



# UBC REPORTS



PRINCIPAL PHOTOGRAPHY: MARTIN DEE

## THAT AHA! MOMENT

*Inventive approaches to mentoring are helping a growing number of students, faculty and alumni staff discover fresh possibilities.* BY RANDY SCHMIDT

"A year and a half ago, I was wondering if my degree would be any good once I graduated," says Meghan McLennan, a biology graduate who, like many students, found herself struggling with the transition into the 'real world.' "Now, I'm employed in a job I love, thinking about doing my PhD in a couple of years."

What made the difference? For McLennan, who works as a research technician, it was a new program that puts a unique twist on an old concept: mentorship. Called tri-mentoring, the innovative approach is leading a resurgence in mentoring initiatives throughout UBC.

The idea behind tri-mentoring is to engage and support

students at key transition points. Senior students are assigned industry mentors, who help them navigate the difficult road from campus life to the work world. At the same time, those senior students mentor junior students, helping them make the transition to the newfound freedom and rigours of university.

Launched in 2001-02 with 42 students and 21 mentors in the Faculty of Agricultural Sciences, it has quickly expanded to include 537 students and 260 mentors in the Dept. of Computer Science, the Faculty of Engineering, the life sciences, the Faculty of Arts, the Faculty of Dentistry, UBC's Golden Key (Honour) Society and the Campus

Sustainability Office.

"My mentor in fourth year was a PhD candidate named Erin Boyle from [UBC researcher] Brett Finlay's lab," says McLennan. "She was able to provide a couple of directions I could take after I finished my degree. Erin helped proofread my resume since I didn't know what academic employers wanted to see, and she also suggested the best way to approach the professors about employment."

Linda Alexander, director of UBC's Career Services, the unit that helps faculties and groups at UBC develop customized tri-mentoring programs, says the growth of

*continued on page 15*

## Duo Share Conservation Research, Friendship

BY BRIAN LIN



Sarah Foster and Amanda Vincent went on a six-hour bus ride in February 2004 in search of the perfect margarita, having been disappointed by the uninspiring big-box hotel and littered beach in Mazatlan, Mexico, the site of a United Nations technical workshop on ensuring sustainable international trade in seahorses.

"We finally found the perfect margarita," says Foster, who is Vincent's PhD student at UBC's Fisheries Centre. "But not before meandering through mangrove swamps and past crocodiles. Then we went for a swim not 10 metres from them."

Despite the detour, Foster and Vincent, Canada Research Chair in Marine Conservation and director of the world-renowned Project Seahorse, wowed an international audience of delegates with their research on seahorse biology, trade and conservation. They have been working for several years toward successful management of the world's trade in seahorses under the Convention on International Trade in Endangered Species in Wild Fauna and Flora (CITES).

The Convention, which addresses species whose trade must be controlled in order to ensure their survival, voted in November 2002 to include seahorses as a regulated species. The decision, which took effect in May 2004, made seahorses the first fully marine fish species of commercial importance to be listed in CITES and — with more than 25 million seahorses a year moving among at least 75 nations — represent the most volume.

The two first met when Foster introduced Vincent as a guest speaker at her old high school in 1998, but got to know each other when Vincent hired Foster as a research assistant for Project Seahorse in 2001, after her stint as a volunteer on the team's field research in the Philippines.

"I probably wasn't the best candidate when it came to the technical aspect of the work," says Foster, whose PhD work involves the bycatch of small fish species in tropical shrimp trawl fisheries.

"Amanda took a chance on me and her trust made me feel really good about myself. I've been given more opportunities in the last three years than perhaps many would have gotten in 15 years in the working world — and I came out of it with a great friend."

"The biggest contribution I've made to Sarah is probably eliminating the word 'like' from her sentences," laughs Vincent, who adds that Foster's ability to communicate complex ideas clearly is a testament of her significant growth both academically and personally.

Vincent says she has also benefited greatly from the relationship. "As a project leader, you face a lot of challenges, so it's important to know that people in the team, like Sarah, share your values and are working with you toward a common goal."

"Sarah's special strength is her ability to remain kind even when she's under enormous pressure," says Vincent. "As her advisor, I need to give her unstinting support without taking away her opportunity to rise to the challenge — which she always does." □



Sarah Foster (l) and Amanda Vincent, pictured at the Vancouver Aquarium, found the perfect margarita while working on Project Seahorse.



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## IN THE NEWS

Highlights of UBC Media Coverage in May 2005. COMPILED BY BRIAN LIN

### High Price of Flying to Toronto

For the second consecutive year, Toronto's Pearson International Airport has ranked second in an annual survey of the highest landing fees at airports around the world.

UBC air transportation expert **Tae Oum** from the Sauder School of Business, told *The Globe and Mail* that Pearson should restrain any further future increases in landing fees to ensure that foreign airlines maintain Toronto as a North American gateway.

Oum added that Pearson needs to diversify its revenue stream into areas such as retailing, fast food, car parking and leasing space to airport users.

### UBC Building a Model of Sustainable Architecture

In Canada, composting toilets have made their way into retail and academic buildings.

Since its completion in 1996, the C.K. Choi Building for the Institute of Asian Research at UBC has remained a model of sustainable architecture, reports *The Chicago Tribune*.

The three-story, \$4.5-million building features five composting toilets, functioning completely off the sewerage and power grids. The building's five compost bins only need to be emptied every 10 years. Ninety percent of the waste is urine, pumped out and treated in a constructed wetland, and red wriggler worms digest the solid waste.

### Learning Exchange Cultivates Global Citizens

Since the UBC Learning Exchange set up shop in Vancouver's Downtown Eastside in 2000, the



The C. K. Choi Building's composting toilets are making news around the world.

number of student volunteers has grown from 30 to 800 last year, reports *The Globe and Mail*.

With programs and resources including women's centres, community kitchens and inner-city schools, the Learning Exchange is a great example of Trek 2010, the university's mission statement which vows to produce graduates who are global citizens and contributors to the well-being of society.

### Prof Rocks Wall for Safer Schools

UBC earthquake engineering

professor **Carlos Ventura** is pleased at the results of a recent test where a 4.5-metre-high brick wall was put through a simulated magnitude seven quake.

The wall, restrained at the top and bottom and representative of many old B.C. schools, showed Ventura and fellow researchers the stability of such a structure in a strong earthquake. The results will help them find ways to strengthen B.C.'s large inventory of unreinforced brick schools in an economical fashion, Ventura told *Maclean's Magazine*. □

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## LETTER TO EDITOR

Dear UBC Reports:

In the last issue you published a summary of a lengthy *Globe and Mail* article in which I was quoted several times. The original article came perilously close to misrepresenting my views. Your summary completely inverted them. Regarding the two points you chose to summarize, let me clarify: 1. The Singh decision has nothing to do with Hargit Singh;

2. Humanitarian and compassionate exceptions have little to do with humanitarianism or compassion.

Thank you,  
Catherine Dauvergne  
Assoc. Professor  
Faculty of Law

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# Physics Alum has Clear Image of Future BY BRIAN LIN



PhD student Helge Seetzen is grateful for the opportunities given to him by VP Academic Lorne Whitehead.

**Helge Seetzen** is about to revolutionize what millions of people watch every day — thanks, in part, to the German military.

Seetzen is a UBC physics and philosophy alumnus and chief technology officer of Sunnybrook Technologies, a UBC spin-off company developing monitors that display images as life-like as the real thing.

Arriving at UBC in 1998 immediately following compulsory military service in Germany, Seetzen was

which are combined with sophisticated software and the human eye's natural reaction to scattered light. It is also more energy efficient and environmentally friendly, as can last decades.

The technology is being pursued for medical imaging to improve diagnostic accuracy, and is being used by film post-production company Technicolor and software giant Adobe, whose latest version of Photoshop fully supports HDR.

Seetzen says his experience with

invest the maximum amount of funding into research and development," says Seetzen, whose proudest accomplishment is his staff.

"Most of the people working here are co-op students," says Seetzen, who has also helped to establish a student co-op program with a number of German institutions. "But they are not fetching coffee or doing grunt work. All of them are encouraged to create their own projects contributing to the research and development — and

**The technology is being pursued for medical imaging to improve diagnostic accuracy, and is being used by film post-production company Technicolor and software giant Adobe.**

inspired by then dean of science Maria Klawe — who is now dean of engineering at Princeton University and a Sunnybrook board member — to help bring more outstanding international students to the Vancouver campus.

"I had this idea to collaborate with the German military and recruit the brightest students straight out of military service," recalls Seetzen, who pitched the idea to Vice-President, Academic, Lorne Whitehead, who at the time was an associate dean in the faculty.

"I was immediately impressed by his entrepreneurial and creative approach, and his interest in helping things work in new and better ways," says Whitehead, who offered Seetzen a job in his laboratory on the spot.

Since then, Seetzen has improved upon Whitehead's invention in high dynamic range (HDR) imaging and identified commercial applications. He then co-founded Sunnybrook which, with more than a dozen patents filed, recently received the TSX Venture award for "Most promising company to go public" — all before the tender age of 26.

"Normally I would probably just be getting out of university and fetching coffee on my first job," says Seetzen, who adds Whitehead has always treated him as a peer rather than a student.

"Instead, I'm working on an exciting technology that can really change lives."

The jewel in Sunnybrook's crown is an advanced display technology that accomplishes a 100-fold improvement in brightness and contrast to conventional monitors. The innovation replaces fluorescent backlights in LCD monitors and televisions with a small number of individually-controlled LED lights,

Whitehead has also inspired him to run Sunnybrook very differently from other technology-based companies.

"We firmly believe that people who create value should receive value," says Seetzen. "The university, which developed the original technology, should receive a large share of the benefits from the commercialization, and so should the people who worked on improving and promoting the technology."

Currently, 14 research groups — many of which are based in post-secondary institutions — are contributing to Sunnybrook's technology development and over a dozen inventors have received common shares of the company's stock. "This allows us to run the company on a small core group of people and

they all receive stock options."

In addition to extensive volunteer work as an undergraduate at UBC — Seetzen received the UBC Faculty of Science Ambassador Award five times — Seetzen is a mentor with the Vancouver School Board's Gifted/Enrichment Education program and a "Big Brother" with young offenders and disabled children.

"I'm indeed proud of Helge," says Whitehead. "But pride is a tricky word because it suggests that you deserve some credit for it."

"I'd like to think the opportunity I made available to an undergraduate student was a bit unusual. So I'm proud that I recognized his entrepreneurial ability and was able to create a space for him to shine." □

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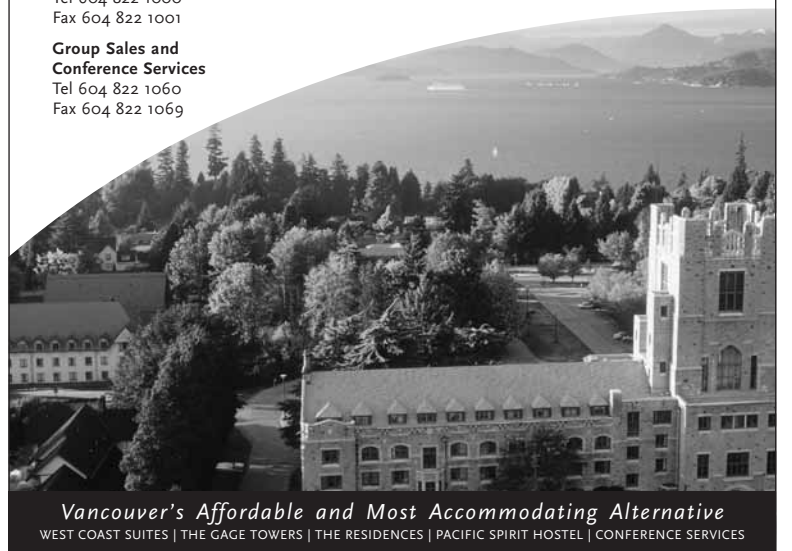
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# “Father” Hanson Coaches On, and Off, Court

BY BRENDA AUSTIN

**Kevin Hanson**, UBC head coach, men’s basketball, has a master’s degree in coaching science from the School of Human Kinetics, Faculty of Education. He uses his expertise in sports psychology to motivate athletes, plan game strategies and to promote individual development as well as team cohesion.

He was head coach for the Canadian Men’s National

course work for his master’s program in human kinetics next fall, with Hanson acting as an advisor for his thesis and his directed study.

Bains has also been a teaching assistant for Hanson as well as head instructor for some of Hanson’s UBC summer basketball camps.

University basketball coaches identify and recruit players on an

**“We call him Father Hanson,” says Bains, “and he’s taken me under his wing. We have long, long talks. I want to be a professional basketball player for a few years and my long-term goal is coaching.”**

Development Basketball Team, which competes in the World University Games, when he first met Pasha Bains, who tried out for the team in 2003.

“It was a dream of his to become an elite basketball player,” Hanson says of Bains, who has helped lead the UBC Thunderbirds to several successful seasons.

“Once he was at UBC, we had a natural connection as he became interested in taking a master’s degree in coaching science.”

For his part, Bains says Hanson is a mentor for many athletes.

“We call him Father Hanson,” he says, “and he’s taken me under his wing. We have long, long talks. I want to be a professional basketball player for a few years and my long-term goal is coaching.”

Bains and fellow UBC basketball player Chad Clifford run camps and youth programs in which they pass on some of the techniques in sports psychology they have learned from coach Hanson.

The camps are for Grade 3 to 12 students and form a tremendous network for training and recruiting players for university, according to Hanson. They also provide exceptional experience for Bains, who will continue

ongoing basis provincially, nationally and internationally, says Hanson, trying to get the best athletes.

“The annual mentoring-recruiting day in May, hosted by the men’s basketball team, pulls all the efforts together to welcome and orient the new students to UBC,” says Hanson.

Men’s basketball at UBC benefits from external mentors, too. David McLean, a strong supporter of UBC basketball, hosts a golf tour in Whistler, which raises money for men’s basketball athletes and increases the number of scholarships available. All money raised through this event goes into the David McLean Men’s Basketball Scholarship Endowment fund.

David Nelson, a UBC academic and basketball alumnus, hosts a retreat for the men’s basketball team at his summer property in Roberts Creek which features an outdoor basketball court. The retreat allows players to meet alumni in a wide variety of professions and occupations.

“Playing basketball, the students learn a lot of life skills, too,” Hanson says, “working with different types of people, getting along with everyone and managing the psychology of the game.” □



Coach Kevin Hanson (l) chats with Pasha Bains, master’s candidate in the School of Human Kinetics, Faculty of Education.



Computer Science grad student Micheline Manske(l) is much more sure of her career path after working with IT Services Executive Director Susanne Hille.

## Computer Sci Grad Changes Perspective, Discovers Possibilities

BY BRIAN LIN

**Susanne Hille** knows choosing a career is no picnic in the park. The UBC IT Services Executive Director learned the hard way but is determined to make things easier for young women like computer science graduate student Micheline Manske.

“As a student, I really struggled with my career options,” says Hille, who arrived at UBC almost two years ago and immediately volunteered for the Dept. of Computer Science’s tri-mentoring program. “I loved mathematics, and took computer science as an elective and just fell into it as a career, which is quite common when you’re young and taking those first uncertain career steps.”

Manske was at a similar crossroad when she met Hille a year ago. “I had a vague idea that I wanted to combine computer science with my teaching skills,” says Manske, who will graduate from UBC this summer. “But I was at a loss as to what kind of jobs were out there.”

“Micheline was very quiet and uncertain when I first met her,” recalls Hille. “In her mind, there were only a few options open to her, and part of my goal was to help her explore other ideas, even ones that seemed totally radical to her.”

“We often form mental pictures of ourselves and put up barriers based on those pictures,” says Hille, whose own mentors inspired her to reach farther than she otherwise might have. “They helped me to see myself doing things I didn’t think I could ever do, gave me confidence, courage and great advice. They made a big difference in my life.”

Through a series of one-on-one discussions and guided research with Hille, Manske identified corporate training as an area of interest, and is now pursuing leads with IBM and educational institutions in Toronto.

“Learning to network was the hardest part for me,” says Manske. “But once I got started, I

was surprised at all the opportunities that were open to me.”

“At the program’s official closing dinner, Micheline walked in and it was as if she was a different person,” says Hille. “She was buzzing with excitement from the positive responses she’s received and the many possibilities she now sees for her career path.”

“It’s extremely rewarding to see someone change her perspectives in that way.”

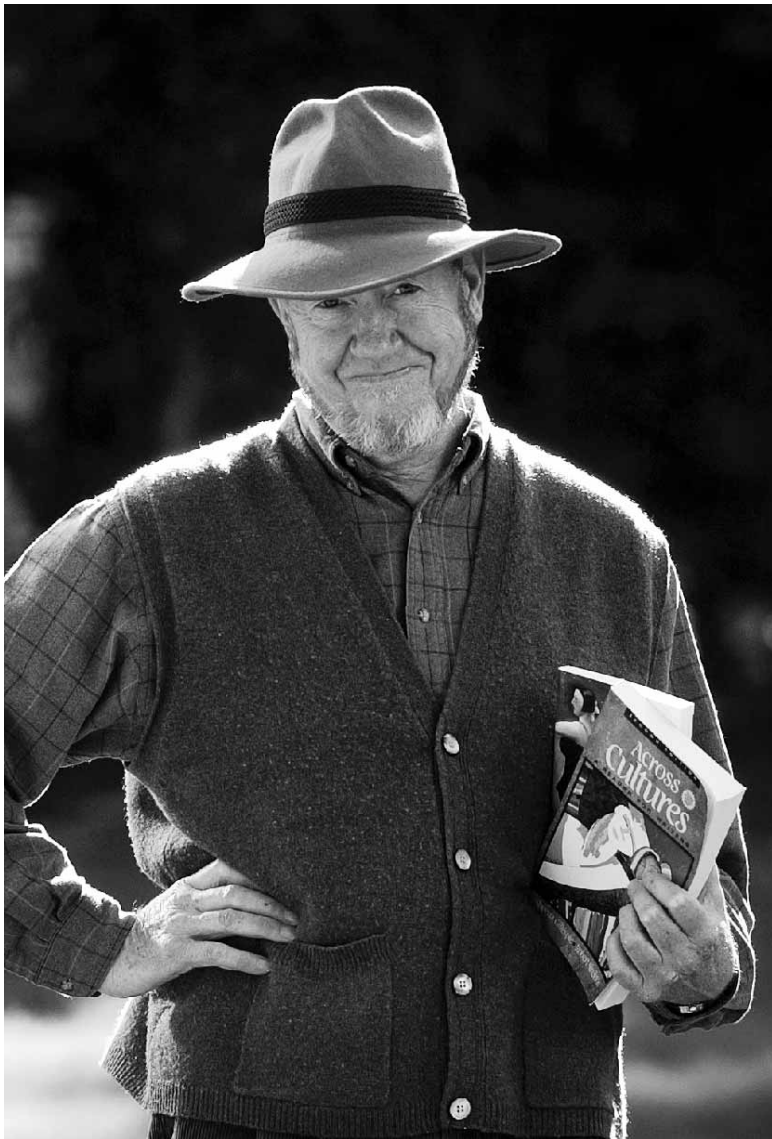
Manske says the tri-mentoring program is especially popular with female students. “About 22 per cent of undergraduate students in computer science are female, but the percentage of female participants in the tri-mentoring program is much higher.”

“It just shows how important it is to have a strong female role model,” Manske adds. “I think more than anything, what I learned from Susanne is that what I want out of my life and my career is achievable.” □



# UBC's Inaugural Graduate Mentorship Awards

BY HILARY THOMSON



*Creative writing Prof. George McWhirter says mentoring is a learning and leading process.*

**Commitment**, consistency and continuity are the hallmarks of a successful mentoring relationship, according to two faculty members who have received the inaugural Killam Graduate Mentorship Award.

School of Nursing Prof. Joan Anderson and Creative Writing Prof. Emeritus George McWhirter have been honoured for outstanding performance by faculty members in mentoring graduate students. The award is based on sustained mentorship of many students over many years.

Anderson, who joined UBC in 1975, says she's never thought of herself as a mentor, but has always enjoyed the process of reciprocity and sharing ideas with students.

"The best relationships are those where students are willing to have their ideas challenged. I challenge them and they challenge me," says Anderson, who was instrumental in developing one of Canada's first doctoral programs in nursing. "If they're ready to explore, I can be a guide. When the student is ready, the mentor will appear!"

She cites Prof. Emeritus Roy Turner, of the Dept. of

Anthropology and Sociology, as being an outstanding mentor when she was completing her own PhD at UBC.

"He shifted my thinking. It was transformative learning — painful but exciting," she says. Anderson's research interests include the socio-cultural context of health and illness; gender and health; and health and public policy. She was named a 2003 Distinguished UBC Scholar in Residence at UBC's Peter Wall Institute for Advanced Studies.

In addition to the satisfaction of watching her students succeed, Anderson is particularly proud when her students demonstrate they are "good academic citizens."

"I get a tremendous sense of satisfaction when students show a sense of social responsibility and a commitment to social justice and civility. That is what brings us together."

George McWhirter has mentored students in the Dept. of Theatre, Film and Creative Writing for 35 years and served 10 years as head of the department. This year, he won UBC's Sam Black Award for Education

and Development of the Visual and Performing Arts.

Also a UBC alumnus, McWhirter agrees with Anderson that mentoring is both a "learning and a leading" process. He says he has tried to take the best from his own mentoring experiences and "put it together for others."

One of his students has said, "George guides without chastising, teaches without patronizing, and hopes without reservation."

The so-called writers' temperament isn't a particular challenge to his mentoring, he says, since most people in academia are passionate about their work. He believes a writing workshop is not much different from a laboratory, where things are tried, challenged and explored.

"I try to keep the student focused on the work, not their feelings — or my feelings — about the work."

McWhirter mentors students who write plays, poetry, prose and are involved in literature translation. Over the past six or seven years, his students have been nominated for and won the Governor General's Award for poetry. They

*continued on page 15*

## Looking for a Few Good Women

*Engineering program aims to meet a need for female role models.* BY BRIAN LIN

Spending a year with Naoko Ellis has helped UBC mechanical engineering PhD candidate Dana Kulic solidify her conviction to pursue a career in academia. The same journey, however, has led second-year undergraduate student Carmen Lau in the opposite direction.

Ellis, an assistant professor in chemical and biological engineering, met Kulic and Lau through a unique program in the Faculty of Applied Science that provides female engineering students with female role models in a predominantly male industry.

Through the tri-mentorship program, which matches a faculty member or industry leader with a senior student and a junior student, both Kulic and Lau have been able to explore the various aspects of an academic career in engineering and landed on their own path.

Kulic, who worked for several years as a mechanical engineer before returning to UBC to complete her doctoral degree, says she's now more aware of the challenges — and benefits — involved with an academic career.

"I was surprised to find out that Naoko thought her first year as a prof was way harder than doing her PhD," says Kulic.

"There will be a lot more deadlines and various teaching and research expectations.

"I don't know if I'm prepared, but I've been warned," laughs Kulic.

Lau, on the other hand, doesn't see herself spending years focusing on one specialized area.

"Academia is no longer my first choice. And I'm really glad I

found out early on," she says.

"One of the biggest challenges for women in engineering is the lack of female role models through their formative years," says Ellis, who has also attended Minerva Foundation conference for B.C. women to help foster greater leadership roles for women.

"And the number of women dwindles as you progress up the academic or corporate ladder. But the benefit is far-reaching so it's worth the effort."

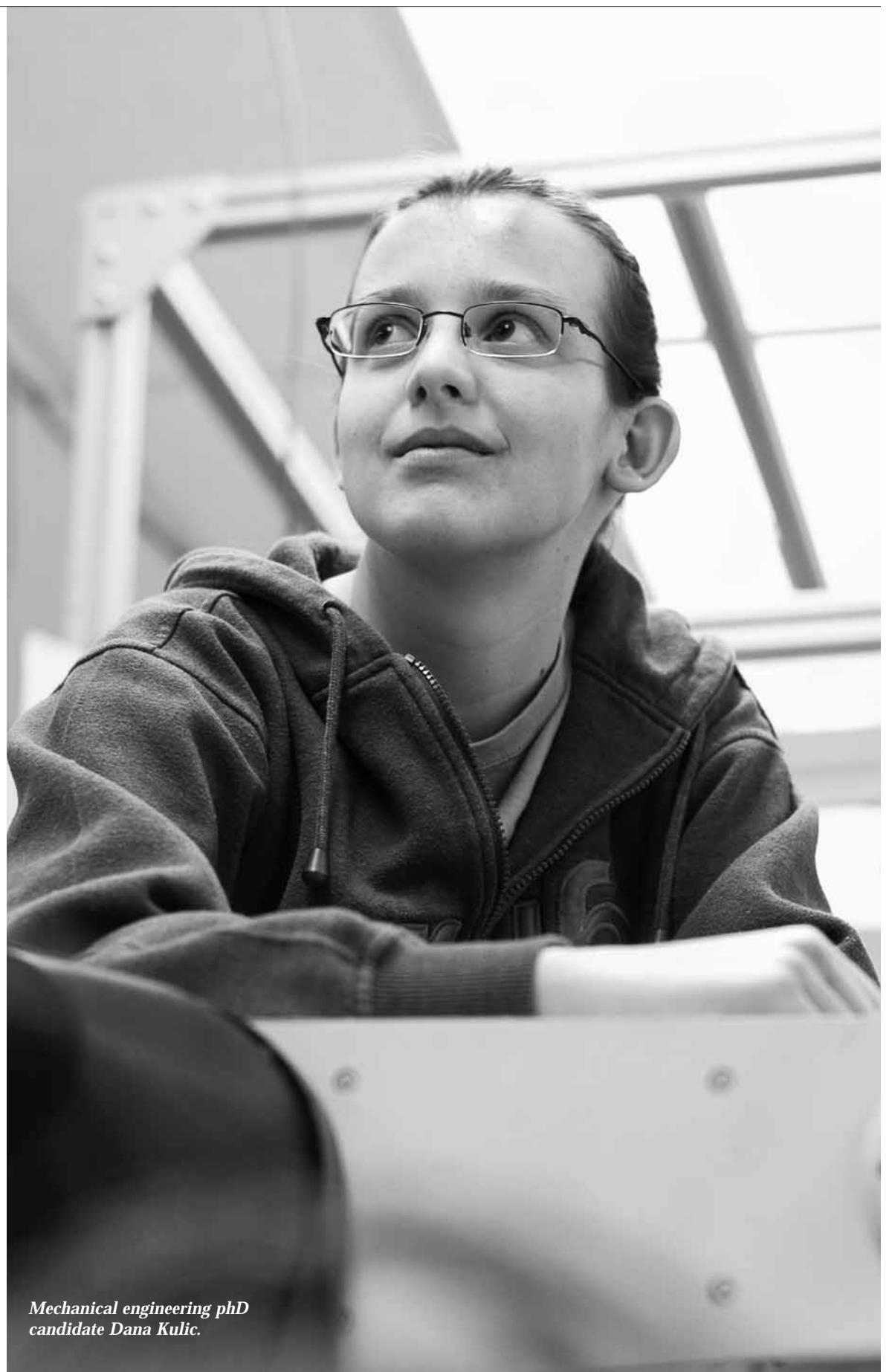
"Female engineers will always stand out," says Kulic. "You'll walk into a meeting and be the only woman in the room. Then there's the pressure of balancing your family life.

"I've noticed a lot of young female engineers, who do as well as the guys in the first few years, then they get married and take the 'mommy track,'" says Kulic. "While the guys keep going up, the women get stuck in middle-level positions and can't seem to advance beyond that. Naoko's personal experience has given me more confidence in making it work."

Lau's concerns were more immediate. Part of the first group of students in the newly redesigned second-year mechanical engineering program, Lau found a steep learning curve that at times seemed insurmountable.

"I had trouble adjusting to the new learning environment," says Lau. "But Naoko and Dana encouraged me to keep working at it, and reminded me that there's always a light at the end of the tunnel.

"And they were right," she adds. □



*Mechanical engineering PhD candidate Dana Kulic.*



# Stopping Disease

*Bacterial disease expert makes lab team a priority.* BY HILARY THOMSON

A combat sport is how UBC bacterial disease researcher Brett Finlay describes the competitive world of science research.

So it's not surprising he believes a big part of mentoring is looking out for the 25 members of his lab. "I try to identify lab members'

his talented team.

Communication is a major component of life in his lab, located in the Michael Smith Biotechnology Laboratory. When in town, he makes it a priority to meet with every lab member in half-hour sessions during the week. He also

ance the demands of research.

Bruce Vallance came to the lab in 1999 as a post-doc. With his father, a biology teacher, Vallance spent a childhood collecting butterflies and frogs and believed his interest in biology would lead him to medicine. After his father's

**Finlay says he's very selective in taking on new lab members. He looks for independence, drive, and a well-rounded person — "no lab rats"...**

abilities and give them chances to use those skills in a supportive environment where they're free to chase their ideas," says Finlay, who is the Peter Wall Institute Distinguished Professor — the university's highest academic honour.

Recruited to UBC by the late Michael Smith, Nobel Laureate, Finlay counts among his mentors and role models his parents, both biologists; his PhD supervisor, Dr. William Paranchych; and his post-doctoral supervisor at Stanford University, Dr. Stanley Falkow.

Running a successful lab is an acquired skill, says Finlay, adding that he took business courses on motivation and conflict resolution to help him manage and mentor

holds a formal weekly lab meeting where students and post-docs can practice presentation skills. In addition, he hosts a lab retreat every 18 months where members put forward their vision for where the work is going.

"At this stage, my contribution comes not so much from the papers I publish, but from the people I train — that's my job right now," he says. He has adopted many of Smith's mentoring techniques — "giving me all that I needed, keeping distractions to a minimum and getting out of the way."

Finlay says he's very selective in taking on new lab members. He looks for independence, drive, and a well-rounded person — "no lab rats" — who has interests that bal-

death from cancer when Vallance was 16 years old, his interests shifted toward medical research and trying to understand what caused disease.

The 38-year-old is now an assistant professor of pediatrics and Canada Research Chair in Pediatric Gastroenterology. An expert in developing models of disease that show how infection affects the intestinal tract and liver, his research is focused on the role of bacteria in causing Inflammatory Bowel Disease (IBD) in children. IBDs, such as Crohn's disease, cause intestinal tissue to become inflamed, resulting in chronic abdominal pain, cramping, fatigue and diarrhea.

He says his mentors, who



*Microbiologist Brett Finlay (above) taught Bruce Vallance (l) that creating momentum is key to a successful research program.*

include both Finlay and his PhD supervisor Dr. Steve Collins at McMaster University, showed him how to succeed in research.

"I learned from them how to get people, especially funding organizations, interested in the problems you're studying," he says. "From Brett I learned it's important to get a running start. If you can quickly get your ideas funded and recruit excellent people, that gives your research program real momentum and that's one of the keys to success."

Vallance is the Children with Intestinal and Liver Disorders (CH.I.L.D.) Foundation's Research Chair in Pediatric Gastroenterology — the first position of its kind in Canada. He supervises his own five-member

lab at the B.C. Research Institute for Children's and Women's Health (BCRICWH). Vallance and several other pediatric gastroenterologists working at the institute comprise the fastest-growing pediatric gastrointestinal research group in Canada.

"I feel lucky to have worked with mentors who allowed me to try my own ideas," says Vallance, who is also a Michael Smith Foundation for Health Research Scholar. "While nobody's ideas work all the time, you can't be afraid of failure, you have to keep trying. Learning to have confidence in your own ideas is crucial to becoming a successful researcher, and when some crazy idea you dreamed up works, there's nothing more exciting." □

**The CH.I.L.D. Foundation** began in 1995 with the goal of finding a cure for digestive disorders such as Crohn's disease, ulcerative colitis and liver disorders.

The Canada Research Chairs program, designed to build Canada's research capacity, represents a Government of Canada investment of \$900 million to establish 2,000 research professorships in universities across the country.

The Michael Smith Foundation for Health Research leads, partners and serves as a catalyst to build British Columbia's capacity for excellence in clinical, biomedical, health services and population health research.

BCRICWH operates in partnership with UBC and the Children's & Women's Health Centre of BC, an agency of the Provincial Health Services Authority. □



# Equity Office Discrimination and Harassment Report 2004

## OVERVIEW

The University of British Columbia adopted and implemented the Policy on Discrimination and Harassment (hereinafter referred to in this report as the “Policy”) in 1995, and revised it to its current form in 1996. According to the Policy, members of the UBC community — students, faculty and staff — are prohibited from discriminating or harassing other UBC community members on the basis of actual or perceived personal characteristics, such as race or sex. More specifically, the Policy delineates 13 prohibited grounds of discrimination and harassment, characteristics based on the BC Human Rights Code; these are:

- Race
- Colour
- Ancestry
- Place of origin
- Age (applies to those older than 19 and less than 65)
- Sex (includes sexual harassment)
- Physical or mental disability
- Sexual orientation
- Unrelated criminal conviction (in the context of employment only)
- Political belief (in the context of employment only)

The Policy assigns both rights and responsibilities to the UBC community. Students, faculty and staff are promised, by virtue of the Policy, a discrimination and harassment-free environment in which to study, work and reside. Similarly, all students, faculty and staff are held responsible for adhering to the Policy and upholding its principles. The Policy provides protection for UBC community members in the context of employment, academics, residence and athletics. The mandate of the Equity Office is to ensure that these rights and responsibilities are fulfilled by the UBC community — by offering mechanisms to address complaints of discrimination and harassment; and by offering educational programming to heighten awareness of human rights. The purpose of this report is to share the data collected by the Equity Office on its handling of discrimination and harassment incidents in 2004.

## DISCRIMINATION & HARASSMENT DEFINED

According to the BC Human Rights Code and the UBC Policy, *discrimination* is defined as the denial of an opportunity to, or a biased decision against an individual or a group because of some personal attribute, such as sexual orientation or religion (one of the 13 grounds listed above). Discrimination also occurs when individuals are judged on the basis of their group membership rather than their individual capabilities or merit. For example, to determine that a female applicant is unfit for a manually intensive job because “women are not strong,” is an unfounded, unjustifiable denial of an opportunity. In some situations, different treatment might be justified, perhaps because of a reasonable occupational requirement. To reject a blind applicant for a job as a pilot, is for example, a justifiable reason for different treatment.

*Harassment* is a form of discrimination, which entails offensive or insulting treatment, of individuals or groups, again, because of one’s personal characteristic. Another important element of harassment is that it is *unwelcome*; this is particularly important to distinguish in situations of sexual harassment. Discrimination and harassment, whether intentional or unintentional, are unlawful and in violation of the

UBC Policy. As such, the law in BC and in Canada measures impact on the aggrieved person rather than the intent of the perpetrator, when assessing allegations of human rights violations.

## COMPLAINT MANAGEMENT

According to the Policy, *Administrative Heads* are responsible for addressing discrimination and harassment in their units. Administrative Heads are the lead administrators in a given unit — institutes, faculties, departments, and so forth; and may include, for example, Directors, academic Heads, Deans, Associate Vice Presidents, and Vice Presidents. Thus, Administrative Heads and the Equity Office share the responsibility for enforcing the Policy. Individuals who believe they have a human rights complaint may take their concerns to their Administrative Head (or designated Equity person or committee) or the Equity Office; the option is theirs. In most cases, the Equity Office and Administrative Heads work in tandem to address complaints and concerns brought forth. Equity Advisors do not advocate for any one group on campus (faculty, staff or students) or individuals, but rather serve as advocates for the Policy — to ensure a discrimination and harassment free campus.

Students, faculty and staff bring their various concerns to the Equity Office; some of these concerns trigger the Policy, and translate into bona fide discrimination or harassment mandate cases. Many others, however, do not activate the Policy — because, for example, they fall outside the one year time limit for reporting incidents, or involve non-UBC parties, or fall under the mandate of another UBC policy or procedure. The Equity Office refers to these non-mandate situations as *consultations*, and, as such, the Equity Office Advisors and staff endeavor to provide counsel to individuals and departments in finding appropriate redress for their concerns.

Consultations may take the form of answering questions about the Policy, bridging communication gaps between parties, or referring individuals to other UBC offices or external community services. At times, Equity Advisors coach clients through challenging situations, by assisting them with letter writing or role-playing difficult conversations. Sometimes people come to the Equity Office with stories of harassment or discrimination, but are too fearful of retaliation to pursue a complaint. Since discrimination or harassment cases cannot be pursued anonymously, Advisors approach these incidents in a consultative manner.

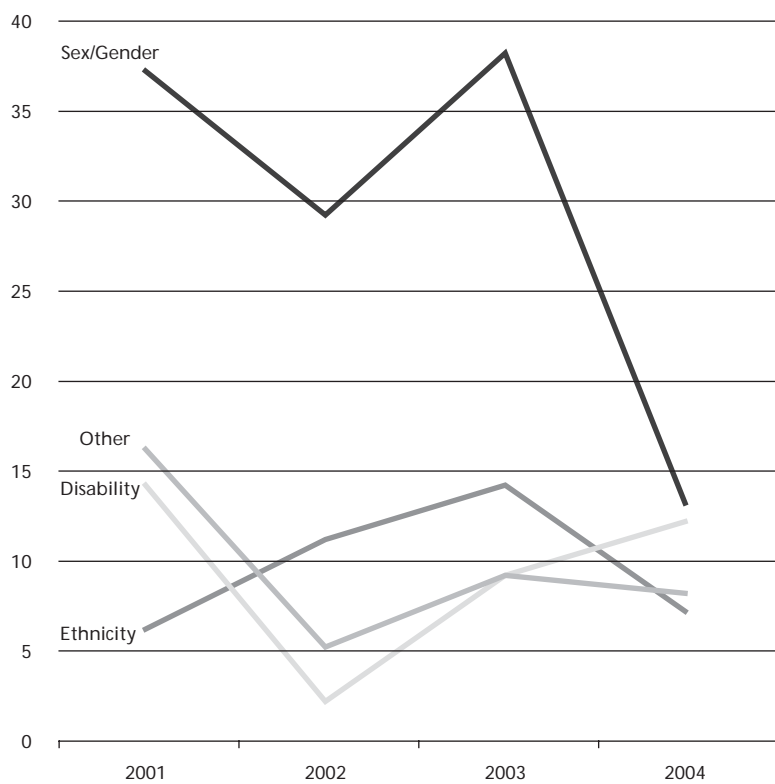
More and more of the incidents brought to the Equity Office fall under the rubric of *personal harassment* — situations in which parties are reportedly behaving badly towards each other, but not on the basis of one of the 13 prohibited grounds set out in the BC Human Rights Code. This broad category of personal harassment includes such behaviour as bullying (also referred to as *psychological harassment*), mean-spirited gossiping, and heated disagreements, to name a few. Currently, UBC does not have a policy to address such non-human rights conflicts or harassment. Although such interpersonal conflicts fall outside the Discrimination and Harassment Policy, the Equity Office, nonetheless, plays a consultative role in addressing them.

For reporting purposes, mandated discrimination and harassment cases are divided into four broad categories — all of which include a requisite human rights element: biased conduct or behaviour, retaliation (for bringing forth a complaint), physical assault or threats, and poisoned or hostile environment. The first three apply generally to

Figure 1 Discrimination & Harassment Complaints and Consultations Covered v. Not Covered Under UBC’s Policy

	2002		2003		2004	
	Out of 103 total complaints, 47 covered under Policy (46%)		Out of 156 total complaints, 70 covered under Policy (45%)		Out of 122 total complaints, 41 covered under Policy (34%)	
Age	0	0	2	3%	1	2%
Disability	2	4%	9	13%	12	29%
Ethnicity (ancestry/colour/race)	11	23%	14	20%	7	17%
Family Status	0	0	0	0	0	0
Marital Status	0	0	0	0	0	0
Political Belief	0	0	1	1%	0	0
Religion	3	6%	2	3%	4	10%
Sex/Gender	29	62%	38	54%	13	32%
Sexual Orientation	2	4%	4	6%	4	10%
Unrelated Criminal Offense	0	0	0	0	0	0
Not Specified	0	0	0	0	0	0
<b>TOTAL</b>	<b>47</b>	<b>99%</b>	<b>70</b>	<b>100%</b>	<b>41</b>	<b>100%</b>
	2002		2003		2004	
	Out of 103 total complaints, 58 not covered under Policy (54%)		Out of 156 total complaints, 86 not covered under Policy (55%)		Out of 122 total complaints, 81 not covered under Policy (66%)	
Behaviour covered under other UBC policy or procedures	35	63%	37	43%	46	57%
Event outside one-year limit	1	2%	3	3%	0	0
Respondent and/or context not under UBC jurisdiction	5	9%	23	27%	6	7%
Personal Harassment	15	27%	23	27%	29	36%
<b>TOTAL</b>	<b>56</b>	<b>101%</b>	<b>86</b>	<b>100%</b>	<b>81</b>	<b>100%</b>

Figure 2 Number of Complaints Under the Policy by Reason



individual complainants, whereas the last category — the poisoned environment — refers to behaviours that are not necessarily directed at an individual, but manifest themselves in a chilly or toxic climate, impacting a group of individuals.

The Equity Office employs both informal and formal resolution methods in addressing mandate complaints. The vast majority of cases are handled informally by Equity Advisors, in conjunction with Administrative Heads, who serve as neutrals to sort out the issues, facts and find workable solutions. Each mandate case is unique — with different issues, players, contexts, and severity — and, therefore the approach taken and resolutions brokered are tailored to the parties' needs. Sometimes complainants have a particular resolution in mind, e.g., an apology, a change in policy, the removal of *offensive* pictures from a work station. Other times, appropriate resolutions materialize through dialogue among the parties.

In rare situations, mandate complaints are addressed through formal rather than informal proceedings. Complainants who experience severe infringement of their human rights may apply for a formal investigation by submitting a written request to the Equity Office. Upon considering the complainants' request and initial fact-finding on the matter, the Associate Vice-President, Equity, may grant the request and order an independent investigation and panel. From 1998 to date, only one case has been addressed through formal proceedings. This case, in 2002, involved a complaint of sexual harassment by a student against a sessional lecturer. The three-person independent panel determined that the lecturer had sexually harassed the student, and ordered an official warning letter be placed in the lecturer's faculty file. No case was forwarded to formal investigation in 2004.

Following is a summary of complaints (cases and consultations) received and handled by the Equity Office in 2004. These data reflect only those situations in which the Equity Office was specifically contacted, and does not include the many other incidents in which Administrative Heads or units managed incidents independently.

## COMPLAINTS RECEIVED IN 2004

The Equity Office handled 23 mandate cases and offered 99 consultations from January through December 2004. Of the 99 consultations, 18 (18% of all consultations) would have been addressed as mandate complaints, but for various reasons the parties chose not to pursue the complaint. Thus, of the total 122 complaints for 2004, 41 incidents fell within the purview of the Policy, representing 34% of all complaints (cases and consultations) in the calendar year. Figure 1 tracks mandated case activity in the Equity Office from 2002 through 2004, inclusive.

By examining this longitudinal data, one can note the rise and fall of Policy-mandated case handling by the Equity Office from 2002–2004. Although we cannot fully explain this year to year fluctuation, we believe that certain factors play a determining role: 1) Very brief consultations with parties or Administrative Heads (or their designates) may not be recorded, or are recorded with varying diligence, in the computer database from which these numbers are generated. 2) The educational programs offered by the Equity Office staff may be effective in raising discrimination and harassment awareness, limiting inappropriate behaviour and promoting respectful interactions in the workplace, classroom and residences. Participation in the many workshops offered by the Equity Office Advisors, likewise, varies from year to year. 3) Administrative Heads, whom have been trained by the Equity Office in complaint handling, are becoming more and more adept at resolving human rights issues locally and early. Many situations, therefore, never reach the Equity Office and are not recorded in our records. However, with changes in unit leadership, the effectiveness with which Policy related incidents are dealt with in the unit, is similarly subject to change.

Of the 41 mandate cases and consultations addressed by the Equity Office in 2004, 13 were based on sex/gender discrimination (32% of all mandate complaints), 12 (29%) on disability, 7 (17%) on ancestry/colour/race, 4 (10%) on sexual orientation, 4 (10%) on religion, and 1 (2%) on age. According to data from 2002–2004, discrimination and harassment based on sex/gender has been the most frequently reported kind of human rights violation brought to the attention of the Equity Office over these recent years. However, there has been a dramatic drop in the percentage of sex/gender cases, proportional to a dramatic rise in the percentage of cases alleging discrimination and harassment based on disability. See Figure 1 and Figure 2, which illustrate the trends of complaints by reason or kind of discrimination.

Figure 1 tracks incidents brought to the Equity Office from 2002–2004 that fell outside the Policy because of jurisdiction or time limitations. In 2004, 81 out of 122 cases fell outside the reach of the Policy. As explained above, such situations are addressed as *consultations* by Equity Office staff. Of these 81 consultations, more than half — specifically 46 (57%) — fell outside the Policy because other UBC policies and procedures were more appropriate avenues of redress. For instance, students who bring forth complaints over grades are often referred to the academic appeals procedures (unless poor marks can be clearly linked to retaliation for bringing a human rights complaint.) Complaints involving personal harassment totaled 29 (36%) in 2004; while 6 (7%) cases involved parties or contexts external to UBC, and therefore did not invoke the Policy. Due to the increasing numbers of personal harassment incidents, the Equity Office, in concert with other UBC offices, is currently exploring ways to best address personal harassment on campus.

The Policy promises that discrimination and harassment will not be tolerated in the various domains of the university — the classroom, the workplace, residences, athletic teams and clubs. Figure 3 illustrates the breakdown of incidents in these various university settings. Employment and academic matters have consistently been the primary sources of Equity cases over the last five years. Of the 122 complaints handled by the Equity Office in 2004, 63 (52%) fell within the context of employment. This data represents an increase over the last few years in the number of employment related incidents brought to the Equity Office. In 2000, 35% of all complaints and consultations fell within the employment context, while in 2003 43% alleged a biased workplace. However, the raw number of employment-based incidents in 2003 and 2004 are nearly equal, these being 63 and 68 respectively.

Following closely behind the employment category, 48 (39%) complaints in 2004 alleged discrimination and harassment in the classroom. This 2004 data reflecting the academic context closely match those from 2003: Academic-based incidents comprised 41% of all 2003 complaints. Over the course of these last few years, then, one can discern a trend of decreased academic-based complaints and increased employment-based complaints. Few complaints of discrimination and harassment were brought forth from residence and athletics in 2004 — a mere 5 (4%) involving resident living and 2 (2%) from the athletics context. In comparing 2004 and 2003 data, there has been a slight decline in residence based complaints in the last year. This decline may be the result of awareness-raising educational programs conducted in residence halls, skilled Residence Advisors handling complaints locally, or matters simply not being brought forward to the Equity Office. Four cases fell outside the jurisdictional context of UBC; these include, for example, incidents that occurred wholly in the city of Vancouver or involved respondents unaffiliated with UBC.

Figure 4 illustrates the gender of parties involved in discrimination and harassment complaints over the last three years. Consistently throughout this time period, women have been more likely to bring matters to the Equity Office than men. In 2004, out of 122 complaints, 77 (66%) women sought assistance from the Equity Office, as

Figure 3 Context of Discrimination &amp; Harassment Cases

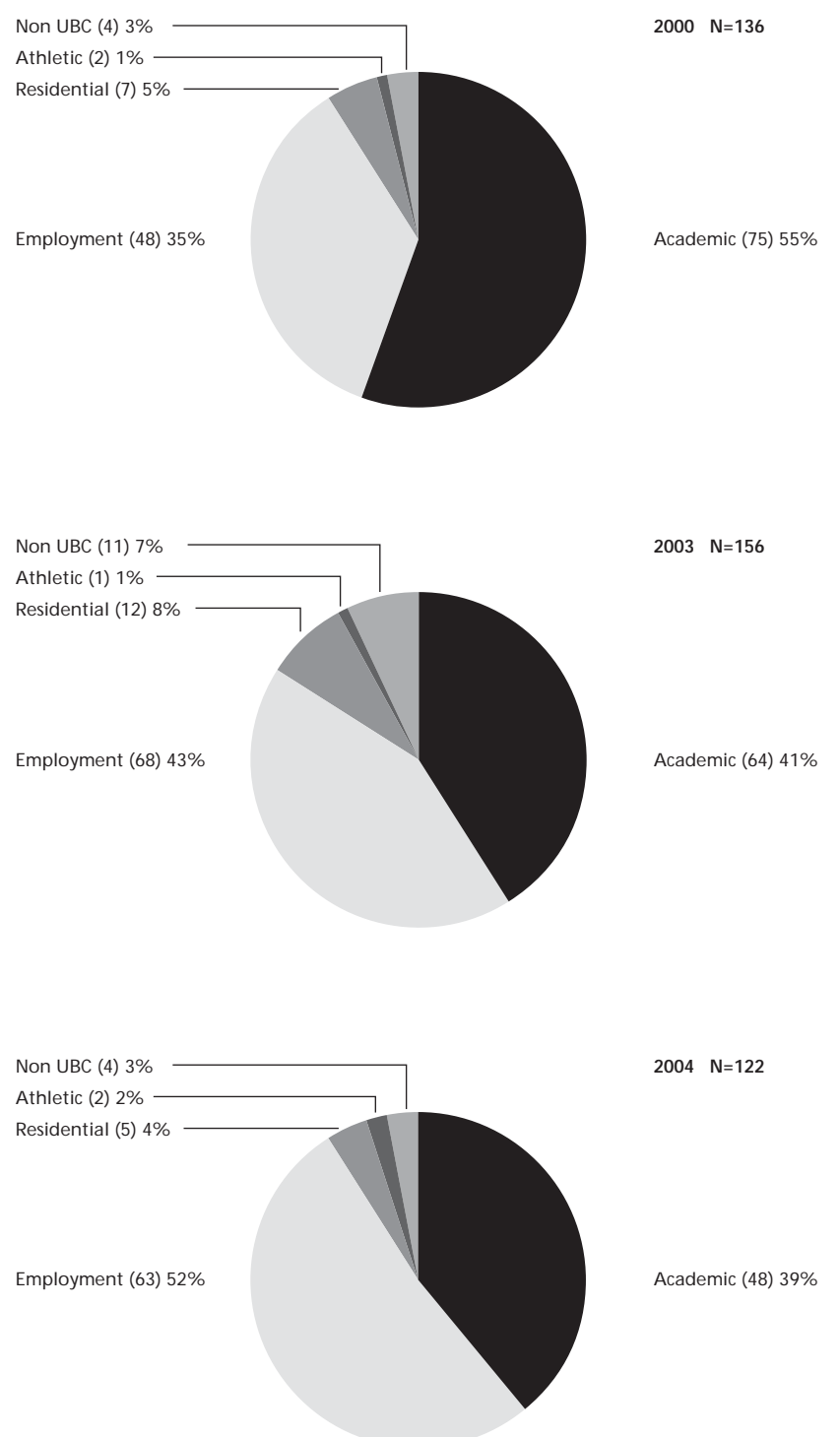




Figure 4 Gender of Complainants and Respondents

	2002		2003		2004	
Female complainant	17	16%	24	15%	30	24%
Female respondent						
Female complainant	40	39%	58	37%	33	27%
Male respondent						
Female complainant	1	1%	1	1%	2	2%
Male and female respondent						
Female complainant	12	12%	19	12%	9	7%
Department/University respondent						
Female complainant	3	3%	10	6%	3	2%
Unknown respondent						
Male complainant	11	11%	11	7%	16	13%
Male respondent						
Male complainant	8	8%	11	7%	7	6%
Female respondent						
Male complainant	0	0	3	2%	2	2%
Male and female respondent						
Male complainant	8	8%	9	6%	12	10%
Department/University respondent						
Male complainant	1	1%	2	1%	3	2%
Unknown respondent						
Male and female complainant	1	1%	3	2%	0	0
Female respondent						
Male and female complainant	0	0	1	1%	0	0
Male and female respondent						
Male and female complainant	0	0	3	2%	0	0
Male respondent						
Male and female complainant	0	0	0	0	1	1%
Department/University respondent						
Male and female complainant	0	0	0	0	2	2%
Unknown respondent						
Unknown complainant	0	0	1	1%	0	0
Male respondent						
Unknown complainant	1	1%	0	0	0	0
Department/University respondent						
Unknown complainant	0	0	0	0	2	2%
Unknown respondent						
<b>TOTAL</b>	<b>103</b>	<b>101%</b>	<b>156</b>	<b>100%</b>	<b>122</b>	<b>100%</b>

compared to 40 (34%) men; five matters could not be classified on pure gender lines because these complaints were brought by groups of people of both genders, by a department, or in one instance, a complaint was registered by a person in gender transition. Of the 77 complaints brought by women, 43% were against men, 39% were against other women, while 12% were against a department or the University. Of the 40 complaints brought to the Equity Office by men, 40% were against other men, 17.5% were against women, and 30% were against a department or the University.

Just as women are more likely to initiate complaints with the Equity Office, men are more likely to be named as the responding party. In 2004, men were named as respondents in 40% of complaints, whereas women were named as respondents in 30%. The remaining 30% of respondents were either groups of individuals from both genders, departments or the University, and those classified as “unknown.” Sometimes people seek assistance from the Equity Office without knowing or revealing the gender of the other party or parties in question. The gender of respondents is recorded as “unknown” when, for example, the harassing party is anonymously calling, or writing notes. At other times, administrators or other interested third parties may contact the Equity Office for counsel without naming the individual(s) about whom they are concerned. In 2004, 10 (8%) cases and/or consultations involved an unknown respondent.

Figure 5 Complaints by Campus Groups

	2002		2003		2004	
Undergraduate Student	35	34%	48	31%	36	29%
Graduate Student	20	19%	26	17%	15	12%
Support Staff	20	19%	28	18%	23	19%
Faculty	13	13%	20	13%	18	15%
Management & Professional	8	8%	15	10%	17	13%
Administrative Head of Unit	3	3%	5	3%	5	4%
Student/Employee Association	0	0	0	0	1	1%
Non-UBC	4	4%	14	9%	6	5%
Department/University					1	2%
<b>TOTAL</b>	<b>103</b>	<b>100%</b>	<b>156</b>	<b>100%</b>	<b>122</b>	<b>100%</b>

Figure 6 Position of Complainants in Relation to Respondents

	2002		2003		2004	
<b>Undergraduate Student</b>	N=35		N=48		N=36	
Undergraduate Student	10	28%	17	35%	5	14%
Graduate Student	3	8%	0	0	2	6%
Support Staff	1	3%	2	4%	0	0
Administrative Head of Unit	2	6%	0	0	0	0
Management & Professional	0	0	2	4%	0	0
Faculty	8	23%	9	19%	14	39%
Student/Employee Association	1	3%	0	0	0	0
Non-UBC	6	17%	8	17%	3	8%
Department/University	3	9%	6	13%	7	19%
Unknown	1	3%	4	8%	5	14%
<b>TOTAL</b>	<b>35</b>	<b>100%</b>	<b>48</b>	<b>100%</b>	<b>36</b>	<b>100%</b>
<b>Graduate Student</b>	N=20		N=26		N=15	
Undergraduate	3	15%	1	4%	1	7%
Graduate Student	1	5%	5	19%	0	0
Support Staff	0	0	2	8%	0	0
Administrative Head of Unit	0	0	2	8%	3	20%
Management & Professional	2	10%	0	0	1	7%
Faculty	6	30%	9	35%	4	27%
Student/Employee Association	0	0	0	0	0	0
Non UBC	1	5%	3	12%	2	13%
Department/University	6	30%	4	15%	2	13%
Unknown	1	5%	0	0	2	13%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>	<b>26</b>	<b>101%</b>	<b>15</b>	<b>100%</b>
<b>Support Staff</b>	N=20		N=28		N=23	
Undergraduate Student	0	0	1	4%	4	17%
Support Staff	6	30%	9	32%	3	13%
Administrative Head of Unit	1	5%	4	14%	1	4%
Management & Professional	7	35%	3	11%	9	39%
Faculty	2	10%	4	14%	4	17%
Student Employee Association	0	0	0	0	0	0
Non-UBC	1	5%	0	0	0	0
Department/University	2	10%	4	14%	1	4%
Unknown	1	5%	3	11%	1	4%
<b>TOTAL</b>	<b>20</b>	<b>100%</b>	<b>28</b>	<b>100%</b>	<b>23</b>	<b>98%</b>
<b>Faculty</b>	N=13		N=20		N=18	
Undergraduate Student	2	15%	2	10%	2	11%
Graduate Student	2	15%	1	5%	2	11%
Support Staff	1	1%	0	0	1	5%
Administrative Head of Unit	1	8%	5	25%	3	17%
Faculty	4	31%	5	25%	4	22%
Non-UBC	1	8%	0	0	1	5%
Department/University	2	15%	5	25%	5	28%
Unknown	0	0	2	10%	0	0
<b>TOTAL</b>	<b>13</b>	<b>100%</b>	<b>20</b>	<b>100%</b>	<b>18</b>	<b>100%</b>
<b>Management &amp; Professional</b>	N=8		N=15		N=17	
Undergraduate Student	0	0	0	0	0	0
Graduate Student	0	0	0	0	0	0
Support Staff	1	12%	0	0	0	0
Administrative Head of Unit	1	12%	4	27%	2	12%
Management & Professional	3	38%	4	27%	12	70%
Faculty	1	13%	1	7%	2	12%
Department/University	2	25%	3	20%	1	6%
Non-UBC	0	0	2	13%	0	0
Unknown			1	7%	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>	<b>15</b>	<b>101%</b>	<b>17</b>	<b>100%</b>
<b>Administrative Head of Unit</b>	N=3		N=5		N=5	
Undergraduate	1	33%	1	20%	2	40%
Graduate Student	0	0	0	0	0	0
Support Staff	1	33%	0	0	0	0
Administrative Head of Unit	0	0	0	0	0	0
Faculty	0	0	4	80%	3	60%
Department/University	0	0	0	0	0	0
Unknown	1	33%	0	0	0	0
<b>TOTAL</b>	<b>3</b>	<b>99%</b>	<b>5</b>	<b>100%</b>	<b>5</b>	<b>100%</b>
<b>Student/Employee Association</b>	N=0		N=0		N=1	
Administrative Head of Unit	0	0	0	0	0	0
Management & Professional	0	0	0	0	1	100%
Undergraduate Student	0	0	0	0	0	0
Student/Employee Association	0	0	0	0	0	0
Off Campus	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>100%</b>
<b>Non-UBC</b>	N=4		N=14		N=6	
Undergraduate Student	0	0	1	7%	1	17%
Graduate Student	0	0	0	0	0	0
Management & Professional	0	0	0	0	0	0
Faculty	0	0	3	21%	0	0
Non-UBC	3	75%	5	36%	0	0
Department/University	1	25%	4	29%	3	50%
Unknown	0	0	1	7%	1	17%
<b>TOTAL</b>	<b>4</b>	<b>100%</b>	<b>14</b>	<b>100%</b>	<b>6</b>	<b>100%</b>
<b>Department/University</b>					N=1	
Department/University	0	0	0	0	1	100%
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>100%</b>



As previously explained, the Equity Office and the Policy serve the students, faculty, and staff of UBC. Of these constituents, students are the most likely group to access the Equity Office, a phenomenon that has been consistent over the last three years. Students — undergraduates and graduates — brought 51 (42%) of the 122 complaints in 2004, with undergraduates bringing twice as many as graduate students. See Figure 5. Faculty complaints comprised 18 (15%) of the 122 complaints in 2004. Staff brought 40 (33%) of the 122 complaints in 2004. Within the staff category, 23 (57.5%) of the 40 cases registered or consultations sought were by support staff, whereas 17 (42.5%) were brought by management & professional staff. A relatively small number of complaints stemmed from administrators (4%), departments (2%), and student and employee associations (1%). The breakdown of complaints by campus constituents has been relatively consistent throughout the last few years, a split which roughly reflects the overall population numbers of these groups on the UBC campus.<sup>1</sup>

Figure 6 examines the profiles of responding parties — those persons and units about whom the initiating party sought advice or redress. This data demonstrates that in 2004 undergraduates raised most of their equity concerns in relation to faculty members: Of the 36 undergraduate initiated complaints, 14 (39%) were brought against professors and lecturers, alleging, for example, biased decisions in grading, inappropriate course materials, or toxic classroom climate. Undergraduate students also raised equity concerns against their departments or the university, constituting 19% of this group's cases and consultations. Five out of the 36 (14%) complaints brought by undergraduate students were against other undergraduates, while 2 (6%) incidents named graduate students at the responding party. In previous years (2002–2003), the Equity Office received more complaints by undergraduates against their fellow undergraduates; however, 2004 figures show a significant drop in this category. One might suggest that the Equity Ambassadors Program has played a role in this decline.

Like their undergraduate counterparts, graduate students raised most of their equity related concerns against faculty members, this category comprising 27% of all graduate student initiated complaints. In addition to concerns with faculty members, graduate students named administrators as respondents in 3 complaints (20%), and departments in 2 (13%). There were no complaints initiated by graduate students against other graduate students, although one graduate student named an undergraduate as a responding party.

The majority of complaints brought by support staff in 2004 were against management & professional staff. Of the 23 incidents raised by support staff, 39% alleged bad behaviour on the part of management & professional staff. By comparison, complaints by support staff against other support staff accounted for 13%. Among matters initiated by management & professional staff, 70% named fellow management & professional employees. See Figure 6 for a more complete picture of staff cases and consultations.

The faculty initiated 18 complaints with the Equity Office in 2004, naming, in rather equal distribution, undergraduate and graduate students (22%), administrative heads (17%), departments or the University (28%), and other faculty members (22%) as respondents. These 2004 numbers generally mirror the breakdown of faculty initiated complaints in 2003, except in this past year a shift has occurred where more concerns were raised against students, while fewer were raised against Administrative Heads of Units. See Figure 6.

Figure 7 illustrates the kinds of behaviour about which individuals complain when they seek assistance from the Equity Office. This table reflects those incidents that trigger the Policy, i.e., behaviour that infringes on one of the thirteen grounds of human rights, as well as those incidents that do not contain a human rights element, such as bullying. This year, most incidents reported fell within the category of biased conduct or

behaviour, of a human rights nature, directed at individuals (38%), followed closely by those incidents of non-human rights bad behaviour that fell outside the Policy (36%). In the immediate preceding years, non-human rights based incidents (those not covered under the Policy) topped all other groups, whereas this year these numbers seemed to have shifted to human rights based discrimination. Reports of assault (sexual and physical) were down significantly in 2004 as compared to the previous two years.

## SELECTED COMPLAINT OUTCOMES FOR 2004

As described throughout this report, the Equity Office offers a valuable service to UBC students, faculty and staff through its advising on human rights issues and counseling on other challenging matters. The management of each situation is unique to meet the specific needs of the parties. Below is a brief description of a few mandated complaints and how they were addressed:

- An instructor reported being sexually harassed and stalked by a student, who made repeated invitations to social events, suggestive phone calls and e-mails. The instructor sent clear messages to the student that such advances were not welcome.

*This incident triggered the Policy on the grounds of sex (sexual harassment and stalking). The Equity Advisor invited the respondent student into the Equity Office and gathered the respondent's perspective on the situation. The respondent was advised of the Discrimination and Harassment Policy as well as the law on stalking or criminal harassment; and directed to cease all contact with the instructor. A warning was given that further contact with the Instructor would result in bringing in the RCMP with regards to criminal harassment.*

- A student reported that anti-Semitic and homophobic graffiti was posted in a residence hall.

*This incident triggered the Policy on the grounds of religion and sexual orientation. The Equity Advisor contacted Housing to inform them of the incident; and assisted the student in writing a letter that was then posted in the same residence hall, decrying the incident as a violation of the Policy. In addition, the Advisor assisted the student in writing an article on the incident for a residence newsletter.*

- An Administrative Head contacted the Equity Office on behalf of a staff member who was verbally harassed with racist comments by a student/patron in one of UBC's service units.

*This case invoked the Policy on the grounds of race. The Equity Advisor assisted the administrator in writing a letter to the respondent outlining the inappropriate behaviour. Follow-up with respondent was conducted by the administrator.*

- A person with a disability asked for accommodation, which was initially denied.

*This case violated the Policy's protection of persons with disabilities. The Advisor contacted the persons responsible for providing accommodations and invited them to offer their perspective on the situation. After assessing the facts and consulting with other disability resources on campus, it was determined that the request for accommodation was indeed reasonable. The person who denied the accommodation has been ordered to attend a disability awareness workshop by the administrative head; and the administrative head has issued a letter of apology to the complainant on behalf of the unit.*

Figure 7 Behavioural Descriptions of Complaints

	2002 N=103		2003 N=156		2004 N=122	
<b>Poisoned Environment</b>						
Insults/slurs/unacceptable jokes	11	11%	10	6%	7	6%
Following/staring/stalking	9	9%	11	7%	5	4%
Unwelcome verbal/written advances	10	10%	8	5%	6	5%
Non-physical verbal/written threats	0	0	1	1%	3	2%
Offensive visual material	1	1%	7	4%	5	4%
<b>Total</b>	<b>31</b>	<b>30%</b>	<b>37</b>	<b>24%</b>	<b>26</b>	<b>21%</b>
<b>Retaliation</b>						
	2	2%	3	2%	2	2%
<b>Total</b>	<b>2</b>	<b>2%</b>	<b>3</b>	<b>2%</b>	<b>2</b>	<b>2%</b>
<b>Assault</b>						
Assault or threat of assault, unwelcome sexual attention	9	9%	16	10%	3	2%
Assault or threat of assault, unwelcome physical contact	3	3%	0	0	1	1%
<b>Total</b>	<b>12</b>	<b>12%</b>	<b>16</b>	<b>10%</b>	<b>4</b>	<b>3%</b>
<b>Other Forms of Discrimination</b>						
Biased academic decisions	6	6%	11	7%	13	11%
Biased employment decisions	2	2%	15	10%	13	11%
Exclusion or denial of access	4	4%	14	9%	15	12%
Systemic	5	5%	5	3%	5	4%
<b>Total</b>	<b>17</b>	<b>17%</b>	<b>45</b>	<b>29%</b>	<b>46</b>	<b>38%</b>
<b>Allegations not Covered under Policy</b>						
Interpersonal Conflict	18	17%	29	19%	18	15%
Bullying	5	5%	5	3%	9	7%
Work/Study place harassment	18	17%	21	13%	17	14%
<b>Total</b>	<b>41</b>	<b>40%</b>	<b>55</b>	<b>35%</b>	<b>44</b>	<b>36%</b>

<sup>1</sup> According to November 2003 statistics from UBC's Planning and Institutional Research office, the UBC campus community totals 51,397 people. Students make up approximately 80% of this population — 65% (or 33,566) being undergraduates and 15% (7,379) graduate students. Faculty members, totaling 3,872 make up 7.5% of the UBC community; with staff comprising 6,580 or 13%.





Graduate student Michael Mori (l) gets close attention and some vocal assistance from UBC Director of Voice and Opera Nancy Hermiston.

## Finding the Voice Within *Mentors are integral for aspiring opera singers.* BY BRENDA AUSTIN

**Twenty-two students** from the UBC Opera Ensemble sang in the chorus of Verdi's *Un ballo in maschera* (the Masked Ball), performed by the Vancouver Opera this spring. Every year the opera company attends the ensemble's performances, and auditions selected singers for their upcoming season.

This is one way Nancy Hermiston, director of the voice and opera divisions of UBC's School of Music, connects students to the professional world.

She also makes connections for them with the Vancouver Symphony Orchestra, with other Canadian opera companies and with premier companies in the Czech Republic and Germany.

"The students are all at different stages of development," says Hermiston. "I mentor them when they are ready, providing them with opportunities for auditions and professional events.

"I teach them how to prepare themselves for the discipline of performing and to deal with the rejection sometimes experienced in auditions, as well as the tremendous highs they will experience when they have great success on stage."

Many students continue contact with Hermiston after they graduate from UBC. One called recently from Newfoundland with problems rehearsing a role in *Ariadne*.

"Sometimes when they are far away like that you have to give them guidance over the phone," says Hermiston. "I ask them are you breathing? Is your jaw relaxed? Are you keeping the ribs out when you breathe? Talking to someone who believes in you before a performance is very important. Don't let them panic."

Mentoring happens in other ways, too. Doctoral, master's and undergraduate music students learn from one another at the two

main UBC Opera Ensemble productions each season, or during the year on tours to local schools and B.C. communities.

Students benefit greatly and gain confidence as well from the annual tours to Europe, performing with professional singers, symphonies and opera companies.

"We create a legacy of mentoring," says Hermiston, "that goes on throughout a singer's career. I am still mentored by my own teachers from the University of Toronto."

Michael Mori, a first year graduate student in the opera ensemble, attests to the vibrancy of Hermiston's mentoring, and the value of the contacts she makes for students with other professionals.

"Her door is always open for everyone," he says. "She's been fantastic to me, helping me with a family crisis and giving me bigger and bigger opportunities."

Because of his artistic achieve-

ment, Hermiston recommended Mori, who is of Japanese descent, for the 2005 Pan Asian Youth Award, which he won.

Some students first meet Hermiston at the annual UBC Summer Music Institute, open to everyone from high school onward. Simone Osborne is one such student who attended the summer camp early in her high school years.

Hermiston considers Osborne very gifted and has mentored her every year since. Now a first year student in the voice and opera divisions, she has already sung in many public performances, including a special fundraiser for the Vancouver Opera.

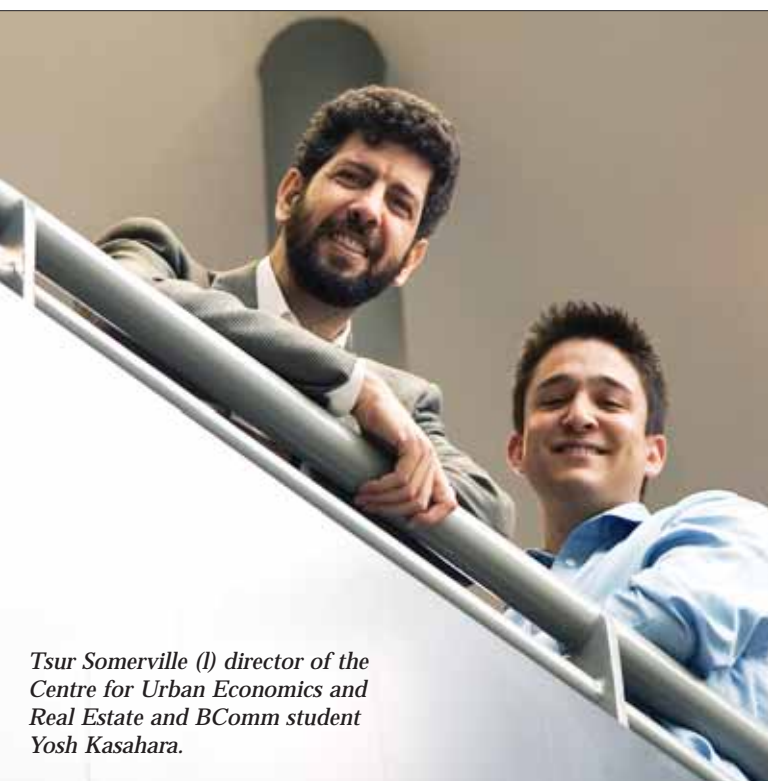
Teiya Kasahara, a second year student, also met Hermiston at the Summer Music Institute, and has worked with her since then. She received a Ben Heppner Scholarship this year and also sang at a master class Heppner held at UBC.

Shauna Martin, Hermiston's assistant, a professional singer and teacher, is an embodiment of the fulfillment of the mentoring circle, according to Hermiston.

"When we first met, I told her she would be the Queen of the Night in the *Magic Flute* one day," says Hermiston. "After three years of study, obtaining a master's degree, traveling and singing in Europe for a year, as well as teaching voice to her own students, she sang the role with great success at UBC and in Europe."

Now, Martin's own voice students are coming to UBC and she is watching them perform their first major roles.

"Mentoring for singers is long-term. We're like one big family, passing knowledge and traditions on to the next generation of singers," Hermiston says. "In the long run, a mentor is the most influential person in someone's career." □



Tsur Somerville (l) director of the Centre for Urban Economics and Real Estate and BComm student Yosh Kasahara.

## Business Prof Makes Challenge a Winning Experience BY BRENDA AUSTIN

**When Yosh Kasahara** talks to a prospective employer he finds it a huge advantage to show he has "real-world" experience.

A fourth year BComm student at the UBC Sauder School of Business, Kasahara was one of six members of the winning team in the Northwest Real Estate Challenge, put on by the National Association of Industrial and Office Properties (NAIOP). UBC's competitors were graduates from Portland State University and the University of Washington.

The project for each team was the production of a professional proposal for a multi-use urban community site in Seattle — a

problem area with political, heritage and ownership issues. The site was adjacent to the home stadium of the Seattle Seahawks football team.

The initiative for getting UBC students involved in the challenge came from Tsur Somerville, director of the Centre for Urban Economics and Real Estate at Sauder. He acted as a mentor to the UBC students who say he did an incredible amount of work to add value to the program.

"The type of experience we had in the challenge," says Kasahara, "is important for a complete education and it is appreciated by employers." He was able to show

the published proposal with creative solutions at a recent job interview with a leading Lower Mainland residential developer, which resulted in a job offer.

The UBC winning project, named "Stadium Square," was the result of three months' research, analysis and problem-solving by the students from January to March 2005. It tried to link the excitement a stadium generates to the heritage environment of nearby Pioneer Square.

UBC students began work for the challenge with an internal competition at Sauder, to determine which of two teams of students

*continued on page 13*



## KUDOS

### 2005 Killam Teachers

It's like an engaging sightseeing tour where the guide makes sure no "tourist" gets left behind.

That's what students have said about lectures by Pharmaceutical Sciences Asst. Prof. Brian Cairns, one of 20 faculty members who recently received 2005 Killam Teaching Prizes.

Students commend Prof. Peter Boothroyd, of the School of Community and Regional Planning, for his commitment to social justice and his belief in the democratization of planning. Assoc. Prof. Barbara Arneil, of the department of political science, has been recognized as a teacher who works with "the whole student, heart as well as head."

Killam winners are selected by their faculties based on recommendations from students and colleagues. Each receives \$5,000 from university endowment sources. Recipients are distinguished by their creativity, commitment and dynamic approach to learning.

Other recipients are: (in alphabetical order)

Prof. Raymond Andersen, Biochemistry and Molecular Biology • Assoc. Prof. Patricia Badir, English • Senior Instructor Richard Barton, Biochemistry and Molecular Biology • Prof. Chris Clark, Oral Health Sciences • Instructor Paul Carter, Computer Science • Prof. John Grace,

Chemical and Biological Engineering • Prof. Robert Guy, Forest Sciences • Assoc. Prof. Janet Jamieson, Educational and Counselling Psychology & Special Education • Lecturer Jeff Kroeker, Sauder School of Business • Lecturer Mark MacLean, Science One program • Prof. Janis McKenna, Physics and Astronomy • Asst. Prof. Alain-Michel Rocheleau, French, Hispanic and Italian Studies • Assoc. Prof. Becki Ross, Anthropology & Sociology and Women's Studies • Sessional Lecturer Henri-Paul Sicsic, School of Music • Senior Instructor Stephen Taylor, School of Architecture • Dr. Eric Webber, Surgery • Dr. Joanne Weinberg, Cellular and Physiological Sciences

### UBC Film Students Nominated for Leos

Six recent UBC graduates have been nominated for the 2005 Leo Awards, which honours the best and brightest talents in film and television in British Columbia.

Creative writing graduate Tara Gereaux has been nominated for *Best Screenwriting in the Youth or Children's Series* category for an episode of the CBC television series Edgemont which she co-wrote with the series' producer Ian Weir.

Jesse McKeown, also from the creative writing program, has been nominated for *Best Screenwriting in a Dramatic Series* for the yet-to-be aired CTV series Robson Arms: The Tell Tale Latex.

Abigail Kinch, graduate of the creative writing master's program, is nominated for *Best Screenwriting in a Short Film* for *White Out*.

Film Production graduate Dylan Akio Smith's film *Man Feel Pain* has been nominated for *Best Director*, *Best Cinematography*, *Best Short Film*, *Best Screenwriting* and *Best Actor* in the short film category.

Fellow film production graduate James Wallace receives a nod for his short film in both the *Best Actor* and *Best Editing* categories.

Film diploma graduate Alex Levine's short film *My Old Man* has been nominated in the *Best Cinematography*, *Best Costume Design*, *Best Production Design* and *Best Musical Score* in the short film category.

For more information and winners, visit <http://www.leoawards.com/> □



Dr. Joanne Weinberg is among UBC's top teachers.

## Faculty Make Science and Medicine Friendly

BY HILARY THOMSON

A gateway to what the future may hold is how Jane Roskams describes a web-based centre that connects elementary and high school students with university mentoring experiences.

Called the UBC Mentor Centre, the resource has been operating as a pilot project by the Faculties of Science and Medicine since 2002 and offers opportunities that include guided group visits, supervised use of lab equipment, one-on-one shadowing and project development, visits to schools and e-mentoring.

The only program in Canada to offer such a centralized resource, it is attracting attention from U.S. universities wishing to establish similar programs.

"This is a way to show students that a lab is a lively, interactive place and that scientists are real people, too," says Roskams, an associate professor of zoology, who originated the idea of the centre. "We're encouraging these students to find someone they can talk to who can help them realize their potential."

More than 50 students in grades 5-12 have connected with the centre since its inception, and upwards of 60 faculty, post-docs, grad students and undergraduates from the faculties of medicine and science have volunteered mentoring experiences. Many mentors — including Roskams — have their own school-age children and know how valuable mentoring experiences can be for young people.

Patricia Lau was 16 when she spent a day shadowing Roskams in

her lab at the Centre for Molecular Medicine and Therapeutics. Now a fourth-year UBC science student, Lau has worked during the past three summers as an undergraduate researcher in the lab and is described by Roskams as a driving force in UBC undergraduate science.

"Working and volunteering at the lab has been an amazing experience," says the 21-year-old, who is now a mentor herself. "A research lab is vastly different from my other labs. It's opened my eyes to the world of research and academia and I've really gotten a feeling of what it would be like to be a grad student."

Shadowing a science or medicine researcher is one of the most beneficial and popular activities, says Dave Thomson, of the Michael Smith Laboratories, who co-ordinates the program. Students have participated in harvesting research plants; witnessed a CT scan and were introduced to topics ranging from bioinformatics to applying for research grants. They also learned about resources such as science and nature societies in the area, recommended readings and online databases.

"These experiences do make a difference in a young person's life," says Teresa Mildren, Vancouver School Board (VSB) district resource teacher for gifted/enrichment education, who has helped co-ordinate UBC mentoring experiences. "Besides the

*continued on page 15*

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# Arts Faculty Launches Tri-Mentorship BY BRENDA AUSTIN

Andrea Burgoyne, a theatre major participating in the Faculty of Arts tri-mentorship program, enjoyed her experience at the Granville Island Arts Club where she was paired with Stephanie Hargreaves, a UBC alumna, now working as the Artist Liaison.

"Stephanie gave me opportunities to work in new environments with professionals in the field," says Burgoyne. "I learned there are many roles to be filled in the industry, so my vision of theatre as a career became a reality."

The Faculty of Arts tri-mentorship program, launched this year, matches a professional with a third- or fourth-year student to support career and life planning after graduation. In turn, the student is matched with a first-year student, from the Arts One or Foundations programs, to support the student's academic career path.

Burgoyne met her first year student, Marshall McMahan, at the tri-mentoring launch October 2004. They met a few times over the course of the term, toured the Arts Club together and attended one of each other's theatrical events.

Burgoyne shared her knowledge about the courses she had taken over three years at UBC, and learned from McMahan what it was like for someone else coming to the university for the first time.

Hargreaves attended the tri-mentoring launch too, and although she had hired summer interns before did not have a clear idea of the procedure for mentoring.

"I followed the best course I could to expose Andrea to the Arts Club," she says. "She was here five or six times on several projects. She helped with a workshop for a new play at the ReAct Festival on Granville Island and had a stage management role for a show at



Theatre major Andrea Burgoyne (l) and mentor, Artistic Liaison Stephanie Hargreaves, take a moment to sit out front at Granville Island Arts Club.

World Theatre Day at the Waterfront Theatre."

"She asked questions," says Hargreaves, "and I gave her some jobs I thought she was suited for, and some jobs that I needed completed, such as archiving.

Andrea is a born stage manager."

The experience worked well for all three and they were asked to present their opinions on the program at the March 2005 wrap-up session attended by the other 19 triads of arts alumni,

senior and junior student mentoring participants.

The Arts Co-op Students' Association runs another excellent mentorship program. It is a completely student-run peer-mentorship program through

which senior co-op students support new co-op students in their job search with advice and suggestions. This ongoing program attracts 50-70 pairs each year.

The tri-mentorship program will continue in the 2005-06 year. □



## Real Estate Prof Makes Challenge a Winning Experience continued from page 8

would represent the school at the Seattle competition. Somerville enlisted mentors for each UBC team from his industry contacts — Doug Avis from Canada Lands, UBC alumnus Michael Flanigan of the City of Vancouver, Michael Katz, of Katz Architecture, and John Scott, of CEI Architecture.

Both teams worked on the Seattle project with two mentors each and then presented their

ability, and resource utilization of the Seattle project.

"The judges said the reason we won was because we concluded the return on this project for an investor was insufficient in relation to the risk level, and because we showed how lifting some key constraints would make the project feasible," says Kasahara.

They worked, as did the teams from Portland University and

ple at a NAIOP-organized dinner.

The announcement of UBC as the winning team was made immediately following this event and they received a trophy, plus \$5,000.

"The students who competed in this challenge and in the earlier competition at UBC are light years ahead in getting a job, not only through the experience they gained, but from the contacts they

**"The students who competed in this challenge and in the earlier competition at UBC are light years ahead in getting a job..."**

analysis and solutions to three real estate professionals at UBC Robson Square.

The winning team of Kasahara and fellow students Scarlett Duntz, Varinder Grewal, Neil Hahn, Hanson Ng and Roy Parappilly, with help from Timothy "T.J." Rak from the other team, continued to the next phase of the competition.

Each student put in at least 30 hours a week to research the feasibility, marketability, financial via-

Washington University, with Washington State industry resources familiar with the project, who specialized in finance, construction, architecture and real estate. The teams presented their respective proposals to a panel of 13 industry judges drawn from Seattle, Portland, Bellevue and Vancouver.

While the judges deliberated, the teams presented their solutions to a larger group of around 200 peo-

made," says Somerville.

The success in the challenge project rested for some students on their previous participation in one of the other Sauder mentoring programs such as the summer internship program, which has been in operation for about four years.

Somerville arranges 10 or 11 internships a year with groups such as Bentall Capital, Grosvenor, Colliers, and UBC Properties Trust. □

Somerville (r) works hard to add value to the experience of students like Kasahara at UBC's Sauder School of Business.



# Pay it Forward: Pharmacy Prof Honours Own Mentor

BY HILARY THOMSON

Driven to discover? Inspired to investigate? For many undergrads, the leap from lecture hall to laboratory can be daunting. In UBC's Faculty of Pharmaceutical Sciences, Assoc. Prof. Kishor Wasan is there to help students make the transition.

A faculty member since 1995 and a Distinguished University Scholar, Wasan's perspective on turning students on to science was greatly influenced by his own mentor, the late Alan C. Hayman, a professor at Wasan's alma mater, the University of Texas.

"I wouldn't be where I am today if it wasn't for him," says Wasan, who chairs the faculty's division of pharmaceuticals and biopharmaceutics. "He had a personal passion and took the time to encourage young scientists."

When Wasan asked himself how he could repay Hayman's gift of mentorship, the answer was clear: do it for someone else. Thus was born the Alan C. Hayman Memorial Award for Summer Student Research, established by Wasan and his wife, Dr. Ellen Wasan, a research scientist at the BC Cancer Agency.

A recipient of a 2001/02 Killam Teaching Prize, Wasan has his own passion when it comes to teaching and mentoring undergrad research. He expanded the faculty's fledgling summer student research program (SSRP) to about 30 participants

annually. Almost 15 per cent of SSRP students go on to graduate studies. In addition, Wasan founded and since 2001 has served as national director of the Canadian Summer Research Program for Undergraduate Pharmacy Students.

"I learn as much or more than I give," he says. "Being a mentor is



PHOTO: HILARY THOMSON

different than being a boss. I want the student to become empowered — to be creative and find their own path."

With undergraduates who are exploring many choices, he concentrates on convincing them that science is "cool" and worth pursuing. Grad students and post-docs don't need convincing but do require guidance and support.

Factors that distinguish mentoring in the Faculty of

Pharmaceutical Sciences include a culture and history of undergrads working in research labs. In addition, the relatively small size of the faculty — 550 students — means "everybody knows everybody" making it easier to form relationships. Even so, Wasan says one of the hardest aspects of mentoring is getting students comfortable discussing their feelings about their research, especially if it's not going well.

"Students don't want to displease a mentor," he says. "I really try to break down those barriers so I can know when my students need support."

Although Wasan acknowledges that mentoring is a great tool to recruit students to a future in pharmacy research, he is happy to watch students become investigators in other areas of science or move on to other professions.

"Sometimes they come by years later and still remember their experience as an undergrad researcher — that's really satisfying."

A student who recently benefited from Wasan's mentorship is second-year student Ross Taylor.

During his first year in pharmacy, he approached Wasan because of his reputation as an enthusiastic teacher and mentor.

"He lets you discover on your own," says the 21-year-old. "He



Kishor Wasan (above) has a passion for mentoring that helped Ross Taylor (l) earn a faculty undergrad research prize.

helped me see all the options but also let me make my own decisions — he gives you the freedom to try things."

But mentoring is a two-way street, and Carlos Leon, a post-

doc in Wasan's lab, says Taylor stood out because of his receptiveness to learn and his sincerity.

Leon helped him investigate effects of heat on drugs used to

*continued on page 15*

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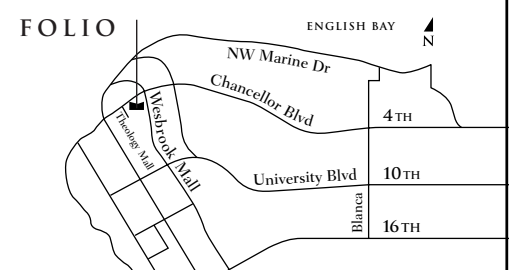
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## That AHA! Moment continued from page 1

UBC programs is due to the fact that participants find many layers of value, and the time commitment is manageable.

"They learn who they are as an individual," says Alexander, who recently presented UBC's tri-mentoring program to the National Association of Student Personnel Administrators. "There is that 'AHA!' moment when they see how what they are doing at university connects to the real world. Mentoring helps accelerate, or facilitate, that moment."

UBC's approach allows faculties to design tri-mentoring to meet particular needs. In 2003, for example, Mechanical Engineering Prof. Elizabeth Croft was approached by two UBC student members of the Division for Advancement of Women in Engineering and Geoscience of the Association of the Professional Engineers and Geoscientists of B.C. to start a mentoring program for women.

"Many women students complete their program without having any meaningful contact with women professors and engineering professionals to provide important role modeling and mentorship assistance," says Croft, who started the program as a pilot for women students, and then tripled the

program size to accommodate both men and women.

"The response has been overwhelmingly positive. We had twice the number of applicants in September than we had space for," says Croft, who adds she is not aware of any mentoring program of similar size or format in an engineering school in Canada.

Mentoring activities exist in a myriad of other ways at UBC. They include a range of community outreach activities that connect UBC students with local elementary and high school students, executive mentorships in UBC's Sauder School of Business, and a growing number of alumni mentorship activities that connected sixty alumni with more than 1,100 students last year.

UBC's Teaching and Academic Growth Unit has offered faculty lunches and networking initiatives for some time to support incoming professors. It is growing its faculty mentorship efforts to support new professors through a pilot project in the Faculty of Arts called "Focus on Teaching." To date 35 faculty mentees have taken part in the new program, meant to help junior faculty members reflect on their teaching and enhance it.

The UBC's Human Resources division has created an innovative

new service called UBC Coaching Services. It provides qualified executive and personal coaches for faculty and staff members to enhance their professional development. The service has coached 167 UBC staff and faculty since it began in 2001. It has developed a model director Justin Marples says is a first among universities that has seen it expand services to external community groups and businesses, providing a revenue stream back into UBC.

Ultimately, says Alexander, the UBC mentorship culture has grown as participants enjoy a greater sense of community and enhanced personal learning. A case in point is McLennan, who returned to the program last year as an industry mentor, working with two students.

"It brings great benefits for mentors as well," says Alexander. "Giving back is a huge motivation. Mentors learn about themselves too. It helps re-energize them." □

*The UBC Tri-Mentoring Program is funded by the Counselling Foundation of Canada, whose goal is to engage in charitable and educational activities for the benefit of people, enabling them to improve their lifestyles and make a more effective contribution to their communities. (<http://www.counselling.net>).*

## UBC's Inaugural Faculty Make Graduate Mentorship Awards Science and Medicine Friendly

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include winners, Stephanie Bolster and Roo Borson, and prose writers Terrence Young and Tammy Armstrong, who were both nominated for Governor General's awards for books they worked on with McWhirter.

"When you see them establish themselves as the literary entity you saw in the embryo phase — that's very satisfying."

The Killam Fellowships and Prize programs were established in memory of Izaak Walton Killam, a Canadian financier whose estate has provided substantial bequests to higher education initiatives in Canada. □

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opportunity to see a lab first-hand, students also become a class expert, which can build self-esteem. Mentoring is more than a social relationship — this is a very powerful experience."

Students also witness voluntarism and teamwork, make valuable contacts and are able to add research experience to their resumes, she adds.

The centre's web site also links students and parents to resources such as UBC's Let's Talk Science program; Society for Canadian Women in Science and Technology mentoring opportunities for young women; Science World's outreach

programs and even a site that offers interactive online frog dissection.

The Vancouver Foundation provided initial funding for the pilot, with VSB and UBC providing additional support for personnel. The centre's current focus is to find additional funding to maintain the centre and expand it to other faculties.

For more information on the UBC Mentor Centre, visit [www.mentorcentre.ubc.ca](http://www.mentorcentre.ubc.ca). □

## Pharmacy Prof Honours Own Mentor

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treat a common fungus. They showed that heat made the drug less toxic and the investigation earned Taylor the faculty's 2004 A. C. Hayman SSRP Poster Competition.

Taylor also won the People's Choice award and was one of five poster winners at UBC's Multidisciplinary Undergraduate Research Conference 2005. Taylor travels to Saskatoon this month to present his findings to the Association of Faculties of Pharmacy annual conference. In addition, the work will be published in the *International Journal of Pharmaceutics*.

Taylor describes his mentoring experience as "genuinely positive."

"I got to work with people who love their jobs and who were welcoming and patient — I highly recommend it."

Taylor will complete a clerkship this summer in the small town of Brooks, Alberta, and plans to continue research work in September. □

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