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Train your brain

Young learners struggle to make the transition from high school to university life with its larger workload and reduced supervision. Catherine Rawn is teaching them the fundamentals of academic success.

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PHOTO: MARTIN DEE

Five years of growth for Okanagan campus

BY BUD MORTENSON

Since opening its doors in the summer of 2005, UBC's Okanagan campus has grown from 3,500 students to well over 6,000, including more than 500 graduate students.

UBC is tripling the original 500,000 sq. ft. of building space to 1.5 million sq. ft. through a \$400-million construction program, and this summer the campus literally doubled in size with the acquisition of 103.6 ha. (256 acres) from the City of Kelowna.

The \$8.78-million purchase of land adjacent to the Okanagan campus in Kelowna's North Glenmore neighbourhood increases the total area of UBC's endowment lands at both the Vancouver and Okanagan campuses to

more than 1,500 acres.

"This is an unprecedented and extremely important event in the history of UBC," said Brad Bennett, whose announcement of the purchase was one of his final official acts after serving as Chair of the Board of Governors for the past five years. "This ensures that UBC's Okanagan campus can respond to the future needs of our region, our province and the country. The possibilities are limited only by

continued on page 5



UBC Okanagan campus is beginning its sixth year.

PHOTO: STEPHANIE TRACEY



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Dr. Julio Montaner presented a study on HAART therapy for HIV-positive aboriginal Canadians.

WEIRD STUDIES FLAWED

UBC professors are pointing out the flawed scientific practices of many psychology researchers, as was described in the *Globe and Mail*, *Science*, the *Chronicle of Higher Education* and the *Vancouver Sun*.

Most psychology studies are based on a small sample of university students — people from western, educated, industrialized, rich, and democratic (WEIRD) societies — and does not necessarily represent the bulk of humanity.

"While students from Western nations are a convenient, low cost data pool, our findings suggest that they are also among the least representative populations one could find for generalizing about humans," said **Joseph Henrich**, a UBC professor of psychology and economics, who worked on the study with colleagues **Steven Heine** and **Ara Norenzayan**.

UBC STUDENTS NAB EMMY NOMINATION

Ten UBC students and their professor Peter Klein have been nominated for two Emmy Awards for their documentary, *Ghana: Digital Dumping Ground*.

The *Globe and Mail*, the *Canadian Press*, *CBC*, *CTV*, the *Vancouver Sun* and others have reported on the nominations for the film that traced the path of electronic waste around the globe.

"The nominations themselves are great, but the idea that the students

are recognized for this kind of work is amazing," said Klein, a former **60 Minutes** producer who has previously won two Emmys.

"It was great as a learning experience. We never expected to make something that would be nominated for an Emmy," said **Dan Haves**, one of the students who worked on the documentary.

STUDY ON HOMESTAY STUDENTS

Compared with immigrant or Canadian-born Asian students, UBC researchers have found that homestay students in B.C. are more sexually active, likely to skip school, take cocaine and binge-drink. Nearly a quarter of homestay girls also reported being sexually abused, versus nine per cent of their Canadian peers.

Agence France Presse, *The Korea Times*, the *Globe and Mail*, *CTV*, *Postmedia News* and others reported on the study which called for government oversight of homestays.

"There's no policies, there's no regulation, there's no standards, there's no reporting," said lead author assoc. Prof. Sabrina Wong.

THE MATH (AND MORALITY) OF GIVING

The San Francisco Chronicle, *Bloomberg Businessweek*, the *Vancouver Sun* and others reported on research by UBC psychology professor **Elizabeth Dunn**

that suggests spending money on others makes us happier.

Dunn and her team gave subjects \$10 and asked them to decide how much to keep for themselves and how much to give away.

"The more they give away, the more positive emotions they feel," she said of the subjects. "Conversely, the more money they keep for themselves, the more shame they feel."

RESEARCH SHOWS SUBSTANTIVE DROP IN HIV TRANSMISSION

A new study, presented by UBC's **Julio Montaner** at the 18th International AIDS Society Conference in Vienna, suggests that increasing the number of HIV patients who receive highly active antiretroviral therapy (HAART) leads to a decline in the spread of the virus that causes AIDS.

"Our results should serve to re-energize the G8's universal access pledge as a means to curb the effect of AIDS and the growth of the HIV pandemic," said Montaner, the chair in AIDS Research at UBC's Faculty of Medicine, and president of the IAS.

Science, the *Atlanta Journal-Constitution*, the *Globe and Mail*, the *National Post*, the *Toronto Star* and others picked up on the study results and Montaner's talk at the conference. ■

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Dentistry adds specialties



PHOTO: MARTIN DEE

Nancy Vertel uses a lot of show and tell with young patients.

BY LORRAINE CHAN WITH FILES FROM TERRY WINTONYK

NANCY VERTEL REMEMBERS the exact moment she decided to specialize as a pediatric dentist. It was last year when her son, then nine months old, began wheezing and had difficulty breathing.

As a first-time mom, Vertel felt completely overwhelmed and helpless

immigrating to Canada in 2003, had established a thriving dental practice in her hometown of Medellin, Colombia.

"I realized how much I would love being able to make going to the dentist a positive experience for kids and at the same time guide their parents toward better oral health."

Vertel takes her first steps toward fulfilling that dream next month at UBC.

of the complex head and neck region. The normal length of study for the PhD option is six years, while the MSc option is three years.

Previously, B.C. dentists wishing to gain skills and credentials in pediatric dentistry could only do so in Toronto or in the U.S.

"We recognized the need to keep dentists within B.C.," says Edward Putnins, professor and associate dean of research and graduate and postgraduate studies in the Faculty of Dentistry.

As well, the Faculty has added two other graduate programs in orthodontics and prosthodontics, to complement the existing periodontics and endodontics postgraduate programs.

Putnins says the extensive portfolio of recognized specialty degree programs will enable UBC faculty to provide more integrated management for their patients with complex oral and

craniofacial disorders.

"We envision that complex patient cases could be referred from across the province or western Canada," says Putnins, adding that the Faculty's mandate includes community involvement and support while providing service and resources to practicing dentists.

UBC's full suite of graduate

programs will also help to address worldwide shortage of dental academics due to the aging of current faculty, the expanded number of North American dental schools and the lure of private practice.


"There is a strong demand for new generations of clinical specialists who are ready to teach and also conduct outstanding research," says Putnins. ■

"We envision that complex patient cases could be referred from across the province or western Canada."

until she arrived at a medical clinic. Calm and competent pediatricians quickly diagnosed and treated her son for a respiratory infection.

"That's when the light came on for me," says Vertel who prior to

The Faculty of Dentistry is launching a new specialty training program in pediatric dentistry in combination with an MSc or PhD in craniofacial science — which is the study of the normal and abnormal development and health



CHILDREN IN DENTIST CHAIRS

Nancy Vertel starts her formal studies in pediatric dentistry next month, but as a practicing dentist she knows a thing or two about soothing frightened children. The first rule is to do a lot of show and tell, advises Vertel. For example, before placing the suction in their mouths, she demonstrates what it does and how it sounds. "You have to proceed slowly and be honest with them. Explain the procedures in words they can understand."

Train your brain

Teaching the fundamentals of academic success

BY BASIL WAUGH

PROCRASTINATION. ANXIETY. DISTRACTIONS. BAD HABITS.

They are the four horsemen of academic apocalypse, and Jeremy Butt learned about them all too well in his freshman year.

Grades-wise, the UBC Arts student survived his first year at university with mostly B's and C's. But he knew something had to change fast if he had any hope of getting into law school.

"I knew I could do better, but I didn't know how to manage it all," Butt says, recalling a vicious cycle of last-minute study sessions, all-nighters and rushed assignments.

Butt is one of thousands of young learners who struggle every year to make the transition from high school to university life with its larger workload, reduced supervision and frequent temptations.

"Looking back, high school didn't really prepare me for university," says the psychology major from Toronto. "For example, living in residence is great, but it can be hard to stay focused and get work done."

Thankfully, Butt's dream of law school is back on track after participating in a pilot version of a new UBC class that teaches students how to excel at university and as lifelong learners.

The three-month course, *Psychology In Your Life: How Social Psychology Can Help You Succeed*, employs collected wisdom from educational and psychology research and theory. It was such a success that it is being offered again to all UBC students this academic year. Butt credits it with boosting his GPA by nine points in just one year.

"Surprisingly, very few people are actually taught the basics of learning," says Catherine Rawn, Dept. of Psychology, who designed the course. "Teachers often assume someone else has taught their students how to study, but the truth is many people never get taught the tools to succeed."

Rawn is an Instructor 1, one of the fastest growing faculty positions at large research-intensive universities worldwide. Unlike professors who both teach and research, she teaches exclusively. Full-time and tenure-

eligible, the position is part of a university-wide effort to continually improve teaching and learning at UBC. Related projects include the Carl Weiman Science Education Initiative, the new Centre for Teaching, Learning, and Technology (CTLT) and the Lasting Education Achieved and Demonstrated (LEAD) initiative.

The road to success begins with some hardcore goal-setting, says Rawn, who joined UBC's faculty after completing her PhD at the university in 2009. "Students need to be honest about what they want in a semester. What grades do they want? What sort of social life? Only then can you work backward on a plan to reach these goals."

Next up is removing all distractions. Set a regular study schedule. Find a place where you can concentrate. Turn off anything that shakes your concentration: mobile phones, Facebook, Twitter and MSN.

The best defence against the myriad temptations of university life? A good study schedule, says Rawn, who also trains new UBC student teaching assistants. "Having a regular schedule is crucial, because it becomes habit.

When friends invite you out, you need to be able to say, 'Well, I study from four to six today, but I can meet you after that.' You can't do that if you don't have a schedule."

Finally, is the business of actual learning. Not surprisingly, Rawn discourages trying to cram in a month's worth of reading all night before exams. "Memory research on levels of processing teaches us that to really retain something, we need to work with concepts and ideas repeatedly, in as many ways as possible."

To this end, in every lesson students respond to quizzes with infrared clickers and break into small discussion groups. At home, she encourages students to make up their own study questions, and pay special attention to understanding

key terms and textbook headers.

As happy as he is with his improved grades, Butt says the course has produced other pleasant side-effects: reduced exam anxiety and more free time. The avid snowboarder says he spent more days at Whistler last winter than ever before thanks to his newfound time-management chops.

"Catherine's class helped me to be much better with my time, so I get more work done in less time," Butt says. "There was always this anxiety hanging over me when I used to put things off, but that's gone now. I know I'm on top of things and can excel at university. It's a good feeling."

Learn more about Rawn and her class at www.psych.ubc.ca/~cdrawn. ■

FOUR STEPS TO ACADEMIC SUCCESS

- 1. EYES ON THE PRIZE**
Set goals, academic and extra-curricular, every semester
- 2. FIND A GROOVE**
Create a regular study schedule
- 3. KEEP YOUR FOCUS**
Turn off Facebook, Twitter and Google chat
- 4. WORK IT**
Play with course materials in as many ways as you can



New office welcomes recruits to UBC

BY HEATHER AMOS

AT A TIME when relationships are built online and email correspondence is fast and informal, there's one office on campus that insists on welcoming newcomers face-to-face.

The Work-Life and Relocation Services Centre was established in October 2009 to help new faculty, postdoctoral fellows and UBC's Vancouver campus.

"What we offer is a unique service that addresses the individual's needs," says Jayne Booth, manager of the centre.

Booth and her colleague Debbie McLoughlin, the client services coordinator, will sit down with candidates who have accepted or are considering a job offer from UBC. They chat over a cup of coffee about some of the concerns the individual has about moving to Vancouver.

"It's a recruiting and retention tool," says Booth. "We need to make sure people feel valued. If they're unhappy outside of the workplace, they'll move on."

Establishing a faculty and staff relocation office was part of UBC's new strategic plan, *Place and Promise*. Since the centre opened in October, Booth and McLoughlin have helped more than 200 people. The service is confidential and includes all members of the family.

About 42 per cent of UBC's new faculty members come from across Canada, 46 per cent are from the United States and 12 per cent are from other parts of the world. UBC also has about 250 new postdoctoral fellows arriving each year.

Newcomers are primarily concerned about housing. Vancouver is one of the most expensive cities in the world, and it can be difficult to find a home. As strangers to the city, they need information about neighbourhoods, schools, religious centres and the community.

"I talk to the spouses too," says Booth. "You need to take care of the entire family."

A spouse might need to find a new job, learn English, or do conversion courses for qualification.

Dr. Ricardo Jimenez-Mendez, a postdoctoral fellow from Mexico City, moved to Vancouver with his family in June, so that he could work with Bruce Carleton, a professor of pediatrics and pharmaceutical sciences.

"Postdocs have some additional challenges," says Booth. "They're here temporarily, on a limited salary, and often from countries where English is not the first language."

The centre helped Jimenez-Mendez find an apartment at UBC, a church, and to register his son for school and his daughter for daycare.

"When we packed up our lives

in Mexico City, we had 20 big boxes. We'd found a service that would ship the boxes to Canada but they were unsure how to deal with customs. Jayne was kind enough to provide me with the information so I could get my belongings here myself."

Booth's help made the move less stressful for Jimenez-Mendez, and allowed him to get straight to work: learning and researching. But, it can be hard to break into a community.

Jimenez-Mendez thinks his five year-old son Santiago is doing the best at embracing their new life. Within two days of moving to Vancouver, he'd joined a Tae Kwon Do class, a sport he'd practiced in Mexico.

"He shows us that we have to reach out," says Jimenez-Mendez.

The Work-Life and Relocations Services Centre is organizing more informal meet and greet opportunities for newcomers. They are about to host their first welcome barbecue and will hold activities for parents and tots.

"It can be very isolating moving to a new city, very lonely," says Booth, who immigrated to Vancouver from the U.K. in 2008.

In September, Booth will begin courses in UBC's Certificate in Immigration program so she can help newcomers navigate the work permit and permanent residency process. The centre also plans to extend the service to the Okanagan campus in 2011. ■



Jayne Booth helps newcomers relocating to Vancouver.

PHOTO: MARTIN DEE

UBC BRAIN GAIN

In 2010, UBC has recruited 399 faculty members to its Vancouver campus, and 39 to its Okanagan campus. About 46 per cent come from the United States and 12 per cent from other parts of the world.

Visit www.publicaffairs.ubc.ca/ubc-reports to read profiles of faculty members coming from India, Australia, Brazil and the U.S. — including one incoming Canada Excellence in Research Chair who was born in an English pub.

TOP 5 REASONS TO CONTACT THE WORK-LIFE AND RELOCATION SERVICES CENTRE

1. **Housing:** neighbourhood profiles, affordability, availability, relocation queries
2. **Family:** schools, religious centres, childcare, eldercare, medical specialists, wheelchair accessibility, employment for spouses
3. **Pets:** customs, shipping, pet-friendly rentals
4. **Work:** benefits, pensions, insurance, orientation
5. **Living:** credit cards, driver's license, banking, taxes, learning English

FIVE YEARS OKANAGAN *continued from cover*

vision and imagination."

"We have seen an extraordinary evolution in our campus over the past five years — rapid growth and expansion, but also remarkable achievements by students and faculty," says Doug Ooram, Deputy Vice Chancellor and Principal at the Okanagan campus. "This campus has become an important contributor to the social, cultural, and economic fabric of the region and a vital part of the UBC system."

The Okanagan campus was envisioned as a place where students and faculty know each other and learn from each other.

"That vision is the reality as the campus in Kelowna marks its fifth anniversary," says Ooram. "With a growing source of innovation and a source of expertise, our campus is an amazing place where students can learn, discover, and contribute in an intimate educational setting while earning the internationally respected UBC degree."

Those attributes have attracted students from throughout B.C., across Canada and around the world. In 2005, international students represented 21

countries. Now, the Okanagan campus is home to students from 66 countries.

A rapidly rising number of graduate students are choosing to study at the Okanagan campus — in 2005 just 41 students were enrolled in the College of Graduate Studies; today more than 500 students are pursuing master's and doctoral degrees at the Okanagan campus.

Other examples of major growth abound, such as the flourishing programs in Management and Engineering. The Faculty of Management has grown dramatically since it opened in 2005. In that first year, 27 students began the Bachelor of Management program. Four years later, in June 2009, the first graduating class of 72 students received their BMgmt degrees. This year, 603 students were enrolled in the undergraduate degree program.

Undergraduate Engineering student numbers have exploded since the School of Engineering's inception in 2005, increasing from 76 students in the first year to 482 students studying toward their Bachelor of Applied Science degrees in Civil, Electrical or Mechanical Engineering. Today, the

School has 36 master's students and 34 PhD students, and the graduate program has received hundreds of applications from all over the world this year alone. In June, the School received full accreditation from the Canadian Engineering Accreditation Board, and its first class of 56 BAsc graduates received their degrees.

For students visiting campus each day from the surrounding communities, the university has developed one of Canada's first collegia programs, starting with four spaces designed to serve as a home away from home for commuting students. These serve as places to hang out, eat lunch, spend time with classmates, and do school work. Each collegium has a relaxing lounge-style atmosphere and is outfitted with comfortable furniture, individual and group work spaces, and kitchen facilities.

With more than 1,300 students in residence, there's an active on-campus community, and construction is now underway for another residence, which will bring the number of on-campus student beds to more than 1,600 — far beyond the university's original goal of 1,000 beds. ■

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Kids to put in a full day

UBC prof designs longer kindergarten day program guide

BY HEATHER AMOS

PLAYING AND INQUIRY are on the agenda for kindergarteners this September.

As full-day school is implemented in kindergarten classes across B.C. this fall, there won't be anything new in the already jam-packed curriculum, but there will be more time to learn through play and to build on children's curiosity about the world around them.

"Children learn to cooperate, to be nice, and to think of someone else's point of view through playing," says



Marilyn Chapman hopes full-day kindergarten will be more playful and stimulating.

in kindergarten, the extra time will leave room for more physical, social, emotional, creative, language and cognitive development. The new guide explains to educators how to use the extra time to achieve the development goals. It suggests how to plan a school day and how to incorporate the arts, physical activity, relationship building, language and nature into planning programs and activities.

Having more time to address the

is already available to certain groups — children with low incidence special needs, those whose first language is not English and Aboriginal students.

Across Canada, Nova Scotia and New Brunswick already offer all-day kindergarten and other provinces, like Alberta and Quebec, offer some full-day programs. Up to half of B.C. children will start full-day kindergarten in September, and by 2011 all boards of education in the province will be required to offer it.

educational experiences early in life also become better citizens, providing a huge economic benefit.

"There are lasting effects. These children are less likely to bully, abuse drugs or be put in jail, which are all very expensive for society."

Putting together the new kindergarten program involved consulting a wide range of research on how children learn and brain development.

"The research supports providing opportunities for children to learn through their senses, by learning how to manipulate things, and extended dialogue" says Chapman "We're giving them time to play so they learn real-life uses of literacy and numeracy."

The idea is that teachers will be guiding the learning during playtime too. If a student is pretending to read a

map, a teacher might point out that a blue area means there is a lake or ocean.

Playing is also important because it teaches children about self-regulation and about proper conduct, says Chapman.

In today's society, children have less time to play; everything is more organized and regulated. Chapman says in the past children would play together to entertain themselves, and younger children would learn a lot from older children. But now, with more children growing up without siblings and with nannies and organized programs, they have fewer opportunities to learn how to initiate play and play on their own.

For more information about B.C.'s kindergarten program and the new program guide, please visit: www.bced.gov.bc.ca/early_learning/fdk. ■

The research shows full day programs help develop social-emotional skills, positive self-esteem and language and literacy skills.

Marilyn Chapman, the lead researcher and author of the new guide for full-day kindergarten, and the director of earlychildhood.educ.ubc.ca in UBC's Faculty of Education.

"With only a half-day of school, educators had a hard time fitting in everything that they know is important for kindergarten children's learning. The new guide is designed to address both the prescribed curriculum and other important aspects, such as social-emotional learning and self-regulation."

Instead of adding more things to the list of what children should learn

prescribed curriculum will also give teachers more time to explore other subjects the students are interested in. For example, if children hear about a volcano erupting, teachers will have the time and opportunity to build on the students' curiosity, even if it is not part of the official science curriculum.

"I hope school is more playful, more fun, and more stimulating and interesting," says Chapman.

The provincial government made the decision to implement full-day kindergarten for all children in 2009. In parts of B.C., all-day kindergarten

Research indicates that having children in full-day developmentally appropriate early learning programs, before Grade 1, is beneficial for children, parents and society.

The research shows full-day programs help develop social-emotional skills, positive self-esteem and language and literacy skills. Students also get individual attention and do better in later grades.

Parents benefit because childcare expenses are reduced, and they have more time to pursue their own goals, allowing for a better work-life balance. Chapman says children who get enriched

Helping teachers prepare for full-day kindergarten

BY BUD MORTENSON

This year, the Faculty of Education at UBC's Okanagan campus introduces two new post-degree professional programs to help B.C. teachers acquire new skills for the classroom and keep up with changes in education in British Columbia.

"The new programs expand professional development opportunities for educators and respond to the needs of schools and districts for education specialists," says Robert Campbell, Dean of the Faculty of Education.

The Early Learning certificate and diploma program will help

teachers prepare for the new full-day kindergarten initiative, which begins for five-year-olds starting in September 2010.

The program is also designed to help teachers align their skills with a number of other province-wide early learning initiatives such as Strong Start B.C. for preschool-age children and Ready, Set, Learn for three-year-olds and their families.

"The Early Learning certificate and diploma is an important new program, particularly for Kindergarten teachers in B.C.," says Campbell. "The courses will provide effective strategies to get the most from extended time

with young learners in the classroom. It is also a way for teachers to gain additional expertise and be qualified to teach kindergarten."

The second new program offers a Language and Literacy Education certificate and diploma. It is designed for teachers and educational leaders who wish to deepen and extend their knowledge in areas of literacy and language arts including oral and written communication, reading, children's and adolescents' literature, English education, English as a second language, new media literacy, assessment, and literacy for diverse learners. ■



Watch a video of Chapman discussing full day kindergarten online at:
www.publicaffairs.ubc.ca/ubc-reports



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Nutritional Science grad Roberta Wozniak (right) bonded with Pascasie and seven-month-old Chelsea.

PHOTO: COURTESY ROBERTA WOZNIAK

Understanding food security

Students search for causes of malnutrition in Rwanda

BY LORRAINE CHAN

IT'S ONE THING for a UBC student to sit in a lecture hall and take notes on food security. It's quite another to accompany a 22-year-old Rwandan mother who is HIV positive, and her hungry baby, to the hospital.

These were the types of real-life situations in Rwanda that her students tackled earlier this year, says Judy McLean, an adjunct professor in the Faculty of Land and Food Systems (LFS).

With UBC's Go Global office, Mclean has launched a new International Food and Nutrition Security Initiative that sees undergraduates engaged in community-based research and development work. Partnering with UBC is the Faculty of Rural Development of Rwanda's Institute of Agriculture and Technology at Kibungo (INATEK).

For their field assignment, six UBC students were paired with 12 INATEK students to conduct a household survey on the prevalence and causes of malnutrition in 40 rural villages in Ngoma District, several hours from the capitol city of Kigali.

"Their work was endorsed by the Rwandan government, which has limited capacity to carry out needs assessments in rural villages," says Mclean.

In Ngoma, the child mortality rate is one in five, with malnutrition believed to be the cause of more than half of these deaths. The research will help provide the basis for an integrated nutrition intervention program targeted at reducing the unacceptable child as well as maternal mortality rates.

"We lived next door to an orphanage where babies were regularly brought in after their mothers died in childbirth," says Judy McLean. "It was an intensely human and personal experience for all of us."

"The hardest thing to see is children not having enough food," says Roberta Wozniak, who graduated from LFS

this spring with a degree in nutritional science and then spent two months working in Rwanda.

Early on in the trip, Wozniak met a young mother named Pascasie and her seven-month-old son, Chelsea. "They had no family, no money and no job and had been abandoned by the father of the baby."

Seeing how thin Chelsea was, Wozniak and Mclean conducted a quick test they use in the field to assess malnourishment.

"We measure the circumference of the child's mid-upper left arm," explains Wozniak.

She says while the cutoff point

opportunities, especially for undergraduates keen to support the UN's Millennium Development Goal which is to end poverty by 2015.

"On a daily basis I receive requests from past and present students asking about global placements," says McLean, who frequently travels to Cambodia, Rwanda and other developing countries in her work for organizations such as the World Health Organization and UNICEF.

Each year, she sees enrolment of more than 400 students in her "World Problems in Nutrition" course in the LFS Food, Nutrition and Health program. The class attracts UBC

This fall, a second team of UBC and INATEK students are picking up where the spring cohort left off.

is 11 centimeters for severe acute malnutrition, Chelsea's arm was 10 and a half centimeters — "the diameter of a loonie."

Wozniak and Mclean helped Pascasie gain admittance at a nearby hospital where the baby was fed fortified formula and tested negative for HIV. Over eight days they bonded despite language barriers.

"It was very hard to say goodbye," says Wozniak.

This fall, a second team of UBC and INATEK students are picking up where the spring cohort left off. They will compare seasonal findings to inform the next steps of their action plan.

The students will conduct further assessments and interviews with Ngoma District villagers about nutrition and food security, and analyze the data. As well, they will have the opportunity to teach an applied nutrition course at INATEK and work with UNICEF on a "micronutrient" project that looks at the population's vitamin and mineral deficiencies.

Mclean aims to create more international hands-on learning

undergraduates from disciplines as varied as African studies, psychology, political science and international relations as well as nutrition and dietetics.

"Our ultimate goal is to develop an undergraduate program stream in the LFS Food and Nutrition program that is unique in North America with a focus on international nutrition," says Mclean, adding that UBC students currently lack the field experience to design and implement operational research or community-based food and nutrition security interventions.

Students can earn credits for the International Food and Nutrition Security Initiative, which to date has ranged from directed studies to research for toward a master's thesis. ■

Read this September 2007 story about how it was a student who first introduced Adjunct Prof. Judy Mclean to Rwanda: www.publicaffairs.ubc.ca/ubcreports/2007/07sep06/funds.html

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Climate change: seeing is believing

One of several new academic offerings on sustainability will help students visualize our future

BY BASIL WAUGH WITH FILES FROM MADELEN ORTEGA

WHEN IT COMES TO CLIMATE CHANGE, UBC Prof. Stephen Sheppard knows that pictures speak much louder than words.

For the past five years, UBC's Collaborative for Advanced Landscape Planning (CALP) has been employing a pioneering mix of computer-generated visualizations to help communities understand climate change and live more sustainably.

The 3D images, based on best available scientific data and modeling, are powerful: streets flooded by rising sea levels, houses surrounded by forest fires from rising temperatures and water reservoirs emptying as snowpacks dwindle.

Having helped to turn local residents into low-carbon converts in communities around B.C. — North Vancouver, West Vancouver, Delta, Kimberley — Sheppard now plans to engage a new community this September: UBC undergraduate students.

He has developed a new pilot course, *Visualizing Climate Change* (CONS 449C-101) that will explore the latest climate change research through CALP visualizations, plus other media that can enhance learning, including Hollywood movie special effects, video games, Google Earth, Geographic Information Systems (GIS), real-time surveys and scientific charts.

Aimed at second- and third-year students, the three-credit course without pre-requisites is one of five new major sustainability-themed classes and programs being offered this academic year on UBC's Vancouver campus.

These include a Bachelor of Arts in Geography (Environment and Sustainability) that explores our complex relationship with the environment; an Arts minor in

Environment and Society that explores sustainability via the humanities and social sciences; *Applied Sustainability* (APSC 364), a course that will use the university as a "living laboratory" for teaching and researching sustainability; and a class where interdisciplinary groups of students conduct *Environmental Science Research Projects* (ENVR 400), such as waste management or food security.

These new green academic options support UBC's Sustainability Initiative, which is integrating UBC's sustainability efforts in teaching, research and campus operations. The initiative, which includes investments in new clean energy technologies, is designed to help UBC reach its bold climate reduction targets: zero institutional carbon emissions by 2050.

Sheppard says the primary goal of *Visualizing Climate Change* is to advance students' broader understanding of climate change and to develop creative responses to it. He will collaborate with scientists and experts from multiple disciplines, exposing students to cutting edge research in various aspects of climate change. The class will focus on solutions and emphasize interactive learning and exploration, he says.

Another crucial course objective is to connect current climate conditions to future consequences over the students' lifetimes. "One of the things I hope students can get out of courses like this is a sense of urgency about getting to the solutions," says Sheppard, who will be moving his CALP lab to the hi-tech BC Hydro Decision Theatre in UBC's new Centre for Interactive Research on Sustainability (CIRS), expected to be North America's greenest building when it opens in 2011.

"We have to start moving very quickly as a society, in the next 10 years or so, to cut our carbon footprints if



PHOTO: JAMIE MYERS, FORESTRY

A new course will help students understand how the climate may change in their lifetimes.

we want to stabilize global warming at a 'safe' level. Students have to grapple with a real mix of timeframes and options, that's why the course uses different future scenarios."

The third objective of the course — which is supported by the Pacific Institute for Climate Solutions, Metro Vancouver and various academic units at UBC — is to prepare students for leadership roles in professions related to environment and sustainability, he says. Examples include conservation, community and environmental planning, the energy sectors, media and communications.

Making the course open to both arts and science students was important, Sheppard says. "We need an interdisciplinary approach

to understand the social and environmental impacts of climate change and to create real-world solutions," he says. "It will take not only a strong scientific and technical basis, but also big imaginations."

Sheppard says the class will reveal the pros and cons of different types of visualization media. This will include exploring the power of pop culture's visions of the future in Hollywood disaster films such as *The Day After Tomorrow*, Al Gore's *Inconvenient Truth*, and even footage of the recent British Petroleum oil spill.

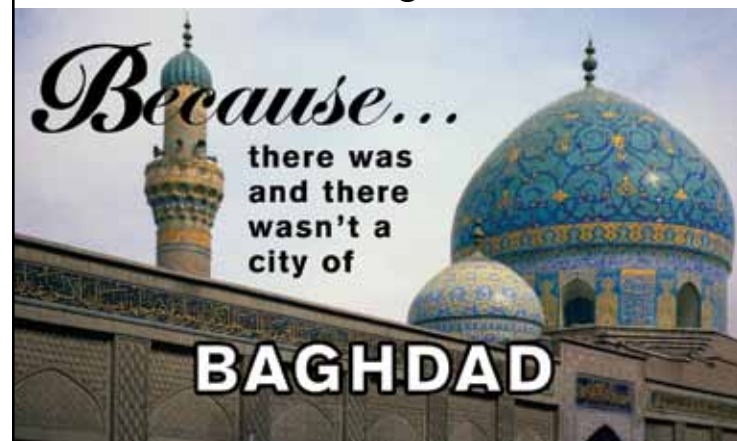
"Visualizations can motivate people, but too much doom and gloom can have a paralyzing effect," says Sheppard. "Showing people ways to help mitigate and adapt to climate change in their

own lives and communities — electric vehicles, local food production, windpower and bioenergy, home retrofits and low-carbon vacations — can really get people thinking about solutions and the choices they can take. That's when the light bulbs turn on."

For more information on *Visualizing Climate Change*, visit: www.sustain.ubc.ca/teaching-learning/featured-content/visualizing-climate-change. Learn more about CALP here: www.calp.forestry.ubc.ca.

View UBC's carbon reduction targets: www.sustain.ubc.ca/story-package/reducing-campus-greenhouse-gas-emissions. ■

JAMELIE HASSAN At the Far Edge of Words



Because... there was and there wasn't a city of Baghdad, 1991, billboard. Collection: Morris and Helen Belkin Art Gallery, UBC, Purchased with the financial support of the Canada Council for the Arts Acquisition Assistance Program and Salah J. Bachir, 2005.

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ARTS MINOR IN ENVIRONMENT AND SOCIETY
With this minor, Arts students can complement their major program by choosing from more than 50 environment and sustainability related courses.

APPLIED SUSTAINABILITY: UBC AS A LIVING LABORATORY (APSC 364)
This three-credit course will integrate sustainability theory and practice by engaging students in campus operations as UBC works towards its bold target of zero carbon emissions by 2050.

RESEARCH PROJECT IN ENVIRONMENTAL SCIENCE (ENVR 400)
In a pilot version of this three-credit class, interdisciplinary groups of environmental science undergraduate students researched new sustainable waste solutions with Metro Vancouver.

Visit www.sustain.ubc.ca to learn more about green-themed academic options at UBC.



A split degree

Ting Pu had never seen a real forest before coming to UBC on an exchange.

BY HEATHER AMOS

TING PU WILL BE SPENDING her last year at UBC sealed in a lab, working with the temperamental DNA of fungus. But Pu couldn't be happier. When she started her undergraduate degree four years ago at Nanjing Forestry University, she never thought she'd get the chance to work in a biology lab.

Pu is one of the first students to take part in the Faculty of Forestry's UBC and Nanjing Forestry University

Unlike other exchange programs, the Faculty of Forestry connects with the students before they arrive at UBC. Faculty members fly to China to teach courses, hold lectures remotely using live video conferencing, and provide a dedicated staff member to help the cohort of students adjust to Canadian life when they reach British Columbia.

Arriving in British Columbia and jumping into a degree midway can be challenging. All third-year students, domestic and international, start

differently.

Pu started a degree in Geography Information Systems but was more interested in biology and chemistry. When she saw a poster for the exchange, she thought she'd apply.

"I like forestry because it's the perfect mix of arts and science," says Pu, who is among the top students in the class.

"I was blown away by the ability of the Chinese students to adapt to the teaching style at a Canadian university," says John Innes, dean of the Faculty of Forestry, who worked to get the program started.

Guangyu Wang, director of the Asia Program, says the education systems in Canada and China are very different and it takes two to three months for

most students to adjust.

"They struggle with the culture, the language, the environment and what's expected of them at school," says Wang. "But the students are strong academically and most end up near the top of their class."

To make things easier, students come to Vancouver at the end of July to have some time to adjust. The Faculty provides a two-week academic training program and the students participate in UBC's Jump-Start Program, which offers lectures, classes, workshops and social activities to help prepare international students for university life.

Innes believes the exchange program has been a success. "I wanted the faculty to expand internationally, and I wanted to increase recruitment of undergraduate students."

"I have a personal interest in making a contribution to how forestry develops in China," says Innes, who has conducted research on sustainable forest management in China for the last 11 years. The program means that the skills and expertise at UBC are now available to more people and cover more of the globe.

So far fewer than 20 students have participated in the program, but 19 are expected to start in 2011, and 35 in 2012. Universities in China are eager to send more students, but Wang says the faculty will limit the program so that all students get a unique learning experience. ■

PHOTO: MARTIN DEE

Universities in China are eager to send more students, but Wang says the faculty will limit the program so that all students get a unique learning experience.

Undergraduate Exchange Program, launched in 2008. Students spend two years in their home country of China, where they begin a forestry degree, and then finish it at UBC.

September with a field camp.

"Before coming to British Columbia, I hadn't seen what a real forest looked like," said Pu. "But I was excited; I'm the kind of person who wants to see things

HOW THE EXCHANGE WILL KEEP WORKING

The forestry industry in China is changing rapidly as it privatizes, says Guangyu Wang, director of the Asia Program in the Faculty of Forestry at UBC.

"There is a lot of investment going into developing the industry and all the top forest companies now have offices in China," he says.

Wang advises Chinese exchange students to specialize in conservation and wood product manufacturing. He says their skills are in high demand because they speak English and Mandarin, and have expertise that is not available in China's forestry schools.

Most students on exchange plan to return to China after pursuing graduate degrees and working in the Canadian forest industry.

"The idea is that they will return to China with contacts and experience doing business in Canada," says Wang. "They will use these to develop relationships and build bridges between the two countries in the future."

Admissions begin for Southern Medical Program

BY BUD MORTENSON

THE DOORS TO UBC'S new Southern Medical Program (SMP) are opening. The 2011 MD Undergraduate Program admissions cycle opened June 1, and will admit the first class of SMP students in May 2011.

The Southern Medical Program is the fourth site in the UBC Faculty of Medicine's Undergraduate program, which has more than doubled the number of students and distributed their training throughout the province to produce the next generation of physicians for B.C.

"The program offers 32 seats to incoming students, who will complete their first four months of training in Vancouver before moving to their new home in the Interior," says Dr. Allan Jones, Regional Associate Dean, Southern Medical Program.

Two new buildings in Kelowna will be ready to greet them. Construction of the Health Sciences Centre, a \$28-million, 4,266-square-metre building at UBC's Okanagan campus

is on schedule, and will serve as the home of the program with high-tech classrooms, research and teaching laboratories, problem-based learning rooms and faculty and administrative offices.

The clinical teaching facility at Kelowna General Hospital officially opened in January. Part of the \$37.6-million expansion of KGH, the building boasts a 180-seat lecture theatre, library, clinical skills rooms, administrative offices, and innovative video conferencing technology linking the program with other UBC Faculty of Medicine students in the North, on Vancouver Island, and in the Vancouver-Fraser region.

Students will spend their first two years at UBC's Okanagan campus and the clinical academic campus at KGH. In their third and fourth years, students will receive clinical education throughout the B.C. Interior, including Kamloops, Vernon, Penticton, Trail, Cranbrook.

The B.C. Medical Association and the B.C. Medical Foundation have created the first endowed student award for

the Southern Medical Program. The award, \$1,000 per year, will be available to a student enrolled in the Southern Medical Program during any academic year of study, with preference given to those with a record of community service in health care.

The first scholarship will be available for the 2011/2012 winter session. The Dr. Gary Randhawa Memorial Scholarship in Medicine is established in honour of Dr. Gurmeet Singh "Gary" Randhawa, who was a past member of the BCMA Board of Directors and president of the Kelowna Medical Society.

"UBC's Southern Medical Program will emerge as a major player in both the education of health professionals and also in the pursuit of health research in the province," says Jones. "The establishment of this first scholarship will contribute to our goals of ensuring highly qualified candidates will continue to have access to medical education, and consequently contribute to the advancement of quality care within our communities — local and global." ■



Rendering of Health Sciences Centre on UBC's Okanagan campus.



Kelowna General Hospital clinical campus.