



# Multiplicity

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

Fall/Winter 2009



University  
of Victoria

UVic is a campus that is open to new ideas and different perspectives. Valuing different points of view is vital to promoting academic excellence.

Diversity is the way in which we engage with the world and create the opportunity to learn from new perspectives. It is an essential element of contemporary life and a component of global education.

Our aim in higher education is to provide opportunities for students to experience and gain exposure to a diverse, socially conscious, multicultural global society through curricula, student life and cultural experiences.

We need to be clear in our commitment and articulate our support of inclusive academic programs, campus activities and community outreach celebrating the breadth of diverse cultures.

Diversity is the variety of personal experiences, values and worldviews that arise from differences including race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socio-economic status, geographic region and more.

UVic's goal is to create an environment in which students get the best education they can.

Grace Wong Sneddon  
Adviser to the Provost  
on Equity and Diversity

**Note:** The position of Diversity Advisor to the Provost has been renamed Adviser to the Provost on Equity and Diversity to reflect its support of faculty in the areas of both equity and diversity.

## Contact Us

Thank you to all the contributors for this issue of *Multiplicity*. Please send your articles, photos, art or feedback about how *Multiplicity* can better serve you to [multi@uvic.ca](mailto:multi@uvic.ca) or [gwongsne@uvic.ca](mailto:gwongsne@uvic.ca).

For more information check out the diversity website at <http://web/uvic.ca/vpac/diversity/>.

**Correction:** *UVic Campus Community Gardens* in the Spring/Summer 2009 issue was written by Simone McNamer.



## Safe Harbour

By Pamela Brown | Office of Equity and Human Rights

At UVic, human rights and diversity training is available through the equity and human rights office, the diversity advisor and human resources. This training, designed by and for members of the UVic campus, is the place to start for any department or unit that wishes to increase its awareness of human rights and diversity issues.

By combining UVic training with the Safe Harbour program, UVic departments have an opportunity to connect with the wider community in demonstrating a commitment to creating safe and inclusive work and study environments.

Safe Harbour is a Block Watch-style program and BC-wide initiative designed to encourage businesses and agencies to take a leadership role in creating an environment where all members of our community feel welcomed and safe. Once an organization has completed the training, they may display the Safe Harbour decal.

The Safe Harbour program is offered by the Inter-Cultural Association of Greater Victoria (ICA). To date, more than 225 individuals representing 57 local business and community organizations in Victoria have been trained. Workshops are free to any business or organization between September 2009 and March 2010.

## Creating positive space

By Jessica Scott | PSN Executive

With the goal of supporting sexual and gender diversity on campus, the launch of UVic's Positive Space Network (PSN) in February 2010 will see our campus proudly join universities across Canada with similar initiatives, like UBC, U of T and Queens.

In January 2009, a group of staff, students and faculty met and decided to form the UVic Positive Space Network. Since then, individuals from across the university have become involved. In April, the PSN held its first AGM, elected an executive and accepted the first draft of its terms of reference.

In forming the PSN, the founding members' priority was campus-wide inclusion of all students, staff and faculty. The result is a network that people can join based on values— not identity.

Anyone can become a PSN member by attending training sessions and displaying the PSN card in their work or study area. Members will become a resource for those interested in sexual and gender diversity issues at UVic by fostering connections, providing information and offering support.



Positive Space Network members

Top (left to right): Gillian Cornwall, Lynne Risk, Jessica Scott, Lucia Taylor, Kara Taylor

Bottom: Steve Roland, Lisa Poole Photo: Robie Liscomb



The PSN seeks to work with and strengthen the services that already exist at UVic by creating a network that supports and connects people working toward inclusion, promotes best practices, links researchers and provides support and resources for individuals.

The PSN is currently seeking volunteers to be involved with developing the training, planning the network launch and communications. For more information please contact the executive at [psn@uvic.ca](mailto:psn@uvic.ca).

Safe Harbour network members undertake a commitment to:

- Treat all clients and customers with fairness, respect and dignity
- Provide assistance to persons who experience mistreatment motivated by racism or hate
- Have key employees and volunteers prepared to fulfill the principles of the Safe Harbour program

For more information please contact Steven Lorenzo Baileys at ICA at 250-388-4728 ext.116 or [sbaileys@icavictoria.org](mailto:sbaileys@icavictoria.org). Or visit [www.amssa.org/safeharbour](http://www.amssa.org/safeharbour) or [www.icavictoria.org](http://www.icavictoria.org).

*Funding is provided by the Government of British Columbia Ministry of Attorney General - Settlement and Multiculturalism Division (BCAMP).*



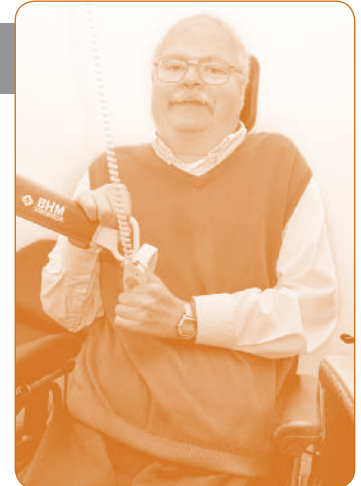
**SAFE  
HARBOUR**  
RESPECT FOR ALL

AMSSA  
Affiliation of Multicultural Societies  
and Service Agencies of BC  
[www.amssa.org](http://www.amssa.org)

## Accessible campus washrooms

By Gordon Argyle | Accessibility Coordinator, Facilities Management

| BUILDINGS                             | ROOMS                    |          |          |              |          |          |         |         |          |  |
|---------------------------------------|--------------------------|----------|----------|--------------|----------|----------|---------|---------|----------|--|
| Business and Economics                | 103(F)*                  | 163(M)*  | 203(F)   | 255(M)       | 303(F)   | 361(M)   | 403(M)  | 409(F)  |          |  |
| Cadboro Commons                       | 111(M)*                  | 112(W)*  | 229(U)*  |              |          |          |         |         |          |  |
| Campus Services                       | 143(W)*                  | 145(M)*  | 064(M)   | 066(F)       |          |          |         |         |          |  |
| Chapel                                | 102(W)                   | 103(M)   |          |              |          |          |         |         |          |  |
| Child Care Complex                    | A111(U)                  | B196(U)  |          |              |          |          |         |         |          |  |
| Clearihue                             | A008(W)*                 | A007(M)* | B119(W)  | D119(U)*     | C105(W)* | C107(M)* |         |         |          |  |
| Cornett                               | A122(F)*                 | A126(M)* | B133(M)* | B141(F)*     | A222(F)  | A226(M)  |         |         |          |  |
| Cunningham (or use Petch)             | 047(U)*                  |          |          |              |          |          |         |         |          |  |
| Elliot                                | 068(W)*                  | 069(M)*  | 222(M)*  | 224(F)*      |          |          |         |         |          |  |
| Engineering Office Wing               | 110(W)                   | 118(M)   | 310(W)   | 318(M)       | 410(W)   | 418(M)   | 518(M)  |         |          |  |
| Engineering Lab Wing                  | B112(U)*                 | A103(M)* | A105(F)* |              |          |          |         |         |          |  |
| Fine Arts                             | 105(M)*                  | 107(F)*  |          |              |          |          |         |         |          |  |
| Finnerty's                            | (U)*                     |          |          |              |          |          |         |         |          |  |
| Fraser                                | 136(U)*                  |          |          |              |          |          |         |         |          |  |
| Halpern Graduate Centre               | 103(W)*                  | 105(F)*  |          |              |          |          |         |         |          |  |
| Hickman                               | 102(M)                   | 104(F)   | 112(U)*L |              |          |          |         |         |          |  |
| Human & Social Development            | A117(W)*                 | A123(M)* | A217(W)* | A223(M)*     | A317(W)  | A323(W)  | A417(W) | A413(M) | B379(U)* |  |
| Ian Stewart Complex                   | 117(W)                   | 127A(M)  | 209(M)   | 211(W)       | 265(U)*  |          |         |         |          |  |
| K Hut                                 | Men only                 |          |          |              |          |          |         |         |          |  |
| L Hut                                 | 51(M)*                   | 52(W)*   |          |              |          |          |         |         |          |  |
| M Hut                                 | 63(W)                    | 65(M)    |          |              |          |          |         |         |          |  |
| MacKinnon Gym                         | 022(M)                   | 042(W)   | 162(W)   | 167(M)       | 072A     |          |         |         |          |  |
| MacLaurin                             | A184(M)                  | A185(W)  | D206(W)* | D210(M)*     | 008(F)*  | 010(M)*  |         |         |          |  |
| McPherson Library                     | Main Basement Washrooms* |          |          |              |          |          |         |         |          |  |
|                                       | 005(M)                   | 001(W)   | 110D(U)L | 110E(U)E     | A304(M)* | A306(W)* |         |         |          |  |
| Medical Sciences                      | 140(M)                   | 130(W)   | 237(M)   | 243(W)       | 337(M)   | 343(W)   |         |         |          |  |
| Ocean, Earth and Atmospheric Sciences | B048(M)                  | B046(W)  | B030(U)  | 106(M)*      | 105(M)*  | 104(W)*  | 103(W)* | A121(U) | 206(M)   |  |
|                                       | 204(W)                   | 306(M)   | 304(W)   | 406(M)       | 404(W)   |          |         |         |          |  |
| Petch                                 | 103(M)*                  | 105(F)*  | 165(M)*  | 167(F)*      |          |          |         |         |          |  |
| Phoenix                               | 150(U)*                  |          |          |              |          |          |         |         |          |  |
| R Hut                                 | 106(W)                   | 104(M)   |          |              |          |          |         |         |          |  |
| Saunders Annex                        | 133(W)                   | 134(M)   | 137(M)   |              |          |          |         |         |          |  |
| Sedgewick                             | B123(M)*                 | B127(W)* | C169(M)* | C170(W)*     | C122(M)* | C124(U)* |         |         |          |  |
| Social Sciences and Mathematics       | B137                     | B135     | A144(M)  | A116(W)      | B219     | B217     | A206(M) |         |          |  |
|                                       | A222(W)                  | A220(U)* | A322(U)  | A324(U)      | A422(U)  | A424(U)  | A522(U) | A524(U) |          |  |
| Stadium                               | A104(W) west             |          | A116(M)  | B020(W) east |          | B022(M)  |         |         |          |  |
| Strong                                | C127(M)                  | C129(U)* | C105(F)  |              |          |          |         |         |          |  |
| Student Union                         | A112(W)*                 | A116(U)  | A114(M)  |              |          |          |         |         |          |  |
| University Centre                     | B109(W)*                 | B113(M)* | A105(M)* | A107(W)*     |          |          |         |         |          |  |
|                                       | B229(M)                  | B231(W)  | B227(U)* |              |          |          |         |         |          |  |
| University Club                       | 103(W)*                  | 106(M)*  |          |              |          |          |         |         |          |  |
| Visual Arts                           | A121(M)                  | A125(U)* | A127(W)* |              |          |          |         |         |          |  |



Gordon Argyle,  
Accessibility Coordinator and  
former student advocate  
Photo: UVic Photo Services

*"Over the past 22 years, the number of accessible washrooms has increased from 10 functionally accessible washrooms to 130 code-compliant washrooms. Of these, 70 meet UVic's 'beyond-code' standard, offering power door access and spacious, easy-to-access stalls, or gender neutral washrooms."*

An asterisk (\*) indicates washrooms recommended for those requiring an automatic door opener. (W) = Women (M) = Men (U) = Gender Neutral (L) = Overhead Lift

## Peak Profs

By Liisa Robinson | Residence Life Office



### Moving in

First-year roommates Judy Son from Korea and Avery Swail from Calgary move into their Ring Road Residence room with assistance from Avery's mother Elisabeth Swail. Photo: UVic Photo Services

Peak UVic is a program for first-year students coordinated by the Division of Student Affairs. It offers an 11- week workshop series of academic preparation and wellness as well as the option to join one or more study groups throughout the fall term.

The pilot program of Peak UVic in 2008 showed promising results for residence students. In 2009, the program will be expanded to include both residence and commuter students.

The Peak Profs series connects professors with students outside of the classroom setting across a broad range of topics and formats. Faculty can share their research, talk about what they look for in an essay or their passion for their subject area.

Research suggests that students who have more opportunities to have meaningful connections with their professors tend to be more engaged in their learning and show higher rates of degree completion.

We are hoping that professors will also find these sessions meaningful, as it is an opportunity to give back to the UVic community and engage with our newest students in a different way.

If you are interested in being part of this new and exciting initiative or want more information, please contact Olga Minski at [ominski@uvic.ca](mailto:ominski@uvic.ca).



## What you should know about influenza

By Birdena Luney | Health Services



Influenza is a respiratory infection caused by a virus. Seasonal influenza will arrive soon, along with a new strain, named H1N1. Unlike the common cold, which progresses slowly, influenza is the sudden onset of cough, fever, body aches, nausea, vomiting and/or diarrhea.

### TO PREVENT GETTING THE FLU:

- Wash your hands frequently
- Cough and sneeze into your arm
- Keep your hands away from your face
- Stay healthy (regular exercise, good nutrition, Vitamin D3 supplements, sleep)
- Do not share personal items (e.g. drinks, toothbrushes)
- Reduce alcohol consumption
- Get a flu shot

### WHAT TO DO IF YOU ARE ILL:

- Stay home and minimize contact with others
- Rest
- Get plenty of fluids
- Take acetaminophen (Tylenol) as needed for aches/fever
- Have a "flu buddy" to keep in contact with if you are ill

### SEEK MEDICAL ADVICE FOR:

- Severe vomiting and/or diarrhea
- High fever (over 38.5 C or 101 F) for over 24 hours
- Thick, coloured or bloody sputum
- Breathing problems
- Chest pain
- Difficulty swallowing fluids

Contact HealthLinkBC at 8-1-1 if you are uncertain about going to the hospital emergency department. Inform UVic Health Services at 250-721-8492 or your physician's office about your health status before you arrive.

Flu shots will be available at Health Services at the end of October. Watch for flu shot clinics around campus too. For more information visit <http://web.uvic.ca/flu-update/> or [www.uvic.ca/health](http://www.uvic.ca/health).

## Building a culture of fairness

By Martine Conway | Office of the Ombudsperson

This year marks the 200<sup>th</sup> anniversary of the “modern” ombudsman, derived from Swedish and Danish models. But the concept of an intermediary between people and an administrative or executive system has historical precedents in various cultures—in Turkey and in China, for example.

During orientation, I am often asked what the ombudsperson does on campus. With a focus on student fairness issues, the ombuds frequently acts as a bridge builder: facilitating communication between students and staff members or faculty, helping to resolve administrative problems, or identifying needed improvements in policies and procedures.

The Ombuds Office has been a part of the UVic community for over thirty years, and the 2008 Special Anniversary Report, available on the website at [www.uvss.uvic.ca/ombudsperson](http://www.uvss.uvic.ca/ombudsperson), tells the story of an increasingly diverse and complex university community, striving to build fair and inclusive systems.

At the beginning of this new academic year, I am reminded that it is UVic’s students, staff and faculty who are the agents in the many transformations needed to foster and sustain positive change. So this is a good time for all of us to remember to be curious about each other, to celebrate and explore our differences and to continue building a culture of fairness at UVic.



**Ombudsperson Martine Conway**

Photo: UVic Photo Services



## UVic cafeteria’s green charge

By Lisa Church | Housing, Food and Conference Services



In August 2008, UVic’s Centre Cafeteria removed ten garbage cans and replaced them with trolleys that carry food trays. The trolleys are taken to a sorting centre within the University Centre where most of the leftover food is composted and dishes are either reused or recycled. In a coordinated move, Sweet Greens, the deli beside the Centre Cafeteria, stopped using plastic wrap on their sandwiches.

Reusable birch cutlery has also been introduced at six campus food outlets, including the Centre Cafeteria. All this was part of a campaign by Housing, Food and Conference Services (HFCS) to effectively reduce and eventually cease the use of non-recyclable items in campus food outlets.

As a result of these and other changes, non-recyclable waste has been cut in half. We have always been aware of the environmental impacts of our operations and have increased our green procedures as part of the university’s commitment to sustainability.

### **Housing, Food and Conference Services**

staff members Katerina and Doron (l-r) keep things moving in the waste and recycling sorting area of the University Centre cafeteria.  
Photo: UVic Photo Services

## Dispatches from Rwanda

By Dr. Sabine Lehr | Associate to the Office of International Affairs

I have been working in Rwanda for over four months as a volunteer with the Voluntary Service Overseas (VSO) Disability Program. While I have adjusted well to life here at the foot of the mighty Virunga mountain range, I am still bewildered about many aspects of my work. Things that I used to take for granted in Canada are rarely even discussed here, let alone implemented. The Disability Law that came into effect in January 2007 has not yet changed the attitudes of individuals or public bodies. One recent example that illustrates how much remains to be done is the controversy about *Kitoko's Song*, a popular love song called "Ikiragi" (dumb) by Rwandan singer Kitoko Bibarwa. One of the local tabloid media (New Times, 17 March 2009) condemned the song for being offensive to Deaf people yet used the denigrating terms "deaf and dumb" within the article itself.

The argument around Deaf terminology is a long-standing one and recently involved campaigns to stop people using the term "igitumbva," meaning a thing that cannot hear, in favour of "abatumbva," a person who cannot hear. The word "Ikiragi" carries the same connotation in Kinyarwanda language since it contains the component "ki," signifying an object rather than a human being.

Even the ministerial order of October 2007, which created and provided for the regulation of the Federation of Associations and Centres Responsible for the Welfare of Disabled Persons (FENAPH), used the terminology "dumb and deaf." The expression is used as the English translation for the French "sourd/muet" (deaf/mute), and it is not clear whether this is just a case of bad translation or whether there is an underlying assumption that a person who cannot hear lacks intelligence.

The equation of "mute, silent" with "foolish, ignorant" is clearly discriminatory and has been proven wrong by countless persons who can neither hear nor speak, but express themselves in sign languages and other ways (e.g., art). Unfortunately, the derogatory terms are thoroughly engrained in the language.

Many of us volunteers have come across similar issues in our organizations that work on behalf of people with disabilities, but use offensive or exclusive language themselves. Colleagues may refer to non-disabled persons as "normal," thus implying that people living with disabilities are somehow not normal. The fight of all of us working in the disability sector revolves around changing the use of such pejorative terminology and the mindsets that accompany such terms, and granting people living with disabilities their full rights as human beings.

Attitudinal and behavioural change cannot be achieved through a law alone that focuses mostly on protection rather than an advocacy and rights-based approach. Only consistent sensitization, education, modelling of appropriate behaviour and use of non-offensive and inclusive language can over time change the ways in which people with disabilities are perceived in Rwandan society. The media play a vital role in sending the right messages.

Meanwhile, *Kitoko's Song* is still being played on the radio. I have personally never listened to it, but many even in the disability movement say it has a catchy tune.



## Spotlight on diversity

Has your department or unit hired an equity group member (Aboriginal peoples, people with a disability, visible minority, women) in a recent search?

If an equity group member applied and was not hired in your department or unit, why not?

Suggestions or ideas? Please send your comments and feedback to [multi@uvic.ca](mailto:multi@uvic.ca).

