

UBC REPORTS

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PHOTOS: MARTIN DEE

Sacha Trudeau on Global Citizenship

Documentary filmmaker tells UBC AGM it's never been more difficult to understand each other as humans

Speaking at UBC's annual general meeting, Alexandre (Sacha) Trudeau, filmmaker and board member for the Pierre Elliott Trudeau Foundation, told the capacity Robson Square crowd that while we live in an age of information, our limited understanding of each other remains a fundamental problem. That concern is the driving force behind his journalism, he said, and the research foundation that bears his father's name.

The challenges facing our global community were addressed by a range of speakers, including Ginger

Gibson, a UBC PhD student in mining engineering and Trudeau Foundation scholar, who described her research experiences in Northern Canadian and Latin American communities impacted by harmful mining practices.

President Martha Piper, in her report on the year, shared her conviction that universities have a key role to play in preparing students to overcome these challenges.

To read UBC's 2002/03 annual report, titled *Influencing a New Generation of Global Citizens*, visit: www.ubc.ca/annualreport. □



Alexandre Trudeau (above) speaking at UBC's annual general meeting; Trudeau scholar Ginger Gibson (above right) with her son Haimish, a member of the next generation of global citizens; Anthony Chung (right) playing the violin with the Infinitus String Quartet at the AGM.



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IN THE NEWS

Highlights of UBC Media Coverage in October 2003. COMPILED BY BRIAN LIN

Papal Illness Shows

Dr. *Jon Stoessl*, director of UBC's Pacific Parkinson's Research Centre, told the **Globe and Mail** that the Pope's doctors may be under-medicating him in order to reduce the risk of the drug's side effects, and as a result, making his symptoms more apparent.

Stoessl said medical scientists know how much L-dopa, a Parkinson's medication, to administer, but haven't figured out how to target the drug effectively to the part of the brain where it's needed.

“So as the medication wears off, the speech could decline.” And when it improves, “it is also possible that his medication dose [has been] adjusted in response to poor performance the day before.”

New Discovery in HIV

A study in the October issue of the journal *Nature Neuroscience* shows that HIV can activate a previously unknown biochemical pathway that leads to nerve cell destruction in the brain.

Researchers from UBC and the University of Calgary have found that activation of the pathway could be a major contributor to such HIV-related conditions as dementia, seizures, depression, loss of memory, and loss of motor skills, reports **The Advocate** magazine.

Benefits of Working in Antarctica

UBC psychology professor *Peter Suedfeld* is taking advantage of Antarctica's effects on those who work there.

Suedfeld studies the psychological impact of sensory deprivation and separation from family and friends at home.

Suedfeld told the **Toronto Star** that the beneficial long-term psychological effects of working in such remote circumstances outweigh some adverse short-term impacts.

Many people return from stints in Antarctica with significant changes to personal philosophies or religious beliefs, Suedfeld added. And that can cause friction with families who stay home and don't have similar profound experiences.

Online Chef Lends Help in Kitchen

UBC Continuing Studies instructor Chef *Eric Arrouzé* offers a safety net for new cooks, and a place for kitchen enthusiasts to connect with an expert, on his online cooking school, 911cheferic.com.



PHOTO: MICHELLE COOK

UBC cuisine and culture instructor Eric Arrouzé uses the Internet to teach cooking.

Arrouzé told the **New York Times** that a couple of hundred students have signed up for his online service, which costs \$7 a month. For that fee, they get unlimited access to several hundred QuickTime clips showing Arrouzé at work.

In addition to basics, he offers tutorials on making exotic fare like escargots à la bourguignonne and pan-seared duck breast.

Bugs in the Forest

After the tough summer B.C.'s forests have just endured, there's word that a huge infestation of a tiny and treacherous beetle is beginning.

Barely larger than a pinhead, the mountain pine beetle is destroying hundreds of millions of pine trees every year.

“What it lacks in size it makes up for in numbers,” UBC forestry professor *John McLean* told **CBC Television**.

“Right now the area that's being attacked in the interior is four times the size of Vancouver Island. That's a huge amount of our forest industry or forest inventory which is at risk.”

Newest Airline Holds Promise

UBC Sauder School of Business professor *Tae Oum* tells **Canadian Business** magazine that as a small, private operation, HMY Airways has an inherent cost advantage over some rivals.

Oum estimates that with low overhead, HMY could operate in the first few years at about 50 per cent of Air Canada's overall per passenger cost.

“If they can sell tickets, say 80

per cent or 90 per cent of the seats, then they will make money.”

University Report Card

1,217 UBC students participated in the **Globe and Mail's** University Report Card 2003 survey.

One student told the **Globe and Mail** that UBC is a “highly competitive university.”

According to one student, “intramurals at UBC rock!” with “great choices and the “biggest... program in Canada.”

Described as a “very reputable university,” most UBC students take pride in their soon-to-be alma mater. The future appears bright in the opinion of most UBC grads, thanks to co-op placements in some programs and a “faculty that will open doors for you.”

Bioethics Legislation Needed

UBC medical geneticist *Patricia Baird* told **Canada.com** that she's concerned the long-debated federal legislation banning human cloning is headed for the back burner again.

“It's tragic,” said Baird, who headed a \$30-million royal commission that called for a ban on human reproductive cloning more than a decade ago.

Baird added that the lack of legislation would result in greater commercialization of such reproductive technologies as surrogacy and egg and sperm donations, something the bill would outlaw.

“If we really want to have social policy decide how we use these technologies, rather than the market, we really need to put in place some kind of regulatory agency,” she said. □

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Newest CRCs Part of National Milestone

BY HILARY THOMSON

An expert in natural disasters, a wine yeast researcher and a specialist in consumer behaviour are among UBC's six new Canada Research Chairs.

Designed to build Canada's research capacity, the program of federally funded research positions is now halfway to its goal of establishing 2,000 Chairs at universities across the country by 2005. The

behaviour. She will focus on personality traits, self-image and situational factors that determine spending patterns and attitudes about material goods.

Stephanie Chang, from the **University of Washington**, is an expert in natural disasters. As Canada Research Chair in Urban Sustainability and Disaster Management, she will study and

ties. He will also develop methods for hybrid seed production in crop species.

Dominik Schötzau, Canada Research Chair in Numerical Analysis of Multiphysics Problems, is from the **University of Basel in Switzerland**. He is a mathematician who is developing new computational tools for mechanical engineering and science.

Jeremy Heyl, from **Harvard University**, is the Canada Research Chair in Origins. He is a physicist who studies the early universe and is an expert in neutron stars and black holes.

For more information on Canada Research Chairs, visit www.chairs.gc.ca. □



Stephanie Chang will be helping the GVRD become more resilient to disasters such as this 1999 earthquake in Taiwan.

federal government has invested \$900 million to support the program.

"We are delighted to mark this milestone by adding to our growing body of outstanding recruits," says Barry McBride, UBC vice-president, Academic and Provost. "To gain these individuals when top universities around the world are competing for them is a testament to the academic research environment in this country and this university."

The UBC chairs are among 118 such positions at 37 universities — representing an investment of \$102.2 million — that have been distributed across Canada to universities, their affiliated research institutes and hospitals. UBC has now designated 83 Chairs of the 155 allocated to the university.

Kathleen Vohs, who comes to UBC from the **University of Utah**, is the Canada Research Chair in Market Research and Consumer Science. She will investigate the psychological basis for consumer

develop disaster mitigation programs that have environmental, social and economic goals. Her work in looking beyond dollar losses to planning for disaster-resilient cities will help guide more effective public spending on disaster preparedness.

Vivien Measday is the Canada Research Chair in Enology/Yeast Genomics. Part of her research involves identifying genes in yeast that are most important for wine fermentation, key information for the B.C. wine industry. In addition, her studies of chromosome segregation in wine yeast will provide insight into diseases — such as cancer and Down syndrome — whose hallmark is abnormal chromosome numbers. Other chair appointments are:

Geoffrey Wasteneys is from the **Australian National University**. As Canada Research Chair in Plant Cell Biology, he will study how to improve plant cell walls, information that will help the forestry industry to improve fibre proper-

Campus Energy Boosts United Way Efforts

It's now the mid-point of the 2003 UBC United Way campaign, and support is building in the quest to meet this year's \$500,000 target, according to co-chairs Eilis Courtney and Deborah Austin.

"Support from the campus community has been tremendous—we're already halfway to our goal and the donations continue to come in," says Courtney.

"What's really exciting is that we have a number of departments who are running first-time campaigns in addition to continuing efforts in places like Supply Management, the Faculty of Arts and Brock Hall that are growing again this year through tremendous boosts of energy."

And for the second year in a row, volunteers from across campus have participated in a Days of Caring event to offer direct and very personal help to a United Way-funded agency. This year, the UBC team was matched with Camp Alexandra, a Crescent Beach Community Services operation that caters to seniors, school-aged children and toddlers. UBC's volunteers gave a day of scrubbing, cleaning, painting, plumbing and doing general fix-it jobs.

"The reactions were outstanding from the staff at Camp Alexandra — they really appreciated the work we were able to get done — and the UBC staff walked away with an unforgettable experience," Austin says.

For more information about this year's United Way campaign and a full report on this year's Days of Caring event, have a look at www.unitedway.ubc.ca. □



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Fall Congregation Starts Nov.26

More than 2,600 students will graduate at UBC Fall Congregation, to be held Nov. 26 and 27 at the Chan Centre for the Performing Arts. Ceremonies will take place at 8:30 a.m., 11 a.m., 1:30 p.m., and 4 p.m. each day.

Honorary degrees will be conferred upon microbiology researcher Julian Davies, UBC Professor Emeritus, on Nov. 26 at 11 a.m. and upon Rafael Rangel Sostmann, president of Sistem Tec de Monterrey, Mexico's 33-campus technical institute that has partnered with UBC on a 200-bed residence on campus, on Nov. 27 at 1:30 p.m.

Live webcast of the ceremonies, detailed schedule and other information can be found at www.graduation.ubc.ca. □

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IMPORTANT ANNOUNCEMENT REGARDING GRADUATE THESIS SUBMISSION

Effective Monday, December 1, 2003, the Dean's Office in the Faculty of Graduate Studies (FoGS) will assume the responsibility for accepting and processing all final copies of Masters and Doctoral theses. Rare Books and Special Collections, located in Main Library, will continue to accept theses until November 30, 2003. Microfiche copies of theses will continue to be catalogued and shelved as they are now.

This change is being implemented to improve service to students and is part of FoGS ongoing commitment to review and revise their systems to ensure that graduate students receive the best service possible. The new procedure will enable FoGS to incorporate thesis submission into the overall process of graduation eligibility checking. This will streamline the entire graduation process and provide a single reference point for graduate students with respect to thesis formatting, thesis submission, and in the case of doctoral students, the coordination of their final doctoral oral examination at the Faculty of Graduate Studies.

For more information on thesis submission at FoGS, please contact Teresa Jones, Doctoral Exams Coordinator, at teresa.jones@ubc.ca.

Frieda Granot, Dean of Graduate Studies
Catherine Quinlan, University Librarian

New Science Dean: More Research Funding, Less U of T Envy

John Hepburn charts a new course for the faculty. BY MICHELLE COOK

John Hepburn is an internationally recognized powerhouse in the fields of laser chemistry and laser spectroscopy research who studied under Nobel prize-winning chemist John Polanyi at the University of Toronto. He's also a 48-year-old father of three who commutes to campus daily by bike.

Now, almost three years after arriving at UBC from the University of Waterloo to head up the Chemistry department, Hepburn has taken the reins as dean of the Faculty of Science.

UBC Reports sat down with Hepburn shortly after he accepted the job.

»» *When did you decide to become a scientist?*

I've always been interested in science. When I was quite young, my dad came back from a business trip with a glossy book on dinosaurs. It was something like *Walter Cronkite Talks About Dinosaurs* and it came with a little plastic 45-rpm record narrated by Cronkite and I just loved that. From that day on, I was going to be a paleontologist, which is not so unusual for a seven-year-old boy, but I kind of stuck with it.

Throughout high school, I had the good luck to have good and enthusiastic science teachers much more often than disinterested ones. As a result, I hadn't decided what kind of scientist I wanted to be other than I wanted to be one. Then I got a scholarship [from the University of Waterloo] to study chemistry so, in Grade 13, I said, "Well, I'm going to be a chemist."

»» *As the new Dean of Science, you're following in the footsteps of Maria Klawe, a dynamic force who championed women in science and spearheaded innovative science programs at UBC. What are your top priorities for the faculty?*

What I want to tackle is raising both the profile and substance of the research effort at UBC. I think that Maria did a tremendous job of invigorating the science faculty as a whole. I see where we could now have really explosive growth is in the research effort and that's very challenging because that's a much more expensive enterprise.

In terms of improving the research efforts here, I view as a top priority forging a stronger

partnership with the provincial government, which up to now has been a bit on the sidelines with research. They tend to put money into research through things like the B.C. Knowledge Development Fund but they don't really involve themselves in the research enterprises at universities — not in the basic sciences — and that's something I'd like to change.

»» *How could the B.C. government be more involved in research?*

The example would be in comparison to other provincial governments. In Ontario, the equivalent of the B.C. Knowledge Development Fund is the Ontario Innovation Trust, a stand-alone fund that only exists to match CFI [Canada Foundation for Innovation] grants. And that's an automatic thing; you don't even have to apply. You just forward your CFI application to them. In B.C., you have to write a separate application that's time consuming and, in the end, they match the CFI grant anyway.

Ontario has the Research and Development Challenge Fund [a fund that supports non-CFI supported research projects]. Ontario has always had a system of graduate scholarships. Ontario has provincial Centres of Excellence that existed before the federal Networks of Centres of Excellence. The Quebec government has an independent funding agency for scientific research in universities that is, in some ways, superior to Ontario, and Alberta has a very strong history of funding university and medical research.

»» *So in order to compete with institutions in those provinces and ensure we're also attracting the best and the brightest we need similar funding?*

There are people at the University of Toronto who I would love to attract to UBC. . . but you'd have to convince them not only to give up the infrastructure that's available there, but to give up literally hundreds of thousands of dollars per year of Ontario government funding for their research programs. This is not an exaggeration.

Researchers at UBC can get money through the federal Centres for Excellence, but there are no provincial Centres of Excellence

and there's no Research and Development Challenge Fund, no [provincial] graduate student scholarships. When you look at the level of support available to someone at the University of Toronto, you can't duplicate that level of support here, so there's no point in offering them a job.

»» *Will you be spending a lot of time in Victoria?*

I'll spend as much time in Victoria as I have to, if necessary. I don't get the impression that the provincial government hates us. I think they see the value of universities but they still haven't worked out the details of what it is to "like" universities. It would be good to convince the province to go that next step.

»» *You've been appointed for a six-year term. What's your vision for the faculty by the end of your term?*

I think that being successful would be not bothering to compare ourselves with the University of Toronto but comparing ourselves — without having people smirk at us — with major American universities. Why can't we be compared with the University of Washington? Right now we wouldn't do that because the University of Washington is a monster research enterprise. I don't see any reason why we can't be a monster research enterprise. It's going to be a little difficult to become a Caltech or a Harvard because we don't have the multibillion dollar endowments but I don't see any reason why we can't aspire to be as good as any of the big state universities in the U.S.

It's an admitted sign of inferiority when you constantly worry about how you're doing compared to University of Toronto because they don't lose any sleep about what UBC is doing. If, at the end of six years, I can be in a position of not really caring what the University of Toronto does, except if it's academically interesting to me, then that would be successful.

»» *What are your academic plans for the faculty?*

I'd like to expand the size of the graduate program in science. We get very good students now, but I'd like to get more of the good ones and larger numbers. The mark of suc-



PHOTO: MARTIN DEE

John Hepburn balances his new duties as science dean with a daily bike commute.

cess would be if a Canadian graduate student would agonize over the choice of going to the University of California, Berkeley or UBC. They would weigh the pros and cons, and it would involve a head-on comparison of what kind of research they would get done at the two universities. I'd like to have UBC win a large fraction of those comparisons.

»» *What about undergraduates?*

We already get extremely high quality students but I don't think we give them a great undergraduate experience because the labs are in terrible condition. They've been under-funded for so long that people have forgotten what properly funded labs are.

Right now, it's clear that the honours bachelors degree — the top quality undergraduate degree — is considered by some to be a booby prize compared to getting into medicine. I'd like students to enter first-year science with the idea that they'd be equally happy getting into medical school or getting an honours bachelors degree. Science is a key discipline and if our society is going to move forward we need to have excellent students interested in studying science for itself. That's what they

should take away from UBC Science; that it was a wonderful experience.

»» *What role does a UBC-industry partnership play in your vision for the Faculty of Science?*

It plays a very strong role. We want to have high-level technical jobs available for our graduates. Beyond that there's a natural tie because the driving force — particularly in the high-tech industry — is research. If B.C. is going to move forward as a modern economy, we need more high-tech industry and historically, everywhere else in the world where high-tech industry has prospered, there's a university which produces a skilled labour force and also produces ideas. Small companies can't do all their own research and large companies, even if they can do their own research, need a constant supply of fresh ideas.

If those in industry say, as they recently did with the [B.C. government's] "Doubling the Opportunity" initiative, that they're going to die unless something is done to help UBC prosper, you've got two groups — the university and industry — telling the government they've got to give us more money and support. That's critical. □

Way Finding Easier at maps.ubc.ca

A big place just got smaller. BY BRIAN LIN

If you've ever gotten lost in UBC's vast 600-hectare campus, memorize the following Web address: www.maps.ubc.ca.

The new site, built using PHP and MySQL, two open-source programming tools, is completely database-driven. The foregoing tech-talk just means that the site is very easy to update, an important feature for a campus undergoing more than \$600 million in new construction.

Based on the user's query, a unique Web page is dynamically generated for every request



from a massive database of more than 500 campus buildings and landmarks.

Users can search by building name, address and keywords or simply click on any point on a map to zero in on their destination.

The site also allows users to map two locations simultaneously and displays information on

nearest parking, occupants, accessibility, road closures and even a brief history of the buildings and locations of pay phones.

For John Lane, who spearheaded the massive revamp, the improvements represent an ideological shift in the site's design.

"The idea is to design things to meet the needs of the maximum number of users, rather than making stereotypical assumptions about a subset of the population and provide a remedy especially for them," says Lane, a physical access advisor from UBC's Campus & Community Planning department.

In other words, rather than building a series of customized

Web sites, all accessibility information is available from one source.

Minute details such as entrance location, names of building occupants and operating hours give users all the information they need to access a building. Cross-linkages between other UBC Web sites, including Student Services' online course schedule, means directions to classroom and exam locations — complete with photos — are just a click away.

"The project isn't complete yet," says Lane. "There are gaps in the data we need to fill and we are working on the addition of updated main and building footprint maps. These will provide users with a graphical view of building entrances and accessibility features," he noted.

For the amount of functionality available on the site, the cost to inventory campus buildings and build the site — at \$21,000 — was quite reasonable, says Lane, who

asked UBC Public Affairs Web Strategist Rob Wilson to develop custom software to run the site.

"We chose Public Affairs over two external proposals because they already know how the university systems work," says Lane. "They also put together a package that involved summer students and turned out a site better than we had anticipated, under budget, and ahead of schedule."

Wilson's involvement is part of a Public Affairs initiative to provide counsel to campus units that are redeveloping or redesigning their Web presence.

"We try to suggest intelligent, cost-effective, and, where possible, collaborative alternatives," says Wilson, who is working with other campus Web professionals to develop common tools and standards for UBC Web sites.

More information on Public Affairs' Web initiatives can be found at www.publicaffairs.ubc.ca/ubcweb/. □

What we Don't Know about the Homeless

Children, seniors and single parents are joining the ranks. BY HILARY THOMSON

They are cold, dirty, hungry men huddled under cardboard and blankets with buggies full of pop cans at their side.

That image is what most people associate with the word homeless. But the image is out of date, according to researchers at UBC's Institute for Health Promotion Research (IHPR) who are working to gather data that will improve the plight of B.C.'s homeless.

recently completed a review of research data concerning homelessness in the GVRD for Human Resources Development Canada. The work led to a provincial research resource called the Homelessness Virtual Library and laid the foundation for the creation of the B.C. Homelessness and Health Research Network.

Network partners, including IHPR members, are holding

risk of homelessness rose from 39,000 to 57,600. Almost half of those at risk were immigrants and refugees. Elements of risk include living in substandard or unsafe housing, spending half or more of gross household income on housing, or staying temporarily with friends or family — a practice known as couch surfing.

Also, use of emergency shelters and housing is skyrocketing with

friends I had let me sleep on their couches but I felt uncomfortable and started to become very depressed. When I finally got some social assistance they only allowed my \$325 for a place to call home — where does such a place exist?"

It is not surprising that Vancouver is a leader in homelessness research. In one of Canada's poorest neighbourhoods, Van-

about \$125 per day.

Housing that offers counseling and other support, however, ranges from only \$20 to \$90 per day.

"Supportive long-term housing would reduce the burden on health services," says Frankish. "Decent housing is cheaper in the long run than emergency room care and ambulances."

In addition, supported housing

"Social housing is not available for me because I'm a single father. It's only for single mothers. There should be services for all single parents," said Vince, a homeless man in Prince George.

Jim Frankish, IHPR associate director, notes that persons with disabilities, seniors and single parents are among today's homeless. Also, more children are homeless now; in a 24-hour Greater Vancouver Regional District (GVRD) survey of homeless people, 71 kids were found to be living on the street.

"Homelessness is more complex and diverse than it used to be even 10 years ago," says Frankish. "The old solutions just don't work any more. We need to take another look at what's happening on the street."

Community-based research data is urgently needed to help service and housing providers, program planners and policy-makers create effective interventions, says Frankish. He and colleagues

forums throughout B.C. to gain information on homelessness experienced in communities outside the GVRD, raise awareness of homelessness and build research capacity by connecting with local hospitals, colleges and others interested in reducing homelessness and improving the quality of life for homeless people.

Encampments of homeless people in Vancouver — including a tent city camped outside Science World, one of the city's major tourist attractions — have sparked recent media coverage and much debate, however, the facts about today's homelessness may be surprising.

A July 2002 report prepared for the GVRD by a local consulting firm showed that between 1991 and 1996 the number of people at

almost 6,000 people turned away in 2002/03 from Vancouver's Lookout shelter alone. Turnaways in the previous year were 2,200.

Reasons for homelessness are also changing, according to those interviewed for *The View From the Sidewalk*, a 2001 research study on homelessness conducted by homeless people.

"Social housing is not available for me because I'm a single father. It's only for single mothers. There should be services for all single parents," said Vince, a homeless man in Prince George.

A single, middle-aged woman said that she is "in a jam of seven jobs in five years. The bit of savings I had vanished even though I tried my hardest to go without, but finally I had nothing and had to move out of my home. The few

couver's Downtown Eastside, housing and health issues are a daily reality. There are homeless people in every municipality in the GVRD and the high demand for affordable and safe housing is reflected in the region's 13,000-person wait list for social housing.

Poor health, assaults and injuries combine with ambulance calls, trips to the emergency room and other medical attention to create an expensive revolving door of ill health among homeless people. Some researchers have called it the "\$800 ham sandwich", referring to the costly practice of addressing homelessness through emergency health facilities. A bed in a psychiatric ward costs approximately \$500 per day and a jail holding cell

offers opportunities to stabilize illnesses and reduce the need for more intense levels of service — benefits not realized by construction of more shelters.

Community and government partners in the new research network include Vancouver Coastal Health; GVRD; Canada Mental Health Association; Social Planning and Research Council; Three Bridges Health Clinic; Lookout, Triage and Covenant House shelters; ShelterNet, the United Chinese Community Enrichment Services Society (SUCCESS); the Multilingual Orientation Services Association for Immigrant Communities (MOSAIC), and Solutions.

For more information on homelessness, visit www.hvl.ihpr.ubc.ca or www.bchhrn.ihpr.ubc.ca. □

Giving Voice to Sick Kids

BY HILARY THOMSON

You've been ill for years, seen dozens of doctors and live with symptoms that affect every aspect of your life. Yet it often seems you have little to say about any of it.

That's the usual scenario for many kids with chronic illness. It's a situation that Gladys McPherson wants to improve.

"Children tend to be excluded from many decisions where they could reasonably be involved," says McPherson, a School of Nursing PhD student and pediatric nurse. "Kids' voices often get lost in the dialogue between parents and health-care professionals. Especially in our highly technological medical environment, a child's opinion may be the last thing to be considered."

In an 18-month study, McPherson will interview 40 Lower Mainland children aged seven to 11 who are suffering from chronic illnesses that include diabetes, epilepsy, asthma and rheumatoid arthritis. She will also interview their parents. Participants from a variety of cultural backgrounds will be recruited.

She wants to know how children see their contribution to decision-making and to understand parents' views of children's participation. She will also analyze how participation varies according to the type of decision and the nature of the illness.

Kathy O'Flynn-Magee's daughter, now 14, was diagnosed with Type I diabetes at age three.

"The actual choices have changed over time, but I've always tried to give her some input," she says. "Even when she was little, she could make the choice of where to inject her insulin. Now, she makes daily

choices about food, exercise and insulin doses by herself. It's been a bit hard for me to make that transition, but I think it's crucial for me to think about her as an adolescent first and as an adolescent with diabetes second."

There is little guidance for health-care professionals to understand and evaluate what chronically ill children want and need. McPherson's research will expand and deepen insight into what children think about their opportunities and abilities to make decisions about their treatment. Findings will also guide policy-makers looking for ways to provide optimal health care.

"Some people would say it's inappropriate to have kids contribute to decisions about serious illness," says McPherson. "We have an ethical commitment, however, to make sure that children's perspectives are considered in all matters that affect them."

Parents are often torn between their beliefs about the child's needs and the child's wishes and feelings, says McPherson. Parents and health-care providers tend to look at long-term health requirements, but kids focus on day-to-day experiences like wanting to share in birthday cake or hoping to fit in with their friends.

Many chronically ill children have very regimented routines and are eager to have some control in their own lives. Their input can be as simple as determining timing of therapies or the way therapy is delivered.

"It may be something as simple as being able to say 'I'll take the medicine in 10 minutes — not right now,'" says McPherson.

Research participants will be identified with the help of Surrey Memorial Hospital, part of Fraser Health Authority, as well as BC Cancer Agency and B.C.'s Children's Hospital, sites of the Provincial Health Services Authority. □

TIME PIECE 1927 — reprinted from the 1927 issue of TOTEM

THE UNIVERSITY OF BRITISH COLUMBIA

University Hill

A Glorious Canadian Example to Endow a Glorious Canadian University.

UNIVERSITY HILL, immediately adjoining the University of B.C., is the first section of residential property which is on the market to endow the U.B.C. This tract of 108 acres is laid out in residential lots. On account of its proximity to the Varsity, its location is as far west as you can build on the Mainland of Canada. The wonderful panorama of mountains and water, which can be seen from any point, since the tract is "out of the smoke zone, in the ozone," and the fact that it is zoned and wisely restricted, makes it the most logical location for the home-seeker, and doubly attractive to everyone connected with the U.B.C. and those who have the interests of this institution at heart.



All the public utilities are in on the property—water, light, telephone, gas, and sewers, streets and sidewalks, and the boulevards planted with trees and shrubs.

The land can be bought or leased, and the Government loans money on easy terms for building.

The transportation system at present is by bus and will be augmented as conditions require. The site is only twenty minutes from the Post Office by motor.

It is up to the student body to boost this property to their relatives and friends. The faster this desirable community of homes builds up, the better it will be for the U.B.C. Do not forget that these are "University Endowment Lands."

Any information regarding this property will be gladly supplied by—

JACKSON & MILLS
The Gables
UNIVERSITY HILL
Phone: Point Grey 1452

Student Discipline Report

(01 September 2002 to 31 August 2003)

Under section 61 of the University Act, the President of the University has authority to impose discipline on students for academic and non-academic offences (see pages 48 & 49 of the 2002/2003 University Calendar). Discipline cases are summarized on the website of the office of the University Counsel, www.universitycounsel.ubc.ca, on a regular basis, and this annual report is published in the UBC Reports.

In the period September 1, 2002 to August 31, 2003, 75 students appeared before the President's Advisory Committee on Student Discipline and 66 were subsequently disciplined. For each case, the events leading to the imposition of the discipline and the discipline imposed are summarized below. Discipline may vary depending upon the circumstances of a particular case.

1. A student cheated on a midterm examination by copying the work of another student.
Discipline: A mark of zero in the course and a suspension from the University for 4 months*.
2. A student substantially altered answers on his/her quiz paper and returned the quiz paper to the instructor requesting that it be re-evaluated.
Discipline: A mark of zero in the course and a suspension from the University for 8 months*.
3. A student was involved in two incidents of academic misconduct; specifically that (1) he/she brought unauthorized material (printed notes) into a final examination; and (2) he/she plagiarized from the unauthorized material.
Discipline: A mark of zero in the course and a suspension from the University for 8 months*.
4. A graduate requested to have his/her degree, which was conferred many years earlier, rescinded by the University, due to an academic misconduct he/she committed. In particular, as a student he/she submitted someone else's essay as his/her own material in a course.
Discipline: A mark of zero in the course, with transcript being amended accordingly, and a suspension of the degree until the course, or an equivalent, is successfully completed.
5. A student allegedly plagiarized a paper from papers found on the Internet.
Discipline: A mark of zero in the course and that the student's major be removed from his/her degree*.
6. A student (1) brought unauthorized material (handwritten notes) in to a final examination and (2) he/she submitted work as his/her own that was the work of another person, which was substantially plagiarized from the web.
Discipline: A mark of zero in the course and a suspension from the University for 12 months*.
7. A student copied material from the examination paper of another student during a final examination.
Discipline: A mark of zero in the course and a suspension from the University for 12 months*.
8. A student was intoxicated and acted in an inappropriate manner in front of a Campus building and failed to show respect to the Campus Security personnel.
Discipline: A letter of reprimand.
9. A student submitted a paper that was completely plagiarized from two sources on the Internet.
Discipline: A mark of zero in the course and a suspension from the University for 8 months*.
10. A student committed plagiarism in four incidents.
Discipline: A mark of zero in the four courses and a suspension from the University for 12 months*.
11. A student cheated during an examination by verbal communication with two other students.
Discipline: A mark of zero in the course and a letter of reprimand*.
12. A student cheated during an examination by verbal communication with two other students.
Discipline: A mark of zero in the course and a letter of reprimand*.
13. A student cheated during an examination by verbal communication with two other students.
Discipline: A mark of zero in the course and a letter of reprimand*.
14. A student cheated during an examination by verbal communication with another student.
Discipline: A mark of zero in the course and a letter of reprimand*.
15. A student cheated during an examination by verbal communication with another student.
Discipline: A mark of zero in the course and a letter of reprimand*.
16. A student altered answers on a midterm examination and returned the exam to the instructor requesting that it be re-graded.
Discipline: A mark of zero in the course and a suspension from the University for 12 months*.
17. A student submitted an assignment that was essentially identical to the same assignment submitted by another student, and both students exchanged sections of the assignment and copied from each other's work.
Discipline: A mark of zero in the course and a letter of reprimand.
18. A student submitted an assignment that was essentially identical to the same assignment submitted by another student, and both students exchanged sections of the assignment and copied from each other's work.
Discipline: A mark of zero in the course and a letter of reprimand.
19. A student requested to have his/her undergraduate degree, which was conferred years earlier, rescinded by the University due to his/her academic misconduct during his/her last two academic years. In particular, the student submitted essays and dissertations written by someone else in a number of courses.
Discipline: A mark of zero in all of the courses with the transcript being amended accordingly and the degree be annulled.
20. A student cheated during an examination by copying answers from a student sitting in front and from a student who sat beside him/her.
Discipline: A mark of zero in the course and a suspension from the University for 12 months*.
21. A student allegedly cheated during a final examination by attempting to consult notes in a washroom during the exam. The notes were left in the washroom prior to the exam.
Discipline: A mark of zero in the course and a letter of reprimand.
22. A student failed to disclose his/her previous attendance at a college, where he/she was under academic probation, at the time he/she applied for admission to UBC. Had the student's academic record from the college been taken into account, he/she would not have been admitted into UBC.
Discipline: In order for the student to be re-admitted to his/her program at UBC, he/she must re-apply for admission as a new applicant and that he/she must meet the requirements for a new applicant.
23. A student allegedly altered some answers on a midterm examination that had been returned to him/her and that he/she submitted the examination for re-grading.
Outcome: The allegation was dismissed and no disciplinary action imposed.
24. A student cheated by submitting his/her midterm examination for marking, claiming that it had been handed back unmarked, when the exam in fact had been taken from the examination room and not submitted at the time of the exam.
Discipline: A mark of zero in the course and a suspension from the University for 12 months*.
25. A student collaborated inappropriately with another student in producing his/her assignment answers.
Discipline: A mark of zero in the course and a suspension from the University for 4 months*.
26. A student collaborated inappropriately with another student in producing his/her assignment answers.
Discipline: A mark of zero in the course and a suspension from the University for 4 months*.
27. A student submitted a forged enrolment letter in support of an application for employment and forged the signature of a university employee.
Discipline: A suspension from the University for 8 months*.
28. A student: (1) altered some answers on a midterm examination and returned the examination to the instructor for re-grading; and (2) collaborated with another student on some assignments.
Discipline: A mark of zero in the course and a suspension from the University for 12 months*.
29. A student plagiarized a portion of his/her assignment.
Discipline: A mark of zero in the course and a letter of reprimand.
30. A student misappropriated laboratory specimens belonging to other students in the course and submitted them as having collected them him/herself.
Discipline: A mark of zero in the course and a letter of reprimand*.
31. A student cheated by bringing unauthorized notes (crib sheet) into an examination and referred to them during the exam.
Discipline: A mark of zero in the course and a suspension from the University for 4 months*.
32. A student allegedly did not hand in his/her examination to the invigilator at the termination of the exam period and that he/she removed the examination from the exam room.
Outcome: Allegation could not be substantiated by the available evidence and was dismissed.
33. A student plagiarized an essay from an Internet source.
Discipline: A mark of zero in the course and a suspension from the University for 8 months*.
34. A student allegedly: (1) plagiarized an assignment by using answers obtained from an official marking guide for a similar assignment used in the previous year in the course; (2) had unauthorized access to an official marking guide for a final examination; and (3) his/her official grade for a course that was contained in a file in an office computer was altered in an unauthorized manner and his/her grade raised.
Outcome: The allegations could not be substantiated due to the lack of clear and convincing evidence. However, the President's Advisory Committee on Student Discipline concluded that the student had lied to a Professor when he/she denied knowledge of any other classmates in the course.

and that the student's answers were evasive and unconvincing. A letter of reprimand was issued.

35. A student allegedly cheated in a final examination by breaching the regulations for the exam that forbade having at the place of writing a calculator, and by having chemical formulae written in pencil on the calculator.
Outcome: Allegation could not be substantiated by the available evidence and was dismissed. No disciplinary action imposed.
36. A student committed plagiarism by submitting work that was nearly identical to another student's.
Discipline: A mark of zero in the assignment and a letter of reprimand.
37. A student allegedly committed several academic misconducts in four courses, and failed to respond to the President's Advisory Committee on Student Discipline with respect to these allegations.
Outcome: The student is not permitted to register at the University until he/she meets with the President's Advisory Committee on Student Discipline and that a freeze be placed on his/her academic transcript pending the meeting.
38. A student allegedly failed to disclose his/her previous attendance at a Canadian University at the time he/she applied for admission to UBC, as he/she was required to do.
Outcome: Allegation was dismissed and no disciplinary action imposed.
39. A student cheated during an examination by collaborating with another student.
Discipline: A mark of zero in the course and a suspension from the University for 8 months*.
40. A student cheated during an examination by collaborating with another student.
Discipline: A mark of zero in the course and a suspension from the University for 8 months*.
41. A student submitted falsified transcripts from an out-of-country language institute in support of his/her application to UBC.
Discipline: A suspension from the University for 12 months*.
42. A student failed to disclose his/her previous attendance at a Canadian College at the time he/she applied for admission to UBC, as he/she was required to do.
Discipline: A suspension from the University for 12 months*.
43. A student allegedly committed plagiarism by submitting work that was nearly identical to another student's.
Outcome: Allegation was dismissed and no disciplinary action imposed.
44. A student plagiarized an answer to a question on an assignment by copying material from a website.
Discipline: A mark of zero on the assignment and a letter of reprimand.
45. A student cheated during an examination by having unauthorized material (a cheat sheet of notes) relating to the course material in his/her possession and by referring to it in the locker room while the exam was in progress.
Discipline: A mark of zero in the course, a suspension from the University for 12 months* and a recommendation that the student seek counselling.
46. A student allegedly committed an act of plagiarism in that several answers on his/her assignment appeared to be in the same order and often contained the same wording as on a marking guide used in the previous year.
Outcome: The allegation was dismissed, and no disciplinary action imposed.
47. A student collaborated with another student beyond the agreed-upon course limits when submitting his/her assignment. The student signed a statement that he/she was aware of the course policies, but failed to report the collaboration on the submission of the assignment.
Discipline: A suspension from the University for 4 months*.
48. A student collaborated with another student beyond the agreed-upon course limits when submitting his/her assignment. The student signed a statement that he/she was aware of the course policies, but failed to report the collaboration on the submission of the assignment.
Discipline: A suspension from the University for 4 months*.
49. A student committed an act of plagiarism by handing in an essay that included sections taken from sources on the Internet that were not credited in the essay or in the bibliography.
Discipline: A mark of zero in the course and a letter of reprimand.
50. A student committed two academic misconducts: (1) he/she committed plagiarism when he/she produced an assignment using information obtained directly from a student who had taken the course previously and (2) the student cheated on another assignment.
Discipline: A mark of zero in each course and a suspension from the University for 12 months*.
51. A student committed an act of plagiarism by copying answers to a series of assignments from another student's answer key and submitting them as his/her own work.
Discipline: A suspension from the University for 2 months*.
52. A student cheated in two incidents: (1) by writing a quiz in another tutorial section the day before his/her actual quiz was to be written, and handing in his/her exam with a false name and fake student number; and (2) by speaking to another student during a quiz in the actual tutorial section in which he/she was registered.
Discipline: A mark of zero in the course and a suspension from the University for 12 months*.
53. A student brought unauthorized material (hand-written notes) into a final examination.
Discipline: A mark of zero in the course and a suspension from the University for 6 months*.

54. A student forged a note from a doctor and submitted it as grounds for being allowed a standing deferred examination.
Discipline: A suspension from the University for 6 months*.
55. A student plagiarized a term paper by using material copied directly from websites and submitted the paper as his/her own work.
Discipline: A mark of zero in the course and a suspension from the University for 6 months*.
56. A student falsified facts in a report for a course.
Discipline: A mark of zero in the course and a suspension from the University for 12 months*.
57. A student stole money from another student while they were in a co-op placement.
Discipline: A suspension from the University for 12 months*.
58. A student arranged for another person to write his/her examination.
Discipline: A suspension from the University for 12 months*.
59. A student arranged for another person to write his/her examination.
Discipline: A suspension from the University for 12 months*.
60. A student arranged for another person to write his/her examination.
Discipline: A suspension from the University for 12 months*.
61. A student submitted a term paper that was substantially plagiarized from the text of two books.
Discipline: A mark of zero in the course and a letter of severe reprimand*.
62. A student submitted an essay that was substantially plagiarized from a publication found on the Internet.
Discipline: A mark of zero in the course and a letter of severe reprimand*.
63. A student submitted a term paper that was substantially plagiarized from a journal article.
Discipline: A mark of zero in the course and a suspension from the University for 8 months*.
64. A student submitted a term paper that was substantially plagiarized from a number of websites.
Discipline: A mark of zero in the course and a suspension from the University for 8 months*.
65. A student submitted a term paper that was substantially plagiarized from a number of websites.
Discipline: A mark of zero in the course and a suspension from the University for 4 months*.
66. A student admitted to submitting a term paper of which a substantial portion was copied from a published book.
Discipline: Taking into account extenuating circumstances, a letter of reprimand was issued.
67. A student arranged for another person to write his/her exams.
Discipline: A suspension from the University for 12 months*.
68. A student brought unauthorized material (a computer disk) into a final examination and made use of it during the exam.
Discipline: A mark of zero in the course and a suspension from the University for 12 months*.
69. A student committed plagiarism by gaining access to another student's assignment solutions from the previous term, without his/her knowledge and consent, and using the solutions to draft his/her assignments and submitting the assignments as his/her own work.
Discipline: A mark of zero in the course and a suspension from the University for 12 months*.
70. A student was suspected of giving another student access to assignment solutions from the previous term which were used by another student to commit plagiarism.
Outcome: The student was found not to have given access to the assignment solutions and the allegation was dismissed and no disciplinary action imposed.
71. A student breached course policy by giving his/her user name and password to his/her computer account to another student.
Discipline: A letter of reprimand.
72. A student brought unauthorized material (index cards) into a final examination and made use of the material during the exam.
Discipline: A mark of zero in the course and a suspension from the University for 8 months*.
73. A student arranged for another person to write his/her exam.
Discipline: A suspension from the University for 12 months*.
74. A student marked several questions of his/her exam paper in red pen during the exam in order to falsify grades and then handed it in to the invigilator.
Discipline: A mark of zero in the course and a suspension from the University for 12 months*.
75. A student was verbally abusive towards a Professor; struck the Professor's cabinet with his/her fist; and threatened and spat at a Teaching Assistant.
Discipline: A letter of severe reprimand.

* In all cases indicated by an asterisk, a notation of disciplinary action is entered on the student's transcript. At any time after two years have elapsed from the date of his or her graduation the student may apply to the President to exercise her discretion to remove the notation.

Students under disciplinary suspension from UBC may not take courses at other institutions for transfer of credit back to UBC.

FACULTY OF ARTS UBC KILLAM TEACHING PRIZES

Once again the University is recognizing excellence in teaching through the awarding of prizes to faculty members. Five (5) prize winners will be selected in the Faculty of Arts for 2004.

Eligibility: Eligibility is open to faculty who have three or more years of teaching at UBC. The three years include 2003 - 2004.

Criteria: The awards will recognize distinguished teaching at all levels; introductory, advanced, graduate courses, graduate supervision, and any combination of levels.

Nomination Process: Members of faculty, students, or alumni may suggest candidates to the Head of the Department, the Director of the School, or Chair of the Program in which the nominee teaches. These suggestions should be in writing and signed by one or more students, alumni or faculty, and they should include a very brief statement of the basis for the nomination. You may write a letter of nomination or pick up a form from the Office of the Dean, Faculty of Arts in Buchanan B130.

Deadline: 4:00 p.m. on January 19, 2004. Submit nominations to the Department, School or Program Office in which the nominee teaches.

Winners will be announced in the Spring, and they will be identified as well during Spring convocation in May.

For further information about these awards contact either your Department, School or Program office, or Dr. J. Evan Kreider, Associate Dean of Arts at (604) 822-6703.

Do You Recall an Excellent Teacher From Your Past?

FACULTY OF APPLIED SCIENCE UBC KILLAM TEACHING PRIZE

The University is again recognising excellence in teaching through the awarding of teaching prizes to faculty members. Two prize winners from the Faculty of Applied Science will be selected for 2004.

ELIGIBILITY: The prizes are open to full-time tenure-track faculty in Architecture, Engineering or Nursing who have five or more years of teaching experience at UBC.

CRITERIA: The awards will recognise sustained teaching accomplishments at all levels at UBC, and will focus on those faculty who have demonstrated that they are able to motivate students and are responsive to students' intellectual needs, or have developed innovative laboratory or lecture materials.

NOMINATION PROCESS: Students, alumni or faculty members may nominate candidates to the Head of their department, the Director of their School, or the Head of the unit in which the nominee teaches. Letters of nomination and supporting information may also be sent directly to:

Dr. Helmut Prion
Chair, Killam Teaching Prize Committee 2003-2004
Department of Civil Engineering, 2324 Main Mall
The University of British Columbia, Vancouver, BC, V6T 1Z4
E-mail: prion@civil.ubc.ca; Tel: 604-822-3864

DEADLINE: January 12, 2004

WINNERS: Winners will be identified in Spring 2004, and will be honoured during the Congregation in May.

For further information about the awards, please contact the Dean's Office, Faculty of Applied Science, your Department or School office, or the Killam Teaching Prize Committee Chair.

Preserving our Collective Memory

BY CRISTINA CALBOREANU

Remember the last time you went through your old papers and photographs looking for that something you just couldn't find and you promised yourself you'd figure out a way to keep it all organized? Just imagine how daunting a task it is to try to preserve the organizational memory of an institution like UBC.

This task falls to the University Archives, home to

when it comes to centralizing the control of the records, because this goes against the grain of the academic mindset."

One of the most important issues for the survey is the classification, use, and preservation of electronic records. The amount of electronic records is growing, but, according to Records Survey Project Co-ordinator Alan Doyle, paper is still predominant. "Where there are two

major initiative in which archival scholars, computer engineering scholars, music, moving images, photographs, theatre and dance scholars, national archival institutions and private industry representatives are collaborating to develop the knowledge required for long-term preservation of the authenticity of electronic records.

The InterPARES Project, whose first phase was concluded

Even though UBC is home to the world's leading project to preserve electronic records, keeping good digital and paper institutional memory is no task for the faint-hearted.

institutional records of the university, the Alumni Association, and the Alma Mater Society, as well as personal papers of individual faculty members, administrators, and alumni.

Although records are created, altered and destroyed every day, it is the identification and preservation of the permanently valuable, reliable and authentic records that most interests the University Archives.

To this end, this summer, the University Archives has begun a Records Survey to determine what records are being created, used, and maintained by the University's approximately 225 record-creating units. This survey, explains University Archivist Chris Hives, will help determine the steps needed to encourage the use of standardized records management principles.

"The University is a largely decentralized bureaucracy where units operate independently," Hives says. "We need to provide some guidance as to what sorts of records should be preserved and how."

Dr. Luciana Duranti, professor in the UBC School of Library, Archival, and Information Studies, agrees that the most difficult obstacle to overcome is institutional rather than technological.

"The main challenges are related to the nature itself of the university," she explains. "Unlike government, the university hierarchy breaks down

copies of a record, one electronic and one paper," says Doyle, "the paper one is going to trump as far as being preserved, because the systems are in place to preserve it."

Preservation of electronic records is complicated by their unique nature: digital materials are fragile, and their viability depends on technologies that change rapidly and continually. "With electronic records," explains Duranti, "preservation is an active endeavour. You could put a piece of paper in a box in the basement and forget about it for twenty years — but if you forget about an electronic record, it's lost. Preservation of electronic records is possible, but very expensive, because it requires refreshment of the media every year, and migration to new technology every three to five years."

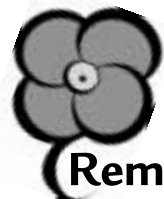
Further complicating the issue is the fact that electronic records can be easily altered. "The problems are enormous," says Duranti. "They are particularly significant not so much in relation to the preservation of information as such, but in relation to the preservation of the ability to prove, for accountability purposes, that that information is the original one, that it has not been tampered with, manipulated, or accidentally changed."

Prof. Duranti is the Project Director of the InterPARES (International Research on Permanent Authentic Records in Electronic Systems) Project, a

in 2001, is based in the UBC School of Library, Archival and Information Studies, and, according to Duranti, it is "the leading project in preservation of electronic records in the world."

Governments and institutions around the world (from the National Archives of the United States to Yale University) have implemented the InterPARES findings, but Canadian universities still have a long way to go. "We have had enormous financial and moral support from the university for this research," says Duranti. "What we don't have, because it would require money well beyond any money we have for research, is the ability to implement the findings of the research project in the context of the university."

But if we are to preserve the institutional memory of the University, Duranti cautions, we must act soon, because, in her words, "time is running out and we are losing more records than we are keeping." □



Remembrance Day Ceremonies

The university's Annual Remembrance Day Ceremony will be held on Tues. Nov. 11 in the foyer of UBC's War Memorial Gym for members of the campus and surrounding communities as well as veterans and members of the Armed Forces.

The 45-minute ceremony will start at 10:50 a.m.

The program includes readings and music by a brass quintet from the UBC School of Music, as well as guest speaker Richard Vedan, director of the First Nations House of Learning.

During the ceremony, wreaths will be laid by 14 community organizations, including the RCMP-University Detachment, UBC Locals of the Canadian Union of Public Employees and the Royal Canadian Legion, Branch 142.

Doors open at 10 a.m. Light refreshments will be served following the ceremony.

The university has held a Nov. 11 ceremony since the opening of the War Memorial Gym in 1951. For more information visit www.external-affairs.ubc.ca/ceremonies. □

GREEN COLLEGE THEMATIC LECTURE SERIES

Green College invites applications from members of the UBC community to hold an interdisciplinary thematic lecture series during the 2004-2005 academic year. The series can be on any interdisciplinary theme, and should consist of eight lectures over the period September 2004 to March 2005. The organizers will edit an anthology to be published in The Green College Thematic Lecture Series. The College will support travel expenses of invited lecturers to a maximum of \$10,000, and publication. Wherever possible, applicants should seek co-sponsorship of the series with other relevant bodies.

Applications must include the following:

1. Title, brief description of the series, and a list of proposed speakers and topics.
2. A budget that estimates the total cost of least expensive excursion airfares for all invited speakers. (Speakers will be accommodated at Green College. No honoraria will be offered.)
3. Actual or potential co-sponsors.

One or two lecture series will be funded. Questions about this program should be directed to Carolyn Andersson, Event Coordinator. Email: cmtander@interchange.ubc.ca.

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From Toe Shoes to Tenure Track

Ballerina turned Historian of Latin America joins UBC. BY ERICA SMISHEK

You'd be hard pressed to find another historian with an acting credit on the Internet Movie Database, the popular entertainment industry Web site.

But check the listing for *Nutcracker: The Motion Picture* and you can spot Alejandra Bronfman's name beside the role of Commedia in the 1986 production.

"It was very interesting to see how a film was made," says Bronfman, one of five new faculty additions to UBC's history department. "I had never witnessed the process before. It was a lot of sitting around all day, very stop-and-start. We had these extraordinary sets designed by Maurice Sendak, who wrote *Where the Wild Things Are*.

"It ended up being a really bad movie. But it was a fun experience — and I made a lot of money."

At the time, Bronfman was a soloist with the Pacific Northwest Ballet in Seattle. She had joined the company in 1984 following stints with the Washington Ballet in Washington, D.C., and Finis Jhung's Chamber Ballet in New York City.

"I felt drawn to it. I guess I'm a tiny bit of a masochist," she says of her dance career, which began once she completed high school. "It is very hard work and you have to be really self-critical."

While she loved to perform and travel, Bronfman decided to hang up her point shoes after a decade at the barre.

"I always knew I wouldn't do it forever," she says. "I didn't want to be on the stage longer than I should. It became clear I had to do something else."

At 28 years old, college beckoned. She completed a Bachelor of Arts in History at Cornell University in Ithaca, New York, and her Master of Arts and PhD in History at Princeton. After a preliminary interest in early modern Europe, she soon switched to Latin America.



Alejandra Bronfman spent 10 years on the professional dance stage before turning her attention to academia. She joins UBC's history department as an assistant professor specializing in Latin America, with an emphasis on 20th century Cuban history.

"I wanted to be more connected to what I was researching," Bronfman explains. "In part it was my background [she was born in Argentina and raised outside Washington, D.C. by a Spanish mother and an Argentinean father, and speaks fluent Spanish]. But when I thought about what kind of writer I wanted to be, I wanted to be more political.

"The cultural history of Latin America appealed to me, the way that people understand the world they live in and how it's constructed. I was interested in race and racial ideology — and how scientists write about it."

Bronfman specializes in 20th century Cuban history and has conducted extensive field research in the Caribbean country, to which travel is restricted for most Americans.

"The access was fine. I never had any problem going

there and getting into the archives. I have a strong relationship with Cuban scholars. But when I was teaching at the University of Florida and at Yale, I had to get over people's stereotypes of Cuba. There are so few really good ideas about Cuba in the United States. People spin these ideas without knowing anything about the country, its people or its culture."

Bronfman has settled in Vancouver with her nine-month-old daughter and her husband, Alexander Dawson, also a historian of Latin America and a new faculty member at Simon Fraser University.

"I didn't know much about the city before moving here," she says. "I had performed here with the Pacific National Ballet and my husband, who is Canadian, had prepped me a little bit. Now I'm interested to discover new places and new cultures. It's all good." □

He Shoots! He Scores! Here's How!

BY MICHELLE COOK



Kenji Okuma's computer software program could help hockey coaches.

In the fast-paced world of hockey, there isn't a coach — or fan — alive who hasn't at one time wished for more insight into why some plays unfold perfectly while others end in disaster.

Now, thanks to a UBC computer scientist who can't even skate, coaches may soon have a sophisticated new tool to help them analyse and predict how players will perform during a game, or even choose their top draft picks.

Before Kenji Okuma, 25, came to Canada from Japan in July 2000, he'd never seen a hockey game or set foot on a rink. Three years later, he's watched hundreds

of hours of NHL action on videotape — paying special attention to goal highlights — in order to build an unusual database.

Okuma is part of a team of UBC researchers working to develop a computer system capable of plotting player movements in hockey games. Its members include computer vision specialists James Little, David Lowe and Robert Woodham, and data mining expert Raymond Ng — all professors in the computer science department. Okuma completed his MSc in computer science earlier this year, and has been working as a research assistant in the department's Lab

for Computational Intelligence since then.

The research team's goal is to create a large database of NHL players in motion that can be queried to extract the paths — or motion trajectories — of individual players. The patterns could then be analysed to determine how a player moves and how he would be likely to move in future plays. Similar systems already exist for baseball, soccer, football and tennis.

Woodham says that hockey was the sport of choice for the project, in part, because of the interest in it here in B.C. and also because he

and fellow researcher Little are die-hard fans of the game.

Nonetheless, Okuma says he was drafted for his off-ice skills.

"Jim (Little) was my thesis advisor. I told him I knew nothing about hockey," Okuma says. "I'd never played hockey but I was living in Canada and thought I should know what Canada's favourite sport was like."

Okuma quickly learned what avid fans already know: professional hockey is a fast sport, and keeping an eye on the puck can be hard work. When a game is broadcast, cameras tilt, zoom and pan and switch between different locations, but they only capture a side or end view of the rink. To accurately understand the way players move around the ice, the best viewpoint for a coach is looking down on the rink from above.

With little overhead game footage available to the researchers, Okuma created software that removes the camera motion, and isolates and tracks each player's route. The software then transforms regular broadcast video footage into a digitized top-down view of the players' movements that is useful for coaches and other analysts.

"The human eye can only track three people at a time so this data would give a coach a fuller picture of where and how most plays occurred in a game," Okuma says.

He adds that the research team would like to get access to more game footage than is currently available on television broadcasts. An increased number of camera angles around hockey rinks would allow them to capture a greater range of movement on the ice, and help them to more accurately replicate human motion in digital form. The researchers would also like to get professional coaches interested in trying out the system.

Hockey coaches and sports

analysts are the most obvious end-users of the research, which is being funded by the Institute for Robotics and Intelligent Systems (IRIS) as part of a larger nationwide project of intentional motion and data archiving, but the work being conducted has wider applications.

Sports broadcasters could use it to give TV viewers a more dynamic experience by providing new vantage points and analysis of game play. Off the rink, the system could aid the computer game and film industries to create more realistic animated characters, or be used in the development of smart robots capable of imitating human

motion or anticipating people's actions.

With his contribution to the project almost complete, Okuma will be heading back to Tokyo in December with plans to pursue a PhD. And, he says, after watching two full seasons of NHL action on tape, he's had his fill of TSN broadcasts and Hockey Night in Canada and will be happy to get back to his sport of choice — soccer.

Still, he thinks he might like to go down to GM Place just once before he leaves. Despite the hundreds of games he's viewed, he's never seen a game of hockey played live. □

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UBC ALUMNI

The UBC Alumni Association will honour accomplished members of the UBC community at its Ninth Annual Alumni Achievement Dinner on November 20 at the Fairmont Waterfront in downtown Vancouver. For more information and to purchase tickets, please visit the website at www.alumni.ubc.ca or call 604-822-3313.



Outstanding Young Alumnus Award
Alice Low-Fung Mui,
BSc'86, PhD

Mui is an assistant professor in the department of surgery at UBC, as well as a research scientist for both the Vancouver Hospital Sciences Centre and the B.C. Transplant Society. She has distinguished herself in research that examines how hormones produced by certain cells in the immune system regulate the function of other cells. The research may lead to a better understanding of the proliferation of cells in blood diseases such as leukemia, and to effective approaches for preventing rejection in organ transplants. A paper describing her research was featured in the “Hot Paper” section of the journal *The Scientist*, a spot reserved for findings that have an unusually high impact on the research community.

She completed post-doctoral studies in California before being recruited by UBC in 1999. In the department of Surgery, she works with clinical researchers to translate her work into improvements in patient care.

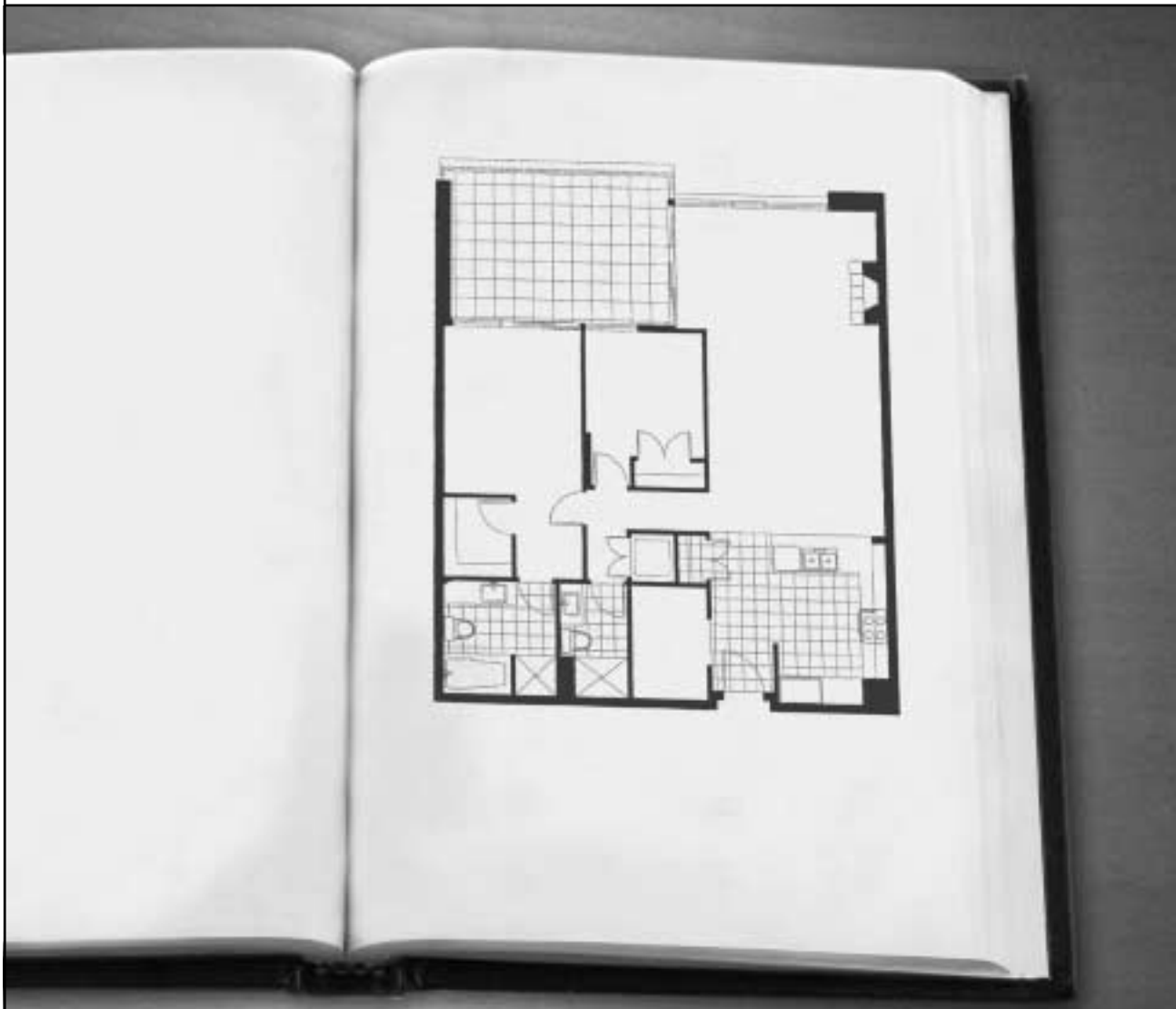
Respected for her outstanding science, Mui has been a keynote

speaker for three international scientific societies and is sought by several professional journals as a manuscript reviewer. She is assistant editor of *Experimental Hematology*, an international journal on blood disorders, and a reviewer for the journal *Blood*. She is a magnet for grants and awards and is a current recipient of a Canadian Institute of Health Research Scholarship.

Mui is supervisor and mentor to masters and doctoral candidates and is a keen teacher with consistently high evaluations; students often seek her out for help. Two of her graduate charges were chosen for podium presentations at international scientific symposia in Montreal and Torino. She sits on five provincial and national scientific grant review panels, is a member of the department of surgery's division of General Surgery Resident Education Committee, the Advisory Committee of the Vancouver Hospital, the Grant Review Panel for the Canadian Cancer Research Society and many other scholarly committees. □

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Hands across the Ocean, Bytes across the Sea

Grounded by SARS travel advisory, technology allows professor in UBC studio to teach students in Shanghai classroom. BY ERICA SMISHEK



Carson Woo, of the Sauder School of Business, was the first UBC faculty member to use Internet videoconferencing to teach an entire course to a class in a distant location.

The SARS outbreak may have suspended physical travel to Asia earlier this year but it never stopped virtual travel.

Thanks to new technology and some determined creative minds, the Sauder School of Business at UBC was able to use the Web and video broadcast technology to offer a course in its International MBA (IMBA) program in Shanghai.

For two very early mornings and two brutally long nights in July, Assoc. Prof. Carson Woo stood in front of a camera, computer at hand, in a television studio at UBC's Point Grey campus and taught 21 IMBA students seated in a classroom at Shanghai Jiao Tong University.

It was done by Internet Protocol (IP) videoconferencing, a system that uses the Internet to transmit video and audio data, and allows for interactive, two-way communication. Students had two computer screens in front of them — one for Woo's videoconference and another for his PowerPoint presentation — as well as a camera, which they activated with a button to relay their questions or responses back to Woo.

While UBC has been using the IP videoconferencing system for about two years, it was the first time it had been used by an instructor to teach an entire course to a class in a distant location. Everyone involved termed the innovative experiment a success.

"It was a good example of collaboration among many individuals. It took a lot of people to pull off," says Mark Zuberbuhler, executive producer and director for UBC Telestudios, the new-media produc-

tion facility that utilizes technologies for the creation and development of e-Learning initiatives.

"The professor had never done it before. The students had never done it before. We were utilizing new technology in a new way for teaching."

The 24-month IMBA program begins each January with 12 class days in Shanghai. Students then reside at UBC for four weeks in February to attend full-time classes. The program continues on a part-time basis with 18 four-day monthly modules, with Sauder faculty members travelling to Shanghai to teach. All classes are offered in English.

Following the SARS outbreak and subsequent travel advisory by the World Health Organization, no modules were offered in April or May of this year. By June, students were getting restless and frustrated, and approached both Grace Wong, assistant dean of International Programs at Sauder, and representatives of the Master's program to discuss alternatives.

"The students were getting very anxious," Wong says. "So we presented them with the option of a videoconference module. It's something that could be a good model anyway, not for full-time teaching but certainly as an alternative."

Students suggested that the Information Technology course might particularly lend itself to the trial, so Woo, who teaches Business Modeling for Information Systems in the IMBA program, was brought into the mix.

After three tests and the purchase of some new software in Shanghai, the kinks were ironed out and it was time for Woo to really get to work.

Given the time difference between Vancouver and Shanghai, he taught from 3 a.m. to 6:45 a.m. on a Thursday and Friday. Then he went home for a sleeping pill and a long nap before starting again on Friday at 5:30 p.m. and teaching until 1:30 a.m. Saturday. He did another 8-hour stint Saturday evening through Sunday morning.

"Friday was very painful," Woo admits. "By the time I got to midnight, I didn't know what I was talking about."

"I was eating dinner at breakfast and breakfast at dinner. By the end, my stomach was really complaining."

Despite the physical challenges, Woo says the project went smoothly. The system was only disconnected twice due to network traffic collisions and took only five minutes each time to reconnect. He had sent his PowerPoint notes to Shanghai long in advance so they would have background information if technology failed. And students were supportive of the initiative from the beginning.

"One wrote to me afterward and said he was very happy to be in the first group to ever experience this."

While Woo acknowledges it is an intriguing learning alternative, he would prefer to teach his students in person or at least be able to meet them face-to-face prior to ever appearing on video.

"I lost the shy student who normally would come up after class or during a break to discuss things," he says. "Some students were just too shy to speak when everyone else could see or hear them. They did have the option of emailing me questions after the class but I received very few. So I lost that whole touch with those students. To me, that doesn't feel good."

Given the experiment's success, Wong says the Sauder School is exploring other possible applications for the videoconferencing technology, including meetings and interviews.

While it cannot replace the unique nuances of interpersonal contact, she says it's an appropriate alternative when travel is not an option.

For more information on UBC's strategy to support work, learning and research through the use of new Internet and Web technologies, visit www.estrategy.ubc.ca □

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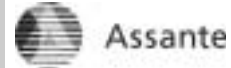
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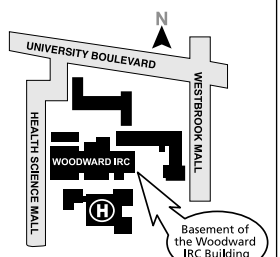
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