

# UBC REPORTS

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## An International Vision for UBC

*"This university is among those that understand what the future requires of it and Canada. You've heard from various speakers today, and you can read ...about the nature of UBC's international vision and how it's pursued its plan. It is the right and urgent vision for this institution, for this port city, for this coastal province, and for this country."*

JEFFREY SIMPSON



PHOTO: MARTIN DEE

Canada should make its next priority the alignment of domestic institutions with emerging global realities, said Jeffrey Simpson, guest speaker at the 2004 UBC AGM.

At a time when we may be tempted to feel superior to our neighbours to the south, what Canadians really need is a new sense of urgency about being better connected to the world, said one of Canada's leading political journalists. Addressing a near-capacity crowd at UBC's annual general meeting, Jeffrey Simpson, the *Globe and Mail's* national affairs columnist, said universities—as incubators of ideas, innovation and social responsibility—must be at the forefront in fostering those connections.

With the theme of finding "Our Place in the World," UBC's vision of being a top global institution was the topic for several speakers at the 2004 AGM, including fourth-year integrated engineering student Monica Rucki, who shared how her



PHOTO: COURTESY OF MONICA RUCKI

Monica Rucki, featured in UBC's annual report ([www.ubc.ca/annualreport](http://www.ubc.ca/annualreport)), feels her international experience with Engineers Without Borders was vital in shaping her personal and professional goals.

experience working with farmers in East Timor helped spark a passion for making a difference.

Rucki, who was featured in UBC's annual report, served for four months with Engineers Without Borders (EWB) in East Timor, helping develop a gravity-fed irrigation system for rice farmers. She told at the meeting that it was an experience that transformed her perspective on learning.

"My overseas placement with EWB created a spark and renewed my desire for engineering by introducing the 'why' element of engineering," Rucki said.

Speaking to a UBC Robson Square theatre and Internet audience, President Martha Piper said UBC was changing the goalposts – setting its sights on the global stage, and the goal of preparing global citizens who would promote the values of a civil and sustainable society.

Responding to Piper's comments, Simpson lamented the lack of global vision on the national stage, saying he felt such leadership would find a constituency of supporters, particularly among young Canadians.

"I believe that our future, and our well-being as a country of only 31 million people, depends vitally and urgently on establishing the reality, not just the reputation, by all means and in all of our institutions, of being the most internationally connected country on the planet," said Simpson.

Universities can influence the country, he said, by increasing the proportion of international students, by developing global curricula, and by linking to other international institutions, in particular Third World universities. □

## University Hosts Community Remembrance Day Ceremony

The university's annual Remembrance Day service will be held Thurs. Nov. 11 in War Memorial Gym for members of the campus and neighbouring communities as well as veterans and members of the Armed Forces.

The 45-minute program starts at 10:50 a.m. and will include remarks by political science assoc. prof. Richard Price who's also associate director, Centre of International Relations at the Liu Institute for Global Issues at UBC.

In addition, music will be provided

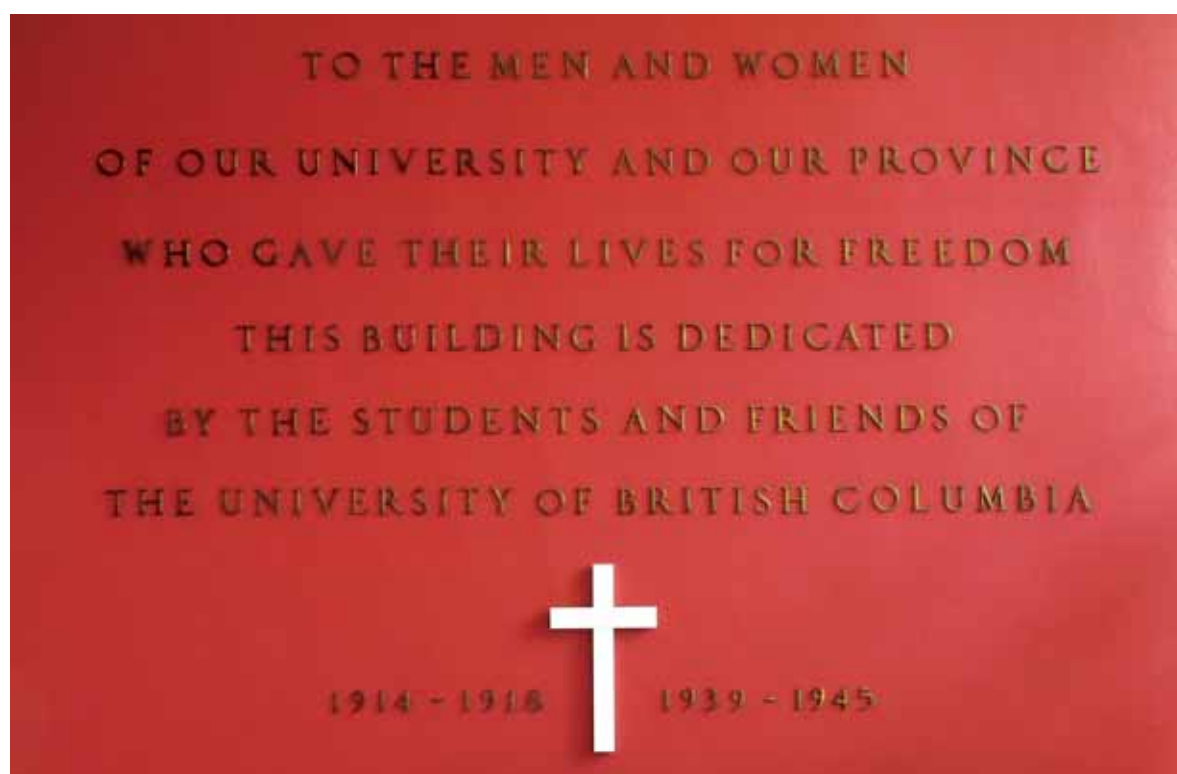


PHOTO: MARTIN DEE

by a brass ensemble from the UBC School of Music and there will be short readings and the laying of wreaths.

Doors open at 10 a.m. To accommodate the large number of attendees, this year's ceremony will be held in the gym, rather than in the foyer as in previous years. Light refreshments will be served following the ceremony.

For more information, visit <http://www.ceremonies.ubc.ca/ceremonies/memorial/remembrance.html>

For a map to War Memorial Gym, visit [www.maps.ubc.ca](http://www.maps.ubc.ca). □





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## IN THE NEWS

Highlights of UBC Media Coverage in October 2004. COMPILED BY BRIAN LIN

### Glucosamine No Long-Term Help for Arthritis

UBC researchers have found that popular arthritis supplement glucosamine has no long-term benefit.

A recent study found that 45 per cent of glucosamine users still suffered arthritis attacks during a six-month period, forty-two per cent of those given a placebo suffered attacks.

"Our study shows that even if the supplement was initially perceived by

study participants to be helpful, it has no benefit for maintenance, and continued use is not effective to control flare-ups," lead researcher **Jolanda Cibere** told *Reuters*.

### Removing Detainees from Iraq Disturbing

At the request of the CIA, the U.S. Justice Department drafted a confidential memo that authorizes the agency to transfer detainees out of Iraq for interrogation.

UBC international law expert **Michael Byers** says that creating a legal justification for removing protected persons from Iraq "is extraordinarily disturbing."

"What they are doing is interpreting an exception into an all-encompassing right, in one of the most fundamental treaties in history," Byers told *MSNBC News*. The Geneva Convention "is as close as you get to protecting human rights in times of chaos. There's no ambiguity here."

### It will Survive

Researchers have discovered part of the secret behind the crucian carp's ability

to survive four months without oxygen. The fish keep their hearts pumping at full speed.

"It's long been known that crucian carp are tolerant of low-oxygen conditions," UBC PhD student **Jonathan Stecyk**, part of the Canadian and Norwegian research team, told *The New York Times*.

"We wanted to know what the cardiac activity was over a prolonged period."

Stecyk says the fish probably maintains its heart rate to help get rid

of the lactic acid. "Hopefully, this research will lead people to figure out why the carp's heart can function so well," he said.

### Hope for the grieving

UBC psychiatry professor **William Piper** has studied the psychology of grieving for 20 years and says that complicated grief is clinically distinct from depression, and can be treated effectively if identified.

Piper told *The Globe and Mail* that lasting grief often involves "unresolved grief" and "intrusive memories," but by learning better ways to identify and treat the problem, health workers can help break the grip of complicated grief.

### Put a Leash on the Hog Industry

**Hans Schreier**, a professor at UBC's Institute for Resources and Environment, is calling for tighter regulations in the hog industry to prevent water problems.

Speaking at the recent Living With Livestock conference, Schreier warned that a massive increase in worldwide demand for meat and water, coupled with a spike in the number of large-scale hog barns, is a recipe for disaster, reports *Canadian Press*.

"Everyone tells us efficiency gets higher as you get more intensive," he said. "But eventually it comes to the point where I don't think we can manage it." □



Prof. Michael Byers says the Geneva Convention protects human rights.

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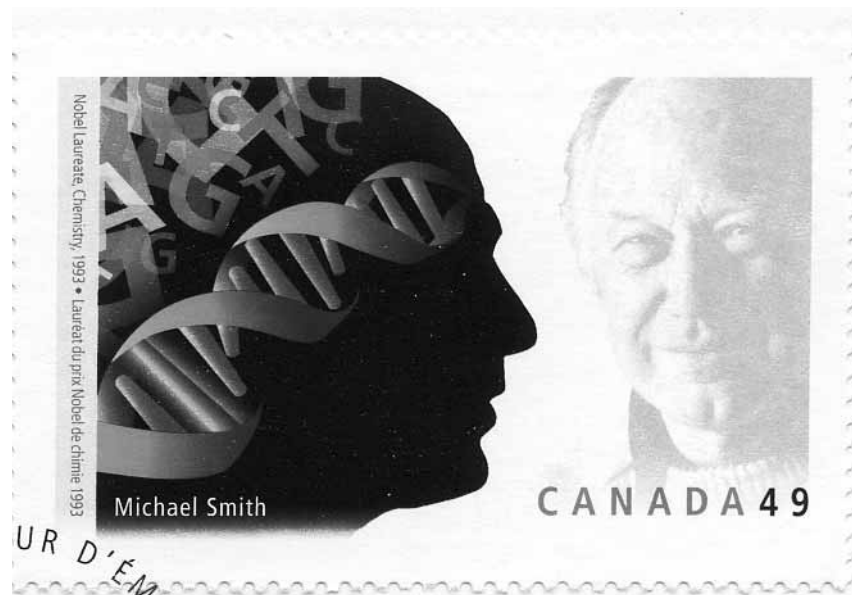
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## Nobel Laureate Commemorated by Canada Post



Canada Post released a new stamp Oct. 4 commemorating the work of the late UBC Nobel Laureate Michael Smith, whose family attended ceremonies in Montreal and on the UBC campus to mark the occasion. The \$30-million Michael Smith Laboratories opened at UBC in September.

The UBC Staff Pension Plan is currently holding an election for two directors, who upon election, will serve four-year terms on the Pension Board. Election packages were sent to members on Tuesday, October 19th. The deadline for casting ballots is Tuesday, November 16th. 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](http://www.pensions.ubc.ca/staff) on Wednesday, November 24th.

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# Turning Innovation into Commercial Success

The university's new in-house entrepreneur hopes to tap into IT research

BY HILARY THOMSON

A catalyst for commercialization is how he describes himself.

Gary Albach, UBC's new Entrepreneur-in-Residence – the first such full-time position at a Canadian university – hopes to boost the success of UBC start-up companies by serving as a liaison to markets and investors as well as coach and mentor.

"My job is to foster entrepreneurship that will maximize the huge commercial potential of UBC research," says Albach, who obtained a PhD from UBC's physics department and in 1976 founded UBC's first spin-off company, Vortek Industries Ltd. "UBC is well-positioned to develop technologies of national and international scale through the formation of spin-off companies."

Borrowing an idea from the finance community, American universities such as University of California, Berkeley, and universities in Australia and Europe have established entrepreneurs-in-residence, or EIRs, who are experienced in helping researchers grow their idea into a company.

"Adding Gary to our team is an important step in stimulating the creation of new companies and facilitating their operation," says Angus Livingstone, managing director of the University-Industry Liaison Office where Albach is based.

In a two-year appointment, one of Albach's first tasks will be to explore and build on UBC's strong Asian connections to find markets, money and manufacturing resources in China. Working closely with UBC's Sauder School of Business, where he holds the position of Executive-in-Residence, Albach will tap into the large number of Asian-Canadian commerce alumni who now hold influential positions in China and can help develop technology that originates on campus.

The strategy fits with both Albach's own experience in international advanced technology marketing and development in Asia and with a national program to commercialize Canadian technology. The Industry Research Assistance Program (IRAP) is a National Research Council of Canada (NRC) initiative to advance Canadian research. Program leaders have earmarked UBC's intensive research environment and Asian connections as a winning combination.

IRAP's B.C. component already has strong links to technology research developers in Asia. When combined with UBC's connections, those links add up to what Albach calls a "goldmine of opportunity."

"Taking advantage of UBC's international relationships sets us apart from what other universities are trying to do with technology development," he says.

Albach will identify one or two UBC technologies with excellent commercial potential and fuel them with necessary support to create a spin-off company which he will then manage, in partnership with a UBC team of stakeholders.

It's a process he's good at. He has worked for more than 20 years with international organizations in the area of technology development, both in Asia and Western Europe. Here in Canada, he has co-founded UBC spin-off TIR Systems Inc., along with four other start-ups, most recently Cogent ChipWare Inc., the commercial arm of the Very Large Scale Integrated Circuits Laboratory at Simon Fraser University.

Well-connected with both venture capitalists and the high-tech community, Albach served as the B.C. industry member for the IRAP board from 1992-1998 and was founding chair of the Canadian Technology Network.

He will support investigators and integrate campus resources for commercialization of both life sciences and physical sciences, but his focus will be advanced information and computer technology.

"This area is largely untapped at UBC in terms of commercialization," he says. "We've got the best reputation in the world for biotech licensing. I'd like to build the same success into IT and take it one step further – the creation of companies. The great potential for the future is the merger of IT with biotech for applications such as genetics research and nanotechnology. We've got all the assets to do this on a global scale."

To enable successful spin-offs, Albach will work with faculty to develop UBC's new Accelerator Centre, housed in the Gerald McGavin Bldg. on campus. The centre will provide space and resources to support spin-offs, similar to a technology incubator.

Early models for incubators saw researchers sharing space with resources such as patent lawyers and financial experts. The model was not ideal, says Albach, because it often lacked synergy between the players and was not sustainable once initial start-up activities were completed.

*Gary Albach will help researchers spin ideas into companies.*

His task will be to develop a model for the centre that will fully integrate resources and allow the centre to remain vital over the long-term.

His final step will be to find a successor so that entrepreneurship at UBC can continue to grow.

For further information, Albach can be reached at (604) 822.8066 or at [gary.albach@uilo.ubc.ca](mailto:gary.albach@uilo.ubc.ca). □



PHOTO: HILARY THOMSON

## Coping with Chronic Arthritis Pain

New study looks at the role of social support and social strain

BY ERICA SMISHEK

Can a helping hand actually be a hindrance?

A new study by UBC psychology doctoral student Susan Holtzman examines how support networks assist or impede patients in coping with the daily pain of rheumatoid arthritis (RA). Findings of the research may lead to more effective and individualized treatment programs for RA patients as well as help educate support providers regarding optimal ways of responding to patients when they are in pain.

"Chronic pain has a ripple effect. It affects your work, social life, sex life, every part of your life," says Holtzman, a 2003 Michael Smith Foundation for Health Research PhD Trainee. Her work is also supported by a grant from the Social Sciences and Humanities

Research Council to her supervisor, Anita DeLongis.

"Many studies suggest that when people feel supported by their support network (partners, other family members, friends, colleagues, etc.), they're more adapted, less stressed," she says. "With chronic pain, it's more complicated – that support can be helpful or it can be harmful."

"If a patient has a very attentive spouse, who wants to do everything for them, it can be difficult. Particularly among the elderly, being independent is very important. Support providers want to help them, but the emotional impact can actually be quite negative and affect your belief of what you can do for yourself."

*continued on page 11*

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The Iona Building at Vancouver School of Theology on the UBC campus. Photo: Perry Danforth

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# Exercising the Funny Bone while Educating the Mind

UBC Grad Examines Comedic Encounters in the Classroom

BY ERICA SMISHEK

It all started with a cartoon. Three hours and many laughs later, Elaine Decker had successfully defended her PhD, provoked and entertained her examiners, and given humour a serious theoretical twist.

Decker, who receives her PhD in education from UBC at this month's Fall Congregation, spent two years exploring humour's potential place in education. Drawing on 20th century German philosopher Hans Georg Gadamer, who developed a theory of understanding and interpretation, Decker studied how humour helps us make meaning in our personal, pedagogical, professional and institutional lives.

She believes it's possible to make sense with a sense of humour and says more teachers should add comedy to their repertoire.

"Learning is about taking risks. It should not be boring," says Decker during an interview that includes references to Chris Rock, Bart Simpson, the Dalai Lama and Desmond Tutu.

Decker's enthusiasm, grace and wit are apparent as she discusses her research and shares her thoughts on improving

ited resources and a lot of stress, they are measured on the academic performance of their students, leaving them little room for exploration or alternative approaches.

Through her research and her own teaching practices, Decker wants to push the envelope. While she does not suggest turning the whole education system on its proverbial ear, she says humour can enhance the learning experience and ultimately help students contribute to society.

"If teachers are curious and humble and have a comic spirit, it can't help but create a model for students to look at the world and say 'hmm, isn't that interesting,'" Decker explains.

"The role of the teacher is to create opportunities for learning, to eliminate interferences or obstacles, to stay in that space and allow the students to move and to question," she says. "The whole thing about humour is it keeps you so humble."

A former elementary school teacher, Decker has worked in professional development for the B.C. Teachers' Federation, taught at community colleges and in UBC's teacher education



Elaine Decker (foreground) and students from her Humour Studies course at BCIT. Decker receives her PhD in education from UBC this month.

for creating community in the classroom and for building the imagination," Decker says. "But they were very concerned when we tried to use

and see what funny things are going on around you."

Using comic material (physical comedy, ethnic comedy, word games,

obviously real in its own way.

Holuboff, a firm believer in the healing power of humour, now takes her class work home and into other

**"Part of being educated is being humble about what we know. Humour helps loosen our grip on certainty."**

teaching and making the world a better place.

"Learning equals joy, and lack of certainty equals opportunity. Humour is a safe place to play with ambiguity, which can be frightening, and to appreciate that ambiguity.

"Humour's downfall is that it's not taken seriously."

Learning, however, is taken seriously. Given the public nature of the teaching profession, Decker says teachers are under the microscope to say and do the appropriate thing inside – and outside – the classroom. With lim-

program, and was the director of continuing professional education at UBC's Faculty of Education for nine years.

Since March, she has been the associate dean of academic studies at BCIT, where she teaches Humour Studies: Learning with and about Humour, a liberal arts credit course offered in the evening to a mix of full-time undergraduates as well as working professionals. Decker developed and taught the course to three cohorts of professional teachers during her PhD studies.

"With the teachers, they like the warm, comfortable nature of humour

humour to look at issues like racism and sexism. They felt it was inappropriate in a classroom."

It's a bit of an easier sell for her BCIT students, many of whom are interested in how they can apply humour in their own lives and workplaces.

"A big focus of the class is opening your mind," says Barb Holuboff, a clinical nurse educator of acute medicine and an intensive care unit nurse currently enrolled in the course. "Humour is in the everyday and you need to get out of your narrow focus

insults, etc.), Holuboff and her classmates explore connections between humor and problem-solving, creativity, imagination, playfulness, logic, language, and personal and interpersonal well-being. They also consider how humour does – or does not – qualify as a philosophy.

"I try to find the simple, elegant moment," Decker says. "I plan an activity where students will say in the middle of it, 'oh!' When the room explodes with voices, I know I have them."

In one activity, students work in groups and are asked to retell a familiar nursery rhyme like Little Bo Peep in the voice of a non-nursery character such as George W. Bush, Scarlett O'Hara or the Dalai Lama, whose name they have chosen at random.

Decker says the exercise requires background knowledge about the nursery rhyme and the concept of voice, invokes prejudices about the character, and usually surprises students when they realize both how much they know about these characters and from what sources. In addition, students must negotiate with others in their groups and work outside their individual identities to assume the persona of the randomly chosen other.

All these elements are fused into a new telling of the traditional story, usually with great comic effect. Both presenters and audience members laugh in recognition of an experienced reality not previously considered but

facets of her life. She shares comic observations from her humour journal with her husband and kids, and practices her comic routine – an upcoming class assignment – on her patients and co-workers.

"Life and death is serious business. But without humour, it just isn't worth living," Holuboff says. "Humour during stressful situations such as a resuscitation is often believed to be inappropriate. But it is actually an incredible tension diffuser. In ICU, it is much easier to use humour than gloom and doom."

UBC education professor David Coulter, who supervised Decker during her graduate studies, says the impact of her research goes well beyond her humour studies course.

"Elaine has a lot to contribute to teaching and learning and how we look at the world," he explains.

"More and more, we've become focused on education as a product instead of a way of contributing to people leading good lives. We've narrowed education to achievement and test scores.

"There is an important place for humour in education, but we haven't always acknowledged it," Coulter says. "Part of being educated is being humble about what we know. Humour helps loosen our grip on certainty."

For more information on Fall Congregation, visit [www.graduation.ubc.ca](http://www.graduation.ubc.ca) □



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# Old Computers and Toxic Waste

A UBC chemical engineer hunts for the link between discarded electronics and toxic chemicals in our bodies. BY MICHELLE COOK

Toxic chemicals used as flame retardants are building up in the bodies of people and animals worldwide and a UBC chemical engineer suspects that your old computer monitor, keyboard and mouse may be to blame.

Monica Danon-Schaffer, a professional engineer working on her PhD in the department of chemical and biological engineering, has launched a study to try to find out how these chemicals, polybrominated diphenyl ethers or PBDEs, are migrating from discarded consumer electronics – or e-waste – into human tissue.

First developed in the 1970s, PBDEs are widely used as fire retardants in an array of plastic and foam products including consumer electronics such as computers and TVs. They're also found in furniture, industrial textiles and other household products such as TV cabinets and coffee makers.

Several recent studies have shown these harmful organic pollutants increasing in fish stocks and other wildlife where they disrupt hormone systems and impair memory. They are also accumulating in high levels in human breast milk. A Health Canada survey released earlier this year found that women in Canada had levels of PBDEs five to 10 times higher than women in other industrial countries.

"There's a lot of scientific research about what's happening at the end of the pipe – what's accumulating at the top of the food chain and in women's breast milk," says Danon-Schaffer. "What is not so well understood is how these chemicals are getting into our waste stream – solid, water and air – in the first place. What I'm trying to do is characterize and source these flame retardants up-stream."

PBDEs are close chemical cousins of PCBs. Like PCBs and the pesticide DDT, substances now banned, PBDEs are slow to break down and, in a process called bio-magnification, their strength and resistance increases as they move up the food chain. What troubles Danon-Schaffer is that they are spreading globally at a faster rate

than older pollutants like PCBs.

Danon-Schaffer thinks the main source of PBDEs may be the tons of computer parts dumped into landfills every year. Although computer manufacturers are starting to phase PBDEs out of newer generations of electronics, older models containing substantial quantities – up to 30 per cent of the final product in some cases – are now coming to the end-of-useful-life phase.

All the plastic components of these computer products – monitors, circuit

boards, printers, scanners – amount to "only a sliver" of products containing the contaminant, she adds, but that "sliver" adds up to 70,000 tons of computer garbage in Canada annually. In the U.S., the figure is even more staggering. An estimated 55 million computers will be tossed into landfills in 2005.

By analysing how the plastic parts are breaking down in landfills, Danon-Schaffer hopes to determine how the flame retardants are being released into

the environment as well as the volume of waste being distributed.

Flame retardants are added to computer parts in one of two ways – during the initial production of the plastic or afterwards, when the finished plastic is being moulded into a product. Danon-Schaffer suspects the latter method may be causing chemicals to leach out faster.

For her study, she will monitor and analyse computer parts packed into cylinders with landfill leachate (treated garbage) supplied by a Vancouver-area landfill. She hopes to be able to compare this to samples of landfill from the 1960s and 70s – decades preceding the boom in home and office electronics.

"PBDEs are so ubiquitous now that they are all over the place. The challenge is trying to isolate computers when landfills have lots of waste containing these flame retardants," Danon-Schaffer explains.

To date, there is no comprehensive information on landfill leach rates for flame retardants. What scientists do know is that the pollutants are making their way around the world. This past summer, Danon-Schaffer travelled to several isolated communities in the Canadian Arctic to try to find out just how far PBDEs are being distributed in landfills there.

"These are communities without a lot of e-waste or landfill, and if we find flame retardants in the water stream up there, we might be able to interpret that this is long-range transport," she explains. "The theory is that when these compounds move from warmer

climates to colder climates, they volatilize, and jump, and then condense, and come down. So a 'grasshopper' effect is moving them long distances."

Her goal is to model what happens to PBDEs once they hit the landfill. The "mass balance" model would become a tool for regions, municipalities and governments to use to measure the volume of retardants going in and the volume spreading out. This information could be then used to inform government policies on e-waste and, she hopes, to effect changes to the regulations governing the use of these compounds and get them phased out.

This year, the European Union banned two PBDE compounds but, to date, no action has been taken to regulate their use in Canada or the United States.

"I think it is critical to understand that many environmental contaminants are not just carcinogenic, but endocrine disruptors, as many brominated flame retardants are proving to be," Danon-Schaffer says. "As such, we need to create mechanisms to find alternative products that are less harmful to human and animal health."

Danon-Schaffer is the 2004 recipient of the Claudette MacKay-Lassonde Graduate Scholarship Award from the Canadian Engineering Memorial Foundation. The award is given to one Canadian woman annually for recognition of her efforts to promote engineering as a career to young women by acting as a role model for the profession, and for exemplary work in the field of engineering. □



Monica Danon-Schaffer is tracing the link between e-waste and toxins in our bodies.

PHOTO: MARTIN DEE

## The Next Generation of Women Scientists

UBC professor to head new NSERC/General Motors program to boost women's participation in science and engineering.

Computer science professor Anne Condon has been named Chair of a new program designed to increase the participation of women in science and engineering in the B.C. and Yukon regions.

The \$700,000 Chair for Women in Science and Engineering, funded by the Natural Sciences and Engineering Research Council of Canada (NSERC) and General Motors of Canada, was announced Oct. 18 by industry minis-

**Condon has informally labeled her work to break down barriers the Jade Project, because jade is B.C.'s official gemstone, renowned for its toughness and beauty.**

ter David Emerson and GM Canada president Michael Grimaldi.

Condon, a specialist in bioinformatics, biomolecular computation and complexity theory, has led several successful outreach programs designed to attract female students to science and engineering programs and careers.

This includes the launch of a first-year UBC course in 2003 called Connecting with Computer Science, which she also teaches. One of the first courses of its kind, it introduces computer science through applications in fine arts, linguistics, music, philosophy, psychology and biology.

Condon, 42, says she's delighted to get the chance to help involve more Canadian women in science and engineering, especially in computational sciences.

"There is so much potential for technology to make a positive difference in society – in helping to cure diseases or providing better educational tools for children – and we need women, as well as men, committed to working towards these goals," Condon says.

Her pioneering work has included

heading a mentoring initiative in the United States where approximately 70 female undergraduate students spent a summer doing research under the supervision of a female mentor. Many of these students later entered graduate school in a related area. After coming to UBC in 1999, she created the Focus on Women in Computer Science committee which organizes activities to support female computer science students and recruits more women, both faculty and

students, to the department. Condon has informally labeled her work to break down barriers the Jade Project because jade is B.C.'s official gemstone, renowned for its toughness and beauty.

As the new Chair for Women in Science and Engineering for B.C. and the Yukon, Condon will create and disseminate educational materials at the high school level, as well as provide funding to the Canadian Distributed Mentor Project to enable outstanding undergraduate computer science students to travel to a Canadian research institution for a summer of research and mentoring.

Last year, NSERC invited proposals to fill chairs for women in science and engineering in the Atlantic, Ontario, Prairie and British Columbia regions. The University of Guelph's Dr. Valerie Davidson is the Chair for the Ontario region, Dr. Cecilia Moloney of the Memorial University of Newfoundland is the Chair for the Atlantic Region, and Dr. Claire Deschênes of Université Laval occupies the Chair in Quebec. The Prairie Chair remains to be filled. □

THE UNIVERSITY OF BRITISH COLUMBIA



ELECTION OF REPRESENTATIVES TO THE SENATE AND BOARD OF GOVERNORS

### CLOSE OF NOMINATIONS

For Staff (1 position) and Faculty Representatives (2 positions) to the Board of Governors, and Representatives of the Joint Faculties (10 positions) to the Senate.

All nominations must be received at Enrolment Services by 4:00 pm, Friday November 5th. Nominations may be dropped off in person at the 2nd floor front counter of Brock Hall, or faxed to 604.822.5945.

Candidates for the Board of Governors are asked to submit a statement of no more than 150 words to be considered by voters; candidates for the Senate are asked to submit both this statement, and a current copy of their CV.

#### VOTING INSTRUCTIONS

Voting will commence on November 10th, and must be completed by December 3rd 2004. Ballots may be cast via WebVote, or sent in via fax or mail. For candidate information, detailed instructions on how to vote online, or to request a paper ballot, please refer to [www.students.ubc.ca/elections](http://www.students.ubc.ca/elections).

If you have any questions, or would like a nomination form, please contact:

Christopher Eaton at [christopher.eaton@ubc.ca](mailto:christopher.eaton@ubc.ca) or 604.822.8777

Eric Smith at [eric.smith@ubc.ca](mailto:eric.smith@ubc.ca) or 604.822.9952



## Student Discipline Report

(01 September 2003 to 31 August 2004)

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 37 & 38 of the 2003/2004 University Calendar). Discipline cases are summarized on the website of the Office of the University Counsel, [www.universitycounsel.ubc.ca](http://www.universitycounsel.ubc.ca), on a regular basis, and this annual report is published in the UBC Reports.

In the period September 1, 2003 to August 31, 2004, 82 students appeared before the President's Advisory Committee on Student Discipline and 79 were subsequently disciplined. For each case, the events leading to the imposition of the discipline and the discipline imposed are summarized below. Discipline may vary depending upon the circumstances of a particular case.

1. A student brought unauthorized material (cheat sheets) into a final exam.  
Discipline: A mark of zero in the course and a suspension from the University for 6 months\*.
2. A student arranged for another person to write his/her Language Proficiency Index exam.  
Discipline: A suspension from the University for 12 months\*.
3. A student brought unauthorized material (an examination booklet containing notes of the course material) into a final examination and referred to the notes during the exam.  
Discipline: A mark of zero in the course and a suspension from the University for 8 months\*.
4. A student plagiarized his/her final essay; portions of the essay were taken unacknowledged from an Internet source with only minor editorial changes.  
Discipline: Due to extenuating circumstances, a mark of zero in the course and a letter of reprimand.
5. A student brought unauthorized material (a cheat sheet) into a mid-term examination and referred to the notes during the exam.  
Discipline: A mark of zero in the course and a suspension from the University for 12 months\*.
6. A student committed an academic misconduct by forging and submitting two letters, one purportedly from a doctor and another from his/her mother, in order to obtain permission to withdraw from several courses in which he/she was registered, and in which the student had not written the final examinations. The student has already received a 12 month suspension for a prior academic misconduct.  
Discipline: A suspension from the University for 24 months\*.
7. A student failed to disclose his/her previous attendance at a post-secondary institution at the time he/she applied for admission to UBC and also at the time he/she registered at the University.  
Discipline: A letter of reprimand and no transfer credit allowed for any of the courses taken at the post-secondary institution that the student failed to disclose.
8. A student failed to disclose his/her previous attendance at two post-secondary institutions at the time he/she applied for admission to UBC.  
Discipline: A letter of reprimand and no transfer credit allowed for any of the courses taken at the two post-secondary institutions that the student failed to disclose.
9. A student altered a returned mid-term examination paper and then resubmitted it to his/her instructor for re-grading after the student had signed a declaration that he/she had not altered the exam paper.  
Discipline: A mark of zero in the course and a suspension from the University for 12 months\*.
10. A student failed to disclose his/her previous attendance at a post-secondary institution at the time he/she applied for admission to UBC.  
Discipline: A letter of reprimand and no transfer credit allowed for any of the courses taken at the post-secondary institution that the student failed to disclose either on his/her application form to UBC or at the time of registration at the University.
11. A student failed to disclose his/her previous attendance at a post-secondary institution at the time he/she applied for admission to UBC.  
Discipline: A letter of reprimand and allowed transfer credit for any of the post-secondary courses taken that he/she failed to disclose either on his/her application form to UBC or at the time of registration at the University.
12. A student arranged for another person to write his/her Language Proficiency Index exam.  
Discipline: A suspension from the University for 12 months\*. The student must pass the Language Proficiency Index exam before being allowed to register at the University.
13. A student brought unauthorized material (a study note) into a final examination and referred to it to check the answers he/she had written on the exam.  
Discipline: A mark of zero in the course and a suspension from the University for 8 months\*.
14. A student arranged for another person to write his/her Language Proficiency Index exam.  
Discipline: A suspension from the University for 12 months\*. The student must pass the Language Proficiency Index exam before being allowed to register at the University.
15. A student plagiarized his/her term paper by copying material from websites without making proper reference to its source.  
Discipline: A mark of zero in the course and a suspension from the University for 6 months\*.
16. A student cheated during a midterm examination by copying information from the exam papers of the students in adjacent rows.  
Discipline: A mark of zero in the course and a suspension from the University for 6 months\*.
17. A student cheated by paying a third party to write the required parts of a project and submitted the work as his/her own. Also, the student posted on a website a request for someone to complete another written homework assignment in the same course.  
Discipline: A mark of zero in the course and a suspension from the University for 24 months\*.
18. A student failed to disclose his/her previous attendance at a post-secondary institution at the time he/she applied for admission to the University.  
Outcome: Allegation dismissed.
19. A student plagiarized the work done by another student in an assignment.  
Discipline: A mark of zero in the course and a suspension from the University for 8 months\*.
20. A student committed an academic misconduct by assisting another student to commit plagiarism in an assignment.  
Discipline: A mark of zero on the assignment and a letter of reprimand.
21. A student plagiarized his/her assignment by copying from another student. When the student submitted the assignment, he/she signed it certifying that the work in the assignment was performed solely by him/her.  
Discipline: A mark of zero in the course and a suspension from the University for 12 months\*.
22. A student assisted another student to commit plagiarism by allowing the student access to information for an assignment.  
Discipline: A mark of zero in the course and a suspension from the University for 6 months\*.
23. A student plagiarized his/her final report by copying from a report written the previous year.  
Discipline: A mark of zero in the course and a suspension from the University for 8 months\*.
24. A student committed an academic misconduct by working with another student on an assignment.  
Discipline: A mark of zero in the course and a letter of reprimand\*.
25. A student committed an academic misconduct by exchanging information with another student for an assignment.  
Discipline: A mark of zero in the assignment and a letter of reprimand.
26. A student committed an academic misconduct by exchanging information with another student for an assignment.  
Discipline: A mark of zero in the assignment and a letter of reprimand.
27. A student committed an academic misconduct by working with another student on an assignment.  
Discipline: A mark of zero in the course and a letter of reprimand\*.
28. A student plagiarized from another student's assignment and used it as a basis for his/her own assignment.  
Discipline: A mark of zero in the course and a suspension from the University for 12 months\*.
29. A student plagiarized his/her final report by copying from a report written the previous year and from another student's report.  
Discipline: A mark of zero in the course and a suspension from the University for 4 months\*.
30. A student plagiarized his/her final report by copying from a report written the previous year.  
Discipline: A mark of zero in the course and a suspension from the University for 8 months\*.
31. A student committed an academic misconduct by violating the course guidelines and instructions about the sharing of information between students.  
Discipline: A mark of zero in the assignment and letter of severe reprimand.
32. A student made a series of dishonest statements to members of an undergraduate program office concerning his/her final examination. In particular, the student informed the office that there was a schedule conflict between his/her final examination and another final exam, which did not exist.  
Discipline: A letter of reprimand\*.
33. A student plagiarized an assignment by submitting the assignment of another student as his/her own.  
Discipline: A mark of zero in the course and a suspension from the University for 12 months\*.
34. A student plagiarized an assignment by copying a portion of the assignment from another student and submitting it as his/her own.  
Discipline: A mark of zero in the course and a suspension from the University for 8 months\*.
35. A student committed an academic misconduct when he/she sent, electronically, a portion of his/her assignment to another student contrary to the course guidelines on academic integrity provided by the instructor.  
Discipline: A mark of zero in the course and a suspension from the University for 4 months\*.
36. A student arranged for another person to write his/her Language Proficiency Index (LPI) exam.  
Discipline: LPI examination score removed from his/her record, a suspension from the University for 12 months, and the student must pass the LPI exam before being allowed to register at the University\*.
37. A student retained his/her quiz when he/she was supposed to hand it back in class, and then marked his/her own quiz and submitted it during the next class for grade recording.  
Discipline: Transcript to be changed to reflect an "F" in the course and a suspension from the University for 4 months\*.
38. A student plagiarized his/her term paper by copying material from Internet websites

- without proper attribution to its sources.  
 Discipline: A mark of zero in the course and a suspension from the University for 4 months\*.
39. A student committed an academic misconduct when he/she sent an e-mail message purporting to come from his/her instructor that accused another student of misconduct in a course. Further, the student allegedly forged a letter of cancellation from a University office purporting to cancel his/her own registration in a course.  
 Discipline: A letter of reprimand for sending the e-mail. With respect to the forged letter, the allegation could not be substantiated due to the lack of clear and convincing evidence.
40. A student plagiarized his/her take-home exam by copying significant portions from Internet sources and submitting the work as his/her own.  
 Discipline: A mark of zero in the course and a suspension from the University for 12 months\*.
41. A student committed two academic misconducts, specifically; (1) he/she plagiarized a major portion of his/her term paper from Internet sources and submitted the work as his/her own, and (2) he/she brought unauthorized material (handwritten notes in the pages of his/her dictionary) into a final examination.  
 Discipline: A mark of zero in the course and a suspension from the University for 12 months\*.
42. A student committed an academic misconduct when he/she provided another student with access to his/her assignment information, contrary to the policy guidelines and rules in the course.  
 Discipline: A suspension from the University for a further 12 months\*. (This student had already been disciplined for a similar misconduct in the same course.)
43. A student committed plagiarism when he/she copied information for an assignment from another student.  
 Discipline: A mark of zero in the course and a suspension from the University for 8 months\*.
44. A student plagiarized his/her report from another student and submitted the report as his/her own work.  
 Discipline: A mark of zero for the report and a letter of reprimand.
45. A student plagiarized his/her essay by copying verbatim from a published source and submitted the essay as his/her own work.  
 Discipline: A mark of zero in the course and a suspension from the University for 8 months\*.
46. A student plagiarized his/her research essay by copying significant portions from Internet sources and submitted the work as his/her own.  
 Discipline: Due to extenuating circumstances, a mark of zero in the course and a letter of reprimand.
47. A student committed an academic misconduct when he/she provided another student with his/her assignment information.  
 Discipline: A mark of zero in the course and letter of severe reprimand\*.
48. A student committed plagiarism when he/she copied information for an assignment from another student.  
 Discipline: A mark of zero in the course and a suspension from the University for 12 months\*.
49. A student committed an academic misconduct when he/she gave a portion of his/her assignment to another student, who plagiarized it in order to complete the assignment.  
 Discipline: A mark of zero in the course and a letter of reprimand.
50. A student plagiarized a portion of an assignment from another student.  
 Discipline: A mark of zero in the course and a letter of reprimand\*.
51. A student failed to disclose his/her previous attendance at a BC post-secondary institution at the time he/she applied for admission to the University, as he/she is required to do.  
 Discipline: A letter of reprimand and no transfer credit allowed for any of the post-secondary courses taken that the student failed to disclose either on his/her application form to UBC or at the time of his/her registration at the University.
52. A student forged a UBC transcript that he/she sent to another post-secondary institution by changing his/her grades and claiming to have a degree.  
 Discipline: Barred from readmission to the University and the student is not allowed to graduate from the University. A permanent notation of disciplinary action on his/her transcript.
53. A student committed plagiarism by copying a portion of another student's assignment.  
 Discipline: Due to extenuating circumstances, a mark of zero in the assignment and a letter of reprimand.
54. A student failed to disclose his/her previous attendance at a BC post-secondary institution at the time he/she applied for admission to the University, as he/she is required to do.  
 Discipline: A letter of reprimand and no transfer credit allowed for any of the post-secondary courses taken that the student failed to disclose on his/her application form to UBC.
55. A student submitted an essay that was plagiarized from a website.  
 Discipline: A mark of zero in the course and a suspension from the University for 12 months\*.
56. A student plagiarized his/her final report from website sources  
 Discipline: A mark of zero in the final report and a letter of reprimand.
57. A student cheated by copying answers from another student during a midterm examination.  
 Discipline: A mark of zero in the course and a suspension from the University for 4 months\*.
58. A student forged his/her transcripts that he/she submitted to a UBC Centre for admission into its summer studentship competition.  
 Discipline: A suspension from the University for 16 months\*.
59. A student plagiarized his/her essay from a published article.  
 Discipline: A mark of zero in the course and a suspension from the University for 12 months\*.
60. A student sent a highly offensive email message to a UBC undergraduate office.  
 Discipline: A suspension from the University for 4 months\*.
61. A student plagiarized his/her report from another student.  
 Discipline: A mark of zero in the course and a suspension from the University for 4 months\*.
62. A student plagiarized his/her assignment from another student.  
 Discipline: A mark of zero in the course and a suspension from the University for 12 months\*.
63. A student committed two academic misconducts: (i) he/she intentionally and deliberately plagiarized his/her assignment from a student, who in turn, had plagiarized his/her assignment another student and (ii) he/she provided his/her assignment to another student knowing that the student would copy it and submit it as his/her own work.  
 Discipline: A mark of zero in the course and a suspension from the University for 16 months\*.
64. A student intentionally and deliberately plagiarized his/her assignment from another student.  
 Discipline: A mark of zero in the course and a suspension from the University for 12 months\*.
65. A student plagiarized portions of his/her assignment from another student.  
 Discipline: A mark of zero in the course and a suspension from the University for 10 months\*.
66. A student committed two academic misconducts: (i) contrary to department policy he/she provided another student with solutions to portions of an assignment; and (ii) the student plagiarized all the solutions for a different assignment, in the same course, from a previously posted answer guide on the web.  
 Discipline: A mark of zero in the course and a suspension from the University for 12 months\*.
67. A student cheated during a final exam by copying the answers for a question from another student.  
 Discipline: A mark of zero in the course and a letter of reprimand.
68. A student plagiarized his/her term paper from three websites.  
 Discipline: Due to extenuating circumstances, a mark of zero in the course and a suspension from the University for 6 months\*.
69. A student plagiarized his/her essay that was copied from a source on the Internet.  
 Discipline: A mark of zero in the course and a suspension from the University for 12 months\*.
70. A student plagiarized three written assignments from Internet sources for the same course.  
 Discipline: A mark of zero in the course and a letter of severe reprimand\*.
71. A student plagiarized his/her term paper from Internet sources.  
 Discipline: Due to extenuating circumstances, a mark of zero in the course and a letter of reprimand.
72. A student knowingly gave his/her information of a term project to another student who plagiarized it.  
 Discipline: A mark of zero in the course and a suspension from the University for 6 months\*.
73. A student plagiarized information of a term project from another student.  
 Discipline: A mark of zero in the course and a suspension from the University for 14 months\*.
74. A student plagiarized a paper from an Internet source.  
 Discipline: A mark of zero in the course and a suspension from the University for 12 months\*.
75. A student submitted an assignment that was plagiarized from several published texts.  
 Discipline: Due to extenuating circumstances, a mark of zero in the course and a letter of reprimand.
76. A student brought unauthorized material (small pieces of typed notes relevant to the exam material) into a final exam and referred to those notes during the exam.  
 Discipline: A mark of zero in the course and a suspension from the University for 12 months\*.
77. A student used forged medical documents in order to obtain academic concessions in a course.  
 Discipline: A mark of zero in the course and a suspension from the University for 12 months\*.
78. A student submitted a term paper that was plagiarized from several printed articles.  
 Discipline: Due to extenuating circumstances, a mark of zero in the course and a letter of reprimand.
79. A student submitted term papers, in two courses, that were plagiarized from Internet sources and printed articles.  
 Discipline: Due to extenuating circumstances, a mark of zero in both courses and a letter of reprimand.
80. A student failed to disclose his/her previous attendance at a post-secondary institution at the time he/she applied for admission to the University.  
 Outcome: Allegation dismissed.
81. A student plagiarized his/her assignments for two courses from Internet sources.  
 Discipline: Due to extenuating circumstances, a mark of zero in both courses and a letter of reprimand\*.
82. A student allegedly submitted a draft thesis that was plagiarized from Internet sources and published articles.  
 Outcome: Allegation dismissed.

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

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



## PLAN YOUR HOME AT UBC

Interested in buying a home on campus at a cost anticipated to be less than its appraised value? A third faculty and staff co-development project is now in the early stages of design. This follows the strong interest in 'Hawthorn Green' and 'Logan Lane Townhouses', two previous co-developments.

UBC Properties Trust has organized a series of focus group workshops to gain insight into the features faculty and staff are looking for in a home. Floorplans, fixtures, finishes...we want to hear from you!

To participate in a focus group workshop, please call 604.731.3103 ext. 249 or email [jcraig@ubcproperties.com](mailto:jcraig@ubcproperties.com)



UBC Properties Trust



## Campus-Wide Anti-Virus Program Saves Money and Grief

BY BRIAN LIN

It's like a giant virtual condom that covers more than 400 hectares of land and extends its protection remotely throughout the Lower Mainland.

The analogy may be crass, but the cost-savings – at more than \$12 million a year in lost productivity for faculty and staff alone – leaves no doubt about the significance of the first major initiative rolled out by UBC's newly established IT Security Office.

Starting this fall, the IT Security Office is making anti-virus and anti-spam software available to all 50,000 UBC students, faculty and staff free of charge. The offer also extends to the user's home/personal computers.

"For a community as large and diverse as UBC, spam and viruses present not just a nuisance but a significant financial strain," says Jens Haeusser, manager of IT Security, who estimates 50-70 per cent of all e-mail received at UBC is spam or virus messages.

"UBC e-mail users often spend more than 10 minutes a day dealing with spam alone," says Haeusser. "That, combined with computer virus infections, makes up an estimated \$12 million in lost productivity each year."

The software, provided by international anti-virus company Sophos, is already being used in more than 1,500 campuses in 30 countries. Customized to work seamlessly through UBC's high-speed and wireless networks, the software automatically downloads updates every hour to protect against the latest viruses, Trojans, worms and spyware so that "a virus ate my homework" will no longer be a viable excuse.

Costing an estimated \$500,000, the three-year program has already met with great popularity. To date, over 3,000 copies of the software

have been downloaded.

UBC students, faculty and staff can get copies of the software by visiting <http://download.ubc.ca/>.

Authentication requires a campus-wide login username and password, which can be obtained at <http://www.cwl.ubc.ca>. □

## KUDOS

Twenty-six former UBC student leaders have been inducted into Sigma Tau Chi, UBC's honour society.

Inductees include former Alma Mater Society executive, student members of Senate, Faculty of Science ambassadors, residence life advisors, founders of Downtown Eastside learning experiences, and leaders of varsity sports teams.

Founded in 1943, the organization has about 500 members. Although dormant for the last decade, Sigma Tau Chi has been rejuvenated to again recognize and honour exceptional student leaders and to connect new generations of student leaders with their predecessors.

Those involved in the revival of Sigma Tau Chi include Martin Ertl (BSc 1993); Doug Aldridge (BAsC 1974); Mr. Justice Grant Burnyeat (LL.B. 1973) and Gary Moore (BCom 1976, MBA 1982).

The Greek letters that are the society's name form an acronym that in English means "To you, the sword." The society's emblem is a sword bearing the letters Sigma Tau Chi.

For a complete list of inductees visit [www. http://www.publicaffairs.ubc.ca/ubcreports/2004/04nov04/sigma\\_inductees.html](http://www.publicaffairs.ubc.ca/ubcreports/2004/04nov04/sigma_inductees.html) □

### Do You Recall an Excellent Teacher From Your Past?

#### FACULTY OF APPLIED SCIENCE UBC KILLAM TEACHING PRIZE

The University is again recognising excellence in teaching through the awarding of teaching prizes to faculty members. Two prize winners from the Faculty of Applied Science will be selected for 2005.

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

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

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

**Prof. Jose Marti**  
Chair, Killam Teaching Prize Committee 2004-2005  
Department of Electrical Engineering  
The University of British Columbia  
2356 Main Mall  
Vancouver, BC, V6T 1Z4  
E-mail: [jrms@ece.ubc.ca](mailto:jrms@ece.ubc.ca); Tel: 604-822-2364

**DEADLINE: January 14, 2005**

**WINNERS:** Winners will be identified in Spring, 2005 and will be honoured during the Congregation in May.

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

### Call for Nominations

for the position of  
Chancellor of The University of British Columbia

For eleven representatives of the Alumni of UBC to serve as  
Convocation members of the UBC Senate

Nomination forms and information about these positions may be obtained by contacting:

**UBC Election Services**  
Enrolment Services, Brock Hall  
2016 – 1874 East Mall  
Vancouver, BC, Canada V6T 1Z1  
Tel: 604-822-9952  
E-mail: [eric.smith@ubc.ca](mailto:eric.smith@ubc.ca)

The close of nominations will be 4:00 pm on Friday, December 3, 2004

## CALL FOR APPLICATIONS AND NOMINATIONS ASSOCIATE VICE PRESIDENT EQUITY

Reporting to the Vice President Academic and Provost and in close consultation with the President, Vice Presidents and Deans, the Associate Vice President Equity will lead the Equity Office in its mandate to enhance equity, respect and diversity at UBC.

The Associate Vice President Equity will oversee, coordinate and monitor the efforts of professional and support staff to:

- receive and handle complaints of discrimination, harassment and other violations of human rights;
- administer UBC's employment equity program and perform the associated reporting and accountability functions;
- communicate to all sectors of campus expectations for personal and group conduct as articulated in UBC policies and as required by law;
- arrange for and oversee formal hearings as necessary;
- inform members of the UBC community, and in particular those with administrative responsibility, about means for creating and sustaining an environment conducive to work and study, and about methods for handling complaints;
- develop a corps of trained volunteers to assist complainants and respondents under the policies governing human rights and sexual harassment;
- provide opportunities for learning about diversity and respect in work and study at UBC and for heightening awareness of issues such as racism, heterosexism, sexual harassment, under-representation of women, visible minorities, persons with disabilities and aboriginal peoples;
- reach out to and involve the many community constituencies having a stake in human rights and equity issues at UBC;

- promote strengthening of the research base in human rights issues;
- prepare and issue an annual report on activities and concerns.

The Associate Vice President Equity will play an important role in raising issues and in finding solutions that will enrich the study and work experience of the UBC community. Knowledge of relevant research will be critical for the Associate Vice President Equity to be able to relate UBC's academic strengths to these important social issues. An understanding and ability to articulate the diverse perspectives held on human rights matters, the ability to communicate clearly orally and in writing, an appreciation for university structure and values, proven experience in managing professional and support staff, and some counselling experience will all be needed to succeed in this position. Also important are negotiating, facilitation and conflict resolution skills, and knowledge of legislation and legal procedures.

The position is for a term of five years and is renewable. UBC hires on the basis of merit and is committed to employment equity. We encourage all qualified persons to apply; however, Canadian citizens and permanent residents will be given priority.

Applicants are requested to submit a CV, a description of their interests and relevant experience and the names of three people who can provide a confidential assessment of their suitability for the position. Applications and nominations should be submitted immediately and no later than December 20, 2004, to Charlotte Passmore, Secretary of the Search Committee, Provost's Office, UBC, 6328 Memorial Road, Vancouver BC V6T 1Z2, email [charlotte.passmore@ubc.ca](mailto:charlotte.passmore@ubc.ca)





# All Alone: Too Many Mothers Give Birth Miles from Home BY HILARY THOMSON

For thousands of B.C. women, having a baby has meant leaving home and family, travelling hundreds of kilometres, and sitting in a motel room for days or weeks waiting for labour to start.

This bleak scenario is one that UBC Faculty of Medicine investigators Stefan Grzybowski and Jude Kornelsen will explore through a series of studies

that looks at rural maternal care services, funded by a \$1.4-million, five-year grant from the Canadian Institutes of Health Research (CIHR).

It is the most comprehensive program of research being undertaken on rural maternity care in Canada.

When women are forced to deliver away from home it can lead to serious health and social costs for mothers and

their families as well as strain on the health-care system, says Grzybowski, director of research in the Dept. of Family Practice.

"The needs of rural women are not being met – it's just not good enough," he says.

The program of research will bring together a team of maternal care researchers that includes sociologists and economists as well as physicians and community-based investigators. It will focus on seven key areas including health outcomes of mothers and babies from rural areas and how hospitals receiving these patients manage the additional strain on resources. The team will also compare costs of

About 2,000 of B.C.'s annual total of 40,000 babies are born to mothers who live in small rural communities. For a variety of reasons, ranging from centralization of services to difficulties recruiting and retaining maternity care providers, rural services have been gradually eroding in these communities. Since 2000, 13 B.C. communities have stopped offering local maternity care.

For example, women from the northern community of Dease Lake must travel for nine hours (longer in winter) to get to Terrace to have their baby. Because projected due dates are not always accurate, women are advised to leave home weeks in

"These women may be first-time mothers who have never been away from home and rely on strong family and community support. It can be a frightening situation for them."

For some, moving away to have a baby is just not feasible. They remain in the community until delivery and hope a general practitioner can handle any complications. Some women take the risk of an unassisted home birth.

Part of the problem is the increasing difficulty in finding general practitioners willing to provide maternity services in small communities, says Grzybowski, who is also an investigator at the Children's & Women's Health Centre of B.C. There is also a



PHOTO: GETTY IMAGES

**"There is anxiety about being alone in a strange place for an indeterminate period and being treated by an unfamiliar doctor."**

maternal care within and outside home communities.

Studies in the U.S. have shown that delivery outside the home community is connected to an increase in infant deaths and the need for babies to be placed in special care nurseries.

"Decisions are being made at a policy level without all the necessary information," says Kornelsen, clinical assistant professor in the Dept. of Family Practice. "Surprisingly, there has been no representation of women's voices in the literature on this subject."

The team will draw information from existing data sources as well as interviews with community members. Researchers have visited communities from Merritt in B.C.'s Interior to Telegraph Creek in the province's far north, working with public health nurses and other care providers.

advance of the birth to ensure they will have care when they need it.

Kornelsen says the stress is significant. There is anxiety about being alone in a strange place for an indeterminate period and being treated by an unfamiliar doctor. In addition, there is the financial burden of accommodation, food and long-distance phone bills. There may also be concerns about finding and paying for childcare for children left at home. Some mothers bring their children with them because there is no care for them at home.

Fewer than half the mothers are able to stay with friends or family in the communities they are referred to, estimates Kornelsen.

Although most aboriginal women have costs subsidized by their band, they are often hit hardest by the social disruption, she says.

general shortage of obstetricians and gynecologists in Canada and a particular shortage in rural communities that serve as referral centres. The whole system is breaking down, he says.

The problem calls for sustainable solutions, he says, and points to Norway's system of rural maternity units staffed by midwives as a possibility. He and Kornelsen hope their research will trigger increased awareness of the problems faced by rural women who are soon to give birth.

Children's & Women's Health Centre of British Columbia is an agency of the Provincial Health Services Authority, and includes BC Children's Hospital and Sunny Hill Health Centre for Children, and BC Women's Hospital & Health Centre. □

*Shrinking resources mean mothers in many communities have their babies in unfamiliar surroundings.*

## A Vision for a Community Schoolyard

*UBC's Community Studio helps transform a Vancouver neighbourhood*

BY MICHELLE COOK



Tom Beasley was playing ball with his son Alex in the yard of his neighbourhood school when he first noticed it. Although the day was beautiful and sunny, the grounds of Sir John Franklin Elementary School were deserted.

"Looking around at the crushed gravel yard, the asphalt parking lot, the old playground equipment, the pre-school housed in a temporary

members, with the goal of better integrating the school and school grounds, located in east Vancouver, into the surrounding neighbourhood. But to transform their vision into reality, the group needed help. They found it at UBC in the form of a new student-led design outreach initiative called Community Studio.

Involving more than 20 Landscape Architecture graduate (MLA) students, Community Studio provides planning and design assistance services to non-profit organizations that otherwise couldn't afford it.

It was launched last year in response to numerous requests for assistance that the MLA program was getting from non-profit groups like the

community groups to offer design services for community projects such as schoolyards and community gardens. Services include site-specific design workshops and concept design development.

For the Franklin School project, six members of Community Studio armed with maps, sketchbooks and coloured pencils led a group of two dozen community members aged 10 to 86 through a design visioning workshop (called a charrette) in June 2004.

Out of a chorus of voices offering different ideas, opinions and concerns, the students were able to capture the group's collective imagination about the space. Their dreams included a cen-



PHOTO: MARTIN DEE

*Landscape architecture students Erika Mashig and David Hohenschau provide design services to community groups.*

**Involving more than 20 Landscape Architecture graduate (MLA) students, Community Studio provides planning and design assistance services to non-profit organizations that otherwise couldn't afford it.**

structure and the chain link fence that was keeping people out instead of inviting them in, I asked myself, 'would I be coming here if I were a kid, a senior, an adult?'" says Beasley, a lawyer and parent of two students at the school, Alex, 10, and Fred, eight.

That's when Beasley had a vision. "The images that came to my mind were of seniors strolling, and people and students using a multi-purpose, engaging and inspiring space," says Beasley.

He organized a committee of parents, teachers, students and community

Franklin School committee. But its genesis was the students' desire to use their design and planning training to make a difference in the community.

"It's definitely part of the culture of our program," says David Hohenschau, a third-year MLA student and the Studio's founder. "Students want to work in the community and gain hands-on experience. Our group creates a cooperative context that supports both the students' interests and the community's initiatives."

The initiative matches teams of students and mentoring professionals with

tral entrance plaza, bocce pits, a waterfall, a children's adventure island and more green space.

"The students were able to take our jumble of words and vision statements and turn them into a proper working document with terms of reference," Beasley says. "They gave us a focused product out of our ramblings."

The Franklin School group now has "something concrete to refer to and build community and funding support with," says Hohenschau.

"There are professionals who do public process work. Our work is for

the organization with little or no funding that's just starting to address an issue they see in their community.

"We can help them get as far as knowing what they want, knowing the questions they need to ask and, hopefully, using the drawings and energy the workshop produces to build support, raise funds and hire a professional to complete the work."

Other initiatives the Studio undertook in its first year include a community garden design workshop involving youth gardeners from the Environmental Youth Alliance, and a public art project at the UBC Farm.

Patrick Condon is the professor in the landscape architecture program who initially put the Franklin School group in touch with Studio members. He says there is "unlimited demand" for the services the Studio offers.

"Community groups are increasingly

struggling with design issues in their neighbourhoods," Condon says, adding that the initiative is unique because it is the first time MLA students have organized themselves outside their required curriculum work.

Condon says faculty members discussed ways they could assist and support the group, "but we felt it was better for them and better all around that they had the opportunity to fly with their own wings."

The Environmental Youth Alliance project has been shortlisted in an international student design competition taking place in Scotland this week.

*The UBC Community Studio's concept drawings for the Franklin School Project will be presented at the first Annual Franklin Community Networking Fair taking place at the school (250 S. Skeena St.) on Nov. 9 from 5:45 – 8:00 p.m. □*





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UBC Faculty Book Highlight

The Invention of Journalism Ethics: The Path to Objectivity and Beyond

BY STEPHEN J. WARD (McGill-Queen's University Press)

In his new book, *Stephen Ward*, an associate professor at the the School of Journalism, examines journalism ethics through philosophical and historical lenses. The following is an excerpt.

This book brings a philosophical and historical perspective to the study of journalism ethics. As a work in the philosophy of journalism, the book is a systematic attempt to understand the editorial standards espoused by journalists since the printing press. The result is a theoretical framework for conceptualizing the evolution of journalism ethics and a new concept of journalism objectivity.

I call the framework a rhetorical theory of value change in journalism. The model explains the ethical assertions of journalists as forms of persuasive speech, which employ the strategies and objectives of rhetoric. The aim of ethical statements, and the norms they assert, is to establish or maintain the credibility of reports, journals and new forms of journalism. The rhetorical model sees journalism ethics as arising out of the relationship between journalist and audience. The assertion of a journalism norm is a normative response to criticism, competition, government censure and reader expectations. Alterations in that relationship are prompted by changes in journalism practice and changes in the ambient culture. Only by examining how this relationship responds to journalistic practice and society can we comprehend how norms arise, become dominant and decline. To gain such insights, an interdisciplinary approach employing philosophy, ethics, science and social history is necessary. A full understanding of journalism ethics requires that we plunge into the complex history of our culture.

I became entangled in the web of ideas that surrounds objectivity as a foreign reporter for the Canadian Press News Agency based in London during

the first half of the 1990s. During this period, I began to question my adherence to traditional objectivity as I read the criticisms of objectivity.

My reporting on war, ethnic hatred, social injustice and radically different cultures raised questions about the universality and appropriateness of objectivity in journalism. At the same time, I was disturbed by an apparent increase in non-objective, irresponsible journalism. It seemed to me that abandoning all pretense of objectivity would only exacerbate journalism's problems and open the door to more biased reporting. In this manner, the difficult theoretical and practical questions surrounding objectivity began to occupy me. I realized that they called for philosophical analysis. That analysis became a journey down the corridors of history to ancient Greece and back to where we stand today. My research has only scratched the surface of this issue. I hope this book encourages others to deepen these reflections.

The book pays special attention to the evolution of one of [journalism's] dominant norms, the ideal of objectivity. It exposes journalism objectivity's long roots in our culture, as far back as ancient Greek philosophy and early modern science. Having set out this history, I develop my theory of journalism objectivity, called "pragmatic objectivity." I defend, without apology, the concept of journalism objectivity, but the concept that I defend is not the traditional idea of objective reporting as a neutral description of "just the facts." Instead, this book proposes a theory of objectivity that

*continued on page 11*

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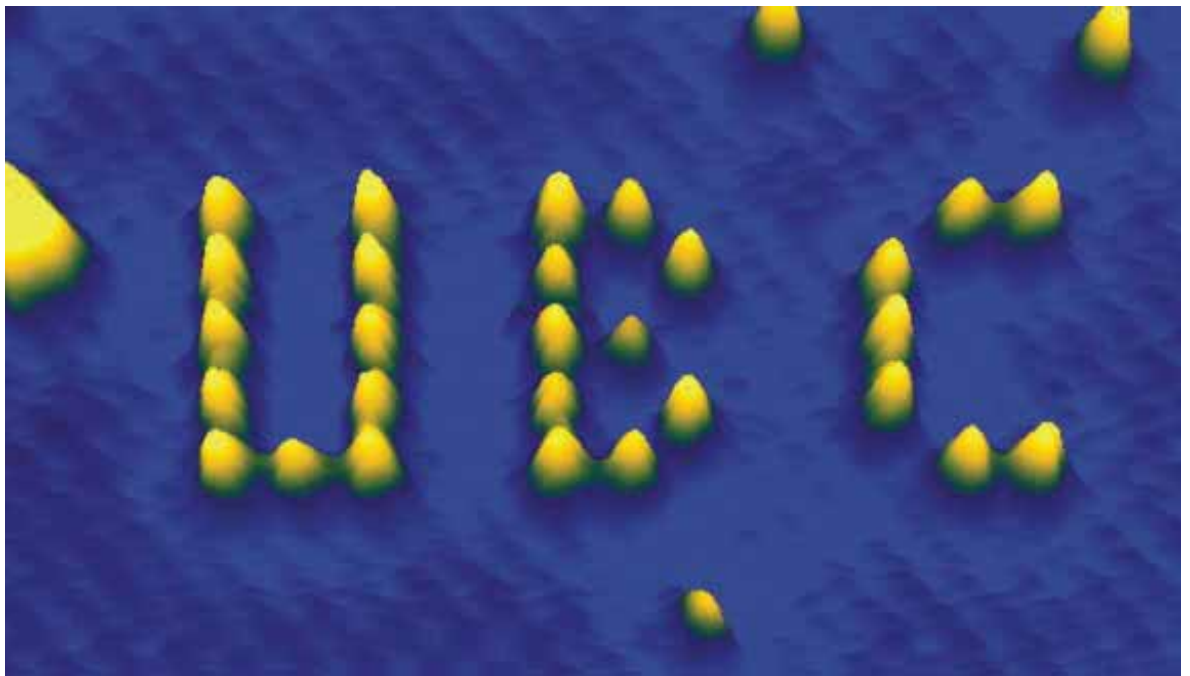


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Carbon Monoxide molecules were used to write the tiniest UBC.

## Microscopic UBC

Grad students are first in Canada to manipulate single molecules. BY MICHELLE COOK

To borrow a phrase from another significant moment in science – it was one very small step for man, but a giant leap for Canadian nanoscience.

On Sept. 22, a group of physics researchers working with professor Johannes Barth in the Advanced Materials and Materials and Process Engineering Laboratory (AMPEL) lined up 28 carbon monoxide molecules to produce the letters UBC. With each letter a mere two nanometers wide, it is the smallest “UBC” ever written.

Just how miniscule is it?  
 “It would be like spelling out

“UBC” with needles and then trying to read it from outer space,” says Agustin Schiffrin, a PhD candidate who worked on the project with postdoctoral fellows Willi Auwaerter and Andreas Riemann.

Lest you think the quest for miniaturization a sheer novelty dreamt up by grad students, the group’s feat is actually quite significant. They are the first in Canada to manipulate single atoms or molecules – an advance that bodes well for future research into novel materials to be harnessed in nanotechnology.

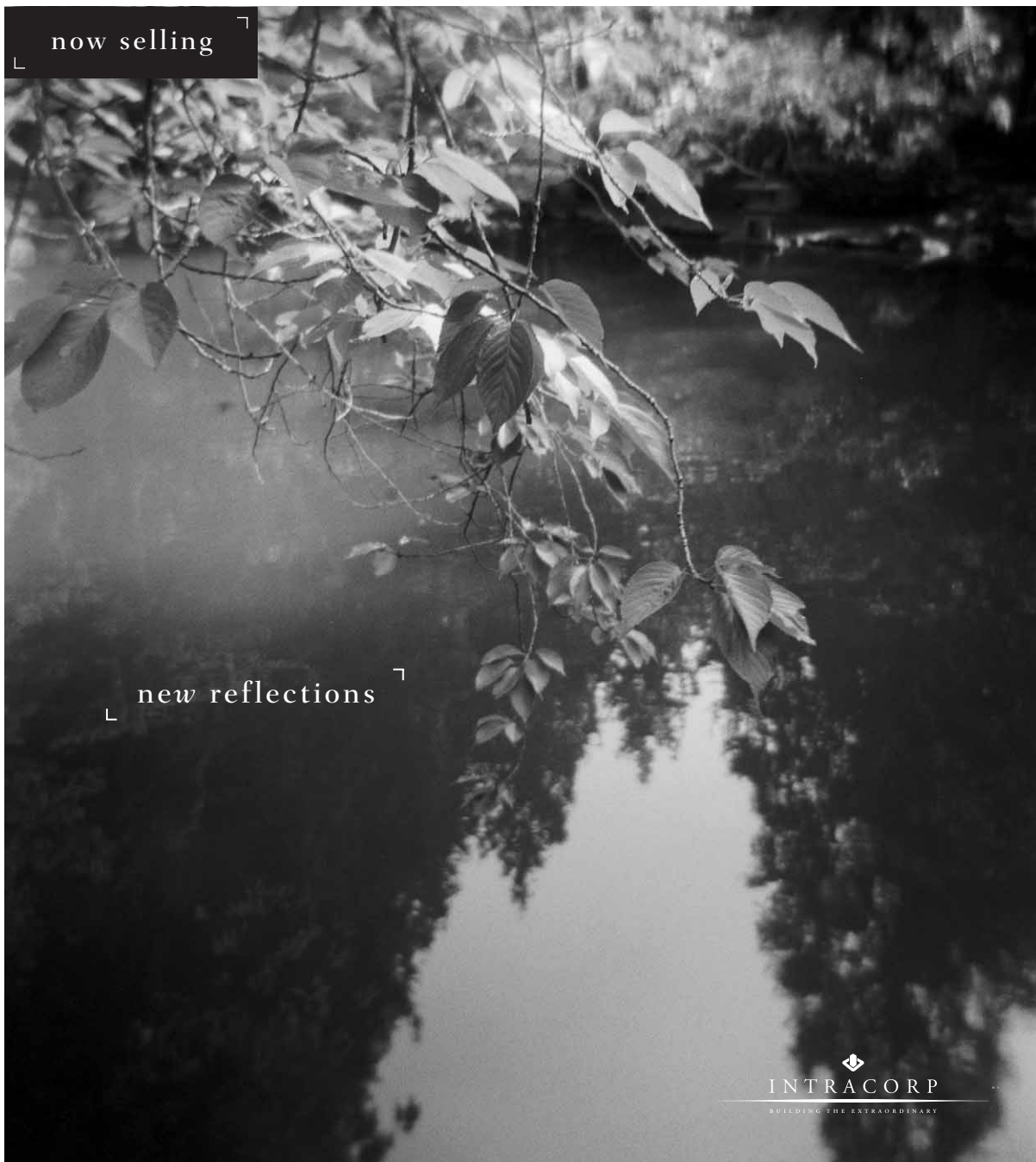
Think of shirt-button-sized MP3

players says Alexander Weber. “You can’t get any smaller than this. That’s the cool thing about it.”

Using a scanning tunneling microscope to do the work, the group put the molecules on a copper surface at a super cold (-260°C) temperature to slow them down enough for the team to be able to move them around. If it sounds easy, the entire process took two straight days of work and copious cups of coffee to complete.

Since the CO molecules used were fairly simple, the researchers have already begun to experiment with more complex organic species. □

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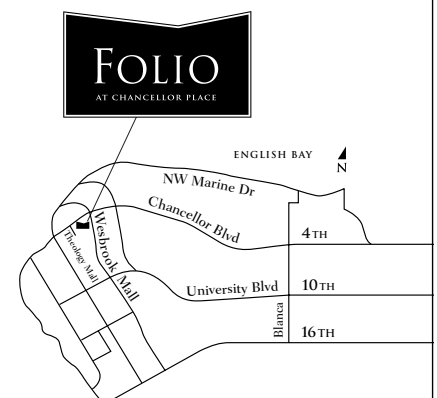
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