



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

MINUTES OF MAY 18, 1994

Attendance

Present: President D. W. Strangway (Chair), Vice President D. R. Birch, Mr. S. Alsgard, Dr. A. P. Autor, Dr. S. Avramidis, Dr. J. Barman, Dr. J. D. Berger, Dean C. S. Bindley, Dr. A. E. Boardman, Dean pro tem M. A. Boyd, Mr. P. T. Brady, Dr. D. M. Brunette, Ms. L. Chui, Dr. D. H. Cohen, Dr. T. S. Cook, Dr. M. G. R. Coope, Ms. S. Y. Dawood, Mr. K. A. Douglas, Dr. J. H. V. Gilbert, Mr. E. B. Goehring, Dean M. A. Goldberg, Dr. J. Gosline, Dean J. R. Grace, Dr. S. E. Grace, Rev. J. Hanrahan, Dean M. J. Hollenberg, Mr. B. B. M. Horner, Dr. M. Isaacson, Dr. J. G. T. Kelsey, Professor V. J. Kirkness, Dr. S. B. Knight, Dr. M. Levine, Mr. C. Lim, Professor P. T. K. Lin, Dr. D. J. MacDougall, Dr. M. MacEntee, Dr. R. T. A. MacGillivray, Mr. K. R. MacLaren, Dean M. P. Marchak, Dean B. C. McBride, Dean J. H. McNeill, Mr. W. B. McNulty, Mr. R. L. de Pfyffer, Mr. D. B. Preikshot, Mrs. M. Price, Mr. A. A. Raghavji, Dr. D. J. Randall, Professor R. S. Reid, Professor J. A. Rice, Dean J. F. Richards, Dr. R. A. Shearer, Dean N. Sheehan, Dr. C. E. Slonecker, Dean C. L. Smith, Ms. C. A. Soong, Ms. L. M. Sparrow, Dr. L. J. Stan, Mr. S. C. S. Tam, 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. Li Williams, Mr. E. C. H. Woo.

Regrets: Chancellor R. H. Lee, Mr. J. A. Banfield, Mr. J. Boritz, Dr. D. G. A. Carter, Mr. P. G. Chan, Dr. G. W. Eaton, Mr. A. G. Heys, Mr. J. A. King, Mr. H. H. F. Leung, Dr. S. C. Lindstrom, Mr. R. W. Lowe, Dr. D. M. Lyster, Dean A. Meisen, Dr. R. J. Patrick, Rev. W. J. Phillips, Professor M. Quayle, Dr. H. B. Richer, Mr. B. B. Telford, Dr. W. C. Wright, Jr.

Minutes of the previous meeting

<p><i>Dr. Tees</i> <i>Dean McBride</i></p>	}	<p><i>That the minutes of the eighth regular meeting of Senate for the Session 1993-94, having been circulated, be taken as read and adopted.</i></p>
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Dr. Shearer drew attention to page 10784 of the minutes and the statement that the role and nature of the Faculty of Graduate Studies was near the bottom of a list of things suggested to the *Ad Hoc* Committee on University Organization. Dr. Shearer stated that although it was not at the top of the list it was not at the bottom.

The motion was
put and carried.

Business arising from the minutes

SENATE NOMINATING COMMITTEE MEMBERSHIP (P.10777)

In accordance with established procedures, two student vacancies on the Senate Nominating Committee had been declared at the previous meeting. Mr. Azim A. Raghavji and Mr. Emile C. H. Woo were nominated to fill the vacancies. There being no further nominations, Mr. Raghavji and Mr. Woo were declared elected.

MOTION BY DR. KELSEY (P.10784)

It was explained in the material circulated that the report of the Senate Ad Hoc Committee on Teaching Evaluation (1990) was received by Senate in September, 1991. At that time, Senate approved all fourteen recommendations which were contained in the report. Recommendation 13 read as follows:

That during the term of the Senate of 1993-96 there be established an Ad hoc committee to review the progress made following these Recommendations.

The proposed motion invites Senate to act upon that recommendation. By resolving at the May meeting of Senate to establish the necessary committee, Senate will ensure that the membership of the committee can be approved early in the 1994-95 academic year and it can begin its work within a time frame which

has allowed enough time since the implementation of the original recommendations for progress to be reviewed, and

makes completion of its task feasible during the life of the current Senate.

Dr. Kelsey
Dr. Gilbert

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That Senate establish an Ad Hoc Committee for the purpose of reviewing the progress made following the adoption of the recommendations of the Senate Ad Hoc Committee on Teaching Evaluation (1990).

Carried.

Chair's remarks and related questions

MEMBERS OF SENATE

President Strangway expressed thanks and appreciation to Dean Pro tem Marcia Boyd, Dr. Richard Tees and Dr. Donald Wehrung who were attending their last meeting.

ASSISTANT SECRETARY OF SENATE

Dr. Will noted that this was the 25th anniversary of Fran Medley's service to the Senate. Members of Senate joined Dr. Will in a round of applause.

Candidates for Degrees

Dean McBride

Dr. Tees

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That the candidates for degrees and diplomas, as approved by the Faculties and Schools, be granted the degree or diploma for which they were recommended, and that the Registrar, in consultation with the Deans and the Chair of Senate, make any necessary adjustments.

Carried.

Scholarships and Awards

A list of scholarships, medals and prizes awarded to students in the graduating classes was circulated for information. Dr. Cook informed Senate that the recipient of the Governor-General's Silver Medal in Arts, Caroline Pond, and the recipient of the Governor-General's Silver Medal in Science, Stephen Gustafson, had entered UBC from a B.C. high school and were recipients of major entrance scholarships. In addition, of the other 26 winners of awards, 12 entered UBC directly from B.C. high schools, 7 from B.C. colleges, 3 from other B.C. universities, and 7 from other Canadian universities. Dr. Cook noted that all of the heads of the graduating class went to secondary school in Canada, and the majority entered directly from B.C. institutions.

Faculty of Education

CHANGE IN DEPARTMENTAL STRUCTURE

Dean Sheehan explained that over the past three months the Faculty of Education had debated the issue of reorganization. The challenge presented to the Faculty was to examine how it might continue to offer quality programs, maintain its current student numbers, respond to the changing provincial educational scene, and do excellent research with fewer faculty and less resources. Administrative efficiency and academic effectiveness were key to the ongoing debate. A process was put in place and a time limit established. Dean Sheehan stated that she believed that the reduction in the number of departments and the merging of units which have overlapping research and program interests will save resources and in time improve the programs and research. Dean Sheehan noted that the motions before Senate were approved by the Faculty of Education with an overwhelming majority (there were only 7 negative votes) in the spirit of goodwill and positive expectations for the future.

Dean Sheehan
Mr. Brady

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That a new Department of Educational Studies be created by merging the present Department of Administrative, Adult and Higher Education and the Educational Studies component of Social and Educational Studies. (Effective July, 1994.)

That a new Department of Curriculum Studies be created by merging the present Departments of Mathematics and Science Education and Visual and Performing Arts in Education, the Social Studies group from the Department of Social and Educational Studies, and the Physical Education Teacher Education members of the School of Human Kinetics as either full or associate members. (Effective July 1, 1994.)

Carried.

Faculty of Graduate Studies

GRADUATE COUNCIL CURRICULUM AND NEW PROGRAMS COMMITTEE

It was explained in the material circulated that the mandates of the Graduate Council Curriculum Committee and the Graduate Council New Programs Committee overlap significantly, with the result that it is often difficult to determine which committee is appropriate for a given proposal. Over the past several years, redundant review has been one result. In many other instances, attempts to divide the responsibility for a single file has caused confusion and delay. The two committees believe that the work can be efficiently combined without a loss of rigour in review.

Dean Grace
Dean Goldberg

}

That the Graduate Council Curriculum Committee and the Graduate Council New Programs Committee be joined into a single committee to be called the Graduate Council Curriculum and New Programs Committee.

Carried.

PROPOSAL TO ESTABLISH AN INSTITUTE FOR HEARING ACCESSIBILITY RESEARCH

Dean Grace presented the proposal. He explained that the proposal involved people from Medicine, Education, Applied Science, Arts, Graduate Studies, the Disability Resource Centre and the off-campus community. The institute would be unique in that it is not focussing on deafness but on hard of hearing and on helping those who are fully hearing people to have better access in classrooms and work settings.

The following objectives were outlined in the proposal:

to create an academic environment that actively supports interdisciplinary studies in hearing impairment and hearing accessibility;

to establish a framework in cooperation with the professional, industrial, and consumer sectors, leading to consultation and to new research initiatives both inside and outside the University;

to encourage research that leads to new understanding, methods, technologies, and policies that will improve, facilitate and promote hearing accessibility;

to create research opportunities for, and provide guidance to, graduate students in any of the relevant disciplinary areas and in interdisciplinary studies;

to seek funding sources and to coordinate funding applications for specific research projects;

to assist in the development of new educational objectives for professionals involved in hearing issues;

to provide community liaison in hearing accessibility awareness, education and consumer advocacy; and

to stimulate the communication of hearing accessibility issues and research results.

It was also stated that the work of the institute will be performed by Associates and Affiliates, and a core group consisting of a Director and Administrative Staff. The governance of the institute will be assisted by a Steering Committee, a Coordinating Committee, and an Advisory Committee.

Associate appointments will be based on criteria that include substantial interest and commitment to research and other activities relevant to the Institute's mission and objectives. Associates will be required to actively contribute to the interdisciplinary work of the institute. Faculty who meet these criteria will be eligible for appointment as Associates. Professionals, practitioners, and other workers in hearing impairment and hearing accessibility will be named as Affiliates. Hard of hearing volunteers with substantial involvement will also be made Affiliates.

The Director of the Institute will report to the Dean of Graduate Studies who will be assisted by a Steering Committee. This will consist of the Deans whose Faculties contribute to the membership: the Deans of Applied Science, Arts, Education, Law,

Medicine and Science will be invited to serve, together with the Dean of Graduate Studies who will act as Chair.

The Director should be a distinguished faculty member who works in some aspect of hearing accessibility, with at least a half-time appointment to the institute. The Director will receive advice from the Steering, Coordinating and Advisory Committees and will be responsible for coordinating and developing the institute's activities. The appointment of the Director will be for a five-year term, which will be renewable but normally not beyond a second term.

<i>Dean Grace</i>	}	<i>That the proposal to establish an Institute for Hearing Accessibility Research be approved.</i>
<i>Dr. Gilbert</i>		

Carried.

Reports of Committees of Senate

BUDGET COMMITTEE

Dr. Wehrung, Chair of the committee, presented the following report which had been circulated:

Since its last report to Senate in May 1993, the Committee has met 19 times to discuss a wide variety of issues. In its role to assist the President in the preparation of the University budget the Committee has undertaken the following activities over the past year:

Identification and Prioritization of Issues for Budget Committee Deliberations

Each Fall Committee members are asked to suggest issues for the year's deliberations. These issues are ranked by each member individually and then a Committee-wide ranking is established. The results of this ranking are indicated by the items discussed in this report.

Final Motion on President's Proposed 1993/94 Operating Budget

On 7 July 1993, the Committee unanimously passed the following motion which was published in the 1993/94 Budget and Planning Narrative:

"The Committee endorses the President's 1994/94 budget strategy with the following observations:

1. The Committee supports the President's revenue enhancement strategies, but continues to provide the advice that the University should not accept new sources of funding that impose significant additional costs on the operating budget that are not directly funded unless there is a clear understanding of how these additional costs will be met.
2. The Committee reaffirms its long-held view that budgetary increases, reallocations, and reductions should reflect priorities across the University's activities and these priorities should be reflected in differentiated reallocations - both among the vice-presidential areas of responsibility and among the units reporting to each vice-president rather than across-the-board reallocations. The Committee recognizes that the President has differentiated both within and across vice-presidential areas of responsibility, and in the proposed 1993/94 budget this differentiation is greater than in prior years. The proposed changes in the 1993/94 core base general purpose operating budget for each vice-presidential area of responsibility are as follows:

	Percentage change before adjustments	Budget adjustments	Percentage change after adjustments
VP Administration & Finance	3.0% reduction	\$197,972	3.0% reduction
VP Student & Acad. Services	2.9% reduction	\$227,000	2.8% reduction
President	1.8% reduction	\$0	1.8% reduction
VP Academic & Provost	2.6% reduction	\$2,118,085	2.0% reduction
VP External Affairs	4.0% reduction	\$340,561	0.9% reduction
VP Research	0.0%	\$5,000	0.3% increase
Other	0.0%	\$2,290,426	5.5% increase

The Committee believes that this proposed differentiation across vice-presidential areas of responsibility only partially reflects the first priority of the University, namely to maintain the strength and quality of its teaching and research programs. In its report to Senate, the Committee recommended that, to the extent budget reductions were necessary, they be made on a greater percentage basis in units that report to the Vice-President Administration & Finance and the Vice-President External Affairs than in units that report to the Vice-President Academic & Provost, Vice-President Research, and Vice-President Student & Academic Services. Compared with this recommendation, the proposed percentage reduction for the VP External Affairs is too low and the proposed percentage reduction for the VP Student & Academic Services is too high. The Committee notes that there is to be a decentralization of fund raising activities as the World of Opportunity Campaign winds down, and that this decentralization will have budgetary implications. The Committee recommends that the Budget Committee of the new Senate study the fund raising plans and their budgetary implications.

The Committee's concern is to protect as much as possible those activities which are closest to the teaching and research programs of the University.

3. We are pleased to see that the President, with appropriate consultation, is planning to review administrative organization and costs within all units of the University. The Committee notes that the Senate has established upon its recommendation an ad hoc Committee on University Organization and Economy to advise the President on restructuring and/or consolidating both among and within Faculties and Departments into fewer units that are coherent and have less overhead than at present.
4. The President recommended a significant reduction in the operating budget of the Faculty of Agricultural Sciences in the 1992/93 budget which was not fully implemented in that year. The reduction recommended in the 1993/94 budget for this Faculty is 3.75% which does not fully incorporate the unmet reduction in 1992/93 as well as the Faculty's share of the 1993/94 reduction."

The Committee notes that these reductions generated in part monies to fund salary increases and prior commitments, and that the budget adjustments cited in item 2 above include commitments that had been made prior to 1993/94 but were unable to be funded.

Review of Selected Individual Faculties, Academic Service Units, and Administrative Units

Rather than reviewing all budgetary units within the University individually, the Committee has focused its efforts on providing more in-depth discussion of selected Faculties, academic service units, and administrative units. Since the Committee's last report to Senate, it has met with the Dean of the Faculty of Medicine and the administrative heads of Plant Operations and Financial Services to discuss the activities of their units and their budgetary implications. The purpose of examining particular units is to provide a greater understanding of the relationship between the activities of the unit and its funding levels. An extensive list of questions from Committee members was sent to each administrative head before the meetings. These meetings have been valuable to the Committee in understanding aspects of budgetary units that cannot be fully reflected in statistical summaries. It is the intention of the Committee to review the presentations it has received in the near future and make recommendations if appropriate.

Actual Versus Budgeted Expenditures

A prior Budget Committee passed a motion "That a comparison of budget with actual performance be provided to the Senate Budget Committee before the end of the calendar year in each fiscal year." This comparison was provided to the Committee and discussed for fiscal year 1992/93 in December 1993. To be of greatest use to the Committee such comparisons need to be provided prior to the end of the fiscal year after the third quarter's actual expenditures have been recorded (i.e. 31 December). Where there are material mid-year adjustments, these are normally discussed with the Committee.

Budget Principles and Process

Members of the Committee suggested a number of changes which were incorporated into the Operating Budget 1994/95 Principles and Process document. This attached document plays an important part in the preparation of the annual budget.

International Student Fee Proposal

The Committee discussed the fiscal implications of the proposal to increase the number of international students in undergraduate programs and graduate professional programs by charging market tuition. This proposal was first considered by the Senate Committee on Academic Policy. At the end of the discussion the following motion was approved:

"The Senate Budget Committee recommends that, before the Administration chooses whether to proceed with a proposal to the Board for full cost tuition fees for international students, a proposal be brought forward from a specific Faculty to enable the Senate Budget Committee to provide advice within the context of a plan."

The Committee was informed that the Academic Policy Committee is of the same view.

Budget Implications of New Capital and Academic Programs

The Committee reviewed a report on the recurring operating cost of new building space for capital projects completed from 1989/90 to 1996/97. This report was restricted to the operating costs of heat, light, power, and cleaning. The Committee asked that estimates be prepared for the one-time cost of furnishing and equipping a new building if that cost is not fully covered in the capital grant.

In addition to the operating costs of new buildings, the Committee intends to look at the budgetary implications of the University fund-raising plans.

Streamlining Management of Administrative, Academic, and Service Units and Simplifying Organizational Structures and Administrative Processes

In last year's report to Senate, the Budget Committee recommended "that the President, in consultation with an appropriate committee of Senate, receive independent advice on effective ways of reducing the size and cost of management in all units of the University." In response to this recommendation, the President appointed Professor Stefan Dupré to review the administrative units of the University. The Committee met with Professor Dupré to discuss the terms of reference that he had been given by the President and to inform him of member views about the scope of inquiry intended in this recommendation. These views suggested that significant savings were possible throughout the University by streamlining the management of administrative, academic, and service units, simplifying organizational structures and administrative processes, reducing the size and cost of management⁶ within all units of the University, and restructuring and/or consolidating both among and within faculties and Departments into fewer units.

The Dupré report has recently been released along with a covering letter from the President that endorses all recommendations in the report. The Dupré report was not discussed with the Budget Committee prior to its release, and the Committee has not yet had the opportunity to discuss the report in detail.

In last year's report to Senate the Committee also recommended that Senate "in consultation with the President, appoint an *ad hoc* or standing committee to advise the President on restructuring and/or consolidating both among and within Faculties and Departments into fewer units that are coherent and have less overhead than at present." In response to this recommendation Senate established an Ad Hoc Committee on University Organization to study administrative issues in the organization of the academic side of the University. When this committee's report is received, it will be discussed by the Budget Committee.

The Committee remains very interested in the prospect that significant savings may be found in administrative units throughout the University. It looks forward to the findings of the Senate Ad Hoc Committee on University Organization and to additional independent advice beyond the Dupré report that the President can obtain regarding effective ways of reducing the size and cost of management in all units of the University.

Alternative Calculations of Operating Budget Entitlement across Faculties

For the past several years budgetary allocations across Faculties have been compared on the basis of dollars of general purpose operating budget per weighted full-time equivalent student. This indicator was adopted because weighted full-time equivalent students partially reflected the load borne by each Faculty. This indicator reflects to some degree the teaching load required of each Faculty. The research workload is reflected indirectly in the weighting of graduate students.

The Committee discussed alternative models of operating budget entitlement across Faculties that better reflect the research requirement of each Faculty. These models attempt to reflect in part the research component by incorporating the actual amount of research funding obtained by each Faculty from research grants (i.e. NSERC, SSHRC, MRC) and contracts. An analysis based on one model of operating budget entitlement was reported in the 1993/94 Budget and Planning Narrative.

Improving Teaching Space

The Budget Committee reviewed the report of the President's Advisory Committee on Teaching Space and discussed with the Advisory Committee Chair the actions taken to date by the Committee and its plans for the future. The Committee applauds the significant expenditures that have been made during 1993/94 on improving teaching space.

The Committee passed the following motion:

"The University's administration should examine the issue of conference-generated revenues with a view to considering diversion of a portion of them to classroom facility enhancement. As part of this examination, the University's administration should also examine the quality of instructional facilities to be set aside for conferences, as well as policies relating to the booking of classrooms for conferences."

CURRICULUM COMMITTEE (SEE APPENDIX B)

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

Faculty of Applied Science

With the exception of ELEC 283 and 383, the committee recommended approval of curriculum proposals from the Faculty of Applied Science, subject to editorial changes.

Faculty of Arts

With the exception of the following, the committee recommended approval of curriculum proposals from the Faculty of Arts:

1. proposed change in credits for Family Science 316
2. proposals from the School of Social Work which have been withdrawn.
3. Proposed requirement of at least 68% in six credits of 200-level English courses for admission to the English major program.

Faculty of Education

The Committee recommended approval of curriculum proposals from the Faculty of Education, subject to the following:

ENED 226 the credit value should read: (3/6)d, and the hours should be listed as [1-5-3] or [1-5-3;1-5-3].

ENED 478 delete words "...may not have been...instructor." and insert "Prerequisite must have been taken within the last five years, or may be corequisite with consent of instructor."

SCED 380 re-word the second sentence to read: "Field experiences are normally part of the course; transportation and living expenses will be borne by the student."

Faculty of Graduate Studies

The Committee recommended approval of new courses and curriculum changes, subject to title changes for the new FISH courses and editorial changes to the curriculum proposals. It was also noted that the title of Geography 521 had been changed to Philosophy, Social Theory, and Human Geography.

Dr. Berger noted that satisfactory information had now been received concerning the graduate courses listed as being withheld in the committee's report, and the committee therefore recommended approval. Dr. Berger explained that implicit in the Education proposals was the deletion of EADM 510, 511, SCED 601 and MAED 601.

The committee also recommended approval of a Ph.D. Program in Counselling Psychology. Dr. Will informed Senate that the admission requirements for the program were still before the Senate Admissions Committee. He stated that approval of the program should go forward but that an amended Calendar statement on admissions would be brought to Senate in the fall. Dr. Will also noted that the proposed Calendar statement concerning Graduate Programs in Education on page 1 of the proposal should be deleted as that section had already been changed and was correct in the 1994-95 Calendar.

Faculty of Law

The Committee recommended approval of curriculum proposals from the Faculty of Law, with the exception of LAW 340 and 366 which have been withdrawn.

School of Nursing

The Committee recommended approval of changes in hours for Nursing 202 and 304. It was noted that the hours for Nursing 304 should read: (0-0-0; 3-0-0).

Faculty of Science

With the exception of the proposed deletion of MATH 111, which has been withdrawn, the committee recommended approval of curriculum proposals from the Faculty of Science, subject to editorial changes.

<i>Dr. Berger</i>	}	<i>That the proposals of the Faculties of Applied Science, Arts, Education, Graduate Studies, Law, Nursing, and Science be approved.</i>
<i>Dr. Autor</i>		

Dean Marchak questioned the committee's decision not to recommend approval of the Faculty of Arts proposal to require at least 68% in six credits of 200-level English courses for admission to the English major program. It was explained that, first, the committee felt that it would be difficult to implement the requirement given the limitations of the Telereg system and, second, if the objective was to limit enrolment it was not an appropriate way to deal with the problem. A third reason given was that students from other Faculties might be prohibited from taking English courses.

Dean Marchak explained that the requirement would apply only to students entering the English major program and would not therefore affect other students. As far as implementing the requirement was concerned, Dean Marchak stated that the English Department would be able to handle this manually if necessary. She informed Senate that at present there were over 600 students in the English major program and that it must be limited. That being the case, the department would like to limit admission to students who are particularly talented in English literature. Also, the Faculty felt that there were other less heavily enrolled areas into which students could go if they did not qualify for admission to the English major program.

It was agreed that the recommendation of the committee to withhold approval of the proposal be withdrawn.

The motion was
put and carried.

LIBRARY COMMITTEE

Dr. Gilbert, Chair of the committee, presented the following report which had been circulated:

In presenting the Library Committee's year end report to Senate, and having reviewed the reports of previous Committees, I am reminded of the line, usually attributed to Yogi Berra, that what will be reported may seem like "déjà vu all over again".

The SLC is pleased to report that the Collection is not only intact but continues to grow. Through the course of eight meetings this academic year the SLC has yet again wrestled with the ongoing problems of the cost of serials and the general disposition of the collection.

With careful analyses of cost by the librarians, and here I should mention particularly Janice Kreider and Ann Turner, we have set in place procedures for monthly monitoring of serials and for a continuous process of evaluating the serials collection through the various Library Advisory Committees.

Professor Sherrill Grace captured the many factors which impinge on the University's ability to maintain and develop its serial holdings in her report to Senate last year. To reiterate, the most important factors are: ever increasing publication costs, changes in currencies most closely associated with this form of publishing, the increasing number of journals themselves, and the pressures on faculty to produce more papers.

During 1993/94, these costs combined for an overall increase of 10.2% in the serials budget, part of which was offset by the library stabilization fund. The ultimate loss to the serials budget was \$200,000. 785 serials were cancelled, of which 28% were duplicates.

For 1994/95 the Library's projected increase in costs will be 15% of the Library's base budget for serials which is at present \$4,831,860. This increase will result in serials cancellations of approximately \$400,000. Reviewing Professor Sherrill Grace's report to Senate of April 1992, I notice that we are almost on the target figure she predicted would need to be cut in 1994/95 if the Library's acquisition budget continued the erosion noted at that time. That erosion continues despite the implementation of a special funding formula as set out in Professor Grace's report to Senate of March 17, 1993.

Financing the serials collection is now directly affected by emergent and emerging information delivery technologies. Because it is imperative to maintain a balance between serials and monographs, this matter continues to be of concern to the committee. The SLC recognizes the impact such technologies have and will have on the Collection, and in keeping with a recommendation in Professor Sherrill Grace's 1993 report, established a Sub-Committee on Serials and Technology. This committee has met three times and is examining a number of matters relating to serials, scholarly publishing, computing infrastructure and ways in which technology will affect the scholarly activities of both faculty and students. It is already clear that the links between the University Computing Service and the Library will need to be extended and strengthened, given the symbiotic relationship between both units in their respective roles for delivering information.

During the past year, NetInfo was handed off to the Library, together with a promissory note for an additional \$700,000 for "electronic" media. The Library is happy to have extra funding for a rapidly emerging part of its mandate i.e. electronic materials. Unfortunately, there was no consultation with the SLC before this move was made. Since an action of this kind holds profound implications for academic responsibilities invested in the Library, the SLC was greatly disturbed that it was not consulted about what may ultimately prove to be a costly venture. Senate should be aware that of the \$1,000,000 assigned to the Electronic Library, \$300,000 is rebated immediately back to UCS for operating NetInfo, and that in two years the remaining \$700,000 will be substantially committed to subscriptions to "electronic" forms of information media. In 1993/94 approximately 18% of the \$200,000 was spent on non-subscription, non-recurring expenditures.

During the year the committee has toured a number of different areas of the Library and received oral reports on the Data Library, the Canadian Cooperative Preservation Project, the UBCLib system and staff training and development. To increase the committee's awareness of Library issues, we shall continue these information sessions in coming years.

Communication with users continues to be a high priority and we are attempting to establish a mechanism for more productive liaisons with the various Library Advisory Committees.

Finally, in November 1993 we were pleased to finally have the sod-turning ceremony for Phase I of the new library. Unfortunately, we have yet to see any further constructive action on digging a foundation. I recall the impassioned plea for a new building from a former Chair of this committee (Professor Jonathan Wisenthal) in 1986, and read Professor Phil Resnick's plea for urgency in his report of 1990-91. We can only hope that even though the mills of our Library god are grinding exceedingly slow and small – that this eventually turns out to be a Good Thing.

The SLC is pleased to report that we have moved back up the ladder of the American Research Libraries. Unfortunately, as noted by previous Chairs of the

committee, the Library's acquisition budget continues to be eroded. Carrying this news each year from Ghent to Aix is, it seems, proving to be a fruitless horse ride. Without an administration's deep understanding of, and true commitment to, the extraordinary value of a multi-faceted University library, it is difficult to see erosion not continuing.

Finally, in her March 17, 1993 report, Professor Grace suggested that Senate establish a sub-committee to examine the complex issues associated with academic publishing. I believe that such a committee would serve the academic exercise and that her suggestion should be acted on.

Dr. Gilbert spoke briefly to the report, highlighting various aspects. In particular, Dr. Gilbert drew attention to the suggestion in last year's report that Senate establish a committee to look at the complex matter of academic publishing and urged Senate to take action on this matter.

Dr. Gilbert expressed thanks and appreciation to members of the Senate Library Committee for their hard work, and acknowledged the tremendous support received from the librarians.

Vice President Birch drew attention to the paragraph concerning NetInfo, and explained that the project grew out of a task force on the appropriate use of information technology which recommended universal student, staff, and faculty access to network information. In September 1993 as a result of a motion by the Board of Governors requiring the University improve the Library's ranking by the Association of Research Libraries, \$1 million of continuing funding was earmarked for the Library for network information. \$700,000 of that was transferred from Computing Services, \$300,000 of it was from unfilled positions within the Library committed to this purpose. Of the \$700,000 transferred half of it is to cover expenses of operating and developing NetInfo services and half to enhance the Library's collection in electronic format.

There are now 600 students who are registered users of NetInfo and have round the clock access to a tremendous wealth of information that is also available to 20 million other users of InterNet, including many library catalogues from around the world, and thousands of interactive news groups. It is a tremendous source of information and very directly tied into the mission of the Library and to a statement reflected in the preface of the University Librarian's report. Vice President Birch felt that the tone of the paragraph on NetInfo and the lack of information could lead the reader to misunderstand the role of the Library's NetInfo system and the service which it is providing to students, faculty and staff, accessible from computers on campus or at home which, he stated, is a tremendous source of electronic information and an integral part of the functions of the Library today. He stated that the advisory committee connected with this project included, among others, the Chair of the Senate Library Committee.

Student senator, Mr. Emile Woo, commented on the NetInfo service stating that it was an excellent move which enabled UBC students to have access to a wider electronic community.

In response to a query, Dr. Gilbert explained that the amount of \$200,000 referred to one time purchases.

Dr. Gilbert responded to Vice President Birch's comments, stating that it was his understanding that the Senate Library Committee was not consulted prior to the acquisition of NetInfo. He stated that it presented a tremendous number of academic problems which the committee was only now beginning to grapple with; one of those

problems being that of serials and technology and how it fits into the world of NetInfo. The committee felt that it should have been consulted prior to any action being taken. While agreeing that the "information highway" certainly presents opportunities for searching many kinds of interesting data, Dr. Gilbert stated that a student's Basic NetInfo account does not buy complete access to the Internet. Extended services necessary to obtain most of the information described by Dr. Birch can only be obtained by purchasing an additional UNIXG account. At the present time, Basic NetInfo provides UBC students with free access to networked information for 20 minutes a day; the primary use of that time appears to be for E-mail. The Senate Library Committee questions whether the Library should be in this business. The committee certainly agrees that electronic media, and access to electronic information via Internet should be part of the Library's function. The committee simply suggests that, given the wide academic implications of assuming NetInfo as part of the Library's mandate, consultation prior to implementation might have been expected. The committee has discussed (and will continue to discuss) the relationship between the Library and the University Computing Services.

STUDENT AWARDS

New awards (see Appendix A)

In presenting the report Dr. Cook drew Senate's attention to the Edward W. Bassett Memorial Scholarship in Reforestation, stating that Mr. Bassett was a member of a long-time pioneer British Columbia family who spent his entire adult life in the forest service. Mr. Bassett became Deputy Minister in the 1950s and served in that position for a period of about 16 years. Dr. Cook also drew attention to the Albert Laithwaite Memorial Bursary. Albert Laithwaite served in the School of Physical Education and Recreation (now the School of Human Kinetics) for a period of 33 years.

Dr. Cook
Prof. Reid

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That the awards (listed in Appendix A) be accepted and forwarded to the Board of Governors for approval and that letters of thanks be sent to the donors.

Carried.

Proposed policy change

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Dr. Cook
Prof. Reid

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That the policy known as "the 150% rule" pertaining to the linked distribution of the University Scholarships Program and the Recommended Awards Program be discontinued.

It was explained in the material circulated that the University Scholarship Program, initiated in 1977-78, is funded primarily from the general purpose operating budget. At present it provides scholarship funds of \$1,800 (top 2%) and \$1,500 (next 2%) by year and faculty for continuing undergraduate students. The Recommended Awards Program is funded through donor supported endowments (for which the University is trustee) or through annual gifts. These awards are assigned to continuing undergraduate students on Departmental or Faculty recommendation.

In 1980-81 the Senate Awards Committee recommended and Senate passed "the 150% rule" to be put into practice for a two year trial period. This rule linked the USP with the RAP so that students could receive scholarship funding from both university programs.

Through the application of the 150% rule, students receiving recommended awards in excess of the minima specified for the USP were eligible for USP funding if they placed within the designated percent range at year end. The amount received from the University Scholarship Program was determined based on a

calculation of 150% of the base value for the category in which they would normally have been eligible. For example using the current base value, if the student placed in the top 2% of year and Faculty and was recommended for \$1000 in endowed or annually funded awards, he or she could receive an additional \$1700 from the University Scholarship Program. (The base value in the category for which the student is eligible is \$1800; 150% of $\$1800 = \2700 ; $\$2700 - \$1000 = \$1700$ in USP funds).

Having reviewed the application of the rule for a two year period, the Senate Awards Committee recommended it be discontinued in 1982-83. A motion to not re-introduce "the 150% rule" was brought to Senate in January 1984; it was lost. A subsequent motion to retain the 150% rule was put and carried. The 150% rule has been in continuous use since 1984.

Calculations to link the USP and RAP are complex, administratively time consuming and result in extremely late notification to student award recipients. Ranked lists by year and Faculty are available in late June but historically it has taken until December for some Faculties to forward their Recommended Awards. Until both the USP and the RAP information is received, the Awards Office cannot apply the "150% rule", notify students, or release their scholarship funds.

The prime advantage of discontinuing the Rule is enhanced and more timely service to students. Without the requirement of linking the USP and the RAP, students in the top 4% by year and Faculty could receive notification of their USP's

In considering the existing number of Faculties at UBC, the committee looked at the Guidelines for the Establishment of a Faculty which contain suggestions on the nature of a Faculty, and the appropriate size and complement of Faculties.

The committee was strongly of the view that there were too many Faculties at UBC. It was felt that a smaller number of Faculties would be less costly and more effective and would give rise to a smaller, more influential and effective Committee of Deans. The committee was also of the opinion that it would be highly desirable to consolidate some Faculties in a way that will significantly reduce the inequality in the relative sizes of Faculties. However, the committee had not made any recommendations at this time.

Dean Hollenberg stated that, in his opinion, there were other ways of reducing administrative costs than reducing the size of departments and Faculties.

Mr. Brady was not convinced that fewer Deans would result in each Dean having a stronger voice in deliberations, as was argued in the report. Mr. Brady queried the statement that fewer Faculties would result in a more representative Senate. Dr. Shearer responded that although some faculties were no larger than departments they had exactly the same representation on Senate as larger Faculties. In the committee's opinion this did not ensure a representative Senate.

Dean Grace drew attention to Table 1, stating that there were other ways of measuring Faculty size whereby the Faculty at the bottom of this list could come out either first or second.

In response to a query by Dr. Cohen, Dr. Shearer explained that although the committee had not defined academic effectiveness and administrative effectiveness, the issue of the effectiveness of departments as administrative and academic units was discussed in the section of the report that deals with department size.

In section IV of the report, which deals with departments, Dr. Shearer stated that the committee had attempted to set out its notion of the role and importance of a department as far as students, faculty, the academic community and the community at large are concerned. He stated that departments are important institutions in the University and that the committee was not challenging the existence of departments. It was, however, making the observation that the concept of a department as an administrative unit within the University can be separated from the academic programs and the research activity of faculty members in a department.

The committee looked at the department as an administrative unit and observed that department size was a very important consideration in terms of costs involved in stipends for heads, administrative leave for heads, costs of external reviews, which are quite substantial, costs of external searches, and the implicit costs in time taken away from teaching and research to carry on administrative activities. The committee concluded that a disproportionate amount of time of faculty members is engaged in administrative activities of one sort or another. The committee expressed concern about problems of budget flexibility in small departments as well as questions of costs, issues of problems that arise when faculty members go on leave and when staff members get sick, and problems of students and the public trying to contact a department where the office is only open part time. Several such issues were raised, which led the committee to the conclusion that a useful and important administrative reform in the university would be to combine small departments into larger administrative units. The committee therefore recommended that Senate establish a minimum size for departments and that Deans be asked to reorganize departments within their Faculties, and in some cases, conceivably, across Faculties.

In recommending a minimum size of 15 full time faculty members for departments, Dr. Shearer stated that the committee recognized that this was not the only possible measure of the size of departments and had therefore introduced the qualification that consideration would be given to a variety of other concerns in particular cases. Any exceptions to the minimum size as a result of this qualification would, of course, be reported to Senate.

Referring to the provisions for administrative stipends and administrative leave for department heads, Dr. Shearer stated that the committee took the view that both of these provisions are justified and essential for the recruitment of administrators. The committee's concern, as it studied the structure of administrative stipends, was that there was no distinction made between the heads of small departments and large departments with respect to administrative leave, but there were cases where the head of a large department received a smaller stipend than the head of a very small department. The committee thought that more care should be taken in considering administrative stipends and leave arrangements and that they should be graduated depending on department size.

Based on its discussions, the committee made the following recommendations:

1. Senate establish a minimum size for departments, schools and divisions that have department-like responsibilities.
2. The minimum size for departments, schools and divisions be 15 full-time faculty members in the department.
3. Deans be asked to arrange for consolidations of relevant departments, schools and divisions to conform with the minimum size and to report regularly to the Vice President Academic and Provost on progress. The Vice President Academic and Provost be asked to report to Senate on the results of these reconfigurations by December 1995.

to get back onto the academic track. It was also granted to heads of smaller departments where the head possibly spent less time on administration and may well have continued teaching and research. Dr. Will stated that the University had the option of considering alternatives to this arrangement to make sure that if it is a small department it does not cost as much as a large department on some of the overhead aspects that appeared to be generating many of the recommendations contained in the report.

Dr. Will suggested that the minimum size of 15 full time faculty members would have been better as a guideline in view of the fact that such a specific number would inevitably involve the grouping of departments which might not be compatible.

Dean Marchak agreed that restructuring was essential and stated that the report would prove useful to the Faculties in their efforts to find improved ways of administering themselves, particularly in relation to costs. At this point, however, Dean Marchak felt that it would be better not to recommend a minimum size for departments. She suggested that Faculties should have the opportunity to discuss this proposal prior to its implementation.

Dr. Shearer responded that the number of 15 was not absolutely rigid in that there was provision for exceptions. Referring to Dean Marchak's comments, Dr. Shearer stated that these issues had been with the University for a long time. He noted that although action had been taken in the Faculty of Education, the University was not moving along as quickly as it should in trying to resolve the problem of administrative costs within Faculties and elsewhere in the University. The committee felt that a very strong statement from the Senate at this time would move the process along.

Dr. Shearer stated that administrative stipends and administrative leaves were not the only concerns about very small departments. He stated that the problems could not be solved simply by recasting those provisions, and emphasized the fact that a number of other concerns were set out in the report.

Mr. Brady spoke in favour of the recommendations, quoting from the report some of the positive aspects of combining small departments into larger groupings.

Dean Hollenberg complimented the committee on bringing forward such a provocative report on topics long overdue for discussion in the Senate. He stated, however, that, in his opinion, departments should be discontinued for academic reasons, not academic costs. He felt that it was possible to achieve administrative savings by combining the administration of several departments rather than combining the actual departments. Dean Hollenberg referred to the definition of a department given in the report stating that departments should be established or discontinued based on that definition and not on size.

Referring to the reasons given for amalgamating departments, Dr. Coope stated that the report gives the impression that it is a rather Procrustean bed that is being created. She was not convinced that there would be any savings in combining small units together as far as administrative costs are concerned.

Dean McBride spoke in favour of the recommendations, commenting that although arguments could always be made for preserving the status quo one only had to look through Calendars of other universities to find different configurations which seem to work.

Dean McBride felt that the recommended size of 15 for a department was a good target, but he had difficulty with the recommendation that exceptions would be permitted on the basis of special circumstances rather than on the basis of a strong academic rationale for maintaining a unit that was smaller than 15.

Dr. Shearer responded that what the committee had in mind was that there would have to be strong explicit academic justification for exceptions and that all such exceptions would be reported to Senate.

Dean Binkley informed Senate that out of three external reviews of the Faculty of Forestry last year, two suggested that the departments be rearranged to make one of them smaller so that it would be more effective and more focussed on its academic role. However, he supported the recommendations stating that it was important that these matters be examined.

Dean Goldberg also spoke in favour of the recommendations stating that the University should go back to some of the root disciplines with a view to examining how they might be recombined in order to become more administratively effective.

Dean Sheehan supported the recommendations, noting that the Faculty of Education had already undertaken a review and reorganization.

Dr. Tees reminded Senate that the committee was charged with examining the academic side of the house and coming up with a set of recommendations, and that on the other side of the house the Senate Budget Committee had proposed, with the agreement of Senate, that the President would look at the non-academic side of the house to examine what could be done in terms of administrative effectiveness and structure.

Dr. Tees stated that the proposed recommendations provided a challenge to departments and Faculties to re-examine what they do. He felt that the Deans were capable of reporting in a timely fashion on departments in their domain, making reasoned academic arguments that the minimum size recommended is either appropriate or inappropriate, and whether exceptions should be made in the case of their Faculty.

In response to a query, Dr. Shearer stated that the issue was not the average size of units within a Faculty but the cost of administrative and academic problems that arise with very small units. The committee wanted simple criteria which was clearly understood, one from which there could be exceptions where appropriate.

Father Hanrahan stated that if this process was to be undertaken, he hoped that small groups of different disciplines would not be crammed into an arrangement that is fundamentally established as a disciplinary kind of structure. He felt that it would be better to look at gathering several departments into a fairly large unit with a structure that was different to that of a department.

Dr. Wehrung stated that the committee thought that the best way to proceed was for units to see what savings they could effect individually. The recommendations showed what could be done from an academic standpoint without sacrificing academic effectiveness.

The motion was
put and carried.

Dr. Shearer presented the following recommendations for streamlining curriculum procedures:

Dr. Shearer stated that these were guidelines for consideration by the Senate Curriculum Committee and that Senate was being asked to approve a recommendation that the committee consider these issues.

The motion was
put and carried.

In presenting recommendation 9, Dr. Shearer referred to the Dupré report in which concern was expressed about use of the valuable time of deans. The committee noted that deans were heavily involved in the Senior Appointments Committee and its activities and understood the reasons for this involvement, albeit at a very heavy cost in terms of time. The committee therefore recommended that the President review the constitution of the Senior Appointments Committee.

Dr. Shearer
Dr. Goldberg

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That Senate ask the President to review the constitution of the Senior Appointments Committee, with a view to removing deans from that committee and with a view to strengthening its ability to represent high university-wide standards of excellence and objectivity.

Dr. Will stated that the Senior Appointments Committee was one of the most important committees in that it is the place where the standards for Faculties are established. Dr. Will stated that it was also a personnel committee where decisions are made with respect to retention, promotion and advancement, and that, in his opinion, deans ought to be involved in these decisions.

Dr. Shearer stated that the committee was concerned about the time involved, and also about the whole procedure concerning appointments, promotion and tenure, although most of those issues are covered by the collective agreement.

Speaking in support of the motion, Dr. Randall commented on data recently distributed by Vice President Webber in which he looked at the decisions made by faculty and the decisions made by the Senior Appointments Committee, and over a ten-year period there were very few differences in the decisions made by these two bodies. However, a great deal of time was being spent by the Senior Appointments Committee to confirm the opinions of faculty.

The motion was
put and carried.

Dr. Shearer presented the following recommendations with respect to teaching and research in natural resources:

10. Senate endorse the idea of a reconfiguration of some existing faculties and other academic units to create a new faculty with a mandate to develop and intensify the university's commitment to teaching and research relating to natural resources and the natural environment.
11. The Vice President Academic and Provost be asked to establish a task force to develop plans for the establishment of the new faculty. The task force should be asked to develop proposals for arrangements that will induce some relevant faculty members and academic units to transfer from other faculties to the new faculty, will encourage the active participation in the new faculty of relevant faculty members who prefer to retain their appointments in other faculties, and will encourage the cooperation of relevant academic units in other faculties.
12. The Vice President Academic and Provost be asked to submit a progress report to Senate on plans to establish a new faculty concerned with natural resources, no later than January 1995.
13. The task force proposed in Recommendation 11 above be asked to consider the proposed merger of the departments of Geography and Soil Science in the context of their deliberations on the reconfiguration of teaching and research on natural resources.

Dr. Shearer reiterated points made in the report stating that this was a field of study which was very important, both to UBC and to the province.

Dr. Shearer noted that there were very strong professional programs in Forestry and in Agricultural Sciences which the committee felt ought to be promoted. As well as being related to each other they were related to a much broader range of issues in the University relating to natural resources and the environment. The committee felt that the resources of these Faculties were under-utilized from the perspective of the rest of the University, and that to some extent this has arisen because of the boundaries that exist between Faculties. The committee came to the conclusion that it should propose that the Vice President Academic establish a task force charged with studying the alternatives proposed by the committee.

<i>Dr. Shearer</i>	}	<i>That recommendation 10, 11, 12 and 13 be adopted.</i>
<i>Dr. Wehrung</i>		

Dean McBride commended the committee for raising the thorny issue of Faculty reorganization. He stated that it was appropriate that the committee had focussed on the Faculties of Forestry and Agricultural Sciences which represent 4% of the undergraduate FTE's and 5.5% of the graduate FTE's. However, Dean McBride said that he had serious difficulties with recommendations 10, 11 and 12, stating that they were too specific at this stage of the deliberations. He felt that the point which must be addressed, given the budgetary context in which the University operates and the difficulties this presents, is whether the University can afford to do the things it has done in the past. He stated that there was no sense of that in the report. In fact the report stated that all the professional programs must be retained.

Dean McBride stated that within the year there would be degree granting institutions in three rich agricultural areas in B.C. Citing the Faculty of Agricultural Sciences as an

example, Dean McBride stated that the University should be considering whether it is appropriate to move some of its activities in this field to areas where they would be in close contact with a very active agricultural community. He stated that fundamental issues such as this should be addressed before creating a new Faculty of Natural Resources, which, in his opinion, was simply a re-shuffling of the debt and perhaps the addition of even more responsibilities. Although he was strongly opposed to the recommendations as are set out in the report, Dean McBride said he would support a recommendation that asked the proposed task force to look at Forestry and Agricultural Sciences in a broader context, with the proviso that the issue of teaching and research in natural resources also be addressed.

Dr. Shearer emphasized that the committee was not charged with the task of recommending whether the University should discontinue teaching in some fields. It was asked to consider a reorganization of programs, and what the committee proposed was something much broader than the existing programs in Agricultural Sciences and Forestry in that it recommended a re-focussing of the University's energies and talents on issues connected with natural resources and the environment.

Mr. Goehring drew attention to recommendation 13 concerning the proposed merger of the departments of Geography and Soil Science. He stated that consensus had not been reached within the departments concerned, particularly since Geography has a number of areas of study, such as the arctic, that do not involve soil.

A motion to extend the meeting beyond the 10:30 p.m. deadline was put and carried.

In commenting on the report, Dean Richards stated that members of the Faculty of Agricultural Sciences who had had the opportunity to interact with the committee in the course of its deliberations were supportive and enthusiastic about the concepts and ideas presented in the recommendations. He stated that the report was timely and that its recommendations offered the opportunity to establish an appropriate broad contextual basis in which to place the various activities of the Faculty of Agricultural Sciences and perhaps some other related academic units.

The Faculty of Agricultural Sciences has been delivering programs at UBC since its early inception. They are unique professional programs but with a very strong disciplinary base and a very large number of interfaces with many different aspects of the University. In fact those linkages with other parts of the University have grown and strengthened over the years and are absolutely critical and vital to the programs that Agricultural Sciences delivers, particularly those at the graduate level involving research but also at the undergraduate level. The Faculty requires the context of a vital operating research university for success and considers itself to be a critical part of such an institution. He agreed that the task force should take a broad look at the whole of the natural resources area to see how programs would fit together in this area, including programs offered in faculties other than Agricultural Sciences and Forestry.

Mr. Lim spoke in support of the idea of introducing this new field whether or not it was in the form of a new Faculty.

Dean Marchak commented on recommendation 10, stating that if the idea was to take people out of other units to create a new Faculty it would weaken units which are very strong at the moment. Dean Marchak was particularly concerned about the effect the proposals could have on the Department of Geography.

Considerable discussion of the recommendations followed, during which it became clear that members of Senate felt that the task force should examine alternatives to the creation of a new Faculty.

In amendment:

*Dr. Williams
Dean McBride*

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*That recommendation 10 be amended to read:
That Senate endorse the idea of a
reconfiguration of some existing faculties and
other academic units to develop and intensify
the university's commitment to teaching and
research relating to natural resources and the
natural environment.*

*That recommendation 11 be amended to read:
That the Vice President Academic and Provost
be asked to establish a task force to develop
plans for the achievement of this end.*

*That recommendation 12 be amended to read:
The Vice President Academic and Provost be
asked to submit a progress report to Senate no
later than January 1995.*

Carried.

The motion, as amended,
was put and carried.

AD HOC COMMITTEE ON UNIVERSITY RESIDENCES

Dr. Brunette, Chair of the committee, presented the following report which had been circulated:

The committee first met in April 1991 as part of Senate's response to the concerns expressed about the environment in university residences that were reported by the Committee on Student Appeals on Academic Discipline (Cariboo House incident). The terms of reference of the Committee were to determine:

1. What measures have been taken to improve the atmosphere in residences following the disagreeableness revealed in the report of the Committee on Student Appeals on Academic Discipline?

2. What training do housing advisors have and how are they selected?
3. What continuing steps might be taken to improve the quality of academic life in the student residences?

The Committee advertised widely for comment on the academic environment in residences. We received submissions from the undergraduate students, graduate students, and resident advisors. In addition the Committee met with individuals in UBC units that were directly concerned with the academic environment in the residences including Ms. Mary Riseborough, Director of Housing; the Residence Life Managers; Ms. Margarita Hoeck, Sexual Harassment Policy Office; Ms. Penny Lusztig, Women Students' Office; Dr. Sharon Kahn, Director of Employment Equity; Dr. Joan Anderson, Director of Multicultural Liaison Office; Vice-President A. J. McLean; and Mr. John Schneider, Student Counselling. The Committee held five open meetings with residents of Totem Park and Place Vanier as well as a meeting open to resident advisors from any residence. The Committee also examined exit surveys of students leaving residences and reports on various aspects of residence life. It is noteworthy that complaints from students on the academic environment were rare and the general feeling among students was that additional rules and regulations were not needed.

First Term of Reference:

"What measures have been taken?"

The Department of Student Housing responded with several immediate measures specific to the Cariboo House incident.

1. The sexual harassment policy office held a "females only" session to explain the office's function and the rights of students. Private counselling was made available to any student who requested it.
2. A mediation session was held where both men and women affected by the incident had a public forum to express their views. Because some of the male students involved were from the Faculty of Science, this session was attended by Dean McBride who clearly expressed the University's position that harassment is unacceptable.
3. The residents primarily responsible for the incident were evicted.
4. An additional staff person at the rank of assistant advisor was assigned to Cariboo House (the residence of the disciplined students).

There were also changes made over a longer term. The training of residence advisors was enhanced. The staff development and residence life programs

responded to the issue of sexual harassment by scheduling sessions on sexual assault awareness, providing information on sexual harassment to counsellors as part of the staff development program, providing every floor on Place Vanier and Totem Park residences with videos on sexual assault awareness issues, and instituting a sexual assault awareness week at Totem Park. In this regard the Department of Student Housing found that it had been assisted by the establishment of the Sexual Harassment Policy for the campus community and by the Sexual Harassment Policy Office. Overall the Committee felt that Housing has an ongoing commitment to train its advisors on individual and group rights and responsibilities, and that resident life managers and advisors are well informed and diligent in promoting a respectful environment.

Second Term of Reference:

"What training do housing advisors have and how are they selected?"

Each residence has a residence life manager (RLM) who supervises the residence advisors and is responsible for all aspects of student residence life. Residence advisors are responsible for particular floors or houses of residence, and their function is to promote an environment that is (a) safe and secure; (b) conducive to academic pursuits; and (c) conducive to personal growth and learning.

Residence advisors receive approximately ten days of training before the first term begins plus additional sessions throughout the year. The training includes sessions on peer counselling, sexual harassment, first aid and fire safety. Tours are arranged of the various resource centres to which advisors can refer students with particular problems such as Student Counselling, the Women's Students' Office and the School and College Liaison Office. Advisors are presented with case studies that present problems the advisors might encounter varying from a messy lounge to breaking up a fight. Experienced (i.e. returning) advisors receive more advanced training on specialized topics such as "Cross cultural awareness", "Ethnoviolence on the University Campus", and "Chilly Climate for Women at Universities".

The selection of advisors is a multi-step process that is intended to select high achievers who are sensitive and interested in helping people. The positions are highly sought after not only because they entail a financial benefit of up to \$6500 but also because they confer considerable social status. The positions are advertised widely and typically about 400 students apply for the 105 positions. About one third of these are screened out on the basis of their written applications and the remainder receive a first-round structured interview conducted by a house advisor and several floor advisors. The interview team is selected so that its members have no relationship with the interviewees. About one third of the applications are eliminated at this stage and the successful candidates pass to a second-round interview which is conducted by the RLM and two or three senior staff and results in the elimination of about one third of the remaining candidates.

The individuals who obtain positions typically have high grades and considerable experience in leadership. The ratio of males to females is 52:48 and visible minorities constitute eleven percent of the residence advisor group. Twenty-four percent have an originating address from the Greater Vancouver region, fifty percent are from other areas of B.C., twenty-one percent from Canada outside B.C., and five percent from outside Canada. Fifty-six percent have had four or more years experience in post-secondary institutions; only twelve percent are in their second university academic year.

Third Term of Reference:

"What continuing steps...?"

A. The Residents

1. Academic Performance

Perhaps the most direct means of assessing the academic environment of the student residences is the academic performance of the residents. Studies in other Universities have indicated that students living in University residences fare better academically than non-residents, and it would be of interest to determine if the same pattern occurs at UBC as an overall indicator of the academic environment in residences.

Recommendation One

The Registrar or designate should report on the academic performance of the residents of Student Housing and compare the performance to the marks and completion rates of UBC students not in residence.

2. Contracts

The Committee noted the length and complexity of the legal contract between the University and the resident. Although lengthy, the contract is incomplete in that it fails to fully specify resident responsibilities, breaches of standards and penalties for breaches. A handbook exists on these matters but it is not readily available to the residents.

Recommendation Two

That the contract between the University and the student as tenant be simplified and shortened and that a revised and complete handbook be developed to accompany the contract.

Providing each potential tenant with a complete handbook prior to entering into a contract with the University will, we believe, serve to improve the standards of conduct, the supervision of the residences and bring an increased perception of fairness to the process of imposing penalties for breaches of standards.

3. Orientation

Each residence unit offers an orientation program for its residents at the beginning of the term. These programs vary in complexity dependent on the unit and the residents it serves. We note that the University administration has not been included in these programs.

Recommendation Three

That the President (or designate) be invited to participate in the various orientation programs and that his address reinforce the standards of conduct required of residents to ensure a safe and secure living environment appropriate for academic life.

B. The Advisors

1. Selection

Housing is aware that the policy for the selection of advisors has been criticized. However, the current process for selection of advisors is effective and does attract some outstanding students to the positions.

2. Advisor Training

The Committee supports the attention recently given to Advisor training on the topics of sexual harassment, date rape, multicultural issues, race relations and peer counselling. The current programs are clearly effective but more attention to these topics is indicated.

Recommendation Four

That further efforts to recruit a wider pool of candidates for residence advisors be encouraged. For example Housing might consider advertising in newsletters published by organizations such as International House, the Graduate Students' Association and the Disability Resource Centre.

Recommendation Five

That initial and ongoing advisor training on these topics be continued and enhanced and that arrangements be made to ensure the involvement of professional staff members from the following campus offices in the training sessions: Student Counselling and Resources, Multicultural Liaison, Sexual Harassment Policy, Women Students' and Employment Equity.

Through increased and enhanced training on these topics it is expected that advisors will develop a deeper understanding of individual and group rights and responsibilities, awareness of the availability of campus resources to assist them, and greater confidence to identify and refer students with serious problems to appropriate professionals.

Other business

3. Extension of Programs To Other Groups

We believe that it would be beneficial to offer some of the effective programs developed by Housing to others in the University Community. Programs that might be considered are those dealing with individual and group rights and responsibilities as well as pragmatic matters such as time management and study skills. One group that might be specifically targeted for inclusion in the advisor training programs is the student leaders in residences who often later become advisors themselves.

Recommendation Six

That consideration be given to inviting members of the various Resident Association Councils to attend the in-term advisor training sessions.

Recommendation Seven

That consideration be given to inviting non-resident students to the education sessions offered by residence staff members on such topics as study skills, time management and assertiveness.

Dr. Brunette

Dr. Cook

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That the report and the set of recommendations be adopted.

Carried.

Other business

DESIRABLE CHARACTERISTICS OF A UBC GRADUATE

A list of desirable characteristics of a UBC graduate was circulated at the meeting for information. The list arose from discussions by the Deans and Vice Presidents of the need for the University to articulate such a statement as an institutional philosophy and as an aid to assessing new and existing first degree programs. The committee responsible for the list is continuing to refine it with a view to formally referring it to Senate for consideration in September.

Appendix A

AWARDS RECOMMENDED TO SENATE

Grace Torchy Stewart ADAMSON Memorial Scholarship in Nursing - A scholarship of \$3,000 has been endowed by family, friends, and colleagues in memory of Grace (Torchy) Stewart Adamson, who graduated from VGH School of Nursing (1950) and received a B.Sc.

N. from UBC (1951). The award is offered to a student entering the Masters programme in Nursing and is based on academic excellence and practical experience. It is made on the recommendation of the School of Nursing in consultation with the Faculty of Graduate Studies. (Available 1994/95 Winter Session).

ASSOCIATION of BC Professional Foresters Graduating Prize - A \$500 prize is offered by the Association of B.C. Professional Foresters FORESTRUST. The award is made to an undergraduate student with the best graduating thesis in the Faculty of Forestry. The award is made on the recommendation of the Faculty. (Available 1993/94 Winter Session).

ASSOCIATION of BC Professional Foresters Norman B. Crist Memorial Prize - A \$750 prize is offered by the Association of B.C. Professional Foresters FORESTRUST in memory of Norman B. Crist and in recognition of the admirable personal and professional qualities he displayed throughout his career. The award is made to an undergraduate student in the Faculty of Forestry, and is made on the recommendation of the Faculty. (Available 1993/94 Winter Session).

ASSOCIATION of BC Professional Foresters Scholarship - Three \$1,375 scholarships are offered by the Association of B.C. Professional Foresters FORESTRUST. The award is made on the recommendation of the Faculty of Forestry to students who exhibit a combination of academic achievement and extra curricular activities. Three awards are available annually one each for a student completing first year, second year and third year. (Available 1993/94 Winter Session).

ASSOCIATION of BC Professional Foresters Scholarship for Technical School Graduates - A \$1,375 scholarship is offered by the Association of B.C. Professional Foresters FORESTRUST. The award is made to an undergraduate student who has completed first year in the Faculty of Forestry, who has a diploma in forestry from a technical school, and who exhibits a combination of academic achievement and extracurricular involvement. The award is made on the recommendation of the Faculty of Forestry. (Available 1993/94 Winter Session).

AVENOR Inc. Entrance Scholarship - Scholarships totaling \$9000 have been endowed by Avenor Inc. and the Province of British Columbia. Awards are offered to first year students entering the University of British Columbia from secondary schools in Canada. The award is made primarily on the basis of the student's scholarly achievements. (\$4,800 Available 1994/95).

Edward W. BASSETT memorial Scholarship in Reforestation - A scholarship of \$3,000 has been endowed in memory of Edward W. Bassett for graduate research in the field of reforestation. The award is offered to a graduate student in the Faculty of Forestry on the recommendation of the Faculty, in consultation with the Faculty of Graduate Studies. (Available 1994/95 Winter Session).

BEAVERS Dental Bill Scott Prize - A \$300 prize has been endowed by Beavers Dental in recognition of Dr. Bill Scott's lifetime of contribution to the dental profession. The award is made on the recommendation of the Faculty of Dentistry to a graduating student who achieves high standing in operative dentistry and embodies attributes of professionalism. (Available 1993/94 Winter Session).

Abtar BERAR prize in Finance - A \$300 prize has been endowed by Abtar Berar for students in the Faculty of Commerce and Business Administration. The award is offered to a student exhibiting academic excellence in the area of finance and is made on the recommendation of the Faculty and in the case of graduate students, in consultation with the Faculty of Graduate Studies. (Available 1993/94 Winter Session).

Wallace BERRY Memorial Prize in Music Theory - A \$550 prize has been endowed by family, friends and colleagues of Professor Wallace Berry and is offered to a student specializing in music theory. The prize is made on the recommendation of the School of Music and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (Available 1993/94 Winter Session).

Hugh M. BROCK Education Abroad Scholarship - Scholarships totaling \$112,000 have been endowed through the estate of Hugh M. Brock. The awards are made on the recommendation of the Education Abroad Program Committee in consultation with the Director of Awards and Financial Aid to students selected to participate in the Education Abroad Program. (Available 1994/95).

Hugh M. BROCK National Entrance Scholarship - Scholarships of \$26,000 payable at \$6,500 per year are offered to outstanding students entering undergraduate programs from secondary schools in Canada. The award is based primarily on the student's scholarly achievement. A minimum of four awards is offered annually. Renewals are subject to maintenance of satisfactory scholarship standing. The awards are endowed through the estate of Hugh M. Brock. (Available 1994/95).

CANADIAN Society of Hospital Pharmacists Prize - A \$1,000 prize is offered by the Canadian Society of Hospital Pharmacists, B.C. Branch. The award is made to the graduate student in the Pharm. D. program with the highest standing in Pharmacy 501. The award is made on recommendation of the Faculty of Pharmaceutical Sciences in consultation with the Faculty of Graduate Studies. (Available 1993/94 Winter Session).

CGA Education Foundation Doctoral Fellowship - An \$8,000 fellowship has been made available by the CGA Education Foundation. The award is available to Doctoral students pursuing a degree in accounting or a related discipline and is made on the recommendation of the Faculty of Commerce and Business Administration in consultation with the Faculty of Graduate Studies. (Available 1993/94 Winter Session).

Dr. Jay C. CHENG Memorial Medical Education Foundation Prize - A \$700 prize has been endowed in memory of Dr. Jay C. Cheng, a former UBC faculty member and the founding president of the Chinese Canadian Medical Society of British Columbia. The award is offered to a fourth year medical student who has demonstrated academic excellence in Psychiatry. The award is made on the recommendation of the Faculty of Medicine. (Available 1994/95 Winter Session).

CROWN Life Insurance National Entrance Scholarship - A \$3000 scholarship has been endowed by Crown Life Insurance Company and the province of British Columbia for a first year student entering the University of British Columbia from a secondary school in Canada. The award is made primarily on the basis of the student's scholarly achievement. (\$1,200 available 1994/95).

DOLMAN Prize in Microbiology and Immunology - A prize of \$500 has been endowed by Claude E. Dolman, Ph.D., F.R.C.P. Professor Emeritus (1971), Head of the Department of Bacteriology and Preventive Medicine (1936-1951), Head of the Department of Microbiology and Immunology (1951-1961). The prize is awarded on the recommendation by the Faculty of Science to the student with the highest standing in the final year of B.Sc. with a major or honours in Microbiology and Immunology. (Available 1994/95 Winter Session).

FERRIS Ladner McColl Memorial Prize in Law - Three prizes of \$400 each have been endowed by friends and colleagues in memory of Mr. Boyd Ferris, Mr. Hugh Ladner and Mr. Justice Bruce McColl, highly accomplished and prominent members of the legal profession of B.C. who passed away in the same short period in the early 1990's. One prize for Advocacy, one for Labour Relations, and one for Alternative Dispute resolution is available for students who demonstrate excellence in the respective field. The award is made on the recommendation of the Faculty of Law. (Available 1993/94 Winter Session).

FORTY-FIRST Canadian Chemical Engineering Conference Scholarship - A \$3,000 scholarship has been endowed by the 41st Canadian Chemical Engineering Conference held in Vancouver in 1991 and by matching funds. The award is made on the recommendation of the Department of Chemical Engineering to an outstanding student entering third year. The scholarship may be shared with an outstanding student entering second year. (Available 1994/95 Winter Session).

Bob HINDMARCH Award - Two or more awards of \$1,500 each are offered in honour of Bob Hindmarch for his service to UBC as Director of Athletics and Sport Services. The Awards are offered to students in good academic standing with outstanding athletic abilities and are made on the recommendation of the President's Athletic Awards Committee. (Available 1994/95 Winter Session).

Peter JEPSON-YOUNG Bursary - A \$1,000 bursary is offered by the B.C. Medical Association in memory of Dr. Jepson-Young and in recognition of his contribution to the public awareness of persons with AIDS. The award is offered to an undergraduate student in the Faculty of Medicine who is a member of the B.C. Medical Association. (Available 1994/95 Winter Session).

JUMPSTART Scholarship Society Bursary in Environmental Sciences - Two bursaries of \$2,000 each are offered by the Jumpstart Scholarship Society to graduate students in the field of environmental sciences. (Available 1994/95 Winter Session).

Appendix A

Albert LAITHWAITE Memorial Bursary - A \$450 bursary has been endowed by family and friends in memory of Albert Laithwaite in recognition of his 33 year tenure in the School of Physical Education and Recreation at UBC, and as Head Coach of the UBC Thunderbird Rugby team. The bursary is offered to a second or third year Human Kinetics student with preference given to a student involved in the Rugby program (coach, manager or player). (Available 1994/95 Winter Session).

Sheri MESCANIUK Memorial Bursary in Psychiatry - A bursary of \$700 has been endowed by family and friends in memory of Sheri Mescaniuk. The bursary is offered to a student enrolled in psychiatry courses within the Faculty of Medicine. (Available 1994/95 Winter Session).

MCCARTHY Tetrault Prize in Torts - A \$750 prize is offered by the law firm of McCarthy Tetrault to a student who achieves high standing in Law 207 (Torts). The award is made on the recommendation of the Faculty of Law. The award may be shared at the discretion of the Faculty. (Available 1993/94 Winter Session).

Harold NAUGLER Memorial Prize - A \$350 prize has been endowed by friends and family in memory of Harold Naugler. The award will be given to a student achieving excellence in the study of electronic records. The award is made on the recommendation of the School of Library, Archival and Information Studies, in consultation with the Faculty of Graduate Studies. (Available 1993/94 Winter Session).

ODLUM Brown Limited Bursary in Commerce - Bursaries to a total of \$2,250 have been endowed by Odlum Brown Limited. The bursaries are offered to undergraduate and graduate students in the Faculty of Commerce, with preference given to students participating in the Study Abroad and Exchange Program. (Available 1994/95 Winter Session).

OSGOODE Society Legal History Prize - A prize of two books is offered by the Osgoode Society which promotes the study of Canadian Legal History, to a law student who has achieved excellence in the field of legal history. The award is made on the recommendation of the Faculty of Law and, in the case of graduate students, in consultation with the Faculty of Graduate Studies. (Available 1993/94 Winter Session).

Ernest PETERS Prize - A \$1,000 prize has been endowed by the friends and colleagues of Professor Ernest Peters, to recognize his significant contributions in the fields of hydrometallurgy and materials processing. The prize is made to a graduating student on the recommendation of the Department of Metals and Materials Engineering. (Available 1993/94 Winter Session).

RAYROCK Yellowknife Resources Inc. Entrance Scholarship - Scholarships totalling \$13,500 have been endowed by Rayrock Yellowknife Resources Inc. and the Province of British Columbia for students entering first year at the University of British Columbia from secondary schools in Canada. The award is based primarily on the student's scholarly achievement. (\$6,000 available 1994/95).

Alex SUTHERLAND Memorial Bursary - A bursary of \$600 endowed in memory of Alex Sutherland, is offered to an undergraduate student in any year and faculty. (Available 1994/95 Winter Session).

David L. VAUGHAN, Q.C. Memorial Scholarship - A \$800 scholarship has been endowed by family and friends in memory of David L. Vaughan, Q.C., a friend, colleague and teacher. The award is offered to a graduate student in Law who has demonstrated excellence in the fields of Corporate or Commercial Law and is made on the recommendation of the Faculty of Law in consultation with the Faculty of Graduate Studies. (Available 1994/95 Winter Session).

REPLACEMENT AWARDS

APOTEX Pharmacy Leadership Award in Pharmacy - A \$1,000 award is offered by Pharmacy & Apotex Continuing Education (PACE) to a student in the graduating class of the B.Sc.

(Pharm) degree program who has made significant professional contribution to the student body of the faculty; demonstrated a strong potential for continued contribution to the profession of pharmacy; maintained a strong academic average over four years of the program. The award is made on the recommendation of the faculty. (Available 1993/94 Winter Session). (Replaces Award #3746 Apotex Prize in Pharmaceutical Sciences).

MCCARTHY Tetrault Diane Mason Memorial Prize in Contract Law - A \$500 prize has been endowed by the law firm of McCarthy Tetrault in memory of Diane Mason. The award is made on the recommendation of the Faculty of Law to a student who achieves excellence in Law 209 (Contracts). (Available 1993/94 Winter Session). (Replaces Award #2855 - McCarthy Tetrault Prize in Contracts).

Appendix B

COURSE AND CURRICULUM PROPOSALS

Faculty of Applied Science

Civil Engineering

New Course - CIVL 200 (3) Engineering and Sustainable Development

Deletion - CIVL 205

Change - CIVL 230 - add corequisite; CIVL 315, 316 - change in description, credits, hours

Additional regular program changes to Second and Third Years:

Second Year - Add CIVL 200, Drop CIVL 205; Add footnote to CIVL 200

Third Year - Add STAT 251

Chemical Engineering

Changes in program

Fourth and fifth Years - Chemistry Honours

Geological Engineering

Changes in program

Third Year - Core

Fourth Year - Option 1A (Fuels)

Fourth Year - Option 1b (Minerals)

Faculty of Arts

Classics

Changes

CLST 315 - deleted and replaced by:

CLST 313 (3) Greek Epic

CLST 314 (3) Latin Epic and Ancient Prose Fiction

CLST 316 - deleted and replaced by:

CLST 317 (3) Classical Tragedy

CLST 318 (3) Classical Comedy

CLST 436 - deleted and replaced by:

CLST 336 (3) Greek Philosophy and Literature from Homer to Sophocles

CLST 337 (3) Greek Philosophy and Literature in the Sophists Plato and Aristotle

GREK 402 - deleted and replaced by:

GREK 420 (3) Greek Drama I

GREK 421 (3) Greek Drama II

GREK 405 - deleted and replaced by:

GREK 422 (3) Greek Epic

GREK 423 (3) Greek Lyric and Elegiac Poetry

GREK 407 - deleted and replaced by:

GREK 416 (3) Greek Philosophy

GREK 417 (3) Greek Oratory

GREK 408 - deleted and replaced by:

GREK 411 (3) Early Greek Historians

GREK 412 (3) Later Greek Historians

LATN 403 - deleted and replaced by:

LATN 420 (3) Latin Lyric Poetry

LATN 421 (3) Latin Elegiac Poetry

LATN 404 - deleted and replaced by:

LATN 418 (3) Latin Comedy

LATN 419 (3) Latin Satire

LATN 405 - deleted and replaced by:

LATN 416 (3) Lucretius

LATN 417 (3) Vergil

LATN 407 - deleted and replaced by:

LATN 411 (3) The Roman Historians, I

LATN 412 (3) The Roman Historians, II

LATN 408 - deleted and replaced by:

LATN 413 (3) Prose of the Roman Republic, I

LATN 414 (3) Prose of the Roman Republic, II

LATN 425 - change in number, credits (formerly 410)

GREK 425 - change in number, credits (formerly 410)

CLST 210 - change in description

CLST 332 - change in credits

Change to Arts Literature Requirement

Change to Classical Studies program descriptions

Change to Major in Classical Studies - Third and Fourth Years

Change to Honours in Classical Studies - First, Second, Third and Fourth Years

Appendix B

**Changes to Requirement for the B.A. Degree
Honours in classics, Third and Fourth Year**

Changes to Arts List B

Other program changes:

Medieval Studies

Philosophy - Requirements for the B.A. Degree

Major Third and Fourth Years

History - Requirements for the B.A. Degree

Major Third and Fourth Years

Change in Departmental Name to:

Classics (Greek and Roman Studies)

All Classical Studies courses to be called **Greek and Roman Studies**

Major in Classical Studies to become **Major in Greek and Roman Studies**

Honours in Classical Studies to become **Honours in Greek and Roman Studies**

Abbreviation for Greek and Roman Studies courses to be **GRST**

(Note: No change for Honours in Classics, M.A. in Classics, Ph.D. in Classics, M.A. in Classical Archaeology)

English

Change to program description:

Requirements for the B.A. Degree

Admission:

At least 68% in six credits of 200-level English courses required for admission to the English major program.

Hispanic and Italian Studies

Change ITAL 401, 415 - change in credits, hours;
 ITST 310, 330 - change in credits, hours

Linguistics

Change LING 445 - change in description

Change in program requirements

Major in Speech Sciences - First and Second Years

Add Note 2

Appendix B

Philosophy

New - PHIL 316 (3) Modern Philosophy

Psychology

Change PSYC 333 - change in title
 PSYC 334 - change in title, prerequisite

New PSYC 350 (6) Psychological Aspects of Human Sexuality (available
 only at Okanagan College)

New Interdisciplinary Major Program

Major in Religion and Literature

Religious Studies

New RGLT 371 (3) Seminar in Religion and Literature;
 RGLT 471 (3) Advanced Seminar in Religion and Literature

Theatre and Film

Change of program description

Requirements for the B.F.A. Degree

Change FILM 333, 435, 437, 439 - change in description

Family and Nutritional Sciences

Change FMSC 200 - change in description, credits
 FMSC 350 - change in hours
 FMSC 310 - change in number (formerly 410)

Music

Change of program description

Requirements for the B.A. Degree

Major

Major in General Studies - Third and Fourth Years

Major in Voice - Second Year

Major in General Studies: Secondary Education Stream

Appendix B

Faculty of Education

Visual and Performing Arts in Education

- | | |
|--------|--|
| New | VPAE 426 (3) Art Education, and Cultural Diversity |
| Change | MUED 405 - change in description, credits |

Language Education

- | | |
|--------|--|
| New | ENED 360 (3) Language, Education and Gender Special Topics in English Education |
| Change | ENED 226 - change in credits;
ENED 478 - change in prerequisites;
LANE 382, 389 - change in designation, description (formerly LIBE) |

Mathematics and Science Education

- | | |
|--------|---|
| New | SCED 413 (3) Conceptions of the Natural World: Implications for Science Education |
| Change | SCED 380 - change in title, description |

Teacher Education

- | | |
|--------|-------------------------------------|
| Change | EDUC 316 - change in grading to P/F |
|--------|-------------------------------------|

Faculty of Graduate Studies

- | | |
|-----|--|
| New | FISH 500 (2) Issues in Fisheries Research: Seminars - Fisheries Management;
FISH 501 (2) Issues in Fisheries Research: Freshwater;
FISH 502 (2) Issues in Fisheries Research: Marine;
FISH 503 (2) Issues in Fisheries Research: Policy |
|-----|--|

Ph.D. Program in Counselling Psychology

- | | |
|--------|--|
| New | CNPS 669 (6) Research Approaches in Counselling Psychology;
CNPS 688 (6) Supervision of Counselling Practice;
CNPS 698 (6) Pre-doctoral Internship |
| Change | CNPS 678 - change in title, description |

Appendix B

Classics

New GREK 547 (0) Major Essay;
 CLST 547 (0) Major Essay;
 LATN 547 (0) Major Essay

Geography

Change GEOG 521, 537 - change in title, description
New GEOG 522 (3) Feminism and Geography
Deletion GEOG 533

Hispanic and Italian Studies

New SPAN 500 (0) Seminar in Hispanic Studies
Deletion SPAN 541, 542

Philosophy

Change of program description

Graduate Studies

New INDS 501 (0) Instructional Skills Workshop

Law

New LAW 518 (2-4)d Feminist Legal Studies: Key Themes and Current
 Debates
Change LAW 520 - change in number, title

Geological Sciences

Change GEOL 565 - change in title, description, prerequisites;
 GEOL 566 - change in credits

Physics

Deletion PHYS 506, 544

Appendix B

- Change PHYS 502, 523 - change in title, description, credits;
PHYS 503, 525 - change in title, description, credits, prerequisites;
PHYS 509, 512 - change in description, credits;
PHYS 511 - change in title, credits, prerequisite;
PHYS 516 - change in description, credits, prerequisites;
PHYS 518 - change in title;
PHYS 521 - change in credits, prerequisite

Physiology

- Deletion - PHYL 510

Education

- New EDUC 500 (0) Research Methodology in Education;
EDUC 510 (3) Video Ethnography in Educational Research: Culture,
Technology and Interpretation;
EDUC 512 (3-6)d Education Action Research Administrative, Adult
and Higher Education
- Change AAHE 508 - change in title, description, prerequisite;
AAHE 531, 532 - change in number, title description (formerly
EADM 510, 511 respectively);
AAHE 601 - change in credits;
AAHE 602 - change in credits (to be graded "P/F")
- Change ADED 508 - change in title, description;
EADM 508 - change in title, description
- Deletion EADM 510, 511, SCED 601, MAED 601

Counselling Psychology

- Change CNPS 579 - change in title, description, credits, hours, pre-Requisite

Language Education

- New LANE 601 (3-12)c Doctoral Seminar

Mathematics and Science Education

- New MSED 558 Master's Seminar;
MSED 565 (3-6)D Special Course in Subject Matter Field;
MSED 699 Doctoral Thesis;

BUED 508 - change in title, description, credits;
CSED 508 - change in credits;
HMEC 508 - change in title, description, prerequisite;
MAED 508 - change in title, description, credits, prerequisite;
MSED 601 - change in title;
SCED 508 - change in title, description, credits, prerequisite;
TSED 508 - change in title, description, credits, prerequisite

Deletion HMEC 561

Visual and Performing Arts in Education

Change - MUED 508 - change in title, description, credits

Proposed Calendar Change: Time Limits for Admission to Candidacy for Doctoral Students

2) Admitted to Candidacy

- a) Student normally will be Admitted to Candidacy when they have completed the residency period, completed all required coursework, and passed the comprehensive examination and their research supervisor has certified that their thesis proposal has been approved.
- b) The Faculty expects that a typical doctoral student will be Admitted to Candidacy on completion of a two-year residency period. A student who is not Admitted to Candidacy within a period of three years from the date of initial registration will be required to withdraw from the program. Extension of this period may be permitted by the Dean under exceptional circumstances.

Faculty of Law

New LAW 491 (4) Law Students Legal Advice Program Credit

Change LAW 474, 488, 490 - change in description

New courses - all courses are designated "LAW".

- 307 (3) Introduction to Feminist Legal Studies
- 308 (2-4)d Feminist Legal Theory
- 309 (2-4)d Topics in Feminist Legal Studies
- 318 (2-4)d Marine Resources Law
- 319 (2-4)d International Human Rights
- 320 (2-4)d Indigenous Peoples in Comparative and International Law

Appendix B

- 321 (2-4)d International Law of South-North Relations
- 326 (2-4)d Topics in conflict of Laws
- 327 (2-3)d International Trade Law
- 329 (2-4)d International Commercial Disputes
- 330 (2-4)d Cultural Property and Law
- 334 (2-3)d Introduction to Asian Legal Systems
- 335 (2-4)d Advanced Asian Legal Studies
- 339 (2-4)d Human Rights in Asia
- 341 (2-4)d European Community Law
- 347 (2-4)d Fundamental Freedoms
- 351 (2-4)d Topics in Human Rights
- 355 (2-4)d First Nations and the Administration of Justice
- 356 (2-4)d First Nations and Economic development
- 358 (2-4)d Topics in First Nations Law
- 363 (2-4)d Racism and Law
- 364 (2-4)d Topics in Race and Law
- 365 (2-4)d Law, Family and Gender
- 367 (2-4)d Reproduction and Law
- 368 (2-4)d Sexuality and Law
- 369 (2-4)d Law and Aging
- 371 (2-4)d Topics in Law and Social Relations
- 378 (2-4)d Issues in Immigration and Refugee Law
- 380 (2-4)d Government Liability
- 381 (2-4)d Disabilities and Law
- 382 (2-4)d Law and Medicine
- 383 (2-4)d Mental Health Law
- 385 (2-4)d Social Welfare Law
- 387 (2-3)d Environmental Law
- 388 (2-4)d Environmental Law in Practice
- 391 (2-4)d Topics in Environmental Law
- 396 (2-3)d Fisheries Law
- 402 (2-4)d Juvenile Justice Seminar
- 406 (2-4)d Topics in Criminal Justice
- 410 (2-3)d International Taxation
- 411 (2-4)d Tax Policy
- 413 (2-4)d Topics in Taxation Law
- 416 (2-4)d Human Rights and Labour
- 419 (2-4)d Individual Employment Law
- 426 (2-4)d Topics in Law and Technology
- 429 (2-4)d Advanced Legal Information Systems
- 430 (2-4)d Advanced Legal Research
- 433 (2-4)d Personal Injury Law
- 439 (2-4)d Construction Law
- 446 (2-4)d Problems in Commercial Law and Transactions
- 448 (2-4)d Sports Law
- 449 (2-4)d Media and Entertainment Law

450 (2-4)d Topics in Sports, Media, Entertainment and Communications
Law
461 (2-4)d Corporate Transactions
464 (2-4)d Theory of the Corporation
471 (2-4)d Rules of Evidence and the Process of Proof
473 (2-4)d Appellate Advocacy
476 (2-4)d Psychology and Litigation
478 (2-4)d Alternative Dispute Resolution
479 (2-4)d Mediation

Changes in courses

In the following courses the previous number is shown in parenthesis. Courses marked with an asterisk (*) also have change in prerequisite(s) to correspond with new numbers of previous prerequisite(s) courses.

Change in number

338 (393), 372 (302), 374 (303), 392 (356), 400 (307), 437 (310), 440 (316), 451 (338), 453 (341), 456 (313), 469 (380), 470 (379), 486 (399)

Change in number, title

316 (386), 345 (309), 346 (301), 484 (406)

Change in number, title, description

301 (373), 302 (371), 303 (376), 312 (461), 350 (454), 352 (367), 458 (433), 460 (326)

Change in number, title, description, credits, hours

304 (370), 305 (374), 322 (474), 353 (456), 354 (455), 384 (488), 389 (452), 401 (424), 403 (490), 409 (333), 417 (446), 418 (448)*, 424 (416), 457 (435)*, 462 (431)*

Change in number, title, description, credits

428 (486)

Change in number, description, credits, hours

317 (388), 337 (482), 414 (398), 436 (343), 441 (319)*, 459 (325)

Change in number, description

313 (395), 315 (484), 324 (472), 325 (390), 328 (476), 332 (391), 333 (480), 336 (481), 342 (478), 343 (412), 344 (308)*, 349 (413), 360 (350)*, 362 (441), 373 (414), 375 (304), 376 (420), 377 (368), 393 (362)*, 394 (359)*, 395 (358)*, 397 (361)*, 398 (450), 399 (306), 405 (422), 407 (330)*, 408 (331), 415 (353), 421 (444), 422 (345), 423 (439), 432 (426), 435 (427), 438 (311), 443 (317)*, 444 (430), 447 (428), 452 (339)*, 455 (437), 467 (429), 468 (383), 474 (405)*, 481 (465), 482 (463), 483 (300), 485 (407), 488 (400)*, 489 (401)*, 490 (402)*

Appendix B

Change in number, description, credits

310 (397), 427 (487), 463 (328)*

Change in number, credits, hours

477 (469)

Deletions

312, 314, 321, 325, 387, 403, 418, 458, 467, 477, 492

School of Nursing

Changes NURS 202, 304 - change in hours

Faculty of Science

Biochemistry and Molecular Biology

Change in program

Combined Biochemistry and Chemistry Honours

Biology

Change BIOL 201, 210, 433, 452 - change in hours

Chemistry

Change in program

Chemistry Honours (Environmental Option)

Chemical Engineering - Chemistry Honours

Computer Science

Change last sentence in last paragraph in general notes

Geological Sciences

Deletion GEOL 419

Change GEOL 303 - change in description, prerequisite;
 GEOL 368 - change in title, description;
 GEOL 403, 420 - change in title, description, prerequisites;
 GEOL 442 - change in description

New GEOL 439 (3) Geological Fluid Dynamics

Appendix B

Mathematics

Deletion MATH 205

Microbiology and Immunology

Change in Preamble to Course Listing

New Program

Cooperative Education Program; Biotechnology in Microbiology and Immunology

New MICB 398** (0) Co-operative Work Placement I;
 MICB 399** (0) Co-operative Work Placement II;
 MICB 498** (0) Co-operative Work Placement III;
 MICB 499** (0) Co-operative Work Placement IV

Psychology

Change in **Honours** program

Change in **Major** program

Statistics

Deletion STAT 205

Change in course listing preamble

Change STAT 203 - change in title

New Program:

Co-operative Education Program: Statistics

New STAT 398** (0) Co-operative Work Placement I;
 STAT 399** (0) Co-operative Work Placement II;
 STAT 498** (0) Co-operative Work Placement III;
 STAT 499** (0) Co-operative Work Placement IV

Appendix C

FIRST REPORT OF THE SENATE AD HOC COMMITTEE ON UNIVERSITY ORGANIZATION MAY 1994

I. INTRODUCTION

Terms of Reference

At its May 1993 meeting Senate approved the following motion of the Senate Budget Committee:

That Senate, in consultation with the President, appoint an ad hoc or standing committee to advise the President on restructuring and/or consolidating both among and within Faculties and Departments into fewer units that are coherent and have less overhead than at present.

Thus, the concern that brought the committee into existence was in substantial degree budgetary. At a subsequent meeting (15 September 1993) Senate approved the following terms of reference for an *ad hoc* committee:

To examine and report on the administrative structure for the delivery of academic programs of the University and where appropriate recommend changes, with a view to improving efficiency and academic effectiveness, consistent with the pursuit of the University's goals and objectives and its Mission Statement.

While limiting the committee's mandate to "the administrative structure for the delivery of academic programs," the terms of reference extend the Committee's mandate to considering both "efficiency" and "academic effectiveness." The committee interprets its scope ("academic programs") to encompass both teaching (including continuing education) and research. A separate committee was established by the President as a steering committee for an external consultant's review of the "non-academic" aspects of university administration. A report on a limited range of administrative issues has been received from the consultant and widely circulated with a covering letter from the President.¹ The steering committee has not published a report.

Scope of the Report

The work of the Committee is on-going. In this initial report, we first describe the procedures of the Committee and the principles that underlie our review and proposals for reform of the administrative structure of the academic side of the University. We then turn our attention to substantive issues and recommendations. We have solicited and received suggestions for administrative restructuring and/or consolidation from many people in diverse parts of the university community over the past 8 months. The range of possible reforms is considerable. Rather than attempting to consider all simultaneously, the Committee chose to confine its attention initially to a small number of proposals and to move on to others as recommendations are formulated on the first ones. In this report we have chosen to limit our analysis to issues relating to the number and relative sizes of faculties, department size, some aspects of Senate and University procedures with respect to important academic decision-making, and the organization of teaching and research on natural resources and the environment. It is the intention of the Committee to continue study of a number of other proposals, and to produce a second report in the fall. At that time, the Senate may wish to consider the future of the Committee.

¹ S. Dupré, *Administrative Organization and Processes at The University of British Columbia*. March 1994.

II. SOME BASIC PRINCIPLES

Criteria

The committee approached its review of university organization with three criteria in mind:

- academic effectiveness
- administrative cost
- administrative effectiveness

We interpret administrative cost and administrative effectiveness as components of "efficiency" in the committee's terms of reference.

To the extent that our work has been directed by cost considerations, the Committee's concern has been only the "administrative cost" of delivering academic programs. We have not been directly concerned with the non-administrative costs of academic programs, although, inevitably, considerations of total costs have at times entered our deliberations.

It is also important to note that our recommendations are not predicated solely on the reduction of administrative cost. Although reductions in administrative cost are possible, and over time may amount to considerable sums of money, it is unlikely that the administrative reforms that we are proposing will result in large savings in the operating budget of the university in the short run. We are also concerned with both administrative and academic effectiveness. In some cases there are reforms that could result in important enhancements to academic or administrative effectiveness even though there may be little or no administrative cost savings. In some cases we think the university should be prepared to accept the risk of some small, temporary reduction in academic effectiveness where there are important gains to be made in administrative effectiveness or reductions in administrative cost that will add to the resources available to enhance academic effectiveness throughout the university.

The Concept of Administrative Cost

The committee construes the concept of administrative costs in a broad sense. Some costs are obvious, involving *explicit expenditures* on administrative activities, such as expenditures on

- salaries of administrative support staff
- administrative stipends and honoraria for deans, associate deans, assistant deans, directors, department heads and some other administrative officers of departments and faculties
- administrative leave for deans, associate deans, assistant deans, directors and department heads
- external searches for new deans, directors and department heads
- external reviews
- administrative travel
- retreats
- external meetings of deans, directors and heads.

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However, there are also implicit administrative costs that do not involve explicit expenditures for administrative purposes but nonetheless divert scarce resources from alternative uses, particularly teaching and research. These include:

- released time from teaching responsibilities for department or division heads and other academic administrators within departments or divisions
- faculty time devoted to committee work and administrative tasks (time that could otherwise be devoted to teaching and research)
- space devoted to administrative activities (space that could otherwise be used for other academic activities).
- time devoted to internal and external searches for new deans, directors and department heads
- time wasted as a result of the duplication of functions and activities at various levels of administration and/or overlap in administrative duties
- time wasted as a result of unnecessarily repetitive, overlapping and multiple demands for information from higher levels of administration
- time wasted as a result of administrative inefficiencies in the processing of information.

While most (if not all) of these administrative activities are important to the functioning of the university, we must be concerned about the total explicit and implicit administrative cost. In general and within limits, fewer administrative positions would involve smaller aggregate expenditures on administrative activities and less administrative time and other scarce resources devoted to administrative activities and their coordination.

Consultation

The Committee decided as a basic principle that widespread consultation is essential both to understand the existing administrative structure and to develop sensible proposals for reorganization. However, it was also apparent to the committee that the only feasible method of consultation was through the existing administrative structure. The time that members of the committee could devote to this task, the resources available to the committee, and the perceived urgency of proceeding with the review did not permit us to consult directly and widely with individual faculty members and students. We anticipated, however, that deans, directors and heads would engage in such consultations on specific questions posed by the committee, and we are pleased to note that a substantial amount of such consultation has occurred.

The importance that we assign to consultation is also reflected in our recommendations for implementation of proposed administrative reorganizations.

The Committee's Procedures

The Committee felt that the first important task was to attempt to develop an understanding of the complex administrative structure for academic programs in the university. In September 1993 we wrote to all deans, directors and department heads asking for information about existing administrative arrangements, problems with and impending changes in those arrangements, suggestions for reform and different administrative models elsewhere with which they were familiar and that we might consider. The committee also read reports on restructuring at several other universities.

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The results of this survey were helpful to the committee in clarifying our thoughts about issues to be studied. We drew up a long list of potential issues, and based on our preliminary deliberations we agreed on an order of priority for study and decided to consider initially:

1. establishing a minimum size for departments
2. reforming certain Senate and University procedures
3. reorganizing teaching and research in natural resources
4. uniting the study of soil sciences and geography

With respect to the suggestion of a minimum size for academic departments, we wrote to the deans of each faculty with formal academic departments or divisions, seeking information on explicit and implicit administrative costs of departments and divisions, and inviting submission of other information about the reorganization of the departmental or divisional structure of each faculty, with a view to reducing administrative costs and enhancing both administrative and academic effectiveness. All deans cooperated in providing information, although the degree of useful detail provided was variable.

With respect to the suggestion that teaching and research in natural resources be reorganized, we sought advice from the Deans of Agricultural Sciences, Forestry and Graduate Studies on the feasibility and desirability of creating a new faculty with this broad mandate, and from the Dean of Applied Science on the merits of a reconfiguration that would include much of the Faculty of Applied Science.

With respect to the proposed merger of Geography and Soil Science we sought advice from the heads of the affected departments and their deans.

This report reflects our deliberations based on the advice that we received on these issues, and contains our recommendations for action by the Senate.

As background for much of our deliberations we found it necessary to consider the nature, role and number of faculties. Before turning to the issues listed above and our recommendations with respect to them, we wish to explain our general perspective on Faculties at UBC.

III. FACULTIES

At its meeting in May 1993, on the recommendation of the Academic Policy Committee, Senate adopted nine "Guidelines for the Establishment of a Faculty." These guidelines are reproduced as an appendix to this Report [not included. See Senate Minutes, pp. 10536-551]. While specifically addressed to the establishment of new faculties, the guidelines provide an important starting point for reviewing the existing complement of faculties in the university.

The Role of the Committee of Deans

The Committee is strongly of the opinion that on all academic matters the appropriate primary advisory body for the President, within the formal administrative structure of the university, is the Committee of Deans, meeting together with the Vice-President Academic and Provost and the Vice-President

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Research. This Committee ought to be a central and influential body in academic governance. However, it is the perception of the committee that the importance of the Committee of Deans as an advisory body in major decisions has declined in recent years as the number of vice-presidents and associate vice presidents has expanded. This is a perception that is difficult to document without intensive research, but it is a perception that is widely held within the university.² It is a matter of deep concern to the Committee.

Relative Size of Faculties

Guideline 6 of "Guidelines for the Establishment of a Faculty" expresses concern about the relative weighting of different parts of the university within the committee of deans.

We agree that there is a striking imbalance in the relative sizes of faculties, whether measured by operating budget, the number of full-time equivalent faculty or the number of full time equivalent students in the faculty (Table 1). As a result, there is also an imbalance between science-based (including medical science) and humanities and social science based disciplines. To the extent that decisions are taken by vote, this imbalance is so severe as to be wholly inappropriate and to impair the credibility of the Committee of Deans as a representative advisory body. Even when decisions are not taken by vote, there is a corresponding imbalance in the voices heard in the deliberations of the Committee of Deans. For this reason, the Committee is of the opinion that it would be highly desirable to consolidate some faculties in a way that will significantly reduce the inequality in the relative sizes of faculties in the University.

Table 1 Full Time Faculty and Student Enrollment, by Faculty, 1992-93

Faculty	Number			Percent of Total		
	Faculty Members	FTE Undergrad Students*	FTE Graduate Students*	Full Time Faculty Members	FTE Undergrad Students*	FTE Graduate Students*
Arts	468	7307	1039	25.3	33.6	21.5
Medicine	375	1823	382	20.3	8.4	7.9
Science	309	4764	897	16.7	21.9	18.5
Education	187	2423	819	10.1	11.1	16.9
Applied Sc.	167	2130	700	9.0	9.8	14.5
Commerce	105	1177	351	5.7	5.4	7.2
Agricultural Sc.	64	516	191	3.5	2.4	3.9
Law	44	685	32	2.4	3.1	0.7
Forestry	38	347	153	2.1	1.6	3.2
Pharmaceutical Sciences	35	351	57	1.9	1.6	1.2
Dentistry	30	246	15	1.6	1.1	0.3
Graduate Studies#	27	9	206	1.5	0.0	4.3
Total**	1851	21778	4842	100	100	100

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* Course enrollees

** Total full time faculty members includes 2 faculty members not recorded in a Faculty.

Includes only faculty members and student enrollees in administrative units within the Faculty of Graduate Studies.

Sources: UBC Fact Book, 1992; Institutional Research, Office of Budget and Planning.

Number of Faculties

Quite apart from the question of the relative sizes of faculties, a reduction in the number of deans should increase the effectiveness of the Committee of Deans within the governance structure. In general, the influence of any particular voice in deliberations depends on the number of people "at the table." A smaller committee of deans, working with the Vice-President Academic and Provost and the Vice-President Research, should be more cohesive, with each dean having a stronger voice in deliberations. For this reason also, the Committee considers it important to consolidate some faculties and reduce the number of deans.

If some of the smaller faculties were to become schools associated with a larger faculty, there would be considerably less pressure to departmentalize such small "faculties."

Under the *University Act* (Section 34), the existence of each faculty adds four members to Senate -- a dean, two faculty members and one student. Fewer faculties would also mean a smaller, more effective and more representative Senate.

Administrative Cost and the Number of Faculties

It has been asserted repeatedly to the committee that the cost saving from reducing the number of faculties and deans will be minor. This is true if the same administrative structure remains in place, only called by different names (schools with directors rather than faculties with deans). It seems clear that some savings are possible through streamlining administration and sharing of facilities and administrative personnel in ways that are not encouraged when units are organized into separate faculties, and many small cost savings can add up to significant sums. In any case, our observations about the number of faculties and deans are predicated primarily on improvements in administrative effectiveness -- on reducing the inequalities in the representation of various parts of the university in the Committee of Deans, and on enhancing the role of the Committee of Deans in the governance structure.

Recommendations

At this time, no specific recommendations for Senate action emerge from this section of our report. However, our conclusions about the number of faculties and deans underlie our search for possible consolidations and reorganizations of existing faculties that have the potential to enhance academic effectiveness.

IV. DEPARTMENTS

The Nature and Role of the Department

The academic department or school (or in some cases the division)² is the basic administrative unit in the university. It is the administrative "home" for almost all faculty members. The department, through the head and committees, normally makes the initial recommendations regarding appointments, promotion, tenure, salary, teaching and research prizes, etc., reviews performance, and makes the administrative arrangements for most aspects of faculty academic activities (office space, secretarial assistance, supplies, etc.). The department supports and houses the faculty who are engaged in expanding and transmitting knowledge. Thus, it is a scholarly community, promoting scholarship and research and continuing scholarly contact among individuals engaged in related areas of research. The department is also responsible for the development, operation, assessment and revision of most undergraduate and graduate curriculums, including making most of the necessary administrative arrangements (instructors, timetable, room bookings, advising, etc.). The department is usually the academic "home" for students. It is generally the place where students pursue enquiries about academic programs, seek advice, find their academic identity and, both formally and informally, participate in program review and development. The department also provides an interface with the profession or industry and an important link with the international community of scholars who carry out work in a defined area of inquiry. It is generally a formal and easily recognizable point of contact for the world outside the university.

Many departments are coincident with the representation of a "discipline," somehow defined, among faculty members and in the teaching programs of the university. However, this is not necessarily the case. Some departments encompass more than one "discipline" or provide more than one program, and increasingly faculty members of the same "discipline" can be located in different departments or schools. Moreover, new and interdisciplinary modes of enquiry and teaching often transcend traditional departmental boundaries. We note, for example, that there are many interdisciplinary programs, centres and institutes in the Faculty of Graduate Studies. At times the formal departmental structure can interfere with interdisciplinary innovations in teaching programs. It is also important to note that informal groupings of scholars for research purposes often do not coincide with departmental boundaries. Many departments contain well defined research groups within them, and many research groups include people in several departments and indeed from outside the university. Such research groupings are flexible, forming and reforming quite independently of the university's departmental structure.

It is also worth noting that the scope of services provided by the department can and does vary. In some cases, the provision of secretarial services is arranged through the dean's office, and there are examples of administration (e.g., the management of stores) for several departments with similar laboratory requirements on a "building" rather than a "department" basis. It is possible that a careful reconsideration of which services should be provided centrally and which provided on a decentralized basis would reveal significant improvements in efficiency.

² For brevity we will refer to all such units as departments.

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Our major point is that while departments may be the basic unit in the university for certain administrative purposes, USC's existing departmental structure, with more than 90 departments and schools, is not essential for effective pursuit of the central tasks of the university, teaching and research. Other configurations are possible. With a will to make them work, other configurations would not only be feasible but would have the potential of enhancing both academic and administrative effectiveness, with smaller administrative costs. In this context we note the reconfiguration that is occurring in the Faculty of Education. While the Committee has not been involved in this process, we have been informed about it, and we applaud the initiative of the Dean of Education to undertake such a large-scale review and reorganization.

Department Size

Table 2 provides a distribution of departments by size, with size measured by the number of full time faculty members in the department. The committee is well aware that the relative number of full time faculty members does not fully reflect the differences in the range of administrative responsibilities among departments and for this reason it is an imperfect measure of department size. There are significant differences among departments of similar size in the scope of graduate and undergraduate programs, the degree of laboratory work involved in teaching and research, the employment of clinical and other auxiliary teaching staff, and interaction with professional bodies. These are factors that will have to be taken into account in refining and implementing our proposals. Nonetheless, while imperfect as a measure of "size," the number of full time faculty members provides a useful starting point for comparisons among departments. In any case, by any measure that one might use, UBC has many departments that are very small.

Table 2 Distribution of Departments by Size, September 1993

Number of Full Time Faculty	Size		Percentage Distribution		Cumulative Percentage Distribution	
	Number of Departments	Number of Full Time Faculty	Departments	Faculty Members	Departments	Faculty Members
0-4.99	4	13	4.3	0.7	4.3	0.7
5-6.99	5	26	5.4	1.4	9.8	2.1
7-8.99	7	52	7.6	2.8	17.4	4.9
9-10.99	9	83	9.8	4.5	27.2	9.4
11-12.99	9	104	9.8	5.6	37.0	15.0
13-14.99	12	165	13.0	8.9	50.0	23.9
15-16.99	11	170	12.0	9.2	62.0	33.1
17-19.99	8	146	8.7	7.9	70.7	41.0
20-29.99	14	369	15.2	19.9	85.9	60.9
30-69.99	13	585	14.1	31.6	100.0	92.5
Not in Depts.		138		7.5		100.0
Total	92	1851	100.0	100.0		

Sources: UBC Fact Book, 1992; Institutional Research, Office of Budget and Planning.

Administrative Effectiveness and the Size of a Department

In a large faculty, small departments imply a large number of departments. Some of the same considerations that arise in considering the number and relative sizes of faculties also apply in considering the number and relative sizes of departments. The committee of department heads should play a central role in the academic governance of the faculty. It should be a forum for the free and open discussion of academic policy and hence for advice to the dean. However, it should not be a forum in which there are significant inequalities in the number of faculty members represented by a single voice and a single vote. Moreover, in general, the larger the number of participants in the debate, the less effective is any particular voice. While it is important to have representation from the diverse sectors of the faculty, it is also desirable to do so economically. Within limits, a smaller committee is to be preferred to a larger one.

There are many reasons to be concerned about the large number of small departments. For example:

- Not all faculty members are suitable as department heads. Administrative talent is scarce even in a large department. While there will always be exceptions, in very small departments the problem of the availability of administrative talent is magnified.
- A major function of a department is the assessment of the performance of faculty members in teaching, research and administration. The Committee is concerned about the quality and objectivity of such assessments in very small departments with very few individuals participating in the assessment process. The problem is compounded if there are few senior faculty members.
- With a small group of faculty members to choose from, it is difficult to structure committees. Indeed, some faculty members may be involved in almost all departmental committees. The spreading of the committee load that is familiar in larger departments cannot occur.
- Small departments also have less budget flexibility than large departments. The loss of any faculty member or a member of the support staff for whatever reason can have unusually serious consequences. Indeed, a faculty member's being on sabbatical leave can create a serious problem, and on occasion this has limited the ability of some faculty members to use the sabbatical leave provision to improve their capacity as teachers and researchers.

It is also important to note an important implicit cost when there are many small departments. That is the time and energy that must be devoted by the dean's office and other senior administrative offices to consultations with departments and to the supervision and coordination of departmental activities. These costs increase with the number of departments in the faculty.

Administrative Cost and Department Size

Small departments have been established for diverse reasons, and many have a long history. They came into existence for various reasons. In some cases they were once larger departments that have contracted. In other cases they were established as small departments responsible for an academic program that was initiated as part of a larger department or an institute. The normal justification for a small department is "academic." In varying degrees emphasis is placed on the uniqueness of the program offered by the department, on the ability of an autonomous department to develop graduate and/or undergraduate programs that might be stifled if they were part of a larger department with other primary interests, and on the sense of academic community developed among the members of the autonomous department.

We are sympathetic to these concerns and we recognize that members of small departments generally have intense commitment to the autonomy of the department. As a result, the process by which small departments are merged into larger units may not be painless. There may be strong resistance by members of small departments because of apprehensions associated with an altered and unknown environment, perceptions that their field of study may not thrive in a larger, more diverse department, and a sense of loss of power over important decisions. However, with the will to make a new configuration work, these are difficulties that can be overcome.

In considering the future of small departments at UBC, we must also give careful consideration to administrative effectiveness and administrative cost (implicit as well as explicit).

Some administrative costs vary directly with department size. However, not all administrative costs vary *proportionately* with department size and some are independent of department size.

Space

Normally each department has a departmental office. Combining two or three small departments into a single department should permit some reduction in the space devoted to this function. Space is a valuable resource at UBC.

Administrative Leave

Under current UBC policy, a department head is entitled to one year of administrative leave, at full salary and benefits, at the end of a five year term as head.³ This administrative leave substitutes for the study leave for which the head would otherwise be eligible to apply given the same period of service as a faculty member. The net cost of the administrative leave, then, is the difference between the salary and benefits received on administrative leave and the salary and benefits that would otherwise be received on study leave. This may be 25% or 40% of the head's

³ Six months of leave if the head is continuing for a second term.

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salary, depending on whether the leave is taken after 4 or 6 years of service since the previous leave. However, experience shows that only a third to a half of those eligible for study leave in any year are able to take study leave. By contrast, it seems highly unlikely that someone eligible for a full year of leave at full salary would decline that opportunity. Thus a simple calculation based on formal study leave provisions will likely understate the cost of our administrative leave provisions.

The Committee is not opposed to the principle of administrative leave. Indeed, we regard the leave provisions as essential. Long service in an administrative position can have very deleterious effects on a person's scholarship, currency in the field and capacity to teach at the frontiers of the discipline. It is important that administrators have an opportunity to refresh and retool, to enhance the contribution that they can make to the university. We also observe that it is increasingly difficult to persuade suitable faculty members to assume administrative responsibilities. The availability of administrative leave, can help reduce the sacrifice imposed on someone who assumes a headship, thereby improving our chances of persuading appropriate people to serve.

In the present context, however, the important point is that provisions for administrative leave do not vary by size of department (and hence by the complexity of the administrative responsibilities). Two or three small departments will be more expensive in this respect than a combined larger department.

Administrative Stipends

Policy with respect to stipends for academic administrators varies among faculties. In some cases, there is a difference between the stipends paid to heads of small departments and to those of large departments. However, this is not universal; and in general the differences that exist are not proportionate to differences in the sizes of departments.

Again, the Committee is not opposed to the principle of administrative stipends. They are often important in order to induce suitable people to accept administrative responsibilities. However, present USC practice does not differentiate sufficiently between stipends for administrators of large units and those for administrators of small units. (this applies to faculties as well as departments).

Released Time

A similar observation can be made about released time from teaching for academic administrators. Policy varies among faculties and among departments,⁴ and there is no centralized compilation of information on released time. Our enquiries suggest that in many cases there is a differential between the released time for heads of large and small departments. However, this is not universal; and in general the differences in released time are not proportionate to differences in the sizes of departments.

⁴ In some faculties, departments have considerable autonomy in arranging for released time for academic administrators, including administrators other than department heads.

The "Efficiency" of Small Departments

We have been told repeatedly that small departments are "efficient" because their administrative expenditures are very small. Typically, small departments do not have administrative assistants, have smaller secretarial staff, and may have a departmental secretary only part time (and in at least one case shared with another department). In some cases the department office is effectively open only part time.

In this context, we do not regard small expenditures on administration as "efficient." Indeed, the material supplied to us suggests that a disproportionate share of administrative activities in small departments is performed by faculty members whose time would be much better devoted to the central tasks for which they are employed, teaching and research. It seems apparent also that the faculty and students in these departments are deprived of administrative services that are normal in larger departments. It is also worth noting that public and student access to the department is restricted by departmental offices that are staffed only part time.

Very Large Departments

Very small departments are relatively costly. We have not explored the economics of very large departments. It is possible that very large departments, and particularly departments with several programs, are also relatively costly. For example, they often require program coordinators or other faculty-administrators with released time and occasionally honorariums, positions that are not common in smaller departments. However, it is not necessary to create very large departments with complex administrative structures. It is possible to organize a smaller number of medium sized departments in place of the large number of very small departments. In some cases the reconfiguration may take the form of a merger of small departments; in some cases it may involve a small department joining a larger department; and in other cases it may involve a more complex rearrangement of faculty members and programs.

Academic Effectiveness and Department Size

The case in favour of small departments usually emphasizes academic arguments. Even on academic grounds, however, we have concerns about very small departments.

Small departments generally find it difficult to mount a comprehensive graduate program, and often are forced by the shortage of faculty to adopt a very restrictive definition of the "core" of the discipline. These problems in turn affect their ability to attract and retain excellent graduate students and to survive reviews of graduate programs. They have few faculty members available to serve on graduate student committees. New imaginative and innovative undergraduate and graduate student programs that cross traditional disciplinary boundaries can be one of the important results of combining small departments into larger groupings. We would reemphasize in this context the serious consequences for the integrity of academic programs in a small department from the loss of a single faculty member or a faculty member going on sabbatical leave.

A Minimum Size for Departments?

The committee's consideration of small departments at UBC leads us to the conclusion that there are strong arguments for establishing a minimum size for a group to have departmental status. What should that minimum be?

We could pretend to have a scientific answer to that question. We do not. It is the opinion of the committee, however, that a minimum size of 15 full time faculty members would be appropriate to provide a unit with the faculty resources to provide academic programs of adequate depth and breadth and to spread the administrative burdens fairly. It should also provide a balance of faculty members in various ranks to staff personnel committees, provide supervision for graduate students, and permit faculty members to take advantage of sabbatical leave provisions.

It is true that if no exceptions were made, the data in Table 2 suggest that this rule would affect 46 departments, about half of the departments at UBC. However, a considerably smaller proportion of the full time faculty (24%) would be affected. It is the opinion of the committee that this degree of disruption is manageable and, given the benefits in academic and administrative effectiveness and the reduction in administrative cost, well worth undertaking. Moreover, the potential cost saving is substantial. A rough calculation based on the size distribution of departments in Table 2 suggests that for each department headship that we can eliminate, the savings from the administrative stipend, administrative leave and released time would amount to between \$22,900 to \$ 52,900 annually?⁵ If 46 departments could be consolidated into 29 departments of 15 faculty members each, the annual saving to the university from these factors alone would be in the range \$ 389,000 to \$ 900,000. To these savings must be added the substantial savings in implicit and explicit costs from fewer head searches, fewer external reviews, the reduction in space devoted to administrative tasks, etc.

We recognize that there may have to be exceptions to the minimum size rule. As we noted above, the number of FTE faculty members is an imperfect measure of the administrative responsibilities of some departments. However, we are also of the opinion that if a minimum size is established it should be an effective floor. Exceptions to it should be rare and should require special justification.

Process

It is one thing to specify a minimum size for departments. It is another to specify which programs and departments should be reorganized in the process of achieving that minimum.

In general, a committee of Senate is not an appropriate body for making these choices and conducting the consultations and negotiations that will be necessary in the reconfiguration process. The Committee is of the opinion that these are tasks that must be performed by the deans. However, we are also of the opinion that the Vice-President Academic and Provost must take responsibility for ensuring that the spirit of the policy is adhered to and that Senate must maintain a watching brief on the process.

⁵ This assumes an annual administrative stipend of \$5,600 (the 1992-93 average for heads of departments smaller than 15 full time faculty members); annual net cost of administrative leave of \$4300 (25% of the average salary for heads of small departments, spread over five years [5% per year]); and annual cost of released time from teaching (and reduced time for research) of between \$13,000 and \$43,000 (16% to 50% of a normal load, priced at the average salary for heads of small departments). The Faculty of Medicine has been excluded from these calculations.

Recommendations:

Based on the preceding discussion, the Committee recommends that:

1. *Senate establish a minimum size for departments, schools and divisions that have department-like responsibilities.*
2. *The minimum size for departments, schools and divisions be 15 full-time faculty members in the department.*
3. *Deans be asked to arrange for consolidations of relevant departments, schools and divisions to conform with the minimum size and to report regularly to the Vice President Academic and Provost on progress. The Vice President Academic and Provost be asked to report to Senate on the results of these reconfigurations by December 1995.*
4. *Exceptions to the minimum size should be rare and should be permitted only on the basis of special circumstances which must be made explicit.*
5. *All exceptions to the minimum size approved by the Vice President Academic and Provost, be reported to Senate.*
6. *Provisions for administrative stipends and administrative leave for department heads be graduated depending on department size.*

V. SENATE AND UNIVERSITY PROCEDURES

As part of its review of the administrative structure for the delivery of academic programs the committee gave careful consideration to a number of Senate and University procedures affecting academic decisions. We wish to make recommendations about two of them.

Curriculum Revision

The present process for revisions to the curriculum is complicated and cumbersome. The principle appears to be to make curriculum revision almost "fail safe" in terms of avoiding overlap in courses in different departments and minimizing the invasion of departmental teaching fields by members of other departments. Even the most minor of changes can require widespread consultation, extensive paper work, and deliberations by three or four committees, by one or two (and occasionally more) faculties and by the Senate. Of course, the procedure can only control changes in the Calendar description of courses; it cannot prevent hidden curriculum changes within existing Calendar descriptions, with the result that Calendar descriptions in some cases no longer reflect course content. Innovation in courses and programs is discouraged, and departments are discouraged from making even minor revisions to the Calendar because of the cumbersome procedure.

The resources devoted to the process of curriculum revision are excessive. It is the opinion of the committee that the benefits of the present procedure do not justify the cost. We must be willing to accept a higher degree of risk in our curriculum revisions, so that cost of the process of curriculum revision can be reduced.

Recommendations

The Committee recommends that:

7. *The Senate Curriculum Committee be instructed to study the process of curriculum revision and to bring recommendations to the Senate not later than November 1994 for the simplification of the process.*
8. *As guidelines, the Senate Curriculum Committee be invited to*
 - a. *Establish a broad category of minor changes that can be made by departments, schools or non-departmentalized faculties without further consultation except notification of the appropriate curriculum review officer (who might be the chair of the Senate Curriculum Committee), who will be responsible for ensuring that the change is indeed "minor" and that no other academic program is likely to be adversely affected. This category might include, at a minimum, changes in course numbers, course names, prerequisite requirements and editorial changes in course descriptions.*
 - b. *Establish a narrow category of major changes that require consultation and full review by faculties and the Senate. This category might include new programs, new courses, deletion of courses and changes that affect requirements for student programs in other departments.*
 - c. *Consider the possibility that proposals for major changes in graduate courses and programs go directly to the Faculty of Graduate Studies from departments, schools and non-departmentalized faculties for full review before being sent to Senate for review and approval.*

Appointment, Promotion and Tenure Procedures

Procedures for appointments and for the generation and review of recommendations for the granting of promotion and tenure are different in principle from those for curriculum revision. For the University there is the fundamental consideration of obtaining the very best faculty possible; for the individuals involved there are fundamental considerations relating to career development and personal and family disruptions. It is important that all major deliberations involve the best university-wide professional standards and evaluation procedures, that deliberations be conducted in a fair and professional manner, and that safeguards ensure a fair hearing of all pertinent evidence. However, it is also important that the procedures not involve unnecessary administrative cost.

We note that a new agreement on Conditions of Appointment has been signed by the Faculty Association and the University after prolonged negotiation. While this

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agreement appears to generate new administrative costs with respect to recommendations on promotion and tenure, we are not yet in a position to assess whether those additional costs are warranted by commensurate improvements in the effectiveness of the process. We must wait and see.

There is, however, one aspect of the appointments, promotion and tenure process that is outside the Agreement on Conditions of Appointment. That is the Senior Appointments Committee. The Senior Appointments Committee is an important committee, responsible for ensuring that the advice received by the President on the granting of tenure, promotions and appointments to senior ranks reflects high standards of excellence in teaching and research that are reasonably consistent throughout the university. We are of the opinion that significant changes could be made in the composition and procedures of the Senior Appointments Committee that would reduce administrative costs without impairing the integrity of its review process.

At present the senior appointments committee is large, comprised of 12 deans, 12 faculty members broadly representative of the university and a non-voting chair, with an Associate Vice President Academic as non-voting secretary. It is the opinion of the committee that the Senior Appointments Committee does not have to be this large to ensure broad representation and to ensure careful and fair review of all cases.

It is important that the broadly representative nature of the committee be maintained. However, in our opinion it is neither necessary nor desirable that deans of faculties be members of the committee. We recognize the advantage of having deans on the committee: It is an important forum through which the deans develop an understanding of the requirements, standards and personnel problems of other faculties and new deans learn about the university and their fellow deans. However, their regular participation in the frequent (through much of the academic year, weekly) meetings of the Senior Appointments Committee and the associated "homework", consumes a vast amount of expensive and scarce administrative talent. It is our opinion that this administrative cost is not justified by the presumed benefits of having the deans as members of the committee. Even if the number of faculty members on the committee had to be expanded slightly to ensure representativeness, the removal of deans from the committee would reduce implicit administrative costs.

Recommendation

The constitution of the Senior Appointments Committee is beyond the powers of Senate. However, we recommend that:

9. *Senate ask the President to review the constitution of the Senior Appointments Committee, with a view to removing deans from that committee and with a view to strengthening its ability to represent high university-wide standards of excellence and objectivity.*

We note that the Dupré report recommends minor changes to the procedures of the Senior Appointment Committee that would reduce the number of cases reviewed by the whole committee. We support these changes.

VI. THE ORGANIZATION OF THE STUDY OF NATURAL RESOURCES

Teaching and research about natural resources and environmental issues occurs in many parts of the university and in the process the perspectives of diverse disciplines are brought to bear on important common problems. The Committee regards this diversity as an important feature of UBC and one which we wish to encourage and promote.

However, in the opinion of the committee, the issues in the management of natural resources and the natural environment are of such vital importance to British Columbia and Canada that the University of British Columbia should take a major step forward in facilitating and accentuating integrated approaches to the study of these issues. In recent years, there have been significant interdisciplinary initiatives for the study of environmental issues, particularly in research and in graduate studies, but also in undergraduate teaching. Nonetheless, Faculty and departmental regulations place significant barriers in the way of full development of interdisciplinary teaching programs, particularly at the undergraduate level, and to the full utilization of the extensive resources of the university in these fields. Science programs in life sciences are seriously over-enrolled while valuable faculty resources in agricultural sciences and forestry are not as intensively involved in such teaching.

It is the opinion of the committee that there are possible organizational changes that would enhance the study of the management of natural resources and the natural environment at UBC, would improve the effective use of faculty resources in this field and permit some budgetary savings.

In considering the possible organization of studies in natural resources and environmental issues, the Committee considered various options. Three alternatives were considered:

1. amalgamation of Forestry and Agricultural Sciences;
2. a reconfiguration involving Engineering, Agriculture and Forestry;
3. the creation of a new Faculty of Natural Resources.

The Committee agreed that the first proposal was too narrow to achieve the objective of enhancing and developing scholarship and teaching on natural resources and environmental studies at UBC. Each of the other proposals has attractive features. A majority of the committee is of the opinion that the third alternative provides the best chance of a vigorous, exciting expansion of this field of study at UBC. A substantial minority is of the opinion that a reconfiguration involving engineering is a more realistic approach to achieving such an expansion of teaching and research in this field.

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Whatever the form of reorganization, it is apparent that it must involve Forestry and Agricultural Sciences. It is important to emphasize, however, that little by way of advancement of the field of study will be accomplished if all that happens is the combination of these two faculties into one. There must be a commitment to a broader expansion of the field, and ways must be found to including individuals and possibly whole units from other faculties in the new venture.

In thinking about a reconfiguration of studies in natural resources, several considerations must be kept in mind:

- the approach should be "comprehensive" and interdisciplinary. Without stifling teaching and research on natural resource and environmental issues in other departments and faculties, the new faculty should have a broad, interdisciplinary base, including elements from social sciences and humanities as well as sciences. The curriculum and research activities should include the analysis of issues of relevant values and social and private policy as well as issues of scientific interest.
- while not precluding significant revisions of existing programs in agricultural sciences and forestry (including the possibility that some programs might be shifted from undergraduate to graduate programs), there should be no lessening of the university's commitment to professional programs in forestry and agricultural sciences.
- cooperation must be obtained from many parts of the university, in some cases through the shifting of positions to the new faculty, in some cases through joint appointments, and in many cases through a willingness to assist in the development of teaching and research programs.

Process

A Senate committee is not the appropriate body to develop specific plans for the reconfiguration of the administrative structure for teaching and research in natural resources. That process requires a specialized task force under the direction of the Vice President Academic and Provost. That task force must consult widely and intensively to obtain sound advice and widespread cooperation. We urge that the task force consider both alternatives 2 and 3. Given the interest and enthusiasm that we have detected for these proposals, we think that the work of the task force can be completed relatively quickly. For this reason, we recommend that the Vice President Academic and Provost be asked to report to Senate on progress no later than January 1995.

Recommendations

The Committee recommends that:

10. *Senate endorse the idea of a reconfiguration of some existing faculties and other academic units to create a new faculty with a mandate to develop and intensify the university's commitment to teaching and research relating to natural resources and the natural environment.*

11. *The Vice President Academic and Provost be asked to establish a task force to develop plans for the establishment of the new faculty. The task force should be asked to develop proposals for arrangements that will induce some relevant faculty members and academic units to transfer from other faculties to the new faculty, will encourage the active participation in the new faculty of relevant faculty members who prefer to retain their appointments in other faculties, and will encourage the cooperation of relevant academic units in other faculties.*
12. *The Vice President Academic and Provost be asked to submit a progress report to Senate on plans to establish a new faculty concerned with natural resources, no later than January 1995.*

VII. GEOGRAPHY AND SOIL SCIENCES

One of the proposals that was given careful consideration by the committee is for a merger of the Departments of Geography (Faculty of Arts) and Soil Science (Faculty of Agricultural Sciences). Such a merger has strong support in both departments, and, considered on its own merits, appears to be academically justifiable and feasible, with appropriate budgetary arrangements. The Committee is sympathetic to the proposal. However, a reorganization of studies in natural resources could have a profound effect on the merits of the proposal.

The Committee recommends that:

13. *The task force proposed in Recommendation 11 above be asked to consider the proposed merger of the departments of Geography and Soil Science in the context of their deliberations on the reconfiguration of teaching and research on natural resources.*

VIII. ISSUES FOR FURTHER STUDY

Several important issues remain on the Committee's list of issues to be studied. In accordance with the Committee's usual procedures, we do not wish to reveal those issues until preliminary consultations have occurred through the administrators responsible for the affected units. On one issue such consultations have occurred. The Committee has under active consideration a proposal to bring together in one faculty academic units in diverse parts of the university that have a common interest in health care. We anticipate making a report on our deliberations and conclusions in the fall of 1994.

SUMMARY OF RECOMMENDATIONS

The Committee recommends that:

With respect to department size:

1. *Senate establish a minimum size for departments, schools and divisions that have department-like responsibilities.*

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2. *The minimum size for departments, schools and divisions be 15 full-time faculty members in the department.*
3. *Deans be asked to arrange for consolidations of relevant departments, schools and divisions to conform with the minimum size and to report regularly to the Vice President Academic and Provost on progress. The Vice President Academic and Provost be asked to report to Senate on the results of these reconfigurations by December 1995.*
4. *Exceptions to the minimum size should be rare, be permitted only on the basis of special circumstances which must be made explicit.*
5. *All exceptions to the minimum size approved by the Vice President Academic and Provost, be reported to Senate.*
6. *Provisions for administrative stipends and administrative leave for department heads be graduated depending on department size.*

With respect to University and Senate procedures:

7. *The Senate Curriculum Committee be instructed to study the process of curriculum revision and to bring recommendations to the Senate not later than November 1994 for the simplification of the process.*
8. *As guidelines, the Senate Curriculum Committee be invited to*
 - a) *Establish a broad category of minor changes that can be made by departments, schools or non-departmentalized faculties without further consultation except notification of the appropriate curriculum review officer (who might be the chair of the Senate Curriculum Committee), who will be responsible for ensuring that the change is indeed "minor" and that no other academic program is likely to be adversely affected. This category might include, at a minimum, changes in course numbers, course names, prerequisite requirements and editorial changes in course descriptions.*
 - b) *Establish a narrow category of major changes that require consultation and full review by faculties and the Senate. This category might include new programs, new courses, deletion of courses and changes that affect requirements for student programs in other departments.*
 - c) *Consider the possibility that proposals for major changes in graduate courses and programs go directly to the Faculty of Graduate Studies from departments, schools and non-departmentalized faculties for full review before being sent to Senate for review and approval.*

9. *Senate ask the President to review the constitution of the Senior Appointments Committee, with a view to removing deans from that committee and with a view to strengthening its ability to represent high university-wide standards of excellence and objectivity.*

With respect to teaching and research in natural resources:

10. *Senate endorse the idea of a reconfiguration of some existing faculties and other academic units to create a new faculty with a mandate to develop and intensify the university's commitment to teaching and research relating to natural resources and the natural environment.*
11. *The Vice President Academic and Provost be asked to establish a task force to develop plans for the establishment of the new faculty. The task force should be asked to develop proposals for arrangements that will induce some relevant faculty members and academic units to transfer from other faculties to the new faculty, will encourage the active participation in the new faculty of relevant faculty members who prefer to retain their appointments in other faculties, and will encourage the cooperation of relevant academic units in other faculties.*
12. *The Vice President Academic and Provost be asked to submit a progress report to Senate on plans to establish a new faculty concerned with natural resources, no later than January 1995.*
13. *The task force proposed in Recommendation 11 above be asked to consider the proposed merger of the departments of Geography and Soil Science in the context of their deliberations on the reconfiguration of teaching and research on natural resources.*

Respectfully submitted,

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* B. Horner replaced C.L. Greentree on the Committee in May 1994 but did not participate in the deliberations for this Report.