



THE UNIVERSITY OF BRITISH COLUMBIA

Vancouver Senate Secretariat
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Enrolment Services
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VANCOUVER SENATE

MINUTES OF OCTOBER 19, 1994

Attendance

Present: President D. W. Strangway (Chair), Chancellor R. H. Lee, Vice-President D. R. Birch, Dr. D. R. Atkins, Dr. A. P. Autor, Mr. J. A. Banfield, Dr. J. D. Berger, Dr. A. E. Boardman, Mr. J. Boritz, Mr. P. T. Brady, Dr. D. M. Brunette, Dr. D. G. A. Carter, Mr. P. G. Chan, Ms. S. Chan, Ms. L. Chui, Dr. T. S. Cook, 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, Mr. H. D. Gray, Rev. J. Hanrahan, Mr. A. G. Heys, Dr. M. Isaacson, Dr. J. G. T. Kelsey, Professor V. J. Kirkness, Dr. S. B. Knight, Mr. H. H. F. Leung, Dr. M. Levine, Professor P. T. K. Lin, Dr. D. M. Lyster, 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. R. L. de Pfyffer, Rev. W. J. Phillips, Mr. A. A. Raghavji, Dr. D. J. Randall, Professor J. A. Rice, Dean J. F. Richards, Dr. H. B. Richer, Dr. R. A. Shearer, Dean N. Sheehan, Dr. C. E. Slonecker, Ms. C. A. Soong, Ms. L. M. Sparrow, Mr. S. C. S. Tam, Dr. S. Thorne, Dr. J. Vanderstoep, Mr. D. R. Verma, Dr. R. M. Will, Dr. D. L. Williams, Mr. E. C. H. Woo.

Regrets: Dr. S. Avramidis, Dr. J. Barman, Dean C. S. Binkley, Dr. D. H. Cohen, Dr. M. G. R. Coope, Ms. S. Y. Dawood, Dean M. J. Hollenberg, Mr. J. A. King, Mr. C. Lim, Dr. S. C. Lindstrom, Mr. R. W. Lowe, Mr. W. B. McNulty, Dean A. Meisen, Dr. R. J. Patrick, Mr. D. B. Preikshot, Mrs. M. Price, Professor M. Quayle, Professor R. S. Reid, Dr. A. J. Sinclair, Dean C. L. Smith, Dr. L. J. Stan, Mr. B. B. Telford, Dr. W. Uegama, Dr. E. W. Whittaker, Dr. W. C. Wright, Jr., Dean E. H. K. Yen.

Senate membership

DECLARATION OF VACANCY (*UNIVERSITY ACT*, SECTION 35(6))

Dr. George Eaton - Faculty of Agricultural Sciences representative

REPLACEMENT

Ms. Stephanie Chan - Student representative at-large replacing Byron Horner

Minutes of the previous meeting

Dean McBride	}	<i>That the minutes of the first regular meeting of Senate for the Session 1994-95, having been circulated, be taken as read and adopted.</i>
Dean Richards		

Dr. Kelsey drew attention to page 10893 of the minutes and the reference to the Ad Hoc Committee on Teaching Evaluation. He stated that this should read "the report of the Senate *Ad Hoc* Committee on the Environment for Teaching".

The motion was put and carried.

Business arising from the minutes

AD HOC COMMITTEE ON UNIVERSITY ORGANIZATION

Mr. Goehring drew attention to the discussion of the report of the committee presented at the May meeting of Senate stating that at that time he had had a number of reservations regarding the possible amalgamation of the Department of Soil Science with the Department of Geography. He reported that this matter had since been discussed in the Department of Geography and that as there is now a general consensus within the department he would like to go on record as supporting the possible amalgamation of the Department of Soil Science with the Department of Geography.

SENATE NOMINATING COMMITTEE MEMBERSHIP (P.10873)

Senate was informed that Dr. C. E. Slonecker had been nominated in response to the call for nominations to fill a vacancy on the Nominating Committee.

<i>Dr. Kelsey</i>	}	<i>That nominations close.</i>
<i>Dr. Williams</i>		

Carried.

Dr. Slonecker was declared elected.

**MOTION TO REQUEST COMMITTEES OF SENATE TO ESTABLISH A QUORUM
(P.10888)**

Dr. Will spoke to the following proposal, which had been circulated:

Whereas the *Rules and Procedures of the Senate* state [1.2] "that simplified *Robert's Rules of Order* shall govern Senate in all cases to which they are applicable and in which they are not inconsistent with these Rules and Procedures"; and

Whereas the *Rules and Procedures* state [3.3.1] that "eighteen members of Senate, other than the Chair, shall form a quorum for all meetings of Senate", but is silent on the subject of a quorum for the committees of Senate; and

Whereas *Robert's Rules of Order* state that "unless there is a special rule on the subject, the quorum of every assembly is a majority of all members of the assembly", and further that "in a committee of the whole the quorum is the same as in the assembly; [and] in any other committee the majority of a quorum, unless the assembly order otherwise, and it must wait for a quorum before proceeding to business",

It is therefore moved that

Senate request its duly constituted committees to establish by motion, with a majority of all members voting, a quorum for the transaction of committee business; and that this quorum be sent to Senate for approval and if approved added to a committee's terms of reference as a matter of record.

It was explained in the material circulated that it could probably be successfully argued that the quorum of all Senate committees, with the exception of the Committee on Appeals on Academic Standing which has a Senate approved quorum of five, is a majority of all members, given the default clause in the *Rules and Procedures of Senate* that says the Robert's rules apply. If so, this could cause problems, especially with respect to decisions taken by committees hearing appeals.

Dr. Will
Dr. Shearer

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That Senate request its duly constituted committees to establish by motion, with a majority of all members voting, a quorum for the transaction of committee business; and that this quorum be sent to Senate for approval and if approved added to a committee's terms of reference as a matter of record.

Dr. Shearer suggested that when committees are considering the decision on quorums they should not include ex-officio members if those members do not participate in the activities of the committee.

The motion was
put and carried.

Reports of Committees of Senate

ADMISSIONS COMMITTEE

Faculty of Graduate Studies - admission requirements for the Ph.D. Program in Counselling Psychology

Dr. Will, Chair of the committee, presented the report. He reminded Senate that although the program had been approved in May the statement on admissions had not been presented to Senate for approval at that time. At the request of the committee, changes had been made to the proposed statement and the committee now recommended approval of the following Calendar statement on admission requirements for the Ph.D. program in Counselling Psychology:

To gain admission into the doctoral program, a student must satisfy the general academic standards of the Faculty of Graduate Studies and the following standards of the Department of Counselling Psychology: a thesis-based master's degree in counselling psychology (or its equivalent) with a "First Class" standing, a Miller's Analogies Test score of at least 60, and (where applicable) a TOEFL score of at least 580. Ordinarily, applicants are expected to have completed graduate courses in tests and measurement, group counselling, theories of counselling, career counselling, supervised practica, research methods, statistics (through analysis of variance), and counselling for special groups (e.g., children, adolescents, or adults).

Selection among applicants who have met these basis criteria will be based on academic and professional promise.

Dr. Will
Dean Sheehan

}

That the Calendar statement on admission requirements for the Ph.D. program in Counselling Psychology be approved.

Carried.

COMMITTEE ON CONTINUING STUDIES

Diploma Program in Forestry (Advanced Silviculture)

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

There is a recognized need for a post-baccalaureate continuing education program for foresters in British Columbia. The Silviculture Institute of British Columbia (SIBC) has been offering such a program since 1985, with a great deal of assistance from the University of British Columbia Faculty of Forestry. SIBC offers a mid-career upgrade program for Registered Professional Foresters (RPFs) specializing in silvicultural practice. To date, 122 students have completed this program, with a further 125 students enrolled at present.

The creation of the Diploma Program in Forestry (Advanced Silviculture) has advantages to both organizations. SIBC is seeking to properly reflect the academic value of the program, and the achievement of the students who successfully complete it. Also, SIBC wishes to properly recognize the contributions of UBC Faculty of Forestry members.

The Faculty of Forestry is seeking to recognize the Faculty members' commitment of time and effort to this program, through teaching as well as participation on Curriculum Committees and the Board of Directors. Currently, there is no recognition for this participation.

Program Description

a. Academic and Professional Objectives

More than ever before, Professional Foresters and other forest managers are in need of an opportunity to upgrade their knowledge and skills following completion of their formal education. Recent initiatives, such as the new B.C. Forest Practices Code (proposed legislation), indicate that the public has high expectations that the forestry profession be able to carefully and skilfully manage their resources for a variety of demands.

In addition, in 1988, the Forest Act was amended to require that Pre-Harvest Silviculture Prescriptions (PHSPs) be prepared prior to the harvest of timber from any and all Crown land in B.C. Furthermore, these PHSPs must be signed and sealed by a Registered Professional Forester. Therefore it is of the utmost importance, both economically and socially, that R.P.F.s and other foresters involved with PHSPs, be up-to-date in the latest silviculture knowledge and practices in order to produce the most appropriate prescription for each forest area. Good prescriptions can have very positive environmental, economic, and social implications.

This Diploma in Forestry (Advanced Silviculture) will provide academic recognition to the achievements of those students who successfully complete the 12 weeks of training it involves, and will help to reassure the public that forest managers do have the necessary educational background, plus exposure to the latest research and developments in the field, to perform their work to a high standard.

According to the UBC Calendar, some of the elements of the role and mission of the university include:

"Each university shall...(b) provide instruction in all branches of knowledge;...(e) provide a program of continuing education in all academic and cultural fields throughout the Province; ..."

This Diploma in Forestry will help to fill an important need in the forestry sector for continuing education.

b. Uniqueness of Program

The program is quite unique in the field of forestry in B.C. As a post-baccalaureate level program, it will complement the UBC Faculty of Forestry baccalaureate programs by providing an opportunity for further study following significant (five years minimum) work terms. The program will also complement the Faculty of Forestry's graduate programs, while emphasizing practice vs. theory.

c. Curriculum

The Diploma in Forestry (Advanced Silviculture) is comprised of six, two-week course modules, for a total of 12 weeks of in-session education. Each module is comprised of 85 contact hours and 15 to 50 hours of pre-course reading and post-module assignments, for a total of 635 hours. The requirement is for a diploma program to be equivalent to one full year or more of university study (24-36 credits). Assuming that each credit represents 12 hours of contact time, 24-36 credits are equivalent to 288 - 432 hours.

The program will be held annually, commencing in January, and will alternate locations between Surrey and Prince George. Students will complete two modules each year; therefore, the entire program will normally take three years to complete.

The six modules comprising the Diploma program with the credit equivalency are:

Module I: FRSI 401 (5) Basic Principles - Review of the physical sciences that encompass the field of forestry, focusing on those topic areas in which students require a solid basis for further modules.

Module II: FRSI 402 (5) Regeneration - Information necessary for the student to assess the biological, social, and economic implication of alternative regeneration treatments or regimes.

Module III: FRSI 403 (5) Forest and Stand Development - Growth and yield of trees, stands, and forests as well as stand dynamics. The tools of site curves, yield tables, growth simulation models, and financial analysis.

Module IV: FRSI 404 (5) Silviculture Planning and Practices - Selection of appropriate silviculture practices and the planning of management regimes. Students study the practices used to improve the forest stand structure for integrated resource values.

Module V: FRSI 405 (5) Forest Analysis - A broader framework, beyond the stand level, for consideration when preparing silviculture prescriptions. Fundamentals of forest dynamics, temporal and spatial design concepts, landscape design, and future markets and trends.

Module VI: FRSI 406 (5) Silviculture Prescription - Demonstration by students of their ability to apply the knowledge, concepts, and analysis techniques learned in the previous five modules, by preparing a detailed silviculture prescription. Each student develops and orally defends a silviculture prescription for an assigned forest stand. The oral presentation and subsequent written report are evaluated by a panel of experienced silviculturists.

The curriculum for each module was developed and will be maintained by SIBC Curriculum Committees. These committees will become sub committees of the UBC Faculty of Forestry Curriculum Committee, and will include at least one Faculty of Forestry member to ensure that appropriate academic standards are set and maintained.

The six courses will be designated as Diploma Credit Courses, and will be for purposes of the Diploma in Forestry (Advanced Silviculture) only.

The Senate Curriculum Committee has been consulted on these courses.

d. Faculty Resources

Currently eight members of the Faculty of Forestry, as well as eight Adjunct Professors are involved in the instruction of the program.

Admission to Program

a. Admission Requirements

Admission to the program requires a combination of academic and work experience qualifications. Applicants must be Registered Professional Foresters (R.P.F.) with the Association of B.C. Professional Foresters. Applicants must also have a minimum of five years of forest management work experience. Applicants are normally practising foresters, employed with government, industry, or a consulting firm, who are engaged in silviculture or related forest management work.

b. Admission Process

Applicants to the Diploma Program will be screened and approved by UBC, with assistance if required, from the SIBC Candidate Selection Committee, which reports to the Board of Directors. The Selection Committee will include a representative of the UBC Faculty of Forestry. Potential students will continue to submit applications directly to SIBC for forwarding as a complete package to the appropriate UBC department.

The UBC Registrar will issue a UBC student number to each successful applicant and maintain a transcript of records.

Proposed Calendar Statement

a. On page 18 (1994/95 Calendar)

Add: Diploma in Forestry (Advanced Silviculture)

b. On page 149 (1994/95 Calendar)

Add:

DIPLOMA IN FORESTRY (ADVANCED SILVICULTURE)

The Faculty of Forestry, in cooperation with the Silviculture Institute of British Columbia, offers a Diploma in Forestry (Advanced Silviculture).

The Diploma Program is designed for foresters specializing in silvicultural practice, and focuses on silvicultural theory and principles relevant to Pre-Harvest Silviculture Prescriptions. A Diploma in Forestry (Advanced Silviculture) will be awarded upon successful completion of the program.

Admission

Admission to the Diploma Program requires a combination of academic and work experience qualifications. Applicants must be Registered Professional Foresters (R.P.F.) with the Association of B.C. Professional Foresters. Applicants must also have a minimum of five years of forest management work experience. Applicants are normally practising foresters, employed with government, industry, or a consulting firm, who are engaged in silviculture or related forest management work.

Requirements for the Diploma in Forestry (Advanced Silviculture)

The Diploma requires the completion of six course modules, each of two weeks duration, for a total of 12 weeks education. Extensive pre- course reading assignments are also required prior to each course module. The program normally takes three years to complete. In order to qualify for the Diploma, a student must complete all requirements within a maximum of five years.

Residence requirements and Transfer of Credit

Students are required to attend full-time day and evening sessions for 12 consecutive days for each course module. Classroom sessions are held in several off-campus locations in British Columbia. There is no transfer of credit available either to or from this Diploma Program.

Program Description

The Diploma in Forestry (Advanced Silviculture) concentrates on improving the student's awareness and understanding of those subjects that encompass the broad field of silviculture

Dr. Vanderstoep spoke briefly to the report, highlighting various aspects of the proposal and noting that this was the first diploma program coming to Senate under the new guidelines passed by Senate in May of this year. Dr. Vanderstoep emphasized that the proposed diploma credit courses would not replace credit courses in other programs nor could they be transferred to other programs currently offered by the Faculty of Forestry.

*Dr. Vanderstoep
Mr. Brady*

}

*That the proposed Diploma Program in
Forestry (Advanced Silviculture) be approved.*

In response to a query by Mr. Verma, Vice President Birch confirmed that the program would be self-supporting and that the University would be paid for any administrative or indirect costs incurred in the offering.

The motion was
put and carried.

NOMINATING COMMITTEE

Dr. Williams, Chair of the committee, presented the report which had been circulated.

Vacancies on Senate Committees

The Nominating Committee nominated the following to fill vacancies on Senate Committees:

Academic Policy

Dr. A. J. Sinclair - replacing Dr. R. C. Tees

Academic Policy

Ms. Stephanie Chan - replacing Mr. B. Horner

Budget

Mr. H. David Gray - replacing Mr. S. Alsgard

Library

Mr. Hugh H. F. Leung - replacing Mr. B. Horner

Ad Hoc Committee on University Organization

Mr. Kevin A. Douglas - replacing Mr. B. Horner

Dr. Michael MacEntee - replacing Dr. M. Isaacson (now ex-officio member as Chair of the Budget Committee)

Dr. Sally Thorne - replacing Dr. D. Ll. Williams (now ex-officio member as Chair of the Academic Policy Committee)

Ad Hoc Committee to Review Teaching Evaluation

Ms. Stephanie Chan - to fill student vacancy

Dr. Williams

Dr. MacDougall

}

That the recommendations of the Nominating Committee concerning vacancies on Senate committees be approved.

Carried.

As a result of comments made at the previous meeting, Dr. Williams thought it necessary to remind Senate of the procedures followed by the Nominating Committee in making recommendations for membership on Senate committees. He stated that at the beginning of each three-year Senate a questionnaire is distributed to members of Senate asking for their preference with regard to service on Senate committees. The Nominating Committee then attempts to make sure that all senators, as far as possible,

end up on at least two committees of their choice. The students, whose membership on Senate changes annually, bring forward their own recommendations to the committee which, in the past, have always been accepted. Dr. Williams stated that the Nominating Committee has always treated all senators as equal and has not attempted to establish quotas in any way as far as membership on committees is concerned. He stated that if Senate wished to re-write the rules then it should do so.

Dr. Williams drew attention to item 2. of the report stating that the Nominating Committee saw no reason not to recommend approval of the request of the *Ad Hoc* Committee on University Organization that Dr. Wehrung be co-opted as a member.

<i>Dr. Williams</i>	}	<i>That Dr. D. A. Wehrung be co-opted as a non-Senate member of the Ad Hoc Committee on University Organization.</i>
<i>Dr. MacDougall</i>		

Carried.

AD HOC COMMITTEE ON UNIVERSITY ORGANIZATION

Dr. Shearer stated that the work of the committee had been delayed due to changes in the membership of the committee. The committee had expected to bring a final report to Senate in the fall but it now appeared that this would be delayed until the spring.

Dr. Shearer informed Senate that the committee was continuing its discussions on the organization of programs in human health, and that it was also considering issues relating to the centralization and decentralization of decision making, and to the provision of services in the university.

Dr. Shearer drew Senate's attention to a matter of confidentiality regarding the work of the committee. He informed Senate that a subcommittee report on centralization and decentralization had been circulated to Vice Presidents and to Deans, who are not members of the committee. Attached to the report was an appendix which included excerpts from statements given in confidence to the committee by various people. Dr. Shearer stated that he had since written to each member of the committee reminding them that the committee has adopted a principle of confidentiality about its deliberations and its internal documents simply because the committee thought that it would encourage people to be very candid when providing the committee with appropriate information.

Dean Marchak referred to the recommendations approved at the May meeting of Senate stating that Faculties had not been given enough time to discuss thoroughly the implications of those recommendations. Dean Marchak stated that she would like to have some assurance from the committee that sufficient notice will be given when there are recommendations that are going to have an impact on departments so that Deans and Department Heads can discuss such recommendations with faculty members.

Dr. Shearer stated that he would bring this matter to the attention of the committee.

Faculty of Graduate Studies

PROPOSAL FOR A REPORTING RELATIONSHIP FOR A NEW LIFE SKILLS MOTIVATION CENTRE - REPORTING TO THE DIRECTOR OF THE INSTITUTE OF HEALTH PROMOTION RESEARCH

In speaking briefly to the following proposal, Dean Grace noted that Rick Hansen and Larry Green, the Director of the Institute of Health Promotion Research, were in attendance at the meeting to answer any questions that Senate might have.

The Institute of Health Promotion Research (IHPR) was approved in 1990 as a research institute in the Faculty of Graduate Studies. The Institute has developed rapidly and shown considerable success in performing research, evaluating programs and educating graduate students in health promotion to help people gain greater control over the determinants of their own health. Typical research examines social, behavioural and environmental factors that pre-dispose, enable and re-enforce individual and collective actions which promote health in specific groups and the population at large. The Institute is currently bringing in research grants and contracts totalling in excess of \$1 million per year. Approximately 30 staff (including 19 students) are paid through the Institute, while there are 90 faculty associates whose research interests relate to health promotion from a wide range of departments and Faculties. The Institute hosted the Second Canadian Health Promotion Conference and has been designated (in association with SFU UVic) one of five national centres of health promotion research.

Since completion of the Man in Motion Tour in 1987, Rick Hansen has maintained a close association with UBC. The Disability Resource Centre was conceived and created in his leadership, and he continues to chair its advisory committee. The Rick Hansen National Fellow Program was established at UBC with the support of Mr. Hansen to promote international awareness of the potential of people with disabilities and to carry forward the inspiration and ideas developed during the world tour. Rick Hansen is the current incumbent of the National Fellow Program. In addition, the Rick Hansen Man in Motion Foundation, an independent foundation formed after the world tour, co-founded a Chair in Spinal Cord Research at UBC as part of the World of Opportunity Campaign. Discussions have been under way for some time between Mr. Hansen and UBC regarding the formation of a new entity, tentatively called the Life Skills Motivation Centre (LSMC), from Rick Hansen's current company, Rick Hansen Enterprises. The new centre would focus on personal motivation, wellness and development of life skills. Activities of the Centre would include speaking tours, workshops, seminars and other motivational "products" (e.g. books, programs, CDs, computer games) which are designed to help people in the community at large to take control of, and improve the quality of, their lives. Rick Hansen would have a Management and Professional appointment as Rick Hansen National Fellow and Director of the Centre.

Given the closely related objectives of IHPR and the proposed Life Skills Motivation Centre, it is proposed that the Director of the Centre report to the Director of the Institute (who in turn reports to the Dean of Graduate Studies). There is an excellent potential fit between the two units. The IHPR performs research and evaluates different approaches designed to promote healthy lifestyles, while the new Life Skills Motivation Centre would provide direct outreach into the community at large. The LSMC could be an ideal vehicle to communicate and apply some of the research findings to specific groups and population at large outside UBC, while IHPR will help provide a sound research grounding for the material to be communicated by the LSMC.

Financial, taxation and other practical aspects of the formation of the Life Skills Motivation Centre are currently being worked out and, if the Centre is to become a reality, will require formal approval of the UBC Board of Governors, Rick Hansen himself and Rick Hansen Enterprises. One aspect of the plan is that fund-raising would likely be undertaken to provide a new building, tentatively called the Wellness Resource Complex, which would house IHPR, LSMC, the Rick Hansen National Fellow Program, the Rick Hansen Man In Motion Foundation and possibly also the Disability Resource Centre.

<i>Dean Grace</i>	}	<i>That if a new Centre is to be formed along the lines suggested above, the Director of the Centre should report to the Director of the Institute of Health Promotion Research.</i>
<i>Dean Goldberg</i>		

In response to a query by Dr. MacDougall, Dean Grace explained that as a non-academic unit the Life Skills Motivation Centre would not require Senate approval. However, because the Director of the Centre would be reporting to the Director of an academic unit, approval of the reporting relationship was being requested.

The motion was
put and carried.

CALENDAR CHANGE - EXPECTATIONS FOR THE DOCTORAL THESIS

The following proposed Calendar change to item B4. under the heading Expectations for the Doctoral Thesis, had been circulated [new material *in italics*]:

Upon registration, the student will consult *his or her Committee* to develop a program of studies which is then reviewed and approved by the department concerned. The program of studies will consist of seminars, directed readings, consultations, and such formal courses as may be deemed essential for the fulfilment of the requirements for the degree. Some departments require competence in languages other than English. The department in which the student intends to write the thesis shall determine the number of such languages and the level of competence necessary in each. A major part of the candidate's work will consist of a thesis embodying the results of original research.

Desirable CHARACTERISTICS OF A UBC GRADUATE

The Faculty considers this thesis to be a piece of work of high quality which a capable student who is properly prepared, supported and supervised can complete within one to three years of being admitted to candidacy.

Dean Grace explained that some students tend to take too long in their graduate studies. It was hoped that the proposed Calendar change would be helpful in communicating to graduate students and to their supervisors the Faculty's expectations with regard to the time that a student should take to complete a Doctoral Thesis at UBC.

<i>Dean Grace</i>	}	<i>That the proposed Calendar change to item B4. under the heading <u>Expectations for the Doctoral Thesis</u> be approved.</i>
<i>Dr. Gilbert</i>		

Carried.

Desirable Characteristics of a UBC Graduate

The Agenda Committee recommended that a statement of desirable characteristics of a UBC graduate, which had been circulated, be referred to the Senate Curriculum Committee.

<i>Dean Richards</i>	}	<i>That the statement on desirable characteristics of a UBC graduate be referred to the Senate Curriculum Committee for consideration and that the committee report back to Senate on the basis of their deliberations.</i>
<i>Mr. De Pfyffer</i>		

Several issues were raised concerning the statement. Dr. Kelsey suggested that the Curriculum Committee look carefully at the item concerning gender bias and gender stereotyping, and recognize that the University ought to be concerned with more than one kind of bias and more than one kind of stereotyping. Another suggestion was that a sense of loyalty to UBC should be added to the list.

Ms. Soong expressed concern that there appeared to have been no input from alumni and students in the preparation of the list.

Ms. Chui stated that although the list of desirable characteristics of a UBC graduate was commendable, the students would like to see the Deans put together a list of desirable characteristics of a UBC professor.

Dr. Kirkness drew attention to the items which referred to knowledge of Canadian culture and some knowledge of other cultures stating that these items required a lot of clarification.

Dr. Will suggested that members of Senate communicate their views to the Curriculum Committee rather than suggesting changes on the floor of Senate.

Dean Marchak suggested that Senate ought to discuss whether the University should be producing such a statement at all before referring the matter to a committee. Dean Richards responded that that was one of the questions the Curriculum Committee was being asked to consider.

Dr. Berger, Chair of the Senate Curriculum Committee, said that the committee would be glad to receive comments from senators and to receive information about groups who ought to have input and the channels through which that might occur.

Vice President Birch suggested that the committee might consider consulting Faculties that offer first baccalaureate degrees for their advice.

Dr. Grace stated that she found the list offensive, and asked what Senate was supposed to do with the document if and when it came back to Senate for approval.

Dean Richards responded that it was up to the Senate Curriculum Committee to make recommendations as to whether or not it felt that there was a need for such a document.

Dr. Will stated that what was before Senate was a list of educational outcomes and that the Curriculum Committee's business was to approve courses and programs. He suggested that if the list of characteristics was approved the Curriculum Committee would have to propose a lot of new courses to achieve the objectives.

Dr. Williams noted that the list had already appeared in UBC Reports following circulation at the May meeting of Senate, and stated that he was uncomfortable about the idea that lists of characteristics, however desirable, should receive some form of public distribution before they had been approved by Senate.

In response to a query by Dr. Grace, Vice President Birch stated that if the proposal was not referred to the Curriculum Committee then it would still be before Senate and Senate would have to decide how else to deal with the matter.

The motion was
put and carried.

Report of the Deans' Working Group on Teaching and Learning re Recruiting, Rewards and Incentives

In speaking to the report, which had been circulated, Vice President Birch reminded Senate that in September 1993 the Senate *Ad Hoc* Committee on the Environment for Teaching raised a large number of items about the environment for teaching. At that time, it recommended that Senate forward the issues raised concerning recruiting, rewards and incentives to the Deans' Working Group on Teaching and Learning, and requested that the Vice President Academic be asked to provide Senate with a report.

Vice President noted that there were a number of recommendations which suggest that the University has to make financial commitments and that it might have to look carefully at the context of the recognition of teaching. He felt that the recommendations would, at the very least, serve as reminders or as reinforcements in a number of instances of actions already taken and that they would stimulate further discussion either in Senate or the Faculties.

In response to queries raised by Dr. MacEntee, Dean McBride, Chair of the Working Group, stated that the word "theoretically" should be deleted from recommendation 1. under Curriculum and Instruction, and that the words "and if necessary enlarge" and "whenever possible" in recommendations 4. and 7. respectively were there because it is possible that the systems already in place may be adequate. However, these matters were open to debate.

In response to a query by Dr. Kelsey concerning the recommendations contained in the report, Dean McBride stated that there were some issues which should be considered by committees of Senate and others that might be referred back to other working groups to put in place, particularly those that concern budgetary issues and the willingness of Deans to make a commitment in those areas. He suggested that one area that might be considered by the Academic Policy Committee is a description of what teaching encompasses and the evaluation procedures that might be used to measure someone's ability to stand up to those criteria.

Dr. Grace referred to a statement in the report that the University should consider building centralized teaching facilities and asked for a definition of centralized teaching facilities.

In response, Dean McBride cited the IRC complex as an example of centralized teaching facilities. He stated that the complex has a number of classrooms of various sizes that can be arranged in different formats for different kinds of teaching and that it also has an audio visual support structure which allows you to do a lot of things that you cannot do in other rooms on campus. He also stated that there was a necessity to look at centralized maintenance of audio visual teaching equipment.

Dean McBride agreed to a suggestion that the words "undergraduate and graduate" be included before the word "teaching" in recommendation 1. under Curriculum and Instruction which would then read "Create a reward system that recognizes the importance of undergraduate and graduate teaching and makes it co-equal with research vis-a-vis rewards and status."

In response to a query by Dean Marchak concerning the status of the report, Vice President Birch stated that the report, which is a subcommittee's report to the Deans, was before Senate for information not action, and that the purpose of the report was to inform Senate of the action taken in response to matters referred to the Deans' Working Group.

<i>Dr. Kelsey</i>	}	<i>That Senate approve the thrust of this subcommittee report and urges the Deans to take it further.</i>
<i>Rev. Hanrahan</i>		

Dr. Will stated that, in his opinion, recommendation 1. should be addressed to all colleagues throughout the university who are involved in making recommendations about advancement, promotion and salary increases, and that to effect the intent of recommendation 1. there would have to be a major change in attitude among colleagues. He stated that the collective agreement which governs the criteria for promotion,

advancement, and salary increases is enabling so that was not the problem. He felt that the problem was how colleagues wish to recognize themselves in terms of advancement in the University and that was something that everybody had to be involved in. He also pointed out that there could only be limited success in doing things differently unless other major universities did likewise. Until the academic market place also recognizes the importance of excellence in teaching, UBC will be constrained in what it can do by itself.

Rev. Hanrahan noted that many of those receiving master teaching awards at the spring graduation ceremonies had not reached full professor status even though they had been teaching at the University for 15 years or more. He thought that there was something wrong with a system that did not provide for the promotion of those recognized as the finest teachers in the University and felt that steps ought to be taken to rectify this.

Dr. Gilbert referred to a section of the report under the heading Electronic Technology, and asked if the Provost's Standing Committee on Technology and Education might be extended to Faculty committees.

Vice President Birch responded that to a considerable extent that function was being provided at the moment by a committee structure that involves most Faculties.

Ms. Chui drew attention to a statement in the report which says the individual and the university would be better served if there were differentiated roles for faculty, and suggests that in this type of system it could be possible for an individual to negotiate an agreement to be evaluated 75% on teaching and 25% on research or vice versa. Ms. Chui suggested that this could influence a faculty member who is good at teaching to choose research over teaching because of the perceived greater rewards from research. Ms Chui

said that if this were the case, the talent of that professor would be lost to the student and asked that the committee take this into consideration.

The motion was
put and carried.

Education Abroad Program and Student Exchanges

A report on the Education Abroad Program and Student Exchanges had been circulated for information. Vice President Birch expressed appreciation to Mary Watt, Coordinator of Student Exchange Programs, for compiling the report which includes the activities of her office and of the Faculty of Commerce and Business Administration's Study Abroad and Exchange Office.

Other business

Ms. Chui commented on Lloyd Axworthy's Social Policy Paper which proposes to change the relationship between students and the federal government concerning student loans. Ms. Chui stated that she wanted members of Senate to be aware that while there are some advantages to this new proposal, one of the major disadvantages would be a possible massive increase in tuition. Some newspapers estimate that the cost of a university education could be as much as \$15,000 a year including tuition, accommodation, and books.

Report of the Tributes Committee (in camera)

EMERITUS STATUS

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

Report of the Tributes Committee (in camera)

Dr. Thomas H. Alden	Professor Emeritus of Metals and Materials Engineering
Dr. Kloh-Ann Amacher	Associate Professor Emerita of Social Work
Dr. C. J. Anastasiou	Professor Emeritus of Mathematics and Science Education
Dr. P. G. Ashmore	Clinical Professor Emeritus of Surgery
Dr. Johannes Barnard	Professor Emeritus of Physics
Dr. Rae Baudouin	Associate Professor Emerita of French
Dr. Claude P. Bouygues	Associate Professor Emeritus of French
Dr. John Brockington	Associate Professor Emeritus of Theatre
Dr. Alexander Cairns	Associate Professor Emeritus of Medicine
Dr. Rafael V. Chacon	Professor Emeritus of Mathematics
Dr. Colin W. Clark	Professor Emeritus of Mathematics
Dr. Margaret Csapo	Professor Emerita of Educational Psychology and Special Education
Dr. C. K. Curtis	Associate Professor Emeritus of Social and Educational Studies
Dr. John D. Dennison	Professor Emeritus of Administrative, Adult and Higher Education
Dr. K. R. Donnelly	Associate Professor Emeritus of Anatomy
Mr. Peter J. Ellickson	Senior Instructor Emeritus of Zoology
Mr. Graham Elliston	Administrative Librarian Emeritus
Dr. R. A. English	Clinical Associate Professor Emeritus of Pathology
Dr. Heather Franklyn	Assistant Professor Emerita of French
Dr. Alfred Gerein	Clinical Professor Emeritus of Surgery
Dr. Lionel G. Harrison	Professor Emeritus of Chemistry
Dr. Ian Housego	Professor Emeritus of Administrative, Adult and Higher Education
Dr. Joseph A. Lavin	Professor Emeritus of English
Dr. Lawrence E. Lowe	Professor Emeritus of Soil Science
Dr. D. Ludwig	Professor Emeritus of Mathematics/Zoology
Dr. Robert MacLean	Clinical Professor Emeritus of Pediatrics
Dr. Helen Mayoh	General Librarian Emerita
Dr. Alan G. Mitchell	Professor Emeritus of Pharmaceutical Sciences
Dr. James Panter	Assistant Professor Emeritus of French
Dr. Kenneth L. Pinder	Professor Emeritus of Chemical Engineering
Dr. Harold Ratzlaff	Assistant Professor Emeritus of Educational Psychology and Special Education
Dr. P. M. Rebbeck	Clinical Associate Professor Emerita of Surgery
Dr. R. H. Rogers	Clinical Associate Professor Emeritus of Family Practice
Dr. Trevor Sandy	Clinical Professor Emeritus of Surgery
Dr. Barbara Schrodtt	Associate Professor Emerita of Human Kinetics
Mr. Gordon Slobin	Senior Instructor Emeritus of Pharmaceutical Sciences
Dr. John Smith	Clinical Associate Professor Emeritus of Health Care and Epidemiology
Mr. Douglas E. Talney	Associate Professor Emeritus of Music
Dr. J. W. C. Tomlinson	Associate Professor Emeritus of Commerce and Business Administration
Mrs. Ethel M. Warbinek	Assistant Professor Emerita of Nursing

*Dean McBride
Dr. Slonecker*

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

Carried.

Adjournment

The meeting adjourned at 9.20 p.m.

Next meeting

The next regular meeting of Senate will be held on Wednesday, November 16, 1994.