



a place of mind  
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# UBC REPORTS

September 2011

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World, meet  
the Okanagan

10

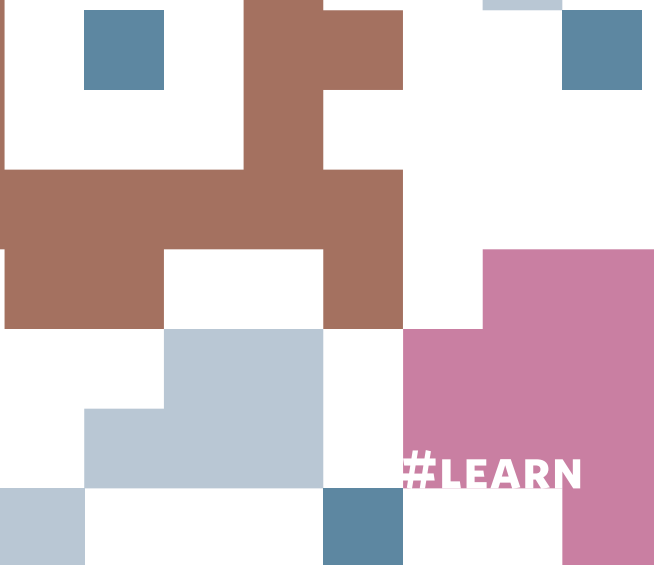
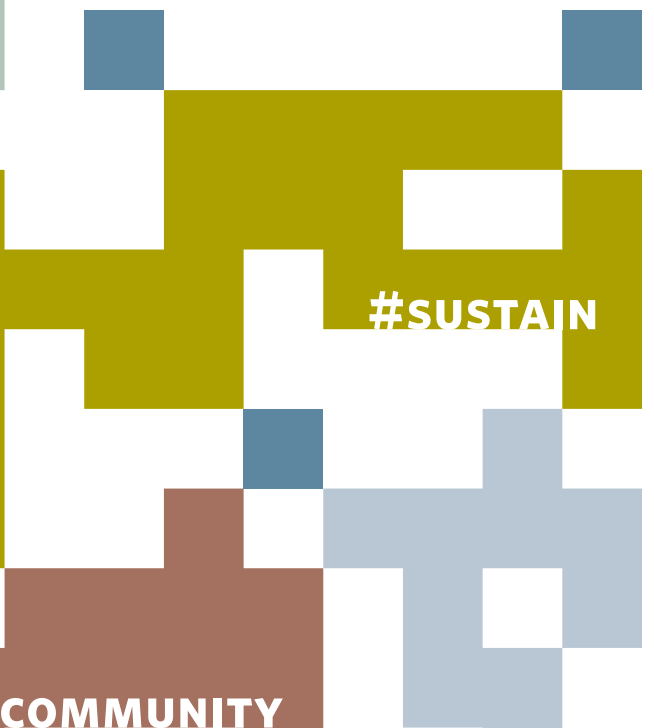
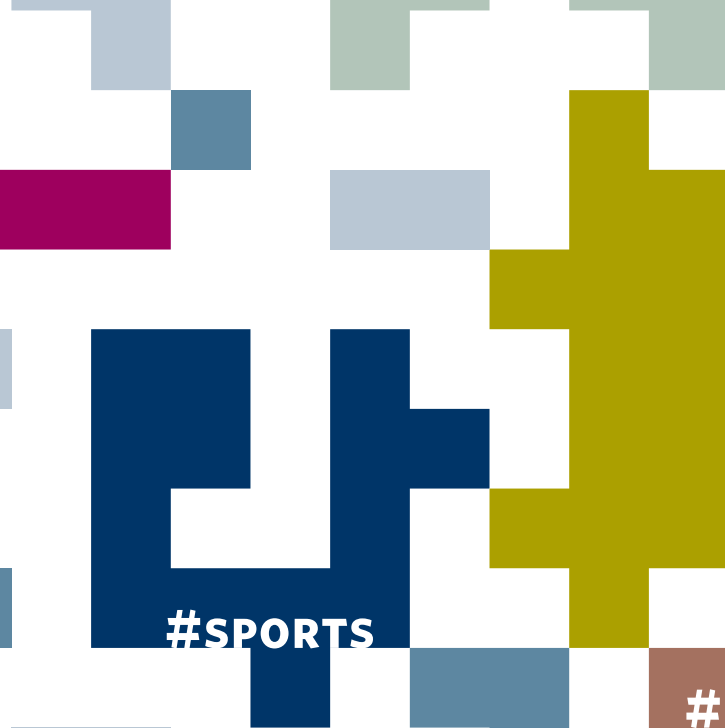
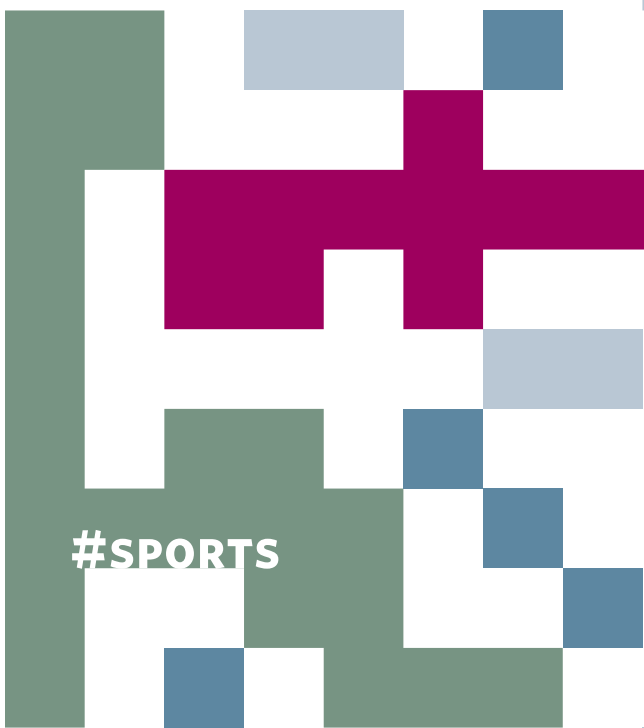
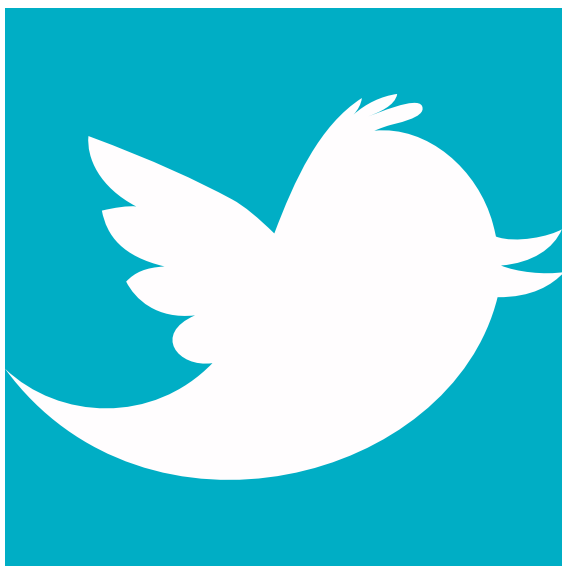
Grey's Anatomy:  
UBC edition

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**BACK TO SCHOOL AND IN THE CLOUD** Big ideas at **UBC** are transcending geographic boundaries and connecting people at megabyte speed. 14



# Culture Shock

Students encounter a new level of diversity on campus. How do they learn from it?

By Heather Amos

#LEARN #CULTURE

# 144

The number of countries represented by international students at both UBC campuses.



**YOGA and SKI AND SNOWBOARD**  
The two largest student clubs at the Vancouver campus

# 53%

 female

53% of undergrads are female

# 25%

 rural

25% of B.C. students admitted to UBC Vancouver come from rural communities

# 40%

 spiritual

40% of students participate in activities to enhance their spirituality

# 977

Aboriginal students (at both campuses) represent more than 145 First Nations communities.

# 1,778

Students with disabilities are registered with Access and Diversity's disability services.

# 79%

 multilingual

79% of students can speak two or more languages

# 50%

 English

50% of students speak English as their first language

# 31%

 中文

31% Speak Cantonese or Mandarin as their first language

# 1%

Only 1% spoke French as their first language

# 83%

83% of students go to art exhibits, plays, dance, music, theater or other performance.



57% of first-year students commute to and from the Vancouver campus; 23% of students spend 6-10 hrs/week commuting



# 6-10 hrs

# 30

The number of different Chinese student clubs registered with the Alma Mater Society.

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**Alden Habacon** is UBC's Director of Intercultural Understanding Strategy Development.

**You'd expect to experience culture shock while traveling the world, but going to university?**

"Culture shock can catch some UBC students by surprise," says Alden Habacon, UBC's Director of Intercultural Understanding Strategy Development. Given the noticeably large numbers of international and Canadian-born visible minority students, arriving on campus can be especially shocking for students who come from rural, more homogenous communities.

"Other universities are still trying to bring diversity to their schools," says Habacon. "UBC's Vancouver campus is already a multicultural place, but merely having contact with diversity isn't enough."

Habacon's job is to make UBC's diversity more meaningful for students,

faculty, staff and alumni.

"One-third of UBC students are of Chinese descent," says Habacon. "Does that mean that the other two-thirds of our students leave UBC with a better understanding of what it means to be of Chinese descent in the world?"

Habacon was appointed last October, one month before the publication of a controversial *Maclean's* article, originally titled "Too Asian?" The article sparked debates across the country about the ability of universities to create communities where students from different backgrounds can work together and "hang out" in inclusive circles of friends.

The *Maclean's* article framed the issue around groups of students from different ethnic backgrounds but Habacon's definition of culture goes

beyond ethnic boundaries.

"The factors that influence a person's cultural identity the most are often where they have lived, who their partner is, their education and their work," says Habacon. "The biggest cultural differences among many UBC students aren't ethnic, but whether they are from a rural or urban community and whether they live on campus or commute."

Habacon has been gathering information from meetings and focus groups with students, faculty and staff. He's found that people commonly complain about two things on campus: that UBC is a difficult place to make friends, and that we are "bad at high-risk conversations" on issues like racism, abortion and religion—or don't have them all.

Habacon believes the university

needs designated "neutral spaces" where high-risk conversations can take place and where such dialogues are supported by trained facilitators. He envisions a UBC where people with a diversity of opinions can take part in a discussion and come away, not in agreement, but with a greater understanding of varying perspectives of complex issues.

Ultimately, Habacon says students themselves will drive change in campus dynamics. He believes students want to go to a university for an intercultural experience—not just the classes—and want to experience the maximum benefit of a diverse campus.

"For me, a good measure of success would be to hear that students at UBC are building circles of friends from all over the world," says Habacon. ●

**"The factors that influence a person's cultural identity the most are often where they have lived, who their partner is, their education and their work," says Habacon.**

To get involved, contribute or share ideas or concerns, please email [alden.habacon@ubc.ca](mailto:alden.habacon@ubc.ca). Students can also connect with their AMS representatives and Students Services.



# World, meet the Okanagan

More students from around the world are experiencing Canadian living at UBC's Okanagan campus.

By Paul Marck

#CULTURE #OKANAGAN



Paul Marck Photograph

Konyerem Tobechukwu Achimole-Ibe and Samantha Batliner are enjoying their second year as international students at UBC's Okanagan campus.

Last year, 74 countries were represented by international students, on the Okanagan campus, up from 22 in 2005.

Konyerem Tobechukwu Achimole-Ibe experienced culture shock in more ways than one when he arrived at UBC's Okanagan campus from Nigeria last October.

The 18-year-old pre-pharmacy student says technology is one of the major educational differences between Canada and home. Here, students mostly work on their own classroom lab equipment, while in Nigeria 15 students might share a piece of equipment. Sometimes there was no equipment for hands-on experience at all and students simply relied on textbook illustrations. Doing everything via computer and the Internet is also a new experience.

"In Nigeria you write everything out in long hand and pay someone to type it for you," says Achimole-Ibe. He also notes that many foreign students are initially reluctant to speak up in class. "Some people don't answer questions in Canada because of their accent," he says. "They're afraid they won't be understood." However, he notes foreign students quickly become comfortable and are gratified and gain confidence from the support they get from teachers and classmates.

Samantha Batliner arrived at UBC's Okanagan campus from Panjachel, Guatemala, with an English-language high-school academy background and found herself quickly immersed in university life thanks to the Jump Start orientation program (see sidebar on next page).

She found one key difference: there are no second chances in paper-writing. "If we turned in a paper at the academy back home, the teachers would give it back to us if they thought we could do better," says Batliner. "At university, you don't have that opportunity. Your first effort has to be your best." The 18-year-old says it was also a transition going from being a mentor in a K-12 school to being among the youngest on campus at UBC. Now as a volunteer with Jump Start, Batliner has had the opportunity to guide newcomers and serve as a role model.

Her new cultural quest: finding her favourite ethnic food in the Okanagan. ●

For news from the Okanagan campus, follow @ubconews on Twitter and facebook [www.facebook.com/ubconews](http://www.facebook.com/ubconews).

**"In Nigeria you write everything out long hand and pay someone to type it for you."**

## Sustainable residence living in the Okanagan

Two new Okanagan campus residences will immerse students in a living environment that is both social and more sustainable.

The Cassiar and Purcell student residences—completed in September 2010 and this month, respectively—provide new housing spaces for nearly 350 students, meaning fewer students have to travel to and from campus each day.

With a combined price tag of \$22 million, the residences feature a number of best green practices.

High efficiency furnaces and water and lighting fixtures reduce energy consumption. If a student forgets to turn off their lights when they head to class, sensors turn down their heat and lights automatically.

Thanks to a geo-exchange heating and cooling system, Purcell will use only half the energy of similar buildings that use standard systems, while generating additional energy from solar panels. **Basil Waugh**

Darren Handschuh Photograph



The Cassiar residence boasts sustainability features including a retention "creek" that reduces stormwater runoff.

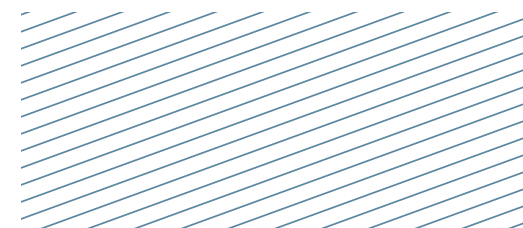


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# New tool measures sustainability of sports events

By Basil Waugh



### Diehard hockey fans may be able to recite scores for the entire Stanley cup playoffs, but ask about the games' carbon footprint and they'd be stumped.

To date, no professional sports organization or league has made a concerted effort to measure how their operations impact the environment aside from mega-events such as Olympic Games.

But sports executives may soon have a new tool for measuring their climate change impacts, thanks to a pioneering UBC research project.

The university recently published North America's first carbon footprint calculation of a sports event that measures the entire life cycle of game-related greenhouse gasses.

Focusing on a recent varsity men's basketball game between the UBC Thunderbirds and Thomson Rivers University's Wolf Pack, researchers found the event generated five tonnes of carbon emissions—the equivalent of 360 cars commuting to the university for a day.

A whopping 73 per cent of the event's carbon emissions resulted from travel to and from the game. Travel by the event's 560 spectators, largely by car, produced half of the total emissions, while the visiting team's 400-kilometre bus trip from B.C.'s interior to Vancouver produced 15 per cent of total emissions—and the largest per capita impact, by far.

The other major sources of event carbon emissions were: food and beverage (12 per cent), team accommodations (11 per cent), venue operation and infrastructure (three per cent) and event materials and waste (one per cent).

The findings were shared last month in Portland, Oregon at the Green Sports Alliance Summit 2011, founded by sports organizations from the Pacific Northwest, including the Vancouver Canucks, Portland Trailblazers and Seattle Mariners. The research is also scheduled to be presented at the World Resources Forum in Davos, Switzerland later this month.

Matt Dolf, lead author of the study, from UBC's Centre for Sport and Sustainability (CSS), calls the research an important first step toward understanding the environmental impact of everyday sporting events.

"The carbon footprint of a single UBC basketball game may seem relatively modest compared to the tar sands, but over a 200-game varsity season, it quickly adds up," says Dolf, a PhD candidate in UBC's School of Kinesiology and L'Ecole Polytechnique Fédérale de Lausanne's School of Civil and Environmental Engineering, in Switzerland.

"And if you take a step back from UBC and consider the impacts of other teams and leagues—the NFL, the NBA,

UBC is pioneering a concept of the university as a living laboratory for sustainability, where academic and operational sectors collaborate to address pressing global sustainability challenges.

#SUSTAIN #SPORTS



## Life cycle assessment of carbon footprint

The UBC basketball study is North America's first use of life cycle assessment (LCA) to examine the environmental impact of a sports event.

Unlike other carbon footprint methods, which typically only track items an organization has budgetary control over, the LCA approach measures all relevant impact sources, regardless of their institutional ownership, including resource extraction, processing, distribution, use and disposal.

Study author Matt Dolf says 97 per cent of the event emissions his team captured using LCA's comprehensive "cradle-to-grave" approach would have been considered "indirect" under BC Carbon Tax guidelines and other international standards—and therefore would not require reporting.

For example, emissions due to spectator travel are often excluded from reported impacts of events because these emissions are not directly influenced by the event operator.

"LCA is gaining broad acceptance as a transparent, robust method for understanding of the total impacts of an event," says Dolf, a member the LCA Alliance, an interdisciplinary group of UBC graduate students promoting and applying environmental life cycle assessment.

"If your goal is to know the complete carbon footprint of an event—not just what you are fiscally or legally responsible for—then it is important that more organizations adopt life cycle assessment," he says.

UBC a place of mind FACULTY OF GRADUATE STUDIES

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Departments may submit up to two nominations, one per category, to the Faculty of Graduate Studies no later than 4:00 PM on Friday, October 7, 2011.  
www.grad.ubc.ca/awards/killam-awards-excellence-mentoring

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UBC a place of mind FACULTY OF GRADUATE STUDIES

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Applicants must complete a PhD at a recognized university within 24 months prior to commencing the fellowship.

**Application**  
Submit applications directly to UBC departments. Each department sets its own submission deadline. A maximum of one nominee from each department is submitted to the Faculty of Graduate Studies no later than 4:00 PM on Friday, November 25, 2011.  
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4<sup>TH</sup> ANNUAL  
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www.celebratelearning.ubc.ca  
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the NHL, Premier League Soccer—you begin to see sports organizations' significant environmental impacts, which few scientists or sports organizations are currently working to assess in any rigorous way," he says.

The study was commissioned to support UBC's target of zero carbon emissions by 2050, the most aggressive carbon reduction target among the world's top 40 universities, according to Kavie Toor of UBC Athletics and Recreation, which encompasses 27 varsity sports teams, 10 sports facilities and more than 100 recreation programs.

"This study has helped us better understand our impacts and where we need to focus our efforts to reduce the footprint of our operations," says Toor, Associate Director of Facilities and Business Development. "We think we can make improvements in all categories, but knowing travel is our largest contributor,

we can now think creatively about how best to address the issue."

While cutting out team travel completely is impossible, the researchers offer a number of general recommendations to help sports organizations reduce it. These include increased back-to-back games in a single city, the use of hotels near to stadiums and regional competition.

Teams can play a role in promoting sustainable modes of transportation to their fans and game tickets should double as transit passes—a strategy widely used in Europe and partially adopted during the 2010 Vancouver Winter Games, the researchers say.

While many recommendations require cooperation with partners—the Canadian Interuniversity Sports league, Translink and other teams, for example—Toor says UBC is moving

forward in several ways, including a major clean energy retrofit program for venues and a revamped composting and waste management program. They also plan to prioritize local suppliers and increase their digital marketing and promotions in an effort to reduce paper usage.

CSS and UBC Athletics and Recreation are now summarizing their findings and process into a user-friendly tool the department and other sports organizations can use to track the impacts of all their individual events. ●

For more information on the Centre for Sport and Sustainability, a legacy of the 2010 Winter Games, and Athletics and Recreation, visit: [www.css.ubc.ca](http://www.css.ubc.ca) and [www.gothunderbirds.ca](http://www.gothunderbirds.ca).



Don Erhardt/Photographs

Matt Dolf, Centre for Sport and Sustainability (left), and Andrew Hass, UBC Athletics, are working to reduce the environmental impacts of sporting events.





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Charlotte Kwon Photographs



A woman stands in a field of indigo plants (top). A vat of indigo dye ready for aeration (below).

If you think a trek from the Bus Loop to class is arduous, try traveling halfway around the world. That's what students in the Applied Science 263: Technology and Development course do every week—metaphorically speaking, that is.

Dubbed "The Global Engineer," the course invites students to propose solutions to complex real-life problems identified by artisans in India.

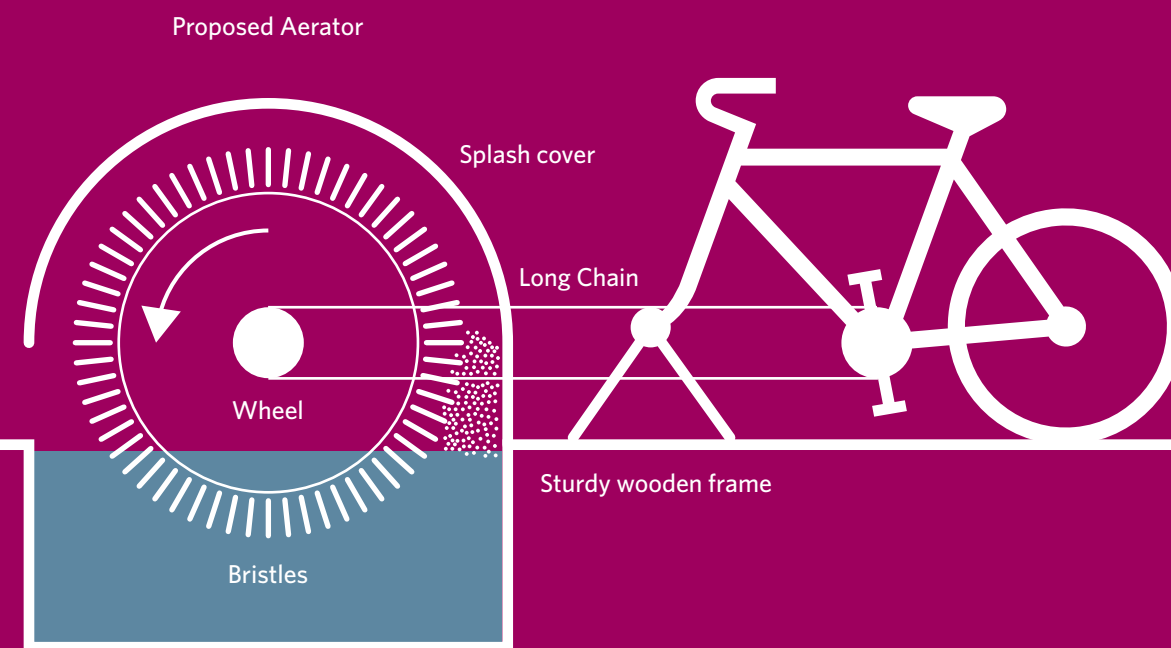
For example, the Khatri brothers, a family of natural dyers in the Kutch desert in western India, require large quantities of water for the dyeing process. However, the only source of water is from a borewell, so it is full of impurities. Minerals like salt interfere with how the dye's colour adheres to cloth, while iron "saddens" or darkens the dye's colour. Students devised an ingenious and workable solution of using tiers of buckets filled with sand and charcoal to filter and purify the water.

These challenges sparked Calvin Lee's interest. During the course last term, Lee and his teammates delved into ways for harnessing solar energy to power industrial sewing machines for a small company in Bagru, Rajasthan—where electricity is very expensive and intermittent. Lee credits the course for honing his professional and life skills.

"I used to think that engineering was just about technicalities, accuracy and calculations," says Lee, who graduated from UBC this spring and is currently working as an electrical engineer. "But this course radically changed my views on that. I understand now just how significantly the social, economic and cultural aspects of an engineering problem can affect the outcomes, not to mention the importance of respecting the community's desires."

"We're not giving them neat text-book problems with pre-determined solutions," says Carla Paterson who teaches the course with fellow instructor Annette Berndt.

Berndt and Paterson, along with UBC learning and teaching researcher Joanne Nakonechny, focused on shaping a course that would deepen students'



APSC263

Bike Powered Aerator

APSC 263 students have also proposed small-scale solutions to process indigo leaves into a natural dye that can be sold by impoverished farmers in western India. The indigo plant has the added benefit of fixing nitrogen in the soil, making it a useful rotation crop.

One team came up a bike-powered method to speed the aeration of indigo, which helps to solidify the dye into small briquettes. Currently, indigo producers use paddles to manually oxidize the indigo in each vat.

Schematic of bike-powered aerator by Ritwik Chowdhury, Diego Ribas-Cadle, Yuan Sunarto and Adrian Tong

#COMMUNITY #LEARN

FHN425

Fourth-year students in the Food, Nutrition and Health program get to explore the science of delicious and healthy food as part of their capstone course FNH 425 at the Faculty of Land and Food Systems (LFS).

To gain hands-on experience as a food science major, students conduct research on problems identified by industry sponsors over both terms, from September through April. One of the program's industry partners is Wild Sweets® By Dominique & Cindy DUBY, the Richmond, B.C.-based artisan chocolatiers famed for exotic chocolates made right from beans into micro-batches.

Through industry projects, LFS students gain valuable work experience that encompasses quality assurance, regulatory and nutrition labeling considerations, analysis of chemical, physical, nutritional or sensory properties, and microbiological assessment.

Their homework: chocolates filled with honey caramel peanuts and galangal pecan praline. Learning doesn't get more delicious than this.



Wild Sweets® by Dominique & Cindy DUBY Photograph

"We're asking students to develop a tolerance for ambiguity," says Berndt.

social and cultural understanding, while also enhancing their critical thinking and problem-solving skills.

"We're asking students to develop a tolerance for ambiguity," says Berndt.

To identify real-world problems, the instructors work with Charlotte Kwon, a social entrepreneur and founder of the Vancouver-based Maiwa Foundation and Maiwa Handprints Ltd, who also helps paint a picture of the societal and environmental "big picture" for the students and presents the solutions to the artisans in her travels back to India.

"I'm always very excited to see the students' presentations," says Kwon.

"Despite working with budget or time constraints, their optimism allows them to come up with very creative and technically sound solutions." ●

Follow Charlotte Kwon's blog at <http://maiwahandprints.blogspot.com>



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# Grey's Anatomy: UBC edition

By Daniel Presnell

## #COMMUNITY #LEARN



Nathan Dick, a critical nurse (left) and Bob Penhale, a paramedic (right) are part of a team of health providers helping train medical resident Dr. Simon Moore (centre) at Nanaimo Regional General Hospital.

**It's a normal day on the wards for residents and MD students at Nanaimo Regional General Hospital (NRGH), until paramedics rush a patient with chest pains into the emergency room.** A team of health professionals rapidly assemble. Two residents take the lead—organizing the team, making quick decisions in the face of uncertainty. A respiratory technician hooks the patient to oxygen, while a nurse attaches electrodes to monitor vital signs. An MD student helps paramedics transfer the patient to the emergency room stretcher. Then, suddenly, the patient moans, closes his eyes, and stops breathing.

The team's response in the following minutes will determine whether the patient lives or dies.

Such a high-risk encounter might have proven too stressful for young physicians and health professional trainees, if not for the fact that the patient, though highly animated—he speaks, breathes, bleeds and vomits—is a high-tech mannequin and the centrepiece of simulation training exercises carried out in NRGH's newly built academic space for UBC's Faculty of Medicine.

The Faculty now has more than 900,000 square-feet of academic space province-wide for training young doctors in simulated and real-life situations. New hospital-based academic spaces in Surrey, Campbell River, Comox, Duncan, Prince George, Kelowna and Kamloops, complete with video conference technology, seminar and clinical skills rooms, offices, and lounges—will soon transform learning for MD students and residents by placing them at the center of care in community hospitals throughout British Columbia.

Part of the Faculty's ongoing efforts to train doctors in rural communities across B.C., such spaces keep students connected to their supervisors, their colleagues, and to the curriculum while undergoing training in a hospital by providing a safe space to discuss patients and learning objectives. Video-conferencing allows learners and physicians to participate in seminars and lectures taking place elsewhere in the province. Access to books, clinical materials and a medical library enables students to learn more about what they are seeing on the hospital wards. In these real-world settings, students receive hands-on learning and supervision from physicians and inter-professional members of the healthcare team; however, learning often goes far beyond clinical skills.

"Collaboration is one of the newer things we encounter on the wards," says Shelly Mark, a third-year MD student in

the Island Medical Program. "Going through medical school you learn about diagnosis, therapy, interviewing patients and medical history-taking, but on the wards you get to meet with patients and their family, and with other healthcare professionals. It's nice to see all of the services and work a healthcare team puts in for a patient, and to see the outcome is quite satisfying."

For Mark, who is from Ucluelet, and hopes to stay on the Island for residency training and one day practise medicine near her hometown, moving beyond the campus classroom and large urban centres to community hospitals has better prepared her for the future.

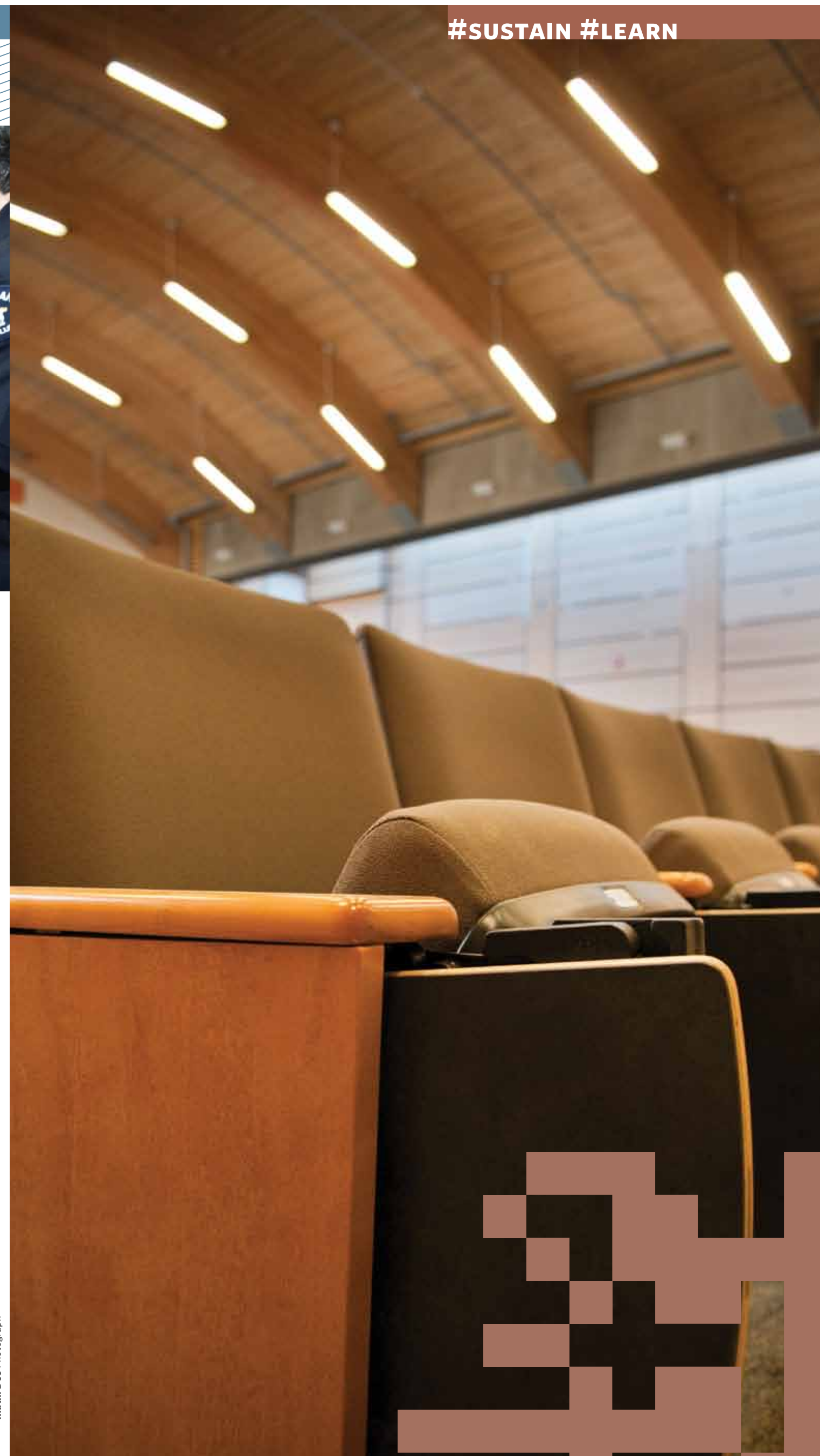
"It is a fantastic way to learn and practise medicine. We have more clinical exposure earlier on," says Mark. "We're having a lot of fun, but we are learning a lot at the same time. We are meeting a lot of patients and doctors and getting career counselling along the way."

As for the mannequin, he survived to help the next team practise response to acute stroke. ●

Follow B.C.'s only medical school on Twitter @UBCmedicine.

Matin Dee Photograph

## #SUSTAIN #LEARN



# Take a seat

By Brian Lin

## Sustainability learning by osmosis

If you are a student in Vancouver, check your class schedule. You may be among the first students to study in North America's greenest building this fall.

The 450-seat lecture theatre in the Centre for Interactive Research on Sustainability (CIRS) on UBC's Vancouver campus features a dramatic ceiling made of pine beetle-damaged wood, built-in skylight complete with dimmer shades, and adjustable air vents on the floor to provide natural ventilation.

Carpets in the theatre and throughout the building are non-toxic, fully recyclable and were produced using renewable energy, and toilets draw water from the rainwater harvest system built into the roof.

Don't be surprised if you hear the calls of nature during class. The lecture theatre's green roof provides a meadow environment for birds, insects and native plants and reduces urban heat island effects.

Make sure you bring your own coffee mug. The Loop Café offers fresh, distinctive and organic food—but no disposable packaging.

Classes to be housed in the CIRS lecture theatre this fall include:

**APSC 150**

**PSYCH 100, 101, 102, 376**

**SOCIOLOGY 100**

**EOSC 114**

### Visit

For more information on CIRS, visit [www.cirs.ubc.ca](http://www.cirs.ubc.ca).

### Learn

Want more sustainability in your course load? Meet Kshмата Hunter on page 13.

### Check-in

Scan to check in at CIRS on FOURSQUARE.



The new lecture theatre of CIRS features a dramatic ceiling and skylight.





**the point grill**

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Tatiana Nomokonova, Anthropology, with Dr. Andrew Martindale  
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# Learning out of the box

## #LEARN #COMMUNITY #OKANAGAN

### Classes, homework and exams don't have to be the only part of your university experience.

UBC students in Vancouver or Kelowna can also learn through work, while volunteering, on a different continent or by getting involved in a community project.

### Trek Reading Week Programs

Through the TREK and Reading Week programs, the UBC-Community Learning Initiative offers students opportunities to volunteer at schools and not-for-profits to explore real-world issues.

Volunteering has been part of Tlell Brown-Bentley's life since attending high school in Surrey, B.C. After finding a TREK program brochure in residence, the first-year Integrated Sciences student signed up for the Math Mentorship program. For two hours a week, Brown-Bentley traveled to an East Vancouver school to help Grade 8 students with their math course. She spent most of her time working with students who were uninterested and unengaged, many of them taking the same class for the second time. Brown-Bentley's perseverance paid off when the students started to open up: "I felt that at some point each of these students had a mini-epiphany and understood the math concepts better," she says.

"It was great to get into the community. I felt like I was really contributing to their education."

**Heather Amos**

### Co-op

Students in the Arts Co-op program in Vancouver alternate between academic terms and challenging, practical, and paid work experiences that provide transformative workplace learning.

For the first three years of his degree, Aaron Cheng found his classes stimulating and enjoyable. But the geography major also felt lost. He knew he was interested in environmental issues but didn't feel like he was moving towards anything specific. This summer, Cheng landed an Arts Co-op position with the Capital Regional District in Victoria, compiling cycling data for the region and working on the city's first bike maps. "Co-op gave me a sense of how much I can use my education in the real world," says Cheng, who has since decided to pursue urban planning, a career that will allow him to make a difference in the community and the environment. "Co-op gives you the field experience and it helps you decide what kind of jobs you might be interested in."

**Heather Amos**

### International Service Learning (ISL)

Go Global's ISL program gives students the opportunity to go abroad and work on community-led projects that address regional needs.

From an early age, Donovan Duncan wanted to do international aid work, specifically for children. He got his chance at the beginning of his third year at UBC, when he spent three months in Vuvulane, a village in northeastern Swaziland, a country with the world's most severe HIV/AIDS epidemic. Working with the relief organization SOS Children's Villages, the Kelowna, B.C. native assisted nurses with non-medical tasks in the local clinic, and spent his "off hours" engaging in casual conversations with male teens about HIV and AIDS, promoting the use of condoms and the ease and benefits of circumcision, which has been shown to lower the risk of contracting the virus. "The highlight was being able to build personal relationships with the community members," says Duncan, who begins working toward his medical degree at UBC this month. "As a result of this experience, I am more culturally aware, more culturally sensitive and more culturally open-minded than I was before."

**Brian Kladko**

### Community Service Learning (CSL)

Through CSL courses, the UBC-Community Learning Initiative offers students the opportunity to earn credits while they work with community partners to resolve complex issues in the community.

Fourth-year Arts student Maya Reisz wanted more from her university experience than lectures, readings and writing papers. "I wanted to do more with people and I wanted to know what people do outside of a university," says the Boston, MA native. A sociology and psychology double-major, Reisz has done three CSL courses, exploring the lives of Vancouver's immigrants, on consumers and consumption, and the psychology of a community. "You need to be active," she says. "The more you put into it, the more you get out of it."

**Heather Amos**

### CSL Okanagan Campus

Patrick Murphy from the Okanagan campus learned first-hand how Mayans put food on the table last spring when he participated in the Spanish Summer Field School.

The Trinidad-born Murphy wasn't thrilled about a 3:30am wake-up call or the cocktail of bug repellent and sweat, but learned to turn fresh corn into empanadas using a hand-cranked grinder and to embrace the simple things in life. "Their life is so much harder than ours," says Murphy. "But they appreciate their lives so much more than the average Canadian appreciates ours."

Part of the community service learning initiative, the field school took Murphy and [five] other students to three different communities in Mexico, where they volunteered in jungle villages and helped clean up a university research station ravaged by Hurricane Dean in 2007.

**Dan Odenbach**

Martin Dee Photograph



### Have sustainability on your mind? Remember this face

Her name is Kshamta Hunter and she is a student advisor with a sustainability twist on the Vancouver campus.

Kshamta keeps track of UBC's diverse offerings of sustainability-oriented courses, programs, and co-curricular learning opportunities and works one-on-one with students to help them understand how to incorporate sustainability in their studies, regardless of their chosen field. She is also available to assist faculty and staff on sustainability learning-related questions.

E-mail Kshamta at kshamta.hunter@ubc.ca or find her at the Sustainability Education Resource Centre, located on the main floor of the Centre for Interactive Research on Sustainability (CIRS).

And while you're there, check out features that make CIRS the greenest building in North America.

**Did you know?**  
UBC currently offers more than 350 sustainability related courses and 25 sustainability related degree programs.

**Visit**  
www.sustain.ubc.ca/teaching-learning for more information.

**Check Out**  
The CIRS Lecture Hall featured on page 11 of this issue.

### Change for the greener

The Alma Mater Society (AMS) is challenging UBC students to leverage their \$2.25 "Lighter Footprint Fee" into big change. The new levy goes to the Sustainability Projects Fund, which was approved last spring through a student fee referendum. The fund—currently at \$90,000—makes available from \$2,000 to \$8,000 and beyond for student-led projects to boost sustainability, including business plans, social enterprise ventures, research, and community building projects.

Submissions will be reviewed monthly by the AMS Sustainability Projects Committee, consisting of student and AMS council members, members of the University Sustainability Initiative and the AMS VP Finance.

To learn more or submit your proposal, visit [amsustainability.ca](http://amsustainability.ca) or contact Justin Ritchie, AMS Sustainability Coordinator, at [sustainability@ams.ubc.ca](mailto:sustainability@ams.ubc.ca) or on twitter at @jritch.



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### UBC CONTINUING STUDIES

## Math Centre

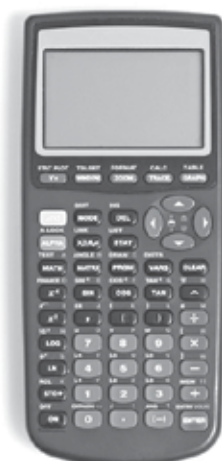
Non-credit courses designed to help UBC students meet the challenge of first-year math. Classes are small and offer individual attention to each student.

### MATH 001: Precalculus I

– starts September 7 or 12

### MATH 003: Differential Calculus Part 1

– starts October 4



**Register now!**

[mathcentre.ubc.ca/ur](http://mathcentre.ubc.ca/ur)  
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## Twitter by followers



## Blogs

**UBC FYI** Updates for students, by students  
<http://blog.students.ubc.ca/ubcfyi/>

**UBC Blog Squad** Real UBC experience by real UBC students  
<http://blogs.ubc.ca/blogsquads/>

**Greenest City Scholars** UBC graduate students united on cyberspace by Vancouver's goal to become the world's Greenest City by 2020  
<http://gcscholars.tumblr.com/>

**Marketing: Fun and useful, try now!** UBC Marketing Prof. Paul Cubbon helps you become a great marketer  
<http://blogs.ubc.ca/paulcubbon/>

**Asia Pacific Memo** Accessible scholarly writing about contemporary Asia  
<http://www.asiapacificmemo.ca/>

**UBC Insiders** Independent, student-run news source covering issues that matter at UBC  
<http://ubcinsiders.ca/>

**A model campus garden on UBC's Okanagan campus**, the Learning Garden <http://learninggarden.blogspot.com/> was originally designed and built by the Environmental Education graduate class and their instructor Dr. Veronica Gaylie in 2006.

**Thoughts on Science and Math Education** by UBC curriculum and pedagogy professor Marina Milner-Bolotin  
<http://blogs.ubc.ca/mmilner/>

**Reportr.net** Dynamic blog on media, society and technology run by award winning journalist and UBC journalism professor Alfred Hermida  
<http://www.reportr.net/>

**The Green Room** A UBC economist's reflections on environmental policy  
<http://blogs.ubc.ca/sumetgulati/>

**Project GROW** which stands for Ghana Rural Opportunities for Women—is a project based at the Okanagan campus aimed at improving the health and economic situation of women in northern Ghana.  
<http://ubcolearn.blogspot.com/>

**Project Seahorse** Advancing marine conservation  
<http://seahorse.fisheries.ubc.ca/blog>

**Arts Wire** Engaging source of news and views from the Faculty of Arts  
<http://wire.arts.ubc.ca/>

## Top 10 tips for connecting with UBC Library, without setting foot in the stacks

- 10 Learn to be a better student** with Study Toolkits—topics include time management, note-taking and exam prep  
<http://learningcommons.ubc.ca/get-started/study-toolkits>
- 9 Boost your academic endeavors** with tools, spaces, workshops or sit on the Student Library Advisory Council at the Okanagan's Learning Commons  
<http://www.ubc.ca/okanagan/learningcommons/>
- 8 Call on the Library Robot** (aka the Automated Storage and Retrieval System) to fetch a book, a journal, a map or a vinyl record on the Vancouver campus  
<http://services.library.ubc.ca/borrowing/asrs>
- 7 Find research and teaching materials**, including 28,000 retrospective UBC theses and dissertations on cIRele, UBC's information repository—or contribute your own  
<http://circle.ubc.ca/>
- 6 Peruse letters by Charles Darwin** and Florence Nightingale in the ever-growing digital collections  
<http://digitalcollections.library.ubc.ca>
- 5 Tour the sacred sites of Burma** or peer into the psychology of gambling guided by Webcast lectures  
<http://www.ikebarberlearningcentre.ubc.ca/webcasts/>
- 4 Hear Canadian writers Timothy Taylor**, Matthew J. Trafford and Linda Besner read from their works this month in the Robson Reading Series  
<http://www.robsonreadingseries.ubc.ca>
- 3 Visit the historic Chung Collection** and put yourself in the shoes of an early immigrant to B.C. from China  
<http://chung.library.ubc.ca/>
- 2 Read what more than 20 UBC librarians** are saying in the blogosphere  
<http://blogs.ubc.ca/library/>
- 1 Make UBC Library** part of your social network: [@ubclibrary](https://twitter.com/ubclibrary) and [www.facebook.com/ubclibrary](https://www.facebook.com/ubclibrary)

## facebook

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UBC Okanagan Campus News [www.facebook.com/ubconews](http://www.facebook.com/ubconews)

UBC Class of 2015 [www.facebook.com/ubc2015](http://www.facebook.com/ubc2015)

UBC First Nations Longhouse [www.facebook.com/thelonghouse](http://www.facebook.com/thelonghouse)

## Bookmarkable

A Place of Mind [www.aplaceofmind.ubc.ca](http://www.aplaceofmind.ubc.ca)

UBC Events <http://www.events.ubc.ca/>


UBC YouTube <http://www.youtube.com/ubc>

UBC Wiki [http://wiki.ubc.ca/Main\\_Page](http://wiki.ubc.ca/Main_Page)

UBC on itunes <http://www.itunes.ubc.ca>

Visit [www.publicaffairs.ubc.ca/ubcreports](http://www.publicaffairs.ubc.ca/ubcreports) for live links and to download the UBC Mobile App



A photograph of an elderly couple standing on a balcony with a black wrought-iron railing, looking out over a vast blue ocean under a clear sky. The balcony is part of a building with a terracotta tiled roof. The scene is bright and sunny, suggesting a peaceful retirement lifestyle.

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