



THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Senate Secretariat
Senate and Curriculum Services
Enrolment Services
2016-1874 East Mall
Vancouver, BC V6T 1Z1
www.senate.ubc.ca

VANCOUVER SENATE

MINUTES OF NOVEMBER 12, 1997

Attendance

Present: President M. C. Piper, (Chair), Vice President Academic D. R. Birch, Dean F. S. Abbott, Dr. P. Adebar, Acting Dean D. R. Atkins, Mr. T. Au Yeung, Dr. J. D. Berger, Dean C. S. Binkley, Dean J. Blom, Dr. G. W. Bluman, Mr. P. T. Brady, Dr. P. C. Burns, Dr. V. Froese, Dr. J. H. V. Gilbert, Dr. V. Gomel, Mr. C. L. Gorman, Dean F. Granot, Mr. H. D. Gray, Dr. P. G. Harrison, Dean M. Isaacson, Dr. M. R. Ito, Mr. J. Keng, Dr. S. B. Knight, Mr. A. Kwong, Ms. E. Lai, Ms. G. Lau, Mr. S. Lohachitranont, Mr. R. W. Lowe, Dr. D. M. Lyster, Dr. D. J. MacDougall, Dr. M. MacEntee, Dr. W. R. McMaster, Mr. W. McMichael, Mr. S. Mui, Mr. B. Murphy, Dean S. Neuman, Mr. J. Nobbs-Thiessen, Mr. V. Pacradouni, Mr. R. L. de Pfyffer, Dr. W. J. Phillips, Mr. G. Podersky-Cannon, Dean M. Quayle, Ms. C. Quinlan, Professor J. A. Rice, Dr. H. B. Richer, Dr. H. J. Rosengarten, Dr. R. W. Schutz, Dean N. Sheehan, Dr. C. E. Slonecker, Ms. N. Sonik, Mr. A. H. Soroka, Dr. J. R. Thompson, Dr. M. Thompson, Dr. S. Thorne, Mr. A. Tse, Dr. W. Uegama, Dr. J. Vanderstoep, Dr. D. L. Williams, Dean E. H. K. Yen.

Regrets: Chancellor W. L. Sauder, Dr. I. Benbasat, Professor P. T. Burns, Dean J. Cairns, Mr. A. Chui, Ms. L. Chui, Dr. A. G. Hannam, Rev. J. Hanrahan, Dr. F. G. Herring, Dr. V. J. Kirkness, Mr. O. C. W. Lau, Ms. S. Lerchs, Mr. D. K. Leung, Dr. M. Levine, Professor P. T. K. Lin, Mr. T. P. T. Lo, Dr. P. L. Marshall, Dr. K. May, Dean B. C. McBride, Mr. W. B. McNulty, Dr. D. P. Rolfsen, Ms. L. M. Sparrow, Mr. D. R. Verma, Dr. P. A. Vertinsky, Dr. W. C. Wright Jr., Dr. R. A. Yaworsky.

Senate Membership

LT. GOVERNOR APPOINTEE - REAPPOINTMENT

Mr. H. David Gray - reappointed to January 7, 2001

EX-OFFICIO MEMBER

Ms. Catherine Quinlan - University Librarian

Minutes of the previous meeting

Dr. Uegama
Dr. MacEntee

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That the minutes of the second regular meeting of Senate for the Session 1997-98, having been circulated, be taken as read and adopted.

Attention was drawn to page 11725 and the sentence "it was important that the University make clear to the government that it will take no more than the agreed 4%." It was agreed that the words "within any one Faculty" be added to the end of that sentence.

The motion, with the above correction, was put and carried.

Business arising from the Minutes

INTERNATIONAL STUDENTS - COMPARISON STATISTICS (P.11723)

Dr. Spencer requested that this item be deferred until the next meeting of Senate.

COMMITTEE ON STUDENT AWARDS (PP.11731-2)

Dr. Bluman, chair of the committee, presented the following report in response to a motion referred to the committee at the previous meeting concerning the definition of a full time undergraduate student for scholarship standing.

Senate Motion from October 15, 1997 Senate Meeting: That the definition of a full time undergraduate student for scholarship standing [and other purposes] be based on the applicable percentage of 30 credits regardless of year and Faculty."

The Senate Committee on Student Awards reviewed that portion of the motion related to scholarships at its meeting of October 21, 1997.

The committee concurred with the concerns raised by B. Murphy. The current wording within regulations which specifies "80% of a full program of study" or "90% of a full program of study" disadvantages students in programs in which the course load requirements by year exceed 30 credits.

These include:

- Applied Science (35-42 credits)
- Agricultural Sciences (30-33 credits)
- Forestry (30-37 credits)
- Music (30-36 credits)
- Pharmaceutical Sciences (33-34 credits)
- Rehabilitation Sciences (33-39 credits)
- Science Honours program (30-36 credits)
- Arts combined Honours program (>30 credits)

In addition, the Committee expressed concern that the current regulations may discourage some students from registering for courses or programs which are perceived to be more demanding in order that they qualify for recommended scholarships or retain renewable scholarships.

The Committee recommends changes to existing Regulations Governing University Awards. (See 1997/98 Calendar, page 37, columns 1) The intent is to redress previous inequities affecting students in the specified programs and to permit students greater freedom to register in programs and courses which they perceive will challenge them without the penalty of losing eligibility for scholarship.

Recommended changes are as follows:

Regulations Governing University Awards (changes in bold italics)

Regulation #3

An award designated as a scholarship will normally be made only to an undergraduate student standing in the top 10% of his/her year and faculty, or with an average of 75% or higher. Prizes or other academic awards which are based on

performance in a specific course require that the student stand in the top 10% of individuals registered in the course, or obtain an average on 75% or higher for the course in question. *Where scholarships are renewable or include a guarantee of continued support to a student maintaining "scholarship standing", this shall be interpreted as meaning that an undergraduate student must successfully complete at least 27 credits with an overall average of at least 80% (with no failed courses) or stand in the top 10% of his/her year and degree program.*

Regulation #4

Scholarship standing for students taking more than 27 credits will be determined on the basis of 27 credits to be chosen in a manner most advantageous to the student.

Regulation #7

Holders of *undergraduate* scholarships *normally* will be expected to be registered in **24 credits to retain their scholarships**. Awards will be made only to those who continue their studies to the satisfaction of the Awards and Financial Aid Office and may be withheld for unsatisfactory attendance or progress.

Regulations Governing Prizes, Medals and Awards

Regulation #3

To be eligible for a prize, an *undergraduate* student, unless otherwise stated, must have completed **a minimum of 27 credits** for the year and faculty in which he/she is enrolled. The standing of students taking more than **27 credits** will be determined on the basis of **27 credits** required, chosen in a manner most advantageous to the student.

Dr. Bluman	}	<i>That the proposed changes to regulations 3, 4 and 7 of the Regulations Governing Scholarship and regulation 3 of the Regulations Governing Prizes, Medals and Awards, be approved.</i>
Dr. Thompson		

Carried.

SENATE MOTION CONCERNING THE TECHNICAL UNIVERSITY OF BRITISH COLUMBIA (P.11737)

The President informed Senate that a letter had been written to the Minister of Education, Skills and Training, conveying the motion concerning the Technical University of British Columbia, exactly as expressed by Senate. Dr. Piper stated that she had also discussed the matter with the Deputy Minister. In response to a question, the President stated that she assumed the Minister would be sending a written response.

LIAISON WITH POST-SECONDARY INSTITUTIONS (P.11737)

The President invited Dr. Uegama, chair of the Senate Committee on Liaison with Post-Secondary Institutions, to report on a recommendation made at the previous meeting that the committee be asked to develop guidelines related to liaison with other members of the post-secondary system in British Columbia.

Dr. Uegama reported that the committee had met and had agreed to canvas various groups within the university with regard to whether there are major issues that call for guidelines. The committee will also survey other universities in addition to those governed by the University Act, and will canvas other members of the post-secondary system, particularly the new university colleges, to identify issues that Senate might wish to consider.

Chair's remarks and related questions

President Piper announced that Dean Barry McBride has been appointed Vice President Academic and Provost, as of January 1, 1998. The President expressed congratulations to Dean McBride, as well as thanks and appreciation to those involved in the selection process.

President Piper informed Senate that she is continuing to visit various units around campus in accordance with her commitment to meet with all academic and non-academic units during the next eighteen months. She stated that this was a very exciting and informative process, and felt very privileged to be able to interact with faculty, staff and students.

The President noted that during her recent visit to Ottawa, she had meetings with a variety of people about two major issues; one of these issues being the scholarships for the Millennium. President Piper noted that she had discussed this initiative with student

senators, prior to her visit to Ottawa. She welcomed the opportunity to participate in the structuring of those scholarships, and the opportunity to assist the government in trying to define exactly how to increase access to post-secondary education in this country.

President Piper said that she also had meetings with Minister Manley, Deputy Minister Kevin Lynch, other ministers, and people in the Prime Minister's office, about the need for increased funding to the granting councils, for basic research. She said the meetings were positive and informative, and that an enormous number of people, including AUCC, are working very hard to ensure that the next budget will identify and respond to the pressing need to see increased funding going to the three granting councils.

The President invited members of Senate to attend a forum being held on Monday, November 17, to discuss corporate sponsorship within the University as well as business education partnerships.

Candidates for Degrees

Dr. Berger
Prof. Rice

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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, effective November 1997, and that the Registrar, in consultation with the Deans and the Chair of Senate, make any necessary adjustments.

Carried.

Reports of Committees of Senate

ADMISSIONS COMMITTEE

Theatre, Film and Creative Writing - entrance requirements for new certificate program

Dr. Harrison, chair of the committee, presented the report. The committee recommended approval of the following entrance requirements for the new certificate program in Theatre Design and Technology:

Students applying to the certificate program from high school will have to meet the University minimum admission requirement which demands an average grade of 67% over 4 courses including English 12. Competition for admission usually means that applicants to degree programs actually require a much higher grade average. Certificate program applicants will not be competing with degree program applicants for admission. Therefore students who meet the minimum academic requirements but do not meet the requisite competitive average for admission will still be considered for the certificate program. Students who do not meet the normal requirements, but have pursued theatre related activities that have contributed to an intellectual maturity, may also be accepted on the basis of a Mature Student Application. In all cases, Theatre faculty will evaluate candidates by means of a diagnostic examination and an interview. An applicant's resumé or portfolio will be of principal importance.

<i>Dr. Harrison</i>	}	<i>That the entrance requirements for the new certificate program in Theatre Design and Technology be approved.</i>
<i>Mr. Gorman</i>		

Carried.

Pharmacology and Therapeutics - admission requirements for the Co-operative Education Program

The committee recommended approval of the following admission requirements for the Co-operative Education Program in Pharmacology:

Admission to the B.Sc. and B.Sc. Co-op program is by application to the Department in March prior to Year 3. Selection of students will be based on academic performance and suitability for pharmacological research.

<i>Dr. Harrison</i>	}	<i>That the admission requirements for the Co-operative Education Program in Pharmacology be approved.</i>
<i>Dr. Slonecker</i>		

Carried.

New Student Exchange Programs

The committee recommended approval of the following exchange programs:

1. Reciprocal student exchange agreements	
University of Adelaide	Australia
University of Capetown	South Africa
University of Zimbabwe	Zimbabwe
University of Chile	Chile
Pontifica Universidad Catolica de Chile	Chile
Seoul National University	Korea
ITESM	Mexico
Leiden University	Netherlands
University of Auckland	New Zealand
University of Edinburgh	United Kingdom
University of Sussex	United Kingdom
2. Faculty-specific Linkages	
Instituto Tecnologico Costa Rica (Forestry)	Costa Rica
University of Helsinki (Forestry & Agric.Science)	Finland
University of Göttingen (Forestry)	Germany
University of Hamburg (Forestry)	Germany
Hitotsubashi University (Arts & Commerce)	Japan
University of Canterbury (Forestry)	New Zealand
Agricultural University of Norway (Agric.Science)	Norway
Swedish University of Agricultural Sciences (Forestry & Agric. Science)	Umea & Uppsala, Sweden
University of Aberdeen (Forestry)	United Kingdom
University of Wales (Forestry)	United Kingdom
3. UBC Faculty-specific Consortium Agreements (to be established within the auspices of the Tri-lateral Program for North American Mobility in Higher Education)	
UBC Faculty of Education Consortium - involving Pennsylvania State University, University of Southern California, University of Manitoba, El Centro de Investigacion y Estudios Avanzados, La Universidad Autonoma de Aguascalientes.	
UBC Faculty of Commerce and Business Education Consortium - involving Florida International University, Instituto Tecnologico y de Estudios Superiores de Monterrey, University of California-L.A., Universidad de Guadalajara, Université Laval, University of Texas at Austin, and University of Toronto.	

Dr. Harrison
Dr. Berger

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That the proposed student exchange programs be approved.

Mr. de Pfyffer cited an incident in which a Vernon high school exchange student had been seriously injured by attackers in Lima, Peru, and expressed concern about the safety of UBC exchange students. Dr. Harrison responded that in addition to investigating the academic qualifications of potential exchange partners, it was his understanding that the issue of safety is one that the International Liaison Office takes into consideration.

The motion was
put and carried.

Student Awards

See APPENDIX A

In presenting the report, Dr. Bluman, chair of the committee, drew attention to the Paul G. Stanwood Prize in English, commending Dr. Stanwood on his generosity.

Dr. Bluman
Dr. Thompson

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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.

Ad Hoc Committee on Advising

See APPENDIX B for full report.

Dr. Rosengarten, chair of the committee, presented the report, which contains the following recommendations:

RECOMMENDATION A: that Faculties and Schools be encouraged to re-examine their academic procedures and regulations to determine where these might be revised and simplified, thereby removing unnecessary burdens on the advising system.

RECOMMENDATION B: that all Schools and Faculties post regular hours for advising, and that every effort be made to accommodate students throughout the day, including at the lunch hour.

RECOMMENDATION C: that Faculty advisers be given appropriate training and familiarized with all aspects of degree and programme requirements in their own Faculty, as well as being provided with information about university regulations and the workings of the Student Information System.

RECOMMENDATION D: that the Faculties and Schools join with Student Services in the production of a manual for advisers containing basic information concerning academic requirements and non-academic resources and services.

RECOMMENDATION E: that the Registrar and the Faculties work together to improve the University Calendar by updating all information and eliminating redundancies, and by improving the general layout and organization of the Calendar's contents.

RECOMMENDATION F: that all Schools and Faculties investigate the application of electronic sources to provide students with immediate and direct access to basic information about their academic record and course or degree requirements.

RECOMMENDATION G: that Faculty and Departmental advisers be more fully apprised of the requirements in each others' areas, and that Faculty and Departmental advisers be encouraged to consult on a regular basis.

RECOMMENDATION H: that the senior advisers in each School and Faculty meet periodically to discuss advising policies and procedures, to exchange information about new or changing programmes and requirements, and to coordinate their advising activities wherever possible.

RECOMMENDATION I: that there be a statement, either in the University Calendar or in the proposed advisers' manual, reminding students and faculty members of the need for mutual respect in the advising process.

RECOMMENDATION J: that, in order to enable students to express their views concerning our advising services, a standardized survey or questionnaire be prepared by the Registrar or the office of the Vice-President of Student and Academic Services and circulated to all advising offices, and that students' responses be forwarded to Deans and Directors.

RECOMMENDATION K: that the Vice-President Academic and the Vice-President for Student and Academic Services confer periodically to discuss any problems relating to advising policies and procedures.

RECOMMENDATION L: that all advising offices be provided with information about the non-academic services available on campus, and that advisers draw students' attention to these services as needed.

RECOMMENDATION M: that Deans and Directors be asked to report to the Vice-President Academic the steps they have taken to implement the recommendations of the *Ad Hoc* Committee; and that the Vice-President Academic report on this matter to Senate by January 1999.

RECOMMENDATION N: that the Senate *Ad Hoc* Committee on Academic Advising, having completed its task, be dissolved.

In speaking to the report, Dr. Rosengarten informed Senate that the committee had sent questionnaires to seventeen schools and faculties and had received sixteen responses. Responses indicated fairly consistently that advising from the faculty perspective is often a very time consuming and thankless task with little or no recognition for the people who perform this task. It appeared that the majority of students going into an advising office are well served but that there are inconsistencies, uncertainties and confusions which might be cleared up by a few fairly straightforward steps: one, there might be at all levels fuller information provided, both for students and for the faculty engaged in advising; two, there might be easier access to the information, particularly for students; and three, there might be better communication among the various branches of the UBC advising system. Dr. Rosengarten stated that most of the committee's recommendations are intended to promote these fairly simple goals. Dr. Rosengarten drew particular attention to recommendation D, which would be a helpful supplement to the Calendar. He also drew attention to recommendation F, concerning electronic sources, and to recommendations G, H, and K. The committee felt that it was extremely important that Faculty Advisors and Departmental Advisors speak to one another, and that advisors from different Faculties speak to each other in order that everyone knows what is going on, what the requirements are, what courses may have been introduced, and what regulations may have been changed. Dr. Rosengarten stressed the importance of advisors at every level being familiar with the different aspects of the advising system.

Referring to recommendation L, which concerns non-academic advising, Dr. Rosengarten said the committee would like to see more coordination between counselling services and the various faculties, in order to give students more help and better advice.

In conclusion, Dr. Rosengarten referred to a recommendation that came from the AMS report, that there be an opportunity to provide for feedback; the committee agreed and recommended that there be a means found of devising a form that would be available in Faculty offices to allow students to record their experiences and to express their opinions about the kind of advice they received.

<i>Dr. Rosengarten</i>	}	<i>That recommendations A to N of the Ad Hoc Committee on Advising, be approved.</i>
<i>Dr. Harrison</i>		

In response to a query concerning recommendations A and F, Dr. Rosengarten stated that any changes would have to be initiated by the Faculties but in terms of the processes the Registrar would be involved.

A query was raised concerning recommendation J. Dr. Rosengarten responded that the committee had thought there could be an annual survey, but he saw no reason why it should not be a continuous process.

Attention was drawn to recommendation L, which does not indicate who will be responsible for providing information about non-academic services to advising offices. Dr. Rosengarten responded that the Vice President of Student Services could be asked to take on this responsibility but that the agencies listed in the report could be asked to ensure that any printed information they have be sent to all Faculty offices.

Student senator Ms. Neena Sonik commented on the issue of the accountability of advisors, and suggested that this issue should be addressed further before the committee was dissolved.

Vice President Birch suggested that the question of whether the *Ad Hoc* Committee on Advising, or another committee of Senate, should be asked to look into the accountability issue, be referred to the Senate Agenda Committee.

In amendment:

Ms. Sonik,
Mr. Brady

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That the recommendation to dissolve the committee be deleted until the question of which committee should address the accountability issue is resolved.

Carried.

The motion, as amended, was
put and carried.

Faculty of Agricultural Sciences

FACULTY PLANNING

Dean Quayle highlighted various aspects of a document circulated at the meeting outlining the action plan towards a transformed and evolving UBC Faculty of Agricultural Sciences.

Student Elections to Governing Bodies

In accordance with the *University Act*, section 43, that "The Senate shall make and publish all rules in respect of nominations, elections and voting", the following proposal concerning rules and regulations for student elections to governing bodies had been circulated:

RECOMMENDATIONS FOR 1998 ELECTIONS OF STUDENT SENATORS AND BOARD OF GOVERNORS REPRESENTATIVES

Rules and Regulations for Student Elections to Governing Bodies. The following elections are required annually:

Board of Governors (*University Act*, Section 19 (e))

- "Two full-time students elected from the Student Association"

Senate (*University Act*, Section 35 (2) (h))

- "a number of full-time students, equal to the number provided in paragraphs (a) to (f), elected from the Student Association in a manner that ensures that at least one student from each faculty is elected;"

Following consultation with the AMS, the Registrar makes the following recommendations to Senate:

- The AMS shall place an advertisement in The Ubyyssey announcing the call for nominations on Tuesday, November 18, 1997 and Tuesday, November 25, 1997, and an advertisement announcing the close of nominations on Tuesday, January 6, 1998.
- The close of nominations shall be 4:00 pm on Friday, January 9, 1998.
- Announcement of the list of candidates shall be provided by the Registrar's Office immediately following the close of nominations and shall be publicized by the AMS Elections Administrator before Friday, January 16, 1998.
- Campaigning may only take place after the All Candidates' Meeting on Friday, January 9, 1998 at 6:00 pm until Sunday January 18, 1998.
- Voting shall take place from Monday, January 19, 1998 to Friday, January 23, 1998.
- The election shall be held using methods satisfactory to the Registrar. The results are not official until released by the Registrar, in writing, no earlier than 48 hours after the close of polls.
- Those elected to the Board of Governors shall take office at the first meeting of the Board on or after February 1.
- Those elected to Senate shall take office at the first meeting of Senate on or after April 1.

A copy of the Senate rules and regulations will be given to each candidate for election by the Registrar's Office when they submit their nominations. Copies are available to members of the Senate from the Registrar's Office on request.

Dr. Slonecker
Mr. Gorman

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That the recommendations for the 1997/98 student elections to governing bodies be approved.

In view of problems encountered in last year's student elections to the Board of Governors, Mr. Pacradouni requested that a meeting of the Senate Elections Committee be scheduled ahead of time in order to avoid unnecessary delay in resolving issues that might arise this year.

The motion was
put and carried.

Report on Enrolment 1997-98

Enrolment statistics for 1997-98 had been circulated for information. In response to a query, the Registrar stated that undergraduate and post-baccalaureate full-time equivalent enrolment is 4.1% higher than last year.

Dr. Knight made reference to the Ministry of Education mandated enrolment increase of four percent and the "Winter Session Enrolment" and "Full Time Equivalent Degree Registrants" documents presented at the meeting, and asked the Registrar to comment on the actual number of students, or "head count", in the Faculty of Arts. In response to several questions the Dean of Arts provided information on the program and faculty adjustments made to accommodate the 6.6 percent enrolment increase.

President's Report on the Vision Statement

The President's draft report on the Vision Statement process was circulated at the meeting. President Piper stated that this draft will be circulated widely to allow input from the community on the future of UBC. The President invited comments from members of Senate on today's challenges, trends in education, and what questions people should be asked to consider over the next several months. President Piper explained that the document, when finished, will be a contextual piece that will allow people to begin to discuss the Vision for UBC. Members of the community will be given until December

Other business

to submit comments. These comments will be taken into consideration in preparing the first draft of the Vision document, which will then be circulated some time in January, followed by a campus-wide debate or forum in February or March. A revised Vision document will be discussed in Senate prior to submission to the Board of Governors.

There was considerable debate of the document during which many suggestions were offered. In particular, members of Senate expressed the importance of involving people outside of the University community, such as graduates of UBC as well as the public.

Other business

NOTICE OF MOTION

Mr. Brian Murphy gave notice of the following motion:

That the definitions and uses of ‘full-time’ and ‘part-time’ status for undergraduate students at the University be reviewed to ensure that they are uniform, consistent, and appropriate for all applicable purposes, and that they are equitable, to the greatest possible extent, for all students.

Adjournment

The meeting adjourned at 10:00 p.m.

Next meeting

The next regular meeting of Senate will be held on Wednesday, December 10, 1997.

Appendix A

AWARDS RECOMMENDED TO SENATE

PMC-Sierra Inc. Founders' Award in Electrical and Computer Engineering-A \$1,800 award has been endowed by Kevin Huscroft, a founder of PMC-Sierra, Inc. to a student in Computer or Electrical Engineering, or in the Electrical option in Engineering Physics. It is awarded on the basis of academic achievement, leadership, and entrepreneurship to a student with interest and achievement in communication system design or integrated circuit design. The award is made on the recommendation of the Head of Department of Electrical and Computer Engineering. (Partial funding 97W Session)

Siegfried Sirius Albrecht SELKE Memorial Bursary-A \$300 bursary has been endowed in memory of Siegfried Sirius Albrecht Selke. The award is offered to a student in Geological Sciences, with preference given to mature students. (Available 97W Session)

Paul G. STANWOOD Prize in English-A \$300 prize is offered by Professor Paul G. Stanwood for the best doctoral thesis in English. The award is made on the recommendation of the Graduate Committee of the Department of English, in consultation with the Faculty of Graduate Studies. (Available 97W Session)

Martin R. TUPPER Memorial Award in Civil Engineering-A \$600 award has been endowed in memory of Martin R. Tupper by family and friends. The award is offered to an undergraduate student in Civil Engineering who participates and provides leadership in intramurals or in the Engineering Undergraduate Society and is made on the recommendation of the Department of Civil Engineering. (Available 97W Session)

Appendix B

REPORT OF THE AD HOC COMMITTEE ON ADVISING

1. Background to this report

In April 1996 the Alma Mater Society conducted a survey to determine students' views concerning the range and quality of advising services offered by the Faculties across the UBC campus. The survey was prompted by expressions of dissatisfaction about current advising practices; these complaints were given an airing in an informal survey conducted in February 1996 by Arts student senator Mr. D. Culhane, and repeated in a "Your UBC" forum organized in March 1996 by Dr. Maria Klawe.

The AMS survey on academic advising took the form of a questionnaire with eleven questions. The questionnaire was distributed to student residences early in April 1996; the completed forms were collected and the results tabulated by the AMS University Commission. The survey elicited responses from approximately 600 students (about 2.4% of the undergraduate body).

The survey's findings were described in a report sent to the Vice President Academic and brought before the University Senate in September 1996. Under the title AMS Academic Advising Survey and dated 14 August 1996, the report drew attention to a number of concerns:

- a number of students in both Arts and Science felt they had been poorly treated or badly advised by Faculty advisers;
- many students felt that advisers were neither knowledgeable nor helpful;
- a significant number complained about limited advising office hours;
- students reported difficulties in obtaining information about courses in Faculties other than their own.

The AMS report concluded with a number of recommendations, including the following:

- students should be better advised about the availability of career guidance counselling services at UBC;
- more information should be provided about cross-faculty courses;
- the Faculties should review their advising services, especially hours of operation, the treatment of students, the training and accountability of advisers, and the opportunity for students to provide feedback.

2. Formation of Ad Hoc Committee

During discussion of the AMS report at the Senate meeting, concerns were raised regarding the small number of respondents, the time constraints on the survey (it was conducted during the examination period in April), and the loaded or ambiguous nature of some of the questions. However, despite the survey's evident imperfections, Senate felt that it was important to inquire further into the matter of academic advising at UBC to determine the strengths and weaknesses of the present system, and to find ways of correcting any deficiencies. An ad hoc committee was formed and instructed to:

1. formulate and recommend to Senate a university-wide policy on academic advising;
2. review the following items and report its findings to Senate:
 - a. the rationale for having academic advising in the portfolio of the Vice-President Academic and Provost as opposed to in [that of] the Vice-President, Student and Academic Services, and
 - b. the selection processes and criteria for academic advisers;
3. address the major issues highlighted in the report presented to Senate by the Alma Mater Society, making any necessary recommendations to Senate; and
4. make any other recommendations the Committee considers advisable arising from the consideration of the above items.

3. Method of obtaining information

The Committee set out first to identify the advising resources currently available on campus, in order to determine the range and quality of these services and whether students' needs are being met. We decided to follow the AMS in limiting our study to Faculty advising; department practices vary too widely to be easily summarized in a study of this kind.

The Committee issued its own questionnaire, a copy of which is attached to this report as Appendix A. Replies were received from almost all faculties and schools; we are grateful to the colleagues who took the time and trouble to provide the information we sought. The Committee would also like to thank the Vice-President Academic, the Vice-President for Student and Academic Affairs, and the Director of the Student Resources Centre for answering our questions.

4. Current advising policies and practices on campus

The services provided by academic advisers may be divided into two broad categories:

- a) approvals: that is, granting (or denying) permission to students seeking admission to particular courses or programmes; waiving requirements in special circumstances; making decisions with respect to academic concessions (deferrals or aegrotat status); making changes to students' programmes;
- b) advising: that is, helping students select those courses which will be required to satisfy degree programmes, or which may be prerequisites for admission to graduate programmes; assisting students in the selection of appropriate minors; interpreting faculty regulations governing degree requirements and academic standing.

Faculty advisers sometimes provide other, "non-academic" services, such as career counselling. For the most part, however, non-academic advising is dealt with by other units in the University as described below in section 17.

In its discussion of advising services, members of the Committee agreed that the system is overburdened by regulations that warrant review. We should urge the Faculties to seek ways to reduce the massive number of transactions advisers must deal with at present. The Committee wondered, for example, why students must always obtain Faculty approval if they wish to drop a course and receive a "W" standing; removal of this requirement would save a great deal of time for both advisers and students.

RECOMMENDATION A: that Faculties and Schools be encouraged to re-examine their academic procedures and regulations to determine where these might be revised and simplified, thereby removing unnecessary burdens on the advising system.

5. Academic advising in the Faculties

The majority of schools and faculties report that they provide academic advising at regular, posted hours throughout the year (i.e., for 12 months). Many indicate that advisers are available from 8:30 a.m. or 9:00 a.m. to 4:00 p.m. or later, five days a week. A few units, such as Music, require students to make an appointment, but most provide the service on a drop-in, first-come first-served basis. The Faculty of Commerce provides drop-in advising three afternoons a week; students may also make an appointment to see an adviser at other times. Some Faculties set up special lectures or workshops to provide incoming students with basic information about first-year programme requirements; in the spring of 1996 eight such sessions were organized by Arts, with assistance from the School and College Liaison Office, and attracted over five hundred students.

Students responding to the AMS survey complained that advising hours were inadequate in some Faculties, especially in Science, where the advising office closed between 12 noon and 1:00 p.m. each day. However, the Committee learned that Science has responded to this concern by changing its hours to accommodate students during their lunch break; the new hours are Monday-Thursday 9:00 a.m.-4:00 p.m., Friday 9:00-12:00.

The Faculty of Arts Advising Office is open from 9:30 a.m.-12:00 noon, and from 1:00 pm.-4:00 p.m. daily. Advising is available from 10:00 a.m.-12:00 a.m., and again from 2:00 p.m.-4:00 p.m.; at other times the office is open to deal with related matters (e.g., accepting add-drop forms). This schedule is currently under review. The Committee was told that some "down time" was necessary to allow for the processing of the massive number of transactions carried out each day. Members of the Committee recognized the difficulties posed by large numbers of students requiring assistance; at the same time, they felt that it was unreasonable to close the advising office just at the time when most students are free, i.e., at lunchtime.

RECOMMENDATION B: that in both Winter and Summer Sessions all Schools and Faculties post regular hours for advising, and that every effort be made to accommodate students throughout the day, including at the lunch hour.

6. *Faculty advisers*

Typically, a Faculty's advising services are administered by an Assistant or Associate Dean, aided by a small number of faculty members. Several of the larger Faculties employ a full-time staff member in their advising offices; several also hire student ("peer") advisers. Sometimes it would appear that clerical staff are pressed into service as advisers; however, at no time do they make academic decisions.

In several units, such as the School of Rehabilitation Medicine, students are assigned to a faculty member who acts as their adviser for the time they are in the programme.

In their responses to our questionnaire, the Schools and Faculties indicated that a good deal of care is taken in the selection of academic advisers. A few volunteer for the position; most are nominated by Department Heads. Only faculty members with some knowledge of Faculty and programme requirements, and who show some interest in students' welfare, are appointed. The degree of training varies. In some Faculties, advisers are given extensive preparation and orientation; in others, Faculty advisers learn "on the job," with back-up from more experienced advisers or professional staff.

A recurring complaint by respondents to the AMS survey was that Faculty advisers did not always seem to be well-enough informed to answer their questions or deal with their problems. Allowing for a measure of exaggeration in such complaints, and for some misunderstanding about a Faculty adviser's role, the fact remains that faculty members are not always given sufficient preparation for their task; neither informal meetings with other advisers nor on-the-job training are likely to provide a new adviser with the kind of broad knowledge required. Faculty advisers need to be intimately acquainted with programme and degree requirements in their own Faculty, and be able to identify the appropriate academic choices that will help a student meet his or her professional goals; they must also have a working knowledge of University regulations and the operation of the Student Information System. They should have some knowledge of courses and programmes in other Faculties, and be reasonably well informed about relevant transfer programmes within the province.

Some Faculties and Schools go to considerable lengths to prepare faculty for their role as advisers, giving them orientations, workshops, and (with assistance from the Registrar's office) training on the Student Information System. In a few cases, faculty members who are seconded to advising duties also receive teaching release, or an honorarium, in recognition of the importance of this task. In smaller Faculties with slender resources, advising must be done on a voluntary or ad hoc basis, depending on the goodwill or availability of faculty members.

RECOMMENDATION C: that Faculty advisers be given appropriate training and familiarized with all aspects of degree and programme requirements in their own Faculty, as well as being provided with information about university regulations and the workings of the Student Information System.

7. *Information sources*

It was agreed that advisers need to be provided with clear and up-to-date information to enable them to carry out their duties effectively. The basic advising tool is the University

Calendar; many Schools and Faculties have also developed their own handbooks which provide both students and faculty members with clear information about programme requirements. The Committee was especially impressed in this regard by the handbook prepared by the School of Rehabilitation Sciences.

While much of the information required by advisers is relevant to their particular Faculty, the Committee believes that all would benefit from the production of a handbook containing basic information applicable in all Faculties, such as the functions of drop-add forms and the correct method of completing the forms, the whereabouts and telephone numbers of all advising offices, the names of senior advisers in every School and Faculty, the various departments in the Registrar's office, etc. Advisers should also be familiar with the many non-academic services and resources available to students at UBC (see section 17 and Recommendation L), and these could be included in a general handbook of the kind envisaged here.

RECOMMENDATION D: that the Faculties and Schools join with Student Services in the production of a manual for advisers containing basic information concerning academic requirements and non-academic resources and services.

8. University Calendar

Many respondents to our survey complained that students make little or no use of the University Calendar, and are thus unfamiliar with basic requirements. However, the Committee has some sympathy with students in this regard, insofar as the Calendar is not a particularly user-friendly instrument. Members agreed that some attention needs to be paid to its layout and organization, so that information is more easily accessed. Better indexing and cross-referencing would be helpful too. Where schools and faculties provide regular advising services, that information should be included in the Calendar and appropriately indexed.

The Committee also observed that some of the information in the Calendar is redundant, out of date, or merely confusing. The fault here lies primarily with the Faculties, which need to work together to revise faulty entries, eliminate redundancies, and update their entries better to reflect new or changed requirements.

RECOMMENDATION E: that the Registrar and the Faculties work together to make the University Calendar a more useful instrument by updating all information and eliminating redundancies, and by improving the general layout and organization of the Calendar's contents.

9. Electronic advising

In addition to traditional sources of information (brochures, handbooks, etc.), many areas of the University have turned to electronic means to assist students in their academic planning. Telereg has taken over most of the business of registration, and we may confidently expect much of the work of advisers will soon be performed by the computer. Many Faculties, Schools and departments have already developed web pages, providing information about programme requirements, courses offered or cancelled, Faculty deadlines etc. The ease of access is obviously attractive; the advising office in Science, for example, reports that between 300 and 400 students a month have accessed its web site

since its inception in May 1996. A danger is that, without constant attention and revision, a web page can rapidly become out of date and thus a source of misinformation; however, as we become more used to this technology, such problems will be anticipated and dealt with.

Advising offices are also beginning to make more use of e-mail as a means of assisting students on an individual basis. This is an excellent means of answering students' questions and suggesting courses or programmes without lengthy delays or office lineups. Answering e-mail messages is very time-consuming, however, and we should not expect advisers simply to add this to their other duties. Also, since advisers' time should be spent on the more complex issues, each Faculty should consider setting up an "FAQ" to address common problems.

Another approach to reduce a student's need to meet personally with an adviser is to increase the availability of PACE (Programmed Academic Curriculum Evaluation), UBC's degree audit programme that matches courses taken by a student to programme requirements. The evaluation provides advisers with an up-to-date summary showing which requirements have been met and which remain to be fulfilled. The programme also permits the creation of a "what if?" scenario, showing what impact the selection of different courses might have on a student's programme. Some Faculties (e.g., Science) already make PACE summaries available to students. Clearly, providing students with such direct access to their record should enable them to answer for themselves such questions as "Have I got all the prerequisites? Will this course count towards my major? Have I met all degree requirements?" PACE could give them this information directly, and relieve the pressure on advisers. The system does have its drawbacks, however: Arts has experienced difficulties with PACE, in part because of the great variety of courses in that Faculty which permits a greater flexibility in students' programmes than is possible in most other Faculties. Nevertheless, once these problems have been overcome, degree audit systems like PACE promise to be an invaluable tool for both students and their advisers.

RECOMMENDATION F: that all Schools and Faculties investigate the application of electronic sources to provide students with immediate and direct access to basic information about their academic record and course or degree requirements.

10. Liaison between Faculties and Departments

The AMS survey reflected some unhappiness on the part of students about the failure of Departmental advisers to provide adequate information concerning Faculty requirements, or about Faculty advisers who knew relatively little on the subject of particular courses or programmes within departments. A related complaint was that advisers in one Faculty or Department rarely seemed to know much about courses offered in another, creating difficulties for students interested in cross-disciplinary programmes.

Part of the difficulty here is the problem of determining boundaries. In most Faculties, first and second-year students are advised by Faculty advisers, while third and fourth-year students are handled by Departmental advisers. However, in many Departments, advisers will limit themselves to checking only those requirements pertaining to a major or minor; for advice concerning degree requirements or cross-disciplinary programmes, students will be sent off to see a Faculty adviser. Given sufficient training and information, shouldn't a Departmental adviser be able to handle at least the basic issues pertaining to degree requirements beyond a major? Faculty advisers need to consult with their Departmental

colleagues to clarify the lines of authority. At the very least, Departmental advisers should be familiar with degree requirements and Faculty regulations, and should be able to refer students to the appropriate office to receive necessary advice or approval. Similarly, Faculty advisers should have a working knowledge of the majors offered in their Faculty, and be able to send students to the appropriate Departmental advisers.

The Advising Office in the Faculty of Arts has recognized the importance of establishing closer liaison with Departments, and has begun a series of meetings with Departmental advisers to discuss problems and exchange ideas. This is an example that might usefully be followed by other Faculties.

RECOMMENDATION G: that Faculty and Departmental advisers be more fully apprised of the requirements in each others' areas, and that Faculty and Departmental advisers be encouraged to consult on a regular basis.

11. Inter-faculty liaison

Related to the issue of Faculty/Department liaison is the need for Faculties to communicate with each other concerning their respective requirements, and to discuss possible links and connections. Our survey indicated that some Faculties and Schools do consult with each other, usually at the decanal level, to deal with transfer requests or admission policies. However, such consultations tend to be irregular and informal, and have no impact on individual advisers who generally have little to do with programmes or policies outside their own areas. The Committee agreed that, in addition to developing a general advising manual of the kind suggested in section 7 above, the Associate Deans responsible for advising (or their full-time staff advisers) should meet from time to time to discuss common problems, iron out disagreements and differences, and familiarize themselves with new or changing regulations in each others' Faculties. The information gained here could then be passed on to Faculty and Departmental advisers through updated guides or manuals.

RECOMMENDATION H: that the senior advisers in each School and Faculty meet periodically to discuss advising policies and procedures, to exchange information about new or changing programmes and requirements, and to coordinate advising activities wherever possible.

12. Treatment of students

A significant area of concern in the AMS report is the attitude of Faculty advisers towards students. According to at least some respondents to the AMS survey, advisers are often unsympathetic, condescending, or intimidating. Stories about the rudeness encountered by students are difficult to substantiate; some may be grounded in a student's frustration rather than in an adviser's unfriendliness, others in misunderstanding about an adviser's role or degree of authority. Nevertheless, the Committee recognizes that incidents of rudeness may well have occurred, and that such complaints must not be ignored. Even where a student may show irritation or impatience, advisers need to show respect and considerateness. In an institution as large as UBC, students often feel lost or insignificant, and the treatment received from an adviser may have an impact out of all proportion to the adviser's intentions. With this in mind, advisers should always seek to respond sympathetically to students' concerns.

At the same time, students need to behave with respect and decorum towards faculty members. As long as it is accompanied by an explanation, refusal by an adviser to approve a programme or a course change should not be treated as a hostile act or as evidence of unfriendliness. If an adviser refuses to grant programme approval because the student lacks certain prerequisites or the appropriate standing, the adviser should not be characterized as "unhelpful." Students should remember that they are bound by the regulations of their Faculty, and that an adviser rarely has the power to override those regulations.

RECOMMENDATION I: that there be a statement, either in the University Calendar or in the proposed advisers' manual, reminding students and faculty members of the need for mutual respect in the advising process.

13. Feedback from students

Of particular importance is the degree to which students feel that their concerns have been heard and, where possible, addressed. Aside from complaints about unfriendly treatment, students may have experienced frustrations caused by all sorts of bureaucratic breakdowns or excesses. They should be given the opportunity to express their views and offer suggestions about improving the process; this might be accomplished through the development of a standardized survey, available in each Faculty and Departmental office and in the Registrar's office, asking for feedback from students concerning their experience of the system and their treatment by advisers. There is always the danger that only dissatisfied students would respond, but this would be preferable to no response at all. Faculty and Departmental advisers need to know where the problems are, so that they may be dealt with.

RECOMMENDATION J: that, in order to enable students to express their views concerning our advising services, a standardized survey or questionnaire be prepared by the office of the Vice-President of Student and Academic Services and circulated to all advising offices, and that student's responses be forwarded to Deans and Directors.

14. Centralized advising system

The Committee gave some attention to the question of whether UBC should move away from the "distributed" advising system employed at present--that is, allowing each faculty to offer its own advising services--towards a more centralized system of the kind employed at Simon Fraser University. Under the latter model, many of the tasks currently performed by Faculty advisers, such as assisting students with course or programme selection or explaining degree requirements, could be handled by a central advising office run by a full-time advising staff. Such an office might be operated under the auspices of the Registrar, or as part of the School and College Liaison Office (which already provides some academic counselling on an informal and unofficial basis).

While a centralized system might relieve Faculty advisers of some of their burden, we suspect that a move in this direction would create more problems than solutions. To cope with a student population the size of UBC's, as well as with the number and complexity of our academic programmes, would require an increase in funding and personnel that the

University could ill afford. It should be borne in mind that universities with centralized advising services often have common core programmes for first-year students, greatly simplifying the process of course selection. Centralized systems are also often built into a university's academic structure at its inception, as was the case at Simon Fraser University. For UBC to abandon its current practices in favour of a centralized model at this point in its history could only be very disruptive and confusing, to say the least. Further, the introduction of another level of bureaucracy might increase rather than reduce the difficulties encountered by students, since it is highly unlikely that the Faculties would be ready to surrender complete authority for academic decisions to a non-academic unit. On these grounds, we would not recommend a change from the current system of advising by Faculties. If the Faculties can improve communication with each other and with their departments, the present system may be made more efficient and serve our students well.

15. Responsibility for advising policies and procedures

In its report to Senate, the AMS asked why the responsibility for advising lies with the Vice-President Academic rather than with the Vice-president for Student and Academic Services. Behind the question lies the obvious concern--one voiced at the "Your UBC" forum, as well as in the AMS report--that a service of major importance to students does not seem to get the attention or resources from one office that might be more readily obtained from another. The explanation lies in the fact that advising is primarily to be understood as an academic activity, falling under the authority of Deans and Directors, who in turn report to the Vice-President Academic. Furthermore, annual budget allocations to the Faculties, including the resources for advising, are routed through the office of the Vice-President Academic. The Vice-President for Student and Academic Services does not have a budget that could be transferred to the Faculties, and would be unable to provide any assistance to increase advising services.

There would seem to be no reason to move the responsibility for academic advising to the portfolio of another Vice-President; at the same time, the Vice-President Academic and the Vice-President for Student and Academic Services should confer periodically to make sure that any problems in academic advising are being addressed, that the Faculties are applying appropriate and consistent standards in academic advising, and that complaints by students are being attended to.

RECOMMENDATION K: that the Vice-President Academic and the Vice-President for Student and Academic Affairs confer periodically to discuss any problems relating to advising policies and procedures.

16. Problems identified by advisers

The AMS survey reported complaints by students about the inefficiencies or inadequacies of the present system of advising. Our own survey asked the question: "We have heard from students about problems with advising; what are the problems as your advisers see them?" The most frequently-cited problem was students' failure to familiarize themselves with the information provided in the University Calendar or in materials made available by a Faculty or Department. Much of an adviser's time is thus spent going over matters a student should already know something about. A related concern is that students will often come to an adviser without having given any thought to their academic goals, and expect the adviser to make all decisions for them. The Committee agreed that students do bear some responsibility here, and should prepare themselves appropriately before seeing an adviser.

Administrators responding to the survey also expressed frustration at the heavy demands upon their time and their staff. Small units like the School of Family and Nutritional Sciences depend entirely on faculty members, who must add advising to their other duties. Some of the larger Faculties like Arts and Education employ one or two full-time staff advisers, though even here faculty members are pressed into service. In most cases there are insufficient resources to increase the number of advisers or keep longer advising hours. This often results in long lines of frustrated and unhappy students. One solution is to encourage students to take advantage of advising services at times other than the first week or two of classes, something that might be noted in the Calendar or in registration guides. Another is to provide students with as much printed or on-line information as possible, to reduce their need to obtain basic information in face-to-face interviews. Along these lines, the Faculty of Arts is planning to introduce a self-guided graduation check, so that students can see at a glance whether they are meeting requirements.

17. Non-academic advising

The AMS survey indicated that many students wanted Faculty advisers to provide career counselling. While advisers should be familiar with the academic requirements for admission into various professions, their task is to ensure that students are able and qualified to achieve their academic goals. Career counselling requires a degree of preparation and training that, outside the professional faculties, few faculty members possess; students should therefore be alerted to the excellent career counselling service provided throughout the year by the Student Resources Centre in Brock Hall.

A variety of units on campus assist students with non-academic concerns, including the following:

- School and College Liaison
- Career Services
- Counselling Services
- International Student Services
- First Nations House of Learning
- Women Students' Office
- Awards Office
- Equity Office
- Student Health Services
- Disability Resources
- AMS Speakeasy
- Student Services Ombudsoffice
- AMS Ombudsoffice

Some of these agencies work closely with Faculties and Schools to assist students achieve their academic goals through the judicious selection of courses or programmes, but their primary function is to serve students in other ways. Of especial importance is the consulting service available to students with personal problems; Faculty advisers should be encouraged to refer students to Counselling Services whenever they become aware that a student may be in personal distress.

The Committee agreed with the view expressed in the AMS report, that advisers should be familiar with these and other services available to students on campus, and be ready to direct students to them as needed. The Director of the Student Resources Centre has

indicated her willingness to work with the Faculties on improving advisers' awareness of the various agencies on campus. The Centre has already collaborated with the Faculties of Arts and Science in developing workshops and advising sessions for incoming and first-year students.

RECOMMENDATION L: that all advising offices be provided with information about the non-academic services available on campus, and that advisers draw students' attention to these services as needed.

18. Action following this report

The Committee recognizes that some of the recommendations contained in this report have already been acted upon by many Schools and Faculties. However, it is our hope that Deans and Directors will re-examine their advising policies and procedures with a view to making improvements wherever possible. To encourage such a step, the Committee asks that Senate be kept informed about changes and improvements to advising services on campus.

RECOMMENDATION M: that Deans and Directors be asked to report to the Vice-President Academic the steps they have taken to implement the recommendations of the Ad Hoc Committee; and that the Vice-President Academic report on this matter to Senate by January 1999.

RECOMMENDATION N: that the Senate Ad Hoc Committee on Academic Advising, having completed its task, be dissolved.

SUMMARY OF RECOMMENDATIONS:

RECOMMENDATION A: that Faculties and Schools be encouraged to reexamine their academic procedures and regulations to determine where these might be revised and simplified, thereby removing unnecessary burdens on the advising system.

RECOMMENDATION B: that all Schools and Faculties post regular hours for advising, and that every effort be made to accommodate students throughout the day, including at the lunch hour.

RECOMMENDATION C: that Faculty advisers be given appropriate training and familiarized with all aspects of degree and programme requirements in their own Faculty, as well as being provided with information about university regulations and the workings of the Student Information System.

RECOMMENDATION D: that the Faculties and Schools join with Student Services in the production of a manual for advisers containing basic information concerning academic requirements and non-academic resources and services.

RECOMMENDATION E: that the Registrar and the Faculties work together to improve the University Calendar by updating all information and eliminating redundancies, and by improving the general layout and organization of the Calendar's contents.

RECOMMENDATION F: that all Schools and Faculties investigate the application of electronic sources to provide students with immediate and direct access to basic information about their academic record and course or degree requirements.

RECOMMENDATION G: that Faculty and Departmental advisers be more fully apprised of the requirements in each others' areas, and that Faculty and Departmental advisers be encouraged to consult on a regular basis.

RECOMMENDATION H: that the senior advisers in each School and Faculty meet periodically to discuss advising policies and procedures, to exchange information about new or changing programmes and requirements, and to coordinate their advising activities wherever possible.

RECOMMENDATION I: that there be a statement, either in the University Calendar or in the proposed advisers' manual, reminding students and faculty members of the need for mutual respect in the advising process.

RECOMMENDATION J: that, in order to enable students to express their views concerning our advising services, a standardized survey or questionnaire be prepared by the Registrar or the office of the Vice-President of Student and Academic Services and circulated to all advising offices, and that students' responses be forwarded to Deans and Directors.

RECOMMENDATION K: that the Vice-President Academic and the Vice-President for Student and Academic Services confer periodically to discuss any problems relating to advising policies and procedures.

RECOMMENDATION L: that all advising offices be provided with information about the non-academic services available on campus, and that advisers draw students' attention to these services as needed.

RECOMMENDATION M: that Deans and Directors be asked to report to the Vice-President Academic the steps they have taken to implement the recommendations of the Ad Hoc Committee; and that the Vice-President Academic report on this matter to Senate by January 1999.

RECOMMENDATION N: that the Senate *Ad Hoc* Committee on Academic Advising, having completed its task, be dissolved.