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

MINUTES OF APRIL 21, 1993

Attendance

Present: Dr. C. E. Slonecker (Vice-Chair), Chancellor L. R. Peterson, Vice-President D. R. Birch, Mr. S. Alsgard, Dr. A. P. Autor, Mr. J. A. Banfield, Dr. D. M. Brunette, Professor P. J. Bryden, Dr. D. G. A. Carter, Professor E. A. Carty, Dr. R. L. Chase, Dr. S. Cherry, Ms. L. Chui, Dr. T. S. Cook, Mr. N. A. Davidson, Dr. K. Dawson, Dr. J. D. Dennison, Mr. W. F. Dick, Dr. G. W. Eaton, Mr. M. A. Fuoss, Mr. E. B. Goehring, Dean M. A. Goldberg, Dean J. R. Grace, Dr. S. E. Grace, Ms. C. L. Greentree, Dr. R. D. Guy, Rev. J. Hanrahan, Dean M. J. Hollenberg, Dr. M. Isaacson, Mr. A. Janmohamed, Dr. J. G. T. Kelsey, Mr. G. Kettyle, Dr. M. M. Klawe, Dr. S. C. Lindstrom, Dr. D. M. Lyster, Dean M. P. Marchak, Mr. P. R. Marsden, Dean B. C. McBride, Dr. H. McDonald, Dr. J. A. McLean, Mr. R. S. McNeal, Dean J. H. McNeill, Mr. W. B. McNulty, Dr. L. Paszner, Ms. B. M. Peterson, Dr. C. Price, Mr. A. A. Raghavji, Professor R. S. Reid, Mr. M. G. Schaper, Mr. A. J. Scow, Dr. R. A. Shearer, Dean N. Sheehan, Dean C. L. Smith, Dr. L. de Sobrino, Ms. S. J. Spence, Mr. M. Sugimoto, Dr. R. C. Tees, Mr. G. A. Thom, Dr. W. Uegama, Dr. J. M. Varah, Dr. D. A. Wehrung, Dr. R. M. Will, Dr. D. Ll. Williams, Mr. E. C. H. Woo, Ms. N. E. Woo, Mr. C. A. Woods, Dr. W. C. Wright, Jr.

Regrets: President D. W. Strangway, Mr. D. A. Anderson, Dean C. S. Binkley, Dean pro tem. M. A. Boyd, Dr. S. W. Hamilton, Dean A. Meisen, Dr. A. G. Mitchell, Mr. J. A. Olynyk, Dr. R. J. Patrick, Rev. W. J. Phillips, Dr. P. Resnick, Dean J. F. Richards, Mr. M. M. Ryan, Dr. G. G. E. Scudder, Dr. L. J. Stan, Dr. J. Vanderstoep.

Observers: Dr. David Hardwick, Professor Tom Knight.

Senate membership

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

- Mr. Stephen W. Baumber - student representative of the Faculty of Forestry
- Ms. Elise Brady - student representative at-large
- Mr. Bruce D. Burgess - student representative of the Faculty of Dentistry

REPLACEMENTS

- Ms. Lica Chui replaces Ms. Brady as student representative at-large
- Ms. Shannon J. Spence replaces Mr. Baumber as student representative of the Faculty of Forestry

(The replacement for the Dentistry student will be announced at the May meeting)

Introduction of student senators

The Chair welcomed the following students who were elected to serve on Senate for a one year term from April 1, 1993 to March 31, 1994 (one representative elected by each Faculty + 5 members at-large):

Agricultural Sciences
Mr. Azim A. Raghavji, Second Year Agricultural Sciences

Applied Science
Ms. Christa L. Greentree, Fourth Year Applied Science

Arts
Mr. Marc G. Schaper, Second Year Arts

Commerce and Business Administration
Mr. Michael A. Fuoss, Third Year Commerce & Bus. Administration

Dentistry
Vacancy

Education
Mr. Fergus B. N. Horsburgh, First Year Education

Forestry
Ms. Shannon J. Spence, Second Year Forestry

Graduate Studies
Mr. E. Brian Goehring, Ph.D. Candidate in Geography

Law
Mr. Gord Kettyle, Second Year Law

Medicine
Mr. William F. Dick, Third Year Medicine

Pharmaceutical Sciences
Mr. Amin Janmohamed, Third Year Pharmaceutical Sciences

Science
Mr. Chris A. Woods, Fourth Year Science

Members at-large:
Ms. Lica Chui, First Year Pharmaceutical Sciences;
Mr. Paul R. Marsden, Fourth Year Arts;
Mr. Regan S. McNeal, Third Year Science;
Mr. Jerry A. Olynyk, Fourth Year Arts;
Mr. Emile C. H. Woo, Fourth Year Pharmaceutical Sciences

Mr. Goehring, Graduate Studies student representative, drew Senate's attention to the participation of the student senators whose terms had finished on March 31st. He noted that two students had co-chaired Senate Committees: Mr. Lau, as noted in the previous minutes, and Ms. Carole Forsythe, co-chair of the Senate Ad Hoc Committee on University Residences.

Minutes of the previous meeting

Dr. Tees
Mr. Woo } *That the minutes of the seventh regular meeting of Senate for the Session 1992-93, having been circulated, be taken as read and adopted.*

Carried.

Business arising from the Minutes

ENROLMENT QUOTAS FOR 1993-94 (P.10509)

Material supplied to the Board of Governors concerning Admission Quotas and Enrolment Planning had been circulated for information. Dr. Birch stated that the Board of Governors take very seriously their charge of determining, with the approval of Senate, the quotas for enrolment. He thought that Senate would be interested to know that the Board requires a significant amount of information concerning resource implications and the pressures on academic units before making such decisions.

MATURE STUDENTS IN THE FACULTY OF ARTS (PP.10507-11)

Material from the Faculty of Arts concerning the category called "Mature Students" had been circulated for information (see Appendix A). Dean Marchak stated that the material had been provided in the hope that it would correct a number of impressions created at the previous meeting when discussions concerning this category had taken place.

Chair's remarks and related questions

There were no remarks from the Chair.

From the Board of Governors

NOTIFICATION OF APPROVAL IN PRINCIPLE OF SENATE RECOMMENDATIONS

Subject, where applicable, to the proviso that none of the programs be implemented without formal reference to the President; and that the Deans and Heads concerned with new programs be asked to indicate the space requirements, if any, of such new programs.

i. Awards (pp.10528-30)
ii. Enrolment quotas and controls (pp.10506-511)
iii. Establishment of the Stephen M. Drance Chair in Ophthalmology (pp.10520-1)
iv. Change in name of the School of Physical Education and Recreation to the School of Human Kinetics (pp.10521 3)
v. Change in name of the Department of Microbiology to the Department of Microbiology and Immunology (pp.10523-4)

ELECTION RESULTS

Results of the election of eleven members of Convocation to serve on Senate for a three-year term commencing September 1, 1993

- David A. Anderson
- John A. Banfield
- Patrick T. Brady
- Donald G. Carter
- J. A. S. (Tony) Fogarassy
- Stanley B. Knight
- Sandra C. Lindstrom
- Robert W. Lowe
- William B. McNulty
- Carole Anne Soong
- L. Joanne Stan

Results of the election of faculty members and a librarian to Senate for a three-year term commencing September 1, 1993

ELECTED BY THE FACULTIES

Agricultural Sciences:

George W. Eaton, Professor, Department of Plant Science;

John Vanderstoep, Associate Professor, Department of Food Science

Applied Science:

Michael Isaacson, Professor, Department of Civil Engineering;

Sally Thorne, Associate Professor, School of Nursing

Arts:

Sherrill E. Grace, Associate Dean, Faculty of Arts, and Professor, Department of English;

Ronald A. Shearer, Professor, Department of Economics

Commerce and Business Administration:

Anthony E. Boardman, Associate Professor, Faculty of Commerce and Business Administration;

Donald A. Wehrung, Associate Dean and Professor, Faculty of Commerce and Business Administration

Dentistry:

Donald M. Brunette, Professor and Head, Department of Oral Biology;

Michael MacEntee, Professor, Department of Clinical Dental Sciences

Education:

Jean Barman, Associate Professor, Department of Social and Educational Studies;

J. Graham Kelsey, Associate Professor, Department of Administrative, Adult and Higher Education

Forestry:

Stavros Avramidis, Assistant Professor, Department of Wood Science;

David H. Cohen, Assistant Professor, Department of Wood Science

Graduate Studies:

David J. Randall, Professor, Dept. of Zoology and Assoc. Dean, Faculty of Graduate Studies;

D. Llewelyn Williams, Professor, Department of Physics

Law:

Donald J. MacDougall, Professor, Faculty of Law;

Robert S. Reid, Associate Professor, Faculty of Law

Medicine:

Ross T. A. MacGillivray, Professor, Department of Biochemistry and Molecular Biology;

Charles E. Slonecker, Professor, Department of Anatomy

Pharmaceutical Sciences:

Marc Levine, Associate Professor, Faculty of Pharmaceutical Sciences;

Donald M. Lyster, Professor, Faculty of Pharmaceutical Sciences

Science:

John Gosline, Professor, Department of Zoology

Harvey; B. Richer, Professor, Department of Geophysics and Astronomy

Elected by the Joint Faculties

Dr. A. P. Autor, Professor, Department of Pathology;

Dr. J. D. Berger, Professor, Department of Zoology;

Dr. T. S. Cook, Assistant Professor, Department of Social and Educational Studies;

Dr. M. G. R. Coope, Associate Professor, Department of Hispanic and Italian Studies;

Dr. J. H. V. Gilbert, Professor, School of Audiology and Speech Sciences;

Prof. M. Quayle, Associate Professor, Department of Plant Science, and School of Architecture;

Prof. J. A. Rice, Assistant Professor, School of Nursing;

Dr. R. C. Tees, Professor and Head, Department of Psychology;

Dr. E. W. Whittaker, Professor, Department of Anthropology and Sociology;

Dr. R. M. Will, Professor, Department of Economics

Elected representative of the Professional Librarians

Margaret Price, Librarian, Woodward Biomedical Library

Reports of Committees of Senate

ACADEMIC POLICY COMMITTEE

Guidelines for the establishment of a Faculty

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

GUIDELINES FOR THE ESTABLISHMENT OF A FACULTY

ACADEMIC GOVERNANCE

Increasing the number of faculties has implications for academic governance, not just for the unit seeking faculty status, but for the university as a whole. There are implications for the size and effectiveness of **Senate**, the size and composition of the **Committee of Deans** as an advisory body to the president and academic vice- president, and the degree to which academic governance is centralized, as reflected in the number of academic units and administrators that report directly to the president's office.

For these reasons it is recognized that there cannot be indifference to the number of faculties at UBC. Any proposal to increase the number, either by raising the status of a school to that of a faculty, or by accommodating a new area of programming by creating a faculty, must be carefully considered, and declared benefits to the unit seeking faculty status must be examined in this context.

i. Senate Size and Effectiveness

Under the *University Act* (Section 34), creation of a new faculty adds four members to Senate--a dean, one faculty member, and two students. The present Senate has **87** members. If UBC were to have seventeen instead of twelve faculties, as is the case, for example, at the University of Western Ontario, Senate would have **107** members.

The effectiveness of Senate is not just a function of its size. For it to work well, all parts of the university community must have effective representation in the Senate. Academic units and programs are represented in Senate by their dean and their faculty and student representatives. In the case of a small or professional faculty, this tends to constitute a more direct representation than exists in the case of a large faculty encompassing several disciplines or professional programs (departments and schools), where both the dean and representatives of faculty and students may have to represent and speak for interests outside their discipline or program of study. This kind of indirect representation is inevitable in a large university, if Senate is to be of manageable size. The question is how well is it achieved? Do faculty and students so represented have an effective voice in Senate?

The answer to this question is unlikely to be found, in the particular instance, in the performance--adequate or inadequate--of the representational role of incumbent senators. It must be looked for, instead, in the academic and organizational integrity of a faculty, as constituted, as well as in its everyday functioning and "culture" (inter-relationships). There are two issues to be addressed in this respect. First, is the diversity of programming in a faculty of such a nature as to lead to the conclusion that interests of a particular unit or discipline within a faculty, say for example a school, cannot be represented indirectly in Senate? Or alternatively, are there compelling reasons from the viewpoint of the university or the wider community for a particular discipline within a faculty, say for example a school, or program to be represented directly in Senate, which can be assured only by faculty status? Secondly, is there basis for concluding that due to the diversity and size of units or disciplines that make up a faculty, and the absence of a shared identity, faculty and students in a particular program are unable to be elected to Senate?

Insight into the latter question can be obtained from the experience of recent elections to Senate. Have a school's faculty and students been nominated regularly for Senate and failed to get elected? Is there a history of apparent little interest in Senate, and a willingness to be represented by others? The question whether a dean can effectively speak for a discipline or profession unrelated to, or far removed from, his or her own may also be relevant. This is a question related to the cognateness of a faculty's programs and mission, which is discussed briefly below. That he or she may not always be able to do so is anticipated in the regulation of Senate,[1] seldom used, that permits a director to present in person to Senate matters of special interest to his or her school.

> GUIDELINE 1-- **The effectiveness of a school's or other unit's representation in Senate is an important consideration in deciding whether to grant faculty status. This consideration must be tempered by a concern for the impact of change on the overall size and representativeness of Senate, and realization that many programs and units in the university must continue to be represented in Senate indirectly through a dean, faculty, and students who may be in another discipline.**

ii. Appointment, Reappointment and Promotion of Faculty

The negotiated **Agreement on Conditions of Appointment for Faculty** (see **Faculty Handbook**) recognizes a three-tiered structure of collegial and administrative involvement in decisions affecting the appointment, reappointment, tenuring, and promotion of members of faculty holding appointments without review. This document establishes and defines the role of a faculty member's immediate colleagues and administrative head in such decisions, as well as that of colleagues at the faculty and university levels. It is based on the norm of departmentalized faculties where a department head, on the advice of an advisory committee initiates all recommendations relating to appointment, reappointment, tenure, and promotion.

The role of faculty committees and the Senior Appointments Committee in this process is two-fold--to assure and maintain faculty- and university-wide standards of performance and achievement for faculty, and to provide a dynamic and responsibility for these standards that is conducive to their improvement. The **Faculty Handbook**, to ensure the viability of collegial input at the departmental level, as well as preserve the anonymity of the advice given, provides for the expansion of a head's advisory committee by the addition of faculty members from outside the department, when numbers are small. There is thus explicit recognition of a minimum size of a department for the provisions of the **Handbook** governing conditions of appointment, reappointment and promotion to apply as intended. Presumably the same holds for a faculty that is too small or has too few colleagues eligible to serve on mandated advisory committees.

[1] See Appendix A for motion of Senate 1949 establishing schools and regulating their governance.

It is at the level of the Senior Appointment's committee where the difference in the administrative scrutiny and collegial assessment received by recommendations for appointment, tenure and promotion in departmentalized and non-departmentalized faculties is most apparent. The Senior Appointments Committee, for the departmentalized faculty, represents a third level of assessment, after a recommendation has been initiated and approved by a candidate's department or school, and supported at the faculty level where it must be considered by a dean's advisory committee. Furthermore, the dean's advisory committee, like the Senior Appointments Committee, is composed for the most part, if not entirely, of persons outside the candidate's discipline or field of study, whose knowledge of the candidate is based primarily on the documentation presented.

This situation is different from that of a recommendation reaching the Senior Appointments Committee from a smaller, non-departmentalized faculty. Such a recommendation has had no second-level scrutiny, nor has it been considered by persons other than the candidate's immediate colleagues and his or her dean. It is also presented and argued before the Senior Appointments Committee by the candidate's dean, who in this case is also the administrator responsible for initiating the recommendation at the first level. (In this connection it is interesting to note that department heads and directors of schools do not serve on the Senior Appointments Committee on the grounds that they would be required, or would have the opportunity, to participate in the assessment of recommendations that they had initiated and supported at the department or school level.)

> **GUIDELINE 2 -- That any new faculty be of a size and complexity that permit departmentalization in conformity with the norms for administrative review of, and collegial participation in, decisions relating to appointment, reappointment, tenure and promotion as laid out in the *Agreement on Conditions of Appointment for Faculty*. Particular attention should be given to the viability of advisory committees in relation to the number of eligible members of appropriate rank available to serve on them.**

iii. The School within its Faculty

The 1949 motions of Senate establishing and governing schools (Appendix A) recognized them as "mainly professional or vocational in character", as offering a "specialized" curriculum, and as having policies that "do not generally affect policies in other departments to any great extent". Despite their distinctiveness and "special problems", schools were clearly envisaged by Senate as forming an integral part of an academic community defined by the boundaries of the faculty in which they were situated. Senate gave the school council jurisdiction over "matters pertaining only to the school", but saw fit to grant the dean discretion over whether these matters would also have to be referred to the faculty for approval before being forwarded to Senate. The 1949 motions explicitly stated that "all other academic matters" had to be referred to the faculty for approval. The relatedness of a school's mandate to that of its faculty and the faculty's departments is reflected in the provision that schools' councils consist of a school's faculty members and "representatives of closely related departments".

Practice in many cases has not conformed to Senate's intentions and instructions with respect to schools. Schools were established that did not share a sense of mission and community with departments and other schools in their faculty to the extent envisaged by Senate, if indeed at all. As a result, some schools have been accorded a degree of independence in the conduct of their affairs not intended by Senate. Academic matters have been deemed to be of interest to the school only, and for this reason, are not required to be approved by a faculty committee and the faculty as a whole before being forwarded to Senate. They act, in this respect, much like mini-faculties.

The relative independence from the academic governance of its faculty both reflects and contributes to a sense of apartness in a school, which is bound inevitably to raise the question whether it belongs, and whether it might not be better off, or no worse off, if it were to become a faculty. Only in the Faculty of Arts do schools seem to be integrated into the academic, as distinct to budget and personnel, committee structure of the faculty in a manner if not exactly contemplated, then encouraged, by Senate in 1949. The absence, with two recent exceptions, of school faculty serving as an assistant or associate dean of their faculty, not to mention dean, also presumably does little to enhance a feeling of belonging on the part of a school, and of being more than an anomaly within the faculty structure, or an appendage to it.

After all is said, there remains the question of how disparate can the programs administered within a faculty be, and there be, equally accessible to all programs, the academic leadership and environment, not to mention resources, needed to assure their wellbeing and future development. In other words, how cognate, if at all, must be the various programs and academic endeavours of a faculty? The answer to a large extent depends on how a faculty is viewed and defined. For example, is it foremost an academic body, or an administrative body, or both? The same enquiry can be raised with respect to the role of dean. Is the dean viewed as the academic leader of the entire faculty, of the schools as well as of departments, or does this role or aspect of the dean's job tend to be assumed, in the case of schools, by their directors? The reality is that it probably does, especially in the case of professional schools with wide outside involvement in professional organizations and the community.

It is reasonable to assume that Senate, in establishing schools, saw the director and not the dean as providing leadership in all matters particular to a school's professional or vocational existence, and with respect to the associations with outside organizations that this entails. Such a view or model of the complex faculty suggests that the dean's role as academic leader is restricted primarily to his or her discipline or general area of competence, which means, barring the possibility that the dean holds an appointment in a school, to the faculty's departments. For the school, the dean becomes essentially a provider, and an advocate and expediter before Senate and in the president's office.

But if we accept that a faculty, regardless of its complexity, is an academic unit, and comprises an academic community, it seems reasonable that a sense of belongingness and purpose be shared by all who hold appointments in the faculty.

In some cases this shared feeling has come easily, through an affinity of disciplines or professional concern, or a shared history, while in the case of other schools the basis for its existence is less evident, or non-existent. A majority of UBC's schools have evolved from within their faculty; others have been created and "attached". Schools are the product of the development and evolution of the university's mission, and for this reason it must be recognized that what was once considered their appropriate place in the organizational structure of the university, may no longer be so. This the university must be capable of doing and acting upon. The interests of the school and the university may be best served if a school becomes a faculty.

GUIDELINE 3 -- As an academic community, a faculty should be comprised of departments or departments and schools that share similar or common educational goals, and at lest to some extent are inter-dependent and mutually reinforcing in the achievement of their respective goals. Measures of the latter may include the exchange of students in elective or required courses, joint research, and shared human and physical resources.

GUIDELINE 4 -- A school should be involved in a meaningful way in the academic governance of the faculty in which it is located, and similarly, members of departments and other schools in that faculty should have the opportunity to participate, where appropriate, in academic decision-making affecting a school.

ADMINISTRATION

i. Organizational Structure

The issue here is largely one of the degree of centralization in administrative structure and processes that is appropriate for a university of the size and complexity of UBC. Perspectives on this issue may not always be reconcilable with otherwise held views on optimum organization. In a very large organization that can invoke a sense of powerlessness, or even of neglect, it is natural that everyone would wish to be represented directly at, or report to, the "centre". Yet everyone also recognizes the importance of decentralized decision-making and responsibility. In the large university, the benefits of faculty status depend to a significant extent on there being relatively few faculties, although this may not always readily be seen as being the case.

The number of faculties defines the role of the president and vice president academic, to the extent that the nature of the decisions they must make, and the information level needed to make these decisions, depends on the number of administrators (deans of faculty) who report directly to them. It also, of course, defines the role and the scope of activities of deans. The organizational pyramid provides the balance between the need for control and accountability at the centre and the need for decentralization which, within the context of university governance and collegiality, has an appropriateness of its own. The present organizational

structure at UBC of faculties, schools and departments is intended to provide such balance, and probably does in an acceptable, albeit less than perfect, way. Any argument to increase significantly or even incrementally the number of faculties has to be weighed carefully against any possible harm that might be done to this balance.

The number of faculties also has important implications for the manner in which resources are allocated within the university, or more specifically among academic programs. Faculty budgets are determined by the president's office, not without regard to the needs of departments and schools, but with the understanding that they are best attended to by allocations and reallocations within a global faculty budget. This approach to budgeting has proven to be sufficiently flexible to permit ear-marked funding from the centre, as well as additions to faculty budgets for the specific purpose of meeting the needs or program initiatives of a particular department or school. Its great advantage for the sub-faculty unit (department or school) is that the competition for funds and the important decisions affecting its budget occur at a level where its goals and objectives are likely to be best understood, and where support for them, and if necessary, articulation of them to a wider university community is likely to be greatest. The role of a dean, working together with a director in advancing the interests of a school, must not be underestimated, and should always be compared to the situation that would exist if the school were a faculty having to compete for resources in a larger arena, and on its own--especially if the number of faculties so competing were to increase much beyond the present number.

GUIDELINE 5 -- The implications that an increase in the number of faculties has for the organizational structure of the university, as this relates to the administration of academic units and programs, should be carefully considered. There are implications for both the unit seeking faculty status and other faculties, and for the university as a whole, of having decision making and responsibility presently located at the faculty level moved to the president's office.

ii. The Committee of Deans

As an advisory and consultative committee to the president and academic vice-president, the Committee of Deans plays the important role of bringing together the different and often seemingly conflicting interests of the faculties for the purpose of articulating a university point of view or position. Consisting of the university's senior academic administrators, it also quite properly advises on all issues and matters affecting the wellbeing of the university. It is therefore important that the Committee of Deans be as representative as possible, i.e., be able and be seen as being able to speak effectively and equally for all parts of the academic community. This ability depends more on the composition of the committee, or on the basis on which faculties have been constituted, than it does on the actual number of faculties or of deans on the committee.

Some would claim that the Committee of Deans at present does not reflect as sensitively as it might the extent of interests represented by the existing faculties, and that any change in the committee's composition and size should be directed at improving its representativeness. For example, two of the twelve faculties--Arts and Science-- account for nearly half of total student enrolments in the university, and several of their departments have more members and students than several faculties directly represented on the committee. The same two faculties, representing the university's programs in the liberal arts and the sciences, have the same voice on the committee as Agricultural Sciences and Forestry, which together account for less than four percent of university enrolments. The Health Sciences, with a little over six percent of total university enrolments, have three representatives on the Committee of Deans, and in the past have had four when the office of Co-ordinator of Health Sciences was held by someone other than an incumbent dean. Nine of the twelve deans represent professional faculties.

GUIDELINE 6 -- The implications that the creation of an additional faculty has for the effective functioning of the Committee of Deans should be carefully considered. If they appear to increase present imbalance attributable to the different size of faculties or the strength of the representation some areas of the campus or academic community have on the committee, the benefits of a new faculty must be weighed against this disadvantage.

BUDGETARY IMPLICATIONS

The possibility of enhanced resources may well be one of the motivations for a school to seek faculty status. In today's financial climate, budgetary demands may also explain why a faculty would be willing to accede to a school's wish to seek needed funding elsewhere. There may be a desire by the school to insulate its budget from retrenchment. The experience at UBC the past ten years or so clearly suggests that the smaller professional faculties have indeed fared better in this regard than have the large complex, multi-program faculties. Yet it is also true that the degree of retrenchment of the latter faculties has not always been reflected in cutbacks of schools' budgets.

It is difficult not to imagine that a new faculty would not represent a new spending centre for the university. The idea that granting faculty status does not have associated with it additional costs is not tenable. For example, cursory examination of faculty establishments indicate that the smallest faculties have one, or more frequently two, assistant or associate deans. There are also in most situations faculty or decanal funds which, with today's tight budgets, are unlikely to be apportioned, if at all, in a manner adequate to the needs of a fledging faculty. The goodwill and aspirations attendant a new faculty are in themselves sufficient to give a boost to funding, and it would be foolish to assume that the university would not respond accordingly.

GUIDELINE 7 -- The budgetary implications of granting faculty status to a school must be carefully considered and estimated, with an undertaking to keep costs within these estimates for a specified period of time. The estimated cost of establishing a new faculty should be prioritized in relation to the other demands and needs of other faculties.

THE EXAMPLE OF OTHER UNIVERSITIES

Each university is organized into faculties, schools and other academic units in a way that reflects its unique history and the circumstances that have attended change and growth. A look at the organizational structure at major Canadian universities (Appendix B) suggests no norm or typical structure. UBC most closely resembles McGill and Dalhousie in the number of schools, although is probably unique in requiring that all schools be a constituent part of a faculty. Some schools, e.g., at Western, Toronto and Queen's, are schools in name only, with deans who report directly to the president or president's office. Half of the universities looked at are organized almost exclusively into faculties or schools that function as faculties. Not surprisingly, these are also the universities with the largest number of faculties.

The argument can and has been made that a school at UBC should be a faculty because most of its counterparts elsewhere in Canada are faculties with deans rather than schools with directors. This is essentially an argument for status and recognition, and for this reason should be examined carefully for substance. The notion that a school's wellbeing is tied to its name or perceived status within its university's structure is not held universally, as evidenced by the fact that some schools at Eastern universities have chosen to retain their name after being accorded what amounts to from an organizational point of view, faculty status. As indicated in table 1 (see below), no school at UBC is in an anomalous situation in terms of its designation or status as a school. Some schools' programs at UBC -- music is a good example--are taught in departments at other universities, a fact that is not evident from the table.

Table 1

ORGANIZATIONAL STATUS OF UBC SCHOOLS AT SELECTED CANADIAN UNIVERSITIES

UBC School of	*Faculty at*	*School at*
Architecture	Calgary, Manitoba, Toronto*	McGill
Audiology & Speech Sc.	N/A	N/A
Community & Regional Planning	N/A	McGill
Family & Nutritional Science	Manitoba	Alberta
Library, Archival & Info Sc.	Toronto, U.W.O.	Alberta, Dalhousie
Music	McGill, Toronto, U.W.O.	Calgary**, Manitoba
Nursing	Calgary, Alberta, U.W.O., Saskatchewan, Toronto, Queen's*	Dalhousie, McGill, Manitoba, McMaster
Physical Education	Calgary, Alberta, U.W.O., Manitoba, Saskatchewan	Dalhousie, Toronto, Queen's

ORGANIZATIONAL STATUS OF UBC SCHOOLS AT SELECTED CANADIAN UNIVERSITIES		
Rehabilitation Medicine	Alberta	Dalhousie, McGill, McMaster, Queen's, Saskatchewan
Social Work	Calgary, Manitoba, Toronto	Dalhousie, McGill

* called a school** in Faculty of Fine Arts

The fact that some or even a majority of universities can be pointed to as an example is hardly compelling in the absence of other argument. The issue should be what is appropriate for UBC in the context of its governing structure and how it relates to, and contributes to the academic wellbeing of, a particular school.

GUIDELINE 8 -- The example of other universities where the counterparts of a school at UBC have faculty status, and/or are headed by a dean, is not a compelling argument for a change in organizational structure and governance at UBC. Acceptance of such an argument would require evidence of disadvantage of maintaining a school's present status, or of real benefits to be derived from changing it.

ALTERNATIVE SOLUTIONS

Should it be concluded that, for whatever reason, the status of a school within its faculty is inappropriate, other remedies than granting it independent status as a faculty should be considered. UBC's organizational structure has grown by a process of accretion, without plan and regard to its ability to continue to accommodate growth and the changing needs and role of units within the structure.

The standard response should not be to create another faculty. This may not be the most appropriate solution for the school, or for the university as a whole, given the implications such a change has for the manner in which the university is governed. More fundamental change, such as the restructuring of the existing pattern of faculties and schools, including the amalgamation of present faculties, may be required to meet the need for change and to provide for it in the future. The transfer of a school to another faculty may also be a solution.

GUIDELINE 9 -- Alternative solutions to granting a school faculty status should be carefully considered, in view of the appropriateness of faculty status in relation to the requisites of a conducive academic environment, and of the implications an increased number of faculties has for the governance of the university. The transfer of a school to another faculty, a restructuring of the existing pattern of faculties and schools, and the amalgamation or combination of existing faculties may be a more appropriate response to the need for change.

APPENDIX A OF REPORT

EXCERPT FROM SENATE MINUTES OF MEETING OF FEBRUARY 16, 1949 (pp 1476-1477)

Report of the Committee Appointed to Examine the Organization of the University

Dean Chant, Chairman, presented the report of the Committee on the Organization of the University as adopted at the meeting of January 7th, which reads in major part, as follows:

> *Within a Faculty departments appear to fall, at present, into one or other of two categories. Generally speaking, those of the first category, with which this Committee is concerned, are characterized as follows:*
>
> a. *their courses are mainly professional or vocational in character;*
>
> b. *they offer a specialized curriculum leading to a distinctive degree;*
>
> c. *because their courses are ordinarily restricted to students following the specialized curriculum, their policies do not generally affect policies in other departments to any great extent;*
>
> d. *they have a relationship with outside professional bodies, which is not only desirable, but is necessary because of professional requirements which must be considered when designing the curriculum;*
>
> e. *they have, therefore, special problems which in many other universities have given rise to a somewhat different position than that belonging to a department.*
>
> *The committee, therefore, recommends:*
>
> 1. *that within a Faculty and under the Dean of the Faculty, departments falling in the first category described above may, on approval by Senate and the board of Governors, be designated as "schools" and their heads as "directors";*
> 2. *that faculty consist of members of "faculty" status in all the departments and schools of which the Faculty is composed;*
> 3. *that the Dean of the Faculty, in consultation with the Director appoint a council for each school consisting of all members of "faculty" status in the school and representatives of closely related departments;*
> 4. *that any matters pertaining only to the school be referred to the council of the school; any matters dealt with by the council of the school may, at the discretion of the Dean, be referred to the Faculty;*
> 5. *that all other academic matters be referred to the faculty;*
> 6. *that Senate, at its discretion and on request of the council, permit the Director of the school to present in person to Senate matters of special interest to the school.*

The committee wishes to point out that adoption of the above recommendations would not prevent any department or school from becoming a Faculty, if Senate and the Board of Governors so decide. It would, however, without additional cost, or alteration to the University Act, provide a wider latitude in meeting problems of organization.

Members of the committee feel that the scheme meets all the requirements considered desirable by those departments with special problems. Furthermore, by such an arrangement, the Director of a school would be relieved from the necessity of dealing with many matters which have no direct bearing on his school, and would be given greater freedom of action in dealing with his special problems more expeditiously than if all matters had to be referred to faculty.

Dean Chant
Dean Gage } *That this report be approved in principle.*

Carried.

APPENDIX B OF THE REPORT

ADMINISTRATIVE UNITS HEADED BY DEANS
(Faculties unless otherwise indicated)

Source: **Commonwealth Universities Yearbook**, 1992; also reference to university Calendars

Note: The following information is not in every case an accurate reflection of the organizational structure of the university, although it is assumed that deans report directly to the president. Not all units headed by deans are faculties; and some schools are a constituent part of a faculty, as is the case at UBC, while others appear not to be. It is assumed that schools headed by a dean have a status equivalent to that of a faculty.

CALGARY (16)

Continuing Education	Law
Education	Management
Engineering	Medicine
Environmental Design	Nursing
Fine Arts	Physical Education
General Studies	Science
Graduate Studies	Social Sciences
Humanities	

ALBERTA (16)	
Agriculture and Forestry	Home Economics (moved to Agriculture?)
Arts	Law
Business	Medicine
Dentistry	Nursing
Education	Pharmacy & Pharmaceutical Sciences
Engineering	Physical Education and Recreation
Extension	Rehabilitation Medicine
Graduate Studies and Research	Science
Schools:	
Native Studies (program listed under Arts)	Library and Info Studies (in Faculty of Education)

DALHOUSIE (8)	
Arts and Social Sciences	Law
Dentistry	Management
Graduate Studies	Medicine
Health Professions	Science
Schools:	
Nursing (in Faculty of Health Professions)	Social Work
Library and Information Studies	Human and Communicative Disorders
Physical and Health Education	Occupational Therapy
Environmental Studies	Physiotherapy

McGILL (15 incl. Admissions and Students)	
Admissions	Law
Agricultural and Environmental Sciences	Management
Arts	Medicine
Continuing Education	Music
Dentistry	Religious Studies
Education	Science
Engineering	Students
Graduate Studies and Research	
Schools:	
Nursing (in Faculty of Medicine; Director of Nursing is also Associate Dean (Nursing) in the Faculty of Medicine)	Graduate School of Library and Info Studies
Computer Science (in Faculty of Engineering)	Urban Planning (graduate program)
Human Communicative Disorders (graduate professional programs only)	Social Work
Architecture (graduate programs only)	Occupational Health (graduate programs only)
	Physical and Occupational Therapy (in Faculty of Medicine)

McMASTER (6)	
Business	Health Sciences
Engineering	Humanities
School of Graduate Studies	Social Sciences
Schools:	
Nursing (in Faculty of Medicine)	Occupational Therapy and Physiotherapy (in Faculty of Medicine)

MANITOBA (16)	
Agriculture and Food Sciences	Human Ecology
Architecture	Law
Arts	Management
Continuing Education Division	Medicine
Dentistry	Pharmacy
Education	Physical Education and Recreation Studies
Engineering	Science
Graduate Studies -	Social Work
Schools:	
Nursing	Music

QUEEN'S (9 incl.Women)	
Applied Science	Law
Arts and Science	Medicine
School of Business	School of Nursing
Education	Women
School of Graduate Studies and Research	
Schools:	
Physical and Health Education	Industrial Relations
Rehabilitation Therapy	

SASKATCHEWAN (12) (Faculties are called colleges at Saskatchewan)	
Agriculture	Law
Arts and Science	Medicine
Dentistry	Nursing
Education	Pharmacy
Engineering	Physical Education
Graduate Studies	Veterinary Medicine
[Has a School of Physical Therapy headed by a director]	

TORONTO (15)

Applied Science and Engineering
School of Architecture and Landscape Architecture
Arts and Science
Dentistry
Education
Forestry
School of Graduate Studies
Law
Library and Information Science
Management
Medicine
Music
Nursing
Pharmacy
Social Work
[Has a School of Physical and Health Education headed by a Director]

WESTERN ONTARIO (17)

Applied Health Sciences (Departments of Communicative Disorders, Occupational Therapy, and Physical Therapy)
Arts
School of Business Administration
Dentistry
Education
Engineering
Graduate Studies
Graduate School of Journalism -
Kinesiology
Law
Library and Information Science
Medicine
Music
Nursing
Part-Time and Continuing Education
Science
Social Science

In speaking to the report, Dr. Tees reminded Senate that at the November 18, 1992 meeting the Academic Policy Committee was charged to advise Senate on how the matter of Faculty status for a School in general would be decided. Dr. Tees explained that the Committee was recommending that a specially selected (ad hoc) committee of Senate be appointed at a time a proposal for a change in the organizational structure of the University involving the creation of a new Faculty comes before Senate. To this end, the Committee had constructed a set of guidelines, together with explanatory text, background information and a copy of the 1949 report of the Committee Appointed to Examine the Organization of the University that focussed on the nature of a School. The guidelines would provide some guidance to the ad hoc committee and also to a School that would like to make a proposal to have its status changed.

Dr. Tees
Dean Sheehan } *That the report be approved and that the guidelines for the establishment of a Faculty, outlined in the report, be utilized by a specially appointed (*ad hoc*) committee of Senate for consideration. This committee will report to Senate on the advisability of the proposed change, and if appropriate, may recommend alternatives.*

Professor Carty drew attention to the second paragraph under the heading Organizational Structure, and in particular to the section which reads: "...The organizational pyramid provides the balance between the need for control and accountability at the centre and the need for decentralization which, within the context of university governance and collegiality, has an appropriateness of its own. The present organizational structure at UBC of faculties, schools and departments is intended to provide such balance, and probably does in an acceptable, albeit less than perfect, way. Any argument to increase significantly or even incrementally the number of faculties has to be weighed carefully against any possible harm that might be done to this balance." Professor Carty questioned the validity of the assumption that the University does operate in a balanced way under the present organizational structure. She felt that the implication that increasing the number of Faculties might harm the balance already in existence was discouraging to those units who might want to become Faculties.

Professor Carty also referred to Guideline 2 concerning the complexity of departmentalization, and questioned whether all of the existing Faculties conformed to this guideline.

In response to Professor Carty's comments, Dr. Tees recognized that not everyone would agree with every word or assumption in the report. However, he felt that the report reflected the sentiments and thoughts of the Committee to the extent that they are representative.

Dr. Will emphasized that the guidelines were a model, not an attempt to justify reality. Therefore if there was an anomaly, or something that is clearly not being served by the model, then there might be justification for a change. In response to a query by Mr. Woo concerning the time frame for dealing with the proposal for Faculty status from the School of Nursing, Dr. Tees explained that the first step was to deal with the general issue of how Senate should deal with proposals for Faculty status.

The motion was put and carried.

Professor Carty informed Senate that as the guidelines for the establishment of a Faculty had now been instituted, the School of Nursing would like to take the opportunity to review their original proposal for Faculty status and attempt to frame it in relation to the specific guidelines.

ADMISSIONS COMMITTEE

Dr. Will, Chair of the Committee, presented the report on admission requirements for the M.A., M.Sc., and M.P.E. Degrees, the Master of Arts in Vocational Rehabilitation Counselling, the Master of Architecture, and the Ph.D. program in Law, and a proposed enrolment quota for the Faculty of Law.

Faculty of Graduate Studies - admission requirements for the M.A., M.Sc., and M.P.E. degrees

Dr. Will noted that although the name of the School of Physical Education and Recreation had been changed, the M.P.E. degree would not be changed to M.H.K. until the proposed change had been approved by the Faculty of Graduate Studies and Senate.

The Committee recommended approval of the following statement:

> Admission requirements: Students entering the M.A. program will be expected to have a background in arts or management whereas students entering the M.Sc. program will be expected to have a background in the sciences. Students entering the M.P.E. program must have a B.P.E. degree or its equivalent. Admission to all programs requires a First Class standing (80% or above) in at least 12 credits of work relevant to the chosen program of study, and at least an upper Second Class standing (74% or above) in the remaining course work in the Third and Fourth Year level.

Faculty of Graduate Studies - admission requirements for the Master of Arts in Vocational Rehabilitation Counselling

The Committee recommended approval of the following statement, subject to the inclusion of a sentence specifying that successful applicants must have an undergraduate degree with a standing that is acceptable to the Faculty of Graduate Studies:

> Admission will be based on three factors. First, the applicant must have an undergraduate degree preferably with a concentration in a related area such as psychology, occupational therapy, social work, special education, human resources management, or nursing. In addition, the applicant will normally be required to have work experience, either paid or volunteer. Finally, letters of reference attesting to the applicant's personal suitability for the field will be required. Prospective students are encouraged to contact the program coordinator to discuss their individual situations.

Faculty of Graduate Studies - admission requirements for the Master of Architecture

The Committee recommended approval of the following statement on admission:

> Students entering the program should demonstrate interest and potential in the broad field of the creative arts and architecture. Prior instruction and experience in the arts, crafts, or other design oriented activities, with emphasis on visual communication in various media, is extremely valuable. Similarly, the selection of university courses covering a broad

range of studies in the arts, humanities and social sciences on the one hand, and the physical and applied sciences on the other, offers a desirable breadth and mix of academic experience. Irrespective of specific degree requirements within various faculties or universities, the School of Architecture considers it desirable that entering students have completed university-level course work in mathematics, English literature and composition, and a survey course in architectural history.

For students seeking general information and guidance in preparation for entry to the School of Architecture, a brochure entitled, Information for Prospective Students is available from the School on request.

Candidates for admission will be of two types: (1) those holding a Bachelor's degree from a recognized university who have achieved First Class standing (80% or above) in at least 12 credits of course work and at least an upper Second Class standing (74% or above) in the remainder of the course work in the last two years of undergraduate study, or their equivalent in the case of a student completing the undergraduate program on a part-time basis; (2) in special circumstances, designers who demonstrate advanced artistic achievement and would benefit from the program. Applicants must demonstrate aptitude for the study of architecture and creative potential. Applicants must submit all of the following by March 31 (except as specified in (b) below):

a) Two application forms - (a) "Application for Admission to the School of Architecture" and (b) "Application for Admission to Graduate Studies."

b) Two official transcripts of all post-secondary study completed to date, including mid-year (December) grades, should accompany the application or be forwarded to the School not later than March 31. An evaluation will be made on the basis of these transcripts and a letter of conditional acceptance may then be issued. To satisfy the conditions of acceptance, two official transcripts confirming that the degree has been awarded must then be received by the School no later than June 30.

c) A brief biographical summary, including chronology and description of education, travel and work experience.

d) A portfolio containing evidence of creative work consisting of original sketches, drawings, paintings, sculpture, crafts, photography, or other similar work. Additional information and instructions pertaining to the presentation of this portfolio is given in the Information for Prospective Students brochure issued by the School.

e) Statement of Interest outlining the reasons for wishing to study architecture and why the appellant has chosen the School of Architecture at The University of British Columbia.

f) Three confidential letters of reference from persons familiar with the applicant's experience, interests, and abilities relevant to the study of architecture. These must be sent directly to the School of Architecture by the writers.

Some applicants who meet entrance requirements may not be accepted because of limitations in the number of available places. All admissions must be approved by the Faculty of Graduate Studies.

All applicants to the School should note that a Workshop Course is mandatory for entering students. This workshop course is an integral part of the design program in First Year. It is normally of two weeks duration and commences about mid-August. Dates and other particulars concerning the Workshop Course are normally provided with the letter of acceptance. Students who are unable to attend the complete Workshop Course, or who fail to remit the course fee by the prescribed time, will have their admission cancelled. A workshop fee of $450 is payable within two weeks of the date of an applicant's acceptance of admission. After this time, no refund is possible.

Students accepted for admission to the School who subsequently find that they are unable to attend must re-apply for admission at a later date. A student whose application is rejected may seek the advice of the School before submitting a new application. The advice may include pursuit of academic studies or of specific kinds of experience.

Admission requirements for the Ph.D. in Law

The Committee recommended approval of the following statement:

A candidate for admission to the Ph.D. program must have demonstrated the qualifications to conduct independent original research and analysis that makes a scholarly contribution to the field of law. The candidate must have a Master of Laws (LL.M.) degree or its equivalent from an approved institution in a field of specialization that would support the applicant's Ph.D. research program. Admission decisions are based on the candidate's thesis proposal, letters of reference, and prior academic performance. A candidate's admission is not complete until the application has been accepted and the course of study has been approved by the Faculty of Law. Applicants who choose to demonstrate their English Proficiency by means of TOEFL will require a score of 600". See "English Language Proficiency Requirements.

Dr. Will
Dean Grace } *That the admission requirements for the M.A., M.Sc., and M.P.E. Degrees, the Master of Arts in Vocational Rehabilitation Counselling, the Master of Architecture, and the Ph.D. program in Law, be approved.*

Carried.

FACULTY OF LAW - PROPOSED ENROLMENT QUOTA

Dr. Shearer reported on the proposed enrolment quota for the Faculty of Law. He explained that the proposed enrolment quota of 180 students in the First Year of the LL.B. program was based on an academic decision to change the structure of the program offerings in the Faculty of Law with their existing resources. The proposal involves expansion of the graduate program including the introduction of a Ph.D. program, while at the same time restricting the undergraduate enrolment and transferring the human resources from one set of programs to the other. The effect is a rather large reduction in enrolment at the LL.B. level because the resources are to be freed up for the graduate program. This appears to be unavoidable because of the structure of the first year offerings. There is also a budgetary aspect in that the Faculty of Law has one of the highest student/faculty ratios in the country. The Faculty of Law felt that it would be impossible to expand the graduate program without a rearrangement of the existing resources. The Committee had been assured that appropriate consultation had taken place with the Law Society and that there was general support for the proposal. Students had also been consulted and although opinions were divided, in general there was understanding and support for the proposal. Dr. Shearer also noted that the proposal involves retaining the existing admissions both to the First Nations program and the admission of students at the Dean's discretion, primarily mature students, students from visible minorities and students with special needs.

Dr. Shearer
Prof. Bryden } *That, commencing in 1993-94, the Faculty of Law will admit up to 180 students into the First Year of the LL.B. program.*

Dr. Chase suggested that perhaps there were already enough law schools in Canada generating graduate students with advanced degrees, which presumably produce all the faculty needed by law schools. In response, Dean Smith read to Senate a letter from an external reviewer in which it was stated that creating a doctoral program at UBC was long overdue. Reasons stated in the letter were: that UBC has had a strong graduate program for many years, strong Pacific rim connections, and the specialists on faculty needed for such a program. Further, the existing doctoral programs in law in Canada offer only about 10 to 12 places per year. As a result Canada loses many good candidates to U.K. and U.S. schools, some of whom are lost to the Canadian system forever. Dean Smith stated that, based on that opinion, and upon the demand for the program, the Faculty of Law was confident that the program would be filling a need.

In response to a query by Dr. Isaacson concerning the small number of students to be admitted to the Ph.D. program, Dean Smith stated that the Faculty had set a target of approximately 10 Ph.D. students in the system at any one time.

Dr. Shearer pointed out that Senate was not being asked to approve a quota for the Ph.D. program.

Mr. Kettyle, Law student senator, noted that in furthering and strengthening the graduate program within the Faculty of Law, the Faculty had taken steps to be consistent with the current mission statement of UBC. He also stated that while

UBC had achieved substantial strides in providing services for students, there were some services that other law schools had enjoyed for many years, such as job placement for articling positions upon graduation and workshops to the private bar, which UBC was only now beginning to develop. Mr. Kettyle stated that he had solicited opinions from Law students and the vast majority of those students were solidly behind the initiatives and the direction of the Faculty. Professor Bryden explained that the Faculty felt that teaching at the LL.B. level would be improved by having a smaller program.

The motion was put and carried.

CURRICULUM COMMITTEE (SEE APPENDIX 'B')

Dr. Sobrino, Chair of the Committee, presented the report on proposals from the Faculty of Graduate Studies and the School of Human Kinetics

Faculty of Graduate Studies - M.P.E., M.A., and M.Sc.

The Committee recommended approval of a proposal to separate the M.P.E. program into an M.P.E., an M.A., and an M.Sc., subject to the following corrections:

> EDPS 581, 596, 597 and 682, should read **EPSE** 581, 596, 597 and 682 EDUC 515, 533 AND 581, should read **EPSE** 515, 533 and 581, and EDUC 562 should read EDCI 562.

Faculty of Graduate Studies - Ph.D. program in Law

The Committee recommended approval of a proposal for a Ph.D. program in Law.

Faculty of Graduate Studies - conversion of B.Arch. to Master of Architecture

The Committee recommended approval of a proposal for the conversion of the B.Arch. to a Master of Architecture. It was noted that a proposed new course, ARCH 569 had been withdrawn, pending consultation with the Department of Psychology.

Faculty of Graduate Studies - Master of Arts in Vocational Rehabilitation Counselling

The Committee recommended approval of a Master of Arts in Vocational Rehabilitation Counselling.

School of Human Kinetics

The Committee recommended approval of curriculum proposals from the School of Human Kinetics, subject to the following:

> Note 4. of the Exercise Science Program - revise to read: Arts/Science Electives chosen in consultation with the Exercise Science Program coordinator.

In response to a query, Dr. Sobrino noted that the name of the undergraduate degree would not be changed until it had been processed through the School and Senate.

Dr. Sobrino
Dean Smith } *That the proposals of the Faculty of Graduate Studies and the School of Human Kinetics be approved.*

In response to a query by Dr. Williams concerning the Master of Arts in Vocational Rehabilitation Counselling, Dean Grace explained that it was quite common when there were two options in a Masters program, a thesis Masters and a non-thesis course Masters, that the course Masters must have a graduating essay, which carries zero credit.

The motion was put and carried.

Dr. Sobrino drew Senate's attention to the approval at the December Senate meeting of the removal of MECH 398, a course in technical writing. The decision to delete this course was based on the fact that Senate had approved a new technical writing course, APSC 201. Dr. Sobrino was subsequently informed that the Faculty did not wish to delete MECH 398 because they did not have the resources to offer APSC 201 this year. Since the Faculty were not able to offer the course, Dr. Sobrino had agreed that it should not appear in the Calendar at this time.

NOMINATING COMMITTEE

Dr. Will, Chair of the Committee, presented the report. The Nominating Committee nominated the following students to fill student vacancies on Senate committees:

Academic Building Needs	Mr. R. S. McNeal - replacing Mr. C. M. Sing
	Mr. C. A. Woods - replacing Mr. E. C. H. Woo
Academic Policy	Mr. A. Janmohamed - replacing Mr. O. C. W. Lau
	Mr. C. A. Woods - replacing Mr. D. K. Leung
Admissions	Mr. F. B. N. Horsburgh - replacing Mr. D. A. Dyment
	Mr. A. A. Raghavji - replacing Mr. C. M. Sing
Agenda	Mr. M. A. Fuoss - continuing member
	(vacancy) - replacing Mr. D. A. Dyment
Appeals on Academic Standing	Mr. W. F. Dick - replacing Mr. D. K. Leung
	Mr. E. B. Goehring - continuing member
	Ms. C. L. Greentree - replacing Mr. D. Makihara

Budget	Mr. E. B. Goehring - continuing member
	Mr. E. C. H. Woo - continuing member
Continuing Education	Mr. F. B. N. Horsburgh - replacing Mr. L. Waldman
Curriculum	Mr. P. R. Marsden - replacing Ms. E. Brady
	Mr. R. S. McNeal - replacing Mr. B. D. Burgess
	Mr. J. A. Olynyk - continuing member
	(vacancy) - replacing Ms. C. J. Forsythe
Elections	Mr. C. A. Woods - replacing Mr. J. D. Adler
Extracurricular Activities	Ms. C. L. Greentree - replacing Ms. C. J. Forsythe
	Mr. M. G. Schaper - replacing Ms. E. Brady
Liaison with Post-Secondary Institutions	Ms. L. Chui - replacing Mr. M. A. Fuoss
Student Appeals on Academic Discipline	Mr. G. Kettyle - replacing Mr. S. W. Baumber
	Mr. M. G. Schaper - replacing Mr. W. F. Dick
	Ms. S. J. Spence - replacing Mr. D. Makihara
Student Awards	Mr. A. Janmohamed - replacing Mr. D'A. C. Boulton
	Ms. S. J. Spence - replacing Mr. M. A. Fuoss
Tributes	Mr. E. B. Goehring - continuing member
	Mr. P. R. Marsden - replacing Mr. S. W. Baumber
University Library	Mr. P. R. Marsden - replacing Mr. J. D. Adler
	Mr. J. A. Olynyk - continuing member
	Mr. M. G. Schaper - replacing Mr. B. D. Burgess

Ad Hoc Committee on the Environment for Teaching	Ms. L. Chui - replacing Mr. O. C. W. Lau Mr. M. A. Fuoss - continuing member

Dr. Will
Dr. Cook } *That the recommendations of the Nominating Committee be approved.*

Carried.

Faculty of Commerce and Business Administration

PROPOSAL TO ESTABLISH A CENTRE FOR LABOUR AND MANAGEMENT STUDIES

Dean Goldberg explained that the rationale for establishing the Centre is that the nature of industrial relations has changed dramatically as the nation's economy has changed dramatically, and that there is a need to provide a research facility for both conceptual and applied work in the area of labour and management at the level of the workplace as opposed to labour markets. He stated that the Faculty was interested in how the operation of individual organizations could be improved. The Faculty felt that there was a need to examine the ways in which organizations can marshall their scarce human resources in order to compete in the rapidly changing global economy, and the development of this centre was seen as a way to achieve that.

Dean Goldberg stated that the centre has three primary objectives and two subsidiary objectives. The first objective is to add to the labour management relations climate and to ensure that labour and management work more effectively to enhance the ability to compete globally. The second objective is to provide information that will enable organizations to manage their human resources more efficiently. The third objective deals with changing the culture of organizations in order that they can be more innovative and creative, and in the process not only be more competitive but to provide a much better environment within which people work. The subsidiary objectives,

which it was acknowledged fell within the purview of other centres on campus, deal with ethical issues in management and employment and with labour force policies and training. The centre is seen as a bridge between the academic community and the labour, business, and government communities, focussing on industrial relations. There will be four major activities: research, publications, conference and workshops, internships and exchanges.

In conclusion Dean Goldberg informed Senate that the centre would be under the direction of Professor Tom Knight. He noted that there would be an advisory board which would provide the necessary bridge and be responsible for the broad set of research issues that abound with this area. As such, the advisory board will span the academic, professional and government communities.

Dean Goldberg
Mr. Fuoss } *That the proposal to establish a Centre for Labour and Management Studies be approved.*

Dr. Shearer observed that proposals such as curriculum were examined by a Senate committee, but that proposals for the establishment of centres were not.

In response to a query by Dr. Shearer as to why the proposed centre, which appears to have a strong interdisciplinary component, was not to be located in the Faculty of Graduate Studies, Dean Goldberg stated that because it builds on the existing industrial relations management group in the Faculty of Commerce and Business Administration that seemed the logical base.

In response to Dr. Shearer's comments about centres not being examined by a Senate committee, Dr. Birch stated that it was customary for centres and institutes to

receive their review through the mechanisms of a Faculty rather than a Senate committee. Those that are interdisciplinary in nature go through the committee structure and the council of the Faculty of Graduate Studies and those that are primarily based in a single Faculty are reviewed by that Faculty.

Dr. Will stated that the distinction between centres and institutes and where they should be placed had become blurred and that perhaps it was time that this matter was examined by Senate.

In response to a query by Dr. Chase, Dean Goldberg confirmed that it was implicit in the proposal that multiculturalism would be covered.

Dean Marchak stated that the Faculty of Arts had been consulted and in general endorsed the establishment of the centre. She noted that the Head of the Department of Economics had given a great deal of thought and attention to the project, and in a letter to Dean Goldberg had noted his belief that the potential contribution of such a centre will be reduced somewhat by having it housed in the Commerce Faculty. Reasons given in the letter included the belief that the role of the other disciplines will be reduced although not eliminated, the centre will be driven by an industrial relations unit or a management organizational behaviour focus, and economic law and sociology will have less influence. He also noted that the industrial relations centres at Queen's University and the University of Toronto, which are not housed in a particular Faculty, are interdisciplinary in nature and have had directors from economics, law and commerce. He also felt that the labour community may be more suspicious of a centre housed in commerce.

Dean Goldberg commented that it made more sense to start the centre in a narrower way in one home rather than having to satisfy a diversity of constituencies. As far as

organized labour support for the proposal is concerned, Dean Goldberg stated that the President of the B.C. Federation of Labour was a member of the Faculty's Advisory Council and strongly supported the initiative.

The motion was put and carried.

Faculty of Medicine

PROPOSAL TO ESTABLISH A CENTRE FOR MOLECULAR MEDICINE AND THERAPEUTICS

Dean Hollenberg explained that the burden of genetic disease in Canada was of great concern in that approximately 8% of Canadians would experience a gene related impairment, disability, or handicap by age 25. It has been estimated that up to 50% of children in paediatric hospitals are admitted because of an illness with a strong genetic component, and that approximately 60% of Canadians will suffer at some time in their lives from a disease with a significant genetic component such as heart, cancer or Alzheimer's disease. These considerations, coupled with the fact that research in genetics is advancing extremely rapidly at the present time, have prompted the Faculty to propose the development of the centre. Dean Hollenberg stated that the proposal had received the endorsement of the Faculty after discussions that had taken more than a year. He noted that the centre would primarily be a research centre although it would also involve a strong educational component of graduate students, undergraduate students, summer students, postdoctoral fellows, and medical students. The focus would be to gain a better understanding of the cellular molecular basis of genetic diseases, to develop better ways to prevent these diseases, and to develop cures using the great advances in genetics technology developing at the present time. Dean Hollenberg stated that the project would be well funded from sources such as the Network of Genetic Diseases, and the Medical Research Council. He noted that a large grant had also been approved from Merck Pharmaceuticals in support of the centre, and

that support would also come from the B.C. Children's Hospital. The Dean anticipated that, with such strong funding sources, the centre would become a major research and educational centre on the campus within the next five years.

Dean Hollenberg
Dr. Dawson } *That the proposal to establish a Centre for Molecular Medicine and Therapeutics in the Faculty of Medicine be approved.*

In response to a query by Dr. Dennison concerning space implications, Dean Hollenberg stated that the grant money was for operating purposes and that space for the centre had been found in the network building on campus. It was expected that it would then expand either to the industrial park part of campus or the Shaughnessy site where the Children's hospital is. He stated that funds would have to be obtained for the capital cost of developing the centre.

Dr. Sobrino noted that there was no mention of library needs in the proposal. Dean Hollenberg agreed that this was a very valid concern and stated that as the research program develops, the Faculty planned to integrate into these proposals the development of funds to support the Library.

The motion was put and carried.

Other business

STUART OLSON CONSTRUCTION INC. SCHOLARSHIP IN PROJECT MANAGEMENT

Dr. Slonecker informed Senate that the Stuart Olson Construction Inc. Scholarship in Project Management, approved at the March meeting of Senate, had subsequently been withdrawn and that a revised award would probably be presented at the May meeting.

Dr. Shearer stated that he had been informed that a number of books were to be moved from the Main Library into the Lam Library and that Senate ought to be aware that access to the Lam Library is restricted. He thought that Senate should ask for assurance on the following issues:

1. That when books and journals are transferred, all members of the University community will have unrestricted access to the entire Lam Library collection.
2. That access includes the ability to Xerox an article or to sit down and read a periodical and make notes if they wish.
3. That if there are savings due to the elimination of duplication in the two collections, any savings should be shared between the Lam Library and the Main Library.
4. That acquisitions should be controlled by the Main Library.

Dr. Grace informed Senate that the issue had already been raised with the Senate Library Committee. She stated that the Committee was monitoring this matter and would keep Senate informed.

Dr. Birch assured Senate that there would be further consideration of this matter before any final decisions were made.

FACULTY STATUS

In response to a query, Dr. Birch stated that the guidelines on Faculty status would be available to any unit bringing forward a recommendation and would be used as a starting point for a Senate ad hoc committee. Proposals from Schools or any other

unit should be framed in terms of the guidelines, and when received Senate would set up an ad hoc committee to review the proposal before consideration by Senate.

Adjournment

The meeting adjourned at 9.30 p.m.

Next Meeting

The next regular meeting of Senate will be held on Wednesday, May 19, 1993.

Appendix A

MATURE STUDENTS IN THE FACULTY OF ARTS (PP. 10568-10575)

Appendix B

COURSE AND CURRICULUM PROPOSALS (PP. 10576-10580)

Note: The full text of these reports to Senate is not included in the Minutes. Copies are available from the Associate Registrar, Senate & Curriculum Services. Many reports are also available on the Vancouver Senate website at *www.senate.ubc.ca*.