their communication, learning and organizational skills, and provides the opportunity to forge lasting friendships and make professional contacts that remain useful long after the program has ended. CWY works to ensure peace, justice, dignity and equality for all, and promote the full participation of women. Since the beginning of the new millennium CWY has been focusing on diversity and related issues, as well as human rights, environmental justice and socio-economic development. Two CWY participants are currently volunteering at UVic.

Oksana Rudenko

Hello everybody! Здоровенькі були! My name is Oksana and I am a third-year student at Ostroh Academy National University in Ukraine. I study public relations and my future job will be closely connected with political studies and information management. I'm also interested in medicine, psychology, philosophy, music and the arts. This year I've decided to take a chance to drastically change my life and try something new. When a friend of mine told me about CWY, I was so excited about this opportunity to volunteer abroad! Ostroh Academy is the only university in Ukraine that collaborates with Canada World Youth.

As a volunteer at the University of Victoria, I have the chance to work with different professors, students, instructors and staff. I enjoy meeting new people, discovering cultures and studying new subjects, as well as acquiring new skills and knowledge. Through this exchange experience, I hope to be able to contribute to the future success and development of Ukraine. I am proud to be a student of Ostroh Academy – the university website is at www.uosa.uar.net/en.

Hilary Angidlik

My name is Hilary Angidlik (pronounced Ai-ngil-liiq) and I'll be working with Grace Wong Sneddon on diversity and Anissa St. Pierre, Ulrike Stege and Sudhaker Ganti in engineering and computer science until the end of November. I'm seventeen years old and graduated from Maani Ulujuk Ilinniavik in August. I was born and raised in Rankin Inlet, the second largest community in Nunavut (population approximately 2,400 people). I'm an Inuk and my language is Inuktitut. I have been interested in criminology and law all my life. I love the piano and would love to learn how to play it. Hockey and volleyball are my favourite sports.

I'm a very ambitious and passionate person, and am excited to be volunteering here at the University of Victoria. Vancouver Island is so amazing; I love it in Victoria. Feel free to introduce yourself if you see me on campus—I'm hoping to make lots of new friends, learn about different cultures, and I would be happy to tell you more about myself and my culture.



SPOTLIGHT ON DIVERSITY

What strategies can UVic implement to further inclusiveness for students, faculty, staff and community members? What has your instructor, department, unit or faculty done that has contributed to an environment where you feel valued, respected and heard?

Please send your comments and feedback to multi@uvic.ca.

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