



UBC REPORTS



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Birds of a Feather, Discovered Together

BY BRIAN LIN

After millions of years of separation, two divergent forms of North American winter wrens have finally come together, and UBC zoologists have discovered where.

And for this avian version of *West Side Story*, Maria and Tony aren't hitting it off... yet.

Divided by glaciation during the Pleistocene Epoch 1.8 million years ago, winter wrens have evolved into different subspecies with distinct songs and genetic codes. Eastern winter wrens are found across eastern North America and as far west as Alberta, while western wrens inhabit the Pacific coastal belt between Alaska and Oregon.

Scientists have theorized that the eastern and western populations would meet somewhere in the middle, along the Rockies, but no one has been able to pinpoint where or, if they co-exist somewhere, whether they would interbreed.

Determined to find the elusive contact zone, UBC Zoology Asst. Prof. Darren Irwin spent a few



PHOTO: COURTESY DAVID TOEWS

UBC graduate student David Toews with a winter wren in Tumbler Ridge, B.C. The eastern (r) and western (l) are identical to the human eye but sing dramatically different songs.

weeks traveling in northeastern British Columbia and Alberta during the summer of 2005.

"I had arrived in the Peace River area and was actually quite discouraged after a few days of

not seeing a single winter wren," recalls Irwin. "One day I was at a motel

in Dawson Creek and Googled 'Peace River' and 'winter wren,' and came across a map of bird sightings created by a local birdwatching group called the South Peace Bird Atlas Society, showing a high concentration of winter wrens around a town nearby called Tumbler Ridge," says Irwin.

He set out on a hike and before long, the birds started singing.

It was music to his ears – both eastern and western wrens singing their own special songs within 100 metres of one another. Subsequent genetic testing of blood samples and song analysis carried out by his graduate student David Toews have confirmed that the two types of wren living in Tumbler Ridge are as different as those from New York and Vancouver – so much so that the pair are making a case in an upcoming journal article to classify the two as separate species.

Despite looking almost identical to the human eye and

continued on page 3

Driver Education Not Enough For safer roads we must turn to technology, says researcher

BY BUD MORTENSON

Rick Clapton once believed driver training helped improve safety for motorists, but those views have taken a sharp U-turn.

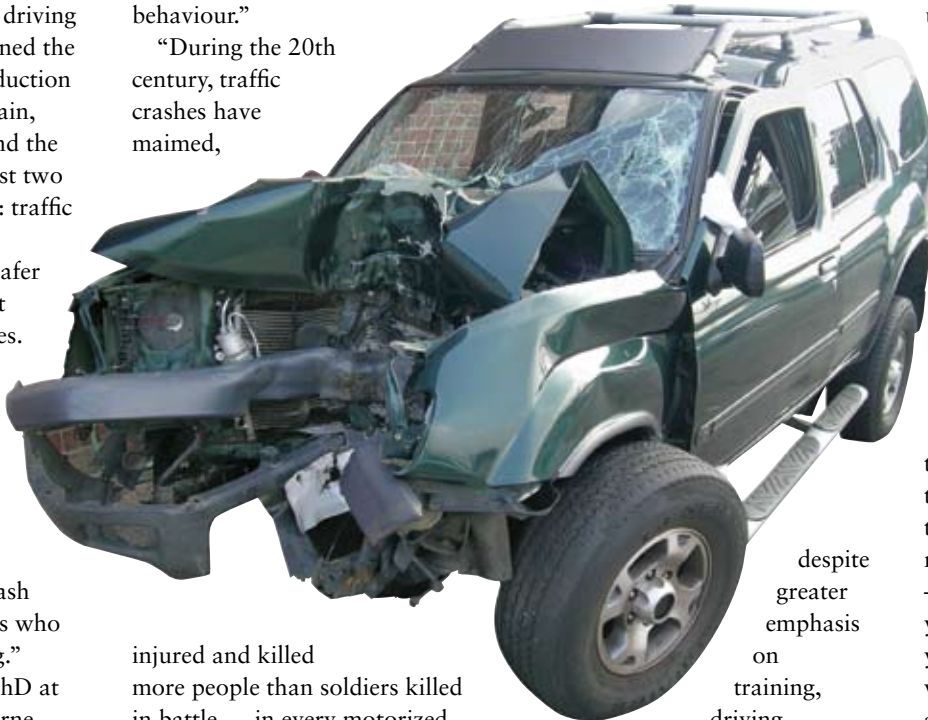
Now teaching history at UBC Okanagan, the former long-haul truck driver and licensed driving instructor recently examined the changing traffic death reduction policies of Australia, Britain, Canada, New Zealand and the United States over the past two centuries. His conclusion: traffic death reductions in these countries are a result of safer roadways and cars — not improved driving practices.

"I now think all the resources put into driver education have failed," he says. "It's not working. Actually, a number of studies show that drivers with driver education have higher crash records than those drivers who don't have driver training."

Clapton completed a PhD at the University of Melbourne, Australia, examining traffic safety policies in that city. Today, he is one of perhaps 10

researchers in the world studying the relatively new field of traffic safety policy, policing and law — with expertise in what he frankly describes as "the inability of traffic policy to change driver behaviour."

"During the 20th century, traffic crashes have maimed,



injured and killed more people than soldiers killed in battle — in every motorized country in the world," Clapton says.

Although traffic death rates

have fallen since the late 1960s, crash and injury rates have remained constant in the countries he studied. Clapton says it's an indication that,

despite greater emphasis on training, driving behaviour hasn't changed much in recent decades. "The reduction in traffic

deaths has been a direct result of improved roads, vehicles, safety restraints and medical practices, rather than encouraging safer driving practices," he says.

Technological innovations under development or as-yet only imagined, such as automated control systems for cars, could eliminate some of the complexities that challenge drivers: judging distances, navigating the roadway, tracking other vehicles, and much more. Something as simple as disabling cell phones in cars could do wonders for driving safety, he suggests.

"I think the answers lie in technology," he says, pointing to railways — tried and true transportation with a long and relatively good safety record — for inspiration. "On a railway, you are limited by the track you're on. You only have to worry about controlling speed and time."

He cautions that even technical advancements aren't always solutions. Take, for

example, back-up alarms that sound when a vehicle is in danger of striking an object behind it. Clapton says drivers can become reliant on this kind of device, over time losing their ability to function safely without them.

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RANKINGS and ACCOUNTABILITY
Why UBC withdrew from Maclean's
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IN THE NEWS

Highlights of UBC Media Coverage in October 2006. COMPILED BY BASIL WAUGH



PHOTO: COURTESY PETER MACNEELEY

A space elevator created by UBC students competed in NASA's 2006 Beam Power Challenge.

Women's Math Performance Affected by Theories on Sex Differences

In a study published in the journal *Science*, UBC investigators Ilan Dar-Nimrod and Steven Heine found women perform differently on math tests depending on whether they believe their math performance was determined by genetic or social differences.

The study, wrote the *Associated Press*, follows up on the controversy ignited by Harvard University president Lawrence Summers who suggested last year that innate gender differences may explain why fewer women than men reach top science jobs.

While the UBC researchers' study does not explore whether innate differences exist, it does look at how the perceived source of stereotypes can influence women's math performance.

The study was covered in more than 130 news outlets around the world including the

Times Online UK, New York Times, Washington Post and CBS News.

UBC Students Design Elevator to the Stars

The U.K.-based magazine *New Scientist*, *CBC*, *Global TV*, *CTV* and most *CanWest* newspapers reported on a team of UBC engineering physics students preparing for a NASA competition that challenges entrepreneurs to build a functional space elevator — a vehicle that, instead of rockets, uses solar power and super-strong tethers to travel into space.

Awarded most likely to win in 2006 by judges in last year's inaugural competition, UBC Snowstar has been previously featured in the *New York Times* and on *CNN*. They will compete with more than 10 international teams for the US \$150,000 grand prize and an opportunity to revolutionize space elevator technology.

"With no rockets required,

a space elevator would reduce the cost of space travel by a thousand-fold," says UBC team member Peter MacNeeley. "This would literally open the gate to the final frontier."

UBC Profs Disarm North Korean Nuclear Threat
UBC Profs. Wade Huntley and Don Baker featured prominently in Canadian media coverage of North Korea's recent test of a nuclear weapon.

In interviews with the *Toronto Star* and *CTV News* anchor Lloyd Robertson, Wade Huntley of the Simons Centre for Disarmament and Non-Proliferation Research said North Korea is reacting, in part, to the Bush administration's handling of other nuclear countries, such as Pakistan.

"Pakistani President Pervez Musharraf may not have a great relationship with the United States, but he's taken more seriously by virtue of the fact that Pakistan is a nuclear power," said Huntley. "Kim Jong Il is looking at that and saying, 'Okay, we could do that.'"

Don Baker of UBC's Centre for Korean Research says Pyongyang is too impoverished to launch a conventional attack against its neighbours, let alone following up on any nuclear strike.

"Basically, they've got the bomb to keep themselves from being attacked from the U.S., not to attack anyone else," Baker told the *Vancouver Sun* and *Embassy* magazine. ■

KUDOS: UBC ranked one of B.C.'s Top 30 Employers

The University of British Columbia, the province's third largest employer with more than 19,000 faculty and staff, has been named one of B.C.'s Top 30 Employers by *Mediacorp*, the publisher of

an annual national listing of top employers in Canada. The designation was announced Oct. 14 in the *Vancouver Sun*, *Vancouver Province* and *Victoria Times Colonist*.

Features like UBC's award-winning coaching initiative,

which offers professional coaching services to all employees, were part of the review that looked at issues such as workforce diversity, atmosphere, benefits, professional development and community involvement.

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BIRDS continued from page 1

living in close quarters, the two groups don't seem to consider each other mate-worthy. Toews' mitochondrial DNA analysis of the birds suggests the two groups aren't interbreeding. "So far, the dramatic differences in song and DNA in Tumbler Ridge make us think that the eastern females aren't responding to western songs, and vice versa," says Toews. Only male songbirds sing, and for two purposes: to musically mark their territory and broadcast their availability to females.



another, it allows us to narrow down what characteristics lead to reproductive isolation," says Toews. The next step is to carefully

"You might say the serenade is the deal breaker."

That is not to say the birds aren't keenly aware of potential competition in their

an opportunity for scientists to clarify an ongoing debate about what characteristics — ecological, behavioural, or physical — contribute to a single species

another, it allows us to narrow down what characteristics lead to reproductive isolation," says Toews. The next step is to carefully

The two types of wren living in Tumbler Ridge are as different as those from New York and Vancouver — so much so that the pair are making a case in an upcoming journal article to classify the two as separate species.

gene pool. In fact, Toews plays recordings of songs to attract and catch the territorial males for measurements and blood samples.

The discovery of a habitat where "east meets west" presents

diverging into two. "When we add this to other observations of species that have come into contact after long ages of separation and how they behave around one

determine if there are any other traits that might distinguish the two forms. For example, birds might be able to recognize subtle differences in plumage such as patterns in the ultraviolet

West Nile Virus: To Spray or Not to Spray?

BY HILARY THOMSON

When B.C. gets hit with an outbreak of West Nile Virus (WNV), pesticide spray programs will keep us all safe, right?

It may not be quite that simple, according to Hadi Dowlatabadi, of UBC's Institute for Resources, Environment and Sustainability and the Liu Institute for Global Issues, who is principal investigator in a three-year project to help develop more systematic public health responses aimed at preventing WNV.

"We want to examine this issue in a comprehensive way, to understand the real risks of both the virus and spraying," says Dowlatabadi, Canada Research Chair in Integrated-assessment Modelling and Global Change. "We want to make sure we're protecting people who may be vulnerable to the virus, and protecting our kids and the ecosystem from pesticide contamination."

A bird-borne infection spread by mosquitoes, WNV was first found in North America in 1999. About 80 per cent of those infected never develop symptoms of the disease.

When they do appear, symptoms can range from flu-like to fatal. About three per cent of symptomatic patients develop meningitis with high fever, coma, tremors, paralysis and death. Survivors can be left with permanent neurological damage.

B.C. is the only temperate region in North America to have escaped WNV. But it's only a matter of time, say the researchers. In 2005, Canada had 225 clinical cases of the illness and 12 deaths reported. In 2006, neighbouring Washington State had its first cases and Idaho had approximately 800 cases.

The UBC research team, in collaboration with the B.C. Centre for Disease Control (BCCDC) and public health



Hadi Dowlatabadi is looking at the effectiveness and risks of pesticide spray programs.

authorities in B.C. and other provinces, will assess effectiveness of spray campaigns and examine pesticide risks to human and environmental health. The team will also explore public perception of risk from the virus, spray campaigns and personal protection, such as the mosquito repellent DEET.

Working with colleagues at Carnegie Mellon University in the U.S., the team has already created a model that takes into account some of the uncertainties in spraying effectiveness, such as how spray is applied and gets dispersed; how pesticides persist in the environment; and routes of exposure for humans.

The team has also applied for funding to survey approximately 5,000 people across four provinces — B.C., Alberta, Manitoba and Ontario — to determine public risk perception

and levels of awareness about WNV. In addition, researchers will produce a framework for making decisions about spraying. "There have been numerous spray campaigns undertaken without knowing the consequences," says study co-ordinator Negar Elmieh, UBC Bridge Program Fellow and PhD candidate in Resource Management and Environmental Studies. "We want to change that and provide data on both the risks and benefits of spraying."

The pesticide malathion is commonly used for WNV prevention spraying. Licensed for use since the 1950s, malathion is also highly toxic to fish and can last up to 19 days in water. Although spraying does not affect healthy adults, it can harm elderly persons or those with compromised immune systems. Because of their size and poor

hygiene habits, children under the age of six are at risk for receiving the highest pesticide dose. Personal precautionary measures can be an alternative to spraying. Staying indoors at dawn and dusk, covering up and using DEET are ideally the first line of defense, say the researchers.

Health officials expect WNV to become endemic, or native, to areas of Canada south of the 54th parallel within five years. Even so, there is no national WNV surveillance program and no centralized data available to all provincial public health authorities. Spraying is usually conducted at the municipal level. Because spraying is often an emergency measure there is little in the way of systematic

spectrum. For now, however, Irwin and Toews believe that songs are the most important trait preventing interbreeding.

"The discovery is also exciting because North American birds are among the most studied animals, so it is surprising to find what we thought was one species is really two," says Irwin. "It leads us to believe that there may be many other such 'cryptic' species out there."

To hear the marked difference between the eastern and western wren songs, visit <http://www.zoology.ubc.ca/%7Eirwin/wrens.html> ■

application, data collection or analysis. The situation is compounded by environmental limitations, such as avoidance of waterways, making spraying a patchwork operation, capable of killing only a fraction of mosquitoes.

"We hope our findings can be used to help design interventions that are safer and more effective than those that have been possible to date," says Elmieh, who adds that the model they are developing can be used to plan any type of pesticide spraying. "The best outcome is to use spraying as a last resort."

Research team members are: co-investigators Ray Copes, clinical associate professor, UBC Dept. of Health Care and Epidemiology, and medical director for Environmental Health at BCCDC; Dr. Bonnie Henry of BCCDC; and Kay Teschke, UBC professor of Health Care and Epidemiology and member of UBC's School of Occupational and Environmental Hygiene. Collaborating on the project is Elizabeth Casman, research engineer at Carnegie Mellon University in Pennsylvania.

The UBC Bridge Program is a scholarship funding and research-training program linking Medicine, Engineering and Graduate Studies to develop creative evidence-based prevention measures for public, environmental and occupational health problems.

For more information on the project, visit www.cher.ubc.ca/westnile. ■



Conflicted on Immigration: Europe

BY LORRAINE CHAN

If the world's migrants were to gather in one place, they would form the fifth largest nation on earth.

"One in 35 people is an international migrant," says anthropologist Gregory Feldman, a UBC research associate who teaches in the departments of Geography and Anthropology.

Feldman's study, *Plans for the 'others': Harmonizing migration management in Europe*, will probe the contradictory forces of demographics and politics. Supported by the Social Services and Humanities Research Council of Canada (SSHRC), his research will be completed by 2009.

Feldman is particularly interested in how this phenomenon will play out in Europe, where immigration is an obvious solution to an aging and shrinking population. However, this draws fire from European neo-nationalist parties — a strong presence since the 1980s — which protest immigration and multiculturalism policies and are pushing governments to frame immigration as a national security issue.

"Europe's current population of about 800 million will have dropped by 96 million between 2000 and 2050," says Feldman, adding that migrant labourers already make up five to 10 per cent of the European Union's population.



Anthropologist Gregory Feldman studies how European Union policy makers are handling the hot-button issue of migrant workers.

PHOTO: MARTIN DIE

system, says Feldman.

He says the moderate position among EU officials is to link immigration policy with humane foreign aid, thus fostering greater stability and economic development within the sending countries. "There would be a commitment to helping with local conflict resolution, for example."

A strategy that also makes a great deal of sense, says Feldman, is helping newcomers integrate into mainstream European society.

"That would translate into less restrictive laws for gaining permanent residency and citizenship; financial assistance to take courses in the state language; recognition of professional credentials obtained overseas; assistance in navigating state bureaucracies; and schools with programs that gives special assistance to immigrant needs."

Feldman convenes UBC's Inter-Faculty Initiative on Migration Studies which seeks to better institutionalize migration studies at the University. UBC has more than 40 faculty and 80 graduate students working on migration issues, a number comparable to the size of migration studies institutes elsewhere in the world. ■

SSHRC is Canada's federal arms-length funding agency that promotes and supports university-based research and training in the social sciences and humanities.

of views."

Last month in Lisbon, Feldman had a chance to gauge policy views when he attended the 11th International Metropolis Conference, a global research forum on migration policies that drew more than 900 researchers, activists and public officials.

"The current mood indicates that EU members want to get labour into the country, and also get labour out when they don't need it," says Feldman.

"The direction that a lot of EU officials want to go is to facilitate circular migration," he says, "which would make it easy for non-EU migrants to temporarily work in certain sectors of the

economy, then leave, but have a clear option to return for work again."

He reports the top concern for the European Union (EU) is security, given the relaxed internal borders of its 25 member states.

"The EU is trying to slam 25 separate migration policies into one mega policy. It's really important in terms of global governance how they're going to deal with these tensions."

Current proposals call for measures such as tighter surveillance and biometric data on travel documents and passports that will in effect make all immigrants and EU citizens "transparent" once they're in the

These immigrant workers come from throughout the world — Africa, the Middle East, India and Asia — especially if the sending country is a former European colony. In some cases, East and Central European citizens account for much of EU's migration flow. Last year, for example, Britain received more than 130,000 new immigrants and almost 60 per cent — 73,000 — were Polish.

"This study seeks to understand the tacit assumptions about culture, security, and national identity that constrain migration policy discussions," says Feldman. "I'm hoping these can be reworked to open up policy debates to a wider range

Remote Community Engages UBC to Tackle Diabetes



UBC Pediatric resident Dr. Jacob Rozmus examines a child in a First Nation's Health Clinic.

PHOTO: COURTESY BRIGHTER SMILES

BY HILARY THOMSON

It's a heck of a commute.

But the five-member team from UBC's Dept. of Pediatrics had no complaints about clambering aboard a float plane crammed with equipment to travel 630 km.

to Hartley Bay, a remote First Nations community on B.C.'s northwest coast, to participate in a unique research collaboration.

The September 2006 trip was UBC's response to a request from the community for a Type 2 diabetes (T2D) screening

study among children and teens in the 200-resident village, the first phase of a study that will grow to include screening in larger sister communities of Kitkatla and Port Simpson. A total of 400 children will be involved in the study — the first such investigation among B.C. Aboriginal communities.

Situated 140 kms. southeast of Prince Rupert, the tiny community — part of the

health program and well child clinics.

When a child attending a clinic was diagnosed with T2D, village leaders requested an education and screening study.

"The project brings unique and considerable benefits to both the communities and to our pediatric residents," says Macnab. "It's hugely important for our future doctors to witness the health challenges of these

School. "It's especially important for youth and young parents to understand how devastating this disease can be. We can't falter on what we're trying to achieve here — we need to keep up with new information and technologies."

Hill, who has three young children himself, says it's very encouraging to see kids that were at risk becoming more active, and the community becoming more educated about

"It's hugely important for our future doctors to witness the health challenges of these remote communities..."

Tsimisian Nation — was in the news in March 2006 following the nearby sinking of a B.C. ferry.

UBC Pediatrics Prof. Andrew Macnab and members of the UBC Pediatric Residency Program have been working with the Hartley Bay community for four years on a variety of projects. They have developed, in collaboration with community members, an immunization program, a school-based oral

remote communities, but also to experience that these villages are highly functioning, with leaders trying to do their best with the resources they have available."

Macnab and pediatric residents conducted diabetes screening for all 32 Hartley Bay children. Results showed a second child had T2D.

"This disease can be fought with education," says Cam Hill, a community member and teacher at the Hartley Bay

diabetes and its impact on native populations.

He says the biggest challenge of the screening program was developing trust.

"We didn't want to be guinea pigs. Seeing familiar faces on a regular basis helped everyone feel more comfortable and eager to do what it takes to make their community a healthier place."

"We were welcomed to the community and had the chance to participate in local

continued on page 6



Asst. Prof. Alfred Hermida pioneered BBC's online news service and is now teaching journalism students how to thrive in the changing media landscape.

PHOTO: MARTIN DIE

Podcast or Perish

BY LORRAINE CHAN

Are journalists destined to be the Walkmans in a world of shiny new iPods?

In other words, do we still need reporters to bring us the news when we can dive daily into the tsunami of blogs, podcasts, wikis and chat rooms?

Yes, reporters are still relevant, says Asst. Prof. Alfred Hermida, who joined UBC's School of Journalism this summer from the BBC.

"With the rise of the Internet, the monopoly on information has disappeared," says Hermida, "but audiences still need someone to make sense of the information and to make meaning of it."

"The role of journalists has changed from that of gatekeeper to authenticator."

In his own 16-year career with the BBC, Hermida has ridden the crest of these changes as a radio, TV and online journalist covering national and international stories. Between 1997 and 2006, he pioneered the award-winning BBCNews.com website, succeeding where its TV and radio BBC siblings failed in attracting and building the under-24-year-old audience.

"What we're seeing is a revolutionary change, similar to when the printing press took power away from the elite and transformed European society," says Hermida. "Today, the barriers to enter journalism are incredibly low. Anyone can participate if they have the tools."

And those holding the

TV remote or mouse wield the ultimate power, he says. "Audiences are promiscuous with zero loyalty to any one media brand. There's a universe of infinite choice where people can consume what they want, when they want."

In his course *Multiplatform Journalism*, Hermida will provide Master of Journalism students the tools to work within

students graduate, employers will want journalists with online skills and technical skills," says Hermida. "They'll have to know how different platforms interact with each other and the different ways to adapt a story for print versus online."

In Hermida's view, the Internet allows for rich story telling given its interactivity and limitless space.

Hermida says too many news organizations make the mistake of going online and simply running print stories or offering podcasts of television news. "It's like the early days of television when they were still doing radio, but with pictures."

Much of the BBCNews.com website success came from being able to navigate the generational divide, he says. "My reporters

that need to reinvent themselves, he offers these basic tenets: Know who your audience is. What do they want from you? How can you serve your audience? How does it help your audience understand the news?"

The days of the media business model are long gone, he says, when newspapers and television news were cash cows, enjoying profit margins that were respectively 20–25 per cent and 50–70 per cent.

Instead, news organizations that hope to survive the digital revolution need to invest money, says Hermida. "Using the medium a lot better requires investment and willingness to fail, where initially you may not make any money." ■

"What we're seeing is a revolutionary change, similar to when the printing press took power away from the elite and transformed European society," says Hermida.

a media landscape that includes platforms as diverse as MP3 players, computers and mobile phones. Students will learn the basics of good reporting, while gaining skills to cross nimbly from one medium to another.

"In two years time when

"It's not like television which is passive and you're sitting back. With the Internet, it's interactive and visual and you're controlling the medium."

He describes a BBC News website series on urbanization and population growth that opened with a map of the world.

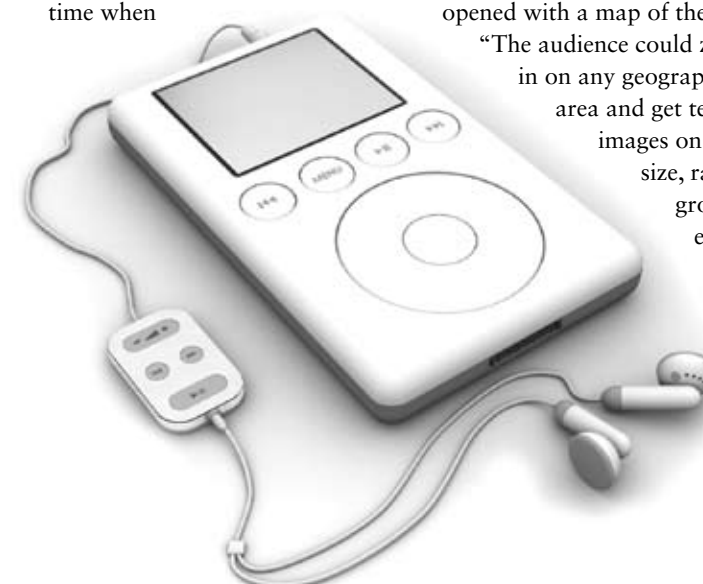
"The audience could zoom in on any geographic area and get text and images on the city size, rate of growth, etc."

were all in their 20s and as news editor I was in my 30s."

Their tactic was to leverage the BBC brand, capitalizing on the venerable institution's core values of accuracy, fairness and balance. However, they consciously designed a news home page that avoided what Hermida calls a typical "men in suits" story line up — heavy on "war, famine, death and destruction" stories.

"We were still interested in providing a credible news service, but we wanted to see more light and shade," says Hermida. "Along with the hard news, we wanted hard science, technology and entertainment." He says for him and others at BBC's online news service it boiled down to "trying to be relevant to people's lives."

For those news organizations



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Alumni Focus: Goat's the Hero in This Community



UBC alumnus John Agak spearheaded a microfinance project using goats to benefit his home village.



PHOTOS: COURTESY JOHN AGAK

BY LISA THOMAS-TENCH

It all started with goats.

In 2004, UBC PhD alumnus John Agak asked then-president Martha Piper for forty goats to help his home community in Kenya develop a new vision for self-reliance and sustainability.

Kanyawegi, a small village in the far west of Kenya and neighbour to the expansive Masai Mara game reserve, is situated in lush tropical rainforest along the African equator. Agak grew up in the village, and was one of a very

few young people from his poverty-stricken community able to pursue a university education.

His determination is palpable: Agak wants to give Kanyawegi children orphaned by the HIV/AIDS pandemic the same kind of educational opportunities he received.

"The devastation and poverty that this disease has brought to this community cannot be overemphasized," Agak says. "Kids from poor homes are bright, concentrate in school and

have the willingness and passion to further their school to the highest level possible. The only drawback is the financial support that they desperately need to fulfill their dreams."

The vibrant community has every hope of achieving its goals, creating sustainable income-generation projects, leadership opportunities and jobs to local people. After receiving a grant for the goats, Agak donated the livestock to eight women's small business groups. His idea: provide the community with a means of generating cashflow, so that they would be able to pass on any surplus revenues (or goat offspring) to other small businesses to create new opportunities. It's microfinance, only using goats as currency.

The idea worked. Within a

year, the women's groups were making a profit and started a bank account to finance other projects, like a granary being built to maximise revenues from the sales of ample corn crops, a school reconstruction project and a clothing manufacturing business. As Agak notes, "investing in women makes a profound difference in the community," not just for the women themselves, but for their children now able to afford to attend school.

In the spirit of global citizenship and service learning, Agak has now opened Kanyawegi to the world. Through a partnership with YouLead, UBC's global service learning unit, students are able to visit, learn and assist with projects in rural Kenya. A new

program beginning this spring will invite UBC alumni to the village to share business skills, agriculture techniques, and input on education projects with the community.

Agak's ongoing partnership with UBC will not end in Kenya. Goat microfinancing has been translated into a pig project in Uganda, and will continue to inspire new YouLead programs in Indonesia and Colombia. John Agak and Kanyawegi have created a unique legacy that the university will share with students and communities worldwide for years to come.

To learn more, or to explore a volunteer vacation in Kenya, contact YouLead at 604 822 6110 or visit youlead.org.
Reprinted with permission from *Trek magazine*.

DIABETES continued from page 4

and cultural events," says resident Jacob Rozmus. "It's a very rewarding partnership that allows us to tackle issues unique to a remote First Nations community."

A precursor to the screening was a collaboratively designed education project where community members kept food diaries, and used that information in a "Smart Meals" program to share knowledge about buying, storing and cooking nutritious food, including healthier alternatives for favourite feast foods.

Ensuring a supply of healthy food is no small task for Hartley Bay families, since the nearest store is in Prince Rupert, accessible only twice a week via a 3.5-hour (one-way) ferry trip. In addition, access to medical

care in remote villages is highly variable with few child health programs.

Working with remote First Nations communities on health issues brings sociological, ethical and practical challenges, but it can be done, says Macnab.

"It's quite amazing to have community-driven research requests stemming from a partnership between two very different cultures," he says.

The next step in the research involves working with First Nations shamans in the Nass Valley in northwestern B.C. to examine the effectiveness of a traditional diabetes treatment that uses a common plant, Devil's Club. Macnab and community members will run a trial to determine the plant's chemical profile as well as its

medicinal effectiveness compared to a placebo.

Hartley Bay projects have recently been expanded to include UBC Dept. of Family Practice students, residents, and faculty.

Support for this research has been provided by the UBC Faculty of Medicine Special Populations Fund and the Lawson Foundation.



Devil's Club

THE UNIVERSITY OF  BRITISH COLUMBIA

STUDENT DISCIPLINE REPORT

(01 September 2005 to 31 August 2006)

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 54 to 57 of the 2005/2006 University Calendar). A summary of such disciplinary cases is published on a regular basis, without disclosing the names of the students involved.

In the period September 1, 2005 to August 31, 2006, 45 students appeared before the President's Advisory Committee on Student Discipline (PACSD) and 41 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.

- A student brought unauthorized material (notes) into a final examination.
Discipline: A suspension from the University for 12 months.*
- A student forged a doctor's note in order to gain further academic concessions.
Discipline: A suspension from the University for 16 months.*
- A student submitted an assignment that was plagiarized from a student who took the course previously.
Discipline: A mark of zero in the course and a suspension from the University for 12 months.*
- A student failed to disclose his/her previous attendance at a college when he/she applied to UBC.
Discipline: A letter of reprimand.
- A student was alleged to have (i) improperly administered and proctored a final examination; and (ii) misrepresented him/herself by signing the proctoring certification as having a doctorate.
Discipline: A letter of reprimand.
- A student cheated by writing a midterm examination under a false name and then wrote a very similar midterm examination the next day.
Discipline: A mark of zero in the midterm exam and a suspension from the University for 6 months.*
- A student cheated by writing a midterm examination under a false name and then wrote a very similar midterm examination the next day.
Discipline: A mark of zero in the midterm exam and a suspension from the University for 6 months.*
- A student cheated by altering his/her marked midterm examination and submitting it for re-marking.
Discipline: Due to extenuating circumstances, a mark of zero in the midterm examination and a suspension from the University for 4 months.*
- A student cheated by altering his/her marked midterm examination and then re-submitted the exam for re-marking.
Discipline: A mark of zero in the course and a suspension from the University for 12 months.*
- A student cheated during a midterm examination by copying the work of another student.
Discipline: Due to extenuating circumstances, a mark of zero in the course and a suspension from the University for 6 months.*
- A student submitted an assignment that he/she had plagiarized from that of a student who had taken the course the previous year.
Discipline: A mark of zero on the assignment and a letter of severe reprimand.
- A student cheated during an exam by bringing in unauthorized material (written notes) in to the examination room.
Discipline: A mark of zero in the course and a suspension from the University for 4 months.*
- A student cheated by bringing in unauthorized material (written notes) into a final examination.
Discipline: A mark of zero in the course and a suspension from the University for 4 months.*
- A student cheated during an exam by bringing in unauthorized material (written notes) in to the examination room.
Discipline: A mark of zero in the course and a suspension from the University for 8 months.*
- A student plagiarized an assignment from Internet sources.
Discipline: Due to extenuating circumstances, a mark of zero in the course and a letter of reprimand.
- A student cheated by consulting notes in a washroom during the final examination of a course.
Discipline: A mark of zero in the course and a suspension from the University for 4 months.*
- A student submitted a report that was plagiarized from Internet sources.
Discipline: A mark of zero in the course and a suspension from the University for 6 months.*
- A student allegedly committed a number of incidents of academic misconduct in two courses. In particular, in one course he/she was alleged (i) to have submitted a final examination with a false name on a paper. In the other course, he/she (ii) brought in for marking a lab manual with no name; (iii) falsely claimed he/she had written a midterm examination; (iv) wrote a lab examination final using a false name and wrote a second final the next day; (v) failed to write the midterm examination in the lecture portion of the course; (vi) attended the final examination but did not turn in the paper; and (vii) participated in quizzes after claiming to have dropped the course in order to assist another student.
Discipline: PACSD found that 5 of the 7 incidents constituted academic misconduct. A mark of zero in both courses and a suspension from the University for 8 months.*
- A student cheated during a midterm examination by copying answers from another student.
Discipline: A mark of zero in the course and a suspension from the University for 8 months.*
- A student cheated on a midterm examination by copying answers from the paper of another student.
Discipline: A mark of zero in the course and a suspension from the University for 8 months.*
- A student cheated on a midterm examination by bringing unauthorized material (a cheat sheet) in to the room.
Discipline: A mark of zero in the course and a suspension from the University for 12 months.*
- A student cheated during a midterm examination by copying answers from the paper of another student.
Discipline: A mark of zero in the course and a suspension from the University for 8 months.*
- A student cheated on an assignment by copying answers from the work of another student.
Discipline: A mark of zero in the course and a letter of reprimand.*
- A student assisted another student to cheat on an assignment by providing him/her with an electronic version of his/her work.
Discipline: A letter of reprimand.
- A student allegedly assisted two students to cheat on a midterm examination.
Outcome: Allegation dismissed.
- 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.*
- 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.*
- A student submitted a report that was plagiarized from Internet and other sources.
Discipline: A mark of zero in the course and a suspension from the University for 4 months.*

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Reminder

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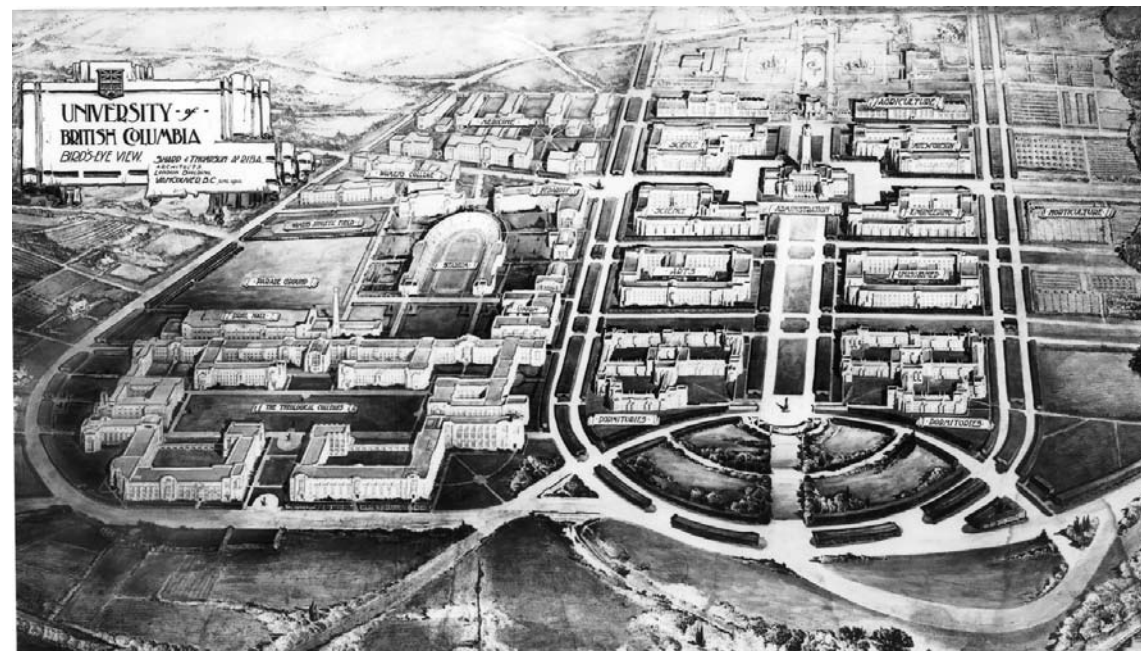
- 30. A student submitted an assignment that he/she had plagiarized from one submitted by another student in the same course from the previous year.
Discipline: A mark of zero in the course and a suspension from the University for 4 months.*
- 31. A student submitted a book review and the first draft of a final research paper which were plagiarized from published sources.
Discipline: A mark of zero in the course and a suspension from the University for 4 months.*
- 32. A student assisted another student to cheat in a lab quiz.
Discipline: A letter of reprimand.
- 33. A student cheated on a lab quiz by copying material from another student.
Discipline: A mark of zero in the course and a suspension from the University for 12 months.*
- 34. A student falsified that date on a doctor's note in order to gain an academic accommodation for a final examination.
Discipline: A mark of zero in the course and a letter of reprimand.*
- 35. A student submitted an assignment which he/she had plagiarized from an assignment submitted by another student two years earlier.
Discipline: A mark of zero in the course and a suspension from the University for 4 months.*
- 36. A student submitted an assignment that was partially plagiarized from an Internet source.
Discipline: A mark of zero in the assignment and a letter of reprimand.
- 37. A student cheated on a quiz by copying answers to several questions from another student sitting next to him/her.
Discipline: A mark of zero in the course and a suspension from the University for 6 months.*
- 38. A student allegedly assisted another student to cheat on a quiz by allowing that other student to copy his/her paper.
Outcome: Allegation dismissed.

- 39. A student cheated on a final examination by bringing unauthorized material (a cheat sheet) into the examination.
Discipline: Due to extenuating circumstances, a mark of zero in the course and a suspension of only 4 months from the University.*
- 40. A student plagiarized by copying the work of another student and submitting it as his/her own assignment.
Discipline: A mark of zero in the course and a suspension from the University for 4 months.*
- 41. A student allegedly assisted another student to plagiarize.
Outcome: Allegation dismissed.
- 42. A student copied the work of another student during a final examination.
Discipline: A mark of zero in the course and a suspension of only 4 months from the University.*
- 43. A student allegedly copied the work of another student during the final examination.
Outcome: Allegation could not be proven. Warning to student.
- 44. A student colluded with another student on an assignment.
Discipline: A mark of zero in the course and a letter of reprimand.*
- 45. A student colluded with another student on an assignment.
Discipline: A mark of zero in the course and a letter of 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 his 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.

Back to the Future: UBC launches next community planning chapter



Sharp & Thompson's 1914 City Beautiful scheme established the basic structure of the UBC Vancouver Campus.

UBC is asking faculty, staff, students and residents for their views a new UBC Vancouver campus plan that will shape future land-use planning on UBC's 404-hectare site. This is the sixth campus-wide planning exercise in the university's history.

UBC's planning history began back in 1913 when President Dr. Frank Wesbrook dreamt of creating the "Cambridge" of the Pacific. Wesbrook held an architectural competition, which was won handily by architects Sharp & Thompson with their *City Beautiful* vision. Despite only partial implementation of this plan — the Main Mall, University Boulevard, the East and West Malls, and the development blocks around the

Library — it established a basic structure for the university, which continues to influence development of the campus.

Following the second World War, UBC (like all of North America) went through a significant expansion. A new campus plan was proposed in 1959, which focused on accommodating rapidly expanding faculties and our love affair with the automobile. At the time, architects were preoccupied with industrial efficiency reflected in the utilitarian approach to era buildings like the Buchanan Tower.

Another master plan was prepared in 1968 focusing mainly on land-use circulation and landscape. Its central

theme was UBC as a "great and varied garden." The partial implementation of this plan created patterns of cul-de-sacs.

The current plan formed in 1992 included a set of strategies that allow sufficient flexibility to enable the campus to respond to its own evolution.

The new campus plan will be carried out in six phases over 18 months. The campus community will be asked to consider where the university should be heading in terms of the physical identity of the campus, its public realm, heritage, urban design, and social space for students, faculty, staff, alumni and residents. Visit www.campusplan.ubc.ca for more information and to provide input. **R**

DRIVER'S ED *continued from page 1*



Teaching people to be better drivers is not improving traffic safety, but better technology may do the trick, says traffic policy and safety researcher Rick Clapton.

"We can't always predict how technology will affect driver behaviour," he says. "A significant majority of people derive a sense of power from driving, and people with air bags and other safety devices almost always drive more aggressively because they feel safer."

Call it human nature. People don't want to believe how

dangerous driving can be, Clapton says. "Most people — most of the time — will be safe," he says. "We drive around thinking we're going to be OK. If you brought all the traffic accidents together in one place at one time, you'd have a national catastrophe. But we don't see the impact — they're commonplace

and have become part of what anthropologists call our 'cultural mosaic'."

A phenomenon called "optimism bias" places blinders on drivers, too. "It's the 'this won't happen to me' phenomenon," he says. "Trained drivers have confidence that they're safe, when they are actually just as vulnerable as any other motorist."

Influences such as pop-culture have produced in drivers' minds an unrealistic perception of safety. "We identify with heroes — we see them on television doing dangerous and daring things in their cars and they never get injured," Clapton says.

While Clapton readily agrees that wholesale changes in traffic and vehicle control are a long way off, he remains adamant that something must change.

"We're not going to wake up one day to find all cars controlled automatically. But ideally we'd start moving toward some technology," he says. "I'm truly convinced that driver education isn't going to reduce the road death and injury toll in any significant way." **R**

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NAME: UBC Vancouver Campus Plan No. 2006/07

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THE UBC STAFF PENSION PLAN is currently holding an election for two directors to serve four-year terms on the Pension Board. Election packages were sent to members on November 1.

The deadline for casting ballots is November 27. If you have not yet received your election package, you may contact the Pension Office at (604) 822-8100. Election results will be announced on the SPP website: www.pensions.ubc.ca/staff on December 4.

What is the Lombard program?

The Lombard program is a fee-based brokerage account. While the Lombard accounts are similar to full-service commission-based accounts in their ability to hold a variety of investments and their role in facilitating transactions, that's where the similarity ends. With fee-based brokerage accounts, investors are charged a yearly fee for portfolio construction advice, investment recommendations, and trade execution. When an investor buys or sells a security, the trades are commission-free*. You have the peace of mind knowing what your investment fees will be and keep things organized and simple.

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The Student Experience... ..in a Rankings Wrangle

November is the traditional month of undergraduate student-focused Canadian university rankings. This year, UBC and 21 other Canadian universities declined to participate in the Maclean's rankings because of methodological concerns.



Anna Kindler

on various aspects of student engagement that have been identified through research as important factors leading to positive learning outcomes.

How should students and their parents use the NSSE data?

I would suggest that prospective students or their parents may wish to look at particular items or sets of related items of the survey that seem most relevant to their individual learning needs. In other words, the question "What really matters to me/my son or daughter when we think about quality of a learning environment?" should be asked when considering the NSSE data. This issue of a "personal fit" is really paramount in deriving meaningful conclusions based on surveys such as NSSE.

I would also suggest that they consider NSSE as only one piece of information in making decisions about post-graduate education. It is important to remember that NSSE is a survey of engagement, not outcomes. Prospective students and their parents may thus wish to also look at: data on graduation rates; graduate and professional programs admissions; employment success and income of graduates; community involvement; and reports by alumni reflecting on the value of their university experience may provide very useful insights into the decision-making process.

Does a research-intensive university like UBC inherently lessen the student learning experience?

Absolutely not. As exciting sites of knowledge creation, research-intensive universities have a unique potential to offer learning environments that are intellectually stimulating, challenging and engaging. The presence on campus of world class researchers in a broad range of academic disciplines and interdisciplinary fields allows universities to design and implement cutting-edge courses where the breadth and depth of curriculum are informed by both history and innovation. A research-intensive environment is also conducive to setting high standards of scholarship and building a culture of rigorous academic discourse across all programs.

Is it really possible to measure the student experience through instruments such as NSSE?

No single measure can fully account for the quality of student experience. However, surveys such as NSSE provide valuable insights that can help universities assess and improve their teaching and learning environments. In the case of NSSE, this data focuses

The challenge for research-intensive universities is to optimize this potential and seek creative ways of encouraging and supporting researchers' active involvement in teaching — not only through graduate supervision and mentorship but through a wider repertoire of pedagogical engagement. I speak of this in terms of a challenge, because traditional teaching and learning models have often led to polarization of teaching and research priorities of faculty members and have created competing time pressures.

Recently, UBC has made this challenge one of its priorities and through approaches such as the Carl Wieman Science Education Initiative and the recently announced President's Teaching and Learning Enhancement Initiative will be piloting new models of engaging outstanding researchers in undergraduate teaching.

The NSSE results show that Canadian universities score poorly compared to their US counterparts, and that in Canada, UBC is slightly behind Canadian peers. Why do US universities do such an apparently better job of student engagement? And what does NSSE tell us about UBC?

There are several possible explanations that may account for this difference between US universities and their Canadian counterparts. The level of funding for public universities on each side of the border suggests a particularly plausible explanation. Many aspects of learning environments are tied to the issue of resources. Universities ability to hire and retain outstanding faculty, upgrade teaching infrastructure, enhance provision of technology-based learning environments that facilitate engagement, expand repertoire of relevant student services or build inviting informal learning spaces are all a function of the available resources. According to a recent report by the Association of Universities and Colleges of Canada (AUCC) based on data from the National Centre for Educational Statistics in the US and Statistics Canada, government funding of public four-year colleges and universities increased by 25 per cent in the US between 1980 and 2004/2005, compared to a 20 per cent reduction in Canada.

Because engagement in learning is very closely related to student-faculty interactions, data on enrollment and faculty growth in the US and Canada may further help understand the NSSE results. Between 1986 and 2003, as reported by AUCC, the growth of students in the US has been closely paralleled by the growth in full-time faculty, allowing US universities to maintain relatively low

student/faculty ratios. Over the same period in Canada we have experienced a 45 per cent growth in student numbers with only about seven per cent growth in faculty. This uneven growth could naturally be expected to negatively impact at least some aspects of student engagement.

As to the UBC performance relative to our peers, on most of the NSSE indicators where UBC is positioned slightly behind our counterparts, the differences are very small when the effect size is considered — which suggests that Canadian large research-intensive universities face similar challenges related to provision of undergraduate education. Having said that, we recognize that there are areas where we specifically need to focus our efforts to improve the quality of student experience and the recent re-surfacing of undergraduate teaching and learning as one of the key priorities for UBC is an indication that we are serious about achieving progress on this front.

What is UBC doing with what it has learned from the NSSE data?

NSSE data feeds directly into our SHINE 2010 (Students Horizons In Education) initiative which commits the university to supporting and measuring the impact of a range of undertakings specifically aimed at enhancing the quality of teaching and learning at UBC. These initiatives have ranged from a review of our internal quality assurance processes with respect to performance

of academic units; expansion of professional development opportunities in teaching for faculty members and Teaching Assistants — including a new Certificate Program for TA's; support of faculty engagement in the scholarship of teaching and learning; to additional funding directed to efforts which focus on teaching improvement — some of which I have already mentioned.

On the measurement side, NSSE is one of the instruments

Program. In partnership with the Arts student government, the faculty has also implemented several projects to help build a sense of community in this very large, diverse unit, including the ArtsPeak events for the graduating class.

The Faculties of Science, Arts and the Sauder School of Business have embarked on new forms of collaboration to expand the repertoire of available courses and majors/minors. The Faculty of Forestry has

incorporated development of effective communication skills into all of its programs. The Faculty of Land and Food Systems has developed a Career

Ambassador Program in collaboration with UBC's Career Services Office and enhanced its tri-mentoring program that prepares students for "real-world" careers.

While none of these initiatives has been directly prompted by NSSE, the NSSE data, along with other measures, has helped to focus and fine tune these undertakings, and, very importantly, will continue to help us assess their impact over time.

Our interest in NSSE has been focused on how the information that it offers can contribute to making UBC learning environments as effective and responsive to the needs of our students as they can be. We have recently engaged with the Deans in considering additional ways of using the NSSE data in the context of specific priorities of individual faculties and the UBC Trek 2010 goals. ■



of assessment that we have selected to use for our internal benchmarking and to allow us to tune our initiatives to yield optimal outcomes. We have also struck a joint Senate committee, involving student participation to enhance the process of gathering and analyzing student evaluations of teaching so that this data, in combination with NSSE and other forms of assessment, can be more effectively used to guide improvement.

While SHINE 2010 is a university-wide effort, there are numerous new initiatives recently championed by Faculties to enhance undergraduate education. For example, the Faculty of Arts, has engaged in an extensive undergraduate curriculum re-visioning process which has already resulted in significant enhancements of the first-year experience for students enrolled in the Coordinated Arts

NSSE Director on Maclean's Rankings

The following letter was printed July 27, 2006, in the University of Calgary's student newspaper The Gauntlet.

It is re-printed with permission of Prof. George Kuh.

I am dismayed that Maclean's used a few results from the National Survey of Student Engagement (NSSE) in its [Spring 2006] rankings of Canadian universities. NSSE always eschewed this idea, posting the reasons why on its website (<http://nsse.iub.edu/html/usingst.cfm>). Rankings are inherently flawed because they reduce complex dimensions of university life to a single number. Ranking Canadian institutions is especially problematic because they have different missions, offer different majors, and enroll different mixes of younger and older full-time and part-time students and transfers. These many other features affect student engagement and make it possible for institutions to offer different, yet rich, nuanced and

meaningful educational experiences for their students.

Rankings may sell magazines but they do little to help the public understand what makes for a high-quality undergraduate experience. Rankings also have the potential to discourage universities from serious efforts to discover what their students are doing and learning, and then using this information to improve. By forcing universities to release their student engagement results before institutions have had a fair opportunity to understand and use the data to get better may mean some schools will forgo using NSSE or other assessment tools in the future. That outcome would be an ironic tragedy, contrary to the public interest.

Public disclosure is good, and we need more of it. Indeed, NSSE strongly encourages individual institutions to make available their student engagement results so that over time prospective students and others will become better informed about what to look for when choosing a university and the kinds of educational activities that matter to their learning. But estimates of university quality must be based on more information than rankings based primarily on student satisfaction indicators.

George D. Kuh,
Chancellor's Professor and
Director,
National Survey of Student
Engagement
Indiana University, Bloomington

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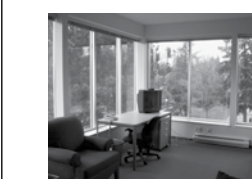
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