



THE UNIVERSITY OF BRITISH COLUMBIA
Vancouver Senate Secretariat
Senate and Curriculum Services
Enrolment Services
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VANCOUVER SENATE

MINUTES OF MARCH 16, 1994

Attendance

Present: President D. W. Strangway (Chair), Vice-President D. R. Birch, Mr. S. Alsgard, Dr. A. P. Autor, Mr. J. A. Banfield, Dr. J. Barman, Dr. J. D. Berger, Dean C. S. Binkley, Dr. A. E. Boardman, Mr. P. T. Brady, Dr. D. M. Brunette, Dr. D. G. A. Carter, Ms. L. Chui, Dr. T. S. Cook, Dr. M. G. R. Coope, Dr. G. W. Eaton, Dr. J. H. V. Gilbert, Mr. E. B. Goehring, Dean M. A. Goldberg, Dean J. R. Grace, Dr. S. E. Grace, Ms. C. L. Greentree, Dean M. J. Hollenberg, Mr. B. Horner, Dr. M. Isaacson, Mr. A. Janmohamed, Dr. J. G. T. Kelsey, Mr. G. Kettyle, Dr. S. B. Knight, Mr. H. H. Leung, Mr. R. W. Lowe, Dr. D. M. Lyster, Dr. D. J. MacDougall, Dr. M. MacEntee, Dr. R. T. A. MacGillivray, Dean M. P. Marchak, Mr. P. R. Marsden, Dean B. C. McBride, Mr. R. S. McNeal, Dean J. H. McNeill, Mr. R. L. de Pfyffer, Rev. W. J. Phillips, Mrs. M. Price, Mr. A. A. Raghavji, Professor R. S. Reid, Professor J. A. Rice, Dean J. F. Richards, Dr. H. B. Richer, Mr. M. G. Schaper, Dr. R. A. Shearer, Dean N. Sheehan, Dr. C. E. Slonecker, Ms. C. A. Soong, Ms. L. M. Sparrow, Dr. L. J. Stan, Dr. R. C. Tees, Dr. S. Thorne, Dr. W. Uegama, Dr. J. Vanderstoep, Mr. D. R. Verma, Dr. D. A. Wehrung, Dr. E. W. Whittaker, Dr. R. M. Will, Dr. D. Ll. Williams, Mr. E. C. H. Woo, Mr. C. A. Woods.

Regrets: Chancellor R. H. Lee, Dr. S. Avramidis, Dean pro tem. M. A. Boyd, Dr. D. H. Cohen, Dr. J. Gosline, Rev. J. Hanrahan, Dr. M. Levine, Dr. S. C. Lindstrom, Mr. W. B. McNulty, Dean A. Meisen, Dr. R. J. Patrick, Professor M. Quayle, Dr. D. J. Randall, Dean C. L. Smith, Dr. W. C. Wright, Jr.

Minutes of the previous meeting

Dr. Tees	}	<i>That the minutes of the sixth regular meeting of Senate for the Session 1993-94, having been circulated, be taken as read and adopted.</i>
Mr. Horner		

Carried.

Business arising from the Minutes

MOTION BY DR. GILBERT (P.10749)

Dr. Gilbert	}	<i>That Senate establish a Ways and Means Committee.</i>
Dr. Berger		

Dr. Gilbert suggested that the terms of reference of the proposed committee should be:

1. To be responsible for the rules and regulations required for the efficient conduct of Senate's business and the business of its committees, and to recommend, when appropriate, changes in these rules and regulations;
2. To consider and recommend means by which the Senate and its committees can have available the resources and support required to conduct their business in an efficient manner, and
3. To recommend means by which the business and deliberations of Senate can be publicized within the University community, and among alumni, for the purpose of achieving a wide participation and openness in the academic governance of the University.

Dr. Gilbert noted that the *University Act* gives Senate 21 assorted powers in the academic governance of the University. These powers are held by 87 people, 62 of whom are elected by faculty, students and alumni, and exercised through 15 committees and two *ad hoc* committees, and in meetings of Senate.

Referring to item 1. on the matter of rules and regulations, Dr. Gilbert noted that an *ad hoc* committee had addressed this matter some years ago and that a document entitled "Rules and Procedures of the Senate" was produced. He suggested that it would be useful to revisit the rules and procedures at regular intervals to determine whether changes should be made.

Regarding item 2. on the matter of "means", Dr. Gilbert stated that the workload of each committee varies greatly and is nominally aided by the Registrar (as Secretary of Senate) and the Assistant Secretary of Senate. There appeared to be no other means by which Senate might support the work of its committees. Presumably Senate relies on

the good graces of Department Heads in which Chairpersons reside, or in the case of the Library Committee, the Librarian's Office. He stated that as Chair of the Library Committee he was most familiar with its operation, and that his remarks were therefore made within that context. The work of the Senate Library Committee is underwritten entirely by the Librarian. The administrative assistant makes all arrangements for meetings of the committee and its Subcommittee on Serials and Technology, and the Netinfo Steering Committee. He attends meetings of these groups, takes notes and copies them to all members. In addition he schedules meetings, and provides committee members with an endless stream of essential reading. Dr. Gilbert stated that to his knowledge none of this work is paid for by Senate. If, as seems to be the case with other Senate committees, the onus for operating the Senate Library Committee fell to his department, then either his department would have to seek financing from the Secretary of Senate or the committee would fall seriously short in attempting to fulfil its terms of reference. He assumed that, in many cases, the operation of a Senate committee was not a financially trivial matter.

On the matter of "ways", Dr. Gilbert stated that Senate has no policy on ways through which it can make its business and deliberations known within the University and among alumni. Although the minutes of Senate are sent to all members of Senate, Department Heads and Directors of Schools, there are no other official means for achieving a wide participation and openness in academic governance of the University amongst the constituency which elects the majority of senators. Occasionally, reference is made in *UBC Reports* to something which occurred in Senate, but since the demise of Jim Banham's efforts in the '80s, there appears to have been no serious reporting of the work performed by Senate and its committees.

In conclusion, Dr. Gilbert noted that apart from one reference to the Secretary of Senate, the *University Act* contains no provision for supporting the power to: "§ make recommendations to the board considered advisable for promoting the interests of the university or for carrying out the objects and provisions of this Act;". He suggested that in order to carry out "the objects and provisions of this Act" as they apply to Senate, mechanisms are required by which Senate may monitor its activities, conduct its business without encumbering department resources, and report its actions within the University community and among alumni in a timely and appropriate fashion.

Dr. Will suggested that the proposal be referred to the Senate Academic Policy Committee for consideration.

<i>Dr. Will</i>	}	<i>That the proposal be referred to the Senate Academic Policy Committee.</i>
<i>Dr. Tees</i>		

Carried.

Chair's remarks and related questions

On behalf of Senate, President Strangway expressed thanks and appreciation to the student senators attending their last meeting.

The President informed Senate that an endowment fund to support research in the social sciences and humanities had been established from monies received through Hampton Court.

Reports of Committees of Senate

COMMITTEE ON CONTINUING EDUCATION

Dr. Vanderstoep, Chair of the Committee, presented the following report which had been circulated:

Continuing education at The University of British Columbia is undertaken by Continuing Studies, and by several Faculties who oversee discipline-specific programs. it is the purpose of this document to amend and to amplify the definition of University Diploma Programs approved by the University Senate in 1977, so that Continuing

Studies can move smoothly towards the institution of Diploma Programs developed jointly by Faculties and Continuing Studies.

It is understood that both Faculties and Continuing Studies are capable of developing and offering Diploma Programs; the degree to which the units collaborate will depend upon the outcome of discussions held between the parties involved.

We ask the Senate to approve the policy revision, subject to a review process to be set five years after the date of approval.

Nature of proposed amendments to 1977 guidelines for the establishment of diploma and certificate programs

For the most part, this document parallels and amplifies the 1977 document. it differs in two respects:

1. The route for approval now moves through the Senate Continuing Education Committee. This change is based on the following rationale:

All credit courses employed by the emerging diploma program will have been approved previously by the Curriculum Committee.

The Senate Continuing Education Committee has as its mandate "*to keep under review the policies and programs of the University with respect to all its continuing education activities including Senate's policy of reducing restrictions and expanding the availability of part-time degree studies, and to make recommendations to Senate, as appropriate, in this connection.*"

That committee becomes the logical review and approval body for Diploma Programs.

2. The criteria for admissions now includes, where appropriate, Associate Degrees and Technical Certificates offered by Community Colleges in the Province of British Columbia.

Definition of Diploma Programs

Diploma programs developed by Continuing Studies with the collaboration and approval of Departments and Faculties will be mainly post-baccalaureate programs, roughly equivalent to one academic year of study at the university level. They will be designed to provide knowledge or skills in general, specialized or interdisciplinary fields of study.

Continuing Studies is willing to work with any Departments and Faculties wishing to collaborate on either uni-disciplinary or multi-disciplinary University Diploma Programs which enhance and support the Mission Statement of the University.

Purpose and Goal of Diploma Programs

Evolving technologies in many fields mean that the University, through its traditional credit programs and its diplomas must be responsive to the changing needs of the workplace.

Working with Faculties and Departments, Continuing Studies can design programs which address the needs of emerging fields, and provide retraining in the face of potential obsolescence in employee skills bases. Adults seeking learning or expertise in areas of special interest, where a degree is not available or necessary, will be able to develop knowledge and skills in one aspect of a discipline or field.

Changing demographic trends which produce a high percentage of older workers, more women in non-traditional jobs, and a culturally diverse workforce can also be addressed by Continuing Studies given that flexibility exists to respond quickly to community needs.

Diploma programs which employ appropriate content and delivery methods, will be able to assist in the development of creative and adaptive thinkers and communicators to meet the needs described above.

By forging partnerships with Faculties and professional organizations, Continuing Studies will create flexible, cost-effective programs which will provide graduates with useful tools for the community and workplace. Some examples of possible diploma programs appear in the Appendix. (Appendix not included in the minutes.)

Criteria for establishment of a University Diploma

1. A University Diploma should be initiated if the subject matter is appropriate to the University.
2. A University Diploma would have clearly defined educational objectives and may be oriented towards a career or professional standing, or towards a special interest area. (It should not be a set of courses to screen candidates for the Master's degree.)

Program requirements

A University Diploma will normally be equivalent to approximately 30 credits of upper division courses. These courses may take the form of existing or newly-designed credit courses and/or may be courses developed by the Department/Faculty specifically for the diploma program, and granted credit equivalency. Such "diploma" credit courses will be granted equivalency for purposes of the diploma only, and with the approval of Deans of Faculties involved in the diploma program's development. They will be subjected to scrutiny equivalent to that of a regular credit course. Criteria for approval will include academic content and level, total number of contact hours and mechanisms for student evaluation, and the design and approval will lie within the appropriate Faculties.

Program development

New diploma programs initiated jointly by Department/Faculties and Continuing Studies may proceed as follows:

1. A need is identified by a Department, Faculty or Continuing Studies (often representing a professional body);
2. A committee consisting of representatives of Departments, Faculties, Continuing Studies and outside professional bodies (where relevant) is formed to determine the program's viability;
3. Continuing Studies, with the newly formed committee, then embarks upon an assessment to determine the program's marketability, clarifies funding base and other responsibilities (which will vary with diploma programs but may include student advising and similar services relevant to the adult learner);
4. Upon approval, the Chair of the Senate Committee on Continuing Education takes the proposed program forward to Senate for final approval.

Program Approval Process

1. The proposed Diploma Program is approved by the Deans of those Faculties involved in the planning process;
2. The Dean(s) and/or Associate Vice-President, Continuing Studies takes the Diploma Program forward to the Senate Committee on Continuing Education;
3. That Committee undertakes a consultation process with the Senate Curriculum Committee, the Registrar, and with relevant Faculties and professional bodies prior to approving the Diploma Program;
4. Upon approval, the Chair of the Senate Committee on Continuing Education takes the proposed program forward to Senate for final approval.

Program administration

Continuing Studies will work with appropriate Departments and Faculties to establish administrative and policy procedures.

For University Diploma students registered in regular credit courses, existing University policies regarding registration, routing of student fees and attendance credit will apply.

Admissions criteria

An undergraduate degree will be the typical entry point for diploma students; however, some exceptions may be made for those students

holding technical certificates or Associate Degrees from other institutions, or for certain students fulfilling current Mature Student Standing. In addition, some diploma programs may require relevant prior work experience for admission to the program. These exceptions will depend upon the goals and objectives of a given diploma. Admissions criteria for all programs will be approved by the Faculties involved.

Admission to a diploma program should not be seen as comparable to admission to a graduate degree. Any potential for transfer of completed credit courses as credit in a graduate program will be in accordance with University regulations. Transfer of credits from other institutions will be treated in the same manner.

Registration for diploma programs will be conducted through the Registrar's Office, and transcripts indicating completion of both university credit and diploma credit courses will be issued.

Both university credit and diploma credit courses will be listed in the University Calendar, and the diploma will be awarded by The University of British Columbia.

Instructional staff

Teaching staff will be recommended to Continuing Studies by Departments/Faculties, in collaboration with professional organizations, where appropriate.

Conclusion

This document has been developed as a way of clarifying and updating the 1977 Senate document on Diplomas and Certificates. It has been vetted by the Committee of Deans, and by the Senate Committee on Continuing Education.

<i>Dr. Vanderstoep</i>	}	<i>That the report be approved.</i>
<i>Mr. Brady</i>		

In response to a query, Dr. Vanderstoep stated that although the statement was relatively vague it did speak about the subject matter being appropriate to the mission of the University. He said that it was difficult, in a general document, to spell everything

out in great detail. It was also important that there be no duplication of diploma programs that might be offered by other institutions. Dr. Vanderstoep confirmed that the proposal to establish diploma programs through Continuing Studies would have no effect on existing diploma programs.

In response to a query by Dean Binkley, Dr. Vanderstoep confirmed that the route for approval of Faculty initiated diploma programs would now be through the Senate Continuing Education Committee instead of the Senate Curriculum Committee.

In response to a query by Dean Marchak, Dr. Vanderstoep explained that examples of possible diploma programs listed in an appendix to the report was simply an indication of possibilities and that it was not intended that Continuing Studies would develop such programs in isolation. Faculties and Departments would be asked if there was a potential for such programs.

Dr. Uegama confirmed that programs would be run on a cost-recovery basis and that any surplus would be handled in a manner that is beneficial to the Faculties involved.

After further discussion, the motion was put and carried.

CURRICULUM COMMITTEE

Proposal re courses not offered for three years

Dr. Berger, Chair of the committee, presented the following report:

At the January 19, 1994 meeting of Senate a proposal to delete courses not offered for four or more years was referred back to the committee for further consideration.

After reviewing this proposal the committee now recommends:

"That Faculties and Departments be advised of courses that have not been offered during the preceding three years, and that Departments indicate whether these courses are to be:

- a) deleted from the Calendar, or
- b) retained.

If the course is to be retained, we ask that the Department provide a rationale for retention and an estimate of the date of the next offering.

In speaking briefly to the report, Dr. Berger informed Senate that, at the moment, the SIS computer system can only provide information on courses not offered in the past three years. Given this, the motion has been modified to ask departments whether to delete or retain courses that have been inactive for the past three years. Information obtained from the Registrar's Office revealed that 184 courses at the 500 level and higher had not been given in the past three years.

Following a brief discussion, Vice-President Birch suggested that the procedure would be more effective if the Faculties were to be informed that courses which have not been offered for three years will be deleted from the Calendar unless the department provides a rationale for retaining such courses. Dr. Berger agreed with the suggestion.

Dr. Berger
Dr. Autor

}

That courses which have not been offered for three years be deleted from the Calendar unless the departments concerned provide a rationale for retaining such courses.

Carried.

AD HOC COMMITTEE ON UNIVERSITY ORGANIZATION

Dr. Shearer, Chair of the committee, gave a brief report. He stated that a detailed report will be submitted to Senate in May which will contain specific proposals for administrative reorganization and recommendations on implementation. He said that he could not discuss what the committee was doing at this stage because much of its business was sensitive and highly confidential. He could say, however, that the committee is engaged in consultations and discussions on matters relating to the size of departments and to the feasibility and desirability of creating a Faculty concerned with natural resources. He stated that, in considering these matters, the committee is concerned about administrative costs, the administrative effectiveness and the impact on teaching and scholarship.

Report on action taken in cases of teaching evaluated as less than satisfactory in 1992-93

It was explained in the material circulated that Senate had adopted the 14 recommendations in the final report of the Senate *Ad Hoc* Committee on Teaching Evaluation (1990). Recommendation 1 asked that Deans, Directors and Department Heads take some action in response to results which show less than satisfactory teaching performance, that a report of such action be submitted annually to the Vice President (Academic) in the case of Deans and to the Dean in the case of Directors and Heads, and that the Vice President (Academic) provide annually to Senate a summary of these reports.

Faculties had already implemented policies and procedures for student evaluation of teaching following a Senate recommendation in the seventies. These have virtually all been reviewed and strengthened within the past few years. In addition, since the Senate *Ad Hoc*

Committee's recommendations were approved in 1991, most Faculties have improved provisions for peer evaluation of teaching and have become more systematic in assisting junior faculty members and faculty with evaluations showing less than satisfactory performance to plan courses of action to improve their teaching. A number of Faculties have developed approaches to the evaluation of graduate supervision and other aspects of teaching beyond the classroom.

The evaluation of teaching is taken very seriously in every personnel decision - reappointment, tenure, promotion and salary review. Good documentation is expected and provided to the committees at departmental, faculty and university levels.

In 1992/93 almost 90 instructors received evaluations which suggested their teaching performance, in one or more courses, was less than satisfactory. The Department Head, School Director, or Dean met with each continuing faculty member who received such an assessment or, in the case of some, had a pattern of such assessments. More than one-third are no longer with the University. In the case of sessional appointees, most departments and schools require strong evidence that the low evaluation was an aberration in the light of a pattern of positive evaluations or that there were extenuating circumstances sufficient to conclude that performance would be much better on another occasion. Otherwise a sessional lecturer is not normally reappointed. Of tenure-track faculty members a significant number are not reappointed during the pre-tenure period or are denied a tenured appointment when they are considered. Less than satisfactory teaching which fails to improve to a clearly satisfactory level is sufficient cause not to reappoint. A small number resigned and several more retired.

Again, approximately one-third received training, coaching, counselling or other assistance and, according to their Heads, most of these have shown improvement. For close to one-third, reassignment appears to have been the answer or the low evaluation appeared to be aberrant in the context of more favourable assessments over time and in other courses. There remains, however, a small number of tenured faculty members with patterns of teaching evaluations tending toward less than satisfactory who decline to undertake any systematic program of improvement. Thus far the University has been successful in encouraging a number of such faculty members to reach voluntary early termination agreements; it has not been successful in attempts to dismiss a faculty member for a pattern of less than satisfactory teaching and student complaints.

In response to a query by Mr. Brady concerning the action taken by the Faculty of Commerce and Business Administration in the case of 19 faculty members identified as providing less than satisfactory teaching, Dean Goldberg explained that they were interviewed by the Associate Dean of faculty development and encouraged to work with the Faculty Teaching Development Committee to improve their teaching.

Mr. Brady drew attention to the comments concerning difficulties with a tenured member in the Department of Educational Psychology and Special Education and two tenured members in the Department of Mathematics and Science Education and expressed concern that nothing could be done to remedy this situation.

Dean Sheehan explained that in the case of the tenured member in the Department of Educational Psychology and Special Education, the Faculty had been unsuccessful in an attempt to have the faculty member dismissed through arbitration hearings.

Ms. Chui, student senator, commended the administration and Faculties for applying the guidelines of the *Ad Hoc* Committee on Teaching Evaluation, stating that this shows that the University is committed to excellence in teaching and is sensitive to student concerns. Ms. Chui asked if it was intended that there be a follow-up to this report, and also asked if the Committee of Dean's working group on teaching and learning were evaluating issues of recruiting reward and incentives, as recommended in the report of the *Ad Hoc* Committee on Environment for Teaching.

Vice-President Birch responded that there would be an annual report on action taken in cases of teaching evaluated as less than satisfactory. Vice-President Birch observed that over that past decade, teaching has been taken more seriously in virtually all personnel decisions, and certainly in reappointments and the granting of tenure. He stated that most departments and faculties have implemented increasingly effective programs of mentoring their junior faculty members not only in research but in teaching to ensure that that development takes place. This is clearly documented in the years before a person is granted continuing appointment with the University. In every instance the dossier includes evidence of good teaching, and usually contains peer evaluations as well as student evaluations.

In response to a query by student senator Mr. Woods, Vice-President Birch stated that student evaluations were available to all students in the Faculties of Science and Commerce and Business Administration. However, faculties are not required to publish this information and although these evaluations are used in all personnel decisions, they are not generally available to students in all faculties.

Mr. Kettyle, Law student senator, commended the action taken on this matter but stated that there was still more that could be done to improve the situation.

Policy on Tuition Fees for International Students

Vice-President Birch presented a progress report concerning the policy on tuition fees for international students. It was stated in the report that as grants have been constrained and costs have driven retrenchments, the administration has been urged to develop additional sources of support. Some Faculties have been approached by representatives of less developed nations to consider assisting in the training of professionals such as physicians. The Senate is on record encouraging Faculties to enrol a limited number of international students in undergraduate programs (4 to 6% of enrolment by program) in order to enrich the cultural mix of students and thereby enhance the educational environment for all.

Fairly extensive consultation has been undertaken on a proposal from the President to allow Faculties to enrol additional international students - to a maximum of 15% of program enrolment - at full tuition. One-third (up to 5%) would be eligible for full or partial tuition scholarships or waivers based on academic achievement, institutional objectives (e.g. official exchange or education abroad programs), or international development goals.

It is unlikely that a policy of this sort would lead to substantial additional enrolment and revenue in the short run, however, if we can predict on the basis of the Australian experience, it does have the potential to provide a stable source of continuing revenue in the long run. The proposal is to develop a policy framework within which decisions on specific plans within specific Faculties could be approved and implemented. For example, domestic enrolment in an M.D. program is strictly limited, not only by institutional decision but by public policy. At UBC we admit 120 students each year. Were the Faculty of Medicine able to take an additional 6, 12 or 18 students (it now accepts no international

students) under contract to return to their countries of origin and were these students to pay full tuition (perhaps up to \$40,000 though that may be higher than the market), the Faculty could use the resulting revenue to strengthen its program for all students. Only were it able to do so would it be encouraged to undertake such a venture. Similar proposals could be developed in a number of Faculties but it is unlikely all Faculties would find the prospect attractive and feasible.

The Senate Academic Policy Committee and the Senate Budget Committee have both advised that before the administration decides to recommend that the Board approve a full tuition policy, an actual proposal from one of the Faculties may bring forward small-scale proposals soon, and if so, this will stimulate the development of a concrete plan to be brought forward as early as the May board meeting to make implementation possible in the fall of 1994. More proposals are likely to come forward for the following year.

In response to a question by Dr. Shearer, Vice-President Birch confirmed that any change in enrolment quotas as a result of the proposal would have to be approved by Senate.

In response to a query, Vice-President Birch stated that students within the quotas approved by Senate and the Board and funded by the province will not be displaced. He stated that the University is fully enrolled to its funded level and was not going to reduce the capacity for Canadian students. He explained that the University has a policy of encouraging faculties, within the existing quotas, to enroll 4-6% international students. This policy has not been changed. He stated that while, for example, the Faculty of Medicine has an enrolment quota of 120 it could, under the proposed policy, enrol a number of international students at full cost to those students.

Dean Hollenberg said that the Faculty of Medicine had not made a decision on this matter. It was being discussed, but there were still issues to be resolved, such as space, the effect on the current program, will this be a cost-effective measure for the Faculty, and can international interaction be done in a better way, for example teaching students in their home country. He said that the University had to think about the future of UBC in terms of whether in the years ahead it was to continue to be a regional British Columbia university or would it become an international university. He thought that this proposal could be the first step towards becoming an international university and looked forward to further discussions on this matter.

Referring to a question raised by Mr. Banfield, Dr. Wehrung informed Senate that the Budget Committee had only had one meeting at which the general framework of the proposal had been considered and could not comment on the accuracy of the projections of costs and revenues. He explained that the committee would prefer to look at detailed projections in the context of a specific example whereby one or more faculties could bring something forward rather than the general principle in which the numbers are admittedly much less specific.

Dr. Cook requested that future reports include aspects of housing, including the financial aspects of the Ritsumeikan housing development. She also requested information as to how well this project has been received by UBC students and the visitors from Ritsumeikan.

Dr. Shearer stated that it was not clear in the material circulated whether the new fees would apply to all foreign students or just to a certain group. It appeared that it was going to apply to all foreign students, and if so, he felt that this was inconsistent with the objective and would result in discouraging foreign students. He thought that Senate should

have some clarification on this point. Dr. Tees said that the Academic Policy Committee would be submitting a report on several aspects of the proposal.

In response to a query by Mr. Knight concerning the capacity of the University, Vice-President Birch stated that he thought most faculties would be quite willing, if full funding were available, to consider creative ways of accommodating additional students. He said that Senate would have to re-examine the University's mission and capacity if it is to consider changing its overall enrolment goals.

Liu Centre for International Studies

Dean Grace spoke briefly to the progress report, which had been circulated. It was explained in the material circulated that steps have been initiated to launch a new Centre for International Studies to house several existing units which have an emphasis on international development issues and to provide new facilities for outreach, teaching and research with a focus on global and international issues. Situated at the corner of University Boulevard and West Mall, it is envisaged that the Centre will consist of two phases:

- Phase 1: A \$5m. building to house several existing units, provide space for major international development projects and feature good-quality seminar and meeting rooms, well equipped for teleconferencing. \$4m. is already in hand due to a generous donation from Mr. J. J. Liou. The space will be as generic as possible to provide maximum flexibility for different users.
- Phase 2: A business plan is currently being prepared to look at the feasibility of a residential facility which, in concert with Phase 1, would provide UBC with a conference facility. The facility would be available both for continuing studies (e.g. diploma and certificate programs) and for academic conferences, workshops, short courses etc. Emphasis is expected to be on international activities and areas where UBC has existing strengths, e.g. resource management, environmental issues, and the Asia Pacific region. Space and operating costs in Phase 2 would be fully cost recovered from the activities which take place there.

In response to comments by Dean Marchak, Dean Grace stated that there are an enormous amount of activities on campus that have an international focus. He pointed out that, as noted in the material circulated, the Centre will provide opportunities for all twelve faculties and Continuing Studies to offer (singly or collaborating with each other) conferences, workshops and courses oriented towards Canadians interested in international issues and people from other countries who would benefit from knowledge available at UBC. It will also provide facilities for a limited number of units with major international research/education activities. The Centre will comprise two principal buildings. Phase I will house new Academic office and seminar/meeting facilities, and will be designed specifically to facilitate a range of activities that will attract and promote the active participation of the international community. Phase II will house a residential/conference facility. He stated that there is no plant to put International House there, or the International Liaison Office. He agreed that Phase I will not provide an enormous amount of space but stated that it will provide approximately 23 offices which should be enough to accommodate two or three relatively small units such as International Activities, the Centre for Human Settlements, and the Institute for International Relations. Phase II would give new opportunities to do conferences and international activities.

In response to a query by Dr. Will, Dean Grace stated that the funding had presented an opportunity to relocate units which are not well housed at the moment and to provide a much needed conference facility.

St. John's College

Dean Grace spoke briefly to the progress report, which had been circulated. It was stated in the material circulated that the alumni of St. John's University,

an institution of higher learning which operated in Shanghai until about 1950, are seeking to perpetuate the memory and achievements of their alma mater by donating funds which will provide for construction and a substantial operating endowment of St. John's College, UBC. This will be a graduate college of 100 to 120 residents. The operating endowment will make it possible for the College to operate with residents' fees no higher than those of student residential facilities of comparable quality on campus while offering enrichment of experience for residents and non-residents. The College is being planned for a site near the corner of West Mall and University Boulevard.

The College is expected to operate with the same essential ingredients as enunciated by the Advisory Committee to Establish Policies for Green College:

- The College will be open to graduate students in Master's and doctoral programs from all parts of the campus.
- A small number of places will be reserved for post-doctoral fellows, other more senior scholars and visitors.
- Involvement of some non-resident faculty and community members will be actively encouraged.
- Residents will have major input into the day-to-day running of the College.
- Selection procedures for residents will emphasize not only academic quality but also collegiality and achievement of a well balanced community.
- There will be allowance for some double rooms as well as for single rooms.
- The maximum residency period will normally not exceed two years.
- Leadership of the College will be vested in a Principal, chosen by a selection committee. The Principal must be an excellent academic scholar, have appropriate administrative skills and have a strong sense of the potentialities of such a community. She/he will be assisted by a small staff and by an advisory council.
- There should be an active program of lectures, seminars, and other extracurricular activities, social and athletic as well as intellectual.
- There should be active linkages with the campus at large.

- Success of the College is vitally dependent on providing dinner at the College for residents and non-residents at least five nights per week. There are various possible arrangements for the other meals.

As with Green College, a small part of the endowment should be available to provide scholarship assistance to excellent graduate students. The rest of the endowment must ensure that the College can operate independently of University support while charging fees which are competitive with other on-campus residential accommodation. In response to a query by Dr. Shearer, Dean Grace stated that there would be no religious test for students seeking accommodation. In fact, it had been made clear that the College must not have any specific religious flavour.

Faculty of Graduate Studies

DISCONTINUANCE OF THE CLINICAL ENGINEERING PROGRAM

It was stated in the material circulated that due to budget cuts in the Faculty of Graduate Studies it has become necessary to recommend the discontinuance of the Clinical Engineering program. Founded in 1979, Clinical Engineering has offered a Master of Engineering Program to engineering graduates to train them to maintain sophisticated patient-care equipment in the hospitals. Groups of 4 to 10 students per year have typically enrolled in the program. The program has been well received and valued by the local hospitals, and graduates have made a strong contribution to the health care system. From its inception, the Director, Dr. Charles Laszlo, has done an outstanding job of running all aspects of the program.

This recommendation to close the program is made because the resources to run it properly are not available. A 0.5 FTE faculty position, 0.5% FTE secretary, 0.2 FTE

technician support and tiny S & E budget are simply insufficient to run a program, however small the number of students. With such meagre resources, it is not possible to meet the needs of students should the faculty member not be available through illness or leave. Faced with no prospects for obtaining additional resources from other sources, it is therefore recommended, with great reluctance, that the Clinical Engineering program be discontinued, effective November 30, 1994. No new students were admitted to the program in September 1993. There is one continuing student still in the program and it is anticipated that he will graduate by Fall 1994.

*Dean Grace
Dr. Tees*

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*That the Clinical Engineering Program be
discontinued.*

Carried.

Report of the University Librarian 1992-93

In the absence of, Dr. Patrick, University Librarian, Ms. Heather Keate, Assistant Librarian, was invited to speak to the report. Ms. Keate stated that the framework for the report was the Library's strategic plan and the comprehensive review of services completed in 1992. The report reflects the first phase of implementation of the recommendations of the service review and emphasizes a balance between traditional collections and services and new electronic initiatives. Throughout the review process the Library has consulted with users from student and faculty advisory boards. Technology continues to provide the means to reduce the rate of increasing costs and to improve services. During the reporting year, library users were able to renew their own books and to display lists of materials they had borrowed from the Library. Through the on-line public access catalogue it became possible to access library catalogues at Simon Fraser, the University of Victoria, the

Vancouver Public Library, and to search Engineering Index. Also, the UBC Library Gopher Client allows Library users to access the Internet.

The Library has addressed economic restraint through the process of improvement in areas of materials acquisitions and circulations. Resource sharing agreement, particularly for numeric and bibliographic data available electronically has enabled the Library to continue and improve direct access to some types of information at significantly reduced costs. The Library will continue to seek opportunities to access and share information with other academic libraries, locally, nationally and internationally. 1993 presented many challenges for the Library, foremost among those was the increasing cost of serial collections. This problem is one experienced by all academic libraries. Annual review and cancellation of serial subscriptions will undoubtedly continue, and the Library will focus on alternate ways to provide time and access to the journal literature.

In conclusion, Ms. Keate thanked members of the Senate Library Committee and the University Administration for their assistance in developing strategies to make the most of the funds available. As a result of this support, and in spite of reductions that were required, the Association of Research Library reports that UBC Library has moved from 27th to 25th position in its composite index that ranks large North American academic libraries.

Dr. Grace drew attention to a statement in the report concerning the development of collections policies, and asked if the Library Committee had seen these policies. Ms. Keate responded that when this process had been completed the matter would be brought before the Library Committee.

Other business

On behalf of the student senators, Ms. Greentree said that the students appreciated the experience of serving on Senate and the opportunity to learn more about the University.

Report of the Tributes Committee (in camera)

EMERITUS STATUS

Dean McBride, Chair of the committee, presented a report recommending that the following be offered emeritus status:

Dr. Nelly Auersperg	Professor Emerita of Anatomy
Dr. Myer Bloom	Professor Emeritus of Physics
Dr. James B. Farmer	Professor Emeritus of Chemistry
Dr. George Goertzen	Clinical Associate Professor Emeritus of Family Practice
Dr. Walter Goresky	Clinical Professor Emeritus of Psychiatry
Ms. M. Elsa Guarnaschelli	General Librarian Emerita
Dr. Richard J. Hills	Professor Emeritus of Administrative, Adult and Higher Education
Dr. Peter Hoogewerf	Clinical Assistant Professor Emeritus of Family Practice
Dr. Howard Jackson	Associate Professor Emeritus of Philosophy
Dr. Anthony Jeffreys	Assistant University Librarian Emeritus
Dr. John McIver	Clinical Professor Emeritus of Anatomy
Dr. Alan S. Richardson	Professor Emeritus of Clinical Dental Science
Dr. Glenn E. Rouse	Professor Emeritus of Botany
Mr. James G. Sharpe	General Librarian Emeritus
Dr. Katherine Stockholder	Professor Emerita of English
Ms. Anne D. Tilley	Associate Professor Emerita of Human Kinetics
Dr. Roy Turner	Professor Emeritus of Anthropology and Sociology
Dr. Frank H. Whitman	Associate Professor Emeritus of English
Dr. Marilyn D. Willman	Professor Emerita of Nursing

*Dean McBride
Dean Goldberg*

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*That the recommendations of the Tributes
Committee concerning emeritus status be
approved.*

Carried.

Adjournment

The meeting adjourned at 10.20 p.m.

Next meeting

The next regular meeting of Senate will be held on Wednesday, April 13, 1994.